

**Title of the research: 'Samenspel'**

Parent-child interaction in toddlers with a specific language impairment (SLI)

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Background

The parent-child interaction plays a crucial role in the development of children. An important aspect within this interaction is the parental sensitivity. Research has shown that parental sensitivity is associated with higher language abilities in children.

Aims

The aim of this research is to examine differences between the parent-child interaction between children with and without SLI. Furthermore the relation between parental sensitivity and language development is examined. Findings of this research will be used to make recommendations for intervention.

Methods & Procedures

Fifty toddlers with SLI and fifty toddlers without SLI participated in this study. The children with SLI were recruited at the early intervention groups of the NSDSK and the children without SLI were recruited at childcare centers and by a health clinic. The children were between 2 and 4 years of age. Language tests were administered to the children in order to examine their receptive and expressive language skills. The parent-child interaction was examined through a video-recording of a free play activity between the parent and child in their home environment. The sensitivity of the parent and the responsivity of the child were coded by applying the Emotional Availability Scales (EAS). Parental sensitivity refers to the ability to correctly interpret a child's signals and respond in an affective, warm and adequate manner. Responsivity of the child refers to children's age- and context-appropriate ability to explore on their own and to respond to the parent in an affectively available way.

Results

The first results of this research will be presented.