



Hanen Programs:  
An Evidence-Based Approach for Helping Parents & Teachers Facilitate Language Development  
Toby Stephan • The Hanen Centre  
Alabama Early Intervention & Preschool Conference • November 17, 2010

 **The Hanen Centre<sup>®</sup>**  
Helping You Help Children Communicate

**More Than Words<sup>®</sup>**

Hanen Parent Training for Families of Children  
with Autism Spectrum and Related Disorders

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Speech-language Pathologist  
Hanen Instructor and Australasian Representative  
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**The Hanen Centre**  
Not for profit Charitable Organization

Service

Resources

Training

Membership

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**What we will talk about**

- Why do we train parents – especially parents of children with ASD?
- What do parents learn in a Hanen More Than Words<sup>®</sup> Program?
- What is the format of *More Than Words*
- A practical example of what and how parents learn in a *More Than Words* program
- Video feedback – why do we do it?
- Research on *More Than Words*

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**Parents as Interveners**

Give parents the skills to  
implement the intervention

SLP becomes the mediator &  
the parent becomes the therapist



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**Why do we train parents?**

- Knowledge of child
- Lifelong skills
- Greatest interest in child progressing as far as possible
- Intensity – costly and often unrealistic to have extensive intervention provided by non family members


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### What the experts say about parent involvement...

"Active **involvement** by families is critical. Without it, intervention is unlikely to be successful - any short term effects are unlikely to be long-lasting".  
*Bronfenbrenner, 1974*

"The earlier parents of children with disabilities are **involved** in intervention programs, the better the outcomes".  
*Rossetti, 2001*

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### Research on Parent Training

Shows a link between parental sensitivity to the attention of their children and the child's subsequent development of communication skills

*Siller & Sigman (2002); Mahoney & Perales (2003)  
Aldred, C., Green J., & Adams, C. (2004)  
Mahoney & Perales (2005)*

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### What US National Research Council says . .


Naturalistic behavioral or structured developmental methods appear to be an effective way to address the core communication deficits of autism.




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### Social Pragmatic Developmental Programs (like *More Than Words*)

- Naturalistic
- Developmental
- Focus on teaching spontaneous social language in every day activities
  - learning contexts are functional and motivating
  - child-directed



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### Parents in Groups



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### Why do we train parents in groups?


- Parent-to-parent emotional support – needed more than with other disability groups
- Parents of children with autism need to be with similar parents
- Parent-to-parent sharing of ideas
- Cost effectiveness

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### The Hanen approach is based on...

**Social-Interactionist theory:**

The child is able to process language input more easily when adult input is **responsive** to what the child is attending to.

**Responsive input** facilitates language learning because it:

- is more motivating for the child, thereby increasing his participation in the interaction
- doesn't require the child to expend cognitive energy to shift their attention to the adult's focus

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### More Than Words® strategies

First...

**Child-centered strategies**  
(increase child initiations)

- Get your child's attention
- Give your child a reason to communicate, and wait
- Consider your child's sensory preferences
- Follow your child's lead
- The 4 I's – Include, Interpret, Imitate, Intrude


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### More Than Words® Strategies

Second...

**Interaction & language promoting strategies**

- Make the Connection: R.O.C.K.
- 4Ss – Say Less & Stress, Go Slow & Show
- Use Visual Helpers


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### More Than Words Strategies

And finally...


**Use these strategies in many situations**

- Books
- Toys
- With friends

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### More Than Words® Program Schedule

**Group Session 1:** Get to Know More about your Child's Communication  
**Group Session 2:** Follow Your Child's Lead  
 **Video Feedback #1**  
**Group Session 3:** Make the Connection with People Games and Songs  
**Group Session 4:** Help Your Child Understand What You Say  
 **Video Feedback #2**  
**Group Session 5:** Use Visual Helper  
**Group Session 6:** Bring on the Books  
**Group Session 7:** Take Out the Toys  
 **Video Feedback #3**  
**Group Session 8:** Let's Make Friends

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### Format of Hanan Programs

**Combination of:**

- group sessions for parents/caregivers;  
combined with
- individual video feedback sessions – help parents practice and apply strategies successfully so child can achieve her/his communication goals

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### Framework for Teaching Strategies

 <b>Plan for home</b> written 4 3	 <b>Hook the learner in –</b> establish a reason for learning 1 2
 <b>Practice, practice, practice!!</b> simulated and "mental"	 <b>Provide the information –</b> interactive, practical, relevant


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### Adjust How You Talk

Think of children as  
foreign language learners



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### Highlight Your Language: The 4 Ss:

**Say Less**



**Stress**



**Go Slow**



**Show**



**Repeat, Repeat, Repeat!!**

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### Say Less

- Simplify
- Short clear labels and sentences
- Use grammatically sentences



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### Stress


- Exaggerate important words
- Put important words at the end of sentences



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### Go Slow

- Slow down rate of speech
- Pause between words and phrases to make the key words stand out (make sure you use natural pauses)



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### Show

- With real objects
- With actions and gestures
- With pictures
- With print



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### REPEAT, REPEAT, REPEAT!

- The more the child hears a word, the more likely he is to understand its meaning
- Pause between repeats to allow child time to process
- Don't overdo it!

**Dog!**


The **dog's** hungry!



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**Which of the 4 S's does Isaac's mother use to help him understand?**



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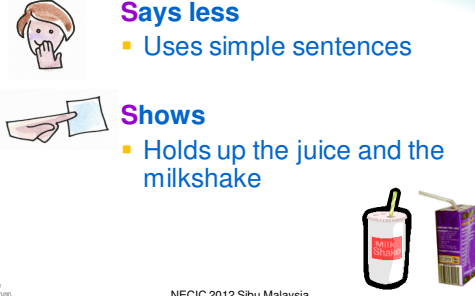
**Which of the 4 S's does Isaac's mother use to help him understand?**

**Says less**

- Uses simple sentences

**Shows**

- Holds up the juice and the milkshake



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**Highlight Your Language:  
The 4 S's:**

**Say Less**  **Stress** 

**Go Slow**  **Show** 

**Repeat, Repeat, Repeat!!**

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**Let's try it out**

**Partner A:**  
Your child has finished the juice in his juice box. He indicates he wants more but you are out walking and have no more juice for him.

Respond with two simple sentences, using the 4Ss.

**Partner B:**  
You are blowing up a balloon and you stop blowing when you think it's big enough, but your child is making sounds and gesturing to tell you to keep on blowing it up. You're afraid the balloon will pop.

Respond with two simple sentences, using the 4Ss.





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**Using the Four S's**

**THE FOUR S's**

 <b>Say less</b>	 <b>And stress</b>
 <b>Go slow</b>	 <b>And show</b>

**Repeat often!**

- Parents**
  - How easy was it for you to use the Four "S"s?
- Children**
  - What helped you understand?

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**Think about applying the strategy**

- Which of the 4 S's do you think you will focus on the most at home?
- Why?
- What can you do to help yourself remember the main strategy(s) you want to try?

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### To Do at Home Plan







Highlight your  
Language




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### Framework for Teaching Strategies

 <p style="text-align: center;"><b>Plan for home</b> written</p> <p style="text-align: center;">4</p>	 <p style="text-align: center;"><b>Hook the learner in</b> establish a reason for learning</p> <p style="text-align: center;">1</p>
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- **Video feedback – why do we do it?**


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### Format of Hanen Programs


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### Videotaping, Coaching and Feedback




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### Where research has been conducted on More Than Words

- The University of Toronto, Department of Speech Language Pathology
- University of Newcastle in England
- McGill & Montreal Children's Hospital
- University of Miami, Massachusetts, Vanderbilt



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### Outcomes of Research at the University of Newcastle

**In comparison with the control group, the experimental group showed the following:**

- Joy and Fun Assessment (JFA) showed parents' use of interaction strategies significantly increased
- Parents whose children met criteria for diagnosis of autism made significantly more change than those whose children didn't have "core" autism
- Child change: increased vocabulary



McConachie, Randi, NECIC 2012 Sibul Malaysia



### Outcomes of Research at the University of Toronto

Case study methodology showed that *post-More Than Words*, children:

- increased gaze to parent face
- Increased initiations
- Increased vocabulary



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### Outcomes of Research at McGill and the Montreal Children's Hospital

Study on the effects of *More Than Words* on children's attention to faces.

- Post *More Than Words*, there was a significant increase in eye to face gaze.

*Ostfield, Cornish, Tidmarsh & Fombonne, 2010*



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### Results of the Multi-site Study in the US

- Randomized controlled trial
- 62 children at 3 sites (*Boston, Miami, Nashville*)
- 15 – 24 month olds who failed two screens for ASD
- 32 children in intervention group



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### Results of the Multi-site Study

Toddlers who played with a limited number of toys (fewer than 3) showed dramatic improvement in communication compared with the control group which had "business-as-usual" treatment

- Initiating joint attention
- Initiating behavioral regulation
- Intentional communication
  - Eye contact
  - Showing, giving, pointing
- Generalized newly-learned skills to new location, new toys and new person



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## How do I find out more?

- Training for SLPs
  - first the *It Takes Two to Talk* Workshop
  - then the *More Than Words* Workshop
  - then the TalkAbility Workshop
- *More Than Words* Guidebook (Sussman, 2012)
- *More Than Words* DVD



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## Wrap Up

- Questions???
- Visit our website [www.hanen.org](http://www.hanen.org)
- [Cindy.smith@hanen.org](mailto:Cindy.smith@hanen.org) Australasian Hanen Representative
- [Fern.Sussman@hanen.org](mailto:Fern.Sussman@hanen.org) Program Director for More Than Words®

*Thank you for listening!*

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**Note:** There are free PDF research summaries for each of the Hanen Programs on our website, [www.hanen.org/Research-Summaries](http://www.hanen.org/Research-Summaries)

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