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

More Than Words®
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

The Hanen Centre
Not for profit Charitable Organization
Service
Resources
Training
Membership

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® 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

Parents as Interveners
Give parents the skills to implement the intervention
SLP becomes the mediator & the parent becomes the therapist

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

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)


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

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

Parents in Groups

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

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

Second...

Interaction & language promoting strategies

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

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

Format of Hanen 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

Framework for Teaching Strategies

1. Plan for home
2. Hook the learner in – establish a reason for learning
3. Practice, practice, practice! simulated and “mental”
4. Provide the information – interactive, practical, relevant

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Arun

Think of children as foreign language learners

Adjust How You Talk

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Highlight Your Language: The 4 Ss:

- **Say Less**
- **Stress**
- **Go Slow**
- **Show**
- **Repeat, Repeat, Repeat!!**

**Say Less**
- Simplify
- Short clear labels and sentences
- Use grammatically sentences

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

**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)

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

**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!

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

<table>
<thead>
<tr>
<th>Says less</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses simple sentences</td>
<td>Holds up the juice and the milkshake</td>
</tr>
</tbody>
</table>

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

Highlight Your Language: The 4 S’s:

- Say Less
- Go Slow
- Stress
- Show

Repeat, Repeat, Repeat!!

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.

Using the Four S’s

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

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?
To Do at Home Plan

Highlight your Language

Framework for Teaching Strategies

Plan for home
Hook the learner in
establish a reason for learning

Practice, practice, practice!
simulated and “mental”

Provide the information
interactive, practical, relevant

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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

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

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

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.

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

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 toy, and new person
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Wrap Up

- Questions???
- Visit our website www.hanen.org
- Cindy.smith@hanen.org Australasian Hanen Representative
- Fem.Sussman@hanen.org Program Director for More Than Words®

Thank you for listening!

References


Note: These are free PDF research summaries for each of the Hanen Programs on our website: www.hanen.org/Research-Summaries

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