Parental Involvement in Speech-Language Intervention

Victoria Beech Finley
University of Southern Mississippi

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The University of Southern Mississippi

Parental Involvement in Speech-Language Intervention

By

Victoria Beech Finley

A Thesis

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in Partial Fulfillment
of the Requirements for the Degree of
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Approved By

__________________________________________
Jennifer Salgo PhD, CCC-SLP
Assistant Professor, Speech and Hearing Sciences

__________________________________________
Steven Cloud, PhD, Chair
Department of Speech and Hearing Sciences

__________________________________________
David R. Davies, Dean
Honors College
Abstract

This thesis examines how parents of children who are successful in therapy are involved, from the parent’s perspective. Literature on parental involvement in therapy is limited, especially findings from the parent’s perspective. This thesis follows a phenomenological qualitative design. The investigator interviewed three mothers regarding their participation. The investigator then transcribed the interviews and cyclically analyzed them to find salient themes across all three. There were two shared themes, acceptance and emotions. It is hoped that this study will provide insight for other parents so that they can contribute to their children’s success in speech-language intervention.
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I. Introduction

Speech-language pathologists (SLPs) are reforming the way that they administer speech and language intervention. By tradition, the SLP was considered the expert in the field and therefore controlled every aspect of the intervention process with young children. This therapist-centered model is being replaced by a family-centered model, which is now considered the best practice (Crais, Poston Roy, & Free, 2006). Clinicians serve whole families, rather than the child alone. According to a national survey of SLPs, 80% indicated that they gave parents activities to complete at home (Pappas et. al., 2008). This shift has mainly occurred over the past half century (Hanna & Rogers, 2002). It is important for clinicians to understand the extent to which a parent is willing and able to be involved in their child’s intervention as clinicians move towards family-centered practices.

Despite the increased parental participation in children’s speech intervention, studies supporting the positive impact of the participation are limited. One relevant study examined how parent-child interaction therapy would benefit young children who stuttered (Millard, Nicholas, & Cook, 2008). This was a longitudinal study involving six subjects over the period of a year. The parents video recorded the activities that they participated in each week and speech samples were obtained and analyzed. The investigators found that four of the six children studied significantly reduced the frequency of their stuttering in conversation with one parent, and the remaining child made significant progress when a direct fluency management program was introduced.
Tufts and Holliday (1959) found that when speech-language pathologists informed parents of their child’s intervention goals and appropriate instructional methods, parents were almost as adequate at helping correct their child’s mild misarticulations.

Hagstrom (1994) completed a case study to examine how parents can contribute to their child’s language intervention process in home-based therapy. According to Hagstrom (1994), parental involvement is seen as “essential to assessment and treatment because the talk of the child is jointly constructed with them and within home activities” (p. 243). However, his study only involved a single child participant. John Muma (1998) addressed parental involvement and its importance as well. He discussed some outcomes of parent participation in speech intervention. He explained that children usually do better with their parents present during sessions, as children want to show parents they have the skills to perform the intervention tasks. Also, parents learn how to take home what their child is working on in therapy and become involved in overcoming their child’s language challenges.

A limited number of studies have been conducted from the parents’ perspective of their child’s speech intervention. The studies were primarily experimental in nature. Also, the studies failed to describe the type of parental involvement, such as reading to their children and providing stimulating experiences. Furthermore, they did not discuss the amount of time each day parents spent working on intervention activities with their children. Therefore, this study seeks to investigate how parents of children who are successful in intervention are involved and richly describe their involvement from the
parental perspective. The research question is as follows: How are parents of children who are successful in speech-language intervention involved?

II. Literature Review

The current trend of speech-language pathologists is to involve parents in speech intervention (e.g. Crais, Poston Roy, & Free, 2006; Pappas et. al., 2008). Although the scope of the literature is limited, the literature does indicate that parental involvement positively impacts a child’s progress in intervention.

Parental Involvement

Fudala, England, and Ganoung (1972) examined the effect of parents attending regularly scheduled therapy sessions. The investigators randomly assigned 92 elementary school children to either Group 1 or Group 2. In Group 1, the parents did not attend therapy, but helped with short homework assignments. In Group 2, mothers were divided into two halves with the first half attending sessions once per month and the other half attending sessions every week. Evaluation included a series of tests. The investigators found significant differences between the two groups, with most children whose parents attended each week having even better intervention results than those who attended monthly.
Hagstrom (1994) conducted a case study to explore and explain how important parents were in assessment and treatment of language intervention for children. The focus of the study was Teddy, a three and a half year-old male diagnosed with Duchenne muscular dystrophy (DMD). His speech was echolalic and difficult to understand. Another identified problem included his difficulty with controlling his oral motor functions such as eating. Speech therapy goals were to improve verbal communication, to teach him to better control oral functioning, and to assist in proper school placement. Hagstrom observed Teddy and individualized a treatment plan according to Vygotskian theory, which stresses the central role of social interaction in cognitive development. The plan was centered around the mother working with Teddy at home on intervention goals. Teddy did make progress with his mother and Hagstrom concluded that parents did more than strictly enhance intervention. Parents are the basic units in their child’s cognitive and social growth.

Millard, Nicholas, and Cook (2008) showed that four of six children significantly improved their stuttering when the parents were active in the intervention. The remaining two children did show improvement, but not to as great an extent as the other four, due to individual differences. Buschmann et al. (2009) investigated the effect of parents’ involvement in their child’s therapy for language delay. Most parents, according to the study, adopted a ‘watch and wait’ mindset. The study took 47 two-year olds with a language delay and divided them into groups. Half went to the program that involved parents and the other half received therapy without parental involvement. After a year, they found that 75 percent of children in the intervention group had normal expressive
language whereas only 44 percent in the waiting group had normal expressive language. Also, 26 percent of children in the waiting group still qualified under specific language impairment compared to 5 percent in the intervention group.

**Programs and Training**

Studies have found that parents can be effective at implementing speech intervention if trained by a professional SLP (Tufts & Holliday, 1959; Sommers, 1962). Rustin and Cook (1995) studied the effects of parental involvement on children who stuttered. They broke their study into three phases based on the children’s ages. The first phase was conducted with 2- to 6-year olds. The goals of intervention in this phase were to find what type of parent-child interaction would aid in increasing the child’s fluency skills by way of external demands and enabling the parents to understand what helped their child succeed. The second phase involved 7-to 14-year olds. Due to the assumption that children at this age were forming self-concepts, the goals of phase two were to help both children and parents understand stuttering, make changes to increase effective communication, practice those changes, and follow-up on progress. The group that comprised phase three consisted of adolescents of ages 15 to 18. The treatment plan that emerged for each child in this group was very individualized. However, overall goals for the adolescents included the goals of the other two groups, along with increasing the participants’ understanding of consequences of stuttering and how to deal with it effectively, as well as continuing to improve their communication strategies and skills. Rustin and Cook (1995) concluded that parents could not be ignored when it came to
developing interventions for children. With the parental involvement, intervention goals can be worked on at home as well in the clinic.

The abovementioned literature on parental involvement in intervention is limited and experimental in methodology. This study seeks to investigate parental involvement in children who are progressing successfully in intervention, using a qualitative research design. The research question, as mentioned above, is: How are parents of children who are successful in speech-language intervention involved?

III. Methodology

The purpose of this study is to discover describe how parents are involved in the intervention of children who are progressing successfully in therapy, from their perspective. “Success” is measured by the impression of the child’s clinician/clinic supervisor. In order to obtain the parent’s perspective on their child’s speech intervention, the investigator interviewed three mothers of children who were achieving “success”. Three participants were chosen due to feasibility, more would have been beyond the scope of this project. The investigator asked questions about what the parents did at home to aid their child’s progress, how they involved themselves during the therapy sessions, and their overall experience with their child’s therapy. The interviews were transcribed and cyclically reviewed to identify salient themes.
Selection of Participants

Participants in this study were three mothers whose children were currently receiving speech-language pathology services at a clinic housed in a public university in the southern United States and were progressing successfully, according to the abovementioned criteria. A list of children who were considered successful was compiled and their parents were contacted. The first three to respond were selected as participants. The participants happened to be female. Only three participants were selected due to time constraints of this investigation. However, ethnographic interviews with each participants yielded much rich data. The participants’ children ranged in age from seven to nine and had been receiving speech-language pathology services for at least six months.

Participant A is a mother of a seven-year-old girl who, at the time of data collection, had been receiving therapy at the university clinic for a full year. Her daughter began receiving services at 20 months old and at the time of the study was receiving therapy three days a week at a public school. She also received outpatient therapy at a school for language-disordered children in the southern United States for two years.

Participant B has a seven-year-old daughter who has been receiving services from the university clinic for two years. Her daughter received one year of intervention in the school system, but that ceased when she began attending the university clinic. The
participant has four children and home schools using a special curriculum for her children with disabilities.

Participant C has two sons receiving therapy at the university clinic. One is age nine and the other is age seven. They had both been receiving therapy at the clinic for two years at the time of data collection and both began receiving intervention via the school system at age four.

**Data Collection**

This study utilized a phenomenological qualitative design following Smith and Osborn (2003). Phenomenology examines experiences of a person and allows for gaining knowledge through descriptions rather than explanations. The investigator used semi-structured interviews to collect the data, which means the interviews were guided, not dictated by an interview schedule. There was an attempt to establish rapport, questions were not in a particular order, and the interviewer followed the responses of the interviewees.

After agreeing to participate in the study, the investigator interviewed each participant separately, and audiorecorded the interviews. The interviews took place in the thesis advisor’s office near the University clinic during the children’s therapy session, by choice of the participants. The interviews began with similar demographic questions about the participant’s children such as age, where else they had received therapy, and how long they had received therapy from each place. The rest of the interviews consisted of open-
ended questions about their experience with therapy, how they were involved during sessions, what they did at home to stimulate speech and language, and what they did outside of the clinic to gain information such as training programs or courses.

**Analysis**

The investigator transcribed the audio recording of each interview. A cyclical analysis was then used to review the transcripts and code salient themes that appeared in each interview. The investigator then compared themes across all three interviews.

**IV. Results and Discussion**

Although there was a low number of participants, there was a great amount of data collected. The interviews yielded 748 total lines of transcript. Although there were some differences across the three interviews, clear patterns emerged. The two most salient themes were acceptance and emotions; these will be detailed. The shared themes were organized into a table (see Appendix D).

**Acceptance**

All three of the participants discussed acceptance of their child’s disorder. They all demonstrated a desire to learn more about their child’s disorder(s) by either attending conferences or meetings, or by talking with clinicians and supervisors about their child.
Participant A reported attending several informational meetings held at her child’s school related to her child’s disabilities. She also took a course on the method used when her daughter was receiving services at the school for communication disorders so she could understand the method and how it would help. She stated, “So anything I can go to to find out more about her, how to help her, I like to go if I can.” Participant B stated that she talks with the student clinicians before and after intervention sessions as well as the supervisor while watching sessions. She stated about the supervisor, “I talk to her the whole time and ask her opinions and stuff.” Participant C also mentioned that the student clinicians answered any questions and the supervisor was available to “chat” with and ask questions.

All of the participants also mentioned the benefits of being able to observe therapy sessions and how they have taken what they see and used it at home. Participant C stated, “I was really empowered because I could watch through the window and I have tried to take advantage of that as much as possible”. She also explained how she bought games after seeing them played in therapy and did them at home, such as mad-libs. Participant A also talked about how watching therapy has influenced what she does at home with her daughter. She said “I’m not a therapist so I wouldn’t know anything to do if I didn’t watch and learn that way.” Participant B simply stated that she typically watches the therapy sessions and uses that knowledge to help correct her children’s speech during homeschooling.
Additionally, all participants discussed working on speech daily during home schooling or homework and also through daily activities. Participant A said that she used labels during conversation with her daughter, she “…tr[ies] to incorporate everything with speech and language”, and that “We’ve always found in you can incorporate everything into your just every day, all the time, then it doesn’t seem like therapy to them”. Participant C talked about how she uses games as a fun way to incorporate speech into daily life.

The participants also all demonstrated being in-tune with their child’s abilities and progress. Participant A talked about incorporating music with her daughter because “even though she can’t really put many sentences together she can sing whole songs.” She also recalled that her daughter’s vocabulary “exploded”. Participant B explained that she knows what her daughter has difficulty with during reading and speaking. She said “right now she’s having trouble with the ‘ool’ sounds like the “-o-u-l” and “o-o-l” so I’ll stop her and we’ll work on it for a minute”. Participant C described in great detail how much she noticed differences in her son’s speech. One instance was when she noticed her son was saying Jesus differently when the children were singing at church for a performance. She explained that “when he said Jesus it was like ‘Thesuh’”.

**Emotions**

All participants discussed emotions they had experienced throughout the process of learning about the disorder and seeking and receiving services. All of them explained
how they enjoyed coming to the therapy sessions at the University clinic, being able to know what is going on and gaining knowledge through observing. They also discussed experiencing worry. Participant A explained that she was worried when they left the school for language-disordered children that her daughter would “crash and burn”. Also, when it came time to change clinicians for the next semester she thought “having someone new every time would be a hindrance”. However, she has noticed that everyone has been able to “speak to [my daughter] in a way that has helped her.” She explained how positive everything was and how amazing her daughter’s progress was. Participant B explained that she loves coming to therapy and that even though switching clinicians has been hard for her daughter “they do a great job” and “I’ve been really happy.” Participant C talked about how she loves coming to therapy and having input stating “But here, this has been a dream come true, it’s a very very very good setup, thumbs up.” She also expressed that her sons really enjoy coming to therapy and that they “feel comfortable” during the sessions.

**Implications and Limitations**

The information from this study provided insight into the perspective of parents’ who have a child achieving “success” in speech-language intervention. Insight was gained into how the parents participated in intervention, both at home and during therapy sessions. It is hoped that this preliminary study will serve a step towards helping other parents contribute to their children’s success.
There were some limitations in this study. There were only three participants; future studies could include a larger number of participants. Also all three of the participants were mothers; future research involving other family members (e.g., fathers, grandparents) might offer a different perspective. Future research could include similar methodology with a larger pool of participants. In addition, further studies could compare involved mothers to fathers or compare involvement of parents of children who are not successful in therapy to parents of children who are successful. Also, the involvement of parents of children with particular disorders (e.g., autism, articulation disorders) could be investigated. Finally, this study examined children ages seven to nine. Different age groups (e.g., preschool, adolescents) could be further researched as well in order to expand the literature on parental involvement.

**Conclusions**

This study was conducted to gain information about parents of children who are “successful” in speech language intervention and how they are involved. This was accomplished via ethnographic interviews with three mothers of children “successfully” receiving speech-language intervention. The commonalities across all participants included acceptance of their child’s disability by wanting to learn more about their child’s disability, going over homework with them and incorporating speech and language into everyday activities, and emotions such as really enjoying their experience with therapy or being worried about switching clinicians or being in a new setting. This allowed the participants to share their stories and experiences to hopefully benefit others in similar circumstances.
References


Appendix A

R1- Now Molly is seven, right?
A- Uh huh, she just turned seven
R1- And she’s been coming here since...spring?
A- She...I have to think about this. She started last year this same
semester.
R1- Right, last spring
A- Right, so a full year
R1- And she’s also getting therapy at school?
A- She does, she get’s three days a week at school
R1- How long has she been having school therapy?
A- At school since she was three, and before that she started at like 20
months. Not really speech therapy obviously but you know a speech
therapist would come.
R1- Ok. Was she anywhere else? Was she getting therapy at the Dubard
School for a while?
A- We did the outclient therapy at Dubard for two years. And we
stopped that; we didn’t start back in August.
R1- Ok, so would you tell me about your involvement with her therapy?
A- Like, right now? Or over time?
R1- At any point, yeah start from the beginning whatever you want
A- Well, anything that she brings home from school, she has a notebook
at school she always has homework and we go over that with her
which obviously that’s just based on her goals and most of that has more to do with language building.

R1- Uh huh

A- And you’ve seen the book

R1- That binder, yes

A- That we had from Dubard, she maintains that book at school and so we go over her phonemes and her drop drills and we do all that pretty much daily. I guess. So it’s kind of not-stop really.

R1- Yeah

A- We try to incorporate everything with speech and language. We, a lot of her, we try to incorporate music really. She really seems to respond to that and even though she can’t really put many sentences together she can sing whole songs. So I use that too at home. Little videos just to try to help her build you know words together. It seems to work for some reason when it’s set to music.

R1- Yes. Could you give me an example of just going through, going over homework with her?

A- Well, yesterday they sent home I don’t know it was hats or something and each one was a different color and they were working on yes and no so you’re supposed to ask, this one was no, so everything was the wrong color. You point to yellow and say, “Is this red?” and she’s supposed to say “No, it’s yellow”. So that was an example of that. They do placement like above, below, up, in, out. They do things like that for
homework. Right now we’re trying to work on the /k/ sound. I can’t
get that out of her at all, no matter how hard I try, I mean she sends
home a tongue depressor and everything and it hasn’t, I haven’t had
luck so...Maybe I’ll go back to school one day. So a lot of the
homework just depends on like we want her yes no questions, the
positional things, sometimes it’s counting or I don’t know it’s
something different all the time.

R1- Yeah, so you just kind of look at the binder and go through?
A- M Hm

R1- Would you give me an example of a song you do with her?
A- Well, she has different videos, like kids, I don’t know if you’ve ever
seen Cedarmont kid’s videos but it’s...most of the ones we do are bible
songs that everybody knows.

R1- Yeah

A- And we also do signing time videos which we started forever ago. She
used to sign when she was little a little bit but it didn’t really take off
because she struggles with fine motor stuff too. But she just likes...I
don’t know, they teach her vocabulary because they’re learning signs
for different things, emotions even. So we use those a lot too. And it’s
also to music

R1- That’s good, more about what you do at home. Tell me about bringing
her to therapy and being here.
Well I used to watch a lot but honestly I’ve watched so much therapy over the years I kind of got burnt out so I haven’t watched this semester at all. I need to do that. And I do like to watch therapy because then I know what the therapist is doing and how they’re going about something or the words they’re using because I think sometimes for her if you try to get her to do something or say something or give a command, the wording, if I use a different wording it makes a difference

She might not get, she might not understand what we’re asking of her if it’s different. You know what I mean?

Yeah, right

So I need to get back to that

How about training that you’ve done with her therapist over the years?

Well, I’ve, sometimes the school system will have parent informational sessions, kind of, where they give you tips on how to work with your kids at home so I’ve gone to those. Whenever they have those I go. I took the Association Method when she was at Dubard, I did that course so that I would know because that’s so precise.

Right

Have you taken that?
You know they want it to be (precise) so I took that and mostly a lot of watching, learning that way.

One of those school sessions with the training tips, could you give me an example of what one was like?

Usually they’ll have one or two speakers come in, it’s usually about more than speech, it may be about developmental stuff just in general so they’ll have several speakers come in and a lot of times they’ll have a packet of milestones and ways to help reach the milestones. I’m trying to think...they haven’t had one this year that I’ve been to, but usually it’s speakers coming in and giving different ideas on how to work with them at home or like her therapist sent something home last week reminding parents now that Spring’s here to keep working on speech because I guess now we’re going outside all the time and it’s easy to slack off and so she had a calendar of something to do every day to help work on the language and the speech and just simple little things. Does that answer your question?

Yeah that’s good. So how has the training and observation helped you?

The school trainings aren’t usually things that are new for me. Because Molly’s not my first. We’ve been doing this for 12 years. I have a son with special needs too and he’s older so we’ve been doing therapy with him since he was pretty much born. Not speech therapy but you know. So those don’t tend to be a lot of new things for me, but there
was another part to your question I was going to get to and I lost my
train of thought. Oh the observations.

R1- Right

A- Well I’m not a therapist so I wouldn’t know anything to do if I didn’t
watch and learn that way. And of course it started out in our home
when she was little and they would come to us and it was more play
therapy and so I guess just observations and imitating what they do.

R1- Yeah. Could you give me an example of something you’ve imitated
that you’ve learned through?

A- The first thing that popped into my head when I said at home, she had
one man that came when she was little and he would bring animals to
try to get sound, you know the animal sounds, but what he finally got
was... He tried to teach her walk. He would take a horse or whatever
and he would “walk, walk, walk” and then he would say “walk horse,
walk horse” and he would do that and she would never say anything
and I told him in a about a week she’s going to say this. And about, it
was probably more than a week, but sometime later she picked up
something and “walk, walk, walk”. And we weren’t doing it at all. She
just, it came out. You know, so that would be an example of something
that I saw him doing, we practiced it at home, and then she ended up
picking up on it.

R1- I’ve seen her do that in therapy, she’ll do walk, walk

A- Yeah, we still do walk, walk!
That worked. How about your participation in conferences, IEP meetings, anything else?

Oh lots of IEP meetings. Yes, parents are a big part of that. Or parents should be a big part of that if they're not. They probably hate to see me coming, I've got my notebook, I've got all my notes written down. I'm that mom. Our meetings always take longer than they're supposed to. I don't know I just sit down and think about what I want for her, and what I think is reasonable, which usually shoots a little higher than what the school shoots for. But better to shoot high and not achieve than if you could have gone higher. So yes, always IEP meetings. What else, conferences. I've been to I don't know, a lot.

When Dubard would have them I'd go periodically when she was in that. And not just speech, but other things related to her. Speech is her primary, seems to be her primary disability, but it's not the only one she has, so I think a lot of it is it's not just this is here and this is here, it all kind of overlaps and makes her who she is. You know what I mean?

Yeah

So I've tried to go to other types of like, she has ADHD. I went to a seminar about that and learned about that and before we got real far into that. So anything I can go to to find out more about her, how to help her I like to go if I can.
Yeah. Kind of go back to where you were talking about how you do things at home all the time to help with her speech and language. Could you give me some examples of that?

Well, she can't have anything unless she asked for it. And if I know she can ask for it in more than one word then she asked to ask for it in more than one word. We try not to let her be lazy about it. I mean I don’t expect her to say “Mom may I please have a drink of water in my cup?” But we condense it down. If she wants water she either has to say I want water please or I want water, or something to that. Lately because her vocabulary’s just exploded this last year, and you might not realize that because she wasn’t coming here before that.

Well I knew from Summer into Fall it was a huge-

It’s huge, it’s amazing and so she’s able now to repeat things that you say, whereas she was never do that even a year ago she couldn’t do that. And so we try to do a lot more or that if we’re saying something and she doesn’t try to say it and we try to get her to say it or approximate or whatever. And we try to use the wants thing a lot because if she wants something that’s important to her she’s more willing to try when she wants something. Like, she has the different shows that she likes to watch and if she wants to watch a show she has to say exactly what she wants. And it’s not perfect every time, she still gets frustrated trying to get – I don’t know what she wanted
yesterday. She wanted Yo Gabba Gabba, have you ever seen that show? It’s a crazy show.

R1- I’ve never seen it

A- It’s very weird, but she loves it. But we watch it on demand and she wanted a particular one, something about a man but I don’t watch them with her and I didn’t know which one it was and she got very upset with me. Very upset with me because I did not put the right one on, and she was trying so – and that’s the frustrating thing as a parent – she was trying so hard to tell me which one she wanted and I could tell she wanted something with a man but I didn’t, I never did get it. So that’s hard to – it’s hard to know she’s really trying and I can’t get it.

R1- Right

A- But that’s really come a long way. Before we wouldn’t even know if she was really trying. It used to just sound like gibberish and there was no chance of figuring anything out. Even though I think she was really trying. So we do a lot of listening for things. What else do we do at home? We label everything in conversation. It’s hard to know with her if she knows what something is or if she knows what you’re saying, if she gets it because she can’t always say it back so we just keep – everything has a label.

R1- That’s great.

A- Yeah, so those are some things.
What do you do when you’re listening and you don’t get what she’s trying to communicate?

Well I always ask her to say it again at least once. And if I just really – like yesterday – I just wasn’t going to get it. And I’m just like I’m sorry I don’t know what you’re saying. Sometimes, this didn’t apply yesterday because it was on demand, but I can hold up the choice of what I think it might be and let her pick that way. But when she gets frustrated she gets kind of wild. A lot of times it turns into a disciple action because she’ll throw something at me or – yeah she’s so sweet at church, people say oh she’s so sweet and quiet; it’s like what are you talking about?

That’s how it is for parents, huh?

Yeah. So yeah we try our best to figure it out, sometimes we just don’t figure it out, and if we don’t we just say I’m sorry we don’t understand you and we try to direct her to something else or make her happy with what we found.

Here’s a question, I’m kind of branching off but what do you attribute her progress in therapy to?

That’s a good question. I’ve thought a lot about that actually. The timing of it seems, well, she’s had what seems like different stages of progress because before she started at Dubard she could say almost nothing on command but she might come out with a whole sentence that makes perfect since another time. But when she started there she
couldn’t even open her mouth on command, she couldn’t do it, couldn’t do anything like that. So that phase was kind of a, what seemed to me like training her brain to be able to make the mouth work with it, if that makes since. And then since we started coming here, we started seeing a lot more progress when we doubled Dubard and here this time last year. We started seeing a lot more progress then and then the vocabulary exploded. And who knows if it’s attributed to if she was ready or a combination of things, but I think for her, she doesn’t really like to sit still it’s hard for her, especially at three in the afternoon but I think her leading the therapy, the play, her leading that helps her. It helps her just being able to explore and pick up something that she’s interested – and she’s interested the whole time.

R1- Right

A- She’s not sitting there having to do what’s scheduled in this five-minute period. Do you know what I mean?

R1- Yes

A- And while that was very effective for some things, I think that the therapy here is effective for other things you know?

R1- Yeah, that makes since.

A- And there’s so much, so many things, that she gets to play with here. And they do tons of stuff there’s lots of labeling going on in therapy too and she has so many more opportunities to practice her speech
here, her language here, than she did in the other settings. Before it
was so structured.

R1- Exactly

A- Yeah, so I think just the way it's set up here has really helped increase
her skills.

R1- And she started coming four days a week, right?

A- In August

R1- In August

A- Cause last spring we did two days here, two a Dubard. So she was still
getting four days a week plus three at school but she was in the two
different settings.

R1- Ok, so the intensity has kind of been the same with four days a week
somewhere.

A- Yeah. And I think too, I was kind of worried last semester about
having the two different therapists, that kind of worried me a little bit,
but they were so in-sync together and they did so many things in a
similar way even though when you watched them they were
completely different, but they were working on the same things. They
both had their own styles but it’s worked great. I mean having
someone new, I was afraid having someone new every time would be
a hindrance, but I don’t think it is at all. And I noticed like Anna does a
lot of art project stuff with her where she’s combining that with the
fine motor stuff and it’s all, it's great. It’s different from even the girls
last semester, she has her own style and I think each person has really
been able in some way to speak to Molly in a way that has helped her.

R1- Anything else you want to add about the therapy experience?

A- It’s been very positive. Like I said I was so worried about leaving [the
school for language-disordered children], I was so worried that she
would just crash and burn so it was very refreshing, very positive
when we came full time and everything just, I mean has just exploded.

It’s amazing. I might cry talking about it.

R1- And obviously participated back here vs. her school therapy is
different because just the nature of the setting. Like here you can
come, you can observe in the back

A- Right, I’ve never observed her in school. And she’s actually in a small
group setting at school; she’s with two other kids which can be good
too. So, and her therapist at school this year, she does some oral
motor stuff too they don’t always do that at school but this one likes to
do it and so I like it. I think it helps too.

R1- Are you using that at home or just at school?

A- She doesn’t send that homework home, I know she’s doing it because
I’m friends with her and she tells me about it. We used to do a lot with
John, I had lots of homework with him because of the low tone and all
of that and we would do a lot of stuff with him. But she doesn’t send
that stuff home; she just does it at school.

R1- Anything, [R2], to add on?
R2: Can’t think of anything
R1: I think we covered it all
A: We’ve always found if you can incorporate anything into your just everyday all the time then it doesn’t seem like therapy to them. I don’t know if someone ever told me that or if I just figured it out with John a long time ago but it works if you just all the time, and to have high expectations. Reasonable, but high expectations. If you have too high expectations you get discouraged yourself.
R1: Right. Is there anything you wish would have happened or you would have known along the way?
A: I’ll just say it’s easier to take a blood type or a blood draw and know what your disability is going to be than it is to have to figure it out over seven years. It’s been very difficult to not know and to have to search because everyone has an opinion and a lot of times they don’t coincide with everyone else’s opinion. It’s been a different road; it’s been a lot more difficult.
R1: Yeah, I mean parents are such an important major part of that being * your child and figuring out and getting a label and figuring out what to do with it.
A: Yeah and it’s hard for some parents because they don’t want the label, some parents want a label but they don’t need a label
R1: Right, so true
But it is what it is and all we can do is take it day by day and help her the best we can and God will do the rest. Took me a long time to figure that out.

Well, we appreciate your help

No problem

Yes thank you so much, it was nice meeting you
Ok, so I'll start out getting some information about your daughter, Katie?

How long has she been coming here?

Summer of 2010

Ok so it's been—

This one will be two years

Ok, and does she get any therapy elsewhere or just here?

No, just here

Is that all she's had?

She started out in the school and thirty minutes with other kids just wasn't cutting it.

Right, so she was getting it in the school for a while

Yeah, before she was coming here and after we started coming her we stopped going to the school.

Ok well how are you involved in her therapy?

Normally I sit and watch and then of course when we're at home I correct her, that kind of stuff. Other than that I don't guess I'm involved a whole lot.

Well, that's pretty big involvement, just coming and bringing her and sitting through

Yeah and I live an hour away so

Oh wow that's quite a commitment
B- I mean I work with her at home just not to actually like when she’s sitting down and reading and stuff because we home school.

R1- Ok

B- So I work with her on sounds and stuff but to actually have a time set aside I don’t really do it.

R1- Could you give me an example of when you’re sitting down with her and working on sounds?

B- Well, most of the time it’s when she’s reading because to me that’s when it’s evident that she’s having trouble. And I’ll just correct her, but her main problems are her r’s they give her trouble.

R1- So you usually correct her when she’s reading?

B- Mostly, she’s talking too fast I’ll slow her down sometimes. And she was having pronoun usage problems too but she’s pretty much corrected that so I would correct her when she was having those too.

R1- Could you give me an example? Something she might say when she would-

B- Us is going to town. And I’d say “No, We’re going to town” so that kind of stuff. She did that a lot. Like right now she’s having trouble with the ool sounds like the oul and ool so I’ll stop her and we’ll work on it for a minute or two when she says it wrong like when she’s reading and stuff

R1- Yeah. How has it been to sit and watch therapy back there?

B- It’s fun. I enjoy watching it, I get lots of laughs
3

R1- That's good

B- And the students I like watching them. And you see a big difference in how one students interacts and then you have the next semester another one.

R1- Yeah

B- You hate seeing one go but...

R1- How about involvement with meetings or conferences?

B- Yes I come, of course and meet them in the afternoon whenever they come and get them. We may talk over it for a minute, what happened. Because normally Ms. Johnson is sitting in the back too and I talk to her the whole time and ask her opinions and stuff.

R1- Right. Could you give me an example of talking to one of the students after the session?

B- They always tell me what they went over and what they're working on and how she did for the day, that kind of stuff

R1- Right

B- She cheated in her games cause she likes to cheat.

R1- She has to win

B- She does! She'll be like “I didn’t cheat today momma!”

R1- That’s funny. How about when she was getting speech in school, how were you involved?
I sat in there the whole time when she was at speech and they sent home papers actually from there for us to work on at home so we did home papers, we reviewed them at home what they sent.

What were those like?

Well they were only using isolation sounds and so it would say like /t h/ and have a maze of /th/s and you'd have to say the little sounds that kind of stuff. Pretty simple.

Were you involved with IEPs?

Yes, they did IEPs I don't remember much about it. I signed papers.

That's all I remember. We went there for a school year at the school before we started up here.

I'm kind of curious since you do home school, would you mind telling me what that's like?

Just home schooling?

M hm

I enjoy it. Just like our schedule or with her...?

Yeah anything, anything at all that you want to tell me

Well we use different curriculums. She's got dyslexia so I use a special curriculum for her which is a little bit different. For Katie we use Bob Jones, I don't know if you've ever heard of them, it's a Christian publication and when they teach to read they use the word families you know like for at, so you'd read cat, sat, hat, mat. And then they go
on, of course they, now she’s doing all the long sounds and like she’s
working on the double o’s now, the oo’s and stuff now. But you know
in general I go back and forth between all the kids because Lucy my
five year old she’s got dyslexia and APD, she just got diagnosed with
both of those.

R1- So you have three kids?

B- I have four. I have a three year old he’s not doing school. But it is
definitely a challenge and everything taught, especially with the
dyslexia and all that, it makes it overwhelming sometimes.

R1- I’d imagine so, that’s a job. Well how does Katie’s speech tie in to
home schooling?

B- Well I actually bought some stuff called superstar speech, have you
ever heard of it?

R1- No

B- It’s for parents to do at home to help with it and I actually was doing
that for a while and I just quit. I was so overwhelmed with everything
else. And coming up her takes up so much time so I feel like if I’m
getting the basics of school down I’m doing good, but mostly it’s when
she’s reading and just in general conversation. I’ll just stop her and
say “Let’s say it this way” you know if it jumps out at me but I don’t
really have a specific time to sit down and do speech with her. I really
should but…

R1- What was that program like, what’d you say? Superstar…?
Superstar speech. She’s a speech pathologist that’s written it out for parents to kind of do at home to help with extra it’s not real severe. It’s got some cute little games and stuff to it.

Ok, so it’s like sound practice

Yeah, it’s kind of like what they sent home, they send home papers they used to do, it’s kind of similar. And little games to play with them.

Well how has your experience been here with students?

I love it. The only downfall is having to switch students because when you go from someone who’s really really good like we had Mallory one semester, she was great. And then you go to one that’s not as bubbly and that kind of stuff it’s kind of hard. And Katie’s real outgoing and so they got along great, her and Mallory did. And the next semester she had someone who was more sit in your seat, work, work, work, so it made it hard for her.

Yeah, it’s different every time.

Yeah it is but I enjoy it I really do. I think they do a great job. And you certainly can’t beat the price. I have the three in speech so if I was going somewhere private there’s no way I could afford it.

I know it’s crazy

But I’ve been really happy.

Good. I don’t really have any other questions, is there anything else you’d like to add?

Not that I can think of, I feel like I’m no help
R2- So, you have two sons in therapy, right?
C- Yes Will is 9 and Brandon is 7
R2- How long have they been in the therapy program here?
C- They started summer of 2010
R2- Have they received speech therapy anywhere else?
C- Yes, they started at the school when they were four years old. So I wasn’t sure what you wanted to know or how I could be helpful
R2- Just kind of tell me about your experience with therapy.
C- In general or here?
R2- In general, both
C- Ok so when Will started when he was at four year old preschool he was at a church based preschool program and they came to see him and he hated being pulled from the classroom and he’d throw kind of a fit. So they scheduled it to where it was the first thing when I dropped him off I dropped him, on the speech days, I took him straight to her and that was in a separate room. And he’d still cry I’d literally have to carry him there. I don’t think he made much progress that year. And the second year when he was in kindergarten his teacher was on maternity leave for the majority like in October to December so I didn’t know what was going on. I’d get real frustrated and I’d call a lot and ask what I should be doing at home and he had a substitute at that time and I think it was just hectic on their part but I was paranoid because he was in kindergarten and couldn’t say /t/ at
all, it was /k/ for everything. I was just like certainly there's

something I should be doing but then around December I remember

he said something about the koilet. No it was he couldn't say /k/

everything was /t/, every /k/ sound was /t/. And all of a sudden he

said koilet and I noticed that was odd. Then I realized he was

correcting what he thought was a mistake when he said toilet and I

realized that he'd been saying /k/ and I hadn't noticed so he had

made, all of a sudden around Christmas time, he had made that

improvement. And that was like the happiest moment when he I

realized he was saying coo-kie and all that stuff. Then later came the

/g/. Anyway, I remember a lot I don’t know how much detail you

want but then I got to, when his teacher came back from maternity

leave I got to get more homework assignments and stuff for him then I

felt like I had more participation. And then when Brandon started

when he was, he's two years behind, so by the time Will was in first

grade Brandon started speech so then they were both in speech. And

Brandon’s teacher was very, I don’t know if it was the teacher of him,

but he was very happy to go and he never resisted and was always

proud of his treats and stickers and stuff. And it was the same

location, it was a different teacher though but I feel like he's always

been making progress and I haven't really had to do a lot of

homework with him and that’s good because around the time he

started I had another baby and it was kind of crazy. And then we
started here because I felt like Will’s progress was slowing down and
maybe it was just gossip but I’d heard the teacher he had been
assigned wasn’t that good and I mean just, I decided I wanted to work
with him more and that this program would be a good fit so that’s
when I applied here and they started that summer. And that’s when I
thought, like I was really empowered because I could watch through
the window and I have tried to take advantage of that as much as
possible. And then I saw the games that they played with Will and
thought ‘I can do that’ so I started doing a lot of that at home. Then I
started worrying about Brandon because he wasn’t making progress
with the /r/ and I could see them getting frustrated with, not
frustrated like, but I could see that they were trying different things
and trying but he still wasn’t getting it. I even asked a friend, a co-
worker in City County who was talking about some new device she
had that was like a molded piece in their mouth that would give them
feedback and I was really close to getting Brandon in on that because
she was going to explore whether or not it was covered under
Medicaid or not and if it wasn’t I was thinking if it went on much
further I was going to go ahead and maybe pay for it. But then he
started saying /r/ and I was very glad we wouldn’t have to do that.
So, that would have been another therapy person I had experience
with but I think we’re done this semester with both of them here. I
know we’re done here but Will’s probably going to continue at school
because his teacher has noticed that during his conversation he'll slip
back into his old habits, in conversation and in class that’s why we’re
being dismissed here because in the room he’s doing so well. And so
that’s why I’m going to participate in the session later, she’s just going
to listen to how he talks to me and see if he slips back into his habits I
guess that’s the point. That’s my kind of my beginning to end broad
strokes.

R1- Yeah, would you mind going back, kind of way back when you were
talking about how Will’s teacher came back from maternity leave and
you got some homework, could you give me some examples of the
kinds of things you would do?

C- It was, every homework sheet I’ve ever seen looks like they came from
the same workbook. And it’s like repeat the words with the blah
sound and the teacher filled in the blank and it’s maybe a person
holding a thing of bubbles and the teacher would right the words in
the bubbles and we would repeat the words three times each and that
would be the homework. And I don’t know for sure if Will’s teachers
wanted him to do this the whole time or if Brandon was just an
overachiever because Will’s kind of like he doesn’t know what’s going
on half the time, he forgets, he’s just in la la land but Brandon is
always aiming to please. So when Brandon started going to speech he
would get those worksheets and they would say, he would say you
need to sign this because I get a sticker if you sign this and I bring it
back to say that I did my homework. So he would bring it to me and
I’d make sure I signed it and we did it. I was doing it with Will but I
never turned them back and signed them so I don’t know if his teacher
knew if I was doing them or not. But that’s what they were; just
repeat this word, or sometimes it’d be in the sentence it would specify
a sentence. But I think after a while Will quit bringing them home or
maybe they don’t do them anymore.

R1- How much time would you spend going through those worksheets?

C- The worksheets themselves maybe just maybe ten to twenty minutes.

Maybe not even twenty, more like ten but the benefit I think of those
sheets, to give them credit, is they brought awareness of the words
with those sounds in it because maybe I wouldn’t notice that…I can’t
think of an example but some words that aren’t spelled with a /s/ still
have the /s/ sound or a /th/ is disguised cause it’s like a compound,
like bathroom or something and it’d make me think ‘Oh that’s a sound
we use a lot and bring it to my mind and I would try to correct him
throughout the day. So for the worksheet for homework itself maybe
just ten minutes and maybe I would remember to do on a non-speech
day when it wasn’t in the folder but not often. Then I saw them doing
mad-libs one time where they filled it in with a word bank, words
from a word bank that were his target words and I fell in love with
that idea and got him mad-libs and we started doing those but then he
started resisting so that got old to him after a while.
R1- How about the corrections would you tell us about that, what you do?

C- Well, Brandon’s, my younger child with the /r/ sound, I didn’t correct because he couldn’t say the word, he couldn’t say the sound for so long and when he started to I was afraid to push it I didn’t want him to revert to the wrong sound because he was saying it wrong so long I didn’t want to overcorrect and then him, I don’t know I was afraid I was going to tire him out somehow so I didn’t correct, but now he’s kind of corrected on his own. But Will, in retrospect maybe I should have corrected him more but it was such a sound that throughout his whole…like he couldn’t say a sentence without there being at least three errors in it because the /s/ is so, it’s /s/, /ch/, /th/, /sh/, all those tongue sounds so like for so long it was just constant so I would just pick a word and then when he said that word, then that was too hard for me to remember but the one thing that I started doing that I noticed was that it was more consistent when the sound was at the end of the, the last word of the sentence then I would pick that one. Because then I would let him get his thought out and say “Can you say theirs again?” and that’s when, I think that was when I was able to be more consistent and I don’t know if that was the trick or if it was just timing but those are two different things that I tried. And then his therapist recommended when I corrected to see if he would say the word three times and that would help him, when I correct not just say it once but say it three times so I tried that. But Brandon has
completely incorporated it on his own, I felt like once he started
saying the /r/ sound right it was in everything right so I've been lucky
there.

R1- Yeah, that's good.

R2- What about when you were looking through the window at the
therapy sessions, what are some things that you saw and kind of
incorporated at home or that you've used from that?

C- Like that mad-lib game, that was something, and then I – that was
something I kind of slapped myself on the forehead like a duh moment
because I remember liking mad-libs when I was a kid and I didn’t even
have speech therapy so I was like that would be a great idea just for
fun. And so I just went out and bought a whole bunch of those and so
that was a big one. And then also like how they will play checkers and
just talk and then correct kind of subtly and it’s not about, it’s not like
a speech game it’s just a game and they’re just trying to get him to talk
and then correct him like sneaky – I've kind of like, that may be like of
course, duh, but watching them do it made me realize that that was a
good idea to do. Like not necessarily have ok this is speech time and
I'm going to correct your speech now but like just play and when he
says something listening for it. That was some. Oh and with Brandon
getting like a I can't remember the name of it but it’s like a toothbrush
but it’s like a tooth swab – toothette, that’s the word, toothette, and
rubbing it to stimulate his mouth and I was going to buy a pack of
those and do that at home but he just made so much progress so quick
I didn’t have time to do that, but that was one thing I was about to
start doing. Sometimes, I was going to copy the mirror thing like
having to look at themselves in the mirror I still may do that but those
molded mirrors that are like plastic and kid proof that come with like
evaluation kits and speech supply stuff are hard to buy in stores that
aren’t baby mirrors and distorted. So I gave up on that. Other things,
oh way back when Will was in preschool and I kept nagging the
teacher to tell me what I should do with him at home she
recommended chewing gum, like that may stimulate his mouth
because he needed some strengthening. And she recommended a lot
of other things, like lollipops or licking off his lips or copying in the
mirror kinds of exercises and the only thing I could get him to
cooperate in was chewing gum so they’ve always kind of had the
green light on sugar-free chewing gum. And then my friend who’s a
dentist said that was good too. So that’s something that I’ve always let
them do to hopefully wake up their mouths or use their tongues and
my two year old who’s about to be three has wonderful articulation, I
hope that she never has to be in speech therapy. But she can already
say the /r/ sound, I’ve heard her say it, not every time but I’ve heard
her make it like without meaning to I’ve heard it come out so but she
still says things, substitutions and stuff but she has said the /s/ sound
correctly and she has said the – but she’ll still say it wrong most of the
time but like when I hear it I’m like oh she said it so like if later if she’s ever not saying it I’m going to jump on it.

R1- What about participating in the therapy sessions?

C- So far I’ve just watched through the window, today will be the first time that I’ve gone in and participated and I’m excited about that. So far here they’ve never been grumpy or like refused to participate in general. There have been one or two days like Brandon when he had to get punished right before we were heading to the car to go to speech and then he just kind of had, he was stubborn didn’t want to it and they were like “I don’t know what’s wrong with Brandon today”, I’m like I do. But other than that they’ve always come really happy I think they like the setup here and our whole day is like planned around it so it’s not like they’re missing anything like in preschool it was different he was missing free play or he was missing outdoor recess or whatever, but here it’s like it’s time to go to speech and both of them are in it so there’s not like, you know your brother’s not having an awesome time in the waiting room while you’re hard working. I feel like I’ve been obsessed like I said with their speech for the past two years or more, four year old, five year old, first, second, so it’s been four years for Brandon and six for Will.

R1- That’s a big deal. What about participating in conferences?

C- I feel like that’s a funny topic because what I do is early intervention, I’m a service coordinator and I do IFSPs every single day and I do six
month reviews and new updates and revisions, and I’m constantly
going oh you’re part of the team and you’re opinion is important and I
want to know what you think and what do you think is a good goal
and then I go to their school once a year and the IEP is pretty much
written ahead of time and I just sign it and I feel like I’ve never been
on the team, ever. But here yall do have a form that says “what do you
want to work on this semester?” and I love that. I’m like ok let’s work
on something....I feel like I have input her, a lot of input, but really at
school I’ve never – it’s hard for me to even get them on the phone
sometimes and when Will was in kindergarten I was kind of stalking
them like because I was naïve, I felt like I was supposed to be kept in
the loop more but now I realize that that’s just not the system that
they have. So I’m ok with that, that’s why I sought outside help. They
have, they pretty much send the progress note maybe once a nine
weeks at school and sometimes I look at that but most of the time,
once they started here, I don’t even bother to look at that anymore
because it’s pretty much saying what sounds they’re working on but
doesn’t say what strategies they’re doing or anything like tips or
anything like that. They’ll say they’re working on these sounds and
they’ll circle not applicable or not started yet or progress made. I
really had to study it to figure out what it meant and then once a year I
go and sign the IEP, but other than that I didn’t even meet Will’s
teacher, I really don’t meet them until the end of the year. Like they
get a new teacher in August and I don’t meet them until I’m signing
the May IEP except when Will was in kindergarten and I was obsessed
and stalking and on the phone all the time. But then I let go.

R1- Yeah. How is talking to the therapists here?
C- They answer my questions all the time. Plus, with Brandon, when I’m
watching the supervisor is in there making rounds too so she’ll chat
with me and I feel like I can ask any question I want at that time.

R1- And you’re observing everything so you don’t really need to ask what
to do.

C- Right I really don’t need to ask that many questions other than when
Brandon wasn’t making progress I was asking every time “What can I
do?” But here, this has been a dream come true. It’s a very very very
good setup, thumbs up. I think if there weren’t a window for me to
watch I wouldn’t necessarily know more about the strategies or tips
or whatever but because there is I just feel like I’m in the know and so
it’s very beneficial, that observation room. And they don’t know that
I’m watching and so they’re acting, I’ve caught them in so many lies
like they’ll just lie to their speech teacher. Brandon has told her all the
toys he’s had like he’s making up a fantasy, like “I’ve got the Harry
Potter Hogwarts Castle and I built it the other day” and I’m like you
don’t have that toy. He said he had a DS that he could use to spy on
people to watch movies on it. We don’t have a DS. Anyway I just had
to get up and leave I was almost embarrassed like someone would
know he was lying, I just kept looking around like do you hear this?! I was in there by myself but so I know that they know I’m not watching every time, they feel comfortable.

R1- When you were talking about the form you fill out to say what you’d like them to work on could you give me an example of something you’d write?

C- Like they have a grandmother named Shelia and she calls herself “Shee Shee” so I was just, I know one time he wasn’t saying Shee Shee right, he was “Thee Thee” and so I was like can we work on Shee Shee, saying that right? Because I know he’ll say that a thousand times a day. That was something that was unique that I knew that was a word that they didn’t know that we said, that wouldn’t be in their vocabulary but it is in ours. Another thing was, I emphasized this semester, the conversation outside of the speech room thing. That’s probably why they came up with the group idea. Jesus, the word Jesus, Will because his J’s were wrong too, something weird about the way he said J sound. I just noticed one day when the children were singing at church when he said Jesus it was like “Thesuh”. Everyone else had their pretty little smiles and Will’s Jesus was a little bit different, that’s when I noticed it because it was the performance but I guess when I notice words that are in our vocabulary that he says a lot I brought those up. I can’t think of any like I know there was something else besides that that I put on there. But it wasn’t
necessarily a goal that y'all hadn't already established from testing. It was just, I guess pointing out our quirks. When Will was in kindergarten his Townsville therapist, I wrote her a note letting her know that he was in karate and they said “ush” for everything like that was like “yes mam” like they said “ush” and I wrote her a note saying that was something he could work on and that his grandmother’s name was Shee Shee so I wrote her that note and she was very appreciative of that but by the time we were here they weren’t in karate anymore so that wasn’t an appropriate one but I did participate that was back then with them. I can’t think of anything else.

R1- Ok, I think we covered everything if you don’t have anything else to add. You have any other questions?

R2- Not that I can think of.
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<tr>
<td><strong>Acceptance</strong></td>
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<td>- Learning more about disability</td>
<td>157 “anything I can go to find out more about her”</td>
<td>56-57 “I talk to her the whole time and ask her opinions and stuff”</td>
<td>235-236 “she’ll chat with me and I feel like I can ask any question I want at that time”</td>
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<td>- Using therapy sessions to guide what is done at home</td>
<td>117-118 “I’m not a therapist so I wouldn’t know anything to do if I didn’t watch and learn that way”</td>
<td>17-18 “I sit and watch and then of course when we’re at home I correct her”</td>
<td>51-53 “I could watch through the window and I have tried to take advantage of that as much as possible”</td>
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<td>- Working on speech daily with routines or games</td>
<td>298-299 “incorporate anything into your just everyday all the time”</td>
<td>27-28 “I work with her on sounds and stuff (during reading) but to actually have a time set aside I don’t really do it”</td>
<td>155 “ok this is speech time”</td>
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<td>- Being in-tune with strengths, weaknesses, and progress</td>
<td>232-233 “we started seeing a lot more progress then and then the vocabulary exploded”</td>
<td>33 “her ’r’s, they give her trouble”</td>
<td>28-29 “realized he was correcting what he thought was a mistake”</td>
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<td><strong>Emotions</strong></td>
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<td>- Enjoyment of therapy</td>
<td>253-254 “I think just the way it’s set up here has really helped increase her skills”</td>
<td>129 &quot;I enjoy it, I really do. I think they do a great job”</td>
<td>241 &quot;but here, this has been a dream come true”</td>
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<td>-Worry</td>
<td>276-277 “I was so worried about leaving [the school for language-disordered children]”</td>
<td>121-122 “the only downfall is having to switch students when you go from someone who’s really really good...to one that’s not as bubbly”</td>
<td>23-24 “I was paranoid because he was in kindergarten and couldn’t say /t/ at all”</td>
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