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Orignal Article

Patterns of Social Interaction in Families of Children With Expressive Language Delay

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ABSTRACT

There are two types of languages one is receptive and the other one is expressive. The lack in sufficient social interaction of parents with their children although normal in all developmental milestones causes a delay in their expressive language. **Objective:** The objective of the present study was to determine the different patterns of social interaction used by families that are responsible for the development of expressive language delay in children. **Methods:** Comparative Cross sectional survey was used for this study. The parents of 100 children from Lahore, of which 50 were parents of normally speaking children and 50 were parents of children with expressive language delay were taken as sample. These parents were asked to fill the questionairre accordingly that consists of different statements regarding their social patterns used by them to interact with their children. **Results:** Results indicated that there was significant difference with a p-value of 0.01 between the patterns used by parents of normally speaking children than those of expressive language delayed children. The mean values of excessive screen time of children with expressive language delay and normally speaking were 1.9600 and 4.0200 with standard deviations of 1.22824 and 0.84491 respectively. There were also insignificant differences with the p-value <0.01 in habits including reading picture books, using simple sentences and abrupt response to new things to happen with parents of normally speaking children than with the parents of expressive language delayed children. **Conclusion:** It is concluded that there is a difference between interactional patterns of parents of children with expressive language delay than those with normally speaking children that is the main cause of developemnt of expressive language delay in these children.

INTRODUCTION

Language involves understanding, processing and producing. For the communication process to be occurred normally, the first step is the understanding of the stimulus message. Processing is the information which come from stimulus message processed in brain in order to give the response accordingly. Producing: After the information from the stimulus message has been processed, a response will be produced in the form of an utterance. So we have two kinds of Language: Receptive Language and Expressive Language [1]. A speech and language delay occur when an expected pattern of developing these milestones does not occur on a usual manner followed by other normally speaking children [2]. Their speech and language milestones develop at pace that is not appropriate to the age with which other normal children of same age peer groups are developing normally. The indications of delayed speech and language include some red flags which are needed to be addressed if we want milestones of a child to be developed normally [3]. Normally developing speech and language milestones include: by the age of 1 year old, an average child has one word in expressive vocabulary other than mama, baba or

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other family members name, follows one step command without any gestural cue e.g. Give me, Come here, etc. At this age, child will also be using pointing in order to indicate their desired things. By the age when child is 2 years old, he will be able to make phrases containing two words and will be following commands of two steps. Ages between two and three years old, child is using telegraphic speech consisting of simple phrases without function words (prepositions, adjectives, plurals, etc.). By age three, the fluency of present tense should be improved [4]. Development of language is a complex process which is the foundation of many other skills including communication, academic starting and social relationships. For these skills to be developed appropriately it requires learning by the immediate environmental interactive partners and for children these immediate environmental interactive partners are their parents [5]. They are the first teachers for their children. There is a need of positive parent-child interaction and increased verbal responsiveness in the development of child's literacy environment and language skill. The first 3 years of life are the most important as the brain is developing during this period and new information is adding randomly. If these 3 years of life passes without adequate interaction and opportunities for developing language, then it is highly difficult to accomplish those milestones as the child develops [6]. McLaughlin MR in his research on delay in expressive language mentioned several characteristics of parenting and expressive language delay children and threat elements underlying delay in expressive language. He mentioned several factors that affect expressive language acquisition in children of 18-35 months of age [7]. These factors include heredity of children with expressive language delay, children whose parents having any language disability or disorder are more susceptible to language delay than does without any family history. Another factor was communicative interaction between parents and late-talkers, it is not about the quantity but quality of interaction between parents and children. Parents of normally developed language kids tend to be more responsive than does that of expressive language delay children who change the topic more often without knowing the interest of their children. Other factors include parental stress and family socio-economic status. Parents facing stress or low socio-economic found less time for interaction with their children resulting in delayed expressive language in their children [8]. Siti Noor et al conducted a study in Malaysia on 8th August, 2014 on patterns of interaction showed by children in kindergarten during learning activities. The study was carried out on six children including 4 boys and 2 girls of 6 years old. They conducted a qualitative research on finding out different patterns of interaction used by children during learning activities in classroom and outside [9]. They found out two main types of interaction patterns used by children, first was children-adult interaction and second was children-peer interaction. They concluded that the way children socialise have long lasting effects on relationship building, personality, social and emotional development [10]. Joanne Roberts et al in April 01, 2005 examined on finding the relationship among 4 home literacy practices along with international home environment and their outcomes on language improvement and literacy talents in later educational life of children. These 4 home literacy practices protected frequency of maternal shared e-book studying, maternal studying strategies, child's enjoyment in the course of analysing and maternal responsiveness [11]. Another study took a look at on seventy two African American's kids among the ages of 3 to five years and their moms from low income households. Their domestic literacy environment and improvement had been followed from infancy and children's mothers were interviewed yearly about the frequency they read to their kids and how their kids enjoyed being examine, additionally usual satisfactory and responsiveness of domestic environment were located. They found out that the way mothers used literacy building practices in pre-school years and the home environment had a great impact on development of child's early language and literacy [12].

METHODS

A Comparative Cross-sectional study was conducted. After taking written consent, data was collected from parents of both normal and expressive language delayed children using a self-developed questionnaire consisting of 22 closed-ended statements. The questionnaire consisted of twenty two closed ended statements having four domains: verbal interaction, non-verbal interaction, socialization and frequency of verbal/non-verbal interaction with parents. The questionnaire was mostly filled by mothers and study included mostly boys because of higher incidence of expressive language delay in boys than girls with the ratio of 3:1. The study design was comparative cross-sectional type and sampling technique was purposive sampling technique. Children with expressive language delay were included without any other comorbid conditions like Hearing impairment, Autism, Down sydrome, Cerebral Palsy, etc. with the age range of 3-7 years.

RESULTS

The data was collected from parents of both normally speaking children (50%) and delayed expressive langugae (50%) using a questionnaire. Qualification of 24% mothers was Inter, 32% bachelors, 39% Masters, 5% uneducated.

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		Type of family system	Group Variable
	Pearson Correlation	1	0.04
Type of family system	Sig (2 tailed)		0.691
	N	100	100
	Pearson Correlation	0.04	1
Group Variable	Sig (2 tailed)	0.691	
	N	100	100

Table 1: The above table shows correlation between schooling and group variable is significant at the 0.01 level

Patterns	Mean	SD	P-Value
Parental Busy schedule	Control=3.5200 Case=2.4400	Control=1.14713 Case=1.16339	0.01
Excessive screen time of a child	Control=4.0200 Case=1.9600	Control=.84491 Case=1.22824	<0.01
Using gestures instead of naming	Control=3.0200 Case=2.0800	Control=1.09712 Case=.75160	0.003
Little or no questioning by parents	Control=3.4800 Case=2.1600	Control=.90891 Case=.84177	<0.01
No interaction with same age peers	Control=4.4200 Case=2.6000	Control=.85928 Case=1.22890	<0.01
No schooling	Control=3.9200 Case=2.7000	Control=1.00691 Case=1.11117	<0.01
No interaction with other family members	Control=3.9200 Case=2.9600	Control=1.12195 Case=1.22824	<0.01

Table 2: The above shows the correlation between type of family system and group variable is insignificant

Patterns	Mean	SD	P-Value
Reading pictures story books	Control=3.6200 Case=1.9000	Control=1.08590 Case=1.14731	<0.01
Simple sentences with few words	Control=2.4600 Case=2.3800	Control=.88548 Case=1.02798	0.02
Use abrupt expressions when new things happen	Control=3.9000 Case=2.5000	Control=.73540 Case=1.09265	<0.01

Table 3: Patterns of Social Interaction Used by Parents of Expressive Language Delay Children

		Started his Schooling	Group Variable
Started his Schooling	**Pearson Correlation**	1	0.513
	Sig (2 tailed)		0
	N	100	100
	Pearson Correlation	0.513	1
Group Variable	Sig (2 tailed)	0	
	N	100	100

Table 4: Patterns of social interaction used by parents of case and control children

DISCUSSION

This study aims to investigate the difference between social patterns used by parents of normally speaking children with those of expressive language delayed children in the absence of any other medical or developmental conditions that causing language delay. Results indicated that there are significant differences with a p-value of 0.01 between the patterns used by parents of normally speaking children than those of expressive language delayed children. The present research shows excessive screen time in the form of televisions, mobile phones, tablets, etc are most common factors causing expressive language delay in children these days. Mothers who give less quality time to their children are at more risk of expressive language delay [13]. Then there comes the type of interaction they use to interact with their children instead of naming each and every thing ask them by using 'pointing' with hands or using this or that thing to convey. Mothers having busy schedule due to overburdening of home tasks or working as different professionals are more likely to have kids with expressive language delay [14].Mothers who use complicated sentences that are not understandable by their children, often their children show expressive language delay. Mothers who give choice to their children and haven't rigidly bounded the schedule of their children rather give them the freedom of speaking of their choices are the one who have early or on time good speaking children [15]. Mothers who frequently ask questions from their children about the things or happenings around them and give an abrupt response/expression to things happening in surroundings mostly have children who are following the development of their speech and language properly on time [16].The research supports the fact of reading picture books with the toddler helps in developing his expressive language. Most of the mothers in this research who have delayed expressive language children never read a story with their children. Mothers who do not make much effort as to clear commands to their children whether they understand or don't in one attempt and often take this myth in mind as to learn difficult language components as they grow up often make lag in their child's language. In the prior studies, Luigi Girolametto et al conducted a study at testing the relation between version in mother's language and the improvement of language in a set of 12 expressive delay language children. Both mothers and children participated in discern-mediated intervention, which centred on the outcomes of maternal language enter on the child's expressive language [17]. The extraordinary perspectives of maternal interplay: one is responsivity hypothesis and the alternative is structural hypothesis. While structural hypothesis postulates that maternal language input that is structurally just one step above than the kid's stage of language boost language mastering. The consequences of this study verify the importance of responsive language input because the maximum feasible interventional method for kids with delay in expressive language [18].So from the present study, it is found that quality of interaction is the most important factor in developing the expressive

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language of a child normally [19]. Depending on the present research, it is concluded that among many factors that causes expressive language delay in children the major ones are excessive screen time, decreased parental quality time with the child, delayed schooling and peer same age group interaction dominating most in the causation of expressive language delay in children these days [20].

CONCLUSION

It is concluded after comparing the interactional patterns of parents who have normally speaking children with those parents who have expressive language delay children that there is a significant difference in quality or style of interaction with their children that cause them to delay in expressive language.

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