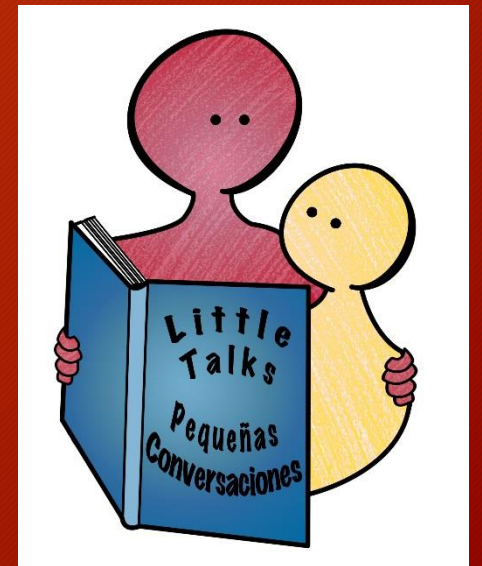
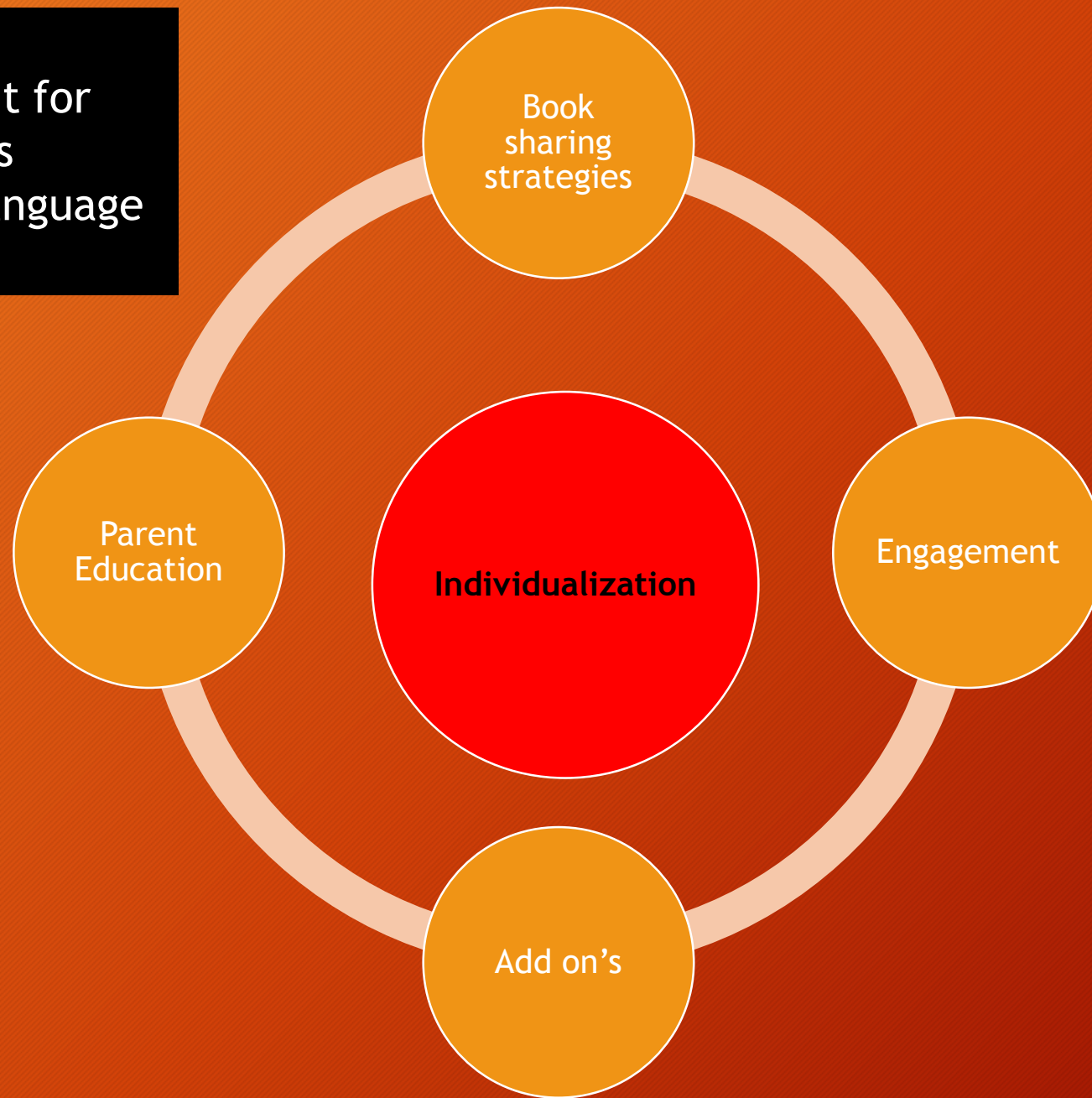



# Individualization as an Active Ingredient for Evidence-Based Intervention in Home Visiting: An Empirical Examination of Little Talks

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**Little Talks:**  
A modular treatment for  
promoting children's  
communication & language  
skills



# Little Talks Book Sharing Strategies

	Labeling	Events	Character Feelings	Personal Experiences
	<i>Increasing complexity</i> 			
<b>Provisions</b>	<p>That's the lion.</p> <p>A frog!</p>	<p>The frog jumped! <i>(Simple)</i></p> <p>The wind blew the umbrella away and the girl was soaked. <i>(Complex)</i></p>	<p>The pig is so happy!</p> <p>The frog looks angry.</p>	<p>We went to the beach with grandma just like Little Critter.</p>
<b>Requests</b>	<p>Where is the boy?</p> <p>What is this?</p> <p>What color is that?</p>	<p>What did the boy do?</p> <p>What is happening on this page?</p>	<p>How did the little boy feel?</p> <p>Does the lion feel happy or scared?</p>	<p>Do you remember when we went to the beach?</p>

# Mapping Little Talks to Diverse Narrative Styles

Storybuilder

Narrative Style Continuum

Storyteller



(Melzi & Caspe, 2005)

# Little Talks Manualized Sequence

- **Managing Book Sharing Interactions**

- Praise and Positive Book Sharing Interactions
- Following Your Child's Lead
- Engaging Your Child in Book Sharing

- **Responding to Your Child's Communication**

- Reflecting
- Expanding

- **Speech Acts during Book Sharing Interactions**

- Telling/Asking about Labels
- Telling/Asking about Events
- Telling/Asking about Feelings
- Telling/Asking about Personal Experiences
- Applying Little Talks to Other Activities

# Individualization

## Aim:

Progress toward diverse style and new skills



Start with preferred style and skills

Achieved through home visitor implementation:

- Collaborative
- Data-Based
- Decision-making
- Structured by home visit components:
  - Observation
  - Checking-in
  - Collaborative Planning
- Connection of Little Talks lessons to program's developmental screening

# Implementation Supports for Individualization

- Fidelity monitoring
  - Self-Report
  - Video observation
- Performance feedback (bi-weekly)



# Conceptualization & measurement of individualization in Little Talks

- Deviations from the manualized sequence of 14 Little Talks lessons
  - Change in sequence
    - To later or earlier lessons
    - Repetition
    - Number of changes to number of Little Talks visits
  - Pace
    - Number of new lessons relative to number of Little Talks visits



# Description of Individualization

- The grand majority ( $n = 49$ , 92%) of home visitors individualized
- Repetition was most frequent change
- Home visitors tended to use about half of all lessons
- Changes were occurring in all visits
- New lessons were introduced every other visit.

	Mean	SD	Min	Max
Repetition	17.15	18.07	1	85
Earlier Lesson	6.49	4.87	0	23
Later Lesson	4.98	3.87	0	20
# New Lessons	8.21	3.05	2	14
Change Proportion	1.56	1.02	0.33	4.33
Pace	0.52	0.20	0.13	1.14

# Predictors for individualization variables

Predictors (Significant)	Individualization Variable	Direction
Acculturation	Earlier Lessons	Negative
Child Communication & Language Skills	Later Lessons	Positive
Parent Involvement in Early Learning	New Lessons	Positive
Home Visitor Practice	Proportion of Change	Negative
Family Engagement	Proportion of Change	Negative
Predictors (Approach Sig)	Individualization Variable	Direction
Home Language	Pace	Faster for English
Family Engagement	Pace	Negative

# Outcome Association with Individualization Variables

- Parent involvement in early learning



# Discussion

## Findings/Implications

- Home visitors seemed to embrace individualization
- Nature of individualization varied, and variation mattered
- Reciprocal relationship between predictors/outcomes and individualization variables was implied

## Limitations/Next Steps

- Examine the quality of individualizations
  - Match to parent/child needs
- Sample constraints
- No effects detected on children's communication and language
  - May need more time to detect