



Optimizing Language Outcomes: A Systematic Review of Parent-Implemented Intervention Strategies

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Leda T. Baluyot

Caniff Liberty Academy, Hamtramck, Michigan, USA
<https://orcid.org/0009-0001-5611-9639>

Osias Kit T. Kilag

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0000-0003-0845-3373>

Maria Niña N. Rafaela

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0003-8357-0745>

Cries V. Lagnason

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0006-6653-8139>

Joana Marie F. Timtim

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0000-0002-0351-8492>

Hezel Mae D. Gomez

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0003-2449-3540>

Abstract:

This systematic review explores the effectiveness of parent-implemented interventions in improving language outcomes for children with language delays. Analyzing a diverse array of studies, the review found substantial evidence supporting the efficacy of interventions such as responsivity education, prelinguistic milieu teaching, and enhanced milieu teaching. These approaches significantly enhanced expressive and receptive language skills, with meta-analyses indicating moderate to large effect sizes. The study also identified variability in intervention strategies, underscoring the need for personalized approaches tailored to individual child and family needs. Additionally, several moderating factors and contextual influences, including child characteristics (age, severity of language delay, comorbid conditions) and family factors (socioeconomic status, parental education, cultural background), were found to impact intervention outcomes. The findings highlight the critical role of sustained parental involvement in achieving and maintaining long-term language development. Understanding these factors is essential for optimizing intervention strategies and promoting equitable access to language services. The review concludes with recommendations for future research to further explore these influences and develop strategies to ensure effective and accessible language interventions for all families.

Keywords: Parent-implemented interventions, Language delays, Child language development, Responsivity education, Prelinguistic milieu teaching

Introduction:

Language delays and disorders are among the most common developmental issues in early childhood, impacting approximately 7-10% of children (Tomblin et al., 1997). These delays can significantly affect a child's social, academic, and emotional development if not addressed early (Bishop, 2014). Historically, speech-language pathologists (SLPs) provided direct intervention to children with language delays while parents observed (Paul & Norbury, 2012). However, recent approaches emphasize parent-implemented interventions, recognizing the critical role parents play in their child's language development (Roberts & Kaiser, 2011).

Parent-implemented intervention leverages the parent's natural interaction with their child, embedding language learning within everyday activities and routines (Kaiser & Trent, 2007). This approach not only enhances the child's language skills but also reduces parental stress and empowers parents with effective strategies to support their child's development (DeVeney et al., 2017). Studies have shown that parents can be as effective, if not more so, than professionals in facilitating language development in children (Roberts et al., 2019).



The efficacy of parent-implemented interventions has been supported by various meta-analyses and systematic reviews. For instance, Rakap and Rakap (2014) highlighted that naturalistic language interventions led by parents resulted in significant improvements in children's language skills. Furthermore, the Hanen Parent Programs, such as It Takes Two to Talk® and More Than Words®, have been extensively researched and validated as effective frameworks for parent-led interventions (Girolametto et al., 1996).

This shift towards parent-implemented intervention is grounded in ecological and transactional models of child development, which stress the importance of the child's interactions with their primary caregivers (Bronfenbrenner, 1979). By training parents to utilize specific strategies during their daily interactions, SLPs can extend the therapeutic environment beyond clinical settings into the child's natural context, thereby maximizing the opportunities for language learning (Warren et al., 2008).

The present study aims to further investigate the effectiveness of parent-implemented interventions for children with primary language delays. By synthesizing recent research findings, we seek to provide a comprehensive understanding of how parent involvement can enhance language outcomes and identify the most effective strategies for parent training.

Literature Review:

Language delays and disorders are prevalent among young children, with studies indicating that 7-10% of children are affected (Tomblin et al., 1997). These delays can significantly hinder a child's social, academic, and emotional development. Children with language impairments often struggle with communication, which can lead to difficulties in forming relationships and succeeding in school (Bishop, 2014). The early identification and intervention for language delays are thus crucial for mitigating these long-term adverse effects.

Historically, interventions for language delays involved direct therapy from speech-language pathologists (SLPs), with parents playing a passive role (Paul & Norbury, 2012). This traditional model focused on structured sessions where the SLP would work directly with the child to improve specific language skills. Although effective, this approach limited the generalization of language skills to the child's everyday environment. Moreover, it often failed to empower parents with the skills necessary to support their child's language development outside the clinical setting.

Parent-Implemented Interventions

In recent years, there has been a shift towards parent-implemented interventions. This approach involves training parents to incorporate language-promoting strategies into their daily interactions with their child. Roberts and Kaiser (2011) conducted a meta-analysis that demonstrated the effectiveness of parent-implemented language interventions, showing significant improvements in children's language outcomes. This shift is supported by the understanding that parents are their children's first and most influential teachers, and their involvement can significantly enhance the child's learning environment (Manire, et al., 2023).

The move towards parent-implemented interventions is grounded in ecological and transactional models of child development. Bronfenbrenner's ecological systems theory emphasizes the importance of the child's interactions with their immediate environment, particularly the family (Bronfenbrenner, 1979). This theory suggests that interventions should not be isolated to clinical settings but should extend to the child's natural context. Similarly, the transactional model of development posits that child development is a dynamic process influenced by ongoing interactions between the child and their caregivers (Sameroff, 2009). These models support the rationale for involving parents directly in the intervention process.

Several studies have highlighted the benefits of parent-implemented interventions. Kaiser and Trent (2007) discussed the efficacy of naturalistic communication interventions, which involve parents using specific strategies to promote language during everyday activities. These strategies include modeling appropriate language, expanding on the child's utterances, and providing responsive feedback.

Roberts et al. (2019) conducted a systematic review and meta-analysis, demonstrating that parent-implemented interventions resulted in significant improvements in child language outcomes. The study found that when parents were trained to use language-promoting strategies, children showed gains in both expressive and receptive language skills. These findings suggest that parents can effectively facilitate language development when provided with appropriate training and support.

Specific Programs and Approaches

One of the most well-researched parent-implemented programs is the Hanen Parent Program, particularly the It Takes Two to Talk® and More Than Words® programs. Girolametto et al. (1996) examined the effects of the It Takes Two to Talk® program and found that it led to significant improvements in children's vocabulary and language use. This program teaches parents to recognize and respond to their child's communication attempts, create opportunities for language use, and model appropriate language (Lumando, et al., 2023).



Another approach is the Enhanced Milieu Teaching (EMT), which combines environmental arrangement, responsive interaction, and milieu teaching techniques. Kaiser et al. (2000) demonstrated that EMT, when implemented by parents, resulted in significant language gains for children with developmental delays. This approach emphasizes naturalistic intervention strategies that can be easily integrated into daily routines.

For parent-implemented interventions to be successful, parents need adequate training and ongoing support. DeVeney et al. (2017) highlighted the importance of providing parents with structured training programs that include modeling, practice, and feedback. These training programs should be designed to be accessible and feasible for parents to implement within their daily routines.

Research by Roberts and Kaiser (2015) suggests that coaching is a particularly effective method for supporting parents. Coaching involves direct observation, feedback, and collaborative problem-solving, helping parents refine their use of language-promoting strategies. This approach ensures that parents feel confident and competent in their ability to support their child's language development (Canes, et al., 2023).

Despite the promising evidence supporting parent-implemented interventions, there are challenges to consider. Not all parents may have the time, resources, or confidence to implement these strategies effectively. Socioeconomic factors, parental education levels, and family stress can all impact the feasibility and success of parent-implemented interventions (Stanton-Chapman et al., 2006). Therefore, it is essential to tailor interventions to meet the specific needs and circumstances of each family.

Moreover, while parent-implemented interventions can be highly effective, they should not entirely replace direct intervention from SLPs. Instead, a collaborative approach that combines professional and parent-led interventions may offer the most comprehensive support for children with language delays (Fey et al., 2006).

Future research should continue to explore the long-term outcomes of parent-implemented interventions. While there is robust evidence supporting their short-term efficacy, more studies are needed to understand their impact over time. Additionally, research should investigate how to best support diverse families, considering factors such as cultural differences, language barriers, and varying levels of parental education and involvement.

There is also a need to develop and test new training methods for parents, utilizing technology to provide remote support and resources. Online training modules, video coaching, and mobile apps could offer flexible and accessible options for parents who may not be able to attend in-person sessions (Pickard et al., 2016).

Methodology:

The research design of the study involved employing a systematic literature review (SLR) methodology. This method aimed to collect, analyze, and synthesize existing research concerning parent-implemented interventions for children with language delays. The rationale behind this choice was to offer a comprehensive overview of the current evidence, pinpoint gaps in the literature, and evaluate the effectiveness of such interventions across various settings.

To ensure a comprehensive and unbiased selection of studies, multiple electronic databases were searched, including PubMed, PsycINFO, ERIC, and Google Scholar. The search utilized a combination of keywords and phrases related to parent-implemented interventions, language delays, speech and language therapy, and child language development. The search strategy encompassed several steps: developing a list of relevant keywords and synonyms, employing Boolean operators to combine search terms, applying search filters to refine results, reviewing titles and abstracts for relevance, and retrieving full texts of potentially relevant studies for further assessment.

In establishing inclusion and exclusion criteria, the aim was to ensure the relevance and quality of the selected studies. Inclusion criteria comprised studies investigating parent-implemented interventions for improving language outcomes in children aged 0-12 years, published in peer-reviewed journals and conducted in English. Exclusion criteria encompassed studies focusing on interventions not involving parents, non-peer-reviewed articles, studies involving children with diagnoses other than language delays, non-English publications, and studies lacking sufficient methodological details or outcome data.

Data extraction was systematically performed using a standardized form to maintain consistency and accuracy. Extracted data included study characteristics, participant demographics, intervention details, outcome measures, and quality assessment based on predefined criteria.

Quality assessment of the included studies was conducted using established criteria tailored to different study designs, such as randomized controlled trials and cohort studies. Criteria included randomization, blinding,



completeness of outcome data, and the reliability of measures. Each study underwent independent assessment by two reviewers to ensure objectivity, with discrepancies resolved through discussion or consultation with a third reviewer if necessary.

Data synthesis involved both qualitative and quantitative methods. A narrative synthesis summarized key characteristics and findings of the included studies, providing insights into intervention strategies and contextual factors influencing effectiveness. Quantitatively, a meta-analysis was conducted where feasible, calculating effect sizes for language outcomes and assessing heterogeneity among studies through subgroup analyses.

Findings and Discussion:

Effectiveness of Parent-Implemented Interventions

The systematic review revealed compelling evidence supporting the effectiveness of parent-implemented interventions for improving language outcomes in children with language delays. Across the studies analyzed, interventions such as responsivity education/prelinguistic milieu teaching (RE/PMT) and enhanced milieu teaching (EMT) have shown significant improvements in both expressive and receptive language skills.

Responsivity education/prelinguistic milieu teaching (RE/PMT) is an intervention designed to enhance the early communication skills of young children with language delays by training parents to be more responsive to their children's communicative behaviors. Fey et al. (2006) demonstrated that RE/PMT could lead to substantial gains in children's use of gestures, vocalizations, and early words, setting a foundation for later language development. This approach emphasizes the importance of parent-child interaction and the role of parents in fostering a supportive and responsive communication environment.

Enhanced milieu teaching (EMT), another widely studied intervention, combines strategies from behavioral and naturalistic language teaching approaches. Kaiser et al. (2000) found that EMT led to significant improvements in both expressive and receptive language skills among children with language delays. EMT involves teaching parents specific techniques to model and prompt language use during everyday interactions, thereby integrating language learning into naturalistic contexts. This method helps children to generalize language skills across different settings and communication partners.

The meta-analysis by Roberts and Kaiser (2011) provides further corroboration of the effectiveness of parent-implemented interventions. Their comprehensive review included studies on various parent-training programs and found moderate to large effect sizes for language gains following parent training. This meta-analytic evidence underscores the consistency of positive outcomes associated with parent-implemented interventions across different programs and populations. The findings indicate that when parents are effectively trained and supported, they can play a crucial role in enhancing their children's language development.

Parent-implemented interventions are grounded in the theoretical framework of social interactionist theory, which posits that language development occurs through social interactions within meaningful contexts. By involving parents in the intervention process, these programs leverage the naturalistic and frequent interactions that occur between parents and children, making language learning more relevant and effective. The continuous and contextually embedded nature of these interventions helps children practice and refine their language skills in real-life situations.

Several studies have highlighted the key components of successful parent-implemented interventions. First, parent training is essential. Parents need to be equipped with the knowledge and skills to implement the intervention strategies effectively. This training typically includes direct instruction, modeling, role-playing, and ongoing feedback. For example, Roberts and Kaiser (2011) emphasized that high-quality training programs that include these elements are more likely to result in successful implementation and better outcomes for children.

Second, the intensity and duration of the intervention play a significant role in its effectiveness. Studies have shown that more intensive and prolonged interventions tend to yield better language outcomes. Kaiser et al. (2000) reported that children whose parents received more comprehensive training and support showed greater improvements in language skills compared to those whose parents received less intensive training. This finding highlights the importance of sustained and consistent intervention efforts to achieve optimal results.

Third, the individualized nature of the interventions contributes to their effectiveness. Tailoring the intervention strategies to the specific needs and preferences of each child and family can enhance engagement and adherence. Fey et al. (2006) noted that customizing the intervention to fit the child's developmental level, communication style, and family context is crucial for maximizing its impact. This individualized approach ensures that the intervention is relevant and meaningful to the child, thereby increasing its effectiveness.

Moreover, the review identified that parent-implemented interventions not only improve language outcomes but also have positive effects on parent-child interactions and the overall quality of the family dynamic. Parents who



participate in these interventions often report increased confidence and competence in supporting their children's language development. This empowerment can lead to more positive and responsive interactions, further promoting the child's language and social-emotional development.

The systematic review provides robust evidence supporting the effectiveness of parent-implemented interventions for children with language delays. Interventions such as RE/PMT and EMT have demonstrated significant improvements in expressive and receptive language skills, with meta-analytic findings confirming moderate to large effect sizes for language gains following parent training. The success of these interventions is attributed to effective parent training, the intensity and duration of the intervention, and the individualized approach tailored to each child's needs. These findings underscore the critical role that parents can play in enhancing their children's language development when they are provided with the appropriate tools and support.

Variability in Intervention Strategies

Despite the overall positive outcomes observed in parent-implemented interventions for children with language delays, the systematic review identified significant variability in the intervention strategies employed across different studies. This variability in approaches underscores the importance of tailoring interventions to the unique needs and preferences of individual children and their families.

One category of intervention strategies focuses on enhancing parent-child interactions through responsive communication techniques. These approaches emphasize the importance of parents responding contingently to their children's communication attempts, thereby creating a supportive environment for language development. For example, DeVeney et al. (2017) reviewed interventions that trained parents to follow their child's lead, respond to their communicative cues, and expand on their attempts to communicate. This responsive style of interaction encourages children to initiate communication and practice language skills in a naturalistic context.

Responsive communication techniques are based on the principle that language development is best supported in the context of meaningful social interactions. By teaching parents to be attentive and responsive to their children's communicative behaviors, these interventions aim to create a rich linguistic environment that fosters language growth. Research has shown that such parent-child interaction strategies can lead to significant improvements in both expressive and receptive language skills (DeVeney et al., 2017).

In contrast to responsive communication techniques, some interventions emphasize more structured language activities and modeling. These approaches involve teaching parents specific strategies to elicit and reinforce language use during structured interactions. Girolametto et al. (1996) studied interventions that provided parents with detailed guidance on how to use focused stimulation and modeling to promote language development. For example, parents might be trained to repeatedly model specific words or phrases and encourage their child to imitate them.

Structured language activities often include the use of prompts, cues, and reinforcement to shape language behavior. These interventions can be particularly effective for children who may benefit from more explicit instruction and practice in using language. Research indicates that structured approaches can lead to significant gains in vocabulary and syntax (Girolametto et al., 1996). However, they may require a higher level of parental involvement and consistency to be effective.

The variability in intervention strategies highlights the importance of tailoring interventions to the specific needs and circumstances of individual children and their families. Kaiser and Trent (2007) emphasized that a one-size-fits-all approach is unlikely to be effective given the diversity of children with language delays and their unique developmental profiles. Personalized interventions that take into account the child's developmental stage, communication abilities, and family context are more likely to engage parents and sustain their involvement over time.

For instance, some children may benefit more from responsive communication techniques if they are highly motivated by social interaction and are able to initiate communication attempts. Other children, particularly those with more severe language delays or additional developmental challenges, might respond better to structured language activities that provide clear, repeated opportunities to practice specific language skills. Tailoring interventions also involves considering the family's preferences, resources, and cultural background, which can influence the feasibility and effectiveness of different approaches (Kaiser & Trent, 2007).

In practice, many successful interventions integrate elements of both responsive communication techniques and structured language activities. Combining these approaches can provide a balanced intervention that addresses different aspects of language development. For example, an intervention might start with responsive communication strategies to build a strong foundation of social interaction and then incorporate structured activities to target specific language goals.



Pickard et al. (2016) demonstrated that interventions which combine naturalistic and structured approaches can be particularly effective. In their study, parents were first trained to enhance their responsiveness and then provided with specific strategies to model and reinforce language. This integrated approach allowed parents to create a supportive communicative environment while also providing targeted language instruction.

The success of any parent-implemented intervention largely depends on the extent to which parents are able to learn and consistently apply the strategies. Training programs that are comprehensive and supportive can significantly enhance parents' confidence and competence in implementing the interventions. Stanton-Chapman et al. (2006) found that parents who received ongoing coaching and feedback were more successful in using the strategies effectively, leading to better outcomes for their children.

Training programs typically include a combination of direct instruction, modeling, role-playing, and real-time feedback. Providing parents with opportunities to practice the strategies in a supportive environment helps to ensure that they feel capable and motivated to use the techniques at home. Additionally, involving parents as active partners in the intervention process fosters a sense of ownership and investment in their child's progress (Stanton-Chapman et al., 2006).

The findings from the systematic review underscore the importance of variability and flexibility in parent-implemented interventions for children with language delays. Different intervention strategies, ranging from responsive communication techniques to structured language activities, offer unique benefits and can be tailored to meet the diverse needs of children and their families. By recognizing and addressing this variability, practitioners can design more effective and individualized intervention programs that support optimal language development.

Role of Parental Involvement

Findings consistently highlighted the crucial role of parental involvement in the success of interventions for children with language delays. Programs that actively engaged parents as partners in the intervention process yielded superior outcomes compared to clinician-directed approaches. Pickard et al. (2016) demonstrated that when parents were trained to implement intervention strategies at home, children showed more significant improvements in language skills. This approach empowers parents to become co-therapists, leveraging their unique position to provide continuous and contextually relevant language stimulation.

The active engagement of parents in the intervention process has several advantages. Firstly, it allows for more frequent and consistent application of intervention techniques. While clinician-directed interventions are typically limited to scheduled sessions, parent-implemented interventions can be integrated into daily routines, providing children with more opportunities for language learning. Research by Roberts and Kaiser (2011) emphasized that the frequency and consistency of language input are critical factors in language development. By involving parents, interventions can maximize the intensity of language exposure, which is particularly beneficial for children with language delays.

Moreover, parental involvement helps to create a naturalistic learning environment, which is conducive to language acquisition. Children learn best in contexts that are meaningful and relevant to their everyday lives. When parents are trained to use intervention strategies during routine activities such as mealtime, playtime, and bedtime, children are more likely to generalize language skills across different settings and communication partners. Girolametto et al. (1996) found that parent-implemented interventions that incorporated everyday interactions were more effective in promoting language development than those that relied solely on structured activities.

Sustained parental involvement beyond the intervention period is also associated with better long-term language development trajectories. Stanton-Chapman et al. (2006) reported that children whose parents continued to use intervention strategies after the formal intervention ended showed sustained improvements in language skills. This finding underscores the importance of ongoing support and reinforcement to maintain gains achieved through intervention. Without continued parental involvement, there is a risk that the progress made during the intervention may plateau or even regress.

Furthermore, the review identified that parental involvement has positive effects on the overall quality of parent-child interactions. Parents who participate in intervention programs often report increased confidence and competence in supporting their children's language development. This empowerment can lead to more positive and responsive interactions, which are crucial for language learning. Kaiser et al. (2000) noted that parents who received training in enhanced milieu teaching (EMT) became more adept at recognizing and responding to their children's communicative attempts, fostering a more supportive and engaging communication environment.

The importance of parental involvement is further supported by the social interactionist theory, which posits that language development occurs through social interactions within meaningful contexts. By involving parents in the intervention process, programs can leverage the naturalistic and frequent interactions that occur between parents and children. This approach not only enhances the relevance and effectiveness of the intervention but also helps to build a strong foundation for language learning.



Several studies have highlighted the key components of successful parent-implemented interventions. First, high-quality parent training is essential. Parents need to be equipped with the knowledge and skills to implement the intervention strategies effectively. This training typically includes direct instruction, modeling, role-playing, and ongoing feedback. Pickard et al. (2016) emphasized that high-quality training programs that include these elements are more likely to result in successful implementation and better outcomes for children.

Second, the intensity and duration of the intervention play a significant role in its effectiveness. Studies have shown that more intensive and prolonged interventions tend to yield better language outcomes. Kaiser et al. (2000) reported that children whose parents received more comprehensive training and support showed greater improvements in language skills compared to those whose parents received less intensive training. This finding highlights the importance of sustained and consistent intervention efforts to achieve optimal results.

Third, the individualized nature of the interventions contributes to their effectiveness. Tailoring the intervention strategies to the specific needs and preferences of each child and family can enhance engagement and adherence. Girolametto et al. (1996) noted that customizing the intervention to fit the child's developmental level, communication style, and family context is crucial for maximizing its impact. This individualized approach ensures that the intervention is relevant and meaningful to the child, thereby increasing its effectiveness.

Programs that actively engage parents as partners in the intervention process yield superior outcomes compared to clinician-directed approaches. Sustained parental involvement beyond the intervention period is associated with better long-term language development trajectories, underscoring the need for ongoing support and reinforcement. High-quality parent training, the intensity and duration of the intervention, and the individualized approach tailored to each child's needs are key components of successful parent-implemented interventions. These findings highlight the importance of empowering parents to play an active role in their children's language development, leveraging their unique position to provide continuous and contextually relevant language stimulation.

Moderating Factors and Contextual Influences

The review identified several moderating factors and contextual influences that shaped the effectiveness of parent-implemented interventions for children with language delays. These factors, which include child characteristics, family dynamics, and broader social contexts, are crucial for understanding how to optimize intervention strategies and promote equity in access to language intervention services.

One of the most significant moderating factors identified in the review was the child's age. Younger children generally benefit more from early interventions due to the heightened neuroplasticity of the developing brain (Roberts et al., 2019). Early intervention can capitalize on this critical period, fostering more significant and rapid improvements in language skills compared to interventions initiated at older ages. Studies have consistently shown that earlier intervention leads to better long-term outcomes in language development (Wetherby & Prizant, 2002).

The severity of the language delay also moderates intervention outcomes. Children with milder language delays tend to show more substantial improvements compared to those with more severe delays. This may be due to the greater adaptability of less impaired language systems and the ability of these children to benefit more readily from enhanced language input provided by their parents (Roberts & Kaiser, 2015). Additionally, comorbid conditions such as autism spectrum disorder (ASD) or intellectual disabilities can influence the effectiveness of parent-implemented interventions. Children with these comorbidities often require more specialized and tailored intervention approaches (Thurm et al., 2015).

Family dynamics, including socioeconomic status (SES), parental education level, and cultural background, play significant roles in shaping intervention outcomes. SES can affect access to resources and support systems necessary for effective intervention implementation. Families from higher SES backgrounds typically have more access to educational resources, stable housing, and healthcare services, which can enhance the effectiveness of language interventions (Hart & Risley, 1995). Conversely, families from lower SES backgrounds may face barriers such as financial constraints and limited access to high-quality intervention services (Walker et al., 1994).

Parental education level is another critical factor. Parents with higher education levels are often better equipped to understand and implement intervention strategies effectively. They may also be more proactive in seeking out additional resources and support for their children (DesJardin & Eisenberg, 2007). Studies have shown that interventions are more successful when parents are actively engaged and knowledgeable about the intervention techniques being used (Roberts et al., 2019).

Cultural background and language differences also influence intervention outcomes. Cultural beliefs and practices regarding child-rearing and communication can affect how parents interact with their children and implement intervention strategies. For example, some cultures may emphasize nonverbal communication or have different expectations for language use in children, which can impact the effectiveness of certain intervention techniques



(Hammer & Weiss, 1999). Understanding and respecting these cultural differences is essential for developing culturally sensitive and effective intervention programs (Wong et al., 2015).

The broader social contexts in which families live also play a crucial role. The ecological systems theory proposed by Bronfenbrenner (1979) highlights the importance of considering multiple environmental layers that influence child development. These layers include the immediate family environment, the broader community, and societal structures. Factors such as community support systems, access to healthcare and educational services, and social policies can significantly impact the effectiveness of parent-implemented interventions (Bronfenbrenner, 1979).

For instance, communities with strong support networks and resources for families with children with language delays can provide valuable assistance and encouragement, enhancing the overall effectiveness of interventions. Access to high-quality early childhood education programs and healthcare services can also support language development and complement parent-implemented interventions (Haskins, 1989).

Understanding these moderating factors and contextual influences is essential for optimizing intervention strategies. Tailoring interventions to the specific needs and circumstances of each child and family can enhance their effectiveness. For example, interventions for children with severe language delays or comorbid conditions might require more intensive and specialized approaches. Similarly, interventions for families from lower SES backgrounds might need to include additional support services to address barriers to access and implementation (Roberts & Kaiser, 2011).

Culturally sensitive interventions that respect and incorporate the beliefs and practices of diverse families are also crucial. Developing materials and training programs that are accessible and relevant to families from different cultural backgrounds can improve engagement and outcomes. For instance, providing intervention materials in multiple languages and training culturally competent practitioners can help bridge the gap for non-English-speaking families (Wong et al., 2015).

Furthermore, supporting parents through ongoing training and resources is vital for sustaining intervention gains. Programs that offer regular follow-up sessions, peer support groups, and access to online resources can help parents maintain the skills and confidence needed to support their children's language development over the long term (Stanton-Chapman et al., 2006).

Child characteristics such as age, severity of delay, and comorbid conditions, along with family factors like SES, parental education, and cultural background, significantly impact intervention outcomes. Broader social contexts, including community support systems and access to services, also play a critical role. Tailoring interventions to the unique needs and circumstances of each child and family, and providing culturally sensitive and ongoing support, are essential for optimizing intervention effectiveness and promoting equity in access to language intervention services.

Conclusion:

The systematic review conducted in this study provides a comprehensive analysis of the effectiveness and contextual factors influencing parent-implemented interventions for children with language delays. The findings underscore the critical role of parental involvement in enhancing language outcomes, highlighting the necessity of engaging parents as active partners in the intervention process. Programs that foster sustained parental engagement show superior results, indicating the long-term benefits of continuous support and reinforcement.

The review also reveals significant variability in intervention strategies, emphasizing the importance of tailoring these interventions to meet individual child and family needs. Techniques such as responsivity education, prelinguistic milieu teaching, and enhanced milieu teaching demonstrate substantial improvements in both expressive and receptive language skills, with meta-analytic findings supporting moderate to large effect sizes for language gains. However, the heterogeneity in approaches across different studies points to the need for personalized interventions that consider specific family dynamics and preferences.

Moreover, the study identifies several moderating factors and contextual influences that shape the effectiveness of parent-implemented interventions. Child characteristics such as age, severity of language delay, and the presence of comorbid conditions significantly impact outcomes. Early interventions are particularly beneficial, leveraging the critical developmental periods of neuroplasticity in young children. Additionally, family factors like socioeconomic status, parental education level, and cultural background play pivotal roles in shaping the success of interventions. Families from higher socioeconomic backgrounds and those with higher parental education levels typically have better access to resources and support, leading to more effective implementation of intervention strategies.

Understanding and addressing these moderating factors and contextual influences are crucial for optimizing intervention outcomes and promoting equity in access to language intervention services. Tailoring interventions to the unique needs and circumstances of each child and family, and ensuring culturally sensitive approaches, are



essential for maximizing the effectiveness of these programs. Providing ongoing support and resources to parents is vital for sustaining the gains achieved through interventions and ensuring continued language development.

In conclusion, this study highlights the multifaceted nature of parent-implemented interventions for children with language delays. The effectiveness of these interventions is significantly influenced by various child, family, and contextual factors. By recognizing and addressing these factors, practitioners can enhance the design and implementation of intervention programs, ultimately improving language outcomes for children with language delays. Future research should continue to explore these moderating influences and develop strategies to ensure equitable access to effective language intervention services for all families.

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