

Construction and Application Effect Analysis of Parent Training Model for Children with Language Development Delay: A Case Study of Chongqing Area

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Abstract: Language retardation is an important problem affecting children's physical and mental development. Timely and effective intervention is crucial to improve children's language ability and quality of life. As the first person responsible for children's growth, parents play an irreplaceable role in the rehabilitation process of children with language development delay. However, the current situation of parents' training for children with language retardation in Chongqing is not optimistic. Through investigation and research, this study mainly analyzes the situation of parent training in rehabilitation institutions in Chongqing, grasps the practical problems, understands the difficulties faced by parents training for children with language delay, and explores effective countermeasures. The conclusion is that in order to build a scientific training model for parents of children with language delay, we must pay attention to the effective integration of training content, reasonable arrangement of time, multiple innovation of forms and optimization and improvement of evaluation.

Keywords: Language retardation; Rehabilitation; Parent training; Chongqing Area

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1. Research background

Nowadays, with the continuous development of our society, promoting the rehabilitation of children with language delay has become a social topic. In this process, high quality parental education intervention is indispensable. Relevant studies have pointed out that family participation plays an important role in the process of rehabilitation intervention for children with language delay ^[1]. Timely and effective family intervention

combined with the actual situation and characteristics of children with language delay can further promote their language ability development and shorten their rehabilitation cycle. At the same time, close cooperation with schools and training institutions can be formed to create a diversified environment to jointly promote children's rehabilitation and growth (Figure 1). However, in view of the actual situation, the current training model for parents of children with language retardation in China is not perfect, and there is a lack of effective practical experience in various regions. For Chongqing, although several institutions have been set up specifically for the rehabilitation of children with language delay, and certain training guidance has been provided for parents, such as participatory training, synchronous training, micro-class training, etc., there is still a lot of room for improvement on the whole, and we need to conduct in-depth research and innovative exploration [2,3].

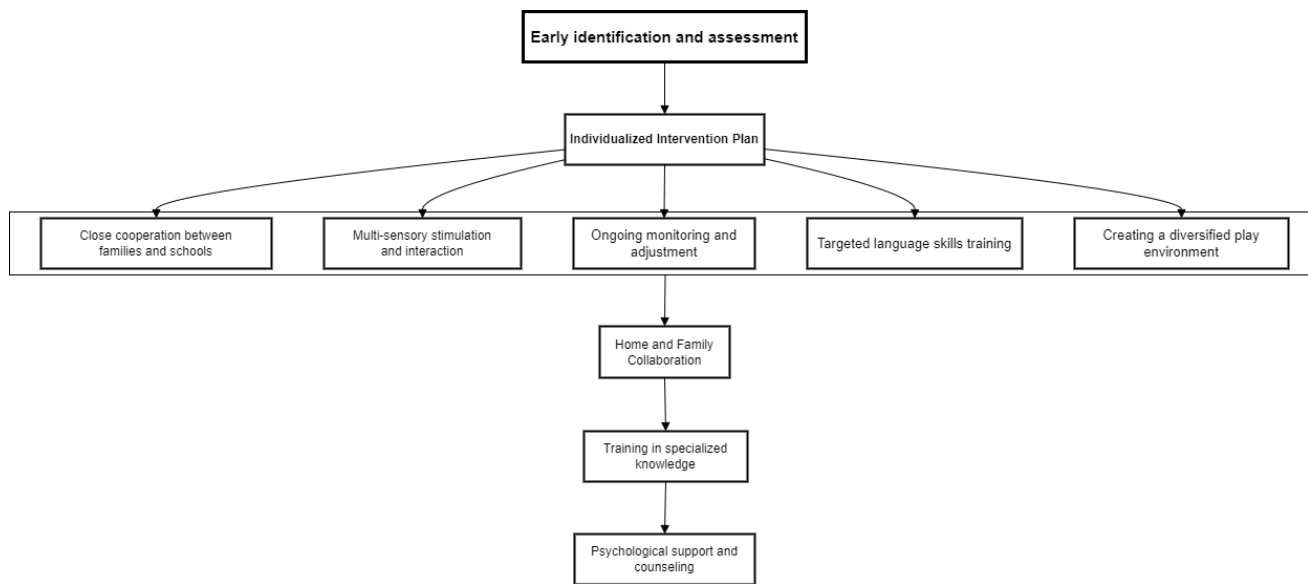


Figure 1. Intervention system for children with language delay.

2. Research methods

In this study, in order to better investigate and grasp the current situation of parents' training mode for children with language delay in Chongqing, and lay the foundation for subsequent relevant countermeasures and suggestions, the researchers determined the main investigation methods of observation and interview, and conducted a survey on three rehabilitation institutions for children with language delay in Chongqing (1 public institution, 2 private institutions). Observation method and interview method were used to investigate the actual situation.

3. The result description

3.1. On-site observation: An overview of the status quo of parent training in the three major institutions

3.1.1. A Rehabilitation center for children with language retardation in Chongqing (public)

The institute is a local public rehabilitation institution for children with language delay in Chongqing, focusing on the research and rehabilitation of children with language delay. It has several departments within it, including the rehabilitation training department, the language assessment department and the family guidance department.

At present, the facility houses nearly 100 children with language delays. There are three main ways to train parents: (1) Group training; (2) Individual training; and (3) Network training. On the whole, the parent training mode of agency A is relatively diverse, but the effectiveness of training needs to be further improved.

3.1.2. A language training institution in Chongqing (private)

The institute is a 3A level institution in Chongqing that focuses on the rehabilitation of children with language delays, and currently has nearly 30 children participating in rehabilitation treatment. The institute focuses on language rehabilitation training for children, but there are no training services for parents.

3.1.3. A Comprehensive language rehabilitation institution in Chongqing (private)

This institution is a comprehensive private language rehabilitation institution. Its services are mainly divided into three categories: (1) Language diagnosis and evaluation; (2) Rehabilitation training; and (3) Parent training. However, from the perspective of observation, due to the long training time and the lack of network and other various ways, the parents' participation is not ideal.

3.2. Conclusion of the interview: Parents' training needs and challenges

3.2.1. Perspective of institutional managers

In this research, the study conducted an interview survey with the managers of three institutions, and they all agree with the parent training model. Among them, a manager of a public institution said: "We attach great importance to the training of parents and have achieved certain results. In the future, we will be committed to promoting parent training in a diversified way, constantly optimizing the training content and methods, and providing parents with higher quality training services." Another private organization manager said, "At present, we are lacking in parent training, but we have clearly understood the needs of parents for training. Therefore, we need to improve this part of the work to provide parents with more scientific and practical training services to promote children's rehabilitation." On the other hand, an administrator of the private institution said, "Parent training should meet the needs of parents. Therefore, we should actively explore a scientific and systematic parent training service model to meet the needs of parents and work with them to protect children's rehabilitation." From the interview, we can learn that the managers of the rehabilitation institutions for children with language retardation are relatively approved of the parent training, and they also mentioned the need to promote the innovation and reform of the parent training model to provide parents with high-quality training services.

3.2.2. Perspective of rehabilitation teachers

In interviews with rehabilitation teachers at three institutions, the researchers learned that they generally believe that parental involvement directly affects children's recovery outcomes. For example, a rehabilitation teacher said, "Parents are the first teachers of their children, and they have an important impact on the recovery of children with language delay." But at the same time, we can also hear their feedback on some difficulties in parent training. For example, another rehabilitation teacher said, "At present, many parents are cross-generation relatives. Although they are highly motivated, they lag behind in their educational concepts and learning ability, and even can't learn anything after one training." Based on this, there are some problems in parent training, such as parents' weak learning ability and low enthusiasm.

3.2.3. Parent perspective

In the process of interviewing parents, we found that their feedback has obvious “polarization” characteristics. First of all, some parent training is more acceptable and more positive. For example, parent A said, “I really hope to learn some knowledge and skills from the parent training, so that I can help my child recover better.” Secondly, some parents also said that they did not lack patience or motivation, but did not understand some of the courses. For example, Parent B said, “Some of the lessons taught by the training teachers are not understandable at all. I hope they can talk about the content that is easy to understand, otherwise it is useless to attend.” Parent C said, “It is not systematic enough to focus on the content of the training courses, which leads us to revolve around the courses.” From the above interview, it can be seen that parents are more active in participating in the training, but they also have a lot of opinions on the current training model, they generally hope that the course can understand, learn well, and learn really useful things to help their children recover.

4. Discussion and suggestions

4.1. Challenges facing Chongqing region: The problem of parents and institutions

First, in terms of parents. According to the survey, the challenges of the current training mode for parents of children with language delay in Chongqing mainly lie in two aspects:

- (1) Economic factors, that is, parents of children with language delay are often unable to participate in relevant training courses due to work and other reasons, and at the same time, the task is assigned to the child’s grandmother, grandfather and other intergenerational relatives. They are often unable to learn the real thing because of backward educational concepts and differences in educational level, resulting in unsatisfactory training results.
- (2) The acceptance of the problem, that is, the current parent training course content and methods of relevant institutions are to be optimized, many parents are often more difficult in the learning process, which also leads to parents cannot learn really useful things, and it is difficult to form a good synergy with institutions, affecting the intervention and rehabilitation of children ^[4-6].

Secondly, at the institutional level. In terms of relevant rehabilitation institutions, there are problems such as limited resources, which makes it difficult to meet the training needs of parents. At the same time, there is a lack of systematic training course design, which affects parents’ learning and improvement ^[7]. At the same time, the relevant training content and methods are to be optimized. In actual work, the training teachers lack scientific content and process design, and do not pay attention to the application of multiple methods, which affects the actual training quality of parents.

4.2. Innovative construction of the training model for parents of children with language retardation in Chongqing

4.2.1. Diversified integration to meet the needs of parents

At present, the training modes for parents of language retarded children in Chongqing area mainly include individual training, group training and network training. Although these modes have their characteristics, they need to be further optimized. In this regard, relevant institutions should be based on the existing training model for parents, and continue to improve and innovate, for example, based on the original training model, to carry out theme lectures, special lectures, focusing on the problems that children may face, the situation to carry out thematic training, so that the training content is more targeted ^[8]. At the same time, it is necessary to actively

carry out “mobile classroom” teaching to provide more convenient and direct learning channels for parents. For example, mobile teaching can be carried out by relying on software such as TikTok and WeChat, and training videos can be updated regularly, so that parents can learn at any time and place. On this basis, they can interact with parents through the Internet to answer their doubts and improve their intervention ability. In addition, we should actively carry out multi-level teaching and provide multi-level and differentiated training for parents of different ages, so that they can learn real knowledge and useful skills in the training, to help children better recover and grow up^[9].

4.2.2. Integrate the content and improve the connotation of training

Relevant institutions should also pay attention to the integration of training content for parents, so as to meet their individual needs for learning relevant knowledge and skills^[10]. First of all, based on traditional rehabilitation knowledge and skills training, courses on children’s physiological basis and cognitive language development relationship should be introduced to constantly improve parents’ rehabilitation cognition and enhance their comprehensive ability. Secondly, on the basis of traditional knowledge teaching and skill training, we should carry out “parents’ psychological courses” and other services to provide parents with psychological counseling services, help them establish a correct view of rehabilitation, reduce their anxiety, and then enable them to better join hands with rehabilitation institutions to form a joint force to promote children’s rehabilitation^[11,12].

4.2.3. Optimize the class time to ensure the training effect

For the parents of children with language retardation training can be optimized in terms of class hours, such as the whole course can be systematically designed, and then divided into three stages: before, during and after. In the early stage, parents are mainly trained in basic knowledge and skills. The middle stage is the training of personalized guidance for parents. In the later stage, it mainly focuses on the training of parents’ self-intervention ability, so as to guide them to learn and improve step by step in this way, and comprehensively improve the training effect and the rehabilitation effect of children^[13].

4.2.4. Improve evaluation and promote active participation

In the process of optimizing and improving the parent training model system, the relevant institutions should not ignore the evaluation and feedback of parents^[14]. In this regard, parents’ evaluation and research through questionnaires, interviews and other means should be carried out regularly to understand the real needs of parents. On this basis, the parent training mode should be optimized and innovated to ensure that the training activities can effectively connect with the needs of parents, meet their diversified and personalized needs, and further promote their participation. Improve their professional cognition and comprehensive skills, and lay a solid foundation for children’s better rehabilitation^[15]. At the same time, we should pay attention to the comprehensive evaluation of family education concept, parent-child communication, the effect of home-school-community cooperation in educating children, the effect of training activities and the effect of courses, so as to obtain more effective information, promote the all-round reform of parent training mode and family education, and constantly improve the actual quality (**Figure 2**).

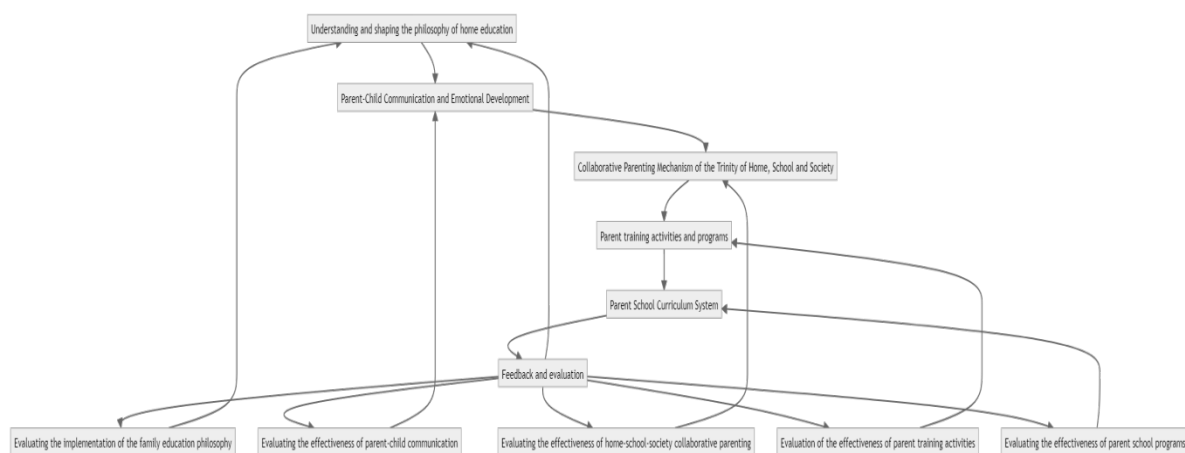


Figure 2. Evaluation system of family education and parent training.

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Disclosure statement

The authors declare no conflict of interest.

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