

ClinicalTrials.gov PRS
Protocol Registration and Results System

ID: R/139470-11-1-INFANCY

How Parents Can Help Babies Learn to Talk With Picture Books.

NCT02780557

Protocol Registration Preview

This is a rough approximation of how the Protocol Registration will appear on the ClinicalTrials.gov public web site.

How Parents Can Help Babies Learn to Talk With Picture Books.

The safety and scientific validity of this study is the responsibility of the study sponsor and investigators. Listing a study does not mean it has been evaluated by the U.S. Federal Government. Read our [disclaimer](#) for details.

ClinicalTrials.gov Identifier: NCT02780557

Recruitment Status: Completed
First Posted: *
Last Update Posted: *

* Date not available in PRS

Sponsor:

University of Sheffield

Information provided by (Responsible Party):

Danielle Matthews, University of Sheffield

Study Description

Brief Summary:

The aim of this project is to test whether giving parents advice about book reading is effective in promoting language learning for infants from a range of socio-economic backgrounds.

Condition or disease	Intervention/treatment
Language Development	Behavioral: Contingent Reading Intervention Behavioral: Book Provision Control

Detailed Description:

Children from disadvantaged families tend to have limited language skills compared to their advantaged peers. While many factors contribute to language ability, two aspects of the early caregiving environment are known to be correlated with child language outcomes 1) caregiver-child book reading and 2) caregiver contingent talk. Contingent talk refers to a style of communication whereby the caregiver talks about what is in their infant's current focus of attention. This style of talking can be facilitated when parents read books with their babies. The aim of this research is to establish whether asking parents to engage in contingent talk in the context of book reading promotes vocabulary learning. This study will compare the effects of an intervention to promote contingent talk against a control where parents are given books but not given any training in how to read them in a contingent manner. The study will include children from socio-economically advantaged and disadvantaged families.

Study Design

Study Type: Interventional

Actual Enrollment: 156 participants

Allocation: Randomized

Intervention Model: Parallel Assignment

Masking: Quadruple (Participant, Care Provider, Investigator, Outcomes Assessor)

Primary Purpose: Basic Science

Official Title: A Randomised Control Trial to Test the Effect of Parent Contingent Talk During Shared Book Reading on Infant Language Learning.

Actual Study Start Date: August 24, 2016

Actual Primary Completion Date: January 30, 2018

Actual Study Completion Date: March 22, 2018

Arms and Interventions

Arm	Intervention/treatment
Experimental: Contingent Reading Intervention	Behavioral: Contingent Reading Intervention Caregivers will be provided with 6 picture books. They will be trained to use contingent talk when looking at picture books with their infants. They will be asked to spend 10 minutes each day engaging in contingent talk while looking at picture books. The intervention will run for 4 months. Parents will be asked to keep a daily reading diary.
Book Provision Control	Behavioral: Book Provision Control Caregivers will be provided with 6 picture books. They will not be trained to read with their child. They will receive information from other sources (e.g. health visitors and Book Start schemes) as normal.

Outcome Measures

Primary Outcome Measure:

1. Change in infant expressive vocabulary [Time Frame: Baseline: 11 months, outcome: 15 months]

Parents will complete a standardised assessment of vocabulary, the MacArthur-Bates Communicative Development Inventory (CDI).

Secondary Outcome Measures:

1. Change in caregiver reported frequency of reading [Time Frame: Baseline: 11 months, outcome: 15 months]

Parents will complete a questionnaire about how frequently they read with their child.

2. Infant Real Time Language Understanding: Accuracy [Time Frame: 15 months]

Infants' real-time comprehension of familiar words will be assessed at 15 months using the looking-while-listening (LWL) procedure (Fernald et al., 2008). Infants will sit in front of a computer screen with a picture on either side of it (e.g., a bottle and a shoe). We will measure the accuracy with which they look to the correct picture upon hearing a word that describes it.

3. Infant Real Time Language Understanding: Reaction Time [Time Frame: 15 months]

Infants' real-time comprehension of familiar words will be assessed at 15 months using the looking-while-listening (LWL) procedure (Fernald et al., 2008). We will measure the time it takes the child to look from a distractor to the target.

Other Pre-specified Outcome Measures:

1. Change in caregiver contingent talk while book reading [Time Frame: Baseline: 11 months, outcome: 15 months]

Video recordings of dyads reading books will be analysed for quantity of caregiver contingent talk.

Eligibility Criteria

Ages Eligible for Study: 11 Months to 11 Months

Sexes Eligible for Study: All

Accepts Healthy Volunteers: Yes

Criteria

Inclusion Criteria:

Infants must be:

- first born and singletons
- full term (i.e. born no more than 3 weeks prematurely)
- with birth weight over 2.5 kg.

Primary caregivers must:

- work less than 24 hours per week (i.e., be the caregiver the child spends most time with)
- be raising their child as monolingual English speakers.

Exclusion criteria:

Neither caregivers nor infants must have any significant known physical, mental or learning disability.

Contacts and Locations

Locations

United Kingdom

University of Sheffield

Sheffield, South Yorkshire, United Kingdom, S10 2TN

Investigators

Principal Investigator: Danielle E Matthews, PhD University of Sheffield

More Information

Responsible Party: Danielle Matthews, Reader in Cognitive Development, University of Sheffield

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Other Study ID Numbers: R/139470-11-1-INFANCY

Last Verified: August 2016

Individual Participant Data (IPD) Sharing Statement:

Plan to Share IPD: Yes

Plan Description:

With participants' permission, IPD will be archived in accordance with the guidelines of the University of Sheffield, the UK Data Archive and the ESRC's Research Data Policy.

Supporting Materials:

Time Frame:

Access Criteria:

Human Subjects Protection Review Board Status: Approved

U.S. National Library of Medicine | U.S. National Institutes of Health | U.S. Department of Health & Human Services