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## Effectiveness of the pact (Parent and Child Together) approach on enhancement of speech and language among children with speech and language delay

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### Abstract

The present study investigated the effectiveness of PACT (Parent and Child Together) approach on enhancement of speech and language among children with speech and language delay. A quantitative research approach with a quasi-experimental pre-test post-test control group design was used for this study. The conceptual framework used was Betty Neuman's system model. Sixty samples (30 each in the control and experimental group) were selected by non-probability purposive sampling technique from the Regional Early Intervention Center (REIC), Institute of Child Health, Kottayam. Tools used were socio-personal and clinical data sheet and speech and language among children were assessed by using Language Evaluation Scale Trivandrum (LEST) 3 to 6 years. After the pretest, the subjects in the Control group selected and receive routine care. PACT (Parent and Child Together) approach given to the experimental group on the 1<sup>st</sup> day. PACT (Parent and Child Together) approach consisted of parental education regarding speech and language delay and activity book for children. Post-test to both the experimental group and control group on day 28. The results of the study revealed that the pact (Parent and Child Together) approach had a statistically significant effect on speech and language among children with speech and language delay. The study also revealed that there was a significant association of speech and language among children with speech and language delay with selected variables such as birth order, number of siblings, economic status and screen time of child per day. As conclusion, the PACT (Parent and Child Together) approach is effective in enhancing speech and language among children with speech and language delay.

**Keywords:** Speech and language delay, PACT (Parent and child together) approach

### Introduction

Communication is an indispensable element in human relationships. Communication means transferring thoughts, information, emotion and ideas through gestures, voices, symbols, signs and expressions from one person to another <sup>[1]</sup>. Language encompasses every means of communication in which thoughts and feelings are symbolized, so as to convey meaning to others. It includes such widely differing forms of communication as writing, speaking, sign language, facial expression, gesture and art <sup>[2]</sup>.

Speech and language delay in children are associated with increased difficulties in reading, writing, attention and socialization. Parents should be alert to concerns and whether children are meeting expected developmental milestones <sup>[4]</sup>. Primary speech and language delay / disorder are common developmental difficulties, if unresolved can cause difficulties of both learning and socialization lasting into adolescence and beyond. Speech and language delay in children are often an early indicator of intellectual disability, pervasive developmental disorder and specific learning disorder. So that it is important to detect language delay during early age and to begin early intervention measures <sup>[6]</sup>.

### 2. Objectives

1. To assess the level of speech and language delay in children.
2. To evaluate the effectiveness of PACT (Parent and Child Together) approach on enhancement of speech and language among children with speech and language delay
3. To determine the association of speech and language delay among children with speech and language delay with selected variables.

### 3. Materials and Methods

The quantitative was adopted for the study. The research design selected for the study was a quasi-experimental pre-test-post-test control group design. Samples were selected by using a nonprobability purposive sampling technique. In this study, samples consisted of 30 subjects in the control group and 30 in the experimental group who were preschool children having speech and language delay attending the Regional Early Intervention Centre (REIC), Institute of Child Health, Kottayam. Inclusion criteria of the present study was children with speech and language delay who are in the age group 3 to 6 years and parents who were remain with the child during the entire study. Those who excluded from the study were Children with speech and language delay who are having autism spectrum disorder, cerebral palsy, sensory impairment, global developmental delay, intellectual disabilities and genetic disorders. Tools and technique in the present study were following: Socio personal and clinical data sheet and Language Evaluation Scale Trivandrum (LEST) 3 to 6 years. Among 60 samples, 30 each were allocated in control and experimental group who meet the inclusion and exclusion criteria. Initially good rapport was established with participants and they were informed about the purpose of the study and assured the confidentiality of the responses. After obtaining written consent from the participants, pretest was conducted by using socio personal and clinical data sheet and speech and language among children were assessed using Language Evaluation Scale Trivandrum (LEST) 3 to 6 years. After the pretest, the subjects in the control group receive routine care. PACT (Parent and Child Together) approach (Parental education and activity book) was given to the experimental group along with routine care on the 1<sup>st</sup> day. Parental education given to parents regarding speech and language delay and instructed parents to practice activity book with children for 4 weeks. Post-test to both the experimental group and control group on day 28. On the completion of the data collection process the participants were appreciated for their participation and for spending their valuable time.

Collected data were analyzed using descriptive and inferential statistics.

### 4. Result

**4.1 Socio personal and clinical data of parents and children:** The data showed that the majority of subjects in the control group (76.7%) and the experimental group (70%) belonged to the age of 3 years. Among the subjects, 66.7% in the control group and 73.3% in the experimental group were male children. 56.8% of subjects in both the control group and 66.7% experimental group were firstborn. The data also shows that 56.6% of subjects in the control group and 50% of the experimental groups had no siblings. 66.7% of mothers in the control group and 53.3% in the experimental group were aged between 21 and 29 years at childbirth. 53.3% of children in the control group were born through normal vaginal delivery and 56.7% in the experimental group of children born by LSCS. Majority of subjects in both the control group (86.7%) and the experimental group (80%) were born as full term babies. It also showed that 56.7% of subjects in the control group and 70% in the experimental group had birth weight between 2.5-3.5kg. The data showed that within the control group, 63.3% of subjects had a family history of speech and language problems and 60% of subjects in the experimental group had no family history of speech and language problems. Majority of children in the control group (60%) and in the experimental group (70%) of children had screen time of more than 2 hours a day. Most of the children in the control group (96.7%) and all children in the experimental group did not reside in bilingual family environment. The data showed that 32% of mothers in the control group and 43% of mothers in the experimental group did not use any drugs during pregnancy. The data depicted that 43% of mothers in the control and half of the mothers in experimental group had no diseases complicating pregnancy. Majority of subjects (60%) in the control group and 63.3% of subjects in the experimental group had no developmental/behavioral problems.

**Table 1:** Frequency distribution and percentage of children based on speech and language delay (N=60)

Speech and language delay	Control group Pretest (N=30)		Experimental group Pretest (N=30)	
	F	%	F	%
Questionable delay	4	13	1	3.3
Suspect delay	12	40.3	16	53.4
Total delay	14	46.7	13	43.3

The data revealed that 40.3% of subjects in the control group 53.4% of subjects in experimental group had suspect delay and 46.7% of subjects in the control group and 43.3% in experimental group had total delay.

### 4.3 Effectiveness of PACT (Parent and Child Together) approach on enhancement of speech and language among children with speech and language delay

**Table 2:** Mean rank, sum of ranks and Mann Whitney U value of speech and language among children with speech and language delay (N=60)

Group	Speech and language delay			
	Mean ranks	Sum of ranks	U Value	P
Control (N=30)	34.93	1048	317	0.037
Experimental group (N=30)	26.07	782		

**4.2 Level of speech and language delay:** The table shows that the mean rank of speech and language delay among children with speech and language delay in the control group and experimental group were 34.93 and 26.07 respectively. The obtained U value was 317 which was

significant at 0.05 level. It indicates that the PACT (Parent and Child Together) approach was effective in improving speech and language among children with speech and language delays.

#### 4.4 Association of speech and language among children with speech and language delay with selected variables

**Table 3:** Chi-square value and degree of freedom of speech and language among children with selected variables (N=60)

Socio personal variable	DF	$\chi^2$	P
Birth order	3	8.16	0.04
Number of siblings	2	12.70	0.04
Economic status	2	5.92	0.04
Screen time per day	2	16.42	0.003

#### 5. Conclusion

The study on effectiveness of PACT (Parent and Child Together) approach on enhancement of speech and language among children with speech and language delay, was a successful research work done by the investigator. Based on the findings of the study following conclusions were drawn. There was a significant enhancement of speech and language among children with speech and language delay. There were significant association of speech and language among children with speech and language delay with selected variables such as birth order, number of siblings, economic status and screen time of child per day. The present study highlighted the need of parent and child together approach on improving speech and language among children with speech and language delay.

**5.1 Conflict of Interest:** Not available

**5.2 Financial Support:** Not available

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