

VIDEO-REFLEXIVE ETHNOGRAPHY OF THERAPEUTIC ALLIANCE: AN INDIAN PERSPECTIVE

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MONICA HAS NO RELEVANT RELATIONSHIPS TO DISCLOSE.

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Learning Objectives:

- Illustrate the potential of video-reflexive ethnography for improving culturally sensitive family support practices
- Examine the cultural differences in parental responsiveness behaviors, especially concerning early communication interventions for children with developmental disabilities
- List three interrelated clinician factors that foster the development and maintenance of therapeutic alliances within the context of family-centered early intervention in India.



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BACKGROUND Best practices for family-centered care (FCC; Brunder, 2000) have often been derived from insights gained in non-Asian Western countries. To honor cultural and linguistic diversity in contemporary societies, it's crucial to co-create knowledge from local contexts (Abrahams et al., 2023). **AIM** To investigate culturally tailored therapeutic alliance formation to empower parents and train them to facilitate their children's communication outcomes in EI for children with developmental disabilities in India.

METHODOLOGY Video-reflexive ethnography (VRE; Ajjawi et al., 2020; Melvin et al., 2021) of three parent-child-clinician dyads to understand Indian parents' social-cultural construction of their role in early intervention and how the quality of parent-child interaction evolves through participation in FCC. In each case, the mothers had children with developmental disabilities who were receiving early intervention services at a specialized pediatric speech therapy clinic in India. Video segments of parent-child-clinician interactions during therapy and assessment were selected for reflection sessions, where open-ended questions explored parents' perspectives. During these discussions, SLPs and parents discussed how they felt the parent connected with the child and what they would like to do more to connect better. **RESULTS** In VRE discussions, parents emphasized the benefits gained from contextually relevant, immediately applicable strategies that enhance their child's daily functioning at home, school, and in the community. Data showed that parents' views of meaningful progress involved not just language milestones but also broader behavioral and relational changes. While SLPs interpreted these gains through the lens of verbal and nonverbal communication skill development, parents viewed them as essential tools for resolving everyday challenges.

Speaker's Bio: Monica Kaniamattam, Ph.D., CCC-SLP, is an Associate professor in the Speech-Language Pathology program at Moravian University. Her research aims to optimize service delivery for children with complex communication needs in developing countries by building effective, culturally sensitive parent-child-clinician collaboration.

Judith Oxley CCC-SLP is a Professor in the Department of Communicative Disorders at the University of Louisiana at Lafayette with over thirty years' experience working with people with severe communication disorders. She has published and presented nationally and internationally on the topics of augmentative and alternative communication, rare disorders, early intervention, global issues, and acoustic analysis of speech sounds. She can be reached via email at judith.oxley@louisiana.edu

Namrata Pai, MSc. Speech and Hearing, SLP, is the Founder/Director of Magpie Speech Therapy, a specialised Pediatric Private practice in Bangalore, India with foundations built on Relationship based Naturalistic Intervention along with emphasis on Social emotional learning constructs. Her aim is to develop tools and approaches to aid objective clinical decision making in the complex linguistic and social cultural framework and facilitate culturally relevant family centred intervention practices in India.