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ДИСЕРТАЦІЯ

**АСИСТОВАНА КОМУНІКАЦІЯ ЯК ЧИННИК ПРИВ'ЯЗАНОСТІ В
ДИТЯЧО-БАТЬКІВСЬКИХ СТОСУНКАХ**

за спеціальністю 053 – Психологія,
(спеціалізація – соціальна психологія; психологія соціальної роботи)

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ABSTRACT

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Abstract content

The paper presents the results of a theoretical and empirical study of the impact of assisted communication on attachment in child-parent relationships in families with children with communication disorders. The relevance of the research is determined both by today's social challenges, caused by needs of families in social and psychological support, and by the priority in the state social policy regarding the comprehensive support of family forms of raising children. Since communication disorders in a child provoke both difficulties in language acquisition and disruption of the process of interpersonal interaction, research on assisted communication and social skills formation practices help to prevent social isolation and stigmatization of families raising children with communication disorders.

Due to the fact that the practice of socio-psychological support of families using assistive technologies is developing in Ukraine, there is an urgent need to conduct research on effective support of families where children with communication disorders are growing up. At the same time, in the Ukrainian scientific space, there are practically no studies of assisted communication as a factor of qualitative changes in attachment in child-parent relationships. It was this

combination of scientific and practical challenges that determined the choice of the topic: "Assisted communication as a factor of attachment in child-parent relations."

The object of this study is attachment in child-parent relationships in families with children who have communication disorders. The subject of the research is assisted communication as a factor of attachment in child-parent relationships. The following definitions of concepts are used in the work: attachment and affiliation in child-parent relationships, assisted communication, alternative and augmentative communication, communication disorders.

In the theoretical part of the dissertation, systematizing the works of Ukrainian and foreign scientists, the problem of attachment formation in families with children with communication disorders was analyzed. Certain theoretical concepts of the phenomena of attachment and affiliation in child-parent relations have been clarified, which makes it possible to define attachment as a basic social attitude that is formed in a relationship and is the first stage of a child's socialization and affects the further development of this process. Accordingly, the theoretical analysis indicated a three-component structure of attachment, which includes affective, cognitive and behavioral components.

The analysis of various approaches to understanding assisted communication in the interaction of parents and children made it possible to distinguish communicative functions and models: psycholinguistic, semantic-cognitive, behavioral, socio-pragmatic. Factors studied in scientific circles earlier, which contribute to the construction of attachment relationships, are identified. Also described psychological features of alternative and augmentative communication

as a means of interaction, which contributes to the implementation of informational, emotional, pragmatic and interpretive functions of communication.

The model and procedure of the formative experiment determined two-stage organization of the research and the choice of quantitative measurement methods. The independent variable in the study is the introduction of assisted communication using graphic symbols. The dependent variable is attachment indicators, namely closeness and conflict in child-parent relationships. The dynamics of children's communicative behavior was determined through parents' observations.

At the preparatory stage, two methods were translated and adapted: the questionnaire "Child-Parent Relations Scale. Short form (CPRS-SF)" (Driscoll & Pianta, 2011) and the questionnaire Family Impact of Assistive Technology Scale for Augmentative and Alternative Communication, Short Version (FIATS - AAC 38), translated as "Questionnaire for determining the impact of the use of assistive technologies for alternative and alternative communication additional communication per family. Abbreviated form". The process of adapting both methods consisted of the following stages: implementation of successive translations and adaptation of the questionnaire to the ethnolinguistic features of the population; assessment of construct validity. The reliability of the test is ensured by a high level of internal consistency and reproducibility of results in similar studies when adapting questionnaires.

Participants were recruited using a block randomization procedure to three samples: a control group that controlled for background threats and maturation, a placebo group that controlled for the intensity of family communication, and an

experimental group in which participants used assisted communication. The comparative analysis was carried out both according to the intergroup research plan and the intragroup research plan. Given the use of selection and block randomization procedures, the approximate volume of sample populations was 150 families raising children aged 3 to 17 years with diagnosed severe communication disorders that require assisted communication. In each family, one of the parents of children aged 3 to 17 years observed their child's communicative behavior for four months, as well as behavioral manifestations of attachment, namely conflict and closeness in the relationship with the child, according to the Pianta concept, 2011 by completing the FIATS - AAC 38 and CPRS-SF questionnaires.

Research results

The study is a formative experiment, which revealed statistically significant increase in closeness and decrease in conflict in families of experimental group as indicators of attachment according to the CPRS-SF questionnaire (Pianta, 2011), in cases where assisted communication was used. Assistance was carried out with the help of graphic symbols on cardboard cards, which the parents of the experimental group introduced into communication with the child during the four months of the study. There are no statistically significant changes in the results of the limited control and control groups. No statistically significant correlations between the indicators of the two scales of attachment with the presence of siblings or the composition of the family (both parents or one-parent family) were found. At the same time, these aspects may require deeper research in relation to the development of communication in a child with communication disorders. The age of the children was used in the study to equalize the composition of the samples, as

well as to take into account the age-specific characteristics of the development of communication skills and the number of symbols the child possesses.

It was shown that the use of communicative symbols increased among children in the experimental group. At the beginning of the study, parents of 17 children did not distinguish any symbols in communication, and 12 children had 1-2 symbols in active use in communication. At the end of the study, 14 children in this group used up to 10 symbols, 14 families identified the child as using 10-100 symbols, and 1 child was noted as using more than 100 symbols. The rapid increase in the number of symbols in communication can be related not only to the filling of the child's vocabulary, but also one of the factors can be the skill of parents to notice and respond to the communicative attempts of the child, which they mastered during the study. Therefore, this experiment is formative not only for children in terms of their communication skills, but also for parents in terms of their competence to notice the child's attempts to communicate and use means of alternative and augmentative communication in daily interaction.

Scientific novelty

The scientific novelty of the obtained results is due to the understudied and interdisciplinary nature of the studied phenomena, because the topic of the influence of assisted communication on the attachment of parents and children, as well as the psychological features of communication in families where children with communication disorders grow up, are poorly described in scientific sources. For the first time, a theoretical model of the influence of assistance in communication on child-parent attachment was proposed. The novelty of our

formative experiment also lies in highlighting assistance in communication with the help of graphic symbols as a separate factor of attachment.

First:

The influence of the use of assisted communication on manifestations of attachment of parents and children, namely conflict and closeness in relationships, was determined. It was also determined that assisting in communication contributes to the flexibility of the communicative sphere, the emergence of new connections between various communicative manifestations and the reduction of rigidity and stability of communicative reactions.

A typology of psychological problem situations of communication in child-parent relations in families with children with communication disorders, determined by the children's age needs, including communicative ones, was created and characterized. The structure of needs is described in the previous works of Ukrainian researchers. Situations of communication between parents and children with communication disorders of preschool age can be divided into four groups, according to the needs of the child in relation to which communication is carried out, as well as including the influence of parents in order to regulate his behavior:

Communication situations related to feelings of physiological needs and the need for safety (food, thirst, toilet, sleep, movement, etc., requests for help).

Situations of manifestations of the need for love and belonging (communication, hugs, family communication, expression of feelings, etc.).

Play activities (toys, play activities).

Situations of regulation of the child's behavior by parents: permission, prohibition, etc.

Systemic changes in the child's communication with parents when using assisted communication are also described, namely by parameters: general communicative behavior, communication regarding learning, safety, independence and personal communication, social flexibility and the need for supervision of the child.

The understanding of socio-psychological features of communication with the use of assisted communication and knowledge of the social-psychological support of the interaction of children and parents with the help of assisted communication has been deepened.

The understanding of communication and attachment in the child-parent relationship as a whole is supplemented.

Practical meaning

The results of the formative experiment are recommended for use by practical psychologists, education and social workers, researchers in the field of social psychology to study and support communication processes and the formation of attachment in families with children with communication disorders who use assisted communication. The developed course for parents on development of parental skills to form relationships with a child with communication disorders, as well as recommendations on the use of auxiliary communication to assist the process of interaction in families can be used by social work practitioners in order to strengthen attachment and promote the social

integration of children and the implementation of barrier-free in society. Based on the obtained research results, the following were formed:

1) recommendations for strengthening attachment in families that use assisted communication,

2) separate approaches of social and psychological support aimed at diagnosis, correction and prevention of negative behavioral phenomena in interpersonal relationships in families with children with communication disorders,

3) practical recommendations for the development of group trainings on positive parenting skills for families with children with communication disorders,

4) step-by-step lesson plans with parents to teach children to use graphic symbols and everyday gestures for assisted communication with the aim of strengthening attachment, correcting intra-group dynamics in families, strengthening child-parent relations.

The materials of the theoretical and practical parts of the dissertation can be used by state institutions, educational institutions, public organizations, and other institutions in order to expand the arsenal of methods used by specialists for social and psychological support of families; as well as for preventive social work aimed at preventing negative phenomena in families with children. The results of the research can also be used to develop or update educational courses in social psychology. Introductory and preventive recommendations on the role of assisted communication in building relationships in families systematize parental experience, will contribute to the support of the state reform vector of better care and the development of parenting skills in families with children with communication disorders. A further direction of research may be a longitudinal

study of the dynamics of communication development and attachment building in child-parent relationships in families where children with communication disorders who need auxiliary communication grow up.

Keywords

Personality development, psychology of change, innovation, interdisciplinary research, affiliation, attachment, child-parent relations, alternative and augmentative communication, assisted communication, assistive technologies, communication between parents and children, socio-psychological support of families with children, reform of education, communication disorders, children with special educational needs, development of the value-meaning sphere in children.