

Goslings: An Early Language & Literacy Program for Families with Infants in the Neonatal Intensive Care Unit

Brenda Hussey-Gardner, Susan Sonnenschein, Lisa Shanty, Rebecca Dowling, Dawn Sacks and Betsy Diamant-Cohen
Pediatrics May 2018, 142 (1 MeetingAbstract) 176; DOI: https://doi.org/10.1542/peds.142.1_MeetingAbstract.176

Article

Info & Metrics

Comments

Purpose: Research suggests that premature infants cared for in private NICU rooms show lower language scores at two years than premature infants cared for in multi-bed rooms (Pineda et al., 2014). With this in mind, Goslings was developed to teach families how to best engage medically fragile infants in the NICU using developmentally appropriate early language and literacy activities. **Methods:** A 60-minute program provided families with information regarding the importance of stimulating their infants' language development through talking, reading, singing songs and reciting nursery rhymes. The concept of a traffic light was used to communicate the infant's medical readiness for these activities (e.g., red light—talk only, no touch, no toys). Parents also were taught how “to read” their infants' signals to know when they were behaviorally ready for stimulation. Finally, each family received a bag of materials (e.g., books, rattles) to use when engaging in language rich activities with their babies while in the NICU. Participants completed a pre-intervention questionnaire including demographic questions as well as several self-rating scales (e.g., interaction, understanding signals), and a post-intervention questionnaire including questions about program satisfaction, intended frequency of interactions, and understanding signals. **Results:** Sixty-six family members participated in the evaluation. Almost all respondents reported that they were satisfied with the Goslings program (96%), the skills it taught them (96%), and, more specifically, what it taught them about the importance of talking with (92%), and reading to their infants (95%). Parents reported that they were significantly more likely in the future to read, sing songs, and recite nursery rhymes ($p < .001$ respectively) with their infants than they had in the past. Ninety-four percent reported that the Goslings program taught them about their infants' signals of readiness for interaction and 96% viewed the program as having increased their confidence in reading their infants' cues. Parents reported that, after participating in the Goslings program, they were significantly better able to read their infants' signals and were more confident about their ability to read these signals ($p < .001$ respectively). **Conclusion:** All parents said they would recommend Goslings to other NICU parents and would recommend that the program be continued. Almost all parents thought the program had increased their knowledge of how and when to interact with their infants to stimulate their language development. Almost all parents also thought they would significantly increase their linguistic interactions with their infants after completing the program. However, we were not able to assess whether such interactions between parents and their infants actually increased. We only were able to

assess the parents' intention to increase linguistic interactions. Future research should consider whether parents' behaviors actually change after participating in the program and whether Goslings positively impacts long-term language development.

Copyright © 2018 by the American Academy of Pediatrics

[View Abstract](#)

[← Previous](#)

[^ Back to top](#)

[Advertising Disclaimer »](#)

In this issue

Pediatrics

Vol. 142, Issue 1 MeetingAbstract
1 May 2018

[Table of Contents](#)

[Index by author](#)

View this article with *LENS*

[← Previous](#)

[✉ Email Article](#)

[© Request Permissions](#)

[! Article Alerts](#)

[🌐 Citation Tools](#)

[↪ Share](#)

[🖨 Print](#)

[📣 Insight Alerts](#)

[Table of Contents](#)

Related Articles

The Association of Transition to Home and Hospital Readmission after NICU Discharge

Amy M. Yeh et al., *Pediatrics*, 2018

Parents as the Primary Caregivers for Their Infant in the NICU: Benefits and Challenges

Ruth Warre et al., *Neoreviews*, 2014

Impact of Nonmedical Factors on Neurobehavior and Language Outcomes of Preterm Infants

Elisabeth C. McGowan et al., *Neoreviews*, 2019

Mothers' Voices – the Power of Language

Lydia Furman et al., *AAP News*, 2019

Reducing Premature Infants' Length of Stay and Improving Parents' Mental Health Outcomes With the Creating Opportunities for Parent Empowerment (COPE) Neonatal Intensive Care Unit Program: A Randomized, Controlled Trial

Bernadette Mazurek Melnyk et al., *Pediatrics*, 2006

Cepheid Infant HIV Test Fares Well in Kenya Evaluation

Madeleine Johnson, *360Dx*, 2019

Nutritional Needs in the NICU—How Prebiotics and Probiotics Can Help

Roger Soll, MD, myCME, 2019

Rady Team Demos Improved Outcomes, Cost Savings of Rapid Whole Genome Sequencing in NICU

360Dx, 2018

Development and diversity of lactic acid producing bacteria and bifidobacteria in healthy full term Indian infants from Himachal Pradesh

Sampan Attri et al., Intestinal Research, 2018

ad

Powered by **TREND MD**

▼ **Related Articles**

No related articles found.

[Google Scholar](#)

▶ **Cited By...**

▶ **More in this TOC Section**

▶ **Similar Articles**

Journal Info

[Editorial Board](#)

[Editorial Policies](#)

[Overview](#)

[Licensing Information](#)

Authors/Reviewers

[Author Guidelines](#)

[Submit My Manuscript](#)

[Open Access](#)

[Reviewer Guidelines](#)

Librarians

[Institutional Subscriptions](#)

[Usage Stats](#)

Support

[Contact Us](#)

[Subscribe](#)

Resources

[Media Kit](#)

About

[International Access](#)

[Terms of Use](#)

[Privacy Statement](#)

[FAQ](#)

[AAP.org](#)

[shopAAP](#)



© 2020 American Academy of Pediatrics