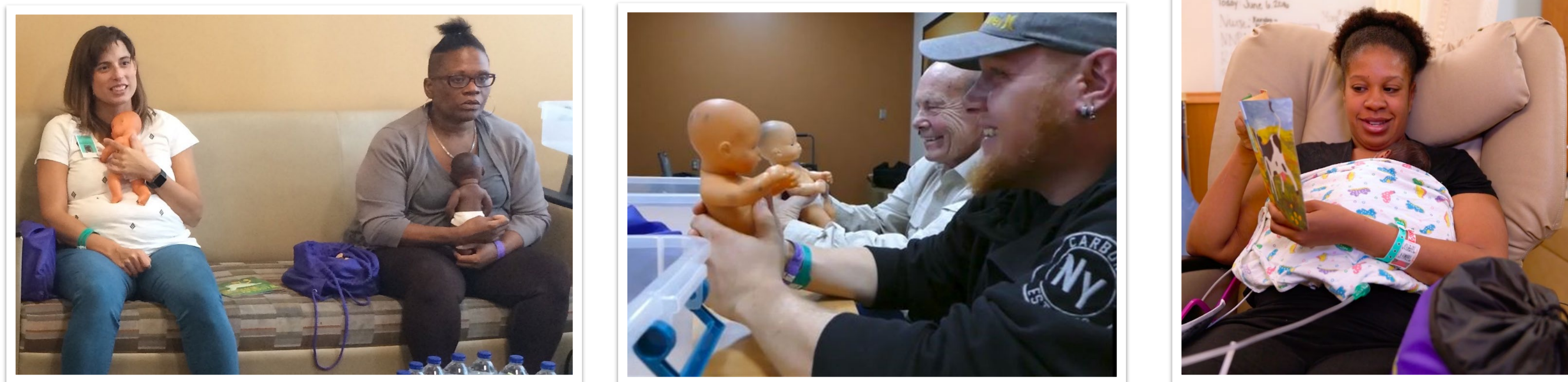


BACKGROUND

Goslings-II is a shorter and less expensive version of Mother Goose on the Loose: Goslings (Shanty et al., 2019). Goslings-II is a NICU education program that teaches parents how to talk, sing, rhyme and play with their infant using a provided Goslings Kit, while responding to infant signals, in accordance with medical readiness as communicated through a traffic light system (i.e., red: voice only, yellow: voice and touch, green: voice, touch and show). A recent Goslings-II study yielded positive results similar to Goslings (i.e., increased parent intention to engage in more early language and literacy practices, increased parent-reported knowledge of how and when to interact with their infants), at a more affordable price (Cao et al., 2023). However, we did not know if parents actually engaged in these practices after attending Goslings-II.



OBJECTIVES

To understand if and how parents engaged in early language and literacy practices 1 to 2 weeks after attending Goslings-II.

METHODS

Interview	Code	Analyze	Confirm
- Conducted semi-structured interviews 1-2 weeks after attending Goslings - Discussed type and frequency of activities with infant, and potential impact of Goslings	- Transcribed audio recordings - Manually coded using Atlas.ti - Discussed and resolved coding discrepancies	- Derived themes from categories that emerged during data coding - Continued enrollment until saturation of themes	- Conducted member checks with parents after generation of themes - Reviewed final themes for agreement or refinement

RESULTS

Table 1. Participant Demographics (N=7)

Variable	Percent (N)
Relation to Infant	Mother 100 (7)
Race/Ethnicity	Black 43 (3)
	White 43 (3)
	Other 14 (1)
Marital Status	Married 29 (2)
	Single 71 (5)
Highest Education	High School or GED 14 (1)
	Some College / Trade 14 (1)
	Associate's Degree 14 (1)
	Bachelor's Degree 57 (4)

RESULTS

Theoretical saturation was reached after seven parents were interviewed (see Table 1). Five themes emerged: increased interactions, parent wisdom, infant not ready, program strengths, and barriers to program implementation (see Table 2). After attending Goslings-II, parents engaged in more interactions with their infant using Goslings-II and other materials. They reported being more confident when interacting with their infant and indicated increased intention for engaging in more activities when their infant is ready. Self awareness and knowledge also increased, as parents expressed understanding of their infant's signals and could note when they were not ready for interaction. In addition, there was an overwhelming positive response in terms of the program facilitator, content, and opportunity for bonding with other parents. Barriers to program implementation included parent schedule, parent preference, and traffic light implementation. Lastly, 4 of 7 parents were successfully contacted for member checks and all agreed with the final themes.

Table 2. Qualitative Coding Scheme for Parent Interviews

Theme	Category	Code	Quote
Increased interactions	Materials used	Songs	"...now that I have the little booklet with different songs, it's helped [me sing more expressively]." - 082222
	Activity type	Reading	"...before I wasn't reading to her at all, so I did start after I went to that meeting. I started reading to her more." - 050622
	Activity frequency	Singing - daily	"[I sing] every day...I think I was more bashful about [singing] before...[now] I don't care if the nurses hear me or not..." - 050422
	Increased confidence	Courage	"Before I attended the class, I don't even know if I can sing or anything like that so...Goslings, for me, gave me the courage to..." - 082622
	Intent to increase activity	Reading more	"I plan to still use what I learned in Goslings to read to him more often..." - 033022
Parent wisdom	Knowledge of infant signals	Avoidance signals	"Now I [realize] this, what he just did with his arm, that's telling me this or that...if he puts it up in front of his eyes. So, he's telling me he doesn't want something right now." - 081022
	Generalizability	Knowledge transfer	"With his hands in front of his face [during cares], like he doesn't want to be bothered. Like I realize, oh you don't want to be bothered but you've got to get changed sir." - 082622
	Self awareness	Overstimulation	"It taught me how to [sing]...slow it down, not so fast which I didn't even realize that would overstimulate them [before]." - 050522
Infant not ready	Lack of alertness	Reading	"[Reading] is definitely something I want to do more often but...he's a heavy sleeper." - 033022
	Isolette	Kit	"I just feel with the isolette, I can't really get in there to have it be like so far in front of them and stuff..." - 050422
	Developmental stage	Wiggle March	"The other book [with] the color pictures...I haven't used that yet just because they were talking about what colors they can and can't see right now." - 050522
	Feeding	Focus on Feeds	"The time I'm able to spend with him is usually right around cares...so we're busy trying to...feed him." - 081022
Program strengths	Facilitator	Role model	"I'm very shy...but since I attended Goslings, and the lady was like, well I was once like you guys, I don't want to [sing in public]...So I was like, OK, if she can do it then definitely I can also do it, so let me just try from there." - 082622
	Program content	Information	"They gave us different tools to use with the nursery rhymes and how to deal with the red day, green day cues and stuff like that. It was very knowledgeable." - 050622
	Parent-parent bonding	Mom bonding	"It got other mothers to talk to each other there...learn about their story so that you don't feel like you're alone here all the time." - 050422
Barriers to program implementation	Traffic light	Traffic light display	"No, they haven't brought it up or anything...Well, maybe [it would help], even if it was posted somewhere." - 050422
	Time	Not enough time	"...So I hold him for a little and then put him back and then I have to pump and head back...so I feel like my days are so tight." - 081022
	Parent preference	Not used - rhymes	"I haven't done any nursery rhymes...I think our favorite is just the singing portion right now." - 050522

Note: For ease of readability, filler words (like, um) were removed.

CONCLUSIONS

Goslings-II resulted in self-reported positive behavioral changes in parent-infant interactions, increased implementation of early language and literacy activities, and enhanced confidence. Additional program improvement may include provision of a traffic light symbol in NICU rooms to facilitate communication about an infant's medical readiness for interaction.

REFERENCES

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