Positive Interactions in Early Childhood

An "ICDP" Baseline Study of Three Cases of Mother-Child Dyads in Socio-Economically Underprivileged Families

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Abstract

The purpose of this study is to investigate positive interaction patterns in three mother-child dyads, to search for the similarities and differences among them, to dig out the mothers' perception of interactions with their children, and to identify influential contextual factors of their interactions. The study is conducted in one of the socio-economically underprivileged areas of Dhaka, Capital of Bangladesh. For understanding the phenomenon of this study, main emphasis lays on the eight guiding principles of the International Child Development Program (ICDP), that is, the resource-based approach developed by Henning Rye and Karsten Hundeide in 1985, along with other related theories on attachment, humanism, systemic-ecology, and development.

Qualitative case study design is chosen on the basis of the purpose of the study. Purposive sampling strategies are used for selecting the study area and participants. Three mother-child dyads are chosen in accordance with pre-decided criteria; the ages of children are under 8-years as the focus of is delimited to early childhood. Observation and interview methods are used the data collection. As part of data collection, an observation protocol is designed in accordance with the eight themes of ICDP and an interview guide is developed from ICDP and other relevant literature. A total of 30 observation sessions approximately 90 minutes each and 03 interviews around 100 minutes each are recorded. Triangulation, prolonged field work, intensive note-taking, recording, brief follow-up interviews contribute to the accuracy of the study. Ethical issues are cautiously followed throughout the process.

Data analyzing shows that all the eight themes of ICDP are found in this study. The three mothers show positive interactions with their children in terms of emotional, meaning, as well as regulative dialogues. In addition, the findings reveal that all the three mothers conceive their children in accordance with a humanistic point of view. Thus, they consider their children as respected persons with own needs, wishes, skills, temperament. The data also indicate influential contextual factors that identify how to learn child upbringing, what are the helpful and difficult conditions for interactions as well as how to manage such difficulties. As the mothers have similar background and live in the same area, they are pointed out resemble influential factors for interactions.

These findings from Bangladesh show several similarities with equivalent studies in other countries, such as in Norway, Bosnia-Herzegovina, Georgia, and Ethiopia, as well as with studies in family contexts and in school. Thus, this study adds to the examples of international studies confirming positive communication and mediation approaches across cultures. The findings indicate that a series of essential positive interaction patterns between caregiver and child are found. Further studies and innovation projects are suggested in order to validate these findings further as well as to strengthen these patterns amongst caregivers.

Foreword

According to the 2005 survey, 35% of total urban population is from socio-economically underprivileged areas in Bangladesh (CUS, NIPORT, & MEASURE Evaluation, 2006). The government has explicitly addressed the slums for improving the lives of slum- dwellers by 2020 through the target no.11 within the Millennium Development Goals (Angeles, Lance, Barden-O'Fallon, Islam, Mahbub, & Nazem, 2009). In line with the government's initiatives on early childhood development, this thesis contributes as baseline data based on the International Child Development Program: The first of its kind in Bangladesh.

Dedication

This thesis is dedicated to

*My **parents** who make me realize the importance of education;*

*My father-in law **Md. Badruddoza Akanda** who always focuses my attention into task;*

*My husband **Md. Raquib Doza Akand** who makes heaven for my life;*

&

*All **socio-economically underprivileged families** are willing to improve their conditions.*

Abbreviations

BBS- Bangladesh Bureau of Statistics

CDC- Child Development Center

CMS- Census and Mapping of Slums

CNAC- Center for Neurodevelopment & Autism in Children

CRM- Curriculum Relation Model

CUS- Center for Urban Studies

DSA- Developmental Systems Approach

ECD- Early Childhood Development

EFA- Education for All

ICDDR, B- International Center for Diarrhoeal Disease Research, Bangladesh

ICDP- International Child Development Program

KAP- Knowledge, Attitude, & Practices

MDG- Millennium Development Goal

MISC- Mediational Intervention for Sensitizing Caregivers

MISC- More Intelligent and Sensitive Child

MLE- Mediated Learning Experience

MoWCA- Ministry of Women & Children Affairs

NCTB- National Curriculum & Text Board

NGO- Non Government Organization

NIPORT- National Institute of Population Research & Training

UNESCO- United Nations Educational, Scientific, and Cultural Organization

UNICEF- United Nations Children's Fund

ZPD- Zone of Proximal Development

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1   Introduction

This baseline study explores and describes positive interactions among three mother-child dyads in socio-economically underprivileged families, Bangladesh. It illustrates how mothers positively interact with their children, the similarities and differences of interactions among them, the mothers' perception of their interaction with children, and what contextual factors have impact on their interaction. The study makes an effort to find out how existing patterns of interaction in mother-child dyads enhance their relationship. In this way, this thesis is considered as a helping tool for caregivers to dig up, develop, and use positive interactions in their daily activities. Thus, the theoretical-empirical base of this study is the eight themes of the International Child Development Program (ICDP) concerning resource-based interactions. This chapter briefly draws a related socio-cultural scenario of Bangladesh, traditional ways and beliefs of child caring, and significance of this study. This background information serves as a general platform to understand the backbone of this study. Thus, the research questions and corresponding purposes of this study are presented. The rationale of the study is presented along with description of core concepts.

1.1   Background Information

Why does this topic select to conduct this Master thesis? This topic is chosen to study the baseline data on mother-child dyadic interactions. The meaning of this entire study is hidden under the socio-cultural layers of Bangladesh. Moreover, it has own traditional child caring beliefs and practices that are the basis of mother-child interactions. Therefore, it can be said that individuals often incorporate the beliefs, values, and norms of the culture in which they live (Egan, 2007). How culture is an influential issue in this study is enlightened under this sub-heading.

A Socio-Historical Scenario of Bangladesh: This study is based on mother-child interactions in lower socio-economic context of Bangladesh. In the same line, it is essential to uncover the history for understanding the related scenario. Then, the socio-cultural aspects make a link between the topic and the importance to choose it.

Bangladesh is a new name for an ancient land under the area of Indian Sub-Continent. It has a rich geological, historical and cultural past over thousands of years. The story of Bangladesh

begins with the geological history of delta that shapes it as a land. This story continues by repeated invasion of varied peoples, ranging from Dravidian, Indo-Aryan, Mongol-Mughul, Arab, Persian, Turkish, and European culture. Simultaneously, the religious values swap from Hinduism to Buddhism to Islam. Later on, the Islam holds a powerful influence to form this present Bangladesh by the partition of Indian Sub-Continent. Again, this region is attached with Pakistan on the basis of same Islamic notion. This tale of a separate nation proceeds through the mothers' language movement in 1952 which is later to declaration of the International Mothers' Language Day by UNESCO in 1999. Finally, it has become an independent nation called Bangladesh in 1971 (National Curriculum & Text Board [NCTB], 2013; Schendel, 2009). As a developing country, one of the major setbacks is its enormous number of inhabitants approximately 150 million (Bangladesh Bureau of Statistics [BBS], 2011) in which 43.3% people are living below international poverty line of US$ 1.25 per day (UNICEF Bangladesh, 2011). Poverty includes "low incomes and the inability to acquire the basic goods and services necessary for survival with dignity, low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life" (The World Bank, n.d.). Consequently, people are facing immense economical hindrance that affects their daily livings, especially for upbringing child. Only 51.8% people are literate in terms of reading and writing (BBS, 2011) which represent a huge number of people are deprived from education. As a result, they are staying behind the advanced world and suffering a lot. The furthermost discrepancy is found in the divisional system of the country, that is, urban and rural areas. Most of the developments occur in urban areas that attract laymen for migration leading to create more illegal households, like slums. According to the 2005 Census and Mapping of Slums (CMS), the total number of urban population is 15.6 million in which total slum population is 5.4 million (35%) with 9000 slum clusters (Center for Urban Studies [CUS], National Institute of Population Research and Training [NIPORT], MEASURE Evaluation, 2006). With such huge population, the government has taken several initiatives along with non-government organizations (NGO) to reach facilities of education, child care, health, sanitation etc. Early childhood development (ECD) has set priority to achieve overall goals of Education for All and Millennium Development Goals. A recent survey is carried out on Knowledge, Attitude, and Practices (KAP) of mothers for establishing ECD needs in Bangladesh. This survey explores several positive child caring practices along with gaps in knowledge of upbringing, age-appropriate early learning, and daily positive interactions

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(Ministry of Women and Children Affairs [MoWCA], 2009; UNICEF Bangladesh, 2001). By reflecting vibrant and fighting history of freedom, alarming rate of slum people, and recent awareness of child development, this study of positive interactions in mother-child dyads in socio-economically underprivileged area is meaningful in this context of developing country.

Traditional Child Care Practices and Beliefs: There are traditional child care practices and beliefs reflecting on the socio-cultural views of Bangladesh. The traditional ways show how the mothers of this study have grown up in their childhood (see ch.3). Consequently, it is important to mention some practices and beliefs that realize the background of the mothers and essence of this study.

Child care practices have an immense impact in mother-child quality interaction (Range, Naved, & Bhattaraj, 1997). Child care can be characterized as a complex set of behaviors consisting of child feeding practices, promoting a safe and healthy environment and adequate health care, providing emotional support and psychosocial interactions (Engle, Menon, & Haddad, 1996). In Bangladesh, oil massage, sun bath, shaving hair after seven days, use black thread around the waist and black round spot on corner side of forehead or under the ear to save the child from bad spirit etc. are considered as caregivers' positive practices and beliefs. On the other hand, the dietary restrictions for mothers during pregnancy and withdrawal of breast feeding after birth are malpractices of caregivers (Range, Naved, & Bhattaraj, 1997). Traditionally, the children are rearing up within the extended family, especially by grandparents, uncle, aunt, and/ or older siblings. Moreover, child rearing is influenced by gender issue, for example, boys are more preferable and valuable in the family than girl children. From the very beginning, children are differentiated in accordance with their toys, food, and activities. Male children consider as the asset for the family whereas female children supposed to be the holdings of their husband's family. Most of the Bangladeshi parents believe in authoritarian approach to child rearing and want respect, obedience, and politeness from their children. Consequently, this is an indicator for identifying children as "good" or "bad". Generally, caregivers only think about the basic needs of children, like food, shelter, safety, education, and physical health. However, they never think about children's psychosocial needs or mental support to become as social being. This is the traditional way of how caregivers rear up children that make a significant value to conduct this study in the context of Bangladesh so that parents, especially mothers, initiate interactions with their children in the light of eight themes of resource-based positive interaction.

The Significance of this Study: The focus of this study is on mother-child's positive interactions in poor families. Laws, policies, and other contextual aspects are now positive towards research to promote quality mother-child interactions in Bangladesh.

Children and women have constitutional rights in Article 28 (4) in which there is provisions in favor of children and women (Ministry of Law, Justice, and Parliament Affairs, 2008). The concept 'early intervention' is a relatively emerging issue in Bangladesh. The early intervention strategy "kangaroo mother care" is introduced in the International Center for Diarrhoeal Disease Research, Bangladesh to care of premature and low birth weight infants (ICDDR, B, 2014). By addressing the importance of child development, the government has formed a separate ministry to ensure the well-being of children and women; Ministry of Women and Children Affairs (MoWCA). Under this ministry, the policy framework 'Early Childhood Care and Development' is developed in which mother-child quality interaction is one element (MoWCA, 2009). Continuously, the government has established child development center units (CDC) in 10 medical college hospitals providing training to caregivers strengthen their interactions with children (Dhaka Shishu Hospital, n.d.). Additionally, the government has also established the Center for Neurodevelopment and Autism in Children at Dhaka in 2010 (CNAC, n.d.). One of the vital tasks of this center is to promote the necessity of early child development and early intervention issues. The ICDP approach used in this study is a contribution to this field. As this study is carried out in a slum area, concern is also given to poor living conditions. Mothers and children are considered at risk in slum areas because of unhealthy living conditions, lack of education, and lower income level. The government has integrated various programs along with national and international NGOs, including financial allowances, low cost rice, vocational training, establishing small industry, non-formal and mass education. As a result, caregivers can empower themselves and increase awareness to identify the needs of children in both basic and psychosocial aspects (UNICEF Bangladesh, 2009). Thus, it can be concluded that Bangladesh is still in the process of developing an adequate framework to improve mother-child conditions in early childhood. This overview also sheds light on the necessity of the study.

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1.2 The Research Questions

The focus of this study is to investigate the relationship between mothers and children in terms of positive interaction pattern. The following questions contribute to answer the study purposes:

1. What characterizes positive interaction between mothers and children in the context of socio-economically underprivileged families?
2. What similarities and differences exist among the three mother-child dyads?
3. What is the mothers' perception of interaction with their children?
4. What contextual factors influence the mother-child interaction?

The first and second questions are aimed to study positive interaction patterns and how these are similar and different in mother-child dyads in relation to the eight themes of resource-based communication and mediation approach of ICDP. The third question considers the opinions of three mothers about their interaction with children. Moreover, the fourth is investigated to find out contextual factors that influence the mother-child interactions.

1.3 The Rationale of the Study

This study is based on positive interaction in mother-child dyads. The underlying logic of the study is layered in the mothers' practices of child care, their attitude about interaction, and the influential contextual factors in mother-child interactions. From the above sub-headings, the traditional child caring practices and beliefs, the urban poverty, and the contemporary initiatives of government and NGO's highlight an area of interest for this study. More elaborately, it can be said that socio-cultural context has impact on how mothers interact with their children while rearing them and how they perceive interaction while interacting with children. In this study context, the mothers feel pressured by their growing economic needs and their lacking school experiences. Consequently, poverty and illiteracy affect children's optimal development and also amplify the significance of this study. Moreover, the government and NGOs have taken interest to augment the living conditions of caregivers and children. The government also tries to establish frameworks for considering children's needs. As ICDP is a low threshold parenting program, it may contribute to raise mothers' awareness

and sensitization for maximum development of their children. Thus, this baseline study may be a first step towards further implementation of ICDP on national level.

1.4 Core Concepts Used in this Study

Core concepts used mostly in this study are drawn from the title of the study. In addition, various related terms are focused in parallel of the core notions in below.

Interaction and Communication: This study theorizes interaction as two-way communication and mediation process in the mother-child dyads. Thus, the reciprocal influences of relationship indicate such two-way interaction (Corsin, 1999). This kind of human interaction is studied under various theoretical views by considering its importance in socialization, development, and relationship. Communication is an important concept in this text. It considers as an engine of social relationships which involves listening, availability, mutual respect, understanding, and emotion. Thus, communication is a means of interaction between individuals by their common verbal and non-verbal systems.

Positive Interaction: The word 'positive' refers to a desirable or constructed quality (www.google.com.bd) and affirmative element (www.thefreedictionary.com/positive) in general. Hence, the word 'positive' indicates quality criteria of something. In this text, positive interaction determines the quality criteria of mother-child interactions based on the eight ICDP themes (Rye, 2001).

Early Childhood: A period of human development covers from birth to eight years is termed as early childhood (Evans, Myers, & Illfeld, 2000; United Nation, 2010). In this study, the age variation of children from birth to 7 years is one of the purposive sampling criteria. This sampling indicates mother-child interaction within the span of early childhood. Chapter 2 also frames theories of psycho-sexual development, psychosocial development, attachment, communication, mediation, and ecological views that focus the age range of early childhood.

Attachment & Mother-Child Dyad: 'Attachment' develops an emotional bond in the mother-child dyads (Bowlby, 1988; Feldman, 2007). It can be stated that this attachment is matured over time with various interactions. Thus, a strong and proximal dyadic process is formed for contributing child's development within any context (Bronfenbrenner, 1979).

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Mediation: It is an ongoing process in which a person serves as a mediator between child and environment (Feuerstein, 1979). In this study, mediation considers an important pillar to develop the theoretical framework. The mother (mediator) provides help to the child (mediate) for achieving the desired targets. The eight themes of ICDP function as a tool to assess the quality mother-child interactions in this study.

Underprivileged Families: The term "underprivileged" refers to the lack of opportunities and advantages enjoyed by other members of a certain society (The American Heritage, 2000). Slum is conceived as a cluster of unsystematic households in vacant land with density, lower socio-economic people, lack of security, and poor governance (UNICEF, Bangladesh, 2010). This study is conducted on three poor families in a slum of Bangladesh.

1.5 Thesis Outline

The thesis outline draws an overall development of this study process. This current chapter presents Bangladesh background related to the research questions, rationale, and main concepts of the study. The following chapter 2 introduces the theoretical framework and earlier studies on the importance of positive interaction in mother-child dyads. In chapter 3, the methodology brings up personal background for this study, philosophical and interpretive framework, research approach, design, methods, analysis, validity, reliability, and ethics based on the study purposes. Chapter 4 sketches the presentation of findings through the analysis of data. Finally, the chapter 5 presents discussions, conclusion, limitations and recommendations of the study.

2   Theoretical Frameworks

The central attention of this chapter is two-folded focusing on relevant theoretical framework and empirical findings. Theories and studies are predominantly motivated through "the resource-oriented approach" that portrays a holistic perspective on care, interaction, development and learning (Rye, 2001). This approach outlines the current chapter along with other important psychological perspectives, that is, humanistic, systemic, and developmental aspects, to shed light on the positive interactions of mother-child dyads as the main purpose of this study. Based on these theoretical aspects, the ICDP examines the quality of positive interactions in mother-child dyads.

2.1 The Resource-Oriented Approach

A resource-oriented approach has developed through a 'paradigm shift' of early intervention programs. This shift has occurred in professional attitudes and practices, scholarly literature for practical implementation, and in shift of views on the child's needs and the role of adults for children's learning and development. Earlier, the approach to deal with children and families were more instructive and 'professional-centered'. The new resource-based approach turns the focus towards participation, collaborations, and empowerment of parents (Rye, 2001). The underneath concepts of this new approach are attachment, communication, and mediated learning (Hundeide, 2010; Rye, 2001). These concepts are different in meaning but relating to each other under the shed of resource-based approach. This chapter serves to construct the theoretical frameworks for positive interactions in mother-child dyads.

The Importance of a Secure Base: A secure base of attachment develops between caregivers and children as a function of early interaction. The attachment theory proposes as a framework for studying how children develop such secure or insecure attachment (Bowlby, 1969, 1973, 1980). A positive 'self' model is developed through worthy of attention and affection; and a positive 'others' model is developed by accepting and responsive to the self. Thus, the development of positive self and positive others are the basis of secure attachment (Guerrero, Farinelli, and McEwan, 2009). The term 'attachment' is conceptualized as contact related condition between caregiver and child (Bowlby, 1969). This theory mentions that human infant has an innate intersubjectivity to communicate and experience socially that creates attachment with caregiver who considers as a 'secure base' for infant's exploration

and self-enhancement (Fonagy & Target, 2003; Trevarthen, 1998/2001). Such attachment can be established with various behaviors, like eye contact, smiling, crying, babbling, movement etc. so that caregivers are encouraged to respond with infants. From the detailed analyses of longitudinal study between blind infants' and their sighted mothers' communicative behaviors, it was found that blind infants were actively taken part in proto-conversations and dialogues with their mothers (Preisler, 1991). With age such attachment behavior becomes incorporated into more complex, self-correcting 'control systems' which have the goal to maintain an acceptable proximity to the mother (Bowlby, 1969; Miller, 1993).

Phases of Attachment: Bowlby proposes four principles in this theory that explain how the infant attaches to the particular caregiver:

- An in-built bias toward looking at certain patterns in preference to others and at things that move,
- Exposure learning that turns familiar from the strange,
- An innate bias to approach the familiar, and
- Feedback of results through which behavior boosts up and weakens.

Through these principles, the infant can gradually make attachment with general adults into specific caregiver. The infant and caregiver behavior gradually coordinated into an 'attachment behavior system' in which each person's behavior and appearance consider as sign stimuli for the particular action in the other. Each one expects that the other one is responded in certain ways. Thus, the children's expectation is part of their 'internal working models' or mental schema.

Internal Working Model: The attachment behavioral system of the infant is underlined by a set of cognitive mechanisms that referred as 'internal working models' which is actually storing the attachment-related knowledge (Dykas & Cassidy, 2011). The internal working models can store past experiences related to attachment figures and can generate expectations about the reactions of attachment figures in certain situations (Bowlby, 1973). As children gain more cognitive capacities with age, their internal working models function more, that is, it can process social information to aware about 'self' and gradually influences to obtain, organize, and operate attachment-related social information (Bowlby, 1980).

Types of Attachment: Mary Ainsworth is another great pioneer of this theory who observed infant's internal working models in action with the 'Strange Situation' research methodology and finds the four patterns of attachment as secure, anxious/avoidant, anxious/resistant, and

disorganized/disoriented attachment. The attachment system is considered as the determinant of interpersonal relationships that shows in the longitudinal study that children who have secure attachment history they are independently rated as more resilient, self-reliant, and socially oriented (Fonagy & Target, 2003). Research shows that higher level of parental empathy for children's needs have positive influence on children's mental health (Lam et al., 2004). A recent study in urban India reveals that children's emotional availability mediates maternal emotional availability; and child functioning to be linked with child attachment security among children with intellectual disabilities (John, Morris, and Halliburton, 2012). A secure attachment is always resulted positive development whereas insecure attachment is corresponded developmental risks for children. The attachment patterns are relatively persistent once it has developed, because parents are always treated children as the same way they were treated and also such patterns tends to be self-perpetuating (Bowlby, 1988). Consequently, these types of attachment have an intergenerational transmission system.

To recapitulate, it can be said that the theory of attachment is based on affectionate bonding between caregivers and children that nourishes child's later period development. As the study is focusing on interaction patterns, relationship, and socio-emotional development, this theory provides essential knowledge in relation to the purpose of positive interaction in mother-child dyads. It is also necessary to explore that how can a child sense the state of their mother. This is a core concept to investigate another purpose of this study regarding the mothers' opinion of interaction with their children. Does a child capable to sense the state of mother?

Infant's Innate Intersubjectivity: The answer of above question is grounded on "the theory of intersubjectivity" which is also shed light through the theory of attachment and developing early communication. Meltzoff (1985, 1990), Trevarthen (1998), and Stern (1985) explicitly use the term 'intersubjectivity' in describing their theories (Beebe, Sorter, Rustin, & Knoblauch, 2003a, 2003b). This theory reveals that infants are biologically prepared to perceive correspondences between his behavior and partner's one, that is, there is a fundamental relatedness between self and other. In relation to this, the question arises about how an infant develops a sense of self? In respond, the self can recognize through the static featured information and through the movements, body postures, and powers. As adults can see themselves in the action of others as social mirrors, similarly infants recognize the movements in the others are 'like me' that corresponds to understand others' state. Put in another way, it can be said that 'imitation' is the process here by which something of the other

is taken on by the self (Meltzoff, 1985, 1990). Piaget (1954) is also used the term 'deferred imitation' in which behavior as an index of infants' representational capacity to him (Piaget, 1954 in Beebe, Sorter, Rustin, & Knoblauch, 2003a). In a similar way, Albert Bandura's one of the mainstay is 'observational learning through modeling' in his social learning approach (Bandura, Ross, & Ross, 1963 in Schultz & Schultz, 1994). Trevarthen also has similar notion about imitation and provides the basis for a "psychology of mutually sensitive minds" and formulates his theory of innate intersubjectivity. In addition, how inner subjective states can be shared is the core view of Stern's intersubjectivity that is too broad and covers three forms of sharing subjective experiences: interattentionality, interintentionality, and interaffectivity or affect attunement (Stern, 1985). For Stern the domain shifts from overt behavior to inner states that perceives a mental self and a mental other (Beebe, Sorter, Rustin, & Knoblauch, 2003a). This emotional value of meaning shared by mirroring purposes is essential for early parent-child bonding and interaction. The emotional communication is developed a feeling of joy, trust, and companionship between caregiver and child (Trevarthen, 1996 in Rye & Hundeide, 2005). Research shows that mothers' sensitivity, like showing warmth and contingent responsiveness, and a host positive child outcomes are associated that secure attachment, cognitive and language growth, as well as social and emotional competence (Baumwell, Tamis-LeMonda, & Bornstein, 1997; Kochanska, Forman, & Coy, 1999). In addition, the affective attunement of parent-child dyad that reflects the mutual and reciprocal positive affect in fostering young child's communicative and regulatory skills (Lindsey et al., 2009). From the observation of mothers and infants during play time, the importance of more lively emotional displays and rhythmic collaboration are found to secure a bond and early communication. This is also increasing the 'permanence of meaning' that helps to memorize the expressive behavior or intentional gestures are taken as an agreed sign and then repeating those signs intentionally (Bruner, 1983; Trevarthen, 2001). Bruner describes children as social beings and calls as 'transactional self' that access them to intuitive mirroring and find other persons' motives and emotions which give them the 'biology of meaning' and allow them to create a shared environment for communication (Bruner, 1990). Trevarthen and Stern both have been influential to formulate intersubjectivity theory as more mutual dyadic process of communication. Furthermore, Meltzoff, Trevarthen, and Stern concur about the early communicative competence is more basic than language. Among them, Trevarthen mentions that intersubjectivity is initially preverbal and dialogic (Beebe, Sorter, Rustin, & Knoblauch, 2003b). Mary Catherine Bateson (1979) called this pre-verbal behavior an instinctive 'proto-

conversation'. In later period, it is claimed that such proto-conversation is basis for all temporal arts, that is, dance-like gestures of body and facial movements. Additionally, it has also evidence in favor of innate 'communicative musicality' that refers a partnership in musical dialogue between mothers and children. Communicative musicality consists of the attributes of human communication, i.e., pulse, quality, and narrative, which are particularly exploited in music (Bateson, 1979 in Trevarthen, 2001, 2011; Dissanayake, 2000; Malloch, 1999; Malloch et al., 2012).

It is obvious that there is an involvement of language and communication in intersubjectivity theory. This is because of it is a concept of interaction between self and others, that is also connected with this study purposes: Positive interaction in mother-child dyads as well as mothers' perception of interaction with children in terms of child's sensitivity in self and the state of mother. This notion is also highlighted in Vygotsky's concept of 'inter- and intra-psychological processes' that refers the mechanism of knowing self and others. Correspondingly, Buber and Rosenzweig mention the same notion as 'dialogic principle' that involves the relationship between 'I' and 'Thou', that is, the relation of co-authors in communication. Martin Buber (1923/1962) presents it as I-Thou at interpersonal level of dialogic mutuality whereas Rosenzweig mentions the broader view of intersubjectivity that is mutual, reciprocal, asymmetrical, and dialogic tension (Buber & Rosenzweig in Marková, 2003). According to Bakhtin, every individual lives "in a world of others' words" that states co-authorship rather than intersubjectivity. This is because; the demands of evaluation of other, struggle with other, and judgment of other's message (Bakhtin in Marková, 2003).

In sketching out, it is interesting to state that intersubjectivity refers to the understanding of self and others in terms of matching of behavioral, emotional attunement, and biological rhythms within the dyad (Feldman, 2007 in Ruttle et al., 2011) that is similar with this current research questions by influencing the dyadic interactions and sensing the states of children and mothers.

Value of Communication and Mediation in Positive Interaction: Communication and mediation have an immense contribution in this research arena. Quality interaction is a bidirectional holistic process in the course of development of secure attachment, social interaction, and mediated learning. In this section, the thesis frames the importance of communication and mediated learning under the umbrella of socio-cultural or cultural-historical school. Before going through the basic concepts of this theoretical notion, it is

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important to bring up various types of adult-child interactions. The three modes of adult-child interaction are; a) the playful mode of interaction in which an adult and a child plays together, b) the economic and efficient mode in which the dyads are concerned with correctness and avoiding troubles, and c) the didactic mode of interaction in which the parents leave a space and time for the child's exploration and self-correction (Wertsch et al., 1984 in Hoogsteder, Maier, & Elbers, 1996). Interactions can be developed and constructed as a shared experience of adult and child in a socio-cultural context.

The cultural-historical school is mainly allied with the Russian scholars as well as others who extend their theories based on Vygotsky's notion. How does higher psychological function develop? This is the main concern of Vygotsky's cultural-historical theory. These higher mental functions indicate the development of thinking, reasoning, problem-solving, mediated memory, and language. This theory characterizes these higher psychological functioning in social nature that is consistent with social interaction and mediation through cultural-historical forms in mother-child dyads, such as sign, symbols, numbers, language system, experience of adults, and so on. Children's learning appears twice in the development of culture; the first one is 'interpersonal level' where child learns to solve the problem with the help of others in social nature and another one is 'intrapersonal level' where child becomes able to do it on his or her psychological planes. The bridging from one process to another one is gone through the individual internalization. In the initial phase, child has ego-centric speech in which child starts to develop language. Later, child learns through the imitation of adults' sounds – as interpersonal process and develops social speech. As the child grows, it is easy to rely on external tools ('A', 'B', 'C') through the mediation of adults, books, and/or around the environment. This mediation helps to create the inner speech (sign) – as transform into intrapersonal process that goes through the developmental events. Internalization refers to "the internal reconstruction to the external operation" (Vygotsky, 1978: 56). Vygotsky focuses a central attention on social interaction as a vehicle in which child develops higher mental processes with communication and mediation of adults (Tudge & Winterhoff, 1993; Wertsch, 1979). Studies of parent-child interaction brings to light that having a mother who engages in more favorable interactions (physical and verbal stimulation, involvement, positive tone during play) predicts more mature play and appropriate interactions with peers and other caregivers (Alessandri, 1992 in Pempek, Demers, Hanson, Kirkorian, & Anderson, 2011). Rogoff uses the term 'appropriation' as internalization in order to elaborate children's

learning process and development. How does a child make own sense about the culture? It indicates, "development…[is] a process of children's appropriation of their culture" (Corsaro and Rizzo in Rogoff, 1990: 189). From this point it can be said that when appropriation occurs that time culture is actually residing within individuals. Before internalization, we view culture as outsider (Rogoff, 1990).

There is a long debate about the interaction between learning and development. Vygotsky provides a new concept that can show the relation between learning and development, 'the zone of proximal development' (ZPD). This ZPD is considered one of the parental interaction modes with children. Here, Vygotsky points out the children's two developmental level; one is actual developmental level in which child can learning and solving problem on own and other is potential developmental level in which child can achieve the targets with the help of more knowledgeable peers, teachers, parents or other tools. The gap between these two levels is the child's zone of proximal development. During the social interaction of ZPD, Vygotsky emphasized the importance of culturally mediated tools that help mothers to move ahead their children in the potential level of development. The most important is the children's surroundings and make them active during the task through the mediation of mothers (Rogoff, 1990; Vygotsky, 1978). According to Cole, culture and cognition create each other in the zone of proximal development through cultural tools and interactions between children and caregivers that attain an understanding of internalization (Cole, 1985 in Rogoff, 1990). Rogoff uses the term 'apprenticeship' as a metaphor to express the reciprocal relationship between apprentice or learner and knowledgeable adult or expert (Rogoff, 1990). This interaction creates intersubjectivity where both of them are concentrated on their joint activity to achieve the goal (van, Lier, 1996). Affectionate bonding is also important tool to mediate and reach the zone of proximal development. The structured and systematic mediation between child and expert that creates a situation to upgrade the current level of child is termed as 'scaffolding'.

Scaffolding is another form of parental interaction through which parents can participate and provide support for child's learning and development. There are six components of scaffolding that help to reach the potential level of child; these are as- child's interesting and collaborative involvement, task analysis (breaking down the task into smaller parts), keeping child on track, pointing out key things to do, controlling child's frustration, and demonstrating the task (Bruner, Ross, & Wood, 1976 in Rogoff, 1990). Bruner is used scaffolding to

describe the participatory role of parents in child's language development (Bruner, 1983 in Rogoff, 1990). Research reveals that effective maternal scaffolding appears to predict language development for children with identifies developmental delays (Warren & Brady, 2007). In addition to this, maternal scaffolding also predicts later social skills more strongly for children with early delays (Baker et al., 2007). Moreover, numerous studies reveal that mothers who are sensitive to children's cues and promote their engagement in a problem-solving task may be more likely to offer support in the home environment (Sroufe et al., 2005 in Gregory & Rimm-Kaufman, 2008). In relation to meditational aspect, Rogoff mentions another term 'guided participation' through which collaborative learning occurs between child and expert guidance when both of them have a common goal. Through guided participation, it is possible to make mutual bridging of meanings and mutual structuring of participation between participants by using culturally available tools, such as, words, gestures, rhymes, stories, play etc. (Rogoff, 1990, 2003). As we perceive, the importance of the guided participation relies on mutual involvement, understanding nature of each other, maintaining rules and routines in learning process that help to reach child's high level of development. Such kinds of mediational learning can empower the children to build their self-esteem and competence (Klein, 2001).

In mediational learning, the core view relies in the mediation of various psychological tools. Cole uses these psychological tools as 'artifacts' and emphasized on mediated action in the context or culture. He states about Vygotsky's importance on cultural context that influence the parent-child interaction through the internalization of artifacts mediation, historical accumulation of tools, and infusion in practical activities (Vygotsky, 1978; Cole, 1996). The mediation of signs can influence psychological relation to the environment, and ultimately impact on learning and development. For Vygotsky, language is an important tool that helps to mediate in the interactions of mother-child dyads as it is the main interest of this research. Similarly, Bakhtin's most important contribution of this socio-cultural theory is his way of using 'language' into familiar social and cultural interactions. He asserts that three basic concepts have derived from everyday conversation: voice, social languages, and speech genres. He refers the speaking consciousness through the term 'voice' which always remains in social context to make up other voices. 'Social language' serves specific social interactions. In adding with these, 'speech genres' is a typical form of utterance instead of a language form (Bakhtin, 1981 in Miller, 1994). Rommetveit has the same concern about the psychological

processing of speech in the social context of utterances. It represents temporarily sharing the social world through interactions of partners (Rommetveit, 1979 in Wertsch, 1980).

How does child's learning occur? In general, learning occurs by doing. In the light of constructivism, learning is active processes where learners work actively to construct own learning through the mediation of experts or tools that help them to reach their target by achieving internalization (Bruner, 1990). The cultural-historical approach is focused on the environment and acquisition of tool mediation for the learning. Language works as the communicating tool that mediates to think about and understand the world through interaction. Bruner mentioned his own idea about acquisition of language is child's readiness for language in which pre-linguistic skills, function, and grasp of context are important that child acquires through his innate communicative capacities (Bruner, 1990 in Trevarthen, 2011). Narrative folk psychology is Bruner's tool which includes the imaginary stories, script. The central point of such stories is to entry into meaning through which child can experience own self and others, can learn to use the language, to communicate with others. Narrative folk psychology as an instrument can help child to organize the experiences through interacting with parents during story times. Later, such experience can become a tool to survive in the outer world. When child hears the stories, these are their external tool. Gradually, it becomes internal through the process of internalization (Bruner, 1990). As Bruner, Rogoff also uses different cultural tools for learning, such as, literacy tools (scripts, stories), mathematical tools (number system), language, schematic map etc. (Rogoff, 2003). These tools are useful in learning and interaction in which children have active roles with their parents.

Furthermore, the theory of Mediated Learning Experience (MLE) has developed as the further advancement of cultural-historical tradition by Reuven Feuerstein (1979). In above, there is discussion about the mediational tools that assist in the parent-child interaction. However, it is considerable to define what 'mediated learning experience' (MLE) is in terms of MLE theory. MLE is defined as "a quality of interaction between the organism and its environment. This quality is ensured by the interposition of an initiated intentional human being who mediates the stimuli impinging on the organism" (Feuerstein, Klein, & Tannenbaum, 1991:7).

This definition clearly states the connection among stimuli (S), mediator (H), mediatee (O) and responses (R) that formulates the process of S-H-O-H-R is in Appendix V:1 (Feuerstein et al., 1980; Feuerstein & Feuerstein, 1991). How can we measure MLE in order to explore the quality positive interaction as this study purpose? Feuerstein has developed twelve

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parameters dividing into two conditions. The following parameters narrate MLE theory in caregiver-child dyads indicating quality interaction and psychosocial development in table 1.

Table-1: Twelve parameters divide into salient and reinforcing conditions of MLE

Salient Parameters of MLE	Reinforcing Parameters of MLE
Intentionality and reciprocity,	Mediation of feeling of competence
Transcendence,	Mediation of regulation and control of behavior,
Mediation of meaning,	Mediation of sharing behavior,
	Mediation of individuation and psychological differentiation,
	Mediation of goal seeking, goal setting, & goal achieving behavior,
	Mediation of challenge: the search for novelty and complexity,
	Mediation of an awareness of the human being as a changing entity,
	Mediation of the search for an optimistic alternative,
	Mediation of the feeling of belonging

Table-1 shows the three salient conditions for MLE interactions' modifiability that are universal for all individuals as well as the nine reinforcing conditions for MLE interactions' diversity that are task dependent and strongly related to individual's culture (Feuerstein & Feuerstein, 1991; Feuerstein, Feuerstein, & Falik, 2010). These parameters are further grouped into five basic elements: focusing, expanding, mediation of meaning, rewarding, and regulation of behavior (Klein, 1996, 2001).

To put in a nutshell, it can be stated that these theories are based on parent-child relationship, their communicative way and the importance of mediation in shaping the parent-child quality interaction.

Related Early Intervention Programs: Based on the above three theoretical aspects of attachment, communication, and mediation, the main concerned framework were developed, that is, the resource-based approach (Rye, 2001). From this approach, the International Child Development Program (ICDP) has developed by integrating the caregivers-children interaction qualities from another two programs, the Marte Meo (formerly known as ORION) and the MISC program. The current study is examined the positive interaction patterns through using the eight guiding themes of ICDP (Hundeide, 2010; Rye, 2001, 2005; Rye & Hundeide, 2005). Before elaborating the ICDP, the two baseline early intervention programs along with others are brought up hereunder.

The **Marte Meo** program has developed through practice in Netherlands by Maria Aarts in the 1980s (Aarts, 2000). The term 'Marte Meo' is originated from the Latin words 'Mars Martis' which means 'on one's own strength'. Its fundamental notion is interaction in everyday situation with supportive parents through which children can develop and grow at their own tempo and rhythm. In this program, video vignettes (abstracted from films made of the family in different contexts, e.g., playing, nursing) is the central tool for analysis, discussion, and review between caregivers and therapist by highlighting supportive and sensitive components of interactions as child's needs (Hedenbro & Wirtberg, 2002 in Vik & Rohde, 2012). There are seven dialogic elements for well-functioning interaction. These are "the adult a) locates child's focus of attention, b) confirms child's focus of attention, c) actively awaits the child's reaction, d) names ongoing and forthcoming actions, events, experiences, feelings, and anticipated experience, e) confirms desired behavior approvingly, f) triangulates the child in relation to 'the world' by introducing persons, objects and phenomena to the child, and g) takes the responsibility for an adjusted and reciprocal ending" (Axberg, Hansson, Broberg, & Wirtbreg, 2006: 378). Marte Meo has its theoretical background as similar with Daniel Stern's theory of "schemas of being with" in terms of intersubjectivity, affective attunement, and early interaction in parent-child dyads. As it is practice-based program, it values the parent-child interaction in more humanistic way. Study reveals that the participants reported Marte Meo method increased their reflection about their own and infants' mental states as well their interaction with newborns more sensitively (Vik & Rohde, 2012).

The **Mediational Intervention for Sensitizing Caregivers (MISC)** is an early intervention program that has developed based on Feuerstein's theory of mediated learning experience by Pnina Klein in Israel. In MISC program, the five criteria are observed that have derived from twelve parameters of MLE theory. The criteria are focusing (intentionality and reciprocity), expanding (transcendence), mediation of meaning, rewarding (feelings of competence), and regulation of behavior (Klein, 2001). The caregiver's intention is to mediate focusing the child's attention to the particular stimulus and the child's reciprocity to that stimulus for caregiver's mediation is important criteria for MISC interaction. In expanding, the caregiver goes beyond the immediate interaction and improves the present experience of child by describing the situation more elaborately. As a result, child develops knowledge through the mediation of transcendence or expanding. When caregiver expresses verbal or non-verbal appreciation in relation to the stimulus that means caregiver shows the feelings and meaning

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to that stimulus. This process makes child distinctive and understandable about the meaning of the stimulus which is also important aspect for parent-child interaction. In rewarding, the child achieves feelings of competence when caregiver expresses satisfaction for child's particular behavior and explains why it is satisfactory. Through such rewarding, child attains a sense of mastery and aware about own capacity that helps to become more curious about the environment. In regulation of behavior, the caregiver mediates child to aware about the planning of activities before doing it. The child can monitor own behavior in relation to particular goal attainment.

In short, the main objective of the MISC is to help caregivers to boost up the development of their young children so that they can prepare themselves for future learning. It is also emphasized the positive aspects of caregivers' interaction and their way of child rearing practice through which it sensitizes caregivers to mediate their children. Through this, children become 'more intelligent and sensitive child'- MISC, the same acronym (Chiswanda, 1997; Klein, 2001). It follows that the purpose of positive interaction in mother-child dyad also relevant with this program. Several studies are conducted in Ethiopia based on this MISC program. One of the studies reveals that the MISC program enhances mother-child mediational interactions to promote socio-emotional competence and academic performance of intervention group children (Melese, 2001).

To revisit, it is worthy to note that the humanistic nature of both of the Marte Meo and the MISC program based on parent-child interactions rather than imposing or instructing them. The Marte Meo has its origin in attachment and communication whereas the MISC has a mediation base. These two low threshold programs, that is, a provision does not require any prior referral or assessment (Løkke, 2009), have developed the "resource-based communication and mediation approach" that designs the International Child Development Program (ICDP) (Hundeide, 2010; Rye, 2001). Over and above, there are various numbers of early intervention programs. For example, Steps toward Effective Enjoyable Parenting (STEEP), Circle of Security (COS), the Mothers-Toddlers Program (MTP), Parent-Child Interaction Therapy (PCIT), Positive Parenting Program (Triple P) etc. are the early intervention programs in which the basic idea confines into positive interaction of parent-child, their healthy relationship, and an overall child's development.

The foremost target of the **International Child Development Program (ICDP)** is to improve and enrich interactions in caregiver-child dyads in order to optimizing child's healthy socio-emotional development (Rye, 2001; 2005). This optimal development of children is achieved in the ICDP program through helping caregivers to augment their sensitizing, utilizing their empathetic competence, and facilitating to interpret their practical experience of responding and adapting with children's expressed feelings (Christie & Doehlie, 2011). ICDP functions based on five elements (Hundeide, 2010):

- The caregivers' conception of the child;
- The eight guidelines of positive interaction and the three dialogues;
- The seven principles of sensitization;
- The principles of implementation; and
- Applications.

The soul of ICDP is relied on the eight guiding principles of positive interaction and the seven principles of sensitization for the caregivers. The unique eight guiding themes can be divided into three major types of dialogues, that is, emotional, meaning, and regulative one. The emotional dialogue is directing the child's emotional development through the loving expression of caregivers and creating safe and comfortable relationship. The meaning dialogue concentrates on the child's cognitive development by understanding the surroundings. Finally, the regulative dialogue addresses the value-based moral and behavioral development that increases self-control and skills (Christie & Doehlie, 2011; Hundeide, 2010). The detailed description of the eight themes is presented in Ch. 3 & 4. The three dialogues, the eight themes, and the seven sensitization principles are presented in table 2 (Hundeide, 2010; Rye, 2001, 2005).

Table 2: The three dialogues, eight guiding themes, & seven sensitization principles

3 Dialogues	8 Guiding Themes	7 Sensitization principles
The Emotional-Expressive Dialogue	1.Demonstrate positive feelings	1.Establish close & trusting relationship with caregivers
	2.Adapt to the child	2.Promote positive conception of the child
	3.Talk to the child	3.Change practices of caregivers through self-initiated activities
	4.Give praise & acknowledgment	4.Point out caregivers' existing positive skills
The Meaning oriented & Expansive Dialogue	5.Help the child to focus attention	5.Use eight themes through home exercises
	6.Give meaning to the child's experiences	6.Share experiences & examples by group participation
	7.Elaborate and explain the shared event	7.Speak about child in personalized & interpretative ways
The Regulative Dialogue	8.Help the child to learn self-control	

These sensitization principles and guiding themes of positive interaction are the two pillars of the ICDP that simultaneously function for improving quality interaction. In this study, the main focus is only to address the eight themes of ICDP for need assessment in the context of Bangladesh. A numerous studies have compiled based on the ICDP's eight themes of measuring positive interaction across various cultures.

A study on care and support in case of three teachers in their classroom of elementary school in Ethiopia reveals that all the eight themes of ICDP are manifested different ways in the teacher-pupil interactions. Among the eight themes, talking to the pupils and giving praise and acknowledgment have the highest rank whereas showing positive feelings to pupils and elaborating the shared task belong to the lowest rank (Tekle, 2004). Similarly in Bosnia-Herzegovina, Pavlovic (2005) also explores the eight themes of ICDP in which focusing pupils' attention is the highest occurring behavior of teachers that is consistent with later study of Margvelashvili (2012). All the eight themes are found in Margvelashvili's study where the teacher uses differentiated approach while interacting with pupils in Georgian context. Here, the teacher uses pupil with high academic achievement as a tool for other students through mediation whereas with low academic pupil the teacher mostly tries to foster own contribution to the interaction and to elaborate and explain to pupil more. (Margvelashvili, 2012). Both studies mention the importance of praising and acknowledging the pupils' achievements in line with Tekle's study.

In addition, other studies are conducted on child's language development focusing on ICDP's theme 5. When caregiver is using attention-calling strategy for focusing child's attention beyond his or her present field of attention, this seems to have a negative impact on language and cognitive development (Tomasello, 1999 in Hundeide, 2010). When caregiver adjusts to the child's focus of attention, this shows a positive language development in the second year of life (Schaffer, 1998 in Hundeide). Furthermore, a cross-cultural study shows that caregivers from developing countries (practicing traditionally) use limited number of theme 4 of ICDP whereas it uses more in western countries (LeVine, 1980 in Hundeide, 1991)

2.2 Significance of Identifying Child's Needs: Moving into More Humanistic Approaches

What is a caregiver's conception of a child? This query uncovers the attitudes and ideas of caregivers about their children. As a result of such influencing perception, caregivers rear up and interact with their children. This kind of perception has a heavy baggage that carry over in their cultural- historical situation. Is caregiver considering child as a person or object or just a little kid without understanding about the world? To answer this question, the study is focused on more humanistic approaches of Abraham Maslow (1970), Carl Rogers (1961), and some ideology of resource-based approach (Rye, 2001).

Hierarchy of Needs: The child should perceive as a person with his or her own needs, wishes, temperament, personality, and skills. The caregiver's way to see and understand the child verify how they are able to meet, accept, and recognize child and meet his or her physiological as well as psychological needs (Hundeide, 2010; Rye, 2001). In such circumstances, it is precise to mention Maslow's "hierarchy of basic needs" that is common to all individuals. Through this theory, human development can be seen as moving on from the satisfaction of basic physiological needs, safety and security, belongingness and love, self-esteem and respect to the growth needs of self-actualization. When the needs at one level of the hierarchy are taken care of, then children strive for the next level of hierarchy and going up to the level of self-actualization gradually (Huitt, 2007; Maslow, 1970 in Gelso & Fretz, 2001). In such striving for fulfilling the child's needs, the caregiver plays an important role by identifying child's needs and creates an environment to fulfill such needs.

The Self-Concept: The self and self-concept are the main focus of Rogers's humanistic approach in which he concentrates on actualization tendency along with the three aspects of the development of self, that is, positive regards, conditions of worth, and incongruence (Rogers, 1961). These aspects of self's development are related to child and caregiver's relationship that also correspond the research queries. As the self emerges, an infant develops a need for what Rogers called 'positive regards' which is universal and persistent including acceptance, love, and approval from other people, especially from mother. This positive regards has three important aspects, that is, unconditional positive regard in where infants ideally receives all kinds of care and love from mother without any conditions, conditional positive regard which has condition based love and approval, and positive self-regard which

gradually comes from child's internalization of love and approval from others. Another aspect of self's development is conditions of worth which evolve from the developmental sequence of positive regard leading to positive self-regard. Through the conditions of worth, children are considered as worthy only under internalizing parents' norms and standard within their positive self-regard. Lastly, incongruence can develop between the child's self-concept and his experiential world in accordance with child's perception of the environment. Whenever child feels any incongruence, he or she develops anxiety. In such instance, parents can mediate children to grow, strive, and maximize their potentiality through positive interaction that lead them to the way of self-actualization. For creating a 'safe enough' children's environment to function as 'freely and fully', caregivers can use their empathy, genuineness, and respect to children that help to meet the primary psychological needs of them (Rogers, 1990 in Lassen, 2000). All these aspects help to develop child's overall self-concept and core as secure relationship and early interaction.

Humanistic Nature of Early Intervention Programs: The Marte Meo and the MISC program indicate the humanistic nature through their basic principle of promoting caregiver-child interaction. The ICDP is based on these two programs. The development of child's self-understanding and experience of being a person in the relationship of mother-child dyads is the important aspects of their interaction. Their interaction needs can be expressed through the experiences of being noticed, being experience of closeness, being understood, accepted, acknowledged, and loved (Rye, 2001). When parents can able to identify child's needs through the processes of eight themes and seven sensitization principles of the ICDP, it is also empowering them to identify own factors that help to improve their interaction. Consequently, these processes can improve interaction in the mother-child dyads, helps caregiver to understand the 'conception of child', and also recognizing mother's own individual factors through these the research purposes are also addressed. The post-intervention findings of MISC also show a noticeable positive change in the mothers' conception of their child; they perceive their children as person rather than object (Teferra, 2001). According to Baumrind (1971), when caregivers are showing warmth, nurturance and sensitive control with appeal to reason and explanations, this combination is the most growth promoting alternative (Baumrind, 1971, in Hundeide, 1991). This example also indicates the humanistic nature of caring in combination of love and expansion which shows the caregivers' conception of their children.

To encapsulate, the humanistic approach is evolved as 'third force' in psychology that has an importance in formation of the child's self-image as a unique individual with connectedness of own caregivers. Such theoretical perspective is considered as the core of this study from a point of departure of self-concept, self-development and fulfilling needs in the mother-child interaction.

2.3 Systemic and Ecological Approach

Human beings are social in nature. They live within the family, community, and societal systems. The systemic and ecological approaches are focused on how systems and ecology regulate and influence individual's behavior. Under the array of systemic and ecological perspectives, the questions can arise that show the path of this thesis. How does system perceive child? How does system function and mediate in caregiver-child interaction? What are the system factors that influence parent-child interaction?

Bio-Ecological Theory of Human Development: Bronfenbrenner (1979) has developed the 'bio-ecological theory of human development' in which parent-child dyad is the central focus to communicate in four layers of systemic structures. Micro system is the closest layer to the child that is influential to the development of child and how it relates to the other systems (meso-system, exo-system, and macro-system) and dyads that explicitly described as following the cultural-historical tradition (Bronfenbrenner, 1979). The interaction between ecological layers is indispensable to capture in analysis of how the entire cultural aspects affect in the mother-child dyads (Lassen, 2000). Bronfenbrenner's bio-ecological model is presented in Appendix V: 2. In this study, the family as a micro-system in which mother-child dyad is the focal point of interest through their dyadic relational process. This kind of dyadic relation is a proximal process that is very significant for human development. In meso-system, this family system is connected with child's other micro-systems, like linkage with teacher-pupil dyad and mother-child dyad, which are influence the nature of mother-child dyad. Later, the community, school system, mass media also have influence the concerned dyad in exo-system. After that, the entire culture, its value system is doing the same job in the mother-child interaction as a part of macro-system (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). All these ecological factors have impact on the interaction process that is also important for this research. This is because, there is an ecological system; the mother-child relationship is affected by neighbors, peer group, school systems, television, family values,

lower socio-economic status, underprivileged area, and the overall political and cultural issues of Bangladesh.

Developmental Systems Approach (DSA): Michael J. Guralnick (2001) has developed an extensive and striking model for assessment of stressors and risk factors linked to children who are vulnerable and their families, such as lower socio-economic families. These stressors to family patterns of interaction need to be balanced with monitored intervention based on this assessment. A detailed action program is suggested from initial assessment to intervention and family support. Quality of parent-child transactions and family orchestration of child experiences are central components in this model that are also in line with the study purpose. As Guralnick's (2001) framework identifies various stressors, risks, and threats, these stressors are hindering in positive mother-child interaction. Thus this model helps to support the family patterns of interaction and strengthen families for promoting children's development through integration and inclusion (Guralnick, 2001 in Rye & Hundeide, 2005). This model is mostly relevant with the study by considering the importance of cultural, social, and economical differences and helping to strengthen such families through early interventions.

Family Systems Theory: It is also noteworthy to focus the core aspects of family theory. This theory conceptualizes the context in which mother-child interactions take place. Bowen's family system theory (1976) focuses on the individuals' ability to differentiate between their subjective feelings and their objective intellectual processes. Family is viewed as an emotional unit in which members play roles so that each one attains self-differentiated as the cornerstone of this theory. Consequently, family interaction is healthy when members can balance their sense of separateness and togetherness and can control appropriate emotions with their developed intellect (Bowen, 1976 in Yusof, 2011).

Curriculum Relation Model (CRM): Berit H. Johnsen (2001) has developed a seven plus one (7+1) aspects of curriculum relation model as part of cultural-historical tradition that is focused on learning processes. These aspects are pupil, assessment, educational intentions, content, methods and organization, communication, care, and contexts or frame factors in Appendix V:3 (Johnsen, 2001, 2007). This model also can be viewed in line with parent-child interaction process. In this text, only 'frame factors' is highlighted regarding the fourth research question (see ch.1). Frame factor is essential aspect to understand a mother-child

dyad as a whole that is effective for promoting positive interaction and secure relationship. Within CRM, frame factors are important because of its interrelationship with other seven aspects. Without context, it is impossible to understand the nature of interaction, upbringing, and to improve the quality of interaction. Socio-cultural conditions, norms, values, educational background, monetary conditions are important to consider for planning interaction program that is also relevant what CRM mentions in curriculum development.

All these theories related to systemic and ecological notions contribute to shape the broader theoretical framework of this study.

2.4 Overview of Stages-Oriented Basic Developmental Theories

Child development has its various perspectives that can determine the stages oriented theories for elaborating basic child developmental theories. Among diverse traditions, the main concentration was relied on the psychodynamic theories of development.

Psycho-Sexual Stages of Development: Sigmund Freud (1949) is the foremost initiator of psychodynamic perspective. He has developed this theory based on unconsciousness and sexual drives as the rulers and shapes of child's personality. The propelling force of this theory is the concept of 'instincts' with its life and death elements as basic of personality. The life instincts are directed children in growth and development whereas the death instincts direct for anxiety and aggression. Freud proposes two ways for developing personality. One is a structure of personality on the basis of three levels of mind, that is, conscious, unconscious, and preconscious mind. These levels direct the 'id' as pleasure principle, 'ego' as reality principle, and 'super-ego' function as morality principle (Freud, 1949 in Feldman, 2007; Lassen, 2000). Another is his five basic psycho-sexual stages of personality development: oral, anal, phallic, latency, and genital stage. Among these stages, the oral is corresponded from birth to 12/18 months that is totally directed through id with gratifies the child's needs through mouth, for example, breast feeding, sucking fingers, put everything into mouth. The anal is from 12/18 months to 3 years in which the child gratifies needs in anal zone through expelling and withholding feces; major task is toilet training during this period (Gross et al., 2000). The following phallic stage is covered 3 to 5/6 years of age in which the child gratifies satisfy in their genitals; develops conflicts of Oedipus Conflict in boy and Electra Complex in

girl (Myers, 1998). The latency is from 5/6 years to adolescents in which the child is more society oriented, for example, going to school, making friends. Lastly, the genital is from adolescents to adulthood in which children are entered into adult's world with sexual as well as other social and family responsibilities (Feldman, 2007; Schultz & Schultz, 1994). In this study, the target children are covered all of stages except the last one.

Psycho-Social Stages of Development: After Freud, Erikson's theory (1963) of personality development is emphasized on the importance of the ego rather than id and super-ego. He expands Freud's psycho-sexual stages into eight stages in order to develop identity of individuals as an element of psychosocial development. These are basic trust versus basic mistrust (birth- 1 year), autonomy vs. shame and doubt (1-3 yrs.), initiative vs. guilt (3-6 yrs.), industry vs. inferiority (6-13 yrs.), identity vs. role confusion (13-19 yrs.), intimacy vs. isolation (early adulthood), generativity vs. stagnation (middle adulthood), and ego integrity vs. despair (late adulthood). All these stages delineate the natural developmental crisis within individuals which is measuring the strengths and weaknesses of the ego. The outcome of each crisis determines what amount of energy is available for the development in next stages which is depends on the individuals, their close relationships and social setting (Erikson, 1963 in Lassen, 2000). This study is concerned about the first four stages to understand self-concept of children in relation with their dyadic nature and contexts.

To condense, it is fairly stated that there is an importance of such psychodynamic perspectives on understanding children and their relation with others within the dyads. This study is covered with three different age periods of children which is clearly worthwhile to framing them in regard of these theories.

2.5 Wrapping up

The nature of this study is grounded on the positive interaction in mother-child dyads. The main focus of this chapter is to develop an eclectic framework in the combination of the collection of theories and literature reviews that provide solid knowledge of theoretical orientation and have the suitability of those theories for the concerned study. All these; attachment-related, communication related, mediated learning, early intervention programs, humanistic approaches, systemic and ecological theories, and developmental theories are connected with this study in different manners and shed light on the area in focus of the study which positive interaction.

3   Methodology

This chapter gives an overview of the research process of the study. What is the most appropriate approach to attain the study purposes? The discussion reflects the inquirer's own personal history, attitudes, ethical and political issues which altogether is what one brings to the study. Subsequently, the corresponding philosophical and interpretive framework is addressed. Based on these, the chapter also describes and discusses a suitable research design, sampling, data collection methods and procedures, and the advantages and disadvantages of relevant data collection methods. At the same time, the process of developing instruments is followed. After that, an adequate process of data analysis is discussed (Creswell, 2013, 2014). Validity and reliability take into account. Thus, this chapter relates to important aspects of answering the research questions (see ch.1).

3.1 Research Approach and Design

This study is entailed to use qualitative approach based on its philosophical basis and interpretive framework, and design. Qualitative research design is appropriate when studying "in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2011 in Creswell, 2013: 44). The characteristics of this qualitative study are the following (Creswell, 2013):

- This study is conducted in underprivileged families where mother-child dyads are observed and interviewing mothers in their own context to investigate interaction patterns, attitude, and contextual factors that affect their interaction.
- Qualitative approach is appropriate in this study because of its relying on the inquirer as a key instrument in data collection through designing the observation and interview guide, observing mother-child dyads, and interviewing mothers.
- This study use observation and interview as data sources that help to make sense of all the data, organize them, and increase the validity as qualitative approach.
- This study frames as qualitative through it's 'emic and etic' perspectives (Gall, Gall, & Borg, 2007). The emic focuses on the meaning of three mother-child dyadic interactions and their multiple subjective views. The etic reflects and interprets the inquirer's views about this topic selection, reporting, and findings of this study.

- The study process is emergent that means the initial plan requires changing and adapting after entering into the field. For example, the interview and observation guides modify from the pilot study, the three standard activities to observe dyads also adapt into various daily activities during the main study.
- This study gathers a thick description and complex picture on positive interactions in mother-child dyads that recreate the situation with its meaning and intentions (Gall, Gall & Borg, 2007). This kind of holistic nature makes the study qualitative.

It is necessary to identify inquirer's personal background, values and attitudes, biases, ethical, and political issues to illustrate this study process. The study is focused on the positive interactions in the mother-child dyads at their underprivileged area. Why do the mother-child dyads consider rather than the father-child? It is influenced by the inquirer's gender issue and cultural norm about maternal responsibility about child rearing that inspire to understand the current nature of mother-child interactions. How does interaction important in child's lives? This question has knocked in mind while working as a Trainee Educational Psychologist with slum area's mothers and attending various scientific conferences and training programs in home and international context since 2009. It can be said that caregivers are mostly concerned about the children's physiological needs. The related training and direct working experience with slum mothers also make biasness to work again with the slum's mothers. After coming in Norway, an in-depth knowledge and understanding on human development and learning through socio-cultural perspectives, ecological model, and the International Child Development Program (ICDP) have also emitted lights on the interest of conducting this baseline study. Additionally, the national and economic situations of Bangladesh are other factors that push to make such choice as a Master Thesis (see ch.1). Besides these, the political crisis and lack of mothers' education have influenced inquirer at the time of data collection and interpretation (see ch.4 & 5). It is needed to always aware and considers the ethical issues throughout the study process that is more detailed in later. Despite of such matters, the main concern here is to identify the way they are interacting, mother's perception about interaction, and contextual factors that influence mother-child interactions.

As stated earlier, there are three elements involved in this qualitative approach. The philosophical and interpretive frameworks are brought initial ideas in developing this study process. Why are philosophical assumptions important? Philosophy is important because it helps to formulate the study questions and to answer these questions. The philosophical

assumptions are implanted within the interpretive frameworks. According to this study, the study questions follow the social constructivist worldview is an interpretive framework. Here, the inquirer's goal is to interpret the meanings of individuals' experiences about the world. Such subjective meanings are varied and multiple that lead to look for the complexity of views among individuals. Often these subjective meanings are shaped through interaction with others and through individual's cultural-historical norms (Creswell, 2013). This interpretive framework conveys the 'methodology' (approach to inquiry) as the suitable philosophical assumption for this study. Consequently, it is important to consider the relation among philosophical assumption, interpretive framework, and research design as a qualitative inquirer. Under this methodological assumption, the inductive method of emergent ideas is used that obtains through the data collection methods (Lincoln et al., 2011 in Creswell, 2013).

The interpretive perspective and philosophical assumption lead to select the study design (strategies of inquiry). The case study is research design for this qualitative study. The case study can be defined as "(a) the in-depth study of (b) one or more instances of a phenomenon (c) in its real-life context that (d) reflects the perspective of the participants involved in the phenomenon" (Gall, Gall & Borg, 2007: 447). This definition is clearly claimed the relation with this study by focusing on the in-depth study of the phenomenon of positive interactions in mother-child dyads, by conducting in their underprivileged families, and by reflecting the mother-child dyads through observation and interview. This study is a 'multiple (collective) case study' because it is focused on a phenomenon but having multiple (3 mother-child dyads) cases to illustrate the issue. The key point is that three mother-child dyads are also studied within multiple bounded systems or cases by time (four months for data collection) and by place (one slum area) (Creswell, 2013). The 'emic' (participants' view) and the 'etic' (inquirer's view) perspectives are important characteristic of this qualitative case study (Gall, Gall, & Borg, 2007). In this study, the inquirer is involved in a prolonged field work (four months) to collect in-depth evidence that makes a chain of evidence among study purposes, design, data collection methods, and findings. For any case study, it is essential to identify the specific case for intensive study, the intent of conducting case study, the unit of analysis, what data to collect, and how to collect data (Creswell, 2013; Gall, Gall & Borg, 2007). Here, the specific case is three underprivileged families that describe within their specific place and certain activities. In terms of intent of this study that is understood the interaction between mothers and children and the three families are selected to best understand this issue which is also called this case study as 'instrumental cases' (Stake, 1995). The unit of analysis is mother

and selected child from each of the family. This study is based on the eight themes of mother-child interactions as a theoretical proposition to guide, collect, and analyze data through the observation of three mother-child dyads and the interview of those three mothers (Rye, 2001). Both data collection methods increase the validity through the process of triangulation (Gall, Gall, & Borg, 2007). In analyzing data, this case study involves to provide a detail description of the cases and their setting by themes. Later on, these themes organize across cases to easily understand their similarities and differences (Creswell, 1994, 2013). At the final interpretive phase, this study end with conclusion about the overall meaning derived from the cases which are referred as 'assertions' (Stake, 1995) or building 'patterns/ explanations' (Yin, 2014).

To conclude, it is claimed that the interpretive framework, philosophical worldview, and research design are important components in developing this qualitative approach. Their relation can be represented in Figure-2 below. It is necessary to identify the approach first.

Figure 1: A Framework for Research- the Interconnection of Worldview, Interpretive perspective, and design (adapted from Creswell, 2014)
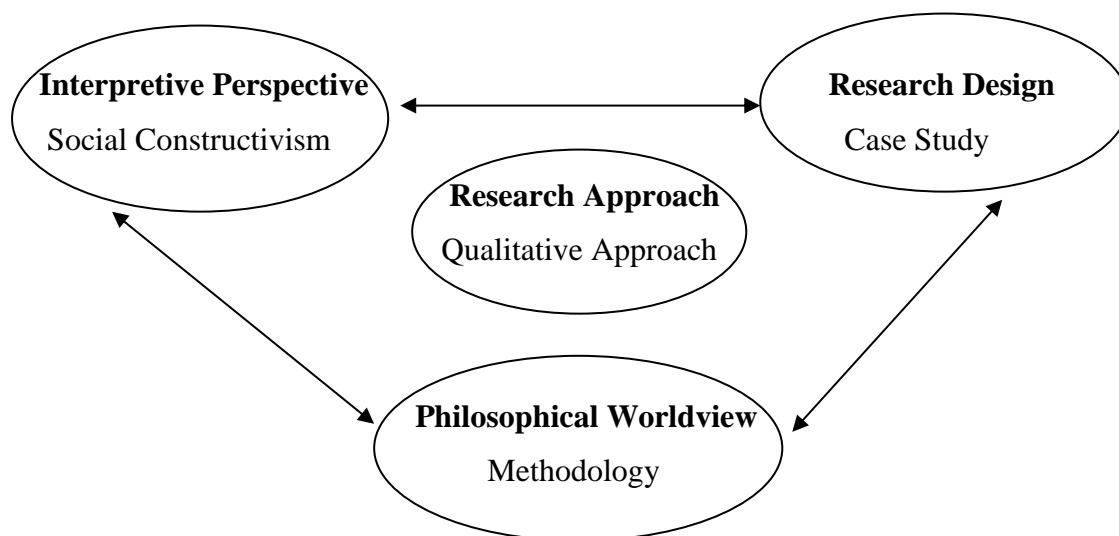
The study related personal background and experiences, as well as constructive comments from the advisor also mediate to choose an appropriate approach as this thesis student.

3.2 The Phases of the Data Collection Process

The data collection is generally focused only on the actual types of data and the procedures for gathering them. However, this study involves with a wide range of phases that carry out

from September to December, 2013. The initial step is locating site, organization and families that guide to sampling procedures. The following steps are gaining access by permission and making rapport with participants, collecting data, recording data, exploring field issues, and storing data (Creswell, 2013, 2014). These phases are brought up hereunder.

The Site: This study is conducted in a socio-economically underprivileged area in the Capital of Bangladesh. This area is chosen for the study because, most of the families are poor and struggling for fulfilling their basic needs, that is, food, safety, health, education etc. The main roads are built with bricks that are mostly broken so that smaller and bigger holes create over the roads. The sub-roads or lanes are very often narrow and broken that vehicles, such as-rickshaw, van, auto rickshaw, motor-cycle cannot enter into it. There are mobile hawkers who are selling their products on both sides of the main road. There is no separate place for children's playing. As a result, they are using the road side place and their housing area for their entertaining purpose (see Appendix IV). In the context of tradition, the mothers are responsible for child rearing as caregivers and fathers are only earning for the family. The scenario is also similar here. Both parents are mostly working for survival issues. This place has overcrowded households with maximum lower income people who are involved in rickshaw pulling, hawking, cleaning, cooking etc. Besides these, this slum area is relatively less violent, easy transportation system to reach, and has access to visit at home setting which are time-saving, accessible, and feasible to collect data.

The Participants: The NGO 'Glory Friendship Social Welfare Organization' which works all over the city has chosen participants from this particular slum. This organization has health clinic, vocational center, and school for lower income families. It runs through private and German funding (www.german-doctors.de). The three families are chosen through this NGO that works as a gatekeeper for this study. These families have to meet the following criteria: a) families who have child under the age of 8 because this study focuses on early childhood , b) families consisting of both biological parents because step parents culturally devalued for child rearing, c) mothers are at home caring for the children, d) overcrowded households and limited space for family members, e) all members share the same bed showing their economic conditions as well as bonding , f) the respective child is the youngest among siblings so that mothers have experience with child upbringing, and g) all these families are benefited from the mentioned NGO so that it is easy to contact those who have given their consent to take part in this study. Based on these characteristics, the three mother-child dyads are chosen

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with the child's age of 1 year 4 month old boy, 3-year old girl, and 7-year old girl. The three mother-child dyads are artificially named in this study as Kakoli-Rasel, Rashida-Laila, and Happy-Mina to hide their original names and maintain confidentiality which refers as 'pseudonyms'. All three mothers have no formal schooling though they want to educate their children. The three mothers have similar kind of childhood experiences: they come to the city in their early childhood and used to work as house-maid. The mothers are used to work but there is health issues for which they currently could not work. All three fathers are the only source of income for their families. These three chosen mother-child dyads are observed for investigating the positive interaction patterns as the main purpose of this study during their daily activities. In addition, all mothers are interviewed for achieving the purposes of mothers' perception of interaction with their children, positive interaction ways, and contextual factors that influence their interactions.

Sampling Strategy: Purposeful sampling strategy is used for this study. This sampling logic is to select the specific slum area between North and South Dhaka, to identify the organization that works for poor people, and to select three mother-child dyads as participants of this study. The main focus of the study is positive interaction in mother-child dyads that is best understandable and gets in-depth information through the purposefully selection of participants. There are various forms of purposeful sampling in qualitative research. Considering the main theme and purposes of the study, the "theory-based", "criterion", "convenience", and "maximum variation" strategy are used during this sampling (Creswell, 2013; Gall, Gall, & Borg, 2007). The theory-based sampling is chosen because this study explores examples of theoretical construct manifest in this slum context, that is, positive interaction based theory visible in this context. In this study, the NGO is selected based on the criterion sampling, that is, the organization who works for poor people relating to educational setting. The three dyads have met selection criteria those are useful for quality assurance, i.e., all three mothers stay at home during study period due to their some sort of illness; and before that illness three are used to work as maid-servants. The selected slum is chosen through convenience sampling way that indicates easy access to get data through the NGO and save time, money, and effort. Finally, the maximum variation strategy illustrates the range of variation based on specific characteristic in the phenomenon to be studied, that is, the characteristic of child's age variation that provides a maximum variation while studying positive interaction between mother and child. To consider the time frame of this study, the

sample size is three mother-child dyads as to consider gaining an in-depth understanding and particular description of phenomenon, positive interaction, to be used rather than generalizing the findings (Creswell, 2013).

Data Collection Method: This study is focused on observation and interview as data collection methods. The following part is illustrated about who is observed and interviewed, how to use methods, why choose these, and how to record the data.

Observation Method: One of the key tools for collecting data in qualitative approach is observation that is "the act of noting a phenomenon in the field setting through the five senses of the observer, often with an instrument, and recording it for scientific purposes" (Angrosino, 2007 in Creswell, 2013:166). How does the field observation focus? It is a very critical aspect to develop the understanding of how to focus observation that shifts from the general, unfocused, descriptive stage to focused stage that directs attention to collect deeper information to the final selected stage in which the theoretically emerged elements focus to understand the research question (Gall, Gall, & Borg, 2007). In this study, three mother-child dyads are observed to explore the main purpose and research questions that are related to the characterization of positive interaction in mother-child dyads and the similarities-differences among dyads while using positive interaction in connection with the eight themes of ICDP. The eight themes of positive interaction are chosen as parameter to collect data from selected three mother-child dyads while they are interacting with each other:

1. Mother **demonstrates positive feelings** for the child while interacting in various situations by demonstrating her care, affection, and love. Perceiving the child as a respected and unique person with his or her individual needs, wishes, temperament, skills has important consideration during mother-child interaction.

2. Mother **adapts to the child** in accordance with child's initiatives, interests, and needs while communicating to the child. In such case, mother also adapts her tone of voices, facial expressions, and communication style according to the respective child.

3. Mother **talks to (with) the child** in everyday rearing up activities by making intimate dialogues with child and by reciprocal exchange of thoughts, words, and feelings.

4. Mother **gives praise and acknowledgement** to the child when child acts appropriate behavior, follows mother's instruction, and accomplishes the given tasks. Giving praise and recognition for what the child accomplishes are grounded as important for the development of child's self-confidence and initiatives.

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5. Mother **helps child to focus their attention** by creating joint attention that is prerequisite for communication and an expression of shared intentionality. Mother-child's joint attention is product of making attraction to the desired object and directing attention to that object gradually.

6. Mother **gives meaning to the child's experience** by describing, naming, and demonstrating feelings for the shared experience which is helpful for child to remember it as important and meaningful.

7. Mother **elaborates and explains** by telling stories, by asking questions about the shared events to the child which develops child's understanding surround the world.

8. Mother **helps the child to achieve self-regulation** by setting limits in a positive way. Through guidance and demonstrating positive alternatives, mother helps child to be independent and prepares for step-by-step planning activities.

Here, the investigator plays a non-participant observer's role by watching in natural setting and taking field notes as much as possible (Creswell, 2013). Observation has its own strengths and weaknesses that help to choose it as data collection method for this study. It is occurred in its real time, in natural context which provides a detailed view of the situation with precise field notes (Yin, 2014). For interpretation, observer can include own feelings and experiences that is another strengths of qualitative observation. Moreover, the focus of observation is much wider that makes it holistic. In contrast, it is time consuming, lengthy process, having observer's bias that may affect the real data, and overall incompetency of observer can spoil and loose the data (Gall, Gall & Borg, 2007; Yin, 2014). In addition, an observer may be seen as intrusive in the particular setting in which data can be fabricated or not real. Similarly, observer sometimes observes private information that cannot be reported in the study (Cresswell, 2014).

The initial plan is to do observation during three standard activities: meal time, bathing, and playing; and data would be dividing in accordance with these activities. However, it is altered in real data setting in which naturalistic observations are done as it occurs. In addition to three activities, there are other activities that observe during seven sessions of approximate 90 minutes time length, e.g., dressing, toileting, leisure time, studying, and household chores. These activities are often interwoven so that data could not assign straightly to the activities. Another reality, all activities are not observed in all three mother-child dyads. Thus, observational situations and activities depend on the variations of the age of children. For recording observational data, note taking and video-taping (for 2 sessions) are used. In

addition to these, the observational protocol is also used that composes of five parts, one is descriptive notes; other is reflective notes, example along with frequencies of interaction, and demographic information (Creswell, 2013; Sattler, 2002). The format of observational protocol is included in Appendix VI.

Interview Method: It is another important data collection method for this qualitative study. This method is chosen because of the study questions about the mothers' perception of interaction with children and contextual factors that influence mother-child interactions. In addition, the mothers are also interviewed on their practices of positive interactions regarding the eight themes of ICDP. As questions involve with mothers' inner experiences and opinions, the three mothers are interviewed to answer the research questions by using a semi-structured open-ended interview guide. This method has also the advantages and disadvantages, such as-the major advantage is interview's adaptability that can follow respondents' answer to obtain more information and clarify the vague statements (Gall, Gall, & Borg, 2007). Face-to-face interview also provides non-verbal responses of the interviewee that understand the inner meaning of their responses. On the other hand, interview provides filtered information from the views of interviewee that create obstacle to gather natural data as considering its weakness. The presence of interviewer may bias the respondent's answer. Moreover, all participants do not have equal ability to articulate and perceptive so that interview is going to take longer time to get the information. In such case, interviewer's ability to divide the concept into smaller parts can help interviewee to answer it (Creswell, 2013, 2014).

A tape recorder is used to record the main interview and note book is for follow-up ones. The first interview is taken after all of the observation sessions have completed. The second and third interviews are taken place along with the observation sessions, that is, some segments of interview are taken after each observation session has finished. Thus, it is time-saving in one aspect and not feeling bored to participants. There is a short follow-up interview after each of its segments to verify the accuracy of what mothers have said. These follow-up interviews are actually as summarizing and paraphrasing about mothers' voices that record through note taking. This study is followed an interview protocol to record non-verbal cues and overall comments about it. This interview guide is also enclosed in Appendix VII with English and Bangla version.

Designing Observation and Interview Protocol: During observation and interview, the use of an observation and an interview protocol to record information are considered to be vital

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tools. Both of the protocols or guides consist of title, demographic information, time and date, duration (for observation), adequate space for writing comments on participants' respond and non-verbal cues. The interview protocol also requires an enough space for writing the answers; it is similar to observation in terms of having space for detailed descriptive notes. The observation protocol also requires additional field notes, reflective notes, specific examples (Creswell, 2013) and frequencies of behaviors that derive from 'event sampling' method in which records each instance of a specific behavior as it occurs during observation period (Sattler, 2002: 107).

How do questions develop in the interview protocol? The answer relies in the study questions. The study themes are broken into smaller parts and phrase these into protocol in a way that mothers understand these. Protocol questions also come from the related theories and review of literature that help to formulate protocol based on the study purposes. Similarly, the observation protocol is also formulated based on the eight themes of ICDP by Henning Rye (2001) and Karsten Hundeide (2010). Initially, both guides prepare in English based on the research questions and theoretical information. Then, it is essential to translate the interview guide in local language, 'Bangla' so that the interviewer and the mothers communicate in the same way and facilitate the study process. This translation of interview guide is done by one of the academic professionals of home university who is bilingual in both the Bangla and English and who has experience of doing research on national level. The focus of the translation is to maintain conceptual rather than literal meaning. After designing both protocols, the first try-out is conducted on friends of inquirer with similar background and also sends to advisor of this study. According to friends and advisor's comments, both guides are revised. For instance: the examples of eight themes and the frequencies of themes related behavior are included into observation guide; and more slum related background questions and eight themes are also included in interview protocol in this revised phase. Both protocols are further modified in the pilot study that conducts on two socio-economically underprivileged mother-child dyads in another area. Then, the final observation and interview guides are used in the three mother-child dyads in selected slum area for this study.

Data Collection Procedure: The following field related issues are needed to consider before going to the data collection.

Firstly, **gaining entry into the field work** is essential to consider. Several procedures have to be done to get permission and access for conducting field work in home country. Permission

applies to the Norwegian Social Science Data Service and receives letter from there. After that, the permission is also required from the department of University of Oslo, from the NGO of local area (Appendix I), and finally from the selected participants (Appendix III). In addition, there are requisition for the agreement among the department, advisor, and student for the supervision of the entire study that is very powerful component to carry out this study.

Next, the **pilot study** is conducted in the beginning of September 2013 to try-out the prepared observation and interview guide. It is very significant stage for entering into the main study data collection. The uses of pilot testing are to refine and develop study instruments, assess the degree of observer biases, reframe the questions of interview, collect contextual information about the main themes, and help to adapt study procedures. When both protocols are used on two mother-child dyads in another slum area, both protocols are further modified in a way of including reflective comments in the observation one and require to reword, rephrase, and using more 'what' questions with examples for gaining deeper information about the questions in the interview protocol. This pilot area is also situated in Dhaka and is purposefully selected with using convenience strategy to choose sample. Here, the respective children are 3.5 year and around 2 year but the other criteria are absent in this pilot study.

Main study is taken account for the observation and interview framework for the data collection. The ethical issue is also important for throughout the data collection process that discusses in later. The necessary equipment for smoothly continuing the data collection is making rapport with the families. Language is one of the important aspects through which rapport is built-up. This is because of variety of local accents that make easier to connect with them rather than using more formal accent and tone of voice. Another interesting point is asking their slum conditions and accepting their infrastructure as they do, for example, using their toilet, sitting on bed or floor in accordance with their facilities. In observation, each family is observed in several activities that mention earlier in this chapter. Total 30 observation sessions are taken place for 3 families (each 10 session). Among them, the session no. 1, 2, and 9 (for video) are used as familiarization with observer, making rapport with participants, and getting acquaintance with video-taping. Mainly, each family has 6 observation sessions and 1 video observation session based on ICDP observation guide. In interview, each family (only mother) is taken part in one interview with various segments based on the interview guide (after adapting it in pilot study). The total duration is about 100 minutes for each mother.

Storing Data: After gathering data, the storing is important aspect for maintaining confidentiality of data and for analyzing purpose. In this study, the observation data are stored in note-books, observation protocols which are kept in locked drawer, and in mobile's video options which are immediately transferred into password system's laptops. After that, the video clips are erased from the mobile device. The interview data are also immediately transferred into same laptops with coded password. Both data have the backups as paper format so that data are protected if there is any kind of software or hardware problems in laptops.

3.3 Process of Data Analysis

The data analysis is an ongoing process that starts from data collection period and continues to reflect on data throughout the study. During data collection, two strategies are facilitated the analysis process through making records of field contacts and thinking 'finish-to-start'. These in-between data collection analysis helps us to determine subsequent data collection activities and in what depth that are data collected (Gall, Gall, & Borg, 2007). After data collection, the various analysis steps are presented below (Creswell, 2014). (See Appendix VIII)

Organizing & Preparing Data for Analysis: This first step involves organizing and preparing data for analysis, such as typing field notes from observations, optically scanning materials, and transcribing interviews.

Reading through All Data: A general sense of information and reflect on overall meaning of data are provided by the first step of analysis. Then, the next step is to read through all the data for several times. Thus, the researcher understands the participants' meaning (emic perspective) for the data and records general thought about the data (etic perspectives).

Coding: Then, using the 'coding process' of organizing data into chunks (text segments) before bringing meaning into those chunks and writing a term/word representing each category (Rossman & Rallis, 2012 in Creswell, 2014). The representing term often based in the actual language of the informants. In this study, the researcher uses pre-decided term based on the eight guiding themes of ICDP and interview questions.

Themes & Description: The coding process is further used to generate a description of informants and categories/themes which present in the tabular and narrative ways. In this study, the researcher describes background of informants and themes in this chapter and ch.4.

Interrelating Themes and Description: The analysis process is further advanced towards how the description and themes are represented in qualitative narratives. In this study, using a narrative passage conveys the findings of the analysis along with sub-themes and specific illustrations of each mother-child dyad in a table.

Interpretation: The final step of analysis involves making meaning of the data through interpretation. In this study, the data are discussed in light of the theories and former studies (ch.4 & 5).

3.4 Validity and Reliability

To enhance the quality of this qualitative approach, validity and reliability are two substantial concepts that strengthen the power of this study. Qualitative validity is also addressed as *trustworthiness*, *authenticity*, and *credibility* in qualitative literature (Creswell & Miller, 2000 in Creswell, 2014). Validity can be defined as the checking for the accuracy of the findings by employing certain procedures (Creswell, 2014). In other words, the claim to validity can be stated in the form of a brief result statement which asserts the explanatory value of the findings (Jensen, 1989). On the other hand, qualitative reliability is indicated the consistency of approach across different researchers and projects (Gibbs, 2007). The process of validity is involved throughout the phases of study process. There are various validity strategies that are available for checking accuracy of findings and convincing readers of that accuracy through incorporating such strategies into the study process. The following strategies are used in this study (Creswell, 2014):

a) **Triangulation** is a process in which multiple sources of data are used that develops converging lines of inquiry (Yin, 2014). In this study, two sources of evidence as observation and interview are used that both converged the findings on positive interaction themes in mother-child dyads, perceiving mothers' attitude to interaction, and identifying contextual influential factors to interaction.

b) **Member checking** is another strategy to determine the accuracy of this study through using brief follow-up interview as summarization and paraphrasing mothers' responses.

c) A **rich and thick description** is also used while portraying about the setting and participants through which it is easier to transport into that situations for understanding the main study theme.

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d) The clarity about the **inquirer's personal biases**, i.e., gender, culture, socio-economic status, political issues, bring to the study as self-reflection is one of the core characteristics of qualitative study that raises its quality (Corbin & Strauss, 2008).

e) This study is based on in-depth understanding of positive interactions in mother-child dyads in underprivileged area that requires **a prolonged field work** for collecting data (four months). It directs the narrative account of study and increases the overall quality. Besides this, it is established a chain of evidence throughout the study that interlinks among study questions, approach, design, methods, analysis, and reporting to the readers.

Since this is a qualitative study, few cases do not fit to generalize and measure statistically. Reliability is more rigorous in quantitative study. Using **local language** is an important quality criterion for interviewing the mothers in this study that enhances the credibility of findings (Jensen, 1989). This study uses a series of procedure to document that help to set up a detailed **case study protocol** and **database** so that others could follow the procedures and replicate its logic (Yin, 2014). Such protocol helps to measure reliability in qualitative approach. This study is also designed as following related case study protocols. Checking transcripts is another procedure of qualitative reliability (Gibbs, 2007). It keeps in mind while transcribing interviews and making field notes so that there is no obvious mistake made during transcriptions.

3.5 Ethical Issues

The ethical issues are vital to be considered during all phases of this research process. These phases of ethics are briefly mentioned here (Creswell, 2013, 2014).

Prior to Conduct the Study: At this level, it is important to examine professional association standards while dealing with individuals as study participants. Through the 'code of ethics', the inquirer is addressed his or her credibility, competency, and professional skills for doing a specific study. These issues are also faced during this study. Initially, the preferred theme of this study is to implement the ICDP in Bangladesh. However, the group supervisor raises credibility, limited timing, and certification issues for conducting specific program as a novice of this field. Prior to field study, the approval is also required from the Norwegian data authority, University of Oslo, local organization to gain access in the site and participants.

Beginning of the Study: This phase is significant for ethical consideration including, identifies the interaction needs in mother-child dyads as a benefit to participate in this study,

discloses the purpose of the study in the introductory meeting (see Appendix II), asking for verbal and providing written consent form to sign it by mentioning mothers rights to withdraw from the study at any time, permission for using tape recorder and video camera, flexibility about time and place, and ensuring the confidentiality of the data (see Appendix III).

During the Data Collection: It is inevitably considered to respect the context of the slum area. The participants do not feel observer as a powerful person and show hesitate to do their daily activities. Showing respect to the slum area is also helpful to make rapport with them. For example, requesting to use their toilet is astonishing for mother and make her easy to talk with observer; because the toilet is very sensitive, unstructured, and darkens inside. Besides these, the non-verbal attitude of observer makes the mother comfortable. During the data collection, inquirer tries to do the same kind of treatment with all three dyads in all respect of collection data. Here, the only exception is taken while interviewing with first (end of all observation) and other two mothers (interview with small segments after each observation). As data collector, the sessions are started with greetings and ended with verbal praising for participating in this study, for instance, "How are you", "How is child" as greetings and "thank you", " you have done a lot for me" as verbal praise and recognition.

During the Data Analysis: The original names of participants are concealed under 'pseudonyms' to maintain their confidentiality and anonymity (see 3.2: The participants).

Reporting, Sharing, and Storing Data: The data needs to be reported as it occurs. Additionally, the citing references are necessary for reporting the thesis so that others' contributions are also recognized. Sharing the data with others except the advisor is strictly maintained in this study. These data safely store in locked laptops.

3.6 Review

Through the extraction of this entire chapter, it can be outlined that this chapter is involved to make a framework for qualitative study in terms of case study design. This chapter gradually makes chain of evidence which is interconnected among the whole process of the study. The basic interpretive perspective is based on social constructivism underlying such methodological assumption that is really truthful in this study in order to achieve in-depth description of positive interaction in mother-child dyads in the context of underprivileged families. The next chapter is going to introduce the findings of this study that are rooted in this chapter through the study process.

4 Presentation of Findings

This chapter conveys the analysis and presentation of the observation and interview data. The data are presented in view of the four research questions of this study (see ch.1).

- The findings of the 1st and the 2nd questions are mainly based on the observations and supported by the interviews. The presentation of both questions is placed under the sub-chapter "Positive interactions in mother-child dyads".
- The findings of the rest two research questions are only based on the interviews. The presentation of the 3rd question is under the sub-chapter "Mothers' perception of interaction" and the 4th one under the "Contextual factors".

The three mother-child dyads are observed during their daily activities that vary in accordance with the age of children (see ch.3). All the dyads are presented with the chronological ages of children, such as- Kakoli - Rasel (K-R), Rashida - Laila (R-L), and Happy - Mina (H-M) dyads. There is also a slight quantitative aspect to visualize how frequencies of findings categorize within the eight main themes of positive interactions. The amount of data under these four study questions is enormous. Thus, only a selection of resource-based interactions is considered in the following sub-chapters. Other data may be used in later studies.

4.1 Positive Interactions in Mother-Child Dyads

What characterizes positive interaction between mothers and children? What similarities and differences exist among the three cases? Answers to these two main questions are organized under the eight themes of ICDP developed by Rye (2001, 2005), Hundeide (2010), and categorize in sub-themes in accordance with the emerging nature of data interpretations. In the data analysis, each positive interaction in mother-child dyads is grouped under related main themes and sub-themes which are also assigned by specific codes in this chapter. The observation indicates a natural flow of interaction in mother-child dyads rather than constant and mechanical ways of dividing interactions into categories. Thus, the same instance of interaction may contain aspects more than one theme. Alternatively, self-reflection and sensitivity are also vital keys to lead the analysis in this study (Corbin & Strauss, 2008). The data are qualitatively and quantitatively portrayed under each theme that starts with a short description of the theme's content in accordance with Rye (2001) (see ch.2 & 3).

Theme 1: Demonstrate Positive Feelings. *"It is important for children's sense of security that you are emotionally accessible, that you demonstrate your affection... and display pleasure and enthusiasm"* (Rye, 2001: 86).

Observation Findings: The three mothers are showing love, care, and affection towards their children through the mentioned physical contacts and daily caring, such as holding hands, hugging, cuddling, kissing, put on lap, put on feet for swinging, sitting closely, giving tickle, smiling, looking towards children, patting on children's back side and head, put oil on hair, combing hair, calling with pet names, wrapping and drying body after bath, dressing up, preparing and arranging food. All three mothers also express their concerns towards children in terms of consciousness and worries about their children's health issues, safety, protection, and ensuring rights (see table-3). Showing involvement with children's activities is another way of exhibiting positive feelings. Altogether the observed examples of theme 1 also assign in both verbal and non-verbal categories. Number of interactions categorized in theme 1 are 37 (K-R), 36 (R- L), and 11 (H-M). The numbers indicate the three mothers' practicing of theme 1 and vary with the age of children.

Interview Findings: The findings support the observation data, such as- cuddling, holding, calling with pet name, hugging, giving tickle, patting on head and body, put on lap, smiling, looking, put oil on hair, and caring for food-bath-dress up as similar as observation findings among all three mothers. The mothers also have different ways to utter their showing positive feelings. It is surprising that the mother of the one-year son says about *"praying to God"* as expresses her love, care, and affection. The mother of the three-year girl mentions *"rights of the child"* in order to show concerns for her daughter. A typical example of showing involvement with seven-year old daughter is *"household chores"*.

From the findings of both types of data, the following sub-themes are classified with codes. In the following table shows examples of interaction as find through the observation and interview. These examples are presented in accordance with the three mother-child dyads.

1.a: Expressing love, care, and affection to the child
1.b: Exhibiting concerns for the child
1.c: Showing involvement with the child

Table 3: Selected examples of theme 1 "Showing Positive Feelings"

Dyads	Corresponding Sub-Themes and Scenario of Showing Positive Feelings	
	Observational Data	**Interview Data**
K – R	**1.a & 1.c:** Rasel is lying on floor-mate (used as bed). The m*other sits beside him. She is giving him tickle, playing with child by pretending to have his breast.* She says, *"feed me your milk".* Both are smiling and looking each other. The mother also kisses him and does some exercises by moving his hands and feet*; **1.b:** The mother is sitting with her children. When the child is crawling towards the door for going outside, she immediately explains, *"there is flooded outside, don't go".*	**1.a:** *"How do I show more love? ...I pray to Allah (god) that he would become a big person in life, be successful, and live longer";* **1.b:** *"..When he is playing with dry materials, let him play with it. If material is dry or dirty, then I take it away from him";* **1.a & 1.c:** *"... If I do not have any household chores, then I sit beside him and playing together. I ask him 'what are you doing, my dear father?' I observe his playing and teach him easy way to play and enjoy together."*
R – L	**1.a + 1.b + 1.c:** Laila goes near to door and touches rainy water. Immediately mother replies, *"You get cold".* Then the *mother holds her hands and put child on bed beside her*. Later, she *put Laila on her feet and swinging with reciting rhymes, "Laila is swinging; I'll bring oil and put on our head. So, cold will stay away from you".*	**1.a:** *"Showing love means cuddling, walking with her, making her favorite dish, and so on";* **1.c:** *"...Laila wants to play with toy utensils and requesting me to chop vegetables. Then, I chopped green vegetables in small pieces and also showed her how to stir into cooking pan".*
H – M	**1.a & 1.c:** The mother *shows caring in her voice* while the child is trying to make her hair. So *she combs her hair;* **1.b:** She's *worried for child's drenching in the rain that may catch cold;* **1.c:** The mother *sits beside her* and shows involvement in her study *by looking at her, book's picture, and asking for what it is.*	**1.a:** *" I rub her back or hug tightly with my chest, pat on her head... both fall asleep"* **1.b & 1.c:** *"When Mina does household chores to reduce my task, I also involve with her so that it could be finished early and sometimes also feel that she is so younger than me and the task is overburden to her...".*

These specific scenario and quotations simultaneously demonstrate the spectra of positive feelings of mothers varying from delicate physical contacts to abstract blessings.

Theme 2: Adapt to the Child: *"... it is important that you are aware of your child's wishes and actions, his or her state of being, feelings, and body language, and that you to a certain degree attempt to follow their cues and direct your focus to what interests them"* (Rye, 2001: 86).

Observation Findings: It is noted that the mothers follow their children's lead differently at times of interaction. They consider their children's non-verbal cues, e.g., body posture, gesture, closeness, tone of voice, smiling, silence, and crying; children's requests, e.g., food, stationery, outing, cosmetics, dresses, shoes etc.; needs, e.g., hunger, thirsty, usage of items; and interests for gathering knowledge and learning new things. Examples of interaction show

that all three mothers either satisfy children's queries immediately or partially by explaining why it is not possible to fulfill the requests urgently. It is also observed that the three mothers use personal and environmental adaptations to adjust their children according to the age and maturity. Sit on knees/floor, put child on bed/lap, bend and lean toward child, facial expression, tone of voice, modeling activities, using easy and simple word are examples of the mothers' personal adaptations and put children's clothes in lower part of wardrobe/shelf, keep food in lower shelf, separate child-friendly melamine and stainless utensils are examples of environmental adaptations. It raises the question whether the mothers are aware of significance of this interaction or whether is it tacit? The answer underlies in the remaining part of this theme. Moreover, the observed examples of theme 2 also assign in both verbal and non-verbal categories. An astonishing variation is found in terms of counting the total number of occurrences in each seven observation sessions. Number of interactions categorized in adapting to the children are 42 (K-R), 24 (R-L), and 05 (H-M) that dramatically decrease in accordance with the children's age variation.

Interview Findings: The interviews reveal that all three mothers follow their children's lead and adapt to them by mentioning examples of supporting the observational data. Mothers are probed intensively to make them understand the interview questions, such as- "tell me something more", "how you teach something, such as pen is for writing" etc.
Both types of data find the children's requests and needs vary according to their age and gender. For example, the needs of the youngest boy are related to physiological demands, household objects, and attachment. Likely, the 3-year old girl has queries about her surroundings, demands for food, cosmetics, outing, and tiny household works as similar of the 7-year old girl. However, the 7-year child is demanding more attention with household chores, stationery, cosmetics, outing and surroundings as she is older than the 3-year child. The question of observation findings is answered by interviews. Interviews reveal that the mothers are well sensitized of their children's needs. They mold their practices in accordance with the demands of children. They are not aware about the developmental significance of it. The following sub-themes are categorized with codes along with some interaction segments that tabulate in table 4 to enlighten this study data:

2.a: Follow the child's communicative requests/leads
2.b: Adapt to the child's level

Table 4: Selected examples of theme 2 "Adapting to the Child"

Dyads	Corresponding Sub-Themes & Scenario of Adapting to Child	
	Observational Data	**Interview Data**
K – R	**2.b:** The mother shows a cockroach to the child *when they are on bed. "It is an insect, filthy", with her expression;* **2.a & 2.b:** When the mother and child *sit on floor together, he is looking into a mud-made 'cat'. She sees it and gives to the child. He is curiously looking at the cat. The mother tells "the cat says miaw".* He starts playing with it and *tapped on its holes. She notices and points to the holes as body parts - eyes, mouth, nose.*	**2.a & 2.b:** "Mostly I understand his demands. Suppose, *when he wants something, he tries to get it by fingers, pointing to that object. Then, I understand that he wants to get it. If the object is good for him, then I give it, otherwise I take it away";* **2.a:** "*Rasel sometimes makes sound for 'pooh', and then I understand that it's time for his toileting".*
R – L	**2.a:** When *Laila sits on the mother's lap, the mother immediately follows her lead by tightly holding her;* **2.a & 2.b:** Laila opens her part of the *wardrobe that is second last part and adapts with her height.* She *selects her dress* and goes to her mother to wear it. *Mother softly says, "It needs to sew. You can wear now, I will sew it later. OK?"* Child is obliged with her.	**2.a & 2.b:** "When Laila demands so many things together, *I say that I do not have money now. When your father gives money for shopping, then I will give you one by one.* Then, she is getting stubborn. Then I explain her, *it's not possible now. Let's go for outing nearby";* **2.a & 2.b:** " Laila asks, 'Why do you dressing fish?' 'Don't it get hurt?' 'Don't it cry?' I say, *it's not crying. We will eat it with rice. We'll get nutrition from it.* Then she understands it".
H – M	**2.a:** When child comes drenching from rain, mother immediately *gives dry towel and dress;* **2.b:** Sher gives *lower part of cabinet for child. So, she can easily take dresses on own.*	**2.b:** "I know that Mina likes 'tilapia fish' and 'green leafs'. So *I bring these items.* **2.a & 2.b:** When Mina asks for necessary items. "*I explain her here-and-now crisis and set priority of items".*

The above data indicate that the mothers consider their children as unique individuals. Individuality of the children is revealed from the eyes of their mothers. Chapter 3 mentions that all three mothers have no schooling experience. Thus, it is surprising to note still they show their creativity and patience to make explanations as per children's level of age.

Theme 3: Talk to the Child: *"Even shortly after birth it is possible to initiate a feeling dialog through eye-contact, smiles, and exchange of gestures and expressions of pleasure whereby the caregiver makes positive comments about what the child is doing or is interested in... This early 'feeling dialog' is important for the child's future attachment and for his or her social and language development"* (Rye, 2001:86).

Observation Findings: The mothers of this study use theme 3 slight differently than mentioned in the above paragraph. They mostly talk to their children for teaching them activities and/or introducing the environment by instructing, requesting, explaining, focusing

on task, and motivating for future benefits. The mothers frequently talk with the children about their point of interests and queries by describing and explaining them. Moreover, the mothers also talk to their children by establishing intimate and emotional dialogues with them. How do they establish the emotional dialogues and intimacy? The mothers of 1-year and 3-year children use adapted rhymes with children's name while calling them whereas the mother of 7-year child use physical proximity, calling with pet name, and soft tone of voice to establish emotional dialogues and intimacy. Furthermore, the data show very occasional instances where children have opportunity to share their own experiences and opinions as part of the reciprocal exchange of communication. Three children are expressed their experiences differently according to the age. For example: the 1-year boy pulls the items from up and arranges them all over the room, the 3-year girl expresses own opinions about going for outing and playing with toys, and the 7-year girl shares her experiences of household tasks by role playing of "grand-mother" with dolls. The observed data also categorize in several non-verbal interactions among the three mothers, e.g., eye-contact, smiling, snapping fingers, making whistle, silence, and pointing. Moreover, the number of interactions categorized in talking to the children are 24 (K-R), 37 (R-L), and 30 (H-M). This numbers indicate the maximum frequencies in the second dyad. This may be due to the mother-child relationship, the child's more queries and/or the mother's initiatives to familiar her surroundings as this child is neither too young nor too older. The Kakoli-Rasel dyad has the minimum numbers in this theme due to the child's usage of sounds, cry, and non-verbal ways as communication system.

Interview Findings: All three mothers also verbalize about the using of theme 3. The mothers are talking to their children as the way of instruction, description, explanation, and awareness making about the surroundings. They are also expressed about two-way emotional dialogues that supported the observational findings. The interview data explore the mothers' non-verbal ways of communication through probing them, such as "tell me your communication way to the child without using words", "do you use gestures or eye-contact for communication?"

The observed data indicate more instructional way of communications in the three dyads whereas the interview data reveal more dialogue within the dyads. For example, the mothers of 3-year and 7-year girls are observed to instruct them for doing daily activities, such as eating, bathing, dressing up. According to the age of the child, the mother of 7-year child observes more for instructing to do the household works and studying compared to other

mothers. An exceptional observation indicates in the mother of 1-year boy while she is doing more dialogues with the child about cockroach, cat, how to walk, eat, and talk, focusing on task, behave with others etc. The common thing of the three mothers is that they are talking to their children when the children show some non-verbal cues and have queries around them. From the findings of observations and interviews, the following sub-themes are classified with codes along with table 5 to illustrate more examples under theme 3:

3.a: Talking with the child while teaching activities and/or introducing the surround

3.b: Talking with the child about his or her point of interests

3.c: Establishing intimate and emotional dialogue with the child

3.d: Giving opportunity to the child by sharing his/her experiences and opinions

Table 5: Selected examples of theme 3 "Talking to the Child"

| Dyads | Corresponding Sub-Themes and Scenario of Talking to the Children | |
	Observational Data	Interview Data
K – R	**3.c:** The mother is *reciting rhymes by adapting with child's name while feeding him boiled egg*; **3.a +3.b +3.d:** The child is curious about a mud-made cat behind his mother. *She notices his interest and gives it to the child*. He is *looking at the cat with interest. The mother says, "the cat says miaw"*. He starts playing with it and *tapped on its holes. She again notices and points to the holes as body parts of the cat- eyes, mouth, nose.*	**3.c:** "Very often I call him with toys, food items, like banana, some rice or biscuit. During bathing time, he very often goes away, then I *softly and adorably call him with oil, dress, & soap so that he comes";* **3.d:** "Sometimes Rasel requests for household items. Sometimes I give to him and sometimes he gets item by pulling from up. *Then, he arranges all items like a shop*".
R – L	**3.d:** The mother is talking with other lady at kitchen, "I will go to school's clinic tomorrow". The child *instantly says, "Mother, I also will go"*. **3.a & 3.c:** The mother requests to carry a water pan and gives it to neighbor for boiling on stove. She calls her with pet name having eye-contact, '*my dear, Laila'. Please carry it carefully*.	**3.a:** "I tell her *how to behave with elders. Never go to others door during meal time*"; **3.b:** "Laila asks on the way to market, *'Ammu, what it is?' I say 'hog plum'. 'What is that?' It is guava. 'What is that?' Pineapple, banana. Then she says, 'Do these eatable?' I say, yes. Banana has vitamin..*"
H – M	**3.a:** Mother teaches child *how to buy things and calculate money by requesting to bring some groceries*; salt, oil, and spices from nearby shop; **3.d:** Child uses *her experience of observing mother during playing with her sister as 'grand-mother of dolls'.*	**3.c:** "...I mostly say that *You are my father. You are my son, not my daughter*. When *I call her 'my father'*, she sits on my lap & I hug her. I say, '*You are my best child'..*" **3.b:** "Mina asks me *how do I cook, then I explain and show her,* e.g., add these spices.

Critically, the observation and interview findings indicate that the nature of mothers' talking with their children depends on personal characteristics of mothers, relationship with children, and ages of respective children. How do the characteristics of mothers influence their way of communicating with the children? Is the age variation of children responsible for the mothers' way of talking to them? The questions are partially answered through the data that the mother

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of younger child is talking with more innovative style, the mothers of 3-year and 7-year children are talking with more experiential to the children. The further discussion on it is elaborated in chapter 5.

Theme 4: Give Praise and Acknowledgement: *"For children to develop normal self-confidence and initiative, it is important that someone makes them feel worthy and competent, that someone explains to them why something was good. This will help them develop self-confidence..."* (Rye, 2001: 86).

Observation Finding: The data reveal few instances when the mothers explicitly and implicitly praised and acknowledged to their children's accomplishment. A rage of variation is noticed among the mothers in order to give praise and recognition. The mothers recognize their children's activities although they are not always expressed about it. The data find a new way of using this theme that the mothers are not only used theme 4 for their children's accomplishments but also used it for addressing the feelings of child and for motivating to do task. It shows creativity in case of the three-year old child when the mother praises her indirectly and for motivating to follow mother's requests. The verbal and non-verbal ways of praising are noticed while observing the dyads. Number of interactions categorized in theme 4 are 04 (K-R), 06 (R-L), and 03 (H-M). The numbers indicate the three mothers' cultural way of child rearing in which they practice this theme in a limited numbers. Why do the mothers need sensitization in this theme? (See ch.5)

Interview Findings: The data indicate more instances of praising and recognizing the children's experiences in compare to watching the mother-child dyads. The three mothers are said about using verbal, non-verbal, physical, and materialistic praise to be accepted and encouraged their children's initiatives. The mothers of all three children also explain them the reason for giving praise and reward, such as- for taking medicine and staying at room for the one-year boy; eating nicely for both the one-year and the three-year old children; and doing household tasks for both of the girls.

Both types of data are presenting a similar trend in terms of accepting and praising the children. The mothers of one-year son and three-year daughter recognize the children's activities during meal time whereas the mothers of both girls recognize their tasks during household chores. Based on both data, the following sub-themes are categorized below. After

that, these sub-themes are more vividly come up through the actual situations and dialogues in table 6.

4.a: Accepting and recognizing the child's activities

4.b: Giving praise and reward for the child's tasks

4.c: Giving reasons to be praised

Table 6: Selected examples of theme 4 "Giving praise and acknowledgement"

Dyads	Related Sub-Themes & Scenario of Giving Praise-Acknowledgment	
	Observation Data	**Interview Data**
K – R	**4.a:** The mother recognizes *child's fear about cockroach* while sister tries to afraid him; **4.b:** The mother is *making whistle as praise and gives sprite's bottle as reward while he is walking on own*.	**4.b & 4.c:** Mother praises him during medicine time, "Take it, tasty. *Rasel is drinking it, very well*"; **4.a & 4.b:** Mother says, "*You are my dear son, you are very good, Rasel is listening me... Rasel has grown up*"
R – L	**4.b & 4.c:** Mother praises Laila via observer by motivating that "*after having rice, my dear mom will sleep so that your Aunt will say good girl*"; **4.a:** When the observer asks why the child uses spoon for today, the mother says *she eats with spoon sometimes and she can use it*.	**4.a+4.b+ 4.c:** "*My daughter is better than my son. She makes cloths and bed tidy. She is gentle and polite. Later, I kiss & cuddle her*"; **4.a +4.b +4.c:** After having child's meal nicely, the mother praises her "*How nicely you have eaten and organized your plate after that*".
H – M	**4.a:** Mother says to child's home tutor in front of her that she *selects her own preparatory school to be enrolled*; **4.a:** Mother is indirectly recognizing the *child by asking "who does make your hair?"* As mother is noticed it while child is making hair.	**4.a & 4.b:** "At different time, I praise her like '*my dear son*', '*you are very good*', '*you are the best child*'...etc." **4.a +4.b +4.c:** "Sometimes I praise her verbally after doing her job, e.g., '*you did it with cleanliness and organized way*', '*how do you finish all the tasks before my waking up*'...".

The examples of theme 4 shed light on the diversity of mothers in terms of using praise and acknowledgement to their children. The data is supported the traditional child rearing ways in which the caregivers mostly follow strict rules and less recognizes the children's tasks (see ch.1). The minimum practice of this theme indicates that the mothers need further intervention in this aspect. However, the mothers astonishingly use it in a broader way that connects the theme 4 and theme 5 by motivating the children.

<u>Theme 5: Help the Child to Focus Attention:</u> *"Infants and young children often need help focusing their attention. You can help them in this respect by attracting and directing their attention to things in their immediate surroundings"* (Rye, 2001: 86).

Observation Findings: It is interesting to be seen theme 5 in the mother-child dyads by means of "attention- calling" and "attention- adjusting" strategies. The three mothers use both verbal and non-verbal ways of focusing their children's attention. For example, "calling with child's name", saying "look", "calling by reciting rhymes with the child's name" are included as verbal and "arranging food on bowl", "looking", "sit beside child", "put child on feet for swinging" are as non-verbal ways of attention – calling strategies that they use for re-directing their children's attention. In the same manner, all mothers also use attention – adjusting strategies by adapting with their children's directions. All they use this adjusting way of focusing attention during meal time and playing. The mothers of three-year and seven-year old girls use this adjusting strategy while they are involving with their children's studying and household activities. In addition to the qualitative findings, each mother-child dyad is also observed by counting the total number of using this theme in each of their seven observation sessions. The frequencies are 18 as maximum (K–R), 11 (R–L), and 05 as least happening behavior (H–M) for this theme.

Interview Findings: The data indicate to use both attention-calling and attention-adjusting strategies in order to focus the children's attention in joint task, such as feeding, dressing, studying, bathing, household works, and playing activities that support the observation data. Though the mothers mention to use both of the ways, they mostly verbalize about the attention – calling way of focusing. Consequences of the two ways of focusing attention are going to discuss in chapter 5.

The following sub-categories are emerged from the analysis of observation as well as interview data with codes. Along with the sub-themes, the specific examples are enlarged to shed light in table 7 below.

5.a: Focusing the child's attention by attention – calling strategy
5.b: Focusing the child's attention by attention – adjusting strategy

Table 7: Selected examples of theme 5 "Helping the Child to Focus Attention"

Dyads	Related sub-Themes & Scenario of Focusing Attention	
	Observation Data	**Interview Data**
K – R	**5.a:** The mother shows a cockroach by saying *"Look, what it is?"* 5.b: Rasel is trying to eat on own from the melamine bowl. He uses left hand instead of right one to eat. *Mother touches on his right hand and says, "eat with right hand"* for focusing his task on appropriate track.	**5.a:** "I am calling him when he tried to go outside. *Rasel,* there is mud, dirty due to rain, don't go.."; **5.b:** "When he is playing, I do my works. If I don't have any works, then I *sit beside him and playing together... I observe his playing & teach easy way to play* & enjoy both"
R – L	**5.a:** When Laila is nagging her cousin, then the mother focuses *child's attention on her task by calling Laila*; **5.b:** She is eating Shaddock (fruit) by biting with skin that would feel bitter. The *mother notices it and sits with her to show how to peel off skin.*	**5.a:** "I am *showing her cartoon TV for re-directing her into study*"; **5.b:** When child shows interest into books by sitting with her brother, mother says s*he sits with books and inspires her brother to help her for reading.*
H – M	**5.a:** The child is playing with dolls during study time. *Mother calls her name and reminds her about study time*; **5.b:** *The mother sits beside child, looks at her and shows interest in her study by asking about pictures of book*. It helps child to focus on task.	**5.a:** "Sometimes *I also request her by calling 'my dear' 'you are my son'* and put her on lap for involving in study"; **5.b:** "When it is time for study/ tutor comes at room, then sometimes *I need to convince her by promising to give reward* after studying".

To concise theme 5, both types of data altogether bring up ways through which the mothers help their children focusing attention on specific object or activities. From the examples of interactions, it is worthy to point out that all mothers are well-known about their children. They deal with the children's attention by their regular practicing way. What is the consequence for using the specific way of focusing attention? This question indicates the mothers need more knowledge regarding this theme (see ch.5).

Theme 6: Give Meaning to and Show Enthusiasm for the Joint Task with the Child: *"By describing, naming, and demonstrating feelings for what you experience together, the experience will 'stand out', and the child will remember it as something important and meaningful"* (Rye, 2001: 87).

Observation Findings: The data of this study are showing similar findings with the conception of above paragraph. The mothers are given meaning to their children's experiences through describing about their specific joint tasks, e.g., walking, bathing, having food, dressing up, playing, studying, and household works. They are also naming the focused objects or items that they experience together. Furthermore, the mothers also involve themselves by showing their feelings, interest, and enthusiasm for the joint tasks. For

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example, facial expression, body language, tone of voice, smiling, eye-contact etc. facilitate the mothers' feelings that provide an overall meaning to the children. The quantitative observation data also reveal that how many times the mothers use this theme. As theme 5 and 6 are interrelated, the quantitative findings are followed the same trend in both themes. The mothers of the one-year and the three-year children give meaning to and show enthusiasm for the joint tasks as 21 and 14 times respectively whereas the mother of the seven-year child use it as 08 times. The numbers indicate that the mothers utilize this theme more for the relatively younger children than the elder one.

Interview Findings: Examples of interaction show the similar observational findings except in case of one mother (Happy). At the time of interview, this mother states about giving meaning and showing her involvement in the joint task when they have leisure time and sit together. All mothers show their enthusiasm for the joint tasks through the words and non-verbal cues that mention in table 8. Superficially, this theme is similar to all mothers of this study though everyone has own way of giving meaning according to the situations and the age of their children. The following sub-themes are classified under theme 6 with codes. Subsequently, some specific interaction parts are exemplified in table 7 below.

6.a: Giving meaning to the child's experiences by describing what is happening

6.b: Showing feelings and interest in the joint tasks while describing

Table 8: Examples of "Giving Meaning to and Show Enthusiasm for the Joint Task"

Dyads	Related Sub-Themes & Scenario of Giving Meaning – Enthusiasm	
	Observation Data	Interview Data
K–R	**6.a & 6.b:** The mother describes cockroach, "*It's an insect, filthy" while her eyes are widen, eye-brows up, low voice, and nasty facial expression*; **6.a & 6.b:** Mother focuses child's attention *by giving rice on a bowl & calling his name*. She *is smiling while describing child's eating on own.*	**6.a:** When child stays at room after listening the mother's calling, then she describes ".. *there is mud, dirty due to rain...*" **6.a & 6.b:** Mother is calling his attention by showing father, *"he is your father, call him abbu". Mother is so serious* while saying it.
R–L	**6.a & 6.b:** Mother tells Laila *the proper way of eating shaddock by peeling off skin and she* is *so eager to show* how to peel off; **6.a & 6.b:** Mother is *telling of their matching dress color* while dressing her. Both are *smiling.*	**6.a:** Mother *tells child about rubbing soap on body and washing by pouring water during bath*; **6.a & 6.b:** When child is interested into books, "I tell, *she is looking into books. I am interested & happy* to see her involvement".
H–M	**6.a & 6.b:** Mother says Mina to *keep writing* and shows interest in child's study *by looking at her and book's pictures*; **6.a & 6.b:** *Mother is looking into child's writing and tells to take up head* for *writing properly.*	**6.a:** When child helps mother in cooking task and other household chores, *mother says what child did after finishing it, not on the task*; **6.b:** Mother shows feelings after ending task. S*he is happy for child's task & giving token money.*

The mother of the youngest son is talking more with the child. Both types of data reveal that this mother considers herself as an important agent by whom the child would get meaning around the world. Another mother is also interacting more with the three-year child who helps the child to get meaning of her experiences as well as gives opportunity to share own opinions. Oppositely, the mother of 7-year daughter is mostly quiet. Nevertheless, the mother gives meaning to the child's experiences when they have leisure time. Overall, this theme indicates for further intervention that would enhance awareness among the mothers about the importance of this theme.

Theme 7: Elaborate and Explain Shared Event: *"Children need help developing their understanding of the world around them. You can help them in this respect by, for example, comparing a shared event to something the child has experienced earlier, by telling stories, by asking questions..."* (Rye, 2001: 87).

Observation Findings: The data show that the three mothers of this study are used theme 7 as minimal numbers of occurrences as like as theme 4 of positive interaction. A variety is also seen among the mothers while using this theme of expansion. The mother of 1 year old son explains the shared events by using "narrative-dramatic approach", that is, telling stories, role playing, reciting rhymes (see Appendix IX), and pretending whereas the mothers of 3-year and 7-year old daughters use this expansion through "logical-analytical approach", that is, reasoning. On the other hand, the first and second dyads are numbered in same examples of interaction as 06. However, the third dyad (H-M) is not observed to use this expansion that is consistent with the findings of theme 5 and 6 indicating less focusing and less describing the joint tasks.

Interview Findings: The data surprisingly reveal that all three mothers practice the expansion and elaboration by "logical-analytical" way of connecting to the children's past and future experiences. The mother, who is not seen to use this theme, is told about "reasoning" as using logical approach of expanding. Other two mothers are also saying about "narrative-dramatic" approach to expand their children's experiences.

Though this theme shares a surface level similarity across the cases, the differences among the mothers are clearly stated. Surprisingly, the mother of seven-year child is not seen to use this theme. It might be because of the mother's instructional way of talking, timing of observation, or negative way of using elaboration (scolding and shouting). From such critical

analysis of observation and interview data, the following sub-themes are emerged with specific codes. Based on these sub-themes, some actual observational scenario and some adapted interview segments are delineated in table 9 later on.

7.a: Logical-analytical approach of expanding the child's experiences

7.b: Narrative-dramatic approach of expanding the child's experiences

Table 9: Selected examples of theme 7 "Elaborate and Explain the Shared Event"

Dyads	Related Sub-Themes & Scenario of Expanding Child's Joint Event	
	Observation Data	**Interview Data**
K–R	**7.b:** The mother focuses child's attention on a toy bus and gives meaning by showing how to drive it and also *saying "Who is this? This is Rasel" with rhythmic tone*; **7.b:** Sister gives a toy bear to mother while child is eating rice on own. *Mother pretends with bear by taking rice from child's pan and fed it.*	**7.b:** All family members are sitting together and enjoying their togetherness. I (mother) *expand child's experience of calling his father as 'abbu' by reminding child that I am also calling him 'my abbu'. "For calling his father, as he does not call anyone properly. I say that call him, call as abbu abbu abbu*"; **7.a:** "*I also say child to call him (father) as 'abbu' and go near to him so that your father will show more love and you will be happy*".
R–L	**7.a:** "When the child and her play-mate are playing with raw rice. *Mother explains her for not playing with rice by associating with past situation that these rice are for beggars who usually come tomorrow after prayer....*"; **7.a:** Laila selects a dress after bathing. *Mother notices that the dress needs to sew. She explains it to child and helps her to wear it by saying she'll sew it later for her.*	**7.a:** "Laila is interested in cooking. She said to me, mother you go to room, I will cook. Then *I explain her by telling that my hands (mother) burnt sometimes when oil came out. Oil may come out to your hands also.* Then child stirs spices when I add water with it. She also says to add onion, oil, turmeric, ginger, garlic by standing beside me"; **7.b:** "When child goes alone somewhere, I usually explain her by relating the story of unknown person who sells younger children or makes them as beggars. I say her not to go far from house, otherwise unknown person will take you and we will lose you".
H–M	Observer did not observe this theme within Happy-Mina dyad.	**7.a:** "I (mother) do not need to say so much things for make child understanding any work. She easily understands house work if I just explain or show her the way. Suppose, I say her to wash plate again because soap is still on the plate. Go to tube-well and wash it properly. Then put it on shelf to dry it". **7.a:** During cooking time, the child helps me by bringing spices and necessary things from room to kitchen. *I also show her how to cook and how to chop /cut vegetables and tell her importance of learning household works in future.*

For understanding the elaboration and expansion of the children's experiences, it can be concluded that this baseline study uncovers the necessity of increasing mothers' awareness on this theme. The mothers are mostly talking, except one mother. However, the mothers tell about the importance of interacting with children. The scenario has altered while observing.

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The question is raised here; do they really know significance of it? The answer is layered in later parts of this chapter under the sub-headings "mothers' perception of interaction" and "contextual factors".

Theme 8: Help the Child to Learn Self-Control: *"Children need help to learn self-discipline and how to plan. This takes place largely through interaction with caregivers, who in a positive way lead the child, make arrangements, help plan step by step, and as the child grows up, explain why certain things are not permitted"* (Rye, 2001: 87).

Observation Findings: The three mothers are observed to use this theme as helping their children to achieve situational-control, set limits positively, and become self-independent. The mothers control their children's behavior across situations, teach them norms and values of the society, and prepare them as confident and developing self-initiatives. The second and third mothers also practice the sub-theme of helping their children planning activities through the task analysis (breaking down tasks into smaller parts) and then sequencing the tasks. For example, the daily routine of children helps to achieve the self-disciplinary qualities. In terms of quantity of findings, this theme shows a comparative similar trend among the three mothers. The mother of one-year and the mother of three-year child have used this theme as 31 and 32 times respectively whereas the mother of the seven-year child has used this theme as 24 times. These numbers indicate relatively high frequencies for this theme. That indicates the importance given to the development of self-control by the mothers in socio-economically underprivileged context.

Interview Findings: These data also dig out the practices of theme 8 in similar manner as the observation data. The mothers comfortably tell how to help children to achieve self-regulation and set positive limits. This may be the mothers' traditional views of upbringing under underprivileged circumstances.

In response of both types of data, the following sub-themes are categorized and table 10 is going to visualize some interaction segments of helping child to learn self-control.

8.a: Helping the child to plan activities
8.b: Assisting the child to become self-independent
8.c: Helping the child to achieve situational-regulation
8.d: Helping the child to set limits positively

Table 10: Selected examples of theme 8 "Help the Child to Learn Self-Control"

Dyads	Related Sub-Themes & Scenario of Helping Child for Self-Discipline	
	Observation Data	Interview Data
K–R	**8.b:** *Mother gives rice to child to eat on own. She also shows him how to finish rice properly by pulling rice together in one place*; **8.c & 8.d:** Mother applies oil on hair and child's playing near her. When child wants the oil's bottle, she *takes it away by saying oil will be spilled.*	**8.a:** "*I try to bath him on time and feed him on time*"; **8.a & 8.b:** "*I personally do hand washing before and after eating, Rasel is learning it from me by observing. Sometimes I see when I prepare food for him, he takes on bowl and washes hands*".
R–L	**8.a:** Mother is telling *sequences of task, first sponged her body, then dressed up, had lunch, and sleep*; **8.b:** Mother arranges dinner items and put it separately. *Child takes it as small amount and eat on own.*	**8.c:** "*I try to control child's quarreling behavior through explaining its effect*"; **8.c & 8.d:** "*I teach child how to behave with elders. I also tell her to stay nearby the house and not to take anything from strangers*".
H–M	**8.a + 8.b +8.d:** *Through buying groceries from the near shop, the mother helps child to know how to calculate and plan for buying things properly. As the child is girl, the mother insists her for going to the nearer shop*;	**8.a:** "*Child is learning to plan activities through my daily activities. She observes what I do from morning to night and she does the same way. Suppose, after waking up, she is freshen up, then sweeping room, washing utensils etc.*"; **8.c & 8.d:** "I try to *explain her what is good and what is bad, how to behave with others, how to control her demands in front of others. Suppose, if your uncle gives you something, you can take it. But you'll never demand for anything*".

From this overview of theme 8, it can be interpreted that the mothers help their children to develop self-control by modeling and sequencing daily activities, giving systematic assistance (scaffolding), regulating behavior across situations, and setting boundaries in alternative ways. Typically the three mothers put more effort in developing their children's values, attitudes, and behavior than the other mediating themes of ICDP.

To sum up, it is very interesting to see all the eight themes of ICDP in response to the first and second research questions of this baseline study. The eight themes of ICDP exist across various cultures with a diverse way of interactions that is also similar to the current study (see ch.2). The data of positive interactions are presented qualitatively through the specific observation scenario and interview quotations. Along with the qualitative data, this study brings up a slight quantitative data presentation through the observational event sampling method (see ch.3). A summary of quantitative data shows the frequencies (f) and percentages

(%) of each sub-theme under the three dialogues in the three mother-child dyads during the total 21 observation sessions in table 11.

Table 11: Frequency (f) and percentage (%) of positive interactions in the three dyads

Themes/Sub-Themes	K-R (f & %)	R-L (f & %)	H-M (f & %)	Total (%)
THE EMOTIONAL DIALOGUE (theme 1- 4) 1: Demonstrate Positive Feelings				
1.a: Expressing love, care, & affection	27 (6.21)	27 (6.21)	06 (1.38)	**60 (13.80)**
1.b: Exhibiting concerns	06 (1.38)	08 (1.84)	03 (0.69)	**17 (3.91)**
1.c: Showing involvement	04 (0.92)	01 (0.23)	02 (0.46)	**07 (1.61)**
Total	**37 (8.51)**	**36 (8.28)**	**11 (2.53)**	**84 (19.31)**
2: Adapt to the Child				
2.a: Follow the child's leads	27 (6.21)	17 (3.91)	03 (0.69)	**47 (10.80)**
2.b: Adapt to the child	15 (3.45)	07 (1.61)	02 (0.46)	**24 (5.52)**
Total	**42 (9.66)**	**24 (5.52)**	**05 (1.15)**	**71 (16.32)**
3: Talk to the Child				
3.a: While teaching activities/ introducing the surround	09 (2.07)	17 (3.91)	21 (4.83)	**47 (10.80)**
3.b: Talking about his/her queries	02 (0.46)	04 (0.92)	05 (1.15)	**11 (2.53)**
3.c: Intimate & emotional dialogue	11 (2.53)	14 (3.22)	02 (0.46)	**27(6.21)**
3.d: Opportunity for sharing child's opinions	02 (0.46)	02 (0.46)	02 (0.46)	**06 (1.38)**
Total	**24 (5.52)**	**37 (8.51)**	**30 (6.90)**	**91 (20.92)**
4: Give Praise & Acknowledgement				
4.a: Accepting & recognizing child's task	02 (0.46)	04 (0.92)	03 (0.69)	**09 (2.07)**
4.b: Giving praise & reward	01 (0.23)	01 (0.23)	-	**02 (0.46)**
4.c: Giving reasons to be praised	01 (0.23)	01 (0.23)	-	**02 (0.46)**
Total	**04 (0.92)**	**06 (1.38)**	**03 (0.69)**	**13 (2.99)**
THE MEANING DIALOGUE (theme 5-7) 5: Help the Child to Focus Attention				
5.a: By attention-calling strategy	12 (2.76)	08 (1.84)	02 (0.46)	**22 (5.06)**
5.b: By attention-adjusting strategy	06 (1.38)	03 (0.69)	03 (0.69)	**12 (2.76)**
Total	**18 (4.14)**	**11 (2.53)**	**05 (1.15)**	**34 (7.82)**
6: Give Meaning to & Show Enthusiasm for the Joint Experience with the Child				
6.a: By describing what is happening	12(2.76)	09 (2.07)	04 (0.92)	**25 (5.75)**
6.b: Showing feelings & interest	09 (2.07)	05 (1.15)	04 (0.92)	**18 (4.14)**
Total	**21 (4.83)**	**14 (3.22)**	**08 (1.84)**	**43 (9.89)**
7: Elaborate & Explain the Shared Event				
7.a: Logical-analytical approach	-	06 (1.38)	-	**06 (1.38)**
7.b: Narrative-dramatic approach	06 (1.38)	-	-	**06 (1.38)**
Total	**06 (1.38)**	**06 (1.38)**	**-**	**12 (2.76)**
THE REGULATIVE DIALOGUE (theme 8) 8: Help the Child to Learn Self-Control				
8.a: Helping child to plan activities	-	04 (0.92)	02 (0.46)	**06 (1.38)**
8.b: Assisting child to become self-independent	08 (1.84)	04 (0.92)	06 (1.38)	**18 (4.14)**
8.c: Helping child to achieve self-regulation	13 (2.99)	15 (3.45)	14 (3.22)	**42 (9.66)**
8.d: Helping child to set positive limits	10 (2.30)	09 (2.07)	02 (0.46)	**21 (4.83)**
Total	**31 (7.13)**	**32 (7.36)**	**24 (5.52)**	**87 (20.0)**
Grand Total	**183 (42.07)**	**166 (38.16)**	**86 (19.77)**	**435 (100)**

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Overall, the theoretical notion of each theme, a qualitative and quantitative findings of observation, a qualitative overview of interview data, similarities and differences among the cases, emerging sub-themes from integrated data analysis, and overall reflection are woven this fragment of findings in a thread of harmony. The findings are discussed in the following chapter by referring to theories and former studies. The third study question is presented below.

4.2 Mothers' Perception of Interactions

What is the mothers' perception of their interaction with children? This study question is answered by an interview guide (ch.3; Appendix VII which has developed based on the literature of Hundeide (1991; 2010), Legesse (2003), and Tekle (2004). In the data analysis, the answers of each mother are clustered together under each of the questions. Subsequently, similar questions are formed together and categorized as themes. These data are organized under the six main themes which are further categorized into sub-themes in accordance with the interview guide. The findings are delineated in a qualitative way under each of the theme and their corresponding sub-themes. According to the children's chronological ages, the mothers are presented, first (Kakoli), second (Rashida), and third (Happy).

1. <u>**A Child in the Mothers' Window**</u>**:** This theme refers to the conception of a child from the window of mother. As discussed in chapter 2, conceiving a child as a unique identity and as a person is essential for later development of the child (Hundeide, 2010). How does the child perceive in the eyes of mother? Interview data unwrap the mothers' idea in terms of general child and own child that interpret the study question under the following two sub categories of this theme. These two sub-themes are important in order to get an in-depth understanding regarding the conception of child. This study is based on positive interaction in mother-child dyads where the mothers' conception of child is an underlying factor for quality interactions.

1.a The Mothers' Conception of "the Child" in General: Generally, how do you mean by "the child"? This question reveals several conceptions of "the child" in general from the three mothers of this study. The mother of the one-year old son says, *"Child is a child"* when she is asked to define generally of the child. Rashida of the three-year old daughter means that *"Child is a feeling of attraction, attachment, and consciousness (called 'maya' in local term)"*. Happy of the seven-year daughter considers, *"To have a child means to take proper*

care, like having food, bathing, dressing up, outing, and studying on time" that is also similar with the other two mothers' comments about raising the child through nurturing. Further analysis brings up some common ideas of the mothers. The first and third mothers share that the child means *"hope"* to become successful and responsible in life. Additionally, both mothers also mention *"the innocence"* of child. The second and third mother similarly conceptualize that the child is God-gifted angel. Kakoli (1) and Rashida (2) point out that the child is conceived in the womb and comes in this world as part of the mother. Happy (3) considers the children as valuable and worthy who deserve good behavior and equal love from her.

1.b Conception of Own Child: What do you mean by your own child? How do you consider your child? These questions indicate how the mothers define their "own child". In respect of their own child, Kakoli (1) says, *"The child should always be happy, smiley, and enjoyable"*. This mother shows concern about the physical development of her son by saying, *"He is weaker than his age. He cannot walk properly. I feel he is weak from inside"*. This mother mentions *"physical punishment"* as a way of teaching discipline and good manners. She (1) also conceptualizes her son by considering *"safety and protection"* and by recognizing *"emotional understanding of the child"* which are similar to the 2nd mother. Rashida (2) conceives her own child as *"my daughter"* conveying her "possession" of the child. This mother considers "the rights of her child" by saying *"when she gets hurt, I have to argue in favor of her"*. Thus, the mother conceives her child as a respected person in this statement. Moreover, the mother also perceives her child as educated and successful by saying, *"My daughter is my hope that one day she will become an educated person and makes her own way"*. Happy (3) also mentions about *"possession"* of the child as similar to Rashida. Happy perceives her child as, *"My soul. She is the shadow of me. When she goes out of my sight, I feel empty"*. Similarly, she considers the child as responsible person and hope for the future. This mother further conceives her daughter who needs to be loved, cared for, respected, and given proper diet. This data indicates the mothers' understanding of the child's physiological and psychological needs to be fulfilled for the overall development of the child. The other two mothers also perceive their children's development in order to fulfill both physical and psychological needs.

To revisit, it can be said that the findings of these two sub-categories bring up what the mothers think about children in general and how they conceive their own child. In all three

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cases, it is noticeable that the conceptions of own child very often generate the ideas of a general child. Overall, the three mothers of this study consider their children as respected persons who understand emotions and need nurturing from them.

2. <u>Interaction in the View of Mothers</u>: This theme narrates what mothers understand about interaction and how they perceive it relating to their children. It is inevitably related to the study question in a way of highlighting the mothers' perception of interaction with their children. Furthermore, this theme is a basement of how the mothers practice positive interaction (see 4.1). To understand interaction from the perspectives of mothers, this theme is also divided into two sub-categories with specific codes in below.

2.a General Conception of Interaction: What do you mean by "interaction" in general? The data surprisingly reveal that the 1st and 3rd mother do not directly answer this sub-question. This is because, both mothers may not conceptualize the interaction as a concept that they practice in the child rearing. From their overall discussion, the interviewer is reflected on both mothers' general concept of interaction. For the 1st mother, an interaction is understood and fulfilling the other person's initiatives, cues, and needs. For the 3rd mother, an interaction seems talking and sharing with others regarding feelings, opinions, and experiences. The 2nd mother explicitly mentions her conception of interaction as, *"Talking with each other is interaction"* that seems similar to the 3rd mother's notion. She (2) also expresses her idea that the interaction could be talking face-to-face and talking over mobile phone.

2.b Conception of Interaction with Child: What do you understand about interaction while thinking your child? When this question focuses on the mothers' own children, all three mothers similarly mention about verbal and non-verbal ways of interaction. Verbal interactions are talking, instructing to do something, requesting, making awareness about the surroundings, telling stories, and reciting rhymes and non-verbal interactions are loving, cuddling, put on lap, pointing. The mothers are interacting with children during daily activities that make them happy, sensible, responsible, enjoyable, and playful.

Altogether both sub-themes represent the mothers' knowledge about interaction and how they perceive of interaction with their children. The findings ensure that interaction is a two way process and the mothers can conceive interaction by their way of practicing it.

3. <u>Enjoyable Interaction</u>: An enjoyable interaction in the mother-child dyads is decisive for how mothers react to the children and how children behave to the mothers. Based on the earlier two themes, this theme functions and contributes in developing the mothers' perception of interaction with their children. How does a two-way interaction process work in enjoyable moments? This question is answered both from the mothers to their children and from the children to their mothers. In this line, the theme is combined with two sub-categories in below.

3.a Enjoyable Moments of Mothers during Interaction with Child: When do you really enjoy of your interaction with child? The data of the three mothers express the really enjoyable moments for them while interacting with their children. Kakoli (1) mentions that she feels so happy, enthusiasm, and enjoyable when her child is compliant with her. According to Kakoli's voice,

> *"When the child listens to me, does not make any naughtiness, talks with me, initiates to play with me, that time I really enjoy interacting with him more. Suppose, when I said him not to go outside, he looked at me and stayed at room; sometimes sat quietly at room, and sometimes talked with me, that time I was so happy".*

Rashida (2) says,

> *"When the child demands for something to buy or to eat and I can manage to give her, I enjoy that. I feel happy and enjoyable. For example, in the evening, the child said 'mom, I want to have cake (pitha as local term), give me'. I take her for walking and buy cake for her".*

Happy (3) shares some situations when she feels happy, glad, and proud by interacting with the child. This mother narrates her happy moments as,

> *"When the child sits on my lap, I share my struggling life experiences. The child consoles me by saying she will look after me and take my responsibility. That time I am really a happy person in the world".*

She also mentions, *"When the child does household activities so fast, systematically, and with cleanliness, I feel proud of her and it makes me glad".* Examples of the mothers' enjoying interactions are mainly based on their children's activities: Two-way interactions.

3.b The Child's Behavior while Mother is Enjoying Interaction with Child: How does your child behave while you are enjoying interacting with the child? This interview question indicates the consequences of two-way interaction process. The child behaves in line with the mother's (1) joyful interaction (see above 3.a). The mother states her son's behavior, *"The child mostly smiles and happy with me. He tries to talk with me as he understands my state of enjoyment. Sometimes, he starts crying in order to stop him"*. Why does the child cry as a reaction to the mother's enjoyment? As an interviewer and observer, it is understood that the mother does not express her enjoyment and give recognition for the child's activities all the time (see 4.1: theme 4). For example, *"I (mother) do not tell you lie. I sometimes do not acknowledge when the child stays at room and plays on own"*. Thus, the child is crying to get the mother's attention and proximity. The behavior of Rashid's daughter is stated as,

> *"The child is also excited to have it (cake), pleased to talk with me by saying 'mom, give me water, I have it. I am full now, let me play;' and very much cheerful and playful with the other children".*

It also indicates that when mother happily gives cake to her, the child also understands mother's emotion and behaves as reflecting what mother does. This finding is also validated and consistent with what the mother says about conception of her own child in earlier part (see 4.2: 1.b). In case of Happy's daughter, the child shows behavior similar with her mother, e.g., happy, satisfied, eager to do more work, asked for favorite meal and going to grand-mother's (maternal) house that is near to their house.

The findings reveal several examples when the children reflect their mothers' emotions. This theme also indicates the reciprocal nature of interactions in mother-child dyads. Thus, the mothers' perception of interaction and their children help them to realize the needs of children that also point out the child rearing approach and importance of this baseline study.

4. <u>Challenging Interaction</u>: Like the earlier one, this theme also focuses on the two-way interaction in mother-child dyads. How the mothers face challenges in interaction and how it is influenced in the children's behavior are described this theme. It is connected with the study questions by the mothers' sensitivity towards their children's needs. Whether the mothers are aware about their challenging interaction or not? (See ch.5)

4.a Facing Challenges during Interaction with Child: When do you face difficulty of your interaction with child? All the mothers mention some challenges that they notice during their interaction with children. Kakoli (1) faces difficulties,

> *"The child is not used to eat rice as my other children do. Due to lack of money, we could not get proper nutrition so that sometimes the child has problem with breast feeding. I also do not have capacity to buy extra food for him. As a result he cries and is irritated me which is my main difficulty. I am shouting, feeling sad, irritating, and painful while interacting with the child".*

Similarly, Rashida (2) also faces challenges, *"When the child requests for desired food but I could not give for poor income..."* The mother's difficulty is expressed by her sadness, irritation, helplessness, and anger. Happy (3) has the difficult interactions with her daughter when she could not fulfill the child's demands due to lack of money. Almost all of them are facing hard time in interaction for their low level of income.

4.b The Child's Behavior while Mother is Facing Challenges: From the above paragraph, the child's behavior is quoted in the 1st mother's voice. The child is crying, shouting, showing tantrums, anger, and stubbornness when he understands his mother's difficulty during interaction with him. The child of 2nd mother is crying and showing tantrums-throwing hands and feet by sitting on floor, and jumping when the mother shows own difficulty with sadness (see above 4.a). The same child also shows compliance when the mother softly convinces her about the situation by explaining why she could not fulfill her demands. So, it is clear from the findings that what behavior the child does it depends on what the mother does. Another child is elder than the other two children who is not showing any kind of tantrums and anger towards her mother's emotions. Instead, this child is demanding less costly items than her original demands. In some cases, the child also understands the crisis condition and is convinced by her mother's explanation.

In short, it can be mentioned that this theme gives examples of the mothers' difficult interaction and behavior of their children. This findings help to understand that the mothers are important vehicle to shape up their children's behavior. In addition, the data also shows that the variation of children's age has an impact while they are observing their mothers' challenging interaction.

5. <u>Managing Challenged Interactions</u>: How do you manage such difficulties? This interview question focuses on this theme that also highlights the mothers' perception of it. The 1st mother manages her challenging interactions in several ways. She interestingly depends on God for managing challenges, tries to understand the reasons behind the child's crying behavior, and buys very cheap biscuits for him. In all of the three cases, the mothers' difficult interactions with children and monetary problems are interrelated. The 2nd mother also manages the financial crisis by lending money and other grocery things from the neighbor and the land lord, by doing part-time work, and by giving other favorite things to console the child. The 3rd mother does the most cleverly job to manage her challenges, e.g., making priority list and decides what is the most urgent to fulfill.

These findings indicate that the three mothers follow some kind of mechanisms to deal with difficult interactions. This theme also leads to the mothers' creative conceptions of interaction with children and how positively practicing the child upbringing (see 4.1).

6. <u>Significance of Regular Interaction with Child</u>: What do you think about the importance of regular interaction with child? This theme is going to answer the mothers' conception of interaction with their children. All of the mothers verbally mention the significance of their interaction with children. In this manner, Kakoli says, *"I always try to regularly interact with him so that he can learn good things and increase his inner strength"*. Through regular interaction, the child is learned new vocabularies that enhance his cognitive, language, and socio-emotional development. The 2nd mother also says the same thing. All the three mothers similarly agree that the regular interaction increases the mother-child mutual interaction and helps children to be happy and enjoy the shared tasks. In addition, Rashida (2) says that her daughter becomes self-independent and responsible, realizes the security issue, and shows respect to the elders as results of her regular interactions with the child during their joint tasks. Happy (3) mentions that the regular sharing about life experiences helps the child to understand the world, become aware and stronger from inside. This mother also says about the importance of household works which help the child to become self-independent, creative, and sensible to run a family.

By reviewing this theme, it is indicated that all mothers interact according to child's age and needs. The findings show that the mothers understand the importance of interaction and practice it during their upbringing of children. The later part of this chapter is "contextual

factors" that is going to explore some helpful and difficult factors for the child upbringing. The factors also have an influence for the child's overall development.

To sum up, the data help to understand the mothers' perception of interaction. Though the mothers of this study are from underprivileged area with no schooling background, they utilize their experiences in child rearing through the daily interactions. The data partially answer the question from theme 7 of "positive interaction" by supporting the significance of regular interaction in the overall development of child (see 4.1: theme 7). The mothers also consider their child as a person with own respect, needs, and wishes by this data. The following part is focusing on the contextual factors that influence their interactions.

4.3 Contextual Factors

What contextual factors influence the mother-child interactions? This 4th research question reveals the data through interviewing the three mothers. The interview questions have also developed based on the related literature (Hundeide, 1991; Klein, 2001; Legesse, 2003; Rogoff, 1990; & Tekle, 2004). Contextual factors influence on the mother-child daily interactions while upbringing their children. The data are organized under the four themes relating to the interview guide that identify the mothers' ways of learning about child caring, helpful and difficult conditions, and steps to manage such difficulties. The themes altogether focus on various influential factors of mother-child interaction.

1. <u>Ways of Learning about Child's Upbringing</u>: From where and how do the mothers learn about upbringing their children? The answer to this question may indicate various ways they have learned about child rearing and reflect how they interact with their children. The first mother, Kakoli, says that she has learned about child upbringing from her mother and cousin sisters at early years of age. During childhood, this mother used to work as maid-servant from her 5/6 year age and her responsibility is caring for the infant. Thus, she has learned how to take care the child from her employer. At this present moment, her earlier experience of being mother and the NGO's health clinic (gatekeeper of this study) help the mother learning about how to feed child, quantity of food, and nutrition factors of foods. The second mother has learned about child upbringing from her parents in childhood, mother-in-law, neighbors, own motherhood experience, and government hospital. The third mother has learned about child

upbringing from mother, mother-in-law, neighbors, and her experience of being mother. In her voice, *"She is my second child. So, I have also learned it from my earlier experiences"*.

A similar way of learning the child rearing has been noticed from the findings. Through such ways, the mothers learn how to take care of children and how to interact with them.

2. <u>Helpful Conditions</u>: What conditions are helpful for child rearing and how? The answer to this question indicates several helpful conditions for the child rearing and reflects how these conditions help interacting with the children. All the three mothers mention some helpful contextual factors in combination of personal, financial, and societal sources. Kakoli identifies the helpful factors for upbringing her child, e.g., own childhood experiences, previous experience of being mother, maintaining daily routines for taking care, and teaching values and appropriate behavior. These factors are common to the three mothers that help them to interact with their children. In addition, Kakoli also says about NGO's contribution in terms of financial and educating her about child care, income of her spouse, keeping environment clean, her patience and hope that help her interaction with the child. Rashida also mentions about her hard working that contributes in family income, neighbor's support, and government hospital's support for educating her about child care. Happy includes that elderly persons' advice, understanding child's needs, hard work, and patience help her to interact with child while upbringing the child. According to mothers, all the above mention factors help them to rear their children.

3. <u>Difficult Conditions</u>: What conditions are difficult for child rearing and how? It is very interesting to identify similar difficult conditions to all the three mothers. Financial problem, parental health issues, lack of parental education, environment of slum, and safety problem are identified as their difficulties while upbringing children. Furthermore, the first mother identifies her agitation problem so that she feels anger, *"Sometimes I feel anger and worry due to my poor conditions"*. Besides these, the 1st and 2nd mother both mention about another problem. Their spouses are working as part-time for sickness (1st) and for gambling (2nd) though they need to work more for minimizing financial crisis.

With all of these difficult conditions, the mothers interact with their children that obviously influence their child rearing. This theme answers the dilemma in theme 7 under "positive interaction". The mothers are observed by using expansion in some instances. This may due to such difficult factors that are inevitably related with their lives.

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4. <u>Steps Taken to Manage Such Difficulties</u>: The mothers are very hard working and struggling to minimize these difficult conditions. What changes are helpful to improve such difficulties? All of them agree that working full time is one of the best ways to minimize financial crisis. Two mothers and one father have health problems. All of them are under treatment to get well soon so that both parents can work for family maintenance. From experiences of their own life, all three mothers mention the importance of their children's education so that children can make their life better. Besides these, Kakoli mentions to keep cleaning the slum's environment and prevent child to fall sick. The data reveals that the mothers try to minimize their difficult conditions by taking such steps.

To put in a nutshell, this chapter provides the findings from the mothers' view along with reflections of the researcher. Under the eight themes of positive interaction, this study explores all the themes in specific cultural ways in the slum area. Though the findings indicate the resource-based eight themes, there is still need to conduct this study on a larger scale with the process of intervention so that the mothers can use the themes knowledgeably rather than practice tacitly.

5 Discussion, Conclusion, and Recommendations

This concluding chapter consists of discussions and recommendations based on the study purposes. The main aim of this study is to describe and discuss positive interaction patterns in three mother-child dyads. The dyads are situated in a socio-economic underprivileged area of Bangladesh. The study also focuses on similarities and differences of positive interaction among them, the mothers' perception of interaction and the influential contextual factors of interaction. This chapter gives a summary with discussion of the findings in light of the ICDP approach to resource-based communication and mediation along with attachment, humanistic, systemic-ecological, and basic developmental theories (see ch.2). Limitations of this study are discussed, followed by the concluding remarks as well as applicability and suggestions.

5.1 Discussion of the Findings

What Characterizes Positive Interaction in Mother-Child Dyads? This study question is discussed in connection with chapter 4 and 2. Chapter 4 shows the data by which all the eight ICDP themes are found from the observations and are supported by interviews.

Table 11 in chapter 4 shows that theme 3 "talking to the child" is the most frequently observed (20.92%) of the first four themes represent communication. The three mothers reveal their involvement with theme 3 by the way of teaching and introducing the outer world (10.80%), by establishing intimate and emotional dialogues (6.21%), by answering the child's queries (2.53%), and by giving the child opportunity to share his or her experiences (1.38%) as shown in the observations and is supported in the interviews. Another ICDP based study also indicates that theme 3 is the most frequently occurring teachers' behavior in their interaction with pupils (Tekle, 2004). Why is theme 3 important in this study as well as Tekle's study? The answer indicates an inter-connection between this theme 3 and the rest of three communication themes (theme 1, 2, and 4) from the findings of both studies. More elaborately, the findings of this study indicate a secure relationship in the mother-child dyad (Bowlby, 1988), importance of intersubjectivity (Bruner, 1983; Stern, 1985; Trevarthen, 1998; 2001), communication (Vygotsky, 1978; Rogoff, 1990), and humanistic (Maslow, 1970; Rogers, 1990) point of views. For example, the mother of the one-year child introduces

new things and words to the child while the child responds with some sounds and non-verbal cues, such as- 'a a', 'de de', pointing, looking, moving towards an object etc. This communication enhances the child's vocabulary through the internalization (Vygotsky, 1978) or appropriation (Rogoff, 1990). When this mother is calling her son with pet name and reciting rhymes during playing, this lively emotional display and rhythmic collaboration help to establish an emotional bonding between them (Bowlby, 1988) as well as the language acquisition (Vygotsky, 1978). This is also supported by other studies of observing mothers-infants during play time (Bruner, 1983; Trevarthen, 2001). The mother can separate the child's crying behavior in accordance with his demands. Both types of data also indicate that the child understands the emotional state of the mother (Bruner, 1990). This kind of mother-child understanding indicates an affective attunement between them (Feldman, 2007 in Ruttle et al., 2011; Stern, 1985; Trevarthen, 1998). The mentioned examples are also supported by other findings showing that affective attunement helps to foster the child's communicative and regulatory skills (Lindsey et al., 2009). When all the three mothers of this study give opportunity to their children to share their own experiences and opinions, this is similar with one of the three adult-child interaction's modes: The didactic mode of interaction in which the mothers leave space and time for their children's exploration and self-correction (Wertsch et al., 1984 in Hoogsteder, Maier, & Elbers, 1996). This mother-child didactic interaction sets up a link between theme 3 and mediation related themes (5, 6, 7, & 8). In addition, theme 3 and other three themes (1, 2, & 4) of emotional-expressive dialogue are essential for well-functioning interactions; these are also essential components of the 'Marte Meo' early intervention program (Axberg, Hansson, Broberg, & Wirtbreg, 2006). The mothers show their physical contacts, care, concerns, and involvement (19.31%), follow their children's requests and needs in accordance with age (16.32%), and provide praise and recognition for their children's activities (2.99%). The findings support several studies; when the mothers are showing attention, affection, acceptance, and responsive to their children, these help to develop secure attachment in mother-child dyads (Baumwell, Tamis-LeMonda, & Bornstein, 1997; Guerrero, Farinelli, & McEwan, 2009; Kochanska, Forman, & Coy, 1999). These are examples of communication that supports the child's well-being and development in many ways, such as discussed by Bowlby (1988) concerning making secure attachment; Stern (1985) and Trevarthen (1998, 2001) regarding intersubjectivity; Hundeide (2010) and Rye (2001) perceiving children as respected person; Maslow (1970) enhancing self-actualization (Maslow in Gelso & Fretz, 2001); and Rogers (1990) creating a 'safe enough' environment

(Rogers in Lassen, 2000). The data show the mothers use theme 4 in a limited manner. The importance of praising and acknowledging the children's task is shown in the ICDP related studies from various countries, such as Georgia (Margvelashvili, 2012), Bosnia-Herzegovina (Pavlovic, 2005), and Ethiopia (Tekle, 2004). Does this difference between this and the other studies indicate a cultural variation? A follow-up study including intervention related to the eight themes of ICDP is needed in order to answer this question. The findings in this study relevant to the four themes regarding communication are also empirically supported by Trevarthen's development of trust, joy, and companionship feelings (Trevarthen, 1996 in Rye & Hundeide, 2005).

The meaning dialogue is composed of theme 5, 6, and 7. In chapter 4, table 11 shows the highest interaction in theme 6 "give meaning to and show enthusiasm for the joint task with the child" (9.89%) under the meaning dialogue in the mother-child dyads. Both types of data indicate the consistency with the theoretical notion of ICDP (Hundeide, 2010; Rye, 2001). The data show the interconnectedness among the three themes of this meaning dialogue. The mothers help their children to focus attention on specific object and activities through the attention-calling (5.06%) and the attention-adjusting strategies (2.76%). This data is consistent with Tekle's study (2004) as the same percentage whereas Pavlovic (2005) and Margvelashvili (2012) have the dominant rates for using theme 5. The mothers practice to focus the children's attention from their experience of earlier motherhood. They are making their own way of focusing attention without understanding the consequences. The attention-calling way is imposed by the mothers whereas the attention-adjusting is followed the children's activities to focus their attention. The mother of the one-year child tries to focus the child's attention by calling his name that redirects attention in some cases and shows crying behavior of the child in other cases. This data indicates the consistent consequence of early work on language development in which attention imposing has a negative impact (Tomasello, 1999 in Hundeide, 2010) and attention adjusting has positive impact (Schaffer, 1998 in Hundeide, 2010). The mothers also expand and elaborate their joint tasks by logical-analytical and narrative-dramatic ways (2.76%) that is approximately similar rates with the teachers' behavior of expansion (2.9%) in Tekle's study (2004). For example, the mother of the one-year child also uses rhythmic tones and role playing while focusing and expanding the child's experiences; this resembles Bruner's narrative folk psychology, such as stories, script etc. (Bruner, 1990). All the three themes of meaning dialogue are supported by the MLE

theory and the MISC early intervention program (Feuerstein, Feuerstein, & Falik, 2010; Klein, 2001).

The regulative dialogue consists of theme 8 "help the child to learn self-control". Theme 8 is the second highest occurring interaction (20%) in this study that is also in the second upper-scale in Margvelashvili's (2012) study. Data show that the mothers help their children to develop self-control by achieving situational control (9.66%), setting limits positively (4.83%) becoming self-independent (4.14%), and planning activities (1.38%). The findings support the theoretical notion of ICDP regarding this theme (Hundeide, 2010; Rye, 2001). The MLE (Feuerstein, Feuerstein, & Falik, 2010; Klein, 2001), scaffolding, and guided participation (Rogoff, 1990, 2003) are theoretical frameworks that also support theme 8. For example, the mother of the three-year child is gradually helping the child to eat her food on own and showing her how to peel off the skin of shaddock (fruit); this is how the mother provides systematic assistance for developing the child's self-independence and confidence to achieve the desired goal. This is also indicating the child's potentiality that the mother identifies and helps to increase the level of zone of proximal development (Vygotsky, 1978). Another example is considered in the third mother-child dyad of this study. The mother of the seven-year child helps to develop the sense of planning activities, situational control, and understanding limitations. The daily activities of mother help the child to develop her own responsibility, to predict what is going on, and how to plan. The child's observational learning through modeling of the mother is supported by Bandura's theory (in Schultz & Schultz, 1994).

To conclude, it can be said that the eight themes are based on communication (Marte Meo) and mediation (MISC). In line with Vygotsky, the child develops higher mental processes with communication and mediation of caregivers through the vehicle of social interaction (Tudge & Winterhoff, 1993; Wertsch, 1979). However, all the eight themes are inter-connected in this study with the shadow of the contextual situations of the informants. This study is conducted in the micro-system of three lower socio-economic families along with the linkage of mothers' lack of schooling, poor living standard, poor income etc. that influence in the dyadic interaction process (Bronfenbrenner, 1979).

What Similarities and Differences Exist among the Dyads? This research question is also discussed based on the eight themes of positive interactions (see above) by referring the

theoretical framework and related study findings (see ch.2) as well as practices in Bangladesh (see ch.1).

The similarities and differences among the three dyads are presented in chapter 4. The further discussion on it focuses on what extent and how they are similar to and differ with each other. All three mother-child dyads are found to use the eight themes but with one exception in the 3rd mother-child dyad (H-M). This dyad is not observed to use theme 7 of expansion the shared event. In addition, this dyad is also observed without any interaction during one of the observation sessions. The reason seems to be the mother's quietness with the child and busy with others for some family issues. Accordingly, table 11 shows that this dyad is numbered less compared to the other two dyads. There are in total 435 frequencies are tallied as 183 (K-R), 166 (R-L), and 86 (H-M) among the three dyads. Individually each dyad has different rates of occurring interactions whereas all three mothers report using all the eight themes in the interviews. Theme 2 is dominant for K-R dyad (9.66%) and theme 3 is highest for both R-L (8.51%) and H-M dyad (6.90%). The variation of children's age, mothers' knowledge, and lower socio-economic conditions may explain how often the mothers use the eight themes. The varieties between the dyads may be explained from different theoretical-empirical sources. Thus, this possible analysis is supported by Freud's psycho-sexual stage of development (Feldman, 2007), Guralnick's developmental systems model (Guralnick, 2005) and ICDP's sensitization principles for the caregivers to enhance their interaction with children (Hundeide, 2010; Rye, 2001). For example, the one-year old child's needs are gratified through breast feeding, the three-year old child is oriented for toilet training, and the seven-year old child is more socially oriented with others, e.g., greetings with observer and smiling while interacting (Feldman, 2007; Schultz & Schultz, 1994). In line with Freud's theory, the mothers are observed to the children's needs and follow these needs during interaction. On the other hand, theme 4 of praising and acknowledging the children's task and theme 7 of expansion are considered as the submissive themes among the three dyads. An earlier cross cultural study indicates that traditional parents (developing countries) use theme 4 very seldom in compared to Western parents (LeVine, 1980 in Hundeide, 1991). It is interesting to mention that theme 8 is another supreme theme for the three dyads despite of the variation of children's age and mothers' lack of knowledge on it. This may be due to the mothers' cultural values and norms that motivate them to involve with this theme (see ch.1).

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As the discussion above together with chapter 4 show all the eight themes are applied by the dyads, the findings show several similar manifestations of the themes as well as a number of different examples.

What is the Mothers' Perception of their Interaction with Children? This research question is answered through the interviews as it relates with the subjective views of the mothers. Chapter 4 presents the findings concerning the mothers' conception of the child and their interaction. These findings are also categorized into six themes in accordance with the interview protocol.

In theme 1, the mothers indicate a humanitarian view of a child in general and in specifically with their own child. Thus, their notion may be consistent with Maslow's hierarchy of needs (Maslow in Gelso & Fretz, 2001), the self-concept and fully-functioning quality of Rogers (Rogers, 1961; Rogers, 1990 in Lassen, 2000), and with the early intervention programs of MISC and ICDP in which the children are conceived as persons rather than as objects (Hundeide, 2010; Rye, 2001; Teferra, 2001). All the mothers are identified their children's needs that are very essential component for interaction. The post-intervention findings of MISC program reveals a noticeable change in the mothers' conception of the child in terms of increasing the mothers' interest to talk, listen, and respond to their child's initiatives (Teferra, 2001). This early work supports what the mothers' perceive of the interaction concept in theme 2 of this study. The mothers' perception of their children is the basement of their way of interaction. This may be consistent with Baumrind's concept of parenting styles (in Hundeide, 1991). Theme 3 and 4 are connected with the theory of intersubjectivity in which the mutual and reciprocal interactions are conceptualized by noticing the children's ability to understand their mothers' emotions in terms of enjoyable and difficult interactions (Trevarthen, 1998). The positive thing is that the mothers identify their children's needs and are also aware of the challenging interactions. Consequently, this kind of sensitivity helps them to manage the difficult interactions in alternative ways of problem solving as indicating in theme 5. Theme 6 answers to question of regular interaction that has an overall impact on the children's psychosocial development that is in line with the resource-based approach of ICDP (Hundeide, 2010; Rye, 2001).

Overall, the answers to this research question indicate the importance of mothers' conception of interaction with their children, and this understanding helps them to internalize how they practice the quality interactions.

What Contextual Factors Influence the Mother-Child Interactions? This question concerns of exploring contextual factors that have influence in the mother-child interactions.

Chapter 4 has already presented the findings about various ways of learning child rearing, helpful factors, difficult factors, and steps to manage such difficulties. One of the main sources of the mothers' learning of child rearing is based on their childhood experiences, observing elderly persons' way of child rearing, and own experience of being mother. The data are related with the intergenerational transmission of child rearing that transmitted from their childhood experiences to early experience of motherhood (Bowlby, 1980). These helpful and difficult factors are ranging from personal to financial, and contextual. As this study is situated in a socio-economically underprivileged area, the findings are related with poverty, lack of education, slum's environment, safety and health issues as difficult conditions. On the other hand, the mothers' childhood experience, ways of taking care of their children, hard work, patience, and contributions of neighbors, NGOs, and government hospitals are considered as helpful factors for the child rearing. The bio-ecological model of Bronfenbrenner (1979), family system theory of Bowen (1976), frame factors of curriculum relation model of Johnsen (2001), and developmental systems approach of Guralnick (2005) are discussed in chapter 2 in the light of mother-child interactions in slum area.

These theoretical notions show how context is a topmost aspect for influencing mother-child interaction.

5.2 Limitations of the Study

All scientific studies focus on selected aspects of the phenomena in focus. In the development of a research design some aspects are placed in focus, other are not taken care of. Therefore, all studies are limitations of reality. There are several limitations related to this study mentioned below.

A main limitation is related to the qualitative nature of the study. However, even though this study is not applicable for generalizations, findings from similar studies and related theories

contribute to strengthen the trustworthiness of the study (Creswell, 2014). This study is one in a series of several qualitative studies applying ICDP. This limitation is attempted to be resolved by connecting this study to other studies and related theories as may be seen in this chapter. Therefore, as the number of such studies increase similarities between the studies contribute to amplify the trustworthiness.

This study is situated in one of the socio-economically underprivileged areas in Dhaka, Bangladesh. The informants have no prior schooling experiences and only communicate by local language 'Bangla' with diverse accents. The necessary translation of interview questions to Bangla and of their information to English may contain some limitations and biases. The possible difficulties, the informants had to understand the questions. Another constraint of this study is the different levels of informants' understanding the interview questions. This limitation is attempted to resolve by using more probing and by giving question related examples from their daily activities.

There are some limitations throughout the entire research process that may be connected to the researcher.

(i)   The researcher's possible biasness derives from own issues and experiences, such as gender, cultural norms, socio-economic status, and political conditions (see ch.1 & 3). Personal biases may contribute to interpret the findings from designing the study question to analysis. How can such personal cultural biases be omitted? The application of similar study across cultures and with various target groups may contribute to decrease the biasness by correcting.

(ii)   Other personal limitations are connected to limited time frame and limited reporting space. The researcher conducts a qualitative study for the first time. It is surprisingly time-consuming to analyze qualitative findings and more time-consuming than expected to lead sophisticated analysis of the findings. Moreover, it is difficult to organize and present all the findings in a limited reporting space. This is also time-consuming to find a kind of logic that supports the organization and presentation of data in the study report. Therefore, the time and space are allowed for Master study do not sufficient for in-depth analysis as well as in-depth discussion of the findings in view of theories and earlier studies. However, the findings may be raw material for further studies later on.

This study is conducted by one researcher. There are several things that could possibly increase the trustworthiness, such as being two researchers for comparing data, constructing more systematic log book for each observation and interview, being performing the observations and interviews even more equal for the three dyads. However, it is not certain that these three additional practices would lead to less limitation.

5.3 Concluding Remarks

This study aims to describe positive interaction in the three mother-child dyads in a socio-economically underprivileged context. ICDP is the underlying framework within the resource-based approach for this study. The findings are discussed in view of humanistic, eco-systemic, and developmental theories. Earlier ICDP based studies shed light of the findings of this study. The following meta-reflections are concluded based on these study findings (see ch.4). Some additional personal reflections are included as 'epilogue' in Appendix X.

The main findings of this study indicate that all the eight themes of resource-based ICDP are manifested in a variety of ways among the three mother-child dyads. The variation of children's age, mothers' knowledge, characteristics and their ways of child rearing may indicate the similarities and differences among them. The mothers' conception of their children may be recognized as humanistic and resource-based, such as when they identify children's own needs, wishes, skills, and temperament. They tell about the importance of regular interaction with their children in order to develop their optimal potentialities. Childhood experiences, earlier motherhood experiences, financial, child rearing and moral supports from neighbors, NGOs, and government hospitals are identified as assistive factors for the mother-child interactions. On the other hand, low socio-economic conditions of the slum, lack of schooling experiences, and parental health are main hindrances for the quality of mother-child interactions.

The main surprises of this study indicate that all eight themes of ICDP and the mothers' humanistic perception of their children are found. This was not expected ahead of conducting the study. Thus, the findings are beyond the researcher's expectations. Compare to similar studies, this study differs with the high rate of demonstrating positive feelings towards children. The other high rating theme 'talking to the child' is similar to Tekle's (2004) study.

All in all, the main findings are consistent with the studies of socio-economically underprivileged families in other countries, such as Ethiopia's lower socio-economic families and schools; and are also supported by socio-economically more privileged groups, such as Bosnia-Herzegovina, Georgia, and Norway.

This study is the first contribution in Bangladesh, joining a growing number of similar contributions internationally.

5.4 Future Research and Applicability of the Study

Positive interaction in mother-child dyads is the main focus of this study. In addition, the mothers' perception of interactions and influential contextual factors for positive interaction are also rendered for identifying the underlying basis of positive interaction patterns.

This is an in-depth qualitative study based on three cases. This kind of in-depth exploration indicates the further applicability of this study to other cases or settings (Gall, Gall, & Borg, 2007). The research questions and rationale of this study clearly point out who is the intended beneficiary (ch.1). The mothers play their caregivers' role in this study. Thus, one possible application of this study relates to mothers in general. Since mothers traditionally are responsible for taking care of their children. However, these findings may also be applied of other target groups, such as fathers, grand-parents, elder siblings, teachers, and so on.

Furthermore, these baseline findings also may contribute to make a comprehensive framework for the betterment of child caring practices and early childhood development on national level, such as in Bangladesh. Through the theoretical perspective of ICDP, the findings in many ways are in line with the earlier studies (Tekle, 2004; Pavlovic, 2005; Margvelashvili, 2012). This may indicate what Yin (2014) describes as analytical generalization. Since none of these earlier studies are exactly similar, they are used as inspiration more than replications. All in all, these ICDP based studies contribute to demonstrate similarities and differences within resource-based communication and mediation when it comes to different cultures (Bangladesh, Georgia, Bosnia-Herzegovina, Ethiopia, Norway) related to children within all ages and abilities (pre-school, elementary, higher education, special needs) and different socio-economic layers. Within Bangladesh, the study may be fruitful for the government as well as NGOs in their initiatives in order to enhance the

living standard in slum areas. The study may mark the beginning of further studies within the area as well as research in renowned universities.

Even though this study only highlights underprivileged mothers and children, they may inspire to conduct similar studies on a wider scale and with various groups of participants, such as, within special needs education, for higher educated parents, refugees, different ethnics, and other minority groups. The study reveals that all eight themes of resource-based ICDP are used even though some themes are observed more often than others.

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Appendices

Appendix I: Permission Letters (NSD, UiO, & Local NGO)

Appendix II: Study Information Letter

Appendix III: Consent Form

Appendix IV: Photographs of an Underprivileged Area (With Verbal Permission)

Appendix V: Theoretical Models (MLE, Bio-Ecological, & CRM)

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Appendix VIII: A Brief Series of Observation and Interview Analysis

Appendix IX: Some Rhymes from Mothers' Voices

Appendix X : Epilogue- Some Personal Experiences

Appendix I: Permission Letters

Norsk samfunnsvitenskapelig datatjeneste AS
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Berit Helene Johnsen
Institutt for spesialpedagogikk
Universitetet i Oslo
Postboks 1140 Blindern
0318 OSLO

Vår dato: 03.07.2013   Vår ref:34854 / 3 / AMS   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 24.06.2013. Meldingen gjelder prosjektet:

34854	*Positive Interactions in Early Childhood between Mothers and Children: A Baseline Study of Three Examples of Mother-Child Dyad in Underprivileged Families*
Behandlingsansvarlig	*Universitetet i Oslo, ved institusjonens øverste leder*
Daglig ansvarlig	*Berit Helene Johnsen*
Student	*Nafiza Ferdowshi*

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.
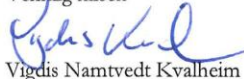
Personvernombudets tilråding forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 30.05.2014, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Anne-Mette Somby

Kontaktperson: Anne-Mette Somby tlf: 55 58 24 10
Vedlegg: Prosjektvurdering
Kopi: Nafiza Ferdowshi, Olav M.Troviks vei 24, H0215, 0864 OSLO

Avdelingskontorer / District Offices:
OSLO: NSD. Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no
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UiO **:** **Faculty of Educational Sciences**
University of Oslo

FERDOWSHI, Nafiza,
39/1, Siddheshwary Circular Road
1st Floor
1217 DHAKA
BANGLADESH

Date: 20 November 2013
Your ref.:
Our ref.:   int./2013 BHJ/db

TO WHOM IT MAY CONCERN:

This is to certify that **FERDOWSHI, Nafiza**, date of birth 14.03.1985, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has successfully completed both the first and second semester of the initial study period in Norway and is now working on the collection of data and the writing of a thesis during the autumn semester 2013. This involves a period of field work in Bangladesh. The student will return to Norway at the beginning of January 2014 and the period of study will be completed at the end of May 2014 in Norway.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables her to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely

Associate Professor Berit H Johnsen

Academic Head of International Master's Programme

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16 September, 2013

To
The Chairman,
Glory Bandhu Protim Samaj Kallayan Sangstha,
~~[illegible]~~

Subject: Permission for collecting research data

Dear Sir,

With due respect, I would like to inform you that I am a student of Master of Philosophy programme at the University of Oslo, Norway. As a part of my thesis, I have to collect data from Bangladesh. My research is related to underprivileged families which I will get through your school.

It would be grateful if you give permission to collect data through your school.

Sincerely yours,

Nafiza Ferdowshi

Nafiza Ferdowshi
M.Phil. in Special Needs Education
University of Oslo
Norway

Appendix II: Study Information Letter

The **purpose** of this study is to find out positive interaction between mothers and children. As I am a Master student at Department of Special Needs Education, University of Oslo and Conducting this study, I request your assistance and consent to observe you and your child's interaction during meal, bath, and play times as well as getting some information through your individual interview.

Your **participation** is voluntary in this study. You can withdraw from participation at any time during the study without comment or penalty after your consent to participate. Your participation will involve in answering interview questions and I am going to observe your natural daily activities with your child for approximately 10 days.

This study will help to identify the positive interaction patterns that increase child's development and relationship between you and your child. It overall has an impact on healthy family. It also can reveal your opinions about interaction with children that can influence your practice of child rearing. From this study, we will find out the individual factors of yours that are helpful and non-helpful for better relationship with children.

There are **no risks to participate** in this study beyond a little interruption that you may feel during observation and taking interview. I will just observe you without intervening to your activities.

Though I am stored your personal identification information, all comments, responses, and observation notes will be treated **confidentially** and reported as **anonymously**. Only me and in some cases my supervisor will see your responses.

I would like to ask you to sign the **consent form** to confirm your agreement to participate.

Please ask me if you have any further question regarding the study.

Nafiza Ferdowshi
M.Phil in Special Needs Education
Mobile: +88-01712636212

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Appendix III: Consent Form for Mothers

Statement of Consent

By signing below, you are indicating that you:

- Have understand the information letter regarding the study
- Have had any questions answered to your satisfaction
- Understand that if you have further question you can contact with me
- Understand that you are free to withdraw at any time
- Agree to participate in this study
- Agree for using voice recorder (for interview) and video camera (for 2 days)

Name of Mother:

Signature:

Date:

Appendix IV: Photographs of Underprivileged Area

(With Verbal Permission)

Picture 1: Interaction among siblings showing love, eye-contact, adapt with child, and giving meaning to joint playing activities

Picture 2: Interaction focusing emotional dialogues among all children

Appendix V: Theoretical Models

Figure 1: Model of Mediated Learning Experience (cited from Feuerstein, Feuerstein, & Falik, 2010: 28)

Figure 5.1. Model of Mediated Learning Experience
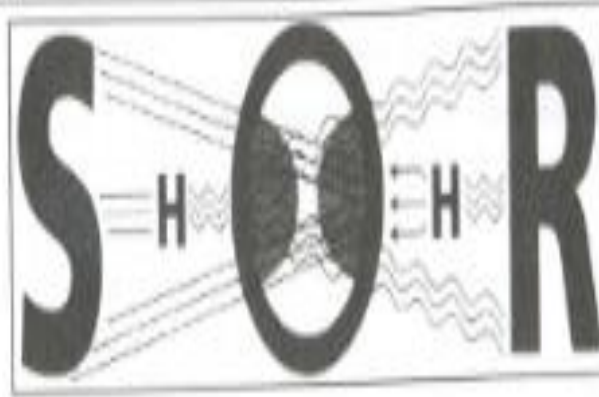
Figure 2: Bio-Ecological Model of Human Development (Retrieved from http://www.pinterest.com/pin/28429041369250947/)
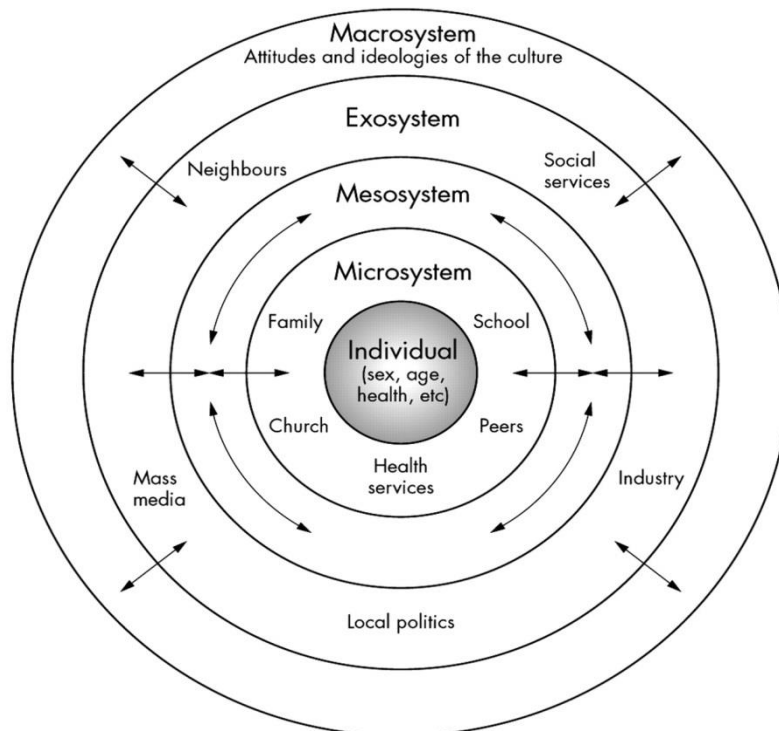
Figure 3: Curriculum Relation Model, revised in 2007 (cited from Johnsen, B. H., 2001, 2007)

Appendix VI: Observation Protocol
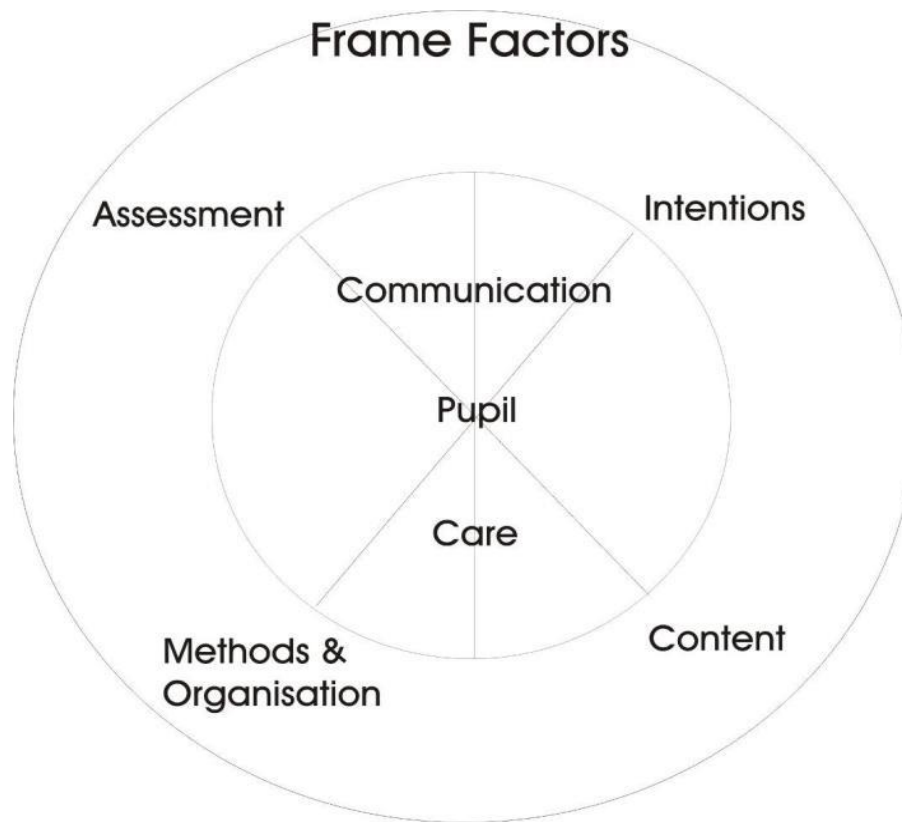
Name of Observation Event: No. of Observation Session: Date:				Child's Name: Age: Gender: Duration to be Observed:
Theme/ Corresponding Behavior	**Tally**	**Frequency**	**Description of Observation**	**Observer's Reflection**
Demonstrate positive feelings				
Follow child's lead				
Talk to the child				
Give praise and acknowledgement				
Help child to focus attention				
Give meaning to and show enthusiasm to child's experiences				
Elaborate and explain shared event				
Help child to learn self-control				

Participant's Reflection/Overall Comments:

Appendix VII: Interview Protocol (English)

QUESTIONS	COMMENTS
Mothers' Perception of their Interaction with Children.	

QUESTIONS	COMMENTS
Personal Information:	
1. What is your name? 2. Age: 3. Marital status: 4. Total number of children: 5. Children's date of birth/age: (Whether mother knows exact date of birth?) 6. Parents' schooling: school's name, type of school, years of schooling 7. Parents' occupation: 8. Monthly income: 9. Respective child's name, gender, birth order 10. Type of family: 11. Address: 12. Contact no:	
Background Information:	
Are you originally from this city?	
If no, then where do you come from?	
When you were moving in this city, that time were you alone or moved with family?	
How much time both parents can spend with the child?	
When parents go for their job, who is taking care of child?	
How long have you been here?	
What do you say about your current living condition?	
How can you compare your condition before and after coming this slum area?	
Mother's understanding and perception of interaction with child:	
Generally, how do you mean by "the child"?	
How do you consider your child? (as a person: considering love, respect, understand like social being- humanistic basis)	
What do you mean by interaction in general?	
In your opinion, what do you understand about "interaction" while thinking your child?	
Tell about something that you are really enjoyed of your child's interaction.	
How does your child react/behave while you are enjoying interacting with child?	

Tell about some difficulty that you are faced while upbringing your child/ interacting with child.	
How does your child behave while you are facing hard time interacting with child?	
How do you think to manage such difficulties?	
What do you think about the importance of regular interactions with child?	
In your opinion, how does your interaction influence your child's development?	

Practicing positive interaction in child rearing (using 8 themes):

1. Showing positive feelings:	
How do you show your love while interacting with child?	
Tell about some contexts when you show your love (sharing example of situation, whether it is naturally intimate situation…).	
How do you showing your involvement in child's activity?	
2. Adapt to your child and follow his or her direction:	
How do you follow your child's communicative requests/questions?	
How do you put yourself in a child's level?	
3. Talk with your child:	
Tell about something that you do to communicate with your child.	
How do you establish intimate dialogue with child?	
4. Give praise and acknowledgement:	
How can you give praise to your child?	
Tell some situations when you give praise.	
How do you accept your child's activities?	
Tell me your experience when you acknowledged your child.	
5. Helping child to focus attention	
How to help child to focus attention in an object/symbol.	
How do you help child to become part of a meaningful shared experience?	
6. Giving meaning to and enthusiasm for the child's experiences:	
Tell me how to give meaning to child's experience through joint focus.	
How do you show feelings and interest for child's experiences?	
7. Elaborate and explain a shared event:	
How does explain and expand of child's experiences happen?	
8. Helping your child learn self-discipline:	
How does your child learn self-discipline?	
How do you teach your child step-by-step planning?	

How do you give systematic assistance to your child to become independence?	
How to help your child to set limits in a positive way.	
Factors:	
How did you learn to bring up your child?	
Tell about the conditions that are helpful to rear up your child. How do you recognize that these are helpful factors?	
Tell about some factors that are non-helpful for child rearing.	
What changes are helpful to improve such difficult factors?	

Bangla version of Interview Protocol

" যখন কোনো কোনো সুবিধা /জনাব (সোনালের অভাব — ICDP -এর
৬ টি ঘোষণাপত্রের নীতির ক্ষর ভিত্তিতে "

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১ অনুভূত , জানানার, মতু প্রশ্ন মালা :

অ) কোনো বিষয়ে কখনের বছরে ' জানানার' এমন দরের /দেখান ?

আ) যেন প্রকল্প কখন হবে মধ্য কোনো বছরের 'জানানার'
 'মতু' যা 'অনুভূত / জানান প্রশ্ন কবেন যা পান ।

ই) কোনো বিষয়ে বছরে সাথে আরুলি সমন্বে কোন স্থানে
 ৫ দরের দরের / বছরে সাথে কোন যেন হবে অবের ?

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২ বছরে সাথে সাথে সাংঘাত এবং বছরে কাহিনী অনুভব দশ :

অ) থানার বছরে চরিত্র (নিজনার , অনুগের,) বিষয়ে দরের অবের ?
                 সর্ব নিয়ন্ত্রিত থানে,   (উদাহরণ)
                 (সকল

আ) কোনো নিলের বিষয়ে বছরে স্থানের অনুযায়ী যা অবসর
 অনুযায়ী সাথে সাংঘাত ? (উদাহরণ)

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৩ বছরে সাথে কথন মালা :

অ) বছরে সাথে কথন বছর পরে কোনো কি হবে ?

আ) কোনো বিষয়ে বছরে সাথে আনুষ্ঠিনেতা মত প্রকল্প হবে ?
 যা বিষয়ে বছরে সম্মতি মালে ?

৪. প্রচার এবং সুবিধাভোগ লেখা :

ক) আপনার সংঘের বিভাগ প্রচার হয়?

খ) যোগ করনে শুরু হবেন এখন প্রচার হবেন।

গ) আপনার সংঘের সাথে বিভাগ সম্পৃক্ত কেন?

ঘ) আপনি যখন সংঘের সাথে অনুভোগ করে তখন আপনার
অভিজ্ঞতা কেমন হয় ?

৫. সংঘের সালোচনা দিতে অসম্পূর্ণ :

ক) আপনার সংঘের সালোচনা বিভাগ যার নির্দিষ্ট বিষয়ে (শুরু/
নির্দেশ) প্রচার হয় ?

খ) আপনার চাহার বিভাগ সালোচনা এবং সংক্রান্ত বৈশ্য/হওয়া
নির্দেশ সালোর নিযুক্ত হয় ?

৬. সংঘের সাথে অর্ন্তভুক্ত হয় এবং সংঘের সাথে প্রতি অভিজ্ঞতা
প্রকাশ হয় :

ক) আপনি বিভাগ সংঘের সাথে অর্ন্তভুক্ত হতে হলেন ?

খ) বিভাগ অনুভূতি / অভিগ্র বিভাগ সংঘ লাভ সুবিধা
হলেন ?

Appendix VIII: A Series of Observation & Interview Analyses

<div align="center">

Descriptive Observational Field Notes

Day-3 (Session: 03)

Mother-Child Dyad: Rashida-Laila

Time: 07:10pm-08:30pm

Date: 30.09.2013

</div>

Situation while I entered for the Visit: Today only family members are there. When I enter, mother is at kitchen and welcomes me by asking "how I am?" I also ask her condition and about the whole day. She replies, "The whole day stays at home, what I can say about my condition, only Allah (God) has taken care of us". Child is taken rice, potato fries, and spinach for dinner.

Observation: Child was having dinner on own. Mother put every item on particular utensils so that children could take from there easily. Foods were kept in lower level of shelf. After Child, her sister was also taken her dinner.

Mother was scolding son for not having shower. Then, he went for shower. Child was calling other boy 'Imran' (nearly same age) who was passing their very narrow corridor. When that boy did not come to her, she went outside room so that she could reach him. Then, she went to kitchen near mother. Mother came back to room but child did not. So mother went to kitchen again and was holding her hand and fetched her to room. Mother sat on bed and child stood up on floor by holding each other's hand and looking each other.

Then, mother proposed her for outing at her aunt's place (paternal) with sister, but child lay on floor and said "mother, I would not go".

After sometime, mother said to other lady at kitchen that "I would go tomorrow at school's clinic". Immediately after that, child said, "mother, I would go". Then, mother said, "ok".

15 minutes later, child again requested for food (rice) and mother replied "you will not eat now". That time, Imran was again passing that place and child asked to come and had rice together. This time, he came to room and they freely played together on bed. After a while, mother gave again rice to both of them. Both children started eating by sitting face-to-face.

During this time, her sister tried to start television. Then, brother came and helped younger sister to start and select channel on TV. Mother came from outside and Laila complained her that "Imran wants my rice". Mother had no reply on that. They both were quarreling by asking each other's rice. Then, mother said, "You, eat". Then, Laila complained to sister and said, "He wants my rice". Sister said, "It's ok, eat yourself". Then, they finished their rice properly. After finishing rice, Laila said Imran to get outside my room. She even pushed him for put him outside and said, "it's our room, and you go".

After Imran leaving, mother washed her hand and said, "No naughtiness, now I am going for shower". Then, child went outside for a long time.

Before she went for shower, she said me "Madam you can stay here". I replied that I will observe for a while and if you took more time then I will leave and come tomorrow. She said, "Ok madam".

Observer's Reflection: It was also a great day of observation. There was opportunity to see how mother teach her child to be self-dependent on eating. There was also more interaction to be seen between mother and child though all of interactions were not healthy. However, mother was tried to manage the condition on her own way and that was also working for child. There was also seen child's interaction with similar aged other child. Overall I felt some place where need to be intervened child and mother but I could not interrupt their way because I just here as an observer. Today, I had not any direct interaction with child as she did not notice I was there.

Observation Protocol

Name of Observation Event: Meal time (M), Play time (P), & Free Time (F) No. of Observation Session: 03 Date: 30.09.2013					**Mother-Child:** Rashida-Laila **Age**: 3 yrs **Gender**: Female **Duration**: 07:10pm-08:30pm
No.	Theme & Behavior (Example)	Tally	Frequency	Description of Observation	Observer's Reflection
1.	**Demonstrate positive feelings:** when the child did not come with mother, mother held her hands and fetch to room from outside- showing protection and care; -The mother sat on bed and Laila stood on floor, nearly same level and holding each other's hands.	II	02		
2.	**Adapt to child:** The mother used small and plastic utensils for keeping food and put it on lower level of shelf; -The mother sat on bed and child stood on floor, nearly same level of looking each other; -When the child again asked for food and mother explained her why she could not give food now; -By following child's request, she gave food after a short time.	IIII	04	Detail observation is in separate note.	There are seen non-verbal as well as verbal interactions. In separate page.
3.	**Talk with child:** They looked each other as non-verbal communication; -Mother proposed her to go to aunt's place for outing *with sister*;	IIII I	06		

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	-Child again asked for food and mother immediately replied "you will not eat now, later"; -After some period, mother arranged food and told to have it properly; -When both children were quarreling, mother said to child "you, eat"; -During hand washing, mother said to her "no more naughtiness, I will go for shower"			
4.	Give praise & acknowledgement			
5.	Help child to focus attention			
6.	Give meaning to child experiences			
7.	Elaborate & explain shared event:			
8.	**Helping child to learn self-discipline:** The mother arranged dinner items on separate utensils and told child to have dinner. In absence of her, child took all items in small amount and had it- this is the way of teaching how to take self-care; -Mother also washed her hands properly to teach her how to wash.	II	02	

Participants' comments: The mother was showing her hospitality towards me by asking for tea. I said not to be worried for me, I am fine and usually I do not have tea or coffee. Before showering, she also mentioned that it could be delay to return and said good bye to me.

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Laila's Mother: Rashida

সাঃ আপা এখন একটু অন্য প্রসঙ্গে যাই। আপনি এই যে প্রতিদিন চাঁদনীরে যে যত্ন করেন, গোসল করান, মুখ ধোয়ান এসময়ে যে বিভিন্ন কথাবার্তা বলেন ওর সাথে, এই যে ওরে যে বুঝাইতেছেন যখন কিছু দিতে না পারতেছেন- এটার গুরুত্ব কতটুকু/আপনি যদি ওরে না বুঝাইতেন কি হইবো তাহলে/বুঝানোর ফলে কি সুবিধা হইতেছে

মাঃ (এ........ কি হইতেছে) ও বলতেছে আম্মু আমি গোসল কইরা, থাইয়া ঘুমামু। আম্মু আমাকে গোসল করায়ে দাও। বলি এখন দিতে পারমু না। পরে দিমু। ধুলা দিয়া তুমি সারা শরীর তলায়ে ফেলাও। আমি এটা বলি। চাঁদনী বলে কি, না আমি গোসল করমু সাবান দিয়া। চলো, আমি একলা গোসল করমু না। তুমিও আমার সাথে করবা। তখন মায়ে-ঝি একসাথে করি।

সাঃ আপা আরেকটু বলি এটা নিয়া। ধরেন, আপনি ওরে গোসল করতে নিয়া গেলেন তখন বললেন আসো তোমার ধুলা ময়লা পরিষ্কার কইরা দেই- নিচু হইয়া পরিষ্কার করলেন- এরকম বললে কি হইতেছে- আর চুপচাপ গোসল করাইলে কি হইতেছে-?

মাঃ চাঁদনী বলে, আম্মু তুমি আমারে আস্তে ডলো। আমি ব্যাথা পাই। শীত লাগে। আমারে তারাতারি পানি ঢাইলা দাও, চোখে কামড় লাগে। শ্যাম্পু দিয়া মাথা ধুইয়া দাও।

সাঃ এগুলা ও নিজের থেকে বলতেছে। আপনার কি মনে হয়- যখন আপনি-চাঁদনী কথা বলতেছেন তখন ভালো হইতেছে নাকি দুজনে কথা বলতেছেন না তখন ভালো হইতেছে?

মাঃ যখন কথা বলি তখন দুই মায়ে-ঝিয়ে আনন্দে গোসল কইরা বাইর হই। কথা বলতে বলতে বাইর হইয়া যাইগা। ওয় বলে, আম্মু তুমি তারাতারি কাপড় পড়ো। আমি কই, হ্যাঁ, আমি তোমারে শরীর পুছায়ে দিই, নাইলে ঠান্ডা লাগবো। পরে বলে কি আচ্ছা ঠিক আছে, তুমি আমারে জামা পিন্দায়ে দাও। পরে এইয়ে, ঘরে আইসা ওরে জামা পিন্দায়ে দিই।

Translation of Above Interview Segment (Here 'I' as Interviewer and 'Mo' as Mother/Interviewee)

I: Let's get to other topics. When you take care of Laila, and you talk to her about your incompetence in living to her every dream, gives logic ,what do you think what is the importance ?What would happen if you don't get to manage her fully ?

Mo: She says that mother takes me to bath, and gets me something to eat after then. I really don't get to bathe her. I then tell her to play as if she wishes. But Laila still wants to take a shower then, and sometimes compel me to also join her.

I: Madam let me elaborate, what happens if you just give her a shower without any kind of talking? And what happens when you enjoy in giving her a shower?

Mo: Child says that "mothers please rub me lightly, you are not doing it well, give me the shower first, my eyes are hurting"

I: These are the things that she's saying by herself. But what do think what is better; does not doing anything but shower or making it enjoyable to her?

Mo: When we talk we have so much fun and enjoyable time. She requests me to wear her dress first, but I firstly rub her with towel to get rid of any extra water. Then I take her inside and dress her.

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Chunking into Categories based on Interview Questions

(These themes relating to above transcription)

Research Question: 1: Mother's perception of interaction with child (See Appendix VII)

Theme 10: Importance of regular interaction with child

- Joint attention task- bathing. It increases mutual interaction and addresses child's needs. The mother can follow child's lead and adapt with her.
- It creates a pleasurable moment while bathing together by interaction where child also takes mother's role and addresses mother's needs.
- Regular interaction combines with showering love and showing strictness that needs a balance. It makes the child to show respect towards mother.
- Through regular interaction, mother can alert her not to go far from home. There are instances of kidnapping child. When mother tells such stories, child becomes aware of it.

Theme 11: Influence of interaction in child's development

- When interaction happens in bathing time as a joint activity, child enjoys a lot. It helps her to be happy
- When child demands for something and mother tries to get her, child is so spontaneously talk about it and show it to others. Through demanding, the child's vocabulary is improved.
- Mother takes care during feeding, bathing, and overall activities through which child learn how to become self-independent and important of such tasks. This caring also help to be a healthy child and prevent illness.
- Mother is talking about and inspired child toward study properly so that she become a big person and look after parents later period.
- When mother makes less spicy food for her and talk about it, child realizes it is her safe place.

Through regular interaction, the child is learned new vocabularies that enhance his cognitive, language, and socio-emotional development. This regular interaction increases the mother-child mutual interaction and helps children to be happy and enjoy the shared tasks. In addition, Rashida says that her daughter becomes self-independent and responsible, realizes the security issue, and shows respect to the elders as results of her regular interactions with the child during their joint tasks.

Appendix IX: Some Rhymes from Mothers' Voice-Connecting to ICDP Themes

Rhyme in Bangla with Latin Letters: Kakoli-Rasel Dyad

> Rasel Rasel dak pari
>
> Rasel gelo kar bari
>
> Ai re Rasel ghore aay
>
> Dudh makha vaat kake khay

The Meaning of Rhyme:

The mother is calling her dearest son to come from outside. Otherwise, the crow (black bird) will eat rice with mixture of milk that mother prepares for her son. (Theme 1, 3, 5, 6, & 7 of ICDP)

Rhyme in Bangla with Latin Letters: Rashida-Laila Dyad

> Laila dole
>
> Dol dol duluni
>
> Ranga mathay chiruni
>
> Tel diya dibo mathay
>
> Shordi choila jabe

(The mother is adapting the original rhyme in accordance with the child's immediate needs

The Meaning of Rhyme:

The mother is involving child by swinging her (physical action). The child is a beautiful girl who needs to comb hair. The mother wants to apply oil on child's hair and massages on head. So, child's cold will be goes away. (Theme 1, 2, 3, 5, 6, & 7 of ICDP)

There are no **Rhymes** in Happy-Mina Dyad (But **between siblings**):

> Amar naam Mita
>
> Chule badhi fita
>
> Kane pori dul
>
> Valobasar phool

The Meaning of Rhyme:

One girl mentions her beautification thing. Such as, her name is Mita, she ties ribbon on hair, wear ear-rings that indicated her lovingness.

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Appendix IX: Epilogue- Some Personal Experiences

Reflexivity is one of the important aspects for this qualitative study that influences throughout the study process. These reflections are two-folded in its personal reflection and interaction with participants.

Personal Reflection: I have learned several new things while doing this study. Firstly, this kind of qualitative study is my dream work through which I have learned the characteristics, how to plan specific case study design, how to implement it in real field setting, how to adapt with unplanned situations, how to analyze, and reporting the entire study. It is full of struggling and difficulties all through the phases of this study. I have to study more to conceptualize the qualitative approach, design, and theoretical framework that open a new learning horizon. During the data collection period, the political conditions of my home country when characterize by unrest. Thus, it is a bit dangerous and difficult to go from home. However, I have adapted with the situation and managed to collect my data cautiously. The advantage is that I have selected the slum area which is the closest vicinity from my residence. I have prepared myself about the conditions of slum so that I can make an easy rapport with the families. It helps to familiarize me with the families and collect their original scenario and points of view. The most challenging part is analyzing and presenting the collected data.

Interaction with Participants: The three mother-child dyads are observed. In the Kakoli-Rasel dyad, the mother is reflected much her poor conditions, the future of her children, her husband's health issues, and her elder son who died in an accident. I am feeling little uncomfortable while the mother is talking about her husband's sickness and indicating financial help. I also show empathy to her when she talks about her child's death. This family is hospitable with me. The child is always initiates to interact with me by smiling and coming towards me. During interview, the mother is spontaneous and understood mostly what I asked about. I also help her to get the main point of my questioning through probing and providing examples from the observations. In the Rashida-Laila dyad, the mother is so enthusiastic regarding my work, e.g., exchanging greeting, asking for the benefit of this work, praising for

my daily coming to their house from a distance place etc. During interview, she is interested and willing to participate though her brother is coming to her place. I understand from her answers that she has problem to grasp the main point of questions. So, I ask her by giving more examples to understand them. In the Happy-Mina dyad, the child is elder than the other two children. So she initiates to interact with me. The mother is a quiet person but she understands the interview questions adequately and needs little probing. Thus, I am comfortable to ask questions to her.