



## Focused Conversations:

Serve and return interchanges that boost a child's language development.

Sarah Law M.Ed



## Today you will:

- Learn how to have conversational turns with children starting at infancy.
- Be able to use strategies to encourage child's participation in conversations.
- Learn how to follow simple tips to help make the most out of "serve and return" interactions.



## Early Conversation Structures

- Focus on the development of-
  - Joint-attention
  - Turn-taking
  - Communicative intentionality



## The Beginnings of Acquiring Language

- Caregivers embed communication
- Infants and toddlers must acquire two tasks in their first year of life:
  1. Make sense of the constant talk they are exposed to.
    - Development of speech/language perception & language comprehension
  2. Generate speech that they think fits best to the constant talk they have been exposed to.
    - Development of oral motor to generate speech and expressive language competence.





## Comprehension of Language

- **Categorical Perception**
  - Differentiate between vowel and consonant sounds
- **Segmental Perception**
  - Ability to decide where one syllable, word or segment begins and another ends
- **Role of Intonation**
- **Discourse Comprehension**
  - Sharing experiences
  - Providing directions
  - Explaining phenomena
  - Describing objects and events
  - Persuading and fantasizing



## Expressive Language Emerges

Birth	Listening	Talking
	Auditory awareness Attention Localisation Discrimination Auditory feedback Monitoring of voices Sequencing Auditory processing Understanding	Crying Cooing Smiling Laughing Vocalising Babbling Imitation Jargon First words 2 word combinations Phrasing Sentences Conversation Nearly perfect grammar
	Higher level understanding	
6 years		



## Hearing Loss and Developing Spoken Communication


- Auditory Skills
- Receptive Language
- Expressive Language
- Social/Emotional
- Early Identification
- Audiology
- Intervention
- LSL Strategies






## Serve and Return Interactions

- Crying
- Cooing
- Babbling
- Non-verbal cues



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## Serve and Return Interactions

- Children learn the words they hear most.
- Interactive and responsive rather than passive context favors language learning-social interaction matters.
- Children learn the words for things and events that interest them.
- Children learn words best in meaningful contexts.
- Vocabulary learning and grammatical development are reciprocal processes.
- Keep it positive.

- (Hirsh-Pasek & Golinkoff, 2012)




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## Serve and Return Interactions


Three strategies to for responding to a child's communicative efforts:

- **Extension:** Going beyond what the child has said to include new information.
  - C- *Me run.* T- *Yes, and you were very fast.*
- **Incorporation:** Taking what the child has said and incorporating it into new information.
  - C- *Me run.* T- *Yes, and you ran very fast.*
- **Direct expansion:** Taking what the child has said and reflecting back by expansion what he could have said.
  - C- *Me run.* T- *I ran.* (focusing only on form)


-Kretchmer and Kretchmer (2012)



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Ok we will do one at a time





## 5 Steps for Successful “Serve and Return” Interactions

1. Notice the serve and share the child’s focus of attention.
2. Return the serve by supporting and encouraging.
3. Give it a name!
4. Take turns...and wait. Keep the interaction going back and forth.
5. Practice ending and beginnings.

<https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/>



## Works Cited

- Hirsh-Pasek, K., & Golinkoff, R. M. (2012). How babies talk: Six principles of early language development. Re-visioning the beginning: Developmental and Health Science Contributions to Infant/Toddler Programs for Children with Families Living in Poverty, pp. 77-101.
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