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

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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
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)

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)
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