SUPPORTING YOUR CHILD'S COMMUNICATION DEVELOPMENT

From 0-5 years







- 1. The importance of communication in the early years
 - 2. How young children learn and thrive
 - 3. Strategies to support children to participate, engage and extend their communication skills
 - 4. When and how to get the help you and your child need



ORAL LANGUAGE COMPETENCE

as a solid foundation in early life

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- · Marketable employment skills
- · Social and economic engagement
- · Transition to further education or training
 - · Academic achievement and retention

Social-emotional and behavioural wellbeing; social cognition skills

- Fluency
- · Comprehension
- Morphology and etymology
- Decoding
- Text exposure and print concepts
- Vocabulary
- Phonological and phonemic awareness

Transition to eading, writing and spelling

Both continue to develop throughout childhood & adolescence

of prosocial

terpersonal skills

HOME LANGUAGE AND
LITERACY ENVIRONMENT

 Scaffolding from parents and teachers

- Structural and pragmatic language
- Language experience
- "Serve and return" interactions
- · Social and human capital

Expressive and receptive

Early oral language experience: 0-5 years

Solid ground: Social and emotional contexts for language use



NOTICE

FOCUS

RESPOND

IMITATE

INITIATE

TAKE TURNS (back and forth interactions)





SOCIAL **EMOTIONAL** INTERACTIONS







LANGUAGE DEVELOPMENT THROUGH EXPERIENCES

Children generally develop language moving from:

Most familiar to less familiar (early words - mummy, daddy, no;, then later words - outside of child's experience e.g. satellite)

More concrete (we can see it right here and now) to more abstract (future, past, removed from here and now)









SERVE AND RETURN



Harvard "Center on the Developing Child": Key Principles for Thriving Children and Families 0-5 years:

RESPONSIVE, BACK
AND FORTH
INTERACTIONS
BETWEEN CAREGIVERS
AND CHILDREN



SHARE THE FOCUS & NOTICE THE SERVE



- Get face to face with your child
- Follow what your child is interested in
- Pay attention to what your child is noticing
- Notice how your child is trying to communicate with you? E.g. looking, gesturing, making a noise, saying a word
- Some communication attempts/ serves are obvious, but some might be more subtle.

All of us have unique ways of being! thinking! communicating.

- Neurodiversity includes Autism and ADHD involves differences in learning and communicating
- -Serve and return is a perfect strategy for both neurotypical and neurodivergent children. When using "serve and return" we are taking the time to notice how our unique child is "serving" what are they engaged with, showing interest in? We then respond to our unique child.
- We are not seeking to change our child's unique way of being, thinking or communicating, but we are maximising opportunities to CONNECT with our children as they are.

NEURODIVERSITY





RETURN THE SERVE

(A) ENCOURAGE



- Encouragement
- Imitate facial expression
- Imitate gestures, movements
- Imitate sounds
- Helping, joining in the play





RETURN THE SERVE

(B) NAME

E.g. If child serves by pointing to their feet Adult returns by also pointing to them and saying, "feet"

You can name what your child is:

- Looking at
- Pointing at
- Feeling
- Saying
- Thinking





RETURN THE SERVE

(C) EXPAND

Return by:

(A) Increasing length/ complexity

Child serves "mum"

Adult returns "Come mum".

Child serves "I rode my bike"

Adult returns "You rode your bike at the park with daddy"

"You rode your new blue bike"

"You rode your bike because your scooter is broken"

(B) Increasing accuracy

Child serves "we runned" Adult returns "oh, you RAN"

(C) Increasing specificity

Child serves "it is red"

Adult returns "your bike is red?"

INCREASE ABSTRACT LANGUAGE

TALK ABOUT:

- PRETENDING
- PROBLEM-SOLVING
- REASONING
- PLANNING
- PREDICTING
- REFLECTING
- RECOUNTING
- THINKING
- TALKING

SERVE AND RETURN BUILDING TO ABSTRACT LANGUAGE: Responding to child's interest/ focus of language.

predicting:

Child: I'm going to Sam's party

Adult: I wonder what will happen at the party

problem-solving:

Child: The pirates are stuck

Adult: Oh no. How can they get off the island?

planning:

Child: I'm going to Sam's party

Adult: First we'll wrap the birthday present, then go to the party

recounting:

Child: I got a surprise

Adult: You got a surprise when you played pass the parcel



TAKE TURNS AND WAIT... KEEP THE INTERACTION GOING

- Every time you return a serve, give your child a chance to respond.
- Serve and return can be one quick turn back and forth or go on for many turns.
- Waiting helps keep the turns going.
- More turns back and forth = more brain connections firing!





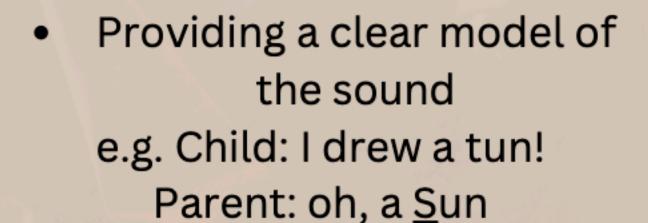




SERVE AND RETURN

SPEECH SOUNDS

Return the serve by:



- Emphasising the sound that is difficult e.g. It's a ssssun!
- Drawing attention to the sound
 e.g. that's a S sound





Context for ongoing responsive interactions

- Following your child's interest
- Everyday routines (dressing, washing, eating, cooking) - allows for repetition and frequency
- Special experiences birthday parties, outings (e.g. playgroup, library, zoo)

LANGUAGE EXPERIENCES





LANGUAGE EXPERIENCES: PLAY

- Sensory experiences visual (mobiles, faces), auditory (musical instruments shakers, singing and rhymes), tactile (playdough, paint, water play), movement. (park, obstacle course)
- Construction puzzles, blocks
- Craft and creating
- Pretend play from everyday actions (washing, eating) to less common events (shopping, doctor) to imaginative play (pirates, princesses)
- Games with "rules" e.g. card games and board games



SHARE THE FOCUS/ SERVE AND RETURN

Read or talk about the parts your child is interested in!



PROVIDE OPPORTUNITIES FOR CHILD TO SERVE/ TAKE A TURN

e.g. touchy-feely, lift the flap, can give opportunities for children to take a turn - serve or return - without words.

MAKE COMMENTS OR ASK QUESTIONS THAT:

- (a) tell what you can see (That bear is in the cave)
- (b) talk about emotions (oh no, the sheep looks scared)
- (c) point out or emphasise new/ usual vocabulary e.g. moose had marvellous antlers look at those antlers, they're like big horns on his head

SHARING BOOKS

SHARING BOOKS building abstract language

MAKE COMMENTS OR ASK QUESTIONS THAT:

- (c) make predictions (I don't think the bear will like that)
- (d) talk about problems and solutions (the animals will get all wet in the rain, I wonder what they could do)
- (e) Relate the story to your life (remember when we got stuck in the rain)

ACT OUT THE STORY (OR PARTS OF IT)

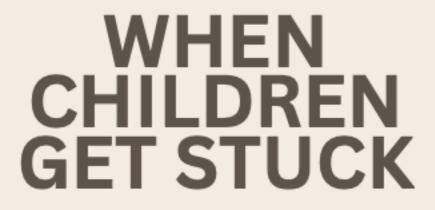
POINT OUT RHYMES, SOUNDS, SYLLABLES OR INTERESTING TEXT FEATURES

(Look, it says ROAR, ROAR, ROAR 3 times! He must be so loud!)









- DON'T WAIT
- Observe child overall:
- Medical concerns impacting child's general wellbeing?
- How is child's eating?
- How is sleep?
- What/ who is child interested in/ connected with?
- Other areas where child might be "stuck" developmentally?
- Hearing assessment?
- Family History?









REFERRALS

- Community Health Speech Pathology –
 (02) 9522 1000
 No GP referral letter required
- Private Speech Pathology services –
 "Find a Speech Pathologist" at www.speechpathologyaustralia.org.au

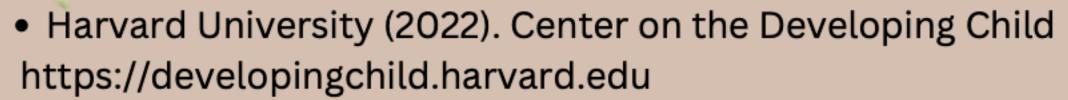
Specialist services:

- Feeding services St. George Hospital (medical based concerns, Paediatrician referral required))
 https://www.seslhd.health.nsw.gov.au/st-georgehospital/services-clinics/directory/st-georgepaediatrics-department/feeding-service
 - Voice clinic Westmead Children's Hospital, 3 years+ (requires GP referral)

- WSLHD Speech Pathology website resources for when waiting for Speech Pathology
 - https://wnswlhd.health.nsw.gov.au/our-services/speech-pathology/
- Harvard University Center on the Developing Child: https://developingchild.harvard.edu/resources/
- Speech Pathology Australia Website look under the 'Resources for the public -Factsheets" (speechpathologyaustralia.org.au)
- The Hanen Centre look under 'parents tips' http://www.hanen.org/
- Role of play in development: https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/
- https://wordsforlife.org.uk/



RESOURCES



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- Galinsky, E (2010). Mind in the Making: The Seven Essential Life Skills Every Child Needs
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- Snow, P. (2020). SOLAR: The Science of Language and Reading.
 Child Language Teaching and Therapy. Published online August 4 https://doi.org/10.1177/0265659020947817. open access
- Weitzman, E. & Greenberg, J. (2010) Hanen: ABC and beyond. Building Emergent Literacy in Early Childhood Settings.



REFERENCES