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steps into dialogue

early parent based intervention for children with pragmatic difficulties

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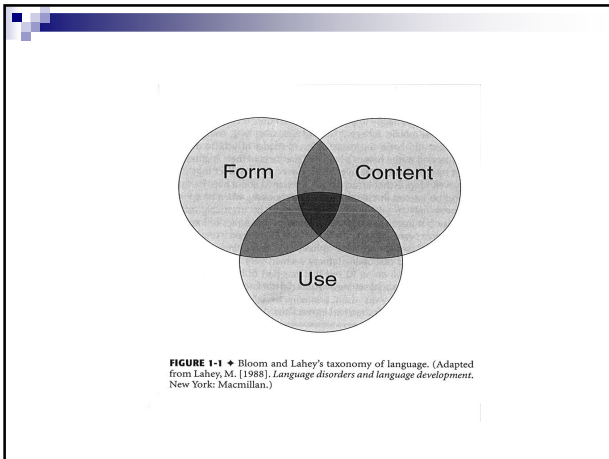
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About ‚steps into dialogue‘...

- parent based early intervention for children with pragmatic difficulties
- based on interactionist theories of language aquisition

Indications for ‚steps into dialogue‘

- children, who do not speak at all or only few words and show difficulties in their pragmatic behavior
- primary or secondary language delayed
- late talkers?



Pragmatic abilities

Pragmatic ability and disability 63

Table 4.1 Some semiotic, cognitive and sensorimotor elements of pragmatics

Elements of pragmatics

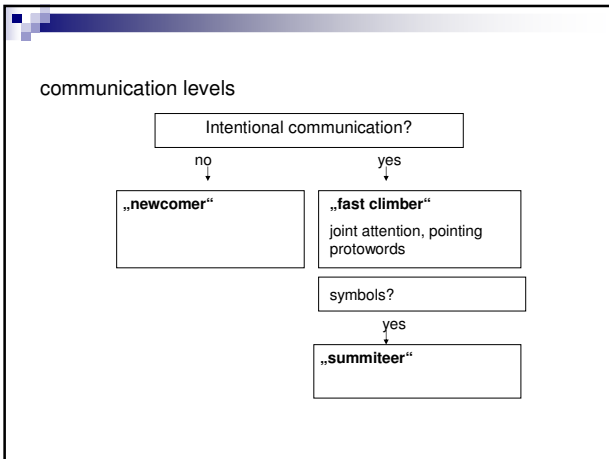
Semiotic	Cognitive	Motor	Sensory
Language:	Inference	Vocal tract	Hearing
phonology	Theory of mind	Hands	Vision
prosody	Executive function	Arms	
morphology	Memory	Face	
syntax	Emotion	Eyes	
semantics	Attitude	Body	
discourse			
Gesture			
Gaze			
Facial expression			
Posture			

Abbildung: elements of pragmatics aus : Perkins M. Pragmatic impairment. Cambridge: Cambridge University Press; 2007 , S. 63

Definition

Rather than focusing so exclusively on linguistic pragmatics as linguists have tended to do so far, it might be more fruitful to consider in a more integrated fashion the role of non-linguistic as well as verbal competencies in pragmatic functioning. Thus we might define pragmatics generally as (the study of) the use of linguistic and non-linguistic capacities for the purpose of communication (Perkins, 2007)

communication development			
intentionality	preintentional	joint attention	intentional
means of communication	functional crying babbling movements	object permanence	presymbolic gestures sounds protowords
linguistics	pralinguistic communication through actions		Linguistic Communication through symbols
age	birth	9 mon.	12 mon.
			18 mon.
			24 mon.



communication styles

+ assertive + responsive	+ assertive - responsive
- assertive + responsive	- assertive - responsive

early pragmatic intervention

- focus on dialogue skills
 - intentionality
 - joint attention
 - turntaking

Intervention steps

- The need to communicate – learning to interpret the signals
- look at that! – establishing joint attention
- it's your turn! – make it work
- Come to the point! – getting the message across
- Use everyday opportunities! – language skills „to go“

The need to communicate – learning to interpret the signals

- discovering the communication attempts of the child and developing realistic expectations through ...

... exact observation

learning to interpret the signals
implementation

■ communication checklists

- CSBS (communication and symbolic behavior scales, Wetherby & Prizzant 2001)
- checklists for sounds or words
- Schritte in den Dialog (Möller & Spreen-Rauscher 2009)

Look at that! – establishing joint attention

- first, optimize context of interaction, so that dialogues get most likely
- then challenge communication

Look at that!
implementation

■ arranging communication context

- arrangements {
- position
 - observing, waiting, listening
 - reducing distractors
 - providing occasions

It's your turn! – make it work

- establishing dialogue structure by ...

...involving the child in meaningful interactions for one more turn

it's your turn!
implementation

- play by the rules
- be expectant
- prompt, if necessary

come to the point! – getting the message across

- fostering speech comprehension, imitation skills and expressive language through ...

... focussed stimulation at the child communication level

come to the point!
implementation

- labeling
- commenting, expanding
- good questions
- specific prompts

use everyday opportunities! – language skills „to go“

- establishing and stabilizing technics in daily life
 - During meals, nursing, shopping
 - Playing together
 - reading and singing together

use the opportunity!
implementation

- roleplay
- homework

Organisation

units	content
diagnostics	assessment of communication and language
parent information	written information about content and form of therapy like aims, video sessions, selftraining, time frame ...
unit 1 - 2	the need to communicate - learning to interpret the signals: promote intentional communication through observation and the use of communication checklists
unit 3 - 4	look at that! - establishing joint attention: fostering and holding joint attention by giving communicative temptations
unit 5 - 6	it's your turn! - make it work: establishing and maintaining a dialogue structure from mutual actions
unit 7 - 8	Come to the point! - getting the message across: Fostering verbal imitation and production through focused stimulation in the focus of attention of the child
unit 9 - 10	Use everyday opportunities! - language skills „to go“: transfer of the techniques I in daily life through self-training, establishing "enclaves", reading books and singing together
diagnostics	assessment of communication and language

Diagnostic process

- conducting speech language tests, communication diagnostics
- excluding comorbidities (e.g. hearing problems, DD, autism)

Kontakt

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