



Better Conversations

with children - DLD

Encouraging greater communicative participation for children with developmental language disorder

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Developmental Language Disorder (DLD)

Affects two children in every Year 1 class (7.58%)

Norbury et al. (2016)

Potential areas of impairment

- Syntax
- Morphology
- Semantics
- Word finding
- Phonology
- Pragmatics
- Discourse
- Verbal learning/memory



Impact on everyday conversation
(Croteau et al., 2018).



Difficulties forming relationships



Reduced educational attainment



At risk of mental health difficulties
(RCSLT, 2018)



Better Conversations

with children - DLD

- Designed for primary-aged children with DLD
- Dual aim: more successful everyday conversations; boost children's language
- Based on principles and techniques used successfully with other clinical populations



Falkus et al. (2016)



Beeke et al. (2015)



Radford (2017)



Hughes et al. (2022)



Participants



- 6 children with DLD and their main carers
 - Aged 6-8 years
 - English as a main language
 - Difficulty with conversation reported by carers and captured in video assessment (e.g. WFDs, adult dominates)
 - No other significant developmental diagnosis, e.g. autism spectrum disorder.

- Examples from 2 dyads to be presented



Interactional context



- All pre-therapy conversations; unconstrained natural talk
 - Shared reminiscing or conversational remembering
- Test questions
- Question, answer and response sequences
 - Initiation, response, feedback
- ‘Repeated routine with predictable response patterns’
(Grosse & Tomasello, 2013)
- How do TQs function – as facilitators or barriers to child’s language and conversation?



'Typical' TQ sequences

Dyad E: 'school trip'

145.	M	can you remember what <u>bus</u> we went on?
146.	C	(0.9) ((eyes up)) 345! -----
147.	M	345. yea:h.

Question

Answer

Receipt

Dyad B: 'the weekend'

115.	M	↑what did we do s:unday.
116.	S	went to granny's
117.	M	<u>no</u> we didn't, that was the week befo:re!
116.		(1.5)

Question

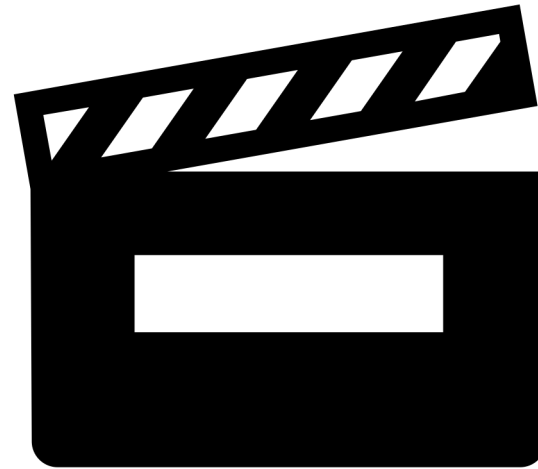
Answer

Receipt



Dyad B: Test question with answer prompts

Dyad B: 'the weekend'





Dyad B: TQ with answer prompts

61.	M	what did grandad do? did he make a:-
62.	S	cake [((explodes into sustained laughter))]
63.	M	[no: he didn't make a cake!]
64.	S	((still laughing; banging flip flops on legs))
65.	M	w:: what did he cook? did he u::se (.) a cooker?
66.	S	a k(h)oo: °h an- (.) ↑↓ <u>oven</u> .
67.	M	no. what did he use? [outside]
68.	S	[a cooker.]
69.	M	wha- what d'you use to cook on outside in the
70.		[ga:rden.]
71.	S	[a banana.] [s:(h)-] ((giggles)) [((smiles))]
72.	M	what did he use to cook on outside in the garden.
73.		he [had-]
74.	S	[i have] no idea what's it called=
75.	M	=he made a b-
76.	S	burger.
77.	M	bar-be-cue.
78.	S	<u>ba:r</u> becue.

Cloze sentence

Yes/no question

Semantic cue

Phonemic cue



Test question with answer provided

Dyad B: 'holiday'

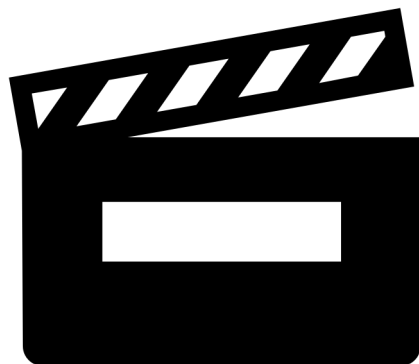
155.	M	and we had- what did we do to get there °h
156.		[we had to] wake up in the middle of the
157.	S	[we had (XX)]
158.	M	night didn't [we?]
159.	S	[yeah] (0.8) to ↑↓go. ((nods))

TQ + answer

Child adds to M's turn



Dyad E: 'Genuine' question



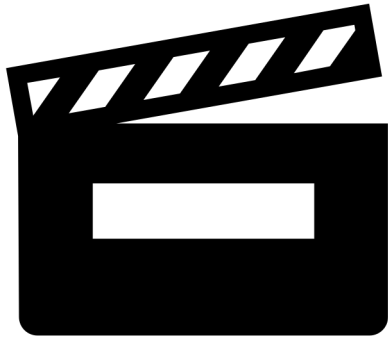
Dyad E: 'Marvel trip'

107.	M	and how did you get there?
108.	C	(0.6) by: a train? (.) and a tu:be. <i>((pinching cheeks))</i>
109.	M	wow?
110.		(1.6)
111.	C	but mummy: is ↑scared of a tube.
112.	M	i am scared of the tube.[why am i scared?]
113.	C	[even sometimes] nanny
114.		(.) becau:se (1.6) the- sometimes a tube? °h ha-
115.		lights goe:s off.
116.	M	yeah.

Change of
state token



Dyad B: Balancing questions with comments



Dyad B: 'holiday'

52.	M	and d'you remember when we went outside? (.) in
53.		the swimming pool.
54.	S	[yeah:] [((nods))]
55.	M	and the- <u>air</u> was <u>cold</u> . wasn't it?
56.	S	((nods))
57.	M	but the <u>water</u> was <u>warm</u> .
58.	S	((looks confused)) and i was like- <u>freezing</u> ,
59.		[wasn't i?]
60.	M	[((coughs))] yeah, so we 'ad to go back inside.
61.	S	[.k(h) yeah] [((smiles))]



Summary

- Turn taking and turn construction opportunities for the child are shaped by:
 - Congruity of mother's epistemic stance within and across turns
 - Availability of language elements in mother's turn for the child's next turn construction
 - Expectation from mother of competence display by the child in their following turn

Potential of CA to deepen understanding of parent-child interactions / inform SLT interventions



Any questions?

