

Does Promoting Parents' Contingent Talk with their Infants Benefit Language Development?

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Venue: Brodie Tower, Room 305
University of Liverpool

ALL WELCOME

Abstract

Children from disadvantaged families tend to have limited language skills compared to their advantaged peers. This restricts their access to education and can affect their social wellbeing. While many factors contribute to language ability, one type of parental communication, contingent talk, has emerged as especially important. Contingent talk refers to a style of communication whereby the parent talks about what is in the infant's current focus of attention. Infants whose parents frequently engage in contingent talk go on to have substantially larger vocabularies as toddlers. Recent studies have found that disadvantaged caregivers engage in less contingent talk with their infants even though they spend more time in other types of positive interaction. Such studies suggest that increasing parental contingent talk would promote language development and would do so specifically for those at risk due to social disadvantage. In this talk, I will present some findings from such an intervention study in which we not only compare the effects of an intervention to promote contingent talk against a control, but also measure caregiver contingent talk and child communication both before and after the intervention to determine how the intervention works and whether it works differently for advantaged compared to disadvantaged families.

Directions: Brodie Tower, building 233 on the University campus map.

<https://www.liv.ac.uk/files/docs/maps/liverpool-university-campus-map.pdf>

Further information

For further information about this seminar, please contact michaeline.k.glover@manchester.ac.uk or about LuCiD, please contact helen.allwood@manchester.ac.uk