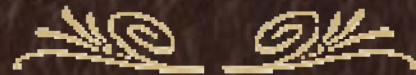


# GROWING YOUR CHILD'S LANGUAGE & INTELLIGENCE



*Parent strategies to develop  
communication*

*Susan Hollar, MS CCC*

[speachsue@aol.com](mailto:speachsue@aol.com)

818 269-0143

# COMMUNICATION AND INTELLIGENCE



*WHAT WE KNOW*

# COMMUNICATION

---

WE KNOW WE CAN DEVELOP NEURO  
NETWORKS AND INTELLIGENCE  
THROUGH OUR COMMUNICATION  
STYLE

# The unconnected brain

---

At birth, our brains are like a room filled with computers

- ❖ Each computer has a powerful, specialized task
- ❖ But the computers are not networked together
- ❖ Infants are not born with the software needed to allow collaborating of the

# Neural Integration

---

Our amazing minds, are the product of a lifelong process of constructing powerful neural collaborative networks

Gradually, day by day and week by week, the infant and young child's different neural processing centers learn to work together in increasingly more sophisticated and efficient ways

# proto-declarative pointing.

*Henderson et al., Neuroscience, 2002*

## Research

Examined the longitudinal relationships between  
over data in 2 bands of electrical activity in the  
n for *27 infants* at 14 mo of age, as measured  
background electroencephalograms (EEG),  
proto-declarative and proto-imperative  
pointing at 18 mo, as measured by the Early  
*Social Communication Scales*.

# proto-declarative pointing.

*Henderson et al., Neuroscience, 2002*

## results

revealed significant correlations between log transformed power in the frontal region at 14 m  
proto-declarative, but not proto-imperative  
pointing.

# COMMUNICATION

---

## **PARITAL/FRONTAL INTERGRATION THEORY”**

Intelligence is developed through strong neural networks

## **CONTINGENT COMMUNICATION**

develops neural connectivity and networks

*Preceding of the National Academy of Science CalTech Feb. 2010*

.....

requires mental engagement a  
nonverbal modalities



# SIMULTANEOUS

---

WE ARE GUESSING AND CREATING AT  
THE SAME TIME THE OTHER PERSON  
HAS OUTPUT

50 words per minute talk

70-80 words per minute understand

This allows us to process simultaneously



If you are communicating with someone and they clearly do not understand what you are saying, you modify what and how you say

# Components

---

NON-VERBAL

VERBAL

FACIAL  
EXPRESSIONS

GESTURES

SOUNDS FOR  
MEANING

PHYSICAL  
CLOSENESS

- WRITTEN
- WORDS WE SAY

# COMMUNICATION

---

BASED ON THIS RESEARCH WE CAN  
LOOK AT COMMUNICATION FUNCTION IN  
TWO WAYS

# INTELLIGENCE

---

**THE FUNCTION OF THE  
COMMUNICATION HIGHLY INFLUENCE  
THE DEVELOPMENT OF THE BRAIN**

# Commanding/Imperative

...ing emotional reactions

•Obtaining desired object information

...paring/contrasting

•Influencing someone to provide a specific response

...outes

...iniscing together

•Reciting scripted words response to an associated setting

...ning future experiences

...ming your emotional bond

•Cueing to obtain a response

...easing coordination

•Testing knowledge

# DESCRIPTIVE STYLES

---

## DESCRIPTIVE

I'm gonna get you

We're walking

I am so tired

Look, there's a giant spider

Watch out!

Something is going to happen

Uh Oh!

- COMMANDING
- Pick that up
- Which one do you want?
- What did you do today?
- What color is this?
- Stop that
- What do you call this?
- Give me that balloon

# COMMANDING STYLE

---

“Get the job done”

Children able to answer direct questions

Tests knowledge

Follows directions

# STYLE

---

DESCRIPTIVE/SOCIAL

VS

COMMANDING/MANIPULATIVE

Tomisillo 1987

# Descriptive Communication

---

Children's language skills and vocabulary  
increase 10 fold with  
descriptive/commenting

MacDonald, Tomasillo, Rhea Paul,

# Descriptive Style

---

WHY DOES THIS WORK?

Builds Non-verbal components

“Uncertainty” and Guessing

Concept of Time past and future

instorming

ebrating

rifying

mparing

mpromising

ntrasting

monstrating

eamming

•Joking

•Planning

•Preparing

•Referencing

•Regulating

•Reminiscing

•Supporting

•Teasing

# COMMUNICATION

---

70% of MEANING COMES  
FROM THE NONVERBAL  
COMPONENTS

# PROBLEMS

---

WHY DON'T WE DO MORE OF  
IT?

# Communication Marketing

---

One answer - toys

Videos

Computer games

Special reading toys

Baby Einstien

Mommy's screen time

# QUESTIONS



# STRATEGIES

---

SPECIFIC STRATEGIES FOR YOUR  
CHILD

# STRATEGIES

---

VERBING (INGing the talk)

Adjectives and Adverbs (Lying the talk)

# Growth in Language Skills

---

Commenting style increases language development

Directive questions and commands reduce language development

Pauses, nonverbal increase language development

Using your child name supports language development

Tomasillo 1987

# PILLARS OF COMMUNICATION

---

Notice that your partner is communicating

Interpret the communication

Respond in a timely and concentrated manner

# Paying Sufficient Attention

---

In **adults** words makes up only 30 percent of the total communication package

In **children** body language, voice tone, word sequence, prosody, emotional affect and silence are used with a higher percentage than adults

Must pay closer attention than with adults

# Receive and Make Meaning

---

Actively interpret what message is sent  
by your child

Example, child is tired but you feed then  
instead

# The Great Neurological Despair

---

American Communication Culture

Failure to respond in ways that grow optimal  
neural connectivity **“Good Job”**

Less than 6 minutes of response time per  
day

.....

# Communication Growth and Neural Connectivity

Lead with nonverbal then add the words

Use lots of gestures

Change the pitch and tone of your voice

# Communication in Daily Activities

---

Daily Activities provide moments of collaborate actions

They can be done side by side

Commenting provides neural integration

# Great activities for collaboration

---

ating & drinking

ooking

ath time

aking out garbage

laundry

sweeping floors

ardening/yard work

oing dishes

.Taking walks

.Caring for pets

.Putting things together

.Reading

.Organizing drawers

.Grocery Shopping

.Fixing broken things

# Communication Strategies

---

Do and say about as much as the child.

Make sure you are asking the child to do something that is below what you think they can do.

Watch and Wait -Let your child see that you are paying attention to his actions and words

Make it collaborative each partner has some control

Make sure your child knows you value him not the task

# SUMMARY

---

REMEMBER TO USE DESCRIPTIVE  
COMMENTS

STATE THE PROBLEM NOT THE FIX

REMEMBER TO USE NON-VERBAL  
COMPONENTS

PAUSE AND WAIT FOR YOUR CHILD'S  
RESPONSE

# Language to Grow IQ

---

COMMUNICATE ABOUT REAL LIFE  
SITUATIONS NOT SCHOOL WORDS

FIRST WORDS – ACTION PEOPLE,  
EVENTS

TIE GESTURE/ACTION TO WORD

DESCRIBE WHAT IS HAPPENING IN THE  
MOMENT

# Websites/Books

---

Babycenter.com

Book “I love you Rituals”

Book Hannan “It takes two to talk”

Book “Play to Talk”

Susan Hollar speachsue@aol.com