

Council for Exceptional Children 2021

Conference Presentation Proposal

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Title: Linking Language Building Strategies to Serve & Return

What an amazing accomplishment learning to talk is for any child considering the complexity and interconnectedness of the systems involved! Given advances in technology and Universal Newborn Hearing Screening children who are deaf or hard of hearing are also able to master the skills necessary to learn to listen and speak. But how do the strategies used to build any child's listening and spoken language skills relate to critical brain building practices of Serve & Return? This presentation will link listening and spoken language skills to the 5 Steps for Brain Building Serve & Return proposed by the Center on the Developing Child at Harvard University.

Linking language learning strategies to Serve & Return is likely to improve both receptive and expressive language skills, increase caregiver engagement while also building stronger brains!

The Center on the Developing Child at Harvard University believes in focusing on research and the building of communities that share the knowledge of intervention strategies that have lifelong effects on how the brain is built. All of their practices are steeped in evidence-based research. This presentation will take the evidenced-based research of Serve & Return strategies and discuss the link to language learning strategies creating evidence informed practice. Often interventionists, teachers, caregivers and parents learn new skills but don't link these skills to all areas of a child's development. Linking the brain building science of Serve & Return to strategies that build listening and spoken language skills has the potential to increase overall language abilities while also building stronger brain architecture. Let's work smarter not only harder!

Learning Objective

The participant will link at least one language learning strategy to one of the 5 steps of brain building Serve & Return outlined by the Center on the Developing Child at Harvard University.