

**Let's Play with Pragmatics!**

Ashley S. Garber, M.S. CCC-SLP, LSLS Cert. AVT



1

**Midwest vs Everybody**  
@midwestern\_ope

Midwest language be like:

- No Yeah = Yes
- Yeah no = No
- Yeah no for sure = Definitely
- No yeah no = Oh no, you're fine
- Yeah no yeah = I'm sorry, but unfortunately, the answer is yes



2



3

**EXAMINING PRAGMATICS**

4

## The Missing Link

- Goberis, et al. 2012
- “The Missing Link in Language Development of Deaf and Hard of Hearing Children: Pragmatic Language Development”
- Premise: Spoken language intervention for children who are DHH often prioritizes syntactic and phonological stimulation
- So, studied the rate of development of pragmatic skills for this group



5

## Findings

- For children with typical hearing
  - 44% of the items were mastered using complex language by 3 years of age
  - 95.5% of the items were mastered by 4 years of age, 98% by 5 years, 100% by 6 years
- For children with hearing loss
  - Even by the age of 7, **14/45 skills were not mastered by 75% of children**



6

## Skills Not Mastered

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Provides information on request</li><li>• Repairs incomplete sentences</li><li>• Ends conversations</li><li>• Interjects</li><li>• Apologizes</li><li>• Requests clarification</li><li>• Makes promises</li><li>• Compares and contrasts</li></ul> | <ul style="list-style-type: none"><li>• Asks questions to problem solve</li><li>• Ask questions to make predictions</li><li>• Retells a story</li><li>• Tells 4-6 picture story in correct order</li><li>• Creates original story</li><li>• Explains the relationship between objects, actions and situations</li></ul> |
|--|---|



7

**BUILDING PRAGMATIC SKILLS**

8

### Synthesis Model of Language Pragmatics

- Cognitive
  - Understanding underlying meanings
  - Managing information
  - Building representation
- Social
  - Inference
  - Perspective taking
  - Empathy
  - Emotional understanding
  - Topics and preferences
  - Adaptation of language to specific situations
- Linguistic
  - Narrative structure and sequencing
  - Conversation skills
    - Turn taking
    - Topic maintenance
  - Conversational skills
  - Manners, exchange structure
  - Referencing in discourse
  - Providing information
  - Building sequence in narratives

Adams, Catherine (2003) Intervention for developmental pragmatic language impairments. *Autism Aberrations*, 82, 79-95.

9

### Interconnected Concepts

A Venn diagram consisting of three overlapping circles. The left circle is labeled 'Social Skills', the middle circle is labeled 'Play Skills', and the right circle is labeled 'Theory of Mind'. The circles overlap in pairs and in the center.

Ashley Garber  
SLP, LSLC, AVT

10



11



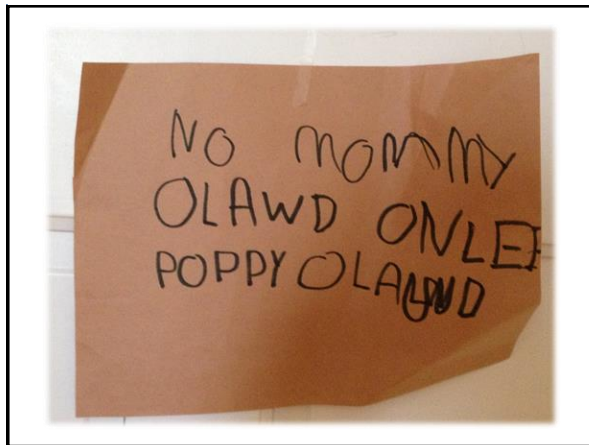
12

### Play Milestones

- 1 -12 months: exploratory play
- 12 – 18 months: functional play
- 18 -24 months: pretend/symbolic play
- 2 -3 years: combining actions into play scenarios (e.g. wash a doll, put on new clothes and put the doll to bed)
- 3-4 years: social play



13



14

### Building Skills for Theory of Mind

- From infancy through preschool age, children
  - Pay attention to other people and copy their actions
  - Notice others’ emotions and use words to describe (e.g. He’s sad)
  - Realize they have different likes/dislikes than other people
  - Understand the cause and consequence of emotions
  - Pretend to be someone else during play

The Hanen Centre, [www.hanen.org](http://www.hanen.org)



15

### Development of Theory of Mind, Age 4-5

- Understanding “wanting”
- Understanding “thinking”
- Understanding “seeing leads to knowing”
- Understanding “false beliefs”
- Understanding “hidden feelings”

#### Continuing past 4-5

- Predicting what one person will think or feel based on what another thinks or feels
- Develop the complex language that goes with TOM concepts (e.g. Lies and sarcasm)

The Hanen Centre, [www.hanen.org](http://www.hanen.org)



16




17

### Pragmatic Constructs (Goberis, 1999)

- Instrumental
  - States needs
- Regulatory
  - Gives commands
- Personal
  - Expresses feelings
- Interactional
  - Engages with another
- Inquisitive/Heuristic
  - Wants explanations
- Imaginative
  - Shares Imagination
- Informative
  - Shares Knowledge

Pragmatics Checklist available on [www.successforkidswithhearingloss.com](http://www.successforkidswithhearingloss.com)



18

### Layering Language Goals




WEST94899 [187] © www.istockphoto.com This Photo by Unknown Author is licensed under CC BY

19

### Create Connections


- Creative Framework
  - The “reason” that you are doing a particular activity or using specific materials
- Schemata
  - Build context
  - What comes to mind?



20

### Model, Model, Model

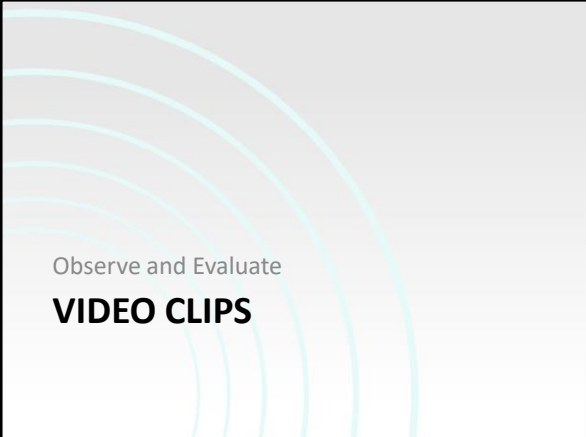
- Various social roles
- Conversational turn-taking
- Thinking out loud



21

Observe and Evaluate


## VIDEO CLIPS



22

### Observe and Identify

- Activity:
- Pragmatics Constructs:
- Specific Pragmatic Goal:
- Other Goals:
  
- Schema:
  
- Observations:



23

Mohammad 5;2 Hearing Age: 5;1



24



Planning for Pragmatics:  
**REALITY PRACTICE**

25

Plan

- Pragmatics Constructs:
- Specific Pragmatic Goal:
- Other Goals:
- Schema:
- Language and Strategies:


• Activity:



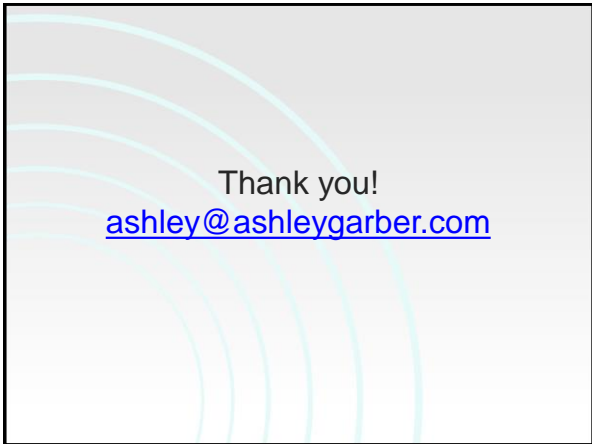
26

What's Your Take Away?

- Which families have you had on your mind during today's discussion?
- What is ONE thing that you want to implement right away when you are back to work?



27



Thank you!  
[ashley@ashleygarber.com](mailto:ashley@ashleygarber.com)

28

## References

- Adams, Catherine (2003) Intervention for developmental pragmatic language impairments. *Aula Abierta*, 82. 79-95.
- Adams, C. et al. (2006) Exploring the effects of communication intervention for developmental pragmatic language impairments: a signal-generation study. *International Journal of Language and Communication Disorders*. Vol. 41, No. 1, 41-65.
- Goberis, D. (1999) Pragmatics Checklist (adapted from Simon, C.S., 1984). Available at: <http://successforkidswithhearingloss.com/wp-content/uploads/2012/01/PRAGMATICS-CHECKLIST.pdf>
- Goberis, Beams, Dalpes, Abrisch, Baca, Yoshinaga-Itano (2012). The missing link in language development of deaf and hard of hearing children: Pragmatic Language Development. *Semin Speech Lang*, 33(04), 297-309  
<https://www.thieme-connect.de/ejournals/pdf/10.1055/s-0032-1326916.pdf>
- Ordetx, C. (2015) *Teaching the Basics of Theory of Mind*. Jessica Kingsley Publishers, London.
- *The Cottage Acquisition Scales of Listening Language and Speech*, Sunshine Cottage

