

DUNN & SHATZ 1989

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How MIGHT OTHERS' TALK BENEFIT CHILDREN'S LG DEV?

- Participation in a multispeaker world
- More "input" to be accessed
- If to a slightly older sibling, perhaps challenging but proximal zone of development
- Possibility: skill development at diff rates / a diff order depending on what is available in the environment & socially salient (e.g. between 1st & 2nd borns)

DATASET:

6 children in UK (second born w/ 27mo (18-40) gap) recorded at home during "normal" activities for 1 hour, two times, at 24, 26, 28, 30, 33, and 36 months + time-sampling data by experimenter (log)

100 child turns (1 child)

100 opportunities to intervene (1 child)
Other → addressed to another

RESULTS

INTRUSIONS

ODS → child turn

22% (avg overall)
 ↳ similar from 2;0-3;0

Relevance? 49%
no age change

Referent? 57%
on self, no age change

New info? increased w/ age
 41% - 68%

Likelihood of intrusion? increased w/ age 12% - 25%

RESPONSES

ODS → child turn

Relevance? 89%

New info? no change w/ age
unsure of %

Referent? 59%
no age change

- intrusions less relevant than responses
- intrusions more new info than responses

Relevance * referent?

Higher relevance if ODS is about child

New info * referent?

Intrusions into self-focused talk contained new info more often

Relevance * New info?

Intrusions w/ old, nonrelevant info decreased

Relevance * referent * age? age related change

Relevant intrusions turning ODS on other to attn on self increases w/ age 27% - 67%

Non-relevant intrusions stay about self (59%)

SUCCESS? = direct response to intrusion

NONREL vs REL	48%	57%	no clear
OLD vs NEW	49%	64%	age-rel
NONREL OLD vs REL + NEW	38%	81%	aged change



Preoccupation w/ self didn't change, but effectiveness at turning talk to the self did
 Timing may help explain more effective intrusions w/ age