The See and Say Sequence Instructional Resource

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Background of The See and Say Sequence
The goal of caregiver-implemented interventions is to teach parents to use strategies with their children during daily routines1,2. Parents with late talking toddlers typically learn many responsive interaction and language modeling strategies when participating in a caregiver-implemented intervention1,3,4,5. However, there is a lack of information on how parents should decide between or integrate strategies during dynamic communication interactions with their children.

As an alternative to teaching parents a package of individual language strategies, the See and Say Sequence integrates caregiver responsivity1,4,5,6 with specific language models in a sequence designed to foster back-and-forth interactions7. This approach is hypothesized to support parents’ strategy use by decreasing the number of individual components parents must learn and introducing the “final product” early on8.

Description of The See and Say Sequence
The See and Say Sequence was developed to support early word learning for toddlers with fewer than 100 words in their expressive vocabularies. The See and Say Sequence aligns with previous applications of responsive interaction strategies such as following the child’s lead and noticing the child’s interests4 and provides more information on how a parent can anticipate moments to respond with a comment9. Parents are taught to notice both verbal and non-verbal communication to foster higher rates of responsivity.

The See and Say Sequence also builds in a sequence of specific language models. First, parents are taught to respond to their child’s communication with a single word to label an object in the play environment (e.g., ball). This supports children’s conceptual mapping, or the process of linking a word in the input to an object in the environment10. On their next turn, parents are taught to build the label into a toy talk sentence—an active, declarative sentence with a third person noun in the subject position11,12. For early word learners, toy talk sentences are hypothesized to help children acquire a deeper understanding about the object, such as its properties (e.g., The ball is big), actions (e.g., The ball is rolling), or relationships with other objects in the play environment (e.g., The ball went in).

These components are packaged into the following sequence, which allows the parent and child to proceed in a back-and-forth, interactive manner:

1. Notice the child’s verbal or non-verbal communication or a comment-worthy moment with the child’s object of interest.
2. Respond with the name of the object the child is communicating about or interested in (e.g., train).
3. Wait for the child to communicate back with either a verbal or non-verbal communication act. If no communication occurs within 5 sec., proceed to the final step.
4. Respond with a toy talk sentence about the object of interest (e.g., The train is going up!).
See and Say Sequence

1. See your child communicate or show interest

What do I look for?
Pointing, showing, or giving you a toy, "back and forth" looking, making a sound, giggling or gasping, saying a word, or anything that sends a message!

2. Say the name

What do I say?
The name of the object! When children are first learning the names of objects, it helps to say the word by itself.

Water! Train! Ball!

3. See your child communicate back

What do I look for?
Any response from your child! They might repeat a word you said, make a sound, hold up their toy, or just look at you. Give your child time to respond!

4. Say something about it

What do I say?
Use a sentence that starts with the name of the object! Say what the toy did, how it moved, or where it went. You are teaching your child about the object!

The water is spilling out! The train goes in. The ball is rolling!

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Look for "comment-worthy" moments during play. Moments that are surprising or exciting give you something to communicate about with your child!

**See**

- **Exciting Action**
  - Tower falls over
  - Cars crash
  - Bubble pops

- **Child Response**
  - "Uh oh"
  - "Oh no"
  - Points and gasps

= **COMMENT WORTHY**

**Child**

- Shows you the train
- Pushes train down the hill and laughs

**Parent**

- "Train!"
  - say the name
- "The train goes fast!"
  - say something about it

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References


