

# Seminar on “Private Speech, Scaffolding, and Self-Regulation in Typical Developing Children and Children with ADHD and ASD”

*Organizer: Faculty of Education, University of Macau*

Date : Saturday 6 June 2015  
Time : 14:30-16:30  
Venue : E4-G062, Anthony Lau Building, University of Macau  
Language : English (Simultaneous interpretation to Cantonese will be provided)  
Target Audience : Open to all UM academic staff and students, local teachers and parents

## **Adam Winsler**

*Professor of applied developmental psychology at George Mason University in Fairfax, Virginia, USA  
Editor-in-chief of the journal, Early Childhood Research Quarterly (ECRQ)*



Dr. Adam Winsler is professor of applied developmental psychology at George Mason University in Fairfax, Virginia, USA. His research, represented in over 90 publications, examines private speech (self-talk) and its role in behavioral self-regulation and executive function among typically developing children as well as children with ADHD or autism. He also studies early childhood programs, school readiness, kindergarten retention, and bilingual language development among low-income, ethnically diverse, immigrant children. He is author of the popular book, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education* (Berk & Winsler, 1995). His latest book (Cambridge University Press, 2009) is entitled *Private speech, executive functioning, and the development of verbal self-regulation*. He is also editor-in-chief of the journal, *Early Childhood Research Quarterly* (ECRQ). For more info, including CV and papers, please see <http://winslerlab.gmu.edu> or email to [awinsler@gmu.edu](mailto:awinsler@gmu.edu).

## **Abstract**

Children often talk to themselves during play or problem solving situations. Such private speech is thought to play an important role in the development of self-regulation and in the transfer of autonomy/responsibility from others (teachers, parents) to the self. Dr. Winsler will discuss his research on private speech and parent-child scaffolding in typical children as well as young children with behavior problems, ADHD, and/or high-functioning autism. Private speech follows a particular developmental course, and its use is related to task difficulty, child task performance, and the quality of adult scaffolding. Children with ADHD and autism do use private speech in relevant ways and it is helpful for them, however, for such children, there may be a developmental delay in speech internalization. Children with autism, and especially children with ADHD, experience poorer-quality parent-child scaffolding which is related to children's subsequent private speech use and performance.