

PRON

VERB

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Repeat Pronouns

To teach new verbs, stabilize the sentence frame. Kids learn the grammatical properties of verbs (what sentence frames they can go in) more easily when the verb is surrounded by pronouns. This helps the child compare the verb+sentence frame to other known frames and attend to the verb's meaning and argument structure (i.e., the required nouns).

Childers & Tomasello, 2001

She throws it! He kicks it!



Pick One Target

Working on multiple grammatical makers at once, even ones from the same general area of grammar, will slow progress. On average, kids made more progress focusing only on third person -s (jumps) rather than 3 different auxiliaries. Total input quantity matters and so does the child's ability to focus on a single target

Leonard et al., 2004

He is running, She is jumping



Repetition Helps

Provide meaning based therapy first (e.g., recasts) and then provide repeated structured input in a block at the end of therapy. This appears to be beneficial ~ And perhaps slightly more beneficial than providing it at the beginning. Just read sentences containing the target repeatedly while the child listens.

Plante et al., 2018

Focused Stimulation + Aud Bombardment

↑ Stability

Structuring the Input

Variability ↓



Treatment Efficacy & Language Learning Lab



Vary Subject & Verb

Increase the variety of unique sentence types the child can use. Focus on adding variety by adding more different noun+ lexical verb combinations to the child's repertoire. For instance, if the child can say *I go, I eat, I jump*, try to pair those known verbs with new nouns. Added benefit: More Full Noun + Verb combinations improves tense markers.

Hadley, 2014; Hadley & Walsh, 2014

Baby go. Mommy go. Boy go.
Mommy eat. Bobby eat. Horse jump.



Change Up the Verb

To teach a grammatical morpheme, ensure that the child hears the one grammatical marker with lots of different verbs or lots of different nouns. Try to present the marker in a wide variety of relevant contexts.

Plante et al., 2014

eats, drinks, jumps, walks, goes, sees



Choose Hard Verbs

Introduce variability into the verbs heard by using verbs not commonly heard with that marker. Choose verbs for ongoing events or states to teach past tense; completed events to teach aux+ing; and activity verbs to teach third person -s. These verbs make therapy input different than everyday input, enhancing variability.

Owen Van Horne, et al., 2017

She wiggled, He knew, I rested