

Five Principles to Consider When Targeting Grammatical Forms

Elizabeth Ancel, HaeJi Lee, Miriam Kornelis, Kirstin Kuchler, Olivia A. Matthys, and Lizbeth H. Finestack
The University of Minnesota - Twin Cities





Introductions



Meet the members of the Explicit SMART Study!



Elizabeth Ancel, MS, CCC-SLP



HaeJi Lee, MA, CCC-SLP



Kirstin Kuchler, MA, CCC-SLP



Miriam Kornelis, MA, CCC-SLP



Olivia A. Matthys, MA, CCC-SLP



Lizbeth H. Finestack, PhD, CCC-SLP



The Child Language Intervention Lab



FIND US!

- <https://www.finestackclil.com/>
- campsite.bio/finestackclil
- @childlanguageinterventionlab 
- @lfinestack 
- @cldclab_umn 



Disclosures

Lizbeth H. Finestack

- Paid full-time employee of the University of Minnesota -Twin Cities, continuing relationship, 2009-present
- Principal Investigator on NIDCD R01DC019374-01, 2021-present

Liz Ancel, HaeJi Lee, Miriam Kornelis, Kirstin Kuchler, Olivia Matthys

- Funded from the NIH grant
 - Affiliated with the University of Minnesota
- 
- 
- 
- 

Land Acknowledgement

- The University of Minnesota Twin Cities is located on traditional, ancestral, and contemporary lands of Indigenous people. The University resides on Dakota land ceded in the Treaties of 1837 and 1851.
- Honored to be on the land of the Massachusett, Pokanoket, Mashpee Wampanoag, Aquinnah Wampanoag, Nipmuc, and Abenaki where Boston resides.
- To learn more about the native lands you live on: <https://native-land.ca/>



<https://marlenamyl.es/project/dakota-land-map/?fbclid=IwAR2RW A7yITEYniQVfSPwhDTdy4zwKbyAi-AVx-poHQo-hp8Ayt1f1Akt7h Lc%20>

Acknowledgements

Grant Funding:

- NIH NIDCD, R03 (1R03DC011365-01)
- NIH NIDCD, R01 (R01 HD 074346)
- Internal Funding from The University of Minnesota



All of the families and children who have participated in our studies and others!

Today's Objectives

At the conclusion of the session, participants will be able to:



1

Identify evidence-based principles that can be used to guide intervention targeting grammatical verb forms.

2

Integrate knowledge of principles into intervention sessions that target different grammatical verb forms.

3

Describe four different activities that may be used when targeting grammatical verb forms.

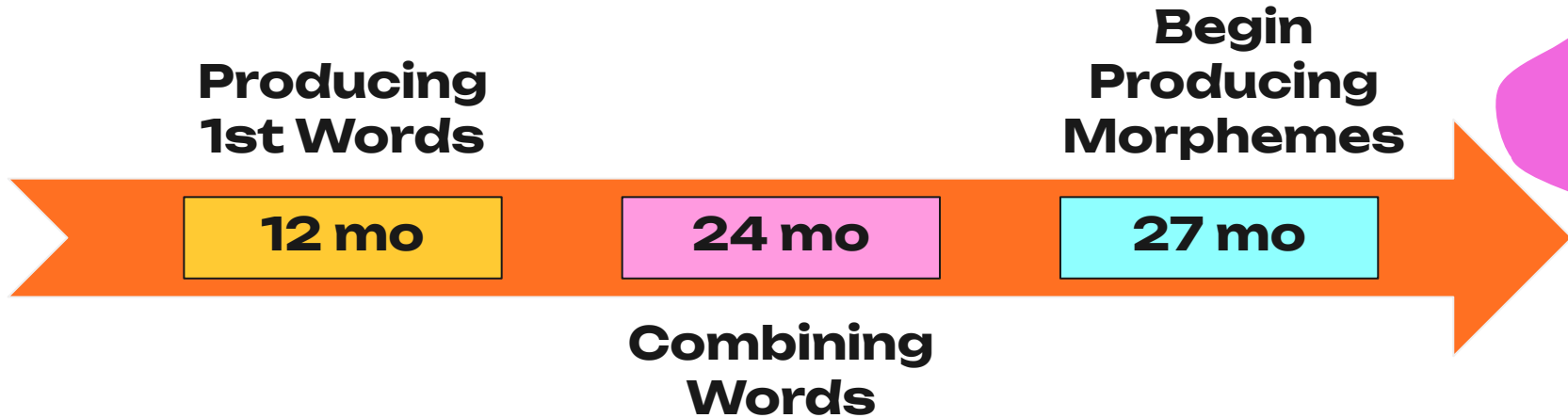


HOW

Why Grammar?



Typical Language Development



Brown's 14 Grammatical Morphemes

(Brown 1973)

STAGE	MORPHEME	EXAMPLE
II (27-30 mo)	Present progressive -ing Plural -s Preposition in	Me playing. That books. Cookie Monster in there.
III (31-34 mo)	Preposition on Possessive 's	Doggie on car. Mommy's shoe.
V (41-46 mo)	Regular past Irregular past Regular 3rd person singular Articles a/the Contractible copula be	He walked. She came. She plays. The cat. That's a puppy.
V+ (47-50 mo)	Contractible auxiliary be Uncontractible copula be Uncontractible auxiliary be Irregular 3rd person singular	They're playing. I am coming. Who's here? I am. Who's playing. I am. She has. He does.

Link Between Grammar and Reading

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

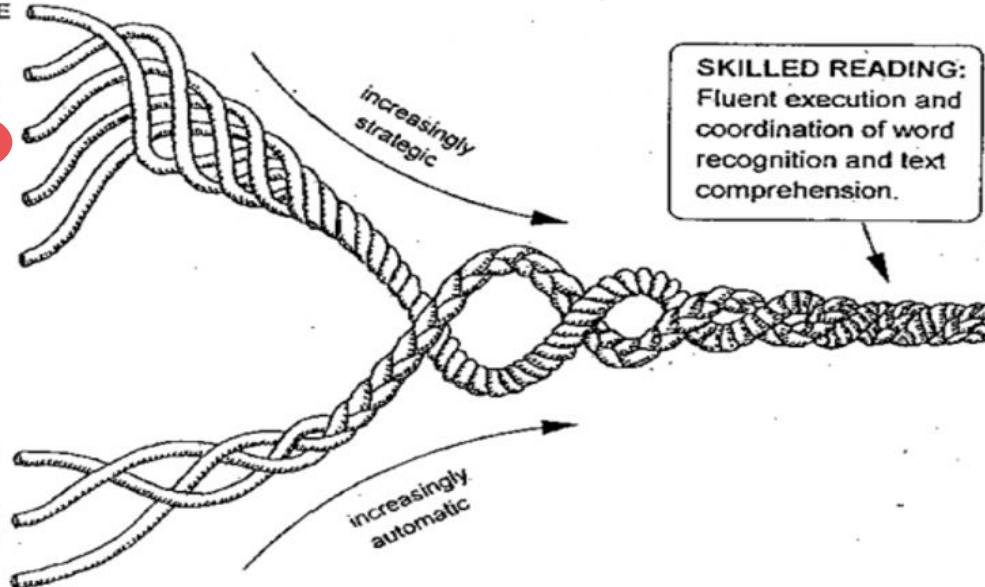
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Link Between Grammar and Reading

**Grammaticality Judgment:
Comprehensive Assessment
of Spoken Language
(Carrow-Woolfolk, 1999)**

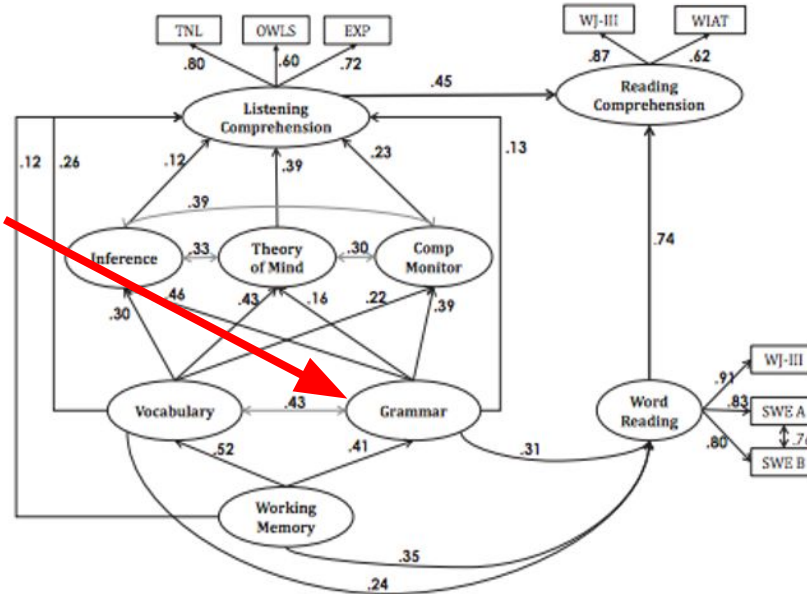


Figure 7. Standardized structural regression weights for the final DIER model. Note. Two-sided arrows represent covariances. TNL = Test of Narrative Language; OWLS = Listening Comprehension scale of Oral and Written Language Scales-II; EXP = Experimental expository task; WJ-III = Woodcock Johnson-III; WIAT = Wechsler Individual Achievement Test-3; SWE A = Sight Word Efficiency of TOWRE form A; SWE B = Sight Word Efficiency of TOWRE form B; Comp Monitor = comprehension monitoring.

Young-Suk Grace Kim (2017) Why the Simple View of Reading Is Not Simplistic: Unpacking Component Skills of Reading Using a Direct and Indirect Effect Model of Reading (DIER), *Scientific Studies of Reading*, 21:4, 310-333.

Examples of Educational Impact Related to Language Difficulties

- **Grammatical errors** may create problems with a student's orientation in time or impact written language products
- **Syntactic errors** may have an impact on a student's oral or written expression
- **Morphological errors** may inhibit the student from using complete sentences or may interfere with the student's ability to learn generative word parts, such as prefixes and suffixes

Why Grammar?

One area of language that is particularly difficult for many children to master:

- ❖ Developmental Language Disorder
- ❖ Down Syndrome; Fragile X syndrome
- ❖ Autism



HOW

Evidence-based Approaches when Targeting Grammatical Forms



Ten Principles of Grammar Facilitation for Children With Specific Language Impairments

Marc E. Fey

University of Kansas Medical Center, Kansas City

Steven H. Long

Marquette University, Milwaukee, WI

Lizbeth H. Finestack

University of Kansas Medical Center, Kansas City

10 Principles

TABLE 1. Ten principles of grammatical intervention for children with SLI.

-
1. The *basic goal* of all grammatical interventions should be to help the child to achieve greater facility in the comprehension and use of syntax and morphology in the service of conversation, narration, exposition, and other textual genres in both written and oral modalities.
 2. Grammatical form should rarely, if ever, be the *only* aspect of language and communication that is targeted in a language intervention program.
 3. Select *intermediate goals* in an effort to stimulate the child's language acquisition processes rather than to teach specific language forms.
 4. The *specific goals* of grammatical intervention must be based on the child's "functional readiness" and need for the targeted forms.
 5. Manipulate the social, physical, and linguistic context to create more frequent opportunities for grammatical targets.
 6. Exploit different textual genres and the written modality to develop appropriate contexts for specific intervention targets.
 7. Manipulate the discourse so that targeted features are rendered more salient in pragmatically felicitous contexts.
 8. Systematically contrast forms used by the child with more mature forms from the adult grammar, using sentence recasts.
 9. Avoid telegraphic speech, always presenting grammatical models in well-formed phrases and sentences.
 10. Use elicited imitation to make target forms more salient and to give the child practice with phonological patterns that are difficult to access or produce.
-

Selection of Intervention Goals

1

The **basic goal** of all grammatical interventions should be to help the child to achieve greater facility in the comprehension and use of syntax and morphology in the service of conversation, narration, exposition, and other textual genres in both written and oral modalities.

2

Grammatical form should rarely, if ever, be the only aspect of language and communication that is targeted in a language intervention program.

3

Select **intermediate goals** in an effort to stimulate the child's language acquisition processes rather than to teach specific language forms.

4

The specific goals of grammatical intervention must be based on the child's "**functional readiness**" and need for the targeted forms.

Intervention Procedures & Activities

5

Manipulate the social, physical, and **linguistic context** to create more frequent opportunities for grammatical targets.

8

Systematically **contrast forms** used by the child with more mature forms from the adult grammar, using sentence recasts.

6

Exploit different textual **genres** and the **written modality** to develop appropriate contexts for specific intervention targets.

9

Avoid telegraphic speech, always presenting grammatical models in well-formed phrases and sentences.

7

Manipulate the discourse so that targeted features are rendered more **salient** in pragmatically felicitous contexts.

10

Use elicited **imitation** to make target forms more salient and to give the child practice with phonological patterns that are difficult to access or produce.

5 Additional Principles



AJSLP

Clinical Focus

Five Additional Evidence-Based Principles to Facilitate Grammar Development for Children With Developmental Language Disorder

Lizbeth H. Finestack,^a Elizabeth Ancel,^a HaeJi Lee,^a Kirstin Kuchler,^a and Miriam Kornelis^a

^aDepartment of Speech-Language-Hearing Sciences, University of Minnesota, Twin Cities, Minneapolis

ARTICLE INFO

Article History:

Received February 6, 2023

Revision received April 27, 2023

Accepted May 14, 2023

ABSTRACT

Purpose: Because the development of grammatical forms is difficult for many children with developmental language disorder (DLD), language interventions often focus on supporting children's use of grammatical language. This article proposes five additional principles to those suggested by Fey et al. (2003) to facilitate the development of grammatical forms by children with DLD. Three of

5 Additional Principles

*Principle 11:
Present Target Forms
Using a Large Number
of Unique Verbs*

*Principle 12:
Present Target Forms
Using Verbs that Vary in
Difficulty*

*Principle 13:
Present Target Forms
in Sentences that Vary
in Syntactic Structure*

*Principle 14:
Incorporate the Use of
Auditory Bombardment
to Teach Target Forms*

*Principle 15:
Incorporate the Use of
Explicit Instruction to
Teach Target Forms*



Current Study

- Grammatical Language Intervention Study:
<https://www.finestackclil.com/studies-enrolling-participants/>
 - Randomized Control Trial (RCT) funded by National Institutes of Health: NIDCD, R01 DC019374-01
 - Targeting the development of grammatical forms for 5-9 year olds with Developmental Language Disorder (DLD)
- 
- 
- 
- 

The Randomized Control Trial

- ❖ 140 5- to 9-year olds with DLD
- ❖ Evidence of deficits on expressive grammatical forms: score below 38% accuracy on at least two of the following forms:
 - regular past tense –ed
 - third person singular –s
 - present progressive is/are + ing
 - auxiliary do/does questions
- ❖ Native English speaker with English spoken in the home by at least one primary caregiver since birth

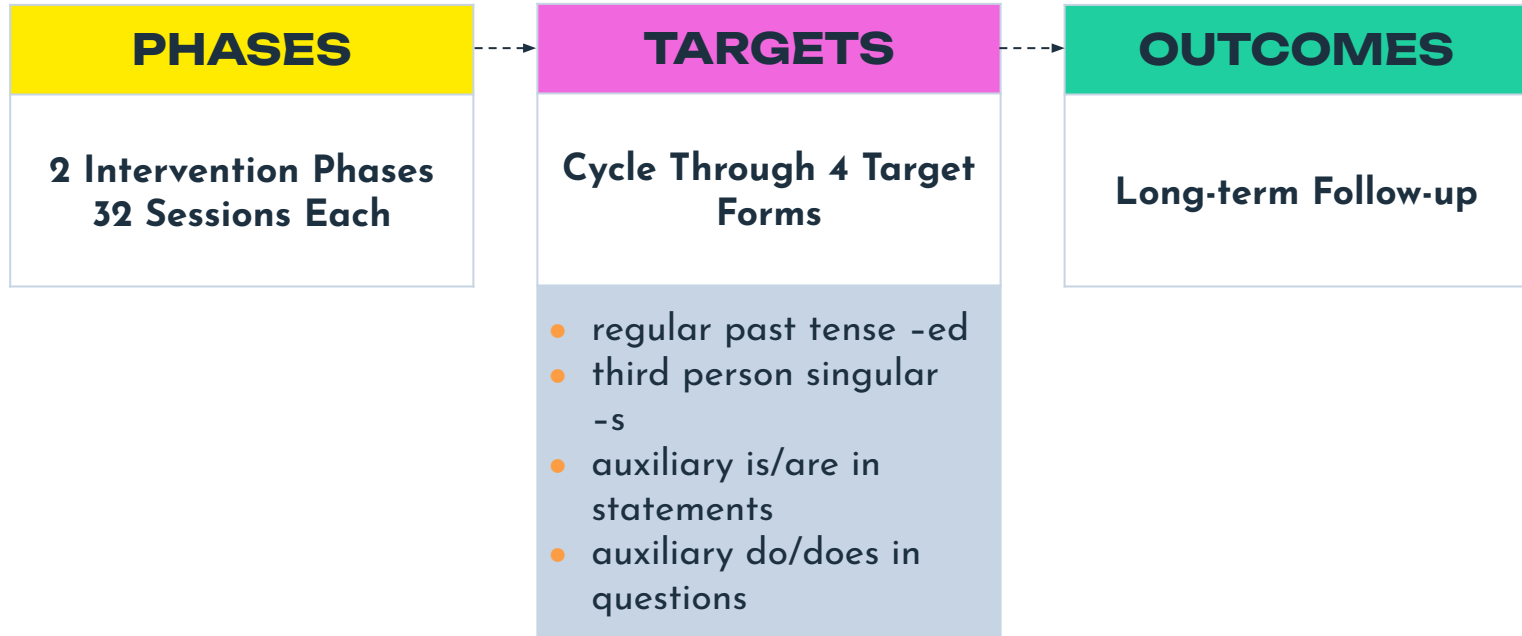


Still Recruiting!!

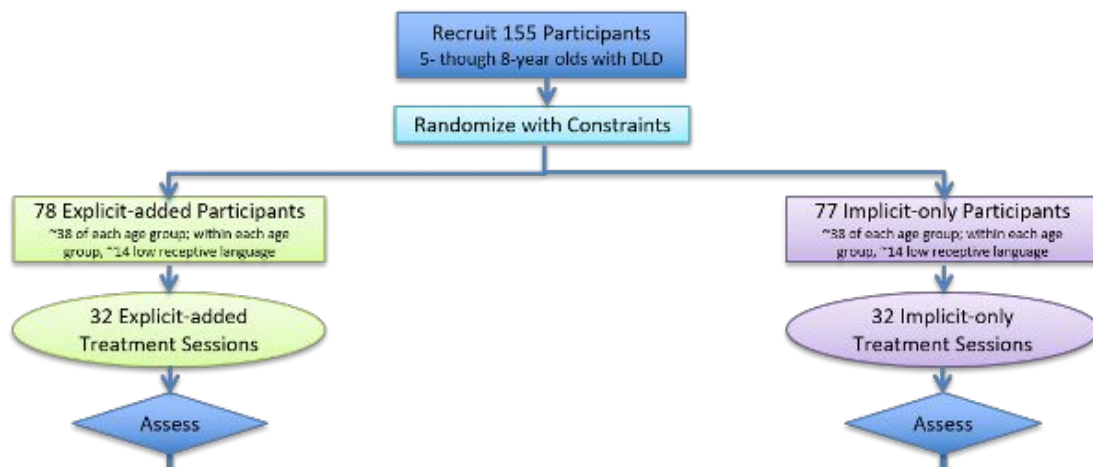
<https://www.finestackclil.com/studies-enrolling-participants/>



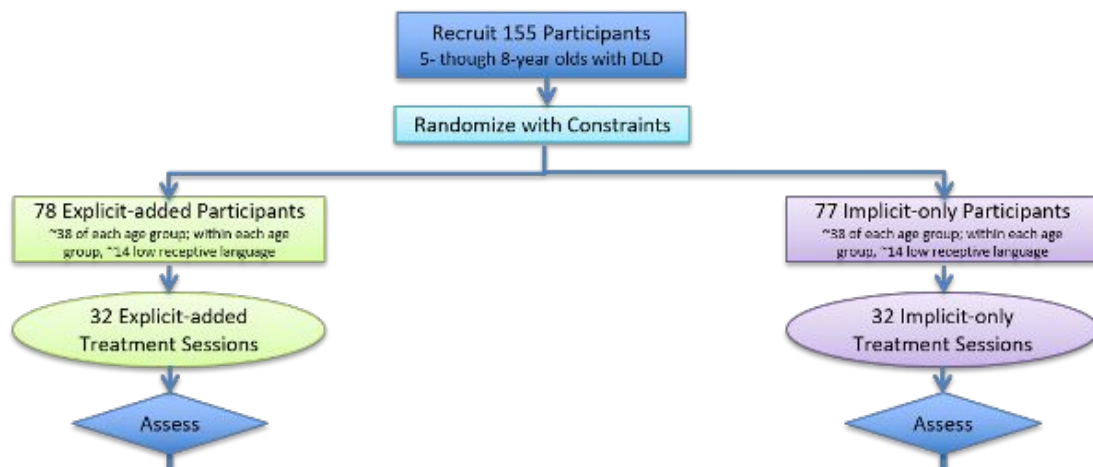
Key Features



Phase 1

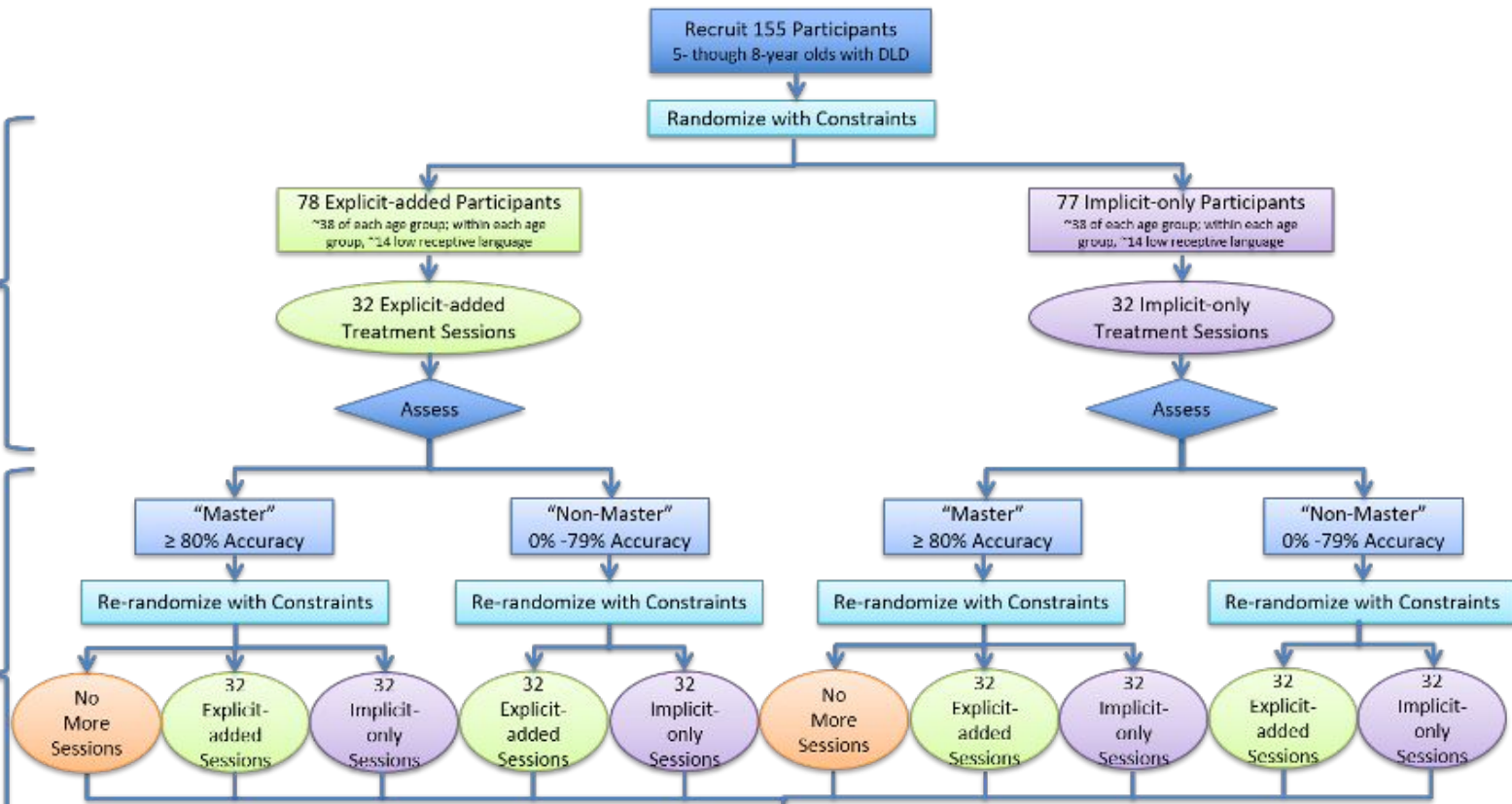


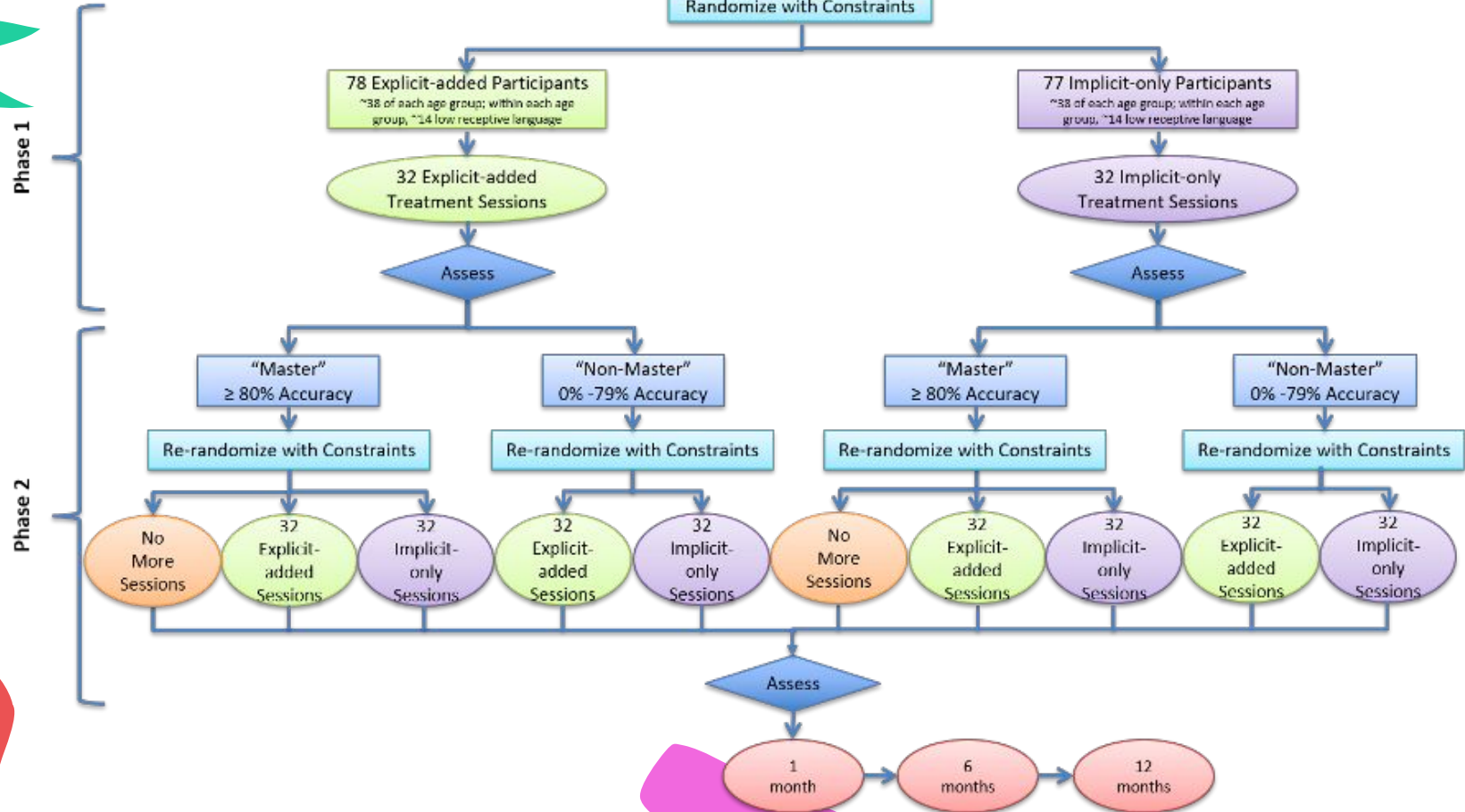
Phase 1



Phase 1

Phase 2





The Treatment

Sessions	Target	Cycle
1-4	Past -ed	Cycle 1
5-8	3 rd -s	
9-12	Aux is/are	
13-16	Q-do/does	
17-20	Past -ed	Cycle 2
21-24	3 rd -s	
25-28	Aux is/are	
29-32	Q-do/does	

Each 30 min Session

Sentence Imitation



Model Story & Retell

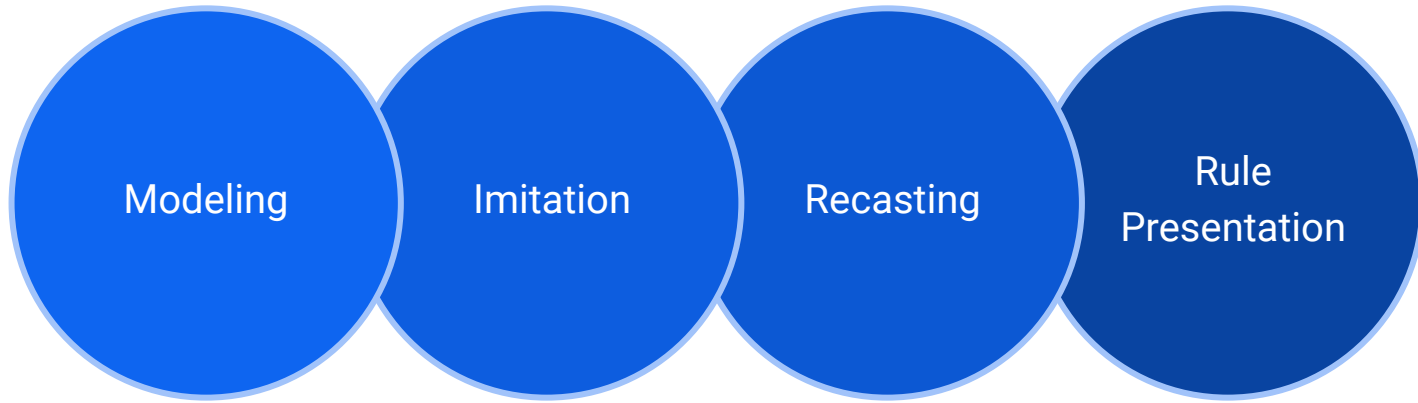


Structured Play



Auditory Bombardment

Hybrid Approach





Dosage Per Session

- At least 62 models or recasts per session
 - Up to 27 rule presentations, that fade over time
 - 24 different verbs
- 

WAIT!! How can you do all this??



Resources

Intervention Materials

<https://www.finestackclil.com/resources/>

VERBS MATTER!

Frequency & Phonological Complexity

<https://conservancy.umn.edu/handle/11299/241882>



5 Additional Principles

*Principle 11:
Present Target Forms
Using a Large Number
of Unique Verbs*

*Principle 12:
Present Target Forms
Using Verbs that Vary in
Difficulty*

*Principle 13:
Present Target Forms
in Sentences that Vary
in Syntactic Structure*

*Principle 14:
Incorporate the Use of
Auditory Bombardment
to Teach Target Forms*

*Principle 15:
Incorporate the Use of
Explicit Instruction to
Teach Target Forms*

*Principle 11:
Present Target Forms
Using a Large Number
of Unique Verbs*

Large Number of Unique Verbs

Plante et al., 2014

- 4- to 5-year olds with DLD were randomized to either the high verb variability group or low verb variability group within intervention sessions.

High Variability Group

($n = 9$)

- Randomly assigned to hear 24 unique verbs per session in conversational recasts

Low Variability Group

($n = 9$)

- Randomly assigned hear 12 unique verbs repeated twice per session in conversational recasts

Large Number of Unique Verbs

Plante et al., 2014 cont.

- The high verb variability group outperformed the low verb variability group on the targeted grammatical forms.
- 4- to 5-year olds with DLD had better outcomes when targeted grammatical forms were modeled across a large number of unique verbs.
- Intervention targets included *-ed*, auxiliary *is*, *she*, third person *-s*

High Verb Variability

Low Verb Variability

Principle 11

Large Number of Unique Verbs

Principle into Practice:

Include a large number of different verbs across session tasks

1. Imitation

1. The unicorns appear
2. The unicorn **appears**
3. The cat and dog look
4. The cat **looks**
5. I know where they live
6. I know where he **lives**
7. The cookies need milk
8. The cookie **needs** milk
9. They picture the ocean
10. She **pictures** the ocean
11. They give a present
12. He **gives** a present
13. They stay after school
14. He **stays** after school

2. Story Retell

Asha **wants** to play by herself today. Sometimes she just likes to be alone at recess, so she can think.

> Today she **begins** on the trampoline. The trampoline is one of her favorite places to play, but she gets worn out.

> She **jumps** > as high > as she > can go.

> Suddenly, Asha **sees** that the swings are empty. She **loves** to swing.

> Asha does a lot of thinking as she **swings** higher and higher and higher!

Principle 11

Large Number of Unique Verbs

Principle into Practice:

3. Structured Play

1. **Prompt:** The farmer uses the tractor.
What does the farmer use?
Target: The farmer uses the tractor.
2. **Prompt:** The tractor blocks the way.
What does the tractor do?
Target: The tractor blocks the way.
3. **Prompt:** The farmer finds the chicken in the barn.
What does the farmer do?
Target: The farmer finds the chicken.
4. **Prompt:** The cow takes the hay.
What does the cow do?
Target: The cow takes the hay.
5. **Prompt:** The chicken goes over there.
Starting with "The chicken" tell me where it goes?
Target: The chicken goes over here.

4. Bombardment

1. The student tries
2. The students try
3. He means "ok"
4. They mean "ok"
5. Start when the teacher says
6. Stop when the teachers say
7. It sticks straight up
8. They stick straight up
9. He snatches the toy.
10. They snatch the toy.
11. She towers over me
12. They tower over me
13. My knee hurts
14. My knees hurt

*Principle 12:
Present Target Forms
Using Verbs that Vary in
Difficulty*

Verbs that Vary in Difficulty

Defining Difficulty:

- **Frequency** of target verb and grammatical form used in children's speech
- **Phonological complexity** of grammatical form based on:
 - Word patterns (# of syllables & stress)
 - Syllable structure (clusters and final consonants)
 - Sound classes (velars, fricatives, affricates, liquids, rhotics)
- **Telicity** of a target verb in past tense (completed-ness of an action)

Verbs that Vary in Difficulty

Defining Difficulty:

Easy

- High Frequency
- Low Phonological Complexity
- High Telicity (completed-ness)

Hard

- Low Frequency
- High Phonological Complexity
- Low Telicity (completed-ness)

Verbs that Vary in Difficulty

Defining Difficulty:

Easy

- High Frequency
- Low Phonological Complexity
- High Telicity (completed-ness)

Wanted

Tipped
t_pt

Dropped

Verbs that Vary in Difficulty

Defining Difficulty:

Figured
Compared
k_m.'p_ɹd
Wiggled

Hard

- Low Frequency
- High Phonological Complexity
- Low Telicity (completed-ness)

Principle 12

Verbs that Vary in Difficulty

Targeting *past tense* -ed in Owen Van Horne et al. (2017):

- Study included 18, 4- to 10-year olds with DLD who received treatment that began either with verbs that were **EASY** or **HARD** based on frequency, complexity, and telicity
- Learning was maximized when models and recasts included hard verbs along with easy verbs

Principle 12

Verbs that Vary in Difficulty

Principle into Practice:

- Get familiar with verb characteristics
 - **Frequency** and **complexity** characteristics available for:
 - past tense -ed
 - third person singular -s
 - present progressive is/are + ing
 - do/does questions
 - <https://conservancy.umn.edu/handle/11299/241882>

Principle 12

Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts

Finestack, Lizbeth H.; Linert, Jamie; Ancel, Elizabeth; Hilliard, Lisa; Kuchler, Kirstin; Matthys, Olivia (2022)



Title

Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts

Published Date

2022-10-06

Authors

Finestack, Lizbeth H.

File View/Open	Description	Size	Format
Readme_Finestack.txt	Readme file	21.13Kb	Text file
Finestack_VerbsMatter_TalkBankDB_Transcripts.csv	TalkBank transcripts used for analysis	67.57Kb	CSV file
Finestack_VerbsMatter_Verb_ed.csv	CLAN output for past tense -ed verbs	5.199Kb	CSV file
Finestack_VerbsMatter_Verb_ed_Frequency.csv	Frequency of past tense -ed verbs	5.343Kb	CSV file
Finestack_VerbsMatter_WCM_ed.csv	Word Complexity Measure for past tense -ed verbs	5.380Kb	CSV file
Finestack_VerbsMatter_Verb_3S.csv	CLAN output for 3rd person singular verbs	4.142Kb	CSV file
Finestack_VerbsMatter_Verb_3S_Frequency.csv	Frequency of 3rd person singular verbs	4.151Kb	CSV file
Finestack_VerbsMatter_WCM_3s.csv	Word Complexity Measure for 3rd person singular verbs	4.019Kb	CSV file
Finestack_VerbsMatter_IsAre_Verb_ing.csv	CLAN output for is/are + verb-ing	4.091Kb	CSV file
Finestack_VerbsMatter_IsAre_Verb_ing_Frequency.csv	Frequency of is/are + verb-ing	5.333Kb	CSV file
Finestack_VerbsMatter_WCM_ing.csv	Word Complexity Measure for -ing verbs	3.371Kb	CSV file
Finestack_VerbsMatter_DoDoes_Verb.csv	CLAN output for do-does verbs	894bytes	CSV file
Finestack_VerbsMatter_DoDoes_Verb_Frequency.csv	Frequency of do-does verbs	1.647Kb	CSV file
Finestack_VerbsMatter_WCM_DoDoes.csv	Word Complexity Measure for do-does verbs	1.390Kb	CSV file

Paper under development

License

Attribution-NonCommercial 3.0 United States

Suggested Citation

Finestack, Lizbeth H.; Linert, Jamie; Ancel, Elizabeth; Hilliard, Lisa; Kuchler, Kirstin; Matthys, Olivia. (2022). Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts. Retrieved from the Data Repository for the University of Minnesota. <https://doi.org/10.13020/bvo4-n594>

Persi
https:
https:
Servi
Full N
View
Keyw
verbs
requi
phon
gram
morph
Colle
2020-
Date
2022-

- _Frequency files for full frequency information
- _WCM files for full complexity information
- CLAN output file for combined information

Verbs that Vary in Difficulty

Easy

- High Frequency: **Easy**
- Low Complexity: **Easy**

CLAN Output	Verb	IPA with Inflection	Average Frequency Rating	Frequency Code	WCM Score	Complexity Code
v die-PAST	die	d_d	7.5	High	1	Low
v want-PAST	want	'w_n.t_d	4	High	2	Low
v pop-PAST	pop	p_pt	7.5	High	2	Low
v pump-PAST	pump	p_mpt	9	High	2	Low
v bore-PAST	bore	b_id	10	High	2	Low
v paint-PAST	paint	'p_n.t_d	10	High	2	Low
v pour-PAST	pour	p_id	10	High	2	Low
v try-PAST	try	t_id	3.5	High	3	Low
v play-PAST	play	pl_d	4.5	High	3	Low
v pull-PAST	pull	p_id	6.5	High	3	Low
v knock-PAST	knock	n_kt	7	High	3	Low
v turn-PAST	turn	t_und	8	High	3	Low
v walk-PAST	walk	w_kt	8	High	3	Low
v pass-PAST	pass	p_st	8.5	High	3	Low
v push-PAST	push	p_ft	8.5	High	3	Low
v bug-PAST	bug	b_gd	9	High	3	Low
v burn-PAST	burn	b_und	9	High	3	Low
v dry-PAST	dry	d_id	9	High	3	Low
v open-PAST	open	'_p_nd	9	High	3	Low
v bang-PAST	bang	b_nd	10	High	3	Low
v pack-PAST	pack	p_kt	10	High	3	Low
v rip-PAST	rip	r_pt	10	High	3	Low
v stay-PAST	stay	st_d	10	High	3	Low
v thump-PAST	thump	θ_mpt	10	High	3	Low
v tug-PAST	tug	t_ad	10	High	3	Low

Principle 12

Verbs that Vary in Difficulty

Mixed

- High frequency: **Easy**
- High complexity: **Hard**

CLAN Output	Verb	IPA with Inflection	Average Frequency Rating	Frequency Code	WCM Score	Complexity Code
v dial-PAST	dial	'd_._ld		10 High		4 High
v dream-PAST	dream	dʒ_md		10 High		4 High
v fire-PAST	fire	'f_._ld		10 High		4 High
v hammer-PAST	hammer	'h_m_._ld		10 High		4 High
v kill-PAST	kill	k_ld		10 High		4 High
v lock-PAST	lock	l_kt		10 High		4 High
v ski-PAST	ski	sk_d		10 High		4 High
v slow-PAST	slow	sl_d		10 High		4 High
v stamp-PAST	stamp	st_mpt		10 High		4 High
v use-PAST	use	j_zd		10 High		4 High
v start-PAST	start	'st_._t_._d		2.5 High		5 High
v color-PAST	color	'k_l_._ld		3 High		5 High
v scare-PAST	scare	sk_._ld		6 High		5 High
v climb-PAST	climb	kl_md		8 High		5 High
v grab-PAST	grab	gʒ_bd		8.5 High		5 High
v spill-PAST	spill	sp_._ld		8.5 High		5 High
v attach-PAST	attach	._'t_._tft		10 High		5 High
v compare-PAST	compare	k_m_.'p_._ld		10 High		5 High
v float-PAST	float	'fl_._t_._d		10 High		5 High
v screw-PAST	screw	skʒ_d		10 High		5 High
v stuff-PAST	stuff	st_ft		10 High		5 High
v trick-PAST	trick	tʒ_kt		10 High		5 High
v crash-PAST	crash	kʒ_ft		9 High		6 High
v blast-PAST	blast	'bl_._st_._d		10 High		6 High
v cover-PAST	cover	'k_v_._ld		10 High		6 High
v rescue-PAST	rescue	'ʒ_._skj_._d		10 High		6 High
v suppose-PAST	suppose	s_._'p_._zd		10 High		7 High

Principle 12

Verbs that Vary in Difficulty

Mixed

- Low frequency: **Hard**
- Low complexity: **Easy**

CLAN Output	Verb	IPA with Inflection	Average Frequency Rating	Frequency Code	WCM Score	Complexity Code
v name-PAST	name	n_md	10.5	Low		2 Low
v show-PAST	show	ʃ_d	11	Low		2 Low
v wait-PAST	wait	'w_.t_d	11	Low		2 Low
v dump-PAST	dump	d_mpt	12	Low		2 Low
v tip-PAST	tip	t_pt	12	Low		2 Low
v pick-PAST	pick	p_kt	10.5	Low		3 Low
v yell-PAST	yell	j_ld	10.5	Low		3 Low
v wonder-PAST	wonder	'w_n.d_d	10.5	Low		3 Low
v cheat-PAST	cheat	'tʃ_.t_d	11	Low		3 Low
v peek-PAST	peek	p_kt	11	Low		3 Low
v talk-PAST	talk	t_kt	11	Low		3 Low
v wrap-PAST	wrap	r_pt	11	Low		3 Low
v back-PAST	back	b_kt	12	Low		3 Low
v mail-PAST	mail	m_ld	12	Low		3 Low
v mess-PAST	mess	m_st	12	Low		3 Low
v miss-PAST	miss	m_st	12	Low		3 Low
v punch-PAST	punch	p_nʃt	12	Low		3 Low
v rain-PAST	rain	r_nd	12	Low		3 Low
v rub-PAST	rub	r_bd	12	Low		3 Low
v spy-PAST	spy	sp_d	12	Low		3 Low
v touch-PAST	touch	t_tʃt	12	Low		3 Low

Principle 12

Verbs that Vary in Difficulty

Hard

- Low frequency: **Hard**
- High complexity: **Hard**

CLAN Output	Verb	IPA with Inflection	Average Frequency Rating	Frequency Code	WCM Score	Complexity Code
v allow-PAST	allow	_.l_d	10.5	Low		4 High
v look-PAST	look	l_kt	10.5	Low		4 High
v like-PAST	like	l_kt	11	Low		4 High
v trip-PAST	trip	t_rpt	11	Low		4 High
v work-PAST	work	w_ukt	11	Low		4 High
v learn-PAST	learn	l_und	12	Low		4 High
v taste-PAST	taste	't_.st_d	12	Low		4 High
v carry-PAST	carry	'k_.r_d	12	Low		4 High
v cough-PAST	cough	k_ft	12	Low		4 High
v cry-PAST	cry	k_r_d	12	Low		4 High
v gang-PAST	gang	g_nd	12	Low		4 High
v lift-PAST	lift	'l_f.t_d	12	Low		4 High
v move-PAST	move	m_vd	12	Low		4 High
v reach-PAST	reach	r_tft	12	Low		4 High
v stab-PAST	stab	st_bd	12	Low		4 High
v train-PAST	train	t_rnd	12	Low		4 High
v tumble-PAST	tumble	't_m.b_ld	12	Low		4 High
v wax-PAST	wax	w_kst	12	Low		4 High
v fix-PAST	fix	f_kst	10.5	Low		5 High
v save-PAST	save	s_vd	11	Low		5 High
v slip-PAST	slip	sl_pt	11	Low		5 High
v wiggle-PAST	wiggle	'w_.g_ld	11	Low		5 High
v brush-PAST	brush	br_ft	12	Low		5 High
v change-PAST	change	t_rndgd	12	Low		5 High
v live-PAST	live	l_vd	12	Low		5 High
v slam-PAST	slam	sl_md	12	Low		5 High
v smash-PAST	smash	sm_ft	12	Low		5 High

Principle 12

Verbs that Vary in Difficulty

Principle into Practice:

- Include a variety of verbs in different activities
 - Sentence Imitation
 - Story Retell
 - Structured Play
 - Auditory Bombardment

Principle 12

Verbs that Vary in Difficulty

Sentence Imitation

Does she stay at the park?
Do they stay at the park?
Does he call his mom?
Do they call their mom?
Does the machine lift the rock?
Do the machines lift the rocks?
Does the child peek into the box?
Do the children peek into the box?
Does she yell a lot?
Do they yell a lot?
Does the cat fall down?
Do the cats fall down?
Does the dishwasher use water?
Do the dishwashers use water?

Easy

Frequency: **Easy**
Complexity: **Easy**

Hard

Frequency: **Hard**
Complexity: **Hard**

Mix

Frequency: **Hard**
Complexity: **Easy**

*Principle 13:
Present Target Forms
in Sentences that Vary
in Syntactic Structure*

Variation in Syntactic Structure

Syntactic Structure: Verb Placement

Easy

- Sentence final verb placement
- He is **looking**

Hard

- Sentence medial verb placement
- He is **looking** out the window.

Variation in Syntactic Structure

Syntactic Structure: Verb Placement

- Sundara et al. (2018; 2011); Dalal & Loeb (2005) suggest starting intervention with sentence final target word placement
- Important to include more challenging syntactic structures

Principle 13

Variation in Syntactic Structure

The kangaroo **is jumping**.

The kangaroos **are jumping**.

The student **is having** fun.

The students **are having** fun.

The writer **is telling** a story.

The writers **are telling** a story.

The teacher **is coming**.

The teachers **are coming**.

The popsicle **is starting** to melt.

The popsicles **are starting** to melt.

The sink **is dripping**.

The sinks **are dripping**.

The cat **is messing** with string.

The cats **are messing** with string.

Principle 13

Variation in Syntactic Structure

Story Example:

Today, Amir and Manny want to play baseball. Lots of people like baseball, so people are watching them play. Amir is standing at home plate with a bat.

Manny is throwing the ball over the plate.

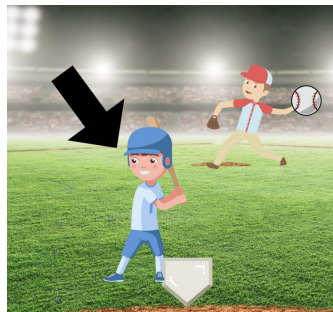
Sometimes, Amir swings and misses.

The next throw is right down the middle.

Amir is hitting the ball with the bat.

The ball flies into the air.

The people are yelling excitedly. It's a home run!



Prompt variation:

What is Amir doing?

He is standing at home plate.

What is Amir doing at home plate?

He is standing.

Session Scripts

Shared with me > Intervention Folder - Pu... 

Folders

Name ↑

 Booklet_Prompts 

 Do/Does 

 Is/Are + ing 

 Past tense -ED 

 Verb -s 

Files

 Intervention Guide - Start H... 

This resource is a shared folder of intervention materials used in a Grammatical Language Intervention Study developed by Lisa Farnsworth and others. These materials were developed to target four grammatical forms: regular past tense -ed, present tense third person -s, -es, -en + present progressive -ing, and do/does questions. The sessions incorporate several evidence-based principles (for more details, see xxx).

Where do I start?

The Booklet Prompts folder contains PDFs of prompts and target utterances for each grammatical form. Each form has four different sessions (A, B, C, D). The sessions contain four activities: sentence imitation (Repeats), model story & retell (Story), structured play (Activity), and auditory bombardment (Listening). Each session also provides a Word Bank of all of the targeted verbs in the session so that the intervener can easily substitute different verbs during the activity or story when needed.

What materials do I need?

The other folders (named with the associated verb form) provide some materials for the intervention sessions. Each session has a PDF with pictures that go along with the story model & retell. The intervener can tell the story once and then retell it with the child using the question prompts. Most sessions have Jamboard or PowerPoint slides that go along with the activity. Some online activities are included for tele-sessions. However, the activities can also be done with physical toys or online games to increase

Files

Name [illegible][illegible]



Verb -ed Instruction Pages....



Imitation

1. What is my job to do?

2. What is the time?

3. We will do it together.

4. As a parent her

5. I will do it together.

6. As a student

7. I will do it together.

8. As a friend

9. I will do it together.

10. As a teacher

11. I will do it together.

12. As a parent

13. I will do it together.

14. As a student

15. I will do it together.

16. As a friend

17. I will do it together.

18. As a teacher

19. I will do it together.

20. As a parent

21. I will do it together.

22. As a student

23. I will do it together.

24. As a friend

25. I will do it together.

26. As a teacher

27. I will do it together.

28. As a parent

29. I will do it together.

30. As a student

31. I will do it together.

32. As a friend

33. I will do it together.

34. As a teacher

35. I will do it together.

36. As a parent

37. I will do it together.

38. As a student

39. I will do it together.

40. As a friend

41. I will do it together.

42. As a teacher

43. I will do it together.

44. As a parent

45. I will do it together.

46. As a student

47. I will do it together.

48. As a friend

49. I will do it together.

50. As a teacher

51. I will do it together.

52. As a parent

53. I will do it together.

54. As a student

55. I will do it together.

56. As a friend

57. I will do it together.

58. As a teacher

59. I will do it together.

60. As a parent

61. I will do it together.

62. As a student

63. I will do it together.

64. As a friend

65. I will do it together.

66. As a teacher

67. I will do it together.

68. As a parent

69. I will do it together.

70. As a student

71. I will do it together.

72. As a friend

73. I will do it together.

74. As a teacher

75. I will do it together.

76. As a parent

77. I will do it together.

78. As a student

79. I will do it together.

80. As a friend

81. I will do it together.

82. As a teacher

83. I will do it together.

84. As a parent

85. I will do it together.

86. As a student

87. I will do it together.

88. As a friend

89. I will do it together.

90. As a teacher

91. I will do it together.

92. As a parent

93. I will do it together.

94. As a student

95. I will do it together.

96. As a friend

97. I will do it together.

98. As a teacher

99. I will do it together.

100. As a parent

101. I will do it together.

102. As a student

103. I will do it together.

104. As a friend

105. I will do it together.

106. As a teacher

107. I will do it together.

108. As a parent

109. I will do it together.

110. As a student

111. I will do it together.

112. As a friend

113. I will do it together.

114. As a teacher

115. I will do it together.

116. As a parent

117. I will do it together.

118. As a student

119. I will do it together.

120. As a friend

121. I will do it together.

122. As a teacher

123. I will do it together.

124. As a parent

125. I will do it together.

126. As a student

127. I will do it together.

128. As a friend

129. I will do it together.

130. As a teacher

131. I will do it together.

132. As a parent

133. I will do it together.

134. As a student

135. I will do it together.

136. As a friend

137. I will do it together.

138. As a teacher

139. I will do it together.

140. As a parent

141. I will do it together.

142. As a student

143. I will do it together.

144. As a friend

145. I will do it together.

146. As a teacher

147. I will do it together.

148. As a parent

149. I will do it together.

150. As a student

151. I will do it together.

152. As a friend

153. I will do it together.

154. As a teacher

155. I will do it together.

156. As a parent

157. I will do it together.

158. As a student

159. I will do it together.

160. As a friend

161. I will do it together.

162. As a teacher

163. I will do it together.

164. As a parent

165. I will do it together.

166. As a student

167. I will do it together.

168. As a friend

169. I will do it together.

170. As a teacher

171. I will do it together.

172. As a parent

173. I will do it together.

174. As a student

175. I will do it together.

176. As a friend

177. I will do it together.

178. As a teacher

179. I will do it together.

180. As a parent

181. I will do it together.

182. As a student

183. I will do it together.

184. As a friend

185. I will do it together.

186. As a teacher

187. I will do it together.

188. As a parent

189. I will do it together.

190. As a student

191. I will do it together.

192. As a friend

193. I will do it together.

194. As a teacher

195. I will do it together.

196. As a parent

197. I will do it together.

198. As a student

199. I will do it together.

200. As a friend

201. I will do it together.

202. As a teacher

203. I will do it together.

204. As a parent

205. I will do it together.

206. As a student

207. I will do it together.

208. As a friend

209. I will do it together.

210. As a teacher

211. I will do it together.

212. As a parent

213. I will do it together.

214. As a student

215. I will do it together.

216. As a friend

217. I will do it together.

218. As a teacher

219. I will do it together.

220. As a parent

221. I will do it together.

222. As a student

223. I will do it together.

224. As a friend

225. I will do it together.

226. As a teacher

227. I will do it together.

228. As a parent

229. I will do it together.

230. As a student

231. I will do it together.

232. As a friend

233. I will do it together.

234. As a teacher

235. I will do it together.

236. As a parent

237. I will do it together.

238. As a student

239. I will do it together.

240. As a friend

241. I will do it together.

242. As a teacher

243. I will do it together.

244. As a parent

245. I will do it together.

246. As a student

247. I will do it together.

248. As a friend

249. I will do it together.

250. As a teacher

251. I will do it together.

252. As a parent

253. I will do it together.

254. As a student

255. I will do it together.

256. As a friend

257. I will do it together.

258. As a teacher

259. I will do it together.

260. As a parent

261. I will do it together.

262. As a student

263. I will do it together.

264. As a friend

265. I will do it together.

266. As a teacher

267. I will do it together.

268. As a parent

269. I will do it together.

270. As a student

271. I will do it together.

272. As a friend

273. I will do it together.

274. As a teacher

275. I will do it together.

276. As a parent

277. I will do it together.

278. As a student

279. I will do it together.

280. As a friend

281. I will do it together.

282. As a teacher

283. I will do it together.

284.

[illegible]

Session Scripts

Imitation

1. The bell is ringing
2. The bells are ringing
3. He is wondering about lunch
4. They are wondering about lunch
5. She is saying hello
6. They are saying hello
7. She is climbing
8. They are climbing
9. He is babysitting
10. They are babysitting
11. He is pulling a wagon
12. They are pulling a wagon
13. She is spinning
14. They are spinning

Story Retell

Character/s: [A]: Asha; [B]: Quinn

Asha and Quinn are in the kitchen. They are getting food for breakfast.

/ Sometimes making breakfast is a little messy.

Asha's eggs are falling off the table.

/ Quinn's milk is dripping onto the floor. What a mess!

/ Asha's mom comes into the kitchen. She is telling them to clean up their mess. Asha and Quinn make messes sometimes, but they know how to clean them up. Asha and Quinn are using napkins to clean the table and the floor.

/ Now they can finish eating their breakfast.

Is/Are + Ing A



Now, you help me tell the story again:

1. **Prompt:** It is time for breakfast. What are Asha and Quinn getting?
Target: They are getting food for breakfast.
2. **Prompt:** What's happening with Asha's eggs?
Target: Asha's eggs are falling off the counter.
3. **Prompt:** What's happening with Quinn's milk?
Target: Quinn's milk is dripping on the floor.
4. **Prompt:** Asha's mom comes into the kitchen. What is Asha's mom doing in the kitchen?
Target: Asha's mom is telling them to clean up.
5. **Prompt:** What are Asha and Quinn doing to clean up?
Target: They are using napkins

Structured Play

Character/s: [C]: Amir; [D]: Manny

1. **Prompt:** Amir has the ball, and the basketball hoop is up high. Amir is reaching for the hoop.
Now it's your turn. What is Manny doing?
Target: Manny is reaching
2. **Prompt:** This time, Amir knows the hoop is up high. So, Amir is jumping really high!
Now it's your turn. What is Manny doing?
Target: Manny is jumping
3. **Prompt:** Amir wants to pass the ball. Manny is ready for the ball! Amir and Manny are throwing the ball. It goes back and forth.
Now it's your turn to try it with Amir and Manny. What are they doing?
Target: They are throwing
4. **Prompt:** Uh oh! He dropped the ball. The ball is rolling across the floor.
Now it's your turn. Tell me what the ball is doing.
Target: The ball is rolling
5. **Prompt:** Now, Amir wants to score a point. Amir is shooting a basket. Yay, I got a point!
Now it's your turn. What is Manny doing?
Target: Manny is shooting

Bombardment

1. The key is missing
2. The keys are missing
3. The boy is selling bread
4. The boys are selling bread
5. She is holding flowers
6. They are holding flowers
7. The boy is recording a video
8. They are recording a video
9. The cat is chasing the mouse
10. The cats are chasing the mouse
11. The glass is breaking
12. The glasses are breaking
13. The dog is fighting
14. The dogs are fighting

Word Bank

Babysit	Break
Chase	Climb
Drip	Fall
Fight	Get
Hold	Jump
Miss	Pull
Reach	Record
Ring	Roll
Say	Sell
Shoot	Spin
Tell	Throw
Use	Wonder

*Principle 14:
Incorporate the Use of
Auditory Bombardment
to Teach Target Forms*

Auditory Bombardment

7 contrastive pairs
per grammatical
form =
14 sentences

- Verb ends the sentence
 - He is walking.
- Verb is medial.
 - She walks home.

Principle 14

Auditory Bombardment

- Few demands placed on the learner
- Gives the learner many models in a short period of time
- No real difference between putting auditory bombardment at the beginning or end of the session (Plante et al., 2018)

Principle
14

Auditory Bombardment



The bunny will thump the ground.



The bunny thumped the ground.

Principle
14

Auditory Bombardment



Principle
14

Auditory Bombardment



Principle 14

Auditory Bombardment



Does the magnet stick?



Do the magnets stick?

*Principle 15:
Incorporate the Use of
Explicit Instruction to
Teach Target Forms*

Principle 15

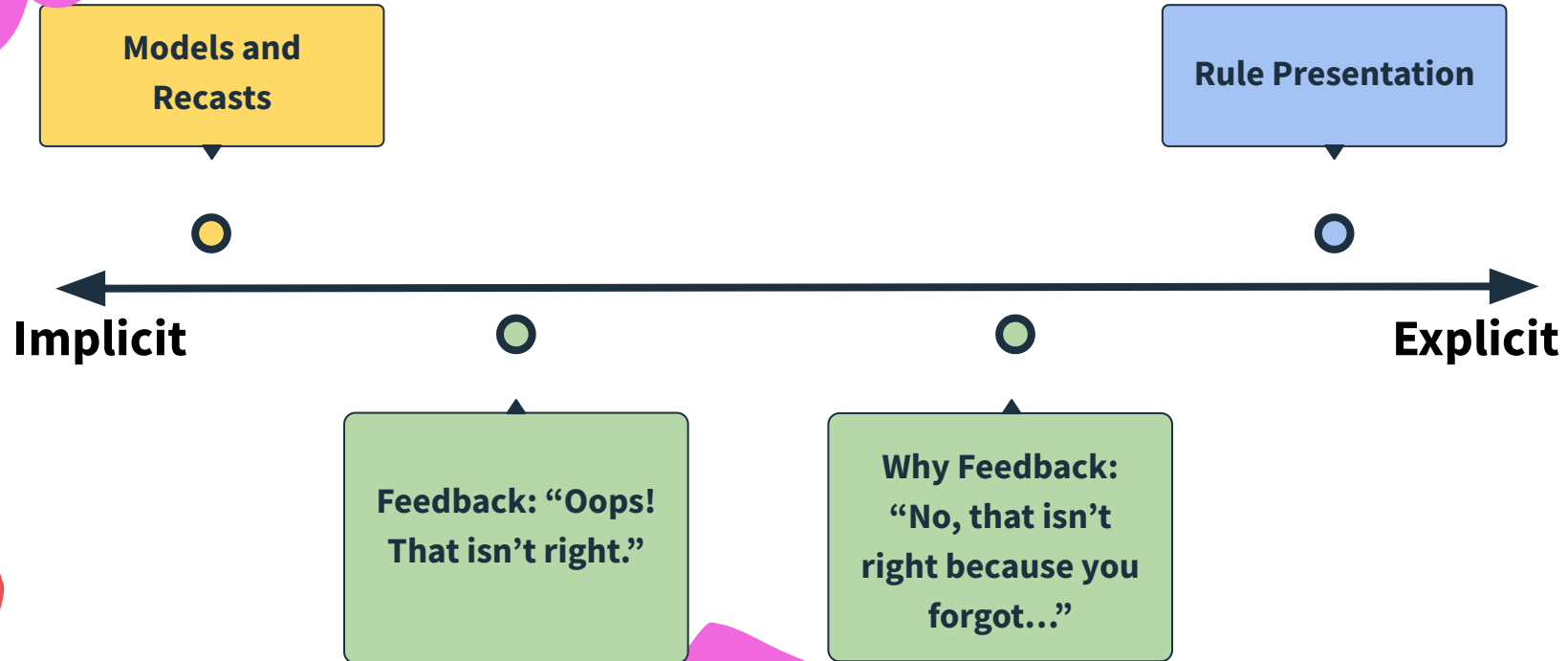
Explicit Instruction

Presenting grammatical patterns and rules enhanced children's performance in producing grammatical forms (e.g., Finestack et al., 2020; Finestack & Fey, 2009)

Implicit Intervention Components	Explicit Intervention Components
Modeling Prompting Recasting	Modeling Prompting Recasting Corrective Feedback Verbal Explicit Instruction

Principle
15

Continuum of Explicitness



Principle 15

Explicit Instruction

Examples: Present Progressive *is/are verb+ing*

When you talk about what one person or thing is doing, you add “is” and “ing” to the action word.

When you talk about what more than one person or thing is doing, you add “are” and “ing” to the action word.

Principle 15

Explicit Instruction

Principle into Practice:

Interventionist:

This one is up so high. So, what is he doing? **[PROMPT]**

Child: He jumping. He jumping.

Interventionist:

He is jumping. **[MODEL]** Let's try that again. **[FEEDBACK]**
What is he doing? **[PROMPT]**

Child: He is jumping.

Interventionist:

That's right. **[FEEDBACK]** He is jumping. **[RECAST]**

Because we are talking about what one person is doing, you make sure to add is and -ing to the action word. **[RULE]**

Explicit Instruction

Principle into Practice:

Interventionist:

What does the tiger do? **[PROMPT]**

Child: Holds it!

Interventionist:

He holds it. **[RECAST]** You are right. **[FEEDBACK]**

Because we are talking about one tiger, you add /z/ sound at the action word. **[RULE]**

Good job.

Principle 15

Explicit Instruction

Principle into Practice:

Child: Does people fall into the hole a lot?

Interventionist:

Oops, if we are talking about people, more than one person, you have to ask the question with “do.” **[RULE]**

Child: Do people fall into the hole a lot?

Interventionist:

Yeah, do people fall into the lab a lot? **[RECAST]** Very good **[FEEDBACK]**

Child: No, they do not!

Interventionist:

They do not. You are right. Does that happen? **[MODEL - Original target verb]** No it does not!

Principle 15

Explicit Instruction

Principle into Practice:

Child: Does switches activate the big machine?

Interventionist:

Oh, that was close. **[FEEDBACK]** How many switches do we have? One, two, three.

So we have more than one switch, you have to ask with “do.” **[RULE]**

Do switches start the machine? **[MODEL]**

Child: Do switches start the machine?

Interventionist:

Do switches start the machine? **[RECAST]** Yep, that’s right **[FEEDBACK]**

Child: Haha, NO!

Principle 15

Explicit Instruction

Principle into Practice:

Interventionist:

What did the van do at the busy street? **[PROMPT]**

Child: They turn.

Interventionist: They turned. **[MODEL]** Let me hear that one more time. I want to hear the /d/ sound after the action word. **[FEEDBACK]**

Child: They turned.

Interventionist: They turned. **[RECAST]** Good job. **[FEEDBACK]**
We need that extra /d/ sound after the word turn because it already happened. **[RULE]**

Principle 15

Explicit Instruction

Principle into Practice:

Interventionist:

Then, what did they do at the river? **[PROMPT]**

Child: Them crossed the river.

Interventionist:

Umhhh, they crossed the river. **[RECAST]** That's right. **[FEEDBACK]**

For that one, you added the /d/ sound after the word cross because it already happened. **[RULE]**

Files

Name [illegible]

Verb -s Instruction Pages.pdf

Imitation

1. The party begins tonight.
2. The guests are invited.
3. There are the cucumber
4. The guests are invited.
5. The guests are invited.
6. The guests are invited.
7. The guests are invited.
8. The guests are invited.
9. The guests are invited.
10. The guests are invited.

Story Retell

1. **Setting:** The party begins tonight.

2. **Characters:** The guests are invited.

3. **Plot:** The guests are invited.

4. **Resolution:** The guests are invited.

5. **Theme:** The guests are invited.

Structured Play

Character's Name:

1. **Prompt:** Kwan builds a wall for climbing. What does your person do?
2. **Prompt:** Kwan builds a wall.
3. **Prompt:** Kwan looks like he's climbing. What does your person do?
4. **Prompt:** Kwan looks like he's climbing. What does your person do?
5. **Prompt:** Kwan looks like he's climbing. What does your person do?
6. **Prompt:** Kwan looks like he's climbing. What does your person do?
7. **Prompt:** Kwan looks like he's climbing. What does your person do?
8. **Prompt:** Kwan looks like he's climbing. What does your person do?
9. **Prompt:** Kwan looks like he's climbing. What does your person do?
10. **Prompt:** Kwan looks like he's climbing. What does your person do?

Bombardment

1. **Prompt:** The guests are invited.
2. **Prompt:** The guests are invited.
3. **Prompt:** The guests are invited.
4. **Prompt:** The guests are invited.
5. **Prompt:** The guests are invited.
6. **Prompt:** The guests are invited.
7. **Prompt:** The guests are invited.
8. **Prompt:** The guests are invited.
9. **Prompt:** The guests are invited.
10. **Prompt:** The guests are invited.

Explicit Instruction

Explicit Feedback / Rules

-ed	Correct	Incorrect
Inflected + /t/ /d/	That was right. [Recast.] When you talk about something that already happened, you add a /t/ sound or a /d/ sound to the end of the action word.	Oops, that wasn't right. When you talk about something that already happened, you add a /t/ sound or a /d/ sound to the end of the action word. [Recast.]
Uninflected ⊘ /t/ /d/	That was right. [Recast.] When you talk about something that is not in the past, you don't add the /t/ sound or /d/ sound to the end of the word.	That wasn't quite right. When you talk about something that is not in the past, you don't add the /t/ sound or /d/ sound to the end of the word. [Recast.]

Verb -s	Correct	Incorrect
Inflected + /s/ /z/	That was right. [Recast.] When you talk about what one person or thing does, you add an /s/ or /z/ sound to the end of the action word.	Oops, that wasn't right. When you talk about what one person or thing does, you add an /s/ or /z/ sound to the end of the action word. [Recast.]
Uninflected ⊘ /s/ /z/	That was right. [Recast.] When you talk about what more than one person or thing does, you don't add anything to the end of the action word.	That wasn't quite right. When you talk about what more than one person or thing does, you don't add anything to the end of the action word. Now you say it. [Recast.]

Is/are +ing	Correct	Incorrect
Is	That was right. [Repeat Sentence]. When you talk about what one person or thing is doing, you use 'is' and add 'ing' to the action word.	Oops, that wasn't right. When you talk about what one person or thing is doing, you use 'is' and add 'ing' to the action word. Listen: [Repeat Sentence]. Now you say it.
Are	That was right. [Repeat Sentence]. When you talk about what more than one person or thing is doing, you use 'are' and add 'ing' to the action word.	Oops, that wasn't right. When you talk about what more than one person or thing is doing, you use 'are' and add 'ing' to the action word. Listen: [Repeat Sentence]. Now you say it.

Do/does	Correct	Incorrect
Does	That was right. When you ask a question about one person or thing, begin with 'does.' Listen: [Repeat Sentence].	Oops, that wasn't right. When you ask a question about one person or thing, begin with 'does.' Listen: [Repeat Sentence]. Now you say it.
Do	That was right. When you ask about more than one person or thing begin with 'do.' Listen: [Repeat Sentence].	Oops, that wasn't right. When you ask about more than one person or thing begin with 'do.' Listen: [Repeat Sentence]. Now you say it.

Resources



Intervention Materials

<https://www.finestackclil.com/resources/>

VERBS MATTER!

Frequency & Phonological Complexity

<https://conservancy.umn.edu/handle/11299/241882>



HOW

Today's Objectives

At the conclusion of the session, participants will be able to:



Identify evidence-based principles that can be used to guide intervention targeting grammatical verb forms.



Integrate knowledge of principles into intervention sessions that target different grammatical verb forms.



Describe four different activities that may be used when targeting grammatical verb forms.



References

- Dalal, R.H., & Loeb, D.F. (2005). Imitative production of regular past tense -ed by English-speaking children with specific language impairment. *International Journal of Language & Communication Disorders*, 40(1), 67–82.
- Finestack, L. H., Engman, J., Huang, T., Bangert, K. J., & Bader, K. (2020). Evaluation of a combined explicit–implicit approach to teach grammatical forms to children with grammatical weaknesses. *American Journal of Speech-Language Pathology*, 29(1), 63–79. https://doi.org/10.1044/2019_AJSLP19-0056
- Finestack, L. H., & Fey, M. E. (2009). Evaluation of a deductive procedure to teach grammatical inflections to children with language impairment. *American Journal of Speech Language Pathology*, 18(3), 289–302. [https://doi.org/10.1044/1058-0360\(2009/08-0041\)](https://doi.org/10.1044/1058-0360(2009/08-0041))
- Owen Van Horne, A. J., Curran, M., Larson, C., & Fey, M. E. (2017). Effects of a complexity-based approach on generalization of past-tense -ed and related morphemes. *Language, Speech, and Hearing Services in Schools*, 49(1), 681–693. https://doi.org/10.1044/2018_LSHSS-STLT1-17-0142
- Plante, E., Tucci, A., Nicholas, K., Arizmendi, G. D., & Vance, R. (2018). Effective use of auditory bombardment as a therapy adjunct for children with developmental language disorders. *Language, Speech, and Hearing Services in Schools*, 49(2), 320–333. https://doi.org/10.1044/2017_LSHSS-17-0077
- Plante, E., Ogilvie, T., Vance, R., Aguilar, J. M., Dailey, N. S., Meyers, C., . . . Burton, R. (2014). Variability in the language input to children enhances learning in a treatment context. *American Journal of Speech-Language Pathology*. doi: 10.1044/2014_ajslp-13-0038
- Sundara, M. (2018). Why do children pay more attention to grammatical morphemes at the ends of sentences? *Journal of Child Language*, 45(3), 703–716. <https://doi.org/10.1017/S0305000917000356>
- Sundara, M., Demuth, K., & Kuhl, P. K. (2011). Sentence-position effects on children’s perception and production of English third person singular --s. *Journal of Speech, Language & Hearing Research*, 54(1), 55–71. [https://doi.org/10.1092-4388\(2010/10-0056\)](https://doi.org/10.1092-4388(2010/10-0056))

Resources

Intervention Materials

<https://www.finestackclil.com/resources/>



VERBS MATTER!

Frequency & Phonological Complexity

<https://conservancy.umn.edu/handle/11299/241882>



Lots of Verbs!
Think about Complexity
Think about Sentence Structure
Use Auditory Bombardment
Use Explicit Instruction

- <https://www.finestackclil.com/campsite.bio/finestackclil>
-  @childlanguageinterventionlab
-  @lfinestack