

Five Evidence-based Principles to Facilitate English Grammar Development for Children with Developmental Language Disorder

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The Child Language Intervention Lab



- 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.



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Current Study

- Grammatical Language Intervention Study:
<https://www.finestackclil.com/studies-enrolling-participants/>
 - 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)
- 
- 
- 
- 

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

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Marquette University, Milwaukee, WI

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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.
-

5 Additional Principles



AJSLP

Clinical Focus

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

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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*

*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

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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

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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!

3. Structured Play

More unique verbs

4. Bombardment

More unique verbs

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

Verbs that Vary in Difficulty

Defining Difficulty:

Easy

- High Frequency
 - “Wanted”
- Low Phonological Complexity
 - “Popped”
/p_pt/

Hard

- Low Frequency
 - “Figured”
- High Phonological Complexity
 - “Confused”
k_n.'fj_zd

Verbs that Vary in Difficulty

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

Learning was maximized when models and recasts in intervention with 4- to 10-year olds included **HARD** verbs along with **EASY** verbs, as defined (in part) by the **frequency** and **complexity** of the verbs.

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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*, and *do/does questions*

CLAN Output	Verb	IPA with Inflection	Average Frequency Rating	Frequency Code	WCM Score	Complexity Code
v tip-PAST	tip	t_pt	12	Low	2	Low
v peek-PAST	peek	p_kt	11	Low	3	Low
v spy-PAST	spy	sp_d	12	Low	3	Low
v confuse-PAST	confuse	k_n.'fj_zd	10.5	Low	9	High
v figure-PAST	figure	'f_.gj_ɪd	12	Low	6	High
v spoil-PAST	spoil	'sp_ɪ_lɪd	12	Low	6	High
v want-PAST	want	'w_n.t_d	4	High	2	Low
v pop-PAST	pop	p_pt	7.5	High	2	Low
v open-PAST	open	'_.p_nd	9	High	3	Low
v color-PAST	color	'k_.l_ɪd	3	High	5	High
v climb-PAST	climb	kl_md	8	High	5	High
v compare-PAST	compare	k m.'p_ɪd	10	High	5	High

Resource Link:

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

Verbs that Vary in Difficulty

Principle into Practice:

Include verbs with different difficulties in a variety of activities

- Imitation
- Story Retell
- Structured Play
- Auditory Bombardment

Imitation

- She will want the ice cream
- She wanted the ice cream
- They will tip it
- They tipped it
- The yogurt will spoil
- The yogurt spoiled

Easy

High Frequency

Low Complexity

Mixed

Low Frequency

Low Complexity

Hard

Low Frequency

High Complexity

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

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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.

Sundara et al. (2018; 2011); Dalal & Loeb (2005)

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Variation in Syntactic Structure

Principle into Practice:

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

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Variation in Syntactic Structure

Principle into Practice:

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.

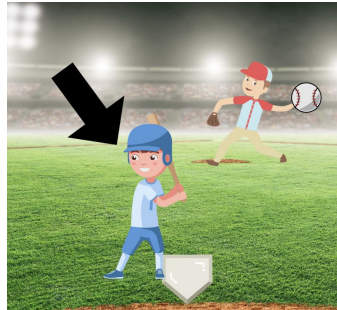
Sometimes, Amir swings and misses.

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 at home plate?

He is standing.

What is Amir doing?

He is standing at home plate.

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 Farnstock and others. These materials were developed to target four grammatical forms: regular past tense -ed, present tense third person -s, -es + 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 interventionist can easily substitute different verbs during the activity or story when needed.

What materials do I need?

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Files

[illegible][illegible][illegible]

Name



Session Scripts

Imitation

1. The kangaroo is jumping
2. The kangaroos are jumping
3. The student is having fun
4. The students are having fun
5. The writer is telling a story
6. The writers are telling a story
7. The teacher is coming
8. The teachers are coming
9. The popsicle is starting to melt
10. The popsicles are starting to melt
11. The sink is dripping
12. The sinks are dripping
13. The cat is messing with string
14. The cats are messing with string

Story Retell

Character/s: [A]: Amir; [B]: Manny

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!

Is/Are + Ing C



Now, you help me tell the story again:

1. **Prompt:** Amir and Manny want to play baseball. What are these people doing?
Target: The people are watching them play.
2. **Prompt:** Before Amir can bat, he needs to stand in the right place. Where is Amir?
Target: Amir is standing at home plate.
3. **Prompt:** What is Manny doing with the ball?
Target: Manny is throwing the ball.
4. **Prompt:** This throw is right down the middle. What is Amir doing?
Target: Amir is hitting the ball.
5. **Prompt:** The ball flew into the air. What are the people doing?
Target: The people are yelling excitedly.

Structured Play

Characters: [C]: Keesha; [D]: Lance

1. **Prompt:** Today we can play in the kitchen. Look, Keesha is holding a fork. Now it's your turn. What is your person doing?
Target: Lance is holding a fork
2. **Prompt:** Look at the yummy cake. Keesha is cutting the cake. Now it's your turn. What is Lance doing?
Target: Lance is cutting the cake.
3. **Prompt:** Keesha ate some cake and is thirsty.
She's getting milk from the fridge. Glug, glug, glug! [put milk back in fridge]
Now it's your turn to get some milk. What is Lance doing?
Target: Lance is getting milk.
4. **Prompt:** The dog looks hungry. Keesha is giving the dog a treat.
Now it's your turn. What is Lance doing?
Target: Lance is giving the dog a treat.
5. **Prompt:** It's time to clean up. Keesha is putting food in the fridge.
Now it's your turn. What is Lance doing?
Target: Lance is putting food in the fridge.

Bombardment

1. The kid is pretending to fly
2. The kids are pretending to fly
3. The raccoon is sneaking away
4. The raccoons are sneaking away
5. The kid is whacking the pinata
6. The kids are whacking the pinata
7. The computer is working
8. The computers are working
9. The student is lying down
10. The students are lying down
11. The flag is waving
12. The flags are waving
13. The phone is ringing
14. The phones are ringing

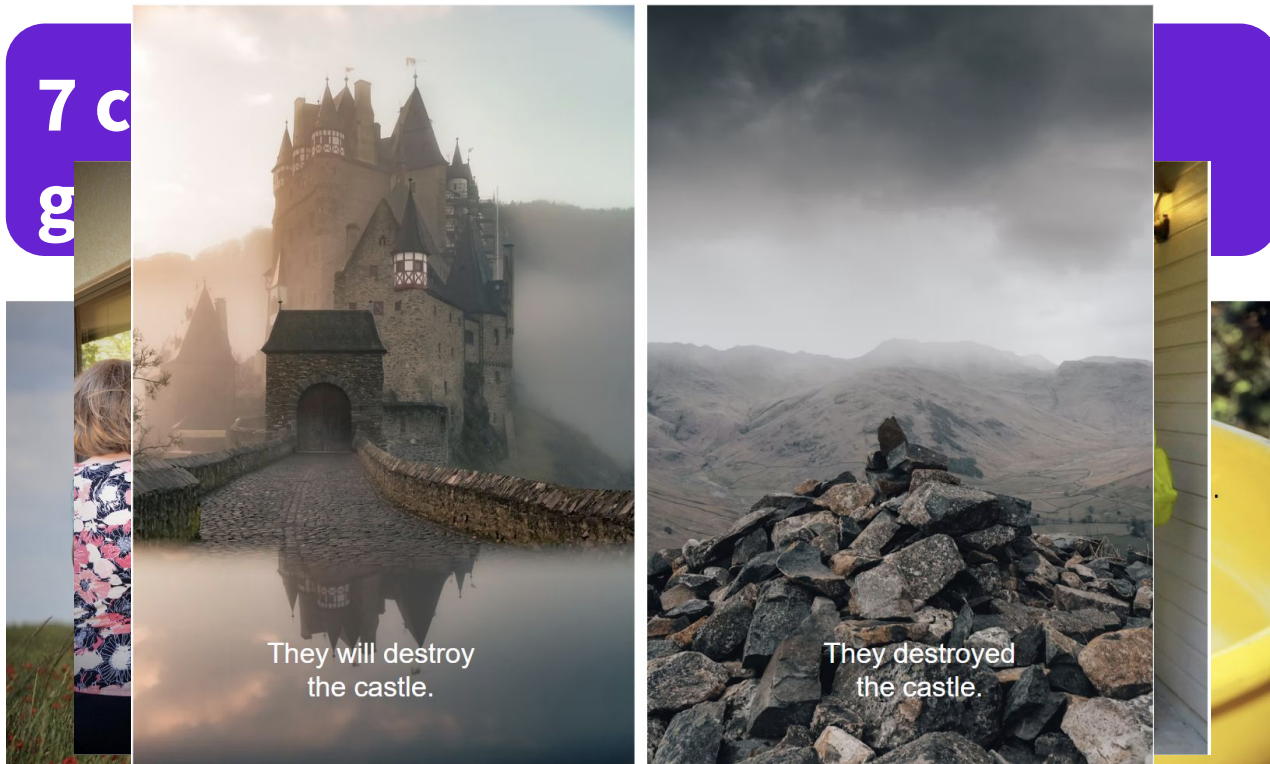
Word Bank

Come	Cut
Drip	Get
Give	Have
Hit	Hold
Jump	Lie
Mess	Pretend
Put	Ring
Sneak	Stand
Start	Tell
Throw	Watch
Wave	Whack
Work	Yell

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

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Auditory Bombardment



Auditory Bombardment

Shared with me > Intervention Folder - Pu...   

Folders Name ↑

 Booklet_Prompts 

 Do/Does 

 Is/Are + ing 

 Past tense -ED 

 Verb -s 

Files

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Auditory Bombardment



Type ▾ People ▾ Modified ▾

Name [illegible]

Auditory Bombardment

Shared with me > Intervention Folder - Pu...   

Folders Name ↑

 Booklet_Prompts 

 Do/Does 

 Is/Are + ing 

 Past tense -ED 

 Verb -s 

Files

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Auditory Bombardment

Shared with... > Intervention Folder ... > Is/Are ... > For... ▾

Files

Name ↑

Additional Story Is_Are v...



Is_Are Auditory Bombar...



Is_Are Story Form B Opti...



Is_Are Story Form B Opti...



Is/Are + Ing Activity Jam...



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

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

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.

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Explicit Instruction

Principle into Practice:



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]

Files

Name

PDF Is_Are + Ing Instruction Pag...

Do/Do

What's go through the sto-
 200. They saw the lic
 on she saw the lion run
 at lion run a lot?

Target: Does that machine do

Prequel: How do you get to explore the *ask/look*? My task is stuck before the gate. It is to look? I wonder: does the gate open? Ask the zookeeper if the gate opens.

Target: Does the gate open?

Prequel: Oh uh, it looks like this elephant doesn't want to wait to see if the gate opens? It's moving towards the gate? Does the elephant break the gate? Ask if the elephant breaks the gate?

Target: Does the elephant break the gate?

3. **Prequel:** That was loud! Maybe some other animals will peek in to see what happened. Do the monkey peek up? Ask the zookeeper if the monkey peeks in.

Target: Do the monkey peek in?

4. **Prequel:** The big monkey is going to the tree? Does the little monkey follow? Ask the zookeeper if the monkey follows.

Target: Does the monkey follow?

5. **Prequel:** Let's play a game with the monkey. I'll fade a banana for them. Now they

Target: Does that machine do

Bombardment

1. Do they pack?
2. Does he pack?
3. Do they spy the clues?
4. Does she spy the clues?
5. Do the books look?
6. Does the bird look?
7. Do they use pencils?
8. Does the student use pencils?
9. Does she mean that?
10. Do they mean that?

Explicit Feedback / Rules

[illegible]

Store Detail

1. The bell is ringing.	Character(s) [A]: Aisha, [Q]: Quinn
2. The bells are ringing.	Aisha and Quinn are in the kitchen to get food for breakfast.
3. He is wondering about lunch.	/ Sometimes making (breakfast) to Aisha's eggs are falling off the table.
4. They are wondering about lunch.	/ Quinn's milk is <u>drizzling</u> onto the man's.
5. She is saying hello.	
6. They are saying hello.	/ Aisha's mom comes into the kitchen to clean up their mess. Aisha means sometimes, but they're messy.
7. She is climbing.	
8. They are climbing.	
9. He is babysitting.	
10. They are babysitting.	
11. He is making a mess.	

Structured Play

1. **Pragmat:** Anne has the ball, and the basketball hoop is up high.
Anne is reaching for the hoop.
Now it's your turn. What is Manny doing?
Target: Manny is jumping

2. **Pragmat:** This time, Anne knows the hoop is up high. So, Anne is jumping high.
Now it's your turn. What is Manny doing?
Target: Manny is jumping

3. **Pragmat:** Anne wants to try the ball. Manny is ready for the ball!
Anne is jumping, and she's doing the ball. It goes back and forth.
Now it's your turn to play it with Anne and Manny. What are they doing?
Target: They are playing

4. **Pragmat:** 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

Is/A

Now you help me tell the story again:

- 1. Prompt:** It is time for breakfast getting?
Target: They are getting food.
- 2. Prompt:** What's happening with the eggs?
Target: Asha's eggs are falling.
- 3. Prompt:** What's happening with the milk?
Target: Quine's milk is dropping.

Target: They are using experts

The key is missing
The keys are missing
The boy is selling bread
The boys are selling bread
She is holding flowers
They are holding flowers
The boy is recording a video
They are recording a video
The cat is chasing the mouse
The cats are chasing the mouse
The glass is breaking
The glasses are breaking
The dog is fighting
The dogs are fighting

☐ Verb -s Instruction Pages.pdf

Verb-ec

Character: [A] Mafie, [Z] Zander

A's story of the Zoo

[A] [1] [A] went to the park last week
[A] [2] Oh no! I was at the zoo! [A] [3] I was
[A] [4] Then [A] felt and planned his knee on the
[A] [5] Quack!
[A] [6] [A] [7] a board and from her back to
[A] [8] Ahn.
[A] [9] [A] [10] was feeling better so they left
[A] [11] right, they waited around the corner and
[A] [12] stick until they were asking.
[A] [13] [A] [14] [A] [15] [A] [16] [A] [17] [A] [18] [A] [19] [A] [20] [A] [21] [A] [22] [A] [23] [A] [24] [A] [25] [A] [26] [A] [27] [A] [28] [A] [29] [A] [30] [A] [31] [A] [32] [A] [33] [A] [34] [A] [35] [A] [36] [A] [37] [A] [38] [A] [39] [A] [40] [A] [41] [A] [42] [A] [43] [A] [44] [A] [45] [A] [46] [A] [47] [A] [48] [A] [49] [A] [50] [A] [51] [A] [52] [A] [53] [A] [54] [A] [55] [A] [56] [A] [57] [A] [58] [A] [59] [A] [60] [A] [61] [A] [62] [A] [63] [A] [64] [A] [65] [A] [66] [A] [67] [A] [68] [A] [69] [A] [70] [A] [71] [A] [72] [A] [73] [A] [74] [A] [75] [A] [76] [A] [77] [A] [78] [A] [79] [A] [80] [A] [81] [A] [82] [A] [83] [A] [84] [A] [85] [A] [86] [A] [87] [A] [88] [A] [89] [A] [90] [A] [91] [A] [92] [A] [93] [A] [94] [A] [95] [A] [96] [A] [97] [A] [98] [A] [99] [A] [100] [A] [101] [A] [102] [A] [103] [A] [104] [A] [105] [A] [106] [A] [107] [A] [108] [A] [109] [A] [110] [A] [111] [A] [112] [A] [113] [A] [114] [A] [115] [A] [116] [A] [117] [A] [118] [A] [119] [A] [120] [A] [121] [A] [122] [A] [123] [A] [124] [A] [125] [A] [126] [A] [127] [A] [128] [A] [129] [A] [130] [A] [131] [A] [132] [A] [133] [A] [134] [A] [135] [A] [136] [A] [137] [A] [138] [A] [139] [A] [140] [A] [141] [A] [142] [A] [143] [A] [144] [A] [145] [A] [146] [A] [147] [A] [148] [A] [149] [A] [150] [A] [151] [A] [152] [A] [153] [A] [154] [A] [155] [A] [156] [A] [157] [A] [158] [A] [159] [A] [160] [A] [161] [A] [162] [A] [163] [A] [164] [A] [165] [A] [166] [A] [167] [A] [168] [A] [169] [A] [170] [A] [171] [A] [172] [A] [173] [A] [174] [A] [175] [A] [176] [A] [177] [A] [178] [A] [179] [A] [180] [A] [181] [A] [182] [A] [183] [A] [184] [A] [185] [A] [186] [A] [187] [A] [188] [A] [189] [A] [190] [A] [191] [A] [192] [A] [193] [A] [194] [A] [195] [A] [196] [A] [197] [A] [198] [A] [199] [A] [200] [A] [201] [A] [202] [A] [203] [A] [204] [A] [205] [A] [206] [A] [207] [A] [208] [A] [209] [A] [210] [A] [211] [A] [212] [A] [213] [A] [214] [A] [215] [A] [216] [A] [217] [A] [218] [A] [219] [A] [220] [A] [221] [A] [222] [A] [223] [A] [224] [A] [225] [A] [226] [A] [227] [A] [228] [A] [229] [A] [230] [A] [231] [A] [232] [A] [233] [A] [234] [A] [235] [A] [236] [A] [237] [A] [238] [A] [239] [A] [240] [A] [241] [A] [242] [A] [243] [A] [244] [A] [245] [A] [246] [A] [247] [A] [248] [A] [249] [A] [250] [A] [251] [A] [252] [A] [253] [A] [254] [A] [255] [A] [256] [A] [257] [A] [258] [A] [259] [A] [260] [A] [261] [A] [262] [A] [263] [A] [264] [A] [265] [A] [266] [A] [267] [A] [268] [A] [269] [A] [270] [A] [271] [A] [272] [A] [273] [A] [274] [A] [275] [A] [276] [A] [277] [A] [278] [A] [279] [A] [280] [A] [281] [A] [282] [A] [283] [A] [284] [A] [285] [A] [286] [A] [287] [A] [288] [A] [289] [A] [290] [A] [291] [A] [292] [A] [293] [A] [294] [A] [295] [A] [296] [A] [297] [A] [298] [A] [299] [A] [300] [A] [301] [A] [302] [A] [303] [A] [304] [A] [305] [A] [306] [A] [307] [A] [308] [A] [309] [A] [310] [A] [311] [A] [312] [A] [313] [A] [314] [A] [315] [A] [316] [A] [317] [A] [318] [A] [319] [A] [320] [A] [321] [A] [322] [A] [323] [A] [324] [A] [325] [A] [326] [A] [327] [A] [328] [A] [329] [A] [330] [A] [331] [A] [332] [A] [333] [A] [334] [A] [335] [A] [336] [A] [337] [A] [338] [A] [339] [A] [340] [A] [341] [A] [342] [A] [343] [A] [344] [A] [345] [A] [346] [A] [347] [A] [348] [A] [349] [A] [350] [A] [351] [A] [352] [A] [353] [A] [354] [A] [355] [A] [356] [A] [357] [A] [358] [A] [359] [A] [360] [A] [361] [A] [362] [A] [363] [A] [364] [A] [365] [A] [366] [A] [367] [A] [368] [A] [369] [A] [370] [A] [371] [A] [372] [A] [373] [A] [374] [A] [375] [A] [376] [A] [377] [A] [378] [A] [379] [A] [380] [A] [381] [A] [382] [A] [383] [A] [384] [A] [385] [A] [386] [A] [387] [A] [388] [A] [389] [A] [390] [A] [391] [A] [392] [A] [393] [A] [394] [A] [395] [A] [396] [A] [397] [A] [398] [A] [399] [A] [400] [A] [401] [A] [402] [A] [403] [A] [404] [A] [405] [A] [406] [A] [407] [A] [408] [A] [409] [A] [410] [A] [411] [A] [412] [A] [413] [A] [414] [A] [415] [A] [416] [A] [417] [A] [418] [A] [419] [A] [420] [A] [421] [A] [422] [A] [423] [A] [424] [A] [425] [A] [426] [A] [427] [A] [428] [A] [429] [A] [430] [A] [431] [A] [432] [A] [433] [A] [434] [A] [435] [A] [436] [A] [437] [A] [438] [A] [439] [A] [440] [A] [441] [A] [442] [A] [443] [A] [444] [A] [445] [A] [446] [A] [447] [A] [448] [A] [449] [A] [450] [A] [451] [A] [452] [A] [453] [A] [454] [A] [455] [A] [456] [A] [457] [A] [458] [A] [459] [A] [460] [A] [461] [A] [462] [A] [463] [A] [464] [A] [465] [A] [466] [A] [467] [A] [468] [A] [469] [A] [470] [A] [471] [A] [472] [A] [473] [A] [474] [A] [475] [A] [476] [A] [477] [A] [478] [A] [479] [A] [480] [A] [481] [A] [482] [A] [483] [A] [484] [A] [485] [A] [486] [A] [487] [A] [488] [A] [489] [A] [490] [A] [491] [A] [492] [A] [493] [A] [494] [A] [495] [A] [496] [A] [497] [A] [498] [A] [499] [A] [500] [A] [501] [A] [502] [A] [503] [A] [504] [A] [505] [A] [506] [A] [507] [A] [508] [A] [509] [A

Verb-ec

1. Prompt: What did [A] do on its target?
Target: The girl crossed her way
2. Prompt: What happened to [A] on target?
Target: The boy slipped in his
3. Prompt: What did [A] do to his target?
Target: The girl gave a birthday
4. Prompt: What did they do to the wife target?
Target: They checked around it
5. Prompt: What did [A] and [B] do?
Target: The boy and the girl gave

3. **Frage:** Wie viele Jahre?

2. **Prompt:** I made a hat for Gus. He pulled it off. **Now** your person can wear the hat. What did your person do?
Target: They pulled it off.

3. **Prompt:** Now I made a flower. Gus grabbed the flower. **Next** your flower: What did your person do with it?
Target: They grabbed the flower.

4. **Prompt:** I wonder if it smells nice! Gus smelled the flower. What about that flower? What did your person do with it?

3. it will tip
4. it tipped

6. She decided	Dec
7. The rocket will blast off	Dec
8. The rocket blasted off	Floa
9. The show will happen	Hap
10. The show happened	Hap
11. The bike will crash	Play
12. The bike crashed	Full
13. The rabbit will thump the ground	Scar
14. The rabbit thumped the ground	Smr
	Ths

Imitation

Character: Zeke

Zeke says to school every morning he has only two blocks away.

• She goes the long way to avoid the big, old street.

• Most days a cat can be seen in her neighborhood window. She hates because the cat is in her head, she wishes that one day she would see the cat in the window.

• Where Zeke lives, the school buses, she says that she is almost at school.

Characteristics: Kuvier

3. **Prompt:** Oh no, his bag drops. What happens with this bag?
Target: The bag drops.

4. **Prompt:** He changes the wall into a slide. What does this person do?
Target: He changes the wall into a slide.

5. **Prompt:** Xavier kicks his bag on his back. Where does your person

Story Retell

Character's Zuhra

Zuhra says: I studied every morning by herself. She only has 6 friends who

> the long way to avoid the big, scary street

> Most days a cat can be seen in her neighbor's big front window. She hates because the cat is ugly > in her head, she thinks that one day she will meet the cat in the window

> Zuhra hates the school buses, she can tell that she is almost at school

Now, you help me tell the story again:

- 1. Prompt:** How does Zuhra go to school?
Target: She hates the long way.
- 2. Prompt:** What does she do to avoid the bus?
Target: She hates the long way.
- 3. Prompt:** What does Zuhra see in the window?
Target: She hates the ugly cat.
- 4. Prompt:** Zuhra wants to meet the cat. Is she?
Target: She thinks meeting the cat is almost at school.

What happens with this bag?

1. The player cheats
2. The player cheats
3. Every night, the student reads
4. Every night, the students need
5. He hands me a snack
6. They hand me a snack
7. The players cheat
8. The player cheats
9. Every night, the student reads
10. Every night, the students need
11. He knocks on the door
12. They knock on the door
13. The helios awakes.

Verb-s

How does Zahra get to work?
What does she do to work?
What does she do to work?
What does Zahra do to work?
Zahra wants to meet if the meantime?
What does Zahra know the bus?

2006

the costume
the costume
a snack
a snack
eat
eat
the student reads
the students read
the door
the door
enjoins

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>





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