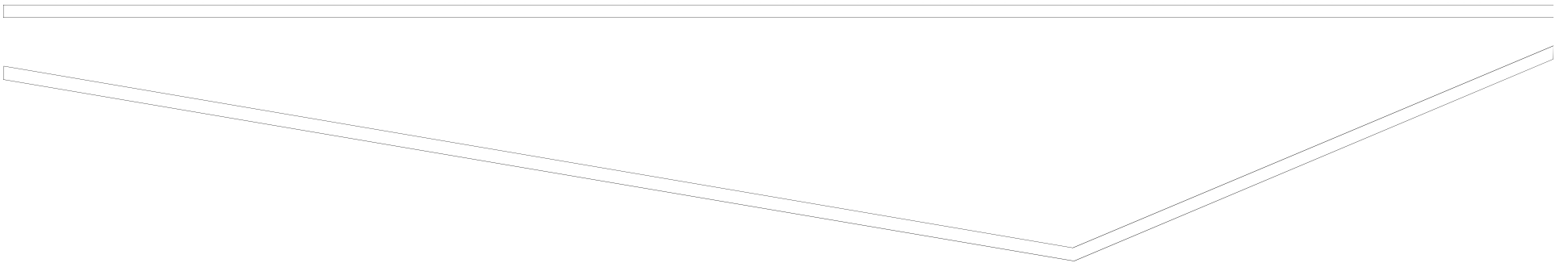


SYNTACTIC DEVELOPMENT AND THERAPY

Presenter: Carrie Clark, CCC-SLP

The Speech Therapy Solution

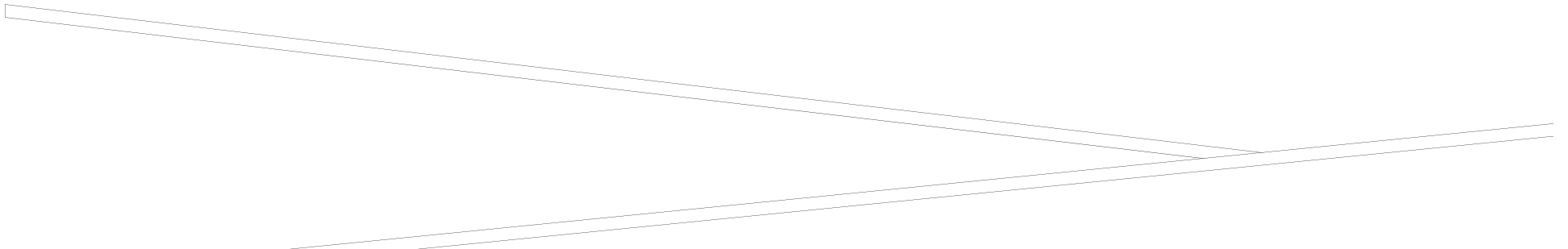
www.SpeechAndLanguageKids.com



TYPICAL DEVELOPMENT: 1-2 YO

- ▶ Brown's Stage I (12-26 mos)
 - ▶ Uses 1, 2, 3-word utterances
 - ▶ Uses intonation to ask yes/no questions
 - ▶ Uses limited wh- questions
- ▶ Grammatical Markers (19-28 mos)
 - ▶ Present Progressive “-ing” (as single word)

Source: Linguistics Milestones Guide



TYPICAL DEVELOPMENT: 2-3 YO

- ▶ Brown's Stage II (27-30 mos)
 - ▶ Begins to use grammatical morphemes
 - ▶ Uses "in" and "on"
- ▶ Brown's Stage III (31-34 mos)
 - ▶ Increases length due to use of auxiliaries
 - ▶ Increases use of wh- questions
 - ▶ Uses interrogative reversals
- ▶ Grammatical Markers (29-38 mos)
 - ▶ Regular plural –s
 - ▶ Present progressive –ing without auxiliary (e.g. baby crying)
 - ▶ Semiauxiliaries (wanna, gonna, gotta)
 - ▶ Overgeneralization of past tense –ed
 - ▶ Possessive –s
 - ▶ Present tense auxiliary

Source: Linguistics Milestones Guide

TYPICAL DEVELOPMENT: 3-4 YO

▶ Brown's Stage IV (35-40 mos)

- ▶ Uses object-noun-phrase complements
- ▶ Uses indirect or embedded wh-questions

▶ Brown's Stage V (41-46 mos)

- ▶ Coordinates simple sentences
- ▶ Uses locatives (e.g., up, down)
- ▶ Uses "and" as main conjunction

▶ Grammatical Markers (39-42 mos)

- ▶ Past tense modals (could, should, would, must, might)
- ▶ "Be" verb + present progressive -ing

▶ Grammatical Markers (43-46 mos)

- ▶ Regular past tense -ed
- ▶ Irregular past tense
- ▶ Regular third-person-singular, present tense
- ▶ Articles

TYPICAL DEVELOPMENT: 4-5 YO

▶ Brown's Stage V+ (47+ mos)

- ▶ Adds negative interrogatives (Don't you..., Are you not...)
- ▶ Adds indefinite forms, such as nobody, no one
- ▶ Has some difficulty with double negatives

▶ Grammatical Markers (47-50 mos)

- ▶ Contractible auxiliary (the boy's walking)
- ▶ Uncontractible copula (it is big)
- ▶ Uncontractible auxiliary (he is swimming)
- ▶ Irregular third person singular (she has it)
- ▶ Past tense "be" verb

Source: Linguisystems Milestones Guide



TYPICAL DEVELOPMENT

- ▶ Kind (5-6 yrs):
 - ▶ Regular plural nouns
 - ▶ Use complete sentences
 - ▶ Frequently occurring prepositions
- ▶ 1st:
 - ▶ Common, proper, and possessive nouns
 - ▶ verb tense matching to singular/plural nouns
 - ▶ personal/possessive/indefinite pronouns
 - ▶ past/present/future tense verbs
 - ▶ Frequently occurring Adjectives
 - ▶ Frequently occurring Conjunctions
 - ▶ determiners (articles, demonstratives)
 - ▶ Frequently occurring Prepositions
 - ▶ complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

Source: Common Core Checklists

TYPICAL DEVELOPMENT

▶ 2nd:

- ▶ Collective nouns (e.g. group)
- ▶ Commonly occurring irregular plural nouns
- ▶ Reflexive pronouns (e.g. myself)
- ▶ Commonly occurring irregular past tense
- ▶ Adjectives/adverbs
- ▶ Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Source: Common Core Checklists



TYPICAL DEVELOPMENT

▶ 3rd:

- ▶ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- ▶ Regular and Irregular plural nouns
- ▶ Abstract nouns (e.g. childhood)
- ▶ Regular/Irregular Verbs
- ▶ Ensure subject-verb and pronoun-antecedent agreement
- ▶ Form and use comparative and superlative adjectives and adverbs
- ▶ Use coordinating and subordinating conjunctions
- ▶ Produce simple, compound, and complex sentences

Source: Common Core Checklists

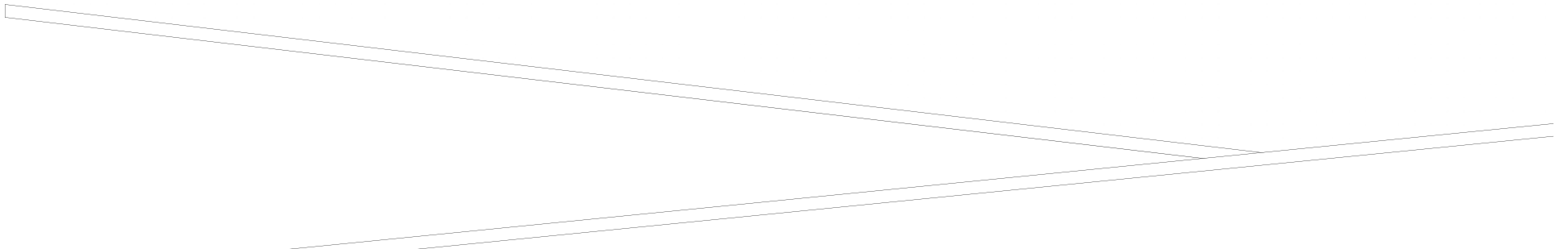


TYPICAL DEVELOPMENT

▶ 4th:

- ▶ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)
- ▶ Present Progressive Verb Tense
- ▶ Modal auxiliaries (e.g. may, can, must)
- ▶ Correct order of adjectives
- ▶ Prepositional phrases

Source: Common Core Checklists



TYPICAL DEVELOPMENT

▶ 5th:

- ▶ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- ▶ Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
- ▶ Use verb tense to convey various times, sequences, states, and conditions.
- ▶ Use correlative conjunctions (e.g., either/or, neither/nor).

Source: Common Core Checklists



TYPICAL DEVELOPMENT

6th:

- ▶ Pronouns are in the proper case (subjective, objective, and possessive)
- ▶ Intensive pronouns (e.g., myself, ourselves)
- ▶ Recognize and correct inappropriate shifts in pronoun number and person
- ▶ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

Source: Common Core Checklists 6-12

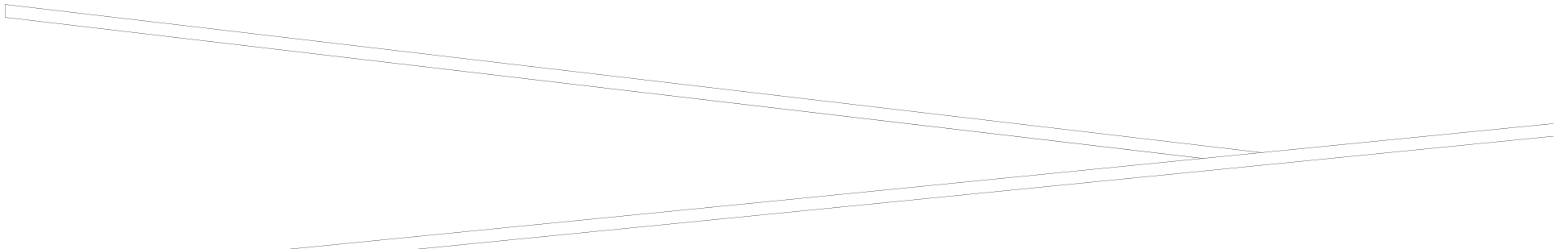


TYPICAL DEVELOPMENT

7th:

- ▶ Explain the function of phrases and clauses in general and their function in specific sentences
- ▶ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- ▶ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

Source: Common Core Checklists 6-12



TYPICAL DEVELOPMENT

8th:

- ▶ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- ▶ Form and use verbs in the active and passive voice
- ▶ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- ▶ Recognize and correct inappropriate shifts in verb voice and mood

Source: Common Core Checklists 6-12

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TYPICAL DEVELOPMENT

9-10th:

- ▶ Use parallel structure
- ▶ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations

Source: Common Core Checklists 6-12

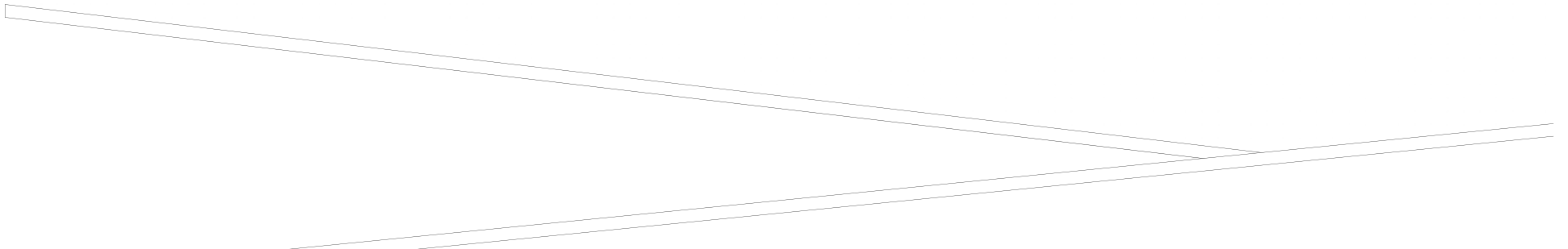


TYPICAL DEVELOPMENT

11-12th:

- ▶ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
- ▶ Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster's Dictionary of English Usage, Garner's Modern American Usage) as needed

Source: Common Core Checklists 6-12



THERAPY FOR EARLY CHILDHOOD

Main Goals:

- ▶ facilitating acquisition and use of age-appropriate morphemes—in particular, auxiliary verbs, articles, pronouns;
- ▶ increasing sentence length and complexity;
- ▶ increasing use of varied sentence types.

Source:

<http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Treatment>

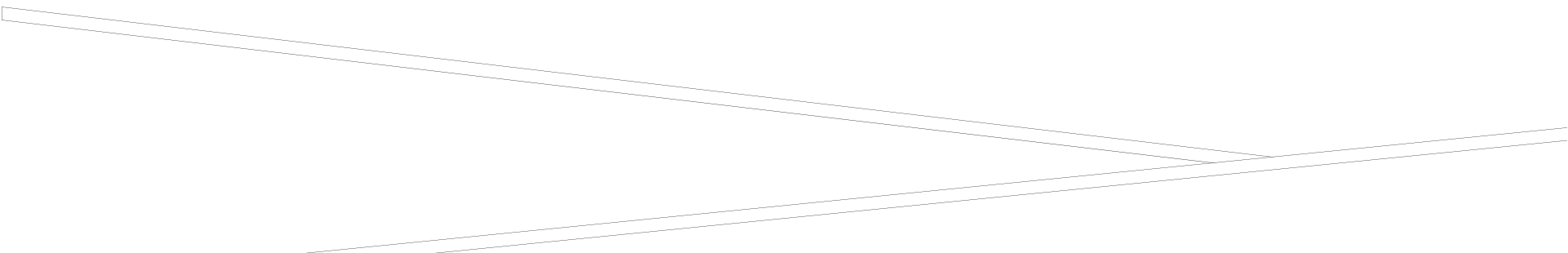
THERAPY FOR ELEMENTARY (5-10 YEARS)

Main Goals:

- ▶ increasing the use of more advanced morphology (e.g., monster/monstrous, medicine/medical, school/scholastic);
- ▶ increasing the ability to analyze morphologically complex words (e.g., prefixes, suffixes);
- ▶ improving morphosyntactic skills (e.g., use of morphemes in simple and complex clauses, declarative versus questions, tag questions and relative clauses);
- ▶ improving the ability to understand and formulate more complex sentence structures (e.g., compound sentences; complex sentences containing dependent clauses);
- ▶ judging the correctness of grammar and morphological word forms and being able to correct errors.

Source:

<http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Treatment>



THERAPY FOR MIDDLE/HIGH SCHOOL

- ▶ At this point, interventions tend to focus on teaching ways to compensate for language deficits.
- ▶ Instructional strategies approaches that focus on teaching rules, techniques, and principles to facilitate acquisition and use of information across a broad range of situations and settings
- ▶ Enhancing metalinguistic and metacognitive skills
- ▶ Teaching strategies for learning academic content
 - ▶ deciphering of morphologically complex words associated with different academic course work
 - ▶ spell check and grammar check to edit written work composed in an electronic format

Source:

<http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Treatment>

SAMPLE ACTIVITIES: 1-2 YO

- ▶ Modeling syntax during play:
 - ▶ Using expansions to lengthen the child's spontaneous utterances
 - ▶ Speak at or right above the child's level
 - ▶ Parent training on these strategies
- ▶ Teach new words from different semantic categories
- ▶ Get wind-up toys that do different actions and talk about what the toy is doing using a present progressive (“-ing”) word.



SAMPLE ACTIVITIES: 2-3 YO

- ▶ Work on requesting more than one item using plural –s: Have the child say “balls” to get more marbles for a marble run or “crackers” to get more snack. If they don’t say the plural –s, just give them one.
- ▶ Get out the wind-up toys (as before). While they are going, have the child say verb + present progressive (dino walking). After, have the child use the regular past tense to describe (what did he do? “walked”).
- ▶ Get a game/toy with a lot of pieces and have the child help you divide them into whose they belong to by saying the possessive ‘s. If there aren’t many people in the room, have the child divide pieces among stuffed animals or dolls (perhaps with play food for them to eat).



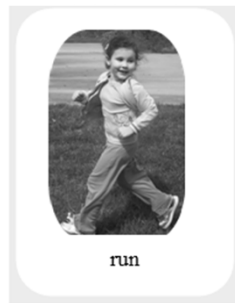
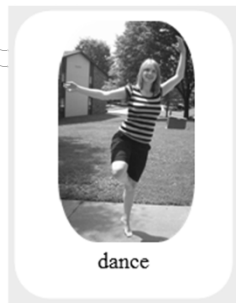
SAMPLE ACTIVITIES 3-4 YO

- ▶ Have the child request two items during play or snack using the “and” conjunction. Use a simple sentence strip as a visual aid.
- ▶ Have the child follow directions using locatives during play “put it in”, “put it on”, “hold it up”, “hold it down”, etc.
- ▶ Describe verb flashcards or pictures of characters in books using a “be” verb and the present progressive.
(<https://www.speechandlanguagekids.com/verb-picture-cards/>)
- ▶ Use past tense verb flashcards to discuss how words change to show that the action already happened.
(<https://www.speechandlanguagekids.com/past-tense-verbs-flash-cards/>)



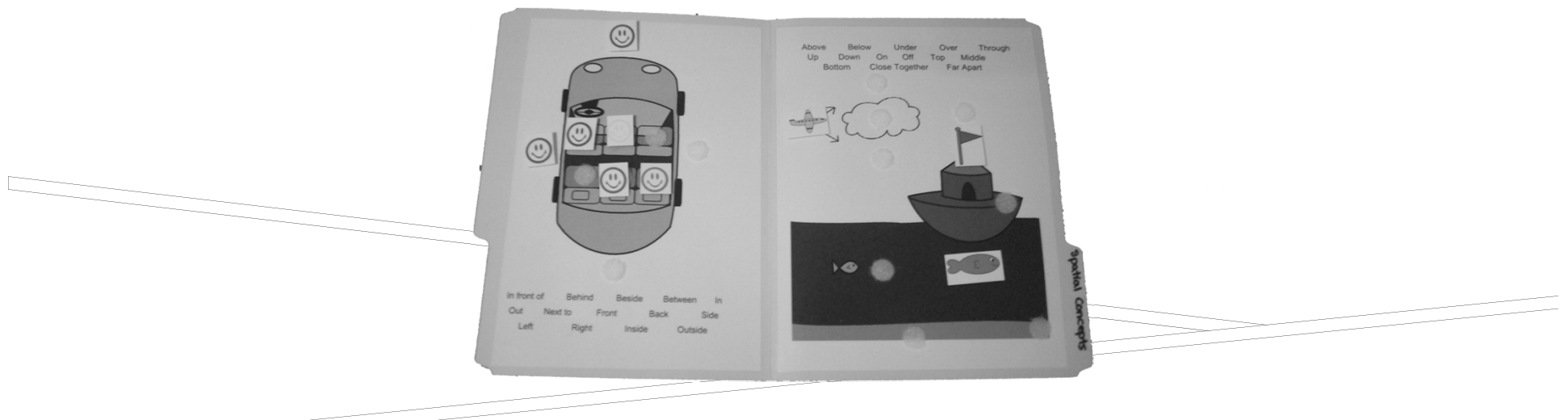
SAMPLE ACTIVITIES 4-5 YO

- ▶ Get out some small objects and divide them among the people in the room. Ask the child “who has ____”. The child can practice using irregular third person singular (“Julie does” or “Julie has it”) or can practice indefinite forms (“Nobody”).
- ▶ When reading books, ask the child “is it” questions about the pictures so that the child can practice uncontractible copula’s by saying “it is ____”. (ex: Is it big? It is big!)
- ▶ Have the child describe actions and talk about using the contracted form of “is” (she’s walking). Practice it with and without contracting so they understand the difference.
- ▶ Hide something and have the child go find it. After it has been retrieved, have the child use the past tense “be” verb to tell you where it was.



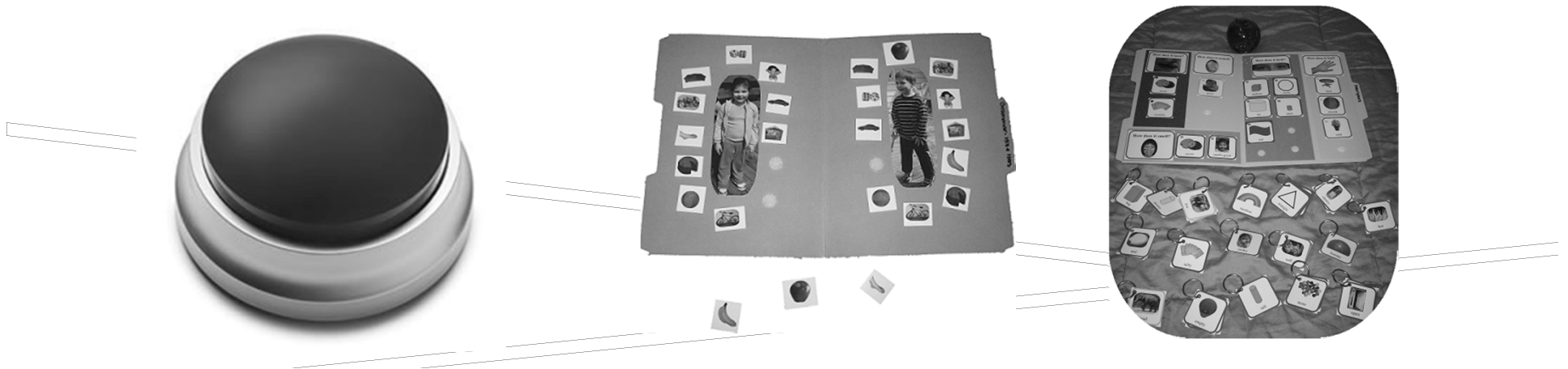
SAMPLE ACTIVITIES – KINDERGARTEN

- ▶ Use plural nouns in sentences when reading books (ask leading questions like “what are those”).
- ▶ Move toys around the room and talk about where they are using common prepositions
- ▶ Where Does it Go File Folder Game:
<https://www.speechandlanguagekids.com/spatial-concepts-games-go/>
- ▶ Look for what grammatical markers are missing from the child’s sentences that make them sound incomplete and do lessons on those.



SAMPLE ACTIVITIES – 1ST GRADE

- ▶ Give the child a buzzer. Write a sentence on the board and have the child buzz if the subject and verb don't match for singular/plural (ex: He jump, they jump). Explain how the verb needs an /s/ if there is just one subject.
- ▶ Use the “his/hers” mode of this game and practice in sentences:
<https://www.speechandlanguagekids.com/he-does-she-does-file-folder-game/>
- ▶ Use this game to describe objects using your 5 senses:
<https://www.speechandlanguagekids.com/adjective-games-tell/>



SAMPLE ACTIVITIES – 2ND GRADE

- ▶ Irregular Plural Noun Worksheets (or just tell the child a word and have him/her come up with the plural and use it in a sentence):
<https://thespeechtherapysolution.speechandlanguagekids.com/worksheet-irregular-plural-nouns-worksheets/>
- ▶ Tell the child a verb (that has an irregular past) and have the child tell you a story about something that happened in the past that uses that word (ex: if the word was “run”, they could tell you a story about a race they ran in).
- ▶ Write simple sentences on cards (one phrase or sentence part per card) and have the child rearrange them to make new sentences). For example, you could have “the boy” “watched” “the movie” and rearrange it to say “the movie was watched by the boy”.



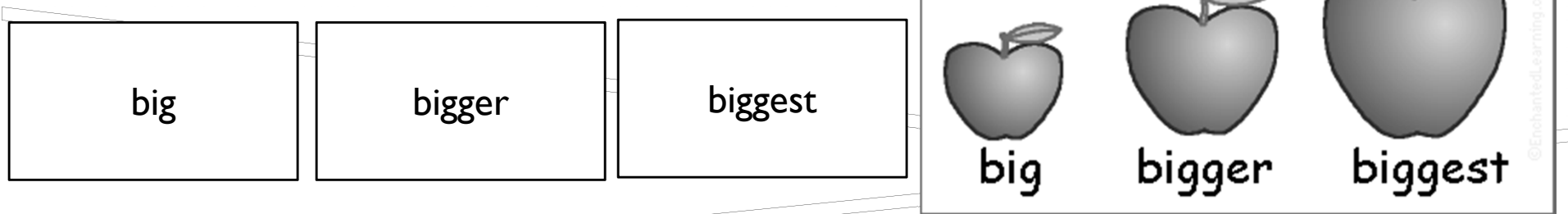
the boy

watched

the movie

SAMPLE ACTIVITIES – 3RD GRADE

- ▶ Games that help children identify parts of speech and what they do. Quia.com has a lot of fun games for this:
<https://www.quia.com/rr/143009.html>
- ▶ Have a student practice superlatives by arranging items and labeling them accordingly. For example, have 3 items and have the student arrange them as “big”, “bigger”, and “biggest” using note cards with the labels.
- ▶ Give the child two sentence cards and have him combine them to make one compound sentence. (Good resource:
http://www.readingrockets.org/strategies/sentence_combining)



SAMPLE ACTIVITIES – 4TH GRADE

- ▶ Create cards for different adjectives and have the student draw two and place them in the correct order in front of a noun. Then, have them create a sentence using that sequence (ex: draws “green” and “big”, places cards in order to say “big, green dog”. Child says “Jackson saw a big, green dog in the park”).
- ▶ Write out sentences and have the student circle the prepositional phrase. Explain that if the prep. phrase is an adjective, it will answer the question “which one?” and if it’s an adverb, it will answer the question “who”, “where”, or “when”. (Source: <http://www.chompchomp.com/terms/prepositionalphrase.htm>)
- ▶ Activities to practice modal verbs, like this: <http://esl.fis.edu/grammar/multi/modal1.htm>

The book on the bathroom floor is swollen from shower steam.

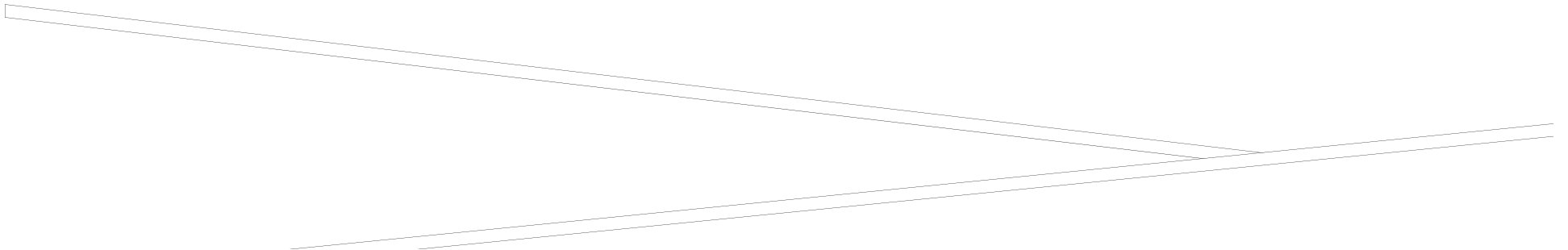
SAMPLE ACTIVITIES – 5TH GRADE

- ▶ Perfect Verb Tense Activities like this one:
<https://www.teacherspayteachers.com/Product/Perfect-Verb-Tenses-A-Bundle-of-Activities-869352>
- ▶ Have the child draw one sentence card (which states a simple sentence) and one condition card and have the child re-state that sentence to convey the correct time, state, or condition. (ex: Child draws “the dog walks down the street” and “past tense-yesterday”. The child says “Yesterday, the dog walked down the street).
- ▶ Read a book with a child and have them listen/look for a specific part of speech (conjunctions, prepositions, interjections) and talk about the function of that word once it is found.



SAMPLE ACTIVITIES – 6TH GRADE

- ▶ Have the child find pronouns in a book or text and identify what kind they are (subjective, objective, possessive, intensive). Write these pronouns on a chart according to type. Then, have the student write new sentences using those pronouns correctly.
- ▶ Have student edit something that he/she wrote specifically for correct use of pronouns.



SAMPLE ACTIVITIES – 7TH GRADE

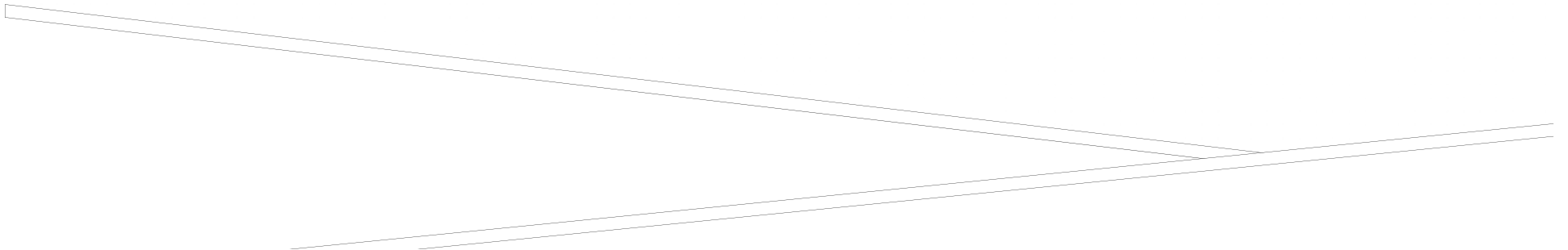
- ▶ Have students diagram sentences into phrases and clauses. (Free cheat sheet: <https://www.teacherspayteachers.com/Product/Diagramming-Sentences-Cheat-Sheet-2182984>)
- ▶ Have students edit their own work (as well as sentences you create) and look specifically for incorrect placement of phrases/clauses as well as for dangling modifiers.
- ▶ Provide the child with a written paragraph and have him/her combine simple sentences to make compound or complex sentences to make the paragraph sound better.

SAMPLE ACTIVITIES – 8TH GRADE

- ▶ Have the student draw a card with a sentence on it and change it from active to passive voice.
- ▶ Explicitly teach the difference between indicative, imperative, interrogative, conditional, and subjunctive verb moods and help the students practice writing sentences of each type as well as identifying them in written works.
- ▶ Have a student edit his/her own work as well as paragraphs you write for inappropriate shifts in verb voice or mood.

THERAPY FOR 9-12TH GRADE

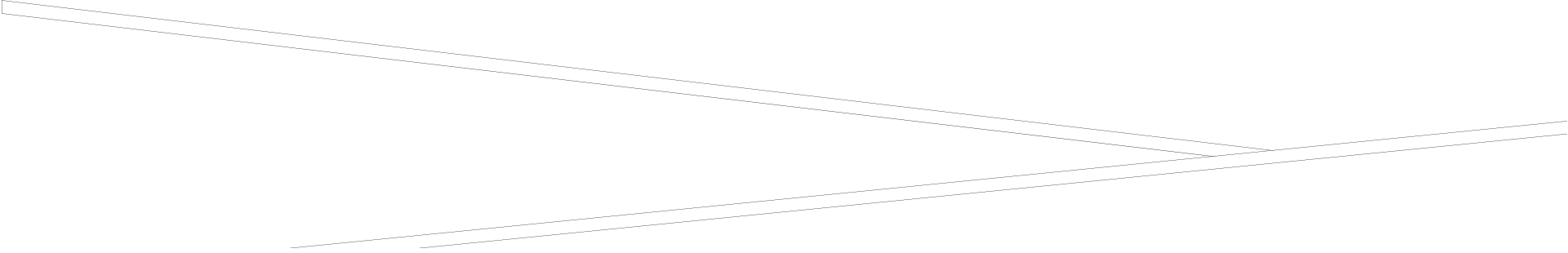
- ▶ At this point, the focus should move more toward providing supplemental instruction and assistance for the child to learn the skills necessary for their specific classwork. Work with classroom teachers to identify the most important syntax skills that the child is missing and develop activities to either teach those skills or compensatory strategies to overcome deficits in specific areas.



REFERENCES:

- ▶ ASHA's Practice Portal: Spoken Language Development: <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Treatment>
- ▶ Language Disorders by Rhea Paul: https://www.amazon.com/Language-Disorders-Infancy-Through-Adolescence/dp/B006OXCQB8/ref=sr_l_2?ie=UTF8&qid=1480953942&sr=8-2&keywords=language+disorders+from+infancy+through+adolescence+3rd+edition

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- ▶ Common Core Checklists (K-5):
<https://www.teacherspayteachers.com/Product/Common-Core-Checklists-Language-Listening-Speaking-K-5-582979>
 - ▶ Common Core Checklists (6-12):
<https://www.teacherspayteachers.com/Product/Common-Core-Checklists-Language-Listening-Speaking-6-12-758424>
 - ▶ Linguisystems Milestones Guide:
<https://www.linguisystems.com/pdf/Milestonesguide.pdf>
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