

Implicit Grammar Treatments



**ENHANCED
INPUT**



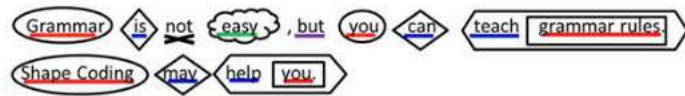
**ATTENTIVE
LISTENING**

Focused Stimulation/Recasts - These approaches involve repeating a child's utterance back to them with the target morpheme produced correctly. Assumes that building on the child's utterance allows them to focus on the grammatical change & low task demands reduce anxiety. SR & Meta Analysis: Cleave et al., 2015

Auditory Bombardment - Most commonly used in phonology, but applicable in grammar too. Asks child to listen passively to several models presented rapidly. Appears to be beneficial, though magnitude is unclear and has only been tested in combination with other approaches. Leonard, 1975; Plante et al., 2018

Syntax Stories - Stories loaded with the target syntactic frame. Most often read prior to focused stimulation but evidence from typical children that they work alone & for complex syntax when presented daily for 2 weeks. TD work by Vasilyeva et al. and Serratrice et al. DLD work by Fey, Leonard and colleagues.

Use a Hook: Toy Talk - Say the toy's name; talk about what the toy is doing. Encourages caregivers to use tense/agreement markers with their child. Key author: Hadley
Cognitive Verbs- Teaching cognitive verb vocabulary as a way to enhance complement clause use in caregiver. *The word of the week is... wonder/tell/think/imagine/remember....* Evidence from Owen Van Horne et al. w/ Head Start teachers.



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**META
SKILLS**



RULES



**PRODUCTION
PRACTICE**

Shape Coding/Meta Taal- These approaches use visual symbols (legos, shapes, colors) to make the patterns of language clear. Require meta-linguistic skills. Evidence of effectiveness for a wide range of structures. Well tested with school-age kids. Key authors: Ebbels, Zwisterlood

Elicited Imitation/Elicited Production - Child is prompted to produce the target structure with varying levels of cueing. Described in Eisenberg, 2013; evidence is limited (few studies done). Motor/phonology literature suggests production practice is critical for learning so worthy of future research.

Sentence Combining - This strategy focuses on complex syntax use, usually in writing. Students practice rewriting information using as few sentences as possible, often assisted by graphic organizers w/ lists of conjunctions. See work by Scott & Balthazar for oral language.

Explicit rule instruction - Explain the rule to the child (e.g., *to talk about things that are over, add 'ed'*). Previously assumed to be uninformative for children, but growing evidence that older kids find this beneficial. Equal benefit for kids w/ high and low IQ. Key Author: Finestack



**Treatment Efficacy &
Language Learning Lab**