

TEACHING

VOCABULARY

to Children with Lower Levels of Language

Techniques for Speech-Language Pathologists & Educators

Learn how your cueing strategies can impact how the child is learning the target word

PHONOLOGICAL CUES

VS.

SEMANTIC CUES

- The sound the target word starts with
 - Example:
 - Target: "spoon"
 - Cue: "it starts with /s/"
- Benefits expressive language development
- Increased production of target

- A description about or the function of the target word
 - Example:
 - Target: "spoon"
 - Cue: "you use it to eat soup"
- Benefits receptive language development
- Increased comprehension of target

To reach learning criterion for production of target words, children with SLI required approximately

13.67

exposures to target word with phonological cueing

To reach learning criterion for comprehension of target words, children with SLI required approximately

12.71

exposures to target word with semantic cueing

Leads to Increase in production

Leads to Increase in comprehension

REFERENCES:

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