

VOCABULARY INTERVENTION FOR PRESCHOOL-AGED CHILDREN WITH DEVELOPMENTAL LANGUAGE DELAY (DLD)

What words should speech-language pathologists (SLPs) select and what strategies should be used?

WORD LEARNING

MUTUAL EXCLUSIVITY

new words = new objects



SHAPE BIAS

same name = same shape



WORD SELECTION

Use words that are **IN** the child's phonological inventory

UNIQUE TO CHILD

IN > OUT

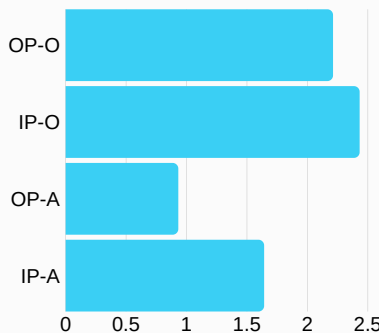
INCLUDE VERBS & NOUNS EQUALLY

KEY

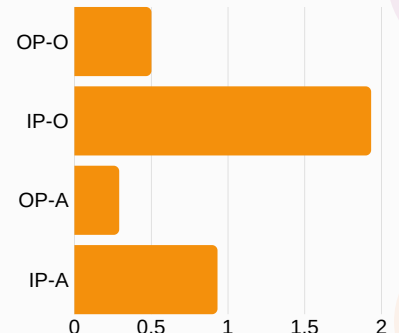
- OP-** Out-of-Phonological Inventory
- IP-** In Phonological Inventory
- O-** Object Words
- A-** Action Words

Source: Leonard et al., (1982)

COMPREHENSION OF NEW WORDS



PRODUCTION OF NEW WORDS



WORD CUEING & INTENSITY

Phonological Semantic **↑** production comprehension

Higher # of exposures needed to promote acquisition

WORD TEACHING

WORLD Intervention

Teach target words before reading a book together

Send target words home for generalization

Include vocabulary teaching in everyday activities

BY: VERONICA DEJSUS, SARAH DOMBROSKI, AND SIERRAH HARRIS AS PART OF CSCD 713

RESOURCES: Gray Shelley, Brinkley Shara, & Svetina Dubravka. (2012). Word Learning by Preschoolers With SLI: Effect of Phonotactic Probability and Object Familiarity. *Journal of Speech, Language, and Hearing Research*, 55(5), 1289-1300. Leonard, L. B., Schwartz, R. C., Chapman, K., Rowan, L. E., Prelock, P. A., Terrell, B., . . . Messick, C. (1982). Early lexical acquisition in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 25(4), 554-564. Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor, A. B., Davis, M. J., . . . & Simmons, L. (2011). The effects of an intensive shared book-reading intervention for preschool children at risk for vocabulary delay. *Exceptional Children*, 77(2), 161-183.

