

Natural Language Acquisition Supports and Goal-writing



Stage 1 Supports

1. See the world through the student's eyes. What might they be communicating at this moment? Their language comes from another time and place; it's rarely literal; its intention is to share.
2. Acknowledge all communication modes and attempts.
3. Gestalts may be songs, episodes from media sources
4. Model new language gestalts that provide the sound track for new experiences
5. Model language before the child uses a 'default'/taught phrase
6. When we model alternative language, we are offering suggestions only; trust gives us this right



Stage 1 Goal

When optimally-regulated, supported by a knowledgeable partner, and involved in a self-chosen activity, the student will spontaneously produce/access (# of language gestalts/a variety of language gestalts/language gestalts of this type: xx) to express a variety of communicative intentions/these communicative intentions: xxx, given no more linguistic support than conversational language models at their language development level.

Stage 2 supports

1. Listen for mitigations the student is attempting/producing/accessing. Inventory opportunities and intentions
2. Model options for mitigations: I'm hungry, I'm tired, it's silly, it's funny; Let's go, Let's play, Let's eat lunch
3. Provide and search out novel experiences as opportunities to model novel mitigations
4. Increase opportunities for the student to communicate with other people now that intelligibility is better.



Stage 2 goal

When optimally-regulated, supported by a knowledgeable partner, and involved in a self-chosen activity, the student will spontaneously produce/access (# of language mitigations/a variety of language mitigations/a variety of 'mix-and-match' utterances of these types: xx or derived from these gestalts: xx) to express a variety of communicative intentions/these communicative intentions: xx, with no more linguistic support than conversational language models.

Stage 3 Supports



Stage 3 goal

C: Block. (3)
M: Block there?
J: Block here?
C: This ... piece ... get. (3)
J: Put here?
C: Three ... wood. (3)



J: Green + wood
C: Three + wood
J: Wood + pink
C: Pink + wood
J: That + block
C: Mikey + there
J: There + Mikey
C: Here + Eeyore
J: Cute + Eeyore
C: Eeyore + Eeyore
J: Eeyore + Mikey
C: Eeyore + blanket
C: Mommy + blanket!

When involved in a well-regulating, quiet/private therapy situation, and playful modeling/participation with a partner, the student will spontaneously produce: (single words/noun + noun unique two-word combinations 50% of the time) [Note that this goal is purposefully left open-ended, as students' need for support and practice depends on age]

Stage 4 Supports

1. Support and model 2-word combos that express semantic relationships;
2. these build on the relationships from Stage 3.
3. This is pre-sentence grammar. It builds from: noun phrases (noun + noun, noun + attributes, and noun + location) to: verb phrases, adjective phrases, etc.
4. Continue to model naturally to express meaning that is important to the student.
5. Allow the student to discover grammar through passive models and frequent natural opportunities.
6. Stage 4 = DSS 1-3; constructions develop at about the same time; model broadly from Levels 1-3



Stage 4 goal

When involved in a well-regulating, conversational setting of the student's choice (play-based/student-led) with a knowledgeable partner, the student will spontaneously produce/access sentences using several examples of grammar at the same developmental level of Developmental Sentence Types and Developmental Sentence Scoring, including xxx, to communicate a variety of intentions including xxx, given no more linguistic support than conversational language models at the student's developmental level.

Stage 5 Supports

1. Introduce new grammar when it matters; make sure grammar is never 'empty'
2. Embed grammar targets in meaningful conversation and narrative
3. Continue to superimpose grammar on relationships between/among concepts
4. Drop back to pre-sentence grammar or Stage 4 grammar when needed
5. Stage 5 = DSS 4-6

Developmental Sentence Analysis: A Grammatical Assessment Procedure for Speech and Language Clinicians
Reprinted from Laura Lee (1974)

Score	Negatives	Conjunctions	Interrogative Reversals	Wh-Questions
1	it, this, that + copula or auxiliary is, 's, + not. It's not mine. This is not a dog. That is not moving.		Reversal of copula: Isn't it red? Were they there?	
2				A. who, what, what + noun: Who am I? What is he eating? What book are you reading?
3		and		
4	can't, don't		Reversal of auxiliary: Is he coming? Isn't he coming? Was he going?	
5	isn't, won't	A. but B. so, and so, so that C. or, it because		
6			A. Obligatory do, did: Do they run? Did he hurt? B. Reversal of modal: Can you play? Will you hurt? C. Tag question: Is it fun? Isn't it fun?	
7	All other negatives: A. Uncontracted negatives: I can not go. He has not gone. B. Pronoun-auxiliary or pronoun-copula contraction: I'm not coming. He's not here. C. Auxiliary-negative or copula-negative contraction: He wasn't going. He hasn't been seen. It couldn't be mine. They aren't big.			
8		A. where, when, how, while, whether (or not), till, until, unless, since, before, after, for, as, as + adjective + as, as if, like, that, than: I know where you are. Don't come till I call. B. Obligatory deletions: I run faster than you [run]. I'm as big as a man [is big]. It looks like a dog [looks]. C. Elliptical deletions (score 0): That's why [I took it].	A. Reversal of auxiliary have: Has he seen you? B. Reversal with three auxiliaries: Has he been eating? Could he have been crying? Wouldn't he have been going?	

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1	it, this, that + copula or auxiliary is, 's, + not. It's not mine. This is not a dog. That is not moving.		Reversal of copula: Isn't it red? Were they there?	
2				A. who, what, what + noun: Who am I? What is he eating? What book are you reading? B. where, how many, how much, what...do, what...for: Where did he go? How much do you want? What is he doing? What is a hammer for?
3		and		
4	can't, don't		Reversal of auxiliary: Is he coming? Isn't he coming? Was he going?	
5	isn't, won't	A. but B. so, and so, so that C. or, it because		When, how, how + adjective: When shall I come? How do you do it? How big is it?
6			A. Obligatory do, does, did: Do they run? Does it hurt? Did he hurt? B. Reversal of modal: Can you play? Will you hurt? Shall I sit down? C. Tag question: It's fun isn't it? It isn't fun, is it?	
7	All other negatives: A. Uncontracted negatives: I can not go. He has not gone. B. Pronoun-auxiliary or pronoun-copula contraction: I'm not coming. He's not here. C. Auxiliary-negative or copula-negative contraction: He wasn't going. He hasn't been seen. It couldn't be mine. They aren't big.			Why, what if, how come, how about + gerund: Why are you crying? What if I won't do it? How come he is crying? How about coming with me?
8		A. where, when, how, while, whether (or not), till, until, unless, since, before, after, for, as, as + adjective + as, as if, like, that, than: I know where you are. Don't come till I call. B. Obligatory deletions: I run faster than you [run]. I'm as big as a man [is big]. It looks like a dog [looks]. C. Elliptical deletions (score 0): That's why [I took it].	A. Reversal of auxiliary have: Has he seen you? B. Reversal with two or three auxiliaries: Has he been eating? Could he have been crying? Wouldn't he have been going?	Whose, which, which + noun: Whose car is that? Whose book do you want?

Stage 5 Goal

When involved in a well-regulating, conversational setting of the student's choice (play-based/student-led) with a knowledgeable partner, the student will spontaneously produce/access sentences using several examples of grammar at the same developmental level of Developmental Sentence Scoring, including xxx, to communicate a variety of intentions including xxx, given no more linguistic support than conversational language models at the student's developmental level.

1. Maintain and grow opportunities to use the language the individual can access
2. Take advantage of text-based/AAC opportunities to expand conversational opportunities
3. Whole-brain language growth naturally continues all our lives
4. Grow 'horizontal' communication progress
5. Remember what's important! "Once I realized he was using his 'movie talk' to communicate with ME, our entire relationship changed!"

Life-long learning goal

When optimally-regulated, supported by a knowledgeable partner (names/situations) who can 'keep the conversation going,' and involved in a mutually-agreeable activity, the individual will spontaneously produce/access X number of utterances (or maintain conversation for X period of time) to express communicative intentions of their choice.

Life-long learning supports



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