

NATURAL LANGUAGE ACQUISITION

describes

gestalt language development



Eezashakafarawa?
Endashakaman!
Evenkasabazag!



Echolalia is

Stage 1 of gestalt language development!

NLA Stages 1&2 are the natural route to Stage 3 words and word + word grammar at Stages 4-6

NATURAL LANGUAGE ACQUISITION and GESTALT LANGUAGE DEVELOPMENT

NLA describes the natural journey: echolalia to self-generated grammar

What we know from 15 years of clinical research:

- * Language development is natural: analytic language processors (ALPs) ~ AND GESTALT LANGUAGE PROCESSORS (GLPs)
- * NLA research describes how gestalt processors develop language naturally AND how we SUPPORT what GLPs do naturally! (no prompts, corrections, drills)
 - * Connection with the child comes first! That's why the child trusts us
 - * Co-regulate together to begin supporting sensory-motor development
- * Follow the child's lead! They already have language in their minds!
 - * See the world through their eyes: what they love, prefer, and avoid
- * ACKNOWLEDGE THAT THE CHILD IS COMMUNICATING!! Even when we don't understand WHAT they say! Instead of questions or 'corrections,' WE DO THIS:
 - * We TALK NATURALLY at least 50% of the time because this is NATURAL language 'modeling'; We use statements from a neutral perspective (It's...; That's...), joint perspective (Let's...; We're...) or first person (I...) because your child will ECHO your language; We honor gestalt cognitive processing!
 - * We model language without expectation. Gestalts are what the child picks up NATURALLY ~ NOT what we want them to ~ no COMPLIANCE as it undermines trust AND the natural language development process!!
 - * We redefine 'intelligibility' at Stages 1&2: it's melody and intonation, NOT speech sounds YET! We acknowledge & use melody & melodic intonation!
 - * We honor & use AAC that supports GLP communication principles.

Natural Language Acquisition (M.Blanc, 2012) naturallanguageacquisition.info

Stage 1: Gestalts Whole language chunks processed/stored from life episodes that matter to the child (songs, stories, scripts, media, intonational contours, word-chunks). They may be used later (delayed echolalia)	ABCDEFGHIJKLMNQRST UVWXYZnowIknowmy.. Ifyourehappyandyouknowitclapyourhandsify... <i>Let's get out of here!</i> (from another child) <i>Want some more?</i> (from a parent/teacher)	Whole gestalts are the 'sound tracks' of life episodes the child finds meaningful. When used later, THEY COMMUNICATE if/when we acknowledge that the child is communicating with them! <u>Supports:</u> We acknowledge the child's gestalts whether we understand them or not. We look for clues to their meaning. We find good times to model new language the child might echo.
Stage 2: Mitigations Gestalts are changed/broken into smaller parts, and parts from different gestalts can be combined into new combos	ABCD + to you You're happy + sing with me <i>Let's get + out of here!</i> <i>Want + some more?</i> <i>Let's get + some more?</i> <i>Want + out of here!</i>	The child is figuring out how to change or shorten gestalts, and to 'mix and match' mitigations/parts into more-flexible combos. <u>Supports:</u> Acknowledge and model similar language (Let's get our lunch; Let's get a pizza; Look at that moon; Look at those geese)
Stage 3: Isolation of Single words. Then new referential words are acquired and combined without grammar Single words are isolated from mitigations; then new REFERENTIAL words are acquired & combined without grammar	(1)Single words are isolated from Stage 2 mitigations: <i>Get... more!</i> <i>Want... out?</i> (2) Then, single referential words are acquired from the environment & mixed-and-matched w/o grammar to become combos: Ball + chair Table + chair Ball + blue	The child isolates single words from mitigations when they are ready. We acknowledge conversationally. They refer to things/qualities in the environment by pointing, showing & acquiring more single words & combos. <u>Supports:</u> Match the child so they recognize the naturalness of this step. We use REFERENTIAL words & 2-word combos with nouns, attributes, locations.
Stages 4-6: Self-Generated Grammar • Pre-sentence grammar • Simple phrases • Basic grammar • Complex sentences • Complete grammar See DST & DSS guidelines	Home Mom me. Friends school play. Can I invite them to play? They asked all of us to work on the project. The project was created by everyone in our class and I helped with the drawing!	The child naturally emerges from Stage 3 when ready. First attempts are intentional/experimental/dysfluent: the foundation for all grammar to come <u>Supports:</u> Be a patient partner; know how new this is. Provide grammar bytes that match the child's meaning. Stages 5 and 6 expand the accuracy & complexity of grammar when ready.