**carrier phrases** – typically, the caregiver repeats the same phrase, with substitutions for one part – similar to focused stimulation - good for increasing sentence length, and for working on specific target structures

*examples:* when reading a book, the caregiver may say, “I see a dog. I see a horse. I see a car.” to try to entice child to use the phrase, “I see a ….” for other objects

**chaining** – starts with part of a skill, then keeps that skill while adding another part, then keeps those two skills while adding another part, and so on continuing until the larger target is learned - there are two main types usually used: forward and backward - forward is sometimes used in teaching articulation, such as with multi-syllabic words, and backward chaining is often used in teaching self help skills, such as brushing teeth or making a bed - chaining as a language teaching tool has been demonstrated to be effective, and it seems to carry a large untapped potential - with chaining you're basically using successive approximation, or gradually increasing the length and complexity of an utterance

*examples:* adult says, “Say, 'I'm'” - child says, “I'm.” - adult says, “Say, 'I'm three'” - child says, “I'm three” - adult says, “Say, 'I'm three years'” - child says, “I'm three years” - adult says, “Say, 'I'm three years old'.” - child says, “I'm three years old.”

**child-directed speech** – aka “motherese” - uses frequent questions, exaggerated intonation, extra loudness, lots of repetition of key words, slower tempo with more pauses – not “baby talk”

*examples:* Is that a car? That car looks fast. That car is red. Do you like the car?

**choices/ forced choice** - can be very specific to a specific child, and so are an excellent teaching tool – great for labeling in general, or for labeling/using specific language skills - ways to make easier or harder…

Hold desired object and a non-desired object. “Do you want the cookie…or the paper?” Change the foil. “Is this a pencil or a perpendiculararagram?” when you want to make it more obvious that the correct choice is pencil, versus, “Is this a pencil or a pen?” Change the position. “Are you 4 years old, or 20 years old?” versus, “Are you 20 years old, or 4 years old?” It's naturally easier when the choice is in the last position.

**communication temptations** – a type of manipulating the environment or incidental teaching – involves caregiver tempting or luring child to talk – good for initiation, social skills, such as asking for help, or asking questions – often involves starting something and waiting until child does something

*examples:* Put a desired object on high shelf, encouraging child to ask for it. Put a desired object in a tight jar. Give child just a few legos and wait for him to ask for more. “Accidentally” do things, like walk past the room, don't turn on the light, etc.

**cycles approach** – more a way of structuring overall therapy rather than a specific strategy – therapist works on a specific skill one session, and different skills the next sessions, then going back through each skill “cycling” through them, gradually increasing
expectations – a way to ensure no skills are missed – typically requires more intensity – good for treating multiple deficits

discrete trials – method of intervention common to ABA therapy - breaks up objectives into small repeated steps - useful for skills such as attending, imitation, and following basic directions - five distinct parts: (1) antecedent/ the set up and/or presentation; (2) the trainer's prompt, or assistance; (3) the child's response, (4) the consequence, and (5) a short pause between the consequence and the next instruction
example: Adult shows two cards, one for happy and one for sad. Adult says, “Who's happy?” Child does nothing. Adult points to the correct card, and provides hand over hand assistance to the child to point to the correct card. If child points to the correct card, adult gives small piece of candy. Adult pauses and repeats and moves on when child no longer needs assistance.

drill - can include diverse tasks such as sentence repetition, and fill in the blank, and sentence repair - good for morphology and syntax and all but lower level language - highly controlled and not natural, but provides best opportunity for most intensive practice in smallest amount of time - has seen decreasing popularity despite its obvious benefits for efficiently learning motor skills, especially as part of a regimen that includes a variety of other modalities – fingers, or other tokens, can be used to easily count repetitions - research has shown greater effectiveness for more sessions of smaller durations that are spread out over time as compared to "bunched" drill - may use cards, spoken language, pictures, worksheets, etc.

expansion and extension
  expansion – take what child says, and add grammar and semantics to turn into a comparable adult utterance – the point is to keep the communication flow going smoothly, while not making the child realize that he is being corrected – considered a type of recasting
  example: "doggy house" may become "That is the dog's house."

  extension – take what child says and add information – use in conjunction with expansions – considered a type of recasting
  example: "doggy house," may become "That is the dog's house. He is a large dog."

false assertions – could be considered a type of communication temptation - making (often) obviously incorrect statements to encourage child to correct - obviously great for negation, and also underutilized for expanded negation
example: "Look at the elephant!" when joint attention is on a cow, encouraging child to say "That's a cow!," and/or "That's not an elephant!"
example of expanded negation: "I could have lifted that truck." encouraging something like, "You couldn't have lifted that truck."

following the child's lead – comment on things a child is looking at, and/or imitating play behaviors – involves observing and listening to child, and waiting for child to talk – great
for working on initiation

*examples*: an autistic child looks at his hands, so you make comments about his hands – a child makes a play noise (such as a car zooming) and you imitate

**focused stimulation** - you pick a target and attempt to use it over and over again – you can use children’s books, songs, blocks, pretend play – encourages, but does not necessarily expect child’s production - Several target words may be combined in a single activity.

*example*: the target structures, “off” and “on” may be repeated by the clinician fifty times in a Mr. Potato Head activity in an attempt to elicit the words from the child, for example: “The eye goes on his face. The hat goes on his head. I'll put a different hat on his head. I'll take this off his head...

**Graphic Organizers/ Semantic Mapping** – I usually think of Venn diagrams, main ideas, and/or details when I think of these, but graphic organizers actually come in tons of different forms. As opposed to many language therapies, graphic organizers are often for older students. These can be useful for organizing, learning, and/or remembering a variety of language skills, as well as writing, reading, math, etc. Many great examples of graphic organizers can be found on the Internet, on sites such as http://www.dailyteachingtools.com/language-arts-graphic-organizers.html and http://www.educationoasis.com/curriculum/graphic_organizers.htm.

Semantic mapping is basically using graphic charts to enhance vocabulary or semantic skills. It helps with word associations, categorization, characteristics, describing, and defining.

**incidental teaching** – overlaps or is often used interchangeably with manipulating the environment, naturalistic teaching, communication temptation, and milieu teaching - uses changing the environment, or changing the routine, to encourage initiation

*examples*: wear a hat, put the trash can on the table, instead of giving a pencil for a writing assignment give a ruler, walk past an intended door

**interrupted behavior chain** – a type of communication sabotage, or incidental teaching – a specific routine is identified that the child knows well, and one step is intentionally omitted – intended to elicit protests or requests

*example*: child is taught to prepare her own breakfast by getting milk, cereal, spoon, as well as the steps involved – one day one step is “sabotaged,” for example the adult may place the box of cereal out of child's reach

**literature based language intervention** – using books that do not specifically control for reading difficulty to address other skills, such as sentence structure, vocabulary and comprehension – saw increasing popularity in the 1980s and 1990s, when language therapy in general saw a shift from skills based intervention to “holistic” “collaborative” models – effective as one component of overall approach, especially when the book is determined by the skill

*example*: therapist decides to work on questions, and so chooses the book, “Who's Your Mommy?” which has repeating questions
mand-model approach - an extension of the incidental teaching model - involves the teacher or caregiver modeling and/or manding (requesting) a response from the child. In modeling, sometimes known as child-cued modeling, the teacher or caregiver observes the focus of the child's interest (e.g., a ball) and models the correct verbalization (e.g., "that's a ball"). If the child makes the correct verbal response the teacher or caregiver then praises the child and provides the object of interest.

example: child reaches for a candy – caregiver keeps candy out of reach, while saying “candy. Say, 'Candy please!”’ - caregiver gives candy immediately if child requests, or after a time delay, while modeling correct request if child doesn't request

milieu teaching - a naturalistic, conversation-based teaching procedure in which the child's interest in the environment is used as a basis for eliciting elaborated child communicative responses – includes other strategies, such as incidental teaching, mand-model, and time delay - based on behaviorism, but rewards are from natural environment - in incidental teaching the teacher waits for response, while mand-model asks (mands) response

miscellaneous – because language itself is so pervasive, there are many types of activities that can be used to teach language that don't fit into specific strategies – these include arts and crafts, language computer or tablet “apps,” and many, many other possibilities (arts and crafts, Easter egg hunts, field trips, following recipes, card games such as Go Fish, assembly discussion, etc.)

novelty - mix it up – This does not necessarily mean keep making things bright, but making things unpredictable

examples: change the decor, use fancy pens, do different kinds of activities, e.g. not just reading books, or worksheets, or educational games, or whatever, but combining different types of activities

oddity – involves listing items, and asking which one doesn't belong - good for teaching semantics, such as associations, categories, attributes, etc. - has been used and studied in phonology tasks, esp. rhyming – e.g. "Which word does not rhyme: dish, fish, hook?" example: for categories - "Which one is not an animal?: lizard, bear, or balloon?"

parallel talk - a great method for motivating children to talk without the frustration of high demand - the child is given opportunities to engage in activities that he finds interesting, while the caregiver talks about what the child is doing -the caregiver uses language that is at or just above the child's level - often used in collaboration with self-talk

examples: for a child playing with a plane, say things such as, "You're flying the plane. The plane is high. The plane is low. You gave the plane to me."

play therapy – very useful for initiation, social language, turn-taking, sharing – can involve moving child from lower levels of play (such as banging or shaking toys) to higher (such as self directed play, play directed toward others, relational play, and
symbolic play) - strategies are taught to caregivers, often involving allowing child to lead play, with adult redirection as necessary

**priming** – introducing topics beforehand - can involve stories, index cards, explanations, or anything that can quickly familiarize student with upcoming material - can occur immediately preceding the lesson, the prior morning, or the prior evening - especially effective when part of a routine
example: an autistic child's anxiety increases in response to certain things, such as handwriting, so the morning activities are briefly explained to the child ahead of time each morning, including handwriting

**rehearsal/role playing** - obviously good for pragmatic skills - just some of the examples of how this can be used to practice language skills include: ordering from a restaurant; calling to ask for a store's hours; politely interrupting a conversation

**recasting/ conversational recasting** – any of a number of techniques used to add or correct information, without interrupting the flow of conversation - includes expansion and extension, as well as imitations, and targeted questions. - “Responsive modeling”
example: child says, “Doggy gone.” expansion – adult says, “The dog is gone.” extension – adult says, “Yes, the dog is gone. The dog went behind the house.”

**repair** - "fix my mistake" - a distinct advantage is its versatility – good for higher level language
examples: for irregular past tense verbs, teacher says, “Fix what I say. Yesterday I eat candy.” with intended child target of, “Yesterday I ate candy.” - for expanded verb tense, teacher says, “I could have picked up a house,” with intended target of, “You couldn't have picked up a house.”

**scaffolding** – temporary support structure, such as modeling, pointing out what a child already knows, bridging, contextualization, schema building, and metacognitive

**scripts** - used for social language or for specific language structures – specific tasks are broken up into smaller, more manageable chunks, often with accompanying picture cues
example (social script): ordering a pizza for older student – the steps may be broken up into deciding desired pizza, using a phone, paying for pizza – each step is practiced, then combined
example (targeting prepositions and sequence): making a sandwich – therapist breaks up task of making sandwich into steps, such as 1) getting required materials and ingredients ready; 2) put peanut butter on bread and jelly on peanut butter, and second bread on jelly; 3) put away materials; 4) eat sandwich – pictures, cue cards, etc. may be used to practice, and when child has learned the steps he may get to perform actual task

**secondary reinforcers** – sometimes called a conditioned reinforcer – a stimulus or situation that has acquired its function as a reinforcer after pairing with a stimulus that
functions as a reinforcer – this other reinforcer can either be a primary reinforcer (such as candy, hugs, smiles) or another secondary reinforcer – some things, like verbal praise, can be a primary reinforcer for some children, who naturally are reinforced by praise, or can be a secondary reinforcer for those who are initially oblivious to praise
examples: sticker sheets, tokens collected and turned in for a primary reinforcer, money

self-talk - simply refers to talking about what you're doing - a great means of exposure for kids that are just beginning their language learning - seems to go perfectly with child directed speech (motherese)
examples: "I'm making breakfast. I'm making cereal. Here's the milk. The milk goes on the cereal." "Look at the cat! We're petting the cat. She likes petting. The cat is purring"

sign language – may be useful as an adjunct to oral language in specific instances when hand eye coordination develops sooner than oral motor coordination, especially in very young children (and also, obviously, in hearing impaired populations and in the deaf community) - the research supporting "baby signing" does not appear to be nearly as conclusive as its adherents generally espouse - two things seem necessary when deciding to use sign to promote overall language acquisition - oral motor skills should be significantly impaired compared to fine motor( hand) skills; and, there should be plentiful use of sign language in the child's environment

video modeling – uses videos to provide models of targeted skills – can use actual participants (video self modeling) or videos of others to teach skills – may include point of video modeling, in which the target behavior is recorded from the perspective of the learner – or may include video prompting which involves breaking the target behavior into steps, recording each step, and incorporating pauses allowing participants time to practice – can be used with: communication skills (requesting, asking for help, providing feedback, etc.); functional routines (brushing teeth, unpacking a backpack, etc.); academic skills (using a dictionary, doing a report, etc.); play/leisure (requesting a turn, joining a game, etc.) social skills (taking turns, initiating an interaction, etc.)

Visual Supports - any tool presented visually that supports an individual as he or she moves through the day. Visual supports might include, but are not limited to, pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, time lines, and scripts.

worksheets - criticized for being boring, and easy for teachers to rely on too much, but can be effective as a small part of overall therapy approach - can provide multiple exposures to very specific skills