

Outline – Resources – Notes

Presenter: _____

Website: www.prentrom.com

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Learning Outcomes

- Define morphology and morphemes
- Explain how children learn morphemes
- Plan activities targeting a variety of language structures

Brown's Stages of Language Development

Notes

Order of Acquisition	Morpheme	Specific Forms	Example
1	Present Progressive	-ing	Running, jumping, singing
2-3	Prepositions	In, on	On table, in the box
4	Plural (regular)	-s, -es, etc.	Dogs, glasses
5	Past tense irregular		Came, ran
6	Possessive	's	Kassi's class
7	Uncontractible Copula	Is, am, are	This is mine
8	Articles	A, the	
9	Past tense regular	-ed, -d	Jumped, colored
10	Third person regular	-s	She runs
11	Third person irregular	Does, Has	They do, she does
12	Uncontractible auxiliary	Was, Is, am, are	She was running
13	Contractible copula	's, 'm, 're	She's pretty
14	Contractible auxiliary	's, 'm, 're	They're running



Morphology: The way words are constructed.

Morpheme: A morpheme is the smallest unit of language that holds its own meaning.

Doll - one word carries only one meaning



Dolls - doll (something you hold) +s (more than one) = two meanings and two morphemes.



What is Mean Length of Utterance (MLU)?

- MLU refers to the average length of sentence an individual uses
- As children grow older, we expect their MLU to increase
- When their MLU does not increase, we need to discover where the holes are and develop our instruction accordingly

MLU Breakdown I/'m gett/ing my car/s now

How many morphemes? _____

Remember...

- Individuals need to have **many single words** first
- They don't have to know the meaning behind the morpheme to learn the word
- They should know the **root word** first

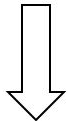
• Learn complex language – not complex sentence structure. That will follow as we teach complex language



Notes

Why can learning morphology be harder for AAC communicators?

Communication
Partner Behaviors



Asking Y/N questions
Not responding to communicative attempts
Controlling the conversation
Co-constructing messages

Limited access to vocab + morphemes

Limited modeling of morphemes

Limited opportunities for practice

Assessment

QUAD Profile

- progression of morphemes
- use this to help map out where they are and where to go next

QUAD[®] Profile: Morphology Checklist

Age (years)	Morphology	True	False	None	None
2.0-2.5	Plural "s" (e.g., dogs, shoes, chairs)				
2.0-2.5	Possessive "s" (e.g., mom's coat, dad's car)				
2.0-2.5	First / second person (I, me, you)				
2.5-3.0	Gender (he, she, they)				
2.5-3.0	Present progressive (-ing ending)				
2.5-3.0	3 rd person singular (-s ending e.g. eats, wants)				
2.5-3.0	Uncontracted aux/copula (is/are: e.g. He is washing)				
2.5-3.0	Contracted aux/copula ('s/'re: e.g., He's tired and We're hungry)				
2.5-3.0	Regular past tense (-ed ending e.g., She washed the dishes)				
2.5-3.0	It, on, under				
3.0-3.5	Future tense (going to and will)				
3.0-4.0	Object Pronoun (him, her, us, them)				
3.5-4.0	Irregular past tense (e.g., wrote, ate, drank, slept, went)				
3.5-4.0	Possessive Pronouns (his, hers, ours, theirs)				
3.5-4.0	S-V inversion (e.g., are you... is he... will they...?)				
3.5-4.0	Question words (what, where, who, when, why, which, how)				

AAC Lang. Lab Language Screener

- quickly assess the stage of language
- determine when they are ready to move forward to the next stage

[Click here to get the Screener from the Language Lab](#)

AAC language lab

Language Screener Summary

Date: _____ Client Name: _____ Prepared By: _____

Stage 1 Objective
Uses single words to direct another person's actions
Uses single words to express negatives
Uses single words to express requests

Stage 2 Objective
Combine 2 to 3 words to make phrases
Speak 2 to 3 words to direct actions
Speak 2 to 3 words to express negatives
Speak 2 to 3 words to express requests

Stage 3 Objective
Speak in simple sentences
Use plural nouns
Use -ing verbs to show action
Use prepositions to show position
Combine -ing verbs and prepositions
Use simple pronouns + verb phrases
Use infinitives (to+verb)

Stage 4 Objective
Ask simple "Wh" questions
Ask questions using pronoun-verb phrases
Use irregular past tense verbs
Use linking verbs "is" and "was"
Use adjectives in sentences
Use negative pronoun phrases

Regularly | Occasionally | Never

Regularly | Occasionally | Never


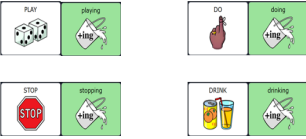




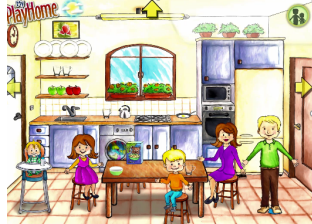

Regularly | Occasionally | Never

Regularly | Occasionally | Never

Recast - Provide an immediate, enhanced or contrasted model of the child's utterance that retains the basic meaning.



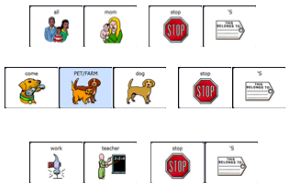



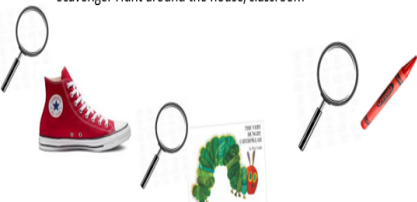


Morphemes	Implementation Activities	Notes
<p>-ing</p>  <p>• Examples • Jumping, going, eating, laughing</p>  <p>2. App -Toca Boca Hair SalonMe</p> 	<p>1. Language Lab Lola Learning- Stage 3</p> <ul style="list-style-type: none"> • Speaking- Tic-Tac-Toe • Reading- 'Lola Learning' story • Writing- Caption photos • Extension- Kitchen Skills <p>2. Hands-on Activities Preschool - looking with a flashlight</p> <p>3. Middle/High School</p>  <p>Cooking</p>  <p>Science</p>	
<p>Prepositions IN and ON</p>  <p>2. App - My Play Home</p>  <p>3. Hands-on Activities Trying on different clothes- should we put it "on" us, or "in" the bag</p> 	<p>1. Language Lab Learning In and On- Stage 3</p> <ul style="list-style-type: none"> • Speaking- Use 'in' and 'on' throughout the session • Reading- model and encourage use of 'in' and 'on' throughout the story • Writing- Read the book again, and instead of using the icons to participate, they will write 'in' or 'on' • Extension- Suitcase activity 	





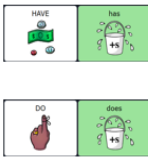




Morphemes	Implementation Activities	Notes
<p>Plural -s</p> <p>2. App - ChatterPix</p> <p>*Use mini-sized items</p>	<p>1. Language Lab Max and the Grasshopper- Stage 3</p> <ul style="list-style-type: none"> • Speaking- Requesting snacks, describing pictures • Reading- 'Max and the Grasshopper'; look for the words the end in '-s' • Writing- Use writing template to write about a multiple of something... "Three Dogs go to the Zoo" • Extension- Talks about over generalizing • No Smart Chart <p>3. Hands-on Activities</p> <p>During lunch time- "Do you want 1 cookie, or 2 cookies?"</p>	
<p>Past Tense Irregular</p> <p>Past Tense Regular</p> <p>Lola the Lion- Stage 5</p> <ul style="list-style-type: none"> • Speaking- Show photos of things you did in the past while modeling past tense words • Reading- 'Lola the Lion'; model the past tense words in the story • Writing- Re-read the story, and have the individual fill in the words • Extension- Talk about activities after you've completed them 	<p>1. Language Lab Sally and the Butterfly- Stage 4</p> <ul style="list-style-type: none"> • Speaking- Using words like, "Yesterday, today, tomorrow" with various verbs • Reading- "Sally and the Butterfly"- read, offering models and giving options where needed • Writing- Re-read story, or use personal photos to caption using irregular past tense words • Extension- Irregular verb worksheet; or encourage the use of starting a journal- a perfect way to talk about the past! 	<p>2. App - DoodleBuddy</p> <p>3. Hands-on Activities</p> <ul style="list-style-type: none"> • Do an activity as a group, class, or even individually • Take videos or photos of the individual in action • Afterwards, talk about the things that you did during that activity • Make a book



Morphemes	Implementation Activities	Notes
<p>Possessive 's</p>  <p>2. App - My Play Home</p>  <p>3. Hands-on Activities</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> • Focus on what they are wearing • Pictures of their pets • Using their interests 	<p>1. Language Lab Bo and the Grasshopper- Stage 5</p> <ul style="list-style-type: none"> • Speaking- Talk about classmates, and items that belong to them • Reading- 'Bo and the Grasshopper' help fill in blanks as you go! • Writing- Use book as a template to write their own story about their favorite animal, photos of classmates or themselves • Extension- Pulling animals and toys out of a bag, have the individual say what item belongs to which animal <p>Print is Important!</p> <ul style="list-style-type: none"> • Print exposure is key to morphological development • Knowledge of phonology is necessary but not sufficient • Spelling is bound by rules of morphology 	
<p>Articles A and THE</p>  <p>2. App - My Play Store</p> 	<p>Language Lab The Scavenger Hunt- Stage 5</p> <ul style="list-style-type: none"> • Speaking- Talk about when you would use 'a', versus 'the' • Reading- 'The Scavenger Hunt' Part 1 –emphasizing and modeling 'a' and 'the' • Writing- Re-read book, do Part 2! • Extension- Model these words in everyday vocabulary <p>3. Hands-on Activities</p> <ul style="list-style-type: none"> • Scavenger Hunt around the house/classroom 	



Morphemes	Implementation Activities	Notes
<p>Third Person Regular</p>  <p>2. App - ChatterPix</p> 	<p>1. Language Lab "Planning a Party"- Stage 5</p> <ul style="list-style-type: none"> • Speaking- Model correct use of this verb form throughout the day, or while looking in a magazine • Reading- 'Planning a Party' and modeling/encouraging verb form • Writing- Re-read story, have them write in where appropriate • Extension- Make up sample sentences, and ask which one sounds better <p>2. Hands-on Activities Pixar short films</p> <p>While they are watching the film, you could be chatting and modeling throughout</p>  	<p>This QR code takes you to the short we watched in class called "Piper".</p>
<p>Third Person Irregular</p>  <p>2. App - Balloonimals</p> 	<p>1. Language Lab "Planning a Party"- Stage 5</p> <ul style="list-style-type: none"> • Speaking- Model correct use of this verb form throughout the day, or while looking in a magazine • Reading- 'Planning a Party' and modeling/encouraging verb form • Writing- Re-read story, have them write in where appropriate • Extension- Make up sample sentences, and ask which one sounds better <p>3. Hands-on Activities</p> <p>Card games - Go Fish Make Cloud Dough</p> 	



Morphemes Implementation Activities Notes

Uncontractible Copula
 Uncontractible Auxiliary



Contractible Auxiliary
 Contractible Copula



Language Lab
What are they doing? Stage 4

- Speaking- During spontaneous speech, model where you would use 'is' and 'are'
- Reading- "Max, Bo, & Sally are Friends" or "What are they doing?" and have individuals chime in with the correct term
- Writing- Use template, or other platforms to put in pictures of familiar people, and caption what they are doing!
- Extension- Model correct use throughout day; find other books that use contractible auxiliaries and talk about them

1. Language Lab
Bears - Stage 4

- Speaking- Model correct use of 'is' and 'are'
- Reading- 'A Snowy Day'- model use of 'is' and 'are' throughout
- Writing- Re-read story; have them find the correct form with each sentence; Write poem

2. App - My Play Store



3. Hands-on Activities

Pixar short films

Try modeling phrases like:

- He is waiting
- He is looking
- He was sleeping
- He was dreaming!!
- He was brave!



Describe Emojis/Bitmojis - Use the PowerPoint book template to write your descriptions.



Learns, Learning, Learned: Expanding Language with Magical Morphemes

Outline – Resources – Notes

Track Language Growth and Monitor Progress with Realize Language

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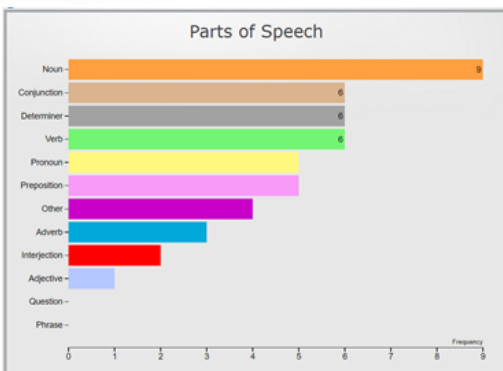
Click here to go to the Realize Language website for more information.

<https://realizelanguage.com/info/>

Word Groups

Adjective	Adverb	Conjunction	Determiner	Interjection	Noun
Question	Phrase	Preposition	Pronoun	Other	Verb
All					

add am are ask be begin bet bite boring break bring build buy call calm **can** carry catch change chat cheat choose climb come confused cook could count cry cut didn't divide do does doesn't don't draw dress drink drive drop eat fall feed feel find finish fix fly follow forget frown get give go grow guess had happen have hear help hide hit hold hug is join jump keep kiss know laugh learn leave left let lift listen live look lose love **make** mean meet might miss move need open paint pay pick play pour pretend pull push put quit read relax remember ride roll run say scare see share should shut sing sit sleep smile spit stand start stay stir stop swim swing take talk teach tell think throw tired touch try turn understand use visit wait walk want was wash watch wear were will win wish work would write yell



Summary

Review Brown's Stages as a guide for intervention

Use the QUAD and Language Screener to assess student skills

Design intentional instruction using a variety of activities

Language Lab lessons, Apps, Hands-on Activities

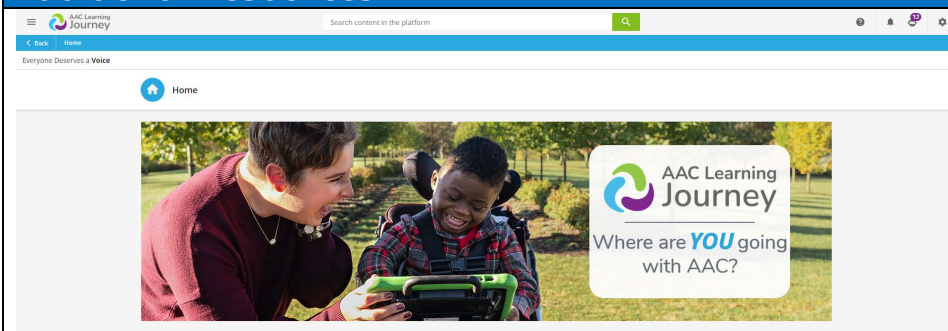


Learns, Learning, Learned: Expanding Language with Magical Morphemes

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Additional Resources



Take self-paced, eLearning and live online courses at [AAC Learning Journey](#).

- Video Tutorials: <https://www.youtube.com/user/PRCaccess>
- Implementation Ideas and Supports: <https://www.prentrom.com/caregivers/implementation-activities>
- AAC Language Lab: <https://aaclanguelab.com> Realize Language: <https://realizelanguage.com/info/>
 - PRC-Salttillo AAC TeleTips: <http://www.aacteletips.com>



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