



Level 2: Adjective + Noun  
*Functional Language Program for Children*

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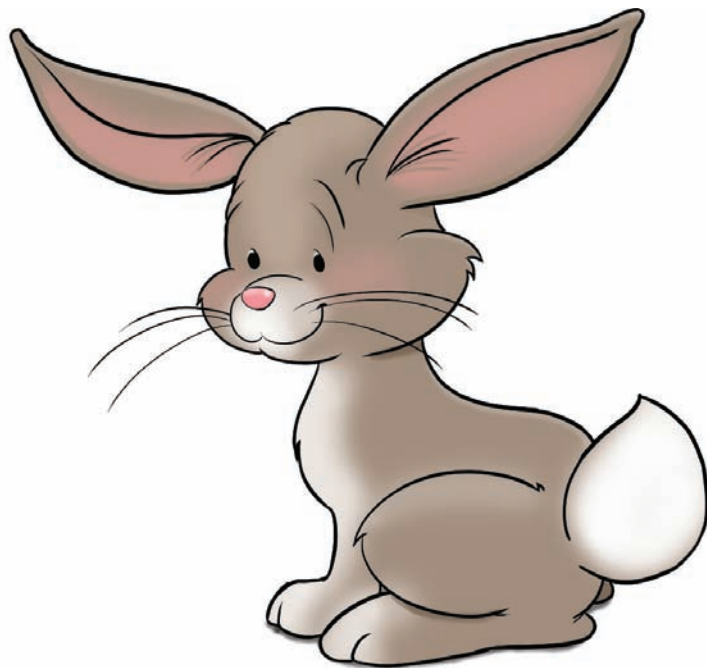
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# Level 2

## Two-Word Phrases

Level 2 focuses on putting two words together. The following semantic combinations are targeted at this level:

- Noun and Noun
- Noun + Verb
- Adjective + Noun
- Possessive Noun + Noun
- Adjective + Noun
- Verb + Noun
- Verb + Preposition
- Demonstrative + Is/Are + Possessive Noun + Noun \*
- Recurrence/Nonexistence (More + Noun, No more + Noun) \*\*

For the noun + verb phrases, decide whether to use telegraphic input, such as “dog eating,” or grammatical input, such as “The dog is eating” or “Dog is eating.” Either form is equally effective; therefore, base the level of language input you decide to use on factors such as the child’s cognitive level, the severity of the child’s auditory comprehension deficit, or the phonological difficulty of the phrases (for expressive language tasks).

\* Although this phrase structure has four words, you may consider only the last two words as essential because the first two words are repeated in each phrase.

\*\* Although these phrase structures have two or three words (more/no more + noun), you may consider *more/no more* as one word and the noun as the second word.

### ► Picture Card Activities

Use the receptive language and expressive language activities with the Level 2 picture cards on the CD-ROM to help children master the comprehension and/or expression of the words at this level. For a complete list of the Level 2 pictures included on the CD-ROM, see page 55.

Review the pictures with the child by saying the phrase that goes with each picture. If the child isn’t familiar with some of the verbs and adjectives introduced at this level, consider training them separately by grouping them in repetitive sets that emphasize the word you want to teach. For example, when the target word is *drinking*, present the picture cards that show the boy drinking, girl drinking, cat drinking, and dog drinking.

At this level, present the picture cards in sets of three so that one picture represents the target phrase and the other pictures represent phrases that differ from the target by only one word. Do this for as many sets per session as needed. See Clinician Notes on page 20 for examples.

### Receptive Language

#### 1 Intensive Training

Some children need training at this level to develop the skill of listening carefully for the second word before initializing a response. To familiarize the child with the task of scanning each item in each picture you present, begin by working with the picture cards in sets of two rather than three. In this way, only one word per phrase is truly essential. Show the child how to listen to the target phrase and then to point to the picture that corresponds to it. When the child is able to complete the task independently with 80% accuracy, begin presenting the picture cards in sets

## Level 2 Two-Word Phrases

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of three as described above. Continue until the child is able to point to the named target from a set of three pictures with 80% accuracy for each two-word semantic combination.

### 2 Moderately Intensive Training

Show the child three picture cards at a time and have him point to the one you name. Make sure the incorrect cards you choose differ from the target card by only one element. For example, if the target phrase is "dirty wagon," you might choose to show "dirty car/big wagon/dirty wagon." Remember to vary the position of the target in relation to the two foil cards. When the child is able to identify the correct two-word phrase with 80% accuracy, increase the number of pictures to four per trial to make the task more visually challenging. The fourth picture should be similar to the other three without any additional foils (as in adding "wet wagon" in the example above). Continue until the child is able to point to the named target from a set of four pictures with 80% accuracy for each two-word semantic combination.

### 3 Non-Intensive Training

Choose four or five pictures from the same semantic combination, and have the child watch you place them around the room where he can see them, naming each picture a few times as you place it. Remember to select pictures that vary by only one word, such as using "big cat/wet ball/big ball/big car" when "big ball" is the target. Then name one of the pictures you placed and ask the child to get it. Provide cues as needed, such as "No, not that one. That's the big car. I said *big ball*." Continue until the child is able to find the correct picture with 80% accuracy for each two-word semantic combination.

## Expressive Language

### 1 Intensive Training

*Note: Consider reviewing the pictures you select for this activity in repetitive sets, such as "boy and girl/boy and dog/boy and cat/boy and bunny."*

Select a semantic combination to target and place the cards from that group in a container. Take out one card at a time and help the child imitate the corresponding phrase. When all of the cards are on the table, prompt the child to point to each picture and say the corresponding phrase. When the child is able to say the phrase independently, he places the picture card back in the container or exchanges it for a tangible reward, such as a block to stack. Provide models as needed to help the child say the phrases until he has produced them all correctly.

### 2 Moderately Intensive Training

Select 8-10 picture cards from the semantic combination you want to target, print two copies of them, and cut them apart. Prompt the child to imitate the phrase that goes with each card and then place it facedown on the table. When all of the cards are on the table, mix them up and arrange them in rows for a matching game. Have the child turn over two cards at a time and say the phrase that goes with each one, looking for matching pairs to put in the container. If the child cannot say the corresponding phrase, model it for him to imitate and then turn the card back over on the table. Continue until the child has said the phrase for each card independently and has placed all of the matching pairs in the container.

### 3 Non-Intensive Training

Select a semantic combination to target, and place the pictures from that group facedown on the floor in a line so they make a path from one part of the room to the child's seat. Have the child

## Level 2 Two-Word Phrases

stand where the path begins, turning over the first card and saying the corresponding phrase. If he responds correctly, he keeps the picture and takes a step toward the next card. Continue until the child has traveled the entire path, saying each phrase correctly. When the child is seated, let him exchange the pictures for a sticker or other reward. Vary the activity by having the child push a toy car or train across each picture rather than walking across it.

### Clinician Notes

- ✓ The heart of the *Functional Language Program for Children* is presenting the picture cards in sets so that one picture represents the target phrase and the other pictures represent phrases that differ from the target by only one word. The child learns to listen to the complete phrase and attend to both words in order to make the correct response. The following examples show the target phrase in bold, and the order of the phrases within each set represents the order in which you present the pictures (varied placement of target).

#### Noun and Noun

Set 1	Set 2	Set 3
boy and dog	girl and wagon	<b>milk and cookie</b>
<b>girl and dog</b>	boy and ball	milk and apple
girl and cat	<b>boy and wagon</b>	juice and cookie

#### Noun + Verb

Set 1	Set 2	Set 3
girl running	cat eating	<b>cat drinking</b>
<b>boy running</b>	dog sleeping	boy drinking
boy eating	<b>cat sleeping</b>	cat running

#### Adjective + Noun

Set 1	Set 2	Set 3
<b>little bunny</b>	wet boy	big cat
little cat	<b>wet girl</b>	little ball
dirty bunny	big girl	<b>big ball</b>

- ✓ To make the activities more fun, add colorful props and offer rewards for correct responses. Provide attractive containers for children to put the pictures in as they work through the activities, such as a small, colorful gift bag; a slotted container; or a brightly colored, plastic sand pail.
- ✓ Preschool-aged children enjoy playful rewards for each attempt, such as placing puzzle pieces in a puzzle, rolling toy race cars across the table, or stacking toys. These types of rewards can also help highly active children focus and attend to the activity by rewarding them for each correct response. Choose the reward in such a way that the child completes the training when the reward runs out, such as when the puzzle is completed or the blocks are all stacked. School-aged children enjoy tokens, stamp-pad activities, or game boards to keep track of their progress or to compete with others in their training group.

## Level 2 Two-Word Phrases

### ► Functional Training Activities

Gather the small toys and objects from the list below and place them in a box or other small container. (Food and drink items should be plastic toys, not real.) The italicized words in this list and within each activity represent vocabulary targets from the Picture Card Activities. Choosing activities that use these familiar words can be helpful for children with limited lexicons.

<i>boy</i>	<i>cookie(s)</i>	<i>car(s)</i>	<i>dog</i>	hairbrush
<i>girl</i>	<i>apple(s)</i>	<i>wagon</i>	<i>cat</i>	toothbrush
<i>mommy</i>	<i>milk</i>	<i>airplane(s)</i>	<i>horse</i>	
<i>daddy</i>	<i>juice</i>	<i>truck(s)</i>		
		<i>boat(s)</i>		

#### 1 Possessive Noun + Noun

Place the human figures on the table with a small paper plate in front of each one. Have the child distribute the other items one at a time onto the plates, according to his choosing. As he places each item, model the appropriate two-word possessive phrase, such as "boy's cookie, Mommy's hairbrush," and "Daddy's truck." Then reverse roles. Point to each object on a plate and ask, "Whose is this?" For each item, help the child form the two-word possessive phrase in response.

#### 2 Adjective + Noun

<u>Adjectives</u>	<u>Nouns</u>
<i>big</i>	sock
<i>little</i>	shoe
<i>dirty</i>	cup
<i>broken</i>	<i>car</i>
	horse

Gather four objects from the same group to create sets of items, such as socks, shoes, cups, toy cars, and plastic horses. Each item in the group should differ from the other items in that group by one of the following attributes: *big*, *little*, *dirty*, or *broken*. When selecting objects to represent the big and little items in each group, choose objects that differ significantly in size, such as an adult sock vs. a toddler sock, an adult coffee cup vs. a toy teacup, and a large toy car vs. a Matchbox car. To make a set of broken items, remove parts, such as a wheel from an old toy car, a leg of a toy horse, and the heel of an old shoe. To make a set of dirty items, smear the objects with a brown, permanent marker.

After you have gathered the sets of four items, place them in a container. Have the child remove items one at a time from the container and listen as you describe each one, such as "dirty sock, big shoe, broken cup, little car." Continue until the child has removed all of the items from the container. Then help the child sort the items into their groups. Help the child practice saying the adjective + noun phrase for the items in each group, such as "big shoe, dirty shoe, broken shoe, little shoe."