

## **Ten Principles of Grammatical Intervention for Children with SLI**

1. The *basic goal* of all grammatical interventions should be to help the child to achieve greater facility in the comprehension and use of syntax and morphology in the service of conversation, narration, exposition, and other textual genres in both written and oral modalities.
2. Grammatical form should rarely, if ever, be the *only* aspect of language and communication that is targeted in a language intervention program.
3. Select *intermediate goals* in an effort to stimulate the child's language acquisition processes rather than to teach specific language forms.
4. The *specific goals* of grammatical intervention must be based on the child's "functional readiness" and need for the targeted forms.
5. Manipulate the social, physical, and linguistic context to create more frequently opportunities for grammatical targets.
6. Exploit different textual genres and the written modality to develop appropriate contexts for specific intervention targets.
7. Manipulate the discourse so that targeted features are rendered more salient in pragmatically felicitous contexts.
8. Systematically contrast forms used by the child with more mature forms from the adult grammar, using sentence recasts.
9. Avoid telegraphic speech, always presenting grammatical models in well-formed phrases and sentences.
10. Use elicited imitation to make target forms more salient and to give the child practice with phonological patterns that are difficult to access or produce.

Fey, Marc E., Long, Steven H., & Finestack, Lizbeth H. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology, 12* (1), pp. 4 (Table 1.).