

## Intervention Idea: Teach Grammar Endings

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Help the person using the Minspeak® system learn that **verbs, nouns, and adjectives have different kinds of endings**. For example, we change the word **eat** to *eats, eating, eaten, ate, and to eat*. We change the word *food* to *foods*; and the word *hungry*, to *hungrier* and *hungriest*. Some, but not all Minspeak® programs have extra keys so that the person can say all of these forms of the nouns, verbs, and adjectives. The person's speech-language pathologist should be trained and familiar with how to teach this to the person, but parents and other caregivers can help too.

- If the person uses incorrect word endings (e.g., I like play game), start by simply **verbally** saying what they just said, but with correct word endings (I like playing games too.) Don't initially ask them to repeat what they said. Just continue on with the conversation.
- Model the correct word ending using the person's device. For example, if the person says "Daddy turn on the tv," say, "Yes, Daddy turned on the tv," while selecting the correct keys on the Minspeak device to say "turned." It is not necessary to model the entire sentence, rather, focus on the word with the incorrect ending.
- The person may select a picture from the Minspeak® display and then hesitate before selecting the correct part of speech. This is an opportunity to verbally recite the various words and endings available. For example, the person might be finished and want to say "I am". He/She selects the phrase "I am" and then the picture used to code the word "done," but is unsure of which verb ending to use. Recite the verb endings (e.g., do, does, doing, did, done, to do) while pointing at the pictures to help develop his/her "ear" for the right word.