

Principles guiding the selection of intervention goals

- *1. The basic goal of all grammatical interventions should be to help the child 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.

Principles guiding the selection of intervention procedures and activities

- *5. Manipulate the social, physical, and linguistic context to create more frequent 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.
- 11. Present target forms using a large number of unique verbs.
- 12. Present target forms using verbs that vary in difficulty.
- 13. Present target forms in sentences that vary in syntactic structure.
- 14. Incorporate the use auditory bombardment to teach target forms.
- 15. Incorporate the use of explicit instruction to teach target forms.

*One of the original Fey et al. (2003) principles.