

## Methodology

The therapy attempts to teach the passive, e.g. *the vase was broken by the dog*, using “build ups”. First of all, we start with the adjectival passive, e.g. *the vase was broken*. This structure is used successfully by very young children. Then we introduce a by-phrase to make the full event passive, e.g. *the vase was broken by the dog*. In order to progress from the adjectival passive to the event passive, we need to emphasise that the participle, e.g. *broken*, can be used in two ways, to describe a state, e.g. *the vase was broken so we threw it away*, or to describe an action, e.g. *the vase was broken during the fight*. Once the child has understood that the participle can be used in two ways, we are then ready to add the by-phrase.

## Rationale

Some researchers have argued that children acquire complex constructions, e.g. event passives, by building them up from simpler structures, e.g. adjectival passives. Interestingly, children with Specific Language Impairment tend to interpret event passives as adjectival passives, suggesting that for some reason, they may be stuck at this early stage. It has been argued that in order to use the adjectival passive to acquire the event passive, children must realise the dual role of the participle. This therapy encourages the child to perceive the dual role of the participle, and therefore move beyond first stage.

## Overall design

Each activity goes through a number of stages

	Game 2 – the party	Game 3 – food verbs	Game 4 - decorating
STAGE 1 Participle with adjectival interpretation	The vase was broken	I like my sausages chopped	
STAGE 2 Participle with interpretation ambiguous between state and event	The vase was broken (plus mime of break)	I want my sausages chopped	He wants the door fixed
STAGE 3 Participle with event interpretation			The door was fixed really badly The door was fixed really well
STAGE 4 Participle with event interpretation and passive by-phrase	The vase was broken by the dog	I want my sausages chopped by the dog	The door was fixed by the cat

3 separate devices are used to highlight the event interpretation of the passive – the use of gesture (all games), the use of the frame “Want something + PAST PARTICIPLE” (Games 3 and 4) which is

used to express a desire that a future event will take place, and the adverbs *badly*, and *well* (Game 4), which are used to describe the manner in which a certain action is performed .

### Training methods

The therapy employs two different training paradigms. The first paradigm involves placing coins / counters on the picture as one produces sentences. For example, in Game 1 the therapist starts as follows

**This picture** (PLACES COUNTER ON THE PICTURE) **is by the cat** (PLACES COUNTER ON THE CAT)

This is closely modelled on a paradigm called the “Functional Elicitation of Language Structures” by Schlichting (2001). The second paradigm is a straightforwards pairs paradigm. For example in Game 1, cards showing the pictures and the artists are placed face down in two separate groups. To facilitate this, the different groups could be marked on the back with different coloured stickers. The therapist and child then take it in turns to try to make pairs using the target structure, e.g. **This picture** (TURNS OVER CARD ONE) **is by** (TURNS OVER CARD TWO) **the cat**. If the cards match they keep the pair. The winner is the individual with the most pairs.

### Game 1

(Pictures 1a and 1b)

This is a separate game designed to teach the by-phrase. The target structures is “This picture is **by** the dog / I like the picture **by** the dog.” It can be played using either counter-placing or pairs.

### Game 2

Pictures (2-1, 2-2a, 2-2b, 2-3, 2-4a, 2-4b, 2-5a, 2-5b)

This builds up the passive using the most commonly occurring past participle in early child speech: *broken*. There are two versions of the game, A and B. A just uses the participle *broken*, while B introduces a range of different breaking verbs. The pictures form a story:

PICTURE	NARRATIVE	GAMES
2-1	<i>Mummy and Daddy decided to go out for dinner. They said goodbye to the little boy and all the animals and told them to be very good.</i>	
2-2a / 2-2b	<i>However, they weren't very good at all! They decided to have a party and broke lots of things.</i>	COUNTER-PLACING GAME  <i>The boy broke the window... The cat broke the chair</i>
2-3	<i>When Mummy and Daddy came home they were horrified.</i>	
2-4a / 2-4b	<i>What did they see?</i>	COUNTER-PLACING GAMES  <i>The window was broken (+GESTURE)... The chair was broken (+GESTURE)</i>
2-5a / 2-5b		<i>The window was broken (+GESTURE) by the boy</i>

		PAIRS GAME  <i>The window was broken (+GESTURE) by the boy.</i>
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The final two games are also memory games – the child has to remember who did what.

### Part A

The CDs were broken	The CDs were broken by the baby
The phone was broken	The phone was broken by the tortoise
The chair was broken	The chair was broken by the cat
The window was broken	The window was broken by the boy
The mirror was broken	The mirror was broken by the dog
The vase was broken	The vase was broken by the parrot
The clock was broken	The clock was broken by the rabbit

### Part B

The CDs were <u>broken</u> / <b>smashed</b>	The CDs were broken / smashed by the baby
The carpet was <u>spoilt</u> / <b>ruined</b>	The carpet was spoilt / ruined by the tortoise
The curtains were <u>torn</u> / <b>ripped</b>	The curtains were torn / ripped by the cat
The window was <u>broken</u> / <b>smashed</b>	The window was broken / smashed by the boy
The mirror was <u>broken</u> / <b>cracked</b> / <b>smashed</b>	The mirror was broken / cracked by the dog
The vase was <u>broken</u> / <b>smashed</b>	The vase was broken / smashed by the parrot
The plant was <u>eaten</u> / <b>munched</b>	The plant was eaten / munched by the rabbit

Note that for Part B, a variety of participles are possible. The aim is to start using the underlined participles, which introduces three more verbs, and then move on to the participles in bold, which introduce a large variety of breaking verbs.

### Game 3

This moves beyond the past participle *break* to use cooking verbs, e.g. *chopped*, *mashed*. Cooking verbs are slightly less common and in this sense the task stretches the child.

There is no narrative for this task. Both counter-placing and pairs games can be played. The pairs game can be particularly entertaining as it provides some crazy combinations, e.g. *I want my toast mashed*, *I want my oranges spread with butter*. For level 4, a series of toy animals are introduced. The therapist and child take it in turns to choose an animal they want to perform the action (Part (a)) Then the child has to remember which animal did which action (Part (b)).

Level	MODEL	GAMES
1	I like my sausages chopped	Counter placing and pairs
2	I want my sausages chopped	Counter placing and pairs
3	I want my sausages chopped (+ GESTURE)	Counter placing and pairs
4	(a) I want my sausages chopped (+ GESTURE) by the dog (+ MIMING OF THE DOG CHOPPING SAUSAGES) (b) The sausages were chopped (+ GESTURE) by the dog	miming out action with the animal

Here are the stimuli:

Food Picture	Past Participle	Instrument
nuts	crushed	pestle and mortar
ice	crushed	pestle and mortar
potato	mashed	masher
carrots	mashed	masher
oranges	squashed / squeezed	squeezer
lemons	squashed / squeezed	squeezer
banana	chopped	knife
sausage	chopped	knife
biscuit	dipped (in tea)	cup of tea
toast	dipped (in ketchup)	bowl of ketchup
cheese	grated	grater
carrots	grated	grater

#### Game 4

This uses a series of activity verbs; *clean, cut, fix/mend, paint*.

PICTURE	NARRATIVE	GAMES
4-1	<i>This man bought a very old house. What's wrong with it.</i>	COUNTER-PLACING GAME  <i>The windows were dirty, the grass was too long.</i>
4-2	<i>He hired some builders to fix up the house</i>	
4-3	<i>Mr Smith went on holiday and dreamed about his new house</i>	
4-4	<i>However the builders were very lazy. They did a bit of work, but then decided to watch football.</i>	
4-5	<i>When the man came back he was furious.</i>	COUNTER PLACING GAME  <i>The grass was badly cut (+ GESTURE) The shed was badly painted (+ GESTURE)</i>
4-6	<i>The the man found some new builders. These were <b>animal</b> builders and they had a very good reputation.</i>	
4-7	<i>The animals worked very hard.</i>	COUNTER PLACING GAME  <i>The cat cut the bush The dog cleaned the pond</i>
4-8	<i>When the man came back he was delighted.</i>	COUNTER PLACING GAME  <i>The roof was fixed (+ GESTURE) very well The grass was cut (+ GESTURE) very well</i>

4-8 and 4-6	<i>Can you remember who did what?</i>	<p>COUNTER PLACING GAME</p> <p><i>The roof was fixed (+ GESTURE) by the dog</i></p> <p>PAIRS GAME</p> <p><i>The roof was fixed (+ GESTURE) by the dog</i></p>
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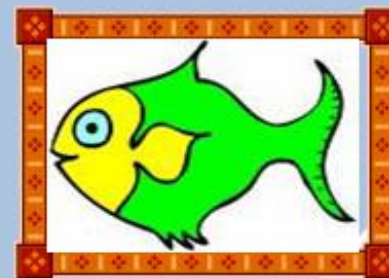
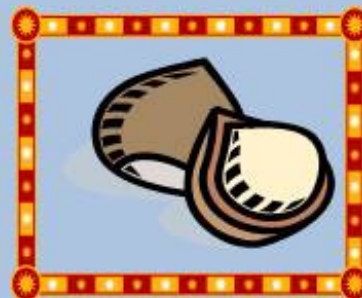
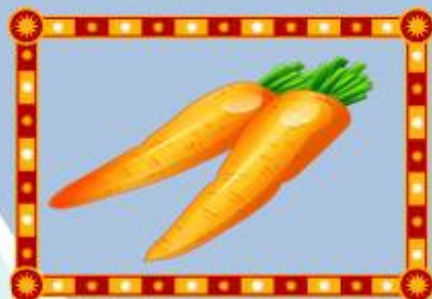
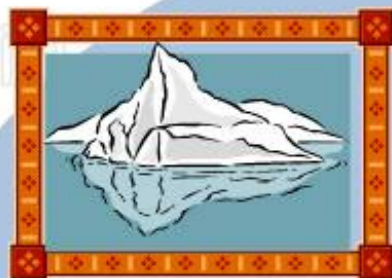
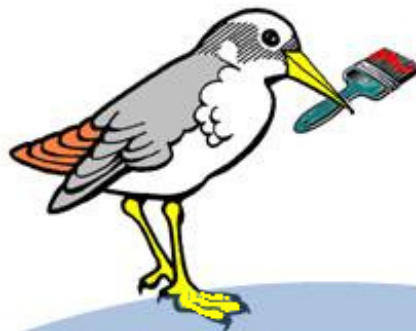
### Plan for 6 week schedule

Here is a possible 6 week schedule. The first 3 weeks focus on games 1 and 2. Game 1, is important because we need to teach the child the intrinsic meaning of the by-phrase, before using it in a more complex construction (the passive). Game 2 is important because it starts out using the participle *broken*, which is one of the earliest past participles in child speech. Game 2 progresses through versions A (no variation the past participle), version B (limited variation) to Version C (considerable variation). Games 3 and 4 are gradually introduced. Game 4 is really a stand-by game in case the child progresses rapidly through the other games.

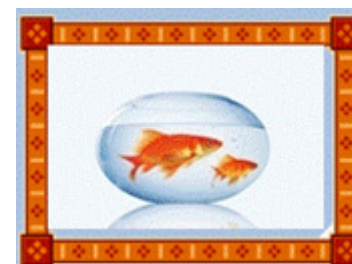
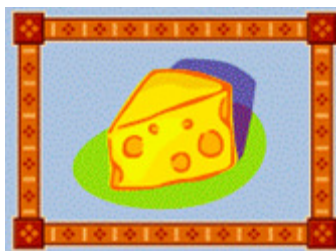
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Game 1	Place counters using the frame "This picture is by__"	Place counters using the frame "I like the picture by__"	Play pairs using the frame "This picture is by__"			
Game 2	Version A up to Stage 2	Version A up to Stage 4	Version B up to Stage 4	Version C up to Stage 4	Pairs game version B	Pairs game version C
Game 3	Up to Stage 2	Crazy pairs game with structure "I want my__"	Crazy pairs game with structure "I want my__"	Up to Stage 4	Up to Stage 4	
Game 4				Up to Stage 4	Up to Stage 4	Up to Stage 4





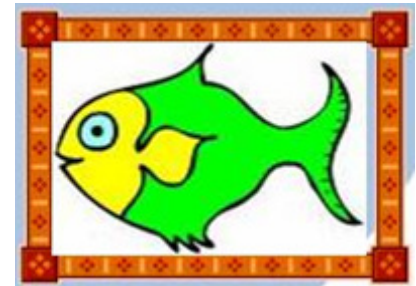
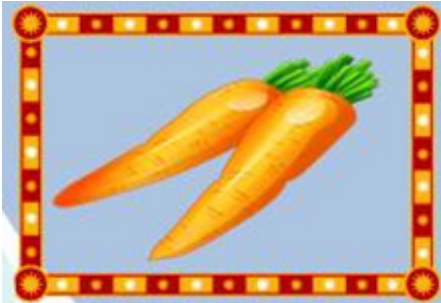


1a – pairs game





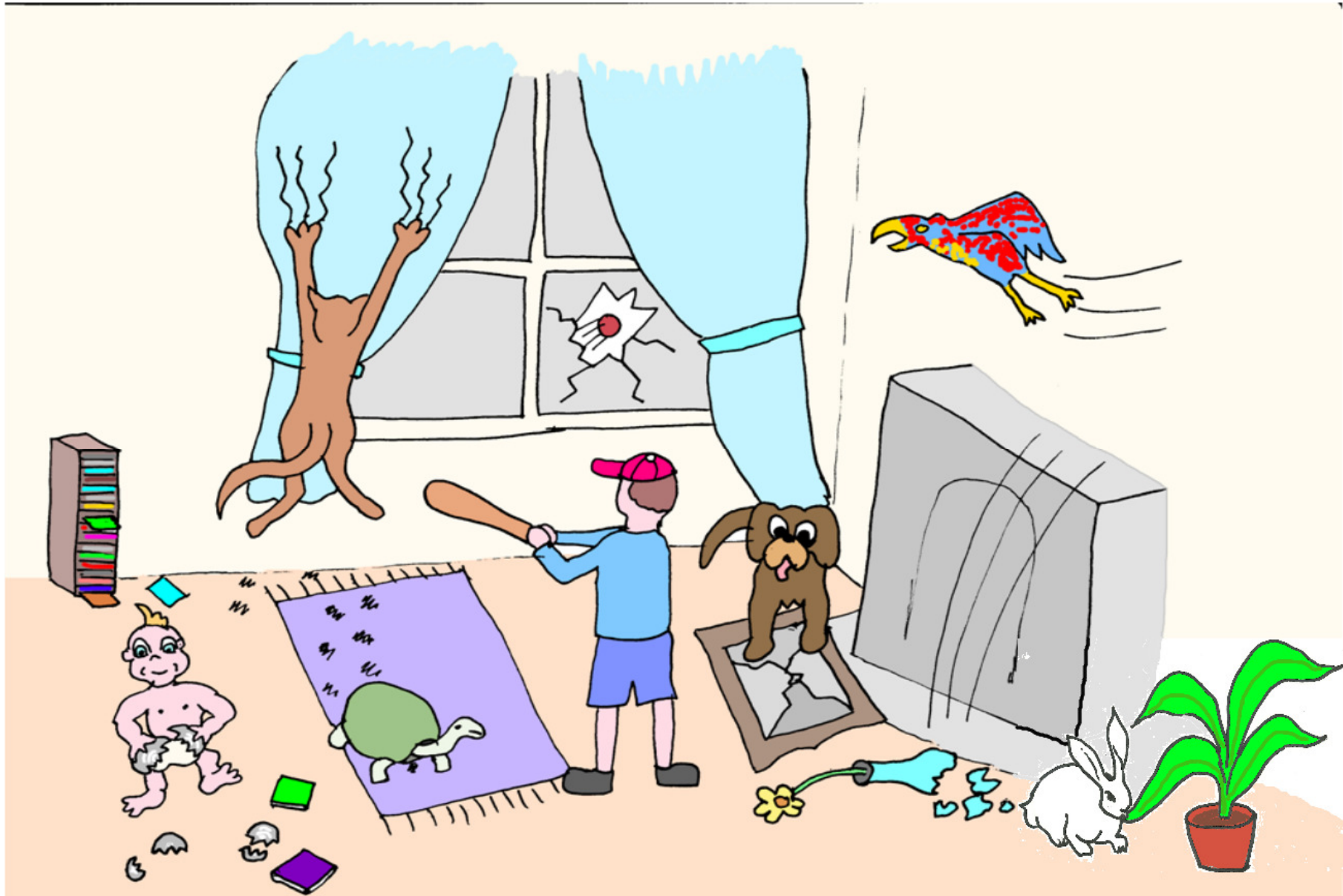
1b – pairs game





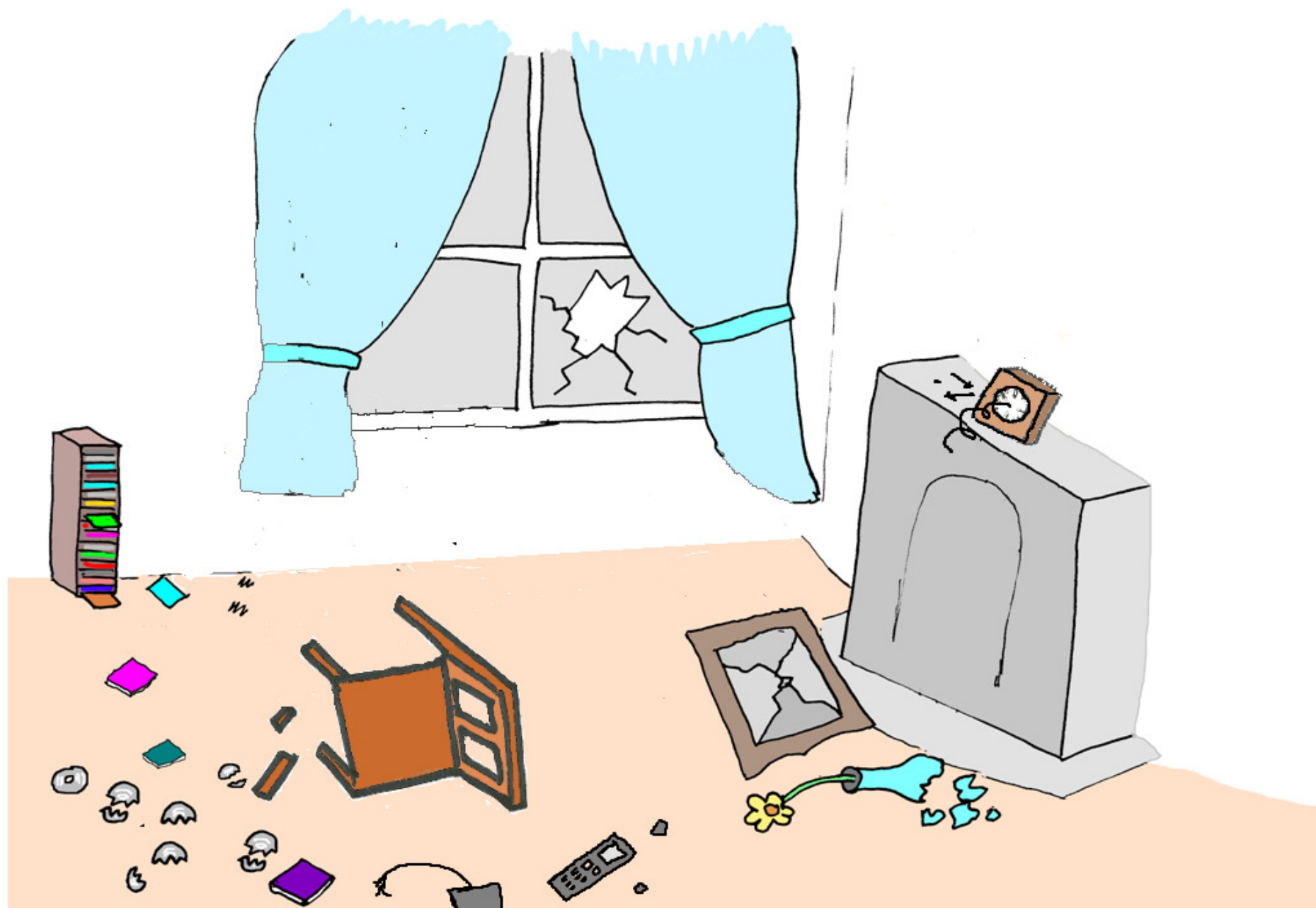


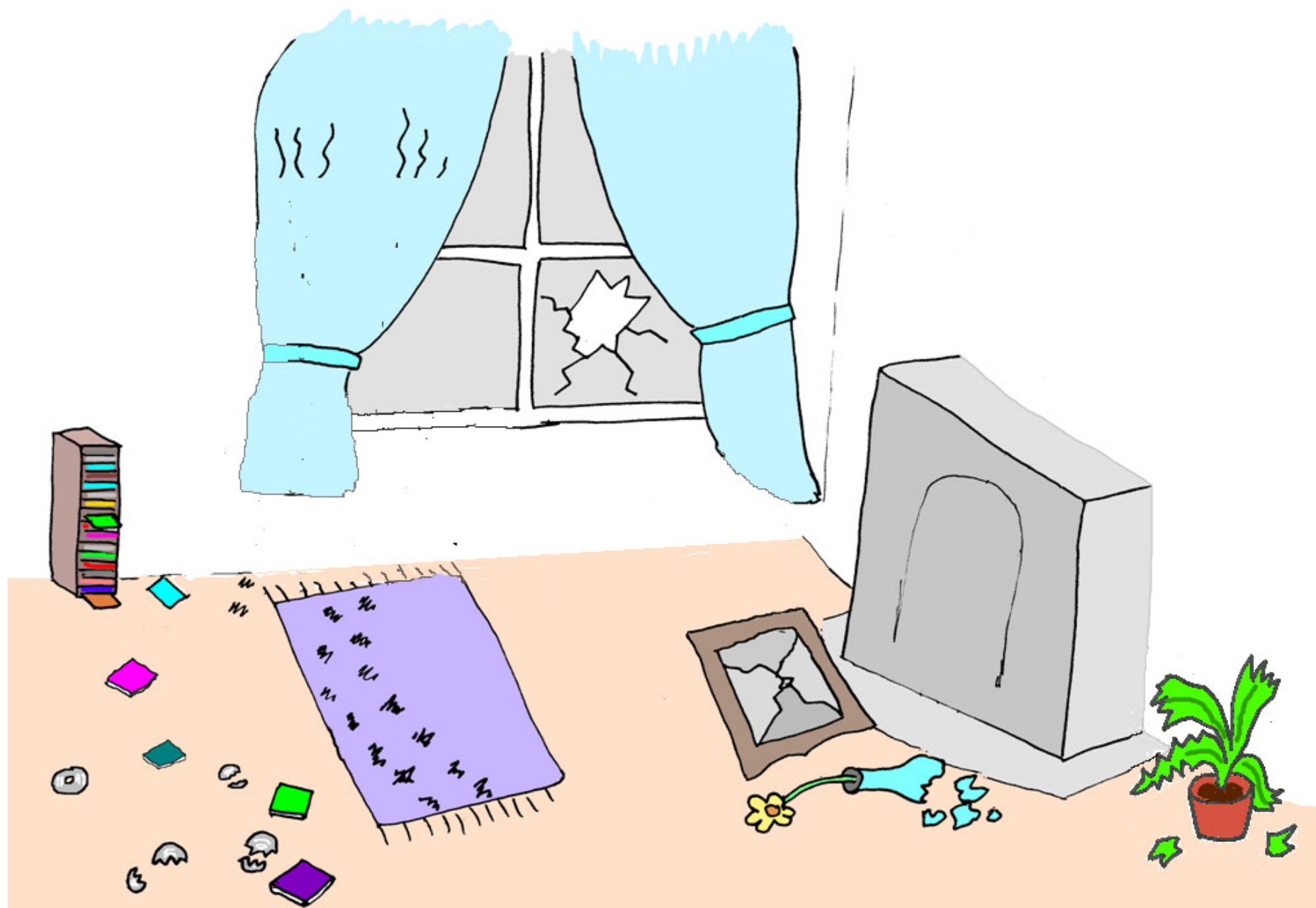


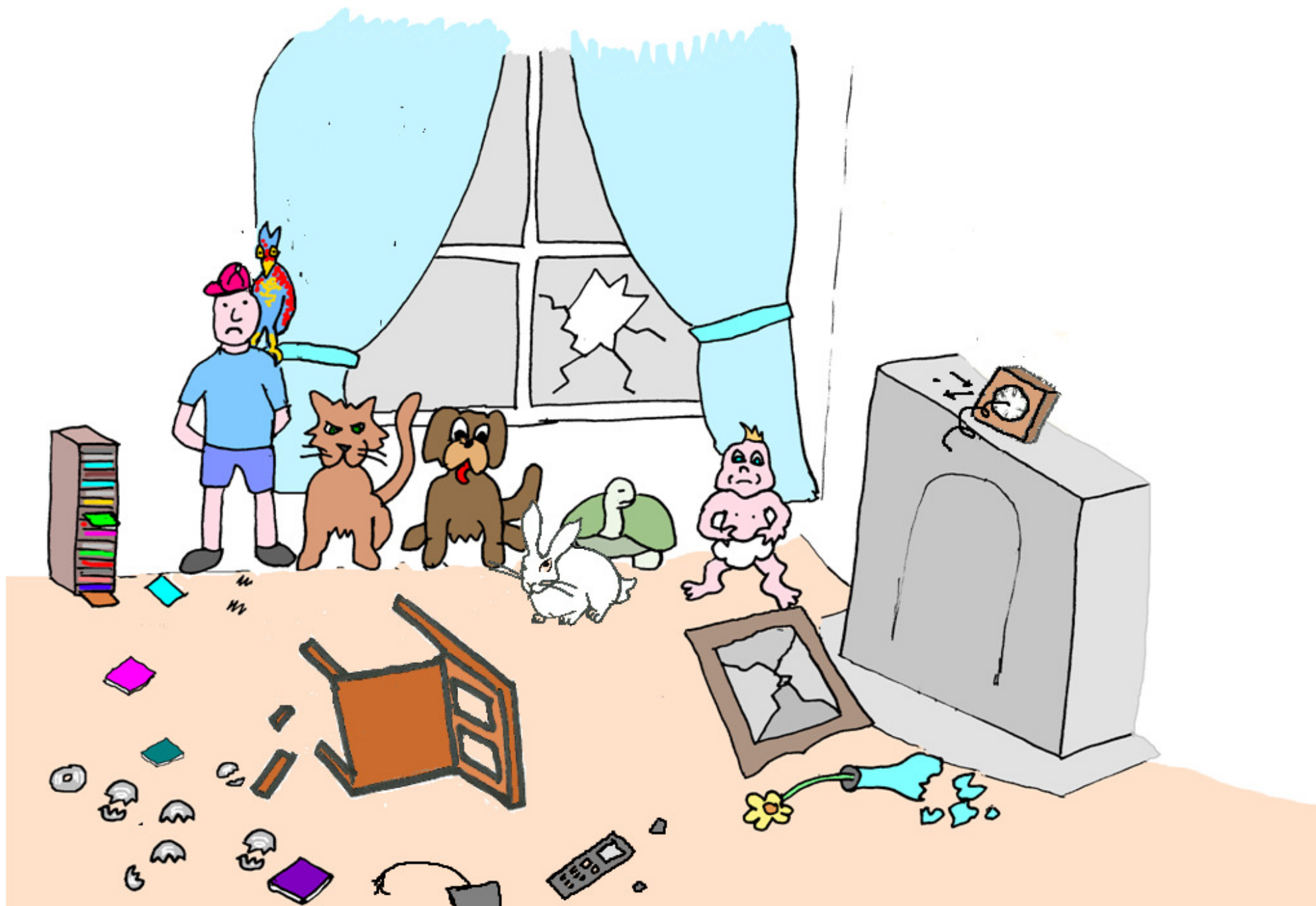




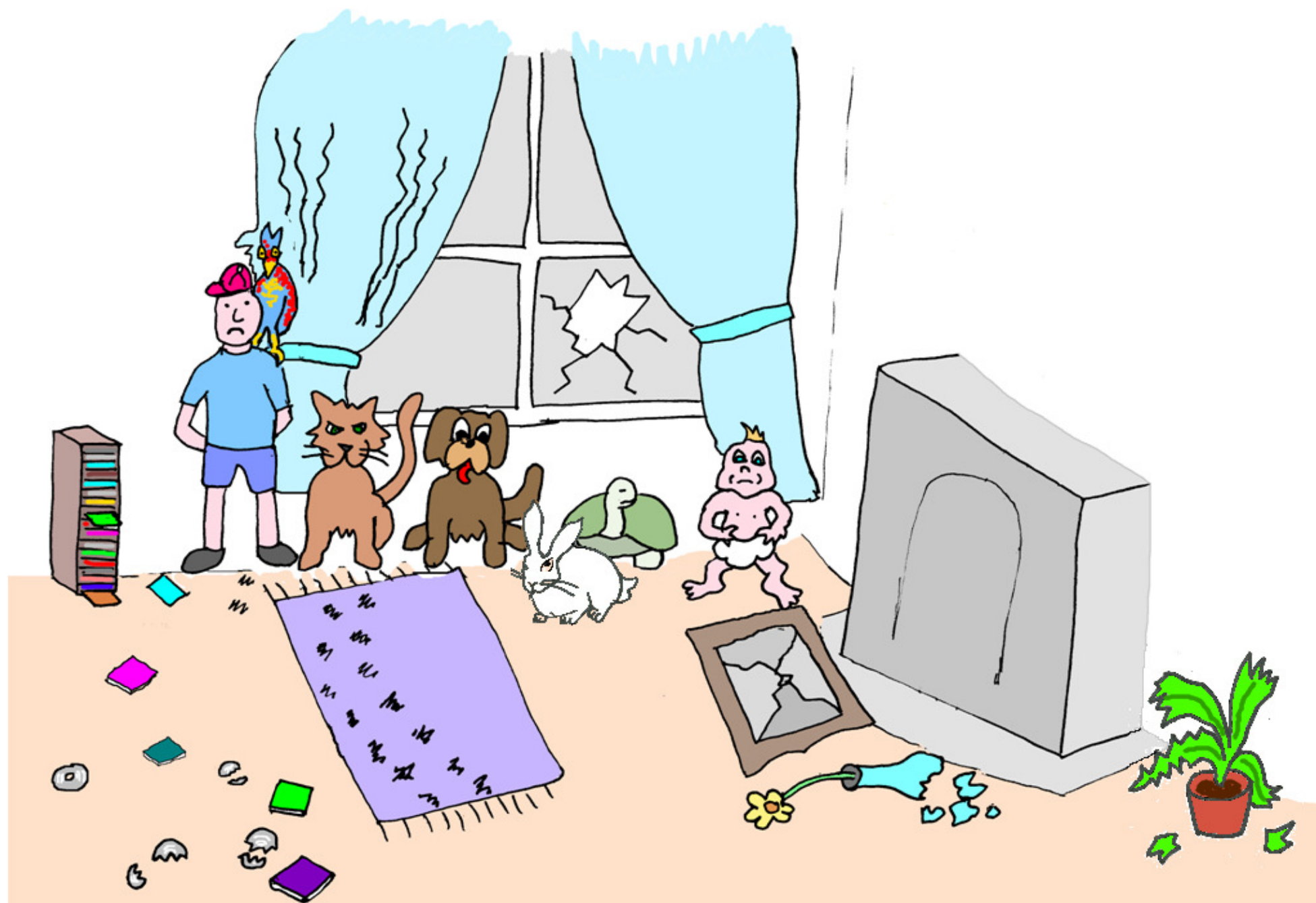




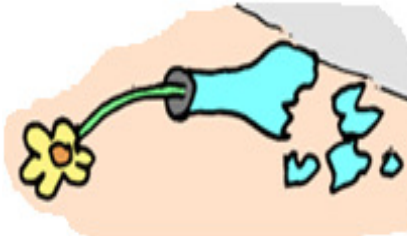
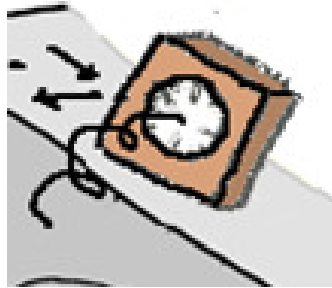
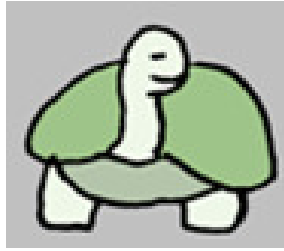
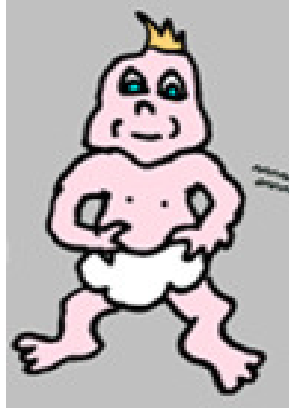




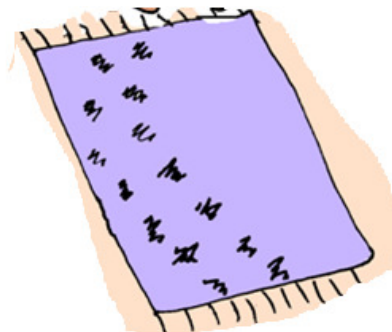
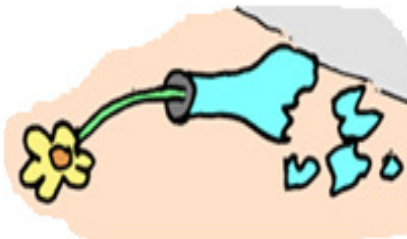
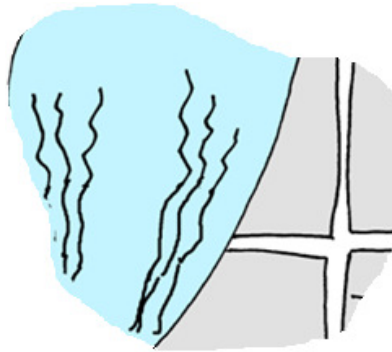
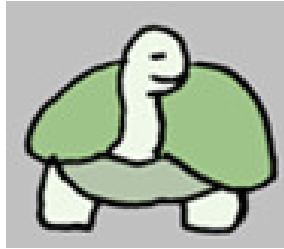
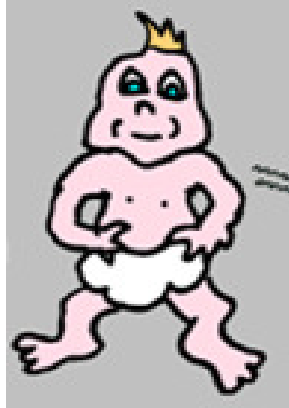




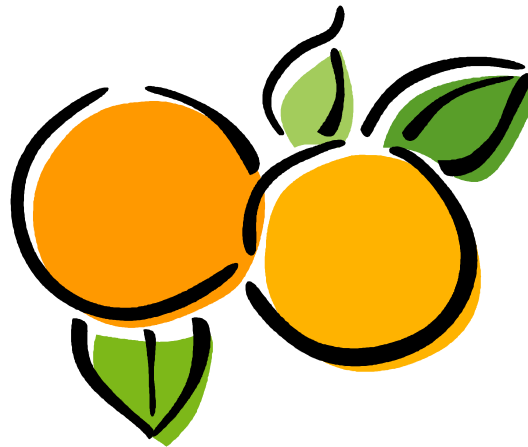
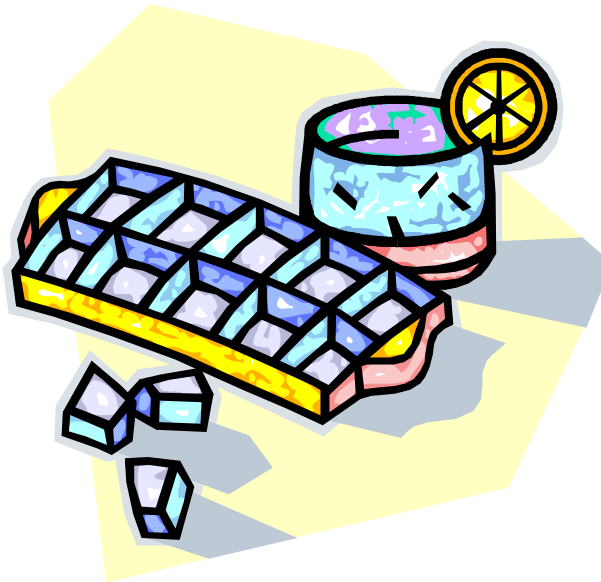
2a pairs



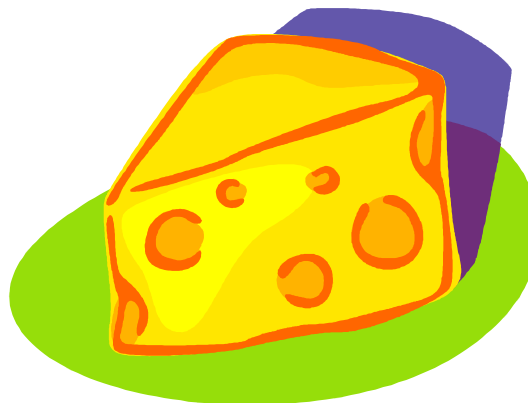
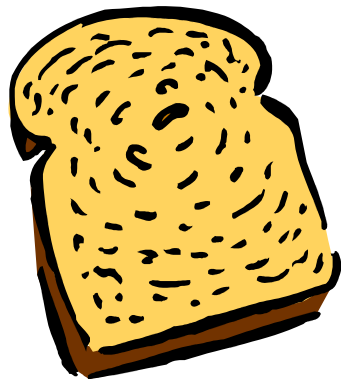
2b pairs



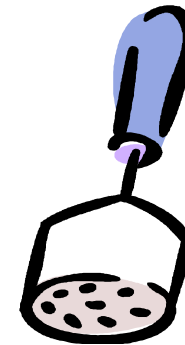
Food Cards for Game 3



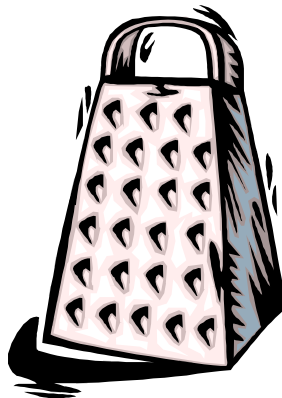
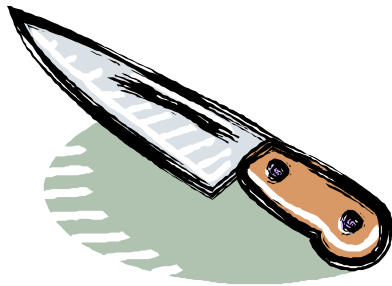
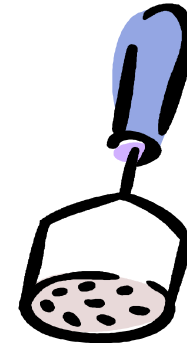




Verb Grid for Game 3

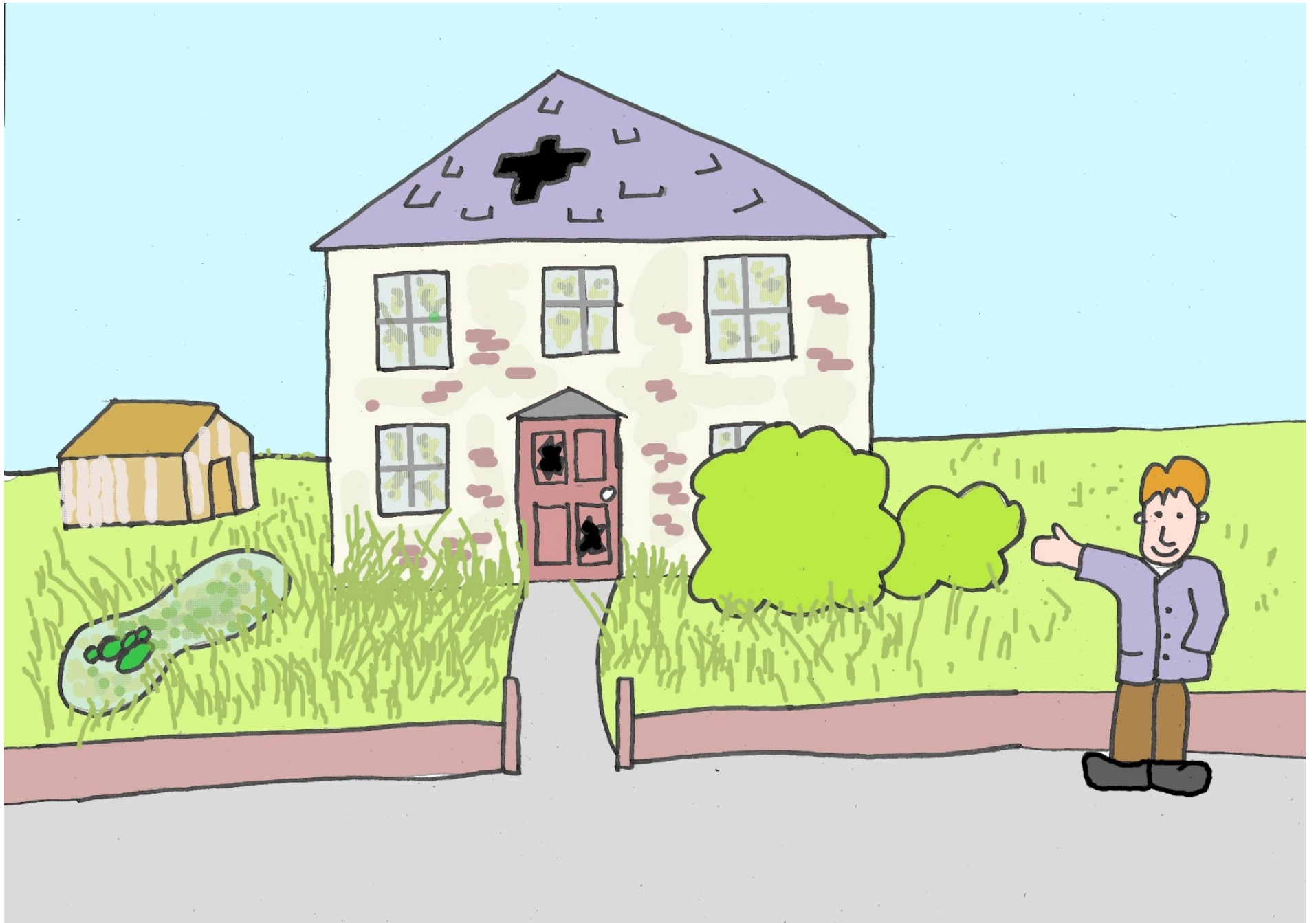


Game 3 - Cards for pairs – implements only







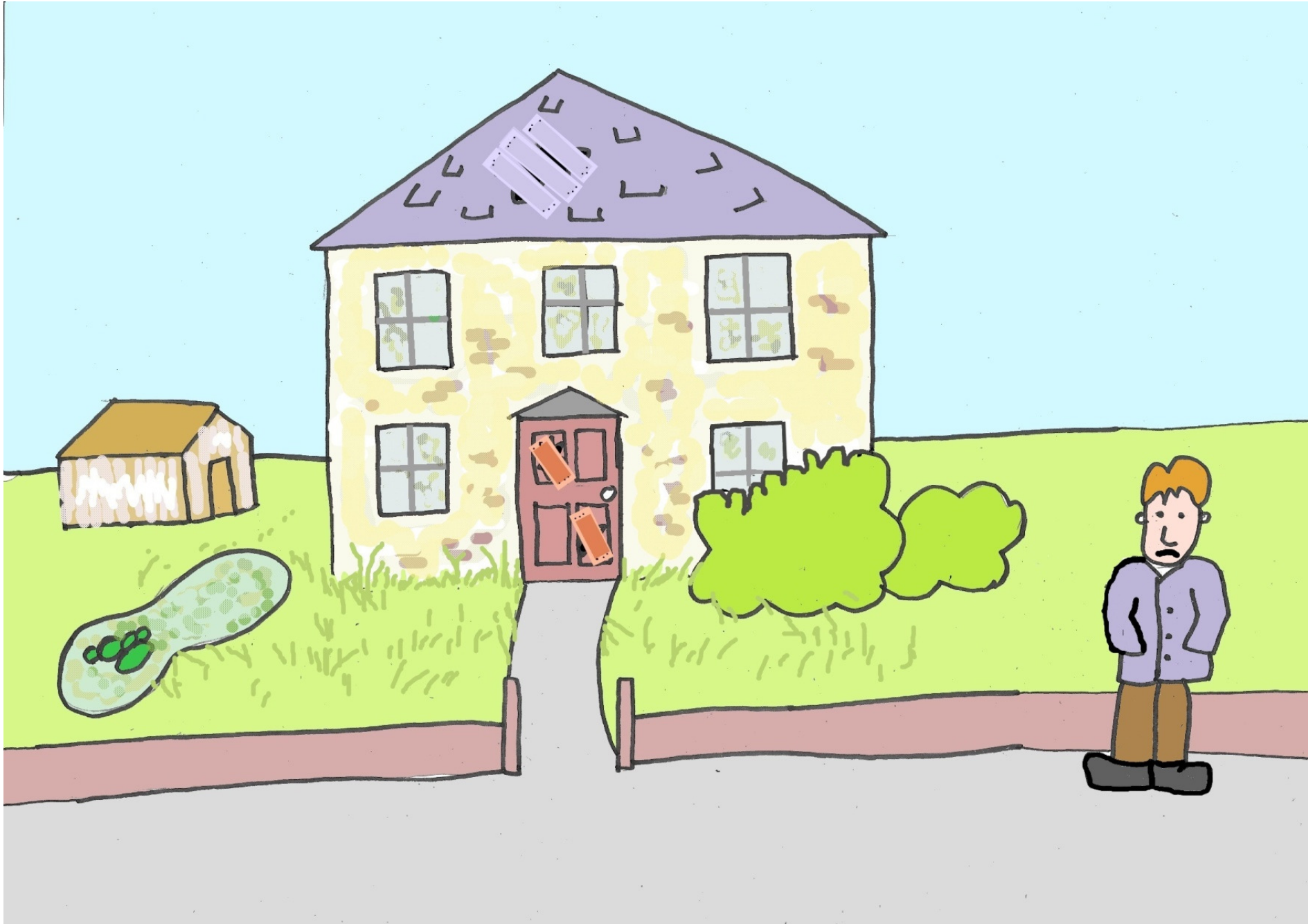


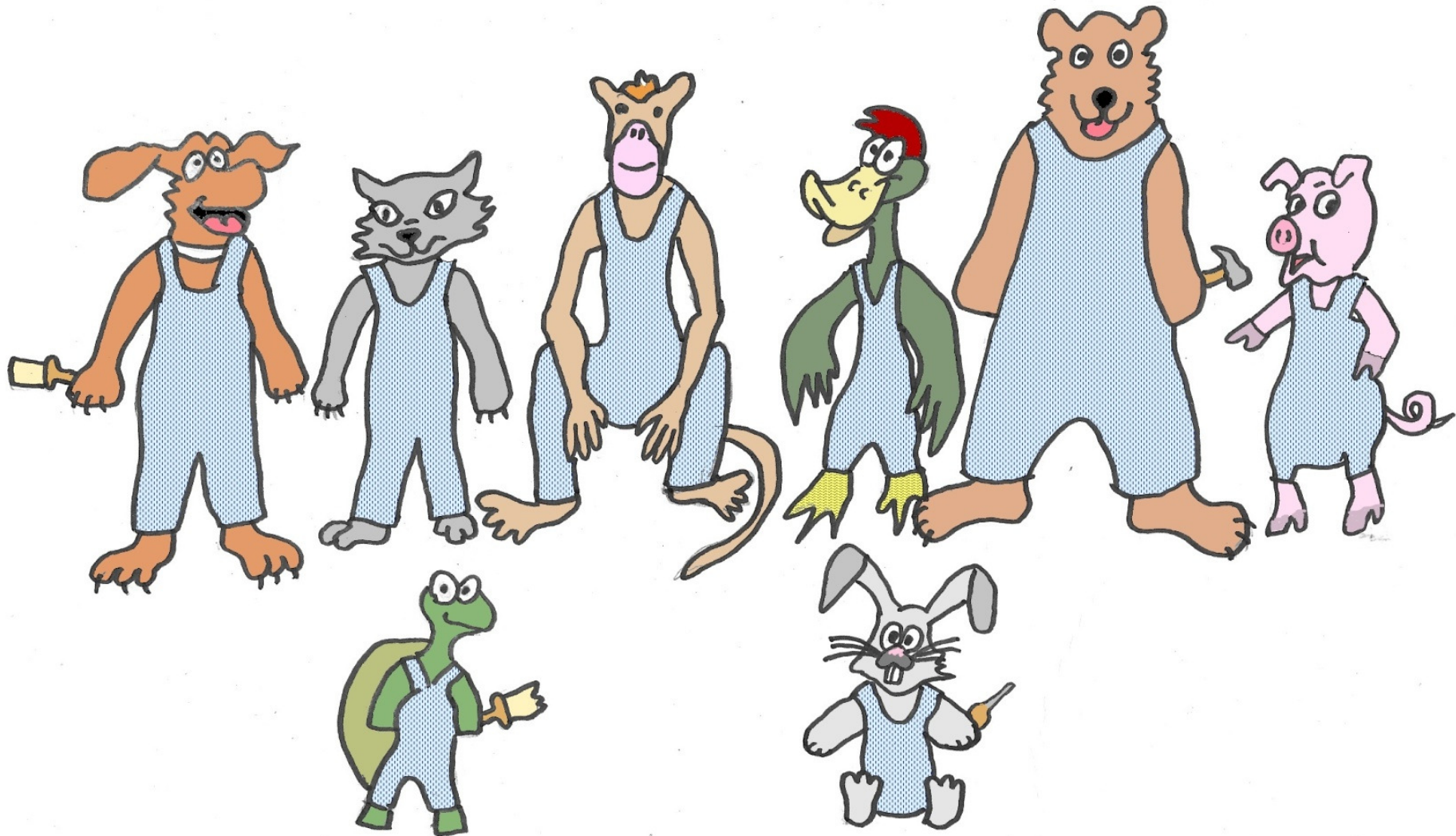




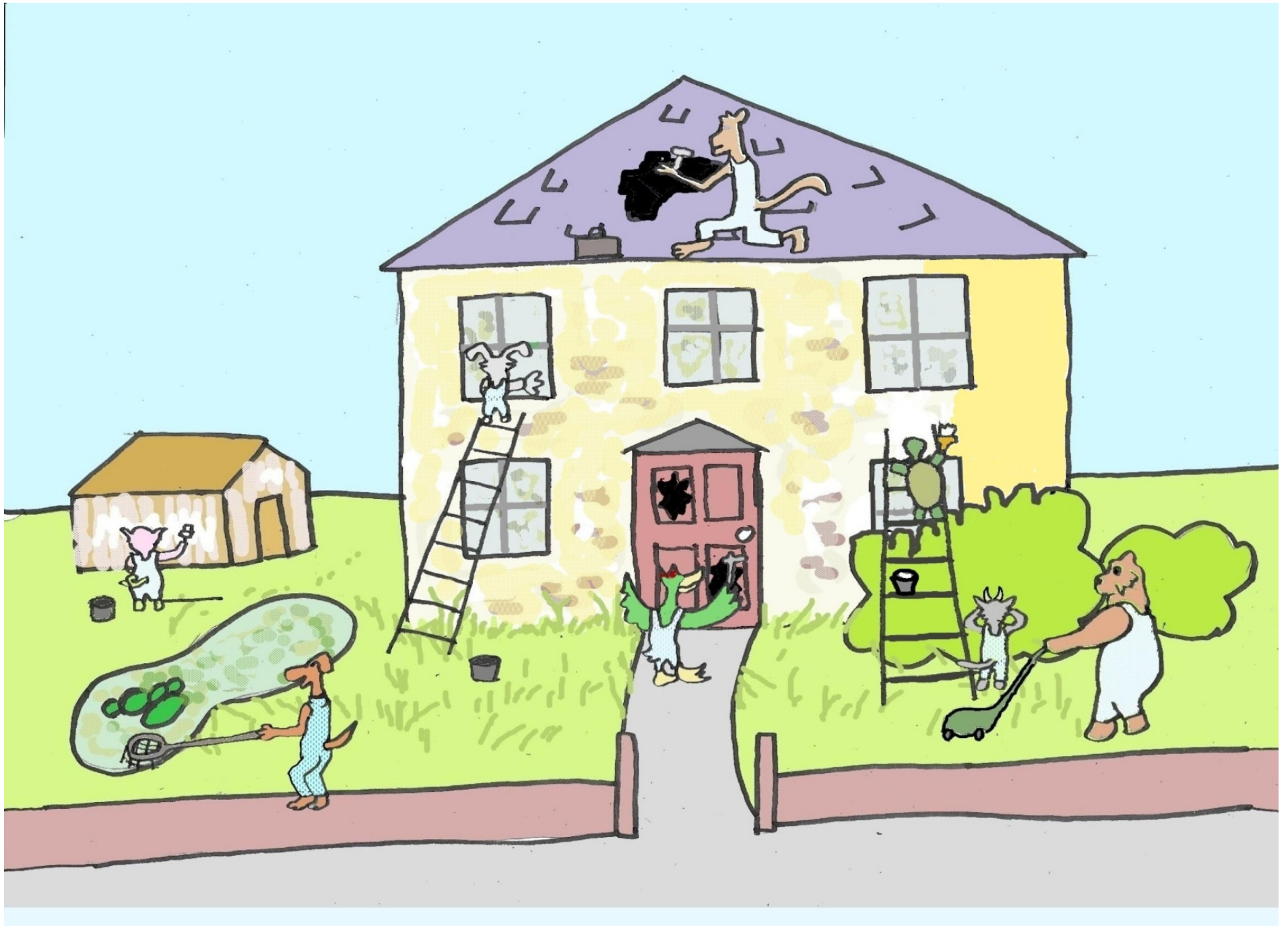














4 – pairs

