Auxiliary



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.

First, think about the role that the auxiliary be verb plays within the greater grammatical context. Auxiliary verbs are helper verbs. Auxiliaries are one of the ‘to be’ verbs plus a helper verb

Now, let’s think broad: A regular verb isn’t always sufficient enough to express every communication need. Sometimes a speaker has a question or wants to negate something. Other examples are time, repetition, completion, willingness and obligation. This is when auxiliary verbs come in to *help* the other verbs express what is needed (Benner, 2018).

It is also important for providers (e.g., teachers, clinicians, etc.) to consider the impact that the client’s appropriate use of auxiliaries will have on their educational and linguistic success. According to the New York State Common Core initiative: by fourth grade, students should be able to use modal auxiliaries to convey different conditions ([CCSS.ELA-LITERACY.L.4.1.C](http://www.corestandards.org/ELA-Literacy/L/4/1/c/)).

There are several different ‘to be’ verbs to consider when it comes to auxiliaries. Some are as follows: is, are, was, do, were, would, am.

Auxiliaries are a difficult task to teach because it has so many different forms for various people, and several different tenses.

Auxiliaries can also be contracted and uncontracted. There are rules when it comes to contracting auxiliaries.

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* There is no contracting if the word is the last word in the sentence (e.g., who is coming here?).
* There is no contracting if the word is the first word in the sentence (e.g., are you coming home?).
* No contracting occurs if there is a phonological influence. For example, in the phrase *This is working,* the “is” cannot be contracted because of the this, and therefore this’s doesn’t follow the English language rules.
* No extra contracting occurs if the verb is already contracted. For example, in the phrase *He isn’t coming* the “isn’t” can’t be contracted with the he because it would be he’isn’t which does not follow the English language rules.

Another important consideration when approaching auxiliary teaching and implementation is dialectical differences between Mainstream American English (MAE) and African American English (AAE). Newkirk et al. (2014) adopted the patterns-and systems-based approach to identify features of the auxiliary system and its use in AAE, so as not to confuse these features with grammatical errors in need of correction. For more information regarding the patterns auxiliary use in AAE please refer to this article by [Johnson and Koonce](https://pubs.asha.org/doi/10.1044/persp3.SIG1.36) (2018).



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Methods



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Consider what is expected to come first: according to Dr. Robert Owens, typically developing children learn the *is* form first (2014). Followed by the negative forms *can’t, don’t and won’t.* Then verbs such as can, do, will and would follow.

* + Training should begin with ‘going to *noun’* before ‘going to *verb’* This is because the noun requires an article compared to the verb that requires an infinitive form. The more mature *will* form is introduced later.
	+ Uncontactable is taught first then, uncontracted contracted, and last contracted contractible.
	+ Guidelines for training *can, do* and *will/would* as recommend by Owens (2014):
* An SLP should allow for some delay between mastery of one form and the introduction of another form to avoid any confusion.
* Use self-reference in the form of whether first-person pronouns or the child’s name initially because this is the first referent associated with these forms.
* Link these forms with actions because that is the first association of children developing normally.
* To start off, use short utterances with the auxiliary be verb at the end of the sentence to aid accuracy. (Can you jump? Yes, I *can*) A popular phrase from a television show Bob the Builder is *“Can we do it? Yes, we can!”*
* Give the child meaningful situations in which the concepts and forms have a purpose for them.



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* + Different forms should be introduced slowly because there are so many forms.
	+ The Auxiliary verb ‘do’ can be introduced to help elicit the development of negatives and interrogatives. A provider can elicit a negative form by asking a child to tell their friend, “Can you tell Fred not to jump?”. The child can then practice using the negative auxiliary be verb ‘don’t’ (e.g., Fred, don’t jump!”).
	+ Several correlational studies suggest that children who have been exposed to several yes/no questions aids the development of auxiliary forms (Fey, 2002). Richards (1990), developed an Auxiliary Clarification Hypothesis (ACH). His hypothesis states that children tend to pay attention to the beginning of sentences rather than the middle or end. Auxiliaries are more easily remembered at the beginning of a sentence when the auxiliary verb is in place of the subject.
	+ There is also a present progressive form of auxiliary be. Using the present progressive form ‘be’ plus *going*, a child can begin to form less mature future tense forms. For example, “I am going to the store.”
	+ The source stated that when teaching new linguistic and grammatical concepts, the teacher or clinician should utilize familiar stimuli; a good rule of thumb for this is: “new content, old form” (Owens, 2014). In order to facilitate language development (i.e., auxiliary verbs), caregivers are encouraged to be flexible thinkers: be accepting of less mature language forms (e.g., “be + going” instead of “will”) as they show the child understands the concept…the adult form will develop over time!



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* Evidence based practice informs us that these concepts are best understood when children are given meaningful opportunities to apply what they know. Here’s an example of what is meant by “meaningful context”: ask your clients to use auxiliaries within storytelling. Students will view the adjectives as a useful tool to convey their message accurately. Storytelling could be a very useful strategy especially with children who are in fourth grade or older.

Resources

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Books

Most children's books provide a great deal of auxiliaries that can be implemented into a book-based descriptive activity.

Here are a few of our favorites:

[*An Island Grows*](https://www.amazon.com/IslandGrowsLolaMSchaefer/dp/0066239303/ref%3Dasc_df_0066239303/?tag=hyprod20&linkCode=df0&hvadid=247586506947&hvpos=1o2&hvnetw=g&hvrand=15819913306225115529&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004847&hvtargid=pla-584571162423&psc=1)*,* written by Lola M. Schafer. This is the story of the birth of an island, from the first red-hot glow of magma at the bottom of the ocean, to the flowing lava that hardens and builds up higher and higher until, finally, it breaks through the water′s surface.

[*What Are They Doing*](https://www.amazon.com/What-Are-They-Doing-Learning/dp/0996828206/ref%3Dasc_df_0996828206/?tag=hyprod-20&linkCode=df0&hvadid=312053899840&hvpos=1o3&hvnetw=g&hvrand=15819913306225115529&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004847&hvtargid=pla497306913812&psc=1&tag=&ref=&adgrpid=61316180799&hvpone=&hvptwo=&hvadid=312053899840&hvpos=1o3&hvnetw=g&hvrand=15819913306225115529&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004847&hvtargid=pla-497306913812)*?: A Fun Early Learning Book that Combines Animals with Verbs,* written by Molly McIntyre. This book is Developed by an experienced Speech and Language Pathologist to give to her students to read at home.



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Books

[*Slide and Slurp, Scratch and Burp: More About Verbs*](https://www.amazon.com/Slide-SlurpScratchBurpCategorical/dp/1580139353/ref%3Dasc_df_1580139353/?tag=hyprod20&linkCode=df0&hvadid=312041961788&hvpos=1o1&hvnetw=g&hvrand=15819913306225115529&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004847&hvtargid=pla-568334403013&psc=1)*,* written by Brian P. Cleary. One book is never enough to explore the wide range of verbs! The crazy cats deliver loads of additional examples to illustrate the power of both action verbs and linking verbs. Each verb is also clearly outlined for easy identification.

[*Kick! Jump! Throw! Run!: Verbs Are Action Words,*](https://www.amazon.com/KickJumpThrowRunAction/dp/1632906333/ref%3Dasc_df_1632906333/?tag=hyprod20&linkCode=df0&hvadid=312095946443&hvpos=1o4&hvnetw=g&hvrand=15819913306225115529&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004847&hvtargid=pla567929942782&psc=1&tag=&ref=&adgrpid=60223809097&hvpone=&hvptwo=&hvadid=312095946443&hvpos=1o4&hvnetw=g&hvrand=15819913306225115529&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004847&hvtargid=pla-567929942782)written by Linda Ayers. Through rhyming text paired with colorful illustrations, students will learn about verbs as they sing about doing some of their favorite fall things. This paperback book comes with CD and online music access.

The popular TV show [*Bob the Builder*](https://www.amazon.com/s?k=bob+the+builder+books&hvadid=241887530085&hvdev=c&hvlocphy=9004728&hvnetw=g&hvpos=1t1&hvqmt=e&hvrand=4660215615727167230&hvtargid=kwd-308404962373&tag=googhydr-20&ref=pd_sl_2g88x9316a_e_p38)has a great catch phrase that uses an auxiliary. “*Can we do it? Yes we can!”* There are several different *Bob the Builder* books that children can read and have an excellent model of an auxiliary verb used correctly.



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Games and Activities

This [online gaming site](https://www.freddiesville.com/games-ville/) has lessons, games and worksheets for children to complete. These fun and interactive games can be utilized by children at home. It’s a free website!

Creating a schedule about what a child could/will be doing is a good way to elicit and practice some present progressive auxiliary verbs. The child can say ‘I am going to \_\_\_\_”, “I will be doing \_\_\_\_”.

Websites

[Examples of auxiliary verbs and sentences](https://webapps.towson.edu/ows/aux_verbs.htm) along with their different forms.

[Guide to Grammar and Writing](http://grammar.ccc.commnet.edu/grammar/auxiliary.htm) is sponsored by the Capital Community College Foundation, a nonprofit 501 c-3 organization that supports scholarships, faculty development, and curriculum innovation. This website provides examples of each grammar unit and describes the similarities and differences and there’s a quiz at the bottom.

This is a [flash card app](https://itunes.apple.com/us/app/flashcards-helping-verbs-auxiliary-verbs-modal-primary/id1146279784?mt=8) that has all the auxiliary verbs. This app could be used for a child recognizing the auxiliary verbs. The child could then see the word and have to use it in a sentence. Sometimes a visual helps a child more than just telling them.

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Games and Activities

[This website](http://www.theroadmap.ualberta.ca/understandings/parents/37-60) gives a detailed description of auxiliary verbs and when they should be mastered and emerging.

[Wonderful resource](https://www.storyjumper.com/) to use for creating a book with several auxiliary verbs. You can create your own story on this site and use the book for each child. It is highly individualized. This site also has several books for free to use for learning auxiliaries and reading for the child.

Please visit [our Pinterest page](https://www.pinterest.com/sugarlanguage/relative-clause/) for additional resources and activities:

Pinterest Q&A:

What is Pinterest? Pinterest is a social media platform that serves as an electronic bulletin board. Many SLPs use it as a way to electronically “bookmark” (i.e., save) activities for future sessions.

How much does it cost? It’s free! However, you must create an account in order to access the SUGAR Language boards or use the website in general.

How do I use it? Please check-out the following link for an in-depth explanation of all things [Pinterest.](https://www.lifewire.com/how-to-use-pinterest-3486578)

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