Progressive -ing



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.

* If a child’s vocabulary contains a small repertoire of unmarked verbs or does not contain any unmarked verbs (e.g., run, swim, go), the child will have difficulty or be unable to add on the morphological marker (Baird, 2016).
* If a child is unable to produce /ŋ/ the child’s production of the progressive form may not reflect his or her knowledge of this grammatical feature (Baird, 2016).
* Dialectal differences are another area of consideration. For example, according to Bernthal, Bankson, and Flipsen (2017), speakers of African American Vernacular English (AAVE) sometimes substitute /ŋ/ with /ɪn/.
* Children learning English as a second language may demonstrate difficulty acquiring the progressive forms, if these forms are not present in their dominant native language (e.g., mandarin), due to the phenomenon of negative transfer (Brebner, Mccormack & Rickard, 2016).
* There are five forms of the progressive tense. These include: past progressive tense (e.g., was painting), past perfect progressive tense (e.g., had been painting), present perfect progressive tense (e.g., is looking), future progressive tense (e.g., will be running), future perfect progressive tense (e.g., will have been studying).
* Children with concomitant speech and language impairments such as SLI, are at risk for poor morphosyntactical development.

A study conducted by Leonard and Deevy (2010) described children with language impairment as frequently misinterpreting the significance of verb completion cues (e.g., whether an action was completed) as they have difficulty understanding the change in meaning signaled by a morphological marker (e.g., /-ing/ signals an action occurring). As a result of this deficit, these children often misinterpret meaning and produce verb related errors (Leonard & Deevy, 2010).



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* A collection of evidence-base practice research appears to support a direct and systematic method of instruction to teach the progressive tense forms (Bonzinou, 1983; Kami, 2014; Scott, 2014).

A study conducted by Bonzinou (1983) investigated the performance of 83 participants aged 3-6 in learning present progressive and past tense forms.

The results of this study concluded that participants learned the present progressive form prior to the past tense form and demonstrated improved performance in comprehension and production of the present progressive form as a result of receiving direct intervention.

The methods of this direct intervention included the use of picture training items demonstrating an action, in conjunction with adult models of the present progressive form.

Following a series of models, a receptive task was introduced.

During this training task, participants were given a prompt and asked to point to the corresponding picture in which two picture scenes were displayed (e.g., a present progressive scene and past tense scene).



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Following the receptive training tasks, expressive training tasks were used. Here participants were asked to describe a picture with the prompt “Tell me what \_\_\_ is doing”.

Teaching these concepts in polarity and training the concept receptively prior to expressively lead to improved performance.

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* Similarly, an article by Kamhi (2014) focuses on issues that commonly impact language intervention and outlines a systematic framework to intervention that can be used to teach grammatical targets.

Kamhi (2014) discusses four methodological components to teach grammatical targets, such as the progressive forms.

These methods include: discussion and illustration of the structure and meaning of a sentence, awareness and identification of the structure, and an active manipulation of the target.

Essentially, discussion and illustrations of the structure includes mass models of the target /ing/ paired with visual representations of the actions to increase stimulability of and exposure to the target (eg., running, kicking, jumping).

Awareness and identification of the structure includes the completion of receptive tasks to improve knowledge of the grammatical form (e.g., show me running, point to the girl who is laughing).

Lastly, active manipulation includes production tasks (e.g., this girl is swimming, what is she doing?).

* A study conducted by Lau and Chu (2015) reported that physical activity causes physiological changes (e.g., increase in cerebral blood flow, increase of oxygen, release of neurotrophins) that promote learning, memory, and cognitive processing.



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Given these benefits, it is suggested that a kinesthetic and interactive component be included in teaching the progressive form in order to promote learning and generalization.

For example, a small group of children might be taught the present progressive form in playing the game *Act It Out*. During this game, the teacher instructs and models a scenario using key buzzwords for the class to act out (e.g., now we are swimming like sharks). Students are expected to imitate the actions of the teacher while the teacher continuously verbally models and acts out the scenario with the students to model the grammatical structure paired with the action. After several models, the teacher will select a new action to model. Following multiple exposures, the teacher can super-step the task demands to include an expressive component in which the teacher prompts the students to produce the target (e.g., “What are we doing? We \_\_\_ \_\_\_ like kangaroos). Lastly, the teacher can select students to choose an action and instruct the class to do it using the target morpho-syntactical structure.

Resources



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Books

*[Spring in the Kingdom of Ying](https://www.amazon.com/Word-Family-Tales-Spring-Kingdom-ebook/dp/B00H9GVHJ6/ref%3Dsr_1_1?ie=UTF8&qid=1547574278&sr=8-1&keywords=spring+in+the+kingdom+of+ying)*, by Liza Charlesworth

[*The Very Busy Spider*](https://www.amazon.com/Very-Busy-Spider-Eric-Carle/dp/0399229191/ref%3Dsr_1_1?ie=UTF8&qid=1547574743&sr=8-1&keywords=the+very+busy+spider), by Eric Carle

[*Busy, Busy Mouse*](https://www.amazon.com/Busy-Mouse-Virginia-Kroll-2003-05-26/dp/B01FIYXUCM/ref%3Dsr_1_fkmr0_1?ie=UTF8&qid=1547574998&sr=8-1-fkmr0&keywords=busy+busy+mouse+by+Virginia+strol)*,* by Virginia Kroll

[*The Aunts Go Marching*](https://www.amazon.com/Aunts-Go-Marching-Maurie-Manning/dp/1590780264/ref%3Dsr_1_fkmr1_1?ie=UTF8&qid=1547575149&sr=8-1-fkmr1&keywords=•+the+ants+go+marching+by+manning%2C+maurie+j), by Maurie J. Manning

Games and Activities

* Below is a compilation of activities and materials that may aide in the instruction of progressive /–ing/:

Describe real life picture scenes

Simon Says… pretend you are running, skipping, sleeping, etc.

Act It Out (students imitate the actions modeled and labelled from the teacher – “we are running like cheetahs, swimming like fishes, dancing like ballerina’s).

Obstacle course

Observe peers during recess or gym time and model what they are doing

[Super Duper’s Photo Fish verbs.](https://www.superduperinc.com/products/view.aspx?pid=fas555#.XDu0IC3MzjA)

[Super Duper’s Pronoun Party.](https://www.superduperinc.com/products/view.aspx?pid=gb599#.XDu0NC3MzjA)

[Super Duper’s Verbs and more 8-set card deck.](https://www.superduperinc.com/products/view.aspx?pid=WVC888B#.XDu0ay3MzjA)

[Super Duper’s ‘Is and are’ card set.](https://www.superduperinc.com/search/topicSearch.aspx?id=55)

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Websites

[*Speech and Language Kids*](https://www.speechandlanguagekids.com/teach-present-progressive-ing/)

[*Busy Teacher*](http://busyteacher.org/13619-teaching-present-progressive-7-ideas.html)

[*Bright Hub Education*](http://www.brighthubeducation.com/esl-lesson-plans/61801-how-to-teach-progressive-tenses/)

Please visit [our Pinterest page](https://www.pinterest.com/sugarlanguage/_saved/) 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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