Regular Past Tense -ed

During past tense verb training, clients must have “a sense of time beyond the present” and only deal with immediate context (Owens, 2014, p. 316).

The child’s *understanding* of phonological rules comes later!



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.

Methods



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Regular Past Tense -ed

The specific treatment of regular past –*ed* is entangled with learning the past tense in general.

* SLPs should use common irregular past tense verbs “to introduce the past rather quickly and to forestall overgeneralization of the regular past *–ed*” (Owens, 2014, p. 316).

The SLP can continuously ask the client questions that they do not know the answer to. These questions should be about past events and facilitate the usage of the regular past *–ed*.

The SLP can start by asking a question that can be answered with the use of only a noun. The client will hear the usage of the past within the SLP’s question and will not yet need to respond with a past tense marker.

Following this, the SLP can then ask questions that require the client to answer in the past tense. The client will either use the form appropriately or need to be corrected.

Methods

Regular Past Tense -ed

* The Complexity Approach is a method of treatment that provides system-wide change in a child’s speech and language skills (Storkel, 2018). System-wide change is when multiple forms of generalization occur. This includes success in the treatment target among untreated words, in addition to untreated concepts similar to the treatment target (Storkel, 2018).

In order for the complexity approach to be implemented in the treatment of regular past tense -ed, it has been found that selecting atelic, lower-frequency, phonologically complex verbs lead to a more significant amount of generalization (Owen Van Horne et al., 2018).

It is important to note some considerations for different populations of children when evaluating the use of the regular past tense -ed.

* According to Dalal and Loeb (2010), children with specific language impairment (SLI) often experience difficulty with the use of the regular past tense -ed.



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To accommodate this population, adjusting the placement of verbs with a regular past tense -ed to the final position of sentences during treatment increases the accuracy of the morpheme production (Dalal & Loeb, 2010).

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Regular Past Tense -ed

Books

*Example Activity*

The clinician can read a book with the client to emphasize the past tense. Whenever a *–ed* verb appears within the story, add emphasis on the pronunciation. As the clinician reads, they should rephrase what is happening into the past tense. For example, if a child within the story is playing soccer, the clinician can say “Wow, the boy kicked the ball!” The clinician can also model prediction-making, allowing the client to make predictions as well. Then, on the following page after the guess, the clinician can emphasize what they thought would happen and what did happen, using the past tense in both instances.

[*Harriets Horrible Hair Day*](https://www.amazon.com/Harriets-Horrible-Hair-Lesley-Stewart/dp/1682630358/ref%3Dsr_1_fkmr0_1?ie=UTF8&qid=1547505097&sr=8-1-fkmr0&keywords=harriets+horrible+bad+day), by Dawn Lesley Stewart.

[*The Singing Chick*](https://www.amazon.com/Singing-Chick-Victoria-Stenmark/dp/0805052550/ref%3Dsr_1_1?ie=UTF8&qid=1547505127&sr=8-1&keywords=the+singing+chick)*,* by Victoria Stenmark.

Find it here:

[*A Mouse’s Tale*](https://www.amazon.com/Mouses-Tale-Pamela-Johnson/dp/0152560327/ref%3Dsr_1_1?ie=UTF8&qid=1547505188&sr=8-1&keywords=the+mouse%27s+tale+Pamela+johnson)*,* by Pamela Johnson.

[*The House that Jack Built*](https://www.amazon.com/House-that-Jack-Built/dp/0525449728)*,* by Emily Bolam.

[*Froggy Plays Soccer*](https://www.amazon.com/Froggy-Plays-Soccer-Jonathan-London/dp/0140568093)*,* by Jonathan London.

[*Love You Forever*](https://www.amazon.com/Love-You-Forever-Robert-Munsch/dp/0920668372/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1547505328&sr=1-1&keywords=•%09Love+You+Forever+by+Robert+Munsch)*,* by Robert Munsch.

[*The Goldfish Yawned*](https://www.amazon.com/Goldfish-Yawned-Elizabeth-Sayles/dp/0805076247/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1547505347&sr=1-1&keywords=•%09The+Goldfish+Yawned+by+Elizabeth+Sayles), by Elizabeth Sayles.

[*Busy, Busy Mouse*](https://www.amazon.com/Mouse-Audiocassette-Paperback-Audio-), by Virginia Kroll

[*Stick Kid*](https://www.amazon.com/Stick-Kid-Peter-Holwitz/dp/0399241639/ref%3Dsr_1_fkmr0_1?s=books&ie=UTF8&qid=1547505509&sr=1-1-fkmr0&keywords=Stick+kid+by+Peter+hallowitz)*,* by Peter Holwitz

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Regular Past Tense -ed

Games and Activities

Don’t forget about classics, such as: storytelling, show-and-tell, and asking kids to re-tell past events.

*Fun Therapy Tasks*

*Charade Series*-act out an activity such as brushing your teeth. The client then must describe the activity using the regular past.

*Dear Diary*- clients can keep a diary of what they did the day before.

*Accurate Endings*- the client sorts regular past *–ed* verbs into their different sound endings.

*Preparations*- ask the client to describe an accomplishment and the events that took place leading up to it.

*Good and Bad Days*- brainstorm what makes a good and bad day. Draw these events on cards with the client using simple stick figures. Take turns picking cards and describe what is happening on the card as if it happened to you using the past tense. Try to collect more good day cards.

*Get Out and About*- take a walk with your client and have them tell a story of the events that transpired during the walk.

Resources

Regular Past Tense -ed

Games and Activities

The following props can be used to generate conversation about the past. We encourage you to use your imagination, think creatively, and facilitate these props in novel ways!

* [*Past tense –ed flash* cards](https://www.speechandlanguagekids.com/past-tense-verbs-flash-cards/): use flashcards with present tense verbs on them. The client will have to say the past tense version before receiving the card as a token.
* *Matching cards with present and past events*: the client will match cards from before and after an event. They will state what happened in the past for the before picture and what the effect was described in the present tense.
* Stuffed animals, dolls, action figures, dress-up clothes…the possibilities are endless!
* *Pictures from magazines*: the SLP and the client can cut out pictures from children’s magazines. With these pictures, the client can describe what is happening using the past regular. These pictures can then be used to make a story and pasted onto construction paper.



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* *Legos*: words can be written on Lego pieces. The client and clinician can take turns building a sentence using the past tense by adding words on top of each other.
* *Calendar*: ask the client to describe what they did in the last therapy session at the beginning of therapy. Then, at the end, review what happened during the current session. Place a sticker on a calendar to mark the day in the past.



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The following recommendations are provided by Speech and Language Kids (2019):

* **Step 1**

Emphasis is placed on the importance of gathering materials that will work for the client. These materials should be pictures of before and after an event. Most importantly, these pictures should be clear in their depiction of the event and the difference between them.

* There are plenty of [free cards](https://www.speechandlanguagekids.com/past-tense-verbs-flash-cards/) on the internet.
* **Step 2**

Describe to the client what is happening in the before picture. Next, show them the after picture and ask them to explain what happened. Make sure to provide a direct model for the correct pronunciation. The direct model should be followed by an explanation of how the word needs to be changed since the event already took place.

* **Step 3**

Ask the child to recall past events in his or her life or perhaps something that happened that day. Follow the description in step 2 when the child uses an incorrect form of the verb. Cue reminders that the word needs to be changed when speaking of a past event.

* **Step 4**

Finally, the child should adopt the usage of past tense in everyday conversation. Again, when the child makes an error, remind him or her in a similar manner as steps 2 and 3. These reminders will diminish as the child practices correct forms.



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Regular Past Tense -ed

Websites

Check out the content provided by [*ESL Kids*](https://www.eslkidstuff.com/lesson-plans/past-tense-regular-verbs.html) *Stuff* for many great ideas!

[*Sing Songs*](https://www.youtube.com/watch?v=AKaD2btS1A4)

* *iOS Apps*
* [Regular Past Tense Verbs Fun Deck](https://www.superduperinc.com/products/view.aspx?stid=638&s=regular-past-tense-verbs-fun-deck-app#.XD0Rry3MzjA) ($3.99)
* [Verb Expert! (free)](https://itunes.apple.com/us/app/verb-expert-skill-building-practice-for-past-present/id1075645729?mt=8)
* [Verb Smash- English Grammar](https://play.google.com/store/apps/details?id=com.wobblemonkey.verbsmashe&hl=en_US)
* [English Arena-Learn Grammar & Vocabulary](https://english-arena-learn-english-grammar-vocabulary-with-erudite-ios.soft112.com) (Free)
* [*Speaking of Speech*](https://www.speakingofspeech.com/verbs.html)provides a plethora of valuable information, as well as free resources.

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)

**References**

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*Speech and language kids*. (2017) Retrieved February 11, 2019, from <https://www.speechandlanguagekids.com/4-steps-to-teaching-your-child-to-use-the-past-tense/>