



INTRODUCTION

Thank you for purchasing our Language Learning Cards! This instructional guide will help teach you to use the cards as part of an evidence-based language program. Following the steps described in this guide will ensure that your student will learn new words quickly and easily! We recommend that you start teaching new words using these cards as young as 18 months.

Please visit our website for additional information and resources



www.thinkpsych.com

Do you have questions? Feedback? Email us!



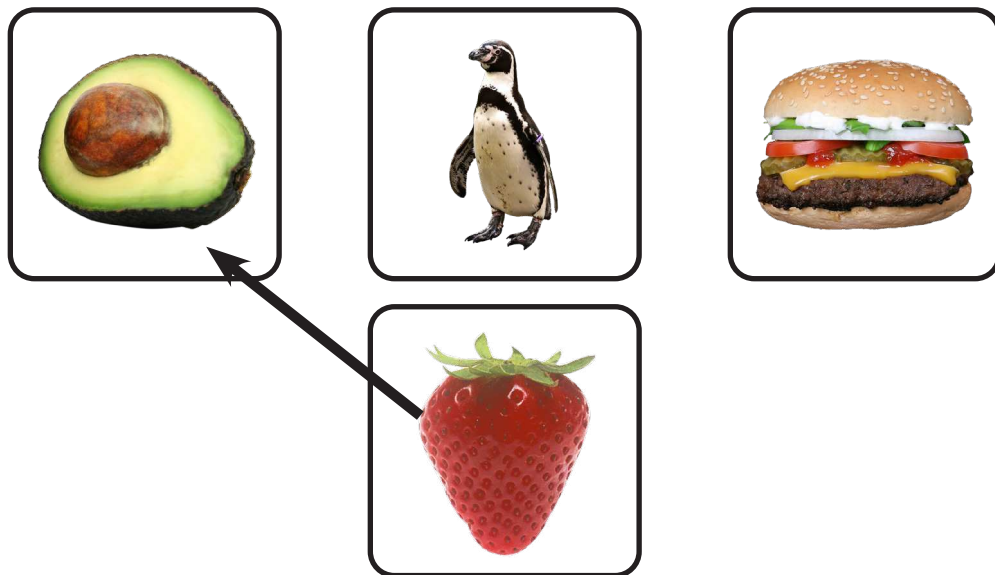
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MATCHING

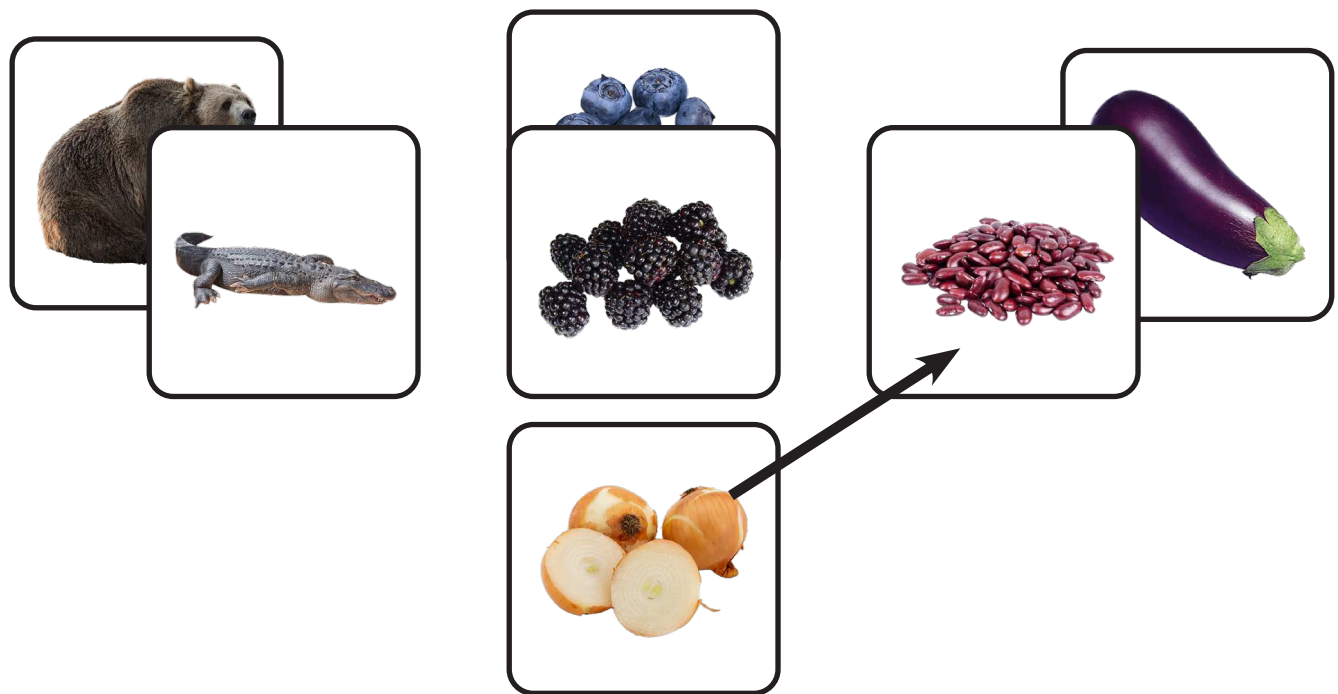
Matching is the ability to identify similarities between objects or pictures. This is a critical skill and typically one of the first taught in a language education program. We initially teach matching by using identical objects or pictures (like to like matching). Once students have mastered that skill, we can begin teaching them to match pictures that are NOT the same, but have something in common. This type of matching can be easily taught using our set of Language Learning Cards.



1. Place **three** different cards in front of the student (e.g., avocado, penguin, and burger).
2. Say “Match” and hand the child a picture that matches one of the three cards provided (e.g., a picture of another fruit).
3. Before the child begins to respond, provide assistance to ensure that they get the correct answer. Immediately provide them with praise and a reward.
4. If the child makes a mistake or does not respond, provide physical guidance to prompt them to respond correctly.
5. After several successful trials, attempt to see if the child can respond independently. Repeat step 2 and do not provide any assistance. If the child responds independently and correctly, provide them with praise and a bigger reward.
6. After a child is consistently able to demonstrate this skill in a set of three cards, then you can increase the set size up to five or more cards.

SORTING

Sorting is the ability to separate objects or pictures into groups based on their features (e.g., colors), functions (e.g., things that move), or categories (e.g., animals). This is an important skill for children to learn because it allows them to begin grouping their external world into meaningful abstract categories. This enhances their understanding of language and the world around them.

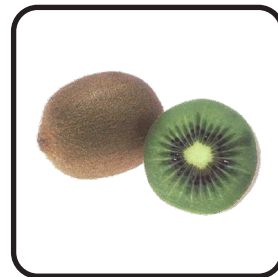
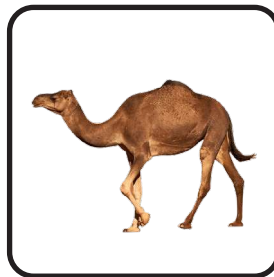


1. Create at **least three groups of cards** that differ based on a feature, function, or class. For example, you can make groups of animal, toy, and clothing pictures.
2. Say “Sort” and hand the child **5-10 cards** that fit into these three categories.
3. Before the child begins to respond, provide assistance to ensure that they get the correct answer. Immediately provide them with praise and a reward.
4. If the child makes a mistake or does not respond, provide physical guidance to prompt them to respond correctly.
5. After several successful trials, attempt to see if the child can respond independently. Repeat step 2 and do not provide any assistance. If the child responds independently and correctly, provide them with praise and a bigger reward.

RECEPTIVE LANGUAGE

Receptive language is the ability to recognize and understand words spoken by others. Receptive language abilities may be tested by giving a child an instruction to physically do something such as “stand up,” “clap your hands,” or “come here.” The child does not have to respond verbally to demonstrate receptive language ability.

In order to teach receptive language using our Language Learning Cards, we will ask children to select a picture out of a set of cards. For example, we might say “touch bear” and present a student with three pictures that include a bear. If the child is then able to find and touch the cow in a set of three cards, we can increase the array (or set) to larger and larger quantities. This will help improve the child’s scanning skills and their ability to distinguish between similar pictures.



1. Place **three** different cards (e.g., water, camel, and kiwi) in front of the student.
2. Tell the child to identify a specific card, (e.g., “Touch kiwi”).
3. Before the child begins to respond, provide support to ensure that they get the correct answer. This could include a physical prompt (guiding the child’s hand) or a gestural prompt (pointing to the right answer). When the child touches the correct picture, provide them with praise and a reward.
4. If the child makes a mistake or does not respond, provide physical guidance to prompt them to respond correctly.
5. After several successful trials, attempt to see if the child can respond independently. Repeat step 2 and do not provide any assistance. If the child responds independently and correctly, provide them with praise and a bigger reward

Note: Make sure that you switch the position of the “correct” picture.

6. After a child has mastered about 20 nouns in sets of three cards, then you can increase the set size up to five cards. Continue increasing as the child’s ability to scan larger sets improves.

EXPRESSIVE LANGUAGE

Expressive language is the ability to use words, sentences, gestures, and writing to communicate with others. It can also include the use of an augmentative communication device. Expressive language may be tested by showing a child something and asking “What’s this?” There is frequently a discrepancy between what a child can understand receptively and what they can express. For children with Autism Spectrum Disorder, the expressive language repertoire can often grow more slowly than receptive language abilities.

In order to teach expressive language using our Language Learning Cards, we will show children pictures one at a time and ask them “What’s this?” We can also ask children to state features, functions, or category (class) of the cards. For example, we can ask “What color is this?,” “What sound do lions make?,” or “What category does this belong to?” These questions allow children to enhance their knowledge of each individual noun.



1. Place or hold **one** card in front of the student and ask “What’s this?”
2. Before the child begins to respond, provide support to ensure that they get the correct answer. This could include saying the full answer (e.g., “Cat”) or a portion of the word (e.g., “Cah”). If the child responds correctly, provide them with praise and a reward.
3. If the child makes a mistake or does not respond, state the correct answer (e.g., “Cat”) and prompt them to repeat after you.
4. After several successful trials, attempt to see if the child can respond independently. Repeat step 1 and do not provide any assistance. If the child responds independently and correctly, provide them with praise and a bigger reward.
5. Once a child can successfully label all three examples of the target noun at least 80% of the time, then you can consider it mastered. Remember, you can use the downloadable Language Tracker on our website to monitor your child’s progress.

HELPFUL HINTS

- 1. Remember to make it fun!** Use lots of positive reinforcement so that children can look forward to their time learning. Using a combination of praise and tangible rewards such as snacks, toys, and electronics is usually a recipe for success.
- 2. Take breaks often.** Very young children may only be able to tolerate 5-10 minutes of practice at a time. It's better to have frequent but short practice sessions throughout the day than just one really long session.
- 3.** Start with lots of support and guidance. As your child starts to gain confidence and learn the words, provide less support and encourage independence!
- 4.** Keep track of learning progress using the included language tracker. You can download more copies by going to our website: www.thinkpsych.com/advance1
- 5.** Don't forget about the **One Year Limited Warranty***. Register for the warranty at www.thinkpsych.com/register. We will replace any missing or damaged cards within **1 year of purchase**. We designed these cards to be durable, but life happens.

*Full terms of the 1 year limited warranty available at www.thinkpsych.com/warranty or by sending a letter to Warranty Information, PO Box 662, Lumberton, NJ 08048

OTHER PRODUCTS



Be sure to check out our other products!
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www.thinkpsychstore.com

