

**Title**

Beyond vocabulary in semantic intervention

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Ben was diagnosed with SLI in England and received therapy in English at age 3. At age 5 after 10 months in Israel, he started therapy in Hebrew. On vocabulary assessment his scores matched age 2:4 years. In addition, he showed deficits in phonology, and morpho-syntax in both languages. Intervention aimed to increase his Hebrew vocabulary, while developing semantic and morpho-phonological relationships between words, a unique feature of Hebrew.

In each weekly session he was presented with a semantic category, emphasizing the morpho-phonological relationship between the category name and the verb related to it (*OXeL*=food, is something we *OXLim*=eat). In addition, he was presented with nouns allied to the category and their related verbs (within the category of animals, *SHaRKan*= guinea pig, because it *SHoReK*= whistles). Therapy included production and recognition tasks and interactive game, simulating natural need to convey information pragmatically. In this game, the players describe pictures known only to them, using category and specific verb related to the noun in the picture.

Productive errors, using the right root in a wrong template or nonwords based on the root, were corrected but received positive feedback as they reflected generalization of the morpho-phonological rule. Parents were trained to emphasize morpho-phonological relations in daily situations.

After six months of therapy, Ben's vocabulary scores matched age 3:8 years. This improvement is discussed in terms of language exposure, intervention outcomes and unique features of the target language.