

## **Supplemental Material S2.**

1. VAULT Summary Sheet
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## S2.1 VAULT Summary Sheet

# VAULT

Vocabulary Acquisition and Usage for Late Talkers

*Target words are spoken 9x/minute for 7-8 minutes (or 67x within 7-8 minutes)*

### VAULT Principles

#### *Focused Stimulation*

Say the target word many, many times in 7-8 minutes to make it POP!

#### *Low-Pressure Interactions*

Your child does NOT need to speak during VAULT. Use narration, answering your own questions, and following through with your directions to reduce pressure on your child to respond.

#### *Grammatical Utterances*

Use short or long grammatically correct sentences when speaking to your child.

#### *Engagement*

Use a variety of engaging activities to hold your child’s interest in the target word.

#### *Varied Sentences*

Use a range of sentence types when speaking with the target word.

#### *Varied Contexts*

Vary the objects used, actions, and activities pertaining to each target word.

## S2.2 Training Video Scripts

### GENERAL VAULT intro

**INTRO:** In the **Vocabulary Acquisition and Usage for Late-Talkers** (or VAULT) treatment, the goal is to improve your child’s vocabulary. We do this through a scientifically-based procedure based on **Statistical Learning**—a type of learning all people do without even realizing it. What it looks like is you talking a lot and your child playing and listening. By listening, they should learn to pick up on the patterns of words and learn how to use them. There will be a list of **target words** (words we are trying to teach your child) used over the course of the treatment. These words are meant to be common and useful in your child’s daily life. For example, we may target toy words, such as plane, or body parts, such as foot. We will work with you to choose words for your child. **You** will be the one providing your child with the VAULT treatment, but **we** will guide and coach you along the way. A major part of the treatment is for you to say the target word **many, many times** in just a short time period of time (9 times per minute for 7-8 minutes, to be exact). Although you will be doing a lot of talking, your child **doesn’t have to say anything**. We find that children can learn just from hearing words a lot. The treatment itself will last **8 weeks**. You’ll have two 30-minute **coached sessions** each week **and** you’ll give the treatment to your child on your own—**without a coach**—for a total of 30 minutes per week, as well. Here is a video clip from a real VAULT session. Watch this clip to get a feel for what it will be like to give the VAULT treatment.

**OUTRO:** Hopefully that made a bit more sense now that you've seen the VAULT treatment in action. If you have questions or concerns, please write them down so we can talk about them with you. Now, continue watching the rest of the training videos in order. There are **six training videos total** which cover these topics: **1) Focused Stimulation, 2) Low-Pressure Interactions, 3) Grammatical Utterances, 4) Engagement, 5) Varied Sentences, and 6) Varied Contexts**. While watching the videos, you may be asked to respond to some questions. You are welcome to watch these training videos **as many times** as you would like. Please note, however, that these videos are intended for training **you** to do VAULT. They are meant to be watched **only** by parents or caregivers who are enrolled in the study and providing the treatment. Please do **not** show the videos to anyone other than a primary caregiver who will be providing VAULT for your child. We want to protect the identities of those who are in the videos. Now it’s time to learn how to give VAULT! We know it’s a lot, but don’t worry. We’ll be here with you every step of the way! If you ever have questions, don’t hesitate to contact us.

## Module 1: Focused stimulation

**INTRO:** In VAULT, you’ll speak to your child differently than the way you typically talk with them. You will use a technique called **Focused Stimulation**. This is where you use a target word in sentences **many, many** times—about **9 times per minute** over the course of **7-8 minutes**. This means you’ll say the target word nearly 70 times in less than 10 minutes! This pace will probably feel very fast at first because it isn’t how we usually talk! The target word needs to be the word that you say the **most often** in these 7–8 minutes. This will make it “pop” and stand out from other words your child hears you say. You’ll start by focusing on using the target word as many times as you can in sentences. You could use the target word to talk about a) what your child is doing, b) what you and your child are seeing, c) a toy your child is holding or playing with— or **any** number of things! When you say a target word **lots of times**, like you’ll be doing in VAULT, you help your child’s brain pick up on the target word more easily. In the following clips, watch how the clinicians use target words **more often** than any other word. See if you can tell what the target words are based on what they’re saying. These clips will give you an idea of what **Focused Stimulation** is like.

**OUTRO:** Hopefully you were able to pick up on the target words from each session just by watching. The target words **pop**! This is what we hope will happen for your child. Remember, saying a target word about **9 times per minute** is the most important part of VAULT. For each target word, you will maintain the rate of saying the target word **9 times per minute** over a **7–8-minute period**. (You won’t have to keep this pace up this all day long!) Because **you** will be talking most of the time, it might seem like your child doesn’t have much time to talk, but don’t worry. The theory behind this technique is about giving the child more exposures to certain words than they would usually have. So, it is **okay** if your child does **not** say much during the VAULT sessions. One other thing to keep in mind with Focused Stimulation: for certain words, it is okay to use **different versions** of the target word. Here’s what we mean: for the word “run,” you can say “**running**” or “**runs**” because your child still **hears** the word “run” in those words. For the word “run,” what we **don’t** want you to say is “ran” because “ran” **sounds different** from “run”. We want your child to learn the sound of the word “run.” Another example is “eat.” If the target word is “eat,” you can say “eats,” “eating,” or “eaten” because they all have the word “eat” in them. Your child will still hear the word “eat.” But if you say the word “ate,” that is **different** from the word “eat,” so it wouldn’t “count” for eat. After your child’s target words are selected, we’re more than happy to discuss with you which versions “count” or “don’t count”. You’ve now completed the training video for **Focused Stimulation**. Great job! See **Worksheet 1** to practice the Focused Stimulation technique.

## Module 2: Low Pressure Interactions

**INTRO:** In VAULT, there is **no pressure** on your child to talk. This means that they **won't** be required to repeat anything you say or respond to questions like, “What animal is this?” You may hear the clinicians in these videos ask, “What is this?” That was only for research purposes in earlier versions of this study. You will **not** be required to ask your child, “What is this?” at any point in VAULT. We're going to teach you techniques to create a **low-pressure interaction** with your child. One technique is **narration**. Narration is just like it sounds— you narrate or describe what's happening, sort of like a sports broadcaster. Although it may feel unnatural at first, this is one of the best ways to provide language stimulation for your child. Why? Because narration takes all the pressure off the child, so they can focus on what you're saying and doing together. It lets the child continue their play as they receive quality language input from you. You may wonder, “How is my child going to learn to say new words if they don't have to practice **saying** them?” That's the beauty of narration. When your child **isn't** being asked, “What's this?” or told to “say train,” their brain can focus on their play and your words without the pressure of having to respond.

Narration takes practice. At first, you might find yourself asking your child a lot of questions or giving them lots of directions. Questions and directions may put more pressure on a child to respond. For the VAULT treatment approach, it is important to lower the pressure on your child. However, there are ways to use questions and directions **without** putting pressure on your child. We call these situations **low-pressure interactions**. If you **do** ask questions, keep it low pressure by **not** expecting a response from your child. You may even answer your own question. For example, “What does the elephant want to do? This elephant wants to jump.” You could also rephrase your questions so that they're not really questions anymore. Do this by saying, “I wonder,” or “Let's see.” in front of a question. For example, instead of saying, “Where is the dog going?” you could say, “**I wonder** where the dog is going,” or “**Let's see** where the dog is going.” If you give your child a direction to follow—for example, “Make the dog run”—you can **reduce** the pressure on them by following through with the direction **yourself**—for example, by grabbing the dog toy and pretending to make it run. You could also add phrases like “We can” or “Let's” to the beginning of a direction. For example, instead of telling your child, “Stack the blocks,” you could say, “**We can** stack the blocks,” or “**Let's** stack the blocks.” When you ask a question or give a direction, one final strategy is to make sure you say it **only once**. For example, rather than repeating, “Let's stack the blocks. Stack the blocks. Let's stack now,” try instead to say that one time and then move on, saying something like, “Let's stack these blocks. My block is red. Oh no, the blocks are falling!”

In VAULT, by narrating what is happening, answering your own questions, and following through with directions you give your child, you will **reduce pressure** on your child to respond. A child who is **less** pressured to respond has more brain power to learn new words. In the following clips, watch how the clinicians describe or narrate what each child is doing, and how there is **no pressure** on the child to respond. Science shows us that children can learn a lot just from listening.

**OUTRO:** To recap, one of the keys with VAULT is to not put **any pressure** on your child to respond. As you learned, **narration** is a useful technique to describe what is happening in the moment. If you ask your child questions, it's okay if they don't respond. Remember, you could even answer the question yourself. If you give your child a direction to follow, remember that you can reduce the pressure on them by showing them what you want them to do. These techniques will create a low-pressure way of communicating that will help your child learn more words. Keeping pressure low keeps **frustration** low, which will allow you to continue giving the VAULT treatment. This is the end of the training video for creating **Low-Pressure Interactions**. See **Worksheet 2** to practice this VAULT technique. Keep going, you're doing great! Remember, it's fine to ask your child to respond to a question or follow a direction when you are not doing the VAULT treatment. These techniques are part of what makes the VAULT time special.

### Module 3: Grammatical utterances

**INTRO:** Children learn from what they hear. So, quality language input is important for children’s language development. It includes describing or narrating your child’s actions, as you saw in training video 2. Another important aspect of language quality is the **type** of sentence your child hears. When giving the VAULT treatment to your child, make sure to use **grammatical sentences**, such as, “Your chair is brown,” or “They eat at the table.” Avoid leaving out words, as in “chair brown” or “eat at table.” In other words, don’t use sentences that you’d feel awkward using with other adults. Instead, say, “**The** chair **is** brown,” or “**Let’s** eat at **the** table.” Little words like *the* and *is* act like clues to help your child learn the meaning of nearby words, so don’t leave them out! Grammatical sentences can be very short (for example “Daddy laughed”) or very long. How long should your sentences be? In general, aim for that just-right balance between too little and too much information. We’ll help you if you need some advice finding the right balance for your child. One final thing—it’s okay to use a few words rather than a full sentence in response to a question, as long as it makes sense. For example, if you ask and answer your own question, you **don’t** have to say, “What is the dog doing? The dog is barking!” You could **instead** say, “What is the dog doing? **Barking!**” Although “barking” isn’t a full sentence by itself, it **is** grammatically correct and **makes sense** in response to the question. In the following clips, watch how the clinicians speak **grammatically** with the children.

**OUTRO:** In VAULT, speaking in grammatical sentences with your child is important because it will help them learn new words. Think of your words like a **puzzle**. If you just give your child **one** piece, it’s hard to see the **whole** picture. Think of the target word as **one** piece, but the **whole** sentence as the puzzle. Your child needs the **full** context to understand best. They need the **full, grammatical sentence**. If you leave out words like “a” or “the” from your sentences, part of the picture is missing. Don’t worry if your child can’t say the whole sentence yet...this will help them get there. You’ve now finished the training video for **Grammatical Utterances**. See **worksheet 3** to practice this VAULT technique. Using grammatical sentences **IS** one thing you should do when talking with your child whether you are doing VAULT or not.

## Module 4: Engagement

**INTRO:** Doing VAULT should be engaging for both you and your child. You’ll want to set aside **focused time** for VAULT. The good news it only takes 7–8 minutes to focus on one target word. Ideally, you and your toddler are both looking at the **same thing** while you’re working on a target word. This is called **Joint Attention**. Saying your child’s name or pointing to the item or action you’re talking about also gets them looking at you and what you’re talking about. You **may** have to continue getting their attention throughout the session. Getting your child’s attention for everything you say to them is not required, but it may help. What is important is that you are using the target words to talk about an activity or routine that your child is **currently** engaged in.

It’s also okay to switch activities or follow your child as they switch to a **different** activity if your child is **not** interested in the current one. Whenever you switch activities, the key is to **keep using the target word**. Even with a different activity, it is important to keep the **rate** of saying target words in sentences 9 times per minute for those 7-8 minutes. For example, for the target word “wash,” let’s say your child starts by washing dishes with you but then walks away and starts to play with a toy car. First, you’d talk about washing dishes, such as, “You’re washing so well. Let’s wash the cup too. Washing makes the sink wet!” then after they switch to playing with the toy car, you could bring a sponge and start washing the car, saying, “Let’s wash this dirty car! The wheels need to be washed. Should we wash the windows too?” Even though you were playing with dishes and then cars, your child is **still** hearing the word “**wash**” and is paying attention to that word.

Here are some tips to help keep you both interested. **Minimize distractions**. Turn off devices and put them out of reach. **Offer choices** of pre-selected activities, objects, or toys to give your child some control. Being able to choose is **very** motivating! For example, if your child is eating a snack, you can give choices of foods to eat or utensils to use or even where to sit, if you are comfortable doing so. If **you’re** excited, **they’ll** be excited. You’ll know your child is engaged if they’re looking at you or at the item you’re talking about. In these video clips, watch how the clinicians attempt to get the child’s attention and interest to keep them engaged in activities. Also notice that as the child switches activities, the clinician **continues** to use the target word in the **new** activity.

**OUTRO:** Just as you saw in these videos, **no** toddler is engaged **100%** of the time. That’s okay! Do your best to use the target word in whichever activity you and your child are engaged in **together**. You probably already do many of these things naturally, so keep it up! If this does not feel as easy or natural for you, that’s fine too. We’ll work with you to find approaches that fit your family. We can also help you multi-task and incorporate VAULT into **routines**, like mealtime or bath time. Now that you’re done with the training video for **Engagement**, please see **Worksheet 4** to practice some more.



## Module 5: Varied Sentences

**INTRO:** Another VAULT technique is using target words in **Varied Sentences**. Hearing a target word in **different sentences** will help your child learn the new word better than hearing it in the **same** sentence over and over (as in “There’s your dog,” “There’s your dog,” “There’s your dog”). Remember how you learned in the Focused Stimulation training video that saying a target word a lot of times helps the word “pop”? Using a target word in a **variety of different sentences** helps it “pop,” too. We want to teach you **two** strategies that will help you come up with **different** sentences when doing VAULT with your child. The **first** strategy is to say the target word in different spots within sentences. What we mean is that you could say the target word at the **beginning**, **middle**, or **end** of a sentence, as in the following examples with the target word “dog”: “**Dogs** wag their tails,” “Watch the **dog** play fetch,” and “I pet my **dog**.” Notice how **dog** was said at the **beginning** of the first sentence, in the **middle** of the second sentence, and at the **end** of the third sentence. A **second** strategy for changing up your sentences is to add **describing words**. If you say, “They have a dog,” your **next** sentence could be, “They have a **furry** dog.” If you say, “That dog barked,” your next sentence could be, “That dog barked **loudly**.” When you use a bunch of different words around the target word, not only may your child learn some new words (like “loudly” or “furry”), but it also makes the target word stand out even more! In the following video clips, listen to the **different kinds of sentences** clinicians use to say the target words.

**OUTRO:** Saying target words in **different sentences** is an important part of VAULT. It may be challenging at first, but keep in mind that the **main** goal is to **avoid** saying the target words in the **same** sentences over and over again. It’s okay if you repeat a sentence every now and then, but if you’re stuck and can’t think of a different sentence, use the strategies you learned in this training. Think of how you might use the target word at the **end** of the sentence instead of the **beginning**, or try adding new describing words to your sentence. Before doing a VAULT activity, you might want to **write out** a bunch of sentences using the target word so that you don’t have to think up new ones on the spot. Once you’ve done this a few times, it will get easier. Don’t forget that we’re here to help! Also remember, we’re only asking you to use these varied sentences when you are giving VAULT. For the rest of your day, you can speak normally! Great work, you’ve now completed the **Varied Sentences** training video. To practice this skill, try out **worksheet 5**.

## Module 6: Varied Contexts

**INTRO:** You’ve learned about using target words in different sentences to help your child learn. In VAULT, it is also important for you to use **different objects and activities** when teaching your child, a new word, rather than using the **same** activity again and again. We call this **Varied Contexts**. The idea here is that different contexts give children more information about the words they are learning. For example, if a child’s **only** experience with an apple is the apple slices you serve them on their highchair tray, they might not recognize a green apple in a tree or a whole red apple in the grocery store. Also, using **different activities** keeps things from getting boring!

Varying contexts involves using **varied objects, varied actions, and varied activities**. If you are working on the target word “apple,” in order to vary the activity, you **could** talk about apples while eating them at snack time, and you could *also* read a book about apples, **and** you could also show your child how you prepare the apple for snack time (for example, by washing, drying, and cutting it). Whatever activities you choose, make sure there are opportunities to use the target words in them. If you are at the park but there are **no** apples around, it’s probably **not** the best time to work on the word “apple.” In “apple” activities, you could use **real** apples, **toy** apples, **red** apples, **green** apples, **whole** apples and **sliced** apples! Finally, to **vary your actions**, if you’re preparing apples for snack time, for example, you could **wash** the apple, **dry** the apple, **cut** the apple, and **smell** the apple. We can help you be creative about easy and low or no-cost ways to have different examples of items. Feel free to ask your coach for ideas at any time. That’s what we’re here for!

Here are three great ways to vary the activity: **1. Play!** If you have different types of the same toy (like 3 different cars), play with all of them. You can also play with the cars in different ways—maybe pretend to wash the cars with water and a cloth or have the cars drive through a paper towel tube “tunnel.” **2. Daily routines.** If you want your child to work on the word “wet,” for example, you can talk about wetness during bath time or during cooking. **3. Books.** At this age, you don’t need to read the words if they don’t hold your toddler’s interest. Flip through the pictures and talk about what you **see**. In the following videos, watch how each child hears target words in **several different contexts** through **different activities, different actions, and different objects** all for the same target word.

**OUTRO:** When providing VAULT to your child, remember to change the context when you’re working on a target word. This includes changing the toys that you’re using, the activity or daily routine it’s in, and the actions you do with them. When practicing on your own, you can even switch up the place (your home or the park) and the people (just you or adding siblings and other family members). Having different activities and examples of the target word helps your child use it in **different contexts**. It may be challenging to come up with new activity ideas during this 8-week treatment, but we are here to help. This is the end of the training video for **Varied Contexts**, which means you’ve completed all the training! For additional practice with this final skill, see **Worksheet 6**. After your practice, watch the final video to learn important instructions about what to do next.

### **FINAL VIDEO (Next steps)**

Great job, you’ve finished the training videos! Next, we’ll meet to go over your questions, give you some practice time, and tell you more about what to expect. Feel free to **keep watching the videos** and going through the worksheets **as much** as you’d like, now and throughout the entire study. We **don’t** expect you to be perfect at VAULT right away. VAULT takes some of the things you may already do with your child but is a new way to approach language treatment!

Using these techniques—and especially using them **altogether**—is likely to take some adjustment. The point is to get better at VAULT over time. We’ll continue reviewing these skills with you during treatment and help you along the way. Our goal is to support you and your child as they develop their communication skills. We’re glad you are interested in giving this a try! You can do it and we are here to support you!

## S2.3 Training Worksheets (Short Versions)

### VAULT Worksheet 1: Focused Stimulation Practice

Your goal is to use the target words a LOT in a short period of time! This is called Focused Stimulation. Recall that for the VAULT treatment, your goal is to use a target word in sentences 9 times per minute over a period of 7–8 minutes. Below are two activities for you to practice Focused Stimulation. Practicing this technique now—without time pressures—will make it easier to be able to use Focused Stimulation with your child.

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**Activity 1:** Read through these questions and paragraphs with Focused Stimulation in mind.

First read the paragraph out loud and make note of which words “pop.”

*I found some paper! Let's color on the paper. Here are some crayons. My paper is blank.*

*You're drawing on your paper. Paper is smooth. Oh, it looks like you're done coloring.*

*Look, paper can be folded, too. Watch me fold my paper! I can fold my paper in half.*

1. What do you think the target word is?
  2. Read the paragraph a second time, highlighting or circling the target word or any words that pop.
  3. Did any other words seem to “pop”? If YES, how many times were they said?
  3. The target word was: *paper*. In the paragraph above, how many times was the target word used?
  4. Was this paragraph a good example of Focused Stimulation? If yes, why? If no, why?
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**Activity 2:** Pretend that you and your child are playing in the living room with some toy animals and dolls. For each situation and target word listed below, come up with at least 3 sentences that you could say to your child using the target word.

#### EXAMPLE:

Situation: *Your child grabs a sock and tries to put it on their foot.*

What could you say to your child using the word “**sock**”?

1.   You found your **sock**.
2.   **Socks** keep our feet warm.
3.   That **sock** is clean.
4.   I’m wearing a **sock**, too.
5.   Pull the **sock**!

### PRACTICE:

Situation 1: *It’s snack time, and your child is eating crackers.*

What could you say to your child using the word “**cracker**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Situation 2: *Your child is playing with some blocks.*

What could you say to your child using the word “**build**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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**Activity 3:** Pick a target word below and set a timer for 1 minute. Use that target word in sentences 9 times in the minute. Say your sentences with the target word out loud to practice what you’ll be doing when you give the VAULT treatment.

spoon      spill      help      stop      yucky      cold      truck

## VAULT Worksheet 2: Low-Pressure Interaction Practice

In VAULT, your goal is to reduce pressure on your child by not requiring them to respond. As you saw in the training video, one way to do this is to use narration. This is where you describe what is happening in the moment. It includes describing what your child is doing, feeling, or thinking. You could even talk about what is happening with toys or other items nearby. Additionally, if you ask your child questions or give them a direction, you can lower the pressure on them by not requiring them to respond. Instead, you could answer the question yourself or show your child what you want them to do.

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### Activity 1: Practice Identifying Low Pressure Situations.

Identify whether there is HIGH or LOW pressure on the child to respond in the following situations. Describe why it is LOW pressure or how you can make it LOW pressure.

**Situation 1:** The parent picks up a toy dog and asks the child, "What is this called? Tell me the name. Say *dog*."

1. Is there HIGH or LOW pressure on the child?

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**Situation 2:** The parent is having a pretend picnic with their child. The parent says, "I'm eating a strawberry. What do you want to eat?"

1. Is there HIGH or LOW pressure on the child?

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### Activity 2: Practice Creating a Low-Pressure Interaction.

For each situation and target word listed below, come up with at least 3 descriptive sentences, questions, or directions using the target word.

#### EXAMPLE:

Situation: *Your child is playing with a ball. They bounce it but then it rolls under the table.*

What are some low-pressure ways to talk about the target word "**ball**"?

1. You're playing with the green **ball**.
2. That **ball** is your favorite, isn't it?
3. Wow, the **ball** bounces so high.

4. Oh no, where did the **ball** go? Your **ball** rolled under the table! (Note how the parent answered their own question).
5. Get the **ball**. (Parent points to where it is, and helps the child get it).

## **PRACTICE:**

Situation 1: *You're giving your child a bath. There are some cups and small bowls floating in the water. The bottle of soap is on the edge of the tub.*

What are some low-pressure ways to talk about the target word "**pour**"?

1. \_\_\_\_\_
2. \_\_\_\_\_

Situation 2: *Your child is eating some snacks and pretending to feed some to a toy doll or animal.*

What are some low-pressure ways to talk about the target word "**hungry**"?

1. \_\_\_\_\_
2. \_\_\_\_\_

### VAULT Worksheet 3: Grammatical Utterances Practice

In VAULT, your goal is to use grammatical sentences when speaking with your child. Try not to use incomplete sentences, like how the cartoon character Tarzan talks (“me Tarzan, you Jane.”). Also, be sure to include words like “a” or “the” in your sentences. Remember, those small words are puzzle pieces that help your child understand what you’re saying! Even short sentences can still be grammatical (“They eat.”)

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**Activity 1: Decide if the following sentences are “correct” or “incorrect” to use in the VAULT treatment.**

Sentence	Correct?	Incorrect?
Where hat?		
Where is the hat?		
The ball fell down.		
Fell down.		
Want toy.		
You want a toy.		
Baby eating.		
The baby is eating.		
Pour the water in.		
Water in.		
Daddy is running.		
Running fast.		
See cookie?		
Do you see a cookie?		
Your car went under.		



Car under.		
More cracker.		
You want more crackers.		
All done book.		
We're all done with the book.		

**Activity 2: For each ungrammatical sentence below, replace it with a grammatical sentence that you could say instead. There are a couple examples to get you started.**

<i>Instead of saying...</i>	<i>Say...</i>
Hungry doggy.	<i>That doggy is hungry.</i>
Ball in.	<i>The ball goes in.</i>
It go up.	
Cat on top.	
Box open.	
We go zoo.	
Find toy!	
Here blanket.	
Where bunny?	
Pants on.	
Dinosaur sleep.	
Car go.	
Your turn bubble.	
Toy in.	

## VAULT Worksheet 4: Engagement Practice

When doing VAULT with your child, your goal is to keep your child engaged or, if your child wants to switch activities, to continue using the target words with that new activity. If you and your child are engaged in the same activity or looking at the same object (Joint Attention), they will learn new words better. Remember, it is okay to follow your child's lead. If your child loses interest in one activity and switches to another, that's okay. However, it is up to you to keep using their target words! It might help to think ahead of time what your child is interested in so that you can include those activities or toys during VAULT sessions. This will help keep them engaged. Below are activities for helping you make sure your child is engaged during VAULT sessions.

### Activity 1: Likes & Dislikes.

Write down things your child loves and is frequently motivated to engage in. Similarly, what are things they tend to avoid? You can use these ideas or add new ones!

Likes	Dislikes
<b>Toys</b> (e.g., stuffed bear, toy car, blocks) 1. 2. 3.	<b>Toys</b> (e.g., stuffed bear, toy car, blocks) 1. 2. 3.
<b>Routines</b> (e.g., bath time, walking the dog) 1. 2. 3.	<b>Routines</b> (e.g., bath time, walking the dog) 1. 2. 3.
<b>General activities</b> (e.g., music, anything messy) 1. 2. 3.	<b>General activities</b> (e.g., music, anything messy) 1. 2. 3.

**Activity 2:** Pretend that you and your child are playing in the living room with some toy animals and dolls. For each situation listed below, come up with at least 5 sentences that

you could say to your child using the target word “**leg**” in the different activities that your child switches between.

**EXAMPLE:**

Situation: *Your child grabs a toy dog and a toy doll. They lift the toys to show them to you.*

What could you say to your child using the word “**leg**”?

1. That dog has some furry **legs**.
2. We can pet its **leg** like this, watch me
3. **Legs** help it walk.
4. The doll has two **legs**.
5. Her **legs** are longer than the dog's.

**PRACTICE:**

Situation: *Your child tries to stand the toy dog up. Then they make the toy walk up the side of the couch.*

What could you say to your child using the word “**leg**”?

1. \_\_\_\_\_
2. \_\_\_\_\_

Situation: *Your child pretends that the doll is sleepy. You notice a small blanket nearby and bring it over.*

What could you say to your child using the word “**leg**”?

1. \_\_\_\_\_
2. \_\_\_\_\_

---

**Activity 3: Imagine your child is losing interest in your activity, but you need to keep working on that target word. Think of 3 different ways you could get their attention again for each situation.**

**EXAMPLE:** *You are playing with a ball (target word) outside, and your child runs off to get on the swings. How can you increase their engagement with the “ball”?*

1. Be silly! Call their name, then put the ball on your head and pretend to sneeze it off. The "achoo" game is always a hit. Let them try.
2. Integrate the ball into their current interest (the swings in this case). Have them try to kick the ball as they swing or lay on their belly on the swing and push the ball back and forth to you.
3. Offer choices. You can first get your child's eye contact and say, "Do you want to push the ball while you're on the swing or roll it down the slide?" Point to each as you give the option.

Situation 1: *You have been playing with dolls on a "**blanket**" (target word), and now your child is trying to get a car. How could you get your child engaged with "blanket" activities?*

1. \_\_\_\_\_
2. \_\_\_\_\_

Situation 2: *Your activity is painting at the table, with the target word "**paper**," but your child cannot sit still and keeps getting up. How could you help get your child engaged with "**paper**" activities? Think about ways you can help satisfy their need for movement and incorporate that into your activity (e.g., throwing paper balls).*

1. \_\_\_\_\_
2. \_\_\_\_\_

## VAULT Worksheet 5: Varied Sentences Practice

During VAULT sessions, your goal is to use your child's target words in different sentences, rather than the same sentence over and over. This helps the target word "pop." In the video, you learned two strategies to avoid using a target word in the same sentence over and over. One is to take a sentence you've already said but change or add words to it. The other is to think of ways to use the target word at the beginning, middle or end of the new sentence. Practice these skills in the following activities.

**Activity 1:** Create 2 new sentences based on each starter sentence by changing or adding new words to it. In the example, we underlined the words we changed or added to the starter sentence.

STARTER SENTENCE	NEW SENTENCES
That <b>dog</b> is fast. (Target word: <b>DOG</b> )	1. That <u>big</u> <b>dog</b> is fast. 2. <u>Your</u> <b>dog</b> is fast. 3. That <b>dog</b> is <u>hungry</u> . 4. That <b>dog</b> <u>runs so</u> fast. 5. <u>My</u> <b>dog</b> is <u>sleepy</u> .
You have a <b>big</b> blanket. (Target word: <b>BIG</b> )	1. 2.
The <b>ball</b> rolls. (Target word: <b>BALL</b> )	1. 2.
Let's <b>brush</b> the doll's hair. (Target word: <b>BRUSH</b> )	1. 2.

**Activity 2:** For each word below, write a sentence using the target word near the beginning, middle, or end of the sentence. The goal is to use each target word in different

spots in a sentence, rather than always at the end or always at the beginning of a sentence. Here is an example:

<b>Target Word</b>	<b>Beginning of Sentence</b>	<b>Middle of Sentence</b>	<b>End of Sentence</b>
blanket	<b>Blankets</b> are warm.	That purple <b>blanket</b> is so big.	Here’s your <b>blanket</b> .
bear			
jump			
little			

## VAULT Worksheet 6: Varied Contexts Practice

In VAULT, your goal is to use your child’s target words in different contexts through different activities, different actions, and with different items or examples of the target word (if available), rather than in the same context over and over. This helps your child learn more about the word’s meaning. Below, practice thinking of different activities you could use with different target words.

**Come up with at least 2 activity ideas for each of the following target words. Try to list some different actions within an activity, as well. If you are stuck, consider ways you could use the words:**

- a) in different daily routines (eating breakfast, bath-time, grocery shopping)
- b) during play-based activities
- c) while reading a book

Target Word	Activity Ideas
blanket	<ul style="list-style-type: none"> <li>○ Playing with dolls—have them sleep on the blanket, roll them up in the blanket</li> <li>○ Getting ready for bed—pulling the blanket up, unfolding the blanket</li> <li>○ Peek-a-boo under a blanket</li> <li>○ Having snack on a blanket—picnic style!</li> </ul>
arm	<ul style="list-style-type: none"> <li>○</li> <li>○</li> </ul>
give	<ul style="list-style-type: none"> <li>○</li> <li>○</li> </ul>
little	<ul style="list-style-type: none"> <li>○</li> <li>○</li> </ul>

## S2.4 Training Worksheets (Long Versions)

### VAULT Worksheet 1: Focused Stimulation Practice

Your goal is to use the target words a LOT in a short period of time! This is called Focused Stimulation. Recall that for the VAULT treatment, your goal is to use a target word in sentences 9 times per minute over a period of 7–8 minutes. Below are two activities for you to practice Focused Stimulation. Practicing this technique now—without time pressures—will make it easier to be able to use Focused Stimulation with your child.

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**Activity 1:** Read through these questions and paragraphs with Focused Stimulation in mind.

1. First read the paragraph out loud and make note of which words “pop.” What do you think the target word is?
2. Read the paragraph a second time, highlighting or circling the target word or any words that pop.
3. The target word was: paper. How many times was the target word said? For other words that “popped,” how many times were they said (if any)? Was this paragraph a good example of Focused Stimulation?
4. Come up with 1 to 2 more sentences that would help the target word stand out.

*I found some paper! Let's color on the paper. We can use crayons to color on the paper.*

*Here are some crayons. My paper is blank. You're drawing on your paper. Paper is smooth. Paper is not heavy. Oh, it looks like you're done coloring. Look, paper can be folded, too. Watch me fold my paper! I can fold my paper in half. Now it's a paper rectangle. Let's fold your paper. We can make paper airplanes!*

1. First read the paragraph out loud and make note of which words “pop.” What do you think the target word is?
2. Read the paragraph a second time, highlighting or circling the target word or any words that pop.
3. The target word was: bring. How many times was the target word said? For other words that “popped,” how many times were they said (if any)? Was this paragraph a good example of Focused Stimulation?



4. Come up with 1 to 2 more sentences that would help the target word stand out. For other words that “pop” but are not the target word, think of other ways you could talk about the item without saying the word. For example, instead of saying “bear,” you could say “it” or “the animal.”

*Let's bring the car to sissy. She's bringing her car to the car wash. Can you bring me the water? This car needs a bath. Uh-oh, I forgot to bring the keys. Let's bring the car keys over here. I'll bring sissy her doll in the car. You're bringing one too! How many cars can we bring? It's tough to bring so many cars! Thanks for bringing your car to the wash.*

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**Activity 2:** Pretend that you and your child are playing in the living room with some toy animals and dolls. For each situation and target word listed below, come up with at least 5 sentences that you could say to your child using the target word.

**EXAMPLE:**

Situation: *Your child grabs a sock and tries to put it on their foot.*

What could you say to your child using the word “**sock**”?

1. You found your **sock**.
2. **Socks** keep our feet warm.
3. That **sock** is clean.
4. I'm wearing a **sock**, too.
5. Pull the **sock**!

**PRACTICE:**

Situation 1: *It's snack time, and your child is eating crackers.*

What could you say to your child using the word “**cracker**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Situation 2: *Your child is playing with some blocks.*

What could you say to your child using the word “**build**”?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Situation 3: *You’re getting your child ready for bed.*

What could you say to your child using the word “**sleepy**”?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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**Activity 3:** Practice with a timer. Set a timer for 1 minute. Pick a target word below. Use that target word in sentences 9 times in the minute. Say your sentences with the target word out loud to practice what you’ll be doing when you give the VAULT treatment.

spoon

spill

help

stop

yucky

cold

truck

## VAULT Worksheet 2: Low-Pressure Interaction Practice

In VAULT, your goal is to reduce pressure on your child by not requiring them to respond. As you saw in the training video, one way to do this is to use narration. This is where you describe what is happening in the moment. It includes describing what your child is doing, feeling, or thinking. You could even talk about what is happening with toys or other items nearby. Additionally, if you ask your child questions or give them a direction, you can lower the pressure on them by not requiring them to respond. Instead, you could answer the question yourself or show your child what you want them to do.

---

### Activity 1: Practice Identifying Low Pressure Situations.

Identify whether there is HIGH or LOW pressure on the child to respond in the following situations. Describe why it is LOW pressure or how you can make it LOW pressure.

**Situation 1:** The parent picks up a toy dog and asks the child, "What is this called? Tell me the name. Say *dog*."

1. Is there HIGH pressure on the child? If yes, how could you lower the pressure on the child?

---

2. Is there LOW pressure on the child? If yes, why is it low pressure?

---

**Situation 2:** The child is waiting for a snack. The parent says, "Get your sippy cup!" The parent follows up by pointing to the child's sippy cup and by grabbing their own cup.

1. Is there HIGH pressure on the child? If yes, how could you lower the pressure on the child?

---

2. Is there LOW pressure on the child? If yes, why is it low pressure?

---

---

**Situation 3:** The parent is washing dishes with the child. They're saying, "My hands are wet. Let's make the dishes wet too. The water is making our sink wet. \*Splashes\* Oh, everything got wet."

1. Is there HIGH pressure on the child? If yes, how could you lower the pressure on the child?

---

2. Is there LOW pressure on the child? If yes, why is it low pressure?

---

**Situation 4:** The parent is sitting on the couch, and the child is on the floor with a book in their lap. The parent says, "Flip the page" but does not point to the book. The child does not flip the page. Again, the parent says, "Go on, flip the page."

1. Is there HIGH pressure on the child? If yes, how could you lower the pressure on the child?

---

2. Is there LOW pressure on the child? If yes, why is it low pressure?

---

**Situation 5:** The parent is having a pretend picnic with their child. The parent says, "I'm eating a strawberry. What do you want to eat?"

1. Is there HIGH pressure on the child? If yes, how could you lower the pressure on the child?

---

2. Is there LOW pressure on the child? If yes, why is it low pressure?

---

## Activity 2: Practice Creating a Low-Pressure Interaction.

For each situation and target word listed below, come up with at least 5 descriptive sentences, questions, or directions using the target word.

### EXAMPLE:

Situation: *Your child is playing with a ball. They bounce it but then it rolls under the table.*

What are some low-pressure ways to talk about the target word “**ball**”?

1. You're playing with the green **ball**.
2. That **ball** is your favorite, isn't it?
3. Wow, the **ball** bounces so high.
4. Oh no, where did the **ball** go? Your **ball** rolled under the table! (Note how the parent answered their own question).
5. Get the **ball**. (Parent points to where it is, and helps the child get it).

### PRACTICE:

Situation 1: *You are giving your child a bath. There are some cups and small bowls floating in the water. The bottle of soap is on the edge of the tub.*

What are some low-pressure ways to talk about the target word “**pour**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Situation 2: *Your child is eating some snacks and pretending to feed some to a toy doll or animal.*

What are some low-pressure ways to talk about the target word “**hungry**”?

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Situation 3: *You and your child are playing with some Play-Doh. You help your child get the Play-Doh out of the container and make it into silly shapes.*

What are some low-pressure ways to talk about the target word “**hand**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Situation 4: You are walking around outside with your child, noticing the creatures and the plants.

What are some low-pressure ways to talk about the target word “**rock**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### VAULT Worksheet 3: Grammatical Utterances Practice

In VAULT, your goal is to use grammatical sentences when speaking with your child. Try not to use incomplete sentences, like how the cartoon character Tarzan talks ("me Tarzan, you Jane."). Also, be sure to include words like "a" or "the" in your sentences. Remember, those small words are puzzle pieces that help your child understand what you're saying! Even short sentences can still be grammatical ("They eat.")

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**Activity 1: Decide if the following sentences are "correct" or "incorrect" to use in the VAULT treatment.**

Sentence	Correct?	Incorrect?
Where hat?		
Where is the hat?		
The ball fell down.		
Fell down.		
Want toy.		
You want a toy.		
Baby eating.		
The baby is eating.		
Pour the water in.		
Water in.		
Daddy is running.		
Running fast.		
See cookie?		
Do you see a cookie?		
Your car went under.		

Car under.		
More cracker.		
You want more crackers.		
All done book.		
We're all done with the book.		

**Activity 2: For each ungrammatical sentence below, replace it with a grammatical sentence that you could say instead. There are a couple examples to get you started.**

<i>Instead of saying...</i>	<i>Say...</i>
Hungry doggy.	<i>That doggy is hungry.</i>
Ball in.	<i>The ball goes in.</i>
It go up.	
Cat on top.	
Close box.	
Box open.	
We go zoo.	
Find toy!	
Here blanket.	
Put kitty on chair.	
Where bunny?	
Pants on.	
Dinosaur sleep.	
Car go.	
Look, birdie!	



Cut food.	
Your turn bubbles.	
Toy in.	

## VAULT Worksheet 4: Engagement Practice

When doing VAULT with your child, your goal is to keep your child engaged or, if your child wants to switch activities, to continue using the target words with that new activity. If you and your child are engaged in the same activity or looking at the same object (Joint Attention), they will learn new words better. Remember, it is okay to follow your child's lead. If your child loses interest in one activity and switches to another, that's okay. However, it is up to you to keep using their target words! It might help to think ahead of time what your child is interested in so that you can include those activities or toys during VAULT sessions. This will help keep them engaged. Below are activities for helping you make sure your child is engaged during VAULT sessions.

### Activity 1: Likes & Dislikes.

Write down things your child loves and is frequently motivated to engage in. Similarly, what are things they tend to avoid? You can use these ideas or add new ones!

Likes	Dislikes
<b>Toys</b> (e.g., stuffed bear, toy car, blocks) 1. 2. 3.	<b>Toys</b> (e.g., stuffed bear, toy car, blocks) 1. 2. 3.
<b>Routines</b> (e.g., bath time, walking the dog) 1. 2. 3.	<b>Routines</b> (e.g., bath time, walking the dog) 1. 2. 3.
<b>General activities</b> (e.g., music, anything messy) 1. 2. 3.	<b>General activities</b> (e.g., music, anything messy) 1. 2. 3.

**Activity 2:** Pretend that you and your child are playing in the living room with some toy animals and dolls. For each situation listed below, come up with at least 5 sentences that

you could say to your child using the target word “**leg**” in the different activities that your child switches between.

**EXAMPLE:**

Situation: *Your child grabs a toy dog and a toy doll. They lift the toys to show them to you.*

What could you say to your child using the word “**leg**”?

1. That dog has some furry **legs**.
2. We can pet its **leg** like this, watch me
3. **Legs** help it walk.
4. The doll has two **legs**.
5. Her **legs** are longer than the dog's.

**PRACTICE:**

Situation: *Your child tries to stand the toy dog up. Then they make the toy walk up the side of the couch.*

What could you say to your child using the word “**leg**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Situation: *Your child pretends that the doll is sleepy. You notice a small blanket nearby and bring it over.*

What could you say to your child using the word “**leg**”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

-----

**Activity 3: Imagine your child is losing interest in your activity, but you need to keep working on that target word. Think of 3 different ways you could get their attention again for each situation.**

**EXAMPLE:** *You are playing with a ball (target word) outside, and your child runs off to get on the swings. How can you increase their engagement with the "ball"?*

1. Be silly! Call their name, then put the ball on your head and pretend to sneeze it off. The "achoo" game is always a hit. Let them try.
2. Integrate the ball into their current interest (the swings in this case). Have them try to kick the ball as they swing or lay on their belly on the swing and push the ball back and forth to you.
3. Offer choices. You can first get your child's eye contact and say, "do you want to push the ball while you're on the swing or roll it down the slide?" Point to each as you give the option.

Situation 1: *You have been playing with dolls on a blanket (target word), and now your child is trying to get a car. How could you get your child engaged with "blanket" activities?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Situation 2: *Your child is only interested in blocks, but your target word is jump. How could you get your child engaged with "jumping" activities?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Situation 3: *Your child's older sibling wants to play in your bucket of water (target word) with sponges, as well. Their sibling keeps getting up and bringing new things to the*

*bucket, which is distracting your child. How could you get your child engaged with "water" activities? How can you get their sibling to help you?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Situation 4: Your activity is painting at the table, with the target word "paper," but your child cannot sit still and keeps getting up. How could you help get your child engaged with "paper" activities? Think about ways you can help satisfy their need for movement and incorporate that into your activity (e.g., throwing paper balls).*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## VAULT Worksheet 5: Varied Sentences Practice

During VAULT sessions, your goal is to use your child's target words in different sentences, rather than the same sentence over and over. This helps the target word "pop." In the video, you learned two strategies to avoid using a target word in the same sentence over and over. One is to take a sentence you've already said but change or add words to it. The other is to think of ways to use the target word at the beginning, middle or end of the new sentence. Practice these skills in the following activities.

**Activity 1:** Create 5 new sentences based on each starter sentence by changing or adding new words to it. In the example, we underlined the words we changed or added to the starter sentence.

STARTER SENTENCE	NEW SENTENCES
That <b>dog</b> is fast. (Target word: <b>DOG</b> )	1. That <u>big</u> <b>dog</b> is fast. 2. <u>Your</u> <b>dog</b> is fast. 3. That <b>dog</b> is <u>hungry</u> . 4. That <b>dog</b> <u>runs so</u> fast. 5. <u>My</u> <b>dog</b> is <u>sleepy</u> .
You have a <b>big</b> blanket. (Target word: <b>BIG</b> )	1. 2. 3. 4. 5.
The <b>ball</b> rolls.	1. 2. 3.

(Target word: <b>BALL</b> )	4.  5.
Let’s <b>brush</b> the doll’s hair.  (Target word: BRUSH)	1.  2.  3.  4.  5.

**Activity 2:** For each word below, write a sentence using the target word near the beginning, middle, or end of the sentence. The goal is to use each target word in different spots in a sentence, rather than always at the end or always at the beginning of a sentence. Here is an example:

Target Word	Beginning of Sentence	Middle of Sentence	End of Sentence
blanket	<b>Blankets</b> are warm.	That purple <b>blanket</b> is so big.	Here’s your <b>blanket</b> .
bear			
jump			
book			
little			
close			
milk			
hot			
quiet			

## VAULT Worksheet 6: Varied Contexts Practice

In VAULT, your goal is to use your child’s target words in different contexts through different activities, different actions, and with different items or examples of the target word (if available), rather than in the same context over and over. This helps your child learn more about the word’s meaning. Below, practice thinking of different activities you could use with different target words.

**Come up with 3-5 activity ideas for each of the following target words. Try to list some different actions within an activity, as well. If you are stuck, consider ways you could use the words:**

- a) in different daily routines (eating breakfast, bath-time, grocery shopping)
- b) during play-based activities
- c) while reading a book

Target Word	Activity Ideas
blanket	<ul style="list-style-type: none"> <li>○ Playing with dolls—have them sleep on the blanket, roll them up in the blanket</li> <li>○ Getting ready for bed—pulling the blanket up, unfolding the blanket</li> <li>○ Peek-a-boo under a blanket</li> <li>○ Having snack on a blanket—picnic style!</li> </ul>
arm	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul>
give	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> </ul>



	<ul style="list-style-type: none"> <li>○</li> <li>○</li> </ul>
little	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul>
in	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul>