

# **Language Facts**

# Poor, delayed or impaired language skills:

- Impacts on social and emotional development
- Can occur alone or with other
   Difficulties eg hearing loss
- There are many different types of communication impairment

## **Useful Websites**

www.ican.org.uk www.hanen.org.uk www.afasic.org.uk www.specialed.about.com

# For further information on this issue please contact:

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OR

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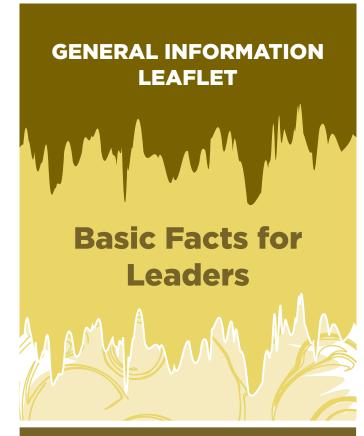
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# Receptive Language Difficulties





# **General Facts**

### **Boys with general Receptive** Language difficulties may display the following:

- Have poor listening skills
- Be withdrawn
- Reply on many non-verbal cues to function successfully
- Give irrelevant or inappropriate answers
- Repeat what has been said to him
- Mask their difficulty by talking incessantly

# Areas of the **BB** programme which would present difficulty for the boy

#### **Anchor Boy**

#### **FOLLOW INSTRUCTIONS**

GAMES -CRAFTS - Following instructions

Understanding a sequence of

instructions

#### **Junior Section**

#### PHYSICAL ACTIVITIES -

Following instructions

#### AWARDS/BADGE WORK

CLASSES -

Completing activities carrying out verbally presented instructions

#### FIGURE MARCHING -

Following verbally presented instructions

#### **Company Section BADGE WORK -**

Following and

understanding verbal

instructions

DRILL -Following and

understanding verbal

instructions

PE -Following and

understanding verbal

instructions



# **Useful Strategies**

- Lower background noise
- Make sure you have the boy's attention
- Repeat, rephrase and use short phrases
- Emphasise key words
- Pause between instruction
- Use visual cues/pointing
- Slow down
- Ensure that vocabulary is known
- Use easier questions

# Please note these are general strategies

#### **EACH BOY IS UNIQUE**

It is therefore important to speak to his parent(s) to gain individual relevant information.