

Receptive Language Difficulties

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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GENERAL INFORMATION LEAFLET

Basic Facts for Leaders

Receptive Language Difficulties



NORTHERN IRELAND

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- Be withdrawn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 — Following instructions

CRAFTS — 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

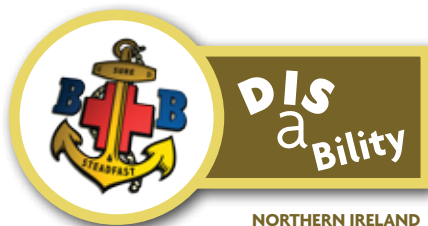
Company Section

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.