
IX. Language Processing

Difficulty understanding language that is spoken or written by others; problems relating speech and words to meaning.

SYMPTOMS

STRATEGIES

Delayed speech development, vocabulary problems -- difficulty attaching meaning to words.

*-Use simple language.
-Tape record resource material; can rewind if necessary.
-Build vocabulary.*

Has trouble understanding figurative language, seeing different shades of meaning; i.e., "go fly a kite," "six of one, half a dozen of the other." Takes literally.

*-Begin with simple, more concrete words; build to more abstract.
-Provide hands-on activities.
-Make use of facial expressions, body language or dramatics to illustrate.*

Slow to respond to verbal stimuli -- takes extra time to process, repeats directions to himself/herself.

*-Needs extra time; just wait.
-Give short, simple directions whenever possible.
-Provide auditory highlights - song and rhythm.
-Break into pieces, step by step.
-Provide visual clues, use a highlighter.*

Has difficulty understanding cause and effect; may have social problems because he/she fails to understand the rules of the game.

- Give simple examples, like, "If you shove, Johnny, he will..." (the effect)*
- Take specific situation and discuss each choice.*
- Use concrete examples from different subject areas.*
- Have student keep a log or journal of choices and consequences with dates.*

Difficulty in problem-solving ability or ability to use strategies. Is often at teacher's desk for help.

- Give examples of different ways questions can be worded.*
- Teach student to look for answers to who, what, when where, how questions.*
- Ask, "What would you do if..?" questions.*
- Provide brief overview and summary of lesson.*
- Reinforce independent work.*
- Reinforce listening skills.*
- Teach comprehension of directions.*