

Expressive Language Difficulties

General Strategy to assist a boy answering or giving an answer

- Adult says back what the child has said and add in the extra words,

i.e. ball – net (child)

Yes the ball is in the net (Adult)

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

Expressive Language Difficulties



Disability

NORTHERN IRELAND

General Facts

Boys with Expressive Language difficulties may display the following:

- Over use of labels
- Use an associated word
- Over use of hesitations/pauses of fillers:
e.g. “em” ... “Oh”
- Use of non specific words
e.g. “thingy” ... “it”
- Talk around topic
- Over use of gesture to describe words

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

Anchor Boy

ANY AREA OF THE PROGRAMME THAT REQUIRES A VERBAL RESPONSE –

- i.e.
- singing
 - Answering a question during story time
 - Badge work

Junior Section

ALL ASPECTS OF PROGRAMME THAT INVOLVES LISTENING TO INSTRUCTIONS

- Badge work
- Games – Where boys need to communicate with each other

Company Section

ALL ASPECTS OF PROGRAMME THAT INVOLVES LISTENING TO INSTRUCTIONS

- Badge work
- Duke of Edinburgh –
Outdoor pursuits in teams

Useful Strategies

Generally the following strategies work for the majority of boys

O – W – L

- Observe – pay close attention to the boy
- Wait – do not be tempted to talk or become involved too quickly – give him time to speak (count to 10)
- Listen – be an active listener – do not assume you know what the boy wants

(Hanen)

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.

