

Receptive Language

A child with an acquired brain injury may have difficulties with their comprehension of language, both in the verbal and written form. Comprehension relates to the input of language. The child has difficulty understanding words/phrases/sentences used around them and to them. A more subtle form of this may be referred to as a high-level receptive language difficulty. Factors such as memory, processing speed, attention and executive function will impact on a child's language ability.

What you might see	What this could mean	Strategies
<ul style="list-style-type: none"> • Child has difficulties following the complete instruction. • Child displays disruptive behaviours. • Child appears to not be listening. • Child is unable to complete work / homework / assignments. • Child looks over / copy friends' work. • Child interprets jokes or figurative language in a concrete way. 	<ul style="list-style-type: none"> • Receptive language impairment. • The instruction may be too detailed. • Child may not understand what is being asked in class so attempts to use behaviour to avoid task. • Attention difficulties. • Slow processing speed. • Memory impairment. • High-level language impairment. 	<ul style="list-style-type: none"> • Provide one instruction at a time. • Wait until first instruction has been completed before providing the next. • Ask the child to repeat the instruction. • Write the instruction down so the child can refer to it as they go. • Ensure you have the child's attention before giving the instruction – you can use eye contact, or a pre-arranged signal. • Consider where the child is situated in the class – e.g. in direct line of vision from where you are teaching • Utilise a peer to check instructions with. • Give separate reduced homework so that child can "complete" their work. • Whole class timetable / visual reminder of what is ahead for the day. • Use specific terms and words. • Be aware of using vague language. E.g. "Get your books out" when you have stated previously that they are going to do maths. Avoid phrases such as "pull your socks up", or vague phrases such as "over there" where implied knowledge is assumed. • Avoid figurative language. • Specifically explain and teach figurative language / metaphors in literacy classes.