

Difficulties with Understanding



General Strategies

- **Slow down** your rate of speech.
- **Chunk** information – break what you are saying into smaller bits so that it will be easier to understand.
- Give instructions **one at a time**. Only give the next one when the previous instruction has been carried out.
- **Repeat** group instructions individually to the child.
- Gain the child's full attention before talking to them - start instructions with the child's name.
- Give instructions at the level of the child – keep it simple and short.
- Use **visual aids** as much as possible to support what you are saying – this could be objects, pictures, symbols, gestures or facial expressions.
- Pre-teach difficult or specialist vocabulary.
- Summarise the important bits of information after you have finished speaking. This should be **short!**
- **Emphasise** key words and repeat them as often as possible.

Key Words

- Start by using **real objects** or people and then move onto using pictures or photos.
- Use objects that are **motivating** for the child
- Carry out the activities **little and often**.
- Use words that the child already knows.

One Key Word

Put out two-three familiar objects and ask them "Where's [teddy]?"

Ask them to follow different verbs such as run, jump...

Two Key Word

Ask them to put things on things such as "Put the [teddy] on the [plate]."

Ask them to point to different body parts "Where's [teddy's] [nose]?"

Make sure there is a choice for each key word.

Three Key Word

Introduce verbs – eg. "make *dolly jump* on the *bed*".

Introduce prepositions – eg. "put the *pencil under* the *table*".

Make sure that you have 2-3 choices for each word in *italics*.

More than three

As your child's level increases, increase the number of key words in the sentence. Each key word has to have a choice of 2-3 items in order for it to count.

You could use objects, verbs, colours, prepositions, size in your instructions.