

# 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](http://www.ican.org.uk)  
[www.hanen.org.uk](http://www.hanen.org.uk)  
[www.afasic.org.uk](http://www.afasic.org.uk)  
[www.specialed.about.com](http://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.

