

# Language Processing Disorders

What are they and what do they look like?

# Language Processing Disorder's Definition-

A disorder that relates to the processing of language.

Can affect expressive language (what you say)

Can affect receptive language (how you understand what others say)

Genetic component

Must be diagnosed by a Speech Language Pathologist  
- CELF test

# What does a "language" child look like?

- ▶ Has difficulty gaining meaning from spoken language
- ▶ Demonstrates poor written output
- ▶ Exhibits poor reading comprehension
- ▶ Shows difficulty expressing thoughts in verbal form
- ▶ Has difficulty expressing thoughts in verbal form
- ▶ Is often frustrated by having a lot to say
- ▶ Can describe an object and draw it, but can't think of the word for it
- ▶ Has difficulty getting jokes

# We see it in Religion

- ▶ In what sacrament does Jesus come to us in a special meal?
- ▶ The student wanted to put bread and wine. I had to reiterate what the question is asking.
- ▶ In Holy Communion, under what appearances does Jesus share himself with us?
- ▶ Answer was "bread and wine"
- ▶ I had to clarify and say, "What is Jesus turned into during Communion?"
- ▶ Did she know what appearance meant?

# We see it in Science

- ▶ What happens to water during condensation?
  - ▶ a. It changes from a liquid to a gas.
  - ▶ b. It changes from a gas to a liquid.
  - ▶ c. It changes from a liquid to a solid.
  - ▶ d. It changes from a solid to a liquid.
- ▶ Sean puts a pot of water on the stove. With her mom's help, she heats the water until it boils. Then she and her mom measure the temperature of the water. Which of the following temperatures is the water closest to?

Daniel's cube has a volume of 20 cubic centimeters. Which of the following does the volume of his cube measure?

- ▶ a. mass of the cube
- ▶ b. shape of the cube
- ▶ c. length of the cube
- ▶ d. space the cube takes up

# Language kids have to.....

- ▶ Relate information to something previously learned
- ▶ Learn with pictures and hands on activities
- ▶ "Experience" knowledge as they acquire it

# It's very helpful to.....

- ▶ Give one direction at a time
- ▶ Use visualization techniques to enhance listening and comprehension
- ▶ Use graphic organizers and story starters for writing
- ▶ Draw out details with questions
- ▶ Allow students to read their test out loud\*
- ▶ Rephrase and clarify questions\*
- ▶ Refer to a speech pathologist for testing and guidance
- ▶ Scaffold and bridge the gap
- ▶ Allow extended time on tests and assignments\*



# UNRAVEL method

used for reading passages

- ▶ U - underline the title
- ▶ N - number the paragraphs
- ▶ R - read the questions first
- ▶ A - are you circling important words
- ▶ V - venture through the passage
- ▶ E - eliminate obviously wrong answers
- ▶ L - look back for the answers

# "Experience Dyslexia"

A Learning Disabilities Simulation

- ▶ International Dyslexia Association
- ▶ [Norcal.dyslexiaida.org](http://Norcal.dyslexiaida.org)