**7 Activities to Improve Receptive Language:**

1. **Read Books:** Reading with your child provides an opportunity to address many skills. To target receptive language, encourage your child to find and point to pictures on the pages. Draw their attention to pictures by labeling and pointing to them in order to expand vocabulary. Re-state important parts of the story and ask questions to support story comprehension.
2. **“I Spy”:** This activity is similar to reading books with your child. Label and point to pictures on the pages of an “I Spy” book. Make it a game and see who can find the most objects on the page! Make it more challenging by assigning specific items to you and your child that incorporate basic concepts (“You find a small key and I’ll find a big one!”) You can also play “I Spy” without the book and find objects around the house or in your community.
3. **Simon Says:** This classic game is a great way to target following directions. It encourages your child to listen for ‘Simon says’ and then follow the accompanying direction. You can tailor the direction to the skill level of your child, and increase the difficulty as the game progresses. You can start with a basic direction such as ‘raise your hands’ and end up with one like ‘count to five, touch your knees, and say your name’. For a fun twist, you can even switch roles and have your child be Simon!
4. **Twister:** Play this exciting game to target following directions and learning basic concepts! Basic concepts included in the game are right and left, colors, and body parts. If this is too challenging for your child, you can make it simpler by focusing on a certain aspect. You can hop to different colors or place a body part on a certain colour.
5. **Puzzle:** You can turn putting a puzzle together into a time for targeting receptive language. Have your child find specific pieces and answer questions about them. (“Find the car!”, “What does a car say?”) Label all the pieces to help increase your child’s vocabulary. You can also come up with other pieces that might belong in the puzzle. For example, if the puzzle is all about zoo animals, think of additional zoo animals that were not included in the puzzle.
6. **Go Grocery Shopping:** In your own kitchen, that is! Create a shopping list, including pictures if necessary, and have your child go shopping. Give directions such as ‘The cereal is in the cupboard’ or ask questions such as ‘Where do we keep the milk?’ You can expand the activity by having your shopping list include items to make cookies, and then follow directions while baking together!
7. **Play:** Engage in play with your child and their toys! You can target verbs, such as running, jumping, or sleeping. Work on basic concepts like in, on, and off. Follow your child’s lead while being an accurate model for language. Encourage creativity through play!

<http://www.oxfordhealth.nhs.uk/?publication=speech-language-therapy#RL>

<http://www.childdevelopment.com.au/home/64>

**Strategies for Teaching and Learning** Receptive Language Disorder

* Teach an understanding of words and concepts through the use of actual objects and progress from the concrete to the abstract.
* Consistently check understanding.
* Seat the student in a position that facilitates the use of prompts, cues or other strategies during learning and teaching.
* Before initiating conversation it is important to ensure that the student’s attention has been secured.
* Use a slower speech rate if necessary as this facilitates the processing of information. However, it is important that the speech rate is not so slow as to lose the continuity of the message.
* It may be necessary to exaggerate and use gestures when helping a student with a severe receptive language disorder understand the meaning of a word that symbolises an object or an action. Depending on the age of the student it sometimes helps to involve the students in selecting the strategy that works best for them.
* Use pictures or photographs to reinforce and review the vocabulary that has been taught.
* Use role play as a regular feature of language learning as this helps alternate speaker/listener roles.
* An understanding of sentences is difficult for these students and often presents in the classroom with difficulties in following instructions and poor oral comprehension. Give simple directions in sentences to provide students with experiences in understanding sentences (e.g. ‘Put the book on the table’, etc). Have students repeat what they have heard to check understanding.
* Activities such as conversations, discussions, radio/television broadcasts, puppetry, telephoning, reporting, interviewing, telling jokes/riddles, book reports and role playing can be used to develop oral language activities.
* Co-operative learning can be used to encourage discussion.
* Have clear rules stipulating that the verbal contributions of all students have equal value.
* Be aware of the role that misunderstanding can have in possible behaviour and/or social problems.
* As some students may have to attend speech and language therapy sessions during school time, try to ensure students will not always be missing out on the same subject/activity.

STRATEGIES TO IMPROVE RECEPTIVE LANGUAGE SKILLS

• Make sure you are speaking face to face with the person.

• Before communication begins, be sure you have your family member’s attention.

• Talk in a quiet relaxed environment, free from distractions.

• Ensure only one person is communicating with the person at a time.

• Do speak simply and slowly, but do not “talk down” to the person.

• “Yes/No” question are easier to respond to then open-ended questions such as

questions beginning with “who, what, where, when, why, and how”. Tailor your

questions to the communication skills of your partner.

• Avoid abstract and vague topics.

• Make every opportunity to engage in conversation, to provide stimulation, talking

about topics of interest. Use familiar pictures/visual aids to supplement/illustrate

what you are saying

• Admit when you don’t understand

• Gesture when you speak

• Unless the person has a documented hearing loss, do not raise your voice to make

yourself understood.

• Make sure the information was understood and repeat as necessary.