

# THE CENTER FOR SPEECH EXCELLENCE

## Language- Learning Disabilities Fact Sheet

**Definition:** Language is our vehicle for communicating. We communicate with others in order to express needs and emotions, ask for and give information, and solve problems. We can do this in verbal or nonverbal ways, or most often a combination of the two. In dialogue we must listen so that we can respond appropriately. When we are not face-to-face, we can communicate through writing and reading. Sometimes we find children who have difficulty communicating and learning through speaking, listening, writing, or reading. Those who have difficulty with oral communication will often have difficulty with written communication. Problems which are great enough to inhibit normal progression in learning are labeled learning-disabilities. Disabilities in learning with language can be termed language-learning disabilities.

### Characteristics

The child with language-learning disabilities may:

- Misunderstand the word that is used. Example: mistakes "container" for "retainer".
- Have difficulty with social language. Example: tells someone the truth about an ugly outfit.
- Have a limited vocabulary and/or sentence structure.
- Use the wrong word without ever realizing it does not fit.
- Have sound errors in speaking and reading. Example: aminal for animal.
- Take everything literally, including figures of speech and humorous quips.
- Be reluctant to engage others in conversation or discussion.
- Exhibit frustration and /or low self-esteem due to lack of success in communicating.
- Appear distractible, indifferent, or excessively active.
- Know a concept one day, but not the next.

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## **Assistance**

We can offer the following assistance:

- Evaluation of auditory processing, vocabulary, sentence structure, understanding of figures of speech, sound system, and social language.
- Evaluation report to share with school personnel and physicians.
- Recommendations for and consultation with classroom teachers.
- Therapy focused on improving problem areas.
- Regular progress reports will be furnished.

*Compiled by Susan E. Hance, M.S., CCC-SLP, © 1992*