

ASPECTS OF LANGUAGE STIMULATION WITH VERBAL TEENAGERS

Here are three areas to target if you want to help make a difference in these students' lives:

HELPING THE STUDENT DEVELOP META-COGNITIVE SKILLS

Make the student aware of what he knows and of how his brain CAN think by asking him when appropriate: How do you know that? Why do you think that is? What makes you think that? Justify your opinion, your comment, your answer, your choice. The joy on their face when they discover that they have this skill is something to behold! ☺

Here are some examples:

- In conversation: you walk down the hallway, a student is crying. Student says: "That boy is sad/mad!". Or, as you look out the window: "Winter is coming soon!"
- In therapy: What do think is in this box? Student guesses: "Markers". Or: "I wonder if you could practice this at home"

HELPING THE STUDENT STATE THAT HE DOES NOT KNOW OR UNDERSTAND OR THAT HE CANNOT DO SOMETHING

This skill cannot be practiced enough as it is very important in a work setting.

Set the student up by giving an unlikely instruction. Either cough at the same time you talk, or use a nonsense word. Ex.: "Go get the Bleepo"

Teach the student to be assertive if asked to do something impossible, to make their limitations known and not to be shy about it. Ex.: "Please read this book for tomorrow".

They have to be put into real situations to practice!

IF AN OLDER STUDENT IS DIFFICULT TO UNDERSTAND

We have used the finger alternation technique with many different students in recent years and no matter the cause of the intelligibility difficulty, this technique slows them down enough that you will understand many more words from them! It also gives them more time to think and to put their idea into words! Each finger touches the thumb alternately BUT even if they use only two fingers, or even ONE, it helps a lot!

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