

ADDRESSING BARRIERS TO LEARNING (ABLE)

Taking a Closer Look Language and Communication

Pupil's Name	
Date of Birth	
School	
Class	
Date	

Names of those involved in ABLe conversation

Key: Highlight statements using "traffic light" system

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

Comments

Receptive Language	Date	Date	Date	Comments
• Hearing				
• Finds it difficult to attend/listen due to background noise				
• Finds it difficult to focus attention				
• Difficulty discriminating between speech sounds				
• Needs more time to process language				
• Able to follow short, simple instructions				
• Able to follow instructions when prompted				
• Frequently needs instructions simplified and/or repeated				
• Does not respond to instructions/requests given to whole class/group				
• Able to understand stories unaccompanied by picture				
• Humour tends towards visual with poor appreciation of verbal jokes, puns etc				
• Difficulty remembering auditory information (eg, recalling 3 or more items of information)				
• Understands words relating to time (eg, morning, evening, tomorrow)				
• Understands words relating to emotion (eg, happy, sad, angry, etc)				
• Understands the language of sequence (eg, before/after, first/and then/last)				
• Understands spatial concepts (eg, in, on, under, behind)				
• Makes impulsive responses to questions possibly due to				

focusing on key words rather than the whole sentence				
• Some delay in responding but does so appropriately				
• Responses are often slow and inconsistent				
<ul style="list-style-type: none"> • Understands question words: <ul style="list-style-type: none"> - where - when - what - who - why 				
• Does not fully understand concepts at a level expected for age and stage				
• Little generalisation of concepts (eg, time - <i>now, later</i> , quantities – <i>all, more, less</i>)				
• Words with more than one meaning often misunderstood				
• Understanding of language is frequently literal (eg, pull your socks up)				
• Has difficulty following communications out of context				

Expressive Language	Date	Date	Date	Comments
• Speech is clear and intelligible				
• Uses appropriate intonation and volume when speaking				
• Uses speech sounds accurately (eg, of errors "tat" for "cat" or "buh" for "cat")				
• Makes grammatical errors (eg, "runned" for "ran")				
• Mixes up word order (eg, Give Peter to Paul school bag)				
• Mixes up parts of speech (eg, My dad likings to jogs.)				
• Omits parts of sentences, (eg, small words such as the or is)				
<ul style="list-style-type: none"> Word finding difficulties: <ul style="list-style-type: none"> - uses a close semantic alternative (eg, cup for teapot) - uses a close phonological alternative (eg bang for branch) - uses an unrelated word which means the sentence makes no sense - uses "fillers" - (eg, "eeh" "um" "the thingy") - frequent "tip of the tongue" moments (ie, is unable to recall words previously known) - frequent restarts/ revisions 				
• Able to name familiar objects/actions				
• Has a wide vocabulary of basic words				
• Vocabulary knowledge poor - restricted understanding of words/ concepts				
• Rarely asks questions				
• Able to deliver a short oral message and return with an				

answer				
• Uses words relating to time appropriately				
• Uses prepositions and adverbs				
• Able to classify items according to their function or attribute (eg, things we read, things with wheels etc)				
• Able to sort into categories (eg, types of fruit, trees, animals etc)				
• Sequencing: - word order in sentences - retelling stories/events - describing a series of actions/events - organising ideas/events - time language (before/after etc) - rote sequences (days/months/seasons)				
• Uses plurals correctly				
• Uses possessives correctly (eg, Dad's bike)				
• Uses conjunctions to link sentences correctly (eg, and, but, because)				
• Uses appropriate pronouns (eg, I, my, me, yours)				
• Uses where, when, what, who, why to ask questions				
• Uses language inappropriately or out of context (eg, pupil is aware they need to respond or contribute but he/she has not grasped the topic)				
• Gives unexpected responses to questions				
• Willing to take part in conversations				
• Takes turns in conversations				
• Initiates conversations				
• Relies heavily on gesture and context instead of oral language to express ideas and needs				

• Able to summarise the content of stories				
• Frequently repeats what has been heard without understanding (echolalia)				
Pragmatics	Date	Date	Date	Comments
• Able to join in conversations at the right time				
• Able to initiate and sustain appropriate interaction				
• Initiates conversation using short, simple sentences but needs support and encouragement to sustain interaction				
• Talks to anyone and everyone				
• Keeps telling people things they already know				
• Talks to himself				
• Talks repeatedly about things that no-one is interested in				
• Asks too many questions but does not show any interest in the answers, or already knows the answer				
• Pronounces words in an over-precise manner: accent may sound rather effected "put on", as if child is mimicking a TV personality rather than those around him				
• Makes frequent use of expressions such as "by the way", "actually, "as a matter of fact", "of course"				
• Talks in a sing-songy voice				
• Echoes what someone else has said or uses phrases that they have heard on many occasions				
• Will suddenly change the topic of conversation				

• Often turns the conversation to a favourite theme rather than follow what the other person wants to talk about				
• Says something that has nothing to do with what you are talking about at that moment				
• Says too much and does not give the listener a chance to talk				
• Difficulty working out some of the things that we infer in what we say				
• Checks whether the listener is interested in the conversation or understanding what they say				
• Includes over precise information in his talk (eg, when asked when he went on holiday may say, "Tuesday 14 th July 2010" rather than, "in the summer")				
• Has favourite phrases or sentences which are used a great deal, sometimes in inappropriate situations				
• Misinterprets what has been said				
• Thinks and speaks very literally and in concrete terms				
• Has difficulty with abstract concepts concerning time, eg later, next week				
• May say things which are tactless or socially inappropriate				
• Treats everyone the same regardless of social status (eg, might talk to the head teacher the same way as another child)				
• Gives adequate eye contact during a conversation				
• Tends to look away from the person he is talking to: seems inattentive or preoccupied				
• Understands facial expression and/or tone of voice (eg, realise when someone is happy, angry, upset, etc)				
• Poor at using facial expression or gesture to convey his				

feelings (eg, smiles when anxious)				
• Lack of pretend play or imagination				
• Difficulty concentrating, particularly when the activity has been chosen by someone else				
• Likes to do things in a particular way; may get upset by changes in routine				
• Very specific interests such as dinosaurs or trains, sometimes to the point of not wanting to talk about/do anything else				
• Logical and inflexible in following rules and expects everyone else to be the same				