Language Processing Disorder (LPD)

LPD is defined by the difficulty in receiving, recognizing and understanding language; it also involves difficulty expressing language. People with an LPD may have difficulty getting the meaning behind a joke. They may also experience frustration with having so much to say but not being able to verbally express it. Having an LPD can affect many areas of a student's life including:

- Listening
- Language — vocabulary, grammar, spelling
- Reading
- Thinking in words

TYPES OF LPDs

- Receptive (input) language issues involve difficulty understanding what others are saying.
- Expressive (output) language issues involve difficulty expressing thoughts and ideas.
- Mixed receptive-expressive language issues involve difficulty understanding and using spoken language.

COMMON ISSUES WITH LPD

- **Difficulty following directions:** Students may process language at a slower rate than the rate at which it is spoken, and they will either miss information or tune out.
- **Difficulty with vocabulary, pronunciation and grammar:** Children with LPD tend to have an under-developed vocabulary and poor grammar skills compared to their peers.
- **Reading and reading comprehension difficulties:** Reading requires accurate phonemic awareness and the ability to hear the sounds inside of words. This is a challenge for children with an LPD.
- **Attention deficits leading to frustration and behaviour problems:** A student who has difficulty listening in class will lose focus due to exhaustion and/or lack of interest. Additionally, the noisy classroom environment can add more stress and lead to frustration for the student.

HOW WE SUPPORT STUDENTS WITH LPDs

✓ Using 1-to-1 Direct Instruction that teaches reading comprehension skills including answering text-based questions, locating information in a text, making inferences, determining main ideas and supporting details, and drawing conclusions

✓ Teaching conversational skills by practicing answering academic questions aloud, gaining self-awareness around how students learn, and advocating for their learning needs at school

✓ Incorporating pictures, models, and visual prompts for all classwork

✓ Supporting the establishment of predictable routines and strategies that can be used both at home and in school

"What does Mrs. Jones mean we will be bent tomorrow?" I asked,
"We are presenting tomorrow." she said laughing.
"Oh, wow…" I thought, shaking my head."

- Anna

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LEARNING SPACE