

# Developing Understanding of Concepts



To develop the child's understanding of the concepts he/she will need to experience the concepts in a range of different situations e.g. dirty boots, dirty hands, dirty car, as well as being taught the concepts in more structured activities. Select one concept to target at a time e.g. small then big; cold then hot; dirty then clean.

Try to:

- Use a multi-sensory approach e.g.
- Use simple language to talk about the concept
- Use pictures/gestures for visual reinforcement
- Use real objects for tactile reinforcement
- Use real situations (e.g. P.E. lessons) for kinaesthetic experiences

Teaching Strategies:

- Begin with the concrete activity, progress to the pictorial task and then the abstract.
- Choose teaching materials carefully (e.g. when teaching the concept 'small' make sure the objects are not all hard or he might think that 'small' = 'hard').
- Do not teach opposites together until they have been acquired separately.
- Repeat activities frequently (i.e. little & often).
- Ensure generalisation so that once the concept has been understood begin to widen the experience by introducing the concept in other situations.
- Teach through matching and sorting activities.

Find more information and advice on the NHS Speech and Language Therapy Service in Bedfordshire and Luton on the website or Facebook page:  
[www.childspeechbedfordshire.co.uk](http://www.childspeechbedfordshire.co.uk)



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The table below is based on Ann Locke's 'Living Language' programme. Locke states that the different word lists should not be adhered to rigidly but that the words listed in the first column should be learnt at one level before proceeding to the next.



	Basic concepts		→	Difficult concepts
<b>SIZE</b>	Big, little, heavy	Empty, fat, full, long, small	Biggest, large, light, short, tall, thin, bigger, fattest, heaviest, longest, smallest	Deep, narrow, shallow, thick, wide, fatter, heavier, longer, smaller, largest, lightest, shortest, tallest, thinnest
<b>SPACE</b>	In, on, under, off, out, up	In front, behind, near, next to, by, outside, top, over, through	Beside, backwards, back, between, far, front, high, low, middle, side, together, towards,	above, across, against, apart, below, facing, sideways, upright
<b>TEXTURE</b>	Hard, soft	Cold, dry, wet, hot	Furry, rough, smooth, warm	
<b>SOUND</b>	Noisy, quiet/ly	Loud/ly, soft/ly		High, low
<b>SHAPE</b>	Dot, spot, line, round	Circle, flat, square	Cross, triangle	Corner, curved, diamond, oval, rectangle, shape, slant/ slope, straight
<b>MOVEMENT</b>	Fast, slow/ly	Moving, quick/ly, still		Jerky, smooth
<b>QUANTITY</b>	A bit, all, lots, some, more	Another, any, many, no more, as much as	About, both, every, few, half, most, nearly, only, other	Each, enough, equal, fewest, less, much, none, part, plenty, several, unequal, whole.
<b>TIME</b>	Again, now	After, soon, today	Always, before, later, yesterday	Early, late, never, once, sometimes, tomorrow, twice
<b>PERSONAL QUALITIES</b>	Good, happy, naughty, sad	Bad, hungry, nice, pretty, silly	Cross, frightened, kind, thirsty	Clever, excited, pleased, unkind.

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