

An introduction to Developmental Language Disorder

SENDSCO Network Meeting

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Aims

To increase understanding about DLD:

- What it is
- Impact on child/young person
- How to practically help





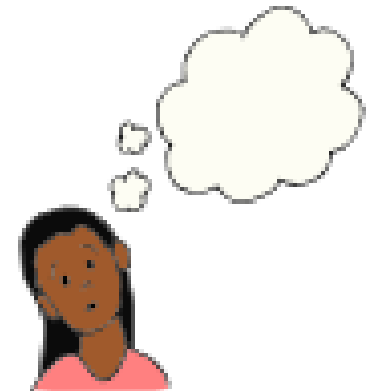
True or False?



1. Get your phone/tablet
2. Google RADLD
3. Click <https://radld.org>
4. Menu > ABC's of DLD >A-Assess Understanding
5. Do the quiz (10)– click finish. Wait.



<https://radld.org/abcs-of-dld/a-assess-understanding/>





True or False?



- 1: With support and understanding, individuals with Developmental Language Disorder can achieve social, academic and professional success
- 2: People with Developmental Language Disorder can have difficulties learning to read
- 3: Developmental Language Disorder is a hidden disability that affects approximately 1 in 14 people
- 4: People with Developmental Language Disorder are not intelligent
- 5: A bilingual speaker can have Developmental Language Disorder in one language, but not the other



True or False?



- 6: A child with Developmental Language Disorder may also have difficulties with attention, fine and gross motor skills, speech and behaviour
- 7: Adolescents with Developmental Language Disorder don't benefit from speech-language therapy
- 8: Only children from low socio-economic backgrounds have Developmental Language Disorder
- 9: The cause of Developmental Language Disorder is unknown, but it can run in families
- 10: Developmental Language Disorder does not affect adults

Developmental Language Disorder

Developmental - Emerges during the course of development, not acquired or associated with another condition

Language - Receptive (understanding language) and expressive (using language)

Disorder - Difficulties continue into middle-childhood and beyond and has a functional impact on everyday life (e.g. social interaction, learning, well-being)



<https://www.youtube.com/watch?v=tQ-s02HWLb0&vl=en-GB>

4:37

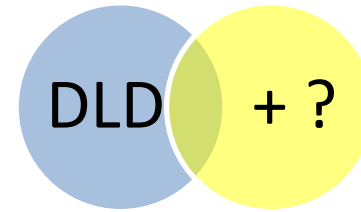
What is DLD?

- A child will have persisting language difficulties if the difficulties have **not resolved by the age of 5**
- DLD means the child/ YP has persisting language difficulties in **ALL languages the child speaks**
- The child has language difficulties that create **barriers** to communication or learning in **everyday life**
- The language difficulties are **NOT acquired or associated** with a known biomedical condition such as brain injury, neurodegenerative conditions, genetic conditions or chromosome disorders such as Down Syndrome, sensorineural hearing loss, or Autism Spectrum Disorder or Intellectual Disability



Risk Factors

- Family History
- Low socio-economic status background
- Behaviour problems
- Poor understanding of language
- Reported language regression
- Global developmental delay
- Lack of gesture
- Poor social engagement
- Male



DLD can co-occur with...

- Attention difficulties (e.g. ADHD)
- Motor difficulties (e.g. dyspraxia)
- Literacy difficulties (e.g. dyslexia)
- Speech pronunciation difficulties
- Behaviour/emotional difficulties
- Executive function difficulties
- Cognitive difficulties*

Strengths

Every child is different, but children and adults with DLD often have strengths with:

- Practical, hands-on activities
 - Sport
 - Creative subjects and activities, e.g. Music, Art
 - Technology, Gaming
- Using routine and familiarity
- Non verbal communication
 - Understanding and use of facial expressions, tone of voice



Impact

If you had difficulties understanding language and using language, what might the impact be on your:

- Listening?
- Learning?
- Behaviour?
- Relationships?
- Happiness?
- Job?



Possible impact of DLD

- Poor attention and listening skills (from not understanding)
- Literacy difficulties
- Relationships, friendships, e.g. vulnerable to peer pressure – poor judgements and decisions
- Rigid thinking patterns, anxiety, difficulty at times of transition
- Low self-esteem and confidence
- Behaviour difficulties, e.g. frustration, feeling overwhelmed, communicating through behaviour as words are too difficult
- Increased risk of unemployment
- Mental health

DLD – in their own words

Meet Seb

<https://www.youtube.com/watch?v=bemLJzDX>

Olk

4:15



How to help...right now

- Get **face to face** where possible
- Be **visual** – photos, objects, Makaton, colour-coding, drawing, symbols
- Be **practical** – hands-on, demonstration, acting
- **Adapt your language** – keep it simple, go slow (pause), say less, stress (repeat, emphasise)
- Use a **whole class visual timetable** and/or sequence strip
- Reinforce **good listening skills** = good looking, good sitting, good thinking, good taking turns
- Encourage and praise children when they show **self-help skills**, e.g. saying ‘I don’t understand’ and asking ‘what does that mean’
- Teach word **meaning** (as well as phonics)
- **Model back** the right words/grammar if/when they get it wrong
- Give **praise** in other areas

Giving Instructions

- Match the language levels of the child – keep it simple
- Pause lots
- Back up what you're saying with visuals and opportunities for hands-on experiences
- Give instructions in the order they should be done
- Recap key points
- Draw/write key points and important words on the board
- Encourage children to ask for help after instructions given – make this a positive thing to do

Have a go at making these instructions simpler

“Don’t try and answer the questions until you’ve read the whole paragraph through carefully”

“line up beside the door after you hand in the worksheet and tidy your table, be quiet while you’re doing this and Alex stop throwing that glue stick lid”

“If you want to contribute to the poppy fund don’t forget to bring in a pound tomorrow but don’t worry if your mums and dads don’t have a pound because 50p is fine”

Adapting your language – teacher tips

<https://www.youtube.com/watch?v=MNf-VHzCIPE>

<https://www.youtube.com/watch?v=2yPR1UUtjec>

Blank Levels- questions

Level 1	Naming things <i>What's that?</i>
Level 2	Describing things <i>Who? What? Where?</i>
Level 3	Talking about stories and events <i>What happened in the story?</i> <i>What does 'prickly' mean?</i> <i>What did Jamie say?</i> <i>What will he do next?</i>
Level 4	Solving problems and answering <i>Why will/won't ...?</i> <i>How?</i> <i>What shall we do?</i>

Using visuals with questions



+ allow 10 seconds thinking time!!!

True or False?

- 1: With support and understanding, individuals with Developmental Language Disorder can achieve social, academic and professional success **TRUE**
- 2: People with Developmental Language Disorder can have difficulties learning to read **TRUE**
- 3: Developmental Language Disorder is a hidden disability that affects approximately 1 in 14 people **TRUE**
- 4: People with Developmental Language Disorder are not intelligent **FALSE**
- 5: A bilingual speaker can have Developmental Language Disorder in one language, but not the other **FALSE**

True or False?

6: A child with Developmental Language Disorder may also have difficulties with attention, fine and gross motor skills, speech and behaviour **TRUE**

7: Adolescents with Developmental Language Disorder don't benefit from speech-language therapy **FALSE**

8: Only children from low socio-economic backgrounds have Developmental Language Disorder **FALSE**

9: The cause of Developmental Language Disorder is unknown, but it can run in families **TRUE**

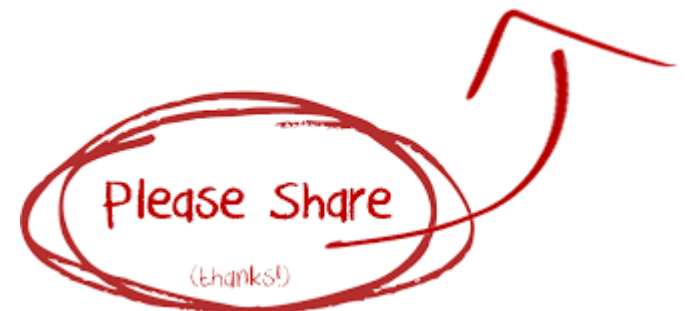
10: Developmental Language Disorder does not affect adults **FALSE**

Questions about DLD?

What one thing will you do differently?

Want to learn more about DLD?

- <https://www.tes.com/news/suffering-silence-1>
- Afasic - <https://www.afasic.org.uk/about-talking/types-of-slcn/what-is-sli/>
- The Communication Trust
<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/>
- <https://radld.org/> Take the Quiz!
- RADLD You Tube Channel
<https://www.youtube.com/user/RALLIcampaign>



Fast Feedback

- Please rate how useful this session was, on a scale of 1-10 (1 = not useful at all, 10 = extremely useful)
- What was the most useful bit?
- Even better if.....

