



DEVELOPMENTAL LANGUAGE DISORDER

WHAT EVERY CLASS TEACHER NEEDS TO KNOW

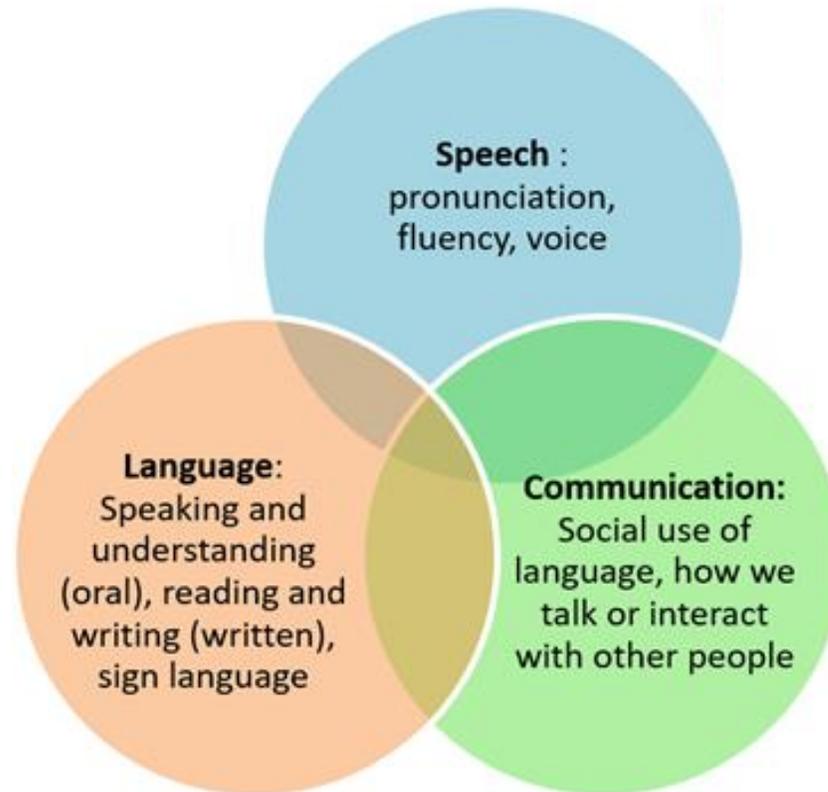
IN THIS SESSION, WE WILL COVER:

- What is:
 - Speech, Language, Communication Needs
 - Language disorder associated with a biomedical condition
 - Developmental Language Disorder (DLD)
- Signs of DLD
- Prevalence of DLD
- Impact of DLD on children
- Role of teachers
- Support strategies
- Other support the school can provide

DEVELOPMENTAL LANGUAGE DISORDER IN CONTEXT

- To set the scene it is first necessary to focus on all children with Speech, Language and Communication Needs (SLCN).

SIGNS AND SYMPTOMS OF SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)



Many difficulties resolve over time with first quality teaching and classroom support. **However.....**

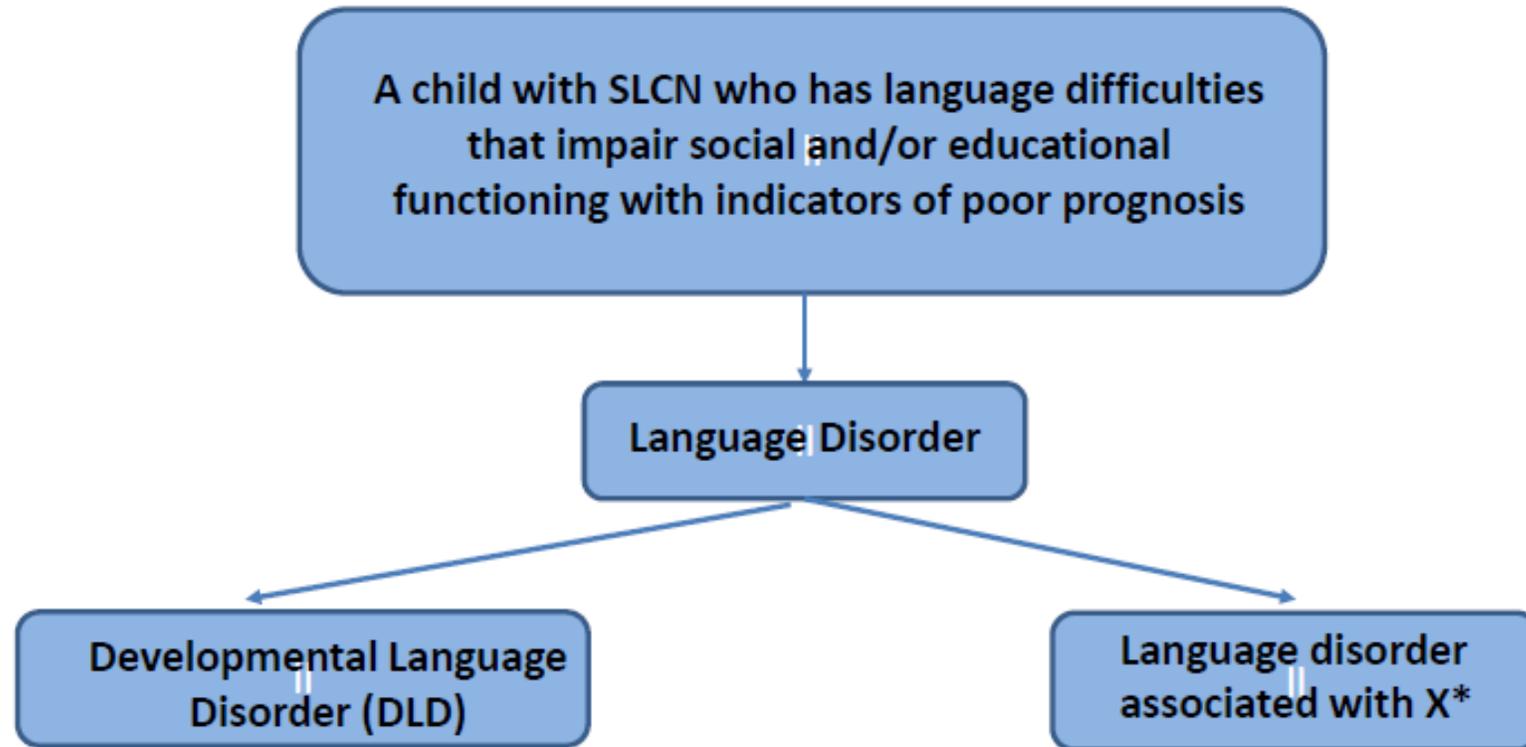
LANGUAGE DISORDER

- For those who have **persistent** language difficulties (beyond the age of 5 years) with understanding and /or production of language that create significant obstacles to communication or learning in everyday life the term “Language “Disorder” is used.
- *Language Disorder may be associated with another condition (such as Autism, a genetic condition e.g. Down’s Syndrome, sensori neural hearing loss or an intellectual disability).*

DEVELOPMENTAL LANGUAGE DISORDER

- DLD is NOT a result of known conditions such as Autism or Downs Syndrome or due to diagnosed intellectual disability
- DLD can co occur with other conditions such as ADHD, Dyslexia, Developmental Verbal Dyspraxia
- For children who speak more than one language DLD is present across all of their languages
- The language difficulties create significant barriers to communication and learning in everyday life (e.g. on education and social interactions)

EXPLANATORY DIAGRAM OF LANGUAGE DISORDER



Associated with biomedical condition X*
*Includes genetic syndromes, a sensorineural hearing loss, Autistic Spectrum Disorder or intellectual disability

SIGNS OF DEVELOPMENTAL LANGUAGE DISORDER

<input type="checkbox"/>	PROCESSING LANGUAGE listening to, understanding, remembering what others say		<input type="checkbox"/>
		FOLLOWING INSTRUCTIONS especially if long or containing abstract concepts/complex vocabulary	<input type="checkbox"/>
<input type="checkbox"/>	VOCABULARY understanding and using words accurately		<input type="checkbox"/>
		GRAMMAR understanding and using grammar (spoken and written), getting words in the correct order with the correct tenses	<input type="checkbox"/>
<input type="checkbox"/>	EXPRESSING IDEAS saying how they feel, telling a story, explaining their ideas		<input type="checkbox"/>
		ASKING AND ANSWERING QUESTIONS may not talk much in class discussions	<input type="checkbox"/>
<input type="checkbox"/>	MATHS particularly with word problems and topics with a heavy language load		<input type="checkbox"/>
		READING understanding what is happening in a story/narrative/factual text	<input type="checkbox"/>
<input type="checkbox"/>	LITERACY understanding and using sounds for spelling and reading (phonological awareness)		<input type="checkbox"/>
		SOCIAL INTERACTION using language in social situations/making and maintaining friendships	<input type="checkbox"/>

WHAT CHILDREN AND YOUNG PEOPLE WITH DLD SAY



https://youtu.be/OU4BVLspos4?si=Qeg_DHxvsVQKhuHh

HOW MANY CHILDREN HAVE DLD?

- **?**% of Children and Young People have Developmental Language Disorder.
- **X** number of children in every classroom will have Developmental Language Disorder.



HOW MANY CHILDREN HAVE DLD?

- 7% of Children and Young People have Developmental Language Disorder.
- X number of children in every classroom will have Developmental Language Disorder.

HOW MANY CHILDREN HAVE DLD?

- **7%** of Children and Young People have Developmental Language Disorder.
- **2** Children in every classroom will have Developmental Language Disorder.

THE IMPACTS OF DLD

DLD is a life long condition: children don't grow out of it. It impacts on:

Reading



Learning



Social interaction



Behaviour

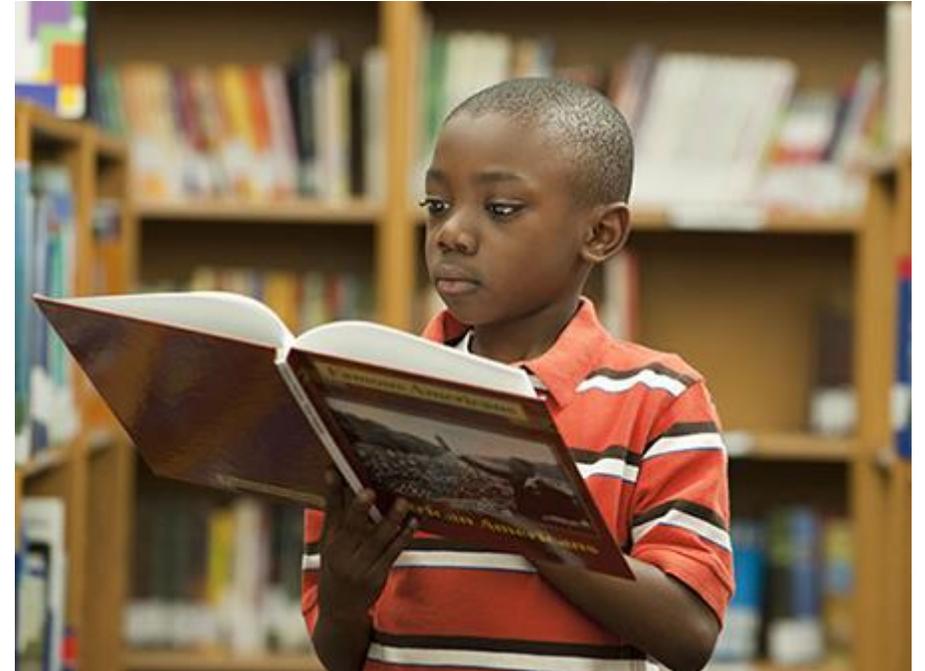


Mental health



DLD AND READING

- To become a good reader students need good language skills
- Students need to know the vocabulary and grammar, and to be able to understand how it fits together.
- That student that is struggling to read may have DLD.



DLD IMPACTS DIRECTLY ON LEARNING

- Following instructions
- Engaging in class discussion
- Answering questions
- Group work

All of the above require language skills, so a student with DLD will struggle with learning also.



SOCIAL IMPACTS OF DLD

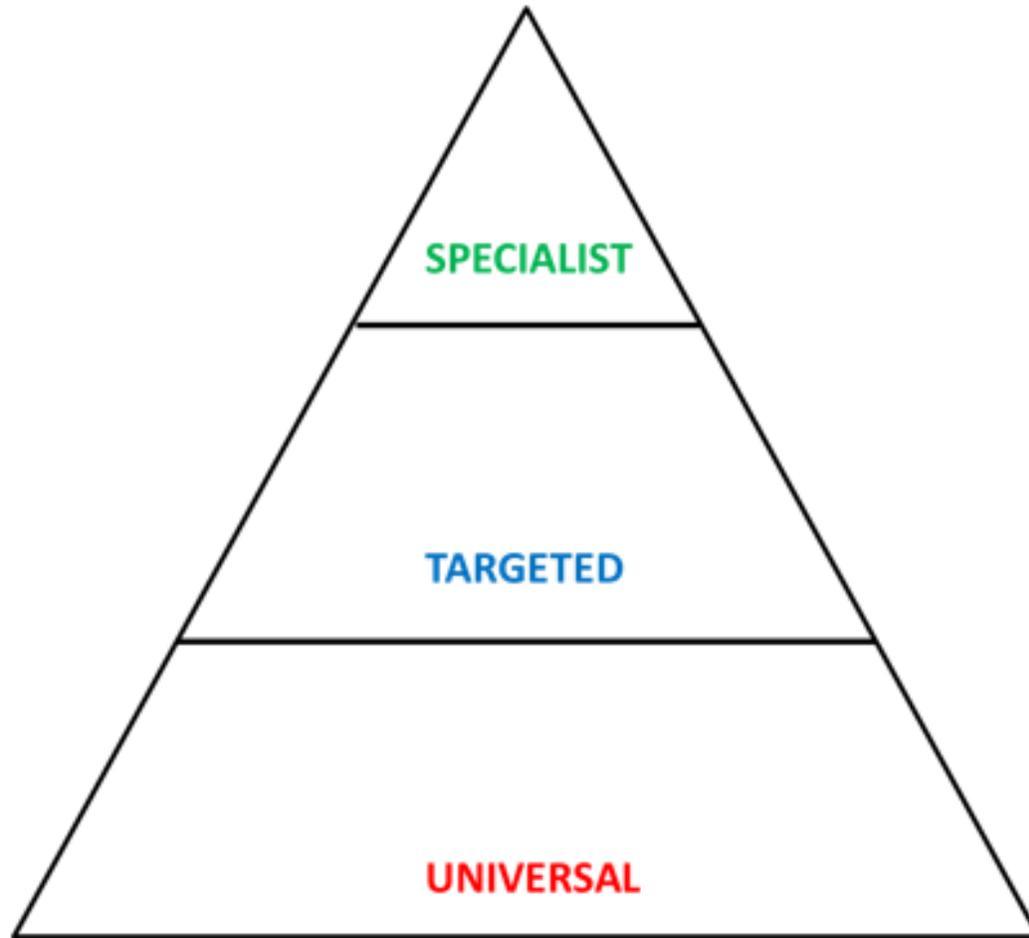
- Students with DLD may struggle to keep up with the nuances of peer interactions and so get left out
- One study found 81% of all students with SEMH (social, emotional and mental health) needs had language needs.
- And a student who does not know they have DLD may think of themselves as 'stupid', which may then in turn impact on mental health.



SUPPORT STRATEGIES

TIME to process information and instructions		
		VISUAL SUPPORT visual templates, language rich displays and clear/simple signage
SIGN IT gesture, facial expressions and body language		
		DO IT multi-sensory teaching approach
MODIFY YOUR LANGUAGE rate of speech, one instruction at a time, keep it short		
		CHUNK INFORMATION pause, repeat, be explicit, use literal language
WORDS explicitly teach key vocabulary		
		SMALL STEPS break down tasks
REPEAT IT recap previous learning, do activities more than once		
		MODEL IT whether spoken or written model the language

THERE ARE SUPPORT THAT CAN BE PUT IN PLACE:



Specialist Provisions & Programmes
Nelson Resource Provision
Specialist Programmes

Interventions run by trained teaching assistants
Language Enrichment Groups
Vocabulary
Colourful Semantics
Social Skills
etc

QFT Identification and Support
Staff training
Therapies Education Pack

WHAT CAN YOU DO?

- Take a closer look at students with reading, learning or social difficulties
- Just ask ‘could it be language?’
- Observe their responses to whole class instructions
 - Students with DLD may be good at copying others’ leads, and so their difficulties may NOT be obvious



A red speech bubble graphic with a white border and a tail pointing downwards and to the left. Inside the bubble, the words 'TAKE ACTION' are written in white, bold, uppercase letters.

TAKE ACTION

- Talk to **SENCo** or the **Speech and Language Therapist** (me!) if you have concerns or want advice
- Look at the posters for **signs** and **strategies** for DLD
- The right support can make a difference!



- What are some **signs** of speech, language and communication needs (SLCN)?
- What is **developmental language disorder**?
- How **many** children have DLD?
- What are the **impacts** of DLD?
- What can teachers/ the school do to **support** students with DLD?
- Can you name **2 strategies** to support children with DLD/ SLCN?

LEARN MORE

- **RADLD** - Radld.org
- **DLD & ME** - Dldandme.org
- **NAPLIC** - naplic.org.uk/dld



Questions?