

DLD: The most common childhood condition you've never heard of...



Think Forward Educators

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How ironic: the language of language disorder was very difficult to fathom!

Language impairment, language difficulty, language disorder
language disability, SLI, receptive/expressive language
impairment/disorder, language-based learning difficulty....

In fact 132 different English labels were in current use of which
33 were in regular use! (Bishop 2014)



Okay, Houston.....we've had a problem here!

So...what happened next?

A multinational and multidisciplinary Delphi consensus study.

CATALISE 1: : Identifying language impairments in children. (Bishop et al. 2016)

CATALISE 2: Terminology and diagnostic decision-making processes. (Bishop et al. 2017)

✓ Language Disorder

–Language Disorder associated with a bio-medical condition (e.g. ASD, intellectual disability...)

–**Developmental Language Disorder**

✓ No more talk about delay versus disorder

✓ No more exclusionary criteria e.g. ‘gap’ between verbal and non-verbal IQ

So....What IS DLD?

Developmental Language Disorder:

Developmental because

- It cannot be explained by associated biomedical or genetic conditions. A neurodevelopmental condition, not acquired.
- It is evident from early childhood and is a persistent, life-long disorder
- It affects approx. 2 children in every classroom, from school entry to school leaving.



Language because....

DLD is characterised by mild to severe difficulties with any or all of these aspects of language:

- ✓ Talking
- ✓ Listening
- ✓ Understanding
- ✓ Reading, and
- ✓ Writing



Disorder because....

A **disorder** could be defined as a set of problems, which result in causing significant difficulty, distress, impairment and/or suffering in a person's daily life. (OED):

- Personal development
- Academic progress
- Mental health
- Friendships and social interactions
- Functional skills for daily living
- Future employment, tertiary education, training.....

Signs and symptoms of DLD

- Poor **oral language that** impacts literacy skills (reading accuracy/fluency, comprehension and written expression)
- Problems with **phonological abilities** impacting decoding/encoding
- Continuing **grammatical difficulties**
- Poor **vocabulary** development
- **Slow rate of processing:** oral and written language
- Poor auditory **working memory**
- May be experiencing **pragmatic** (social verbal) issues

Identifying students with DLD in the classroom: What teachers report

Not listening

Don't follow instructions

Lazy

Forgetful

"Space cadet-like', withdrawn or...

The 'Class Clown'

Not engaged with class activities

Overly talkative

Disruptive

Disorganised

Incomplete work

Not staying on task.....



What DLD might look like in the classroom

Grades	Problem	How it might present
Kgn-Year 1	Phonological/phonemic awareness difficulty Restricted vocabulary on school entry	Lack of progress in learning to read and write. Has to have help with oral language tasks e.g. News Time, Show & Tell.
Years 5-6	Auditory processing difficulties	Not following oral instructions; appears to 'day dream'; missing key curriculum content including new vocabulary
Years 7-8	Executive function problems	Disorganised with timetable, equipment, handing in work... Language difficulty showing up in poor written work.
Years 11-12	Expressive/receptive oral/written language difficulty	Poor academic progress, failing tests and exams, school attendance issues, disengaged in class, anxious

Messages from older adolescents with DLD

- ‘ I always felt **I was dumb!**’
- Instances of **appearing “stupid”** in front of class e.g. Having to ask for clarification; not understanding assignment instructions
- Need for **extra time** to process information and produce response.
- **Desire to be empowered** to do work by themselves, e.g. not always having a “helpful” person supplying answers, doing most of assignment.
- **Unrealistic expectations** of adults, just because they’re ‘older’, and should be able to listen properly, be organised, keep up in class, write well....
- Need people to give **encouragement**, have positive attitudes, help them focus on strengths and individual needs.

**The teachers
say stuff too
fast!**



**I don't know
about things
but then I
can't go and
read about
it.**

**We have to
write a
whole page
page but I
don't get
the
question.**

**History, it's
too hard
and I don't
get the
meaning of
it!**

**She says
words all
the time
that I don't
understand**

**It feels like
I'm
drowning in
words....**

Lily Farrington's Amazing Developmental Language Disorder Animation



How we can ALL help!

Number One: The Big Picture



- Firstly, knowing about DLD is crucial. So.... let's talk with parents, teachers and doctors about it!
- Secondly, recognising DLD is crucial. So...be aware! Look below the surface of poor academic progress, concerning behaviours and mental health problems.
- And thirdly, being able to access regular and affordable speech pathology services throughout childhood and adolescence **is crucial**. So...get advocating!

Number Two: What we can all do all the time

We can be watchful in all aspects of our support...teaching, therapy, counselling....by:

- Working together as teams** to provide a co-ordinated, collaborative support program
- Providing the best **science-based reading instruction** from school-entry i.e. systematic synthetic phonics.
- Implementing **direct vocabulary instruction** strategies (e.g. the vocabulary of instruction, curriculum content, emotions...)
- Being alert to **mental health and behaviour** problems that may be the overt signs of an underlying DLD.
- Never assume** that a lack of response means that they're not listening, not paying attention, have attitude problems, just being lazy etc etc!

Number Three: What we can do in all classrooms. With acknowledgement (and thanks) to Dr Charlotte Forwood.

The Top 5

1. Develop *strong relationships*. Find out students' strengths and build on them.

2. Use *short, simple sentences* when giving instructions or important information. Use words that students understand. Summarise what has been said if it is long or complex. ***Check for understanding*** at regular intervals using specific questions.

3. Be *clear and structured* - provide simple written instructions for homework, assignments and tests. Use ***graphic organisers*** to assist with planning and organisation.

4. Provide students *with opportunities* (semi-structured or structured) ***to talk*** about new concepts and use new ***explicitly taught vocabulary***.

5. Use *visual support materials*. This reduces cognitive load and can help students to focus. Images and symbols can help represent abstract concepts.

A few (of a great many!) resources

<https://radld.org/>

<https://salda.org.au/developmental-language-disorder-dld/>

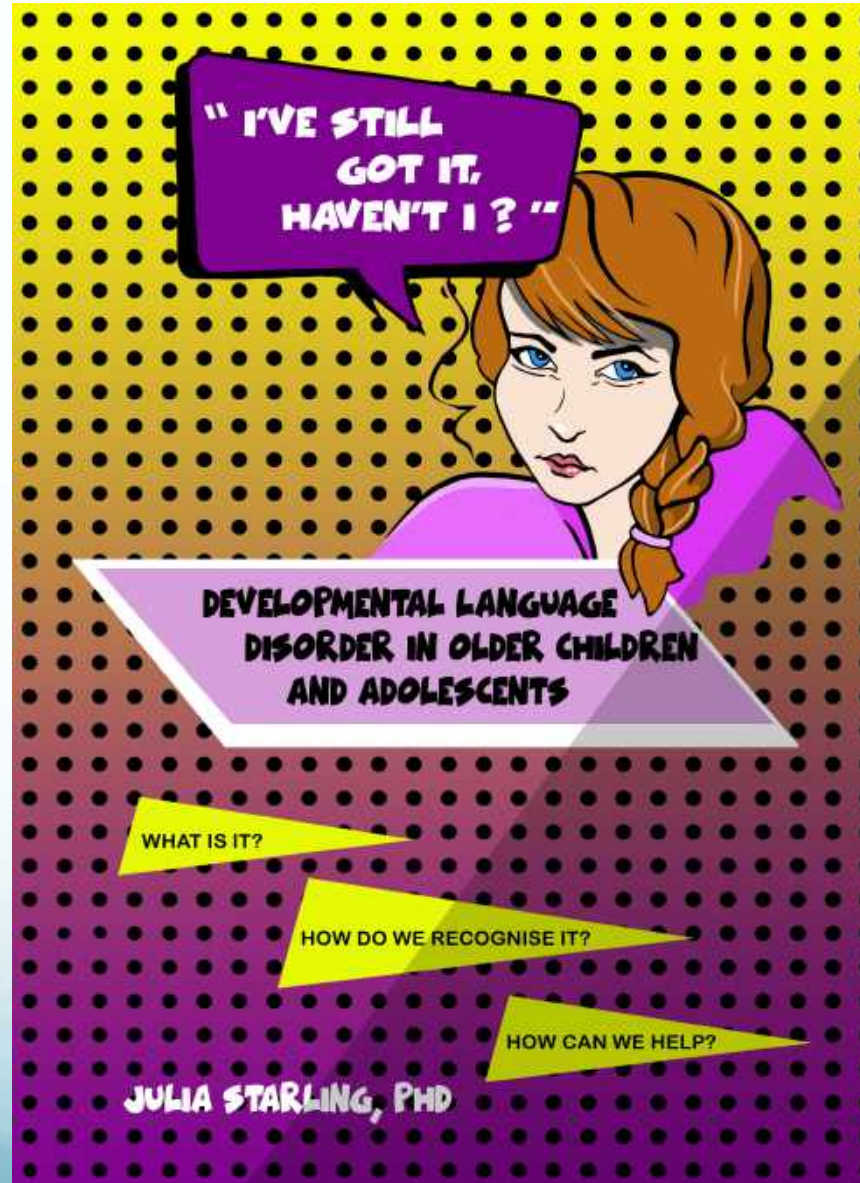
<http://thedldproject.com/>

DLD and Me: Supporting children and young people with DLD.

Anna Sowerbutts and Amanda Finer (2020)



A FREE download on
www.linksresources.com.au



And wait! There's more.... Thanks again to Dr
Charlotte Forwood!

<https://padlet.com/forwoodc/DLDandAdolescents>



Charlotte Forwood + 3 10d

Supporting Adolescents with Developmental Language Disorder (DLD)

Links to information, resources and other useful tools to support students with DLD, with a particular (but not exclusive) focus on adolescents. Please add resources and links by clicking on the 'plus' button at the bottom of the relevant column.

What is Developmental Language Disorder?

Charlotte Forwood 2mo

Developmental Language Disorder: The most common childhood condition you've never heard of

Professor Courtney Norbury explains about Developmental Language Disorder



Developmental Language Disorder: The... Professor Courtney Norbury debunks s... the guardian

Charlotte Forwood 2mo

DLD Fact Sheet

Exploring DLD

Charlotte Forwood 2mo

DLD Quiz

What do you know about DLD?
Click on the link for a short quiz.



DLD Quiz
How well do you know Developmental La... tidid

Charlotte Forwood 2mo

Population Calculator

Find out how many people in your school or community are likely to have developmental language disorder.

DLD from different perspectives - videos

Charlotte Forwood 2mo

Living with DLD as a Teenager
Moor House School and College

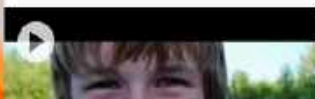


Living with DLD as a Teenager
by Moor House School & College
YouTube

Charlotte Forwood 2mo

Living With Developmental Language Disorder

BoysTown Hospital



Articles about DLD and adolescence

Charlotte Forwood 20d

SLP-EDUCATOR CLASSROOM COLLABORATION: A REVIEW TO INFORM REASON-BASED PRACTICE

Lisa Archibald - The University of Western Ontario, Canada



SLP educator classroom collaboration
PDF document
padlet drive

Charlotte Forwood 2mo

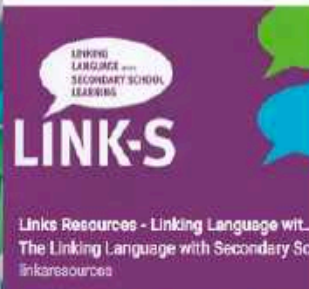
Gender differences in

Useful resources - general

Charlotte Forwood 2mo

Linking Language with Secondary School Learning

Program and resources by Julia Starling



Charlotte Forwood 1mo

What is Developmental Language Disorder? Overview and useful strategies

Linda Graham, Haley Tancredi & Isabella Glasby - Queensland

And...don't forget that **this Friday**
October 16th is 'D-Day'!

