**Slide 1**

Supporting the 1 in 14 Students with Developmental Language Disorder at School
Speech Pathology for Schools

Shaun Ziegenfusz | shaun@thedldproject.com

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**Slide 2**

ACKNOWLEDGEMENT OF COUNTRY

In the spirit of reconciliation, I acknowledge the Traditional Custodians of country throughout Australia and their connections to land, sea and community. I pay my respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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**Slide 3**

ABOUT ME

THE DLD PROJECT FOUNDATION · THE DLD PROJECT · Griffith UNIVERSITY

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**Slide 4**

THE DLD PROJECT

Extensive and evolving research tells us what works best for people with Developmental Language Disorder (DLD) but unfortunately these learnings and insights sit in the hands of a few.

The DLD Project addresses these roadblocks by establishing an online platform to distribute evidence-based information, resources and training.

We believe the saying "it takes a village" is the best way to describe our model of engaging families, educators and health professionals to work in partnership to change the lifelong outlook for people with DLD. Everyone has an important role to play.

In addition to offering lots of free and paid tools and resources to support the Australian DLD community, a portion of proceeds goes to funding game changing DLD advocacy and research initiatives.

www.TheDLDProject.com      shaun@TheDLDProject.com      Connect with us
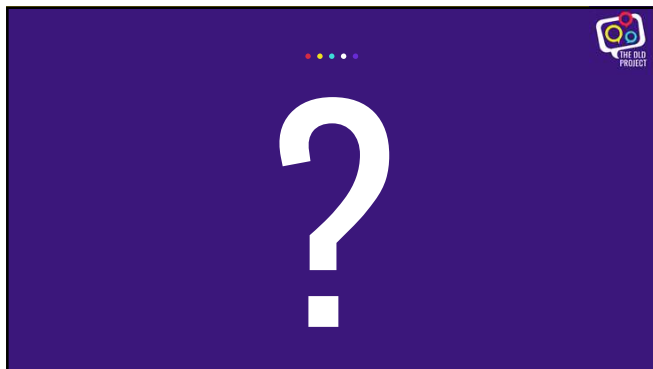
4

**Slide 5**

LEARNING OBJECTIVES

By the end of this professional learning, you will be able to:

- Understand the characteristics and diagnostic criteria of DLD.
- Identify the challenges students with DLD experience at school.
- Evaluate educational practice to enable access to the curriculum.
- Contrast the different perspectives of stakeholders and students with DLD.
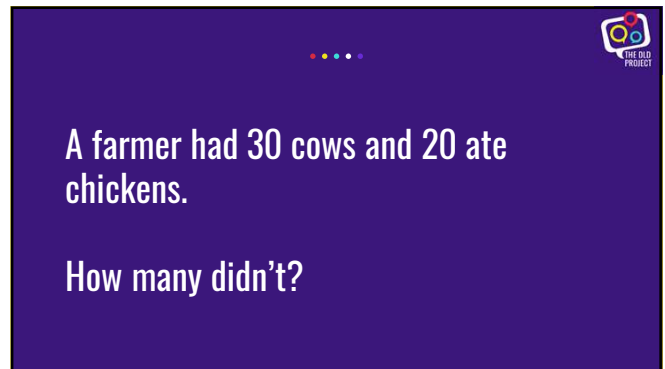- Reflect on a case study to guide these learning objectives.

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**Slide 6**

WHAT IS DLD?

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## Slide 7

**?**

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## Slide 8

A farmer had 30 cows and 20 ate chickens.

How many didn't?

8

## Slide 9

LANGUAGE DEVELOPMENT

understanding | talking

9

## Slide 10

WHAT IS DLD?

**DLD** is a neurodevelopmental ~~condition~~ that causes difficulties with understanding and/or talking for no known reason
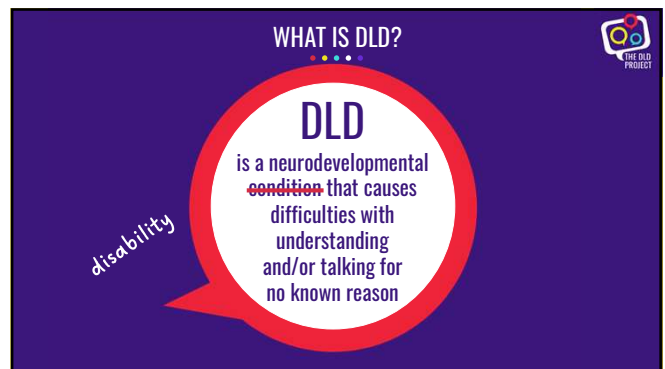
disability

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## Slide 11

WHAT IS DLD?

- Many terms have previously been used to describe these difficulties, including: language delay, specific language impairment, and language learning impairment.
- This has significantly impacted advocacy, practice and research.
- In 2016 and 2017, an international group of experts published two papers:
    1. Consensus for identification
    2. Consensus for terminology

Bishop et al., 2016; 2017

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## Slide 12

WHAT IS DLD?

Try the 'DLD Calculator'

**POPULATION WITH DLD**

Population (school, community, etc)
1000

The number of people with DLD:
**70**

Calder et al., 2022; Norbury et al., 2016; Tomblin et al., 1997

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## THE IMPACTS OF DLD

- DLD is a lifelong condition. It will persist into adulthood.

- Language is a critical skill for learning. Students with DLD will need support at school.

- DLD can impact on social communication. Students can find it harder to make friends and join conversations.

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## THE IMPACTS OF DLD

- Students with DLD may behave differently.

- DLD often co-occurs with other conditions, including: ADHD, developmental coordination disorder, dyslexia, behaviour difficulties, social/emotional etc.

- Public awareness of DLD is very low, so many people haven't heard of it.

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| Disorder | Prevalence per 100[a] | Mean severity[a] | No. of pubs (2000–2009) | No. of pubs (2010–2019) | % Change[b] | No. of cases in U.S. (2019)[c] | Pub index[d] |
|---|---|---|---|---|---|---|---|
| Lesch–Nyhan syndrome | 0.0005 | 4 | 76 | 73 | −3.95 | 369 | 19.78 |
| Lowe syndrome | 0.0005 | 4 | 72 | 111 | 54.17 | 369 | 30.08 |
| Rubinstein–Taybi syndrome | 0.0008 | 3.5 | 116 | 203 | 75.00 | 590 | 34.38 |
| Cornelia de Lange syndrome | 0.0014 | 4 | 220 | 323 | 46.82 | 1,033 | 31.26 |
| Cri du chat syndrome | 0.002 | 4 | 60 | 89 | 48.33 | 1,476 | 6.03 |
| Galactosemia | 0.002 | 2.5 | 305 | 336 | 10.16 | 1,476 | 22.76 |
| Angelman syndrome | 0.004 | 3.79 | 349 | 543 | 55.59 | 2,952 | 18.39 |
| Williams syndrome | 0.0044 | 3.31 | 787 | 1,125 | 42.95 | 3,247 | 34.65 |
| Marfan syndrome | 0.0067 | 1.5 | 930 | 1,598 | 71.83 | 4,945 | 32.32 |
| Prader–Willi syndrome | 0.0067 | 3.17 | 970 | 1,209 | 24.64 | 4,945 | 24.45 |
| Rett syndrome | 0.008 | 3.94 | 946 | 1,524 | 61.10 | 5,904 | 25.81 |
| PKU | 0.01 | 2 | 1,276 | 1,641 | 28.61 | 7,380 | 22.24 |
| Duchenne muscular dystrophy | 0.0143 | 2.5 | 1,436 | 3,929 | 173.61 | 10,553 | 37.23 |
| Tuberous sclerosis | 0.0167 | 2.69 | 1,432 | 2,464 | 72.07 | 12,325 | 19.99 |
| Trisomy 18 | 0.025 | 3.7 | 251 | 347 | 38.25 | 18,450 | 1.88 |
| Velocardiofacial syndrome | 0.025 | 2.72 | 589 | 1,062 | 80.31 | 18,450 | 5.76 |
| Turner syndrome | 0.04 | 1.94 | 1,017 | 1,548 | 52.21 | 29,520 | 5.24 |
| XYY | 0.0545 | 2 | 86 | 101 | 17.44 | 40,221 | 0.25 |
| XXX | 0.055 | 1.5 | 31 | 35 | 12.90 | 40,590 | 0.09 |
| Noonan syndrome | 0.0571 | 2.5 | 399 | 687 | 72.18 | 42,140 | 1.63 |
| Fragile X syndrome | 0.0615 | 3.57 | 937 | 2,554 | 172.57 | 45,387 | 5.63 |
| Klinefelter syndrome | 0.086 | 1.83 | 430 | 805 | 87.21 | 63,468 | 1.27 |
| Fetal alcohol syndrome | 0.1 | 2.58 | 576 | 748 | 29.86 | 73,800 | 1.01 |
| Cerebral palsy | 0.15 | 2.5 | 4,367 | 9,226 | 111.27 | 110,700 | 8.33 |
| Down syndrome | 0.1667 | 3.44 | 5,224 | 7,677 | 46.96 | 123,025 | 6.24 |
| Neurofibromatosis type 1 | 0.308 | 2 | 1,028 | 1,994 | 93.97 | 227,304 | 0.88 |
| Tourette syndrome | 0.5 | 1.25 | 952 | 1,480 | 55.46 | 369,000 | 0.40 |
| Autism spectrum disorder | 0.65 | 2.9 | 12,267 | 38,110 | 210.67 | 479,700 | 7.94 |
| Developmental dyscalculia | 3 | 1.56 | 81 | 137 | 69.14 | 2,214,000 | 0.01 |
| ADHD | 5 | 1.95 | 10,686 | 19,992 | 87.09 | 3,690,000 | 0.54 |
| Intellectual disability | 5.5 | 2.75 | 7,792 | 11,338 | 45.51 | 4,059,000 | 0.28 |
| Developmental dyslexia | 6 | 1.9 | 2,151 | 3,047 | 41.66 | 4,428,000 | 0.07 |
| Developmental coordination disorder | 6.5 | 1.5 | 291 | 764 | 162.54 | 4,797,000 | 0.02 |
| Developmental language disorder | 7.4 | 2.15 | 861 | 1,388 | 61.21 | 5,461,200 | 0.03 |
| Speech sound disorder | 10 | 1.69 | 280 | 523 | 86.79 | 7,380,000 | 0.01 |

McGregor, 2020

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## DIAGNOSING DLD

- In Australia, speech pathologists diagnose DLD.
- There are three criteria for diagnosis:
  1. Significant difficulties with language development.
  2. The difficulties have a functional/everyday impact.
  3. The difficulties are ongoing and likely to be lifelong.

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## DIAGNOSING DLD

- People with DLD have average (low to above average) cognitive abilities/IQs.
- DLD will impact all languages spoken. Speaking multiple language does not cause DLD.
- Parents/caregivers do not cause DLD, but can be a great support.
- There is no known cause for DLD. The genetic factors are unclear.
- If there is a known cause for the language difficulties (e.g. autism, hearing loss, intellectual disability), the term Language Disorder is used instead of DLD.

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## DIAGNOSING DLD



Bishop et al., 2017

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3
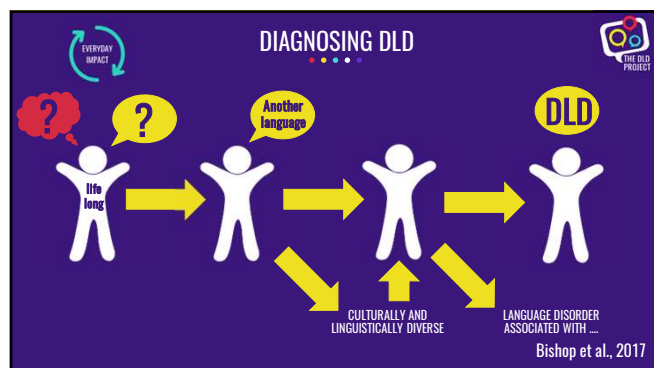
## Slide 19 — INTRODUCING JAMES

- 5 years; 1 month.
- Currently attending Year 1.
- His parents referred him to a speech pathologist due to concerns with his speech and language.
- English was the only language spoken at home.
- Unremarkable early childhood (i.e. no ear infections, illnesses etc).
- Audiology assessment in Term 1 found his hearing was within normal limits.
- Enrolled in Foundation (1st year of school).
- Classroom teacher has raised concerns about his learning, but they can't quite put their finger on it.
- Very prosocial and has a key group of friends.

- Following an assessment with the speech pathologist, James is diagnosed with Developmental Language Disorder.

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## Slide 20

# WHAT CHALLENGES DO STUDENTS WITH DLD FACE AT SCHOOL?

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## Slide 21 — DLD & SCHOOL

- Language is the default modality for accessing the curriculum.
- DLD impacts long term outcomes in communication, education and employment (Conti-Ramsden et al., 2018).
- People with DLD are vulnerable to mental health conditions (Durkin & Conti-Ramsden, 2010).
- Students with DLD demonstrate challenges in all areas of academic achievement compared to their peers without DLD (Ziegenfusz et al., 2022).
- Awareness of DLD is low and few teachers feel confident to provide support (Kim et al., 2022; Glasby et al., 2022).
- Despite the high risk of academic failure, there is limited information available for teachers to support educational practices for students with DLD.

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## Slide 22 — LANGUAGE HOUSE



Snow, 2021

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## Slide 23 — ACADEMIC ACHIEVEMENT
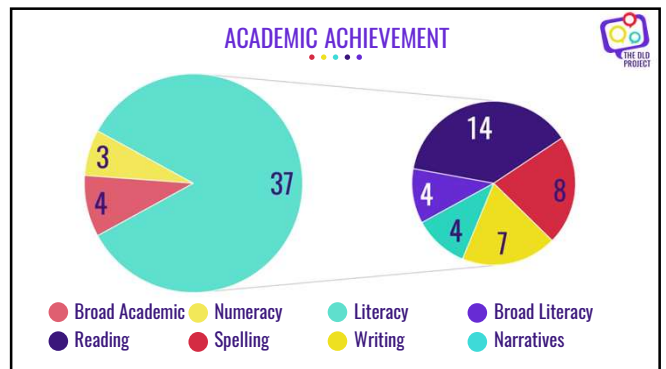
**Research Questions:**
- What academic achievements have been measured in current research?
- What are the reported academic achievements of students with DLD?

**Method:**
- Followed Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Checklist.
- Searched in June 2018 and June 2020.
- Included journal articles from 2008 to 2020.

Records identified through database searching
n = 4368 (1057)

Records after duplicates removed
n = 2218 (822)

Records screened for relevance
n = 2218 (822)

Records excluded based on:
- Qualitative, single case study designs or grey literature
- Focused on language outcomes
- Investigated specific interventions
- Investigated populations with comorbid Language Disorder
n = 2162 (810)

Full-text articles assessed for eligibility
n = 56 (12)

Records excluded based on:
- Not describing the criteria for diagnosis
- Not primarily investigating academic achievement
n = 22 (2)

Studies included in qualitative synthesis
n = 34 (10)

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## Slide 24 — ACADEMIC ACHIEVEMENT



- Broad Academic
- Numeracy
- Literacy
- Broad Literacy
- Reading
- Spelling
- Writing
- Narratives

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## ACADEMIC ACHIEVEMENT

- **Reading, spelling & writing** – students with DLD presented with skills similar to their younger typically developing peers.
- **Narratives** – students with DLD had more difficulties with understanding, generating and retelling stories.
- **Numeracy** – students with DLD demonstrated greater success when the language load was reduced

*Ziegenfusz et al., 2022*

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## ACADEMIC ACHIEVEMENT



Students with DLD are at risk of failing at school

They have difficulties across all areas of the curriculum

Some achieve within the average range in academic tasks

*Ziegenfusz et al., 2022*

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## JAMES

**Year 1**
- Struggling to learn to read.
- Being withdrawn from class twice per week for literacy instruction, however it is unclear if this includes systematic synthetic phonics.
- He finds learning the vocabulary in science tricky.
- Refusing to do homework and his parents are becoming increasingly frustrated.

**Year 6**
- Most of his teachers over the years haven't heard of DLD.
- James starts to think he is stupid and stops trying.
- Starting to lose friends as their play and social interactions become more complex.
- Failing English and Maths despite remediation.
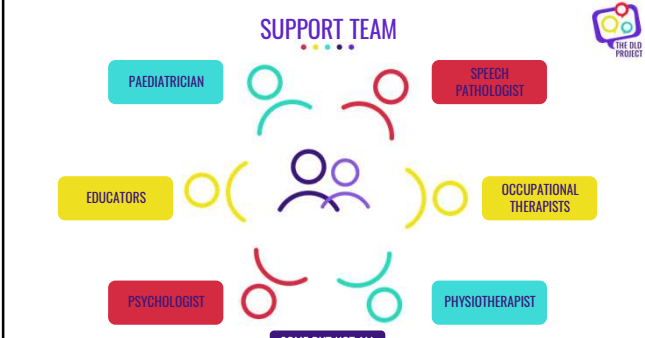- His parents are worried about the transition to high school.

**Year 10**
- Repeated academic failure in core subjects has shaken his confidence.
- James is struggling with his mental health and seeing the school counsellor.
- He is continually pulled out of class for support, but does not know how to catch up on what he has missed.
- There is currently no transition plan for post-school.

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## SUPPORT TEAM

PAEDIATRICIAN

SPEECH PATHOLOGIST

EDUCATORS

OCCUPATIONAL THERAPISTS

PSYCHOLOGIST

PHYSIOTHERAPIST

SOME BUT NOT ALL

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## STAKEHOLDER PERSPECTIVES

**Research Questions:**
- What do stakeholders perceive are the areas of functioning most impacting learning and requiring adjustments or accommodations for students with DLD, and do their perspectives differ?
- What do stakeholders perceive is the level of difficulty for school-based tasks for students with DLD, and do their perspectives differ?
- How helpful do stakeholders rate educational supports to address the areas of functioning and school-based tasks for students with DLD, and do their ratings of helpfulness differ?

**Method:**
- Participants: Teachers, allied health professionals, and parents/caregivers.
- Anonymous online survey with closed and open-ended questions (adapted from Saggers et al., 2019).
- Participants were asked to rate:
  - 7 areas of functioning
  - 39 school-based tasks (e.g., reading for tests, essay writing)
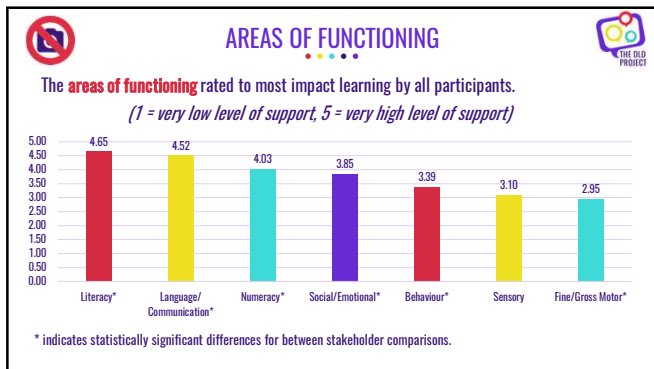  - 27 educational supports (e.g., extra help from a teacher/teacher aide, checklists)

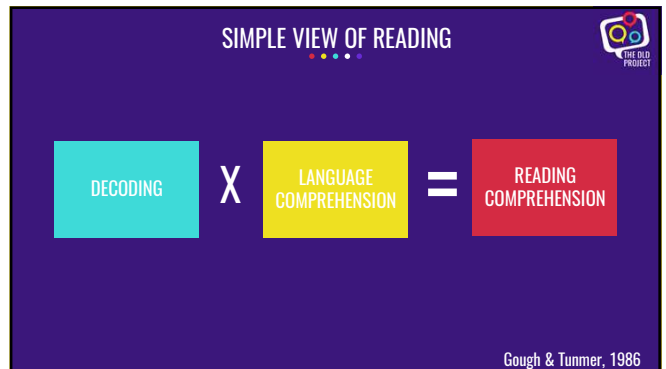29

## PARTICIPANT DEMOGRAPHICS

**N = 293**

- Teachers (n = 78), allied health professionals (n = 138) and parents/caregivers (n = 77).
- Primarily:
  - **Female** (95.7%)
  - Aged **25 to 65 years**
  - Born in **Australia** and spoke **English**
- Represented all states/territories and education sectors.
- **Experienced** teachers (M = 11.88 years) and allied health professionals (M = 11.04 years).
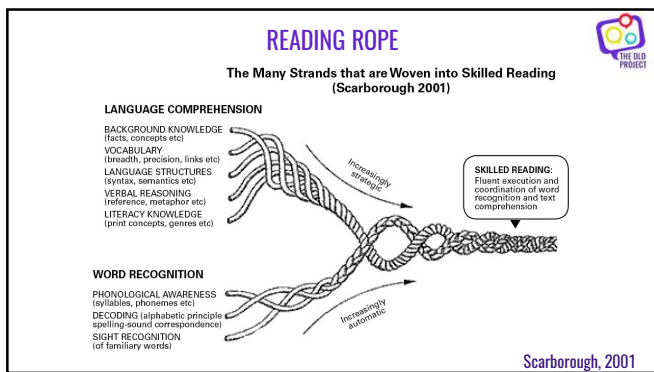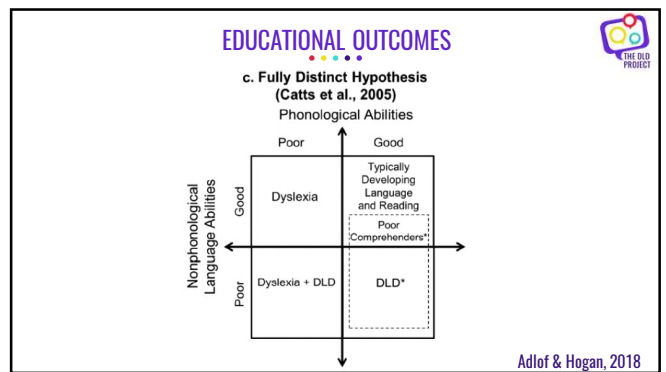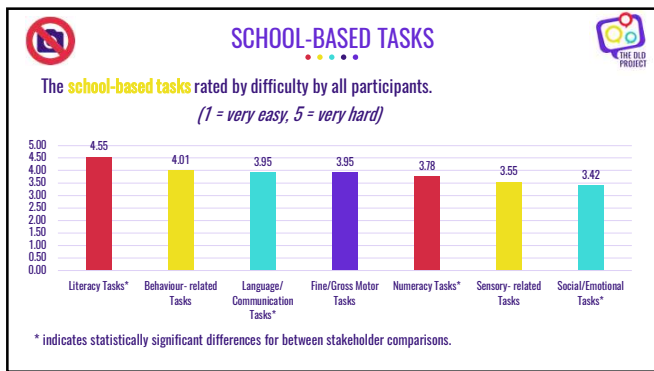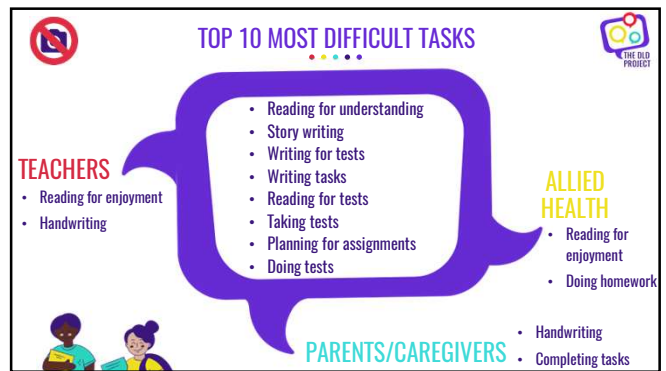
30

## AREAS OF FUNCTIONING

The **areas of functioning** rated to most impact learning by all participants.

*(1 = very low level of support, 5 = very high level of support)*

Literacy* 4.65 | Language/Communication* 4.52 | Numeracy* 4.03 | Social/Emotional* 3.85 | Behaviour* 3.39 | Sensory 3.10 | Fine/Gross Motor* 2.95

* indicates statistically significant differences for between stakeholder comparisons.

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## SIMPLE VIEW OF READING

DECODING **X** LANGUAGE COMPREHENSION **=** READING COMPREHENSION

Gough & Tunmer, 1986

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## READING ROPE

**The Many Strands that are Woven into Skilled Reading
(Scarborough 2001)**

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts etc)
VOCABULARY
(breadth, precision, links etc)
LANGUAGE STRUCTURES
(syntax, semantics etc)
VERBAL REASONING
(reference, metaphor etc)
LITERACY KNOWLEDGE
(print concepts, genres etc)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes etc)
DECODING (alphabetic principle
spelling-sound correspondence)
SIGHT RECOGNITION
(of familiar words)

Increasingly strategic

Increasingly automatic

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension

Scarborough, 2001

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## EDUCATIONAL OUTCOMES

**c. Fully Distinct Hypothesis
(Catts et al., 2005)**

Phonological Abilities

|  | Poor | Good |
|---|---|---|
| Good | Dyslexia | Typically Developing Language and Reading / Poor Comprehenders* |
| Poor | Dyslexia + DLD | DLD* |

Nonphonological Language Abilities

Adlof & Hogan, 2018

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## SCHOOL-BASED TASKS

The **school-based tasks** rated by difficulty by all participants.

*(1 = very easy, 5 = very hard)*

Literacy Tasks* 4.55 | Behaviour- related Tasks 4.01 | Language/Communication Tasks* 3.95 | Fine/Gross Motor Tasks 3.95 | Numeracy Tasks* 3.78 | Sensory- related Tasks 3.55 | Social/Emotional Tasks* 3.42

* indicates statistically significant differences for between stakeholder comparisons.

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## TOP 10 MOST DIFFICULT TASKS

**TEACHERS**
- Reading for enjoyment
- Handwriting

- Reading for understanding
- Story writing
- Writing for tests
- Writing tasks
- Reading for tests
- Taking tests
- Planning for assignments
- Doing tests

**ALLIED HEALTH**
- Reading for enjoyment
- Doing homework
- Handwriting
- Completing tasks

**PARENTS/CAREGIVERS**

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### EDUCATIONAL SUPPORTS

The educational supports rated for helpfulness by all participants.

*(1 = very unhelpful; 5 = very helpful)*



Bar chart values:
- Additional Time: 4.56
- Visual Supports: 4.54
- Individualised Support: 4.41
- Differentiation and Adjustment: 4.26
- Technology: 4.18
- Social/Emotional Support*: 3.87

* indicates statistically significant differences for between stakeholder comparisons.

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### TOP 10 MOST HELPFUL SUPPORTS

**TEACHERS**
- Help to organise themselves
- A quiet space to do assessment

Speech bubble:
- One on one help with an adult
- Extra help from a teacher or teacher aide
- Visual timetables
- Extra time for exams
- Help to organise their assignments
- Getting a copy of the things the teacher writes on the board
- Extra time for assignments
- Help with homework

**ALLIED HEALTH**
- Checklists for tasks
- Help to organise themselves

**PARENTS/CAREGIVERS**
- Checklists for tasks
- Setting goals for tasks

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### TOP 10 MOST HELPFUL SUPPORTS

**TEACHERS**
- Help to organise themselves
- A quiet space to do assessment

*"For ALL teachers to understand DLD and the needs of the child" – PC48*

**ALLIED HEALTH**
- Checklists for tasks
- Help to organise themselves

**PARENTS/CAREGIVERS**
- Checklists for tasks
- Setting goals for tasks

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### STAKEHOLDER PERSPECTIVES

- All areas of functioning are impacted for students with DLD, particularly literacy and language/communication.
- All educational supports were rated as helpful, particularly additional time, visual supports, and individualised support.
- Parents/caregivers frequently rated areas of functioning and school-based tasks lower (i.e., less support, easier) than teachers and allied health professionals.
- Differences in perspectives may be explained by different roles.
- While literacy was prioritised, social/emotional needs and supports were ranked lowest with greater variability across stakeholder groups.

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## WHAT ARE THE PROCESSES AND SUPPORTS IN YOUR SETTING FOR STUDENTS WITH DLD?

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**42**

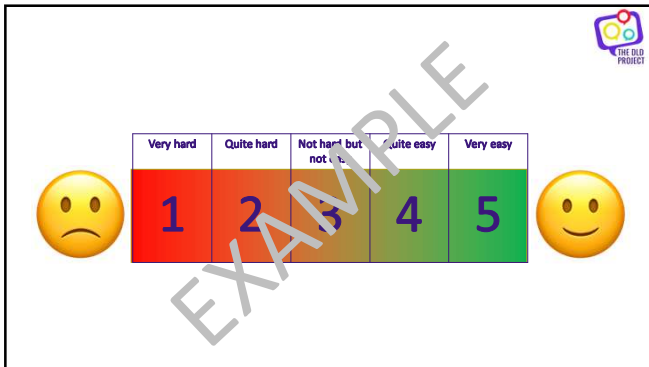### STUDENT PERSPECTIVES

**Research Questions:**
- What do high school students with DLD perceive is the level of difficulty for school-based tasks?
- How helpful do high school students with DLD rate educational supports to address the school-based tasks?
- What do high school students with DLD perceive is their connectedness to school?

**Method:**
- Participants: Adolescents with DLD (aged 11 to 18 years).
- Online interviews with closed and open-ended questions.
- Participants were asked to rate:
  - 39 school-based tasks (e.g., reading for tests, essay writing)
  - 27 educational supports (e.g., extra help from a teacher/teacher aide, checklists)
  - 17 items regarding school connectedness (e.g., I feel like a real part of my school)
  - 25 items from the Strengths and Difficulties Questionnaire for adolescents
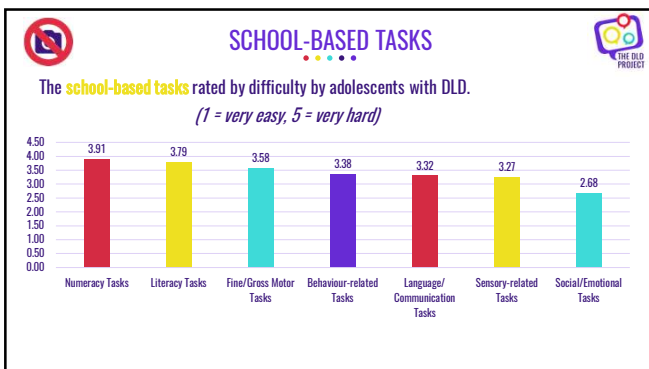
**11** participants

## Slide 43



| Very hard | Quite hard | Not hard but not... | Quite easy | Very easy |
|:---:|:---:|:---:|:---:|:---:|
| 1 | 2 | 3 | 4 | 5 |

EXAMPLE

## Slide 44

### RESULTS - BEHAVIOURAL AND EMOTIONAL NEEDS

| n = 11 | Median | Mean (SD) | Range |
|---|:---:|:---:|:---:|
| Emotional Problems Scale | 5.00 | 4.45 (2.22) | 1.00 – 9.00 |
| Conduct Problems Scale | 1.00 | .91 (.83) | .00 – 2.00 |
| Hyperactivity Scale | 4.00 | 4.09 (1.51) | 2.00 – 7.00 |
| Peer Problems Scale | 3.00 | 4.09 (2.42) | .00 – 7.00 |
| Prosocial Scale | 8.00 | 7.36 (1.85) | 5.00 – 10.00 |
| Total Difficulties Score | 15.00 | 13.55 (3.88) | 8.00 – 21.00 |

## Slide 45

### SCHOOL-BASED TASKS

The **school-based tasks** rated by difficulty by adolescents with DLD.

*(1 = very easy, 5 = very hard)*



| Numeracy Tasks | Literacy Tasks | Fine/Gross Motor Tasks | Behaviour-related Tasks | Language/ Communication Tasks | Sensory-related Tasks | Social/Emotional Tasks |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| 3.91 | 3.79 | 3.58 | 3.38 | 3.32 | 3.27 | 2.68 |

## Slide 46

### EDUCATIONAL SUPPORTS

The **educational supports** rated by helpfulness by adolescents with DLD.

*(1 = very unhelpful; 5 = very helpful)*



| Additional Time | Technology | Visual Supports | Individualised Support | Differentiation and Adjustment | Social/Emotional Support |
|:---:|:---:|:---:|:---:|:---:|:---:|
| 4.59 | 4.41 | 4.27 | 4.25 | 4.07 | 4.05 |

## Slide 47

### QUALITATIVE COMMENTS



"(I like doing) art, drama, dance, but these things are not often" - P1

(Teachers) don't understand that I (am) trying or have forgotten an instruction" - P11

"More awareness of DLD. Not all teachers understand it. It's quite hard to explain it to them" - P7

**Griffith**UNIVERSITY
Queensland, Australia

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### SCHOOL CONNECTEDNESS

- Mean score on the Psychological Sense of School Membership was 3.61 (SD = .66, range = 2.39 – 4.72).
- Indicates a **positive** sense of school connectedness.
- Highest rated items:
  - "Sometimes I feel as if I don't belong here" (reverse scored; M = 4.34, SD = .95; range = 3 – 5)
  - "I feel proud of belonging to my school" (M = 4.10, SD = .80; range = 3 – 5)
  - "People here notice when I'm good at something" (M = 3.90, SD = .56; range = 3 – 5)

## STUDENT PERSPECTIVES

| 10 MOST DIFFICULT TASKS | 10 MOST HELPFUL SUPPORTS |
|---|---|
| Talking in front of the class | Extra help from a teacher or teacher aide* |
| Taking tests* | Extra time for assignments* |
| Writing for tests* | Help with homework* |
| Essay writing | Getting a copy of the things the teacher writes on the board* |
| Handwriting* | Help to organise my assignments* |
| Maths | One on one help with an adult* |
| Reading for tests* | Being able to use technology (e.g. laptop) to type instead of hand write |
| Doing homework* | Extra time for exams* |
| Doing tests* | Being able to take a break |
| Planning for assignments* | Being able to use technology to help with my school work (e.g. iPad or laptop) |

* indicates these tasks and supports featured in the top 10 for stakeholders.

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## STUDENT PERSPECTIVES

- Consistent with previous research, high school students with DLD reported **prosocial behaviours**, which were perceived as a strength in their social functioning.
- However, individual participants reported a spectrum of behavioural and emotional needs with some scores in the clinical range, particularly **peer relationships.**
- Literacy and numeracy were prioritised by students with DLD as the most difficult school-based tasks.
- Language/communication and social/emotional tasks were rated 'easier' than predicted.
- Additional time, visual supports, and individualised support were rated as most helpful, however high school students rated technology as more helpful than adult stakeholders.
- Social/emotional needs and supports were ranked lowest.
- Positive sense of school connectedness despite educational needs.

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## WHAT CAN WE LEARN?

- Integrating the perspectives of high school students is essential for evidence based, inclusive educational practices.
- Teachers and therapists can gather students' perspectives using consultative processes
- Student consultation enables teachers and therapists to implement individualised supports.
- Teachers need to be aware of DLD and access training to ensure they have the necessary skills to provide support.

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## STUDENT CONSULTATION

Consulting students with disability:
A practice guide for educators and other professionals

Example resource: Questionnaire

Menu for adjustments
- How teachers talk to me
- How teachers give instructions
- Lesson and subject content
- Changing the environment

1. What can teachers do that helps you learn? Tick the boxes that shows your choices.
2. Add other things that do/don't help in the blank boxes
3. Circle the **most** helpful thing teachers can do.

| Not that helpful | Kind of helpful | Really helpful |
|---|---|---|
| ★ | ★★ | ★★★ |

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## JAMES

Year 1 | English
Receptive Modes (listening, reading and viewing)
By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations using appropriate language features and interaction skills.

Productive Modes (speaking, writing and creating)
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

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## JAMES

Year 6 | English
Receptive Modes (listening, reading and viewing)
By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive Modes (speaking, writing and creating)
Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

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## JAMES

**Year 10 | English**
**Receptive Modes (listening, reading and viewing)**
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

**Productive Modes (speaking, writing and creating)**
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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## WHAT ADJUSTMENTS & ACCOMMODATIONS CAN YOU PUT IN PLACE TO ACCESS THE CURRIULUM?

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## CLASSROOM STRATEGIES

- Make language as tactile and visible as possible
- Giving instructions:
  - Use cuing strategies to ensure they are listening
  - Slow down your rate of delivery (slightly)
  - Chunk information
  - Put information in chronological order
  - Be specific and concise
- Explicitly teach concepts
- Encourage them to ask for repetitions or clarification
- Make the implicit, explicit (e.g. describe what is happening)

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## CLASSROOM STRATEGIES

- Explicitly teach (or pre-teach) vocabulary
- Provide multiple repetitions of vocabulary
- Create banks of words or word walls
- Build up definitions of new words
- Use new words in a variety of ways
- Literacy instruction will help build language
- Recast incorrect spoken grammar (if written, correct the mistake)
- Teach the different types of words (e.g. nouns, verbs, adjectives, adverbs, conjunctions)
- Extend spoken and written language (e.g. adjectives, conjunctions)
- Encourage structuring thoughts before undertaking writing tasks (e.g. drawing)

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## WORKING WITH OLDER CHILDREN

- Focus on academic support
- Make written language more accessible (e.g. breaking up information, visual aids, alternatives to text)
- Focus on functional skills (e.g. reading timetables, job interviews)
- Explore special provisions for internal and external examinations
- Investigate technology (e.g. smart phone, Microsoft)
- Support their mental health – talk about emotional language and relationships

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## ASSESSMENT TASKS

- Need to consider learning AND assessment tasks.
- Consider:
  - Impact of the disability on the assessment.
  - Nature of the assessment task
  - Nature of the subject
  - The student's usual work during learning tasks
- The aim is to place students with DLD on equal footing and NOT to give them an advantage.
- Minimise the impact of their language and allow the marker to see beyond their disability to the student's knowledge and skills.

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## HOW DOES THIS APPLY TO MY WORK?

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## DISCUSSION STARTERS

- Who are the students in my school that may have or do have DLD?
- What might indicate a student is having trouble understanding and/or talking?
- Which educational supports do I currently use and which ones could I use to scaffold student learning?
- Which formative or summative assessments provide evidence regarding a student's listening or written comprehension?
- What steps can I take to help with communication breakdowns?
- What key points can I take away from today and apply in my classroom?

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## KEY MESSAGES

- DLD is one of the most common neurodevelopmental conditions in childhood.
- If you have concerns about a student's communication, academic or behaviour skills, consult with a speech pathologist.
- All areas of academic achievement are impacted for students with DLD.
- Teacher, speech pathologist and parent/caregiver collaboration can support high quality instruction for school-aged children.
- Include students with DLD in the collaborative process.
- Recognise each student with DLD has a unique profile of strengths and areas of need.
- All students with DLD can learn, but will require individualised approaches.
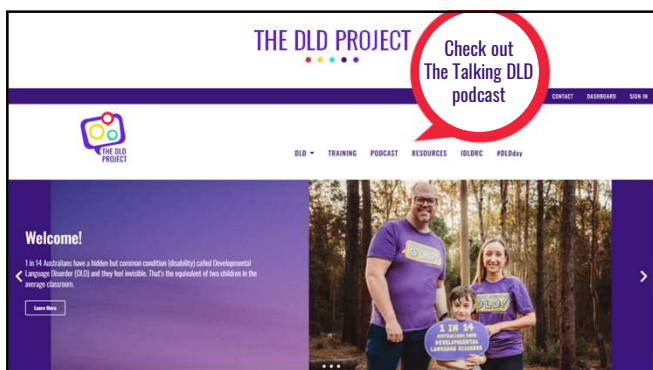
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## RESOURCES

- The DLD Project – www.TheDLDProject.com
- Raising Awareness of Developmental Language Disorder – www.radld.org
- DLDandMe – www.DLDandMe.org
- NAPLIC – www.naplic.org.uk
- The Communication Trust - www.thecommunicationtrust.org.uk
- Marleen Westerveld – www.marleenwesterveld.com
- Language and Learning in Young People – www.languagenadliteracyinyoungpeople.com
- See Hear Speak Podcast – www.seehearspeakpodcast.com
- Wikipedia - https://en.wikipedia.org/wiki/Developmental_language_disorder
- Webwords 60 - DLD - https://speech-language-therapy.com/index.php?option=com_content&view=article&id=183:ww60&catid=13&Itemid=101
- IJLCD Winter Lecture 2017 - https://www.youtube.com/watch?v=uBehC82whh0
- Making Sense of Interventions for Children with Developmental Disorders – by Caroline Bowen and Pamela Snow
- Macquarie University Special Education Centre (MUSEC) briefings
- SPA Communication Milestones poster
- Social media #DevLangDis

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## THE DLD PROJECT

Check out The Talking DLD podcast

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## UPCOMING TRAINING

- Diagnosing DLD with Confidence
- Evidence Based Interventions & Strategies for Children with DLD
- Planning Therapy and Measuring Outcomes for Children with DLD
- DLD + Co-occurring Conditions
- DLD and Dyslexia
- DLD and ADHD
- Other options:
  - A Family Guide to Understanding a Diagnosis of DLD
  - What is Language + What is DLD?

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