



Supporting the 1 in 14 Students with Developmental Language Disorder at School

Speech Pathology for Schools

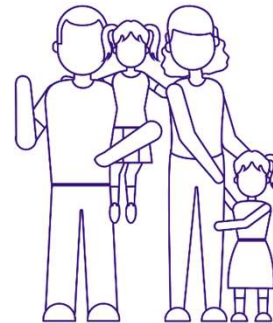
Shaun Ziegenfusz | shaun@thedldproject.com

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.

ABOUT ME



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

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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WHAT IS DLD?





A farmer had 30 cows and 20 ate chickens.

How many didn't?

LANGUAGE DEVELOPMENT



understanding



talking



WHAT IS DLD?



DLD

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

disability

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

WHAT IS DLD?



Try the 'DLD Calculator'

POPULATION WITH DLD

Population (school, community, etc)

The number of people with DLD:

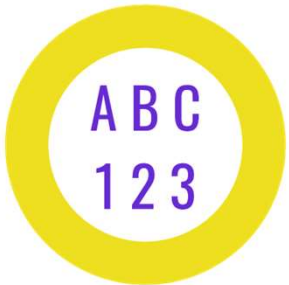
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Calder et al., 2022; Norbury et al., 2016; Tomblin et al., 1997

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.

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.**

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



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.



DIAGNOSING DLD

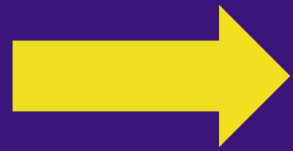
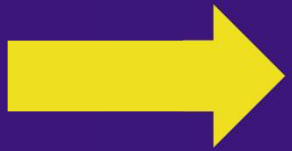


- People with DLD have average (low to above average) cognitive abilities/IQs.
- DLD will impact all languages spoken. Speaking multiple language **does not** cause DLD.
- Parents/caregivers **do not cause** DLD, but can be a great support.
- There is **no known cause** for DLD. The genetic factors are 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.



DIAGNOSING DLD

EVERYDAY IMPACT



CULTURALLY AND LINGUISTICALLY DIVERSE

LANGUAGE DISORDER ASSOCIATED WITH ...

Bishop et al., 2017

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.



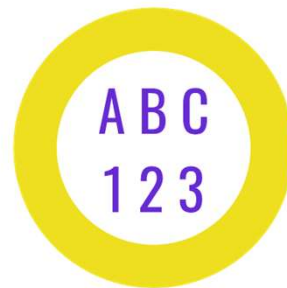
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WHAT CHALLENGES DO STUDENTS WITH DLD FACE AT SCHOOL?

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.

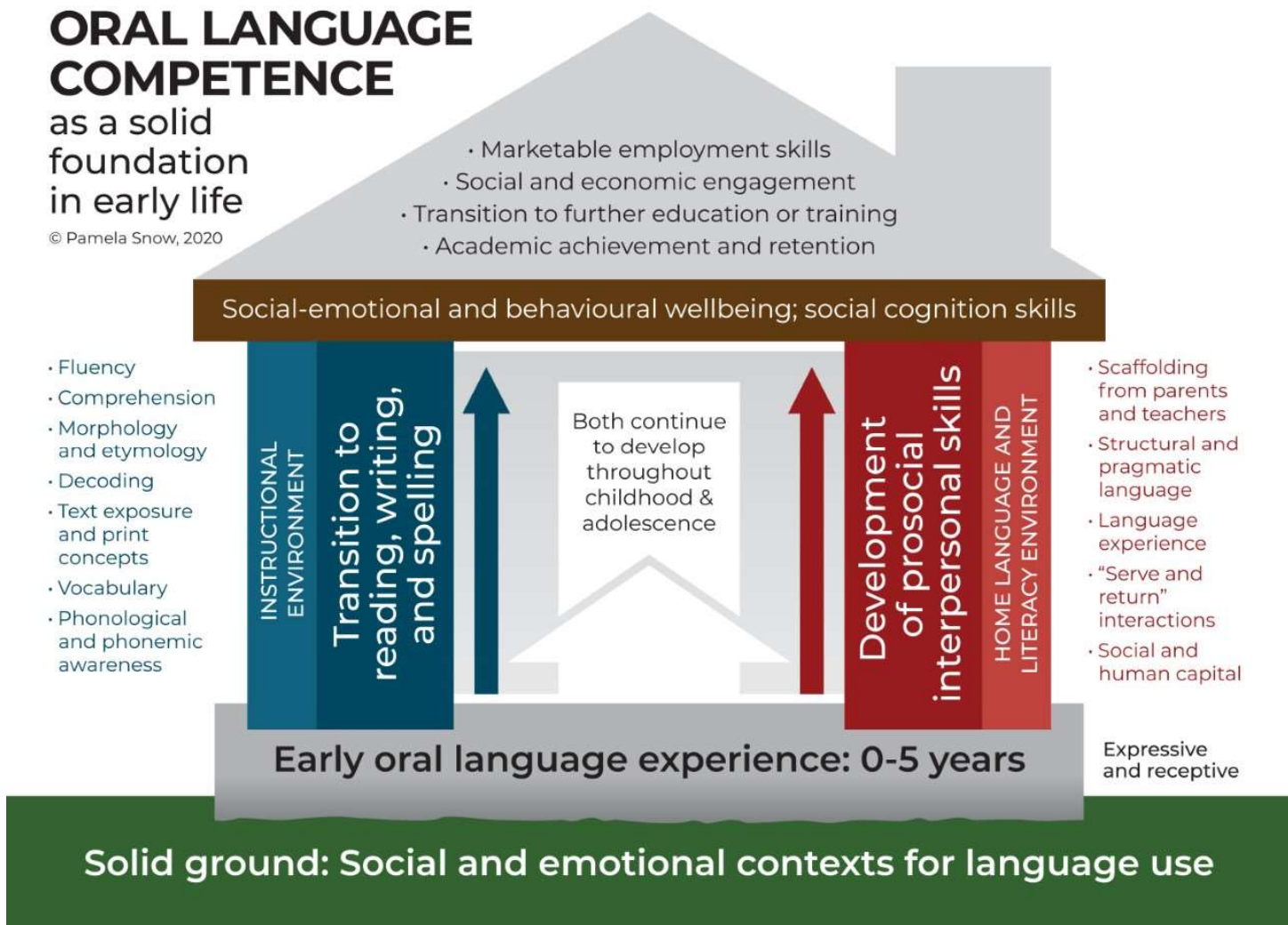


LANGUAGE HOUSE

ORAL LANGUAGE COMPETENCE

as a solid foundation in early life

© Pamela Snow, 2020



ACADEMIC ACHIEVEMENT

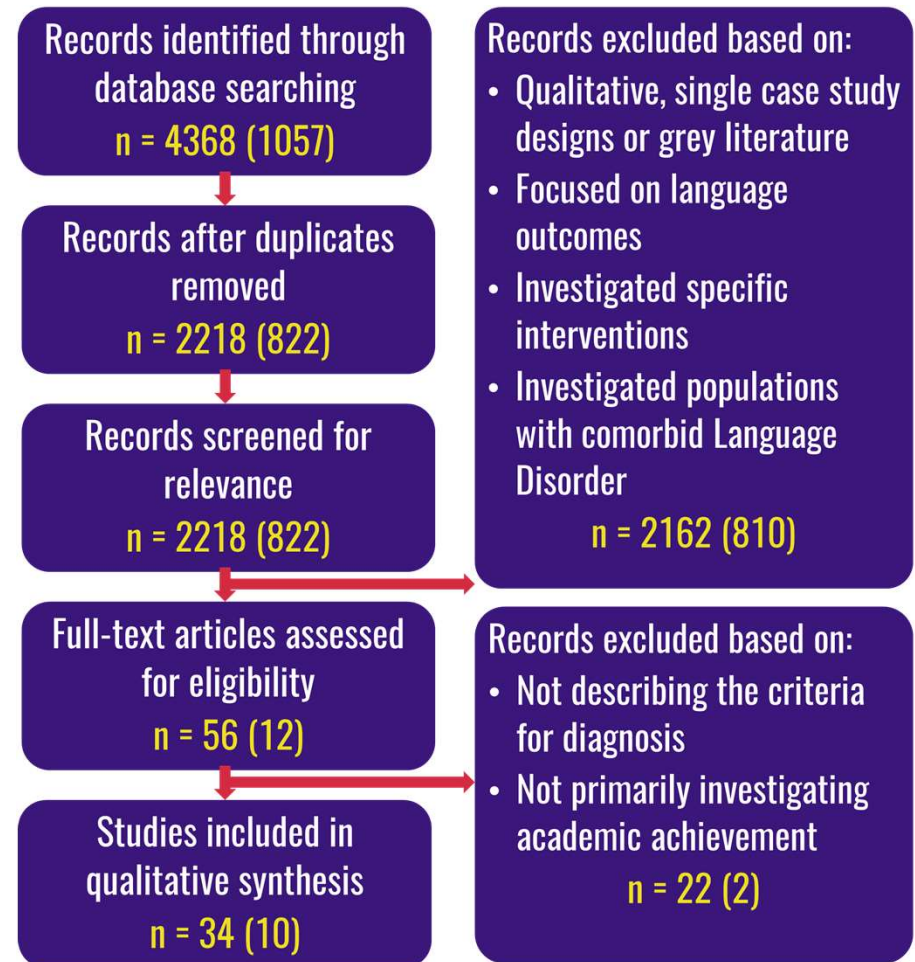


Research Questions:

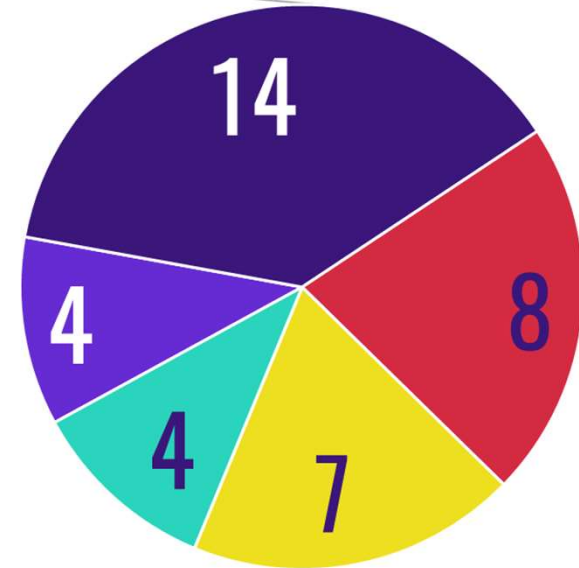
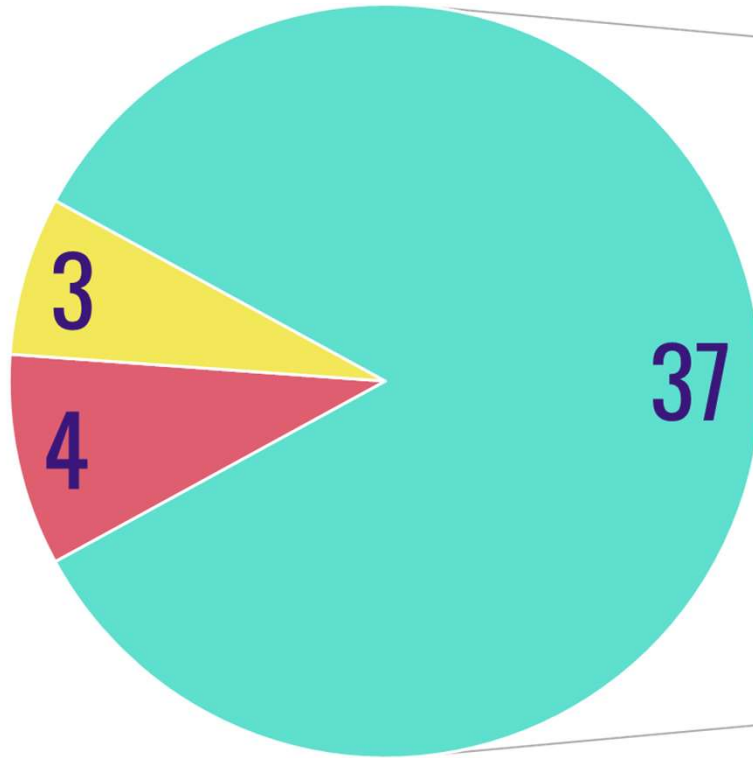
- What academic achievements have been measured in current research?
- What are the reported academic achievements of students with DLD?

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.



ACADEMIC ACHIEVEMENT



● Broad Academic ● Numeracy
● Reading ● Spelling

● Literacy ● Writing

● Broad Literacy ● Narratives

ACADEMIC ACHIEVEMENT

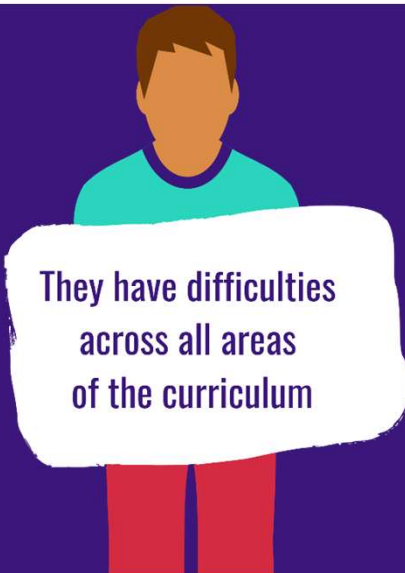


- **Reading, spelling & writing** – students with DLD presented with skills similar to their younger typically developing peers.
- **Narratives** – students with DLD had more difficulties with understanding, generating and retelling stories.
- **Numeracy** – students with DLD demonstrated greater success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

Ziegenfusz et al., 2022



ACADEMIC ACHIEVEMENT



Ziegenfusz et al., 2022

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.



SUPPORT TEAM



PAEDIATRICIAN

SPEECH
PATHOLOGIST

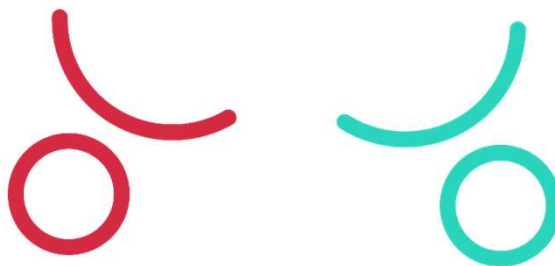
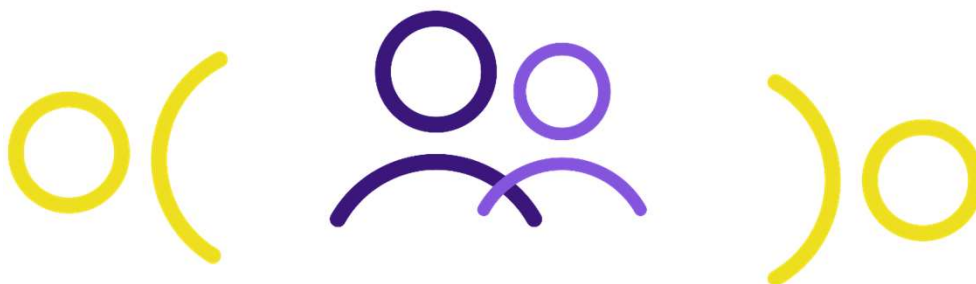
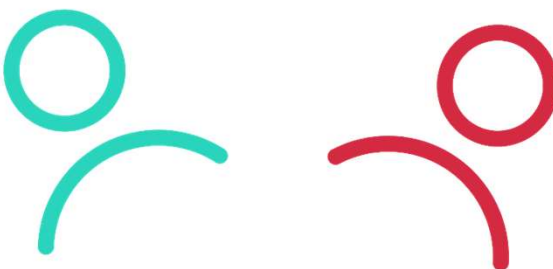
EDUCATORS

OCCUPATIONAL
THERAPISTS

PSYCHOLOGIST

PHYSIOTHERAPIST

SOME BUT NOT ALL



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 Saggars 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)

N = 293

PARTICIPANT DEMOGRAPHICS



- 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).

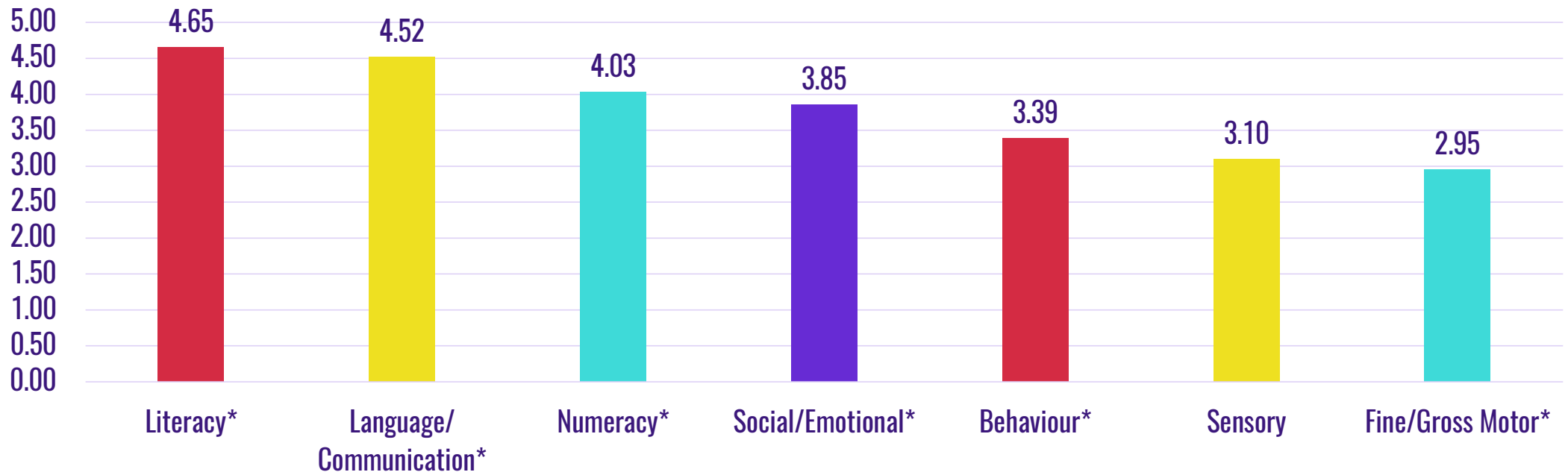


AREAS OF FUNCTIONING



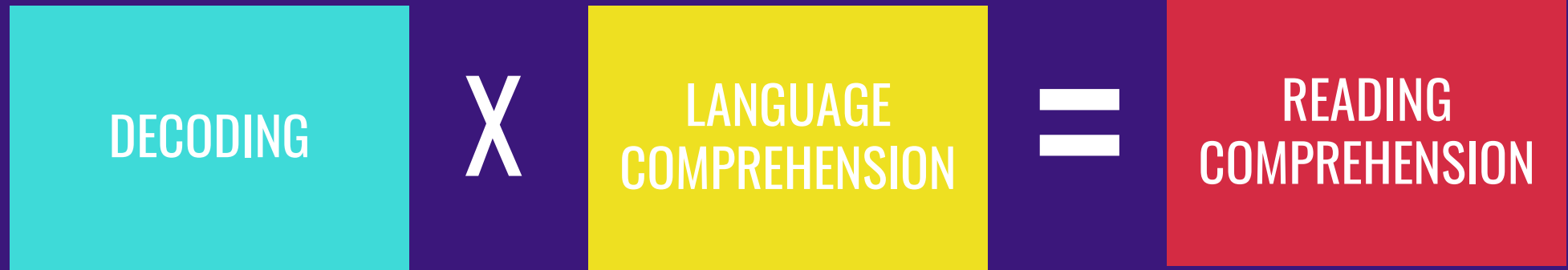
The **areas of functioning** rated to most impact learning by all participants.

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



* indicates statistically significant differences for between stakeholder comparisons.

SIMPLE VIEW OF READING



Gough & Tunmer, 1986

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)

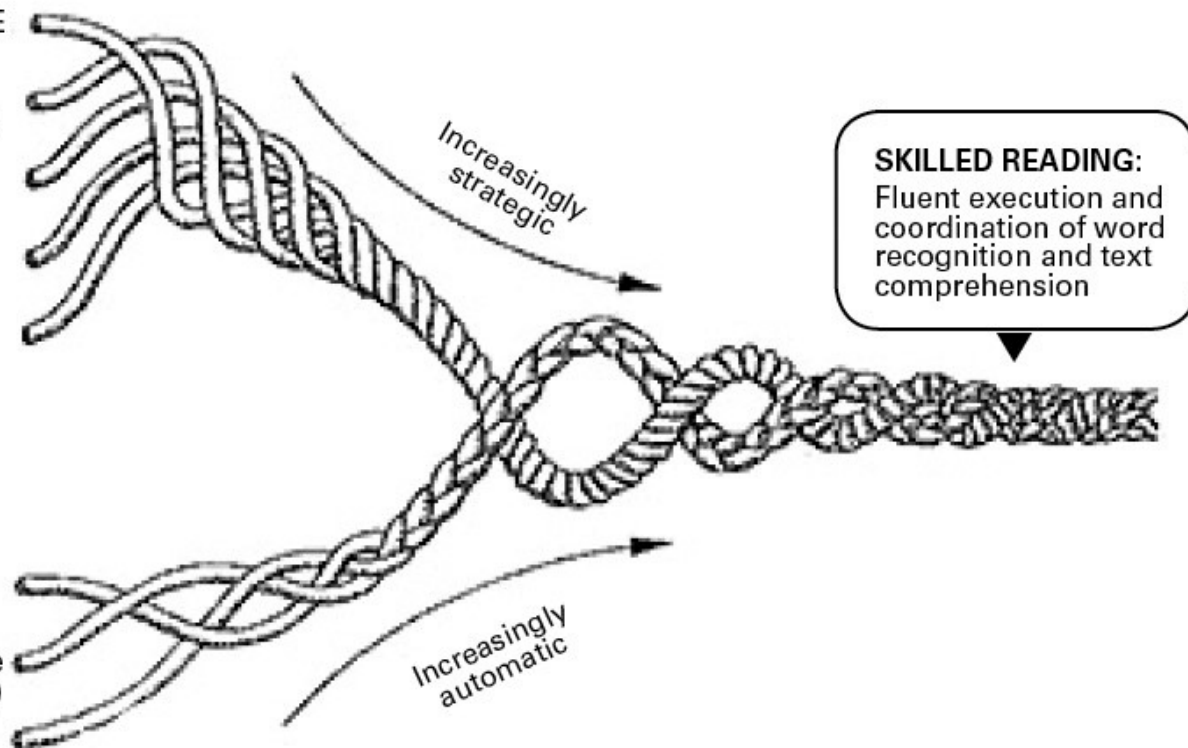
LITERACY KNOWLEDGE
(print concepts, genres etc)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes etc)

DECODING (alphabetic principle
spelling-sound correspondence)

SIGHT RECOGNITION
(of familiar words)

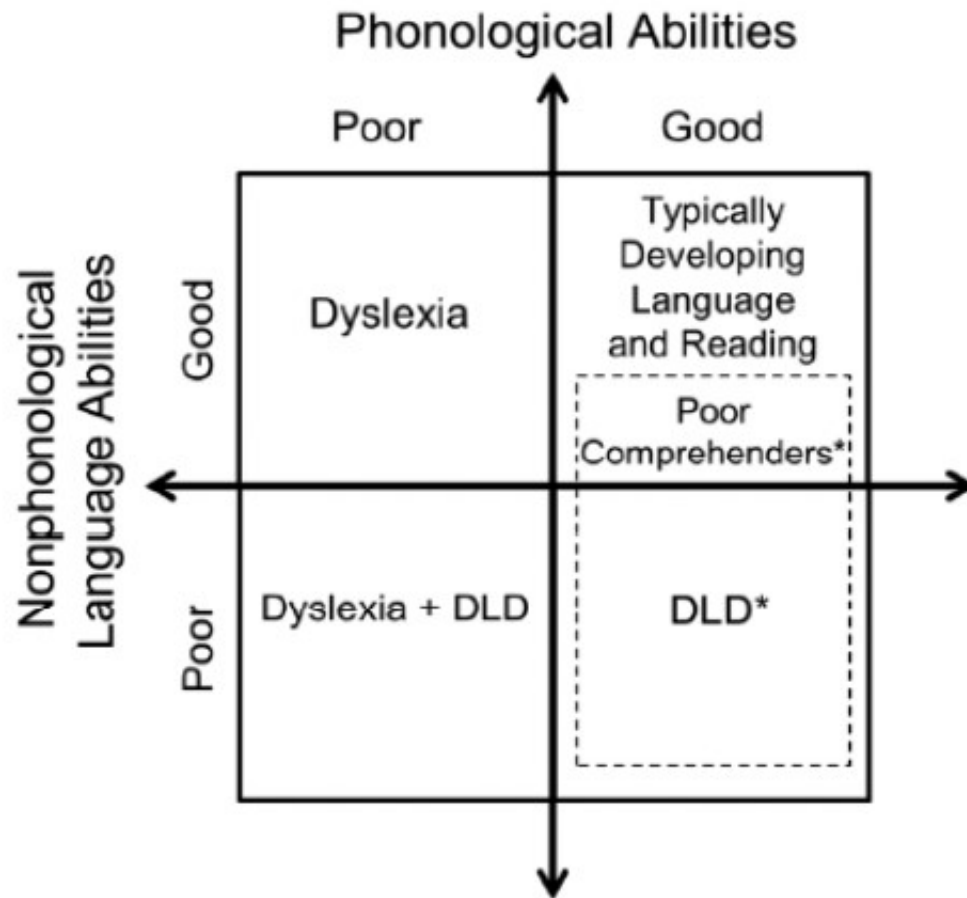


Scarborough, 2001

EDUCATIONAL OUTCOMES



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



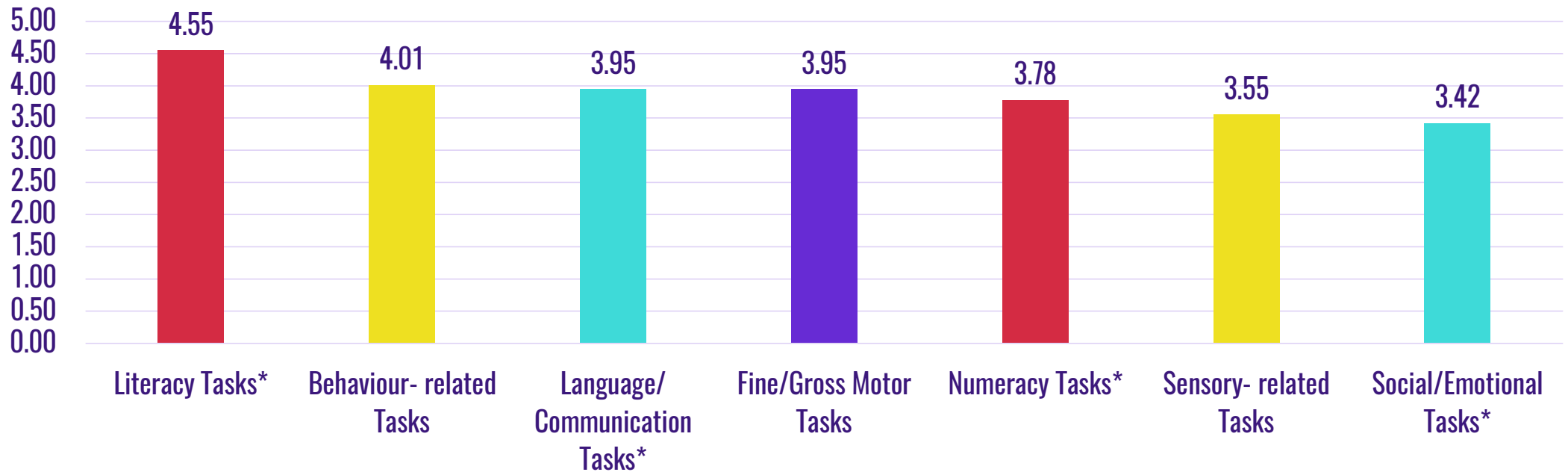
Adlof & Hogan, 2018



SCHOOL-BASED TASKS



The **school-based tasks** rated by difficulty by all participants.
(1 = very easy, 5 = very hard)



* indicates statistically significant differences for between stakeholder comparisons.



TOP 10 MOST DIFFICULT TASKS



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

TEACHERS

- Reading for enjoyment
- Handwriting

ALLIED HEALTH

- Reading for enjoyment
- Doing homework

PARENTS/CAREGIVERS

- Handwriting
- Completing tasks





EDUCATIONAL SUPPORTS



The educational supports rated for helpfulness by all participants.

(1 = very unhelpful; 5 = very helpful)



* indicates statistically significant differences for between stakeholder comparisons.



TOP 10 MOST HELPFUL SUPPORTS



TEACHERS

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

- 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





TOP 10 MOST HELPFUL SUPPORTS



“For ALL teachers to understand DLD and the needs of the child” – PC48

TEACHERS

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

ALLIED HEALTH

- Checklists for tasks
- Help to organise themselves

PARENTS/CAREGIVERS

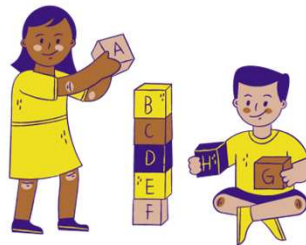
- Checklists for tasks
- Setting goals for tasks



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?

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



Very hard	Quite hard	Not hard but not easy	Quite easy	Very easy
1	2	3	4	5



EXAMPLE



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

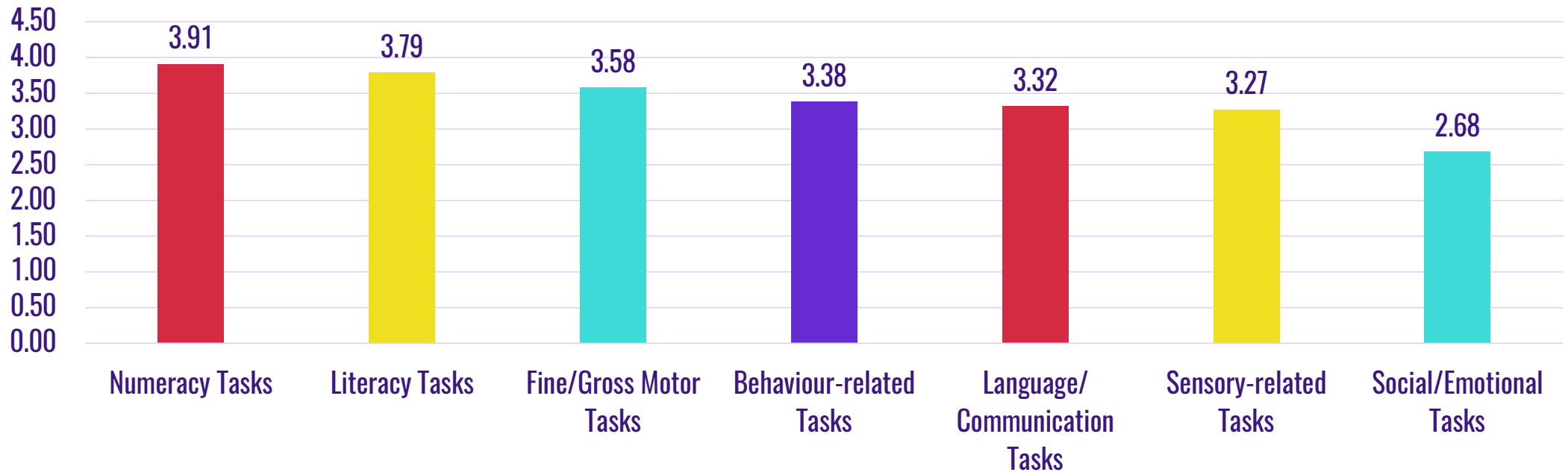


SCHOOL-BASED TASKS



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

(1 = very easy, 5 = very hard)



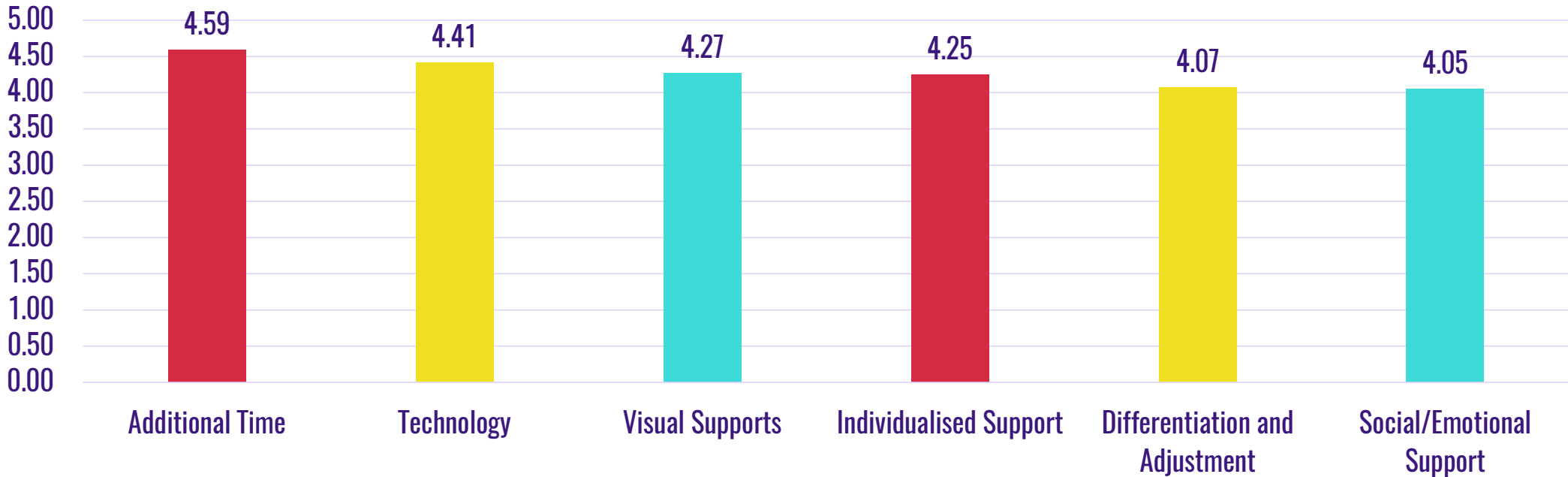


EDUCATIONAL SUPPORTS



The educational supports rated by helpfulness by adolescents with DLD.

(1 = very unhelpful; 5 = very helpful)





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



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.

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.



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.



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.



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.



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.





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

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)

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)

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

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.

HOW DOES THIS  APPLY TO MY WORK?

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?

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.

RESOURCES



- The DLD Project – www.TheDLDDProject.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

THE DLD PROJECT

Check out
The Talking DLD
podcast

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Welcome!

1 in 14 Australians have a hidden but common condition (disability) called Developmental Language Disorder (DLD) and they feel invisible. That's the equivalent of two children in the average classroom.

[Learn More](#)



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?

DLD AWARENESS DAY – 18 OCTOBER 2024



**SPEAK
UP
FOR DLD**

#DLDday

18 Oct 2024

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Supporting the 1 in 14 Students with Developmental Language Disorder at School

Speech Pathology for Schools

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