

What we will cover



1. What is DLD?

2. Prevalence of DLD

3. Cultural Considerations



4. Indicators and Risk Factors

5. Impact of DLD

6. Support Strategies



What is DLD?

What does it mean and how does it present?

What is DLD?

- It is a lifelong condition that affects a person's language and how the communicate
- It affects <u>receptive</u>
 and <u>expressive</u>
 communication



The exact cause of DLD is unknown

Many factors influence the likelihood of DLD occurring such as:

Genetics

Environment

Cognition

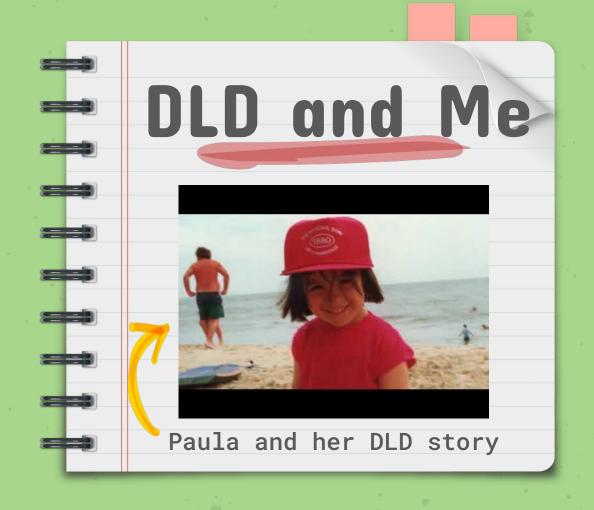
DLD is NOT caused by one specific medical condition or bilingualism

More information indicators regarding indicators and risk factors will be provided later on!



DLD can
sometimes be
'hidden' and is
often mistaken
for 'bad
behaviour'

- It can impact many aspects of a person's life including maintaining friendships and schooling
- Speech therapy can help improve and develop language for people with DLD
- It is most commonly diagnosed in children, but teens and adults can also be diagnosed with DLD
- It is only diagnosed if no other disorder is present





Prevalence of DLD?

How many people have DLD in Australia?

Prevalence

~2 students in every classroom have DLD

About 7.5% of Australian children have DLD



Populations with higher DLD rates



Aboriginal and Torres Strait Islander children



Children from low socioeconomic backgrounds



Cultural Considerations

Language Disorder vs Language Difference

Language Disorder

- Inability or difficulty understanding and processing language
- Impacts expressive and receptive language
- Affects ALL languages a person speaks
- A person with a DLD will have difficulties that peers from the same language / cultural group don't have

Language Difference

- Language differences are NOT language disorders
- Does not affect ALL languages (will only affect L2)
- Languages can have different grammar and syntax rules, which can be confusing when speaking more than one language
- A language difference may be present when a person's first language is different to the language their peers speak

Example 1:

In English we put

adjectives (tiny) before

nouns (house)

That is a tiny house

In Spanish they use nouns (house) before the adjective (tiny)

That **house** tiny

Example 2:

I never said I fixed that report

I <u>never</u> said I fixed that report

Example 3:

P = BV = F

Pick = Bick, Vine = Fine



Indicators of DLD

Who is at risk of DLD?

Communication Milestones

Comprehend words and exhibit more intentional gestures

Vocab repertoire increases & begin to use 2 word utterances

10 - 12 months

24 months

18 months

20 - 24 months

Understand and produce their first words

Have about 50 words

Communication Milestones



Grammatically accurate and complex language

11-18% of children aged between 18 and 36 months may show significantly delayed language development.

'late talkers'

Risk Factors

- ☐ Being male
- ☐ Family history of DLD
- Pregnancy complications being born preterm or with low birth weight
- ☐ Comprehension problems
- Memory problems
- Social disadvantage low level of parental education

Bishop et al., 2017

Hearing Loss & DLD

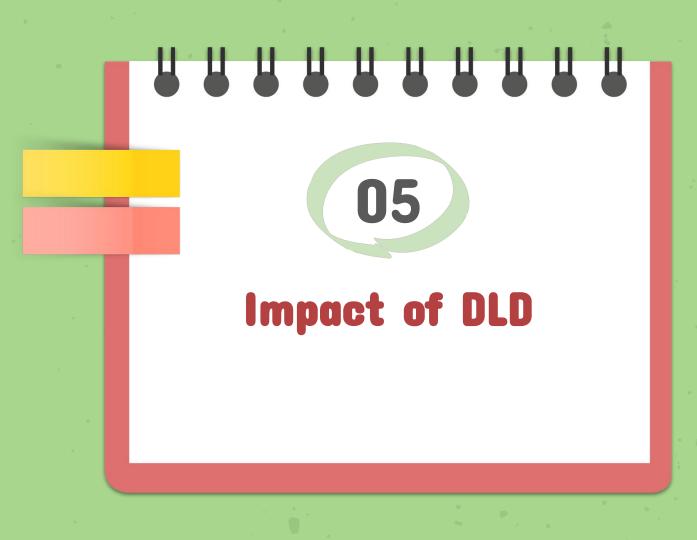




43% of Indigenous
Australians aged 7 and
over had measured hearing
loss in one or both ears
in 2018-2019.

(Australian Bureau of Statistics, 2020)

Hearing loss has a negative impact on speech and language development by hindering a child's exposure.





Impact of DLD

Students with DLD often have difficulty:

Using complete or complex sentences

Linking their ideas and creating cohesive texts

Retelling a story or event

Finding the word they want to say or write to explain something

Learning new words in various subject areas

Spelling and reading

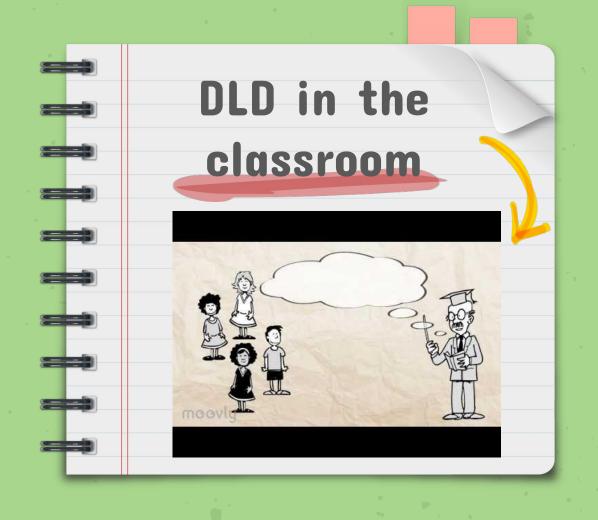
Engaging in social interactions





Support Strategies

How to support children with DLD in the classroom



Making language more accessible

A child with DLD will likely have difficulties using and understanding language across ALL learning areas.



- Be patient
- Make comments rather than ask questions

- Use short, simple instructions
- Repeat and rephrase key instructions
- Gestures, visual supports
- Check understanding



- Break down larger amounts of information
- Use graphics and icons
- Provide key word definitions and pre-teach vocabulary



Selective Mutism

I have a student in the classroom where I volunteer (Year 1 NSW school) who is a "voluntary mute". She will speak at home but not at school. She is incredibly shy but one thing I notice is she loves dancing. I would love to know if there are any strategies for helping her feel more at ease in the learning environment. Her peer group are very supportive and non-judgemental about her which is lovely.

- When a child will not talk at certain times, no matter what.
- Associated with:
 - Anxiety disorder
 - Shyness
 - Past trauma
- Strategies
 - Focus on any effort she makes to communicate (e.g., eye gaze, pointing, gestures) & praise
 - Ask yes/no or simple choice questions
 - Engage in joint activities that she likes

Presentation Recording: https://www.youtube.com/watch?v=9y3s2xFjjR8&list=PL3XX9TEgalZqbg9Ja2Pka0aiAXOO5k76 K&index=16&ab channel=Ardoch