

Speech and Language Therapy

Developmental Language Disorder (DLD)

- Developmental Language Disorder (DLD) is the term used to describe significant, on-going difficulties understanding and/or using spoken language, in all the languages you use.
- DLD was previously known as Specific Language Impairment (SLI).
- There is no known cause of DLD. It is not caused by other medical conditions (e.g. hearing loss, Autism), however a person with DLD may also have other needs (e.g. Dyslexia, Attention Deficit Hyperactivity Disorder, Speech Sound Disorder).
- A DLD diagnosis is given by a Speech and Language Therapist.
- DLD is a hidden and lifelong condition; children don't grow out of it.
- 7.6% of children/young people have DLD (around 2 children/young people in every classroom of 30 children).

DLD looks different in each individual and difficulties can change over time. Some children/young people with DLD may have difficulties with:

Listening, paying attention and remembering what has been said.

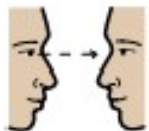
Understanding what others have said (e.g. following instructions, understanding words, understanding questions).

Expressing themselves (e.g. using appropriate words and grammar, putting ideas into the right order to explain something).

Joining in conversations appropriately with their family and friends, as well as at school, college or workplace.

DLD impacts on children/young people's learning, self-esteem and mental health.

Identification and support is important.



Say the pupil's name to get their attention



Check the pupil has understood



Demonstrate what you want the pupil to do



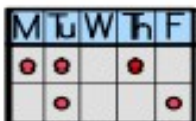
Keep your own language simple



Teach and recap new words



Encourage the pupil to ask for help/ clarification



Follow a routine and use a visual timetable



Build independence by using visuals e.g. task plans



Strategies to Support Pupils with Developmental Language Disorder (DLD) at Primary and Secondary School



Give instructions in the order you want them to be completed



Support the pupil to identify and label how they feel



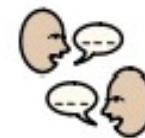
Use pictures, objects and gestures when talking



Make learning multi-sensory



Explain and practice good listening skills



Repeat back what the pupil says and add words



Plan in opportunities for pupils to talk



Build self-confidence for things the pupil does well



Give the pupil lots of time to think and talk



Avoid or explain non-literal language



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