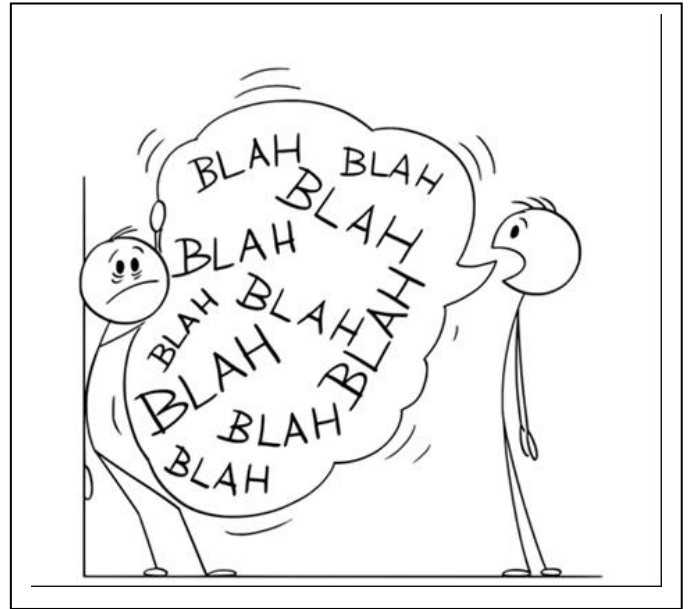


SEND Bulletin NO. 4



Working with Pupils with DLD

Developmental Language Disorder (DLD) is the new term to replace Specific Language Impairment (SLI). Developmental Language Disorder is diagnosed when children fail to acquire their own language for no obvious reason. This results in children who have difficulty understanding what people say to them, and struggle to articulate their ideas and feelings. Recent research has shown that, on average, 1 in 14 people have DLD – that is 2 children in every class of 30 will experience DLD severe enough to hinder academic progress. DLD is lifelong, therefore 1 in 14 adults will have it too.

Key characteristics/Impact:

Children will often mask their difficulties. This might look like reluctance to communicate, attempts to push adults away or fluent conversations about topics they are very familiar with.

Someone with DLD may:

- Misunderstand what is said or written
- Forget instructions
- Find it difficult to explain their ideas, thoughts and experiences
- Find it difficult to answer “why” and “how” questions
- Find it difficult to keep up with conversation or lessons
- Find it difficult to find the right words quickly
- Find it difficult to consider consequences and make decisions

Signs of DLD may include:

- Seeming uninterested/like they are not listening
- Avoiding interaction or giving short responses
- Struggling to maintain relationships

- Struggling in school
- Behavioural difficulties
- Poor mental health

Support strategies

You may need to:

- It is important that DLD is identified so individuals can be adequately supported
- Speech and language therapists and specialist teachers can help those with DLD to develop skills and strategies, and to understand their difficulties and their strengths
- Teachers can support children through understanding the individual child's difficulties and adapting their teaching methods
- Give students an appropriate amount of wait time when processing and responding to questions
- Provide additional time to complete tasks, particularly written tasks
- Chunk text and information
- Use visuals & concrete resources to reinforce student's comprehension
- Speak at a pace that allows students time to process information
- Be aware that ambiguous, figurative language can be especially confusing for students with DLD
- DLD can be a long-term difficulty thus adults with DLD may also need support and adjustments in the work place
- Individuals with DLD are sociable and with appropriate support can have satisfying lives, with friendships, families and contributing to their community

Useful Resources and Websites:

[Lily Farrington's Amazing Developmental Language Disorder Animation - YouTube](#)

<https://dldandme.org/>

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/developmental-language-disorder-dld>

If you would like a particular theme covered, have any interesting information or resources which you would like to share with your colleagues via this fortnightly bulletin please e-mail me and I will share accordingly.

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Many thanks

Anne