


## DLD & SLCN General Awareness in Schools

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Aims:

- To increase understanding of Speech, language and communication needs, with a focus on Developmental Language Disorder
- To provide practical suggestions to support students with speech and language difficulties in school.



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### What is ECLIPS?

- Specialist teachers and speech and language therapists working together
- Provision for children with SLCN, Developmental Language Disorder and Severe Speech Sound Disorders
- Children and young people aged 3-25
- Referral made by Speech and Language Therapist

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### Speech

- Refers to saying sounds accurately and in the right places in words.
- Relates to speaking fluently, without hesitating, prolonging and repeating words or sounds.
- Speaking with expression in a clear voice, using pitch, volume and intonation to add meaning.

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### Language

- Refers to talking **and** understanding.
- Being able to join words together into sentences, stories and conversations.
- Knowing the right words to explain what you mean.
- Making sense of what people say.

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### Communication

- Refers to how we interact with others.
- Using language or gestures in different ways, for example to have a conversation or give directions.
- It's also being able to understand other people's points of view.
- Understanding and using body language and facial expressions.

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### What is DLD?

Young people with DLD can have difficulties in understanding what people say to them and/or struggle to communicate and articulate their ideas and feelings.



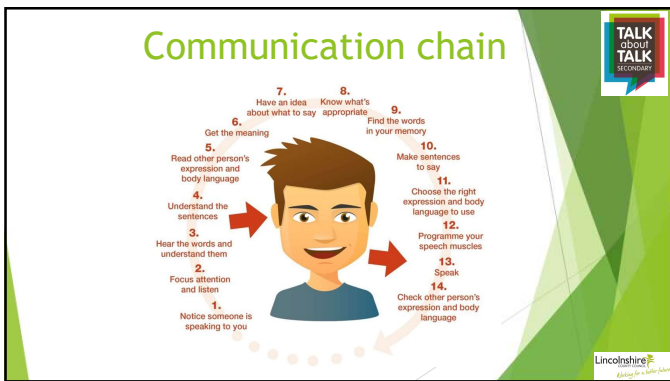
DLD is a persistent type of SLCN that cannot be explained by an obvious cause and results in functional impairment in everyday life.



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# Practical

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# Practical

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### What is the problem?

In some areas of deprivation, more than 50% of children start school with SLCN.

More than 10% of all children have long-term SLCN.

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7.6% of all children have Developmental Language Disorder

2.3% of all children have severe and complex SLCN, associated with other conditions such as autism or hearing impairment

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### Developmental Language Disorder (DLD): One of the most common childhood conditions you've probably never heard of.....

- 7.6% of school children have DLD (Bishop et al. 2017)
- This makes it more common than other childhood disorders that are more well known, such as dyslexia and autism.
- Past inconsistencies in terminology could have led to poor public awareness of DLD
- Use the RADLD Population Calculator (<https://radld.org/about/dld/population-calculator/>) to work out how many children in your school (or town) could have DLD (undiagnosed).
- There is no known cause of DLD. However, it does have a genetic and biological basis. It is not caused by families not talking to their children enough.
- A child or young person with DLD may also have other difficulties, such as, ADHD, Dyslexia and/ or speech sound difficulties.
- The difficulties with language exist without another biomedical condition such as autism, down's syndrome or brain injury.
- It is extremely diverse in the difficulties it encompasses and is not static

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### Can we spot them...?

Research suggests that Speech, language and communication needs (SLCN) are under identified.

Language is complex; multifaceted and multilayered and children can be very good at hiding their language difficulties, showing other 'symptoms' that are more tangible, recognisable or easier to understand – poor literacy, poor behaviour, low self esteem and few friendships.

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### What signs may a young person with DLD show?

- They may not talk as much and find it difficult to express themselves verbally
- Their language may sound immature for their age
- They may struggle to find words or use varied vocabulary
- They may not understand, or remember, what has been said
- Older children may have difficulties reading and using written language
- Remember: Language difficulties may also be the cause for behavioral issues such as anxiety or misbehaving in class. (Bishop, 2012)

Get Healthy Talking, 2019

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### Multilingual students with DLD

- Speaking an additional language does not lead to DLD!
- DLD impacts on all languages, so will be present in a child's home language too.
- However, do not discourage them from using their home language - very important to maintain cultural identity and family links.
- Most children who speak a different home language acquire the local language well in school.
- DLD may be first noticed in school because a student is struggling to learn the school language.
- How does your student's learning compare to siblings or others from the same community who have had a similar exposure to the school language?
- It will be necessary to investigate the home language as well as school language.

RADLD.ORG

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What's typical talk at Primary?

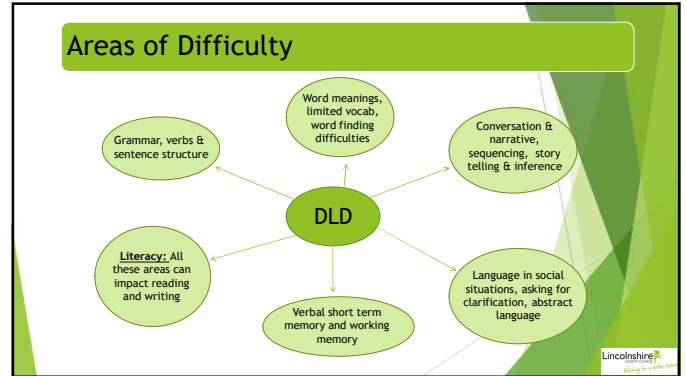
<https://shop.speechandlanguage.org.uk/collections/posters-and-information-booklets>

Universally Speaking  
The sign for copies of children's speech from 11 to 13 years

Speech, Language and Communication Programme Food for 11-14

<https://progress-checker.speechandlanguage.org.uk/>

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### And the impact...? Match the numbers....

- Children with SLCN get 5 GCSEs grade 4-9
- Youngsters in young offender institutions have SLCN
- Children at risk of exclusion have undiagnosed SLCN
- The attainment gap between pupils with SLCN and that which all pupils achieve (with and without SEN)
- Number of children with SLCN who have reading difficulties

50- 90%

46%

60%

50%+

15%

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### Further risks for children and young people with DLD & SLCN

- 2/3 of 7-14 year olds with serious behaviour problems have language impairment
- Young people with SLCN are more likely to be bullied and are more susceptible to grooming behaviours
- 40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected
- "...communication skills are the most important employability skills and a lack of them in a candidate is a deal breaker... for many employers" (Skills for life report)
- Only 25% of pupils with SLCN achieve the expected level in English at the end of KS2
- Children from low income families lag behind high income counterparts at school entry by sixteen months in vocabulary

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### Supporting SLCN & DLD in the classroom

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### Supporting SLCN & DLD in the classroom

Specialist

Targeted

Universal

- Specialist support
- Targeted support
- General strategies
- Reasonable adjustments for young people with SLCN

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## General strategies that support young people with DLD, support all learners

**Universal approaches:**


- To support understanding:**
  - Use simple language (short sentences, less complex vocabulary)
  - Use visuals and objects
  - Encourage whole class to say when they do not understand
  - Information is presented in a variety of ways.
- To support expression:**
  - Model the language or provide sentence starters
  - Explicit teaching of vocabulary and sentences
  - Allow extra time to get thoughts into words
  - Build in time for talking and listening

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## Targeted activities, strategies and advice

**Primary First Call**



<https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/resource-library/first-call>

**Secondary First Call**



<https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/resource-library/secondary-first-call>

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## Targeted strategies to support understanding:

<p><b>REPETITION → REMEMBER</b></p> <p>REPETITION REPETITION REPETITION REPETITION REPETITION</p> <p>"I'm sorry, I can't remember everything. Can you say it again please?"</p>	<p><b>EXPLAIN → UNDERSTAND</b></p> <p>?! "Can you explain what that word means?"</p>
<p><b>USE THE BOARD</b></p> <p>Ask the teacher to write important words, instructions and homework on the board.</p>	<p><b>BE A DETECTIVE</b></p> <p>Look for clues about what they are talking about. Is there a picture? What is everyone else doing? Did the teacher write anything on the board? Use a dictionary.</p>
<p><b>THINK AND CHECK</b></p> <p>If you think you know what they said but you aren't sure, check! Say "I think you said... is that right?"</p>	<p><b>'I DON'T UNDERSTAND'</b></p> <p>"I didn't understand that. Could you show me what you mean?"</p>

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## Targeted strategies to support talking:

<p><b>TALK AROUND IT</b></p> <p>If you can't think of the word, try to explain the meaning and/or say what you think the first sound in the word might be.</p>	<p><b>TAKE YOUR TIME</b></p> <p>Sometimes if we take more time, it can be easier to remember words, and think about what we want to say.</p>
<p><b>SHOW THE MEANING</b></p> <p>We don't just talk with our mouths! We use all our body to communicate. Use your hands to show what you mean, draw it or write it!</p>	<p><b>NEW WORD BOOK</b></p> <p>Try keeping a book of new words you learn about. It's like your own dictionary!</p>
<p><b>SAY THEN WRITE</b></p> <p>To help your written sentences make sense, try saying the sentence out loud or in your head first and then write down all the words you said.</p>	<p><b>PLAN WRITTEN LANGUAGE</b></p> <p>When you have lots to write down, plan out the order first and then start writing to help your written language make sense.</p>

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## Supporting vocabulary learning in the classroom:

- There is a strong link between vocabulary knowledge and academic progress.
- Research has shown there is a vocabulary gap (Hart & Risley, 2003)
- From birth - 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families.
- This talk gap explains vocabulary and language gaps at age 3
- Also linked to reading & maths achievements aged 10.
- What is the % of words known in a text to ensure reading comprehension?

50%	55%	60%	65%	75%	80%	85%	90%	95%
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- It is a massive 95%!

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## How can we support vocabulary learning in the classroom?

**Tier 3 (specialist)**  
Often taught  
Low frequency, topic specific  
E.g. reflection, refraction, dispersion

**Tier 2 (describing)**  
Rarely taught  
- Abstract, cross curricular, often descriptive, can usually be explained using easier and more familiar words  
e.g. transparent, irregular, uneven, dense, range

**Tier 1 (core)**  
No need to teach  
- High frequency words, objects  
e.g. mirror, light, glass, colour

These are the types of words which are useful to teach

Words can be classified in 3 tiers (Beck, McKeown and Kucan, 2002)

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### Targeted strategies to support vocabulary learning

**Do I know this word?** The Communication Trust

Vocabulary list	<b>Red</b> Red light words I don't know this word at all	<b>Amber</b> Amber light words I've heard of this word, I understand it but I can't use it	<b>Green</b> Green light words I know this word and I can use it in a sentence
	I need to stop and ask a question	I need to slow down and check	I can read at normal speed

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### Word map

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### Multiple meaning Tree

**negative**

- derisive (with image of a person laughing)
- Value less than zero:
 

one	two
-1	-2
3	-4

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### Word Wise Card

**WORD WISE**

Think of a meaning

Think of a sound

Think of a sentence

Adapted from © Ellis and McLachlan

**MEANING**  
Think of two things about what the word means. What type of word is it (noun, verb or adjective)? Do you know another word that means the same?

**STRUCTURE**  
How many syllables? What is the initial sound? What does it rhyme with?

**USING THE WORD**  
Write the word down. Use the word in a sentence.

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### Mind maps

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### Further interventions - DLD Bubble Toolkit

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### Checklist for support

- Is the difficulty age appropriate? Check 'Typical Talk' or 'Universally Speaking'.
- Have you tried some universal or targeted strategies or activities to help?
- Have you got plenty of information about the young person? Learning levels, observations from the classroom, language samples, speech sound record, record of recent sight and hearing tests.
- Is English an additional language for the young person? If so, have they got any difficulties in their home language?
- If a referral (SALT / ECLIPS) is needed, your SENCo will have the appropriate forms and guidance.

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### Useful Organisations

Speech and Language UK  
<https://speechandlanguage.org.uk/>

NAPLIC  
 Professionals supporting language and communication development  
<https://www.naplic.org.uk>

NHS  
 Lincolnshire Community Health Services  
<https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/resource-library>

Language for Learning  
[www.languageforlearning.co.uk](http://www.languageforlearning.co.uk)

Afasic  
 voice for life  
[www.afasic.org.uk](http://www.afasic.org.uk)

RADLD  
 RACIAL ADVISORY DEVELOPMENT OF LANGUAGE DISORDER  
<https://radld.org/>

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### Contact Us

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