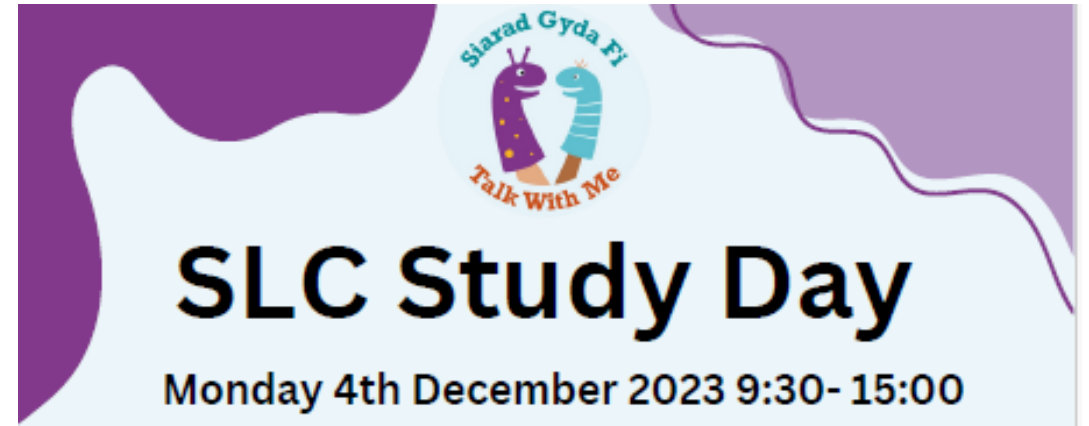




Tim Ymyrraeth Cyfathrebu
Gwasanaethau Cymorth Cyfathrebu a Synhwyrdd

Communication Intervention Team
Sensory & Communication Support Service



Developmental Language Disorder

Communication Intervention Team (ComIT)



Tim Ymyrraeth Cyfathrebu
Gwasanaethau Cymorth Cyfathrebu a Synhwyraidd

Communication Intervention Team
Sensory & Communication Support Service

The Communication Intervention Team (ComIT) are part of the Sensory and Communication Support Service (SenCom), working across the five local authorities of South-East Wales.

ComIT works in partnership with ABUHB Speech and Language Therapy service and local authority ALN/ Inclusion and EY teams.

Mary Jo Spearey
Joint Head of Service, ComIT

Carys Roberts
Speech & Language Therapist
ABUHB/ComIT

Catrin Davies
Speech & Language Therapist
ABUHB/ComIT

Rebecca Kelly
Joint Head of Service, ComIT

Hannah Kingston
Speech & Language Therapist
ABUHB



Bwrdd Iechyd
Aneurin Bevan
Health Board



Developmental Language Disorder

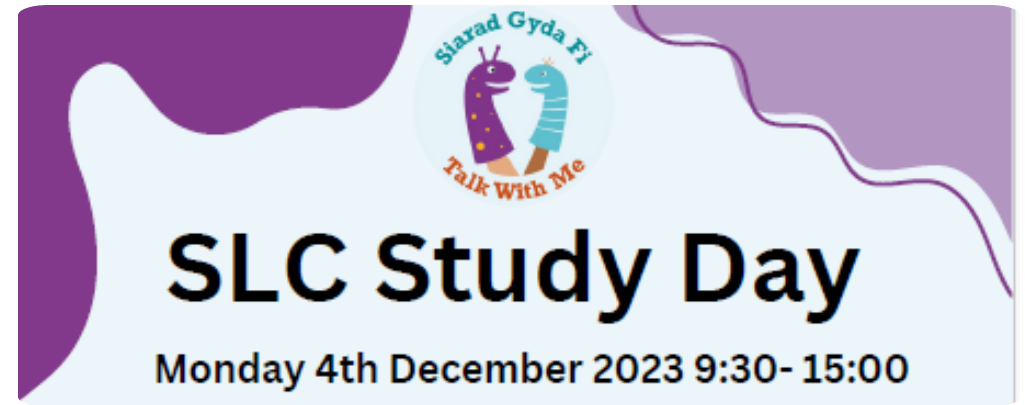
Overview of Developmental Language Disorder

Outline risk and protective factors

What should practitioners be looking out for?

What can practitioners do to help?

Overview of the ComIT DLD Toolkit

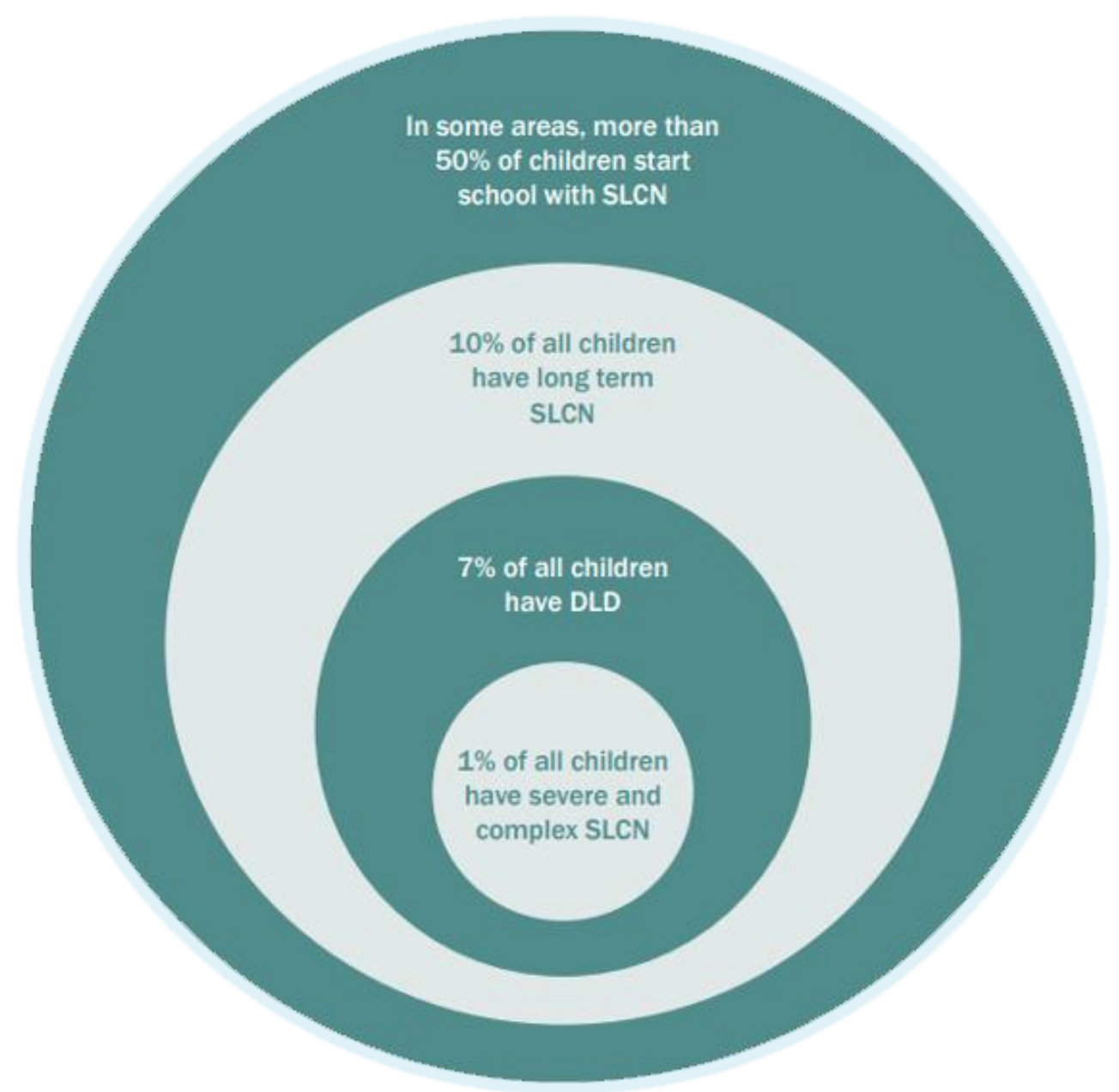


Speech, Language and Communication Needs (SLCN)

SLCN is the most under-identified Additional Learning Need, but the most common

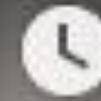
DLD = Developmental Language Disorder

10% of children have long term SLCN that needs support. Robust, early identification is essential





Darcie's story - a video about Develop...



Watch Later



Share

Darcie's story

What is the impact on Darcie?

How does this relate to children in your setting?

MORE VIDEOS

Darcie's Story – Speech and Language UK

[Developmental Language Disorder Awareness \(speechandlanguage.org.uk\)](http://speechandlanguage.org.uk)

Risk and Protective factors associated with SLCN

The report into the review of early language screening suitable for children in Wales aged 0-5 years included a summary of risk and protective factors for SLC development. These factors should be considered, together with the child's presenting skills, each time a practitioner assesses a child's SLC and their risk of developing SLCN.

Physiological Factors	Risk Factors	Protective Factors
Antenatal Factors	Premature Birth	Being born full term
Biological Sex	Male	Female
Hearing	Sensorineural hearing loss	No hearing loss
Temperament	Shy children/low sociability. Reactive temperament	Sociable, more persistent temperament

Risk and Protective factors associated with SLCN

Family and Environmental Factors	Risk Factors	Protective Factors
Maternal age	Mother aged under 30 years old at birth of first child	Mothers aged over 30 years old at birth of first child
Family history of SLCN	History of an immediate family member with Developmental Language Disorder	n/a
Socio-economic status	Low socio-economic status	n/a
Parents level of education	Low level of parental education	High level of parental education. Knowledge of child development
Quality of interaction	Limited child-directed speech. Limited exposure to varied vocabulary	High levels of child-directed speech, exposure to wide vocabulary
Book sharing	Limited exposure to books or book-sharing activities	Frequent book sharing activities and access to books
Childcare	n/a	Exposure to childcare settings and other language role models

Risk and Protective Factors in relation to SLC skills

Developmental Feature	Risk Factors	Protective Factors
Babble	Absent or limited babble	Using babble at appropriate developmental level
Gesture	Absent pointing and limited use of gestures	Use of pointing and gestures
Severity of difficulty	Receptive and expressive language difficulties. Large gap between expected level of language and level child is functioning at	Reaching developmental language milestones
Vocabulary	Limited expressive vocabulary	Wide vocabulary use
Grammatical markers	Lack of grammatical markers e.g. auxiliary verbs 'is/are' past tense '-ed' and plurals	Using grammatical structures at an age appropriate level

Things to Look Out for

In the first year	1-2 years	2-3 years
<ul style="list-style-type: none">• No babbling or other sounds by 6 months• No pointing by 15 months• No simple gestures (e.g. shakes head) by 12 months	<p>Not responding to speech and/or sounds</p> <p>Minimal or no attempts to communicate or interact</p>	<p>Minimal interaction</p> <p>Does not display intention to communicate</p> <p>Minimal reaction to spoken language</p> <p>Regression or no progression</p>
<p>At any age</p> <ul style="list-style-type: none">• Infant not engaging with parent/carers or with the environment• Parents/carers not responding to child's attempts to communicate		



Supporting Children and Young People with Developmental Language Disorder A Toolkit For Practitioners



This DLD Toolkit for practitioners was developed by The Communication Intervention Team (ComIT), with support from NAPLIC. It uses the RADLD DLD Bubble Resource which highlights areas Children and Young People with Developmental Language Disorder may have difficulty with.

The toolkit provides information, strategies, practical activities and suggested resources that can be used within the classroom to support communication development.

The digital resource is available here

[DLD Toolkit For Practitioners](#)



What is Developmental Language Disorder?



[Home](#) > [Tips and Advice](#) > [Speech, language and SEND](#)

Around 1 in 14 children are affected by Developmental Language Disorder (DLD). But many of us don't know anything about it.

Louisa Reeves from Speech and Language UK says, "It's quite common and because it can look like other things - including autism or dyslexia - it's often missed." We chatted to Louisa to find out what DLD is, the signs your child might have the condition and how you can help them.

What is DLD?

People with Developmental Language Disorder have difficulty talking and understanding language. If your child has DLD, they might mix words up in a sentence or misunderstand what you're asking them to do. A lifelong condition, it's often called a "hidden disability" because it's not always obvious that someone has DLD. Louisa says, "DLD is very common and tends to cause problems understanding words and longer sentences. For example, if you ask your child to 'run upstairs, get their shoes and pick up their jumper on the landing', they might get their shoes, but they wouldn't necessarily get the rest of the sentence."

[Developmental Language Disorder / DLD: What is DLD and how can I tell if my child has DLD? - BBC Tiny Happy People](#)

TINY *Happy* PEOPLE

Your words build their world

Developmental Language Disorder / DLD: What is DLD and how can I tell if my child has DLD? - BBC Tiny Happy People

What are the signs of DLD in children?

Some signs of DLD in children:

- Your child struggles to find the words to say what they want
- They mix their words up in a sentence
- They have a limited vocabulary
- They don't understand what you're asking them to do, or find it hard following instructions
- They're not able to say how they feel, or to express themselves
- They find it hard to tell a story and put things into a sequence of events
- They don't have the names for things: a red ball becomes 'that one' for example
- Older children might have difficulties reading
- They struggle with the idea of past, present and future
- They don't use proper grammar: 'I run' becomes 'I runned'
- They get upset when routines change
- They find it hard to make, and keep, friends
- You find yourself having to 'translate' what your child is saying for other people

What age do children get DLD?

As there is no known cause of DLD, it's hard to say when it develops. It could be that children are born with DLD, while the different ways their brains develop as they grow may also play a part. In any case, it might take a while to spot if your child has it. "Children can be good at finding ways to cope", says Louisa. "As adults, we do a lot of hand gestures and follow routines that give clues to meaning. A child knows it's dinner time as the cutlery is on the table, or that it's time to go out because you're holding their coat. If they have DLD, they can get very upset by any change to their routine because they've not understood what is expected of them or what is happening. And this is why DLD is so hard to spot - other conditions can leave children feeling upset by change too."

When is DLD usually spotted?

DLD is not usually diagnosed in children under 5. It's more likely to become obvious when they start school and when language gets more sophisticated. And sometimes it does not become clear until secondary school, as children come to hear four times as much language as they do in primary. Louisa adds, "Sometimes children can cope in primary school but it's when the language demands increase significantly at secondary school that their challenges become much more apparent."

Frustration at not being able to get their message across could be another sign. "A 2-year-old will go through a period where what they want to say outstrips their ability to say things. That's totally normal, but if that carries on and your 3-year-old is still struggling to say what they want, or other adults are struggling to understand them, it could be an early sign of DLD."

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Developmental Language Disorder / DLD: What is DLD and how can I tell if my child has DLD? - BBC Tiny Happy People

How can I help my child if they have DLD?

1. Get their attention

Say your child's name first to make sure they are listening before you give any instructions or ask them a question.

2. Use simple sentences

Help your child understand by using simple words. Children with DLD can struggle with negatives: if your child is told, 'don't run' they might miss the 'n't' part of the word. Try saying 'walk' instead.

3. Use gestures

Anything that supports your child to understand what you're saying to them will help. **Talk and use gestures at the same time.**

4. Give one instruction at a time

Stick to one idea at a time. This will help your child understand what you're asking them to do.

5. Check they've understood

Ask them to repeat back what you've said to them or asked them to do.

6. Use new words

Model language to your child by using new vocabulary. If they say, 'my wellies', you could reply, 'your blue wellies.'

7. Play language games

Help with the idea of past and future with this **teddy game** or **practise retelling stories together**. There are **lots more activities to try here**.

Diolch

Communication Intervention Team (ComIT)

sencom@torfaen.gov.uk



Tim Ymyrraeth Cyfathrebu
Gwasanaethau Cymorth Cyfathrebu a Synhwyraidd

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