

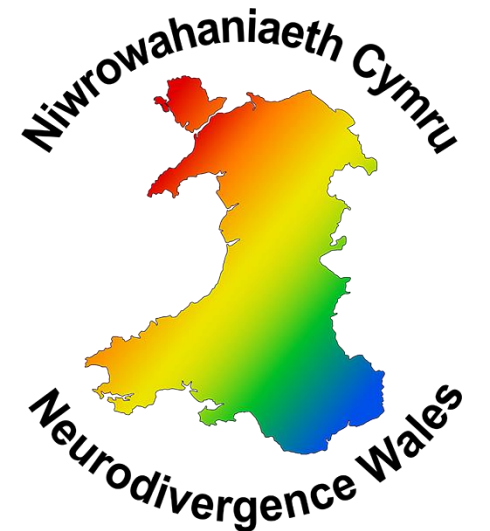
Developmental Language Disorder

Ceri Reed

18 October 2024



Parents Voices in Wales
Support Campaign Collaborate



Introduction

- Parents Voices in Wales CIC – social enterprise company
- Disconnect between families, education and services
- Neurodiversity Movement in Wales
- Advocates : neurodivergent families and/or mental health challenges
- Online community/peer mentoring groups
- Signpost/support parents and carers
- Collaborators/Trainers across whole system
- Early help and needs led approaches
- Holistic needs : cooccurrence, social, emotional and educational
- Reduce risk of poor outcomes

First Concerns – Early Years

- Passive happy baby
- Milestone concerns
- Late Sitting and Crawling
- Expressive language – grammar, vocabulary and sentence formation
- Frustrations – tantrums
- Animated communication/Impersonating characters
- Growls for no and Smiles for yes
- Pointing for desired objects
- Pronouns for Nouns - 'thing'

First Concerns - Primary School

- Below expected Reading and Writing Levels
- Copying friends work
- Classroom : Independent learning challenges – Year 5
- Social Interactions : Metaphors and Sarcasm – Year 4/5
- Literal language
- Losing confidence in learning/relationships
- Teasing/Isolation
- Not 'failing enough'
- School Anxiety and Avoidance
- Crisis/Stress



Example Responses

- Differences in opinion ie parent v school
- Attainment normal range – not meeting IQ potential
- Self Awareness of the learner
- Emotional wellbeing/social integration/team sports
- Lack of school understanding - 'not failing enough to acquire support'
- 'All children develop different rates'
- 'You are underestimating your child'
- 'Do you read enough at home?'
- 'We have therapy programmes but they are for the SRB learners'
- 'School test undertaken did not identify real concerns'
- School tests not sensitive enough - semantics

Consequences for Child/Family

- Opportunities are lost for early help – waiting times
- Emotional, Social and Educational impacts child/family
- Relationship between families and schools compromised
- Child may experience social isolation/bullying
- Family may experience EBSA
- Working parents – loss of income/emotional wellbeing
- Crisis - WL for PMH/CAMHS
- DLD is the cause of mental health challenges
- ELSA – emotional literacy
- Talking therapies approp?
- Play therapies? Art therapies?

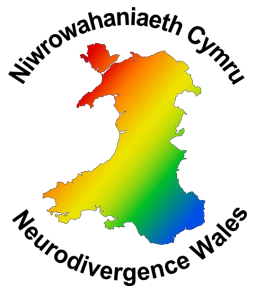
Considerations

- Root cause of the emotional challenges?
- EBSA – School Relationships, Trusted Adults, Needs Led Plan
- Parents seek private assessments
- Socioeconomic inequalities
- Reports rejected by school/LA
- SALT reports only
- Child may have other ND conditions
- We need to be more child/family centred
- Ripple effect of late support
- Support needs to start in Early Years/Primary School

“We need to stop just pulling people out of the river. We need to go upstream and find out why they’re falling in.”

-Desmond Tury

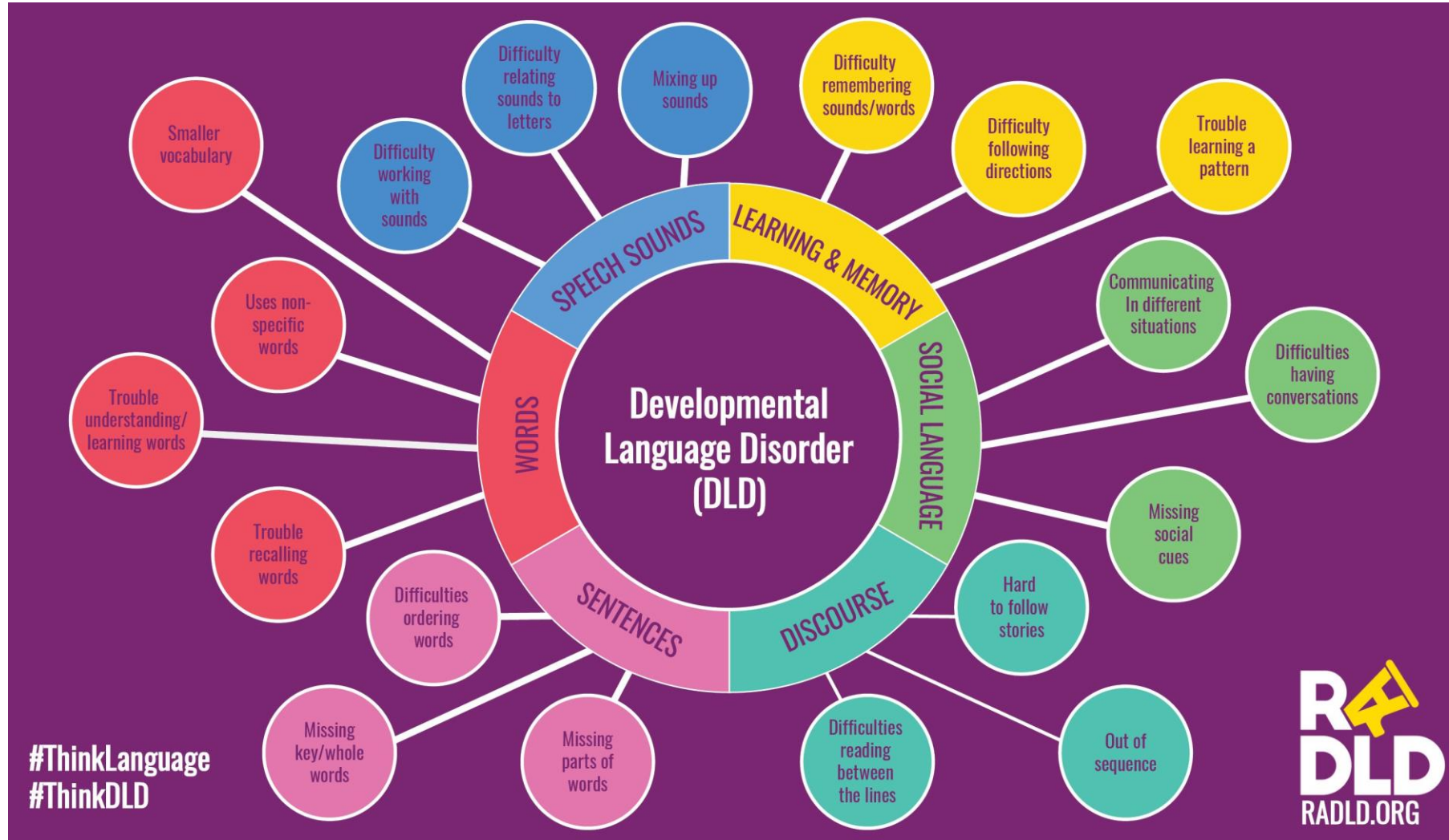
What Needs to Change?



- Raise Awareness RCSLT Wales, RADLD Campaign, Families
- Embed language programmes throughout all Key Stages
- Whole System Working ie NEST and WSA
- Needs led – PL, SLT, Third Sector
- Neurodiversity, Neurodivergence & Cooccurrence Training
- Mainstream Learners - Missing Middle
- Improving classroom practices – as though every child has DLD
- Walk in the shoes of the child – reading aloud? Oracy tests?
- Invite Parents and Carers to after school workshops
- Consider the impact of a second language – be flexible
- Consider exam concessions – quiet space? extra time? Reader? Scribe?



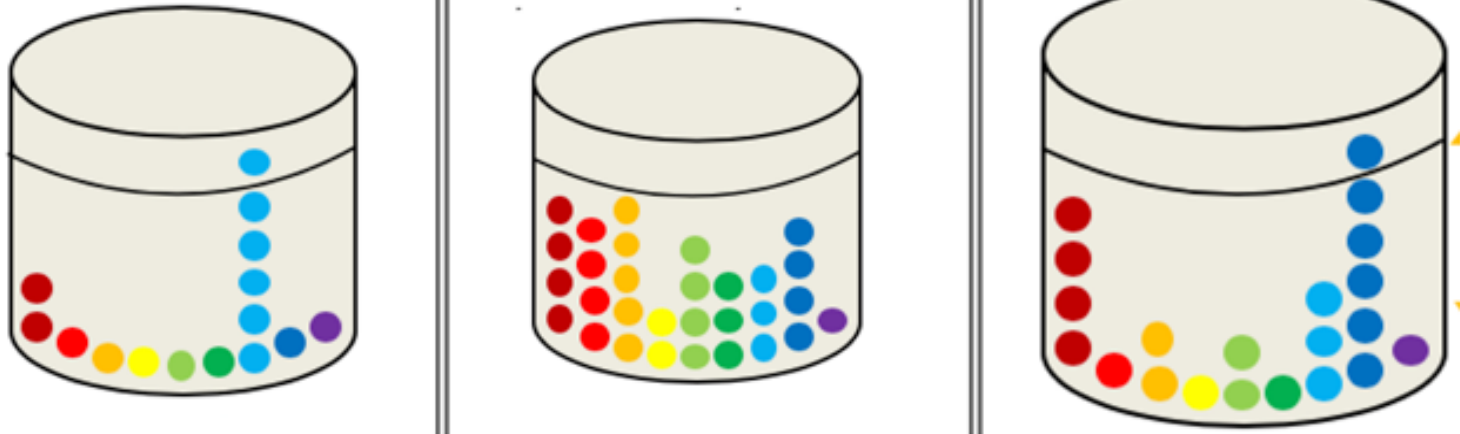
Know the Signs of DLD



#ThinkLanguage
#ThinkDLD



Cooccurrence – Rule not Exception



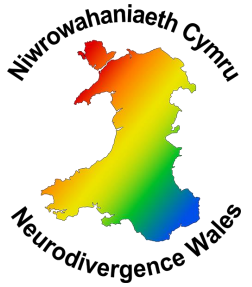
- Developmental Language Disorder
 - FASD
 - Dyspraxia
 - Dyslexia
 - Dyscalculia
 - ADHD
 - Autism
- NB : 70% of parents are ND

Learners get missed when we think about labels and not individuals

Why do we need change?

- Ripple effect impacts the whole system
- 70% of learners excluded – ADHD/DLD
- Excluded learners have a higher of NEETs, youth offending, suicide
- 60% of Inmates have been excluded from school (CJS, 2021)
- That neurodivergence is not related to IQ
- The strengths and talents are missed
- Meet needs and identify strengths
- Make strengths their main identity - wellbeing

Neurodivergent Strengths



long-term-memory

problem-solving

Adaptable clear lifelong-learner
passion

unique-views situations box see-connections

focus try-different-approaches

Analytical detail specific-abilities

joining **creative** linking-ideas

empathetic novelty life-long-learner

seeing-patterns life self-aware
researching solve

Caring good- in- emergency-settings

hyperfocus

different- thinking

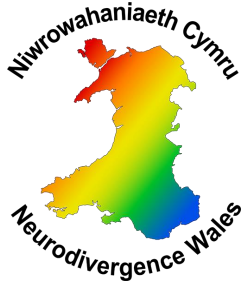
spotting-errors

- **Identify strengths**
- Name it
- Repeat it

- **Create aspirations**
- What are you good at?
- What do you enjoy?



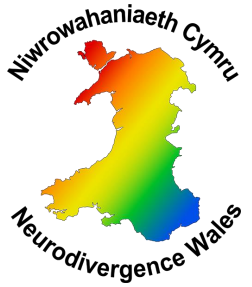
Support in the Classroom



1. Provide overview of lesson – learners will need context
2. Write clear instructions on the whiteboard – same place!
3. Give one instruction at a time – wait 10 seconds repeat
4. Provide word lists for every lesson – meanings/sample sentence
5. Check understanding regularly – discretion older learners (traffic lights)
6. Allow extra time for those who need it!
7. Be mindful that group work can be a challenge – who does the learner work/feel comfortable with best?
8. Provide examples of completed work for homework
9. Avoid choosing learners to speak/read aloud – volunteers only
10. Close lesson with consolidation



Meetings with Parents/Carers



10 tips for neuro-inclusive meetings



Share a meeting agenda and pre-reads in advance



Discuss camera use in virtual meetings



Offer multiple ways to engage (verbally, in writing)



Provide visual aids to support verbal information



Create a sensory-friendly meeting environment



Practice the six-second rule to allow time for reflection



Keep meeting size small when possible



Use specific language and avoid implied meaning



Ask for different opinions and perspectives



Capture decisions and next steps in writing

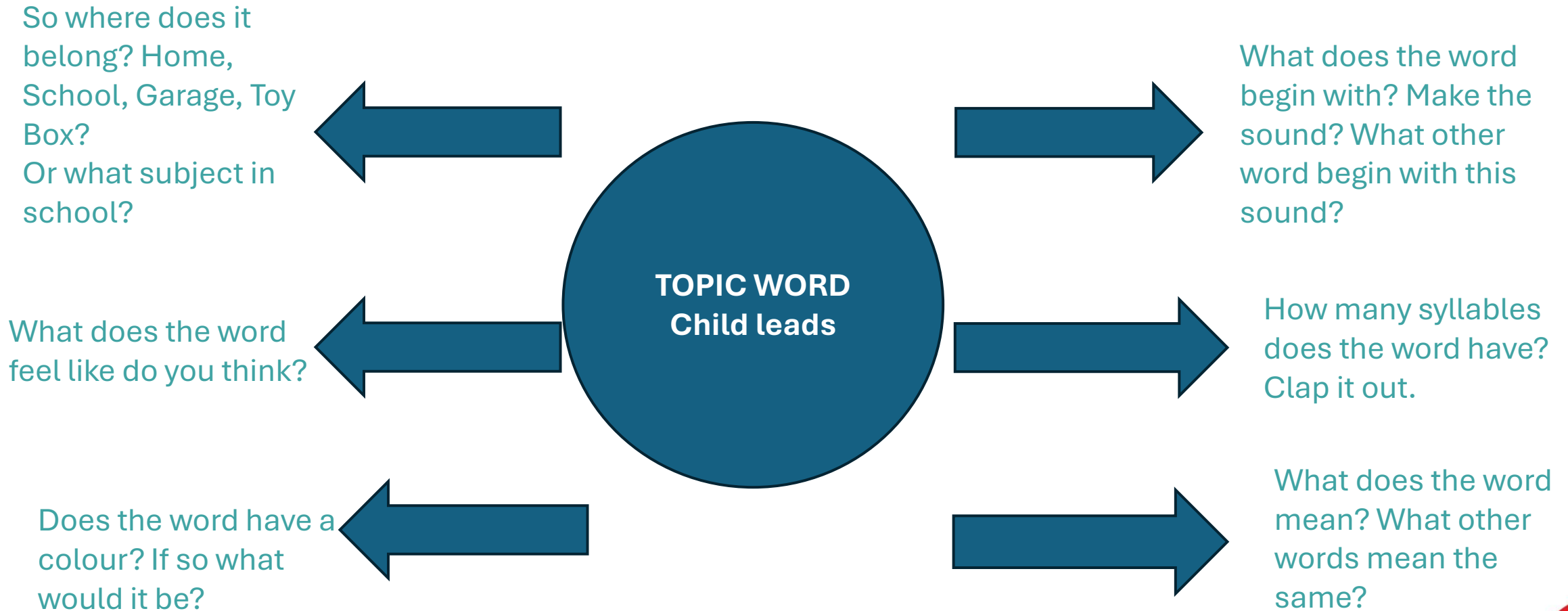
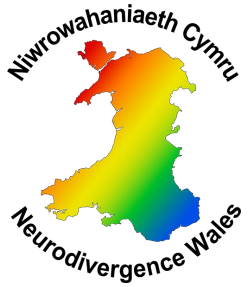
- Address the power imbalance
- Build positive relationships
- Allow advocacy/scribe
- Take breaks every 20 mins
- Check understanding and clarify
- Avoid jargon



Support at Home

- Visit the RADLD Campaign website - age related resources
- Use illustrated books for as long as possible
- Spend time explaining facial expressions, meaning of sentences
- Model language/sentences without criticism – praise often
- Explain metaphors – repeat as often as needed
- Ask for school curriculum topic words
- Use a word map to learn new words (next slide)
- Practice words repeatedly
- Praise new words being used
- Never underestimate the power of song

Word maps for DLD

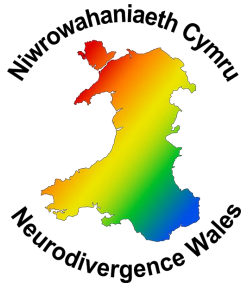


Words of Young People with DLD

Understanding that your DLD is not a reflection of your intelligence, how would you describe living with DLD?

- 'My brain works faster than I am able to talk'
- 'I can sometimes say a word to fill a gap in a sentence which might not be the right word – the right word often comes to me afterwards'
- 'I can talk to you but not always say what I really wanted to express'
- 'Trying to explain complex things can undermine my confidence as I know I am not explaining it as well as I would like'
- 'I avoid arguments because I know I won't win, I can't find the words quick enough'
- 'I don't struggle with reading but sometimes the meaning of words and sentences can be confusing'
- 'I sometimes get my words/metaphors mixed up and people laugh. Its embarrassing.'
- 'If I am upset I don't feel able to talk at all because I get frustrated and I stay quiet otherwise I will shout out of frustration'

Thank you for listening



Do the best you can
until you know better.
Then when you know
better, do better.

MAYA ANGELOU



Parent Support

- Parents Voices in Wales CIC
- Social Media @PCamhs

