



West Coast
LANGUAGE DEVELOPMENT CENTRE

CHANGING FUTURES



Supporting Students

Supporting Parents

Supporting the Wider Community

Parent Information for Exiting Students



DLD

Developmental Language Disorder

1 IN 14 people have Developmental Language Disorder (DLD), an invisible, lifelong disability.



DLD is the accepted term in English-speaking countries replacing specific language impairment, language disorder and language delay.

DLD is a diagnosis given to a person who has **difficulty talking and/or understanding language.**



Diagnosis is made by a speech pathologist however a person with DLD may need support from other health professionals.



DLD affects an individual's life, **regardless of their nationality and language.** Speaking more than one language does not cause DLD.



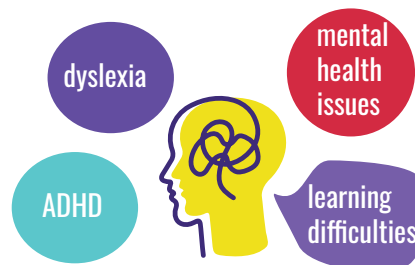
DLD has a genetic and biological basis, but **there is not a single known cause.** DLD is not caused by how parents verbally interact with their children.

**abc
123**

Children with DLD are **4 times more likely to have math disabilities** and **6 times more likely to have reading disabilities.**



People with DLD can succeed in life, with the right supports that meet their unique strengths and areas of need.



Co-occurring conditions can include **learning difficulties, ADHD, dyslexia, and mental health issues.**

Learn more about DLD at TheDLDProject.com



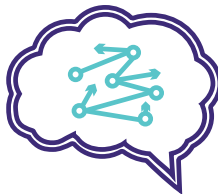
DLD

Developmental Language Disorder

SIGNS OF DLD | People with DLD will often:



find it hard to **understand words**, follow instructions or answer questions



struggle to **find the words** to express ideas



have trouble saying words in the right order, engaging in conversations or telling a story



have **difficulty** paying attention



experience **challenges** with reading and writing



struggle to **remember** what they have been told

A DLD diagnosis can lead to an individual accessing supports and highlight their many strengths such as being:

Thinkers

Creative

Social

Unique

Compassionate

Learn more about DLD at TheDLDProject.com





Helping children with language

You can help children learn words and sentences in different ways. You can model words in your own talking, share books and play together, and praise children for trying new words.



Model

Model the way words and sentences are used in your own talking.

You: *Let's put apples in the basket.*

Child: Apples in.

You: *The apples are in the basket.*

It's OK if your child doesn't say the words after you.



Recasting

Rephrase what your child says to include all the words in the right order, or to say something in a different way.

Child: Dog gone!

You: *The dog has gone!*

Where has the dog gone?



Turn taking

Take turns when you are talking and playing together.

Pause and wait for your child to take a turn using words or gestures.

You: That puzzle piece doesn't go there! It won't fit! I'll try it here.
(Pause and look expectantly at the child)

Child: It won't fit!



Reduction

Shorten your sentences so that they are the same length or a bit longer than your child's sentences.

Child: Kick the ball.

You: *Bounce the ball.* (same length as the child's sentence)

I'll bounce the ball very high. (sentence is a bit longer)



Expansion

Add on a word or phrase to what your child has said.

Child: Bird.

You: *A bird in the tree!*

A little bird.

Adding on helps children hear how the sentence can be a bit longer.



Helping children with language

The more often children hear different words and sentences in their day, the more likely they will begin to understand them and use them in their own talking.



Parallel Talk

Use words to describe what you and your child are doing.

Child: (stacking blocks)

You: *You're making a tower.*

You put a block on the top.

Putting words with daily activities helps the words make sense to children.



Binary choice

Give choices when you are offering something to your child.

You: Do you want the *red cup*, or the *green cup*?

Do you want to go on the *swing* or the *slide*?

Choices help children get their message across more clearly.



Repetition

Repeat key words often when you are playing and in daily routines.

You: Put your socks *on* first. Now one shoe *on*, and two shoes *on*!
Hats *on*, and we're ready to go!

Repeating gives children lots of chances to hear important words.



Praise

Praise your child for trying new words and sentences.

You: Great describing words.

I heard all of your words in that sentence, well done!

I like how you said...

Good trying!



Practice

Children benefit from opportunities to hear and practice talking as part of their day. Use words and sentences when you are:

Playing together,

Sharing books, and

At home (e.g., meals) and **out and about** (e.g., at the park).



General Strategies to Support Language Development

- **Provide processing time** for students to support their comprehension and expression. Students with language difficulties often need more time to process language to understand, and to formulate their message for talking.
- **Model** correct grammar and sentence structure during everyday interactions.
 - If the student makes an error (e.g. “*It is him*” or “*The dog walk*”), model the correct sentence structure (e.g. “*It is his*” or “*The dog walked*”).
 - Try to model the correct structure lots of times (e.g. “*It is his... It is his hat... His hat is blue” or “*The dog walked... The dog walked to the beach... he walked slowly*”).*
- **Repeat information** (such as learning content and instructions) multiple times to support understanding and learning.
 - Revise learning content regularly to support learning and consolidation of learning in long-term memory.
- To help with **following instructions**:
 - **Repeat** the instruction and ask the student to say it back to you.
 - For example ““*You need to get your maths book and then put it in your bag. What do you need to do?*””.
 - **Reduce the length** of the instruction.
 - You can do this by reducing the number of words, and/or reducing the number of steps that the student needs to do to carry out the instruction (i.e. instead of saying an instruction which includes three steps to carry out, reduce it to include one or two steps).
 - For example, “*Get your pencil case, find your backpack, and put your work on my desk*” could be reduced to “*get your pencil case and find your backpack*”. Once the student completes the instruction, say the next part of the instruction – e.g. “*now put your work on my desk*”.
 - **Choose simpler vocabulary and concepts**. For example, “*before you go to the bathroom, put your reading books away*” can be simplified to → “*put your reading books away and then go to the bathroom*”).
- It is useful to use **visual support** (e.g. pictures, drawings) to help the student to follow instructions and everyday routines, understand new words and stories, and to support their learning.
 - Use visual supports alongside **explicit modelling and examples** of learning tasks.
 - If students need to follow a number of instructions and you are not able to reduce / simplify them, try using visual support (e.g. simple drawings and/or



key words numbered to show steps) to help students to carry out all the steps of the instructions.

- **Provide a choice** if the student does not know an answer to a question or makes a grammatical error.
 - Provide the correct choice last (this highlights it to the student) - e.g. *“Is it a lion or a tiger?”* or *“Is it he or she?”*.
 - Follow up by modelling the correct word or structure throughout your everyday classroom routines.
- **Explain what ‘new’ words mean** (‘new’ words are those that the student may not have heard before – e.g. *hibernate, soggy, compare*).
 - When possible, link the word to the student’s experiences (e.g. *“Remember when your drink bottle spilt on your sandwich? The sandwich was soggy”*).
 - Follow up by repeating the word during everyday interactions (the student may need to hear the word about 30 times before they can understand and use it).
- **Share books** with students. Engage in discussions about books, so that you turn reading into an interaction.
 - Share the same book more than once.
 - Make comments by saying something about the book.
 - You can do this by commenting on the **pictures** (e.g. *The castle is enormous*), **new words** (e.g. *Terrified... that means really scared!; soggy... that means really wet*), and **thinking aloud** (e.g. *I think.... or I wonder...*).
 - Ask questions about the book.
 - You can do this by asking a **literal question** (something the student has heard or can clearly see – e.g. *Where is the spider?*) or an **inferential question** (the student will need to ‘link’ information – e.g. *How do you think the spider feels now? Why do you think so?; What is the spider’s problem?*).

More information on DLD (Developmental Language Disorder) can be found on these websites:

- Raising Awareness of Developmental Language Disorder
<https://radld.org/>
- The DLD Project
<https://www.thedldproject.com>
- This is DLD – tips from an adolescent with DLD
<https://sites.google.com/view/thisisdld/home>
- DLD and Me
<https://dldandme.org/>
- Supporting Developmental Language Disorders in the classroom (Youtube video)
<https://www.youtube.com/watch?v=PKegRIHFqH4>



Frequently Asked Questions

Mainstream classes

Mainstream classes are larger than LDC classes, and they have less in-class support. Most mainstream schools do not have the in-school expertise of speech pathologist. Students who have attended an LDC may take some time to learn about how to operate in the larger environment with more complex social dynamics. They may find the expectations for independent work difficult. If your child experiences difficulties it is important that you speak with the class teacher. Most of the students exiting the LDC will need either a Group or Individual Educational Plan (IEP) that details some key goals and strategies.

What information will be sent to schools?

Once we have received the appropriate transfer notice from your child's mainstream school at the start of 2024, all the key information that has been provided to you will be sent to their mainstream school. This includes the Students at Educational Risk (SAER) File. In that file are all the oral language rubrics, speech pathology report, case conference notes and other key information collated during the LDC placement.

An exit letter outlining key information about LDC programs and strategies will be sent to schools late in term 4.

What information will be sent/given to parents?

- Term 4 school report including rated SEN goals and grades will be sent out on Connect in week 10.
- Speech pathology report outlining the results of a standardised language assessment (CELF). This will include an age comparison for a variety of language skills.

What support can schools access?

All teachers of exited students will be invited to a Transition Workshop during term one of next year. At this workshop participants will be taken through what Developmental Language Disorder is, the impact DLD has on learning and strategies used within the LDC that can also be used in mainstream.

Government primary schools can also access our Outreach Service (see flyer). If schools have applied for school-based services then the Outreach team Support Officers can provide consultancy support to teachers of ex LDC students.

How can you support your child?

Read the social story, if needed, and perhaps over the Christmas break or weekends visit your new school to familiarise your child with the ground's layout.

Make sure you do lots of activities with your child. Involve them in your daily activities (cooking, cleaning, gardening, making things). Talk about what you are doing – 'think aloud'. Read books to your child and ask open-ended questions that encourage them to give longer answers. It is important that you talk about words and concepts and encourage your child to take turns in conversations. Above all, make it fun!



For Mainstream Teachers, EAs and School Psychologists

WEST COAST LANGUAGE DEVELOPMENT CENTRE – Working Together to Change Futures

Professional Learning Sessions 2024: Dates for your Diary

EVENT	PL Date	Time	Registration Closing Date
Language Leadership Series – North Metropolitan <i>Building Oral Comp & Links to Early Literacy</i> <i>PA, Early Literacy & Morphology</i> <i>Vocabulary & Semantics</i> <i>Narrative Macrostructure</i> <i>Narrative Microstructure (Grammar & Syntax)</i> <i>LBU & Presentations</i>	Thursdays: 14 March 2 May 6 June 1 August 5 September 24 October	8.30 – 3.45pm	1 March
District Series			
Rainbow Assessment Tool (RAT) Phonological and Phonemic Awareness Assessment Education Department Endorsed	22 February (Th)	3.45 - 5.45pm	16 February
PA to Phonics What's next after RAT-R assessment? <i>Defines phonological awareness, phonemic awareness and synthetic phonics. Teachers are supported to develop their own early literacy skills and are provided with many practical strategies and assessment for use in the classroom.</i>	15 February (Th) 29 February (Th)	3.45 - 5.45pm	2 February
Developmental Language Disorder Series (2 sessions) What is DLD?	11 March (Mon)	3.45 - 5.45pm	1 March
Supporting students with DLD	29 April (Mon)	12.30 - 5.00pm	19 April
Articulation and Phonology <i>Looking at typical development for speech sound production in young students. Possible areas of difficulty; and possible strategies to support children with speech difficulties.</i>	May (Date TBA)	3.45 - 5.45pm	May (Date TBA)
Boosting Language with Book Sharing <i>Effective Strategies for Teachers</i>	July August (Dates TBA)	3.45 - 5.45pm	July August (Dates TBA)
Grammar (syntax) – How oral syntax competency impacts on literacy outcomes.	23 April & 7 May 20 Aug & 3 Sept	3.45 - 5.45pm	28 March 9 August
Vocabulary <i>Explicit Instruction for the Classroom</i>	30 July	3.45 - 5.45pm	19 July
WCLDC Transition to Mainstream	21 February (W)	8.30 - 3.00pm	9 February
Resource Series			
Kindergarten Assessment Tool (KAT)	Fridays 8 March 17 May (WebEx) 29 November	8:30 - 3:30pm	2 March 11 May 23 November
Literature Based Unit – The Big 6 <i>Looks at the importance of literature and stories in building language and literacy skills; including, vocabulary, grammar, phonological awareness, narrative and writing in an integrated way. Participants will use a text to produce their own literature based unit.</i>	Fridays 10 May 13 September	8.30 - 3.30pm	3 May 6 September
Graduate Teacher Series			
Newly graduated teachers <i>will learn about the foundations of oral language and early literacy. The critical aspects underpinning their teaching, this series will be informative and practical. The two half-days will be held in the school holidays.</i>	11 & 12 April	9 - 1.00pm	28 March

Communication Profile

Parent name/s:

About me...

Things I'm good at...

What helps me...

I have Developmental
Language Disorder, or DLD.
DLD means...

Add
Photo
Here

.....'s
Communication
Profile

Things that are hard for
me...

Suggested Websites and Videos

Look at the Raising Awareness of Developmental Language Disorder (RADLD)
- <https://radld.org/>

See the I Can charity's DLD Guide for Teachers
<https://ican.org.uk/educational-support-for-children-with-developmental-language-disorder-dld/>

RADLD – Harry
<https://www.youtube.com/watch?v=J2eR0Te6wFA>

My Speech & Me by Lavinia Scott
<https://www.afasic.org.uk/about-talking/what-is-the-impact-of-having-slcnn/the-impact-various-factors/>
In this animation Lavinia tells us what life was like for her as she grew up. There are things she found hard and her communication disability can restrict her but doesn't stop her.

Talking About Our Lives - Afasic
<https://www.afasic.org.uk/about-talking/what-is-the-impact-of-having-slcnn/the-impact-various-factors/>
Watch this film about Chris, who tells us about his life. At the end he has an important message for other young people with speech, language and communication difficulties.

Lily Farrington's Amazing Developmental Language Disorder Animation
https://www.youtube.com/watch?v=rwOfkj0dj_0
In this animation Lily explains what DLD is and how it feels to have DLD.

Supporting Developmental Language Disorders in the Classroom (Western DLD)
<https://www.youtube.com/watch?v=PKegRIHFqH4&list=PLhFDDAI-odXWPKP-FRoXViaR49nW6GTsFY&index=4>
Explains strategies for teachers to support students with language difficulties and DLD.

PARENT LITERACY WORKSHOP LINKS

Parent Workshop Session 1- Reading
<https://youtu.be/SFejbdMw8G>

Session 2- Spelling
<https://youtu.be/iIFi6Qogw28>

Session 3- What to do with Books
<https://youtu.be/28Nf1KxrUQk>



West Coast Language Development Centre

Contact us

P: 9407 3050

W: westcoast ldc.det.wa.edu.au

E: westcoast ldc@education.wa.edu.au