

## Speech and Language Therapy Service in Hackney

Children and young people with DLD in Hackney may be able to access extra support from Speech and Language Therapists and Specialist Teachers.

### Who to contact

Pre-school children can be seen by a Speech and Language Therapist in the Early Years Team at nurseries or in Children's Centres.

Children and young people who are full-time in Hackney schools are seen by their school's Link Speech and Language therapist and can be referred via the school's SENCO.

## Our contact details

### Speech and Language Therapy

Tel: 020 7683 4262

Email: [huh-tr.sltinfo@nhs.net](mailto:huh-tr.sltinfo@nhs.net)

Web: <http://gethackneytalking.co.uk/>

Twitter: @HackneyTalk

Facebook:

<https://www.facebook.com/gethackneytalking/>



Did you know that **DLD is predicted to affect 7% of children and young people** in the general population?

This is more common than autism, however, DLD is not as widely known about.

# Developmental Language Disorder (DLD)

## Primary Teacher information leaflet



# What is DLD?

- DLD stands for *Developmental Language Disorder*. Having DLD means that you have **significant, on-going difficulties understanding and/or using spoken language, in all the languages you use.**
- There is **no single known cause** of DLD which can make it hard to explain. DLD is **not caused** by emotional difficulties or limited exposure to language.
- A young person with DLD **may also have other difficulties**, such as, Attention Deficit and Hyperactivity Disorder (ADHD), Dyslexia and/ or speech sound difficulties.
- DLD is **not caused** by other medical conditions, such as, hearing loss, physical impairment, Autism, severe learning difficulties or brain injuries.  
However, these children and young people with these difficulties may also have a Language Disorder.

## What signs may a child with DLD present with?

- Difficulty **understanding instructions and information**
- Limited **vocabulary** or difficulties **finding words**
- Difficulty understanding **puns, idioms, jokes, sarcasm, slang** and **non-literal language**, e.g. Keep an eye on it, give me a hand.
- Difficulty **thinking flexibly**
- Difficulty **remembering what has been said**
- Difficulty **paying attention** in class
- Difficulty **learning to read** and **de-code texts**.
- Difficulty **making friends** and **maintaining friendships**
- Difficulty **understanding and managing emotions**
- Difficulty **telling narratives** (e.g. saying what they did during the day or what happened at break time)

**Remember:** Language difficulties may also underlie **behavioral difficulties** such as **low self-esteem, anxiety** or **misbehaving in class**.

DLD can look **different** in different individuals and their specific skills may change with time.

## How will this affect my students?

- DLD is a **long term** condition that can have a big impact on a child's **learning and achievement** at school.
- Children with DLD are at risk of **reading difficulties** when they reach school age.
- Sometimes DLD can affect children's **social interaction skills** and their ability to make and keep friends.
- Children with DLD usually learn and understand better through **visual and/or practical methods**, rather than verbal methods. For example, they may understand a story better if they **watched it being acted out**, or learnt through multi-sensory experience.

Children with DLD may have **strengths in more practical subjects** such as Physical Education, Design & Technology and Art.



## How can you support your pupils with DLD?

- **Get the child's attention** - say their name before asking questions or giving instruction so they know they have to listen
- **Use visuals** – visual cues (such as gestures and pictures, acting things out) will help them understand and remember information
- **Use simple sentences and short instructions** – keeping the information short and simple will help your child understand it and remember it
- **Check they have understood** instructions or new information
- **Give the child time** – the child may need more time to think, find their words and express themselves.
- **Praise their effort** and **acknowledge** what they have to said, to support their confidence in speaking.
- **Encourage the child to communicate with you** however they can, accept gesture, pointing, facial expression