

DLD by any other name

- ✓ Specific language impairment (SLI)
- ✓ Language delay
- ✓ Developmental dysphasia.

Myth or Facts

1. Myth or Fact: DLD is a neurodevelopmental disorder that makes talking and listening difficult.
2. Myth or Fact: It is 50 times more prevalent than hearing impairment and five times more prevalent than autism.
3. Myth or Fact: 25 percent of children with DLD have at least one family member with the disorder. In addition,
4. Myth or Fact: Other potentially related neurodevelopmental disorders, such as dyslexia or autism, are more common in the family members of a child with DLD.
5. Myth or Fact: There is a cure for DLD.
6. Myth or Fact: Most teachers will never have a student with DLD in their classroom.
7. Myth or Fact: Boys with DLD are 4 times more likely to engage in delinquent behavior.

Facts

1. & 2. Fact:
 - ✗ DLD is a neurodevelopmental disorder that makes talking and listening difficult.
 - ✗ 50 times more prevalent than hearing impairment
 - ✗ 5 times more prevalent than autism
3. Myth
 - ✗ Significantly more than 25%! 50-70% have at least one family member with DLD

4. Fact

Other potentially related neurodevelopmental disorders, such as dyslexia or autism, are more common in the family members of a child with DLD.

- Students with DLD may also demonstrate deficits in domain-general cognitive abilities such as working memory and other executive functions ([Archibald & Joanisse, 2009](#); [Ebert & Kohnert, 2011](#); [Im-Bolter et al., 2006](#); [Montgomery et al., 2010](#)).

Additional Facts

- ✗ 4 out of 5 children with identified emotional and behavioral problems may have unidentified DLD (Hollo Wehby, & Oliver, 2014; Benner, Nelson, & Epstein., 2002)
- ✗ They are six times more likely to experience clinical levels of anxiety and three times more likely to have clinical depression.
- ✗ 1 out of 14 students will have DLD.
 - Classroom of 28 will have 2

- ✗ Boys with DLD are 4 times more likely (than girls) to engage in delinquent behaviors
- ✗ Adults with DLD are twice as likely to go over a year without employment

Myths or Facts

5. Myth

There is no “cure.” Intervention is the Key!

6. Myth

1-14 students will have DLD, so a teacher is likely to have 2 in a classroom

7. Fact

Boys with DLD are 4 times more likely to engage in delinquent behaviors

Diagnostic Criteria (ICD 11)



Characterized by persistent deficits in the acquisition, understanding, production, or use of language (spoken or signed).

6A01.



Are not explained by another neurodevelopmental disorder or a sensory impairment, or neurological condition, including the effects of brain injury or infection.

DSM V (2013)

Continues to use the term language disorder

315.39
(F80.9)

“persistent difficulties in the acquisition and use of language across modalities (i.e., spoken, written, sign language, or other) due to deficits in comprehension or production” and language abilities that are “substantially and quantifiably” below age expectations.

Exclusions

- . Autism spectrum disorder (ICD 11 code: 6A02)
- . Diseases of the nervous system (8A00-8E7Z)
- . Deafness not otherwise specified (AB52)
- . Selective mutism (6B06)

DLD and Learning

Students with DLD are more likely to be diagnosed with a learning disability

- X Translating letters to sounds (phonemic awareness)
- X Writing: grammatical errors, limited vocabulary, comprehension and organizing thoughts
- X Math story problems due to language
- X May show signs of dyslexia
 - o By adulthood, 6x more likely to be diagnosed with reading and spelling disability
 - o 4 x more likely to be diagnosed with dyscalcula

DLD and Attention

- X Difficulty with attention for selective and sustained attention but not for alerting and orienting (auditory sustained attention)

DLD and Autism

Overlap between DLD and autism is approximately 2.3% (overall prevalence of DLD is 7.6%).

This subgroup of autism demonstrate:

- X Social difficulties
- X Difficulty expressing thoughts and understanding other's speech
- X Difficulty with nonverbal communication
- X Difficulty with prosody

Symptoms of DLD

- DLD usually late talkers that persists

Overall

- May have better receptive language than spoken language, but still subtle receptive difficulties

Symptoms of DLD

- Difficulty with verb endings and syntax (morphosyntax)
- Difficulty with higher order language skills (supralinguistic)
- Difficulty with reading due to difficulty with phonological/phonemic awareness

Symptoms of DLD

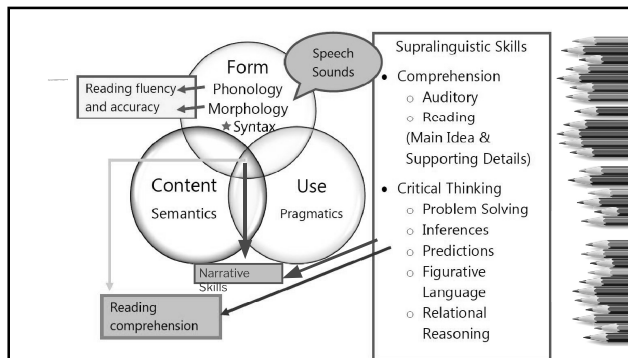
- Difficulty with word finding/retrieval
- More passive in conversations
- Difficulty with narrative development
- Difficulty with language expectations in college
- As adults, employment options may diminish
 - Avoidance of highly verbal fields
 - Difficulty negotiating
 - Difficulty speaking in meetings

Typical Symptoms

Young Children (K and younger)	Older Children (School aged)
<ul style="list-style-type: none">□ Decreased babbling□ Late talker□ Difficulty following developmental directions□ Reduced Mean Length of Utterance (MLU)□ Decreased vocabulary acquisition□ Difficulty with grammar□ Delayed morphology (inflections)□ Difficulty communicating wants and needs□ Difficulty with simple conversations□ Difficulty with preacademic skills	<ul style="list-style-type: none">□ Decreased morphosyntax□ Grammatical errors persist□ Difficulty acquiring high utility vocabulary (Tier II)□ Retrieval difficulties□ Difficulty with figurative language□ Difficulty with higher order language skills□ Difficulty with working memory□ Delayed narrative development□ Difficulty getting the gestalt (main idea)□ Difficulty with phonemic awareness leading to reading and spelling difficulties

Assessment

5 Domains of Language (including retrieval)
Supralinguistic Skills
Executive Function
Narrative Development



Executive Skills (Dawson and Guare, 2023)	
Foundational Skills	Advanced Skills
Response Inhibition Strategy: Begins developing around 6 months of age	Planning and Prioritizing Strategy: Plan with students instead of for students.
Working Memory Strategy: Pair verbal with visual	Organization Strategy: Support students with creating and maintaining organization
Emotional Control Strategy: Acknowledge how the student feels	Time Management Strategy: Practice time estimation
Flexibility Strategy: Help student find a plan B Resource: Decision Making Guide https://www.lead4ward.com/decision-making/decision-making-guide/	Goal Directed Persistence Strategy: Support the student in setting small goals that are obtainable.
Sustained Attention Strategy: How long can you work before you need a break?	Self Monitoring The ability to think through one's actions and override immediate demands.
Task Initiation Strategy: Have student make a plan with a start time.	Metacognition Use a situation that has occurred to self-monitor and evaluate oneself.

Diagnosis of DLD

- ✗ Persistent language difficulties
- ✗ Impact everyday interactions or school/learning

Possible Tests

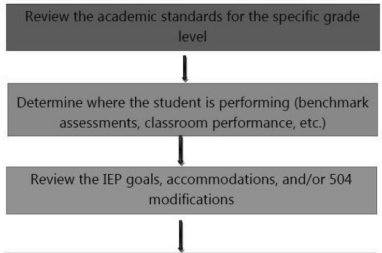
Vocabulary ROWPVT 4/ROWPVT 4 EVT 3/PPVT 5	Retrieval • Test of Word Finding 3 Vocabulary measure to assess any discrepancy between receptive and expressive with receptive higher
Morphosyntax • an unedited written sample of the students • Language Sample (see resource below) • Standardized subtests for syntax and/or morphology • Analyze any assessment given for verb voice and clause structure	Phonemic Awareness • TAPS 4 (word discrimination, phoneme deletion and phoneme blending) • Lindamood Auditory Conceptualization Test 3rd Ed • Phonological Awareness Test 2 • Phonological Awareness Skills Screener (free online) • Test of Integrated Language and Literacy Skills (TILLS) Phonemic awareness subtest
Pragmatics Assessing the cognitive linguistic skills needed: • Social Developmental Test (Elementary and Adolescent) • Pragmatic Language Skills Inventory • Social Emotional Evaluation (SEE) • Children's Communication Checklist • CELF 5 Pragmatic Profile • RESCA-E	Higher Order Language Skills • TAPS 4 (auditory comprehension) • Listening Comprehension Test 2 (main idea, details, vocabulary, reasoning, interpretation of information) no visual support • Listening Comprehension Test Adolescent • Test of Problem Solving 3

Executive Function <ul style="list-style-type: none"> Executive Functions Test Elementary Function (BRIEF) NEPSY II Executive Skills Questionnaire for Students (Dawson and Guare) Executive Skills Questionnaire for Parents (you can find online or in Executive Skills in Children and Adolescents 3rd ed Dawson & Guare) TAPS 4 (sentence memory) Michigan Memory Test for Unrelated Sentences (in the Source for Stuttering and Cluttering and on Margo's website) Phonological Short Term Memory <ul style="list-style-type: none"> CTORP 2 Nonword Repetition Tasks https://www.lead4ward.com/nonword-repetition-tasks/ 	Language Sampling As the student is retelling a story, language sample should be documented. It can then be analyzed to determine current language skills. Apps <ul style="list-style-type: none"> Peter and the Cat Narrative Assessment by Black Sheep Limited Ages 5-9 Squirrel Story Ages 3-6 Systematic Analysis of Language Transcripts (SALT) software (\$209) www.saltsoftware.com Sampling Utterances and Grammatical Analysis Revised (SUGAR) Language https://www.sugarlanguage.org/ Collect, transcribe, and analyze a 50-utterance child language sample Computerized Language Analysis (CLAN) (MacWhinney, 2000) https://dali.talkbank.org/clan/ https://talkbank.org/macwhinney/CLAN.qdl/
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Dynamic Narrative Assessment
See Margo's website for assessment

Overall
Standardized language test to provide information on the 5 domains of language

Building Goals around Standards



Review the classroom materials and analyze instructional style

Collaborate by Choosing a Model of Collaboration

Design and implement goals and interventions

Power-deFur and Flynn, 2012 AshaWire, Unpacking the Standards for Intervention
<https://pubs.asha.org/doi/10.1044/sbj13.1.11>

SMART GOALS

Specific, Measurable, Attainable, Relevant, and Timed

Specific

state exactly what the student needs to do, including the setting and what accuracy they should achieve

Measurable

Quantifiable

SMART GOALS

Specific, Measurable, Attainable, Relevant, and Timed

Attainable

realistic and feasible within the specified time period

Relevant

Lead to student success in a multitude of environments

Timeframe

Sample Goals

Morphology

(Timeframe), ____ will use (list the inflection or derivations to be targeted) in (phrase/sentence/conversation) (setting) in 8/10 of the opportunities with (minimal / moderate / maximal cues/) in speaking, listening, reading, and writing.

Phonology

(Timeframe), student will increase phonological awareness skills in order to understand and express (choose rhyming, blending, segmenting, manipulation) in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Sample Goals

Syntax

(Timeframe), student will identify subject and predicate within a sentence skill in order to understand the main idea of a sentence in 8 out of 10 opportunities with minimal cueing structured tasks as demonstrated through speaking, reading, and writing in the classroom.

(Timeframe), student will increase (clause structure: compound sentences/complex/compound-complex, adverb, preposition, relative clauses) skills in order to understand and express in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Sample Goals

Semantics

(Timeframe), ____ will use (Tier I low content/high frequency basic vocabulary including basic concepts (adjectives), nouns, verbs, Tier II high content/low frequency, Tier III curriculum based) in (phrase/sentence/conversation) that will be heard or seen in a variety of context in 8/10 of the opportunities with (minimal / moderate / maximal cues/) for speaking, listening, reading, and writing.

(Timeframe), ____ will quickly and accurately retrieve (Tier I low content/high frequency basic vocabulary including basic concepts (adjectives), nouns, verbs, Tier II high content/low frequency, Tier III curriculum based) in (phrase/sentence/conversation) that will be heard or seen in a variety of context in 8/10 of the opportunities with (minimal / moderate / maximal cues/) for speaking and writing.

Sample Goals

Pragmatics

(Timeframe), student will take a listener, character, or author's perspective in 8 out of 10 opportunities with minimal cueing structured tasks as demonstrated through speaking, reading, and writing in the classroom.

(Timeframe), student will understand and maintain a topic and appropriately topic shift in 8 out of 10 opportunities with minimal cueing structured tasks as demonstrated through classroom opportunities.

Sample Goals

Supralinguistic Skills

This would include any goals for obtaining the main idea, most important details, making predictions, inferences, understanding figurative language in spoken or written language. This could also include goals that would appear to be more executive function such as planning, organizing, flexibility in thinking, metacognition.

Example

- ☐ Student will analyze the ____ (choose: theme, plot, characters, conflict, conflict resolution) by examining methodically to interpret the element (choose: plot, character, conflict, conflict resolution) with ____ (minimum/moderate/max) assistance during retell of an age appropriate fiction in 8 out of 10 attempts in ____ time period.

Sample Goals

Executive Skills


- ☐ Student will (Choose executive skills in the order that the student has difficulty) (minimum/moderate/max) assistance during therapy and classroom activities 8 out of 10 attempts in ____ time period.

Foundational Skills	Advanced Skills
Response Generation Strategy: Plan verbal with visual	Planning and Monitoring Strategy: Plan with student instead of for them
Working Memory Strategy: Plan verbal with visual	Organization Strategy: Support students with meeting and monitoring organization
Attentional Control Strategy: Acknowledge how the student feels	Time Management Strategy: Practice time allocation
Flexibility Strategy: Help student find a plan B Assess student making trade-offs negotiate consequences/alternatives	Goal Directed Problem Solving Strategy: Support the student in setting small goals that are achievable
Strategic Attention Strategy: How long can you work before you need a break?	Self-Monitoring Strategy: How often do you check your work and make corrections?
Task Initiation Strategy: How often does a plan with a task time	Self-Motivation Strategy: How often do you check your work and make corrections?

Conclusion

Developmental language disorder (DLD), (AKA: specific language impairment),

- ☐ communication disorder that interferes with speaking, listening, reading, and writing
- ☐ not explained by other conditions, (hearing loss, autism, or lack of exposure to language or learning experiences)
- ☐ DLD affects at least 1 in 14 students upon entering school. (1-2 students in a classroom)
- ☐ Understanding and treating DLD leads to student success in a variety of environments.





listening writing thinking speaking

DLD: Myths, Facts, Assessment & Goals

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