

DLD by any other name

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

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.

Facts (National Institute on Health)

- ✗ 1 in 14 students will have DLD
- ✗ 50 times more prevalent than hearing impairment
- ✗ 5 times more prevalent than autism
- ✗ May demonstrate difficulty with working memory and other executive functions
- ✗ 4 out of 5 identified as emotional/behavioral issues may have an unidentified DLD
- ✗ 6 times more likely to have anxiety
- ✗ 3 times more likely to have depression

Review: Specific components that may be impaired

from
page 73

- ✗ Perceive, discriminate, and manipulate phonemes (phonemic awareness)
- ✗ Language rules (morphosyntax)
- ✗ Convey the meaning of words and sentences (semantics).
- ✗ Narrative development
- ✗ The ability to carry on a conversation (conversational discourse)
- ✗ Social contexts (pragmatics)
- ✗ Higher order language skills to make inferences, understand verbal humor and resolving ambiguous

- ✗ Language abilities are markedly below what would be expected for age.
- ✗ The onset of language difficulties occurs during the developmental period, typically during early childhood.
- ✗ Language deficits result in significant limitations in communication, with functional impact in daily life at home, school, or work.

Additional Clinical Features

- ✗ May have discrepancy between verbal and nonverbal
- ✗ Frequently cooccurs with other neurodevelopment disorders (SSD, learning, ADHD, Autism, Developmental Motor Coordination)
- ✗ Often genetically linked
- ✗ May have chromosome abnormalities

DLD Characteristics

Older Children (School aged)

- ☐ Difficulty with phonological awareness development including syllable patterns for multisyllabic words
- ☐ Decreased morphosyntax
- ☐ Difficulty acquiring high utility vocabulary (Tier II)
- ☐ Difficulty with retrieval
- ☐ Difficulty with higher order language skills
- ☐ Delayed narrative development
- ☐ Difficulty getting the gist (main idea)
- ☐ Challenges with social communication

Concomitant Diagnoses/Features

- ☐ Difficulty with executive function skills including:
 - ☐ Response Inhibition
 - ☐ Working Memory
 - ☐ Emotional Control
 - ☐ Flexibility
 - ☐ Sustained Attention
 - ☐ Task Initiation
 - ☐ Planning/Prioritizing
 - ☐ Organization
 - ☐ Time management
 - ☐ Goal directed persistence
 - ☐ Self monitoring
 - ☐ Metacognition
- ☐ Specific Learning Impairment
- ☐ Developmental Motor Coordination Disorders
- ☐ Chromosome Abnormality

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Case Study



Student: Julia

Age at Time of Evaluation: 13;6 Current Age: 15

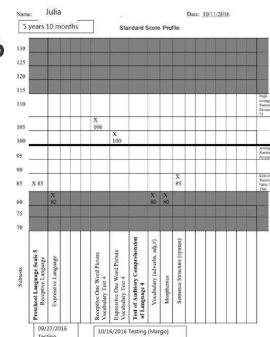
Diagnoses:

- ✗ DLD
- ✗ DVL1-related genetic disorder (The DVL1 gene is a protein-coding gene that controls cell proliferation and development. It's involved in many processes, including brain development, skeleton development, and cell transformations)
- ✗ Hypermobility Syndrome
- ✗ ADHD

Background

- ✗ Full term, healthy
- ✗ HX: ear and sinus infections (PE tubes and adenoids removed in 2015)
- ✗ Multiple language and psychology evaluations
- ✗ IEP (2016 – kindergarten) language impairment (OT, PT, and ST services)
- ✗ IEP (2022-2023 middle school) OHI and Orthopedic
- ✗ Public school through 7th grade. Currently, private school
- ✗ Very driven
- ✗ Difficulty making last friendships

Summary 2016



Summary 2016

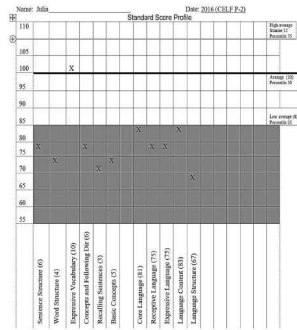
Number *John*

Category	Score
Source Structure (6)	60
Word Structure (4)	45
Expressive Vocabulary (10)	110
Concept and Falsifying (10)	100
Language Development (10)	75
Basic Concepts (1)	70
Core Language (1)	80
Abstract Language (7)	75
Language Development (7)	70
Language Structure (5)	65

Date 2016/03/17 P.2

Standard Score Profile

Category	Standard Score
Source Structure (6)	60
Word Structure (4)	45
Expressive Vocabulary (10)	110
Concept and Falsifying (10)	100
Language Development (10)	75
Basic Concepts (1)	70
Core Language (1)	80
Abstract Language (7)	75
Language Development (7)	70
Language Structure (5)	65



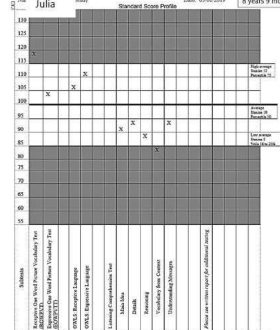
Standard Score Profile

Y-axis: Score (55 to 150)
X-axis: Months (1 to 12)

Legend:

- SAT/ACT
- SAT Math
- SAT Reading & Language
- SAT Science & Math
- SAT Writing & Language
- SAT Math
- SAT Reading & Language
- SAT Science & Math
- SAT Writing & Language
- SAT Math
- SAT Reading & Language
- SAT Science & Math
- SAT Writing & Language

Month	SAT/ACT	SAT Math	SAT Reading & Language	SAT Science & Math	SAT Writing & Language
1	110	100	100	100	100
2	110	100	100	100	100
3	110	100	100	100	100
4	110	100	100	100	100
5	110	100	100	100	100
6	110	100	100	100	100
7	110	100	100	100	100
8	110	100	100	100	100
9	110	100	100	100	100
10	110	120	100	100	100
11	110	120	100	100	100
12	110	120	100	100	100



Summary 2024

Julia

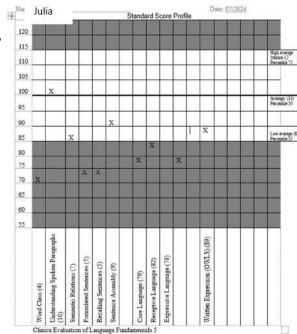
Standard Score Profile

Domain	Score
Verbal Reasoning	120
Quantitative Reasoning	110
Reading	100
Writing	100
Logical Reasoning	100
Analytical Reasoning	100
Problem Solving	100
Data Sufficiency	100
Sentence Equivalence	100
Text Completion	100

Raw Score Profile

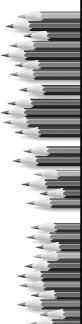
Domain	Score
Verbal Reasoning	28
Quantitative Reasoning	25
Reading	22
Writing	22
Logical Reasoning	22
Analytical Reasoning	22
Problem Solving	22
Data Sufficiency	22
Sentence Equivalence	22
Text Completion	22

Percentiles: Verbal Reasoning 95, Quantitative Reasoning 85, Reading 80, Writing 80, Logical Reasoning 80, Analytical Reasoning 80, Problem Solving 80, Data Sufficiency 80, Sentence Equivalence 80, Text Completion 80.



Additional Assessment 2016

- x Significant discrepancy between receptive and expressive vocabulary (2016)
- x Narrative Development – 3 year gap between narrative stage and chronological age (2016)
- x Executive Skills Questionnaire: (2016) Difficulty with
 - Working memory
 - Sustained attention
 - Task initiation
 - Planning/prioritizing
 - Organization



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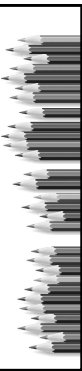
Additional Assessment 2024

Foundational Skills	Advanced Skills
Response Inhibition (begins developing around 6 months of age) Games: Capture that develops wait and stop) Red Light Green Light, Mother May I	Planning and Prioritizing Strategy: Plan with students instead of for students.
Working Memory Strategy: Play 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 (How long do you think this will take you to complete?)
Flexibility Strategy: Help student find a plan B Resource: Decision Making Guide https://dci-teach.com/organizers/decision-making-skills/ Toolbox: Decision Making Skills Box	Goal Directed Persistence Strategy: Support the student in setting small goals that are sustainable.
Sustained Attention Strategy: How long can you work before you need a break? (Increase the time in small increments)	Self Monitoring The ability to think through one's actions and events to immediately detect and
Task Initiation Strategy: Invite student make a plan with a start time.	Metacognition (use a situation that has occurred to self-monitor and evaluate personal strategies) Strategy: Encourage self-reflection following a success.

Foundational Skills	Advanced Skills
Response Checklist (begins developing around 6 months of age) Games (anything that develops wait and expect) Red Light Green Light, Mother May I	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 (How long? You think this will take you to complete?)
Flexibility Strategy: Help student find a plan B Executive Function: Managing Goals https://doeblom.com/organization/mindful-games/2016/06/20/ https://www.giftsoflearningandplay.com/guide/	Goal Directed Persistence Strategy: Support the student in setting and achieving goals that are attainable
Sustained Attention Strategy: How long can you work before you need a break? (Increase the time in small increments)	Self Monitoring The ability to think through one's actions and override immediate impulses
Task Initiation Strategy: How student make a plan with a start time	Metacognition (Use a situation that has occurred to help the student and evaluate oneself) Strategy: Encourage self-reflection following a situation

Discussion

- x Testing:
 - What did you find?
 - What other tests would you like to see

A decorative graphic on the right side of the slide, consisting of a stack of numerous pencils. The pencils are oriented vertically, with their tips pointing downwards. They are arranged in a way that creates a sense of depth and texture, with some pencils appearing more prominent than others. The colors of the pencils vary slightly, including shades of grey, black, and white.

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IEP 2016

2016

Student is eligible for Special Education Services.

Primary Disability: Language Impairment

Secondary Disability: Speech Impairment, Orthopedic Impairment

Reasons of eligibility determination:

Based on the information contained in the school evaluation report (below average gross and fine motor skills, significantly below average written expression scores, and below average scores in various speech/language subtests), a diagnosis of Congenital Antevertin of Femur by Dr. Wendy Schulte, and the updated information shared by members of the case conference committee, the committee agreed that Julia's education is impacted by her diagnosis and language difficulties. Julia is eligible with a primary disability of Language and Speech Impairment and a secondary area of Orthopedic Impairment according to indicators in Article 7. She is also eligible to receive occupational and physical therapy as related services.

IEP 2016

Goals

1. Follow directions – 2 step novel directions
2. Writing – write name legibly
3. Reading – Recall details of story
4. Pragmatics- related responses in peer interactions
5. Articulation – distortion of /s, z, ch, and sh/ in all word positions
6. Expressive Language – word structure and syntax (verbs and inflections)
7. Receptive Language – Tier I vocabulary basic concepts
8. Fine and Gross Motor Goals

Category for special education occurred in the 2022-2023 school year when Julia entered middle school

IEP 2024

Eligibility

Student is eligible for Special Education Services.

Primary Disability: Other Health Impairment

Secondary Disability: Orthopedic Impairment

Reasons of eligibility determination:

Julia is eligible for Other Health Impairment based on outside ADHD diagnosis, previous testing, and progress monitoring. The case conference committee determined that supports and accommodations are necessary for the student to continue to have academic success.

IEP 2024

Accommodations

The selected accommodations are based on the needs of the student established in the discussion of his or her present levels of academic achievement and functional performance. The selected accommodations are intended to increase the student's access to and progress in the general education curriculum. These accommodations constitute an integral part of the student's free appropriate public education.

Accommodations

- Student provided with additional breaks
- Student works best in a small group
- Student is provided preferential seating
- Student is provided with extra time
- Directions and content read aloud to the student (text to speech)
- Student has use of a calculator in classwork, homework and assessments

IEP 2024

Goals:

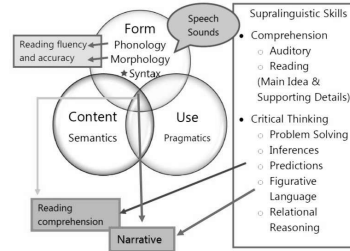
1. Peer Interaction – conversational cues
2. Written Expression – compose a written response with two direct quotes and at least one explanation of how the quote supports

IEP 2024

Description of additional accommodations and/or guidance.

- Access to editing checklist for written expression
- Use of graphic organizer for written expression
- Allow for movement breaks as needed
- Copy of notes that are not available online
- Check out at end of the day for proper materials and supplies
- Preferential seating next to positive peers (away from distractions)
- Breaking down assignments in smaller pieces
- Extended time on assignments as agreed upon between school and staff
- Check-ins to ensure that Julia understands the directions of the task / especially writing
- Check-ins throughout a task to ensure Julia is on the right track, especially with tracking
- Support with note taking
- Vocabulary at the start of the unit to support when available
- Extra space on math tests
- Prompts to slow down on tasks
- Teacher support with finding a partner or group for student during partner/group activities.
- Locker near a teacher on her schedule from current school year or previous school year.
- Alternate passing periods for remainder of 7th grade. Student to remain in line of sight of teacher during passing period (i.e. standing next to a staff member in

5 Domains of Language and Higher Order Language



Activity

Materials	Time Management/ Motivation/ Reinforcement	Testing Adaptations
<input type="checkbox"/> Audio text or other materials <input type="checkbox"/> Pre-teach materials <input type="checkbox"/> Highlight materials <input type="checkbox"/> Adapt tasks based upon student mastery. <input type="checkbox"/> Clarify expectations for work <input type="checkbox"/> Use rubrics <input type="checkbox"/> Simplify language <input type="checkbox"/> Avoid penalizing for: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Allow alternative formatting <input type="checkbox"/> Use specialized equipment <input type="checkbox"/> Calculator <input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Use visual schedule <input type="checkbox"/> Use a calendar or journal <input type="checkbox"/> Clarify for understanding <input type="checkbox"/> Teach study skills <input type="checkbox"/> Have student repeat directions <input type="checkbox"/> Establish timelines for work <input type="checkbox"/> Design/write/use long term assignment timelines <input type="checkbox"/> Use study sheets to organize material <input type="checkbox"/> Connect skills to student's life <input type="checkbox"/> Verbal praise <input type="checkbox"/> Nonverbal (visual) cues to keep working <input type="checkbox"/> Offer choices <input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Allow oral responses <input type="checkbox"/> Extended time <input type="checkbox"/> Short answer vs. open-ended <input type="checkbox"/> Multiple choice vs. short answer <input type="checkbox"/> Modified format (i.e. white space, word bank) <input type="checkbox"/> Shortened questions/ limit answer choices <input type="checkbox"/> Taken in resource room <input type="checkbox"/> Retest at teacher's discretion <input type="checkbox"/> Grades averaged at teacher's discretion <input type="checkbox"/> Other (Please list)

Activity

Other Assignments	Presentation of Subject Matter	Academic
<input type="checkbox"/> Use written backup to oral instructions <input type="checkbox"/> Reduce difficulty level <input type="checkbox"/> Shorten assignments <input type="checkbox"/> Give extra cues or prompts <input type="checkbox"/> Give directions in small distinct steps <input type="checkbox"/> Provide exemplars/ models <input type="checkbox"/> Limit penalizing for errors related to disability <input type="checkbox"/> Provide alternate activities, same content <input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Use individual/small group instruction <input type="checkbox"/> Provide guided notes <input type="checkbox"/> Provide models <input type="checkbox"/> Highlight critical information <input type="checkbox"/> Pre-teach vocabulary <input type="checkbox"/> Simplify language or reading level of assignment <input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Break multiple step items into small steps <input type="checkbox"/> Read directions to student <input type="checkbox"/> Allow more time on assignments <input type="checkbox"/> Allow activity breaks <input type="checkbox"/> Don't use timed activities <input type="checkbox"/> Allow short breaks between activities <input type="checkbox"/> Allow student to stand and work <input type="checkbox"/> Rework assignments in resource/ with resource teacher <input type="checkbox"/> Grades averaged at teacher's discretion

Activity

Environment	Socialization Supports	Home
<input type="checkbox"/> Preferential seating in classroom <input type="checkbox"/> Reduce visual distractions <input type="checkbox"/> Allow movement within assigned area <input type="checkbox"/> Use a study carrel <input type="checkbox"/> Define areas concretely <input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Peer tutoring <input type="checkbox"/> Focus on process end product <input type="checkbox"/> Teach social skills <input type="checkbox"/> Cooperative learning projects <input type="checkbox"/> Allow opportunities to help other students <input type="checkbox"/> Other (Please list)	<input type="checkbox"/> Have a second set of materials at home <input type="checkbox"/> Use a home-school communication program <input type="checkbox"/> Have parent's preview or review material <input type="checkbox"/> Other (Please list)

Julia's Current Goals

Phonology: 6 syllable patterns

Morphosyntax: Subject/predicate & increase morphosyntax in writing

Semantics: Tier II vocabulary, etymology for spelling, morphology as attached to meaning

Pragmatics: options in a situation (flexibility in thinking)

Julia's Current Goals

Higher Order Language: imbedded in all other goals

✕ Phonology: Try closed syllable first, if that does not sound right, what would you try next? (open syllable)

✕ Morphosyntax: What does it mean if the sentence says, "Should have"? Why is the subject not in the first part of the sentence (prepositional phrase, subordinating clause, etc.).

✕ Morphology/Vocabulary: What is the meaning of that affix and how does it change the word?

✕ Pragmatics: idioms/cliches/common expressions and meaning within the context, flexibility, main idea and important details to conversations, taking listener's perspective (emotional control)

Julia's Current Goals

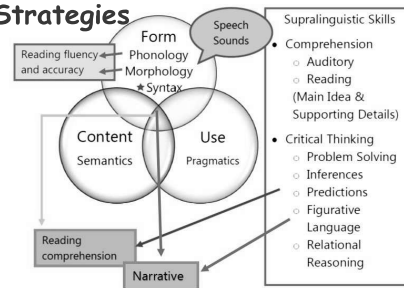
Executive Function

- ✕ Selective and sustained auditory attention for nonpreferred task
- ✕ Sustained attention, planning/prioritizing, organization writing

Activity

- ✕ Thoughts on current goals
- ✕ Classroom suggestions
- ✕ Home suggestions

Therapy Strategies



Bonus!

***** Favorite Strategy for Younger Students

Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times and explaining some word meanings on each reading. Children can acquire 8-12-word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).

****Story Elements Through Questioning



Who (character)	Ted, Poppy, Sam, Mr. Dray, Dolly (horse)	
What (plot)	Ted has to take hay to the field for the animals.	
Where (Setting)	The story begins at the farm and then goes to the field and into the pond.	

Story Elements Through Questioning

When (Setting)	Ted went to the field during the day.	
Why (Conflict and Resolution)	The tractor went out of control after it started making a noise. It went into the pond. Dolly, the horse, pulled the tractor out of the pond.	

Expanding Vocabulary & Morphosyntax

	Sentences with Verb Voice and Clause Structure including Targeted Vocabulary and Concepts	Picture Representing the Sentence
Who	The boy	
What	The boy fed the chickens	
Where	The boy fed the chickens in the barnyard.	

	Sentences with Verb Voice and Clause Structure including Targeted Vocabulary and Concepts	Picture Representing the Sentence
When	The boy fed the chickens in the barnyard before school.	
Why	Because the chickens were hungry, the boy fed the chickens in the barnyard before school.	
How	Because the chickens were hungry, the boy fed the chickens in the barnyard before school by getting the feed from the barn.	

Expanding Vocabulary & Morphosyntax

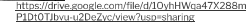
Who	The cute puppy	
What 4 words/complete sentence	The cute puppy sleeps.	
Where 8 words	The cute puppy sleeps on her new bed.	
When 10 words	At night, the cute puppy sleeps on her new bed.	
Why 14 words	At night, the cute puppy sleeps on her new bed because she is tired.	

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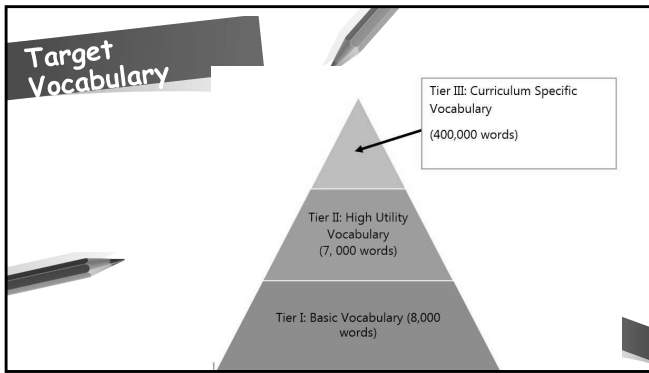
Back to Julia

Phonology

By 06/2025, student will increase understanding and use of the six syllable patterns for encoding and decoding multisyllabic words in 8 out of 10 opportunities with minimal cueing in reading and writing as demonstrated through speaking, reading, and writing in therapy and in the classroom.



✕ By 06/2025, Julia will use morphology to support understanding meaning through in depth vocabulary analysis in 8/10 of the opportunities with moderate to minimal for vocabulary knowledge during therapy sessions to generalize reading and spelling.



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Determine Tier II Words

Beck, McKeown, and Kucan (2013)

Utility	Instructional Potential	Way to Express	Explain
<ul style="list-style-type: none"> Importance Frequency of use 	<ul style="list-style-type: none"> Context and use Could include multiple meaning words 	<ul style="list-style-type: none"> Conceptual understanding 	<ul style="list-style-type: none"> Using known words

***Examples

Roll of Thunder Here My Cry (Mildren Taylor)

"Mama(S) put (P)down her pencil and frowned at the open ledger before her."

"The heat swooped low over the land clinging like an invisible shroud (**blanket**), and through it people moved slowly, lethargically, as if under water."

"Before us the narrow, sun-splotted road wound like a lazy red serpent dividing the high forest bank of quiet, old trees on the left from the cotton field..."

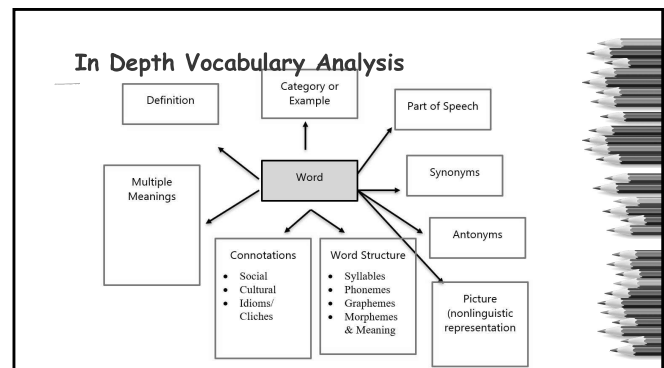
Vocabulary Instruction

- Students must encounter words in context more than once to learn them.
- Instruction in new words enhances learning those words in context.
- Dictionary definition does not typically support learning new words for students with language impairments. They will often copy words that they do not know within the definition. Use a dictionary such as www.onebook.com for a user friendly definition.
- One of the best ways to learn a new word is to associate an image with it.
- Direct instruction on words that are critical to new content produces the most powerful learning. (Review of the literature by Marzano, Pickering, and Pollack, 2001)

Knowledge Rating Scale

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with ...	What It Means
plot					
decree					
banished					

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6 Step Approach

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*****Students keep a vocabulary notebook

KRS as Vocab Notebook

Knowledge Rating Scale

Word	I know it well	I have seen it or heard it	I don't know the meaning	It has something to do with ...	Meaning
Wk of 08/06/2024					
knowledge	X			I think knowledge is smart.	A particular fact about something.
etymology		X			Where a word came from.
Wk of 09/02/2024					
connotation		X			How a word makes you feel.
subject	X			with school	Main topic; pronoun/noun in a sentence.
predicate		X			The main verb in a sentence that shows the action of the subject.
Little Prince					
Word	I know it well	I have seen it or heard it	I don't know the meaning	It has something to do with ...	Meaning
Chapter 1					
magnificent	X			Maybe to be proud of yourselves.	Great and awesome.
digest (verb)	X			To swallow.	movies through body.
ponder	X			To think of something.	to really think about it.

6 Step Approach



*****Students keep a vocabulary notebook

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words (linguistic).
3. Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).
 - a) Nonlinguistic representations include graphic organizers, physical models, mental images, pictures and pictographs, and kinesthetic activity.
4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
 - Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms. (Marzano & Pickering 2005, pp. 14-15) Vocabulary Analysis: Frayer Model

In Depth Vocabulary Analysis

https://drive.google.com/file/d/1m0pmYtWbx0n6TNaV2Dz_Fub0sz2DQ/view?usp=sharing

Vocabulary Analysis

Word	Meaning (www.oxforddictionaries.com)	Sentence for Each Meaning
Complain (verb)	1. Express dissatisfaction or annoyance about	1. Sharon complained about not making new friends at school because they thought she was bossy.
Etymology (where the word came from)	2. To make a formal accusation or bring a formal charge (a complaint)	2. He filed a complaint with the school principal because he thought the punishment was unfair.
https://www.etymonline.com/ Old French complandre 'to lament'. Latin com-, here perhaps an intensive prefix (see com-), + plangere 'to strike, beat the breast' (from PIE root *pleh- (2) 'to strike').	3.	3.
What do you know about this word? (Knowledge)	My mom says I complain too much.	
Connotation (abstract meaning- Social/figurative)	negative	
Synonyms	Antonyms	Picture
gripe, moan	praise, applaud, celebrate	1.  2.  3.

Ultimate Goal

- Student realizes and questions when they do not know a word instead of skipping over it.

<https://drive.google.com/file/d/1eqsDZOI5N3cuFbQvsqlPV07s0Q0fhNIEL/view?usp=sharing>

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Morphosyntax

✶ **Verb voice and clause structures**—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses (“He used the help system”) faster than dependent clauses—clauses containing a subordinating conjunction (“Before he used the system . . .”) (Townsend, Ottaviano, and Bever 1979, Craghead and Donnelly 1982).

Julia's Goals: Morphosyntax

By 06/2025, Julia 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 in structured tasks as demonstrated through speaking, reading, and writing in therapy and in the classroom.

By 06/2025, Julia will increase understanding of written (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 as demonstrated through speaking, reading, and writing in the therapy and in the classroom.

Verb Voice and Clause Structure

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	Past	Present	Future
Simple	I walked to the store. I ate ice cream.	I walk to the store. I eat ice cream.	I will walk to the store. I will eat ice cream.
Continuous	I was walking to the store. I was eating ice cream.	I am walking to the store. I am eating ice cream.	I will be walking to the store. I will be eating ice cream.
Perfect	I had walked to the store. I had eaten ice cream.	I have walked to the store. I have eaten ice cream.	I will have walked to the store. I will have eaten ice cream.
Perfect Continuous	I had been walking to the store. I had been eating ice cream.	I have been walking to the store. I have been eating ice cream.	I will have been walking to the store. I will have been eating ice cream.

Types of Clauses

Independent Clause

An independent clause is complete sentence including a subject and predicate and may include an object.

Dependent Clause

A dependent clause (also known as a subordinate clause) is not a complete sentence but supports the independent clause. The dependent clause can be in front of or after the independent clause.

Types of Sentence Structures

Simple Sentence

A simple sentence is one independent clause – a complete sentence

Compound Sentence

A compound sentence is two or more independent clauses. Compound sentences are sentences that are joined together using a coordinating conjunction. These include: for, and, nor, but, or, yet, so. These are referred to as FANBOYS.

Complex Sentence

A complex sentence has one independent clause and one or more dependent clauses.

Compound/Complex Sentence

A compound/complex sentence has 2 or more independent clauses and one or more dependent clauses.

Clause Structure

subject | action verb

subject | action verb | direct object

subject | linking verb | predicate noun
predicate adjective

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Examples

Sentences

Find the subject and predicate of each sentence.

Example

Once when I was six years old, I (subject) saw (predicate) a magnificent picture in a book, called True Stories from Nature, about the primeval forest.

Once when I was six years old (is a dependent clause - a phrase that cannot stand by itself because it does not have a complete thought)

Examples

Little Prince
Chapter 1

1. In the book, it said: "Boa constrictors (subject) swallow (Predicate) their prey whole, without chewing it." (HINT: In the book, it said is a prepositional phrase and does not have a subject)
2. I(s) pondered(predicate) deeply, then, over the adventures of the jungle.
3. And after some work with a colored pencil, I (subject) succeeded(P) in making my first drawing. (HINT: And after some work with colored pencils is a dependent clause)
4. The grown-ups' (S) response, this time, was to advise(P) me to lay aside my drawings of boa constrictors, whether from the inside or the outside, and devote myself instead to geography, history, arithmetic, and grammar.

Examples

Twain, Mark. The Adventures of Tom Sawyer. New York: Modern Library, 2001. (1876)
From Chapter 2: "The Glorious Whitewasher"

But Tom's energy did not last. He (s) began to think (P) of the fun he had planned for this day, and his sorrows(S) multiplied (P). Soon the free boys (S) would come tripping (P) along on all sorts of delicious expeditions, and they (S) would make (P) a world of fun for him for having to work—the very thought (S) of it burnt (P) him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys.

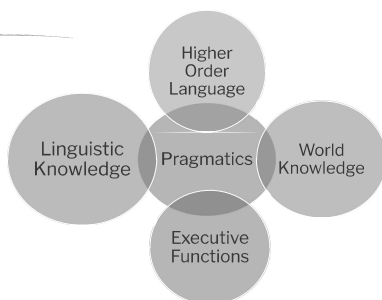
At this dark and hopeless moment, an inspiration (S) burst (P) upon him! Nothing less than a great, magnificent inspiration. He (S) took (P) up his brush and went tranquilly to work. Ben Rogers (S)hove (P) in sight presently—the very boy, of all boys, whose

Morphosyntax

https://drive.google.com/file/d/1HLwsh4qMUehBJ-mqmNulFkrPMVoMf7yo/view?usp=s_haring (32:46)

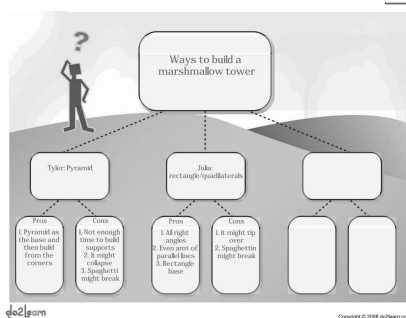
Pragmatics

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across numerous cognitive systems. Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative domain combining (Martin & McDonald, 2003).



Julia's Goal

By 06/2025, Julia will be able to express pros and cons and appropriately defend the most effective manner to complete a group project in 8 out of 10 opportunities with minimal cueing structured tasks as demonstrated through classroom opportunities (Executive function: Flexibility in thinking)



Group Projects Marshmallow Challenge

Tyler's Way Build a Pyramid

Pros	Cons
1. Tyler came up with a idea	1. Not enough time to make supports. 2. It will collapse because there are no supports. 3. Not the tallest tower. 4. Spaghetti might break

Another Idea A rectangle

Pros	Cons
1. All right angles quadrilaterals. 2. Even the amount of parallel lines. 3. Make them longer than a pyramid 4. 5. Adding more marshmallows instead of side panels. 6. Rectangle base 7.	1. It might tip over. 2. Spaghetti might break

Executive Function

EF difficulties have been documented in populations with communication impairments, including individuals with developmental language disorders (Henry, Messer, & Nash, 2012; Im-Bolter, Johnson, & Pascual-Leone, 2006).

**** Crosswalk between Executive Skills and Language:
Appendix C page 50

Julia's Goals

- By June 2025, Julia will increase skills for selective and sustained attention with minimum assistance during nonpreferred activities as measured by decreased drawing/doodling and active participation in task or conversation.
- By June 2025, Julia will increase skills for sustained attention, planning/prioritizing, organization) with moderate assistance during writing of a paper from planning through completion)

The History of Taekwondo By Julia

Introduction

- When it started: About 50 BCE (Before Common era)
- It was recognized near the 1950s.
- Why was it recognized for centuries?
- There was a demo at the olympics in 1991 and 1993.
- Why do the demo's? Also why make it an olympic sport years later after the demo's?
- Made its debut: Officially recognized as a sport for olympics in 2001.

Body of Development

Belts of Taekwondo and requirements.
Will discuss each color of belt and requirements to get that belt

Conclusion

Glossary

Work Cited

The Rise and Fall of Cats By Julia

Introduction: History/Background: **Negativity of ancient cats being**

- Cats have been around since 2,000 BC in Egypt
 - In ancient Egypt, cats were worshipped as divine and magical, and were sometimes mummified.
 - Cat goddess Bastet: The Egyptian cat goddess Bastet was first worshipped in the Second Dynasty of Egypt, around 2800-2680 BCE. She was originally depicted as a feline, but later became associated with cats. Bastet was the goddess of protection, pleasure, and the bringer of good health. Worshipped as deity (Supernatural being **worshipped** as god)

Thesis Statement: From Egypt to the modern day world, cats have been positive and negative throughout time.

Key detail #1: Negativity Associated with Cats (assemblies) **matching the historical results of behavior of a group: **negative** associations with cats and **superstitions****

Introduction: One superstition about cats is A kitten born in May is a witch's cat.

In Europe during the Middle Ages, cats were associated with witchcraft and were often killed.

Many believed these cats were demons disguised as harmless felines sent to spy on humans by witches. Some even went as far as to claim black cats are vessels for the devil to do evil amongst humans without them finding out!

- The unfortunate events in Salem
- A black cat seen from behind – a bad omen
- A black cat crossing one's path by moonlight means death in an epidemic. (Irish superstition)
- English schoolchildren believe seeing a white cat on the way to school is sure to bring trouble. To avoid this way to prevent something bad luck, they must either spit, or turn around completely and make the sign of the cross.

https://drive.google.com/file/d/1kUfBWsJYgVteyKdalfpt_uIVCT051Bxo/view?usp=sharing

2:09 Discuss Set Up
5:23 Organize Outline

11:20: Revise Background Knowledge

Classroom Suggestions: SMART

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✗ **SLOW DOWN:** Slowing down your rate of speech to allow more processing time.

✗ **(E)MPHASIZE:** Emphasizing key points when giving directions or classroom instruction

✗ **ADD VISUALS:** Adding visual cues to auditory information or using pictures/anchor charts as well as including writing key words on the white board.

Cross et al., 2019; Crosskey & Vance, 2011; Dickinson et al., 2014; Dockrell et al., 2010; Ebbels et al., 2019; Hagen et al., 2017; Matheson & Hutchison, 2014; Saxton et al., 2005)

Classroom Suggestions: SMART

✗ **REPEAT INSTRUCTIONS:** If directions are lengthy or have complex sentence structures, repeat with reduced information.

✗ **TIME TO RESPOND:** Allow a few extra seconds for the student to process the verbal information and respond before cueing or moving on to another student

Cross et al., 2019; Crosskey & Vance, 2011; Dickinson et al., 2014; Dockrell et al., 2010; Ebbels et al., 2019; Hagen et al., 2017; Matheson & Hutchison, 2014; Saxton et al., 2005)

Take Aways

- Neurodevelopmental Disorder impacting speaking, listening, reading, and writing
- 7.6% of all children (1 in 14)
- 6 x more likely to have anxiety & 3 x more likely to have depression
- Adults with DLD are 2 x more likely to go over a year without employment
- More likely to be diagnosed with: LD, attention for selective and maintaining

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 effects 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.

