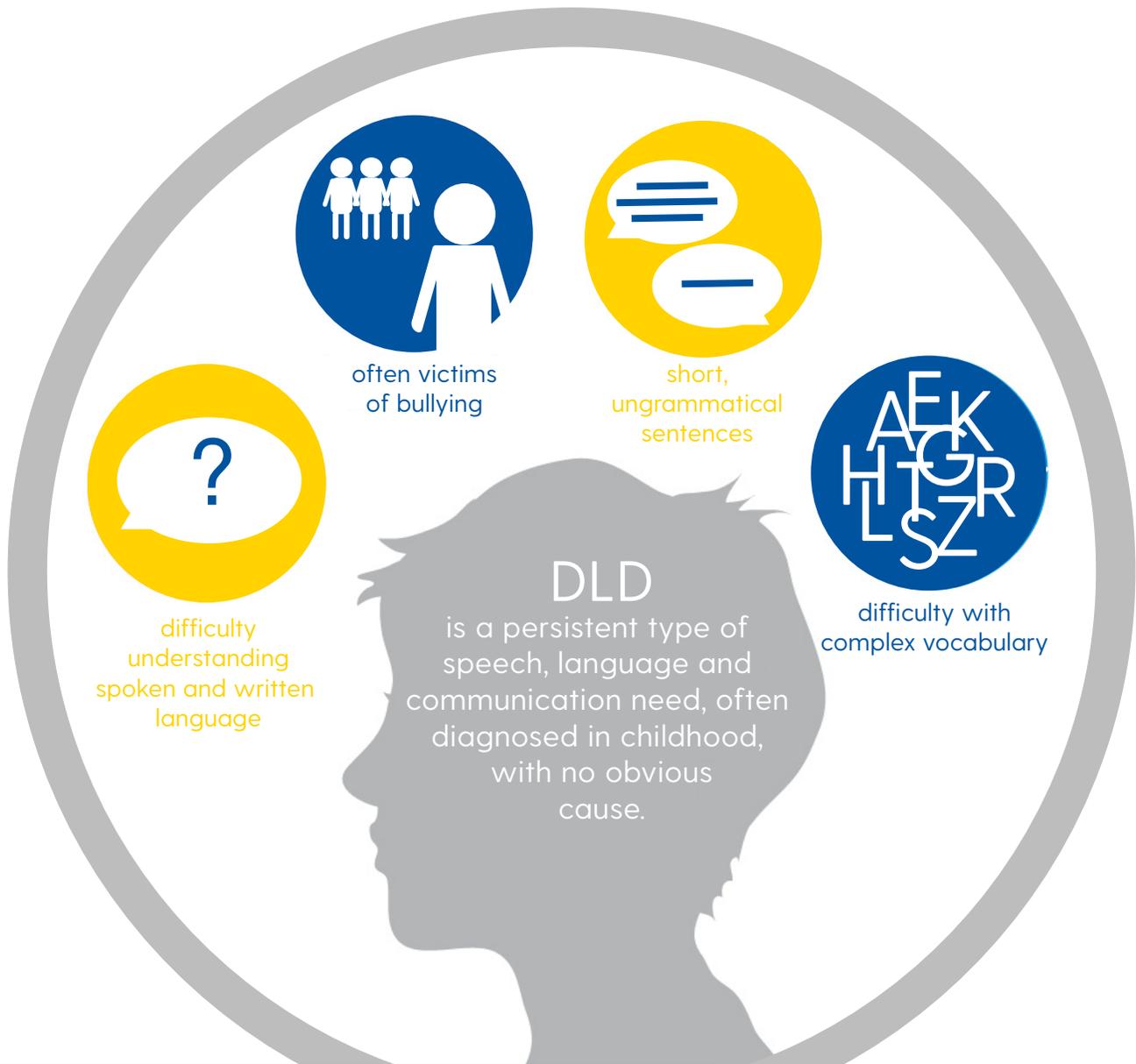
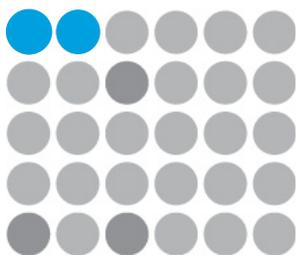


DEVELOPMENTAL LANGUAGE DISORDER

Developmental Language Disorder (DLD) is an invisible, under-diagnosed condition that affects over 7% of children.



2 *in* 30 children have DLD



That's two kids in **every classroom**

between

5-7 million children

in the US are affected



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DEVELOPMENTAL LANGUAGE DISORDER (DLD): Fact sheet

DLD 1-2-3: Three things you need to know about DLD

DLD 1: Developmental Language Disorder is when a child or adult has difficulties talking and/or understanding language.

DLD 2: DLD is a hidden disability that affects approximately two children in every classroom, affecting literacy, learning, friendships and emotional well-being.

DLD 3: Support from professionals, including speech and language therapists and teachers, can make a real difference.

Children's Hospital of Wisconsin Videos:
UK RALLI/RADLD Campaign Videos

<https://bit.ly/2JypK2t>

<https://www.youtube.com/user/RALLIcampaign>

Frequency: DLD affects approximately two children in every classroom. Epidemiological studies in the UK (the SCALES study, Norbury et al. 2016) and the USA (the epiSLI study, Tomblin, et al., 1997) found that 7.5% of children had DLD with no associated biomedical condition. Between 5 and 7 million children in the US are affected.

Causes: DLD tends to run in families. Twin studies indicate genetic influence on DLD, but this seems to reflect the combined impact of many genes, rather than a specific mutation (Bishop, 2006). The popular view that DLD is caused by parents who don't talk to their children has no empirical support.

Literacy and academic attainment: Close links exist between DLD and dyslexia (Bishop & Snowling 2004). Many children with DLD meet criteria for dyslexia (McArthur et al, 2000). Even if the child can read aloud accurately, there are often problems with understanding of what is read (Stothard et al, 2010). These problems are frequently overlooked, and can be misinterpreted by teachers as misbehavior or inattention. Teachers are not taught about DLD in their training.

Social difficulties with peers: Being able to express oneself fluently and to quickly grasp what others are saying can have a big impact on social relationships. The Manchester Language Study found that by 16 years of age, 40% of individuals with DLD had difficulties in their interaction with peers (St. Clair, Pickles, Durkin & Conti-Ramsden, 2011). Better understanding of DLD by adults and peers could help avoid these negative outcomes. Approximately 64% of children with persisting language disorder exhibit **some** externalizing behaviors (e.g. aggression 'fights with other children') and/or internalizing difficulties (e.g. withdrawal: solitary, tends to play alone; Conti-Ramsden & Botting, 2004).

Employment: DLD increases the risk of unemployment (Conti-Ramsden & Durkin, 2008). Nevertheless, those with milder problems often hold down jobs, but usually of a relatively unskilled nature (Whitehouse et al 2009).

Other Risks: DLD increases the risk of incarceration. Estimates of DLD in incarcerated adolescents are between 20-50% in the USA (Moncrief, Miller, & Hill, 2018), as compared to 7.5% in general. Women with DLD are 2.7 times more likely to report being sexually assaulted by age 25 than typical peers (Brownlie et al., 2007).

Assessment: Standardized assessments exist to diagnose DLD at all ages, though diagnosis is often tentative prior to age 4 (McKean et al., 2017). Sensitive tests typically assess grammar, syntax, and/or working memory. DLD may co-occur with other disorders. A discrepancy between nonverbal IQ and language ability is not required.

Intervention: Early intervention is most likely to be effective. For interventions to be effective, they must be of high quality, focused on language skills, and of sufficient duration - an increasing number of promising interventions are being developed (Law et al 2015). Indeed trials in schools have shown that appropriately targeted interventions delivered by trained supervised para-educators can bring about significant gains in language (Fricke et al., 2013; 2017) and literacy (Bowyer-Crane et al, 2008). Some children will need longer-term support for problems that are likely to persist despite intervention (Boyle et al, 2010). Receptive language impairments are particularly resistant to treatment.