

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH DLD IN MAINSTREAM SCHOOLS

Targeted Strategies

Differentiate activities for children and young people with DLD.

1. Differentiate spoken and written work based on Language abilities.

- P** Children who only use and understand very simple sentences will not be able to read a long paragraph and respond to complex comprehension questions: give them a much shorter paragraph with a picture and some simple Wh-? questions instead.
- S** A young person with DLD may require a shorter comprehension passage to read and fewer questions to answer in the same time as their peers.

2. Be aware of the complexity of your questions.

Ensure a child or young person with DLD is included during whole-class teaching. Reduce the complexity of questions you ask them, or give them a choice of two answers. See 'Blank' level questions on the next page of one model of the hierarchy of questions.

3. Pre-teach vocabulary: children and young people with DLD are likely to need many more exposures to new words to learn them (one study found that they need 36 exposures compared to 12 for their typically developing peers: Storkel et al, 2017)

Teach vocabulary to children and young people with DLD (and other types of SLCN) before the rest of the class – and revise the new words more often. It is also useful to send home vocabulary lists ahead of a topic so that the family can help to familiarise the child or young person with new words.

4. Use more visual supports: use symbols, question cue cards, pictures and images to support understanding and written expression, as well as visually represented key word lists.

