

## SUPPORTING CHILDREN AND YOUNG PEOPLE WITH DLD IN MAINSTREAM SCHOOLS

### Targeted Strategies

#### Support friendships and social interaction

- 1. Create regular opportunities for supported interaction with peers:** this could be through a lunchtime games club, a group therapy intervention or during paired talking opportunities in the classroom.
- 2. Have a whole-class discussion about DLD and other types of SLCN:** build children and young people's awareness of what DLD is and how they can help.
- 3. Encourage peers to use supportive strategies** like slowing down their talking, pausing often, or showing what they mean as well as saying it.
- 4. Highlight the child or young person with DLD's strengths to their peers:** for example, they may be skilled in areas such as sport or art.
5. Support the child or young person to understand and **work through conflicts with peers:** help them to reflect on what happened, how they and others felt and what they could do differently. Try to represent this visually, for example using comic strip conversations.
  - P** You could say things like: *Ben looks upset; do you think he wanted to have a turn first?*
  - S** You could say things like: *It looks like Yusuf was angry when you did that. I wonder why?*



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6. **Learn and practise specific phrases** that they can use in social situations, such as when they want to join in with a game or activity, and conversely when they want to be alone or do not want to join in.
  - P Introduce a buddy system, where a more able peer supports the child with DLD at lunchtime and breaktime. Use a roster and share out this responsibility rather than allocating it to only one child. Make sure the child with DLD is keen for this to take place before you introduce it.
  - S Children and young people with DLD may need extra supported opportunities to build relationships with peers who have similar interests such as through different clubs (chess club, drama club) or activities (school musical, sports).

