

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

### Targeted Strategies

#### Scaffold and support their language



- P** Give children with DLD **extra time** to express themselves – maintain eye contact and be patient.
- P** Children learn about language from hearing it used in context by adults around them. When they make mistakes while talking, respond by **repeating it back correctly** but still in a positive way (Ramírez Esparza et al, 2014; Weisleder and Fernald, 2013). For example, if they say *I goed to the shop*, you could respond, *Wow, you went to the shop? What did you buy?*
- P** **Accept any form of communication** from the child, whether verbal or non-verbal.
- P** Support them to increase their sentence length by **expanding on things they say** and adding one or two new words. For example, if they say *The car drive*, you could respond *Yes, the car is driving fast.*
- P** If you cannot understand what they say, **be kind but honest** and tell them. See if they can explain it in a different way or show you instead. Or sometimes a peer may understand more easily – ask them to help.
- P** **Give children a choice between two options** if they have trouble expressing themselves. For example: *Are you looking for some scissors or the glue?*
- P** Support them to **structure a spoken story or account** they are telling using words *like first, then, next* and *last*. For example, you could say, *Tell me what happened first?* and then *And what did they do next?* and finally *What happened at the end?* Visuals can also help here.

