

SUPPORTING CHILDREN AND YOUNG PEOPLE WITH DLD IN MAINSTREAM SCHOOLS

Targeted Strategies

Explicitly teach organisational strategies, revision techniques and study skills



- S** Explicitly teach skills such as reading a timetable, following the school map and learning names of teachers and peers.
- S** Support young people with DLD to **plan a study timetable** at exam times.
- S** Explicitly teach **revision skills** such as writing notes, self-testing, and making cue cards with topic vocabulary on one side and definitions on the other side. Provide visual reminders of specific strategies or techniques where possible.
- S** Explicitly teach **prioritisation and time management skills** to support young people with DLD when studying for exams and managing assignment deadlines.
- S** Explicitly teach and remind young people how to use a **homework planner** to remember equipment for lessons and due dates for assignments.
- S** Explicitly teach the **language of exams** (summarise, describe, compare, and so on). Bear in mind that young people with DLD are likely to need many more exposures to learn new words (Storkel et al, 2017).

