

PARENTS DO NOT  
CAUSE DLD.  
IT'S SOMETHING  
PEOPLE ARE  
BORN WITH. AKA A  
NEURODEVELOPMENTAL  
CONDITION.



WITHOUT SUPPORT  
PEOPLE WITH DLD ARE  
AT RISK FOR POOR  
SOCIAL, EMOTIONAL  
AND BEHAVIOUR  
ADJUSTMENT.  
(GOH ET AL., 2021)



ON AVERAGE,  
2 CHILDREN IN  
EVERY CLASS OF 30  
HAVE DLD.



MANY CHILDREN WITH  
EMOTIONAL AND  
BEHAVIOURAL  
PROBLEMS HAVE  
UNIDENTIFIED DLD.  
(HOLLO ET AL 2014  
BENNER ET AL 2009)



DEVELOPMENTAL  
LANGUAGE DISORDER  
(DLD) IS A DIFFICULTY  
WITH USING AND  
UNDERSTANDING  
WORDS AND  
SENTENCES. IT  
STARTS IN  
CHILDHOOD, AND  
DOESN'T GO AWAY.



DLD CAN HAVE  
SERIOUS IMPACTS:  
PEOPLE WITH DLD ARE  
12 TIMES MORE  
LIKELY TO HAVE  
READING, SPELLING  
AND MATH  
DIFFICULTIES  
COMBINED.  
(YOUNG ET AL 2002)



7.6% OF CHILDREN  
HAVE DLD. THAT'S  
ABOUT MANY TIMES  
MORE COMMON THAN  
AUTISM, BUT LESS  
PEOPLE HAVE  
HEARD OF DLD.



WITHOUT SUPPORT  
PEOPLE WITH DLD ARE  
AT RISK FOR POOR  
SOCIAL, EMOTIONAL  
AND BEHAVIOUR  
ADJUSTMENT  
(GOH ET AL., 2021)



1 IN 14 PEOPLE HAVE  
A HIDDEN DISABILITY  
KNOWN AS  
DEVELOPMENTAL  
LANGUAGE DISORDER  
OR DLD FOR SHORT.



CURRENTLY, TOO  
MANY STUDENTS WITH  
DLD ARE NOT GETTING  
THE SUPPORT THEY  
NEED TO ACHIEVE  
THEIR BEST AT  
SCHOOL AND WORK  
(DOCKRELL ET AL.,  
2019)



DLD IS OFTEN  
UNIDENTIFIED. THIS  
MAKES IT HARD FOR  
PEOPLE WITH DLD TO  
UNDERSTAND THEIR  
DIFFERENCES AND  
SEEK HELP.  
(TOMBLIN ET AL 1997  
NORBURY ET AL 2016)



IN CONVERSATION,  
ALLOW PEOPLE WITH  
DLD EXTRA TIME TO  
RESPOND. IT HELPS  
THEM THINK ABOUT  
WHAT THEY WANT  
TO SAY.



CHILDREN DO NOT  
GROW OUT OF DLD.  
THEY NEED SUPPORT.  
(CHAREST ET AL 2019,  
DEL TUFO AND EARLE  
2020)



DLD AFFECTS PEOPLE  
AROUND THE WORLD  
REGARDLESS OF AGE,  
GENDER, LANGUAGE  
SPOKEN OR  
ETHNICITY.



SPEAKING MORE THAN  
ONE LANGUAGE DOES  
NOT CAUSE DLD.



DLD ISN'T ABOUT  
ACCENT OR THE  
LANGUAGES A PERSON  
SPEAKS, IT'S ABOUT  
HOW THE BRAIN  
PROCESSES  
LANGUAGE.



DLD IS A  
NEURODEVELOPMENTAL  
CONDITION, SO IT  
MAKES SENSE THAT  
WE FIND IT IN EVERY  
COUNTRY AND EVERY  
LANGUAGE.



ALLOW PEOPLE WITH  
DLD TO DRAW OR  
CREATE SO THEY CAN  
SHOW YOU HOW  
MUCH THEY KNOW.



REDUCING  
DISTRACTING NOISES  
OR ACTIVITIES  
DURING DISCUSSION  
MAY HELP PEOPLE  
WITH DLD  
CONCENTRATE ON  
WHAT IS BEING SAID.



USING VISUAL  
SUPPORTS CAN HELP  
PEOPLE WITH DLD  
UNDERSTAND  
CONVERSATIONS.



REPEATING  
INSTRUCTIONS GIVES  
PEOPLE WITH DLD  
ANOTHER CHANCE TO  
PROCESS LANGUAGE.



SOME CHILDREN WITH  
DLD PREFER TO ASK  
FOR HELP WITH A  
SIGNAL RATHER THAN  
WORDS.



INTERVENTIONS  
PROVIDED BY SPEECH-  
LANGUAGE THERAPISTS  
IN COLLABORATION  
WITH TEACHERS OR  
TEACHING ASSISTANTS  
CAN IMPROVE LANGUAGE  
SKILLS  
(ARCHIBALD, 2017)



DLD MATTERS. IT CAN  
AFFECT SOCIAL AND  
EMOTIONAL WELL-  
BEING AS WELL AS  
SUCCESS AT SCHOOL  
AND WORK.

