DEVELOPMENTAL LANGUAGE DISORDER (DLD):
WHAT IS IT? HOW DOES IT RELATE TO DYSLEXIA? WHAT CAN YOU DO TO SUPPORT THOSE WITH DLD?

Tiffany P. Hogan, PhD, CCC-SLP
MGH Institute of Health Professions, Boston, MA, USA
Harvard Medical School
thogan@mghihp.edu @tiffanyphogan
@seehearspeakpodcast
@sailliteracyld

DISCLOSURES: TIFFANY HOGAN

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If I have seen further,
it is by standing
ON THE SHOULDERS
OF GIANTS.

- Isaac Newton



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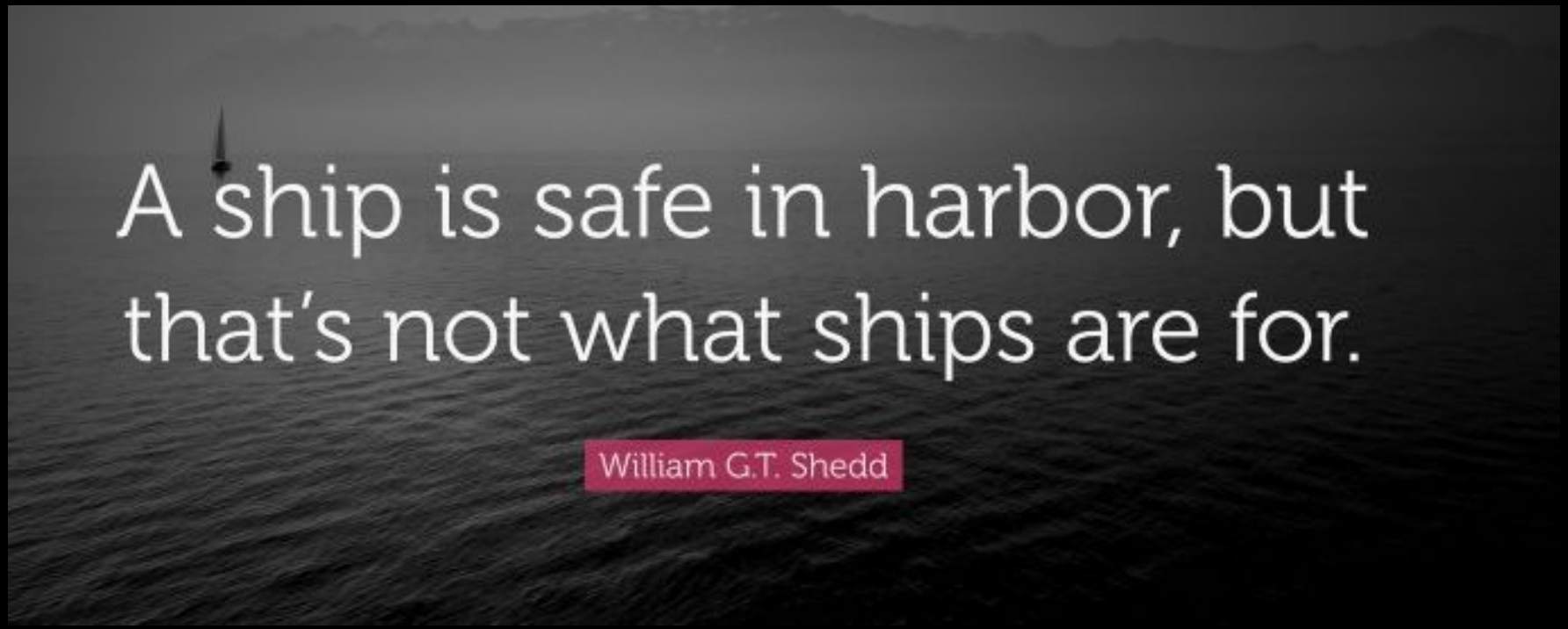
MY TEAM: LAB MEMBERS AND SCHOOLS PARTNERS



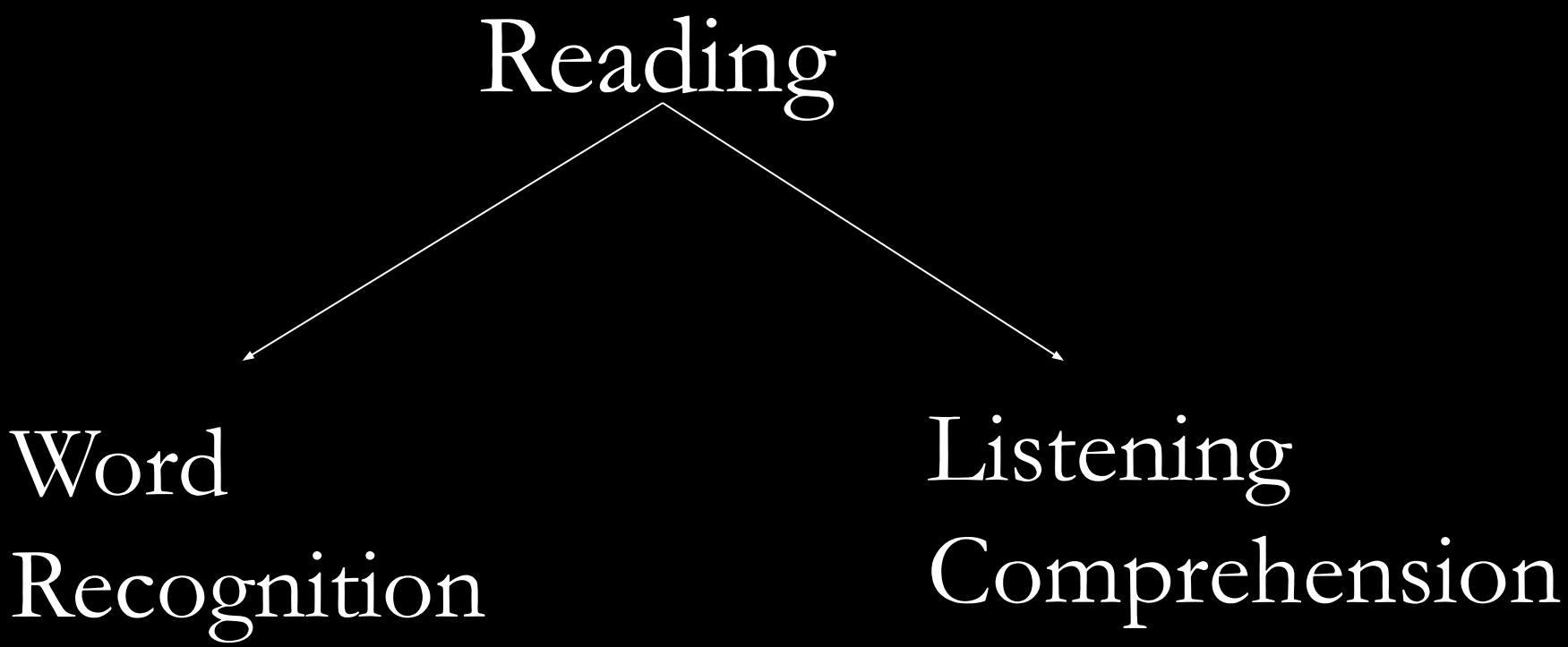




PARENTS AND CHILDREN


A ship is safe in harbor, but that's not what ships are for.
William G.T. Shedd

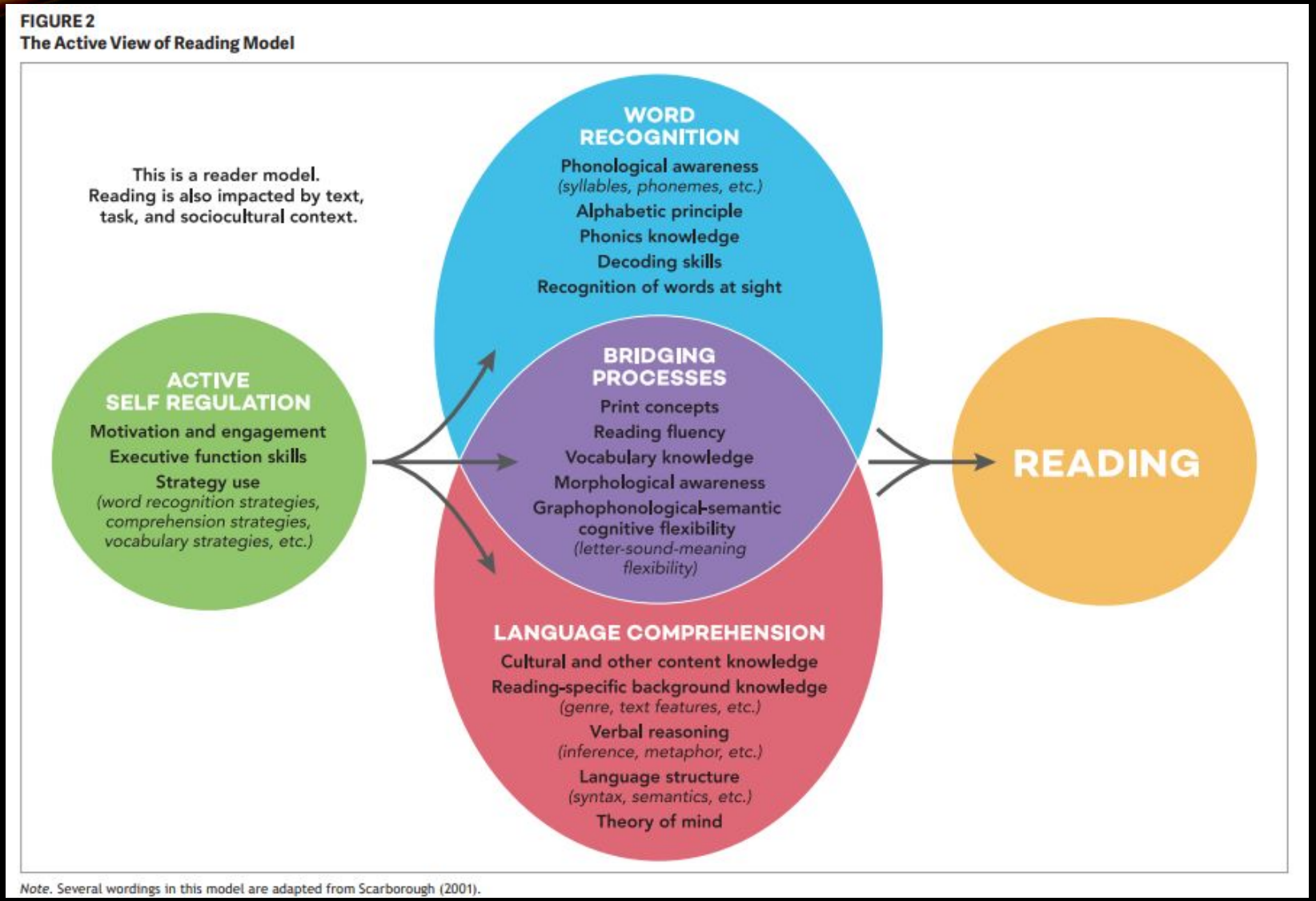
THE SIMPLE VIEW OF READING



WORD READING *VS* LISTENING COMPREHENSION

‘ACTIVE’ VIEW OF READING

(DUKE & CARTWRIGHT, 2021)



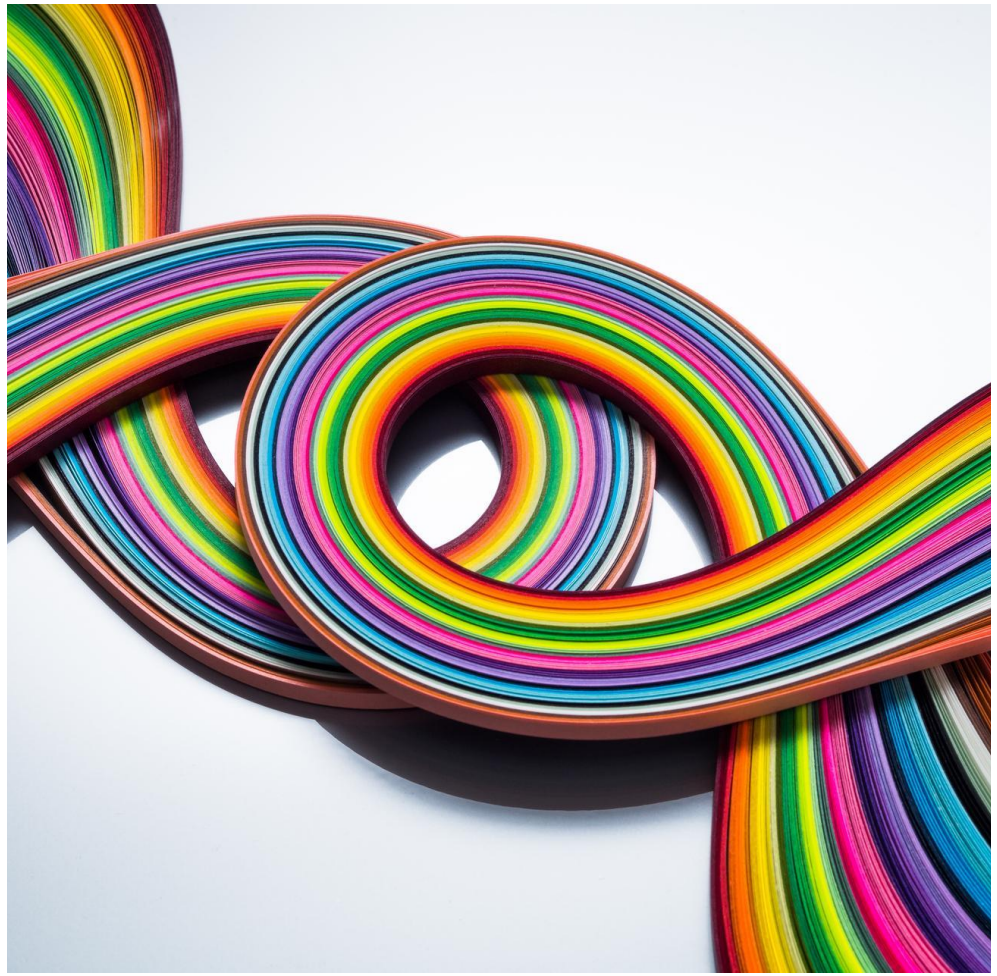
WORD READING IS THE ABILITY TO ACCURATELY TRANSLATE PRINTED LETTER PATTERNS INTO SPOKEN WORDS

LISTENING COMPREHENSION IS THE ABILITY TO UNDERSTAND SPOKEN LANGUAGE

LISTENING OR LANGUAGE COMPREHENSION?

- Used interchangeably because they are the same on construct (LARRC, 2017)

- But measured differently



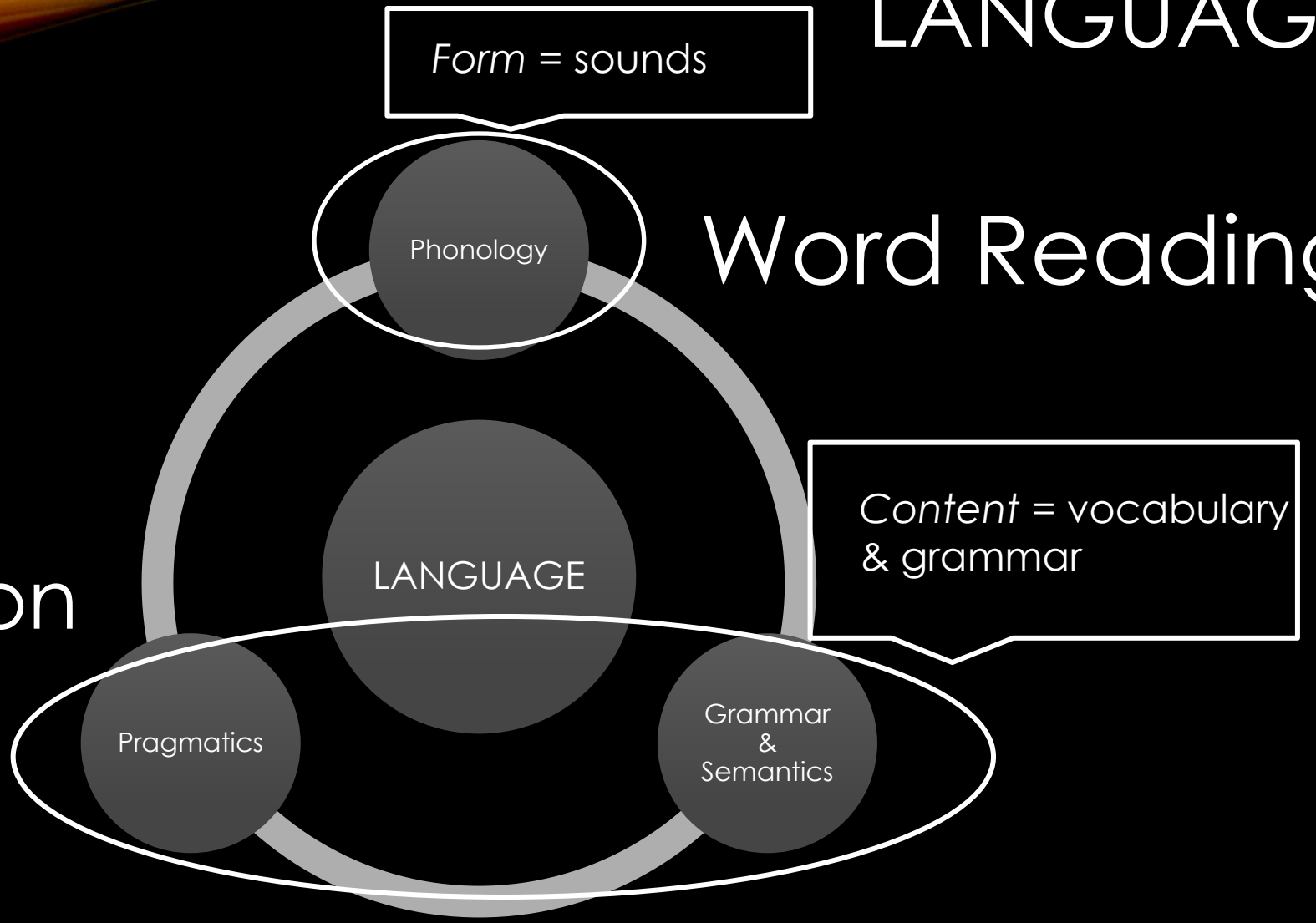
LANGUAGE IS THE CONDUIT TO KNOWLEDGE ACQUISITION

SIMPLE VIEW CONCLUSIONS

- Both components need to be considered when thinking of "reading" (Hogan et al., 2014)

LANGUAGE SUPPORTS READING

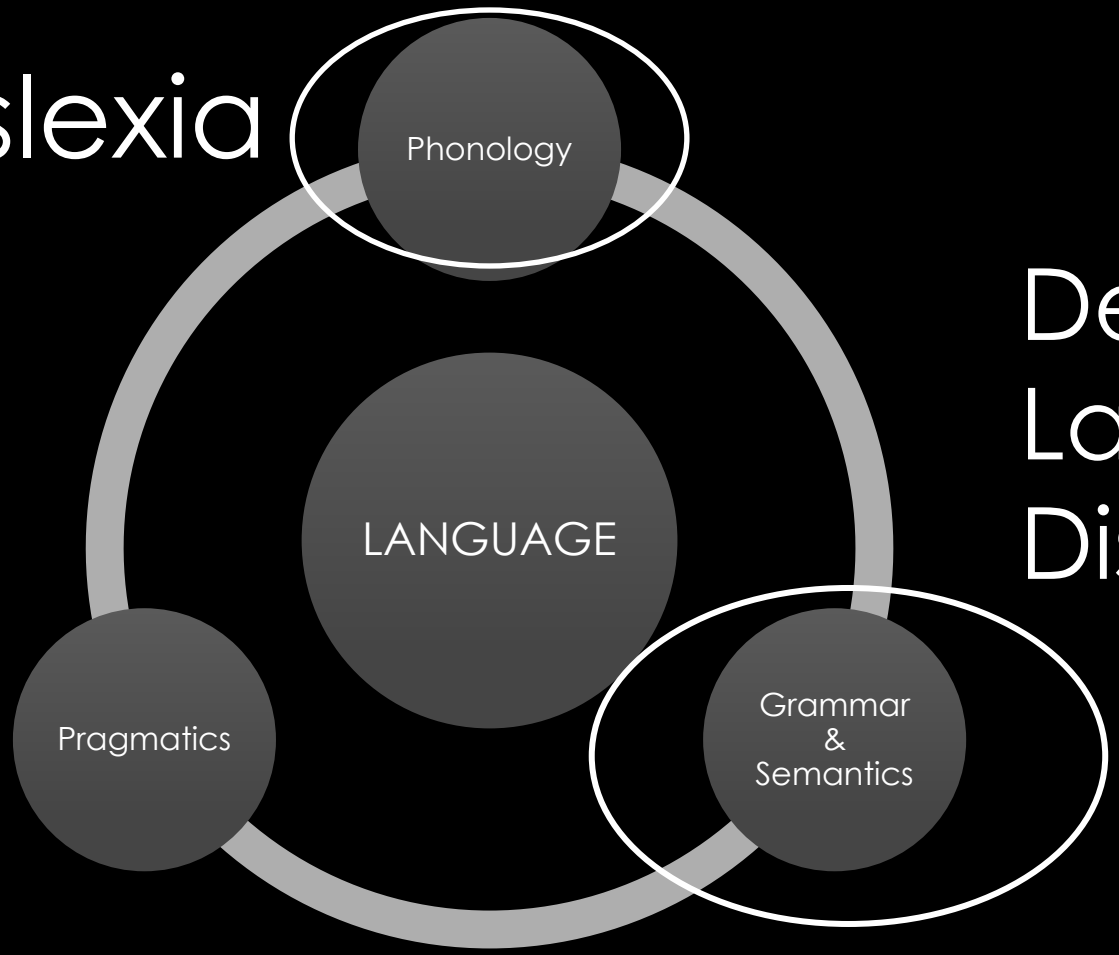
LANGUAGE



Hogan, 2022

LANGUAGE

Dyslexia



Developmental Language Disorder

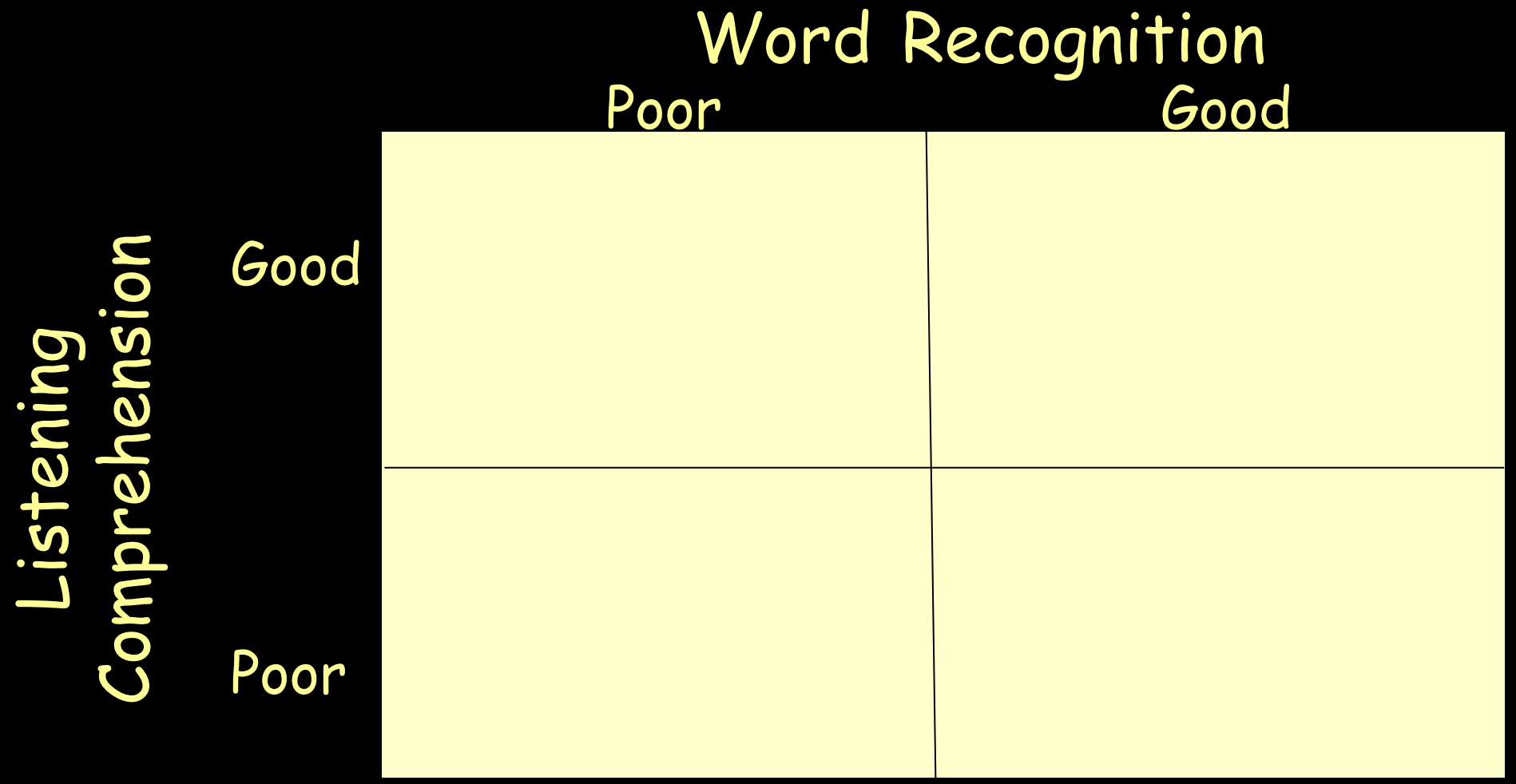
SUBGROUPING DEVELOPING READERS

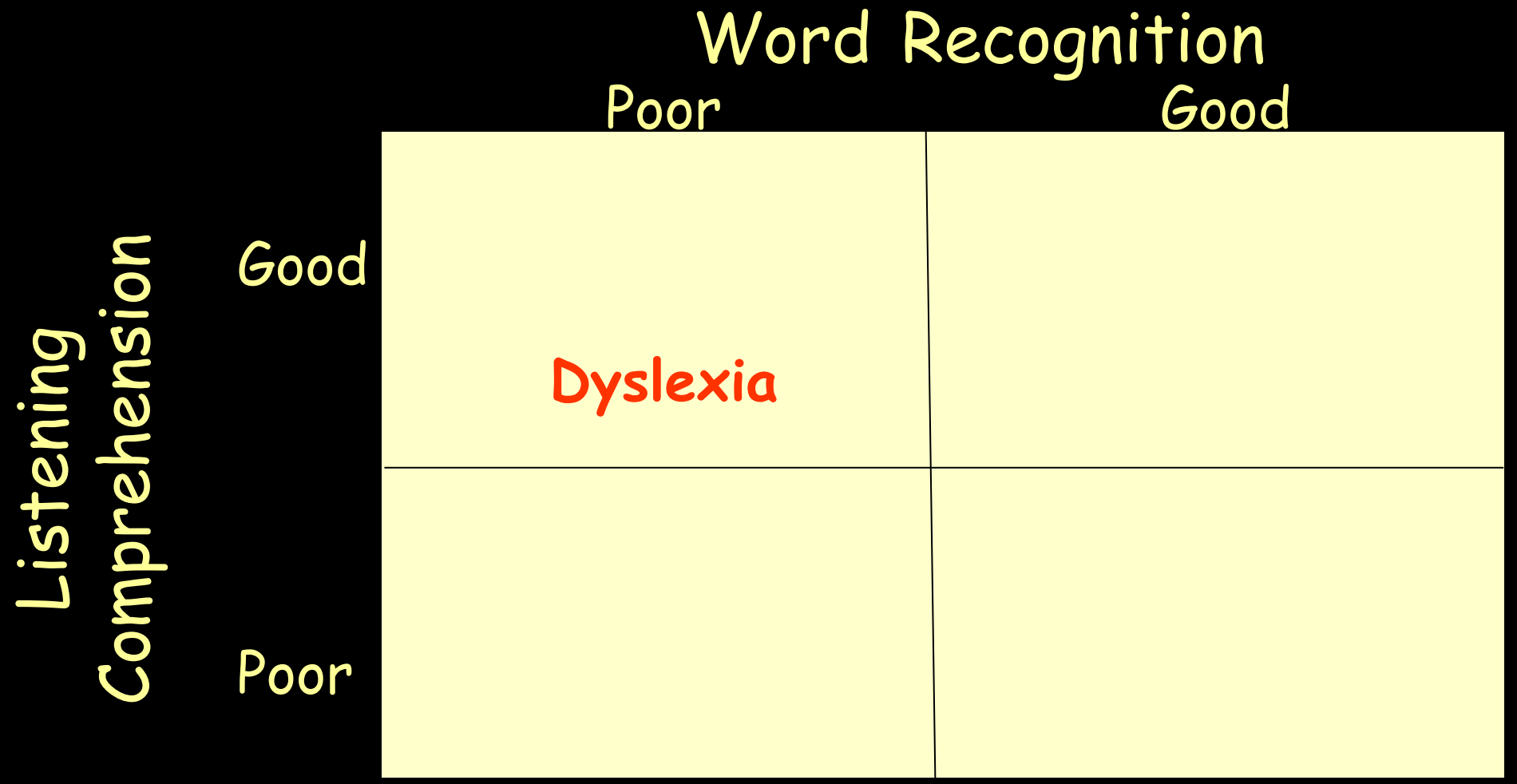
- Poo readers are not all the same…
- Simple view can be used to subgroup poor readers based on individual differences

SUBGROUPS

DEVELOPING READER SUBGROUPS

(CATTS, HOGAN, & ADLOF, 2005; CATTS, HOGAN, & FEY, 2003)




Word Recognition
Poor
Good
Listening Comprehension
Good
Poor
Dyslexia

DYSLEXIA IS A WORD-READING DIFFICULTY

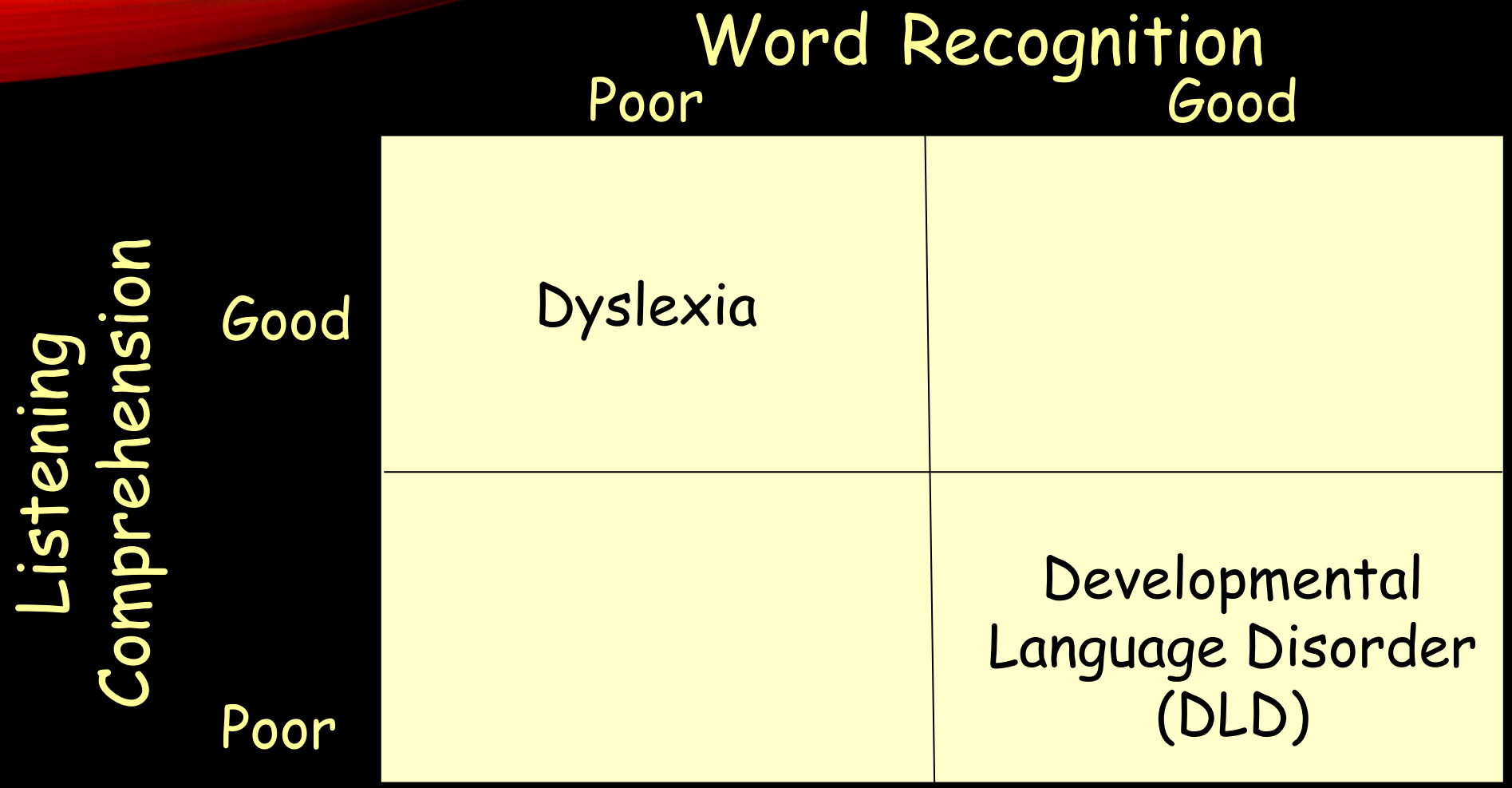
FACTS ABOUT DYSLEXIA

- Neurdiversity
- ~1 in 10 children
- Key difficulties in phonological (sound) and orthographic (letter) processing
- Laws have led to screening, teacher education, and more

(Snowling, 2019)

Listening Comprehension	Word Recognition: Poor	Word Recognition: Good
Good	Dyslexia	
Poor		Poor Comprehender

Listening Comprehension	Word Recognition: Poor	Word Recognition: Good
Good	Dyslexia	
Poor		Specific Comprehension Deficit


Word Recognition
Poor
Good
Listening Comprehension
Good
Poor
Dyslexia
Developmental Language Disorder (DLD)

DEVELOPMENTAL LANGUAGE DISORDER

- Developmental Language Disorder is when a child or adult has difficulties talking and/or understanding language

THE FACTS ABOUT DLD

- Neurodiversity
- ~1 in 10 children
- Hallmarks are difficulty learning new words and remembering them (vocabulary) and grammar learning & use
- Limited awareness

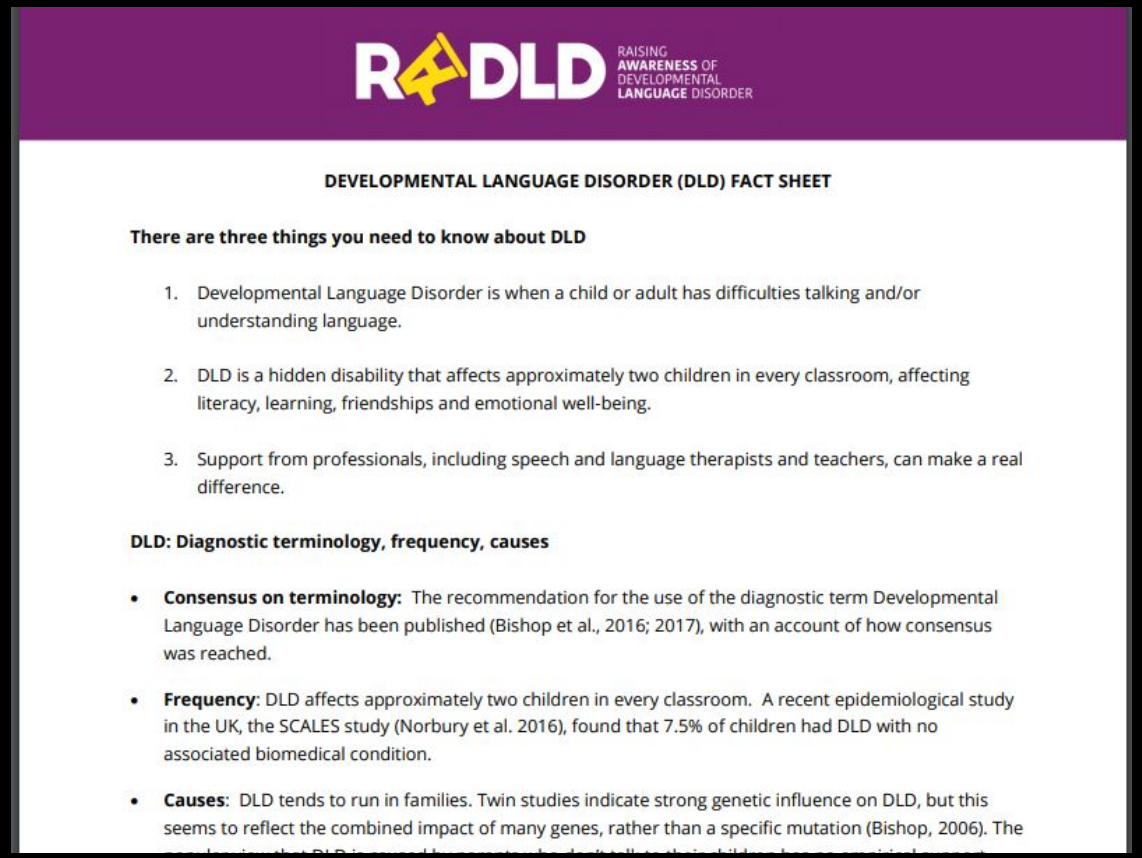
(McGregor, 2020)

DLD FACTS

https://radld.org/wp-content/uploads/2019/04/DLD-Fact-Sheet-English.pdf

- Translated in 20 languages!!!

https://radld.org/about/dld/dld-fact-sheet/



RADLD RAISING AWARENESS OF DEVELOPMENTAL LANGUAGE DISORDER

DEVELOPMENTAL LANGUAGE DISORDER (DLD) FACT SHEET

There are three things you need to know about DLD

1. Developmental Language Disorder is when a child or adult has difficulties talking and/or understanding language.
2. DLD is a hidden disability that affects approximately two children in every classroom, affecting literacy, learning, friendships and emotional well-being.
3. Support from professionals, including speech and language therapists and teachers, can make a real difference.

DLD: Diagnostic terminology, frequency, causes

- **Consensus on terminology:** The recommendation for the use of the diagnostic term Developmental Language Disorder has been published (Bishop et al., 2016; 2017), with an account of how consensus was reached.
- **Frequency**: DLD affects approximately two children in every classroom. A recent epidemiological study in the UK, the SCALES study (Norbury et al. 2016), found that 7.5% of children had DLD with no associated biomedical condition.
- **Causes**: DLD tends to run in families. Twin studies indicate strong genetic influence on DLD, but this seems to reflect the combined impact of many genes, rather than a specific mutation (Bishop, 2006). The

HOW DOES LANGUAGE DEVELOPMENT PROGRESS IN CHILDREN WITH DLD?

A train leaving the station late…the trajectory and sequence is very similar, but there are persistent delays

-Mabel Rice



WHAT DOES DLD LOOK LIKE IN THE CLASSROOM?



SHY, HESITANT, DROPS SENTENCES, UNCLEAR STORIES, LOOKS TO PEERS FOR ANSWERS



MISLABELED AS UNCOOPERATIVE, MISCHIEVOUS, EMOTIONAL, AND UNINTELLIGENT



OFTEN CO-OCCURS WITH READING, MATH, AND GENERAL ACADEMIC DIFFICULTIES

WHY ISN'T DLD BETTER KNOWN?

It affects approximately 1 in 10 children! (Tomblin et al., 1997)

It has been called by many names:
https://dldandme.org/terminology/

Resea

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literature

Primary
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confused

Languag
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While mo

Develop
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early in d

Clinical Terminology

In clinical
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disorders

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Specific
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spoken la
children

Insura

In the U.S
however,
clinician
language

Educational

In U.S. educational policy, the Individuals with Disabilities Education Act (IDEA) has its own names and categories of disabilities. There are three IDEA terms that a child with DLD could be given:

Developmental Delay

This includes children with delays in language acquisition. This term is typically used in educational settings that serve children birth to eight years old.

Speech or Language Impairment

This includes children with a communication disorder, including language impairment, that affects their educational performance. This term can also be abbreviated as SLI or S/LI, which is not to be confused with Specific Language Impairment.

Specific Learning Disability

Not to be confused with the DSM-5 label "Specific Learning Disorder," this educational term refers to children with trouble understanding or using spoken or written language, which affects their reading, writing, spelling, math, or other areas.

Educational labels are particularly important because they are the basis for determining whether your child qualifies for intervention services and accommodations in school. Of note, educational labels can differ by country.

All of these terms could potentially be used to describe a child with DLD. Because of this, there has been a worldwide push to decide on a common term. Fueled by the CATALISE Consortium (Bishop et al., 2016), "developmental language disorder" is becoming more and more prominent as the preferred term. As research in DLD continues to move forward, having a common term will help bring together the many researchers, clinicians, and educational policymakers who want to support children with DLD.

A STORY

Labels used to qualify for services

DD
Developmental Delay

SLI
Speech & Language Impairment

SLD
Specific Learning Disability

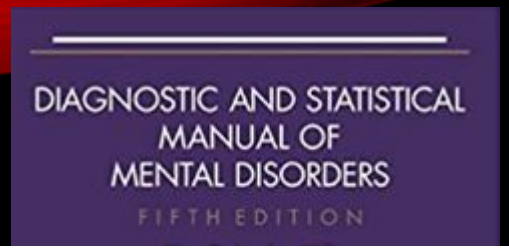
Where does DLD fit?

Diagnosis

Developmental Language Disorder

Georgan, Archibald, & Hogan, 2023

ADVOCACY PAYING OFF…



Teaching, Learning & Assessment » K-12 Standards & Instruction » English, Reading, & Literacy » Literacy »

Virgi

Apple Podcasts Preview

Advocacy Progress for Developmental Language Disorder

ALL FOR Literacy

hosted by Dr. Liz Brooke
Lexia's Chief Learning Officer

Unraveling Developmental Language Disorder With Dr. Tiffany Hogan

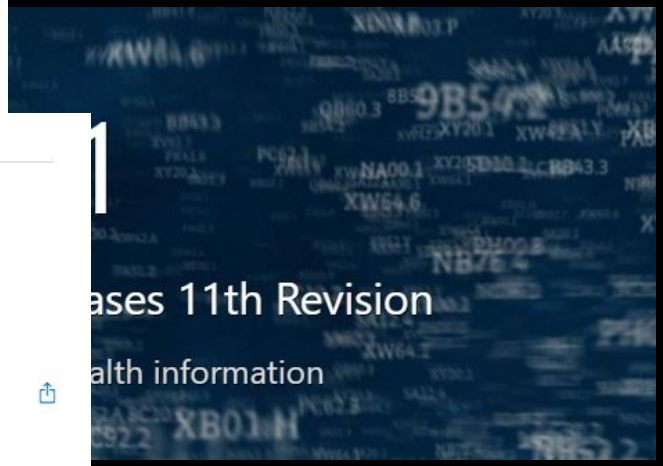
eiving attention. Earlier this year, the
age Disorder (DLD) could be recognized
..To reflect and expand on this update, DLD
egor join the podcast to detail the work they
ition. They discuss what this recent IDEA
work with them. It's part of a conversation
DLD while working with families and

Follow our podcast on: Apple Podcasts | Spotify | Audible | Podchaser



Episode 8 • September 5, 2023 • 53 min

In Episode 8 of All For Literacy, podcast host Dr. Liz Brooke works with Dr. Tiffany Hogan to unravel developmental language disorder—a condition characterized by a person having difficulty using or understanding language. You will walk away with an understanding of this complex diagnosis, including hallmark indications, best practices



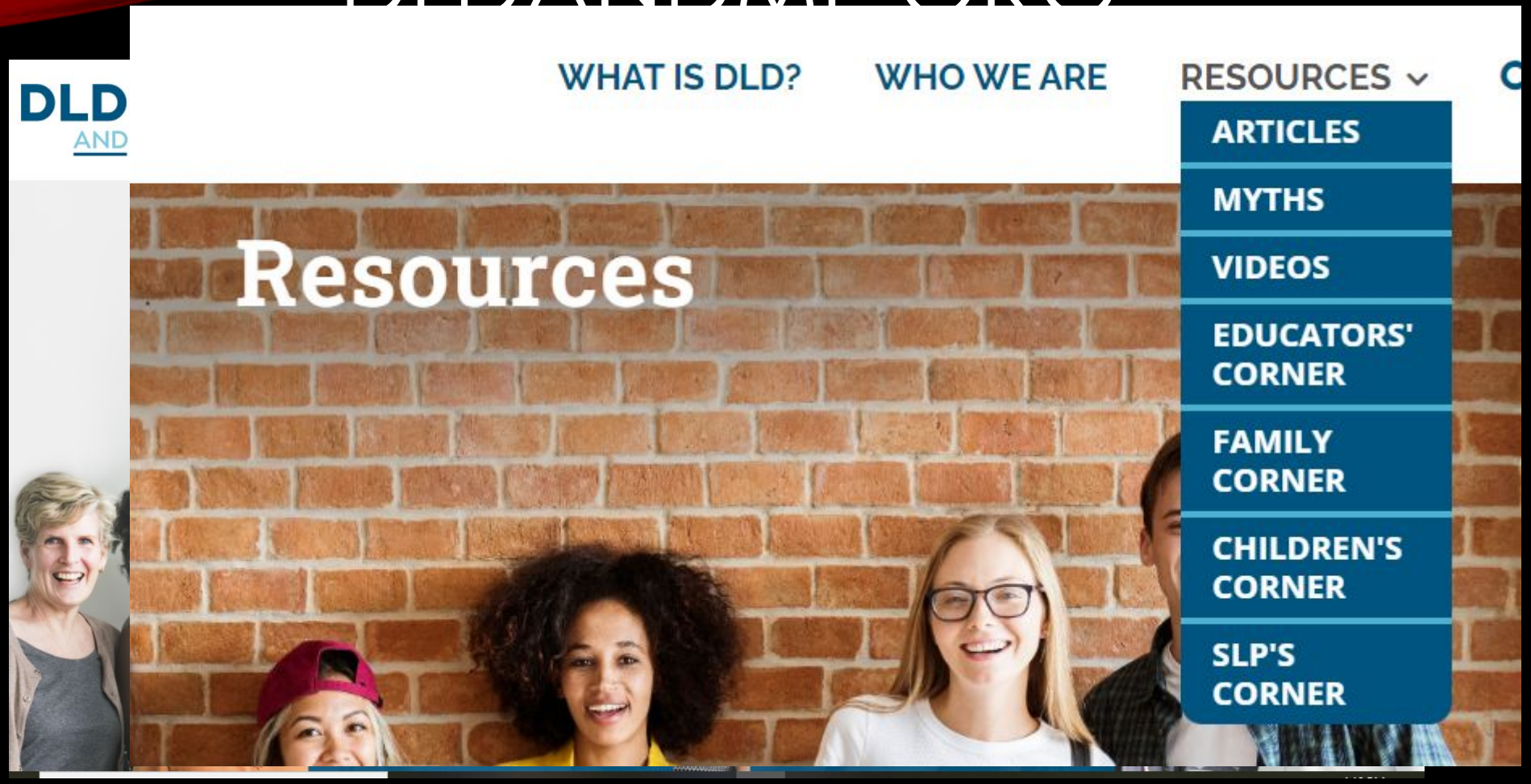
Schools

dance Includes Developmental Language Disorder as a Qualifying Category

By Tiffany P. Hogan, Kelly Farquharson, Karla McGregor

September 5, 2023

DLDANDME.ORG



WHAT IS DLD? WHO WE ARE RESOURC

Developmental Language Disorder and Me

I'm _____ and I have DLD.

Developmental Language Disorder (DLD) is a brain difference that makes learning, using, and understanding words difficult. Language has many parts. DLD can impact some or all of them, so every person with DLD is unique.

Here are some DLD challenges that I experience:

- ☐ Remembering everything you said
- ☐ Making sense of long sentences
- ☐ Understanding the whole story or message
- ☐ Keeping my attention focused when people are talking



- ☐ Pronouncing words

Developmental Language Disorder (DLD) Awareness Day Oct 18, 2019

radld.org

2020: Oct 16
2021: Oct 15
2022: Oct 14
2023: Oct 20
2024: Oct 18

Woodmen Life Tower, Omaha, Nebraska



University of Limerick, Republic of Ireland



Niagara Falls, Ontario, Canada



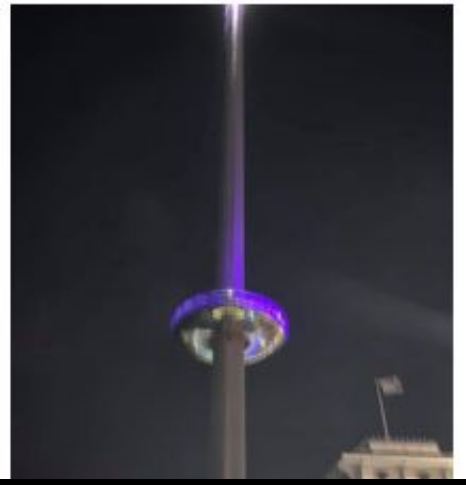
Zakim Bridge, Boston, Massachussetts

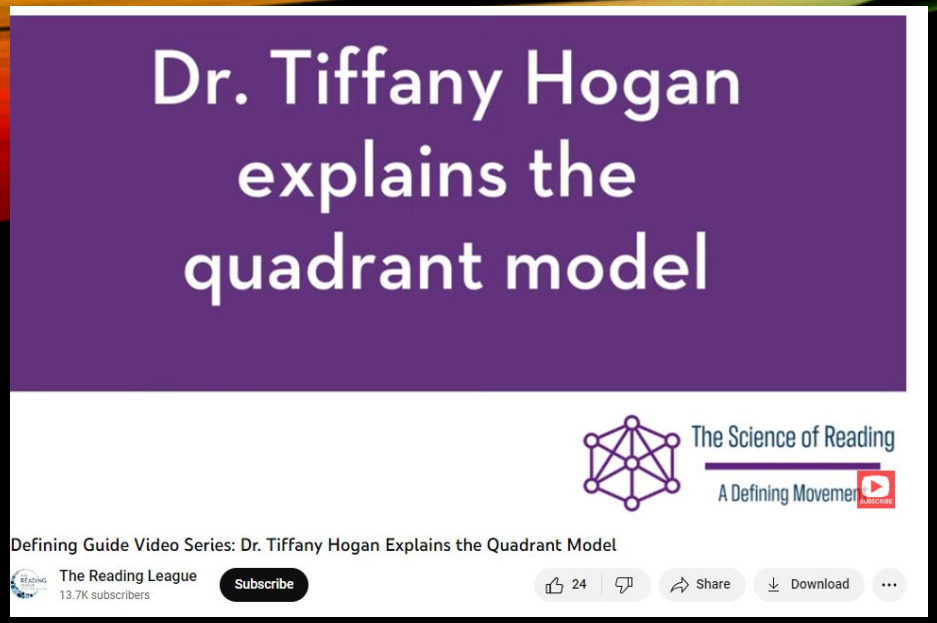


Matagarup Bridge and Sky Ribbon, Perth, Australia



British Airways i360 Tower, Brighton, United Kingdom





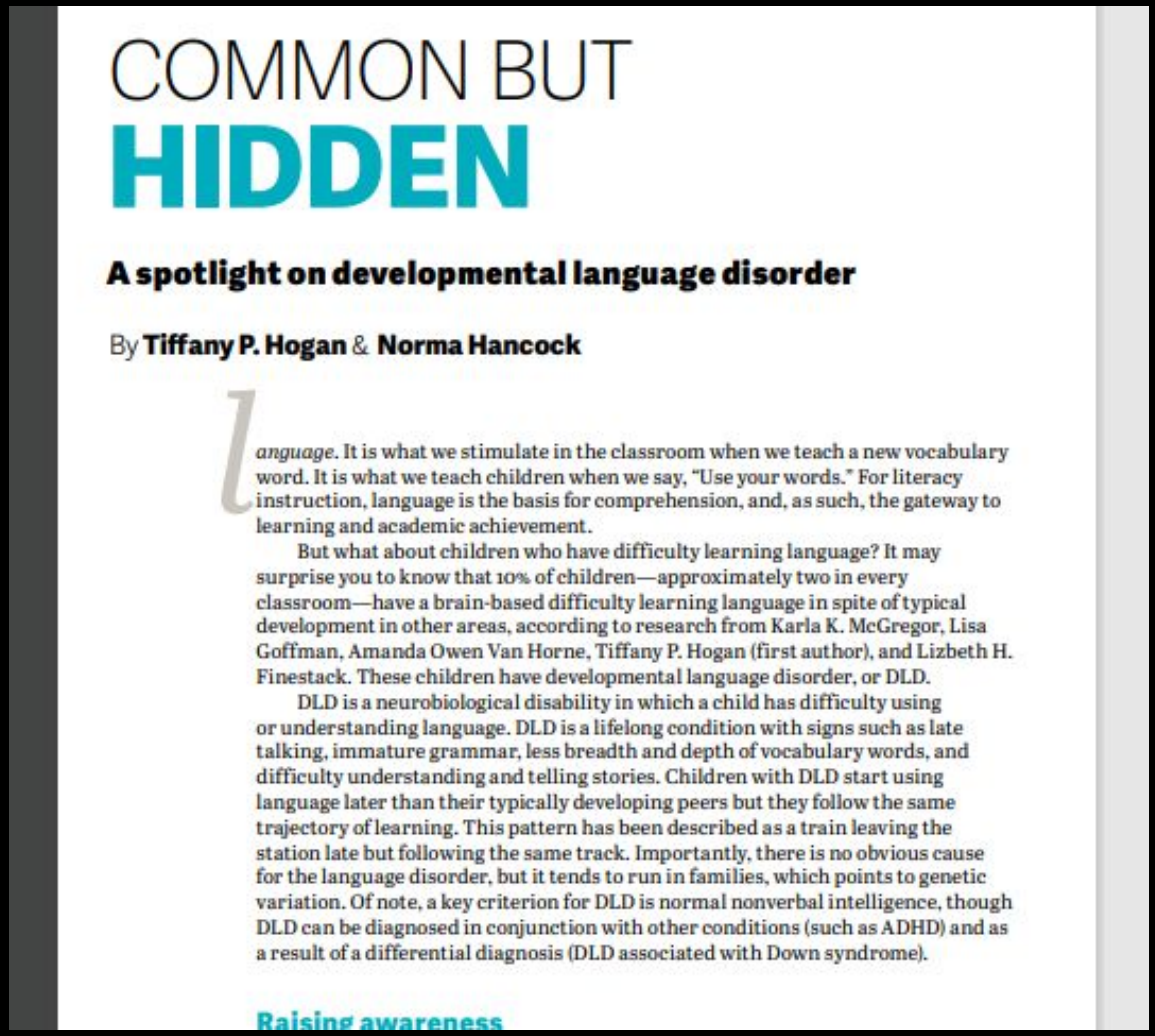


What's Language Got to Do With It? Speech-Language Pathology Contributions to the Science of Reading

by Tiffany P. Hogan

In the first few years of my career as a practicing speech-language pathologist (SLP), three

The Reading League Journal, 2022



COMMON BUT HIDDEN

A spotlight on developmental language disorder

By **Tiffany P. Hogan** & **Norma Hancock**

Language. It is what we stimulate in the classroom when we teach a new vocabulary word. It is what we teach children when we say, "Use your words." For literacy instruction, language is the basis for comprehension, and, as such, the gateway to learning and academic achievement.

But what about children who have difficulty learning language? It may surprise you to know that 10% of children—approximately two in every classroom—have a brain-based difficulty learning language in spite of typical development in other areas, according to research from Karla K. McGregor, Lisa Goffman, Amanda Owen Van Horne, Tiffany P. Hogan (first author), and Lizbeth H. Finestack. These children have developmental language disorder, or DLD.

DLD is a neurobiological disability in which a child has difficulty using or understanding language. DLD is a lifelong condition with signs such as late talking, immature grammar, less breadth and depth of vocabulary words, and difficulty understanding and telling stories. Children with DLD start using language later than their typically developing peers but they follow the same trajectory of learning. This pattern has been described as a train leaving the station late but following the same track. Importantly, there is no obvious cause for the language disorder, but it tends to run in families, which points to genetic variation. Of note, a key criterion for DLD is normal nonverbal intelligence, though DLD can be diagnosed in conjunction with other conditions (such as ADHD) and as a result of a differential diagnosis (DLD associated with Down syndrome).

Raising awareness

International Literacy Association, 2021

Reading Rockets
Launching Young Readers

WETA Ab

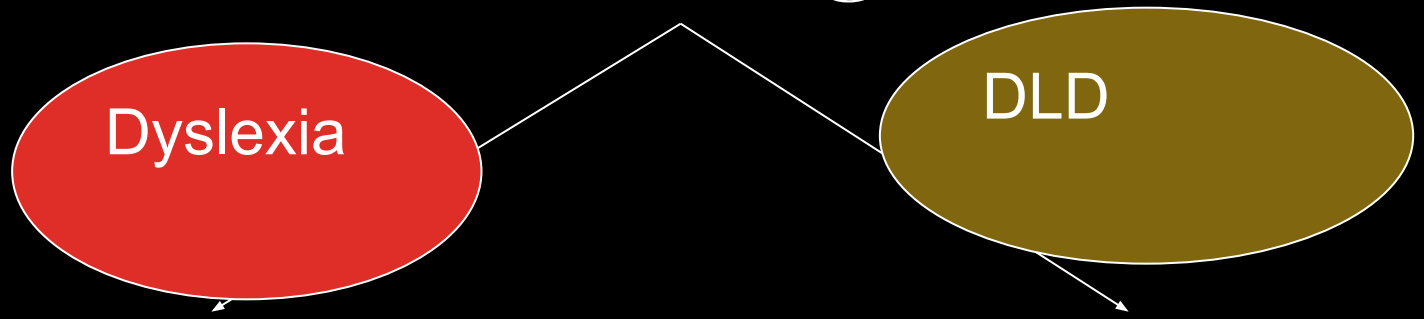
Reading 101 In the Classroom Helping A

Developmental Language Disorder

Developmental language disorder (DLD) is a language problem. Children with DLD have difficulty with language whether they are speaking, listening, reading, or writing. About half of children with DLD also have dyslexia or ADHD.



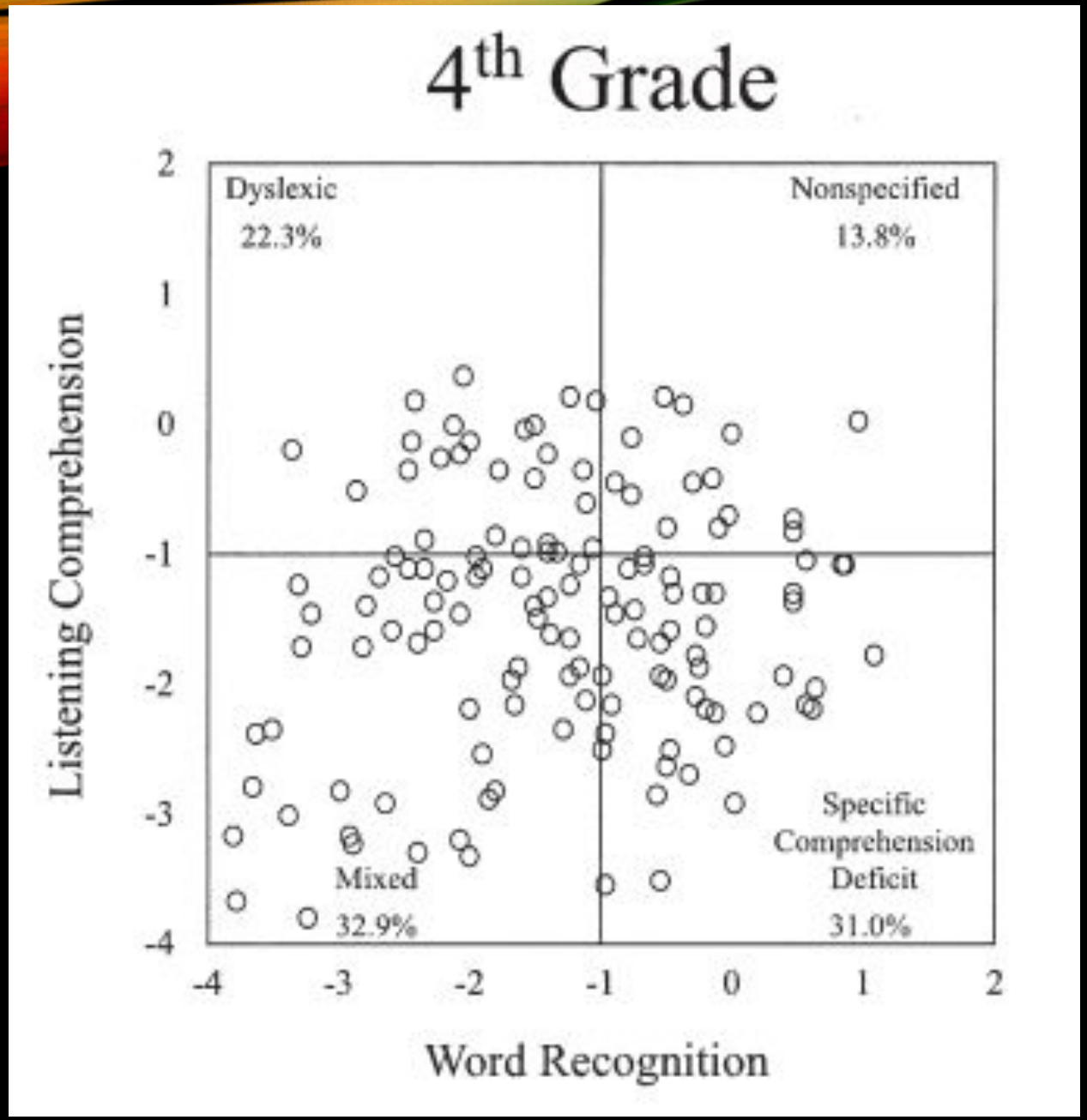
Reading



Word Recognition

Listening Comprehension

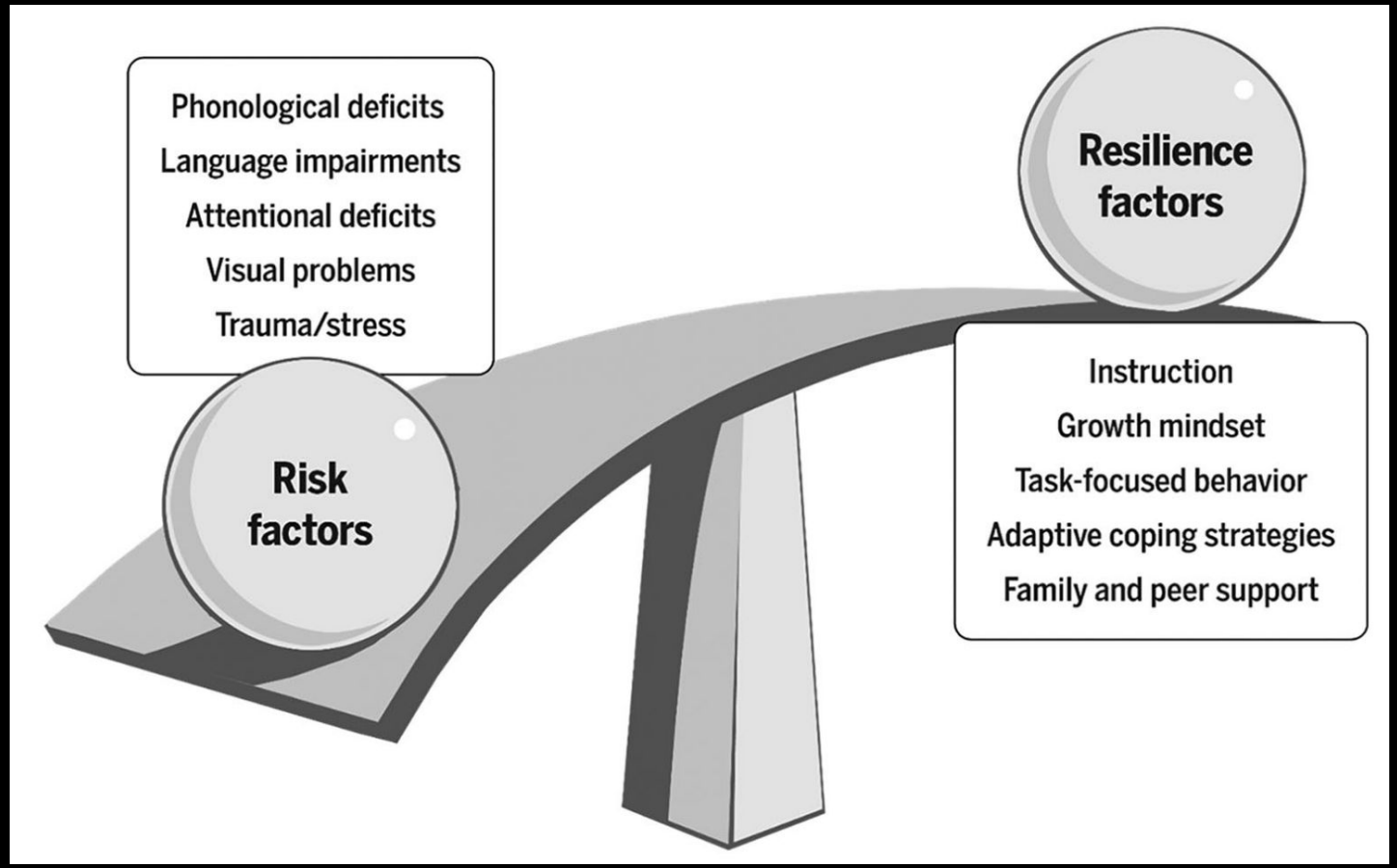
Listening Comprehension \ Word Recognition	Poor	Good
Good	Dyslexia	
Poor	Dyslexia +DLD	Developmental Language Disorder (DLD)



Catts, Hogan, & Adlof, 2005

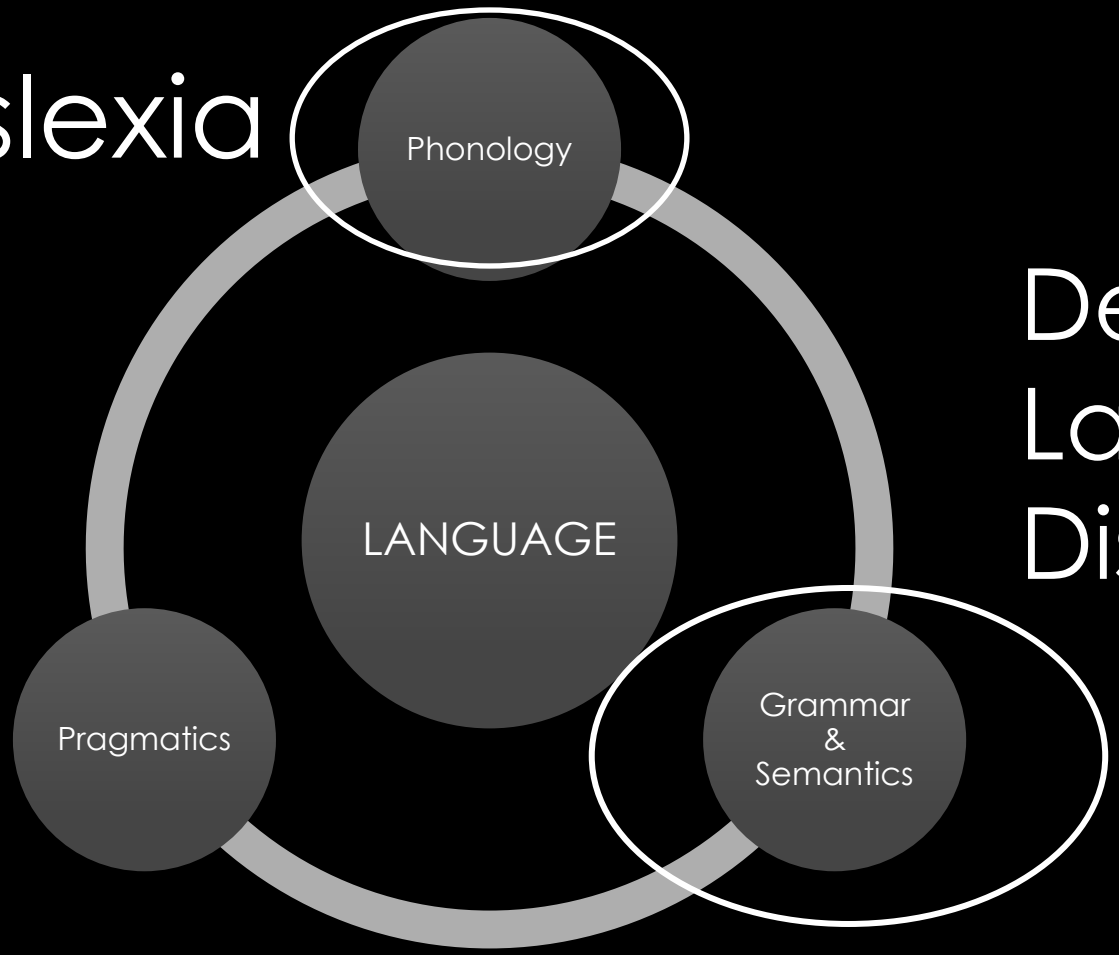
CUMULATIVE RISK

Catts, H. W., & Petscher, Y. (2022). A Cumulative Risk and Resilience Model of Dyslexia. *Journal of Learning Disabilities*.

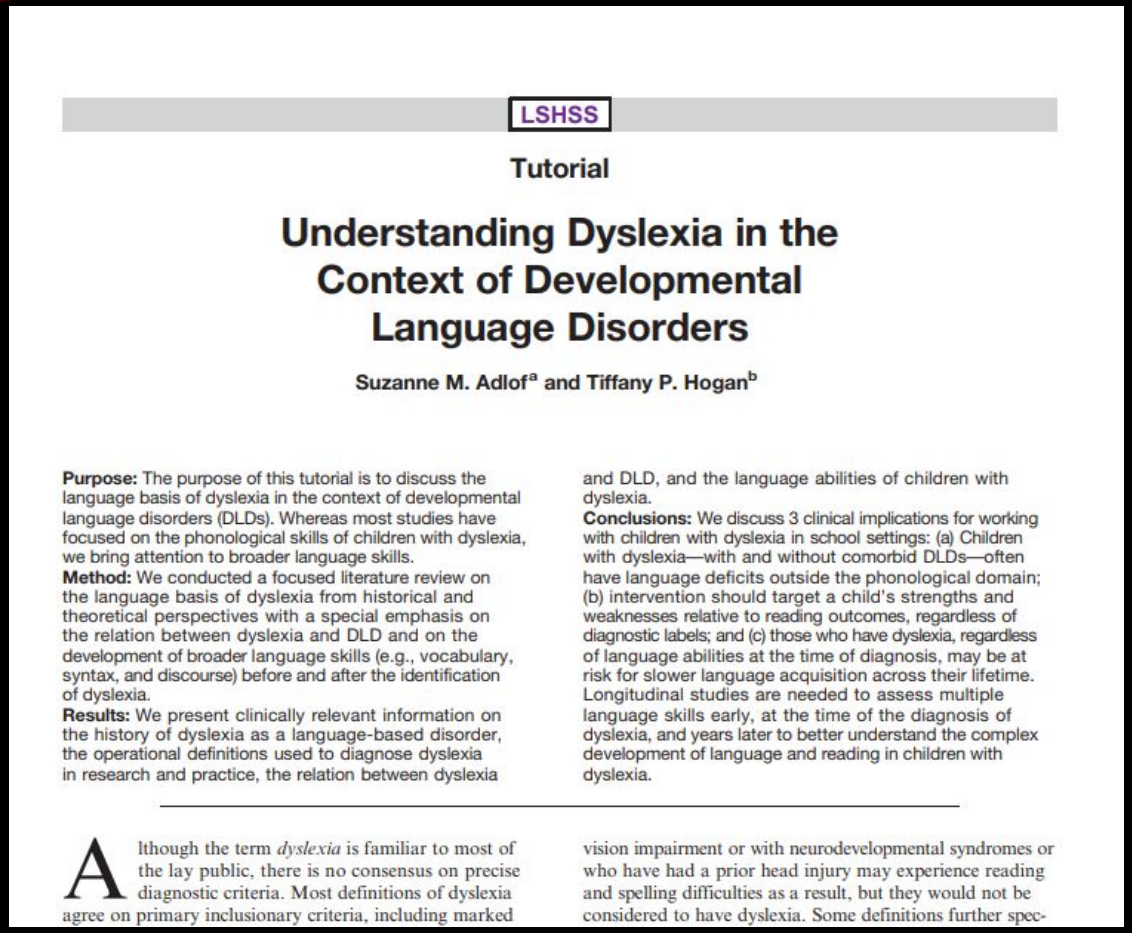


LANGUAGE

Dyslexia



Developmental Language Disorder



LSHSS

Tutorial

Understanding Dyslexia in the Context of Developmental Language Disorders

Suzanne M. Adlof[a] and Tiffany P. Hogan[b]

Purpose: The purpose of this tutorial is to discuss the language basis of dyslexia in the context of developmental language disorders (DLDs). Whereas most studies have focused on the phonological skills of children with dyslexia, we bring attention to broader language skills.
Method: We conducted a focused literature review on the language basis of dyslexia from historical and theoretical perspectives with a special emphasis on the relation between dyslexia and DLD and on the development of broader language skills (e.g., vocabulary, syntax, and discourse) before and after the identification of dyslexia.
Results: We present clinically relevant information on the history of dyslexia as a language-based disorder, the operational definitions used to diagnose dyslexia in research and practice, the relation between dyslexia and DLD, and the language abilities of children with dyslexia.
Conclusions: We discuss 3 clinical implications for working with children with dyslexia in school settings: (a) Children with dyslexia—with and without comorbid DLDs—often have language deficits outside the phonological domain; (b) intervention should target a child's strengths and weaknesses relative to reading outcomes, regardless of diagnostic labels; and (c) those who have dyslexia, regardless of language abilities at the time of diagnosis, may be at risk for slower language acquisition across their lifetime. Longitudinal studies are needed to assess multiple language skills early, at the time of the diagnosis of dyslexia, and years later to better understand the complex development of language and reading in children with dyslexia.

Although the term *dyslexia* is familiar to most of the lay public, there is no consensus on precise diagnostic criteria. Most definitions of dyslexia agree on primary inclusionary criteria, including marked vision impairment or with neurodevelopmental syndromes or who have had a prior head injury may experience reading and spelling difficulties as a result, but they would not be considered to have dyslexia. Some definitions further spec-

https://www.ncbi.nlm.nih.gov/pubmed/30458538

IMPLICATIONS

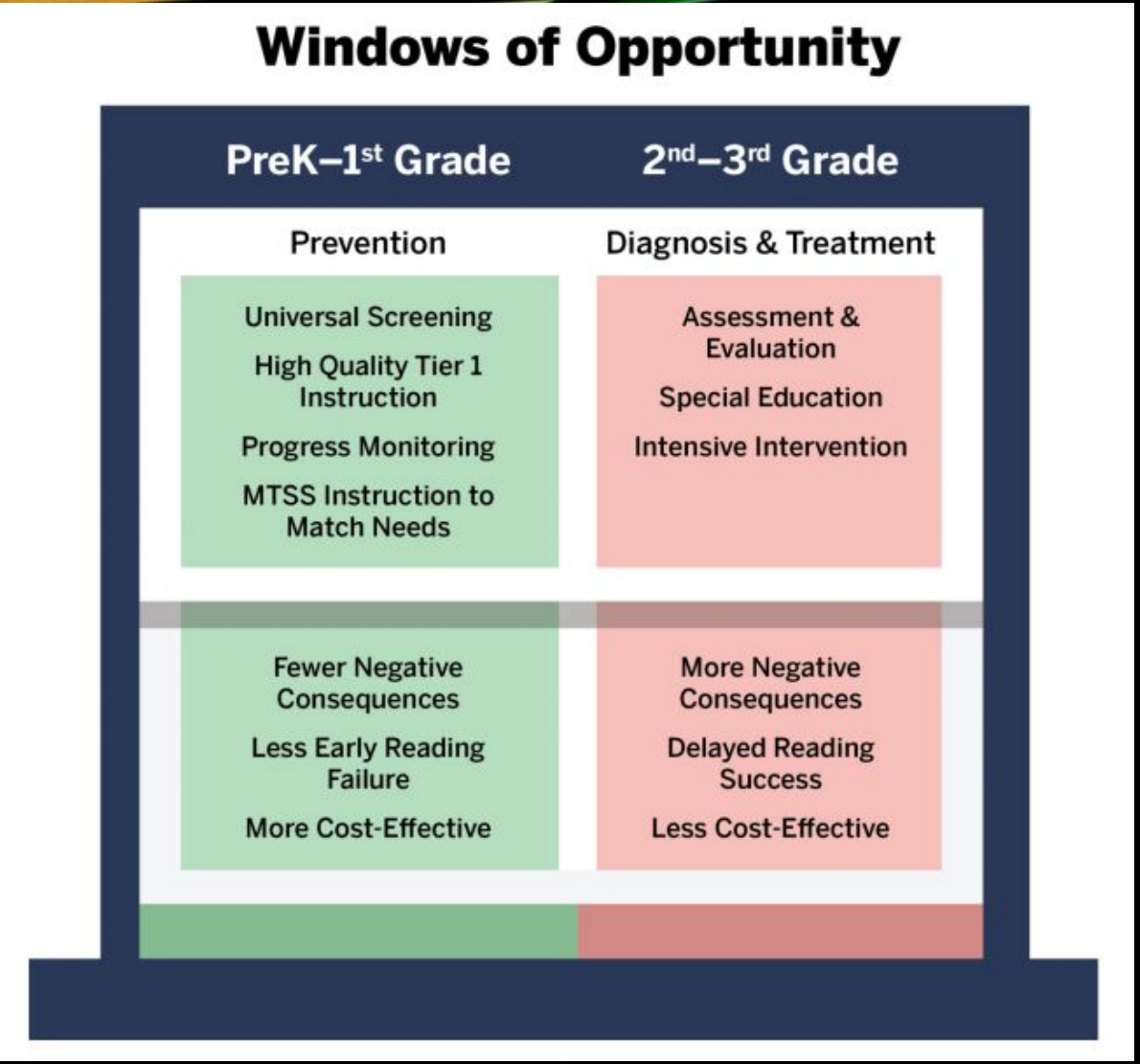
Need to assess both word reading and language abilities

- Samples of children with *dyslexia* also include those with DLD
- Samples of children with *DLD* also include those with dyslexia

Can't ignore DLD when serving those with dyslexia

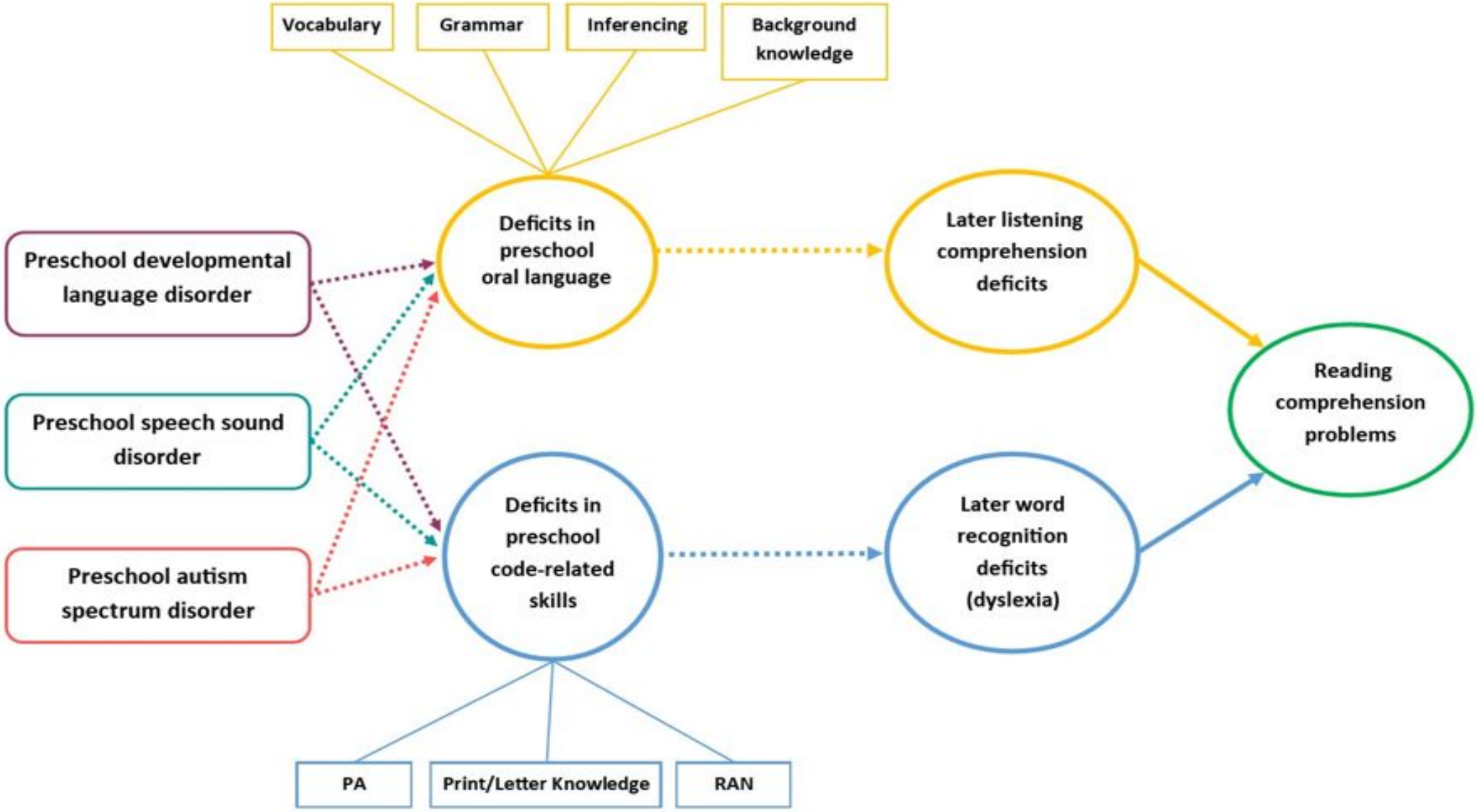
DEVELOPMENTAL LANGUAGE DISORDER + RISK FOR ____

- Dyslexia (30-50%) (Adlof & Hogan, 2018)
- ADHD (Redmond, 2011; Redmond et al., 2015; Redmond & Ash, 2014)
- Speech (Goffman et al., 2023; McGregor et al., 2023)
- Fine Motor (Hill, 2001; McGregor et al., 2023)
- Gross Motor (Hill, 2001; McGregor et al., 2023)
- Social-emotional (Redmond, 2011; Redmond et al., 2015; Redmond & Ash, 2014)



Catts & Hogan (2021). Dyslexia: An ounce of prevention is worth a pound of diagnosis, *The Reading League Journal*

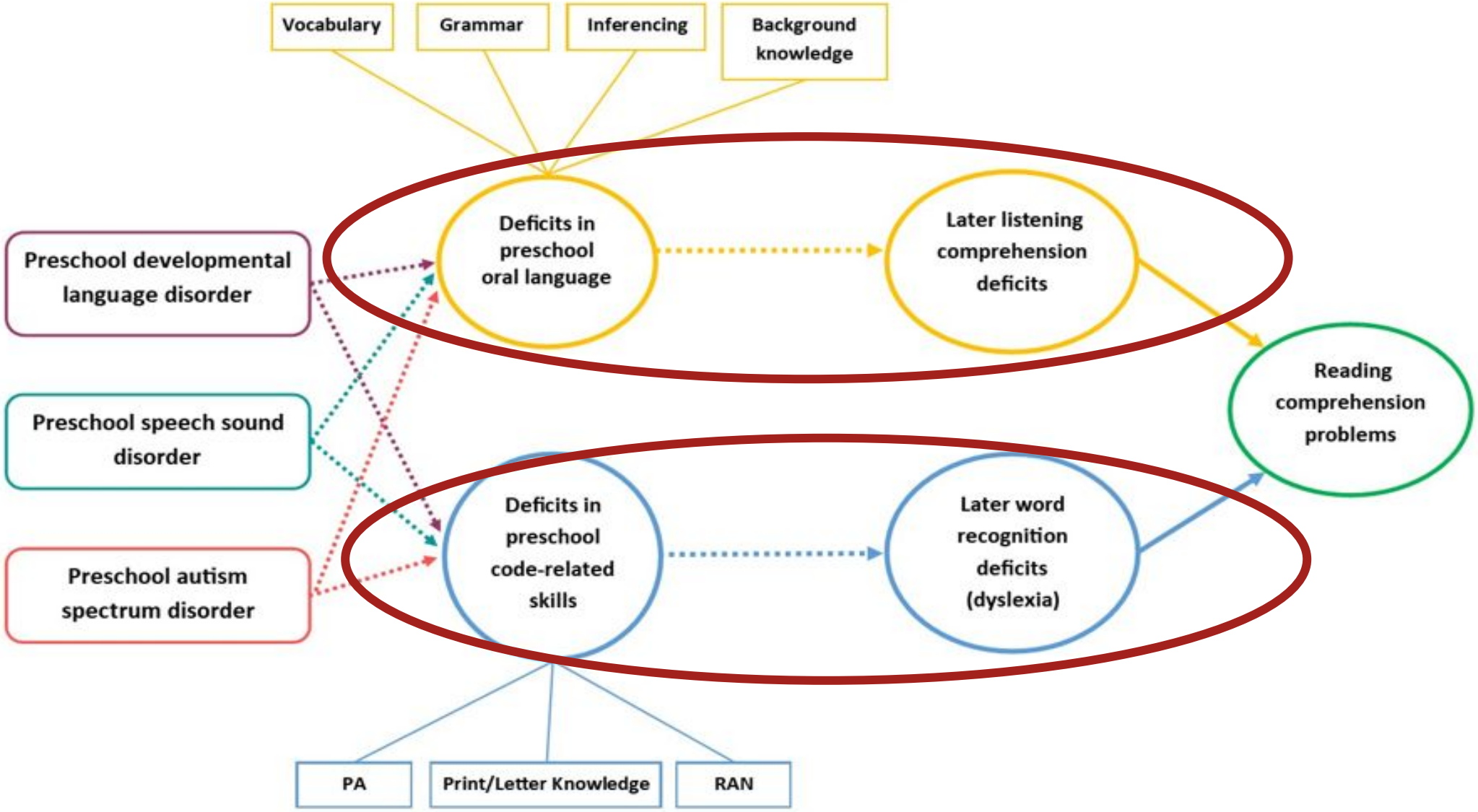

I CAN'T
READ.



Komesidou & Hogan, 2020, IDA perspectives

IMPLICATIONS OF LONGITUDINAL DATA ON SIMPLE VIEW

- Separate skills
- Need to stimulate both
- Early identification of both word reading and listening comprehension



Komesidou & Hogan, 2020, IDA perspectives

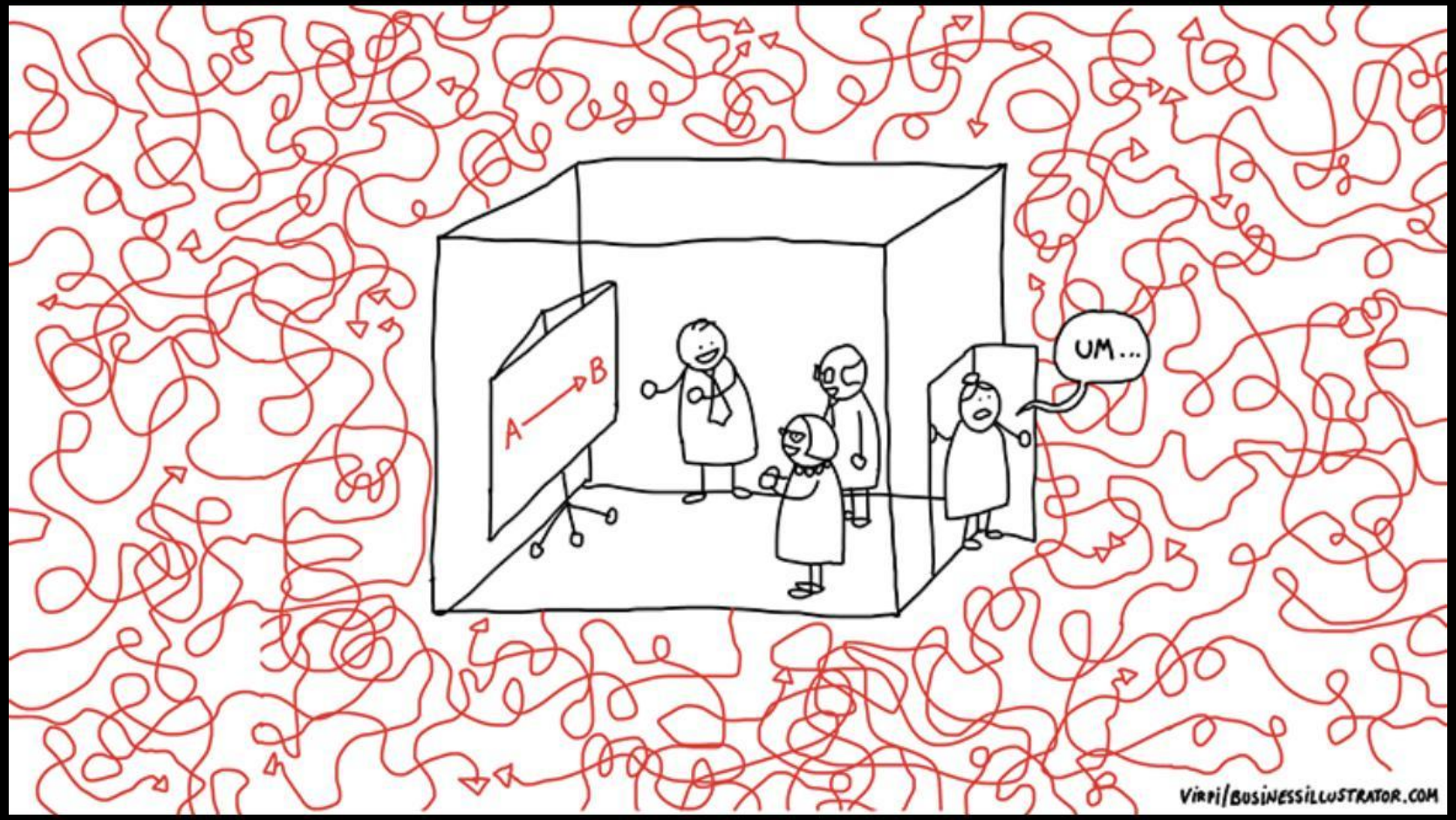
#GOALS

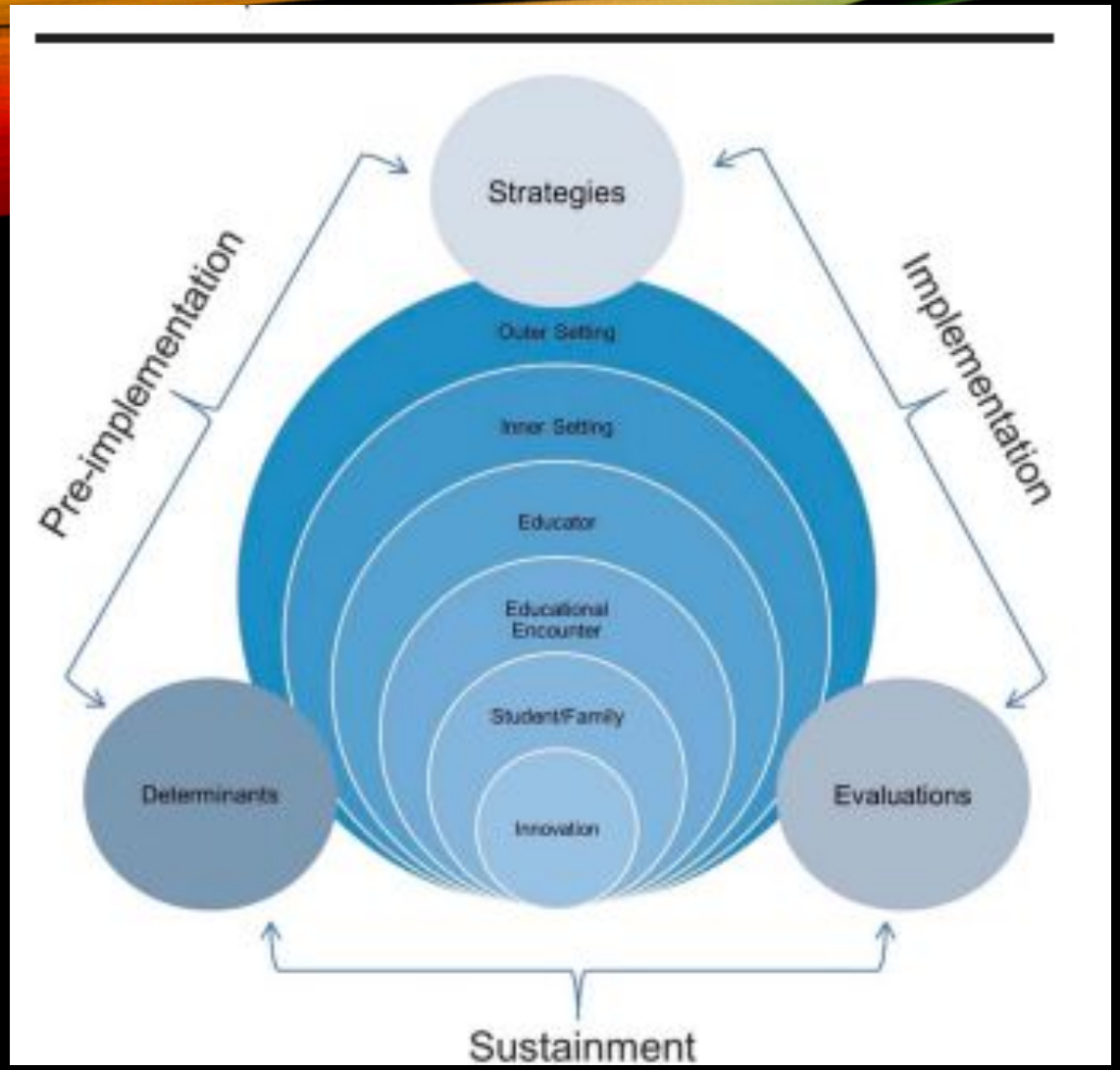
1. routine screening (and testing) for word reading difficulties (dyslexia) and language comprehension difficulties (DLD),
2. evidence-based instruction in both word reading and language comprehension for all children,
3. developmentally appropriate instruction across the grades,
4. Build an understanding of neurodiversity and the whole child

WE HAVE MANY FINDINGS.

BIG OUTSTANDING QUESTION IS HOW BEST TO IMPLEMENT IN SCHOOLS

CONTEXT MATTERS!

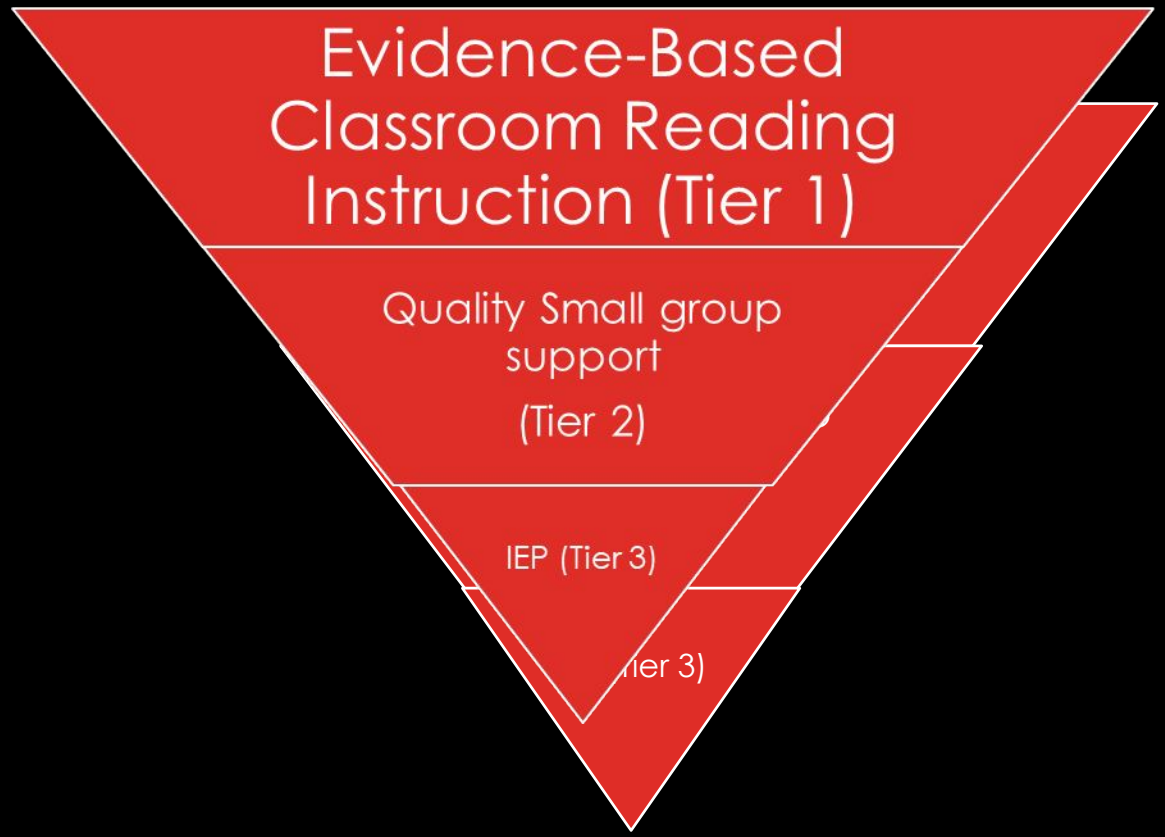


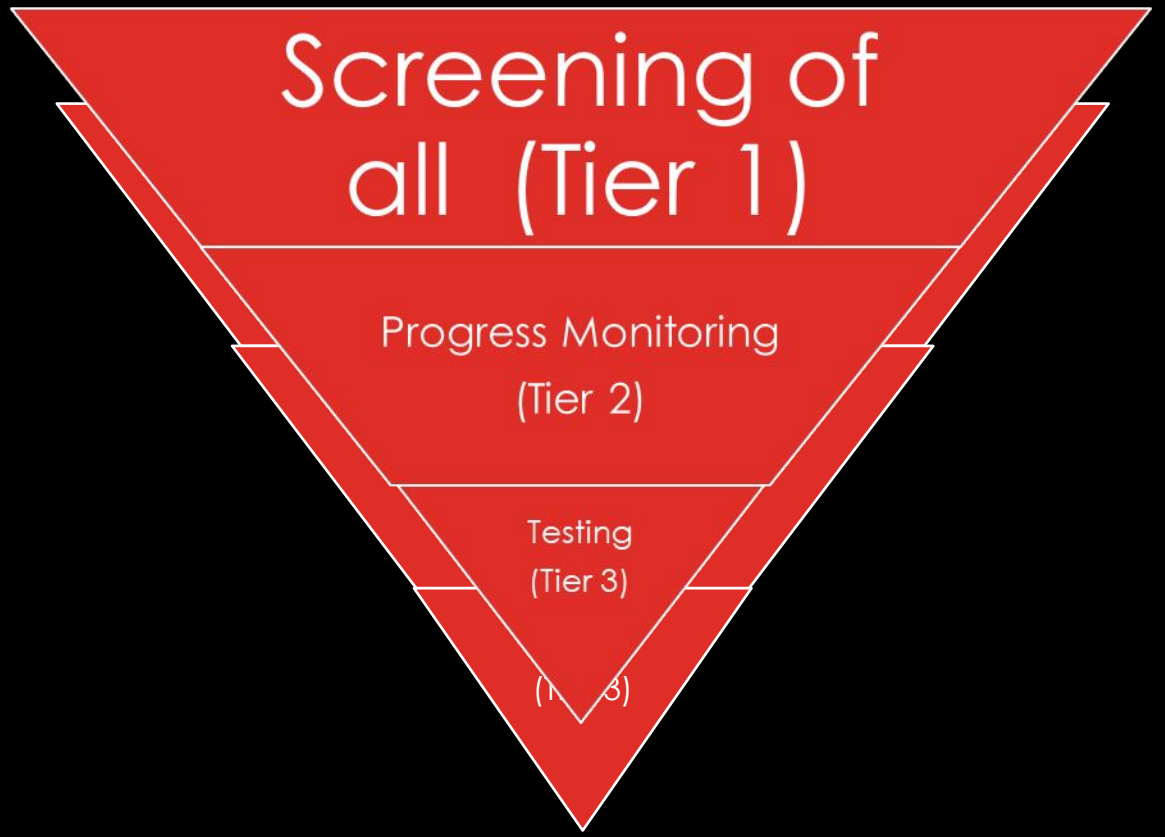


Komesidou, R. & Hogan, T.P. (2023). A generic implementation framework for school-based research and practice. *Language, Speech, and Hearing Research Services in Schools, 54*, 1165–1172.

OSF | The Generic Implementation Framework for School-based Research and Practice Toolkit (Komesidou & Hogan, 2023)

WE NEED TWO MTSS APPROACHES – ONE FOR WORD READING **AND** ONE FOR LANGUAGE COMPREHENSION





DLD: COMMON, BUT HIDDEN, DISORDER

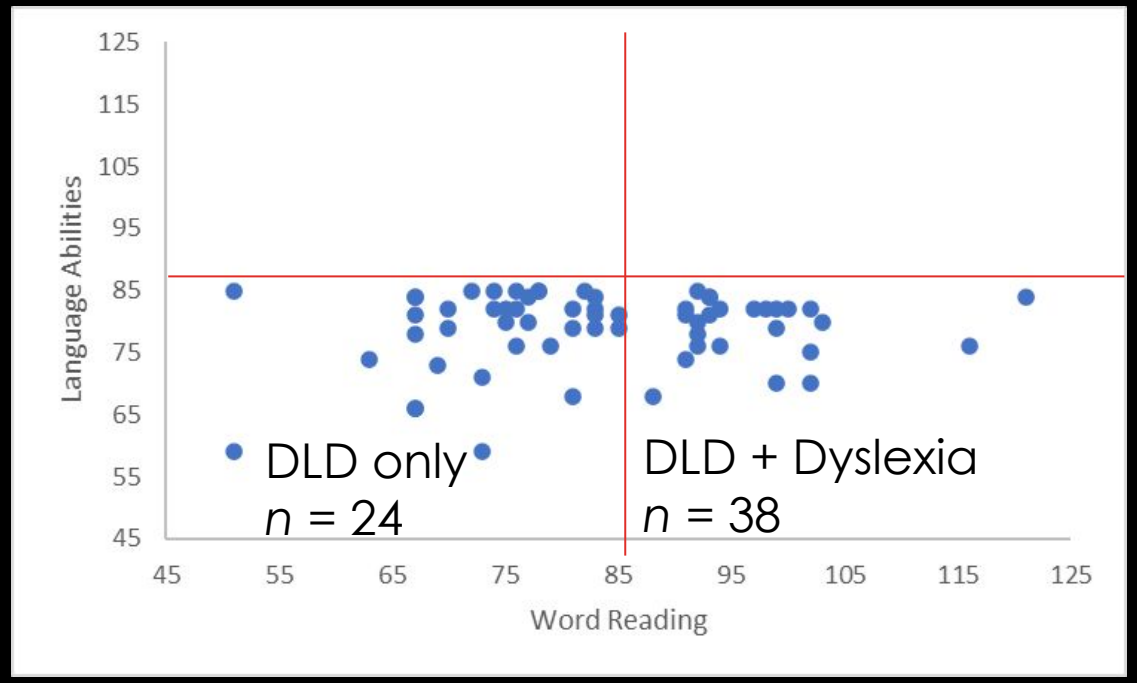
- Only ~20% of children with DLD are identified in early childhood / early
  - Over half a
  - US!

SOCIAL JUSTICE ISSUE

- Who is identified? (W & echtman, 2013)
  - Those with overt difficulties (AD HD, Dyslexia, SSD)
  - Those who have mothers with high SES

dlof & Hogan, 2019 for review

30 YEARS LATER…



DLD only: 26% concern; 30% SPED service
DLD + Dyslexia: 24% concern; 44% SPED service

WHY AREN'T SCHOOLS SCREENING FOR DLD?

School-based screenings are common. For example, schools regularly screen for hearing loss or vision difficulties. Screenings help parents and teachers find problems that may negatively affect learning. Unfortunately, screening of language skills is not a common practice in schools. Why? Three myths get in the way.

Myth 1: Language screenings are time-consuming.

Truth: There are language screeners that can be given quickly and easily in the classroom.

Myth 2: Language screenings are not reliable.

Truth: There are highly reliable language screeners for children in kindergarten and higher grades.

Myth 3: Schools already screen for language when they screen for reading.

Truth: It is great that school's regularly screen children's reading skills but reading screeners (like the DIBELs) screen for written language problems. Oral language problems, which may be contributing to the reading problem or to problems in classroom participation, go undetected.

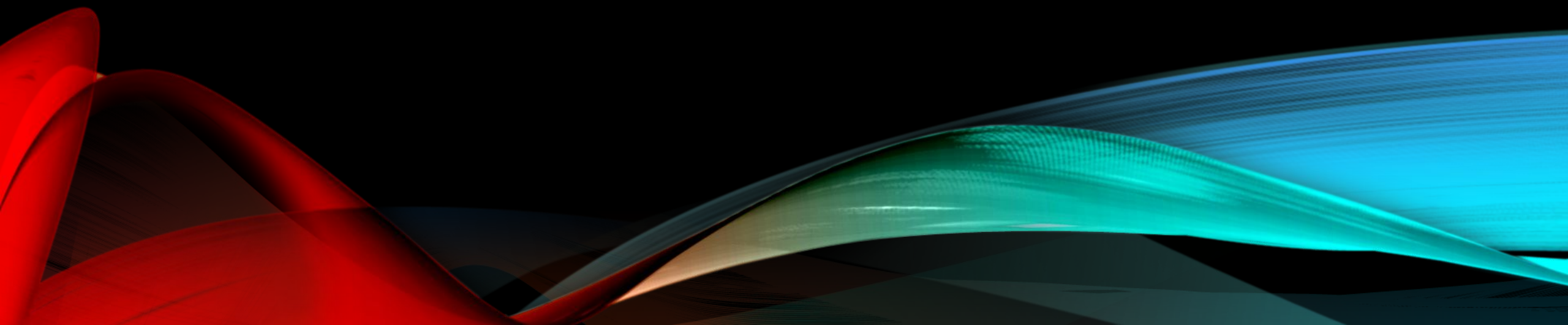
https://dldandme.org/school-language-screening/

MOST LATE EMERGING POOR READERS ARE ACTUALLY *LATE IDENTIFIED*

Catts et al., 2012; Petscher et al, 2017

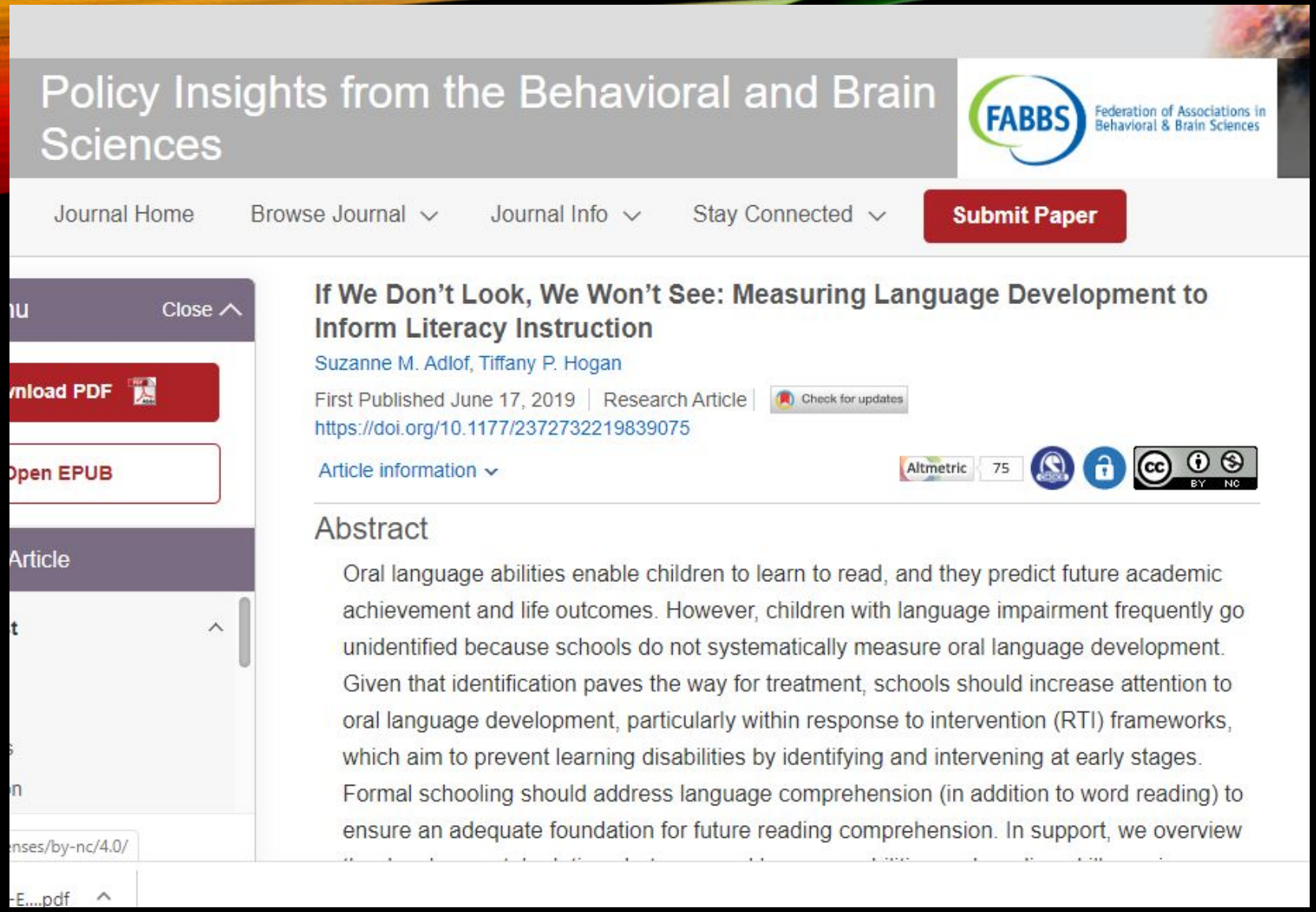
LATE EMERGING POOR READERS IN 5TH GRADE HAD POOR LANGUAGE AS EARLY AS 30 MONTHS!

(PETSCHER ET AL., 2017)



EARLY TESTS OF *READING* COMPREHENSION ARE ACTUALLY WORD READING TESTS





https://journals.sagepub.com/doi/full/10.1177/2372732219839075

HTTPS://OSF.IO/CAJP5/

Developmental Language Disorder Screening Tests Fact Sheet

Xue Bao, Rouzana Komesidou, Tiffany P. Hogan*
School of Health and Rehabilitation Sciences
MGH Institute of Health Professions
Boston, MA 02129, USA

Author Note
Xue Bao' ORCID: https://orcid.org/0000-0001-7448-2979
Rouzana Komesidou's ORCID: https://orcid.org/0000-0003-3113-8937
Tiffany P. Hogan's ORCID: https://orcid.org/0000-0003-2160-6995
*Correspondence: thogan@mghihp.edu

Table of Content

Table of Content 1

1. Bayley Scales of Infant and Toddler Development – Fourth Edition (Bayley-4) (Bayley & Aylward, 2019, 2021) 3

2. Children's Communication Checklist – Second Edition (CCC-2) (Bishop, 2006, 2021) 5

3. Clinical Evaluation of Language Fundamentals - Fifth Edition Screening Test (CELF-5 ST) (Wiig et al., 2013, 2021) 7

4. Communication and Symbolic Behavior Scales Developmental Profile - First Normed Edition (CSBS DP), (Prizant & Wetherby, 2002a, 2022b) 9

5. CUBED Narrative Language Measures (NLM) (Petersen & Spencer, 2016, 2021a) 11

6. Language Use Inventory (LUI) (O'Neill, 2009, 2021; Pesco & O'Neill, 2012) 13

7. Preschool Language Scales – 5 Screening Test (PLS-5 ST) (Zimmerman et al., 2012, 2021) 15

8. Quick Interactive Language Screener (QUILS) (Golinkoff et al., 2017, 2022) 17

9. Speech and Language Screener Quick Take Along (Snyders & Kjesbo, 2014, 2021) 19

10. Student Language Scale Screener for Language and Literacy Disorders (SLS Screener) (Nelson et al., 2018, 2021) 21

11. The Diagnostic Evaluation of Language Variation – Screening Test (DELV-ST) (Seymour et al., 2003, 2021) 23

12. The Early Screening Inventory – Third Edition (ESI-3) (Meisels & Marsden, 2019b, 2022a) 25

Update Table...

13. The Predictive Early Assessment of Reading and Language Screener (PEARL) (Petersen et al., 2017; Petersen & Spencer, 2014, 2021b) 27

14. The Rice/Wexler Test of Early Grammatical Impairment (TEGI) (Rice & Wexler, 2001, 2015) 29

15. The Well Screening, Research Edition (Ekelman et al., 2021a, 2021b) 31

DLD DIAGNOSTICS TOOLBOX

OGINTRODUCTION.HTML

Language

ABOUT LWM

Home › DLD Toolbox › 20

DLD Toolbox

2020

2021

Contact Us

Lisa Archibald, PhD
Associate Professo
Western University
School of Communi
Sciences and Disor
Elborn College
1201 Western Rd.
London, Ontario CA
N6G 1H1

Tel: 519-661-2111 e
Email Dr. Archibald

DLD Diagnostics
vol. 5

Diagnostic Decisions: Language Difficulties or DLD in Under 5-year-olds

Lisa Archibald
larchiba@uwo.ca
@larchiba6

Diagnostic Scenario

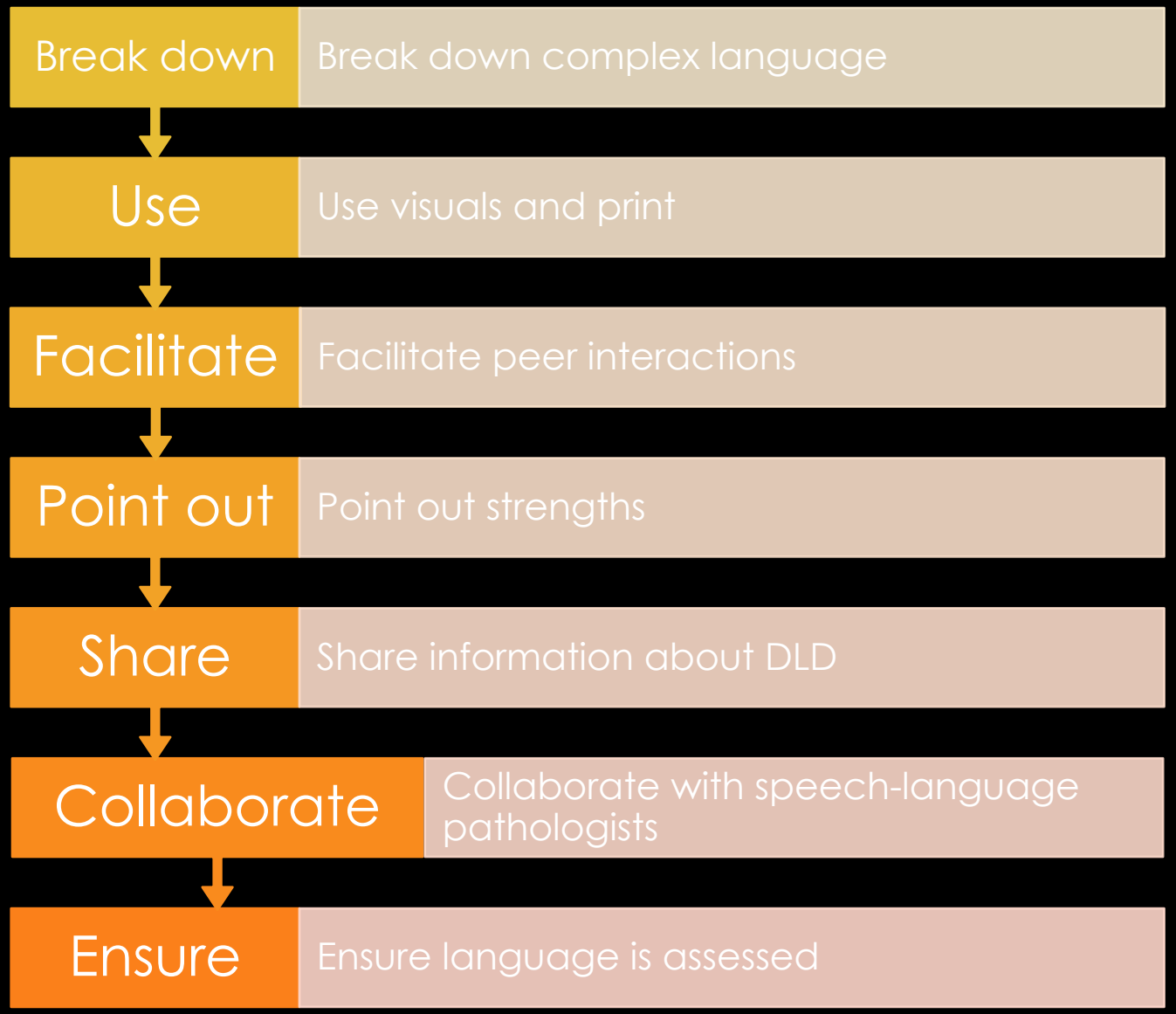
The SLP/SaLT assessment determines that a child under 5 years has language difficulties with a significant impact on everyday interactions & no known biomedical condition. Given the variability in language development at this age, what considerations might help the clinician decide if the problem is likely persistent and a diagnosis of DLD is warranted?

Diagnostic Considerations

Indicators of relatively low concern	Indicators of moderate concern	Indicators of quite high concern
Age in years when assessed[1]		
up to 2	3	4+
Time over which re-assessment has indicated continued language difficulties[2]		
less than 6 months		6 months or more
Language domains impacted[2]: Phonology, Morphosyntax, Semantics, Word finding, Pragmatics, Verbal learning & memory		
Phonology only	Few domains Expressive only	Many domains (see note (a)) Receptive & expressive deficits
Risk factors[3]: Family history of communication or reading disorders Low level of parental education/vocabulary Socioeconomic disadvantage		Low birth weight or responsivity Others: birth order, male, shyness
	Many (see note (b))	
Early gesture or language indicators[4]		
	At 12 months, few words used meaningfully or understood without gestures, limited pointing or holding out arm to show object	At 24 months, no word combinations
Later preschool language indicators[1]		
Retells main events in story (even with morphosyntactic & phonological errors)		Unable to retell simplified sequence of story events (even with pictures)
Malleable factors[5]: Language & literacy home environment (e.g., toy talk: *When my child looks at a toy, I talk about it*; shared book reading; many books available; interactions during screen time) Variability in language input (i.e., informal play opportunities; attends childcare centres) Intervention		
Language improves with existing or enhanced inputs	Not available	No change when enhanced or change requires considerable effort

Determining best label to use: Consider the range in which the majority of indicators fall...

SUPPORTING CHILDREN WITH DLD IN CLASSROOMS

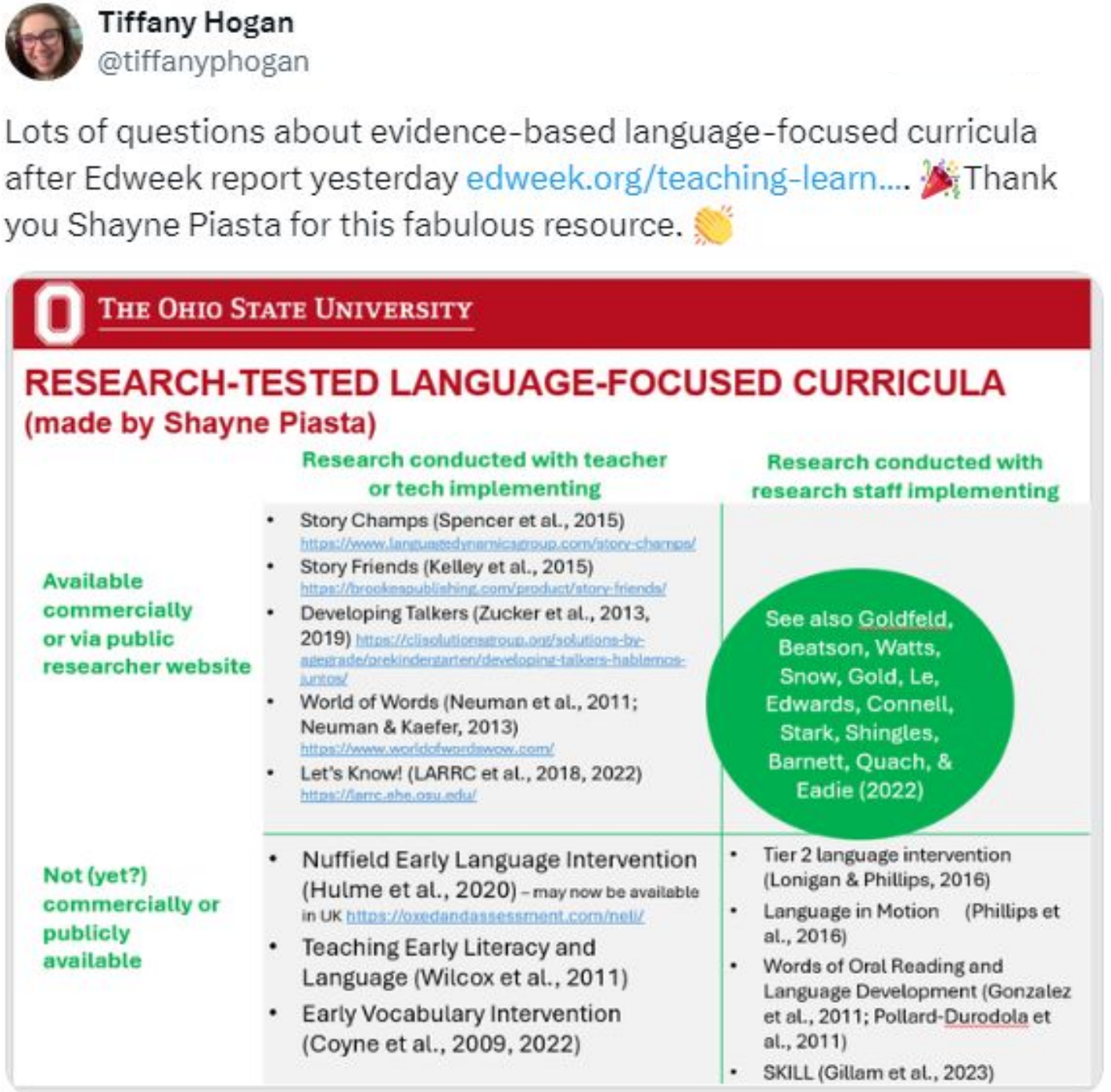


DLDANDME RESOURCES



CHECK OUT MY TWITTER ACCOUNT FOR UPDATES

SLIDE CREDIT: SHAYNE PIASTA, OSU



Tiffany Hogan
@tiffanyphogan

Lots of questions about evidence-based language-focused curricula after Edweek report yesterday edweek.org/teaching-learn.... 🎉Thank you Shayne Piasta for this fabulous resource. 👏

THE OHIO STATE UNIVERSITY

RESEARCH-TESTED LANGUAGE-FOCUSED CURRICULA
(made by Shayne Piasta)

	Research conducted with teacher or tech implementing	Research conducted with research staff implementing
Available commercially or via public researcher website	• Story Champs (Spencer et al., 2015) https://www.languagedynamicsgroup.com/story-champs/ • Story Friends (Kelley et al., 2015) https://brookespublishing.com/product/story-friends/ • Developing Talkers (Zucker et al., 2013, 2019) https://clisolutionsgroup.org/solutions-by-agegrade/prekindergarten/developing-talkers-hablemos-juntos/ • World of Words (Neuman et al., 2011; Neuman & Kaefer, 2013) https://www.worldofwordswow.com/ • Let's Know! (LARRC et al., 2018, 2022) https://larrc.ehe.osu.edu/	See also Goldfeld, Beatson, Watts, Snow, Gold, Le, Edwards, Connell, Stark, Shingles, Barnett, Quach, & Eadie (2022)
Not (yet?) commercially or publicly available	• Nuffield Early Language Intervention (Hulme et al., 2020) – may now be available in UK https://oxedandassessment.com/neli/ • Teaching Early Literacy and Language (Wilcox et al., 2011) • Early Vocabulary Intervention (Coyne et al., 2009, 2022)	• Tier 2 language intervention (Lonigan & Phillips, 2016) • Language in Motion (Phillips et al., 2016) • Words of Oral Reading and Language Development (Gonzalez et al., 2011; Pollard-Durodola et al., 2011) • SKILL (Gillam et al., 2023)

LONG-TERM GOALS

1. Identify dyslexia and DLD (assessment)
2. Provide them support to succeed (intervention)

Within a school context

We need higher dosage of quality word reading and language stimulation across the grades for all children!

CHALLENGES/OPPORTUNITIES

- How to identify dyslexia & DLD when tests are culturally and linguistically biased
- How to ensure the label is helpful and not harmful
- How to continue to advocate while acknowledging that we are still learning how best to support these children
- How to work together to ensure what we do is what is needed and impactful
    - No research about me without me!
- Work that will ‘stick’ in the schools

LISTEN TO THOSE WHO HAVE THE LIVED EXPERIENCE

- https://www.youtube.com/watch?v=tQ-s02HWLb0
- https://www.youtube.com/watch?v=KrOISXtCgVA&t=4s
- https://www.youtube.com/watch?v=IsujzcxsDJ4

ABOUT CONTACT DASHBOARD

THE DLD PROJECT

DLD IDLDRC 2024 TRAINING SUPPORT RESEARCH FOUND

lcome!

4 Australians have a hidden but common condition (disability)
Developmental Language Disorder (DLD) and they feel
ble. That's the equivalent of two children in the average



THANK YOU & GOOD LUCK!

CHANGE THE WORLD

ONE CHILD AT A TIME…

Email: thogan@mghihp.edu
Twitter: @tiffanyphogan
Web: http://www.mghihp.edu/sail-lab/
Facebook: sailliteracylab
Instagram: @seehearspeakpodcast
Podcast: seehearspeakpodcast.com
DLD information: dldandme.org

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