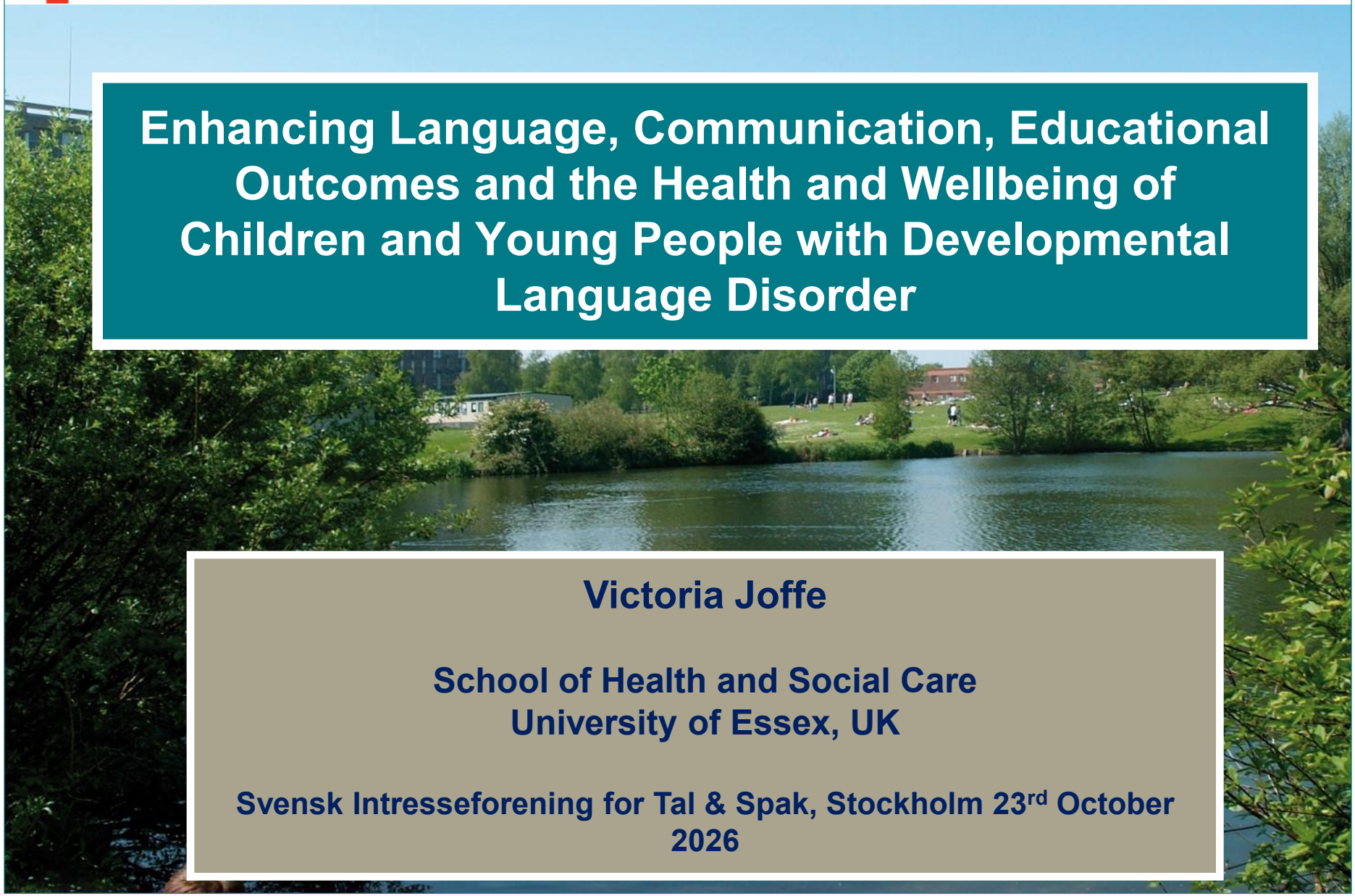
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Enhancing Language, Communication, Educational Outcomes and the Health and Wellbeing of Children and Young People with Developmental Language Disorder

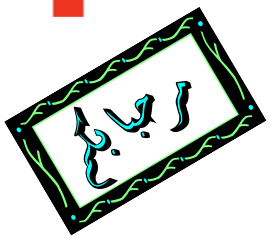


Victoria Joffe

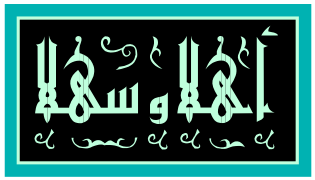
School of Health and Social Care
University of Essex, UK

Svensk Intresseforening for Tal & Spak, Stockholm 23rd October 2026

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Language is the medium through which our lives are lived









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The Importance of Language

Language is the common denominator across all Learning.

It is only through supporting **language learning** across the **whole curriculum** and in **all lessons** and **broader activities** in the classroom and **beyond**, that we can truly **address varying language levels** and facilitate access to the curriculum and to **LIFE**!



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Language is the medium through which ALL lessons are taught

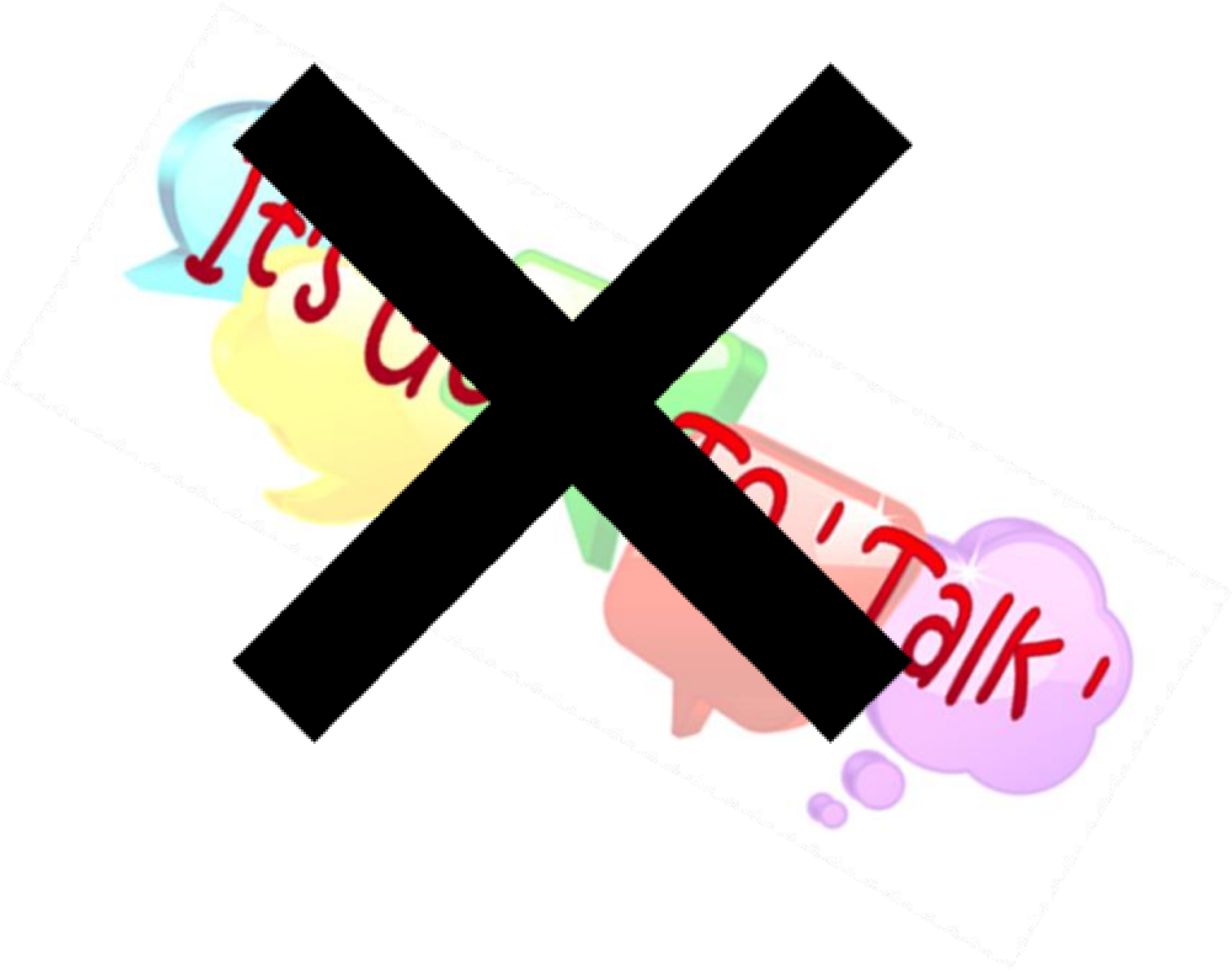
Every lesson is a language lesson.



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Speech, language and communication difficulties impact on ALL aspects of the education curriculum
AND
the student's overall development: academic, physical, social, psychological, emotional, vocational

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Children with (Developmental) Language Disorder (D)LD:



Who are these children with (Developmental) Language Disorder and what do they look like?



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Background Context: (Developmental) Language Disorder

- Little agreement in terminology for **Children and Young People** (**CYP) with language difficulties** amongst SLTs, specialist teachers, educational psychologists and researchers.

- This **lack of agreement** has impacted on people's understanding of language difficulties, with adverse impact on **service provision**, and **research**.

- A panel of 57 international experts in language disorder, across a range of professions (the **CATALISE** panel), reached a **consensus on the terminology** to be used to describe CYP with language difficulties (Bishop et al, 2017) .

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Background Context: (Developmental) Language Disorder

- **Language disorder** is now commonly used to refer to a **significant difficulty in acquiring and developing first language**, which impacts adversely on learning and social interactions, and which are **unlikely to resolve spontaneously** (Bishop et al., 2017).

- Language disorder occurring with **unknown origin** is termed **Developmental Language Disorder** (DLD). This implies that it emerges in the course of development, rather than being acquired or associated with known biomedical causes.

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Let's consider the scale of the need…



- Approximately **10%** of pre-and primary school children are identified with **Language Disorder**; whilst **7%** meet criteria for **DLD** (Tomblin et al., 1997; Norbury et al, 2016).
- Around **10%** of students in **secondary school** have DLD.
- In areas of high social deprivation the percentage is higher, **above 50% in primary years** (Locke et al., 2002) and around **70-80% in secondary school** (Spencer, 2010).
- There are at least **two children** in every mainstream classroom of 30 children with D/LD (Lindsay et al, 2008; Norbury et al, 2016)

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Background Context: (D)LD

- Children with DLD/LD may present with difficulties in the **understanding and expression** of phonology, syntax, grammar, semantics, vocabulary and pragmatics (Bishop, 1997).
- DLD/LD is frequently associated with **various types of cognitive problems**, including difficulties with procedural memory, phonological working memory, and executive functioning.
- There is extensive evidence that LD/DLD is a **life-long condition**, continuing throughout **childhood**, **adolescence**, and into **adulthood**, affecting all aspects of **educational attainment**, **friendships**, **social inclusion**, **employment**, **quality of life** and **health and wellbeing** (Clegg et al., 2005; Johnson et al., 2010; van Bedem et al., 2018; Conti-Ramsden et al., 2018; Eadie et al., 2018; Wilmot et al., 2024).
- **Impact** of SLCN can be significant (Wilmot et al., 2024)

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Abigail Beverly ‘Making Sense of the Puzzle’ Exhibition

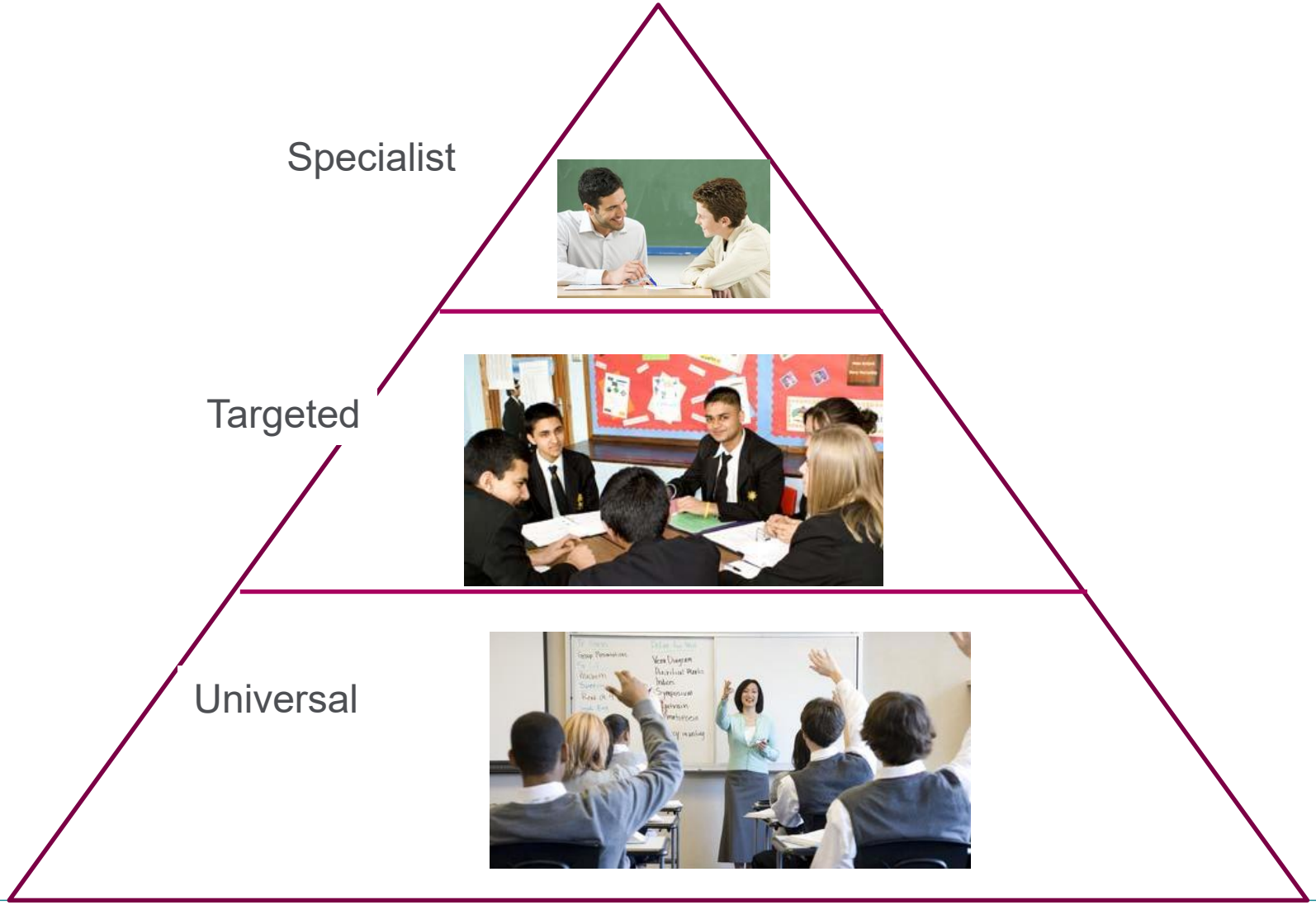


help I’m sinking in words (vortex)

help I’m sinking in words’

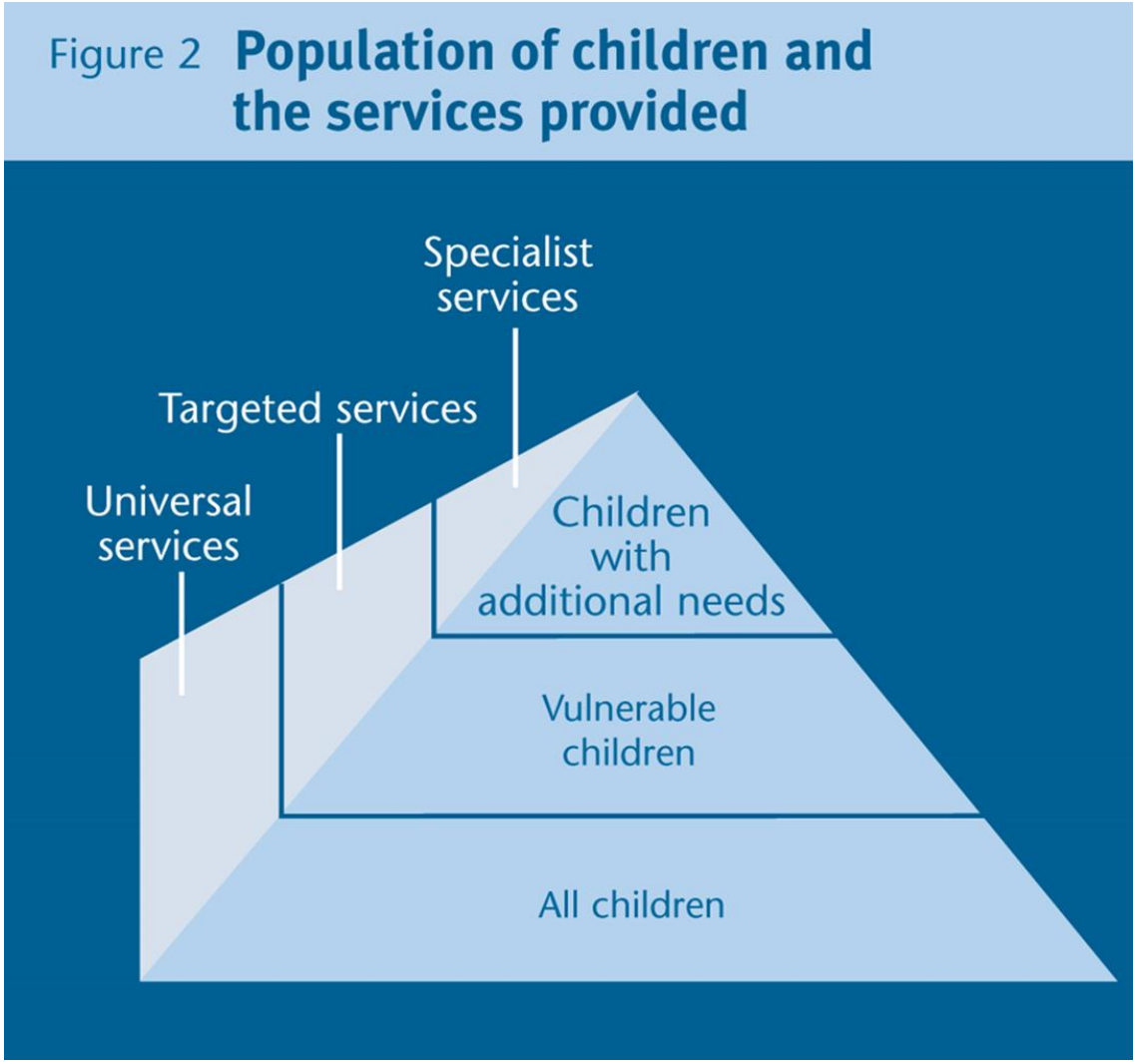
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Levels of Service Provision



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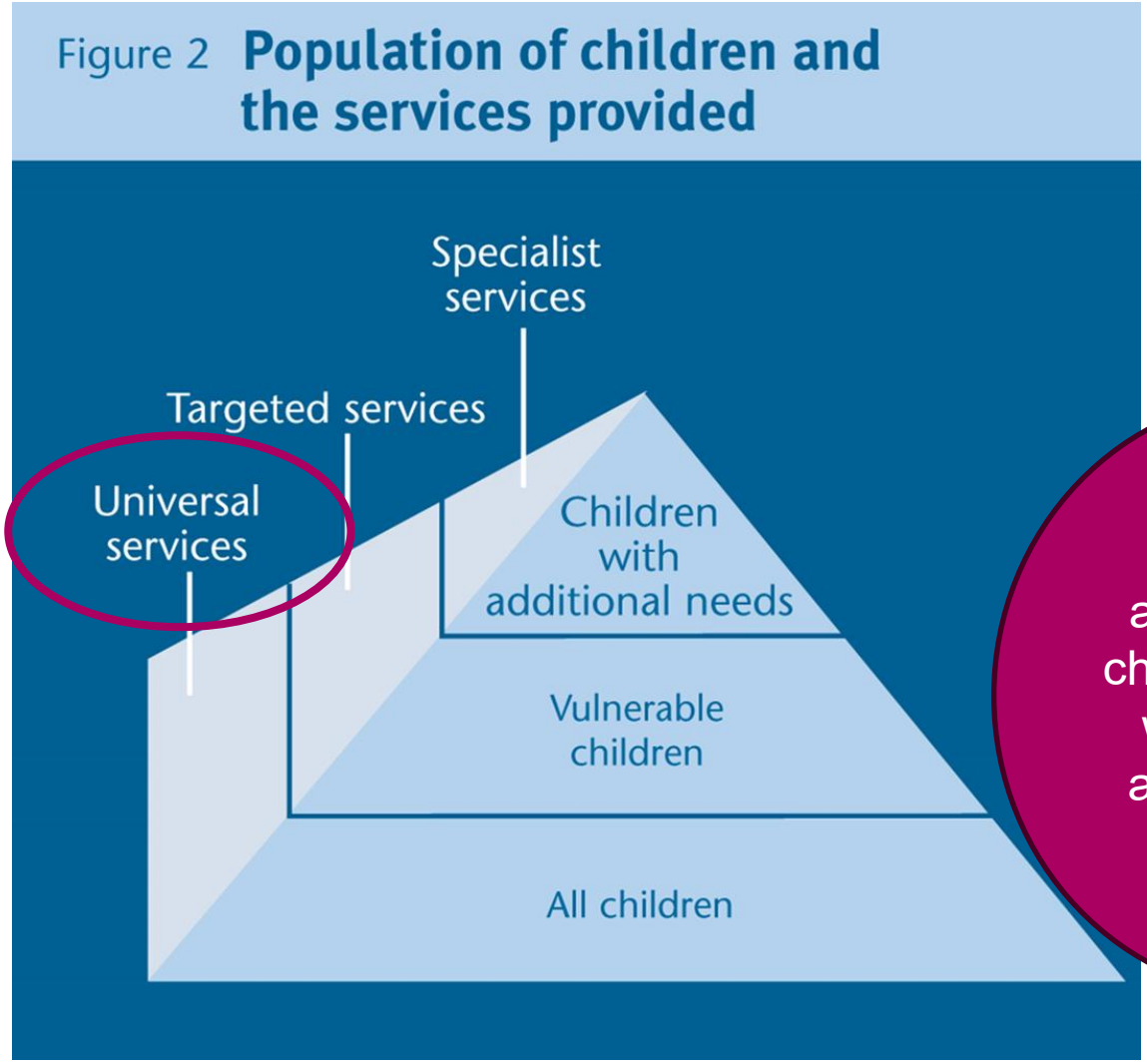
Levels of Service Provision



(Gascoigne, 2006, p. 10)

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Levels of Service Provision

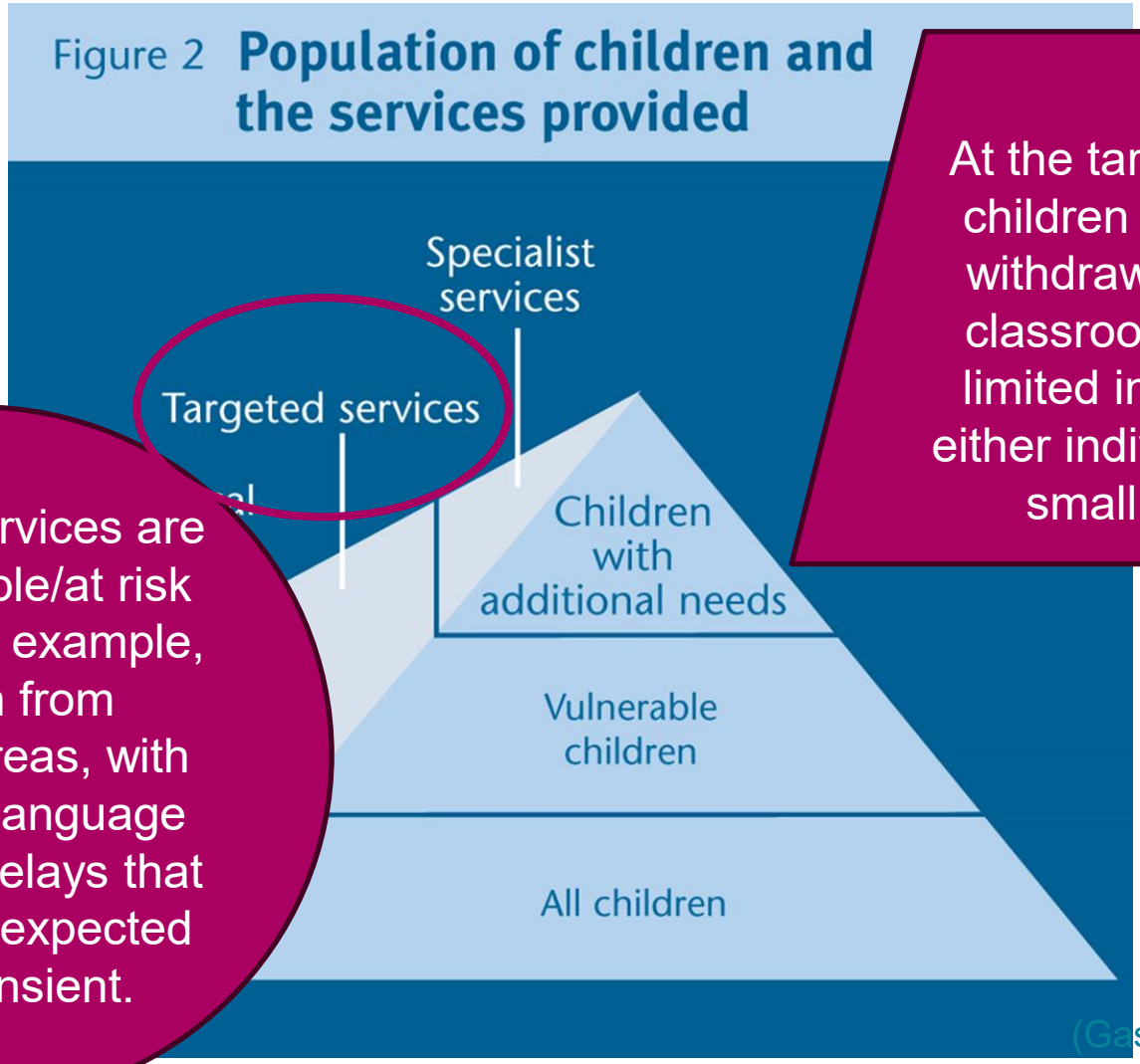


Universal provision is available to all children, through whole-school approaches or whole-class teaching

(Gascoigne, 2006, p. 10)

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Levels of Service Provision



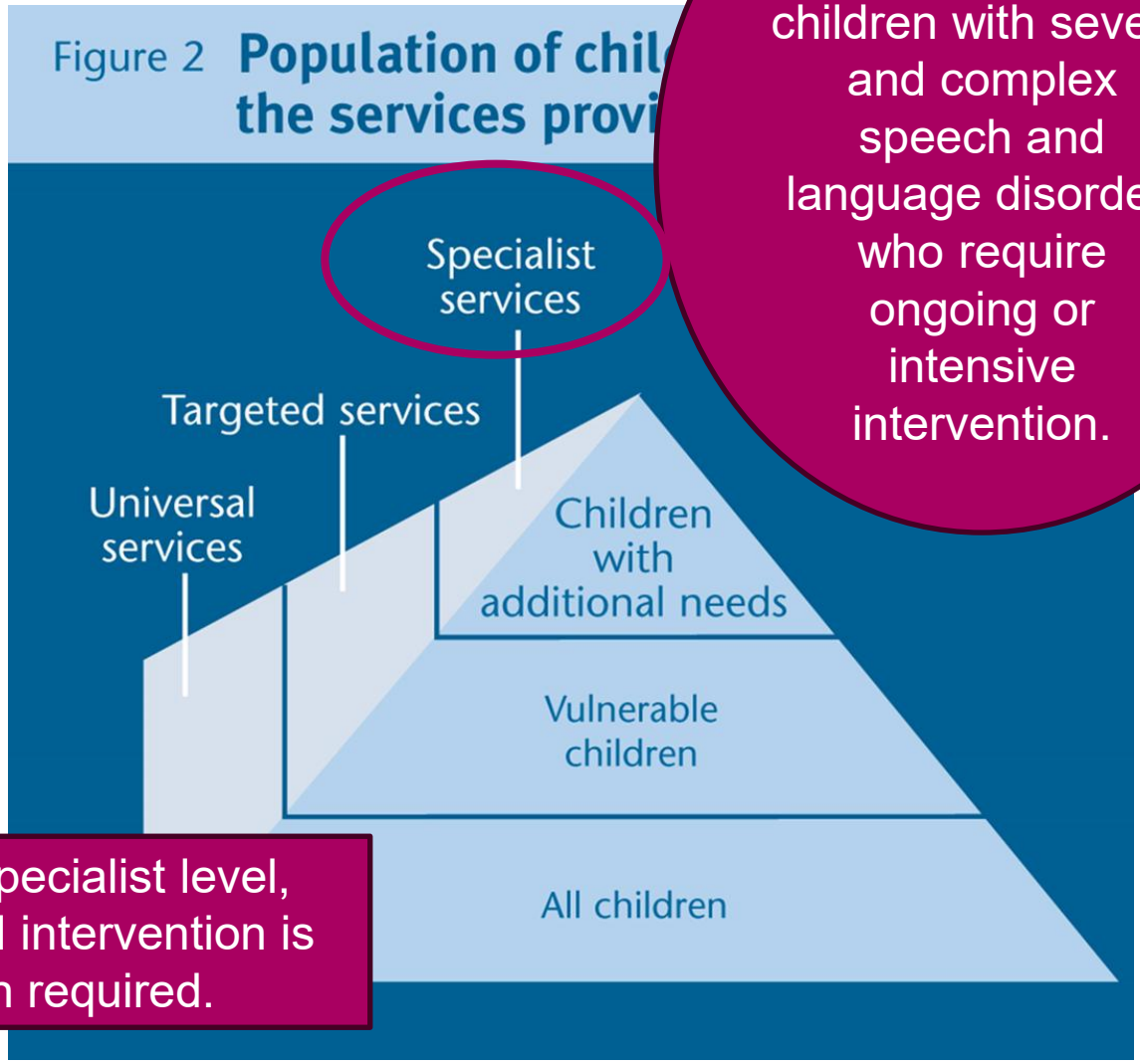
At the targeted level, children are usually withdrawn from the classroom for time-limited intervention, either individually or in small groups.

Targeted services are for vulnerable/at risk children, for example, children from deprived areas, with speech or language difficulties/delays that are mild or expected to be transient.

(Gascoigne, 2006, p. 10)

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Levels of Service Provision



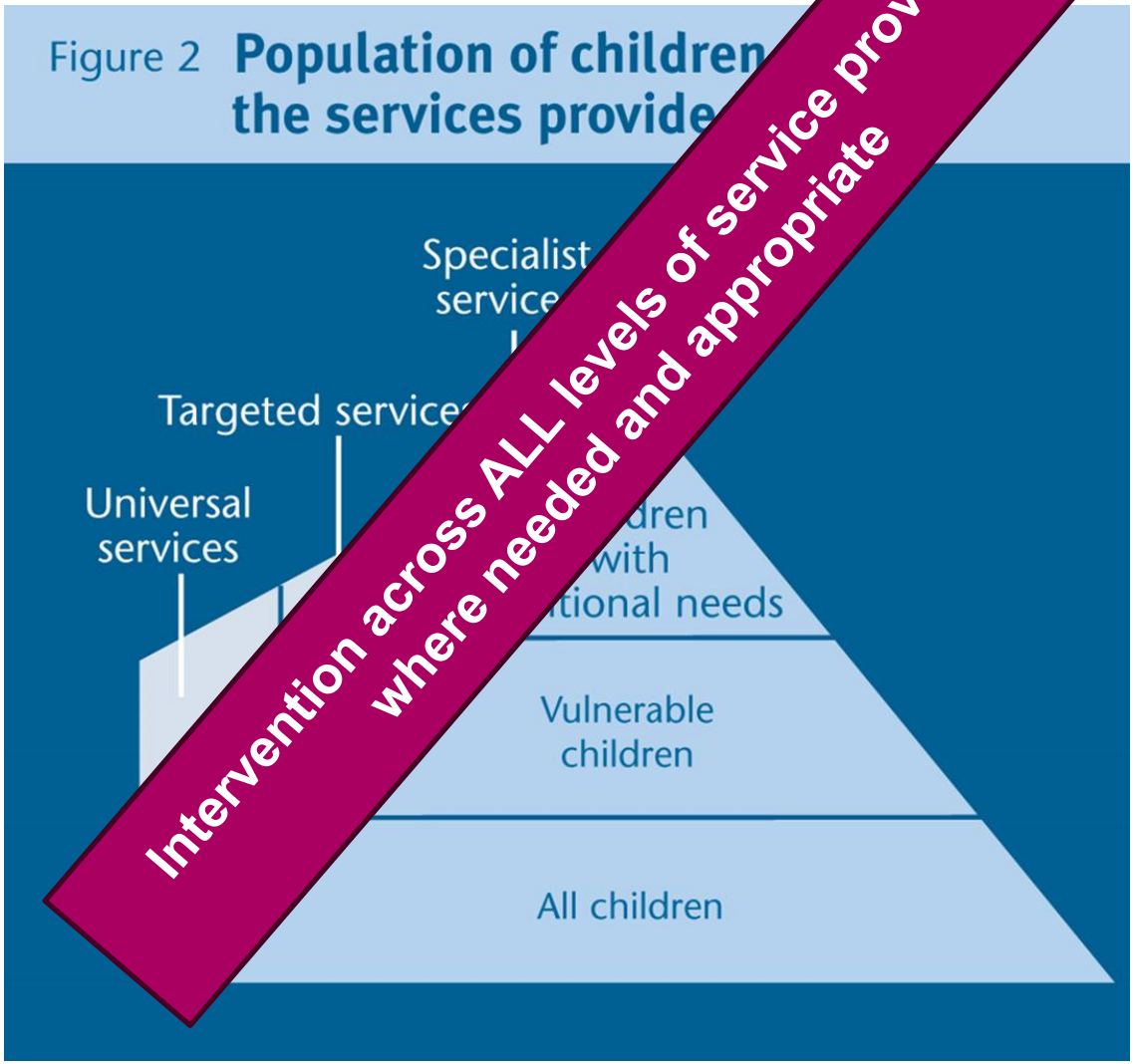
Specialist services are typically for children with severe and complex speech and language disorder, who require ongoing or intensive intervention.

At the specialist level, individual intervention is often required.

(Gascoigne, 2006, p. 10)

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Levels of Service Provision



Intervention across ALL levels of service provision, where needed and appropriate

(Gascoigne, 2006, p. 10)

Evidence-Based Speech, Language and Communication Interventions Exist Across ALL Levels of Service Provision – Some examples at UNIVERSAL level include:

INTERVENTION	PRIMARY FOCUS	TYPICAL DELIVERY MODEL	KEY REFERENCES
Communication-Friendly Classrooms	Communication access, participation, language learning	Whole-class and whole-school approach	Dockrell et al. (2012); Roulstone et al. (2012)
Explicit Vocabulary Instruction	Vocabulary acquisition and language comprehension	Classroom teaching	Beck, McKeown and Kucan (2013)
Word Discovery	Vocabulary and Independent Word Learning	Classroom teaching	Lowe et al. (2018)
Dialogic Reading	Interactive reading aloud, language and literacy focus	Guided Reading Activity – Parent or Teacher Led	Whitehurst et al. (1988)

Evidence-Based Speech, Language and Communication Interventions Exist Across ALL Levels of Service Provision – Some examples at TARGETED level include:

INTERVENTION	PRIMARY FOCUS	TYPICAL DELIVERY MODEL	KEY REFERENCES
Nuffield Early Language Intervention (NELI)	Vocabulary, Narrative and Listening Skills	Small Group Intervention for Identified Children	Fricke et al. (2013)
Talk Boost	Oral Language Skills	Small Group Intervention	Lee (2013)
ELCISS Narrative Intervention Programme	Narratives	Small Group Intervention for Identified Children	Joffe et al. (2019)
ELCISS Vocabulary Enrichment Intervention Programme	Vocabulary and Independent Word Learning	Small Group Intervention for Identified Children	Joffe et al. (2019)

Evidence-Based Speech, Language and Communication Interventions Exist Across ALL Levels of Service Provision – Some examples at TARGETED level include:

INTERVENTION	PRIMARY FOCUS	TYPICAL DELIVERY MODEL	KEY REFERENCES
LEGO®-Based Therapy	Social communication and collaborative interaction	Small-group intervention	LeGoff (2004);Owens et al (2008); Angelis et al. (2024).
EPLAYS (Maze Game)	Social Communication and Collaborative Play	Small-group intervention	Murphy et al. (2021)

Evidence-Based Speech, Language and Communication Interventions Exist Across ALL Levels of Service Provision – Some examples at SPECIALIST level include:

INTERVENTION	PRIMARY FOCUS	TYPICAL DELIVERY MODEL	KEY REFERENCES
Shape Coding	Morphology and Syntax	One to One	Ebbel, 2007; Ebbels et al., 2024
Building Early Sentences Therapy (BEST)	Morphology and Syntax	One to One	McKean, Pert & Stow, 2013, McKean et al., 2025
Complex Sentence Intervention	Syntax	One to One	Balthazar & Scott, 2018

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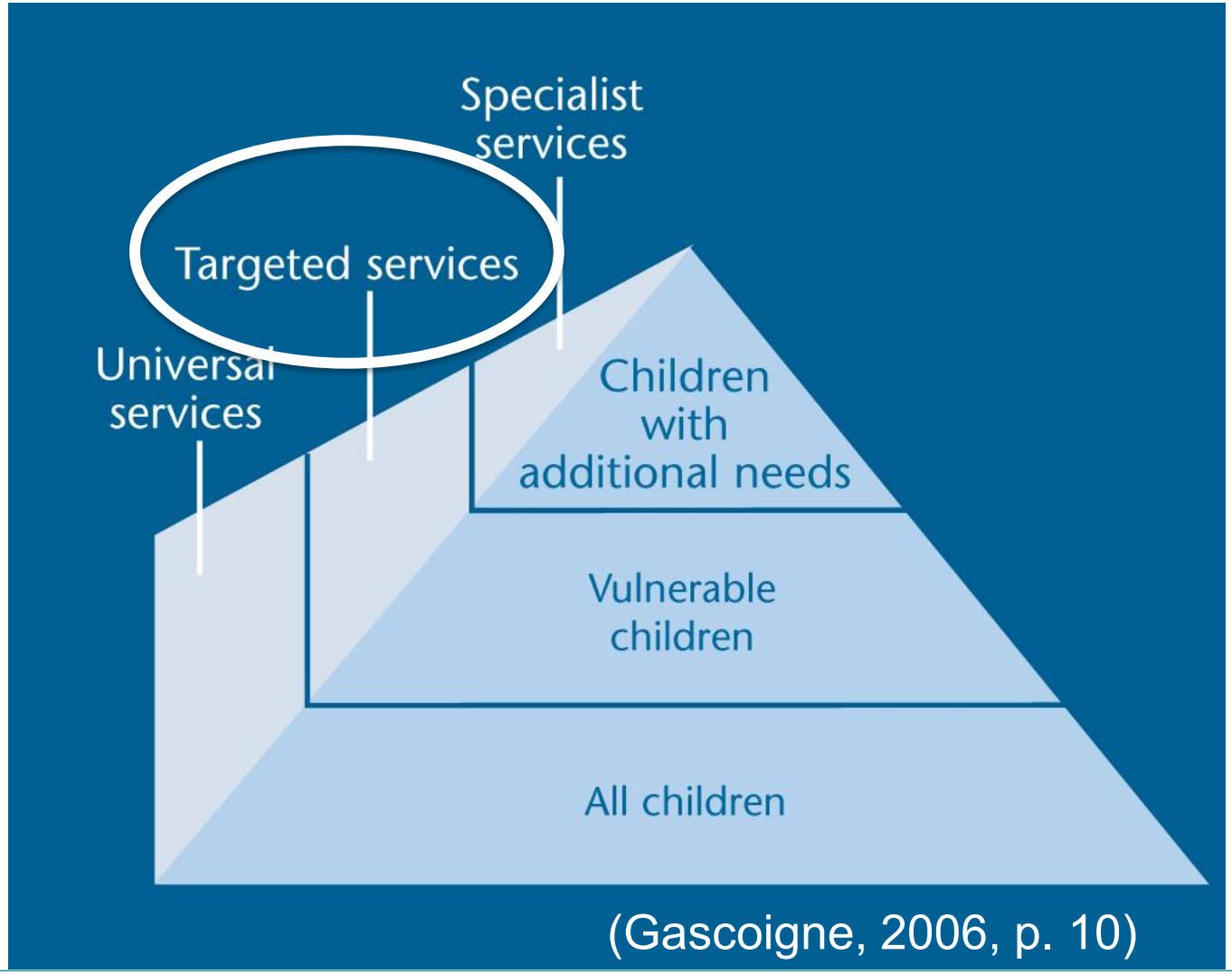
Doing Intervention!

- Let us **explore some evidence-based interventions and strategies and principles** when working with children and young people with **Speech, Language and Communication Needs**:



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Levels of service provision



(Gascoigne, 2006, p. 10)

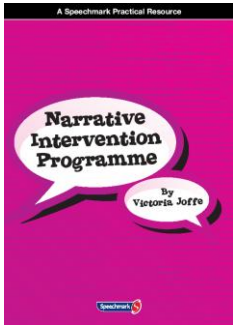
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eLCiSS Enhancing Language and Communication in Secondary Schools

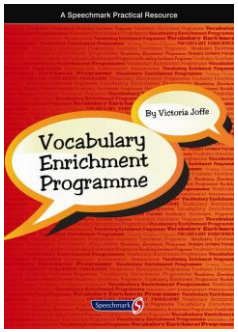
Narrative and Vocabulary Intervention - Targeted

Explore the effectiveness of two **language intervention programmes delivered by Teaching Assistants (TA)** in secondary schools:

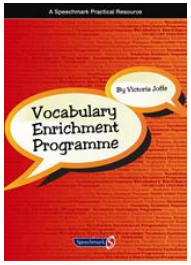
- **Narrative** Intervention



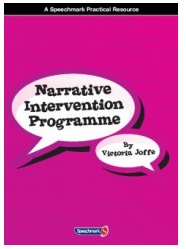
- **Vocabulary Enrichment** Intervention



- **Combined Narrative** and **Vocabulary Enrichment** Programme



+



(Joffe et al., 2019)

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Procedure

- An **RCT** - with students clustered within schools
- All 3 interventions were delivered by **same TA in each school**
- **Delayed intervention control group**
- Intervention **delivered in groups** of between 2-6 by TAs, with each session: approximately 45 minutes 3 times/week over 6-week period = **total of 18 sessions**
- Ongoing support and **detailed therapy manual** were provided
- Observations of intervention were undertaken to check **fidelity of intervention**
- **Standardised** and **non standardised measures of language** were taken at pre-and post intervention to assess **change**

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Participants

- **21 Teaching Assistants** from 21 secondary schools in two outer London boroughs

- **358 secondary school students** (12;6 years; SD = 3.8) with Language Disorder were randomly assigned to one of 4 intervention groups:

  - GROUP 1: **storytelling** programme (N = 89)
  - GROUP 2: **vocabulary enrichment** programme (N = 89)
  - GROUP 3: **combination: storytelling and vocabulary enrichment** (N = 88)
  - GROUP 4: **delayed control group** (N = 85)

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Outcomes

- BPVS - British Picture Vocabulary Scale
- Expressive and Receptive Recall of Narrative Instrument (ERRNI)
- TOWK – Test of Word Knowledge (Expressive and Receptive vocabulary subtests, figurative usage subtest, multiple meanings subtest)
- CELF - Clinical Evaluation of Language Fundamentals (recalling sentences and formulated sentences subtests)
- Narrative Checklist Awareness Task
- Story Generation Tasks (sequencing/picture/object
- Vocabulary definitions subtest
- Idiom Awareness subtest
- Expressive and Receptive vocabulary tasks

Non-standardised, directly taught skills

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Intervention

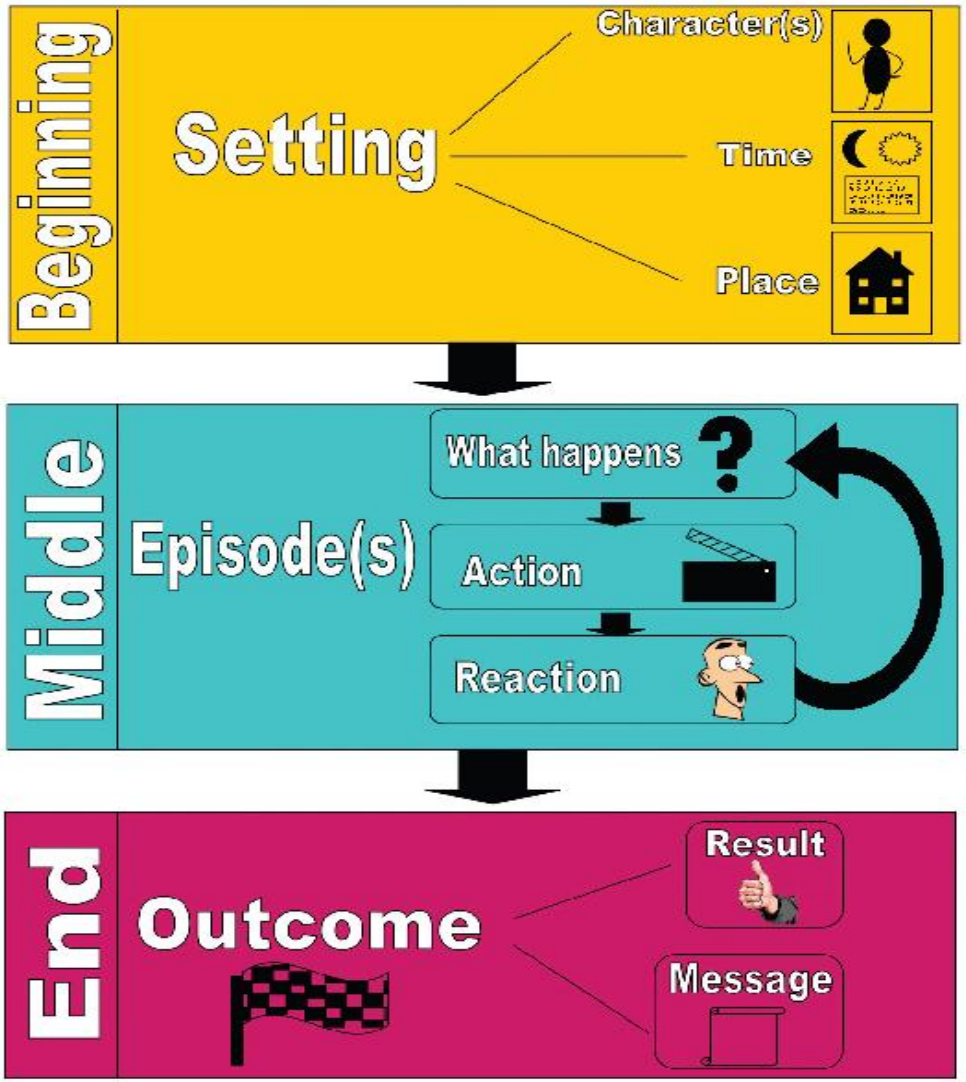
- **Vocabulary:** Key **concepts** and **vocabulary** through word associations, categorisation, mind mapping, word-building
- Materials and stimuli selected were **relevant** to the education curriculum and interests
- Intervention included word etymology, synonyms, antonyms, multiple meanings, definitions, idiomatic and figurative language, and Dictionary and Thesaurus Use

- **Narrative:** Understanding and telling stories
- Focus on story structure, story description; using a story planner across different narrative genres
- Intervention included story sequencing, active listening, dramatic effects in storytelling and use of linguistic and paralinguistic features

- **Combined Narrative and Vocabulary Enrichment Intervention:** combination of key areas covered in both programmes

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Story Planner



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CHARACTERS







Joffe, 2011

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Examples of stimuli used in ELCISS project - character



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Examples of stimuli used for ELCISS project - setting



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Examples of stimuli used in ELCISS project - setting





Joffe, 2011

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Joffe, 2011

Action Picture Used in ELCISS Intervention

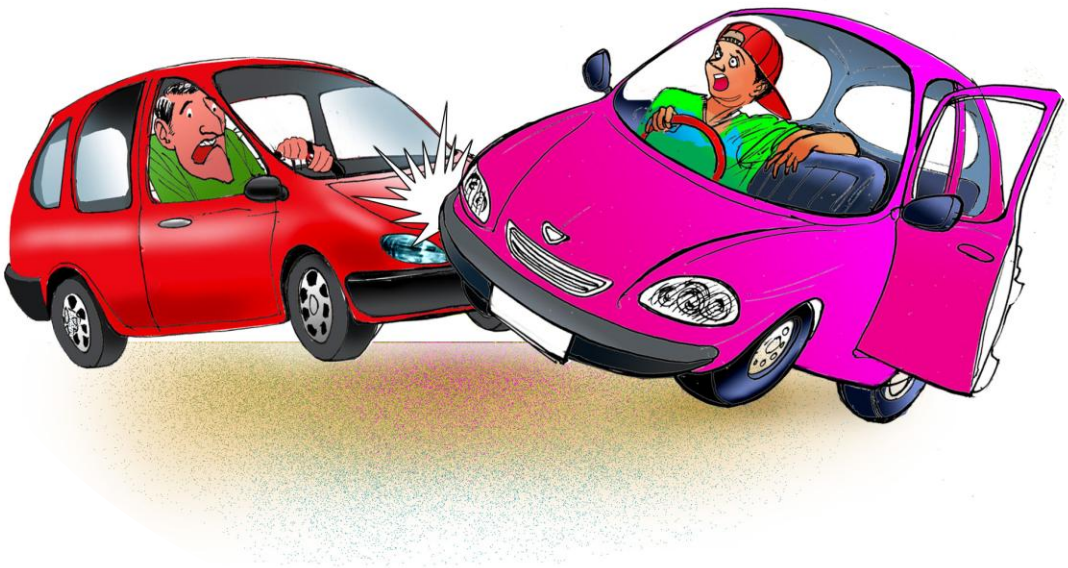
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Joffe, 2011

Action Picture Used in ELCISS Intervention

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Joffe, 2011

Action Picture Used in ELCISS Intervention

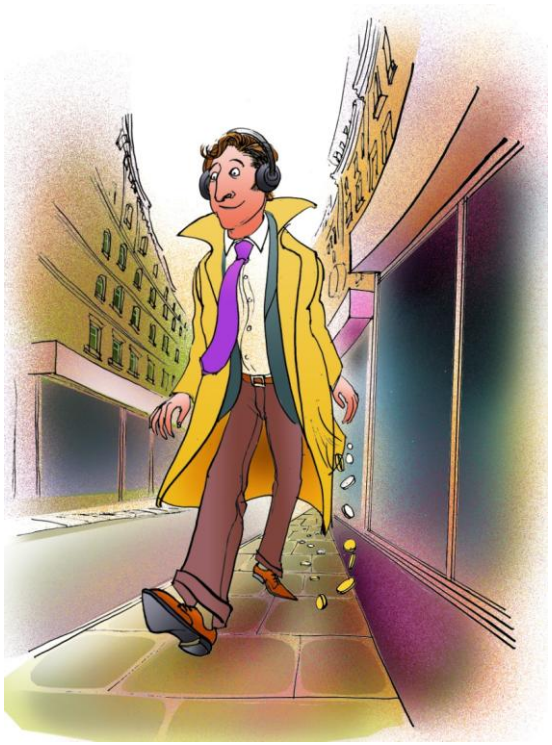
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Joffe, 2011

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Joffe, 2011

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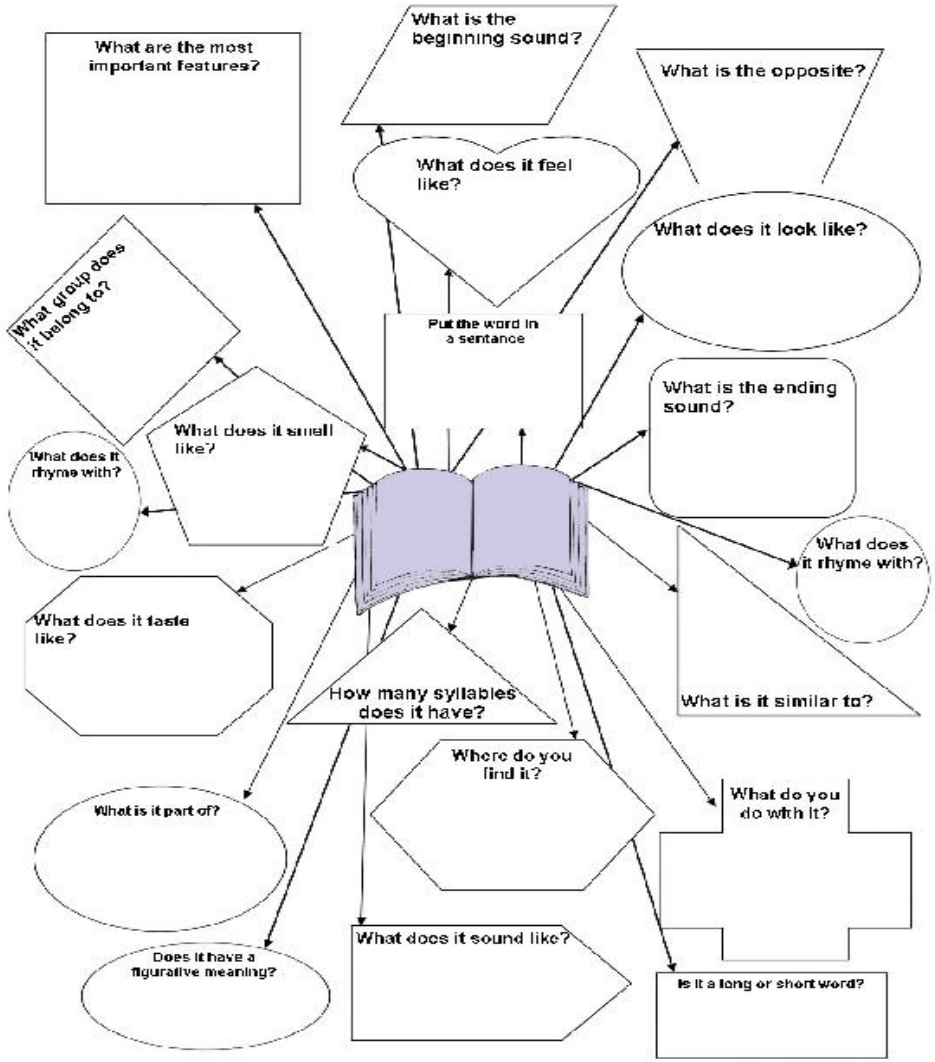


Joffe, 2011



(Joffe, 2011)

Word Map



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WORD DETECTIVE



When encountering a new word that you do not know, play the detective and try the following steps:

LOOK AT THE WORD CAREFULLY AND SAY IT ALOUD.
BREAK IT UP INTO ITS INDIVIDUAL SYLLABLES AND SOUNDS.

SAY THE ENTIRE SENTENCE ALOUD.

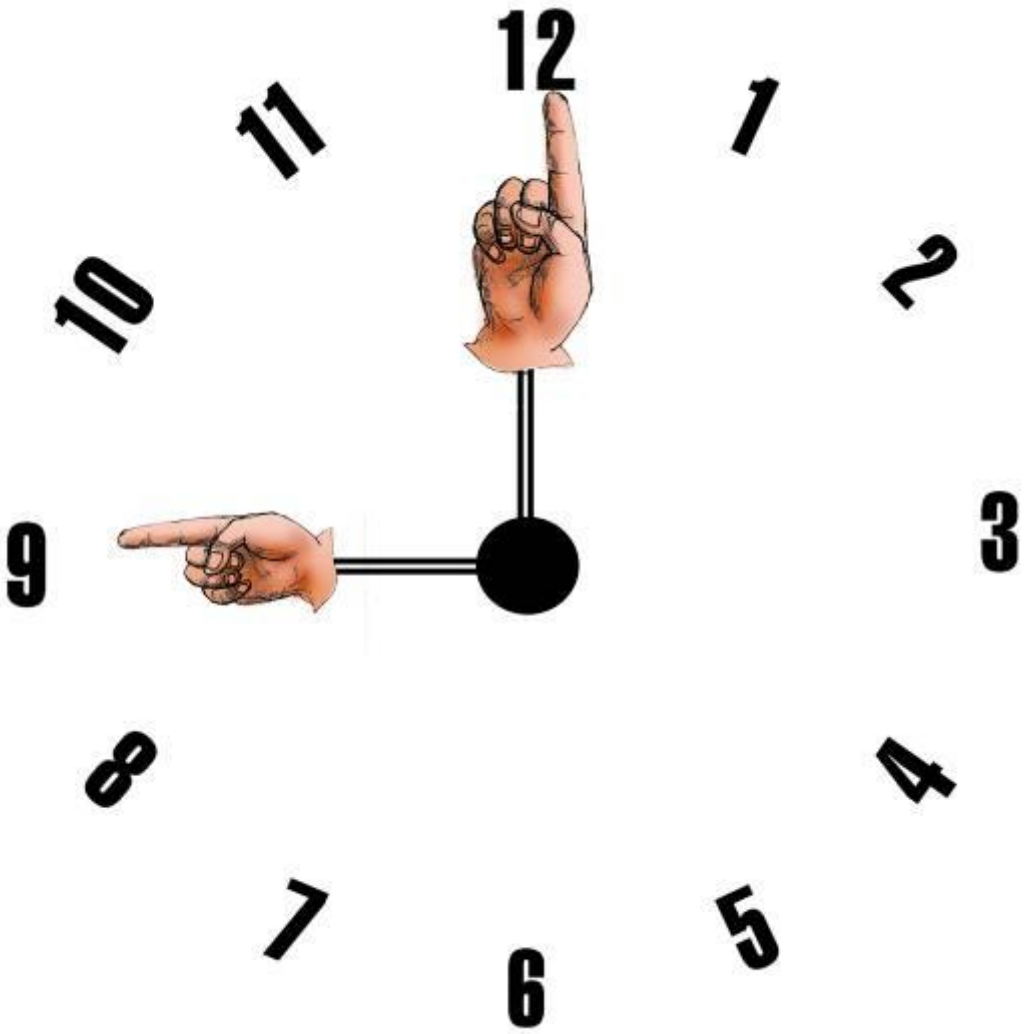
LOOK AT THE WORD IN MORE DETAIL. DO YOU RECOGNISE A PART OR PARTS OF THE WORD (ROOT, PREFIX, SUFFIX)?

WHAT PART OF SPEECH IS THE WORD (NOUN, VERB, ADJECTIVE, ADVERB, PRONOUN, PREPOSITION, ARTICLE)?

USE THE IMMEDIATE LINGUISTIC CONTEXT: LOOK AROUND THE WORD AT THE OTHER WORDS IN THE SENTENCE AND AT THE OTHER SENTENCES IN THE PARAGRAPH.

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Mole

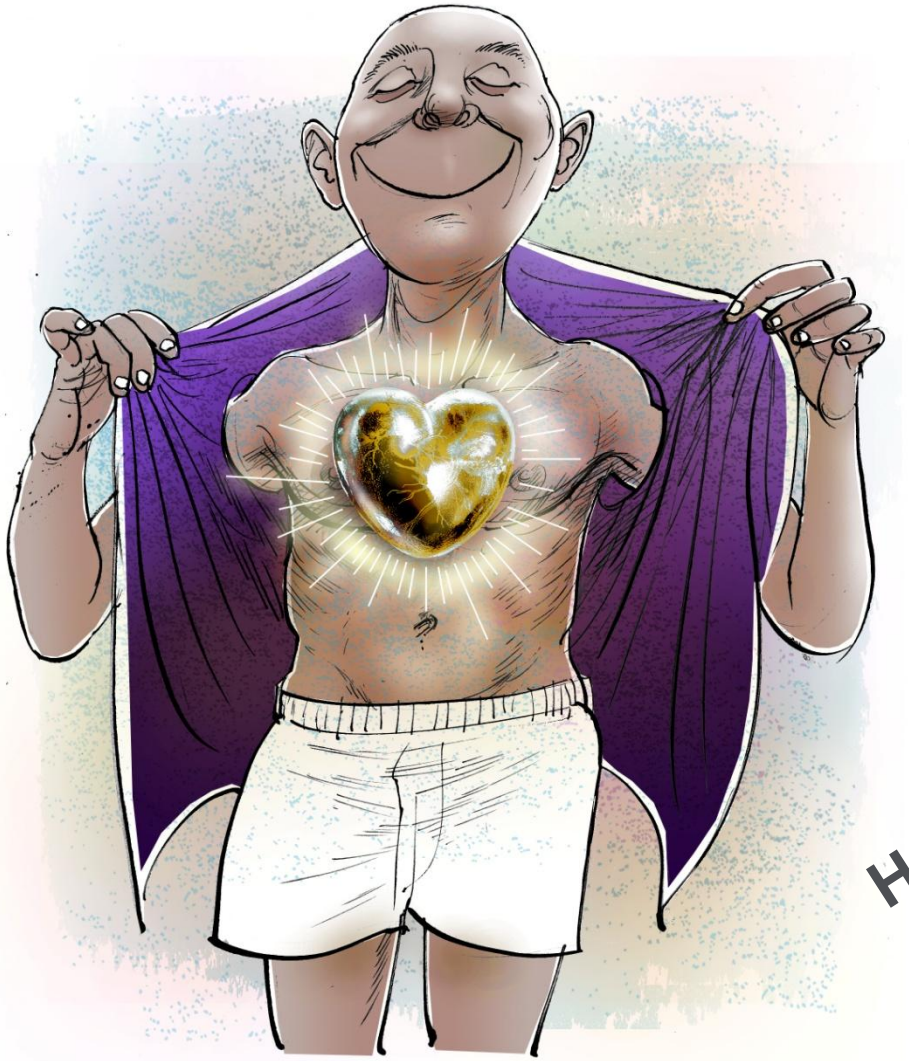


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Hold your tongue!



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Have a heart of gold = to be kind

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It’s raining cats and dogs!



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Results

- All 3 intervention groups showed **significant improvements** (d=.296) on a **standardised narrative assessment**, but not on the standardised vocabulary tests
- **Differential effects** were found on **intervention specific measures for both vocabulary and narrative**
- Vocabulary intervention groups improved on **vocabulary definitions**, **idiom awareness** and **expressive and receptive vocabulary**
- Narrative intervention groups improved on **oral storytelling**

Joffe, V. L., Rixon, L., & Hulme, C. (2019). Improving storytelling and vocabulary in secondary school students with language disorder: A randomized controlled trial. *International Journal of Language & Communication Disorders, 54*(4), 656–672. https://doi.org/10.1111/1460-6984.124

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Conclusions

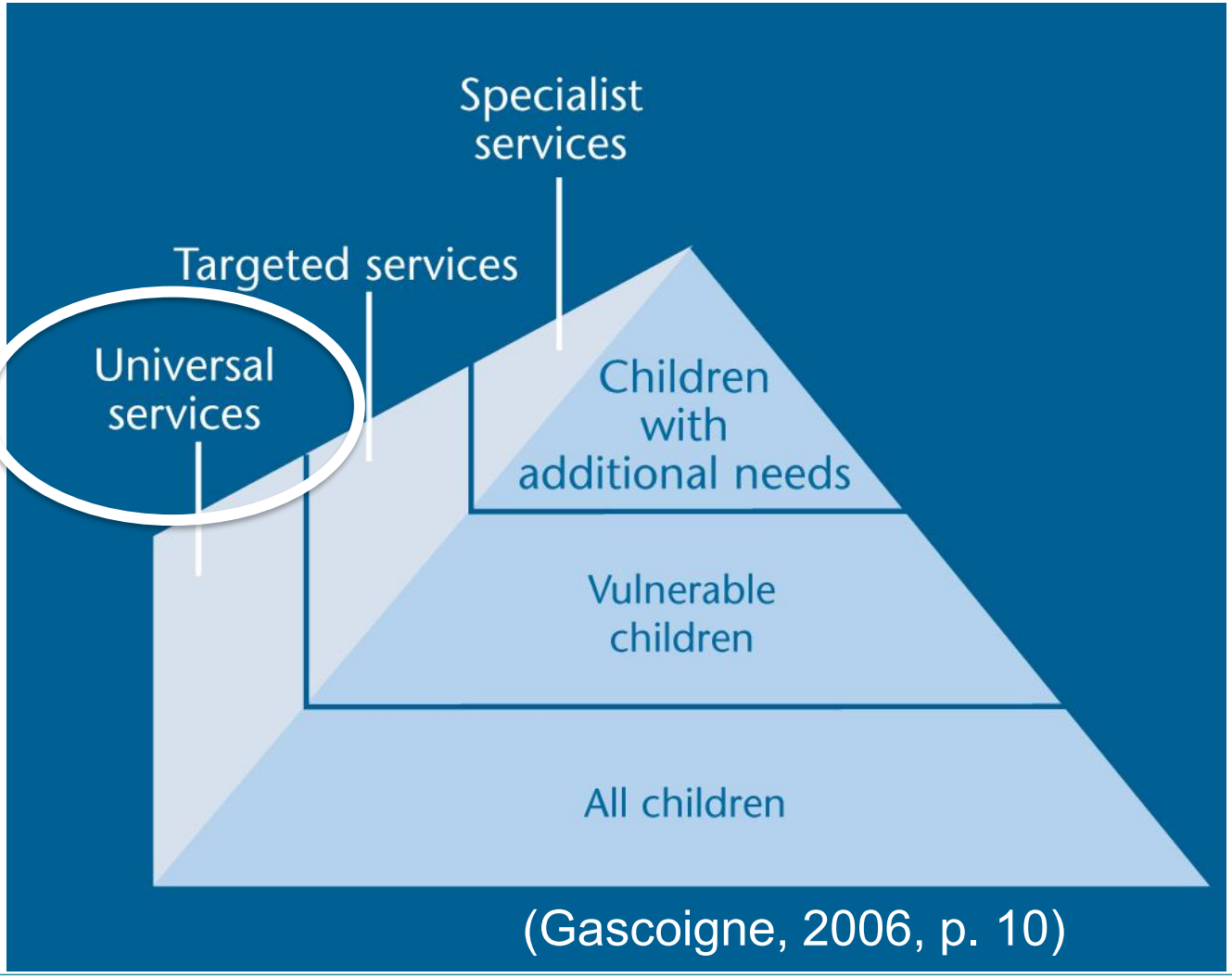


- Adolescents with Language Disorder can **significantly improve their narrative and vocabulary skills** as a result of small group **targeted** intervention, delivered by trained Teaching Assistants in School.



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Levels of service provision

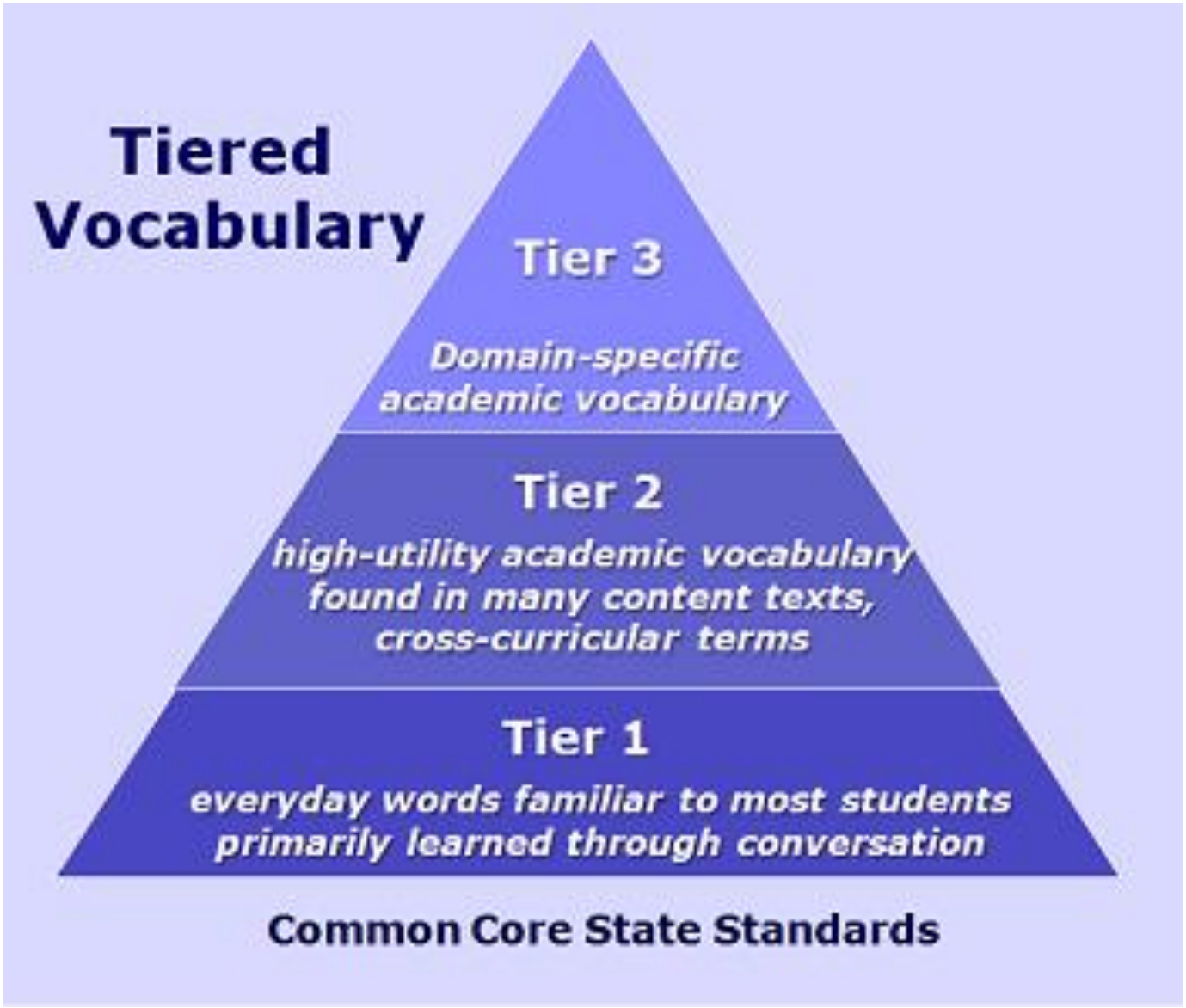


(Gascoigne, 2006, p. 10)

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Word Discovery

- Lowe et al. (2018) explored the **effectiveness of a universal vocabulary intervention**, delivered by secondary school teachers, in the classroom, trained by SLTs
- Participants: students - 11 – 14 years of age with **low vocabulary** (BPVS-3 mean score of 79 (range 56 – 105)
- There were 78 students, 30 teachers across 8 schools
- Design: **Within-subjects pre, post, and follow-up**
- Intervention (phonological-semantic) was **embedded into the delivery of the syllabus**, **delivered by the teacher** for one hour over 13 lessons
- **Curriculum vocabulary:** 10 usual teaching practice, 10 experimental, 10 control


Tiered Vocabulary
Tier 3
Domain-specific academic vocabulary
Tier 2
high-utility academic vocabulary found in many content texts, cross-curricular terms
Tier 1
everyday words familiar to most students primarily learned through conversation
Common Core State Standards

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Word Discovery

- Outcome Measure was a **Definition Production Task** exploring

1) **Depth of word knowledge**, and

2) **Expressive word use**

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Definition Production Task

- What does_____mean?" Dependent on the responses made by the participants, staged prompts were given by the assessor. These prompts included the following:

  - Can you tell me anything about what it means?
  - Can you tell me more exactly what it means in science?
  - Can you think of anything else it means in science?

- Can you use the word in a sentence?

(Lowe, 2018; Lowe et al., 2019)

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Students rate their word knowledge (before and after the intervention)

Word	 Not at all	 A bit	 Very well
zodiographer			
tachyphagia			
gambrinous			

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Zodiographer

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What can I do if I don't know what a word means?



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Be a word detective

Be a word detective

Look		in the word
Look		around the word
Ask		a friend
Look		it up

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Teach with a word map

Where do you find it?

What do you do with it? /

What does it do?

How many syllables?

What parts does it have?



Zodiographer

What sound does it start with?

What group does it belong to?

What else?

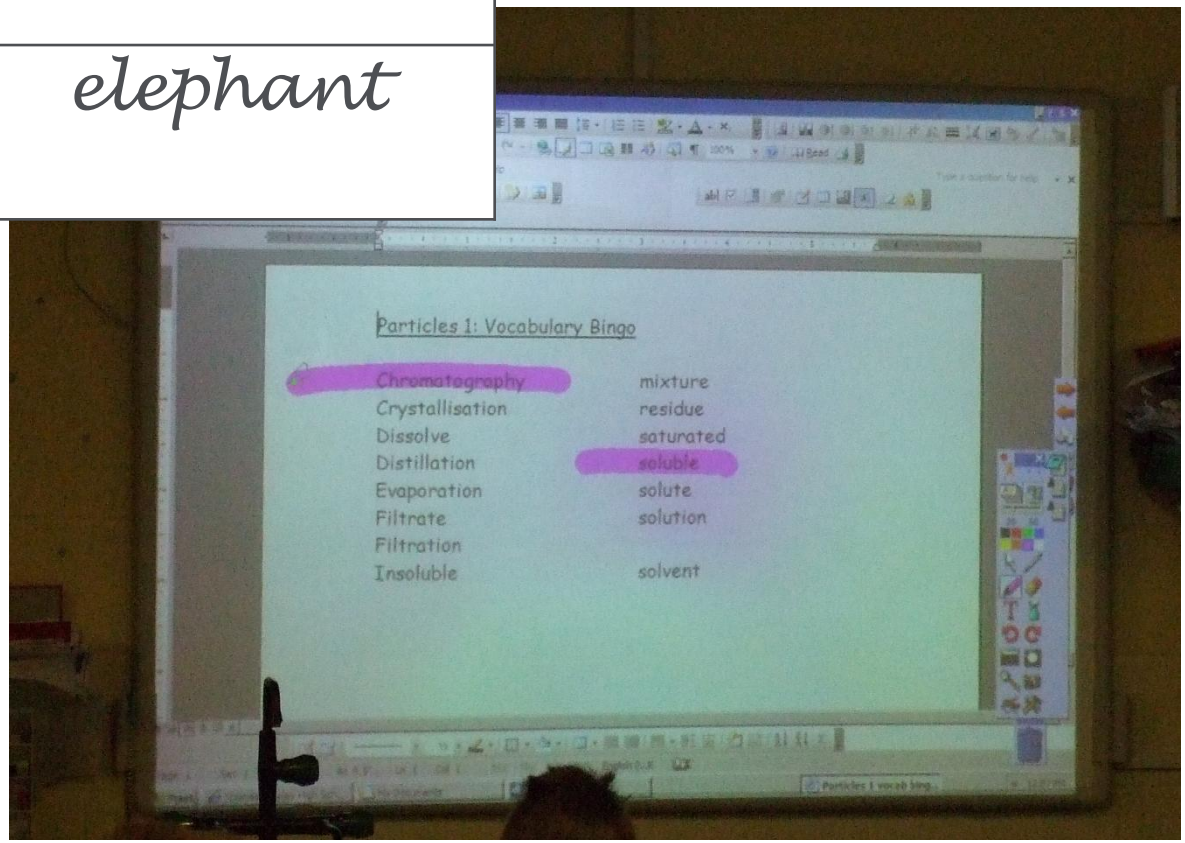
What does It rhyme With?

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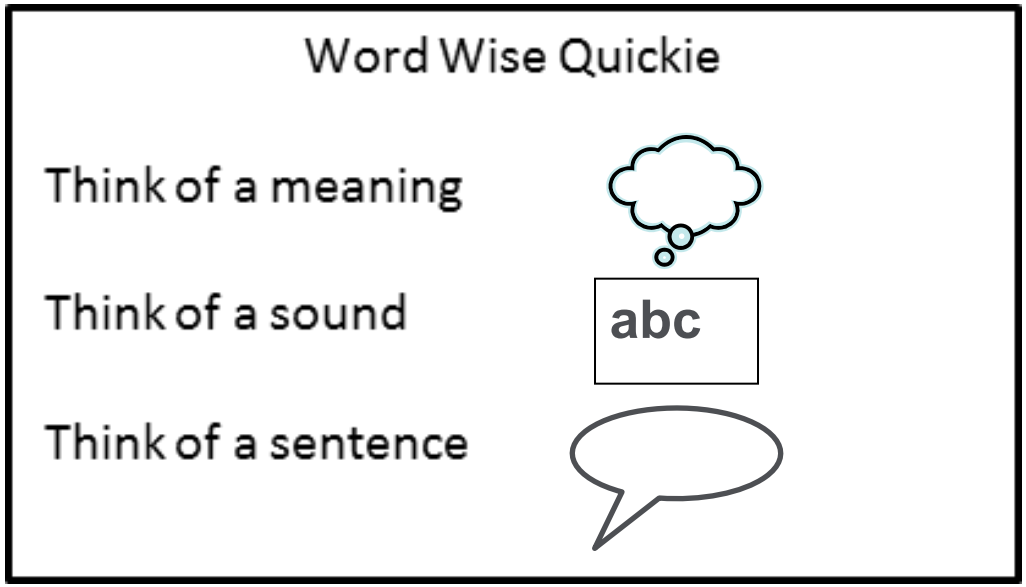
Practise with sound and meaning bingo

zodiographer	*dog*
tachyphagia	*elephant*



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Revise with a word wise quickie



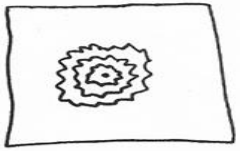
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Key word sheet

Name ....Hannah.....

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

chromatography



dissolve

solid becomes part of the liquid



distillation

different boiling points



factor



filtering

separate a solid from a liquid



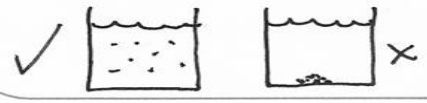
pure

all the same atom



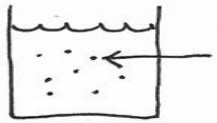
solubility

how easily something dissolves



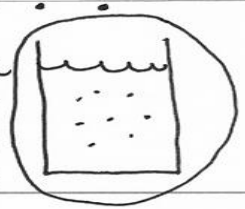
solute

the solid



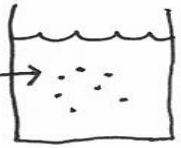
solution

the liquid with the solid in it



solvent

the liquid



Joffe and Lowe, 2022

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Word Discovery Results

- Depth of word knowledge:

Significantly greater knowledge of experimental words than usual teaching practice words at post-intervention but not at follow up.

There was **no change** in control words.

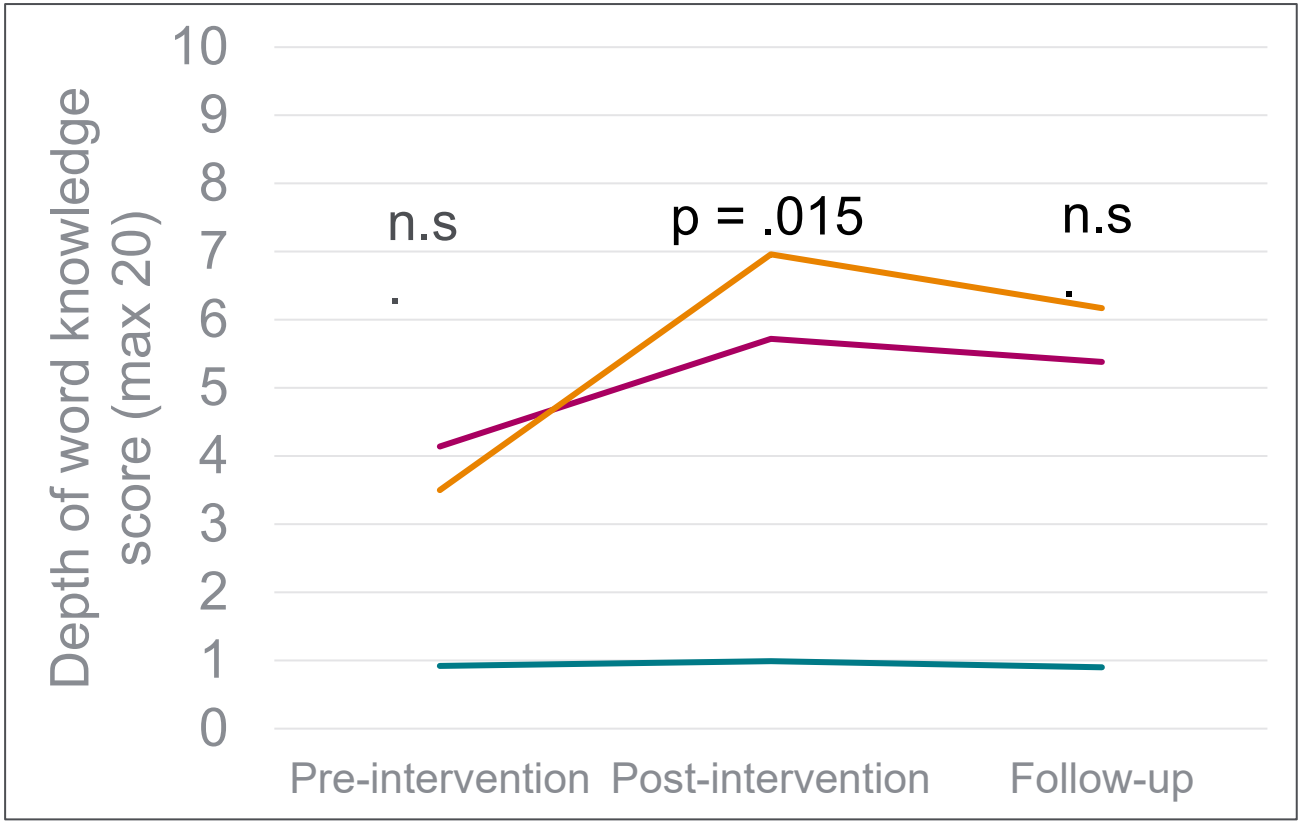
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Depth of word knowledge (N=78)

usual teaching practice
pre-to post effect size *d* = 0.52

experimental
pre-to post effect size *d* = 1.09

no intervention



3 x 3 related ANOVA
Significant time x condition interaction ($F(2.643, 203.516) = 26.080$, $p < .001$; $\eta_p^2 = .253$

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Word Discovery Results

- Expressive word use:

Significantly greater expressive word use at post-intervention and at follow up than usual teaching practice words.

There was **no change** in control words.

Lowe, H., Henry, L., & Joffe, V. (2019). The effectiveness of classroom vocabulary intervention for adolescents with language disorder. *Journal of Speech, Language, and Hearing Research, 62*(8), 2829–2846. https://doi.org/10.1044/2019_JSLHR-L-18-0337 [pubs.asha.org],

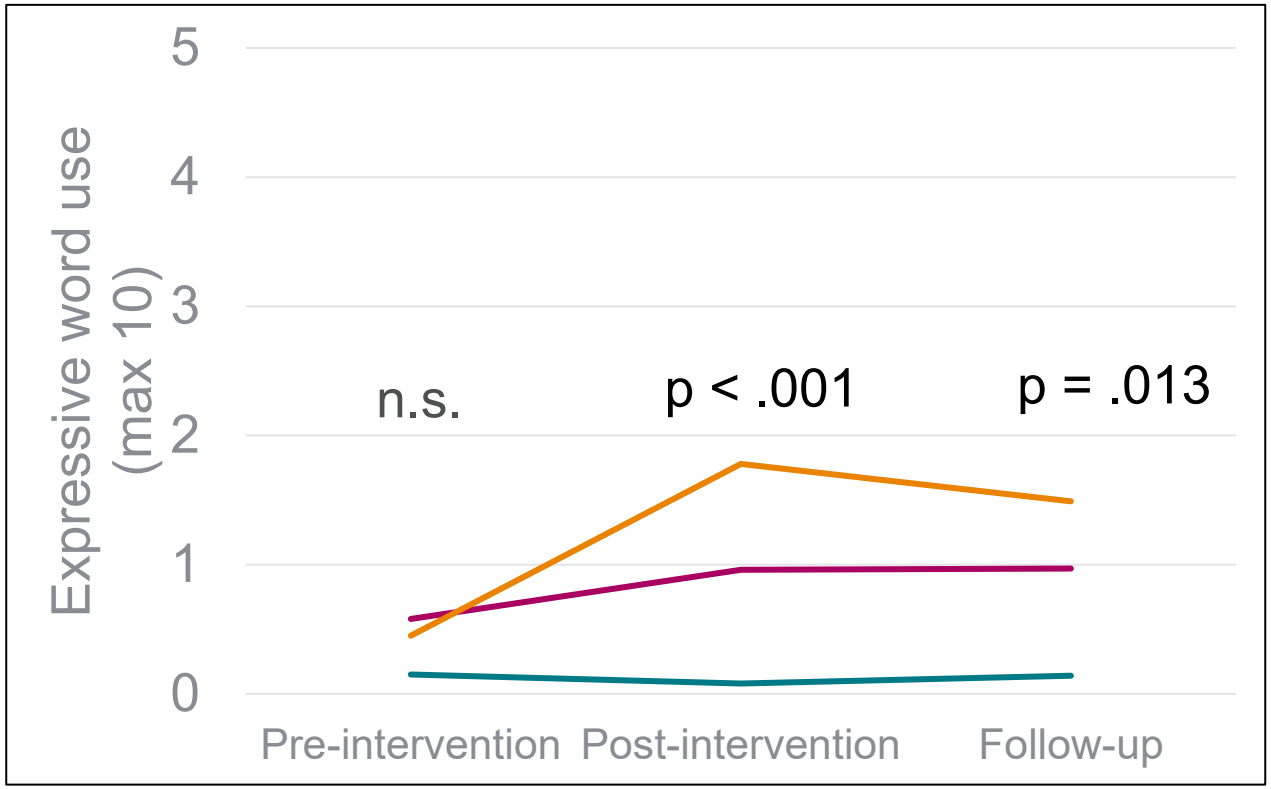
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Expressive word use (N=78)

usual teaching practice
pre to post effect size
d = 0.33

experimental
pre to post effect size
d = 0.96

no intervention



Friedman's one-way ANOVAs
Wilcoxon's signed ranks

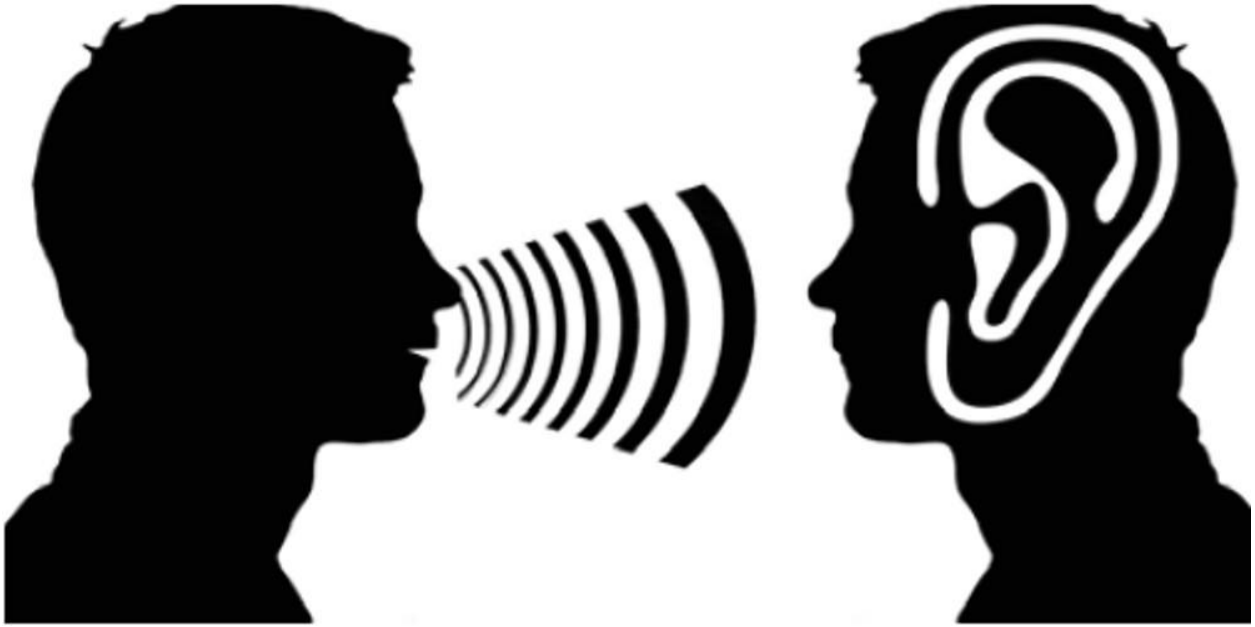
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Enhancing Listening and Comprehension



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Facilitating communication and engagement

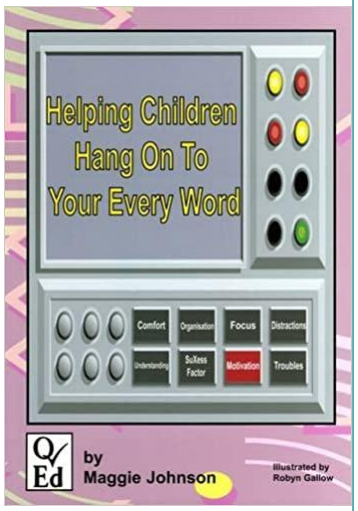


Active Listening (Maggie Johnson)

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Helping Children Hang On To Your Every Word

(Maggie Johnson, 2007)



- **Comfort**

Comfortable ⟷ uncomfortable

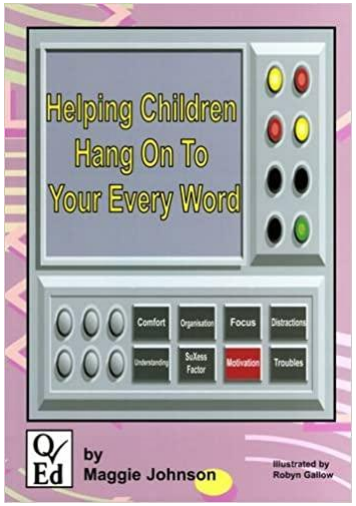
- **Organisation**

Very clear ⟷ very confused

- **Focus**

Easy to Focus ⟷ Hard to Focus

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- **Distractions**

Lots ⟷ Nothing

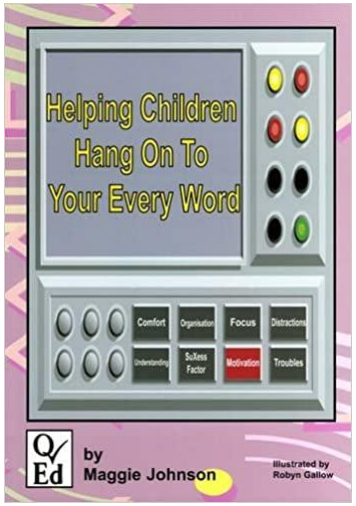
- **Understanding**

Definitely ⟷ Not at all

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- **Motivation**

Definitely ⟷ Not at all



- **Troubles**

Lots ⟷ Nothing

Little things can make a huge difference

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Encourage Focused Clarification Requests

- Attention & Listening: I couldn't hear/forgot to listen
- Auditory Processing: That was too fast/quiet/much
- Speech: I didn't say that/I meant…
- Semantics: What does that mean?
- Grammar: Is that plural/past/etc?
- Cognition: I can't remember/I don't know what to do
- Pragmatics: That doesn't make sense/ what do I do?

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General Strategies that can help children with D/LD in the classroom and wider contexts



- **Get the pupil's attention** - say the pupil's name and ensure they are looking before asking questions or giving instructions, so they know when to listen
- **Talk calmly and slowly** to support their ability to process words
- Give the pupil '**thinking time**'. Stay quiet and give the pupil time to respond, to help them process information
- Use **simple language** and repeat if necessary
- **Chunk instructions** by giving one piece of information at a time

Source: Supporting Children and Young People with Developmental Language Disorder (DLD) - a toolkit for practitioners. Communication Intervention Team (ComIT) - Sensory and Communication Support Service.

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General Strategies that can help children with D/LD in the classroom and wider contexts

- **Explicitly teach new vocabulary**/concepts
- Use **Visual planners**, personal Glossaries and Mind/Topic Maps
- Use short sentences and **emphasise key words**
- **Practice, practice** and then **practice** again!
- **Encourage mistakes**, they are the pathway to learning
- Focus on **Executive Function Tasks**: planning, self-regulation and self-control, inhibiting inappropriate actions, problem solving, multi-tasking, decision making, self awareness, social interaction

Source: Supporting Children and Young People with Developmental Language Disorder (DLD) - a toolkit for practitioners. Communication Intervention Team (ComIT) - Sensory and Communication Support Service.

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General Strategies that can help children with D/LD in the classroom and wider contexts

- Encourage the pupil to **ask for help**—establish a system for the pupil to be able to ask and offer strategies, such as using a dictionary
- **Encourage and expect questions**: reassure children they won't understand everything, and will need to ask questions
- **Check the pupil has understood instructions** or new information—after giving an instruction, instead of asking 'do you understand' ask 'what do you need to do now'
- **Model correct language**, correct grammar and expand sentences by modelling or adding on words to what he/she has said and repeating it back
- **Be Positive**: respond positively to all requests for information, even when this has been repeated several times.

Source: Supporting Children and Young People with Developmental Language Disorder (DLD) - a toolkit for practitioners. Communication Intervention Team (ComIT) - Sensory and Communication Support Service.

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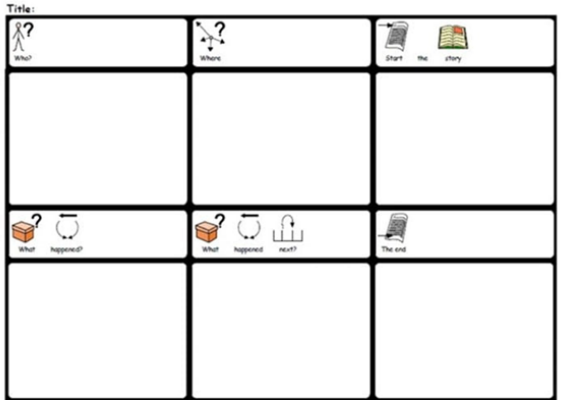
General Strategies that can help children with D/LD in the Classroom

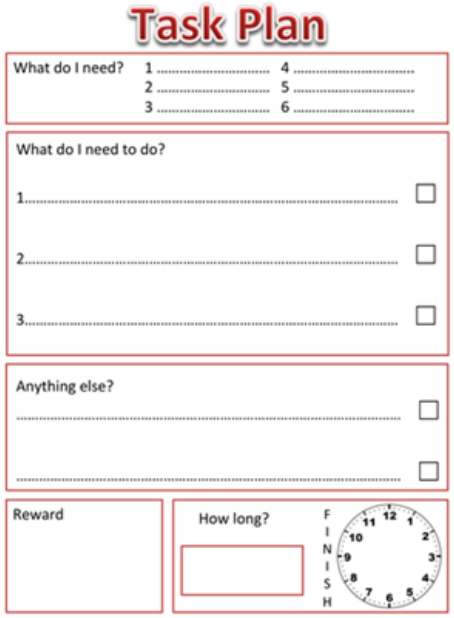


- **Use symbols and pictures where possible**—add pictures, symbol or actions to represent new words or concepts to support their understanding visually.



- Set out instructions using **task plans** and summarise stories on **narrative grids**





Source: Supporting Children and Young People with Developmental Language Disorder (DLD) - a toolkit for practitioners. Communication Intervention Team (ComIT) - Sensory and Communication Support Service.

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Airports

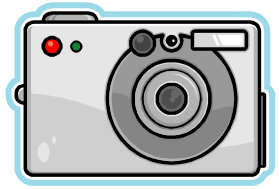


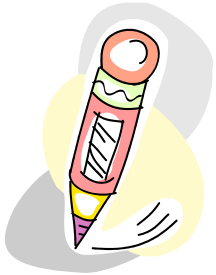
Visual support helps all

Road signs



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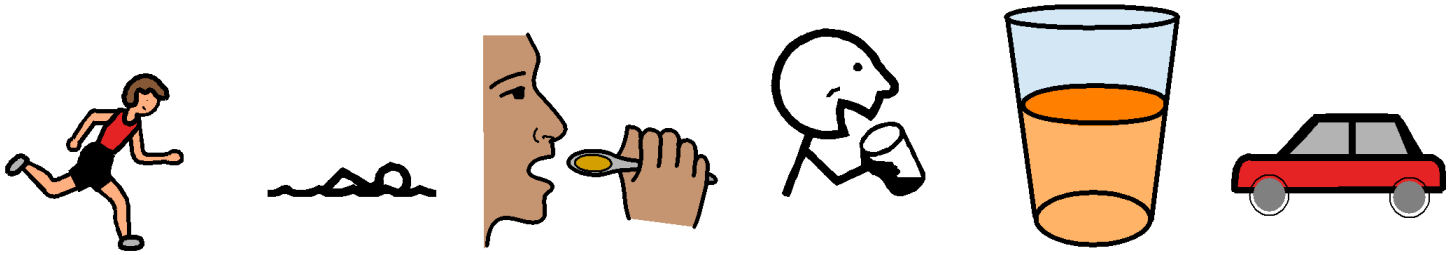


Pictures, Illustrations and Symbols are great to support understanding, communication and engagement

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Symbols

Symbols represent generic concepts that are understood by the reader.



run swim eat drink drink car

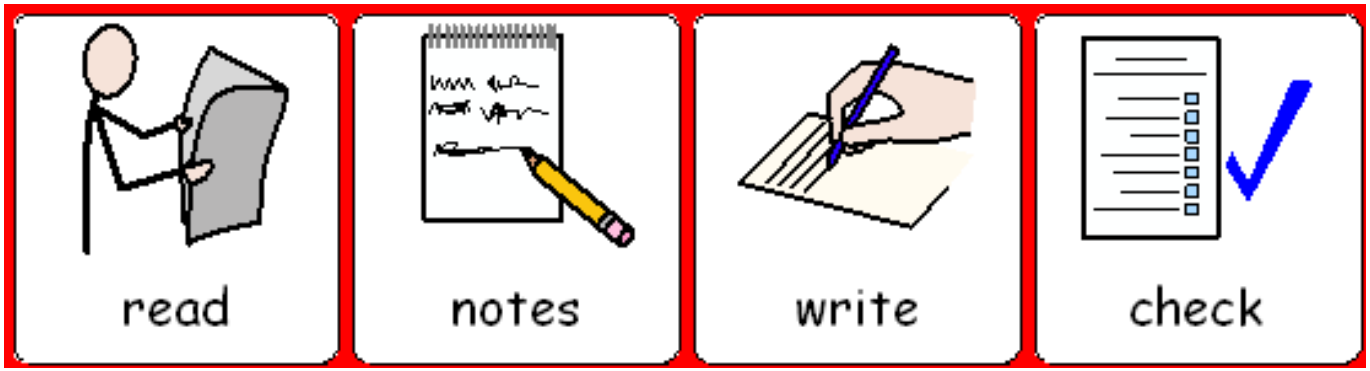
They can be sequenced to build sentences from the separate concepts.



There is a big mouse in the garden.

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Visuals help to breakdown tasks



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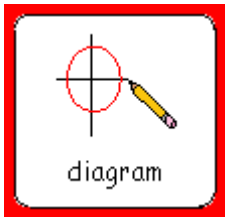
Visuals can help with daily routines











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Talking Mats

- evidence-based communication tool which uses a mat with symbols attached to support communication
- Its aim is to help people with communication difficulties to think about issues discussed with them, and provide them with a way to effectively express themselves in a visual way.
- It can be used with all ages across a range of abilities, cultures and settings.



http://www.talkingmats.com

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Task Plan

What do I need?

1 ..... 4 .....
2 ..... 5 .....
3 ..... 6 .....

What do I need to do?

1..... ☐

2..... ☐

3..... ☐

Anything else?

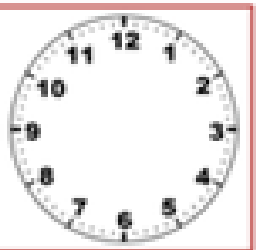
..... ☐

..... ☐

Reward

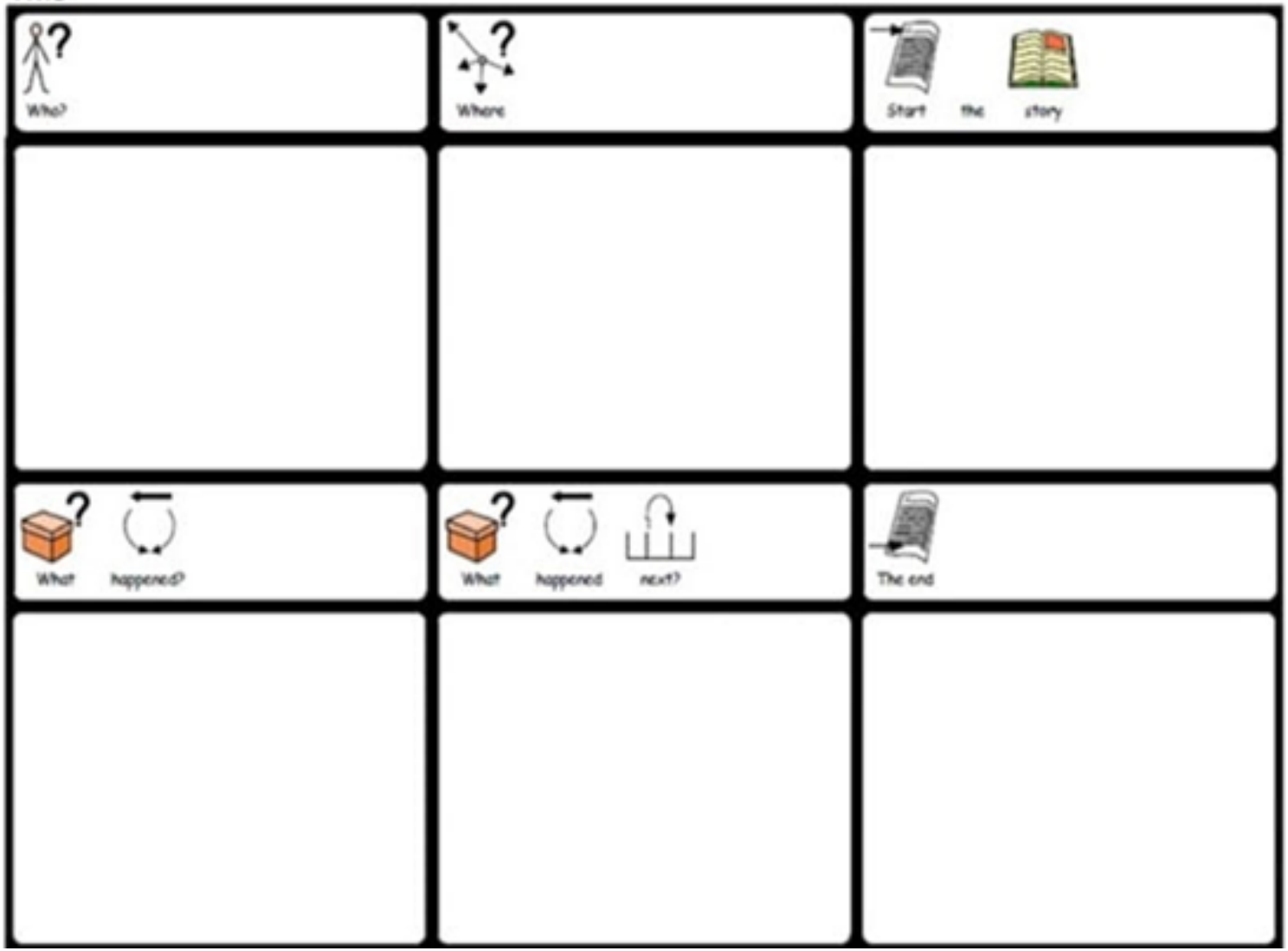
How long?

FINISH



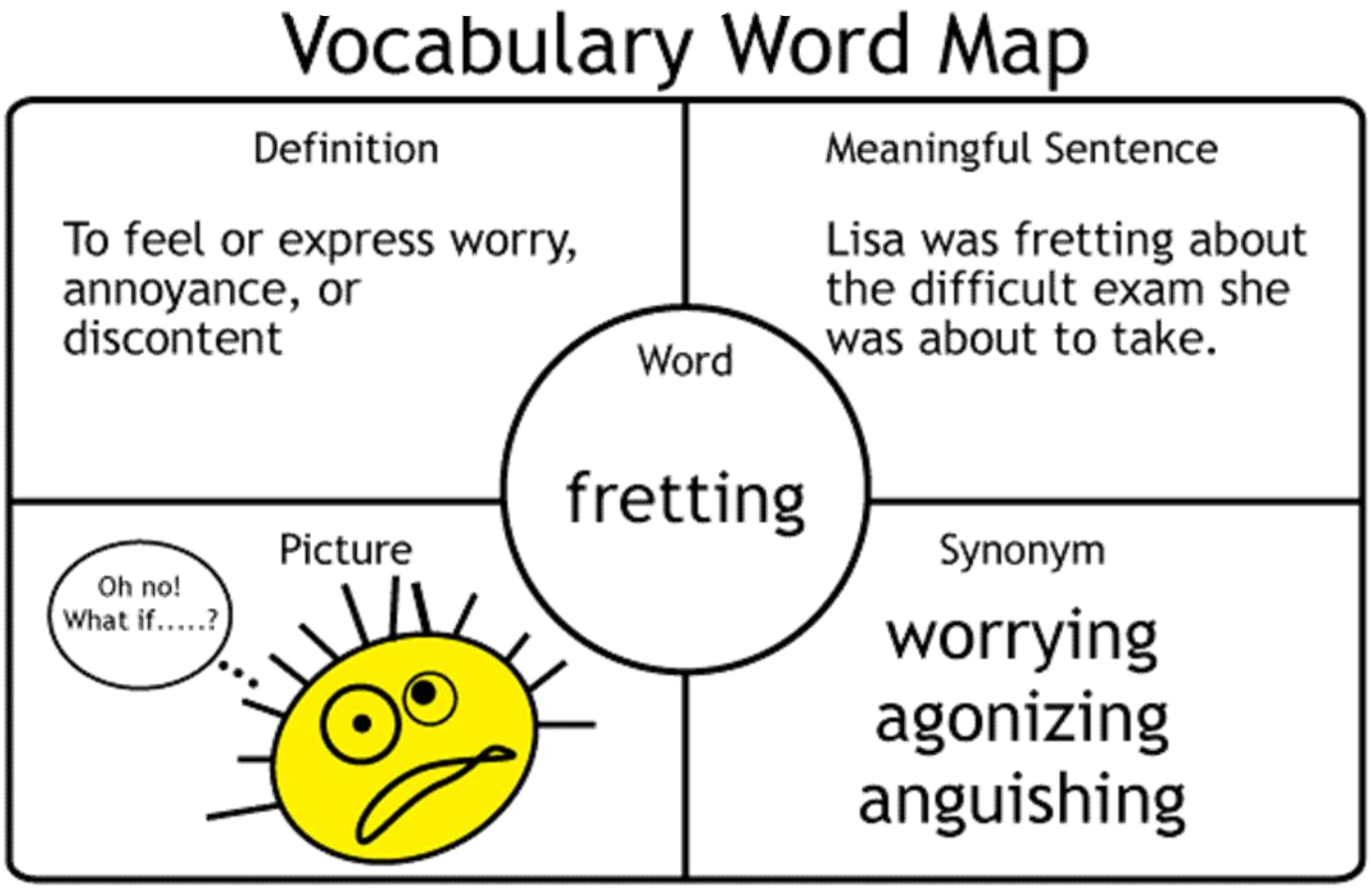
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Title:



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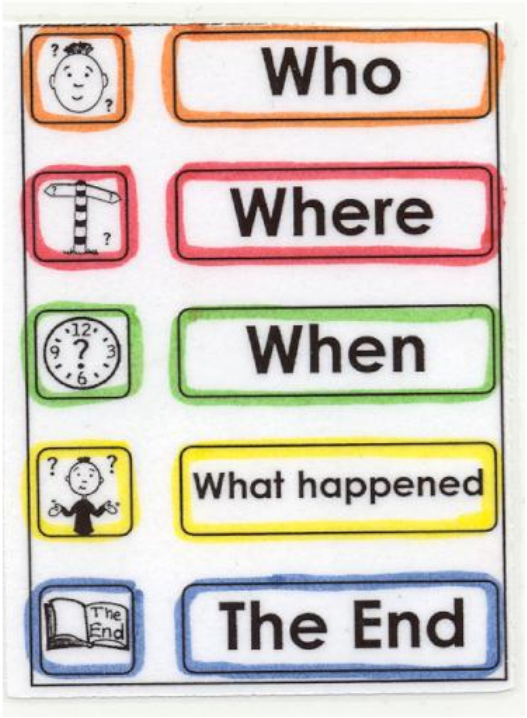
General Strategies that can help children with D/LD in the classroom and wider contexts



https://www.elephango.com/index.cfm/pg/k12learning/lcid/10388/A_Bad_Case_of_Stripes_-_Vocabulary_-_Synonyms

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Story Planner



Story planner, from ‘Speaking and listening through narrative. Blacksheep press with Stockport NHS Trust & Stockport PCT, 2003

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Other Examples of Good Practice



- Share knowledge on all sides – **training workshops**
- Use of **summary speech and language therapy notes** for each child – teacher able to refer to these notes quickly even during lesson

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Name of Child:_____

Strengths

- Speaks clearly with good volume.
- Good spelling.
- Good reading (but poor reading comprehension).
- Can be quite 'chatty' with people he knows well. Improving with conversation skills, developing skills at asking questions to keep conversation going.

Weaknesses

Weak understanding/slow processing – speak slowly, use simple vocabulary, short sentences. Get him to repeat back verbal instructions to check his understanding. Tunes out when material too difficult. Difficulties with basic concepts and vocabulary. Child needs Makaton Signing, picture material/drawing, demonstration, repetition/rephrasing to help his understanding. Needs to be encouraged to be proactive and ask questions when he has not been understood. Weak inference.

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Weaknesses

Expressive language - Poor organisation of his expressive language, both verbal and written. Supported by language choices categories. Uses basic vocabulary. Needs thinking time to work out what to say. Word finding difficulty, needs encouragement to describe word he can't find it.

Social Communication – needs support here, eye contact (overstares or not enough), can get too close, poor awareness of social rules. Needs help to finish conversation. Can talk about his *own* interests – needs support to consider other peoples!

Strategies to support child in the classroom: Makaton, Picture material/drawing, written text, Widget, demonstration, repetition/rewording, use simple vocabulary, reduce rate of speech, Language choices, video feedback, prompt cards, self evaluation sheets

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Examples of Good Practice

Facilitate Self-reflection



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My learning profile: Pre-Intervention (from ELCISS Intervention)

Name: _____

Date: _____

1 The reason that I want to take part in this vocabulary enrichment programme is because I:

2 Speaking, listening and word learning are important in my life in that:

3 The three areas that I am very good at in speaking, listening and word learning are:

4 I know I am good at these areas because:

5 The three areas which are sometimes difficult for me in speaking, listening and word learning are:

6 I am aware that I have difficulty in these areas because:

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My learning profile: Pre-Intervention

Name: _____

Date: _____

7 The three main targets that I want to work on and take away with from this programme are:

8 I will know when I have reached these targets because:

I am going to work very hard on this programme and do my very best.

Name: _____

Signature: _____

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My learning profile: Post-Intervention

Name: _____

Date: _____

1 In this programme, I have learned all about:

2 After having taken part in this vocabulary enrichment programme, I can now see different ways that make speaking, listening and word learning important in my life. These include:

3 The best part about participating in this vocabulary enrichment programme was:

4 The worst part about participating in this vocabulary enrichment programme was:

5 The three main areas that I have got better at in speaking, listening and word learning are:

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My learning profile: Post-Intervention

Name: _____

Date: _____

6 I know that I have got better in these areas because:

7 The three areas which are sometimes still difficult for me in speaking, listening and word learning are:

8 I know that these are still difficult for me because:

9 Some of the things I can do, which I learned in this programme, to help me with these difficult bits include:

10 The three main targets that I wanted to work on and take away with from this programme were:

11 I have achieved the following targets which I chose at the start of the sessions:

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My learning profile: Post-Intervention

Name: _____

Date: _____

12 I know I have achieved these targets because:

13 I have not achieved the following targets which I identified for myself at the start of the programme:

14 The reason I have not achieved them is because:

15 The areas that I still want to get better at in speaking, listening and word learning are:

16 I am going to work on them by:

17 The three ways that I am going to use what I have learned from this programme in school are:

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My learning profile: Post-Intervention

Name: _____

Date: _____

18 The three ways that I am going to use what I have learned in this programme at home are:

19 The three ways that I am going to use what I have learned in this programme when spending time with my friends are:

I have worked very hard on this programme and am proud of everything I have achieved.

Well done!

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Essential Foundations for Working with CYP with DLD:

Essential foundations for working with children and young people with DLD include:

- Environment should always be
  - Nurturing
  - Supportive
  - Kind
  - Focused on communication
  - Reflective and Evaluative
  - Giving voice to all
  - Celebrating diversity!

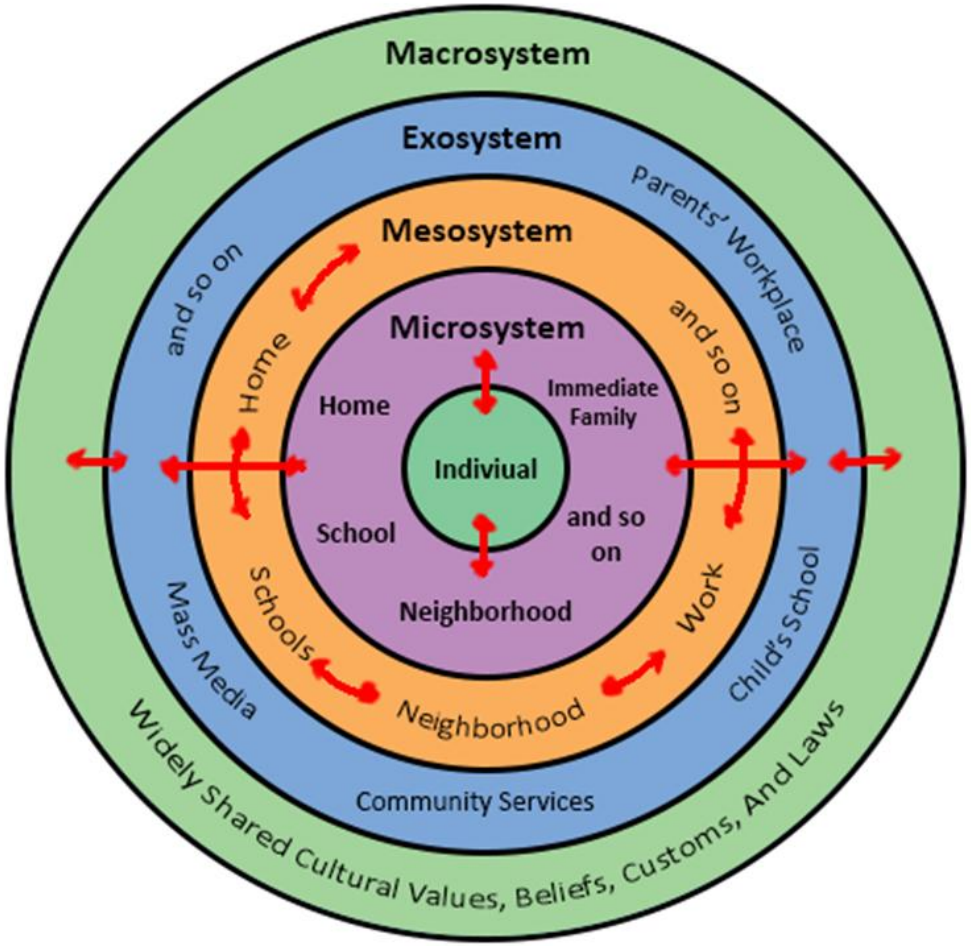


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Implications



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(Bronfonbrenner Ecological mode, 1977)

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Person at Centre of all Provision



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Who are the Advocates?





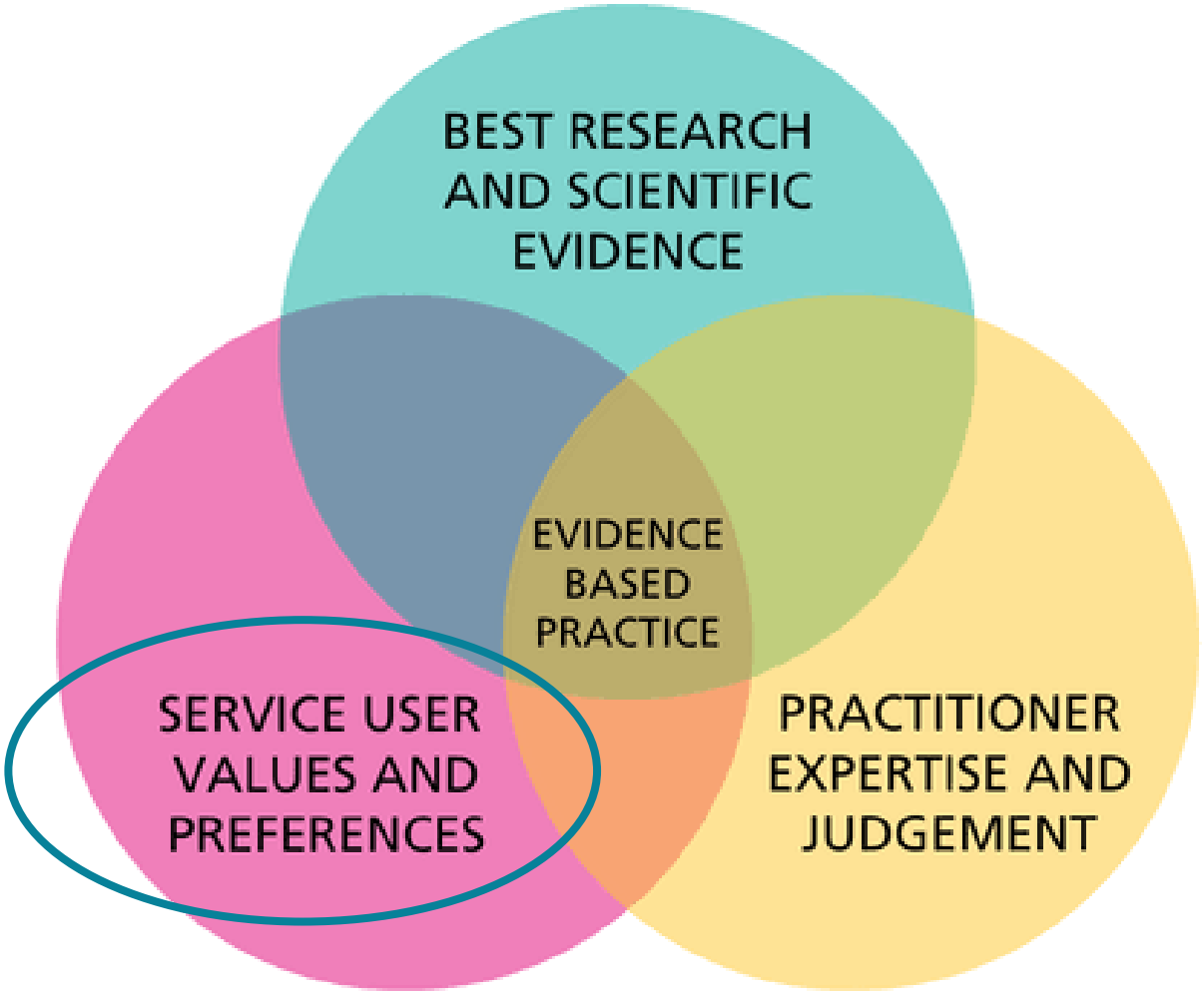
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Collaboration is key to our work



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Collaboration is key to our work



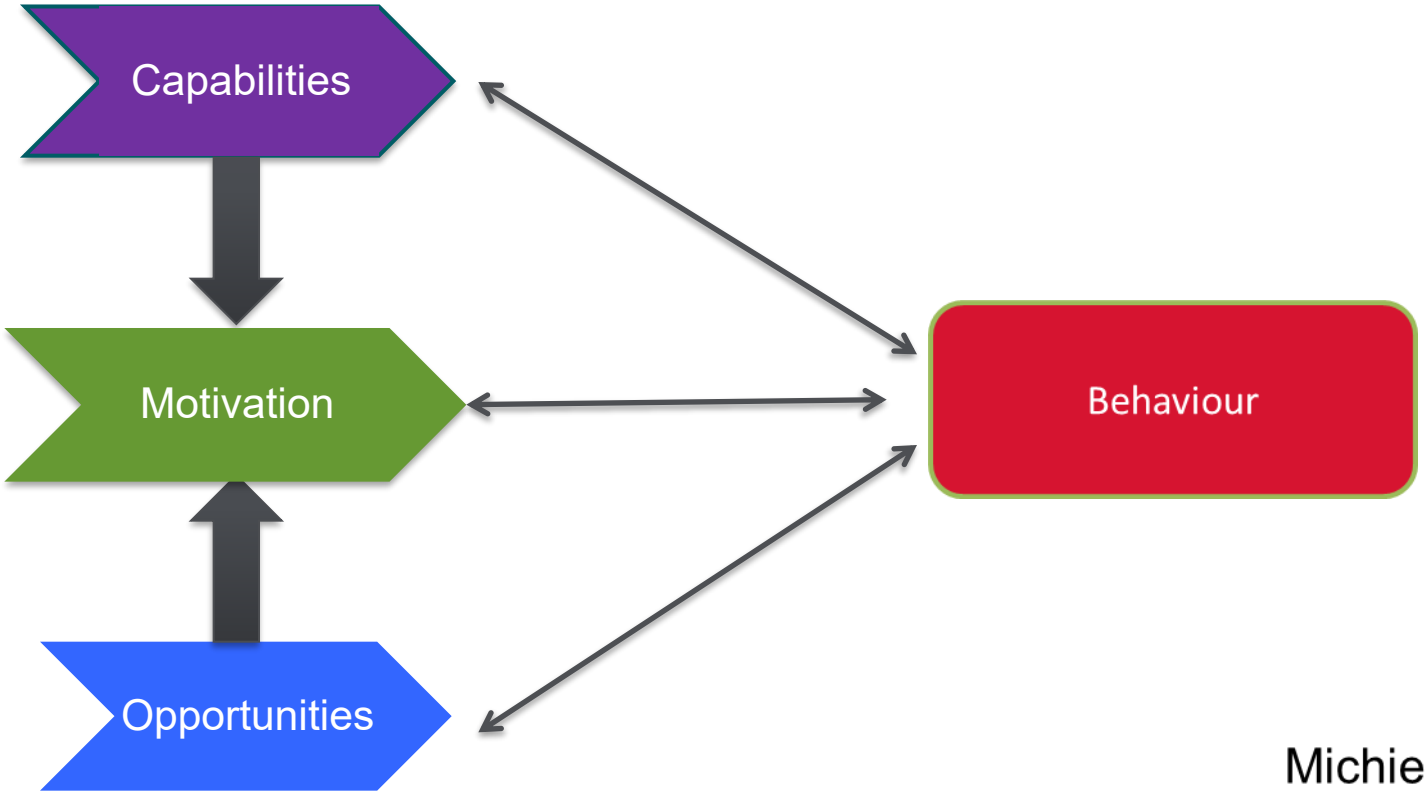
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Future Considerations



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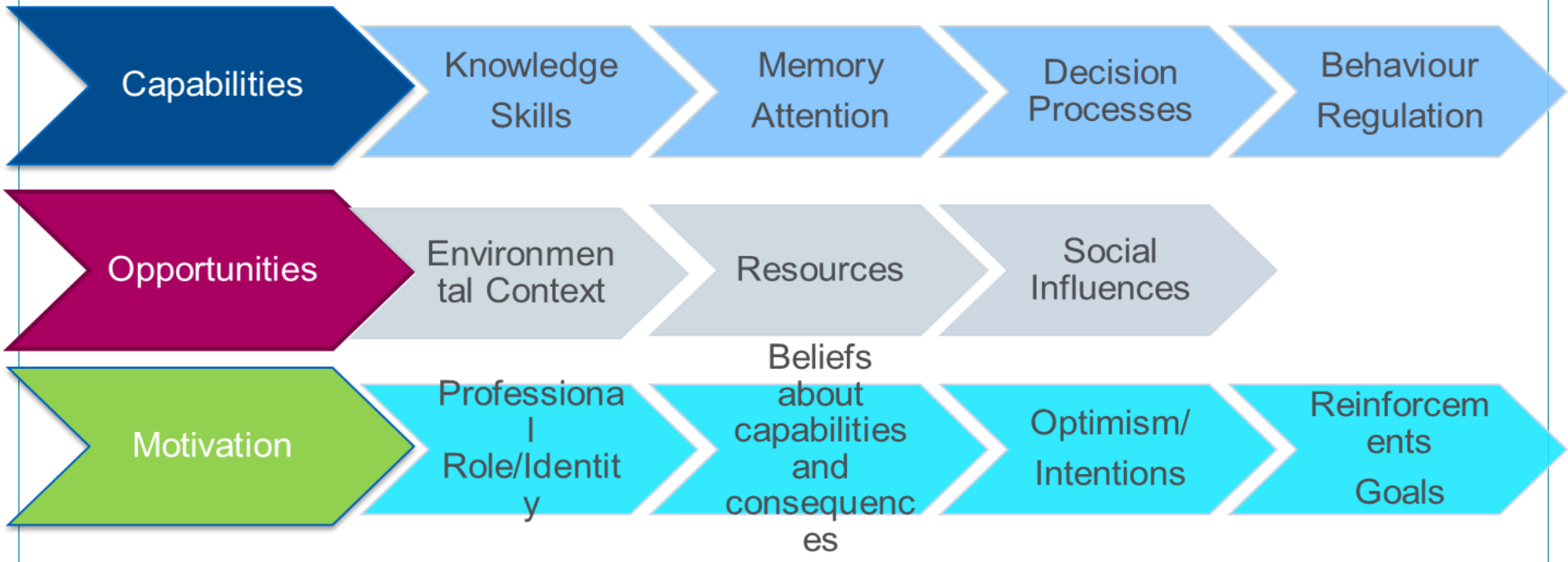
COM-B Model of Behaviour Change



Michie et al (2011)

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Behaviour Change Model: COM-B with Theoretical Domains Framework (TDF)



(Michie et al, 2011; French et al, 2012)

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Measuring Change:

- Teaching success is not synonymous with functional change
- Important to measure change across contexts:

  - **Proximal:** taught words/structures/items
  - **Generalisation:** untaught items or new texts
  - **Functional:** curriculum access, participation, independence
  - **Maintenance:** retained after teaching/therapy reduces

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What will this look like in your practice?



What happens tomorrow?

Action plan: Stop • Start • Strengthen

Write one commitment before you leave

STOP

One practice that separates language from other aspects of the child's life unnecessarily and/or is not functional

START

One new integrated assessment or intervention routine focusing on participation and wellbeing

STRENGTHEN

One collaboration or generalisation process

Make it concrete: WHO • WHAT • WHEN • HOW WILL I KNOW?

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THANKS



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@vjoffe