Supporting pupils with DLD

Developmental Language Disorder

Sensory

- Prewarn pupils of change of activity or setting
- Wobble cushion
- Fidget toys
- Ask pupils about likes and dislikes

Social Skills

- Ensure facial and body language match what is being said
- Explain idioms
- Avoid sarcasm
- Explain how you/others are feeling and why
- Support friendship development – buddy systems, Friendship benches
- Explain when and why we change our communication style

Learning - Attention, Listening and Memory

- Chunk instructions
- Let pupils know what questions you are going to ask them
- Memory games – auditory and visual
- Task plans and visual timetables
- Use temporal language – first, next, then

Receptive Language (Understanding)

- Gain attention before giving instructions
- Give instructions in order
- Ask them to repeat or reword instructions
- Use visuals
- Offer a discrete way for the child to ask for help e.g. turning over a card

Vocabulary

- Check that they have understood the meaning of words with multiple meanings e.g. scale, take away
- Check that they have understood the meaning of similar sounding or rhyming words e.g. see/sea, cat/hat
- Review new words
- Use word mats
- Preteach new words using semantic and phonological knowledge

Expressive Language (Talking)

- Give planning time
- Clarify that you have understood what they wanted to say
- Give alternatives ways to show understanding – drawing, writing
- Give frameworks e.g. story components

OneEducation
Putting children first