

E-DLD Newsletter: **Summer edition**

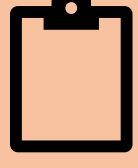
E-DLD in numbers



263 members (231 parents of children, 32 individuals over 16). Average age: 8.6 years for children and 35.8 years for adults



70% are from the UK, 30% are from 19 other countries.



48% have completed the yearly survey. We offer a monthly £20 voucher prize draw for E-DLD members who complete it!



32 research studies have been advertised



Upcoming event:

“Vocabulary Development in Young People with DLD”

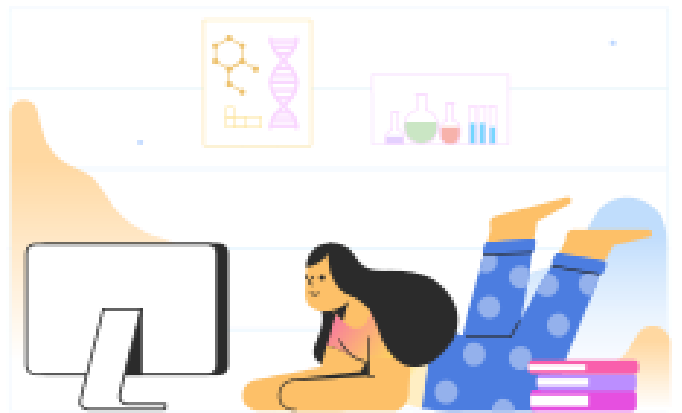
Do you want to hear about recent research on vocabulary development in young people with DLD? Come along to our E-DLD event to learn more!

When: *Wednesday 7th June 2023 (4pm AWST, 9am BST)*
Where: *Online*

Click [here](#) to get your free ticket!

E-DLD is now on YouTube

We are happy to announce that E-DLD is now on YouTube! Recordings of our past (and future) events will be made available on our channel. You can enjoy watching our wonderful colleagues and guest speakers discuss different topics about DLD. And if you feel like it, you can give us a thumbs up or leave a comment below our videos. We will do our best to respond to you! Click [here](#) to visit our channel!



Research Overview: Young Defendants with DLD

Title: “How do mock jurors perceive a young defendant with DLD?”

Key terms that are in this study:

- **Offender:** a person who commits an offense against the law.
- **Defendant:** an individual who is accused of committing a crime.
- **Juror:** a person who have been chosen to listen to all the facts in a court trial. They have to decide if a person is guilty or not.
- **Frustrated:** feeling disappointed, stressed, or upset.

What was the study about:

A small number of people with DLD tend to be involved in crimes. However, many young offenders struggle with their language and have undiagnosed DLD. Jurors may take part in court cases where the defendant has DLD. Because of this, it is important to know if jurors view a defendant differently when they are told that he has DLD.

This study involved 158 people who were eligible to complete jury duty in the UK. These people viewed a fictional case of a young defendant with DLD. Half of the participants (**informed group**) were told that the defendant had DLD. They also read a description of what DLD is and how it affects the defendant. The other half (**uninformed group**) did not know this.

All participants then read a description of what had happened: a 17-year-old male had a misunderstanding with a ticket officer at a train station. The police were called, and he hit one of the police officers. Participants also read part of a conversation between a lawyer and the defendant in court.

This study was adapted from a similar paper that looked at a defendant with autism (see Maras et al., 2019). The two groups (informed and uninformed) were compared to see if they viewed the defendant differently.

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Research Overview (Continued)

What was found?

Compared to the uninformed group, the **informed group viewed the defendant as:**

- More honest
- More likeable
- Less deserving of blame

When asked to explain these judgements, four common topics were discussed by participants:

- The informed group often described the defendant as *frustrated*, while the uninformed group described him as *aggressive*.
- The informed group thought the defendant should be judged less harshly because of his DLD. Some of the uninformed group thought that the defendant may have autism or a mental health condition that could explain his behaviour.
- Lots of participants thought the defendant struggled to understand the lawyer's questions. They also thought the defendant finds it difficult to express himself.
- Participants (mainly from the informed group) felt that the ticket and police officers could have done a better job to help the defendant.

What does this mean?

These findings suggest that a defendant with DLD may be viewed more positively by jurors when they have been informed that the defendant has DLD compared to when they are not provided with this information. In real-life court cases involving a defendant with DLD, background information should be given to jurors. This information should describe what DLD is, and how it affects the defendant. This may help jurors understand how the defendant's situation and presence in court may be affected by their DLD.

Where can I read the findings?

This study was a dissertation project by former E-DLD Team member Jasmine Horsham. The findings have not been published. If you want more information, please email us at E-DLD@bath.ac.uk

This study was adapted from the following paper:

Maras, K., Marshall, I. & Sands, C. Mock Juror Perceptions of Credibility and Culpability in an Autistic Defendant. *J Autism Dev Disord* 49, 996–1010 (2019). <https://doi.org/10.1007/s10803-018-3803-7>

In conversation with... Dr Nat Munro

Who are you?

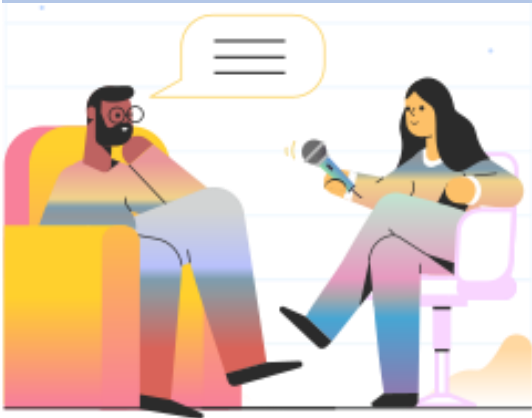
"I'm Dr Nat Munro - an Associate Professor at The University of Sydney, Australia. My teaching and research interests range from late talkers to adolescents with DLD. I am currently the co-editor of International Journal of Speech-Language Pathology."

How did you get involved in DLD research?

"I was inspired by a talk Professor Rhea Paul gave at the University of Sydney about her studies with late talkers. I then took part in some projects about the vocabulary and speech profiles of late talkers. Guess what - both speech and vocab matters! I've also done research on vocabulary interventions and peer-to-peer interactions during play. Observing children's use of social language during peer-to-peer play is a great way to see how language is used. It shows what aspects can be easy or hard for a child with a neurodevelopmental disorder like DLD, ADHD, or autism. More recently, with my PhD candidate Nichola Shelton, we have been examining speech-language therapists and their experiences supporting young people's use of social media."

What is one thing you think needs to change?

"I'd love to see more implementation research in schools. Implementation research asks questions about implementation - the act of carrying out new programs, policies or services. It seems like such a simple thing, to use oral language interventions in schools and for speech-language therapists to work in true partnership with teachers. However, school systems are complicated, but I'm not giving up. It's time for researchers to help solve not what language intervention is, but how to support both students' language skills and the teaching practices of the whole school community - teachers, parents, and health professionals working together."



Open access publications

We regularly publish research summaries on [our website](#). Here are three of the most recent open access papers that we have summarised:

[*Young people with DLD and their experiences of language and communication at school*](#)

[*Motivations and behaviours in the job search process of youth with Developmental Language Disorder*](#)

[*Social Cognition in Adolescents with Developmental Language Disorder*](#)

To read the summaries, click on the name of the paper.



Follow us on Twitter – @Engage_DLD

We let everyone know of our new research summaries when they come out. We aim for 1 or 2 summaries per month!

Feel alone in supporting your child with DLD?

Consider joining the "Developmental Language Disorder (formerly SLI) Support" group on Facebook. This is a private group for people affected by a DLD diagnosis, including adults with DLD and parents like you!

Have you heard of The DLD Project?

They have collected a load of evidence-based information and resources – check it out here: <https://thedldproject.com>

