



## E-DLD newsletter: **Summer edition**

### Updates on E-DLD!



208 members (189 families, 19 individuals over 16). Average age of children – 8.7. Average age of individuals over 16 – 37.8



73% are from the UK, 27% are from 12 other countries.



37% have completed the yearly survey. We offer a monthly £20 voucher prize draw for E-DLD members who complete it!



20 research studies have been advertised



### Upcoming events:



#### **E-DLD event in July – Sleep and DLD research**

Are you interested in sleep and Developmental Language Disorder (DLD)? Come along to hear more about research into sleep and language learning and DLD. This talk will last for approximately 30 minutes, followed by a 30 minute opportunity to ask questions at the end.

We will be joined by Dr Lisa Henderson, University of York. The talk will be hosted by E-DLD co-founder Professor Nicola Botting.

This online talk will take place on the 14<sup>th</sup> July 2022 at 2pm BST/ 9am Eastern US time.

Tickets can be found [here](#).

## E-DLD March and May events – DLDandMe and The DLD Project

We launched a collaboration with DLDandMe and The DLD Project! To celebrate, we hosted events with these projects where we interviewed DLDandMe co-founders Karla McGregor and Sean Redmond, and The DLD Project co-founder Shaun Ziegenfusz. We asked them questions such as how they got into DLD research, the focus of their respective projects and what they think needs to change in the DLD field. There was also an opportunity for you to ask questions. Recordings for both of these events can be found on our [website](#).



### Research Overview: Laura Fox

#### How do children with DLD experience friendships?

##### **Aim of the study**

Friendships can play an important role in helping children navigate their social worlds and have been found to be a protective factor against bullying. For children with DLD making and maintaining friends can be challenging, and previous research shows that children with DLD often have difficulties with peers and report having lower quality friendships than their neurotypical classmates (Conti-Ramsden et al., 2018). Although studies have investigated friendships in children with DLD by using observations and parent reports, very little is known about how the children themselves feel about their friendships. This study was designed to explore the friendship experiences of children with DLD by using novel, arts-based methods, and parent-led interviews.

The study uses a scrapbook filled with activities to engage children and allows them to complete the activities in lots of different ways. This was done so that a wide range of children could access the study in a way that felt comfortable for them. The scrapbook explores what children's perfect, hypothetical friends look like, and what their 'real life' friends are like in and outside of school. Children's drawings, plasticine models and written words are then used as a springboard for recorded parent-led discussions to further explore children's experiences.

The study also includes parent and teacher perspectives, collected via an open-ended questionnaire.

##### **What was found**

The study is still in progress so these are very preliminary observations. Data from three children with DLD suggest that perfect friends are likely to be kind, funny, and helpful. These children also explained that companionship, often in the form of playing video games together, is something that they particularly value in their real-life friends.

##### **What does this mean**

It is hoped that this study will provide an insight into children with DLD's experiences of friendships and how they can be supported. It is also teaching us about how arts-based methods may be a more accessible way of working with children with DLD and their families than more traditional approaches such as questionnaires and interviews. Listening to the experiences of these children may also help us to provide better informed social support in schools.

##### **Where can I read the findings?**

It is hoped that more children with DLD will be recruited over the next few months with an aim to publish the findings from this study in an academic paper which will be shared and accessible to all. For more information, or if your child would like to take part, please do not hesitate to contact Laura Fox at [laura.fox@york.ac.uk](mailto:laura.fox@york.ac.uk)

##### **Citations**

Conti-Ramsden, G., Durkin, K., Toseeb, U., Botting, N., & Pickles, A. (2018). Education and employment outcomes of young adults with a history of developmental language disorder. *International Journal of Language Communication Disorders*, 53(2), 237-255.



We're excited to welcome a new member of the core E-DLD team, Emily Jackson!



## *In conversation with...*

### **Emily Jackson**

#### **Who are you?**

I am a speech pathology lecturer and researcher at Curtin University in Western Australia, but I was born in Tasmania. I am a proud member of the Language and Literacy in Young People group, and I am excited to have recently become a core member of E-DLD.

#### **How did you get involved in DLD research?**

In the final year of my undergraduate degree in speech pathology, I completed a year-long Honours research project. This focused on word learning in children with DLD (back then, it was called Specific Language Impairment). I then went on to work in a private practice and a not-for-profit organisation with people of all ages who have DLD. I was lucky enough to work in clinic with these students and their families, and I also travelled around Western Australia to work with students and school staff to improve educational outcomes. I learned so much throughout these years, and became even more passionate about creating positive change for people with DLD. I went on to complete my PhD (which I finished last year). My project focused on vocabulary development and memory in children with DLD. I am currently exploring preventative education for cyberbullying among adolescents with DLD.

#### **What is one thing you think needs to change?**

For too long, research has been conducted *on* people with DLD, rather than *with* them. I would love to see more researchers involving people with DLD to consult on, and co-design, research projects throughout each stage. This will ensure research truly reflects what is important to people with DLD, and that projects are carried out in a way that suits their needs.

## E-DLD advisory panel

In March, we held our second advisory panel. The panel consists of SLTs and individuals affected by DLD, to discuss the E-DLD project and voice any thoughts or concerns. The panel gave us important and helpful feedback, which led to the idea for an E-DLD event looking at DLD and sleep. This event is being held in July.

We're currently looking for new members for our advisory panel! If you are interested in becoming an advisory panel member, please email [E-DLD@bath.ac.uk](mailto:E-DLD@bath.ac.uk)  
Thanks to all who have already volunteered!

### Open-access Publications:

[Education, employment and independent living in young adults with DLD](#)

[Is DLD a spectrum disorder?](#)

[Retrospective accounts of bullying in adults with DLD](#)

[Trajectories of peer relations in children with DLD](#)

[DLD and externalising problems](#)

Summaries for the above publications can be found on [our website](#)



Are you a researcher focusing on DLD? Consider advertising your research projects or PPI with us. For more information, see our [website](#).



### Follow us on Twitter - @Engage\_DLD

We let everyone know of our new research summaries when they come out - we aim for a summary each week!

### 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 and DLD and Me?

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

