

E-DLD Newsletter: **Spring Edition**

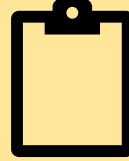
E-DLD in numbers



334 members (281 parents of children, 53 individuals over 16). Average age: 8.5 years for children and 41.9 years for adults



70% are from the UK, 30% are from 23 other countries.



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



46 research studies have been advertised

Upcoming E-DLD Event:



Family and Friends Information and Q&A Event!

Tuesday 19th March 2024, 7-8pm GMT (12-1pm Pacific Daylight Time)

Does your family struggle to understand what DLD is and what it means for you/your child/them?

Our next E-DLD event will be for families and friends of individuals with DLD (people with DLD are also welcome to attend). Join us for an easy-to-understand explanation of DLD followed by a Q&A with the E-DLD team and Stephen Parsons (a speech and language therapist).

Go to the events page on our [website](#) to find out more and sign up!

Or you can register by clicking [here](#).

An exciting opportunity from the RCSLT!

Research priorities for DLD

Have your say!



The Royal College of Speech and Language Therapists is launching the next stage of a project to identify key research questions for DLD.

We want to hear from people living with DLD, parents, carers and professionals to tell us about the issues that really matter to you.

You will work together with researchers and clinicians to come up with a list of key questions, which can then be answered by research.

We will meet either online or in person at least three times between now and December 2024. People with lived experience will be reimbursed for your time.

At the end of the project, we will have a list of questions to take forward to funders who decide what research gets carried out.



If you are interested in the project, please tell us: WHO you are and WHY you would like to take part by **Monday 25th March**.

Also, let us know if you are interested in diagnosis of DLD, intervention, lifelong impact and/or service provision.



Contact: Lucy Hughes

Email: hughesl@moorhouseschool.co.uk

Tel: 07513 724108

You can leave a WhatsApp, voice note or text.

Open access publications



We regularly publish research summaries on our [website](#). Here's the most recent open access paper we have summarised:

[Child-Mother Agreement in the Health-Related Quality of Life of Children with DLD](#)

This paper looked at the differences in children with DLD and their mothers' rating of the child's quality of life.

Click the above link to read it on our website, there is an accompanying video too!



New DLD Research Summary Guidelines!

The E-DLD is delighted to share Gasparini et al. (2024)'s new DLD research summary guidelines. Read on to find out more about why these are so important for making research accessible to the DLD community.

A lot of research goes to waste. This is partly because researchers rarely share their results with the non-scientific community. These guidelines were made to help researchers explain their research to people with DLD and their communities. The guidelines bring together existing advice in a clear way based on feedback from people with different experiences and perspectives, including an adult with DLD.

The guidelines include advice on adding images to summaries and how to make an accessible video or podcast summary.

Researchers are encouraged to share their summaries on social media so it reaches more people.

It is important that people with DLD understand DLD research. This might help them to understand their diagnosis and take part in future research.

The guidelines are at <https://osf.io/ydkw9/>. Keep reading for a summary that follows these guidelines!

Research Overview: Gasparini et al., 2023

Gasparini et al. (2023). Using machine-learning methods to identify early-life predictors of 11-year language outcome. *Journal of Child Psychology & Psychiatry*, 68(8), 1242-1252. <https://doi.org/10.1111/jcpp.13733>

One-minute survey predicts three quarters of children who will have low language at 11 years

What this research is about:

About 1 in 10 children have trouble learning and using language. This can make it harder for them to fit in socially, do well at school and later at work, and live their best life. Some young children with language difficulties catch up without extra help. Other children continue to have language difficulties. It would help these children to get extra support at school or from a therapist. But it's difficult for to identify the young children who need extra language support. In this study, researchers tried to find questions to can ask parents that best identify young children who will have long-term language difficulties.

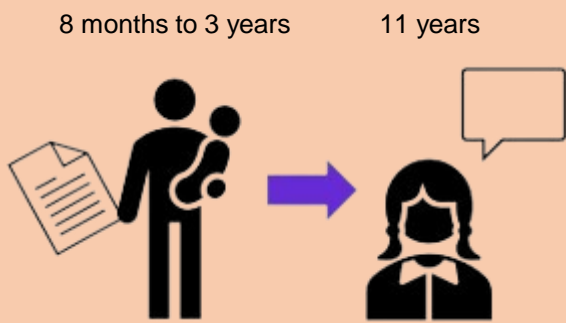


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Research Overview (Continued)

What the researchers did:



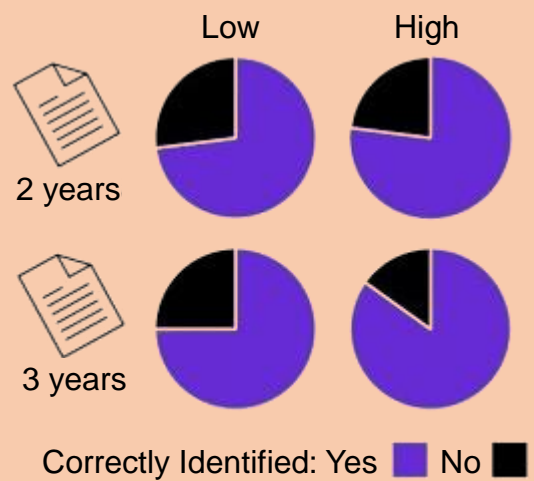
- They used data from 839 children who took part in a language study from when they were 8 months old until they were teenagers.
- When the children were between 8 months and 3 years old, their parents answered 2000 questions about the child and their family.
- When the children were 11 years old, they did a language test. The children who got a low score are the children we want to identify so we can give them extra support.

- They used mathematical methods to find out which of the 2000 questions best predicted whether a child would have a high or a low score on the language test at 11 years.

What the researchers found:

- They found 7 questions we can ask parents when their child is 2 years old. With these questions they identified 73 percent of children with low language scores at 11 years. They identified 77 percent of children with high language scores.
- They also found 7 questions we can ask parents when their child is 3 years old. With these questions they identified 75 percent of children with low language scores at 11 years. They identified 85 percent of children with high language scores.

Language score at 11 years

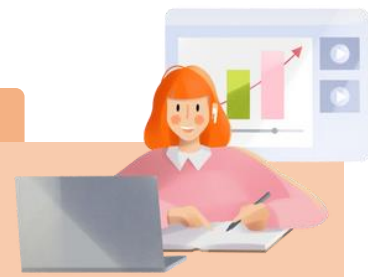


- Examples of these questions are “does your child use sounds or words to get attention?” and “does your child combine words into sentences?”.

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Research Overview (Continued)



What this means for people with DLD:

- These questions can tell us if a 2- or 3-year-old child is likely to have long-term language difficulties. This gives us an idea about which children might need extra language support.



- These questions will correctly identify if a child will have long-term language difficulties about 3 out of 4 times. They will be wrong for about a quarter of children.
 - This means we cannot use these questions to confidently tell a parent if their 2- or 3-year-old child will have long-term language difficulties.
- But the questions might be helpful for researchers who want to identify children more likely to have long-term language difficulties. This would help researchers keep learning more about these children and the support they need to live a good life.

In Conversation with... Fatma Canan Durgungoz

Who are you?

I am Fatma Canan Durgungoz, an Assistant Professor at Mersin University, Turkey, in the Special Needs department. My teaching experience involves the developmental and educational processes of both typically and atypically developing children. My research interest lies in novel intervention methods for children with DLD.

How did you get involved in DLD research?

DLD became my research interest during an internship as an undergraduate student in Turkiye. I had the opportunity to observe speech and language therapists' sessions and noticed that intervention decisions vary depending on families and children's unique needs. This led me to delve deeper into the intervention decisions made by speech and language therapists. I completed my PhD at the University of Nottingham under the supervision of Dr Anne Emerson to gain a deeper understanding of SLTs decision-making processes when helping children with DLD. After my PhD, I was looking for a research team working with children with DLD, and I was inspired by Dr Michelle St Clair and her team's work.



Can you tell us about some current research?

I am currently working as an honorary research fellow at the University of Bath, where Dr St Clair facilitated a collaborative environment for me. We are currently working on a parent-led online intervention aimed at improving the emotion recognition abilities of children with DLD.

What is one thing you think needs to change?

The awareness of what DLD is, the difficulties faced by children with DLD and their families are still low globally. Recent studies have shown that children with DLD have difficulties in understanding, using, and regulating their emotions. This directly impacts their social-emotional skills, where they have increased anxiety, peer problems, and social difficulties. Families and children with DLD need more accessible and comprehensive interventions to enhance their emotional and social skills.

Did you miss our most recent event? Don't worry, we recorded it!

In January we hosted a fantastic talk with Laura Glisson on the use of oral narratives for children with DLD. We had a brilliant turn out and have uploaded the talk to our YouTube channel so that even more people can watch it!

Use this link:

<https://youtu.be/gViUlo9aOoc?si=riEu1fA48CObcjTo> to watch and find out more about this topic.

Don't forget to sign up to our next event, use the link on the first page of the newsletter to find out more!



Follow us on X (Twitter) and Instagram - @Engage_DLD

We keep you up to date with E-DLD news and our new research summaries. We aim to post weekly!

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>