



E-DLD newsletter: **Autumn edition**

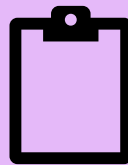
E-DLD in numbers



357 members (296 parents of children, 61 individuals over 16). Average age: 8.6 years for children and 36 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!



54 research studies have been advertised



Upcoming events:



We will be hosting TWO events to celebrate DLD Awareness week. We will also be releasing anonymised open access databases during DLD awareness week. “Anonymised” means that individual E-DLD cannot be identified. This will allow other researchers to publish more research on DLD.

October 17th, 10am (UK Time): Sign up [here!](#)

October 18th, 7pm (UK time): Sign up [here!](#)

Malay-speaking children with DLD tell stories differently to children with typical language



Aim of the paper

- There has not been much research carried out with Malay-speaking children.
- This study looked at storytelling in 15 Malay-speaking children with and 15 without developmental language disorder (DLD). It compared the children's story telling, re-telling, and their understanding of stories.
- The researchers measured the complexity of children's stories. They also looked at how children used words and sentences.
- This is important because storytelling is part of children's social life and school life. Storytelling can also help us to understand their language abilities.

What was found

- Typically-developing children found storytelling and story understanding easier than those with DLD.
- Children with DLD separated the 'goals,' 'attempts' and 'outcomes' parts of their stories. Children with typical language combined these more often.
- Those with DLD used fewer words and sentences. This meant their stories were usually shorter than typically-developing children's.

What does this mean?

- Children's development of storytelling skills follows stages. As their brains develop, children tell more detailed stories. This means they can have more complex conversations. Children with DLD, however, sometimes struggle to communicate effectively. This research shows this could be because they don't make as many connections between parts of their stories. Difficulty communicating could also come from them using fewer words and sentences.
- This information is important for speech therapists in Malaysia, who can use this to recognise and help children with DLD. For example, children with DLD might need extra help with linking the goals and outcomes in a story. This could then allow them to communicate more easily in everyday conversations.
- It is important to research different languages, to understand the best way to help people with DLD around the world. But, when we know less about a certain group, it is important that research participants represent that group as best as possible. Thirty participants is a small sample size. Future studies should use more participants to better represent the population. More research is also needed that looks at children who speak more than one language.

Where can I read this paper?

Depending on if you are part of an institution which has access, you can read or buy this paper by following this link: <https://doi.org/10.1080/02699206.2024.2359462>

Citation

Mazlan, I. R., Hassnan, N. M., & Ahmad Rusli, Y. (2024). A comparison of narrative abilities in Malay school-age typically developing children and children with developmental language disorder. *Clinical Linguistics & Phonetics*, 1–22.

<https://doi.org/10.1080/02699206.2024.2359462>



In conversation with...

Professor Nikki Botting

Who are you? I am a developmental psychologist and Professor of developmental disorders at City University of London.

How did you get involved in DLD research? I started my research career looking at children born at very low birthweight, but was frustrated at the lack of focus on language in that group. So I looked for a research position that involved children's language. I joined Gina Conti-Ramsden's team at the University of Manchester. She was just starting a project called the Manchester Language Study which explored changes over time in 7 year old children with DLD right up until they became adults. I stayed at Manchester for 10 years and have never looked back!

Can you tell us about some current research? A lot of my work has been focussed on older children and young adults. I am currently part of a project looking at how adults with DLD understand 'data visualization' which means graphs and visual information like maps, fitness apps and covid information. But recently I have also become more interested in young children and am involved in projects looking at really early language assessments for babies (SibSpeak), and also a project looking at the effects of covid lockdowns on talking and thinking skills (BICYCLE).

What is one thing you think needs to change? Support for teenagers and adults with DLD needs to improve. At the moment resources, support and assessments are really difficult to access. Linked with this, workplaces need to have better understanding of DLD so that sensible adjustments can be made and there is greater equality and opportunity.

Open-access Publications:

[Peer victimisation in adolescents with DLD](#)

[How do bullied children with language difficulties see themselves, and how do other people see them?](#)

Summaries for the above publications can be found on [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/>



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