



E-DLD newsletter: **Winter** edition

Updates on E-DLD!



241 members (214
parents of children, 27
individuals over 16).

Average age of
children: 8.6 years.
Average age of adults:
37.6 years.



71% are from the
UK, 29% are from 18
other countries.



42% have completed
the yearly survey. We
offer a monthly £20
voucher prize draw for
E-DLD members who
complete it!



28 research
studies have
been
advertised



We want to hear your opinion!



We want to know what types of events our E-DLD members would like us to organise in 2023.

What do you find most interesting or helpful? For example, do you prefer to hear about research findings? Do you like the chance to discuss topics with other parents or people with DLD?

Please, fill in the following short survey to give us your feedback!

https://curtin.au1.qualtrics.com/jfe/form/SV_ODkMEWvY0BmgiMe

E-DLD October event – DLD Awareness Day 2022

In October, we held two online events in celebration of DLD Awareness Day 2022. First, we presented some key findings from our database. Then, we had a Q&A session. Attendees asked lots of questions. They also shared their experiences of living with DLD or raising a child with DLD. These discussions reflected this year's theme for DLD Awareness Day – ***Growing with DLD***. Different people from the DLD community attended the presentation: parents of children with DLD, adults with DLD, and professionals. The recording for the presentation of the event can be found on our [website](#).



Research Overview: Dr Rob Zwitserlood. *'Tablet Games in Vocabulary Intervention'*

Aim of the study:

Children often grow up with electronic devices, such as tablets (e.g., iPads) and smart phones. They often love to play entertainment games. Children can be very motivated to play tablet games during speech and language therapy. However, speech and language therapists (SLTs) also have concerns and questions:

Do children learn enough from playing tablet games? Is there enough interaction during games? Are these games too distracting?

We wanted to see whether young children with developmental language disorder (DLD) would learn words from vocabulary therapy with a tablet game.

Who was involved?

70 toddlers with DLD were divided into two groups.

What did therapy involve?

- There were 12 therapy sessions. 22 new words were taught to the children.
- Group 1 played with kitchen scenes from the tablet game MyPlayHome (see image on the right)





Research Overview: Continued

What did therapy involve?

- Group 2 used traditional play material – a kitchen set with pots, pans, and food items.
- The SLTs used a script containing the 22 new words. These words were taught during each therapy session.
- We designed a picture pointing vocabulary test to measure growth in vocabulary. The test contained the 22 target words and 22 additional words. The additional words were not taught during therapy.

What was found?

- Both groups of children with DLD learned more target words compared to additional (untaught) words. This showed that vocabulary therapy was effective.
- Children learned as many new words during the tablet game therapy as in therapy using traditional play material.

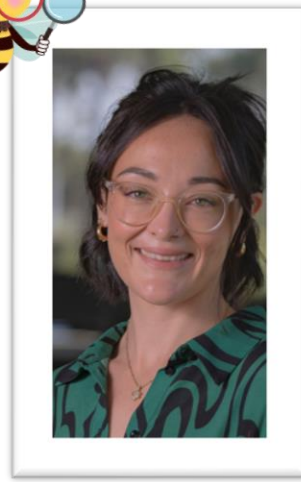
What does this mean?

This study suggests that vocabulary therapy for toddlers with DLD using a tablet game may be just as effective as therapy using real toys. This presents SLTs and parents with more options for therapy activities. These digital activities may make therapy attractive for some children during SLT sessions or homework.

Where can I read the findings?

This paper is open access, which means everyone can read it. The paper is available here: <https://www.mdpi.com/2076-3417/12/3/1643>





In conversation with...

Sam Calder and Elizabeth Hill

Who are you?

Sam is a speech pathology lecturer at University of Tasmania. He is now the early career representative of the International Collaborative Network for n-of-1 Trials and Single Case Designs. Lizz works as a teaching and research academic in the speech pathology team at Curtin University. She is the course coordinator for the Master of Speech Pathology program. Lizz is also member of the Mental Health and Child and Family Health domains of the Curtin's enAble Institute. Both Sam and Lizz trained as speech-language pathologists and completed their PhDs at Curtin University in Western Australia. They are founding members of the Language and Literacy in Young People research group.

How did you get involved in DLD research?

Sam has worked in specialist schools for children with DLD as a clinician and clinical educator. There, he carried out research evaluating intervention outcomes of children with DLD. This progressed to a PhD: Sam examined the efficacy of an intervention to improve grammar. Lizz has worked in private practice, specialising in adolescent language and literacy. Her research and clinical interests include understanding the functional and psychological impacts of neurodevelopmental disorders. She is particularly interested in disorders affecting language and literacy, including DLD.

What is one thing you think needs to change?

"We would love to see broad societal awareness of DLD across all sectors where a lay definition rolls off the tongue of everyday people just as it does for other neurodevelopmental disorders, like autism or ADHD. It would also be great to see this awareness extend to the knowledge of impact across the lifespan from childhood to adulthood, and what functional impact means to individuals who have experience living with DLD. We know that although there is no difference in the number of males and females affected by DLD, more males receive services. We have recently explored the prevalence and potential risk factors for DLD in school aged children in Australia. We hope greater awareness will increase the identification and service provision for all people with DLD."

Open-access Publications:

Sam and Elizabeth's most recent open access paper looks at potential risk factors for DLD. To read it, click [here](#).

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

[Academic Outcomes in Bilingual Children With DLD](#)

[Role of domain in working memory performance of children with DLD](#)

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





Follow us on Twitter - @Engage_DLD

We let everyone know when our new research summaries come out - we aim to publish a summary once every two weeks!

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 of children with DLD!

Have you heard of “The DLD Project” and “DLD and Me”?

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

