



Engage with  
Developmental  
Language  
Disorder



UNIVERSITY OF  
**BATH**



UNIVERSITY OF  
**CAMBRIDGE**  
Faculty of Education

**CITY**  
ST GEORGE'S  
UNIVERSITY OF LONDON



Curtin University

## E-DLD Newsletter: **Winter Edition**

### E-DLD in numbers



**398 members**

(304 parents of children;  
94 individuals over 16).

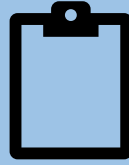
**Average age:**

7.9 years for children;  
36.6 years for adults.



**66.3%** from the  
UK;

**33.7%** from 22  
other countries.



**18.6%** have  
completed the  
yearly survey.

We offer a monthly £20  
voucher prize draw for  
E-DLD members who  
complete it!



**77** research  
studies have  
been advertised

## New Events!

### **THE DARA PROJECT**

Lessons from the DARA  
Study: Visualising data with  
language difficulties

**Who:** Professor Nikki  
Botting, Niamh Devane,  
and Abi Roper

**When:** January 12<sup>th</sup>, 2026,  
2-3pm (GMT)

**Where:** Online via zoom

**Tickets are available  
through this link:**  
[Click here to sign up!](#)

### **REVIEW PRESENTATION**

School-based  
interventions to support  
children with DLD and  
SLCN in school

**Who:** Dr Juhayna Taha

**When:** February 11<sup>th</sup> or  
12<sup>th</sup> 2026, 10-11am (GMT)

**Where:** Online via zoom

**Tickets are available  
through this link:**  
[Click here to sign up](#)

# TAKE A LOOK AT OUR YOUTUBE CHANNEL!

We upload short 5-minute research summaries to our YouTube to complement the research summaries on our website. These videos make learning about DLD research accessible and easy!

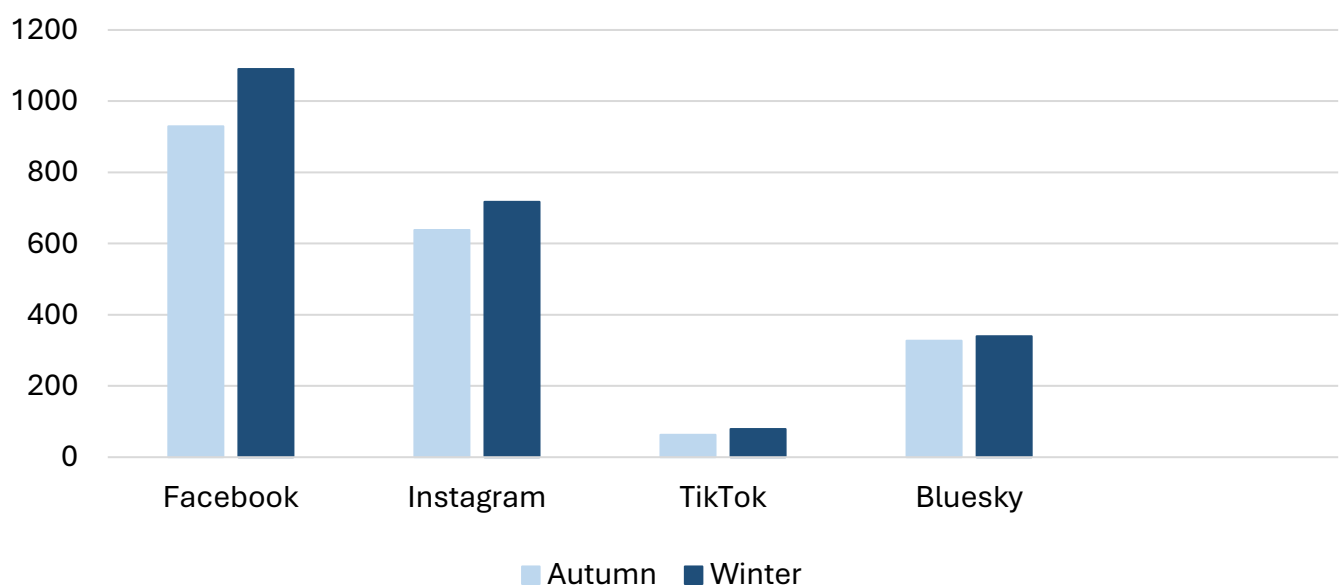
Subscribe and click the bell to be notified when we upload a video.

# X (Previously Twitter)

Due to a decrease in engagement over the last few months, the E-DLD team has decided to no longer post content on X.

We will remain active on all other social media platforms!

Social Media Followers



# SOCIAL MEDIA UPDATE!

In October we launched our social media campaign for DLD awareness day 2025. We had a ‘treasure hunt’ throughout the week, a bake sale and also highlighted the RCSLT Top 10 Research Priorities.

We are so grateful for the amount of engagement our followers had with our post’s and for all the new followers we gained!

# Get to know the new addition to our team...

## Adrian Ng

Hi E-DLD members! My name is Adrian, and I am currently studying BSc Psychology (with work placement) at the University of Bath. I am joining the E-DLD team for a year as a placement student. Outside of work, I enjoy playing badminton and staying active. I also love cooking, especially trying out new recipes at home.



### Why did you choose E-DLD for your placement year?

I chose the Engage-DLD project for my placement year because I wanted to contribute to research that makes a meaningful difference to children, families, and education. As a multilingual person, I've always been aware of how language shapes communication, identity, and everyday life. While multilingualism is very different from DLD, it has helped me appreciate how challenging it can be when language becomes a barrier. I was drawn to the project's mission to raise awareness of an often-hidden condition and improve early identification. The chance to work across research operations, data management, and public engagement made Engage-DLD the perfect fit for my interests and goals.

### What is your role in the E-DLD team?

My role involves managing and cleaning data, helping with participant recruitment, and creating social media content to raise awareness of DLD and share updates from the Engage-DLD and SoUNDS projects.

### What are you looking forward to in the next year as part of the E-DLD team?

I'm excited to build on my research skills this year and play a bigger role in developing our strengths-focused work. I'm also looking forward to supporting recruitment and expanding our social media outreach. Above all, I'm eager to learn from the team and contribute to raising awareness of DLD throughout the year.



# Study updates!

## **1. Screening of undiagnosed DLD in adults**


We are in the progress of collecting data looking to validate the screening tool ‘STAND’ in the general population, especially in students. Data collection is due to be complete by February 2026.

## **2. The SoUNDS Project**

The SoUNDS project aims to develop a screening tool to identify undiagnosed DLD in students. We are currently finalising assessment procedures and ethical preparations. Recruitment will begin soon with a small, targeted group, after which we will start collecting assessment data.

## **3. Strengths of children with DLD**

Our strengths paper is moving forward. We are analysing parent-reported strengths—such as creativity, sociability, and resilience—in children with and without DLD. Early trends are emerging, and our next step is finalising our analysis and manuscript drafting.



# Project update: Parents' experiences of receiving a DLD diagnosis

Research team: Hannah Harvey, Genna White, Loren Crisp, Anna Woodward, Kate Hodgkinson

## The team

The team consisted of four parents of children with DLD, 2 Speech and Language Therapists, and an academic lead.

## The aim of the project

To explore how parents experience the moment of receiving a Developmental Language Disorder (DLD) diagnosis for their child.

## What was done

Over the past year, the team interviewed 15 families across the UK. They also held a workshop where parents identified their top priorities for improving the diagnostic process.

## What was found

Four themes strongly emerged from the interviews:

- Delivery of the diagnosis mattered – empathy and clarity made a huge difference.
- Little information given at the time of diagnosis left families searching online, late at night, for answers.
- As awareness and understanding of DLD is limited, families felt isolated.
- Parents were grateful for the diagnosis as a tool for advocacy, but felt they were forced into the role of 'fighter' to secure support.

Top priorities discussed in workshops:

1. A clear explanation of what DLD is
2. An empathetic approach from professionals
3. Better communication with schools

## Implications of this project

This project highlights how powerful the diagnostic moment can be, and how important it is to get it right. We are continuing to work on the findings of this project, to make sure that some changes start to happen to improve the support families receive at this crucial stage. Already we have heard about several services changing their approach, making sure that parents are given the diagnosis in-person and offered the chance of a follow up call.

## A message from the team

The whole team wants to thank everyone who took part in this study and shared their experiences!

[Follow this link to see an illustration of the project findings](#)



## 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>

## Follow us on our social media:



@Engage with DLD



@engage\_dld



@engage.with.DLD



@edldproject.bsky.social

## Subscribe to our YouTube channel:



@engagewithdld7150



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