



E-DLD newsletter: **Autumn edition**

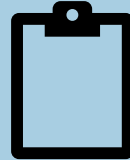
Updates on E-DLD!



229 members (204 families, 25 individuals over 16). Average age of children – 8.6. Average age of adult – 37.5



72% are from the UK, 28% are from 19 other countries.



40% have completed the yearly survey. We offer a monthly £20 voucher prize draw for E-DLD members who complete it!



26 research studies have been advertised



Upcoming events:



E-DLD event in September – RCSLT DLD Research Priorities

Would you like to discuss the Royal College of Speech and Language Therapists (RCSLT) DLD research priorities? Come along to this event! We will be joined by Amit Kulkarni from the RCSLT. This event is aimed at parents of children with DLD, adults with DLD and SLTs.

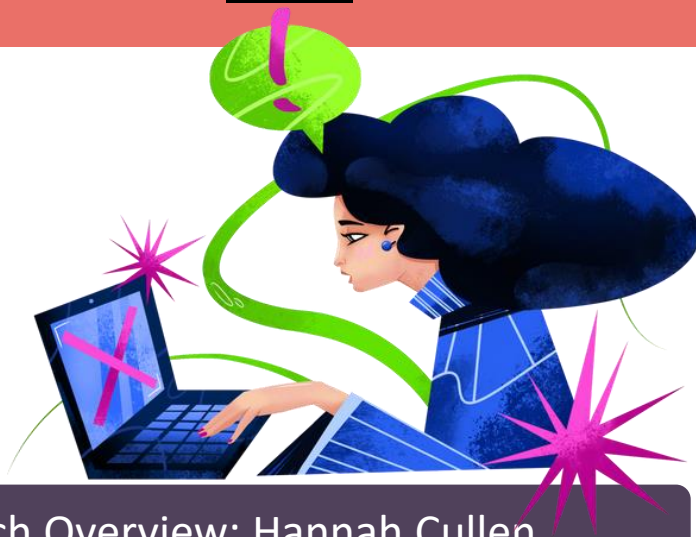
This online talk will take place on 7th September at 7pm UK time (2pm Eastern US time).

Tickets can be found [here](#).

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E-DLD July event – DLD and sleep

In July, we were joined by Dr Lisa Henderson, University of York, to talk about sleep, language learning and DLD. She discussed how sleep supports language learning, whether variation in sleep predicts variation in language development, and the role of sleep difficulties in DLD. Dr Henderson discussed current research into sleep and DLD, including objective measures like actigraphy and subjective measures like parent reports. There was also an opportunity for you to ask questions. The recording for the talk component of this event can be found on our [website](#).



Research Overview: Hannah Cullen

Children with language disorders often suffer from peer problems, which increases the risk of mental health problems. Previous research has looked at why this may be from the perspective of the adults in these children's lives. I interviewed seven children with language disorders to gain their perspective of their strengths and difficulties in peer relationships.

A mixture of positive and negative aspects of friendship were discussed by participants, including:

- **Play, activities and talk:** the children valued playing with others, spending time on activities, and talking to others highly.
- **Helping others:** helping friends when they were sad, when they were hurt, or when they were in a situation of conflict, was valued by the children.
- **Solitude:** sometimes the children wanted to spend time alone, finding social interaction overwhelming. However, solitude could also be lonely for some children, and spending time with friends was one way to be less lonely.
- **Conflict and hostile behaviour:** all children expressed difficulty with experiences where a friend had been hostile towards them. These experiences often resulted in angry emotions, which could cause retaliation and conflict. These experiences were often also upsetting for the children. Participants thought that hostile behaviour came from others' negative opinions (e.g., hating them) or others' characters (e.g., being a mean person).
- **Coping with negativity:** participants tended to cope with negative peer situations by running away, or by seeking adult help. Some children had more successful strategies like doing deep breaths, or using a foot fidgeter, but these were rare, and often not used adaptively.

From these themes, we can draw several conclusions. Firstly, that encouraging play, conversations, and helping behaviours, is important to maintain positive peer relationships for children with language disorders. However, it is also important to provide meaningful support for them, and this includes allowing them to spend time alone when needed, to provide them with better conflict resolution strategies, and better strategies for managing their emotions.



In conversation with...

Annabel Burnley – PhD student

Who are you?

I am a PhD researcher at the University of Bath, working in the psychology department. Before this, I worked at King's College London and Yale University, and have studied at the University of Amsterdam. I also worked for the Helen Bamber Foundation, delivering therapy to those with anxiety, depression and complex PTSD.

How did you get involved in DLD research?

My interests lie in working with those who are underserved by the public healthcare system, and finding new solutions to their mental health vulnerabilities. Previously this has included asylum seekers and low income mothers. It has become increasingly apparent to me how ill-suited traditional mental health treatment is for children with DLD and how overwhelming this is for their parents. It has been such a privilege over the last couple of years to work with these parents and other trained professionals to develop the first psychosocial intervention tailored specifically for children with DLD. We will be launching the 'PLUTO' programme at the end of this year!

What is one thing you think needs to change?

There needs to be better inclusion of DLD in mental health training. I had never heard of it until very recently, despite working across different services. Many psychologists I work with remain unfamiliar about the disorder, and their automatic response is often to pass a child with language difficulties back to Speech and Language Therapists (SLTs). Although SLTs do a fantastic job, this means these children are excluded from necessary mental health support delivered by trained psychologists. Similarly, more interdisciplinary work between psychologists and SLTs would ensure these children get the best, tailored care.

Open-access Publications:

[How do DLD and dyslexia affect reading and mathematics achievement?](#)

[Syntactic priming effects in children with DLD](#)

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

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/>

