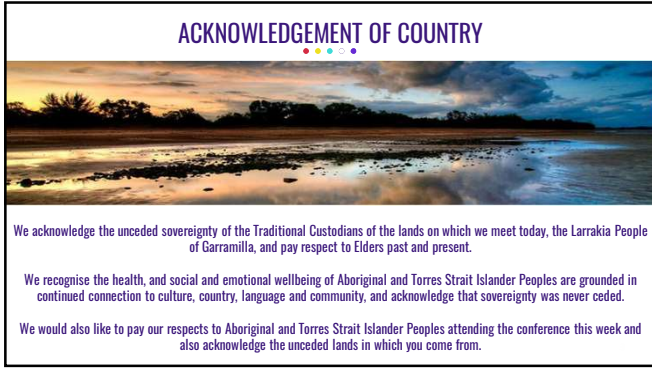




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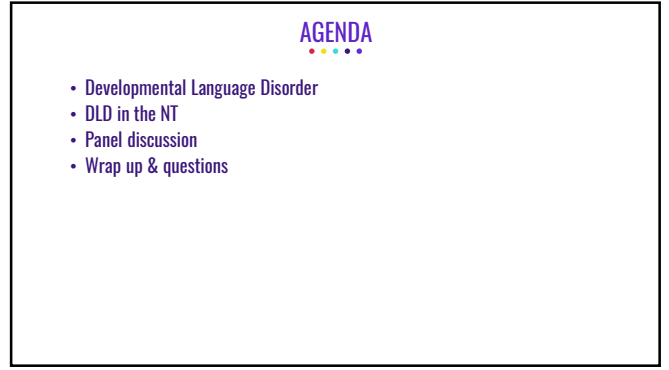
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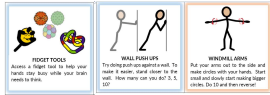


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TODAY

- You will need your phone – audience participation via Menti.com
- Visual schedule (QR code)
- You can move if/when you need to (see your table and/or QR code)



- Questions – include your name/phone number and we'll follow up

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WHAT 2 WORDS DESCRIBE HOW YOU'RE FEELING TODAY?

Scan the QR code or visit www.menti.com (7147 3328)

8



HOW CONFIDENT ARE YOU WITH RECOGNISING THE SIGNS OF DLD?

Scan the QR code or visit www.menti.com (7147 3328)

9

DEVELOPMENTAL LANGUAGE DISORDER

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WHAT'S IN A NAME?

- Language delay
- Primary language impairment
- Language disorder
- Specific language impairment
- Language impairment
- Developmental dysphasia
- Language learning impairment
- Developmental language disorder

Reilly et al., 2014

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WHAT'S IN A NAME?

- Lack of agreement about criteria and terminology for children's language difficulties has affected access to services, as well as hindering research and practice.
- An international group of 59 experts (the CATALISE Consortium) included speech language therapists/pathologists, (educational) psychologists, paediatricians, psychiatrists, specialist teachers and charity representatives, led by Professor Dorothy Bishop.
- Two aims (via Delphi process):
 1. Consensus for identification
 2. Consensus for terminology

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WHAT IS DLD?

DLD
is a developmental condition that causes difficulties with understanding and/or talking

disability

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WHAT IS DLD?

Calder et al., 2022, Norbury et al., 2016; Tomblin et al., 1997

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WHAT IS DLD?

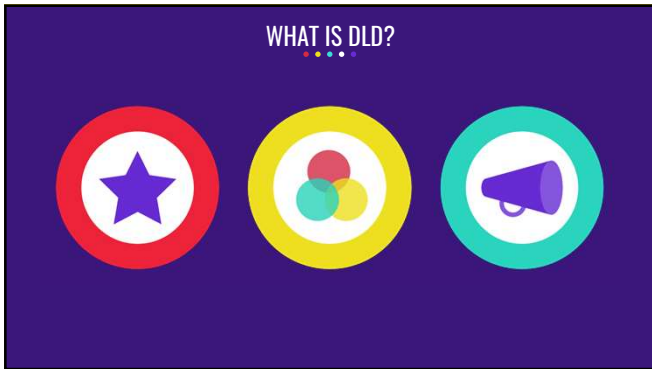
Calder et al., 2022, Norbury et al., 2016; Tomblin et al., 1997

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WHAT IS DLD?

ABC
123

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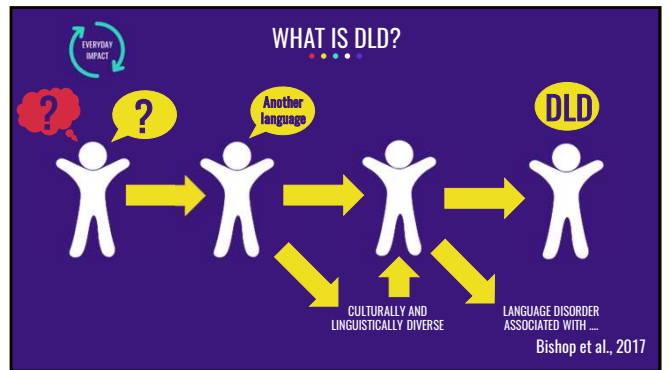


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“ Assume children presenting with behavioural, emotional and social difficulties have a language impairment unless proven otherwise. ”

Gina Conti-Ramsden

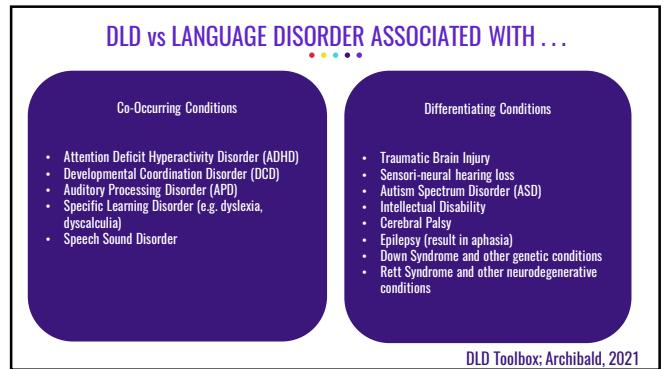
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- DIFFERENT DIAGNOSTIC CRITERIA
- CATALISE Consortium (2017)
 - Developmental Language Disorder
 - Language Disorder associated with biomedical condition
 - Speech Sound Disorder
 - Other
 - DSM-5-TR (2022)
 - Language Disorder
 - Speech Sound Disorder
 - Fluency Disorder
 - Social Communication Disorder
 - + comorbid conditions
 - ICD-11 (2022)
 - Developmental Language Disorder (4 subclassifications)
 - Developmental Speech Sound Disorder
 - Developmental Speech Fluency Disorder

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- The NDIS Act 2013 is the legislation that establishes the National Disability Insurance Scheme (NDIS) and the National Disability Insurance Agency (NDIA).
- The term “Developmental Language Disorder” was implemented in 2017 and endorsed by Speech Pathology Australia.
- Limited access to the NDIS for people with DLD. Some success in 2020-2021.
- The DLD Project and Speech Pathology Australia have been advocating for consistent access to the NDIS for people with DLD. Issues with access tend to go in themes - permanence, treatment, planner understanding.

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Primary Condition	Prevalence*	# of NDIS Participants**
Fetal Alcohol Syndrome	0.1%	931
Cerebral Palsy	0.15%	17575
Down Syndrome	0.16%	11602
Autism Spectrum Disorder	0.65%	207385
Intellectual Disability	5.5%	88132
Dyslexia	6%	<20
Developmental Language Disorder	7.4%	147

* prevalence from McGregor (2020). **Data current as of 31/03/2023

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OTHER PATHWAYS FOR FUNDING

- **Chronic Disease Management Plans** - This is a GP managed plan that provides a Medicare rebate for allied health services. The CDM plan provides a maximum of 5 total rebates per calendar year for all allied health services (including speech pathology).
- **Private health insurance** – Limited.
- **Educational Funding** – Australian students with disability must be able to access and participate in education on the same basis as their peers. Some states/territories will utilise Federal and State/Territory educational budget to provide specific services.

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RESOURCES

- DLD Evidence Brief
- DLD & the NDIS: A Practical Guide for Families
- Podcast – A Paediatrician’s Perspective on DLD
- 0-5 Year Old Communication Milestones
- 5-11 Year Old Communication Milestones
- 11-18 Year Old Communication Milestones
- SPA’s Communication Hub

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DLD IN THE NT

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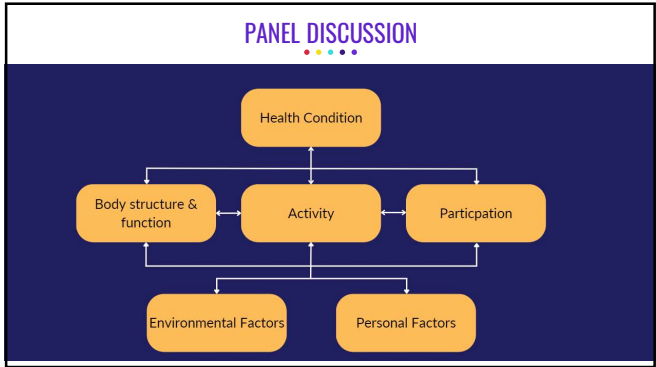
DLD IN THE NT



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QUESTION 1

When families talk about difficulties for their child, what types of everyday activities do they talk about?

Think about the activities that make you wonder about their language skills.

Scan the QR code or visit www.menti.com (6814 1292)

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Q1. What types of everyday activities do they talk about?

Potential strengths & limitations

- Learning and talking at school
- Talking with family at dinner
- Telling a story about hunting, fishing
- Cultural events e.g. ceremony
- Knowing the order of steps when cooking a meal
- Playing new games with friends
- Working through conflict with a friend or sibling
- Instructions in soccer, basketball, athletics, footy
- Doing a job interview

Potential strengths & limitations

- How involved they are in activities that matter to them?
- How much help they need to do it (independence)?
- Are they maintaining the social connections that are important to them?

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Questions for children & young people

- Tell me about your friends.
- Is there anything you'd like to change?
- Is there anything you wish was easier?

Questions for both

- Tell me about what your day looks like? (broad)
- Tell me about what your mornings look like? (narrow)
- Tell me about school? (broad)
- Tell me about the easy/tricky parts of school? (narrow)
- What do they like to do with friends?
- What helps when these difficulties happen?
- Where do you find these difficulties are impacting the most?

Questions for family

- What are some activities that are important to your family? How do they go in these?
- If there are some activities where they don't have difficulties, why do you think that is?

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Q1. What types of everyday activities do they talk about?

Family goal setting tool (modified for NT)

Outdoors

- Does your family spend much time outdoors? What doing?
- What does your child do? Does your child like (the activity)?
- How does he/she get around?
- How does he/she interact with others?
- What toys or games does he/she engage with/in? eg playground equipment, balls, tricycles, chasey, sand pit, exploring, hiding, water play.
- How does your child let you know when he/she wants to do something different?
- What things does your child like or notice outside?
- Is this usually an enjoyable time? What would make it easier?

Satisfied? Participation? Importance?

SAFER routines based interview

Structured Activities


Please describe the type of structured activities you do in your classroom.

- Are the activities typically small or large group?
- How does... do during these?
- Does he/she follow directions well?
- Does he/she watch others or seek help if confused?
- Is he/she able to participate for the length of the activities?
- Where do structured activities typically occur?
- Does he/she complete the same kinds of activities that the other children do?
- What is his/her attention span like during these activities?
- Do you see a difference in his/her engagement between structured and free play activities?
- Any concerns?

Match? Participation? Importance?

SATIRE routines based interview

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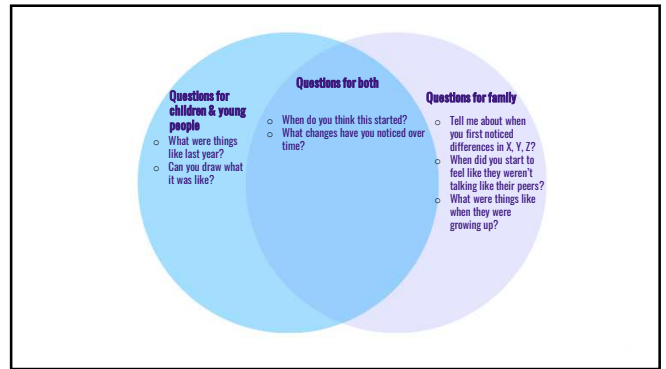


QUESTION 2


What indicators make you think a client's language difficulties might persist?

Scan the QR code or visit www.menti.com (6814 1292)

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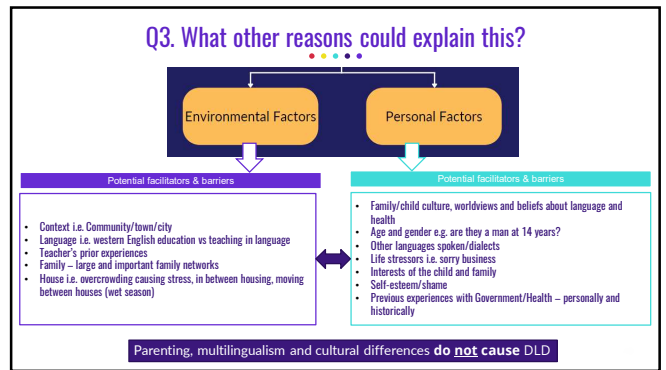


QUESTION 3

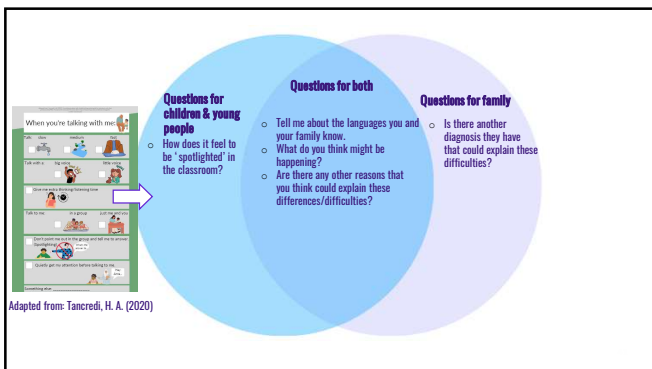
What other reasons could explain language difficulties?

Scan the QR code or visit www.menti.com (2534 067)

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LIMITATIONS

- DLD is a western concept (informed consent)
- Age, gender, language and cultural differences
- Assessments are also 'western', urban focused and can be formal
- Comparisons in tests are not all Aboriginal young people, few from NT
- Power imbalances
- Unconscious bias

We must partner with the child and those around them who know them best. This helps to make this assessment a better representation of their skills and them as a person.

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