



## The Talking DLD Podcast Transcript

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### S04 E05 – Story Telling

**In this episode of The Talking DLD Podcast we're talking about the power of storytelling as a tool for language growth for children with Developmental Language Disorder (DLD) with Dr Trina Spencer and Dr Doug Petersen, developers of Story Champs, CUBED Narrative Assessment, and the Predictive Early Assessment of Reading and Language (PEARL) screener. Learn more about this episode here: [Storytelling - The DLD Project](#)**

00:00 - Speaker 1 (Host)

Talking DLD Developmental Language Disorder One in 14. Dld.

00:08 - Shaun (Host)

The DLD Project.

00:10 - Trina (Guest)

The Talking DLD Podcast.

00:12 - Speaker 1 (Host)

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00:15 - Shaun (Host)

Welcome to this episode of the Talking DLD Podcast. I am so excited to actually be doing a live podcast, not just a live podcast with somebody local, but some international friends with me. I've got Dr Trina Spencer and Dr Doug at Peterson. Welcome, hello, thanks for having us.

00:33 - Trina (Guest)

Yeah, thank you.

00:34 - Shaun (Host)

I feel like we've been hanging out for months now, even though it's been two separate trips to the States. Maybe as ways of introductions or introducing you to our audience. Maybe I might throw to you Trina first to explain what your connect, but who you are, and what your connection to DLD is, and then throw to Doug how does that sound?

00:52 - Trina (Guest)

OK, that's good, All right. I'm Trina Spencer. I'm a researcher but a former preschool teacher, school psychologist, and I do child language research and kind of. My connection to DLD is as a school psychologist.

01:09

I didn't know anything about language, yet I considered myself a literacy person which was obviously problematic right, and when it hit me in the schools that I didn't fully understand literacy, I was like I got to go back to school. I tried to do a speech language pathology doctoral program but I ended up in a disability disciplines program which was just as good as very interdisciplinary. That's where I met Doug. But back to the DLD. It's kind of been my career to make sure language is not just not forgotten, but that language is takes a center stage in literacy development, assessment, promotion, education, everything. And of course that leads us to those kiddos who really truly have a language learning disability. But there's a lot more kids than just those kids. You know the one out of 14 have an actual disability. But there's a lot other kids that I want to make sure that we are attending to and making sure teachers, school psychologists, administrators understand the value and the importance of or language development in literacy success and, of course, academic achievement broadly Awesome.

02:26 - Shaun (Host)

Doug, I had a little bit of a segue into how you guys met, but tell us about you.

02:31 - Doug (Guest)

Yes, so I'm a professor at the University of Wyoming and I do want to acknowledge the endowment there from Maggie and Dick Scarlet, which is just so generous, which provided my position there.

02:44

And yeah, I was a speech language pathologist for several years, Worked in the schools across three different states, and it was my experiences in the schools that that that really built the foundation and the impetus and the drive to go back and get a PhD and do research specifically to help children with with DLD and many, many other children that need help with being successful in school.

03:11

And I think my connections with DLD go way back. I mean, they go way, way back. But we could just start as a speech language pathologist identifying and noticing so many children who were identified as needing special services or special education where that probably wasn't actually the case they didn't really have a disability and I started to become very impassioned and motivated to try to really identify those children who really did need intensive support and those who had a disability and to also provide help to children who didn't have a disability but not provide labels where they're not needed or inappropriate. So that was sort of the beginning thoughts of. I really want to try to distinguish difference from disorder, if you will, and help identify those children with DLD.

04:10 - Shaun (Host)

Great questions to be asking and thinking about as we're moving forward. As well as that and we're going to talk about this a little bit later is, you know, supporting the language development that those who their brain just develops differently, but those it depends on their circumstances and situations as well. So we are going to get there, I promise. So you've both got amazing connections to thinking about language and the work that we do, but you're really well known for a few particular things, one of which is the cube narrative assessment, as well as the story champs resource the story champs resource and you've been doing some training here in Australia over the last couple of days. But can you tell our listeners a little bit about the program and I know you've both got amazing contributions into both, so happy to start wherever.

04:53 - Trina (Guest)

Start with assessment.

04:54 - Shaun (Host)

Go start with assessment. Sure, let's do it.

04:57 - Doug (Guest)

Yeah Well. So so Shree and I, as she mentioned, we met at Utah State University and we were in the disability disciplines program and we really connected on this idea that oral language is incredibly foundational to literacy, obviously, and to academic success, but then it has clearly oral language as influences and and outcomes for many, many facets of life. But that that's sort of really gelled us together and we OK hold on, I'm going to help you For my dissertation.

05:39 - Trina (Guest)

I wanted to do an oral language intervention, but there were no outcome measures for it.

05:43 - Doug (Guest)

Yeah, well, that's where I was getting so we, we started working together and we just both recognize oral language was so crucial and we came at it from two very different perspectives in a way, but we didn't even know we were speaking the same language when we met. Well, we weren't speaking the same language.

06:04 - Trina (Guest)

We were speaking the same content the same totally different languages or different dialects about them.

06:09

I didn't mention before I'm also a behavior analyst right and behavior analyst, school psychologist. But I worked with SLPs all through my practice years and he worked with school psychologists and behavior analysts to some degree. Right, right, but really the Cube do. The NLM listening came about as a result of needing to study the effects of an oral language intervention, which was obviously needed in our schools right and we wanted to monitor progress over time because this was a multiple baseline design study that you were doing Right.

06:43 - Doug (Guest)

So I mean, yeah, and we really need to give some credit, of course, to Ron Gillum also, who sort of identified how we obviously developed this tool, but he recognized how it's potential, I think, and maybe we would have already known that, but he certainly did help bring awareness to it to us. So so anyways, yeah, so the the the Cube started with the narrative language measures. That was what it started with and what was driving us to try to measure language over time and to do it efficiently and validly and reliably. And and that was that was quite a task to put together parallel forms that would allow us to do that.

07:30 - Trina (Guest)

Sorry, I was just going to say those characteristics that he just labeled or listed. There are the characteristics of general outcome measurement or curriculum based measurement, and they're very important to be able to monitor progress over time validly and reliably. And that's that was kind of the standard format of tools being used in schools and also the reason why nobody was measuring language in schools, because that was the criteria to which everybody was judging oral language assessments and they didn't exist. So we took on the insane task of creating such a thing.

08:02 - Doug (Guest)

Yeah, something that's easy to administer, easy to score, that's reliable, that's valid, all of those things.

08:08

And when it comes to oral language validity, I mean I don't know that anyone would argue that collecting a language sample is most likely a valid approach to measuring language, or to at least a first step in measuring language.

08:21

So we did hone in on narrative language, because oral narrative language really requires the use of more complex academic language, which is truly what is needed to be able to be successful in reading, comprehension and in writing.

08:37

So, so all of those ingredients are mashed together and we tried to create this process where you could actually collect a language sample in a very quick, efficient way, and not just this language pathologist, not just for children with DLD, who we love, of course, but really to collect language samples for everyone so you can see who needs additional support for language. So that's where the cube started. Now the cube is in its third revision and it has word recognition, decoding strands as well as oral language. It has subcomponents of dynamic assessment in it as well. So there's there's a lot that's grown out of the cube, but it's all based on really the simple view of reading, how the Scarborough's work with the reading rope model, all with the all, with the idea of trying to identify children who need additional help and monitor progress over time. Those are really the two primary purposes of age range or grade range.

09:41 - Trina (Guest)

You haven't mentioned that. So from like preschool all the way up to eighth grade. Now we started with like a preschool version, but we soon realized the schools actually needed it all the way through the elementary. And then over the years everyone keeps asking us well, do you have this for like middle schoolers? You know we're older upper elementary, so the new cube three version goes up to eighth grade.

10:04 - Doug (Guest)

now, yeah, and I don't feel like I've really painted. Sorry, I don't feel like I've really painted the like. The driving purpose behind it and it just truly was that, for young children, oral language is just simply not measured in the schools.

10:22 - Trina (Guest)

And if we don't test it, we don't teach it.

10:24 - Shaun (Host)

Yes.

10:25 - Trina (Guest)

So that's why I, that's why I was thinking assessment first is we must have, must have assessment, otherwise there's no accountability for teaching oral language or language generally.

10:34 - Doug (Guest)

Yeah, so, yeah. So you'll have a lot of teachers who are very aware of the phonemic awareness of their children, or their ability to decode words or identify particular irregular words or what have you. They have those assessment tools and they monitor the children over time. And you go into a first grade classroom or a kindergarten classroom and ask the teachers how are your kids doing on reading? That's what they'll tell you. Well, this is the correct number of words they can read in one minute. This is their phonemic awareness, here's their, etc. But the whole oral language piece which is so crucial to reading. It is one half of the equation, really at least one half of the equation.

11:20 - Trina (Guest)

But oral language is 70% of the variance in reading comprehension in second grade, so it's not just half, it's huge. And we need that oral language to be able to recognize the words of reading.

11:36 - Doug (Guest)

Yeah, so that's kind of what started the cubed Words at now.

11:41 - Shaun (Host)

Words at and I love that, Particularly listening to you talk at our workshop. I love the fact that things were color coded against your own version of the reading road that sunk my soul in a very deep way.

11:56 - Trina (Guest)

That's me and his wife.

11:58 - Shaun (Host)  
Olivia.

11:59

We work on those coloring schemes. Yeah, I love it and so. But looking at that reminder and I think something you said about the fact that we focus on the decoding, but there was nothing there for the oral language, for people, and oral language is so important to everything we do in schools I mean, that's basically my whole PhD topic is how much does communication impact on your schooling? And a lot. But when we talk about it, how do we actually enable people who are at the coal face with these kids every single day to have those tools? So that's what I mean, that's what I loved about it. So I'm going to throw to you now, trina, to talk about story chance. That's all right, because I can see there, you know, ready to go.

12:43 - Trina (Guest)

I know I was ready to go and I was like, oh, I hope you don't forget about that.

12:46 - Shaun (Host)

Of course not. Yeah, tell us how story chance came about.

12:49 - Trina (Guest)

Yeah, yeah, Okay. So story chance, interestingly, Okay, the first year of our PhD program, I recruited Doug to help me with an intervention study and I didn't know what to teach. Ultimately, Doug taught me how to do a language sample and we identified some linguistic targets of what I could teach which blew my mind because I had no idea what those things were. Right, I was really restricted to like teaching requests, like communicated functions, requests and labels, answering questions, these kinds of things, which is what we Grandmas really get a lot of teaching about. But this particular child needed complex linguistic sentence structures, you know.

13:34

Exactly Like otherwise I'm just leaving her sounding weird, you know. And so he taught me like, oh, what to teach. And on the flip side he recruited me to help him with a single case design study and multiple baseline design and also help deliver the narrative intervention. And he was using, you know, some children's storybooks and he had kind of a protocol that he had used somewhat. It was a draft of a protocol I don't know, a little informal, but it was a protocol that he had used as a SLPN schools and I was reading it and he was like kind of teaching it to me and I was reading it and I was absorbing it and I asked him any chance I can make some revisions. And he was gracious enough to let me do that and I just moved some of the procedures around a little bit and sequenced it so that there was like some really nice scaffolding in a in and you know, a more gradual progression. And he looks at it and goes, oh, this is good. So we ended up using that protocol in that first study Very drafty, right, but maybe two years later I ended up creating stories to be able to do a narrative intervention Because that particular study it worked great, it was great.

14:43

You know it's published. Doug is the first author of that study. But there were some kind of like drawbacks or things that we wanted to do differently. And I remember sitting in my kitchen counter and we're sitting here talking through that of what it would look like if we could start from scratch, right, what would this look like? And we ended up creating 12 stories to be able to use for instruction and we thought we were going to use storybooks. And then we decided no, that's way too much effort to like try to get them to fit.

15:13

So we wrote the stories we had his wife illustrate, we designed some, you know, like prompting tools, the visual, the icons, you know, and use that original protocol kind of you know, refined it a little bit. And that was my dissertation study and we used so the very first version of the NLM listening for preschool and the very first version of story chance and it didn't have a name. When we were doing that study and Doug also was one of my interventionists for my dissertation study and we kind of take turns delivering the intervention and one day towards the end of the study I asked the kids. I said this this game needs a name. What should we call it? You know, and just kind of like the kids were just throwing out funny names, you know, and out came champions, were champions. I was like, yeah, you're like story champs and they're like.

16:02

Yeah, I'm a story champ and so the kids named it and it has stuck story champs, it is.

16:09 - Doug (Guest)

So there's some, there's some background, even before all of that. So, like I got my bachelor's degree and my master's degree some of my master's degree from Utah State University and Carol Strong was there, and I'd also read a lot with Carol Westby, a lot from Carol Westby, and Carol Strong used to always say to us children first talk like talking, then they learn to talk like books, and she just planted this seed and this idea in all of our minds that we need to help children learn to talk like books and you can talk like a book by telling stories. That is what promotes storytelling. So right out of the bat, right when I started working in the schools, I started doing this. This really not very great, you know. Well designed narrative intervention approach, you know you know I'm all you do.

16:56

Yeah, you know, you know you better do it right, yeah, so that's what I kind of came to the PhD with, also, like I want to study how to do narrative language intervention, and so, of course, I work with Ron Gillum, right, and Sandy Gillum. So that's where that sort of all built up to, though, and so it had its roots all the way back to the most amazing pioneers, you know Carol Westby, Judith Johnston, Carol Strong, those people, so anyway. So now fast forward all the way to where it's at now.

17:28 - Trina (Guest)

Well, my contribution to StoryChamps was really the instructional design, which comes from the science of behavior and learning, which at the point I had been studying for like I don't know, 10, 15 years. That's what. That's what good behavior analysts do, right. And so when I looked at his protocol I was like, oh, I think we can do this faster, better, you know what I mean. And he ended up really liking it and that's it just snowballed. That. We just got. We

continue to do StoryChamps work. We started with small group, then we did whole class, then we did one on one, we did it with preschool population, we did with school age populations, we did it with kids with DLD, kids who are dual language learners or English learners. I mean, it just snowballed right. And then we had both had some experience in schools in a multi tiered system of support or response to intervention.

18:14

As a school psychologist in New York that's where I was I would, we were some of the most progressive. We did that in the early 2000s, and so really what we wanted to do was we would have constant conversations about what's the big picture here, where are we really going? And we established like a joint research agenda and our objective was to revolutionize the way education is handled and that we would put language at the core. And to be able to do that they needed to have proper assessments that put language alongside word recognition and they needed to have proper like instructional and intervention tools. And so StoryChamps is a multi tiered program and it's a. It focuses on the promotion of oral academic language in the context of narratives, but it doesn't stop there. Lots of writing interventions, also informational, you know, like promotion or informational language, or expository language. It does a lot of things vocabulary, complex sentence discourse structures, inference, training, writing outcomes, reading comprehension outcomes. And I don't know how many studies do you think we have. Maybe 30?

19:32 - Doug (Guest)

Yes, we can yeah.

19:34 - Trina (Guest)

I don't think we can keep track anymore. We have a lot more that aren't public. I know we're right, it's always that great, or it's just busy, right, you have to balance development work, partnership building, training our graduate students and undergrads, and publishing and writing grants.

19:55 - Shaun (Host)

Yeah and traveling to Australia Of course We've got a Vegemite shape sitting on the table here.

20:06 - Trina (Guest)

We might try that afterward We'll see.

20:10 - Shaun (Host)

You've talked a lot. There's a lot of words that we've used that our listeners might be hearing us talk about, which is narratives, and I'd love if you could tell us. I guess so we have a shared definition, Like, when you talk about narratives, what do you mean and what does it look like? Because people are often saying we've got these difficulties. But first of all, first part, what are narratives? And then, if you look for these difficulties, how might they be present? You want me to take the first part.

20:39 - Trina (Guest)



I got A, you got B, sure, all right. So a narrative is a monologic telling or retelling, and what I mean by monologic is like a single person is telling the entire piece of it. Now, you can have code telling. That kind of does happen, but generally speaking the narrative is monologic, like you have one author that writes a story or one person is telling that story. So a monologic telling, retelling of specific events. They're usually told in past tense, they can be real or fantasy and the form can be spoken, written, gestured through AAC, right. So there's the form or modality of that can vary, but that's generally what a narrative is and key characteristics are there are causal and temporal relations between the events. Okay, what do they look like when kids are struggling?

21:31 - Doug (Guest)

Well, so, okay, what do they look like when kids are struggling? Okay, so there's the. Generally people divide narratives into two gross sections. So you have the structure, the narrative structure, and then you also have they call the language complexity or the language that's. That's kind of building up or built into the scaffold, so so you can actually have difficulty in one or both of those areas. So children who have developmental language disorder, for example, often have story grammar or story structure that's not as developed as their peers, so certain key parts of the story are often left out. But now, that's, that's just the structure. But then also, a narrative is just simply a way to communicate and you're using language to communicate, and so anything that you essentially would analyze in language you can analyze in a narrative because it's clearly language. So any area that a child would develop a language disorder or language disorder or anything has difficulty. Can I scratch this? Sorry?

22:51

Any area of language can be identified through a narrative language sample and children with DLD often have difficulty with as I'm sure you've probably heard many times in this podcast with verb tense agreement. Those sorts of things will be manifested through the narrative and other difficulties with sometimes pronouns, referencing, keeping track of the characters and who they're talking about. That can be very difficult, and then also just the general complexity of the sentences that children use. So, as Trina just mentioned, there's temporal and causal or time and causality elements to a narrative. That's what glues everything together and we use more complex language to essentially produce those or to relate those things, so subordinate clauses and things like that, which are more difficult often for children with DLD to produce. So those are things that you can identify pretty quickly and you can quantify and then also you can apply ways to change that, to do intervention.

24:06 - Trina (Guest)

You might, if I add a definition of narrative intervention.

24:10

We kind of talked about what a narrative is and that it is complex because it's monologic, because if you've only got a speaker and the listener has an experience, that same thing that the speaker is telling about, they have to use more complex language.

24:25

So then in narrative intervention, what the goal here is to use the act of telling stories and retelling stories as the medium to focus on some language feature. And so in narrative intervention it's simply just using oral storytelling, or it could be written storytelling as well, but using storytelling as the medium. But then the intervention explicitly focuses on some aspect of language which could be the complex sentences, could be grammatical, could be pronoun, cohesion, whatever it is that that child has difficulty with, or the discourse level structures, like do they include a character in setting or a feeling with their problem, those kinds of things. But in that narrative intervention, what's great about narrative intervention is it's so flexible. All of those things are kind of obligatory in a story. So wherever a child is struggling, that interventionist can go oh, here, let me help you with that, say it like this, or let me give you another model, or whatever it is. It's very easy to differentiate and to facilitate language practice at the exact piece that the child is not producing or struggling to produce.

25:37 - Doug (Guest)

Yeah, and you're working on language in a very meaningful context. So everyone tells it's functional. Everyone tells stories and they are also motivating, especially when they're personal stories. Tell stories about yourself. You are not bored when you're talking about yourself, and so it's a way to essentially do contextualized language intervention in its meaningful, functional.

26:08 - Shaun (Host)

I've got two thoughts based on that, and that's one of the key points is it is functional. We use storytelling, you tell me stories and I almost use that as a moment to go. Do we have a shared experience?

26:20 - Trina (Guest)

Do I want to hang out with you guys, because that's how we connect with people.

26:23 - Shaun (Host)

Yeah, you tell me something and I go, oh yeah, that's cool, I like that about you, I want to hear more about you. And it's when you hear stories and people sharing. I'm not really gelling. I don't really have anything in common, but that sounds interesting to you.

26:36

It helps inform our social lives, the people that we want to hang out with. But one of the things that second thought is the thing that I love about working as a clinician around having these really functional approaches. I used to call it dipping down and I can't think of another way of describing it now. But when I saw StoryChamps I always felt like there was interventions that would focus on the story and then those parts of language and then I kind of would dip down into those bits that they were struggling with. But having the story meant that I was focusing on something holistic and it was interesting. But to sit there and go I'm going to work on pronouns for 30 minutes or not my cup of tea, not the way I like to work.

27:17 - Trina (Guest)

Yeah, but unfortunately too many people do that in these isolated ways because that's the target or that's the skill that that particular child is struggling with.

27:25 - Shaun (Host)

But that can be done in a very functional fun motivating way and you can do that within, and that's what I say. I used to work on this macro structure or the story and then dip down into those very specific skills, because it was far more interesting to do it as a part of a story than it is to sit there and drill with some sort of printable flashcard. Yeah, so that's why, when you're talking, I'm thinking, oh, they're the two things like that function, but also being able to work on really specific skills within something that's helpful and the way that we actually relate to each other.

27:54 - Trina (Guest)

Do you mind if I say it's not just that it's functional, it's that when you put it in this integrated, contextualized way, it actually impacts broader things. We're not just improving narrative skills, we're improving literacy skills, and not just now but far reaching in the future. And we're not just improving literacy skills, we're improving social skills, giving children the skills and the tools, the repertoires they need to go out and engage with friends more confidently. So that's what they do. Peer-to-peer interactions, it's about telling stories. So kids who can't tell a story about their lives are kind of left out of those social like they go to a birthday party.

28:37

That's what kids are talking about. I mean, that's what we talk about At dinner. It was just story share, story share, story share and we use the parts in which are relevant to you and to me to build to the next story. Oh yeah, that happened to me too. This was how it was with me and that's normal social interaction. So narratives are I call it the pivotal skill repertoire. It is the pivotal skill repertoire. We can build vocabulary sentences, the discourse level, socially needed, academically needed. I mean, it's all around. It is that skill.

29:13 - Shaun (Host)

You're segwaying so beautifully into the next question.

29:16 - Trina (Guest)

Oh, I didn't mean to.

29:17 - Shaun (Host)

Yeah, no, it's perfect, because difficulties with storytelling can really impact on learning at school. And I'll just tell a little bit of a backstory for a paper that I had last year where we looked at including different academic achievements and people were like why are you including narratives? We had literacy, numeracy, writing, spelling, and then narratives and people were like, why are you working on narratives? I'm like, well, because it's really important for academic achievement at school, but we know that it's really important to support the development. But what can we actually do to support the development of children with DLE? We've touched on it a bit and perhaps, if you can unpack some of the evidence behind it, because we love to talk about research on the podcast- OK.

30:02 - Doug (Guest)

Well, I mean. So, first of all, I think that we well, this is a new thought. At least, I've never formulated this before, so I don't know how this is going to come out. Chris news guys.

30:12 - Trina (Guest)

Well, I'm just thinking I'm ready to heckle.

30:14 - Doug (Guest)

Well we've been done as a service by labeling things like reading, comprehension and writing and reading. I think we have really obfuscated the role that language plays in all of those. I just don't. I wish that we could get rid of the word writing. I wish we could say this is expressive language, it just happens to be in a written form.

30:37

And I wish we could say this isn't reading comprehension, this is language comprehension. You're just comprehending something that's been written instead of orally, in the oral modality. So I feel like that would really just. The glass would not be opaque anymore. It'd be so clear how connected not even connected, just literally how it is this is language we're talking about. We're not talking about some separate construct over there. I don't know. You ready to heckle? What do you think?

31:07 - Trina (Guest)

No, I was just going to say you criticize my little house, but I like to use this metaphor the listening and speaking is the foundation upon which the house of reading and writing are built, and if you try to put reading and writing without having adequate and proficient listening and speaking, you're not going to have a very stable house and it's going to take a dang long time right. So listening and speaking feels like language, Reading and writing. The world doesn't necessarily equate that to that. That's how I was.

31:38 - Doug (Guest)

I wonder if we could take it further and say that it is that language is the cake batter, it's in the cake.

31:44 - Trina (Guest)

Yeah, I like that one.

31:46 - Doug (Guest)

You need to draw a picture, because I have plenty of slides which we've just like Get a little bit of drawing.

31:52 - Trina (Guest)

I draw my own pictures.

31:53 - Shaun (Host)

I think you guys I'll get your copy of Pam Snow's language house.

31:56 - Trina (Guest)

We do know, we know Pam Snow's very good I pulled that house apart a few times.

32:01

I mean like here we're talking about this, yes of course we know Pam Snow's language house, but this one is a simplified version and actually this particular house that we're talking about is published in the Reading Teacher in an article on classroom-based oral storytelling improves reading, writing and social skills. And to your question, that entire article is written for Gen Ed, classroom teachers for how to incorporate oral storytelling in everyday activities and why it's so important. And there's a little piece about why storybook reading is not sufficient. Of course it's necessary but it's not sufficient. We can do more and we should be doing more. Oral storytelling really gives a greater bang for the buck and that is our research of it. It's hard to talk about specific and in those articles like the one I just described, it's really a review of the research and putting it into practice for the teacher. But we also I don't know you want to talk about specific studies.

33:06 - Doug (Guest)

Well, I know where I was going to go with your question. Oh, a little bit of an obnoxious no, no, no, no, no, no. I think I had a bit of an obnoxious thought.

33:15 - Trina (Guest)

Then I heckled too fast. I'm like you're the obnoxious part.

33:18 - Doug (Guest)

It was just sort of like you are asking what is the research evidence? I just want to retranslate your question.

33:25 - Trina (Guest)

Yeah, good for you Like what is the research evidence?

33:28 - Doug (Guest)

that language is what you need to understand language. That language is what you need to produce language. And I'm thinking well, I don't know that anyone needs any research evidence that the construct is needed. For the construct, you need language for language.

33:47 - Trina (Guest)

Am I? Yeah, and your point was that the problem is that we have called those constructs the wrong names Right, and therefore nobody knows that those are actually language. Yeah, so then the question is like how do we support language with language?

34:01 - Shaun (Host)

Yeah it does?

34:02 - Trina (Guest)

I agree with you. It just seems silly to have to do that. But the issue is that people don't know reading and writing language Right.

34:09 - Doug (Guest)

And what a shock then. What a shock that you do you do an oral language intervention with a child and then you go and measure their ability to produce oral language and somehow that actually works, that translates, and whether you're doing it with, you're teaching them how to talk like a book, and then you measure their ability to write like a book and somehow, magically, that actually happens, like we thought at first. When we were doing research, we thought maybe writing would be a bit of a distal outcome. We're doing oral narrative language intervention with children and now it's measure writing and not even teach them how to write, but just measure writing as an outcome. And I don't know why, because it's been problem-discated, because the words mix it up we thought, oh, that might be a distal outcome. There's nothing distal about that at all. That's the same.

34:58

Yeah, it's the same thing. As long as the child can actually produce, can write the letters, can transcribe, then there's the change.

35:06 - Trina (Guest)

So he's talking about a study we did many years ago and we were kind of timid about publishing it. But by the time we did submit it we had replicated that effect that teaching oral narrative language improves writing without teaching writing. That was the effect that we had replicated it three times but we still had reviewers who didn't believe us. They're like, yeah, but what did you do to teach writing? We're like nothing, that's the point. And so we have at least three or four publications on this. So we often say children cannot write what they cannot say, so why are we pushing this writing when they can't save the stuff yet and we can get to writing for free? We don't have to teach them writing. We get there. We have to teach them to transcribe and handwrite the letters, but the composition and the organizational parts and production parts of writing, you teach that through the oral language modality. I was going to say one other thing about the research.

36:09 - Doug (Guest)

Well, there, have been some fabulous studies out there Surprisingly, not a lot, though, but some fabulous studies out there that have shown that if you do oral language instruction, oral language intervention, you do get outcomes across all of the manifestations of language, and sometimes it's a bit of a delay effect. Oh yeah, that was exactly where I was going to go.

36:35 - Trina (Guest)

Is that interesting?

36:36 - Doug (Guest)

Yeah, go ahead, you can put it together so there's a couple.

36:38 - Speaker 1 (Host)

Yeah.

36:38 - Shaun (Host)

We've walked on, I know, it's exactly.

36:41 - Trina (Guest)

That's exactly. We were thinking of the same research. Ok, so the Clark et al 2010,. This is a very landmark study to us. Ok, I remember exactly where I was sitting when I read that article. That's how important it is. So what they did, this is so, so important.

36:56

They had three conditions. They had an oral language condition that had a vocabulary and narrative focus. They had a text comprehension condition where they focused on reading comprehension strategies and all through text. It was kind of the same narrative vocabulary through text. And then they had a combined condition and at post-test, all three conditions made gains right and the gains that you would expect.

37:26

So there wasn't really any differentiation and it was like a quite, not quite a year was it a year or it was a long, you know, very robust intervention. I mean those three conditions and so there weren't any differences in the gains between the three. But a year later, when they came back in a follow-up and tested, one of those conditions was far, was statistically significantly different than the others, and it was the oral language condition, not even the combo of the condition right of the two other interventions. So when Doug said there's a bit of a delayed effect and we were kind of like, wow, that's weird, why wouldn't there be like an immediate benefit to the oral language intervention? And then my doc student and I we just completed a study last year. We got the exact same results that at post-test we had a moderate effect on proximal outcomes, but we didn't get an impact on distal outcomes, like reading comprehension, right until eight months later. And we were like wow, and we're seeing this and like I think there's little other pockets over. Those are two examples.

38:35

And do you want to interpret that or do you want me to go with what I'm thinking that it's about? Okay, go, all right. So here's what we think that's about is that when we give them oral language, there's so much power and potency to it outside of those language interventions. But if we just give them text comprehension and eventually they can only use it in academic settings, right, but in an oral language we give them so much, so much expanded repertoire that it's useful for them when they're talking to their parents, to the grandparents, to their peers, their teachers, they use it broadly.

39:08

Right, because at the core, everything has language and as a result it's kind of like the good keeps on going, right, and it takes a little bit longer for it to hit those like really broad, multifaceted skills, like reading comprehension, like years later right, whereas the other interventions going through a text modality, even though it's almost teaching it directly. I'm going to teach reading comprehension, which I have issues about that statement, because I don't think you can teach reading comprehension. But anyway, if they go straight at it, you're getting an effect, but not one that's going to keep on going.

39:46 - Doug (Guest)

Yeah, and just like just picking apart the words that you're using. You're using. Not picking apart, but just like honing in on the words you're using talking, talking all the time. Sharing

it's not. It is not so narrative language, intervention is not this. Sit back and listen to me tell you a story. You get to be the passive person. Who's who's just hearing the story? It's all about production, and so you're essentially teaching someone to talk in a certain way, right to communicate with more complex sentences and to communicate with more complex story structure and so forth more sophistication and more specification, yeah, yeah, which requires sophisticated language features.

40:31

Yeah, and the more you talk like that, the more proficient you get at talking like that. It's a snowball effect, right, and so that changes over time. And then, of course, that's foundational, or even the batter, the cake batter of everything related to language, which is a lot. You can ask Teresa Ukraine, it's what's related to language. She'll tell you just about everything.

40:53 - Trina (Guest)

So everything. Yeah, and we once had a conversation. Is there anything that we can't teach in the context of storytelling? I don't think we came up with anything good.

41:02 - Doug (Guest)

No, I remember Sandy Gillum had that exact question and she, in a conference issue, thought for a second and she's just like no, because it's language yeah.

41:12 - Shaun (Host)

You guys are just nailing the next question.

41:14 - Doug (Guest)

I'm just gonna ask you, I'm not even sure we answered your first question.

41:17 - Shaun (Host)

No, yeah no, you did, and I'm going to go straight into the next one, because it sounds like like this is a podcast for people with DLD, their carers, the teachers speeches, people that love them. But there's so much about what you're saying that is helpful for people that don't have DLD and I know that a number of your studies look at you know all sorts of language learners. I think we're kind of nailing it, but why does working on narratives or storytelling help everyone, like we kind of said? Is there anything else you'd like to add to your previous?

41:47 - Trina (Guest)

statement. One of the things we could say is human thinking comes in the format of stories. So if we are thinking and feeling and using story format to understand our lives, it's applicable to anybody and everybody, right? And there are a lot of children in this world who need oral language, oral academic language promotion, who don't have a language learning disability, and so why not just use something that is highly flexible, motivating, socially appropriate? You know differentiated, you know approach.

42:31 - Doug (Guest)

Well, and we all can develop more complex language, all of us, no matter what our age. That is something that can continue to grow and increase in complexity in our understanding and



production of language. So if you were to ask me who could benefit from language instruction, language intervention, well, that would be every. There is no I have yet to find harm in helping someone be able to to express themselves with greater clarity, with greater precision. Not for the sake of complexity, not to do it so you're more complex, but simply because you can be more precise, use more vocabulary. That's specific.

43:12

And so what happens with children in the schools if they don't receive explicit, systematic language instruction? All children in the schools? Well, their language is going to be the same that they produce at home, the same that they produce in the community, and probably not the language that is expected of them to produce when they're writing or expected them to understand when they're reading, which is often expressed in a more complex way. So the majority of children in this country who struggle with reading are having difficulty with reading comprehension, and I mean we're talking about a large percentage, right? We're talking about 60 to 80% of the children in Australia and in the United States are having difficulty understanding this dialect, this complex academic language dialect. I don't know if it's fair for me to call it that, but I am right now. Okay.

44:02 - Trina (Guest)

It's called a register. A register, it's an academic register.

44:06 - Doug (Guest)

Yeah, it's hard for them to understand that, and what would resolve that problem? What would resolve that issue would be, from a very young age, having children not just here, but also produce this register. Right, their brains are so plastic. It's if you just surround them in that, if you surrounded those children and just spoke like Shakespeare all day long, that's exactly how they're going to talk. It's the same thing, right?

44:32 - Trina (Guest)

So so I guess, in my view, everyone could benefit from this, from yeah, from language instruction and I just want to say that, as adults, we are constantly going to like trainings and workshops to learn to become better storytellers so that we can perform in a TED talk. Right, that's what TED talk is all about Teaching us to be better storytellers. Think about marketing. It's all storytelling. It's like what's our storyboard? Our entertainment is all storytelling. Right, fundraising storytelling that triggers an emotion. Right, this is everywhere pervasive, pervasive, and the people who are successful in their careers, in life, in their relationships, can tell stories, can be precise, communicators can express their emotions, have this emotional literacy. Right, and I've been, you know, giving this quote left and right, is that from Brunet Brown. It's like we are not thinking machines that feel, we are feeling machines that think, and the one of the primary purposes of storytelling is to relate emotionally ourselves to others and understanding theirs, and that's where we connect in a story, whereas, like exposition or content about science, we don't connect with that.

45:49 - Doug (Guest)

There's no emotion there, right, storytelling is life and causality is so, so necessary to make a story, to embed in a story, to understand. Well, he was really sad or she was really sad, and if you just leave it like that, it's not a story. You have to explain why, why. Why is someone

feeling sad and you? You are able to just like you're talking about feelings. You are able to make sense of your own feelings in life Now.

46:16 - Trina (Guest)

I really. And you connect with your culture, with your storytelling too.

46:19 - Doug (Guest)

Sorry, I missed that in my my rant.

46:22 - Shaun (Host)

Beautiful, just dreaming consciousness.

46:25 - Doug (Guest)

Yeah, yeah, but it's so so important it is and you've honed in so much on, like the social, emotional aspects of storytelling. We bring it back to academics. I mean, just think about where we would be in our school system if our children could use this register fluently and understand it. I, I think, I mean it's. I don't want to over, I don't want to oversell language, but no, please please oversell language.

46:58 - Shaun (Host)

I mean I've got to buy a Cia. I'll let you go, I'll let you run with it.

47:02 - Trina (Guest)

But I also feel like if we don't oversell it, the people who have been diminishing it are never going to understand how important it is. So sometimes you have to be a little bit in your face kind of dude. Language is more important than you think and this is not just something that kids with language learning disabilities need to know, that's right, everyone does.

47:23 - Doug (Guest)

And if you just keep focusing on word recognition, for example, and that's all you focus on, you think that academic language just spontaneously develops without any environmental pressure to produce it, then you will go. You'll go nowhere. You will not solve this quote unquote reading crisis that we have across the world. It's, it's a language. It's a language issue for the most part.

47:47 - Shaun (Host)

I think that links in exactly with I think was 2021, the raising awareness of DLD campaign was. You know it was like language what is language? What is DLD? You know that concept of if we don't think about put language first, I mean we're going to think about kids that struggle with language. And you know we developed Dr Charlotte Ford and I developed some materials around that for teachers to be like there's no reason why a teacher in Australia shouldn't be able to access free training around. You know DLD, but the majority of the chunk of it is just language.

48:18 - Trina (Guest)

What is language?

48:19 - Shaun (Host)

What is language? And then it's nice to know what DLD is and how to support them, but actually can we just up skill awareness around what language is? So I don't think you can oversell it, because language is the primary modality for learning.

48:34 - Trina (Guest)

Yeah yeah, learning, life connecting everything. Yeah.

48:39 - Shaun (Host)

So if listeners to the podcast have heard me say this, many many times. So I apologize for people who have. But teachers and speech pathology is just like a match made in heaven and I know that you've got a multidisciplinary. You know strength to the work that you do. What can multidisciplinary teams do to best collaborate to support success for students, particularly with DLD, but all language learners?

49:03 - Doug (Guest)

Well, first of all, I think, recognize that we really all want the same thing. And we may come at it with different words and different vocabulary, different vocab and different trainings, but at the core, at the core in our hearts, I think we all want the same thing for our children and if you build from that and recognize that, it becomes much easier to collaborate and understand. We all have strengths and weaknesses. That are strengths, I should say, that we pull together, and also recognizing that, that you just can't do it on your own in one little silo. Right. This really does require an entire system change and entire collaboration across all individuals. So those are just my surface thoughts on that. I know you've given it a lot of thought. Trini presented on that topic.

49:56 - Trina (Guest)

Published on that topic. Yeah, yeah. So I do write on this quite a bit and I really have to express my gratitude to Doug because he's the absolute best teacher of this. You know like we spend a lot of time kind of arguing and kind of getting through what I would say are disciplinary centrism obstacles, right. So as professionals we all get taught you're the, you're the most educated person, you get fed that, you know more about this than everyone else and you kind of like circle the wagon and this is my, you know, stick in your flag, this is my turf, and what happens? That's? That's called disciplinary centrism, when we believe that professionals from our own profession or our own discipline are smarter, better trained and no more about a particular thing. So I experienced that as a behavior analyst, as a school psychologist, and then you know to have an individual from another profession have their own disciplinary centrism. You put that together and you can get lots of sparks, and not in a good way, like spark a wildfire, you know, and get it out of control. But when we recognize that we bring to that collaboration a disciplinary centric point of reference and frame of mind, then that's a start of cultural humility and cultural humility can replace the disciplinary centrism.

51:20

Cultural humility is really just the recognition that you do not understand someone else's culture and that you have to engage from a position of learning and openness. And it's about understanding your own biases and you have to reflect on your own like. Why am I

making this recommendation? Why do I believe that? Why am I saying it this way? You have to reflect on your own biases just to be open to the fact that they are biases and open to your colleagues contributions. And we learned, doug and I learned something called cultural reciprocity, which is is really kind of like for kind of iterative, ongoing action steps. It's like a way of interacting with someone who thinks differently than you and we, while culture reciprocity was originally, you know, harry and collie and poor yeah from special education was really originally designed to be, like professionals and families who come from different cultural backgrounds.

52:26

You know meaning ethnicity and race. The definition of of culture can include things like people from different political parties, like urban versus rural kind of upbringings. You know some sort of religious cultures and then also disciplines and professions and so, like a speech language pathologist has a set of language. You know terms that they use, like ideas and behaviors that are really culturally derived from their training and same behavior analyst, school psychologist, we all have that. And then when we try to work together we're really talking. Remember we talked about we have different dialects, we have different languages talking, but our content's the same.

53:07

So cultural reciprocity has these kind of like. You know you've got to self reflect. You know validate that other or listen like you got to listen to somebody else's. You got to think about yourself, then you got to listen to somebody else's, then you validate those things and then you figure out how to make compromises to get the thing what he was saying before, that we actually all have the child's best interest in mind. So if we just put our egos in our back pocket, we might do a better job when we can value what the other person and the other people in that collaboration contribute. And yeah, it's a message that I didn't set out to talk about that, but I learned that through what are we 15 years now, doug?

53:45

we've been arguing for 15 years we've been practicing cultural reciprocity for 15 years, that's a robust discussion yeah, and it really did.

53:53 - Doug (Guest)

And I I know you've just barely said cultural reciprocity, but I I just was reflecting, while you were talking here about the impact that that had on us and our careers, that cultural reciprocity concept, asking yourself, why do I think the way I do? And then, and then seeking to understand, you know, and not to correct, but to truly understand why do you think the way you do? In coming together and and you could see it modeled in in Trina, she's an amazing partner because I can come up with the most horrible ideas, right, but she gives me the same space to say something and she'll say do it and let me see if there's something that I can pick apart and we can, but not to berate me, but to have a discussion right to, to seek understanding.

54:45 - Trina (Guest)

Yeah and I also think too that if you take it from a cultural lens, it's never like I'm trying to convince you to think like me, because that would be changing your culture, you know the

same. That's not the goal, right, it's to help the other person understand how I'm thinking about it. So, like we use this frame, like this is the story I'm making up about what you think about me right now, and he says, oh, actually my story is like this, right, and I just happened to read that. And Bernay Brown, she does that too. But like that's what Doug and I have always done.

55:12

And when we come to a point where we disagree, the phrasing, the, you know, like the frame is often okay. Like I'm hearing you, I'm not quite convinced, but I'm open to this discussion continuing. Right, or I'm open to it, or I'm, or I'll say, or one of us will say well, this is what I'm thinking, but I'm open to being wrong. Do you see what I mean? And so you signal, like this, cultural humility. I'm going to stay in this conversation because I care enough about you and I and I trust that you're like. Your value or your motives are pure and we want what's best for kids and it doesn't matter if we have difference of opinions. It's okay, right? We should. That's what makes the world a happy place. The word different, and, you know, colorful, and all in harmony, right?

56:02 - Shaun (Host)

we don't want everybody thinking alike, because then no one is thinking exactly anyway part of the team, though, of course, is we've talked about health professionals, but parents and families are so important, and that's actually the impetus for so many of the stories that we tell are the things that don't just happen in my classroom or in my clinic room. They're actually happening with families. They play such an important role. Is there anything that families can be doing to support their child with storytelling at home?

56:29 - Trina (Guest)

oh, yeah, yeah tell oh, absolutely tell, bedtime stories.

56:33 - Doug (Guest)

Yeah right, tell stories that are culturally appropriate, you know you can read the story, but you can tell the story also tell the story, make up stories while you're driving in the car, while you're giving your kids baths.

56:47 - Trina (Guest)

You know like anytime is story time. That's what I like about oral storytelling versus storybook reading. You don't really have to have like strong literacy skills to do that. You know, you can be funny, you can make it relevant to your kids. Sorry, I got excited.

57:01 - Doug (Guest)

Yeah, I mean all of those, all of those things and and um, and then also encourage your children to tell stories right to, to genuinely seek understanding when they're telling a story, to be interested in what they're interested in them, to share that moment with them and, uh, in doing so you will shape a better story from them. Naturally doesn't require any special training for you to be confused when your child is telling a story. You can just legitimately be very confused and you can share that with them, and it's not rude or inappropriate to do so. If Trina was telling me a story about someone and I didn't know who she was talking about,

it would be okay for me to say oh, wait, hold on a minute. Who are you talking about? Who's who? Yeah, where were you? When was this like?

57:52 - Trina (Guest)

it's totally normal. Yeah, and the other piece that I would say for parents is don't shy away from emotional conversations with young children. They need to learn emotional literacy, they need to learn it, and it's best taught within a parent child interaction, and that the younger the kids learn storytelling, the better protection they have from things like neglect and abuse. Um, because the children who get abused are the ones that can't tell a story about who abused them, and so that's a really important thing. I I would be so sad if families stop telling stories because they think they're just supposed to read books to kids. Of course you should read books to kids. If that's you know, something that you have, or if you have books, you have the literacy skills to do it.

58:37 - Doug (Guest)

But even if you don't have those things, you can do oral storytelling and there's so many more benefits to it and and let's not forget that children with developmental language disorder still learn language yes and so, um, that developmental language disorder is not some kind of you know complete roadblock in the development of oral language, right, and so parents with children with with dld can can do these very same things and can expect language growth over time, which translates to a lot of other growth and many other areas, including academics absolutely so.

59:18 - Shaun (Host)

Lots of everybody can be doing to support our language. In your opinion, this is sort of bringing us moving towards closing. Okay, um is what would you hope to see in the future for developmental language disorder narratives, whether it's in the us or around the world? This can be research or clinical work or service provision like what's your hopes and dreams man, you just opened a big box wow yeah you're gonna I don't know if I've dared to dream that big in a long time

59:49 - Speaker 1 (Host)

I know we used to paint the whole world like.

59:52 - Doug (Guest)

This is what we want to do to change the world we do, I guess.

59:57 - Trina (Guest)

I mean, I had there's so many things like, as you were asking that question, I was like this one, this one, this one, this one.

01:00:01

I'm not, I'm just gonna stick with this one I think I chose one is I would like to see every teacher a language teacher and if they understand that their job is really to teach language, then we're gonna identify kids with dld better, right, faster, be more preventative. I also think that we would be able to prevent literacy, you know, reading disabilities and, um, we would also probably see more multilingualism in the world because we would be promoting

that from very young. Because, by the way, we haven't said this, but lots of our research is on multilingual narrative interventions where we we can teach those narrative structures and kids move seamlessly between the languages that they're learning and they carry with them the, the language that they acquire in one language to the next. It's just really, really fascinating to see. But I think if, if we were to be able to achieve a dissemination and capacity building and support every teacher, especially pre, k, k, prep, you know, one year, one, two, to be language teachers, I think I would die happy.

01:01:12 - Doug (Guest)

Yeah, I like the. I like how it's a realistic vision, um. So there's just some things you can't change or very far outside of our power of changing society and in the family. But we do, we. We can control the school system and what happens there and we can feel like we can influence school.

01:01:35 - Trina (Guest)

Yeah, not control. I didn't mean sorry. Yeah, that's something.

01:01:37 - Doug (Guest)

That's a word you're always correcting me on no, yeah, good, good, good call, though good call, right, I don't mean control I just sort of you mean influence, like have a spirit in which we have some um, yes, influence, right, right, and so I think I'm with you there and I I would.

01:01:54

I would say you know, actual, true ballot assessment that identifies individuals who have the difficulty learning language, which is what dld is.

01:02:07

It's a language, I'm sorry, learning disability, and so identify that and not not labeling children who are quote unquote different in some way, but literally truly a being able to identify through dynamic assessment or what have you really valid, and then also recognizing all children can benefit from explicit language instruction and then applying that and and we just think about will you talk about this all the time about the, the outcomes of individuals with dld where they end up in society, the prognosis and so much of that can be averted and changed with the right application of intervention.

01:02:57

So, and that would affect, of course, individuals with the ld, but it would also affect so many people and so many children who will be given a choice in their life. They know how to read, they know how to write and they can still choose to do anything they want, which may have nothing to do with reading and they have nothing to do with writing, but if they choose to do something that requires that they can do, it just opens the world to them. So I think building that kind of world would be our dream.

01:03:30 - Shaun (Host)

I quality language instruction for all. Just if everybody Can access it, then it's gonna do we know harm and it's gonna help everybody. Often, part of the work that I'm thinking about is how do we provide instructions and supports for students, particularly because I'm

interested in school-age kids, from foundational years to Secondary years, and every time I come up with it it's actually these are things that are great for everyone. Let's just do it for everybody, because it's not just for them, but it's because of these environments, not necessarily providing and supporting Mm-hmm, it's careful thing, I don't don't you think, don't we have a manuscript, this titled good for all, essential for some?

01:04:09

You can pinch that if you haven't, but yeah, I Do.

01:04:13 - Trina (Guest)

I don't think it got published, though I don't think it got accepted. It's in our, you know review pile yeah, yeah, exactly. But it was you're saying. I was like, yeah, that's exactly, that's exactly what we're talking about.

01:04:23 - Shaun (Host)

Yeah, it's not gonna cause harm. Okay, wrapping up some conscious of time. I'm sure they're gonna boot us out of here soon as we're drawing to a close. My last question is at the DLD project we really do try to focus on self-care and finding time to breathe in a very busy day. What do you both do to look after yourselves?

01:04:43 - Doug (Guest)

I'm I. The older I get, the more I think I come to understand myself better. And I I think that I'm thinking about this question a little bit I think that I seek Exploration. That is what I seek to care for myself you give yourself permission to explore. Yeah, we can explore what it risks to to explore new places and to do new things Usually revolves around fishing.

01:05:18 - Shaun (Host)

Yes. So it's gonna say, surely fishing and speak.

01:05:21 - Doug (Guest)

But yeah, but that, I think, is the real, like if I were being selfish. It's about me. What do I want? Yeah, but what I do on a vacation, it would be scrambling up a stream where there are crocs to go fishing Everybody.

01:05:39 - Trina (Guest)

Yeah, no, no, no so it's funny that you asked this question, because I'm I have not very been very good at this. I have not given myself permission to care for myself in most of my life, but this is a recent transformation and I do have a very good self-care routine. I wake up early like 5 am and I go for a walk and I listen to really rowdy music and and really.

01:06:04

I walk fast, I listen to rowdy music and it's like that's my Zen time. That's so funny that that's then to me. But it is like I rowdy, like good African beats, you know, it's really nice. R&b or Rap is, you know, definitely in there it's got to be rowdy music. And then the other thing that I do is I listen to a lot of audiobooks or read books that are self-development fall into that category. I I used to just read novels and you know, like for pleasure kind of stuff, but I felt like I was I don't know. I mean, those are good too, but like the Bernadette Brown books, you



know, stuff on feminism, cultural stuff, I like to read books from that are written by Authors from other countries. So I learned something about the country. So it's something that's really gonna develop me as an individual. I'm really so satisfied with that.

01:06:55 - Shaun (Host)

I'm constantly like sharing book recommendations with people, so so if we were to sum up, I guess, today's chat, which has been Very dense and lots, we could say, huge amount of information in such a short space of time, what would be three things that you'd like a listeners to take away from today's podcast? You think of just three language.

01:07:19 - Doug (Guest)

Language language no. I'm sorry, no really what one of them I think for me would be just, and a recognition of just how much language plays a role in our lives and Recognizing how we tend to Not recognize that and we need to bring it to the forefront.

01:07:45 - Trina (Guest)

Do we get three shared?

01:07:47 - Shaun (Host)

I think it's a three shit.

01:07:48 - Trina (Guest)

Okay.

01:07:48 - Shaun (Host)

I agree on the third. Then I'm happy to educate.

01:07:53 - Trina (Guest)

Yeah, I think. The other one is like Please don't underestimate what your colleagues know and can do for you and how much you've learned. I mean it sounds really sappy almost, but like Doug and I, absolutely love what we've learned from each other and you can tell we would never give it up. Where we're friends for life, we're colleagues, we're partners for life. Right, you can get them Okay.

01:08:15 - Shaun (Host)

I just had to like double check. He's not in people, yeah but?

01:08:19 - Trina (Guest)

but it's like you. You need people who think differently than you To check you, to help you, to love you, to say won't wait, just a second. Did you just say that? Right, tell me more. Or, you know, just like, call you out on your, on your BS, you know, and there's nothing more valuable than that.

01:08:42 - Doug (Guest)

I guess, do I get to do number three? I'm bouncing off each other.

01:08:46 - Trina (Guest)

I'm thinking here.

01:08:49 - Doug (Guest)

That it could be to dare to dream, yeah, to dare to envision a world that that Maybe people are very scared to envision because it is so different from what we have.

01:09:04 - Trina (Guest)

I would agree. I would say think, think bigger, just always think bigger. I mean, doug and I came from very small towns, like very small towns, where some of the only educated people, or people that left in our family, left our hometowns, that kind of thing, and Like we outgrew every phase of what we did because we could think big. And I think together we could think bigger. And I we remember, or I do, I'm gonna say some of our first Meetings that we had at the hub, which is on campus. It was like the, the lunch hangout for our college, and and, and he would say things no, no, that's not enough. I want to change the world, you know. And I would be like, okay, alright, I'm gonna change the world with you, but can we just be a little realistic by making, like you know, benchmark milestones along the way, you know? But yeah, think bigger and think bigger together.

01:09:58 - Shaun (Host)

Well, thank you both so much for your time. This is been amazing and I know that our listeners will get so much out of it. Thank you so, so much for talking to them. So thanks, many times Can I say thank you, thank you.

01:10:17 - Speaker 1 (Host)

Gee. It's wonderful to have Trin and Doug on the Talking DLD podcast and it was even more special to have them join us in Brisbane for their Recent workshop. I always love to grab a quote out to recap, and this one from Doug I thought was really important. Let's not forget that children with DLD still learn language. Dld is not some kind of complete roadblock in the development of oral language. So parents of children with DLD can do these very same things and can expect Language growth over time, which translates to a lot of other growth in many other areas, including academics.

01:10:49

I think this is really important because you know, sean and I obviously check out the discussions happening in social media land, and one of the ones from parents we've seen lately is you know what? Is it worth investing in speech therapy? If my child's got this lifelong disability? Will they actually improve? And the answer is absolutely yes. So your investment is worthwhile.

01:11:08

But what we do need to do, as Trin and Doug have explained so well, is we need to create language rich environments, and we can all make that happen. So this week, your challenge is to think about how you can change the language environments where you live, work and play. What discussions can you have this week? Who should you email? Who should you send this podcast episode on to? And also, are you there? Don't forget to grab your tickets to the International Developmental Language Disorder Research Conference. It's coming up in two weeks. We've got 35 plus research presentations and all the profits from the event go

to fund the DLD research grant. We've already given away 25,000 dollars in the past two years. Pretty awesome. Hey, head to [thedldeproject.com](http://thedldeproject.com) to register and thanks for your support.