

Module 2: What is Language Disorder?

<p>In module 1 we provided an overview of speech and language development to assist you in differentiating between the two. This module aims to develop your understanding of Language Disorder - its prevalence, terminology, cause and contributing factors.</p>
<p>For these Online Learning Modules, we will be using the broad term Language Disorder, as featured within the DSM-5.</p>
<p>Language Disorder is often referred to as a 'hidden disability' as children with the disorder often look the same as their peers. Indicators for Language Disorder often develop in the early years. Studies show that children with language difficulties at age 5 are likely to continue having significant problems throughout their schooling and employment. In fact, it is estimated that up to 50% of youth offenders had an undiagnosed Language Disorder.</p>
<p>Students with Language Disorder often present with the following: Difficulties in developing language skills (across spoken, written or sign language). Language abilities below those of their peers, resulting in difficulties in day to day life. Different behaviour to other children due to difficulties understanding and expressing themselves.</p>
<p>So what do we know about Language Disorder? There is no conclusive evidence to suggest one primary cause – it is a complex disorder which presents differently in every child Studies suggest it has an underlying neurological basis with many domains of development involved More often than not, there are co-existing problems in the areas of speech, language, gross and fine motor And there is still a lot we don't know about Language Disorder!</p>
<p>There are environmental and biological risk factors associated with language problems in students with Language Disorder, such as: Family history Gender Socio-economic status Parental education Birth complications As previously mentioned, Language Disorder can co-occur with other developmental difficulties such as: Attention Motor Reading and spelling Speech Behaviour Auditory processing Mental health Different terminology may give you the impression these are distinct areas of difficulty, however, often students will present with a combination of needs.</p>
<p>Some students may have language difficulties as they are learning English as a second language. This should not be considered as a Language Disorder unless the student experiences difficulties in all languages they know.</p>

The evidence base for treating Language Disorder is constantly evolving with many new studies being published every year.

Let's take a moment to test your recall of the content covered so far...

Quiz:

In a classroom of 28 students, approximately 1 will have a language disorder? (True/false- Language Disorder affects 7% of the population, which equates to approximately 2 students in the average classroom)

A student with Language Disorder will always produce sounds incorrectly within words. True/false- (Speech Sound Disorders can co-occur, but are distinct to Language Disorder).

A student with Language Disorder may have challenging behaviour. True/false (-When students are struggling to understand tasks within the classroom or express themselves they may use their behaviour to communicate)

A student with Language Disorder who is multilingual will have difficulties learning all languages. True/false (- A student with Language Disorder will struggle to acquire both their home and local languages.)

A student with Language Disorder may struggle to follow instructions in the classroom. True/false (-A student with Language Disorder could struggle to follow instructions due to receptive language difficulties)

A student with Language Disorder may have reduced vocabulary, poorly structured sentences and difficulties telling stories. True/false (-A student with Language Disorder could have reduced vocabulary, poorly structured sentences and difficulties telling stories due to expressive language difficulties).

Severe language difficulties in students are referred to as 'Speech Sound Disorders'. True/false (- Developmental Language Disorder is the term used to describe students with language difficulties that interfere with daily life with no known cause. Language Disorder is the term used to describe language difficulties associated with biomedical conditions, e.g. Autism).

Language disorder can co-occur with other developmental difficulties. True/false (-Language Disorder can co-occur with other difficulties and conditions, such as Down Syndrome and Intellectual Disability).

A student is more likely to have Language Disorder if someone in their family has language difficulties. True/false (-Students are at a greater risk of having a Language Disorder if someone in their family is also affected).

At this stage of the training I invite you to take a minute to reflect. Consider the content so far....

Take a moment to think of the students within your class that may have a language disorder

How has your knowledge of Language Disorder changed?

Could this new learning change the way you interact with your students?

When you're ready to move on click the next button.

We hope you now have a greater understanding of Language Disorder and the implications for learning. I encourage you to use your new knowledge and understanding of language and Language Disorder to help make the appropriate adjustments for your students whether they be non-verified, verified or diagnosed.

To learn more about Language Disorder, continue watching Module 3.

For more information on the content covered in this module, please view the following handouts.

We value your feedback so please complete the following survey to help us improve future learning experiences.



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