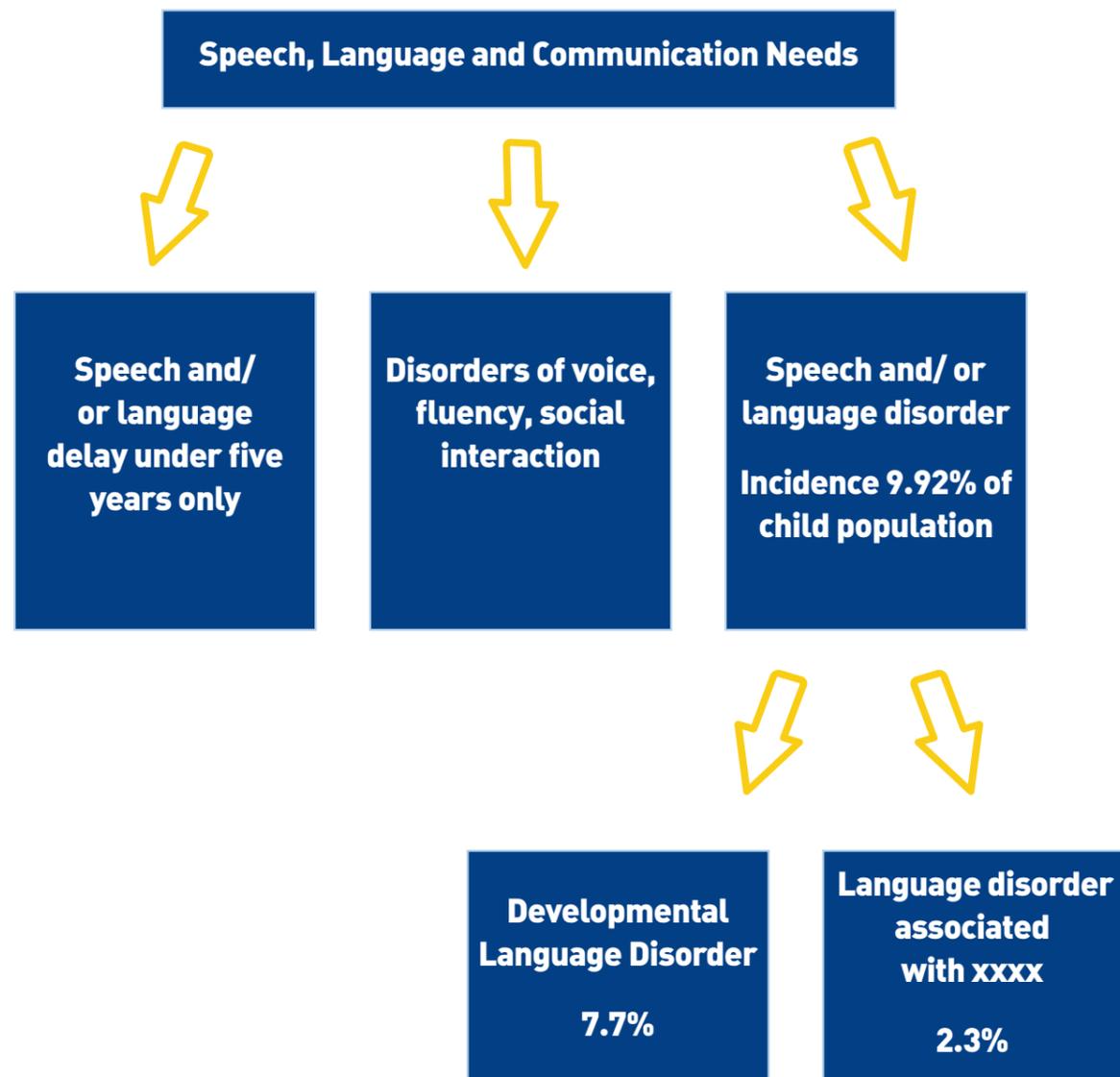


Incidence of Developmental Language Disorder (DLI)

The incidence of DLI is estimated to be around 7.7% of the child population nationally. If we also consider children who have Language Disorder associated with other biomedical conditions then incidence figures rise to 9.92%.

We also know by comparing our population to other areas with similar demographics, that in some parts of the Salford, deprivation has a major impact and the prevalence of SLCN may run up to 50% if no interventions are delivered.

Language disorders should be viewed as a long term condition and children/young people are likely to need specialist support at various ages and stages throughout their lives.



Speech, Language and Communication Needs

Let's talk terms
Introducing Developmental
Language Disorder

The purpose of this document is to provide a working definition of terms relating to **Speech, Language and Communication Needs** which can be used by all practitioners to ensure consistency.

Some here have been simplified slightly from those used in the academic literature for ease of access and everyday usage.



All the above names have been used to describe speech, language and communication difficulties experienced by some children and young people.

No wonder it is all so confusing!

Not only has it been confusing for people who work with children and researchers, it is also hugely confusing for parents and young people themselves.

Establishing a consensus This has now all changed.

A group of 57 International experts reached a consensus on definitions in 2016. The CATALISE project, led by Professor Dorothy Bishop from Oxford University comprised of a group of international experts from the fields of speech and language therapy, education, psychology, paediatric medicine and psychiatry. Following a lengthy and stringent process, the group have made the following recommendations:-

Definitions

The umbrella term Language Disorder should refer to children with speech, language and communication difficulties that create obstacles to interaction or learning in everyday life and where they are not likely to catch up i.e. the condition has not resolved by five years old .

There is now a consensus that approximately 10% of children and young people have a Language Disorder. That is at least three children in every classroom!

Language Disorder can be divided into two sub sets

1. Developmental Language Disorder (DLD)

should be the term used when children and young people have a language disorder that is unexplained by any other condition.

- DLD has been described as the most common condition that no one has ever heard of
- 7.6 % of children are recognised as having DLD making this the most prevalent neuro-disability
- This makes it more common than autism (1.1%) or stammering (1%) which everyone knows.
- The needs of children with DLD can easily go unrecognised as children are often good at hiding their difficulties

2. Language Disorder associated with (a biomedical condition) such as

- Autistic spectrum disorders
- Genetic disorders e.g. Downs Syndrome
- Hearing loss.
- Acquired brain injury
- Learning disability

Here the child or young person has a language disorder and the presentation follows a pattern typically seen in those with a similar condition.

Developmental Language Disorder Diagnosis

A diagnosis of Developmental Language Disorder can still be given even if

- The child has a number of risk factors present e.g. family history, poverty, neglect.
- The condition occurs with other disorders e.g. ADHD or behavioural problems.
- A child's verbal and non-verbal abilities are broadly similar.
- Children growing up with more than one language are not regarded as having DLD unless there is evidence of poor receptive (understanding) and or expressive skills in their home language.

Other terminology

The term Speech, Language and Communication Needs is still retained by the broad overarching category which includes all children with DLD, Language Disorder associated with a condition and any other difficulty with speech production or communication e.g. stammering or voice difficulties.

What about the term Delay?

The term 'Language Delay' can be used when a very young child's speech and language development is following the usual pattern and sequence, but is slower than other children of a similar age. However a child should not be described as having a Speech/Language Delay over the age of five years. If the child has not caught up by this age, the possibility of a Language Disorder should be considered.

The CATALISE panel specifically rejected the use of the term 'delay' for children over five years because of an inconsistent evidence base and the term 'delay' implies to parents and other professionals that somehow the child might catch up giving an inaccurate picture of prognosis and need.