Children with DLD have trouble talking and listening, which may be misinterpreted as an attention issue, a social issue, or even laziness. 

DLD is a common problem, but often goes unrecognized. About 1 in 14 people have DLD, making it 50x more common than a hearing impairment, and 5x more common than autism (McGregor, 2020).

DLD can affect performance in school in many ways. Children with DLD are more likely to have reading issues and struggle with math (Young et al., 2002). They may also have behavioral challenges, making it difficult to follow through with classroom expectations.

DLD may also be called Specific Language Impairment, Speech or Language Impairment, or Developmental Language Delay, among others!

Identifying DLD can be the key to getting the help needed to be successful at school.

October 14 is DLD Awareness Day (#DLDDAY)! Visit Raising Awareness of Developmental Language Disorder.

If you would like your child to be evaluated for DLD, contact the school’s speech-language pathologist (SLP)! If you’re not sure how to get in touch with the SLP, ask your child’s teacher!
You don’t need to plan a special activity to help your child build on their language skills—our daily routines are full of opportunities! Try these activities:

**Driving Around Town**

**Preschoolers:**
- Imitate sounds and noises your children hear (cars, sirens, horns) so they can enjoy practicing repeating these fun sounds with you.
- Name the things you see on the roads and sidewalks.
- If your child says a word or is interested in something they see, provide simple descriptors for them so they can hear you building on their language (red car, big truck, furry dog).

**School-age:**
- Talk about places you’ve been when you see them, and let them practice telling you what they remember about those places.
- Come up with and remember a list together of what you’re going to get at the store, or the errands you are running.
- Play an “I Spy” game as you drive along, describing things you see so they can guess, and letting them do the same while you guess.

**Household Chores**

**Preschoolers:**
- Talk about whose clothing you are folding when doing laundry, allowing them to practice possessive words or pronouns (e.g., Daddy’s shirt, your hat, brother’s socks).
- Help them categorize dishes when putting them away, and add language by counting the items and using singular and plural nouns (e.g. one salad bowl, seven forks, one small plate, two big plates).

**School-age:**
- Help your child organize a plan by writing down steps to clean their room, itemizing each task (put away clothes, make bed, throw away trash).
- Let your child help you cook by reading and following a simple recipe; they can practice comprehension of each step, or explaining steps to you as you perform them.

**Bedtime**

**Preschoolers:**
- Your child can practice making a choice and communicating to you which PJs they want to wear, or toothpaste they want to use. Give them time to tell you what they want, and model it for them if needed—resist the urge to just give them what you know they want without letting them tell you first!
- Read with your child before bed. You can read any book they like, even if it is the 100th time you’ve read it! Remember that you do not have to read every word on the page. Simplify the wording in books as needed to help your child understand, and make sure to pause to allow the child to make comments or fill in words that they might know!

**School-age:**
- Keep up the tradition of reading with your child, even when they can read on their own! Book sharing is one of the best ways we can support language comprehension and new vocabulary learning.
- Try a book with no words, and support your child as they tell you the story that the pictures represent!

**Book Recommendations**

Good Dog, Carl by Alexandra Day
How to Catch a Monster by Adam Wallace and Andy Elkerton
I Wish that I had Duck Feet by Theo LeSieg
How do Dinosaurs go to School by Jane Yolen
The Wonky Donkey by Craig Smith

To check availability of these and other books at the Dallas Public Library, click [here](https://www.dallaslibrary.org)!
Posters & Presentations

Here we list the posters and talks that the student and faculty members of our lab presented in June of 2022. What an exciting month! The infants and children who participated in our studies have taught us so much about language, motor, and gesture pattern learning. We have found that children with DLD have difficulty learning sequenced patterns in language and, surprisingly, also in gesture and hand motion.

McKenzie (Scoppa) Cullinan, LouAnn Gerken, Samantha Glickman, Sara Benham, & Lisa Goffman. The acquisition of a rule-based sound sequence in typically developing 4- to 6-year-old children.


LouAnn Gerken, Megan Figueroa, & Lisa Goffman. 11-month-olds can learn a phonological pattern that adults cannot.

Lisa Goffman. Motor contributions to understanding language production in typical and atypical child talkers.

Kathryn Kreidler & Lisa Goffman. Movement implementation of weak syllables in iambic words in children with developmental language disorder.

Kathryn Kreidler & Lisa Goffman. Sustained deficits in prosodic organization in children with developmental language disorder.

Leah Sack, Sébastien Hélie, McKenzie (Scoppa) Cullinan, Natalia Savkovic, Sonia Singh, & Lisa Goffman. Does sequential pattern learning on a serial reaction time task relate to language, motor, and cognitive skills in preschool-aged children?