

EDUCATORS MUST BE MINDFUL OF RISK FACTORS ASSOCIATED WITH LANGUAGE IMPAIRMENTS

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SESSION NOTES

LEARNING OUTCOMES

- Recognize characteristics of language disorders in students
- Identify risks of language disorders towards life outcomes
- Implement strategies to ameliorate the risks of language disorders for your students

AUTHOR DISCLOSURES

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COMMUNICATION DISORDERS EXPLAINED

Speech sound
disorders (a.k.a.
“Articulation”)

Fluency
disorders (a.k.a.
“Stuttering”)

Language
disorders

LANGUAGE DISORDERS EXPLAINED

- Impact the use of sounds, word parts, words, and/or sentences
- Can be categorized by types of impairment:
 - Expressive vs. Receptive
 - Spoken vs. Written
 - Phonology vs. Morphology vs. Syntax vs. Semantics vs. Pragmatics
- Various impairments typically co-occur

LANGUAGE DISORDERS EXPLAINED

- Two main distinctions of language disorders:
 - Can be attributed to another disorder/disability (e.g., intellectual disability)
 - 2.34% of children
 - Can occur seemingly without explanation (Developmental Language Disorder [DLD])
 - 7.58% of children
 - Total prevalence of language disorders: 9.92%
- Average of 2 children per classroom with DLD

ACADEMIC RISKS OF DLD

- Reading disabilities: 6x more likely
- Significant spelling problems: 6x more likely
- Struggle with math: 4x more likely
- All three difficulties combined: 12x more likely

Credit to Karla K. McGregor (2020)

EMOTIONAL AND BEHAVIORAL RISKS OF DLD

- Clinical levels of anxiety: 6x more likely
- Clinical depression: 3x more likely
- Behavior problems: 2x more likely
- ADHD: 2x more likely

Credit to Karla K. McGregor (2020)

ADDITIONAL RISKS OF DLD

- Experience sexual assault (girls): 3x more likely
- Engage in delinquent behavior (boys): 4x more likely
- Go over a year without employment (adults): 2x more likely

Credit to Karla K. McGregor (2020)

LANGUAGE AND...

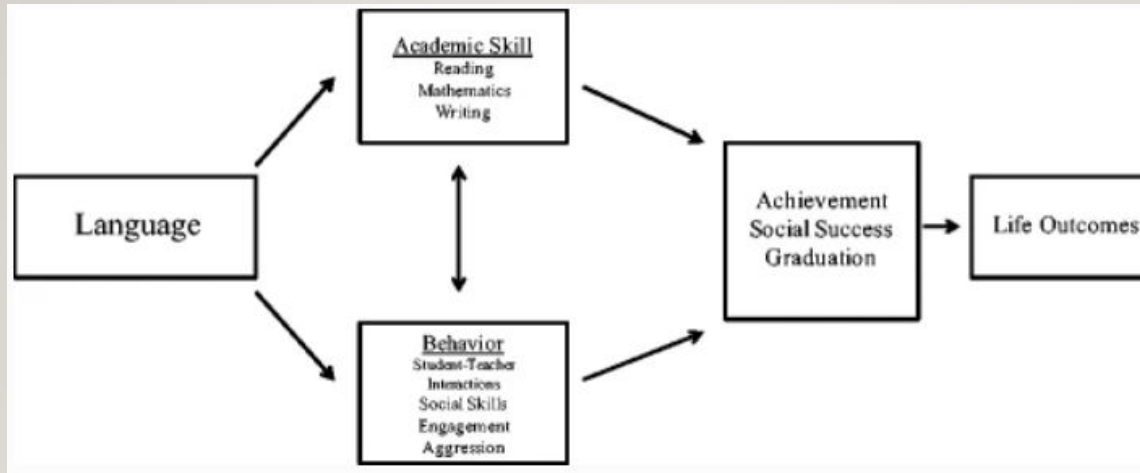


LANGUAGE & BEHAVIOR


- Bi-directional association:
- Children with DLD 2x more likely to develop behavior problems
 - Internalizing behaviors 1.85x more likely
 - Externalizing behaviors 2.26x more likely
- Children with EBD more likely to demonstrate language impairments
 - Up to 97% of children with emotional disturbance (ED) have language impairments
 - 81% of children with EBD have *unidentified* language impairments

LANGUAGE & BEHAVIOR & ACADEMICS

- TRI-directional association with academic skills



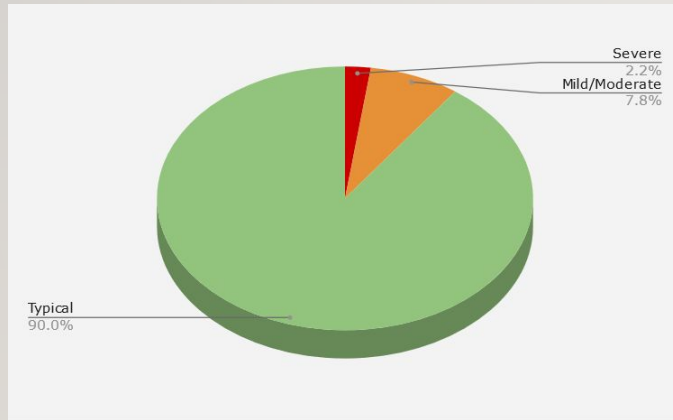
Credit to Chow and Wehby (2016)



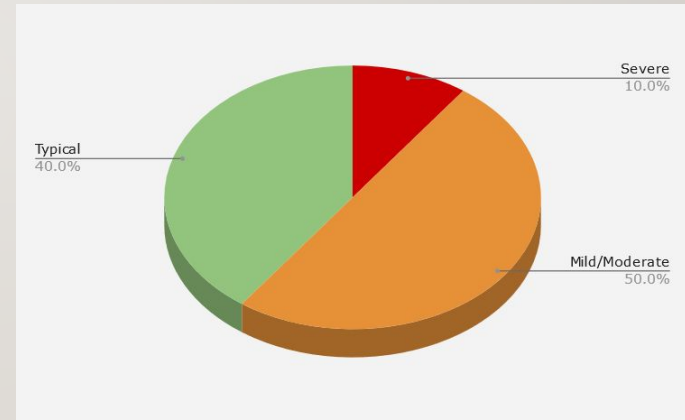
LANGUAGE & DELINQUENCY

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OVERALL PREVALENCE IN POPULATION



PREVALENCE IN JUVENILE JUSTICE SYSTEM



LANGUAGE & DELINQUENCY

- Affects youth at every stage of the “school-to-prison” pipeline
 - More behavior problems
 - More disciplinary referrals, suspensions
 - More likely victim to peer pressure, negative peer interactions
 - More arrests
 - Lower comprehension of Miranda warning, rights
 - Less understanding of trial, procedures
 - Less ability to present a meaningful defense
 - More likely to be found guilty
 - Less likely to benefit from juvenile rehabilitation (e.g., restorative justice conferencing)
 - More likely to reoffend

WHAT CAN YOU DO?



YOU CAN:

- Step 1: Involve your speech-language pathologist
 - Increase referrals
 - Open classroom for collaboration
 - Solicit advice for a language-rich classroom

YOU CAN:

- Step 2: Implement language-supportive strategies
 - Expansion
 - Related comments
 - Open-ended question
- And also:
 - Embedded literacy instruction
 - Explicit instruction in language, specifically phonology
 - Behavior management strategies (e.g., behavior-specific praise, visual activity schedules)

YOU CAN:

- Step 3: Advocate
 - For screening and assessment
 - For services and accommodations
 - For just policies

QUESTIONS?

RESOURCES

- <https://dldandme.org/>
- senterr@vcu.edu
- How we fail children with developmental language disorder
 - Karla McGregor, 2020
- Speech-language pathology and the youth offender: Epidemiological overview and roadmap for future speech-language pathology research and scope of practice
 - Pam Snow, 2019