

Developmental Language Disorder Research Priority Setting Partnership

The top 20 questions

=1 How can we make it easy for people with DLD to **get a diagnosis**? How can we **best support them** before, during and after a diagnosis?

- "People with DLD" means **children, teenagers and adults** with DLD.



=1 What **training** do education staff need so they can **help people with DLD learn** and have a **better time in schools, colleges and universities**?

- "Education staff" means **teachers, teaching assistants, lecturers, tutors and student support** officers.
- This question asks whether **learning more about DLD** can help **education staff to help people with DLD**.
- The question is also about whether **training education staff** to work with people with DLD can lead to **better experiences** and **better progress** for them.



3 What can schools do to make sure children with DLD **do well at school**, and **grow into adults** who can find **good jobs**, and live **healthy and happy lives**?

- This question is about what type of **support** can lead to the most **positive outcomes** in wellbeing, mental health, education and employment.



4

What are the **best DLD interventions** that lead to **good and important outcomes** that last? Who can best **deliver** the intervention?

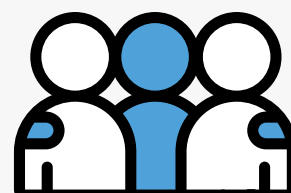
- This question is about **what** helps and **how much** help is best.
- "DLD interventions" are **therapy, programmes or support** to help children, teenagers and adults with DLD.
- "Best" means **works well**, is **acceptable**, uses **time** well and is **good value**.
- "**Outcomes**" include communication, language, literacy, mental health and employment.
- This question is also about **who/which people** can best give support to people with DLD, for example speech and language therapists, families, education staff, support workers, workplace coaches.



5

What do people with DLD need to have **good friendships and relationships**, and **not feel lonely**?

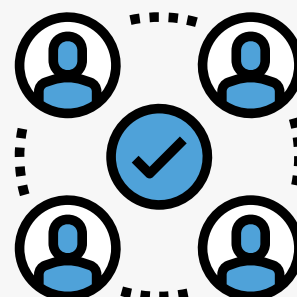
- This question includes having **safe relationships**, including **romantic** relationships.
- It also includes **how family and partners** can help or not help **independence**.



6

How can **different people** best support people with DLD?
How can we best help them to do this?

- "Different people" means **everyone**, including people with DLD themselves, speech and language therapists, families, education staff, local authorities, employers, health and mental health professionals, benefits assessors, job centre and prison staff.
- "People with DLD" includes **all ages**.
- The question includes whether **training for professionals** leads to **better experiences, progress and outcomes** for people with DLD.



7 How can **people with DLD** be helped to **get and keep jobs**?

- The question is about what specialist **career advice** would be helpful for people with DLD.
- The question includes what **employers** might need to know about DLD.
- This question is also about **what jobs are best** for people with DLD to aim for (or maybe avoid).



8 What is it like for people with DLD to **get support** from the **disability/social care** system?

- The disability/social care system would include **accessing benefits** and **social support**.
- **Social support** includes **housing, personal assistants,** support for **socialising**.
- This question is about **applying for support** and the experience of **receiving support**.



9 How can families, education staff and health professionals **identify signs of DLD** in children and young people to support **early diagnosis**?

- "Identify signs of DLD" means **spotting signs** of DLD.
- "Early diagnosis" means **as soon as possible**.
- Signs of DLD may be different for **different ages, genders, languages, cultures** and for **people with other conditions**.



10 How does **help and support need to vary** depending on a person's age, background, language abilities and other conditions?

- "**Vary**" means **be different**.
- "**Language abilities**" includes understanding, talking, reading and writing.
- "Other difficulties" includes **ADHD, dyslexia** and **dyspraxia**.



11 How should we **prepare** young people with DLD **for adult life**?
Do the programmes we have work?

- Programmes could include **life skills** or **transition** programmes.



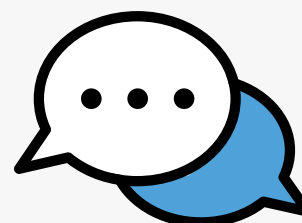
12 How can we best **work out** whether someone has **DLD** and/or a **different condition**?
Does this **change** at **different points** in their lives?

- This question is about **diagnosing DLD**.
- Diagnosis needs to consider **age, gender, language(s)** and **background**.
- Diagnosis also needs to consider whether someone **has DLD** and/or a **different condition**.
- This question also includes **whether people's needs** and/or **diagnosis change over time**.



13 What is the best way to **measure** how easy or hard people with DLD find it to communicate in their **day-to-day lives**?

- This question is about **how** people use **language** in their **daily lives**.
- For example, to **socialise, work, shop** etc.



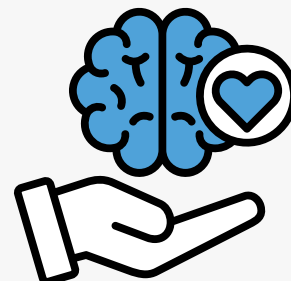
14 What are the **costs and benefits of interventions** to the person with DLD, their family and services?

- "Costs and benefits" include: **money, time, emotion** and **effort**.
- "Services" include: **health, education** and **social services** and the **economy** in general.



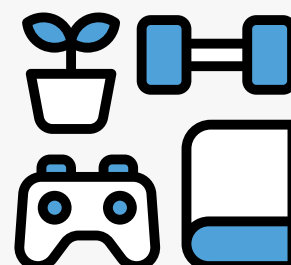
15 Does speech and language therapy **improve** the **mental health** of people with DLD? If it does, **how**?

- “People with DLD” means children, teenagers and adults with DLD.
- This question includes **what types** of speech and language therapy are **most helpful** for people’s mental health. For example, focusing on **language skills** or **self-help** strategies.



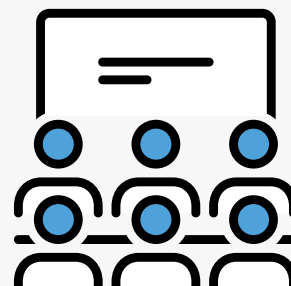
16 How can **hobbies, sports and clubs** help people with DLD feel **included** and well?

- “Well” can include **physical** and/or **mental health**.



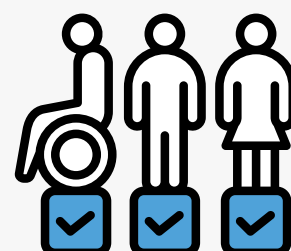
17 What can **teachers change** in schools and classrooms to help children with DLD to **learn**?

- This question is about **strategies** and support that teachers and teaching assistants can use with the **whole class** or school.
- The question is also about making sure that children with DLD can **join in** and feel **included** in school life.



18 How can we **provide** services that work well **equitably**?

- “Equitably” means that **everyone** can get **services** that match **their difficulties**.
- “Equitably” also means that **services** are **not based on** how much **money** you have or **where** you live.



19 What **other needs** (apart from communication) do people with DLD have?

- For example, **sleep, sensory processing, planning, co-ordination, attention** and **managing emotions**.



20 What **helps** and what **does not help** young people with DLD to **do well** in college and at university?

- This question is about **what type of help** people with DLD need **to succeed** in Further and Higher Education.

