

Sarah Robinson (2023)

THE INCLUSIVE SLP PODCAST: DEVELOPMENTAL LANGUAGE DISORDER & TIPS FOR  
INCLUSION AND ACCESSIBILITY IN THE CLASSROOM!

A #WesternDLD2 Final Project

Script for Podcast:

Hello, everyone, and welcome back to the "Inclusive SLP Podcast," where I provide educators and SLPs with strategies and information to create a supportive learning environment for ALL students. I'm your host, Sarah Robinson and today we'll discuss Developmental Language Disorder. What is it? and what strategies can you use to promote inclusion and accessibility in the classroom for these students?

Music.... (Enegard, 2023)





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the instruction by saying: "take out your notebook," wait until the students all seem to have their notebooks out and say, "Does everyone have their notebook out?" then, after a little bit: "Now write a short story." look and make sure the class is writing... if some students are not writing, you can repeat "its time to write a short story." Then, after a set amount of time, you could say, "Draw a picture of your story." again, if some students are not drawing, you could repeat, "It's time to draw your story."

4) Another effective strategy for children with DLD is checking for understanding (Archibald, 2023c). There are several ways of doing this. You can encourage them to use visual aids, like a flip book with a red light indicating "I need help," a yellow light indicating, "I think I get it, but I'm not 100% sure, please come check in with me" and a green light that indicates "I've got this!" Alternatively, you can encourage the class to raise their hands if they don't understand or have the whole class close their eyes and encourage students to raise their hands if they need help. Regardless of the chosen strategy it is so important that the teacher checks for their students' understanding regularly, especially those who have DLD, and that they encourage a supportive environment where its okay for anyone to ask for help (Archibald, 2023c).

5) Speaking quickly can make it difficult for children with DLD to process information. To help them, another simple strategy is slooowwwing downwwwwn to give some increased processing time (Archibald, 2023c). You can do this by slowing down your speech rate and adding more pauses into and between your sentences. For example, instead of saying, "Okay everyone, let's take out our textbooks and flip to page 5" you could say "Okay everyone [pause] take out your textbooks [pause] and flip to page 5."

6) To help children with DLD understand academically complex vocabulary, preteaching words can be very helpful (Archibald, 2023c). For example, in grade 3 science, the Ontario Curriculum focuses on Growth and Changes in Plants (Government of Ontario, 2022). It expects students to understand how plants are important to humans and other living things, and to consider different perspectives, i.e. not help



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For example, suppose a presentation about different types of native plant species is coming up in the Grade 3 curriculum. In that case, the teacher can collaborate with the SLP to have the SLP work on the specific vocabulary and skills needed for the presentation (Archibald, 2021; Archibald, 2023b; Archibald, 2023c). The SLP can also go into the classroom to help intervene, which is known as the 'push-in' model (Archibald, 2021; Archibald, 2023b). And studies have indicated that incorporating push-in services has positively impacted several aspects of abilities in children who have DLD, including vocabulary, storytelling abilities and phonological awareness (Archibald, 2021). So it is really crucial that our two professions work together to try and help these kiddos. We need to work in a collaborative manner!

Music...(Enegard, 2023)

These are all the strategies I have for you today. As always, please like, comment and subscribe to my channel for weekly podcast releases. And please tune in next week when we'll discuss strategies in the classroom to improve self-regulation!

Music...(Enegard, 2023)



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