

The long term impact of growing up with Developmental Language Disorder

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Who has heard of Developmental
Language Disorder (DLD)?

Or Specific Language Impairment,
Developmental Dysphasia, Language
Disorder, Language Learning Impairment?

Definition of DLD

- Significant difficulties with:

- Expressive language and/or
- Receptive language

DLD: 7.6% Prevalence

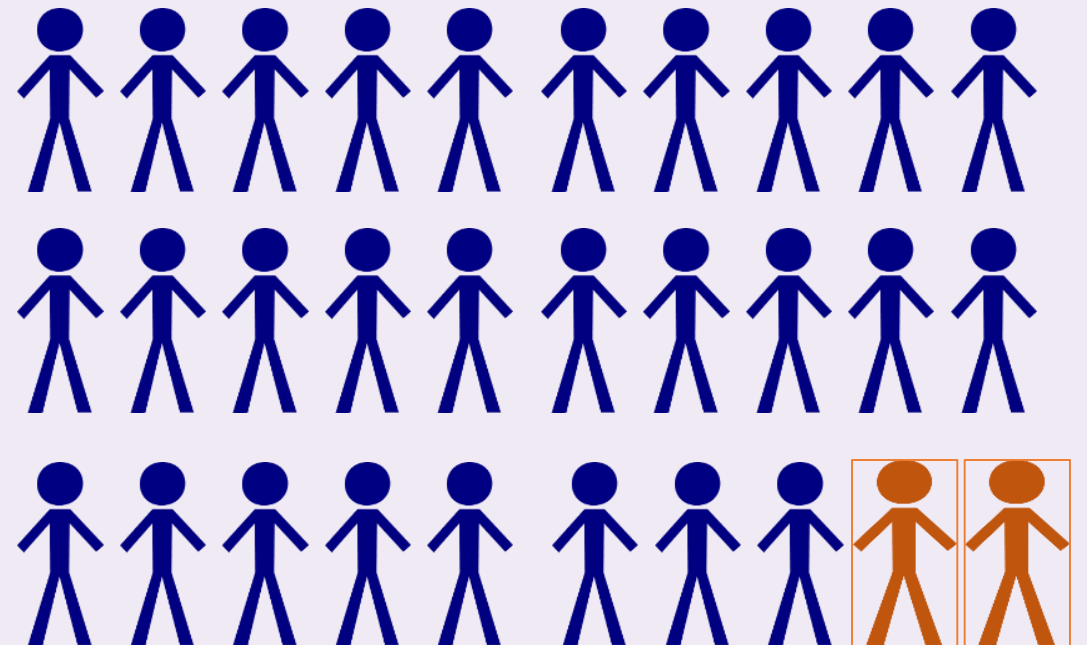
ASD: ~1% Prevalence



Definition of DLD

- Exclusion criteria:
 - Hearing loss
 - Autism
 - Other neurodevelopmental disorders
 - Global intellectual disability (IQ < 70)

Two children in every class of 30



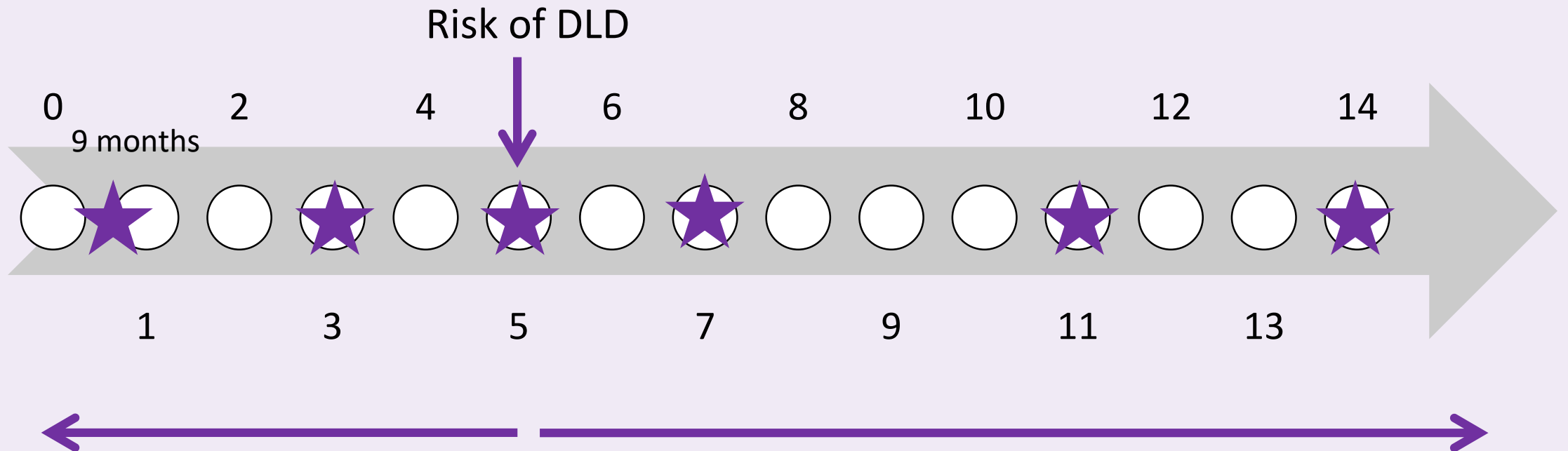
Research @Bath



- Long term outcomes
 - Increased **psychiatric diagnoses** (e.g., Beitchman et al., 1996, 2001)
 - Increased **social difficulties** (e.g., Fujiki et al., 2004, Forrest et al., 2018)
 - *Increased **conduct and aggressive behaviour** (e.g., St Clair et al., 2011, Brownlie et al., 2006)*
- Individuals with undiagnosed DLD
 - No treatment or understanding of language limitations
 - Over-represented in **juvenile offending institutions** (e.g., Snow et al., 2011, Blanton et al., 2007)
 - Over-represented in **Child and Adolescent Mental Health Services** (e.g., Im-Bolter & Cohen, 2007)

What are the mechanisms behind why and how children with DLD go onto development more emotional, social and behavioural difficulties?

Millennium Cohort Study



Risk factor → Emotional Difficulties *St Clair et al., 2019*



★ Stronger effect in rDLD Group

★ Stronger effect in GP Group

Table 3. Nine-month and age 3 predictors of age 3 and 11 emotional symptoms.

Predictions	Age 3 emotional difficulties			Age 11 emotional difficulties		
	9-month predictors	Age 3 predictors	Combined predictors	9-month predictors	Age 3 predictors	Combined predictors
9-Month predictors						
Mood	-.03 (-.06, -.01)*					
Irritability	.05 (.02, .08)**					
Regularity ^a	-.05 (-.08, -.03)**					
Approach/withdrawal	.10 (.07, .13)***					
Adaptability	.05 (.02, .08)**					
Parental psychological distress	.14 (.12, .17)***					
3-Year predictors						
Independence and self-regulation ^a		.07 (.04, .10)***	-.07 (-.09, -.04)***		-.03 (-.06, -.002)*	
Emotional dysregulation		.16 (.13, .18)***	.14 (.11, .17)***		.12 (.09, .16)***	.11 (.07, .15)***
Parent-child relationship ^a		-.13 (-.16, -.10)***	-.10 (-.13, -.07)***		-.12 (-.16, -.09)***	-.10 (-.13, -.06)***
SDQ peer problems, age 3		.21 (.19, .23)***	.21 (.19, .23)***		.15 (.12, .17)***	.14 (.11, .17)***
Covariates						
Gender	-.02 (-.07, .03)	.09 (.05, .13)***	.07 (.02, .11)**	.11 (.06, .16)***	.14 (.09, .19)***	.13 (.08, .19)***
OECD	.26 (.20, .32)***	.15 (.10, .19)***	.11 (.05, .17)***	.18 (.13, .24)***	.11 (.05, .18)***	.12 (.04, .19)**

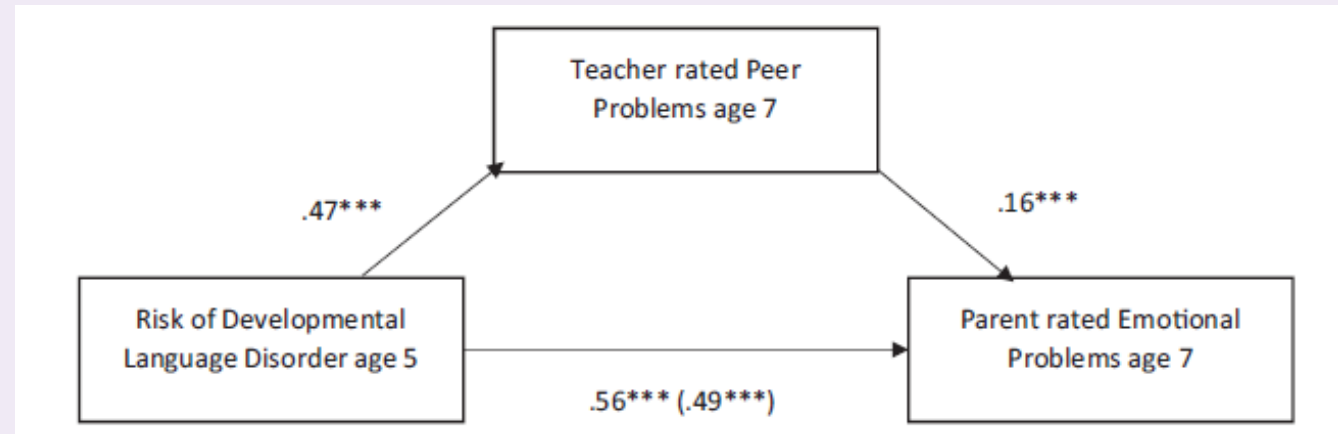
Full mediation

Partial mediation

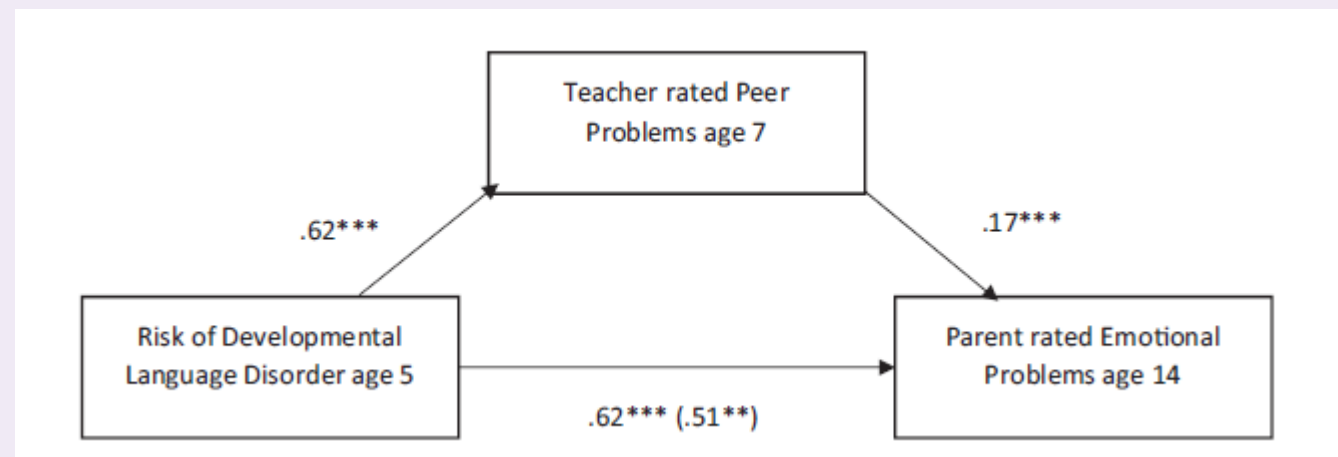
Can peer problems explain emotional problems? *Forrest et al., 2018*



14% of variance in emotional difficulties at age 7 explained by concurrent teacher rated peer problems



17% of variance in emotional difficulties at age 14 explained by teacher rated peer problems at age 7



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