



Model It

whether spoken or written model the language

Repeat It

recap previous learning, do activities more than once



DLD Support STRATEGIES

Time

to process information and instructions

Chunk Information

pause, repeat, be explicit, use literal language

KEY STRATEGIES TO SUPPORT LANGUAGE

DISORDERS IN THE CLASSROOM

Sign it

gesture, facial expressions and body language

Do it

multi-sensory teaching approach

Modify your language

rate of speech, one instruction at a time, keep it short

Words

explicitly teach key vocabulary



Visual Support

visual templates, language rich displays and clear/ simple signage

Small Steps

break down tasks



FREMANTLE LANGUAGE
DEVELOPMENT CENTRE