

IOAN

- Middle child of 3
- University Graduate (Performance and Media)
- A MASSIVE nerd/geek
- Loves art, history, running, music, films, theatre, theme parks, Lego, puzzles and video games



SO, WHO AM I?

- I recently finished a 2-year voluntary service mission for my Church



STRUGGLES AND DIFFICULTIES

- Anxious and tense, living on edge
- Frustration and anger
- Tiredness and a drained feeling
- Poor organisation and procrastination
- Word retrieval (affecting confidence in abilities)

STRUGGLES AND DIFFICULTIES

- Mainstream education environments not knowing or understanding needs
- Using techniques and approaches tailored to different needs
- Failing to meet needs in lessons and in designated times

STRUGGLES AND DIFFICULTIES

- Friendships (not knowing who is a true friend or being friendly, difficulty understanding what people mean)
- Easy to become a victim of bullying
- Isolation and feeling lonely

THINGS THAT HAVE HELPED ME

- First hand experiences, practical learning



THINGS THAT HAVE HELPED ME

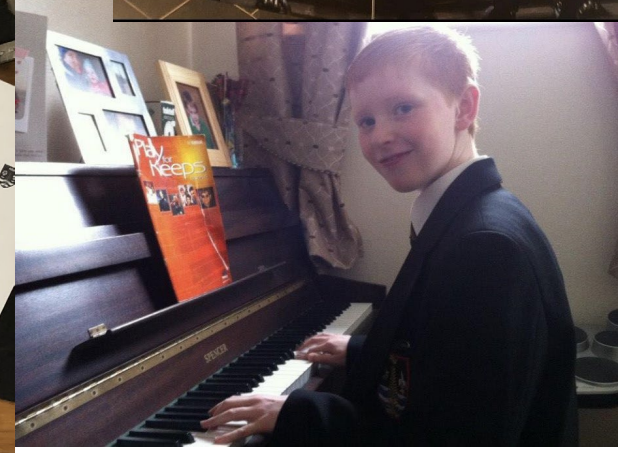
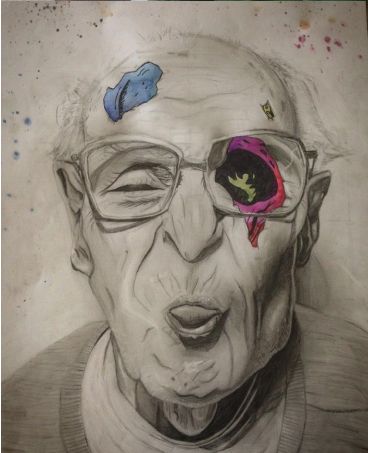
- Speech and Language Centre (KS1 and KS2)
- Shauna
- Support through University

University of
South Wales
Prifysgol
De Cymru



THINGS THAT HAVE HELPED ME

- Finding strengths and interests



MY HOPES FOR THE FUTURE

1. Awareness on DLD as a legitimate diagnosis, and it's impact on all aspects of life
2. Needs for people with DLD can be adequately met
3. Support can be provided for beyond early years of development and through into adult life

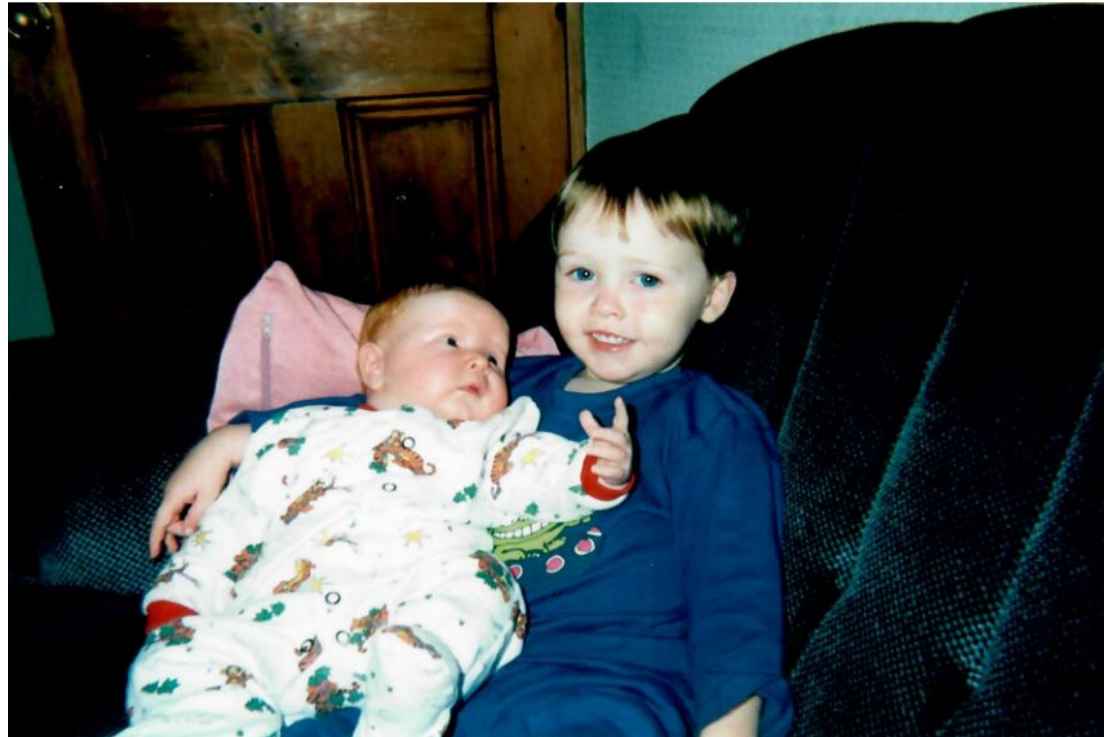


IMOGEN

IOAN 2001



JOTHAM AND IOAN - APRIL 2001



PROFESSIONALS INVOLVED

Pauline Cawser (Health Visitor)

Eleanor Hill (SLT)

Theresa Ellis (SLT)

Dr Patel (Comm Paed)

Nicky Clark (SLT)

Fiona Edge (SLT)

Maureen Timmins (Ed Psych)

Marion Houghton (Ed Psych)

Chris Bell (Headteacher)

Kerry Tunnicliffe (SENCO)

Paula Evans (Headteacher)

Esther Chanana (Specialist Teacher)

Wendy Tinson (SLT)

Liz Lee (Specialist TA)

Shauna Walsh (SLT)

Bryn Williams (Clin Psych)

Lorraine Bamblett (SLT)

Cathy Percival (1:1 TA)

Chris Robey (Specialist Teacher)

Steph Lander (Specialist TA)

Jayne Mehmood

(Specialist TA)

Hayley Walters (Teacher)

Lynn Lerigo (Art Specialist)

Wendy Pipes (S&L Therapy Assistant)

Tony Downey (Headteacher)

Sally Miller (TA)

Dr Lynda Mitchell (Strategic Lead for SEN)

Martin Caine (Headteacher)

Barbara Tunnicliffe (SENCO)

Steve O' Neill (CAMHS)

David Peacock (Counsellor)

Joan Hingley (SENCO)

Elizabeth Smith (TA)

Laura Wilson (SENCO)

Aidan Smith (Headteacher)

Jonathan Baker

Mike Harmsworth

Zeph Gandy (Needs

Assessor Sheffield

Regional Assessment Centre

Rebecca Wilson (USW Disability Administrator)

Hannah Birkett (study support)

Alice Ketteringham (Well-being support)

John & Jacky Crew

Des & Lynne Waddington

Adam & Heather West

DR BRYN WILLIAMS & SHAUNA DELANEY (WALSH)



“Both of us conducting this assessment felt that it had been a while since we have seen a young man who appears to have such an obvious Specific Language Impairment” (2007 report)



IOAN'S DLD PROFILE - RECEPTIVE & EXPRESSIVE LANGUAGE DIFFICULTIES

- Semantic difficulties.
- Literal understanding - difficulty with multiple meanings, sarcasm, jokes & abstract language that has implied meaning.
- Language processing - slower & tires easily.
- Social communication/pragmatic difficulties - impact on social interactions & peer relationships.
- Auditory memory - difficulties with large amounts of verbal information - recalling sentences 1st percentile (2007 & 2010).
- Inference.
- Word retrieval.
- Language processing freezes under stress & pressure.
- New vocabulary learning & usage.
- Conversational repair.
- Misinterprets informal social situations.
- Uses quite formal language & tone in interactions - not always scalable. He is aware of difficulties & can be socially isolated as a result.
- High anxiety - particularly in new social situations.
- Cannot filter background noise.
- Misunderstands things without realising he has misunderstood.
- Easily distracted/off at a tangent.
- Low self-esteem/self-confidence at times.
- Perfectionism – “If I work hard enough I can cure myself!”
- Non-verbal/cognitive ability = 95th percentile. Frustration!

IOAN'S EDUCATIONAL JOURNEY

- Mainstream Nursery and Reception class
- Year 1 & 2 - 3 days a week at Horninglow KS1 Speech and Language Centre and 2 days mainstream school with 2.5 hours TA support daily
- Year 3-6 – Full time placement at Victoria Speech and Language Centre
- Year 7-13 Mainstream Secondary School with 12 hours allocated support via statement/EHCP
- University of South Wales, Cardiff 2019-2022 with Disabled Student Support – 1 hour study support weekly 1:1 and 1 hour mentoring/well-being support weekly 1:1

VICTORIA SPEECH & LANGUAGE CENTRE



Chris Robey, Steph Lander,
Jayne Mehmood, Wendy
Pipes, Lorraine Bamblett
(Lomas)



FIONA EDGE (SLT)



Fiona was involved with loan throughout his journey, and was his assigned speech and language therapist from Year 7 to loan leaving for university, offering support to secondary school, therapy for loan and reports for university, etc.





IOAN'S PARTICULAR STRENGTHS AND TALENTS

(Accompanied by
Jotham on piano)



WHERE WE ARE NOW





JOTHAM

WHO AM I?

- Ioan's brother
- Substitute teacher
- BSc Psychology
- MSc Occupational Psychology
- Aspiring to accomplish a Doctorate in Educational Psychology



MY ROLE

Protector/Advocate:

- Dealing with bullies
- 'Translating' for loan
- Communicating with teachers/leaders
- Encouraging loan to join in activities
- Handling meltdowns













THE IMPACT...

- School pick ups by other parents
- Out of school club
- Saturday 1 on 1s with Mum/Dad
- Different style of play
- Our relationship



PLAY



EXTRA CURRICULAR

Encouraging & supporting participation in:

- Summer clubs
- School musicals
- Variety shows
- Auditions
- Youth camps
- Community youth choir



MY RESEARCH

'Exploring the occupational experiences of adults with DLD'

- 7 participants 18+ who experienced work
- Semi-structured interview style
- Interviews analysed using IPA

Commonalities identified:

- Instances of discrimination
- A lack of awareness from managers/colleagues
- Lack of support
- No career advancement
- Fear of disclosure

SO WHAT?

AWARENESS!

- Tailored adjustments
- Inclusive policies
- Inclusive environment
- Disclosure support

