



# The role of communicative participation in the relation between language and well-being in children with DLD

IALP 2023 **Together Towards Tomorrow**

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On behalf of the project team of the DLDDL study

# Language and well-being

- "Well-being": social-emotional functioning and quality of life
- Both can be affected in children with DLD (Eadie et al., 2018; Goh et al., 2021; Le et al., 2020)
- But: not in all children and there is unexplained variance
- Maybe communicative participation plays a role? (Cunningham et al., 2021)

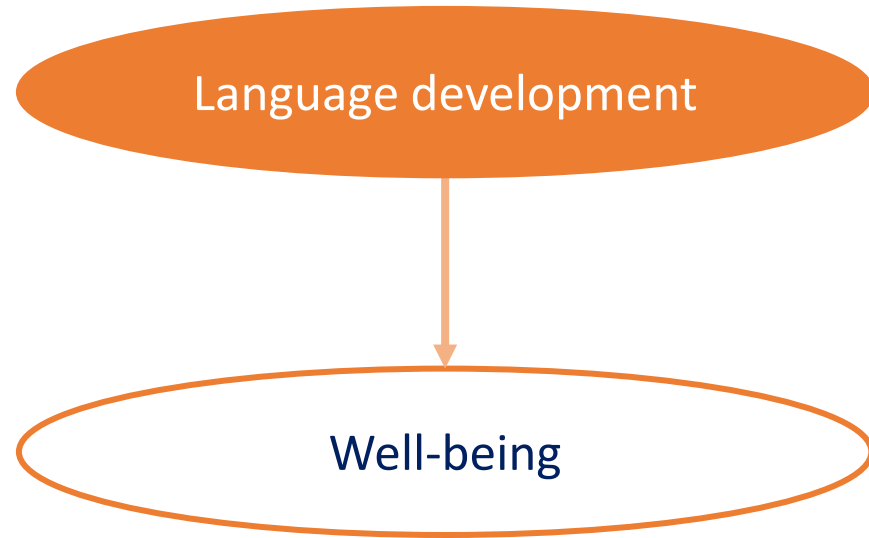


**“Understanding and being understood in a social context,  
by applying verbal and non-verbal communication skills”**

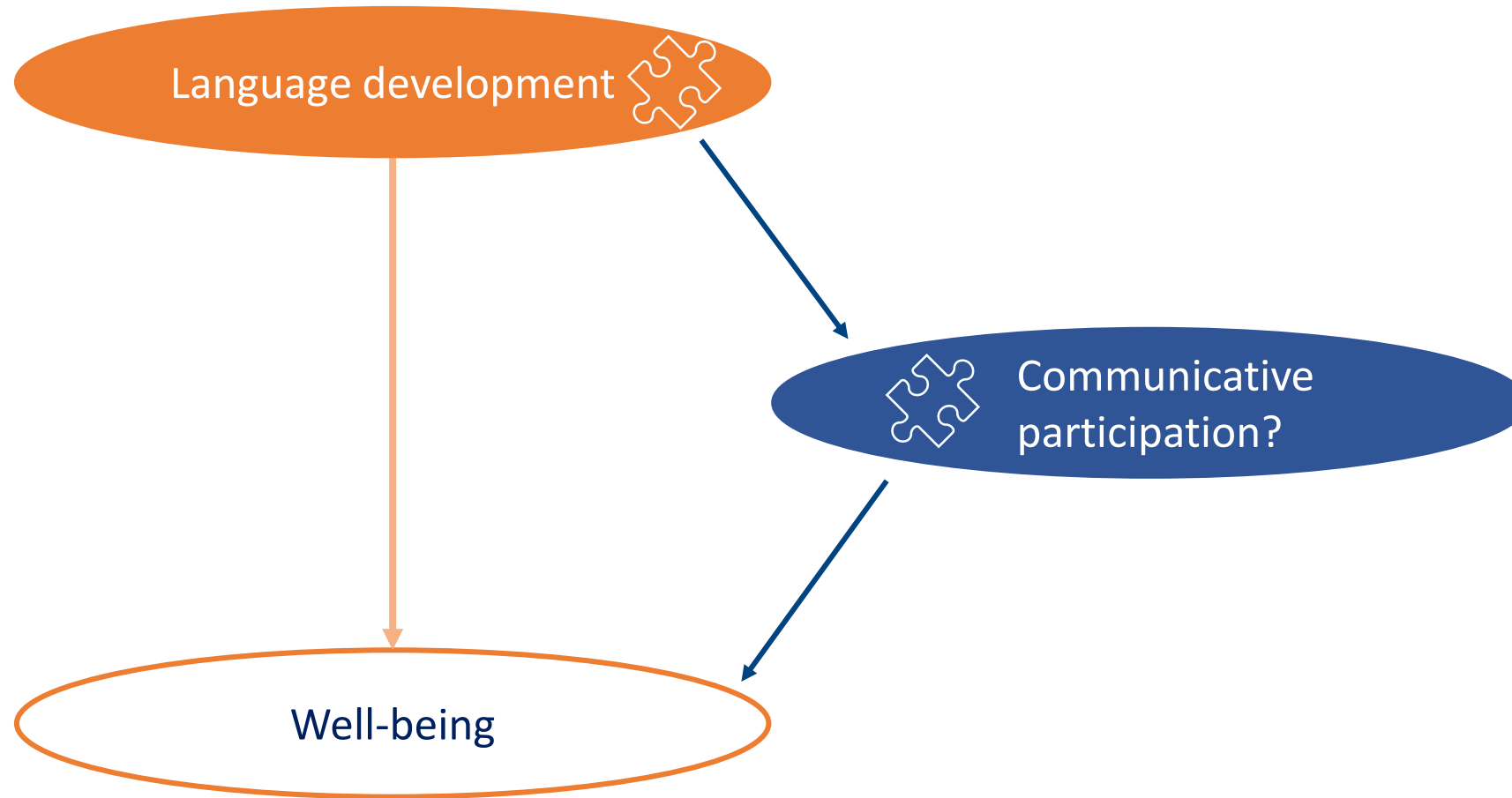
(Singer et al., 2020)



# Research question

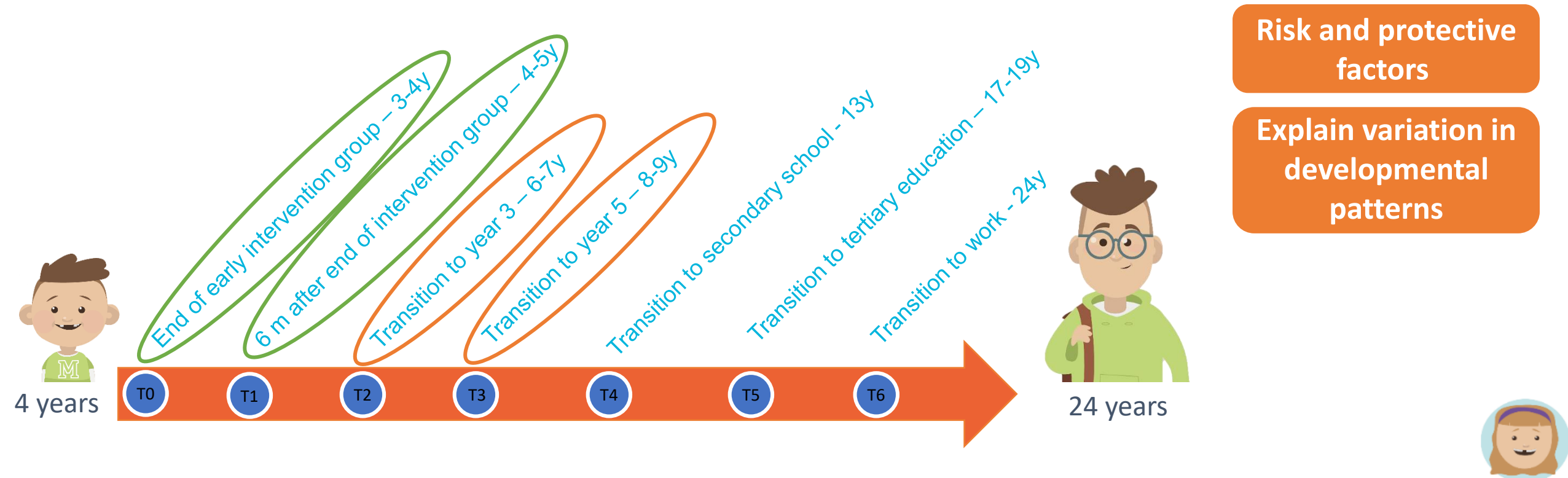


# Research question



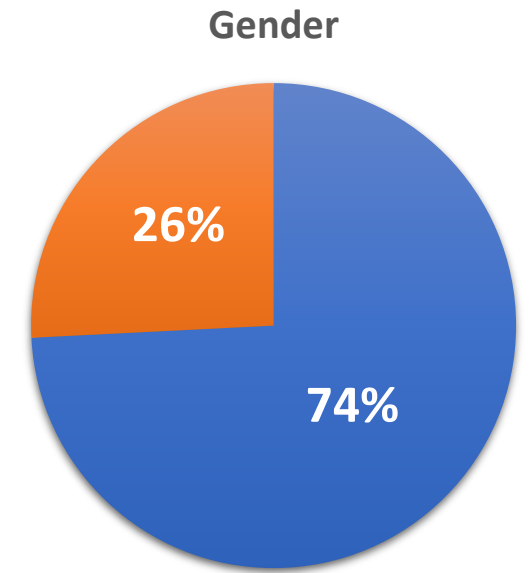
# The DLDLD Study

- 600 children
- Recruited from early intervention groups for DLD ( $M$  age = 3.9 years (0.29))
- Followed for twenty years



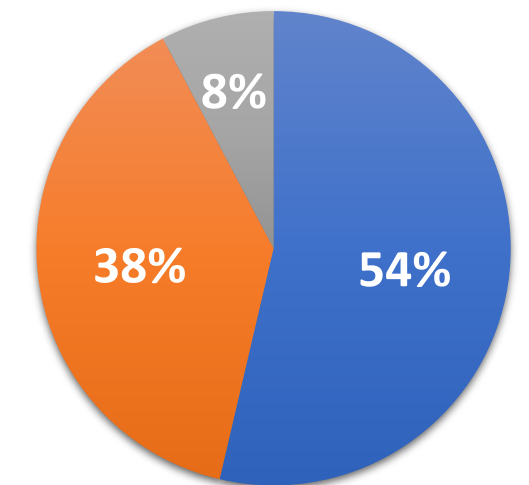
# Participant's characteristics

Participants ( <i>n</i> = 511)		
	Mean ( <i>SD</i> )	Min – max
Age at T0 (years)	3.9 (0.29)	3.0 – 4.8
Age at T1 (years)	4.7 (0.26)	4.3 – 5.8
Language comprehension	88.0 (14.34)	55 – 131
Expressive vocabulary	84.5 (18.71)	55 – 131
Expressive grammar	77.6 (9.27)	55 – 109
Communicative participation (0-77)	43.6 (12.42)	7 – 70
Social-emotional functioning (0-40) <i>Strength and Difficulties questionnaire</i>	11.61 (5.27)	2 – 30
Quality of life (0-100) <i>KINDL-R</i>	76.6 (9.11)	45.8 – 98.96



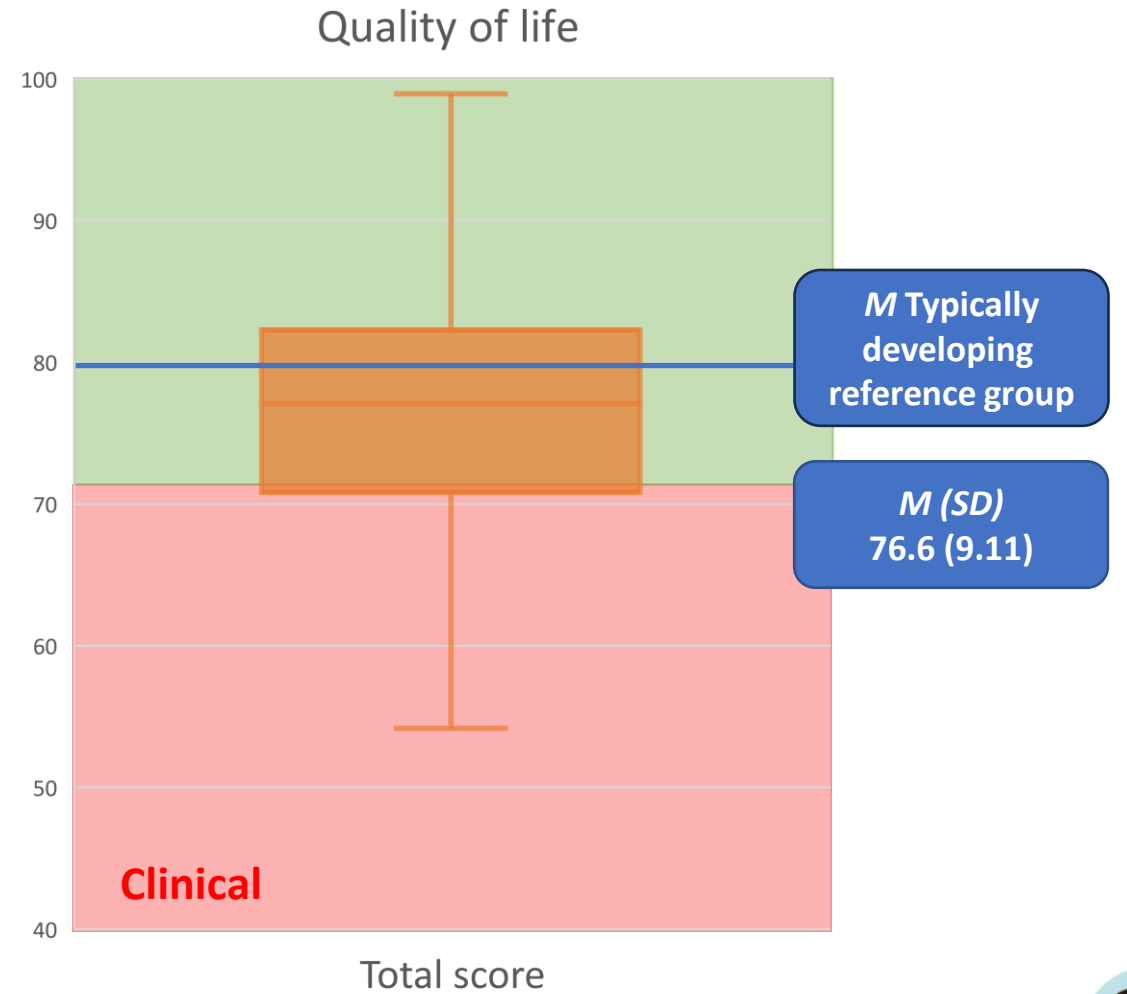
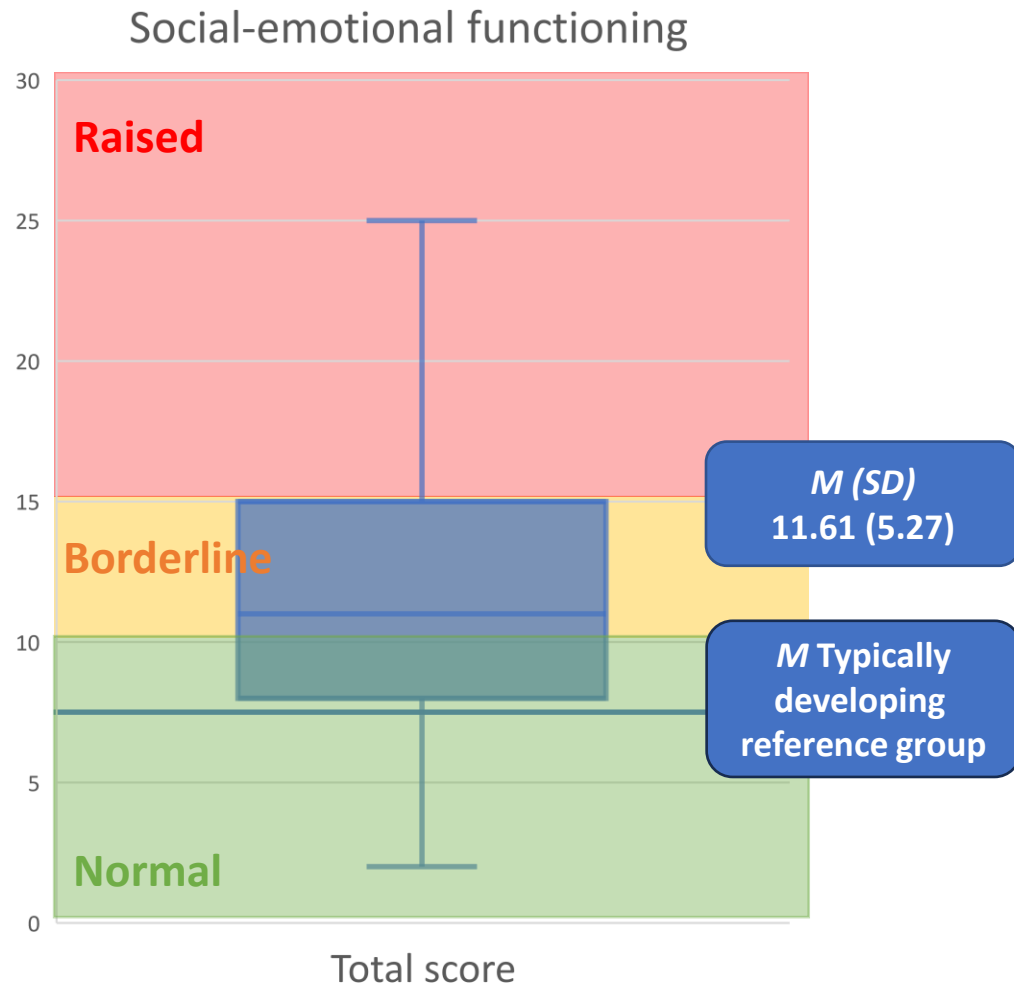
■ Boy ■ Girl

**Socio-economic status**

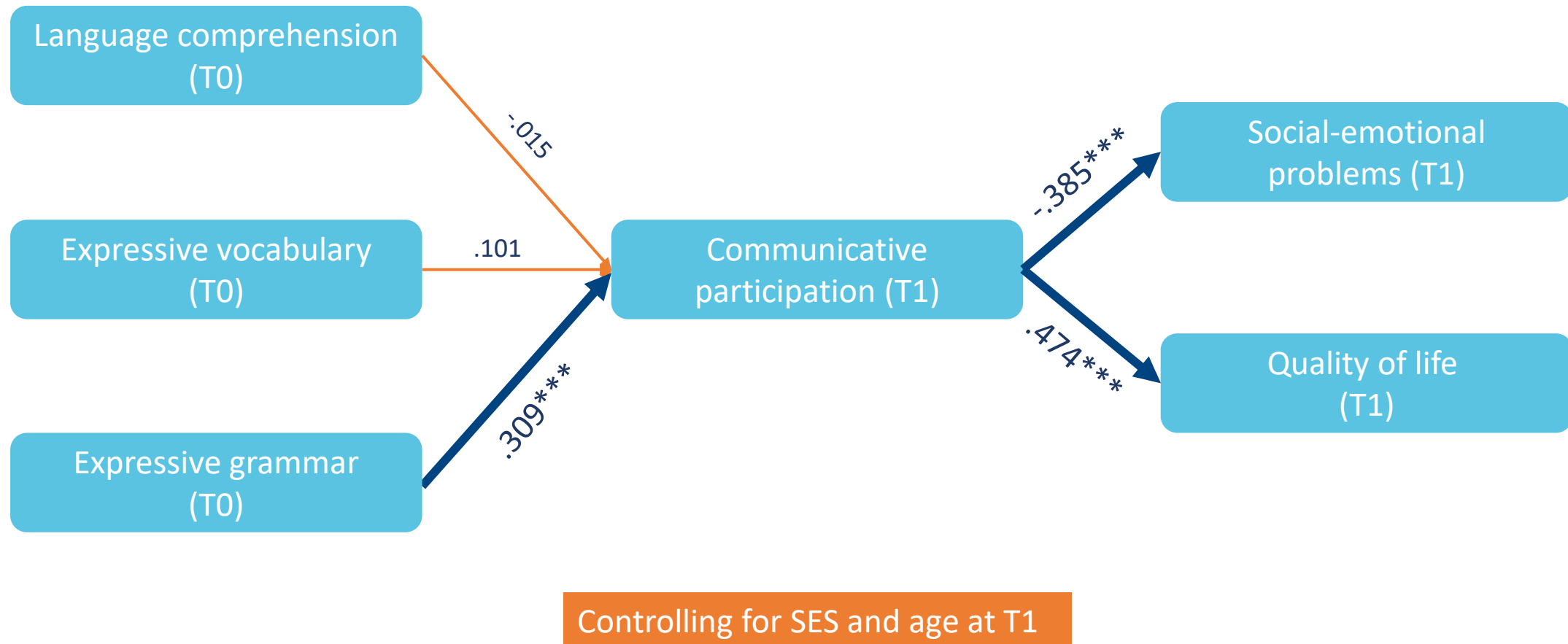


■ High SES ■ Middle SES ■ Low SES

# Variation in well-being

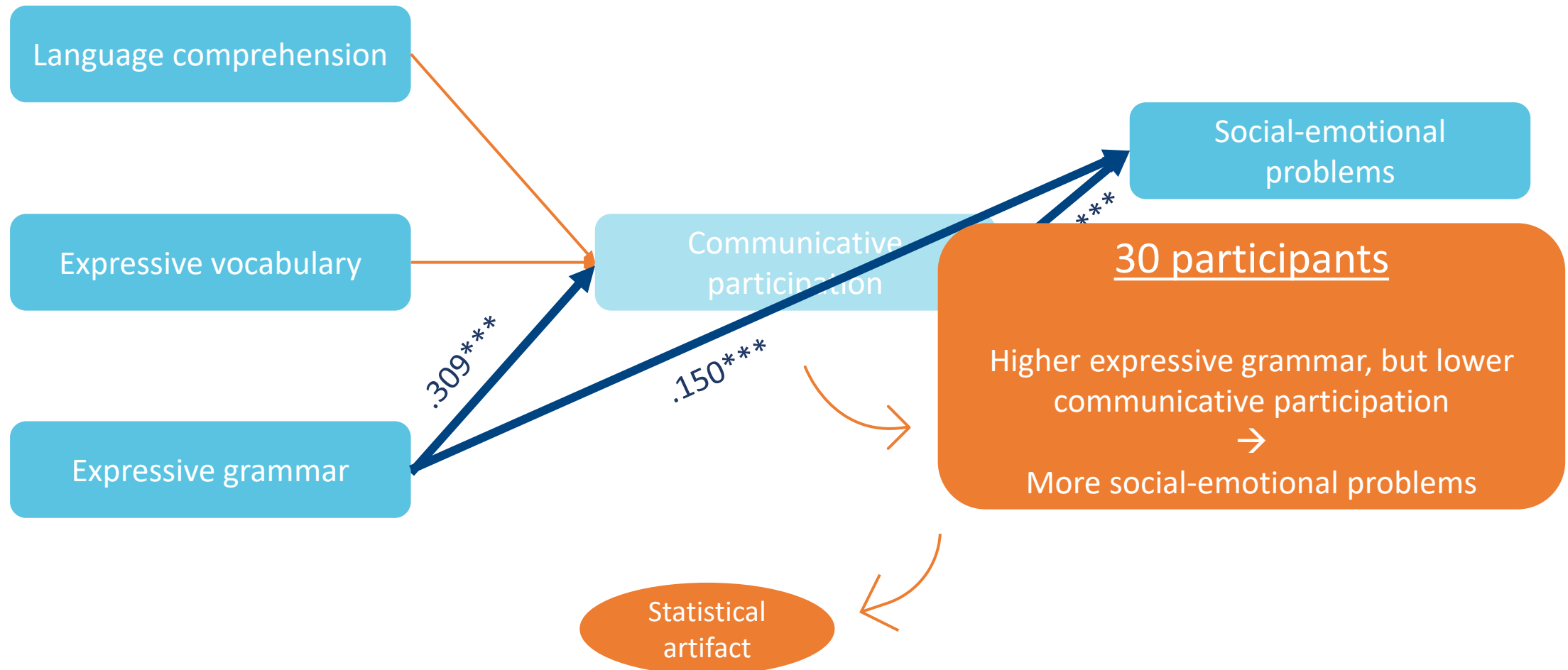


# Results – indirect effects of CP

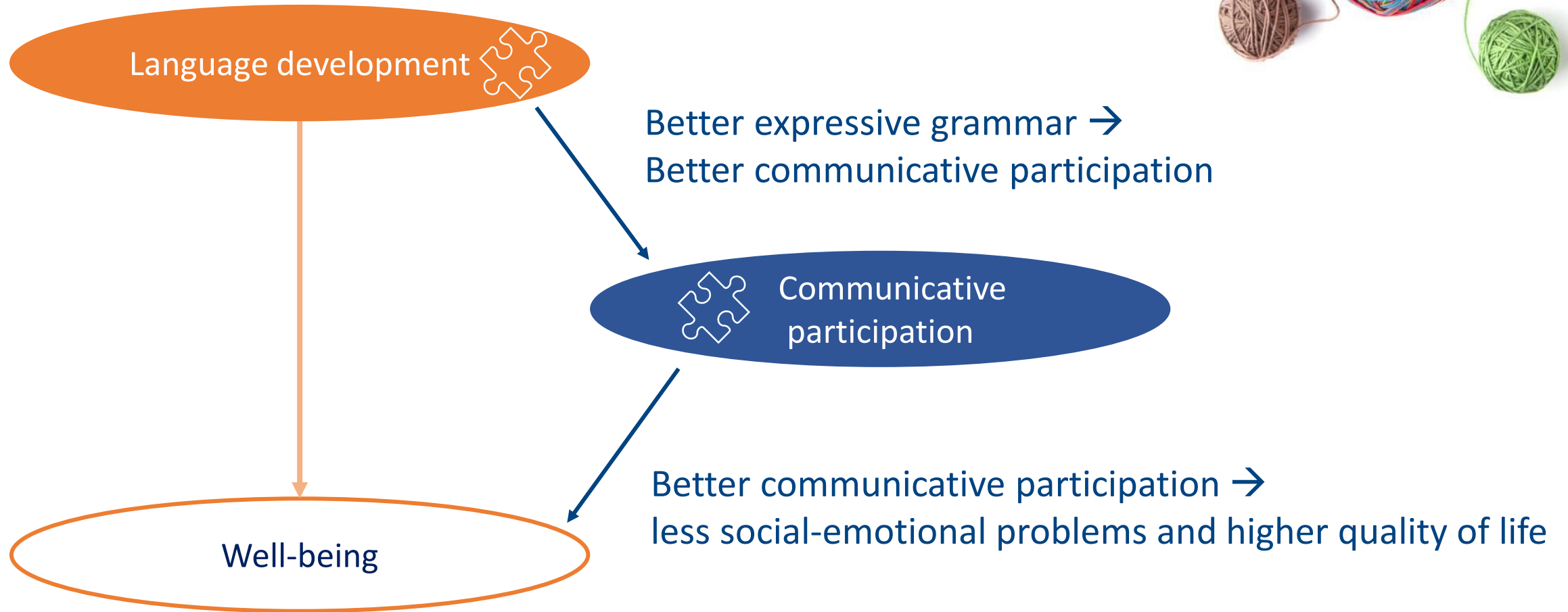




# Results – direct effect of expressive grammar?



# Conclusion



# Thank you and time for questions



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