



BEST PRACTICES GUIDE

INTRODUCTION

Language Disorder disorders impact the ability to understand, process, and express language and are not related to intelligence, hearing loss, or emotional conditions. In school contexts, they often go unnoticed or are misunderstood, which can lead to academic underachievement and social exclusion. Teachers are often the first to notice the signs, and with the right tools, they can play a vital role in identifying these students early and ensuring they feel included, understood, and supported.

DESCRIPTION OF IMPLEMENTED STRATEGIES

Early Identification of Language Disorders

✓ **Signs:** limited vocabulary, difficulty forming sentences, grammar errors, reading/writing struggles, frustration when trying to express ideas, avoidance of speaking in class.

✓ **Tools:** observation checklists, informal classroom assessments.

✓ **Actions:** collaborate with speech therapists, engage with families, suggest formal evaluations. using tools like:

- CELF (Clinical Evaluation of Language Fundamentals)
- PPVT (Peabody Picture Vocabulary Test)
- TOLD (Test of Language Development)

MODULE 5

LANGUAGE DISORDER





Supporting Inclusion in the Classroom

- ✓ Use **short, clear sentences** and **visual** cues.
- ✓ Break tasks into small steps.
- ✓ Accept **non-verbal communication** (e.g., drawings, gestures).
- ✓ **Scaffold assignments**: sentence starters, visual aids.
- ✓ Use speech-to-text and text-to-speech tools.
- ✓ Allow **extra time** to respond or complete assignments
- ✓ Promote small group discussions and celebrate strengths.
- ✓ Create a **safe space** where students are not pressured to speak.
- ✓ Highlight **student strengths** (e.g., creativity, problem-solving, empathy).

🧩 Recommended Tools:

- PECS
- Proloquo2Go (Picture-based communication apps)
- Book Creator (Digital storytelling tools)
- Google Voice Typing

RESULTS AND IMPACT

Implementing these strategies has led to:

- Improved classroom engagement of students with language disorders.
- Increased teacher confidence in adapting their practice and identifying student needs.
- Strengthened collaboration between teachers, families, and speech therapists.
- Higher student self-esteem, especially when their abilities are recognized and used meaningfully.





The approach has shifted from focusing on what these students cannot do, to creating pathways that enable them to succeed on their own terms.

CONCLUSIONS AND RECOMMENDATIONS

- **Detect early, act early:** Teachers should trust their observations and follow through with professional support.
- **Adapt, don't simplify:** Students with language disorders can achieve the same goals with adapted communication and assessment methods.
- **Celebrate small wins:** Encouragement builds confidence, especially in language-challenged students.
- **Include families:** Work hand-in-hand with parents and caregivers to reinforce language strategies at home.
- **Be patient and consistent:** Inclusion is not about shortcuts—it's about building an environment where all students thrive.