







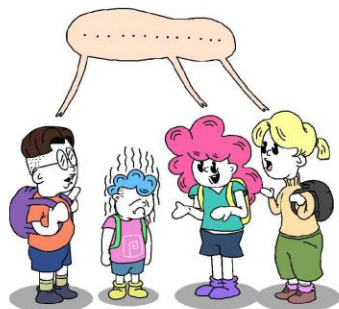

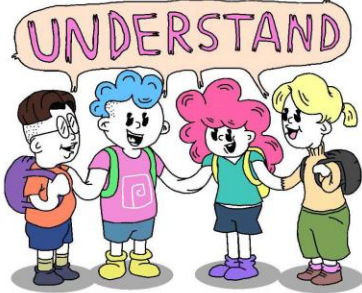
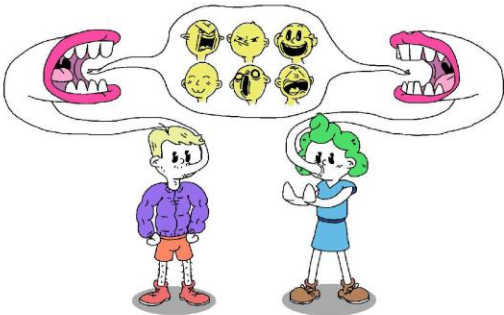
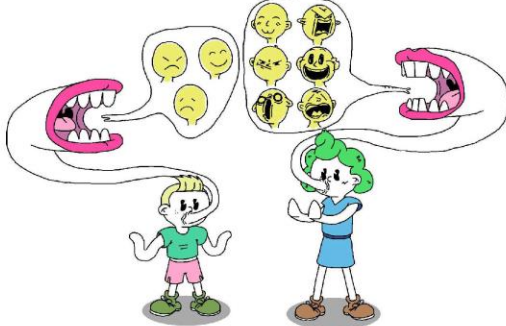
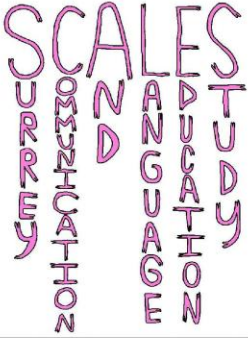
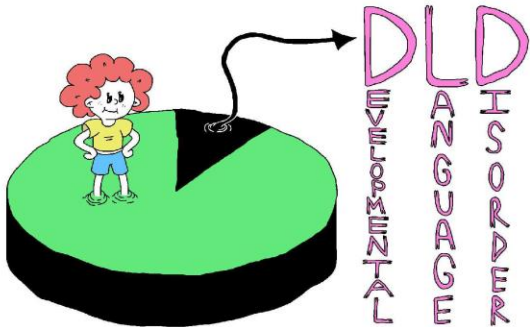


PAGE	SERIES / PROJECT		PAUPANIMATION
	S.C.A.L.E.S ANIMATION		
SCENE	ACTION - DIALOGUE - NOTES		PANELS
			
		<i>Me and my best friend had an argument last year when we were alone at school.</i>	
		<i>It was so bad we didn't want to talk to each other afterwards. argue about!</i>	
		<i>I was really angry,</i>	
		<i>but told myself to calm down and find a way to work it out.</i>	

We are happy for these images and texts to be included in your own awareness raising activities.
Credit to The Surrey Communication and Language in Education (SCALES) team (www.lilac-lab.org; @PALS_SCALES on twitter) and PaupAnimation (@paupanimation).



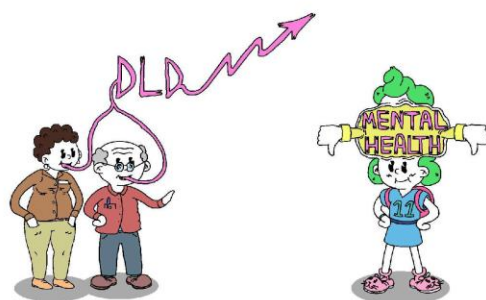
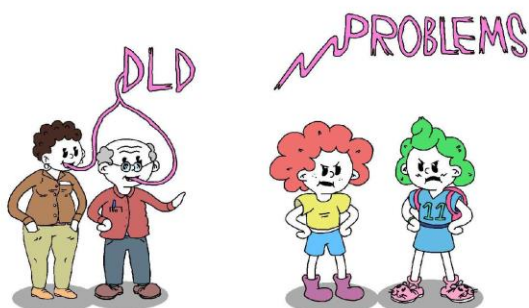

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	S.C.A.L.E.S ANIMATION		
SCENE		ACTION - DIALOGUE - NOTES	PANELS
		<i>I went over to her and said sorry. We talked about the argument and then she laughed and said what a silly thing it was to argue about!</i>	
		<i>We talked about the argument and then she laughed and said what a silly thing it was to argue about!</i>	
		Some young people do not develop language as expected,	
		and may not have the words or complex sentences needed to discuss feelings.	
			

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SCENE		ACTION - DIALOGUE - NOTES	PANELS
			
			
			
		Our research for the Surrey Communication and Language in Education Study (SCALES),	
		has found that around 7.5% of children have such unexplained language difficulties, known as Developmental Language Disorder or 'DLD'	

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	SCALES has tracked the language development of approximately 500 children with and without DLD from Reception class up to Year 8.		
	We found that even at school entry, teachers reported that children with DLD had more symptoms of social, emotional and behavioural problems.		
	At the end of primary school, when the children were aged 11, teachers reported children with DLD had poorer mental health outcomes		
	including higher rates of peer problems,		
	conduct problems, attention problems and emotional problems.		

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SCENE	ACTION - DIALOGUE - NOTES		PANELS
		<p>We also found children with DLD had more difficulty identifying and explaining emotions.</p> <p>Quote from child with DLD: <i>When I get stressed I can't talk, so it is hard for people to help me. I cry and I want to say stuff, but I just can't.</i></p>	
		<p>Language is a fundamental skill for academic and social success. Language is a fundamental skill for academic and social success.</p>	
		<p>Children with DLD are therefore more likely to leave school with fewer qualifications</p>	
		<p>and have trouble finding employment relative to peers without DLD.</p>	
		<p>This has been found in research studies around the world; in the UK, US, Australia, Canada and countries like Singapore where children learn more than one language.</p>	

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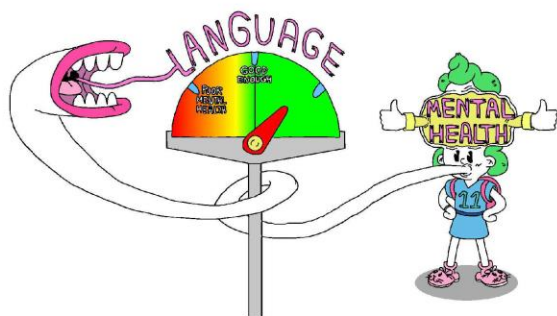
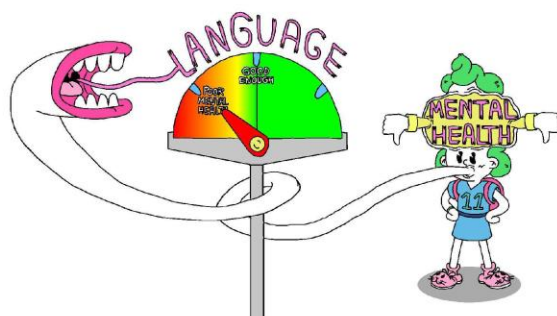
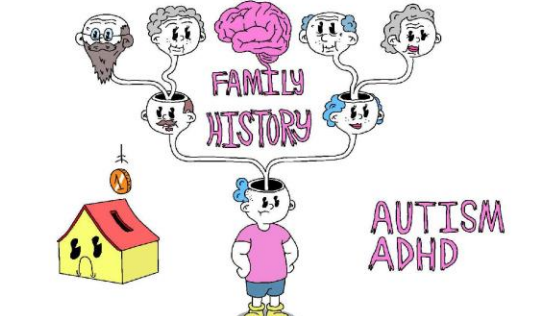
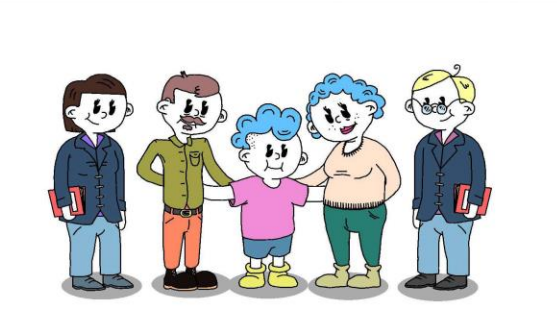

Quote from child with DLD: *When I get stressed I can't talk, so it is hard for people to help me. I cry and I want to say stuff, but I just can't.*

Language is a fundamental skill for academic and social success. Language is a fundamental skill for academic and social success.

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SCENE	ACTION - DIALOGUE - NOTES		PANELS
		<p>Quote from child with DLD: A supply teacher couldn't understand that I didn't know what a greenhouse was. I thought he meant GREEN HOUSE, not a house made of glass! I couldn't explain it and he didn't have the patience to find out. This made me really stressed.</p> <p>So how good does language need to be to support good mental health?</p>	
		<p>Our research suggests that there might be a minimum threshold of 'good enough' language, beyond which having more words and more complex sentences isn't related to even better mental health. Instead, the risk for poor mental health is amplified when language deficits are most severe.</p>	
		<p>Not all children with language difficulties will have poor mental health though - other factors are likely to be important, like a family history of mental illness, low family income and other developmental conditions like autism or ADHD.</p>	
		<p>Parents and professionals should therefore carefully monitor the mental health of children with DLD so they can spot signs early.</p> <p>Currently, most adolescents that are referred to mental health services are offered talking-therapies.</p>	
		<p>Quote from child with DLD: Right now I need support with my anxiety. This is especially hard for me because people support you with talking. My CAMHS worker is getting to know how to communicate with me. He checks what we've said, recaps it at the end, and takes a photo of what we write down so I can talk about it with my mum.</p> <p>It is really important that we ensure therapies are tailored to meet the needs of these vulnerable children.</p>	

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