Early Childhood Development: Predictors of Future Communication Challenges

INTRODUCTION

Speech-language pathologists working with young children in early intervention and other settings are faced with the difficult task of determining a child’s prognosis during a time of rapid change in the child’s development. Special circumstances, such as a child’s hearing impairment, suspected autism spectrum disorder, or adoption from a non-English-speaking country, further complicate the clinician’s charge. This journal self-study explores the prelinguistic skills underlying speech and language development and the impact early delays may have on later communication proficiency. The articles in the self-study explain clinical indicators to help identify those children who are at risk for delays. The articles also discuss various assessment and intervention tools to use with young children to assist in clinical decision-making.

LEARNING OUTCOMES

You will be able to:

• describe how delays in prelinguistic skills may affect later speech and language development
• apply research findings regarding predictors of later language delays during assessments of infants and toddlers to better determine prognoses
• identify red flags that may indicate the need for further evaluation or monitoring in special populations, such as internationally adopted children who have limited exposure to English
• discuss how even minor early language delays may impact future communication development

CONTENTS

Development of Joint Engagement in Young Deaf and Hearing Children: Effects of Chronological Age and Language Skills, by Ivette Cejas, David H. Barker, Alexandra L. Quittner, and John K. Niparko..................................................CE-1

Children With Differing Developmental Trajectories of Prelinguistic Communication Skills: Language and Working Memory at Age 5, by Sira Määttä, Marja-Leena Laakso, Asko Tolvani, Timo Ahonen, and Tuija Aro...........CE-12


A Longitudinal Study of Language and Speech in Children Who Were Internationally Adopted at Different Ages, by Sharon Glennen .............................................CE-37
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

**Start date:** February 14, 2015

**Peer reviewed:** January 22, 2017

**End date:** January 22, 2020

To earn continuing education credit, you must complete the test with a passing score on or before **January 22, 2020**.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for **0.45 ASHA CEUs** (Intermediate level, Professional area).

**STATEMENT ON EVIDENCE-BASED PRACTICE**

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term **evidence-based practice** refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*