Language in Kids Who Are Maltreated or Exposed Prenatally to Drugs or Alcohol

INTRODUCTION

Children who experience stress and trauma in utero and early infancy, as well as those who are maltreated as they grow up, are at a higher risk for many medical, developmental, psychological, and emotional problems, including deficiencies in language skills due to brain dysfunction or lack of adequate stimulation. SLPs should be aware of the impact that maltreatment and prenatal exposure to drugs and alcohol can have on a child’s development to ensure appropriate assessment and treatment. This journal self-study includes research articles that explore the effect of maltreatment on language as well as what impact prenatal exposure to cocaine, alcohol, and other medical and environmental factors may have on language development. This information will help clinicians tease out small language differences that may relate to social and academic difficulties that cannot be explained otherwise.

LEARNING OUTCOMES
You will be able to:
- Discuss the impact of common pre-, peri-, and neonatal conditions on the development of specific language impairment
- List reasons for language difficulties in children who are maltreated
- Explain how subtle differences in language and social communication can affect academic performance in children who are maltreated or exposed prenatally to drugs and alcohol
- Apply knowledge about the role prenatal exposure to drugs and alcohol, as well as maltreatment, has on a child’s language development to assessment and treatment

CONTENTS

Prenatal, Perinatal, and Neonatal Risk Factors for Specific Language Impairment: A Prospective Pregnancy Cohort Study, by Andrew J. O. Whitehouse, W. M. R. Shelton, Caleb Ing, and John P. Newnham.........................CE-1
Supplemental Materials ..................................................................................................................CE-11

A Meta-Analysis of Cross Sectional Studies Investigating Language in Maltreated Children, by Jarrad A. G. Lum, Martine Powell, Lydia Timms, and Pamela Snow.................................................................CE-12
Supplemental Materials ..................................................................................................................CE-28


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Language Outcomes at 12 Years for Children Exposed Prenatally to Cocaine, by Barbara A. Lewis, Sonia Minnes, Elizabeth J. Short, Meeyoung O. Min, Miaoping Wu, Adelaide Lang, Paul Weishampel, and Lynn T. Singer ....................CE-43

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Journal of Speech, Language, and Hearing Research
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To earn continuing education credit, you must complete the test with a passing score on or before December 24, 2020.

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