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# Specific Language Impairment in Special Populations

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### EVIDENCE-BASED PRACTICE

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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*

## INTRODUCTION

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Specific language impairment (SLI), while extensively researched, remains controversial as a diagnosis. This is largely due to the lack of a known cause and the frequency with which language impairments occur with other disorders or are confused with issues like bilingualism. The articles in this journal self-study, which were published as a research forum in the *Journal of Speech, Language, and Hearing Research*, seek to address some of the concerns and confusion surrounding SLI by comparing children with SLI to those with other disorders or differences. These comparisons may help determine the presence of shared symptoms and help uncover possible causes for SLI. In this self-study, comparisons are made to children with autism spectrum disorder, cochlear implants, and attention deficit hyperactivity disorder (ADHD) as well as those who speak English as a second language and those with nonmainstream dialects of English. Clinicians can use this information to help identify children with SLI and advocate for needed services as well as assist with differential diagnosis when a child presents with other issues.

### LEARNING OUTCOMES

*You will be able to:*

- discuss the issues and concerns that surround the diagnosis of specific language impairment (SLI)
- explain the reasons why children with SLI may not receive needed services
- describe the ways that concomitant language impairment may impact children with other disorders and differences, such as ADHD, autism, hearing loss, or bilingualism
- discuss ways to differentiate SLI from other disorders, such as ADHD, autism, and language or dialectal differences

## PROGRAM HISTORY and IMPORTANT INFORMATION

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Articles originally published in *Journal of Speech, Language, and Hearing Research*

**Start date:** November 9, 2016

**Available through:** May 19, 2018

To earn continuing education credit, you must complete the test with a passing score on or before **May 19, 2018**.

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](http://www.asha.org/shop).



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.65 ASHA CEUs (Intermediate level, Professional area).