**Preschool Language Disorders: Identification and Outcomes Reporting**

### INTRODUCTION

A child’s early language development can be used to predict later language and literacy skills, as well as school readiness and academic success. It has long been a challenge to distinguish children who are “late talkers” and will eventually develop age-appropriate language skills from those who might have a language delay that requires intervention. This journal self-study primarily examines issues related to assessing language disorders in preschoolers, in an attempt to identify those children who may be at risk for language and learning difficulties and would benefit from support. Specifically, articles examine risk factors for being a late talker, alternative methods of screening for language impairment, and the usefulness of parent and teacher reports when screening bilingual children. One final article discusses collecting and reporting outcomes for preschool children with speech and language disorders. Clinicians can use this information to improve their approach to language screening and outcomes reporting for preschoolers on their caseload.

### LEARNING OUTCOMES

You will be able to:

- discuss factors that contribute to late talking and language delays
- explain the benefits of latent class analysis for language screening
- describe the benefits and challenges of using parent and teacher reports when screening bilingual children
- discuss the use of the ICF-CY as a framework for measuring preschool speech and language outcomes

### CONTENTS

*Late Talkers: A Population-Based Study of Risk Factors and School Readiness Consequences*, by Carol Scheffner Hammer, Paul Morgan, George Farkas, Marianne Hillemeier, Dana Bitetti, and Steve Maczuga .............. CE-1

*Screening for Language Delay: Growth Trajectories of Language Ability in Low- and High-Performing Children*, by Marianne Klem, Bente Hagtvet, Charles Hulme, and Jan-Eric Gustafsson.......................................................... CE-21

*Screening Bilingual Preschoolers for Language Difficulties: Utility of Teacher and Parent Reports*, by Emmanuel Peng Kiat Pua, Mary Lay Choo Lee, and Susan J. Rickard Liow.......................................................... CE-32


Supplemental Materials ................................................................. CE-69

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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 September 5, 2021.

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