
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

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<i>Development of Joint Engagement in Young Deaf and Hearing Children: Effects of Chronological Age and Language Skills</i> , by Ivette Cejas, David H. Barker, Alexandra L. Quittner, and John K. Niparko	CE-1
<i>Children With Differing Developmental Trajectories of Prelinguistic Communication Skills: Language and Working Memory at Age 5</i> , by Sira Määttä, Marja-Leena Laakso, Asko Tolvanen, Timo Ahonen, and Tuija Aro	CE-12
<i>Illusory Recovery: Are Recovered Children With Early Language Delay at Continuing Elevated Risk?</i> by Philip S. Dale, Andrew J. McMillan, Marianna E. Hayiou-Thomas, and Robert Plomin.....	CE-26
<i>A Longitudinal Study of Language and Speech in Children Who Were Internationally Adopted at Different Ages</i> , by Sharon Glennen.....	CE-37

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA's scholarly journals

Original start date: February 14, 2015

Peer reviewed: January 22, 2017

End date: January 22, 2022

To earn continuing education credit, you must complete the test with a passing score on or before **January 22, 2022**.



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 0.45 ASHA CEUs (Intermediate level, Professional area).