

# What to know about speech disorders

Speech and sound disorders affect 8 to 9 percent of children in the U.S. Depending on the child's age and the underlying cause of the impairment, early intervention can be critical to preventing long-standing difficulties with speech and language.



## Types of speech disorders

### **Speech articulation:**

Omitting/distorting sounds or substituting one sound for another.

### **Voice:**

Abnormal vocal skills; changes in voice quality may indicate ongoing disorder.

### **Language:**

Affects use or understanding of language; may affect social communication and ability to understand body language.

### **Fluency:**

Stuttering or abnormal speech production (common among pre-schoolers); if lasts for more than a few months, it may indicate a more severe, ongoing disorder.

## Diagnosis

If your child exhibits delayed speech and language development, it is important to schedule a full hearing examination with your pediatrician. One in four children will have some degree of hearing loss in their life and nearly 6 percent will be diagnosed with a specific language impairment.

From there, a speech-language evaluation with a licensed speech pathologist may be necessary to assess voice, fluency, and speech and language.



## Treatment

Children between the ages of 1 and 4 with speech difficulties are often treated through play-based speech therapy. As they get older, therapy may continue to utilize games, art and music in addition to more structured techniques such as oral-motor assessments, language interventions or speech practice — depending on the type of speech disorder, the cause and the therapist.



# Specific Speech And Language Disorders In Children

**Laurence B. Leonard**



## **Specific Speech And Language Disorders In Children:**

**Specific Speech and Language Disorders in Children** Paul Fletcher, David Hall, 1992 *Specific Speech and Language Disorders in Children* Paul Fletcher, David M. B. Hall, Elizabeth Auger, 1992 **Intervention in Child Language Disorders** Ronald B. Hoodin, 2010-08-06 [Speech and Language Disorders in Children](#) National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Institute of Medicine, Board on Children, Youth, and Families, Board on the Health of Select Populations, Committee on the Evaluation of the Supplemental Security Income (SSI) Disability Program for Children with Speech Disorders and Language Disorders, 2016-05-06

Speech and language are central to the human experience they are the vital means by which people convey and receive knowledge thoughts feelings and other internal experiences Acquisition of communication skills begins early in childhood and is foundational to the ability to gain access to culturally transmitted knowledge organize and share thoughts and feelings and participate in social interactions and relationships Thus speech disorders and language disorders disruptions in communication development can have wide ranging and adverse impacts on the ability to communicate and also to acquire new knowledge and fully participate in society Severe disruptions in speech or language acquisition have both direct and indirect consequences for child and adolescent development not only in communication but also in associated abilities such as reading and academic achievement that depend on speech and language skills The Supplemental Security Income SSI program for children provides financial assistance to children from low income resource limited families who are determined to have conditions that meet the disability standard required under law Between 2000 and 2010 there was an unprecedented rise in the number of applications and the number of children found to meet the disability criteria The factors that contribute to these changes are a primary focus of this report Speech and Language Disorders in Children provides an overview of the current status of the diagnosis and treatment of speech and language disorders and levels of impairment in the U S population under age 18 This study identifies past and current trends in the prevalence and persistence of speech disorders and language disorders for the general U S population under age 18 and compares those trends to trends in the SSI childhood disability population *Specific Speech and Language Disorders in Children*, 1992 **Children with Specific Language Impairment** Laurence B. Leonard, 2014-06-13 Children with specific language impairment SLI show a significant deficit in spoken language that cannot be attributed to neurological damage hearing impairment or intellectual disability More prevalent than autism and at least as prevalent as dyslexia SLI affects approximately seven percent of all children it is longstanding with adverse effects on academic social and eventually economic standing The first edition of this work established Children with Specific Language Impairment as the landmark reference on this condition considering not only the disorder s history possible origins and treatment but also what SLI might tell us about language organization and development in general This second edition offers a complete update of the earlier volume Much of the second edition is

completely new reflecting findings and interpretations based on the hundreds of studies that have appeared since the publication of the first edition in 1997 Topics include linguistic details descriptive and theoretical word and sentence processing findings genetics neurobiology treatment and comparisons to such conditions as autism spectrum disorders ADHD and dyslexia The book covers SLI in children who speak a wide range of languages and although the emphasis is on children it also includes studies of adults who were diagnosed with SLI as children or are the parents of children with SLI Written by a leading scholar in the field Children with Specific Language Impairment offers the most comprehensive balanced and unified treatment of SLI available *Speech and Language Impairments in Children* Dorothy V.M

Bishop, Laurence B Leonard, 2014-04-23 Delayed development of speech and or language is one of the commonest reasons for parents of preschool children to seek the advice of a paediatrician Accessible to non academic Speech and Language Impairments provides an overview of recent research developments in specific speech and language impairments written by experts in the field Topics include normal and disordered development of problems crosslinguistic studies pragmatic language impairments early identification educational and psychiatric outcomes acquired epileptic aphasia and experimental studies of remediation The book concludes with a chapter by Michael Rutter that gives guidelines for conducting and evaluating research in this field **Language and Communication Disorders in Children** Deena Kahan

Bernstein, Ellen Morris Tiegerman-Farber, 1985 **Differential Diagnosis and Treatment of Children with Speech Disorder** Barbara Dodd, 2013-05-30 Paediatric speech and language therapists are challenged by diminished resources and increasingly complex caseloads The new edition addresses their concerns Norms for speech development are given differentiating between the emergence of the ability to produce speech sounds articulation and typical developmental error patterns phonology The incidence of speech disorders is described for one UK service providing crucial information for service management The efficacy of service provision is evaluated to show that differential diagnosis and treatment is effective for children with disordered speech Exploration of that data provides implications for prioritising case loads The relationship between speech and language disorders is examined in the context of clinical decisions about what to target in therapy New chapters provide detailed intervention programmes for subgroups of speech disorder delayed development use of atypical error patterns inconsistent errors and development verbal dyspraxia The final section of the book deals with special populations children with cognitive impairment hearing and auditory processing difficulties The needs of clinicians working with bilingual populations are discussed and ways of intervention described The final chapter examines the relationship between spoken and written disorders of phonology *Language Disorders in Children and Adults* Victoria Joffe, Madeline Cruice, Shula Chiat, 2008-09-15 This book contains contributions from eminent clinicians and researchers in the field of language impairment and crosses the bridge between children and adults It reflects the developments that have taken place in Speech and Language Therapy over the past 10 years and focuses on issues in SLT that have recently come

into ascendancy These include personal and social consequences of language disability and how to measure these the evidence base for speech and language therapy interventions language processing and the interplay between language and cognition and the degree to which impairments in one affect the other There is a growing concern about the needs of adolescents who have language difficulties a group who by their age development and experience straddle the child adult divide It extends the themes by looking at future implications and sets out the challenges ahead for the speech and language therapy profession

**Assessment of Language Disorders in Children** Rebecca Joan McCauley, 2001 This book constitutes a clear comprehensive up to date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders Rebecca McCauley describes specific commonly used tools as well as general approaches ranging from traditional standardized norm referenced testing to more recent ones such as dynamic and qualitative assessment Highlighting special considerations in testing and expected patterns of performance she reviews the challenges presented by children with a variety of problems specific language impairment hearing loss mental retardation and autism spectrum disorders Three extended case examples illustrate her discussion of each of these target groups Her overarching theme is the crucial role of well formed questions as fundamental guides to decision making independent of approach Each chapter features lists of key concepts and terms study questions and recommended readings Tables throughout offer succinct summaries and aids to memory Students their instructors and speech language pathologists continuing their professional education will all welcome this invaluable new resource Distinctive features include A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children's language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers

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*Speech and Language Impairments in Children* Dorothy V. M. Bishop, Laurence B. Leonard, 2000 SLI is a fairly common disorder This book aims to provide up to date information on this often neglected topic Each chapter provides an accessible overview of recent research developments written by experts in the field

**Language Disorders in Children** Mahabalagiri N. Hegde, Christine A. Maul, 2006 Provides an all encompassing look at the treatment of language disorders in various clinical populations including children with autism developmental disability hearing loss and neurological impairment Includes practical and jargon free descriptions of theoretical concepts and treatment procedures ensure clinicians can readily implement the procedures in their practice

**Children with Specific Language Impairment** Laurence B. Leonard, 2000 Children with Specific Language Impairment covers all aspects of SLI including its history possible genetic and neurobiological origins and clinical and educational practice

The MIT Encyclopedia of Communication Disorders Raymond D. Kent, 2004 A major new reference work with entries covering the entire field of communication and speech disorders

*Language Disorders from Infancy Through Adolescence* Rhea Paul, 2007-01-01 This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments The book covers language development from birth to adolescence

*Developmental Psychopathology, Volume 3* Dante Cicchetti, Donald J. Cohen, 2006-03-31 Developmental Psychopathology Volume 3 Risk Disorder and Adaptation provides a life span developmental perspective on high risk conditions and mental disorders Moreover it examines developmental pathways to resilient adaptation in the face of adversity

*Children's Language and Communication Difficulties* Julie Dockrell, 1999-06-03 Children s language difficulties affect many areas of functioning and development Since most children with these difficulties are expected to function in ordinary schools and nurseries it is important that parents teachers and practitioners have a broad understanding of the issues Language and communication problems typically fall under the umbrella terms language disability language delay or language difficulties They can range from an occasional difficulty with certain sounds to an inability to communicate using spoken language These problems can occur in isolation or be associated with a range of special needs such as hearing loss visual impairment or learning disabilities This is the first introductory text to outline the difficulties experienced by children and link these to issues surrounding multidisciplinary assessment

intervention and service provision Children's Language and Communication Difficulties offers professionals and parents an up to date account of the developmental language problems that children experience the provision available to meet the child's needs the long term impact of language difficulties The authors examine the problems of identification and diagnosis and explore the range of physical and cognitive disabilities associated with language problems They have also looked closely at alternative forms of communication and have provided the reader with discussion and evaluation of recently developed intervention techniques

*Handbook of Children's Literacy* Terezinha Nunes, Peter Bryant, 2013-03-09 PETER BRYANT TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies as the chapter by Sprenger-Charolles clearly shows and so do the difficulties that they encounter in learning about their own orthography Nevertheless most people who have the chance to learn to read do in the end read well enough even though a large number experience some significant difficulties on the way Most of them eventually become reasonably efficient spellers too even though they go on make spelling mistakes at any rate if they are English speakers for the rest of their lives So the majority of humans plainly does have intellectual resources that are needed for reading and writing but it does not always find these resources easy to marshal What are these resources Do any of them have to be acquired Do different orthographies make quite different demands on the intellect Do people differ significantly from each other in the strength and accessibility of these resources If they do are these differences an important factor in determining children's success in learning to read and write These are the main questions that the different chapters in this section on Basic Processes set out to answer

## Unveiling the Power of Verbal Art: An Emotional Sojourn through **Specific Speech And Language Disorders In Children**

In a global inundated with screens and the cacophony of quick interaction, the profound energy and mental resonance of verbal artistry frequently disappear in to obscurity, eclipsed by the constant assault of noise and distractions. However, located within the musical pages of **Specific Speech And Language Disorders In Children**, a captivating function of fictional brilliance that impulses with fresh emotions, lies an memorable trip waiting to be embarked upon. Penned by way of a virtuoso wordsmith, that exciting opus courses visitors on a mental odyssey, lightly exposing the latent possible and profound affect embedded within the complex internet of language. Within the heart-wrenching expanse of the evocative evaluation, we will embark upon an introspective exploration of the book is central styles, dissect their interesting writing fashion, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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