

Paediatric Language Group 2015

Language difficulties:
What does the future hold?



The question for the year was...

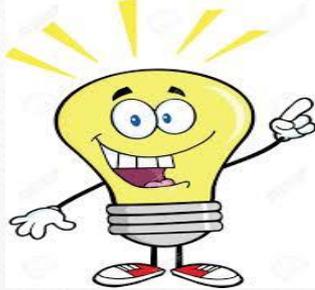
- What are the long term academic outcomes for children with a history of language difficulties?



Types of articles?

- Prognosis studies
- Longitudinal
- Prospective
- Retrospective





Findings

1. Long term language outcomes
2. Familial link
3. Language is heterogeneous
4. Impact on academic skills
5. Behaviour and mental health outcomes
6. Employment outcomes
7. Ongoing intervention



Long Term Outcomes

- Qualitative differences exist in areas such as vocabulary, grammar, reading comprehension and verbal memory in children with a history of language difficulties (Rescorla 2005, 2009).
- Receptive language growth is highly predictable over time (Law, Tomblin, Zhang 2008).



Related findings



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- There is a familial link with language impairment (Clark et al 2007).
 - Language delay is highly heterogeneous and predicting outcomes for specific children is difficult (Law, Tomblin and Zhang, 2008).
 - Children with severe receptive language delays at 7 years are likely to continue with this severity (Law, Tomblin and Zhang, 2008).

Impact on academic skills



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- Children with better language skills and performance IQ have better basic number skills (Durkin, Mok and Conti-Ramsden, 2013).
 - Development of number skills is dependent on language skills (Durkin et al., 2013).
 - Children with language impairment perform markedly below norms in all subjects - lowest in English, then Maths then Science (Durkin, Mok and Conti-Ramsden, 2014).
 - Children with better language at 7 years results in better performance in subjects (Durkin et al., 2014)

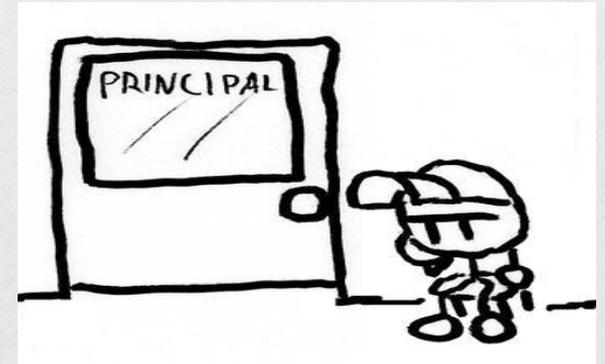
Impact on Academic Skills

- Children with language impairment have significantly lower academic measures (reading, spelling and arithmetic) and are 5x more likely to have academic difficulties compared to peers (Young et al 2002)
- PA deficits persist into young adulthood (Young et al 2002)
- Children with a resolved language impairment can achieve academic grades that are not significantly different to typically developing peers (Conti-Ramsden, Durkin, Simkin and Knox, 2009).
- Literacy is a stronger predictor of academic outcomes than oral language skills (Conti-Ramsden et al, 2009)



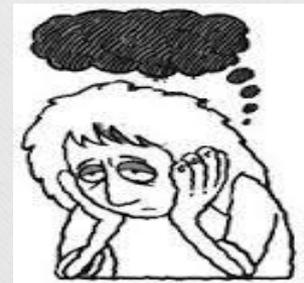
Behaviour and Mental Health Outcomes

- Language disorders also negatively impact social skill development.
- Affects ability to communicate with peers (Snowling et al 2006; Huaqing et al 2004).
- Can put children at risk of expulsion (Clegg, 2005; Ripley Yuill ,2005).



Behaviour and Mental Health Outcomes

- Can be a strong predictor of engagement in anti-social activity. (Brownlie et al. 2004)
- Studies of prison populations and youth offender programs indicate a disproportionate number of prisoners with language difficulties (Ripley & Yuill 2005).
- Clinically significant yet previously undiagnosed language disorders in between 46-52% of young male offenders (Snow 2014).



Employment Outcomes



- Challenges for children with speech language and communication disorders extend beyond the school years. Poor academic results can exclude adolescents from a wide variety of employment opportunities (Conti-Ramsden, Botting and Faragher, 2001).
- Academic learning approaches are routinely based on the presumption that children have an adequate grasp of language.
- As such children with language disorders struggle with classroom content, fail to succeed academically and progress to further education which can directly effect marketable employment skills , (Conti-Ramsden et al 2001; Conti-Ramsden 2007; Clegg et al 2005).

Employment Outcomes

- Employment in sectors that do not require tertiary education still expect employees to have an acceptable command of language and literacy skills placing adolescents with speech language and communication difficulties at a disadvantage (Conti, 2007; Clegg et al 2005).



Importance of Ongoing Intervention

"Access to appropriately structured speech pathology services in schools is integral to the achievement of educational outcomes for students with special needs in communication."

(Speech Pathology Australia, 2004).

"Speech pathologists are essential service providers in mental health settings. Speech pathologists working in mental health have the capacity to enhance the health, well-being and participation of people with mental health conditions through prevention, early detection and treatment of communication and swallowing disorders."

(Speech Pathology Australia, 2010).



Speech
Pathology
Australia

Importance of Ongoing Intervention



- Conti- Ramsden et al (2012) investigated the longitudinal trajectories of verbal and nonverbal skills in individuals with a history of specific language impairment(SLI) from childhood to adolescence.
- 242 participants with history of specific language impairment with a history of SLI at ages 7, 8, 11 ,14, 16 and 17.
- Assessment battery was completed at each time point.
- Psychometric testing was carried out at either 14y or 16y, not both, due to funding restrictions.

Importance of Ongoing Intervention



- Results indicated that an Overall Stable trajectory of SLI
- Early Intervention has been a major focus of research , funding and treatment of SLI the findings indicates again what we already know about the effect that persisting language disorders will persist if untreated.
- Study highlighted the need for further research into examine the relationships that exist between developments in language and other important areas of child and adolescent development, such as social, behavioural, and emotional functioning.
- Further research is also needed to examine the impact on adult outcomes of a history of consistent language difficulties and, in a notable proportion of individuals, a slowing down in the growth of their nonverbal skills.

Clinical Bottom Line



Clinical bottom line

- Language difficulties persist into adulthood. Qualitative differences exist in language profiles into adulthood.
- Ongoing intervention is needed to minimise the negative impact that persisting language disorders can have on social, emotional and academic outcomes.

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- Members of our Language EBP group for attending each meeting and for critically appraising our articles.



2016

- Topic: TBC - Watch this space!

Group Leaders

- Jessica.waters@sswahs.nsw.gov.au
- Maryfalco@lifestart.org.au

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