

Do preschool children's speech sound error patterns predict their school-age phonological awareness skills?

Meaghan Alexander

M.Cl.Sc (SLP) Candidate

University of Western Ontario: School of Communication Sciences and Disorders

This critical review examines the predictive relationship between preschoolers' speech production and their preschool and school-age phonological awareness skills. A literature search using computerized databases was completed and yielded



early-8 sounds significantly predicted rhyme awareness but did not predict phoneme awareness. Interestingly, the authors found that children with advanced articulation had significantly higher rhyme awareness and non-word repetition scores than children exhibiting typical speech development.

This study provides strong suggestive evidence that abnormalities in the developmental trajectory of speech sound acquisition may correspond to specific weaknesses in select P.A.

nondropout group where they found significant differences only for a preschool vocabulary measure.

Appropriate correlational analyses were carried out and revealed a significant relationship between atypical errors at Time 1 and lower P.A. scores at Time 2. Follow-up analyses were performed based on dividing participants into those who had atypical errors at Time 1 (n = 14) and those who did not (n = 150).



