



**Sices, Taylor, Freebairn, Hansen and Lewis (2007)** used a between groups design to examine the early reading and writing outcomes of 125 preschool children (ages 3-6 years) with moderate to severe SSD. Individual associations between SSD severity and comorbid LI on literacy outcomes were examined.

Participants were well-described using specific inclusion and exclusion criteria. Appropriate methods of evaluation were used to classify participants into two comparison groups: isolated SSD and SSD with comorbid LI. PerformD(:) 3 0.0081 Tc 41 0 0 41 0 0Tm /TT2 T 0.0071 TT Q q 0.24 0 48 cAm /TT2 T 0.0071 TT Q q 0.24 0 48 c/

ehrl(b)

Appropriate statistical analyses revealed that as a whole, the SSD group performed more poorly than the TD controls on literacy outcome measures. Both LI and persistent SSD were associated with poor PA outcomes, but only language skills predicted literacy outcomes.  
SSD





literacy difficulties remains unclear, as Peterson et al. (2009) found that isolated SSD predicted PA skills but not literacy outcomes, and Hesketh (2004) found that PA skills were the best predictor of literacy achievement. The predictive relationship between PA skills and literacy outcomes is outside the scope of this review and further research is needed to evaluate this association.

There was evidence to suggest that SSD characteristics also influence literacy outcomes. Some studies indicated that persistent SSD to the age of school entry and the presence of disordered speech errors may increase risk for poorer outcomes. It is speculated that children with

reading disorders. Paper presented at the Annual Convention of the American Speech and Hearing Association; Atlanta, GA: Nov. 1996.

Nash, H.M., Hulme, C., Gooch, D., & Snowling, M.J. (2013). Preschool language profiles of children at family risk of dyslexia: Continuities with specific language impairment. *Journal of Child Psychology and Psychiatry*, 54(8), 958-968.

Nathan, L., Stackhouse, J., Goulandris, N., & Snowling, M.J. (2004). The development of early literacy skills among children with speech difficulties: A test of the “critical age hypothesis”. *Journal of Child Psychology and Psychiatry*, 45(3), 377-388.

, 377