

Critical Factors related to the presence of communication disorders in the history of practice

Marina Paron
M.Cl.Sc SLP Candidate
University of Western Ontario: School of Communication Sciences and Disorders

Current research has produced mixed results regarding the existence of an association between

These findings provide somewhat suggestive evidence that persistence of SSD and the presence of a higher number of atypical speech errors play a role in later reading difficulties in school-age children diagnosed with SSD, however, this may hold true only during the early years of literacy development. Additionally, this study provides suggestive evidence of an ongoing association between poorer reading outcomes and comorbid LI and/or genetic risk of Dyslexia.

Grw r : ' ' completed a single-group research study in order to examine whether any correlations existed between standardized assessment scores of speech perception, articulation, and receptive

of its measures. This study is limited by the use of a relatively homogenous sample in terms of sociodemographics, meaning that generalizability of results may be low. The authors did not report on reliability scores.

This study provides suggestive evidence that the presence of comorbid language difficulties predicts literacy difficulties in school-age children with a history of SSD. Additionally, this study provides somewhat suggestive evidence that there is an association between SSD persistence and phonological awareness abilities during the early school years, however, a similar association between SSD persistence and later literacy outcomes was not found.

Wolfs, B. et al. (2019) completed a between-groups, correlational design in order to determine whether a significant association existed between polysyllabic word production accuracy and known predictors of literacy development, including phonological processing, receptive vocabulary, and print knowledge. Participants included 93 children with a diagnosis of SSD between the ages of 4- and 5-years-old who were divided into two groups based on overall production accuracy for polysyllabic words (low vs. moderate). Polysyllabic word production and preliteracy skills were both examined using standardized assessment measures.

Appropriate, detailed statistical analysis revealed that there was a significant difference between children with low polysyllabic word production accuracy and moderate polysyllabic word production accuracy on three of the four phonological awareness measures examined, with the low accuracy cluster performing significantly worse. A similarly significant difference was identified for measures of receptive vocabulary; however, no significant difference was found on measures of print knowledge. The present study provided detailed descriptions of procedures and participant criteria. As a result, this study is highly replicable. Appropriate reliability was also reported. This study is limited by the absence of a TD comparison group, and the short-term nature of the investigation.

These findings provide somewhat suggestive evidence that school-age children diagnosed with SSD with lower performance accuracy for the production of polysyllabic words are at an increased risk of experiencing difficulties during preliteracy development.

Wolfs, B. et al. (2019) completed a longitudinal, mixed research study in order to examine the association between phonological processing skills and reading outcomes in children diagnosed with SSD. Participants

development in school-age children with a diagnosis of SSD. However, the findings of this review still have