

# Table of Contents

<b>1</b>	<b>Description</b>	<b>1</b>
1.1	Terminology	1
1.1.1	Terms for Language Difficulties	2
1.1.2	Diagnostic Criteria for Language Disorders	2
1.1.3	Alternative Classification Frameworks for Language Impairment	5
1.1.4	Speech Disorders	6
1.1.5	Historical Terms	6
1.2	Definition	7
1.2.1	Language Domains	7
1.2.2	Late Language Emergence	9
1.2.3	Diagnostic Criteria: Language Impairment / Language Disorders	9
1.2.4	Expressive Language Impairment	10
1.2.5	Receptive Language Impairment	12
1.2.6	Definitional Issues	12
1.2.7	Stigma, Labeling, and Terminology	14
1.3	Epidemiology	15
1.3.1	Sex Ratio, Cultural, and Socioeconomic Factors	15
1.4	Course and Prognosis	15
1.4.1	Early Childhood: Late Language Emergence	15
1.4.2	Child and Adolescent Development	16
1.4.3	Adult Outcomes	16
1.5	Differential Diagnosis	17
1.5.1	Developmental Delay / Intellectual Disabilities / Mental Retardation	17
1.5.2	Environmental Deprivation	17
1.5.3	Autism Spectrum Disorder / Pervasive Developmental Disorders	18
1.5.4	Selective Mutism	18
1.6	Comorbidities	19
1.6.1	Phonological Disorder	19
1.6.2	Learning Disabilities	19
1.6.3	Anxiety Disorders	19
1.6.4	Attention-Deficit/Hyperactivity Disorder	20
1.6.5	Conduct Disorders / Delinquency	20
1.6.6	Other Mental Health Concerns	21
1.7	Diagnostic Procedures and Documentation	21
1.7.1	Language Screening	21
1.7.2	Language Assessment	24
1.7.3	Assessment Tools for Behavioral and Emotional Concerns	24
<b>2</b>	<b>Theories and Models of Language Disorders in Children and Adolescents</b>	<b>30</b>
2.1	Typical Language Development	30
2.1.1	Prenatal and Neonatal Development	30
2.1.2	Environmental Support for Language Learning	35

2.1.3	Critical / Sensitive Periods . . . . .	36
2.2	Language Impairment / Language Disorders . . . . .	36
2.2.1	Genetics and Language Impairment. . . . .	37
2.2.2	Information Processing and Working Memory Limitations. . . . .	38
2.2.3	Hearing Impairment and Otitis Media . . . . .	39
2.2.4	Environmental Factors . . . . .	39
2.3	Models Linking LI and Psychosocial Outcomes . . . . .	40
2.3.1	Parent–Child Relationships . . . . .	40
2.3.2	Unrecognized Comprehension Problems . . . . .	40
2.3.3	Self-Regulation. . . . .	41
2.3.4	Social Problems . . . . .	42
2.3.5	Academic Achievement Issues and Competence . . . . .	42
<b>3</b>	<b>Diagnosis and Treatment Indications . . . . .</b>	<b>44</b>
3.1	Diagnostic Approach . . . . .	44
3.2	Treatment Indications . . . . .	46
3.2.1	Guidance . . . . .	46
<b>4</b>	<b>Treatment . . . . .</b>	<b>53</b>
4.1	Methods of Treatment. . . . .	53
4.1.1	General Treatment Guidelines . . . . .	53
4.1.2	Focus on Language. . . . .	54
4.1.3	Comorbid Language Disorders: Clarifying the Issues . . . . .	58
4.1.4	Organizing the Treatment . . . . .	69
4.1.5	Core Therapeutic Approaches. . . . .	80
4.1.6	Therapeutic Considerations for Adolescents With LI . . . . .	90
4.1.7	Social Skills Training Programs . . . . .	94
4.2	Mechanisms of Action . . . . .	97
4.2.1	Working With the Environment . . . . .	97
4.2.2	Working With the Child . . . . .	97
4.3	Efficacy and Prognosis. . . . .	98
4.3.1	Anxiety Disorders. . . . .	98
4.3.2	Disruptive Behavior Disorders: ADHD / ODD / CD. . . . .	98
4.4	Variations and Combinations of Methods . . . . .	99
4.4.1	Use of Medication . . . . .	99
4.5	Problems in Carrying Out the Treatments . . . . .	102
4.5.1	Working With Parents. . . . .	102
4.5.2	Addressing Pragmatic Issues . . . . .	102
4.5.3	Therapist–Client Relationship . . . . .	103
4.5.4	Resistance . . . . .	104
4.6	Multicultural, Gender, and Social Disadvantage Issues. . . . .	104
4.6.1	Gender Issues . . . . .	104
4.6.2	Bilingual and Multilingual Children . . . . .	106
4.6.3	Social Disadvantage . . . . .	107
<b>5</b>	<b>Further Reading . . . . .</b>	<b>108</b>
<b>6</b>	<b>References . . . . .</b>	<b>109</b>
<b>7</b>	<b>Appendix: Tools and Resources . . . . .</b>	<b>120</b>