

## EVALUATION & TREATMENT

A comprehensive evaluation may assess the following areas:

- Expressive language (what the child says)
- Receptive language (what the child understands)
- Play skills

In creating a treatment plan, speech-language pathologists (SLPs) work with parents, teachers and other professionals to target weaknesses found during a language assessment (formal & informal). Good language skills help with learning, behavior, self-esteem, and social skills. Language treatment can focus on a child's comprehension and expression of:

- **Form** (grammar, syntax)
- **Content** (vocabulary, semantics)
- **Use** (social skills, pragmatics)

SLPs often use a scaffolding hierarchy to support the child as their understanding and expression of language targets strengthen.

## OBTAINING SERVICES

**To schedule an appointment for your child in our Greenwich or Norwalk office, please call:**

**(203) 869-8272**

## ABOUT US

The Center for Speech and Language Pathology is a full service center that specializes in the evaluation and treatment of children and adults with speech and language disorders. Our center consists of five full-time, dedicated, well-trained speech-language pathologists who strive for excellence in patient care, teamwork, and continued improvement of knowledge and skills in our field.



## REFERENCES

American Speech-Language-Hearing Association (ASHA). (2015). "Preschool Language Disorders." <<http://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/>>

Paul, R. (2007). *Language disorders from infancy through adolescence, Third edition*. St. Louis, MO: Elsevier.

*For external sources and additional information please visit the following websites:*

[www.speechtherapyct.com](http://www.speechtherapyct.com)  
[www.asha.org](http://www.asha.org)

## Language Therapy for Preschool Children



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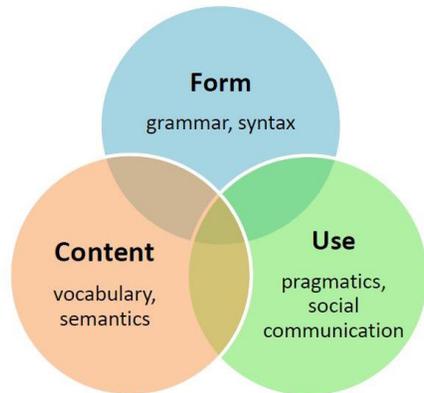
[www.speechtherapyct.com](http://www.speechtherapyct.com)  
**(203) 869-8272**

**Open Monday through Friday**

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## WHAT IS LANGUAGE?

Language is a socially shared system people use to communicate. It involves three interacting components including content, form, and use.



**Form** refers to word structure and sentence structure that makes an individual's utterances "grammatically correct". **Content** refers to the meaning of language and the ideas that are understood and expressed. Language **use**, also called "pragmatics", refers to the social conventions of language. A language disorder may be the result of difficulties in one, two, or all three of these areas.

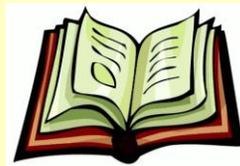
## SIGNS OF A PRESCHOOL LANGUAGE DISORDER

Children who have a language disorder may have difficulty **understanding** and/or **expressing** language, including possible difficulty with:

- Understanding and using gestures
- Following directions
- Asking/answering questions
- Identifying objects and pictures
- Taking turns when talking with others
- Putting words together into sentences
- Learning songs and rhymes
- Using correct pronouns, like "she" or "they"
- Knowing how to start a conversation and keep it going

Some children also have trouble with early **reading and writing**, such as:

- Holding a book right side up
- Looking at pictures in a book and turning pages
- Telling a story with a beginning, a middle, and an end
- Naming letters and numbers
- Learning the alphabet



## WHO IS AT RISK?

There is no single known cause for language disorders. Children have a greater risk for developing a language disorder if they demonstrate any of the following:

- Family history of speech and language disorders
- Premature birth, low birth-weight, and/or poor nutrition
- Hearing loss
- Autism
- Intellectual disabilities
- Syndromes and other related disorders including Down syndrome, Fragile X syndrome, fetal alcohol spectrum disorder, and cerebral palsy

