ANSWERS TO QUESTIONS GIVEN

**1. Identify and explain three (3) key issues discussed in the article.**

Here are three key issues discussed in the article:

1. Language impairments in childhood are associated with poorer psychosocial outcomes. Children with language impairments are at higher risk for behavioral problems, academic underachievement, and psychiatric disorders compared to children without language impairments. The article suggests language impairments may contribute to or exacerbate these issues.

2. Outcomes for children with language impairments tend to be worse than for children with only speech impairments. The article states that pure speech impairments often resolve on their own, while language impairments are more likely to persist and lead to lasting disadvantages. This highlights the importance of identifying and treating true language impairments.

3. Social context plays a role in outcomes for youth with language impairments. The article notes that demands of school environments may worsen difficulties for language impaired youth. It suggests that once they are able to choose vocations suited to their abilities as adults, outcomes improve. This implies a need for strong supports for language impaired youth in educational settings.

**2. Define the following terms in your own words: 1) language impairment; 2) social phobia; 3) language intervention.**

Here are the definitions in my own words:

1) Language impairment: A disorder that affects an individual's ability to understand and/or use spoken language at the level expected for their age. This can include problems with vocabulary, grammar, comprehension, and expression.

2) Social phobia: An anxiety disorder characterized by intense fear or anxiety in social situations, especially situations that involve interaction or performing in front of others. Individuals with social phobia may avoid social situations due to their anxiety.

3) Language intervention: Treatment provided to individuals with language impairments or delays aimed at improving their language abilities. Language interventions can involve one-on-one therapy and include techniques like modeling correct language, practicing conversation skills, building vocabulary, etc. The goals are to improve the person's comprehension and use of language.

**3.What do you see as the most common problem to language development?**

Based on the information in the article, the most common problem to language development seems to be language impairment in childhood. The article states:

- Language impairment in childhood is associated with poorer outcomes across many areas like behavior, academics, and mental health.

- Language impairments tend to persist more than speech impairments alone.

- Children with language impairments are at higher risk for issues like psychiatric disorders, academic underachievement, and social difficulties compared to children without language impairments.

- Language impairment in childhood can have negative effects that last into adulthood.

So the article suggests that language impairment in childhood is relatively common compared to isolated speech impairments. And untreated language impairment can disrupt development and lead to problems that extend into adolescence and adulthood. This makes childhood language impairment a major issue for language development overall.

The article emphasizes the need for early identification and treatment of true language impairments in children to mitigate the potential negative effects on both language development and broader psychosocial development.

**4. How would you resolve one of the issues you identified?**

One of the key issues I identified in the article is that social context and environment seem to play a role in the difficulties experienced by youth with language impairments. Specifically, the article suggests that school environments may contribute to the problems for language impaired students.

Here are some ways I would try to address this issue:

- Provide training for teachers and school staff on supporting students with language impairments. This would help them understand the students' struggles and equip them with ways to help.

- Ensure language impaired students receive any necessary special education services or accommodations outlined in an IEP or 504 plan. Common accommodations could include extended time, preferred seating, copies of class notes, etc.

- Create a supportive classroom culture that reduces anxiety around speaking. This may include setting clear expectations around respectful listening, using flexible discussion formats, and providing sentence starters or frameworks.

- Implement a peer buddy program to promote inclusion and provide a trusted peer that language impaired students can confide in.

- Provide social skills training and counselling for language impaired students to practice strategies for managing social anxiety and self-advocacy skills.

- Educate other students about language impairments to promote empathy and discourage bullying.

- Encourage language impaired students to join school clubs or activities that align with their strengths and interests. This allows them to connect with peers over shared interests.

The goal would be shaping an educational environment that minimizes barriers and anxiety for students with language impairments. This would hopefully lead to improved academic and mental health outcomes.