

Early Speech, Language and Communication (SLC) Development: Factors Associated with Better and Poorer Outcomes: an evidence review



What does the evidence tell us?

This evidence review explores factors associated with better and poorer outcomes for early SLC. Multiple biomedical, genetic, social and environmental factors combine to influence the home learning environment with implications for SLC development. Individual risk factors can be identified and are known to interact dynamically with unique consequences for each child and family.

Why does the evidence matter?

Early SLC development is a critical foundation for long-term wellbeing and attainment outcomes for children.

This evidence can be used to support multi-agency prioritisation and planning with a focus on prevention of early SLC concerns by ensuring equity of access to universal key messages and family supports.

How can risk be mitigated?

Parental responsiveness, from the first stages of development, is crucial for SLC development. Where risk factors are identified, prevention and early intervention approaches can provide parents with key information and support for SLC development, which can also support attachment and emotional regulation.

All members of the early years workforce can act preventatively by sharing key messages about early SLC with all parents-to-be and parents of babies and young children within a public health approach.

Tools such as the GIRFEC SLC My World Triangle can be used with families to explore risk and protective factors and to identify appropriate preventative actions.

Find out more:



<https://learn.nes.nhs.scot/90355/national-early-language-and-communication-nelc/tools-and-resources>



An accessible version of this information can be requested by using the contact us link on the TURAS site.