Introduction

Specific Language Impairment (SLI) affects around 3 to 10% of children. In France, 6 to 8% of children have significant difficulties in learning to read. Numerous studies have shown a link between SLI and subsequent development of reading difficulties. Three models have been developed to account for this link:

- **Severity Model**: Severity of phonological treatment deficit associated with Oral Language difficulties and Reading difficulties.
- **Dual deficit Model**: Severity of phonological treatment deficit associated with SLI and Oral Language difficulties.
- **Adventitious comorbidity model**: Severity of phonological treatment deficit associated with SLI and Reading difficulties.

Objective

To examine the presence of a link – and to characterize it if appropriate – between a child’s performance in tasks assessing his/her language skills in pre-school age and his/her subsequent reading performances.

Method

N = 106
Children born between 2000 and 2007
First consultation between 2003 and 2012

Results and Discussion

**Preschool Oral Language Skills** vs. **Reading Skills**

**Severity Model**

- **Dyslexia > SLI > Oral Language difficulties > Reading difficulties**

**Dual deficit Model**

- **Dyslexia > SLI > Oral Language difficulties > Reading difficulties**

**Adventitious comorbidity model**

- **Dyslexia > SLI > Oral Language difficulties > Reading difficulties**

**EVALUATED DOMAINS:**

- **Oral Language Skills (OLS):**
  - **Reception:** Lexicon (LOR), Syntax (LORS), Narrative (LORP), Phonology (LORP)
  - **Production:** Lexicon (LOR), Syntax (LORS), Narrative (LORP), Phonology (LORP)

- **Reading Skills (RS):**
  - Text reading (LET), Isolated Graphemes reading (LEGG)

**GROUP ATTRACTION PARAMETERS:**

- RD+ if Z < -1.65 in any of the reading skills
- SLI+ if Z < -1.65 in any of the oral language skills
- RD-SLI- if Z < -1.65 in only one of the reading or oral language skills

**STATISTICAL ANALYSES:**

- Intergroup MANOVA (4 RS * 8 OLS)
- MANOVA : F = 1.345 ; p = 0.198 ; η² = 0.428

**Conclusion:**

No difference between RD+ and RD- whatever the difficulties in oral language.

No OLS is a reliable predictor of the occurrence of RD.

All results are consistent with the adventitious comorbidity model.

**Limits:**

41.51% of children included had RD; bias due to recruitment in a specialized service.

No consensus exists on which tests to use for diagnosis

Low number of participants