biased, as more boys than girls were studied. This perhaps suggests that boys are more likely to suffer from language problems and subsequent difficulties.


This study was part of the Bergen Child study, which was a longitudinal study on child mental health. It studied 9430 children, living in Bergen, Norway and aged between 7 and 9 years old (Heiervang et al, 2007). The aim of this study was to explore the association between behaviour-emotional difficulties and language problems, from a teacher’s perspective. Firstly, the Strengths and Difficulties questionnaire was used to create a screening questionnaire for parents and teachers to assess language function. Secondly, children were clinically assessed on motor, cognitive and emotional skills. Thirdly, the Wechsler's intelligence scale was used to measure intellectual functioning.

According to teachers, more boys than girls were found to have language problems, suggesting that there were no gender differences from a parents perspective. Parents and teachers tended not to agree as to whether a child had a language problem, however, they did agree on the whether the child had behavioural-emotional problems. It was also found that it was likely that if a child had a language problem that is was coupled with cognitive difficulties. This, contributing to society by suggesting that better training is needed to provide teachers with the necessary skills to work with children with language problems. The sample is Norwegian, however, the Wechsler's intelligence scale was rated on Swedish norms. Swedish norms cannot be assumed to be the same as Norwegian norms.

Research into language problems and behavioural difficulties has produced very similar findings, with the above studies having almost identical findings, thus showing a relationship between language problems and behavioural difficulties. The findings from these studies align with prior research, such as Ripley and Yuill’s study which found that those with behavioural difficulties were likely to have language problems (Ripley et al, 2005). Both studies reviewed used the Strengths and Difficulties questionnaire. Goodman has presented evidence for the concurrent and predictive ability of the SDQ and is a good indication of psychiatric cases in children (Goodman, 1997), suggesting that it is a reliable measure. Similarly, both studies use self report measures, completed by both parents and teachers. Parents may have given socially desirable answers because they felt embarrassed or somewhat responsible for their child’s behaviour and/or their language problems. The teachers may have also given socially desirable answers because maybe they also thought it was their fault, that they had failed in teaching them. Both studies used a longitudinal study design; therefore a good overview of the child’s language problems and behavioural difficulties is gained through the time period. Both studies found that language problems were slightly more prevalent in boys, suggesting that boys are