

FOREWORD

We are indebted to Dr. Elizabeth Teas-Hester for this splendidly enlightening issue. I asked her, as guest editor, to address the difficult topic of evaluating preschool language. As you will see, she selected one range of topics from assessing children's play to assessment of literacy, phonology, and a child's communicative intent. Another topic addressed the effect of the family on preschool language assessment. Others ranged from special problems of the mentally retarded and hard-of-hearing to those of minority and psychiatrically disturbed children.

All in all, the authors of this issue have broadened understanding of the nature of preschool language disorders, and certainly of my understanding of the development of literacy. Equally important, they have accomplished this in the context of providing clinicians with useful procedures for evaluating preschool language.

William H. Perkins
Editor-in-chief