

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

Η ΕΠΙΔΡΑΣΗ ΤΟΥ ΓΝΩΣΤΙΚΟΥ ΕΛΛΕΙΜΜΑΤΟΣ ΣΤΙΣ ΓΛΩΣΣΙΚΕΣ ΙΚΑΝΟΤΗΤΕΣ ΤΩΝ ΠΑΙΔΙΩΝ ΜΕ ΕΙΔΙΚΗ ΓΛΩΣΣΙΚΗ ΔΙΑΤΑΡΑΧΗ

THE IMPACT OF THE COGNITIVE DEFICIT IN THE LANGUAGE SKILLS OF CHILDREN WITH SPECIFIC LANGUAGE IMPAIRMENT

της
Κούκη Ελένης

Μεταπτυχιακή διατριβή που υποβάλλεται
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τ.Ε.Φ – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της
ένταξης»

Η τριμελής επιτροπή:

1. ΖΩΗ ΓΑΒΡΙΗΛΙΔΟΥ
ΚΑΘΗΓΗΤΡΙΑ Τ.Ε.Φ. – Δ.Π.Θ.
2. ΜΗΤΣΙΑΚΗ ΜΑΡΙΑ
ΕΠΙΚΟΥΡΗ ΚΑΘΗΓΗΤΡΙΑ Τ.Ε.Φ. – Δ.Π.Θ.
3. ΔΟΣΗ ΙΦΙΓΕΝΕΙΑ
ΜΕΤΑΔΙΔΑΚΤΟΡΙΚΗ ΕΡΕΥΝΗΤΡΙΑ Τ.Ε.Φ. – Δ.Π.Θ.

Αθήνα
2018

ΠΕΡΙΛΗΨΗ

Η Ειδική Γλωσσική Διαταραχή είναι μια νευροαναπτυξιακή διαταραχή, η οποία επηρεάζει την ομαλή γλωσσική ανάπτυξη του ατόμου, τη μαθησιακή του πορεία και συνδέεται σημαντικά με τη λειτουργία των γνωστικών συστημάτων (Leonard, 2014; Norbury, Tomblin, & Bishop, 2013). Συγκεκριμένα, τα παιδιά με ΕΓΔ παρουσιάζουν ελλείμματα σε όλους τους τομείς της γλωσσικής κατάκτησης, σε διαγλωσσικό επίπεδο (APA, 2013; Leonard & Bortolini, 1998; Stavrakaki, 2005; WHO, 1992). Παράλληλα, πλήθος θεωρητικών και ερευνητικών μελετών ασχολείται με την εξέταση των γνωστικών ικανοτήτων του πληθυσμού της διαταραχής, με σκοπό να κατανοήσει τις δυσκολίες που παρατηρούνται (Μαρίνης, 2008; Παληκαρά & Ράλλη, 2017).

Η παρούσα εργασία έχει ως στόχο να συγκεντρώσει και να παρουσιάσει βιβλιογραφικά παλιότερες και σύγχρονες έρευνες σχετικά με τη συμβολή της βραχύχρονης και της εργαζόμενης μνήμης, καθώς και της ταχύτητας επεξεργασίας των πληροφοριών στην κατάκτηση του γλωσσικού συστήματος από τα παιδιά με ΕΓΔ. Πιο συγκεκριμένα, εστιάζει στις ικανότητες βραχύχρονης και εργαζόμενης μνήμης, ταχύτητας επεξεργασίας, αλλά και στα επιμέρους επίπεδα γλωσσικής ανάλυσης (φωνολογία, σημασιολογία, μορφοσύνταξη και πραγματολογία) τόσο σε ελληνόφωνους πληθυσμούς με ΕΓΔ, όσο και σε διεθνή ερευνητικά πορίσματα. Στα αποτελέσματα της επισκόπησης διαφαίνεται η ετερογένεια στα γλωσσικά προφίλ του πληθυσμού της διαταραχής (Βλασσοπούλου & Αναγνωστόπουλος, 2012). Εντούτοις, τα ερευνητικά δεδομένα, σε διαγλωσσικό επίπεδο και εντός του ίδιου γλωσσικού συστήματος, υπογραμμίζουν τα ελλείμματα των παιδιών με ΕΓΔ στον μορφοσυντακτικό τομέα, ιδιαίτερα κατά την αντιμετώπιση σύνθετων συντακτικά προτασιακών δομών (Frizelle & Fletcher, 2014a, 2014b). Επιπρόσθετα, όσον αφορά στις γνωστικές ικανότητες, διαπιστώνονται ελλείμματα στα μνημονικά συστήματα, μειωμένη ταχύτητα επεξεργασίας και δυσκολίες κατά την εμπλοκή με σύνθετα γνωστικά έργα (Archibald & Gathercole, 2006a; Miller, Kail, Leonard, & Tomblin, 2001). Τέλος, καταδεικνύεται η επιρροή των προαναφερθέντων γνωστικών μηχανισμών στην αποκλίνουσα γλωσσική ανάπτυξη των ατόμων με ΕΓΔ (Montgomery & Evans, 2009).

Σκοπός της συγκεκριμένης εργασίας είναι η ανάδειξη της αλληλεπιδραστικής σχέσης μεταξύ της γλώσσας και των γνωστικών ικανοτήτων, μέσω της βιβλιογραφικής

ανασκόπησης, ώστε να κατανοηθεί η αιτιολογία της διαταραχής και να βελτιωθεί η παρεχόμενη διεπιστημονική προσέγγιση σε επίπεδο αξιολόγησης και παρέμβασης.

ABSTRACT

Specific Language Disorder (SLI) is a neurodevelopmental disorder that affects language development, learning processes and is associated with cognitive functioning (Leonard, 2014; Norbury, Tomblin, & Bishop, 2013). In particular, children with SLI, cross-linguistically, have deficits in all linguistic levels (APA, 2013; Leonard & Bortolini, 1998; Stavrakaki, 2005; WHO, 1992). Moreover, a large number of theoretical and research studies examine the cognitive abilities of individuals with SLI, in order to understand the difficulties encountered (Marinis, 2008; Palikara & Ralli, 2017).

This thesis focuses on the contribution of short-term and working memory, as well as the speed of processing in the acquisition of the language system by children with SLI. The methodology followed is the bibliographic review. The cognitive systems and the linguistic levels are the thematic axes, while emphasis is placed on studies in Greek-speaking population of the SLI and on international research findings. The results of this scientific review reveal heterogeneity in the language profiles of the disorder (Vlassopoulou & Anagnostopoulos, 2012). However, the research data, at a cross-linguistic level underline the deficits in the morphosyntactic field, especially when it comes to complex syntactic structures (Frizelle & Fletcher, 2014a, 2014b). In addition, research findings point out dysfunctions in memory systems, reduced processing speed and difficulties in engaging with complex cognitive tests (Archibald & Gathercole, 2006a; Miller, Kail, Leonard, & Tomblin, 2001). Finally, the latest trend in research of SLI is discussed, indicating that the influence of the deviant cognitive mechanisms accounts for the deviant linguistic development of children with SLI (Montgomery & Evans, 2009).

The purpose of this thesis is to highlight the interactive relationship between language and cognitive skills, so as to understand the etiology of the disorder and to improve the interdisciplinary approach provided at the level of assessment and intervention.

ΒΙΒΛΙΟΓΡΑΦΙΑ

- Adams, A. M., & Gathercole, S. E. (2000). Limitations in working memory: Implications for language development. *International Journal of Language & Communication Disorders*, 35(1), 95-116.
- Aguilar-Mediavilla, E. M., Sanz-Torrent, M., & Serra-Raventós, M. (2002). A comparative study of the phonology of pre-school children with specific language impairment (SLI), language delay (LD) and normal acquisition. *Clinical Linguistics & Phonetics*, 16(8), 573-596. doi: <https://doi.org/10.1080/02699200210148394>
- Alloway, T. P. (2007). Working memory, reading, and mathematical skills in children with developmental coordination disorder. *Journal of Experimental Child Psychology*, 96(1), 20-36. doi: 10.1016/j.jecp.2006.07.002
- Alloway, T. P., & Gathercole, S. E. (2005a). The role of sentence recall in reading and language skills of children with learning difficulties. *Learning and Individual Differences*, 15(4), 271-282. doi: 10.1016/j.lindif.2005.05.001
- Alloway, T. P., & Gathercole, S. E. (2005b). Working memory and short-term sentence recall in young children. *European Journal of Cognitive Psychology*, 17(2), 207-220. doi: 10.1080/09541440440000005
- Alloway, T. P., Gathercole, S. E., Willis, C., & Adams, A. M. (2004). A structural analysis of working memory and related cognitive skills in young children. *Journal of Experimental Child Psychology*, 87(2), 85-106. doi: 10.1016/j.jecp.2003.10.002
- Alt, M. (2011). Phonological working memory impairments in children with specific language impairment: Where does the problem lie?. *Journal of Communication Disorders*, 44(2), 173-185. doi: 10.1016/j.jcomdis.2010.09.003
- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington: APA.
- Αράπογλου, Α. (2017). Κλινική μελέτη περίπτωσης παιδιού με ειδική γλωσσική διαταραχή: Εφαρμογή προγράμματος γνωστικής παρέμβασης στη λεκτική βραχύχρονη μνήμη, τη φωνολογική επίγνωση & την ακουστική διάκριση. Αδημοσίευτη Μεταπτυχιακή Διατριβή, Πανεπιστήμιο Μακεδονίας. Θεσσαλονίκη, Ελλάδα.
- Archibald, L. M. D., & Joannis, M. F. (2009). On the sensitivity and specificity of nonword repetition and sentence recall to language and memory impairments in children.

- Journal of Speech, Language, and Hearing Research*, 52(4), 899-914. doi: 10.1044/1092-4388 (2009 /08 -0099)
- Archibald, L. M. D., & Gathercole, S. E. (2007a). Nonword repetition in specific language impairment: More than a phonological short-term memory deficit. *Psychonomic Bulletin & Review*, 14(5), 919-924. doi: <https://doi.org/10.3758/BF03194122>
- Archibald, L. M. D., & Gathercole, S. E. (2007b). The complexities of complex memory span: Storage and processing deficits in specific language impairment. *Journal of Memory and Language*, 57(2), 177-194. doi: 10.1016/j.jml.2006.11.004
- Archibald, L. M. D., & Gathercole, S. E. (2006a). Short-term and working memory in specific language impairment. *International Journal of Language & Communication Disorders*, 41(6), 675-693. doi: 10.1080/13682820500442602
- Archibald, L. M. D., & Gathercole, S. E. (2006b). Nonword repetition: A comparison of tests. *Journal of Speech, Language, and Hearing Research*, 49(5), 970-983. doi: 10.1044/1092-4388(2006/070)
- Baddeley, A. D. (2003). Working memory and language: An overview. *Journal of Communication Disorders*, 36(3), 189-208. doi: 10.1016/S0021-9924(03)00019-4
- Baddeley, A. D. (2000). The episodic buffer: a new component of working memory?. *Trends Cognitive Sciences*, 4(11), 417-423. doi: [https://doi.org/10.1016/S1364-6613\(00\)01538-2](https://doi.org/10.1016/S1364-6613(00)01538-2)
- Baddeley, A. D., Hitch, G. J., & Allen, R. J. (2009). Working memory and binding in sentence recall. *Journal of Memory and Language*, 61(3), 438-456. doi: 10.1016/j.jml.2009.05.004
- Baddeley, A. D., Gathercole, S., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, 105(1), 158-173.
- Baddeley, A. D., & Hitch, G. (1974). Working memory. In G. Bower (Ed.), *The Psychology of learning and motivation* (Vol. 8) (pp. 47-90). New York: Academic press.
- Baird, G. (2013). Θέματα αξιολόγησης σχετικά με την αναπτυξιακή γλωσσική διαταραχή. Στο Α.Μ. Ράλλη & Ο. Παληκαρά (Επιμ.), *Κατανοώντας τις αναπτυξιακές γλωσσικές διαταραχές: Από τη θεωρία στην πράξη* (σελ. 41-85). Αθήνα: Gutenberg.
- Balthazar, C. H. (2003). The word length effect in children with language impairment. *Journal of Communication Disorders*, 36(6), 487-505. doi: 10.1016/S0021-9924(03)00033-9
- Βαρλοκώστα, Σ. (2017). Ψυχογλωσσικά ευρήματα για τους κλινικούς δείκτες πρώιμης διάγνωσης της ειδικής γλωσσικής διαταραχής. Στο Α.Μ. Ράλλη & Ο. Παληκαρά

(Επιμ.), *Αναπτυξιακή γλωσσική διαταραχή στα παιδιά και στους εφήβους* (σελ. 61-79).
Αθήνα: Gutenberg.

- Bavin, E. L., Wilson, P. H., Maruff, P., & Sleeman, F. (2005). Spatio-visual memory of children with specific language impairment: evidence for generalized processing problems. *International Journal of Language & Communication Disorders, 40*(3), 319-332. doi: 10.1080/13682820400027750
- Bedore, L. M., & Leonard, L. B. (2005). Verb inflections and noun phrase morphology in the spontaneous speech of Spanish-speaking children with specific language impairment. *Applied Psycholinguistics, 26*(2), 195-225. doi: 10.1017.S0142716405050149
- Best, J. R., & Miller, P. H. (2010). A developmental perspective on executive function. *Child Development, 81*(6), 1641-1660. doi: 10.1111/j.1467-8624.2010.01499.x
- Bishop, D. V. M. (2009). Specific language impairment as a language learning disability. *Child Language Teaching and Therapy, 25*(2), 163-165.
- Bishop, D. V. M. (2006a). What causes specific language impairment in children?. *Current Directions in Psychological Science, 15*(5), 217-221. doi: 10.1111/j.1467-8721.2006.00439.x
- Bishop, D. V. M. (2006b). Developmental cognitive genetics: How Psychology can Inform genetics and vice versa. *Quarterly Journal of Experimental Psychology, 59*(7), 1153-1168. doi: 10.1080/17470210500489372
- Bishop, D. V. M. (2004). Specific language impairment: Diagnostic dilemmas. In L. Verhoeven & H. van Balkom (Eds.), *Classification of developmental language disorders: Theoretical issues and clinical implications* (pp. 309-326). USA: Lawrence Erlbaum Associates.
- Bishop, D. V. M. (2000). Pragmatic language impairment: A correlate of SLI, a distinct subgroup, or part of the autistic continuum. In D.V.M. Bishop & L.B. Leonard (Eds.), *Speech and language impairments in children: Causes, characteristics, intervention and outcome* (pp. 99-113). Hove, Sussex: Psychology Press.
- Bishop, D. V. M. (1997). Cognitive neuropsychology and developmental disorders: Uncomfortable bedfellows. *The Quarterly Journal of Experimental Psychology, 50*(4), 899-923. doi: <https://doi.org/10.1080/713755740>

- Bishop, D. V. M. (1994a). Grammatical errors in specific language impairment: Competence or performance limitations?. *Applied Psycholinguistics*, 15(4), 507-550. doi: <https://doi.org/10.1017/S0142716400006895>
- Bishop, D. V. M (1994b). Is specific language impairment a valid diagnostic category? Genetic and psycholinguistic evidence. *Philosophical Transactions of The Royal Society Biological Sciences*, 346, 105-111. doi: 10.1098/rstb.1994.0134
- Bishop, D. V. M. (1992). The underlying nature of specific language impairment. *Journal of Child Psychology and Psychiatry*, 33(1), 3-66. doi: 10.1111/j.1469-7610.1992.tb00858.x
- Bishop, D. V. M. (1979). Comprehension in developmental language disorders. *Developmental Medicine & Child Neurology*, 21(2), 225-238. doi: 10.1111/j.1469-8749.1979.tb01605.x
- Bishop, D. V. M., Snowling, M. J., Thompson, P. A., & Greenhalgh, T. (2016). CATALISE: A multinational and multidisciplinary Delphi consensus study. Identifying language impairments in children. *PLoS One*, 11(7), 1-26. doi: 10.1371/journal.pone.0168066
- Bishop, D. V. M., & Donlan, C. (2005). The role of syntax in encoding and recall of pictorial narratives: Evidence from specific language impairment. *British Journal of Developmental Psychology*, 23(1), 25-46. doi: 10.1348/026151004X20685
- Bishop, D. V. M., & McArthur, G. M. (2004). Immature cortical responses to auditory stimuli in specific language impairment: Evidence from ERPs to rapid tone sequences. *Developmental Science*, 7(4), F11-F18. doi: 10.1111/j.1467-7687.2004.00356.x
- Bishop, D. V. M., & Snowling, M. J. (2004). Developmental dyslexia and specific language impairment: Same or different?. *Psychological Bulletin*, 130(6), 858-886. doi: 10.1037/0033-2909.130.6.858
- Βλασσοπούλου, Μ., & Αναγνωστόπουλος, Δ. Κ. (2012). Ειδική αναπτυξιακή διαταραχή του λόγου και της ομιλίας στην ενήλικη ζωή. *Ψυχιατρική*, 23, 74–81.
- Βογινδρούκας, Ι. (2010). Κατανόηση ιδιωματικών εκφράσεων: Προκαταρκτικά αποτελέσματα συγκριτικής μελέτης σε παιδιά με ειδική γλωσσική διαταραχή, σε παιδιά με σύνδρομο asperger και σε παιδιά με τυπική ανάπτυξη. Στο Ι. Βογινδρούκας, Α. Οκαλίδου & Σ. Σταυρακάκη (Επιμ.), *Αναπτυξιακές γλωσσικές διαταραχές: Από τη βασική έρευνα στην κλινική πράξη* (σελ. 57-74). Θεσσαλονίκη: Επίκεντρο.

- Βογινδρούκας, Ι. (2008). Πραγματολογική ανάπτυξη και διαταραχές. Στο Δ. Νικολόπουλος (Επιμ.), *Γλωσσική ανάπτυξη και διαταραχές* (σελ. 315-343). Αθήνα: Τόπος.
- Bortolini, U., & Leonard, L. B. (2000). Phonology and children with specific language impairment: status of structural constraints in two languages. *Journal of Communication Disorders, 33*(2), 131-150. doi: [https://doi.org/10.1016/S0021-9924\(99\)00028-3](https://doi.org/10.1016/S0021-9924(99)00028-3)
- Botting, N., Psarou, P., Caplin, T., & Nevin, L. (2013). Short-term memory skills in children with specific language impairment: The effect of verbal and nonverbal task content. *Topics in Language Disorders, 33*(4), 313-327. doi: 10.1097/01.TLD.0000437940.01237.51
- Botting, N., Faragher, B., Simkin, Z., Knox, E., & Conti-Ramsden, G. (2001). Predicting pathways of specific language impairment: What differentiates good and poor outcome?. *The Journal of Child Psychology and Psychiatry and Allied Disciplines, 42*(8), 1013-1020. doi: <https://doi.org/10.1017/S0021963001007843>
- Botting, N., & Conti-Ramsden, G. (2001). Non-word repetition and language development in children with specific language impairment (SLI). *International Journal of Language & Communication Disorders, 36*(4), 421-432. doi: 10.1080/13682820110074971
- Briscoe, J., & Rankin, P. M. (2009). Exploration of a 'double-jeopardy' hypothesis within working memory profiles for children with specific language impairment. *International Journal of Language & Communication Disorders, 44*(2), 236-250. doi: 10.1080/13682820802028760
- Briscoe, J., Bishop, D. V., & Norbury, C. F. (2001). Phonological processing, language, and literacy: A comparison of children with mild-to-moderate sensorineural hearing loss and those with specific language impairment. *The Journal of Child Psychology and Psychiatry and Allied Disciplines, 42*(3), 329-340. doi: <https://doi.org/10.1017/S0021963001007041>
- Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research, 45*(6), 1142-1157. doi: 10.1044/1092-4388(2002/093)
- Chiat, S. (2001). Mapping theories of developmental language impairment: Premises, predictions and evidence. *Language and Cognitive Processes, 16*(2-3), 113-142. doi: 10.1080/01690960042000012

- Chondrogianni, V., Marinis, T., & Edwards, S. I. (2010). Online processing of articles and clitic pronouns by greek children with SLI. *Proceedings of the 34th Annual Boston University Conference on Language Development* (pp. 78-89). Boston: Boston University.
- Claessen, M., Leitão, S., Kane, R., & Williams, C. (2013). Phonological processing skills in specific language impairment. *International Journal of Speech-Language Pathology*, *15*(5), 471-483. doi: 10.3109/17549507.2012.753110
- Clahsen, H., & Dalalakis, J. (1999). Tense and agreement in greek SLI: A case study. *Essex Research Reports in Linguistics*, *24*, 1–25.
- Coady, J. A., & Evans, J. L. (2008). Uses and interpretations of non-word repetition tasks in children with and without specific language impairments (SLI). *International Journal of Language & Communication Disorders*, *43*(1), 1-40. doi: 10.1080/13682820601116485
- Conti-Ramsden, G. (2003). Processing and linguistic markers in young children with specific language impairment (SLI). *Journal of Speech, Language, and Hearing Research*, *46*(5), 1029-1037. doi: 10.1044/1092-4388(2003/082)
- Conti-Ramsden, G., St Clair, M. C., Pickles, A., & Durkin, K. (2012). Developmental trajectories of verbal and nonverbal skills in individuals with a history of specific language impairment: From childhood to adolescence. *Journal of Speech, Language, and Hearing Research*, *55*(6), 1716-1735. doi: 10.1044/1092-4388(2012/10-0182)
- Conti-Ramsden, G., & Durkin, K. (2007). Phonological short-term memory, language and literacy: Developmental relationships in early adolescence in young people with SLI. *Journal of Child Psychology and Psychiatry*, *48*(2), 147-156. doi: 10.1111/j.1469-7610.2006.01703.x
- Conti-Ramsden, G., Botting, N., & Faragher, B. (2001). Psycholinguistic markers for specific language impairment (SLI). *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, *42*(6), 741-748. doi: <https://doi.org/10.1017/S0021963001007600>
- Conti-Ramsden, G., & Botting, N. (1999). Classification of children with specific language impairment: Longitudinal considerations. *Journal of Speech, Language, and Hearing Research*, *42*(5), 1195-1204. doi: 10.1044/jslhr.4205.1195
- Daneman, M., & Carpenter, P. A. (1983). Individual differences in integrating information between and within sentences. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *9*(4), 561. doi: <http://dx.doi.org/10.1037/0278-7393.9.4.561>

- Daneman, M., & Carpenter, P. A. (1980). Individual differences in working memory and reading. *Journal of Verbal Learning and Verbal Behavior*, 19(4), 450-466. doi: [https://doi.org/10.1016/S0022-5371\(80\)90312-6](https://doi.org/10.1016/S0022-5371(80)90312-6)
- de Abreu, P. M. J. E., Gathercole, S. E., & Martin, R. (2011). Disentangling the relationship between working memory and language: The roles of short-term storage and cognitive control. *Learning and Individual Differences*, 21(5), 569-574. doi: 10.1016/j.lindif.2011.06.002
- Deevy, P., & Leonard, L. B. (2004). The comprehension of wh-questions in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47(4), 802-815. doi: 10.1044/1092-4388(2004/060)
- de Jong, P. F., Seveke, M. J., & van Veen, M. (2000). Phonological sensitivity and the acquisition of new words in children. *Journal of Experimental Child Psychology*, 76(4), 275-301. doi: 10.1006/jecp.1999.2549
- Dodwell, K., & Bavin, E. L. (2008). Children with specific language impairment: An investigation of their narratives and memory. *International Journal of Language & Communication Disorders*, 43(2), 201-218. doi: 10.1080/13682820701366147
- Dollaghan, C., & Campbell, T. F. (1998). Nonword repetition and child language impairment. *Journal of Speech, Language, and Hearing Research*, 41(5), 1136-1146. doi: 10.1044/jslhr.4105.1136
- Dollaghan, C. A., Biber, M. E., & Campbell, T. F. (1995). Lexical influences on nonword repetition. *Applied Psycholinguistics*, 16(2), 211-222. doi: <https://doi.org/10.1017/S0142716400007098>
- Dosi, I. (υπό έκδοση). Aspectual and cognitive asymmetries in Greek-speaking children with specific language impairment (SLI). *Proceedings of the 23rd International Symposium on Theoretical and Applied Linguistics*. Thessaloniki: Aristotle University of Thessaloniki.
- Δόση, Ι. (2016). *Η ρηματική όψη σε δίγλωσσα παιδιά: Η επίδραση γλωσσικών, γνωστικών και περιβαλλοντικών παραγόντων*. Αδημοσίευτη Διδακτορική Διατριβή, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης. Θεσσαλονίκη, Ελλάδα.
- Δόση, Ι., & Κουτσιπετσίδου, Ε. (2017). Γλωσσικό έλλειμμα στην ειδική γλωσσική διαταραχή. Είναι θέμα μνήμης;. *1ο Επιστημονικό Συνέδριο Λογοθεραπείας*. Ιωάννινα, Ελλάδα, 10-12 Νοέμβριος 2017.

- Durkin, K., Toseeb, U., Botting, N., Pickles, A., & Conti-Ramsden, G. (2017). Social confidence in early adulthood among young people with and without a history of language impairment. *Journal of Speech, Language, and Hearing Research, 60*(6), 1635-1647. doi: 10.1044/2017_JSLHR-L-16-0256
- Durkin, K., & Conti-Ramsden, G. (2007). Language, social behavior, and the quality of friendships in adolescents with and without a history of specific language impairment. *Child Development, 78*(5), 1441-1457. doi: 10.1111/j.1467-8624.2007.01076.x
- Eisenberg, S. (2003). Production of infinitival object complements in the conversational speech of 5-year-old children with language-impairment. *First Language, 23*(3), 327-341. doi: <https://doi.org/10.1177/01427237030233002>
- Estes, K. G., Evans, J. L., & Else-Quest, N. M. (2007). Differences in the nonword repetition performance of children with and without specific language impairment: A meta-analysis. *Journal of Speech, Language, and Hearing Research, 50*(1), 177-195. doi: 10.1044/1092-4388(2007/015)
- Ferguson, A. N., & Bowey, J. A. (2005). Global processing speed as a mediator of developmental changes in children's auditory memory span. *Journal of Experimental Child Psychology, 91*(2), 89-112. doi: 10.1016/j.jecp.2004.12.006
- Fey, M. E., Catts, H. W., Proctor-Williams, K., Tomblin, J. B., & Zhang, X. (2004). Oral and written story composition skills of children with language impairment. *Journal of Speech, Language, and Hearing Research, 47*(6), 1301-1318. doi: 10.1044/1092-4388(2004/098)
- Flapper, B. C., & Schoemaker, M. M. (2013). Developmental coordination disorder in Children with specific language impairment: Co-morbidity and impact on quality of life. *Research in Developmental Disabilities, 34*(2), 756-763. doi: <https://doi.org/10.1016/j.ridd.2012.10.014>
- Fonteneau, E., & van der Lely, H. K. J. (2008). Electrical brain responses in language-impaired children reveal grammar-specific deficits. *PLoS One, 3*(3), e1832. Ανακτήθηκε Ιανουάριος 30, 2018 από: <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0001832>
- Friederici, A. D. (2006). The neural basis of language development and its impairment. *Neuron, 52*(6), 941-952. doi: 10.1016/j.neuron.2006.12.002
- Friel-Patti, S. (1999). Specific language impairment: Continuing clinical concerns. *Topics in Language Disorders, 20*(1), 1-13.

- Frizelle, P., & Fletcher, P. (2015). The role of memory in processing relative clauses in children with specific language impairment. *American Journal of Speech-Language Pathology, 24*(1), 47-59. doi: 10.1044/2014_AJSLP-13-0153
- Frizelle, P., & Fletcher, P. (2014a). Profiling relative clause constructions in children with specific language impairment. *Clinical Linguistics & Phonetics, 28*, 437–449. doi: 10.3109/02699206.2014.882991
- Frizelle, P., & Fletcher, P. (2014b). Relative clause constructions in children with specific language impairment. *International Journal of Language & Communication Disorders, 49*, 255–264. doi: 10.1111/1460-6984.12070
- Gathercole, S. E. (2006). Nonword repetition and word learning: The nature of the relationship. *Applied Psycholinguistics, 27*(4), 513-543. doi: 10.1017/S0142716406060383
- Gathercole, S. E., Tiffany, C., Briscoe, J., & Thorn, A. (2005). Developmental consequences of poor phonological short-term memory function in childhood: a longitudinal study. *Journal of Child Psychology and Psychiatry, 46*(6), 598-611. doi: 10.1111/j.1469-7610.2004.00379.x
- Gathercole, S. E., Tiffany, C., Briscoe, J., Thorn, A., & The ALSPAC team (2004). Developmental consequences of poor phonological short-term memory function in childhood: a longitudinal study. *Journal of Child Psychology and Psychiatry, 45*, 1–14. doi: 10.1111/j.1469-7610.2004.00379.x
- Gathercole, S. E., Service, E., Hitch, G. J., Adams, A. M., & Martin, A. J. (1999). Phonological short-term memory and vocabulary development: Further evidence on the nature of the relationship. *Applied Cognitive Psychology, 13*(1), 65-77. doi: 10.1002/(SICI)1099-0720(199902)13:1<65::AID-ACP548>3.0.CO;2-O
- Gathercole, S. E., Willis, C. S., Baddeley, A. D., & Emslie, H. (1994). The children's test of nonword repetition: A test of phonological working memory. *Memory, 2*(2), 103-127. doi: https://doi.org/10.1080/09658219408258940
- Gathercole, S. E., & Baddeley, A. D. (1993). Phonological working memory: A critical building block for reading development and vocabulary acquisition?. *European Journal of Psychology of Education, 8*(3), 259- 272.
- Gathercole, S. E., Willis, C. S., Emslie, H., & Baddeley, A. D. (1992). Phonological memory and vocabulary development during the early school years: A longitudinal study. *Developmental Psychology, 28*(5), 887-898. doi: 10.1037/0012-1649.28.5.887

- Gathercole, S. E., & Baddeley, A. D. (1990). Phonological memory deficits in language disordered children: Is there a causal connection?. *Journal of Memory and Language*, 29(3), 336-360. doi: [https://doi.org/10.1016/0749-596X\(90\)90004-J](https://doi.org/10.1016/0749-596X(90)90004-J)
- Gopnik, M. (1990). Feature blindness: A case study. *Language Acquisition*, 1(2), 139-164.
- Gray, S. (2004). Word learning by preschoolers with specific language impairment: Predictors and poor learners. *Journal of Speech, Language, and Hearing Research*, 47(5), 1117-1132. doi: 10.1044/1092-4388(2004/083)
- Gray, S. (2003). Diagnostic accuracy and test-retest reliability of nonword repetition and digit span tasks administered to preschool children with specific language impairment. *Journal of Communication Disorders*, 36(2), 129-151. doi: 10.1016/S0021-9924(03)00003-0
- Griffiths, T. D., & Warren, J. D. (2002). The planum temporale as a computational hub. *Trends in Neurosciences*, 25(7), 348-353. doi: [https://doi.org/10.1016/S0166-2236\(02\)02191-4](https://doi.org/10.1016/S0166-2236(02)02191-4)
- Hagoort, P. (2005). On Broca, brain, and binding: A new framework. *Trends in Cognitive Sciences*, 9(9), 416-423. doi: 10.1016/j.tics.2005.07.004
- Hanson, R. A., & Montgomery, J. W. (2002). Effects of general processing capacity and sustained selective attention on temporal processing performance of children with specific language impairment. *Applied Psycholinguistics*, 23(1), 75-93. doi: 10.1017/S0142716402000048
- Hansson, K., & Leonard, L. B. (2003). The use and productivity of verb morphology in specific language impairment: An examination of Swedish. *Linguistics*, 41(2), 351-379. doi: <https://doi.org/10.1515/ling.2003.012>
- Harrison, L. J., McLeod, S., Berthelsen, D., & Walker, S. (2009). Literacy, numeracy, and learning in school-aged children identified as having speech and language impairment in early childhood. *International Journal of Speech-Language Pathology*, 11(5), 392-403. doi: <https://doi.org/10.1080/17549500903093749>
- Hayiou-Thomas, M. E., Bishop, D. V. M., & Plunkett, K. (2004). Simulating SLI: General cognitive processing stressors can produce a specific linguistic profile. *Journal of Speech, Language, and Hearing Research*, 47(6), 1347-1362. doi: 10.1044/1092-4388(2004/101)

- Henry, L. A., Messer, D. J., & Nash, G. (2012). Executive functioning in children with specific language impairment. *Journal of Child Psychology and Psychiatry*, 53(1), 37-45. doi: 10.1111/j.1469-7610.2011.02430.x
- Hesketh, A., & Conti-Ramsden, G. (2013). Memory and language in middle childhood in individuals with a history of specific language impairment. *PLoS One*, 8(2), e56314. doi: 10.1371/journal.pone.0056314
- Hick, R., Botting, N., & Conti-Ramsden, G. (2005). Cognitive abilities in children with specific language impairment: Consideration of visuo-spatial skills. *International Journal of Language & Communication Disorders*, 40(2), 137-149. doi: 10.1080/13682820400011507
- Hitch, G. J., & Baddeley, A. D. (1976). Verbal reasoning and working memory. *The Quarterly Journal of Experimental Psychology*, 28(4), 603-621. doi: <https://doi.org/10.1080/14640747608400587>
- Hoffman, L. M., & Gillam, R. B. (2004). Verbal and spatial information processing constraints in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47(1), 114-125. doi: 10.1044/1092-4388(2004/011)
- Hutchinson, E., Bavin, E., Efron, D., & Sciberras, E. (2012). A comparison of working memory profiles in school-aged children with specific language impairment, attention deficit/hyperactivity disorder, comorbid SLI and ADHD and their typically developing peers. *Child Neuropsychology*, 18(2), 190-207. doi: <http://dx.doi.org/10.1080/09297049.2011.601288>
- Im-Bolter, N., Johnson, J., & Pascual-Leone, J. (2006). Processing limitations in children with specific language impairment: The role of executive function. *Child Development*, 77(6), 1822-1841. doi: 10.1111/j.1467-8624.2006.00976.x
- Jackson, E., Leitao, S., & Claessen, M. (2016). The relationship between phonological short-term memory, receptive vocabulary, and fast mapping in children with specific language impairment. *International Journal of Language & Communication Disorders*, 51(1), 61-73. doi: 10.1111/1460-6984.12185
- Jarrold, C., Baddeley, A. D., Hewes, A. K., Leeke, T. C., & Phillips, C. E. (2004). What links verbal short - term memory performance and vocabulary level? Evidence of changing relationships among individuals with learning disability. *Journal of Memory and Language*, 50(2), 134-148. doi: 10.1016/j.jml.2003.10.004

- Joanisse, M. F., & Seidenberg, M. S. (1998). Specific language impairment: A deficit in grammar or processing?. *Trends in Cognitive Sciences*, 2(7), 240-247. doi: [https://doi.org/10.1016/S1364-6613\(98\)01186-3](https://doi.org/10.1016/S1364-6613(98)01186-3)
- Just, M. A., & Carpenter, P. A. (1992). A capacity theory of comprehension: Individual differences in working memory. *Psychological Review*, 99(1), 122-149. doi: <http://dx.doi.org/10.1037/0033-295X.99.1.122>
- Kail, R. V., & Miller, C. A. (2006). Developmental change in processing speed: Domain specificity and stability during childhood and adolescence. *Journal of Cognition and Development*, 7(1), 119-137. doi: 10.1207/s15327647jcd0701_6
- Kail, R. (1994). A method for studying the generalized slowing hypothesis in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 37(2), 418-421. doi: 10.1044/jshr.3702.418
- Kail, R., & Salthouse, T. A. (1994). Processing speed as a mental capacity. *Acta Psychologica*, 86(2-3), 199-225. doi: [https://doi.org/10.1016/0001-6918\(94\)90003-5](https://doi.org/10.1016/0001-6918(94)90003-5)
- Καμπανάρου, Μ., Ψαχούλια, Α., & Ματαράγκα, Κ. (2010). Ανάκληση ρημάτων και ουσιαστικών σε παιδιά με ειδική γλωσσική διαταραχή - πιλοτική μελέτη. Στο Ι. Βογινδρούκας, Α. Οκαλίδου & Σ. Σταυρακάκη (Επιμ.), *Αναπτυξιακές γλωσσικές διαταραχές: Από τη βασική έρευνα στην κλινική πράξη* (σελ. 75-91). Θεσσαλονίκη: Επίκεντρο.
- Καρούσου, Α. (2017). Η γλωσσική αξιολόγηση κατά τη βρεφική και την προσχολική ηλικία. Στο Α.Μ. Ράλλη & Ο. Παληκαρά (Επιμ.), *Αναπτυξιακή γλωσσική διαταραχή στα παιδιά και στους εφήβους* (σελ. 31-59). Αθήνα: Gutenberg.
- Klem, M., Melby-Lervåg, M., Hagtvet, B., Lyster, S. A. H., Gustafsson, J. E., & Hulme, C. (2015). Sentence repetition is a measure of children's language skills rather than working memory limitations. *Developmental Science*, 18(1), 146-154. doi: 10.1111/desc.12202
- Kohnert, K., & Windsor, J. (2004). The search for common ground: Part II. Nonlinguistic performance by linguistically diverse learners. *Journal of Speech, Language, and Hearing Research*, 47(4), 891-903. doi: 10.1044/1092-4388(2004/066)
- Konstantzou, K. (2015). Development of grammatical aspect in specific language impairment: Evidence from an experimental design with video stimuli. *Procedia Computer Science*, 65, 510-518. doi: 10.1016/j.procs.2015.09.124

- Konstantzou, K., Van Hout, A., Varlokosta, S., & Vlassopoulos, M. (2013). Perfective – imperfective: Development of aspectual distinctions in greek specific language impairment. *Linguistic Variation*, 13(2), 187-216. doi: 10.1075/lv.13.2.03kon
- Kuusisto, M. A., Nieminen, P. E., Helminen, M. T., & Kleemola, L. (2016). Executive and intellectual functioning in school-aged children with specific language impairment. *International Journal of Language & Communication Disorders*, 52(2), 127-136. doi: 10.1111/1460-6984.12263
- Lahey, M., Edwards, J., & Munson, B. (2001). Is processing speed related to severity of language impairment?. *Journal of Speech, Language, and Hearing Research*, 44(6), 1354-1361. doi: 10.1044/1092-4388(2001/105)
- Laws, G., & Bishop, D. V. M. (2003). A comparison of language abilities in adolescents with Down syndrome and children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 46(6), 1324-1339. doi: 10.1044/1092-4388(2003/103)
- Leonard, L. B. (2014). *Children with specific language impairment* (2nd ed.). Cambridge, Massachusetts: MIT press.
- Leonard, L. B. (1995). Functional categories in the grammars of children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 38(6), 1270-1283. doi: 10.1044/jshr.3806.1270
- Leonard, L. B., Deevy, P., Fey, M. E., & Bredin-Oja, S. L. (2013). Sentence comprehension in specific language impairment: A task designed to distinguish between cognitive capacity and syntactic complexity. *Journal of Speech, Language, and Hearing Research*, 56(2), 577-589. doi: 10.1044/1092-4388(2012/11-0254)
- Leonard, L. B., Weismer, S. E., Miller, C. A., Francis, D. J., Tomblin, J. B., & Kail, R. V. (2007). Speed of processing, working memory, and language impairment in children. *Journal of Speech, Language, and Hearing Research*, 50(2), 408-428. doi: 10.1044/1092-4388(2007/029)
- Leonard, L. B., & Deevy, P. (2006). Cognitive and linguistic issues in the study of children with specific language impairment. In M. J. Traxler & M. A. Gernsbacher (Eds.), *Handbook of psycholinguistics* (2nd ed.) (pp. 1143- 1171). USA: Elsevier.
- Leonard, L. B., & Deevy, P. (2004). Lexical deficits in specific language impairment. In L. Verhoeven & H. van Balkom (Eds.), *Classification of developmental language disorders:*

- Theoretical issues and clinical implications* (pp. 209-233). USA: Lawrence Erlbaum Associates.
- Leonard, L. B., Deevy, P., Miller, C. A., Charest, M., Kurtz, R., & Rauf, L. (2003). The use of grammatical morphemes reflecting aspect and modality by children with specific language impairment. *Journal of Child Language*, *30*(4), 769-795. doi: 10.1017/S0305000903005816
- Leonard, L. B., & Bortolini, U. (1998). Grammatical morphology and the role of weak Syllables in the speech of Italian-speaking children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, *41*(6), 1363-1374. doi: 10.1044/jslhr.4106.1363
- Lindsay, G., Dockrell, J., & Palikara, O. (2010). Self-esteem of adolescents with specific language impairment as they move from compulsory education. *International Journal of Language & Communication Disorders*, *45*(5), 561-571. doi: 10.3109/13682820903324910
- Lukács, Á., Ladányi, E., Fazekas, K., & Kemény, F. (2015). Executive functions and the contribution of short-term memory span in children with specific language impairment. *Neuropsychology*, *30*(3), 296. doi: <http://dx.doi.org/10.1037/neu0000232>
- Majerus, S., & van der Linden, M. (2003). Long-term memory effects on verbal short-term memory: A replication study. *British Journal of Developmental Psychology*, *21*(2), 303-310. doi: 10.1348/026151003765264101
- Marinellie, S. A. (2004). Complex syntax used by school-age children with specific language impairment (SLI) in child–adult conversation. *Journal of Communication Disorders*, *37*(6), 517-533. doi: 10.1016/j.jcomdis.2004.03.005
- Μαρίνης, Θ. (2008). Ανάπτυξη της σύνταξης και της μορφολογίας σε παιδιά με φυσιολογική ανάπτυξη και σε παιδιά με διαταραχές του λόγου. Στο Δ. Νικολόπουλος (Επιμ.), *Γλωσσική ανάπτυξη και διαταραχές* (σελ. 277-313). Αθήνα: Τόπος.
- Marinis, T., & van der Lely, H. K. J. (2007). On-line processing of wh-questions in children with G-SLI and typically developing children. *International Journal of Language & Communication Disorders*, *42*(5), 557-582. doi: 10.1080/13682820601058190
- Marshall, C.R., Marinis, T., & van der Lely, H. K. J. (2007). Passive verb morphology: The effect of phonotactics on passive comprehension in typically developing and Grammatical-SLI children. *Lingua*, *117*(8), 1434-1447. doi: 10.1016/j.lingua.2006.07.001

- Marshall, C. M., & Nation, K. (2003). Individual differences in semantic and structural errors in children's memory for sentences. *Educational and Child Psychology, 20*(3), 7-18.
- Marshall, C. R., Harris, J., & van der Lely, H. K. J. (2003). The nature of phonological representations in children with grammatical-specific language impairment (G-SLI). *Proceedings of the University of Cambridge First Postgraduate Conference in Language Research* (pp. 511-517). Cambridge: Cambridge Institute of Language Research.
- Marton, K. (2008). Visuo-spatial processing and executive functions in children with specific language impairment. *International Journal of Language & Communication Disorders, 43*(2), 181-200. doi: 10.1080/16066350701340719
- Marton, K., Schwartz, R. G., Farkas, L., & Katsnelson, V. (2006). Effect of sentence length and complexity on working memory performance in Hungarian children with specific language impairment (SLI): A cross-linguistic comparison. *International Journal of Language & Communication Disorders, 41*(6), 653-673. doi: 10.1080/13682820500420418
- Marton, K., & Schwartz, R. G. (2003). Working memory capacity and language processes in children with specific language impairment. *Journal of Speech, Language, and Hearing Research, 46*(5), 1138-1153. doi: 10.1044/1092-4388(2003/089)
- Μαστροπαύλου, Μ., Κατσικά, Κ., Παπαδοπούλου, Δ., & Τσιμπλή, Ι. Μ. (2010). Δείκτες υπόταξης στην ΕΓΔ: Σύνδεσμοι και συμπληρωματικοί δείκτες. Στο Ι. Βογινδρούκας, Α. Οκαλίδου & Σ. Σταυρακάκη (Επιμ.), *Αναπτυξιακές γλωσσικές διαταραχές: Από τη βασική έρευνα στην κλινική πράξη* (σελ. 119-174). Θεσσαλονίκη: Επίκεντρο.
- Mastropavlou, M. (2010). Morphophonological salience as a compensatory means for deficits in the acquisition of past tense in SLI. *Journal of Communication Disorders, 43*(3), 175-198. doi: <https://doi.org/10.1016/j.jcomdis.2009.12.005>
- Mastropavlou, M. (2006). *The role of phonological salience and feature interpretability in the grammar of typically developing and language impaired children*. Unpublished Doctoral Dissertation, Aristotle University of Thessaloniki. Thessaloniki, Greece.
- Mastropavlou, M., & Tsimpli, I. M. (2011). Complementizers and subordination in typical language acquisition and SLI. *Lingua, 121*(3), 442-462. doi: <https://doi.org/10.1016/j.lingua.2010.10.009>
- Miller, C. A., Leonard, L. B., Kail, R. V., Zhang, X., Tomblin, J. B., & Francis, D. J. (2006). Response time in 14-year-olds with language impairment. *Journal of Speech, Language,*

- and Hearing Research*, 49(4), 712-728. doi: 10.1044/1092-4388(2006/052)
- Miller, C. A., Kail, R. V., Leonard, L. B., & Tomblin, J. B. (2001). Speed of processing in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 44(2), 416-433. doi: 10.1044/1092-4388(2001/034)
- Montgomery, J. W. (2005). Effects of input rate and age on the real-time language processing of children with specific language impairment. *International Journal of Language & Communication Disorders*, 40(2), 171-188. doi: 10.1080/13682820400011069
- Montgomery, J. W. (2004). Sentence comprehension in children with specific language impairment: Effects of input rate and phonological working memory. *International Journal of Language & Communication Disorders*, 39(1), 115-133. doi: 10.1080/13682820310001616985
- Montgomery, J. W. (2003). Working memory and comprehension in children with specific language impairment: What we know so far. *Journal of Communication Disorders*, 36(3), 221-231. doi: 10.1016/S0021-9924(03)00021-2
- Montgomery, J. W. (2002). Understanding the language difficulties of children with specific language impairments: Does verbal working memory matter?. *American Journal of Speech-Language Pathology*, 11(1), 77-91. doi: 10.1044/1058-0360(2002/009)
- Montgomery, J. W. (2000a). Verbal working memory and sentence comprehension in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 43(2), 293-308. doi: 10.1044/jslhr.4302.293
- Montgomery, J. W. (2000b). Relation of working memory to off-line and real-time sentence processing in children with specific language impairment. *Applied Psycholinguistics*, 21(1), 117-148.
- Montgomery, J. W. (1995). Sentence comprehension in children with specific language impairment: The role of phonological working memory. *Journal of Speech, Language, and Hearing Research*, 38(1), 187-199. doi: 10.1044/jslhr.3801.187
- Montgomery, J. W., Magimairaj, B. M., & Finney, M. C. (2010). Working memory and specific language impairment: An update on the relation and perspectives on assessment and treatment. *American Journal of Speech-Language Pathology*, 19(1), 78-94. doi: 10.1044/1058-0360(2009/09-0028)
- Montgomery, J. W., & Evans, J. L. (2009). Complex sentence comprehension and working

- memory in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 52(2), 269-288. doi: 10.1044/1092-4388(2008/07-0116)
- Montgomery, J. W., & Leonard, L. B. (1998). Real-time inflectional processing by children with specific language impairment: Effects of phonetic substance. *Journal of Speech, Language, and Hearing Research*, 41(6), 1432-1443. doi: 10.1044/jslhr.4106.1432
- Μπαστέα, Α. (2011). Ειδική γλωσσική διαταραχή: Η σχέση της με τη δυσλεξία. Στο Γ. Παπαδάτος & Α. Μπαστέα (Επιμ.), *Θέματα μαθησιακών δυσκολιών & δυσλεξίας* (σελ. 165-184). Αθήνα: Εκδόσεις Σμυρνιωτάκη.
- Nation, K., Clarke, P., Marshall, C. M., & Durand, M. (2004). Hidden language impairments in children: Parallels between poor reading comprehension and specific language impairment?. *Journal of Speech, Language, and Hearing Research*, 47(1), 199-211. doi: 10.1044/1092-4388(2004/017)
- Nickisch, A., & Von Kries, R. (2009). Short-term memory (STM) constraints in children with specific language impairment (SLI): Are there differences between receptive and expressive SLI?. *Journal of Speech, Language, and Hearing Research*, 52(3), 578-595. doi: 10.1044/1092-4388(2008/07-0150)
- Norbury, C. F. (2004). Factors supporting idiom comprehension in children with communication disorders. *Journal of Speech, Language, and Hearing Research*, 47(5), 1179-1193. doi: 10.1044/1092-4388(2004/087)
- Norbury, C. F., Gooch, D., Wray, C., Baird, G., Charman, T., Simonoff, E., et al. (2016). The impact of nonverbal ability on prevalence and clinical presentation of language disorder: Evidence from a population study. *Journal of Child Psychology and Psychiatry*, 57(11), 1247-1257. doi: 10.1111/jcpp.12573
- Norbury, C. F., Gemmell, T., & Paul, R. (2014). Pragmatics abilities in narrative production: A cross-disorder comparison. *Journal of Child Language*, 41(3), 485-510. doi: 10.1017/S030500091300007X
- Norbury, C. F., Tomblin, J. B., & Bishop, D. V. M. (2013). *Κατανοώντας τις αναπτυξιακές γλωσσικές διαταραχές: Από τη θεωρία στην πράξη*. (Επιμ.) Ράλλη, Α.Μ. & Παληκάρá, Ο. Αθήνα: Gutenberg.
- Norbury, C. F., Bishop, D. V. M., & Briscoe, J. (2002). Does impaired grammatical comprehension provide evidence for an innate grammar module?. *Applied Psycholinguistics*, 23(2), 247-268. doi: 10.1017.S0142716402002059

- Owen, A. J., & Leonard, L. B. (2006). The production of finite and nonfinite complement clauses by children with specific language impairment and their typically developing peers. *Journal of Speech, Language, and Hearing Research*, 49(3), 548-571. doi: 10.1044/10902-4388(2006/040)
- Owen, A. J., Dromi, E., & Leonard, L. B. (2001). The phonology–morphology interface in the speech of hebrew-speaking children with specific language impairment. *Journal of Communication Disorders*, 34(4), 323-337. doi: [https://doi.org/10.1016/S0021-9924\(01\)00053-3](https://doi.org/10.1016/S0021-9924(01)00053-3)
- Owen Van Horne, A. J., & Lin, S. (2011). Cognitive state verbs and complement clauses in children with SLI and their typically developing peers. *Clinical Linguistics & Phonetics*, 25(10), 881-898. doi: 10.3109/02699206.2011.582226
- Παληκαρά, Ο., & Ράλλη, Α. Μ. (2017). Αναπτυξιακή γλωσσική διαταραχή – θέματα ορολογίας, επιπολασμού, διαγνωστικών κριτηρίων και ετερογένειας. Στο Α.Μ. Ράλλη & Ο. Παληκαρά (Επιμ.), *Αναπτυξιακή γλωσσική διαταραχή στα παιδιά και στους εφήβους* (σελ. 15-30). Αθήνα: Gutenberg.
- Pauls, L. J., & Archibald, L. M. (2016). Executive functions in children with specific language impairment: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, 59(5), 1074-1086. doi: 10.1044/2016_JSLHR-L-15-0174
- Pennington, B. F., & Bishop, D. V. M. (2009). Relations among speech, language, and reading disorders. *Annual Review of Psychology*, 60, 283-306. doi: <https://doi.org/10.1146/annurev.psych.60.110707.163548>
- Petrucelli, N., Bavin, E. L., & Bretherton, L. (2012). Children with specific language impairment and resolved late talkers: Working memory profiles at 5 years. *Journal of Speech, Language, and Hearing Research*, 55(6), 1690-1703. doi: 10.1044/1092-4388(2012/11-0288)
- Poll, G. H., Betz, S. K., & Miller, C. A. (2010). Identification of clinical markers of specific language impairment in adults. *Journal of Speech, Language, and Hearing Research*, 53(2), 414-429. doi: 10.1044/1092-4388(2009/08-0016)
- Πρωτόπαπας, Α. Χ. (2008). Η ανάπτυξη της αντίληψης της ομιλίας. Στο Δ. Νικολόπουλος (Επιμ.), *Γλωσσική ανάπτυξη και διαταραχές* (σελ. 65-133). Αθήνα: Τόπος.
- Ράλλη, Α. Μ., & Παληκαρά, Ο. (2013). Διερευνώντας τη σχέση μεταξύ της ειδικής γλωσσικής διαταραχής και της δυσλεξίας: Θεωρητικές και κλινικές προεκτάσεις. *Ψυχολογία*, 20(3),

358-380.

- Redmond, S. M. (2005). Differentiating SLI from ADHD using children's sentence recall and production of past tense morphology. *Clinical Linguistics & Phonetics*, 19(2), 109-127. doi: 10.1080/02699200410001669870
- Rice, M. L., Tomblin, J. B., Hoffman, L., Richman, W. A., & Marquis, J. (2004). Grammatical tense deficits in children with SLI and nonspecific language impairment: Relationships with nonverbal IQ over time. *Journal of Speech, Language, and Hearing Research*, 47(4), 816-834. doi: 10.1044/1092-4388(2004/061)
- Rice, M. L., Wexler, K., Marquis, J., & Hershberger, S. (2000). Acquisition of irregular past tense by children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 43(5), 1126-1145. doi: 10.1044/jslhr.4305.1126
- Rice, M. L., Wexler, K., & Cleave, P. L. (1995). Specific language impairment as a period of extended optional infinitive. *Journal of Speech, Language, and Hearing Research*, 38(4), 850-863. doi: 10.1044/jshr.3804.850
- Riches, N. G. (2012). Sentence repetition in children with specific language impairment: An investigation of underlying mechanisms. *International Journal of Language & Communication Disorders*, 47(5), 499-510. doi: 10.1111/j.1460-6984.2012.00158.x
- Riches, N. G., Loucas, T., Baird, G., Charman, T., & Simonoff, E. (2010). Sentence repetition in adolescents with specific language impairments and autism: An investigation of complex syntax. *International Journal of Language & Communication Disorders*, 45(1), 47-60. doi: 10.3109/13682820802647676
- Schuele, C. M. & Tolbert, L. (2001). Omissions of obligatory relative markers in children with specific language impairment. *Clinical Linguistics & Phonetics*, 15(4), 257-274. doi: 10.1080/02699200010017805
- Snowling, M., Bishop, D. V. M., & Stothard, S. E. (2000). Is preschool language impairment a risk factor for dyslexia in adolescence?. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(5), 587-600.
- Σπανούδης, Γ., Παπαδόπουλος, Τ. Κ., & Νατσόπουλος, Δ. (2010). Γραμματικές και σημασιολογικές διαταραχές των παιδιών με ειδική γλωσσική διαταραχή. Στο Ι. Βογινδρούκας, Α. Οκαλίδου & Σ. Σταυρακάκη (Επιμ.), *Αναπτυξιακές γλωσσικές διαταραχές: Από τη βασική έρευνα στην κλινική πράξη* (σελ. 217-244). Θεσσαλονίκη: Επίκεντρο.

- Spanoudis, G. C., & Natsopoulos, D. (2011). Memory functioning and mental verbs acquisition in children with specific language impairment. *Research in Developmental Disabilities, 32*(6), 2916-2926. doi: 10.1016/j.ridd.2011.05.011
- Stark, R. E., & Montgomery, J. W. (1995). Sentence processing in language-impaired children under conditions of filtering and time compression. *Applied Psycholinguistics, 16*(2), 137-154. doi: <https://doi.org/10.1017/S0142716400007050>
- Stavrakaki, S. (2005). Greek neurolinguistics: The state of the art. *Journal of Greek Linguistics, 6*(1), 187-234. doi: 10.1075/jgl.6.10sta
- Stavrakaki, S. (2001). Comprehension of reversible relative clauses in specifically language impaired and normally developing Greek children. *Brain and Language, 77*(3), 419-431. doi: 10.1006/brln.2000.2412
- Stavrakaki, S. (2000). Verb lexicons in SLI: Some experimental data from Modern Greek. *Journal of Greek Linguistics, 1*(1), 95-131. doi: 10.1075/jgl.1.06sta
- Stavrakaki, S., Koutsandreas, K., & Clahsen, H. (2012). The perfective past tense in Greek children with specific language impairment. *Morphology, 22*(1), 143-171. doi: 10.1007/s11525-011-9194-5
- Stavrakaki, S., & van der Lely, H. K. J. (2010). Production and comprehension of pronouns by Greek children with specific language impairment. *British Journal of Developmental Psychology, 28*(1), 189-216. doi: 10.1348/026151010X485269
- Tallal, P., Stark, R. E., & Mellits, E. D. (1985). Identification of language-impaired children on the basis of rapid perception and production skills. *Brain and Language, 25*(2), 314-322. doi: [https://doi.org/10.1016/0093-934X\(85\)90087-2](https://doi.org/10.1016/0093-934X(85)90087-2)
- Tallal, P., & Stark, R. E. (1981). Speech acoustic-cue discrimination abilities of normally developing and language - impaired children. *The Journal of the Acoustical Society of America, 69*(2), 568-574. doi: <https://doi.org/10.1121/1.385431>
- Tallal, P., & Piercy, M. (1975). Developmental aphasia: The perception of brief vowels and extended stop consonants. *Neuropsychologia, 13*(1), 69-74. doi: [https://doi.org/10.1016/028-3932\(75\)90049-4](https://doi.org/10.1016/028-3932(75)90049-4)
- Tallal, P., & Piercy, M. (1974). Developmental aphasia: Rate of auditory processing and selective impairment of consonant perception. *Neuropsychologia, 12*(1), 83-93. doi: [https://doi.org/10.1016/0028-3932\(74\)90030-X](https://doi.org/10.1016/0028-3932(74)90030-X)
- Tallal, P., & Piercy, M. (1973). Developmental aphasia: Impaired rate of non-verbal

- processing as a function of sensory modality. *Neuropsychologia*, 11(4), 389-398. doi: [https://doi.org/10.1016/0028-3932\(73\)90025-0](https://doi.org/10.1016/0028-3932(73)90025-0)
- Thordardottir, E. T., & Weismer, S. E. (2001). High - frequency verbs and verb diversity in the spontaneous speech of school-age children with specific language impairment. *International Journal of Language & Communication Disorders*, 36(2), 221-244. doi: 10.1080/13682820118239
- Tomblin, J. B., Records, N. L., Buckwalter, P., Zhang, X., Smith, E., & O'Brien, M. (1997). Prevalence of specific language impairment in kindergarten children. *Journal of Speech, Language, and Hearing Research*, 40(6), 1245-1260. doi: 10.1044/jslhr.4006.1245
- Tomblin, J. B., Records, N. L., & Zhang, X. (1996). A system for the diagnosis of specific language impairment in kindergarten children. *Journal of Speech, Language, and Hearing Research*, 39(6), 1284-1294. doi: 10.1044/jshr.3906.1284
- Tommerdahl, J., & Drew, M. (2008). Difficulty in SLI diagnosis: A case study of identical twins. *Clinical Linguistics & Phonetics*, 22(4-5), 275-282. doi: 10.1080/02699200701587261
- Tsimpli, I. M. & Stavrakaki, S. (1999). The effects of a morphosyntactic deficit in the determiner system: The case of a Greek SLI child. *Lingua*, 108(1), 31-85. doi: [https://doi.org/10.1016/S0024-3841\(98\)00041-2](https://doi.org/10.1016/S0024-3841(98)00041-2)
- Turley-Ames, K. J., & Whitfield, M. M. (2003). Strategy training and working memory task performance. *Journal of Memory and Language*, 49(4), 446-468. doi: 10.1016/S0749-596X(03)00095-0
- Ullman, M. T., & Pierpont, E. I. (2005). Specific language impairment is not specific to language: The procedural deficit hypothesis. *Cortex*, 41(3), 399-433. doi: [https://doi.org/10.1016/S0010-9452\(08\)70276-4](https://doi.org/10.1016/S0010-9452(08)70276-4)
- Vance, M. (2013). Η βραχύχρονη μνήμη στα παιδιά με αναπτυξιακή γλωσσική διαταραχή. Στο Α.Μ. Ράλλη & Ο. Παληκάρá (Επιμ.), *Κατανοώντας τις αναπτυξιακές γλωσσικές διαταραχές: Από τη θεωρία στην πράξη* (σελ. 88-120). Αθήνα: Gutenberg.
- van Daal, J., Verhoeven, L., & van Balkom, H. (2009). Cognitive predictors of language development in children with specific language impairment (SLI). *International Journal of Language & Communication Disorders*, 44(5), 639-655. doi: 10.1080/13682820802276930
- van der Lely, H. K. J. (2005). Domain - specific cognitive systems: Insight from grammatical-

- SLI. *Trends in Cognitive Sciences*, 9(2), 53-59. doi: 10.1016/j.tics.2004.12.002
- van der Lely, H. K. J., (2003). Do heterogeneous SLI deficits need heterogeneous theories? SLI subgroups, G-SLI and the RDDR hypothesis. In Y. Levy & J. Schaeffer (Eds.), *Language competence across populations: Towards a definition of specific language impairment* (pp. 109–134). Mahwah: Lawrence Erlbaum Associates.
- van der Lely, H. K. J., Jones, M., & Marshall, C. R. (2011). Who did Buzz see someone? Grammaticality judgement of wh-questions in typically developing children and children with grammatical-SLI. *Lingua*, 121(3), 408-422. doi: 10.1016/j.lingua.2010.10.007
- van der Lely, H. K. J., & Ullman, M. T. (2001). Past tense morphology in specifically language impaired and normally developing children. *Language and Cognitive Processes*, 16(2/3), 177-217. doi: 10.1080/01690960042000076
- van der Lely, H. K. J., & Christian, V. (2000). Lexical word formation in children with grammatical SLI: A grammar-specific versus an input-processing deficit?. *Cognition*, 75(1), 33-63.
- van der Lely, H. K. J., & Howard, D. (1993). Children with specific language impairment: Linguistic impairment or short-term memory deficit?. *Journal of Speech and Hearing Research*, 36(6), 1193-1207. doi: 10.1044/jshr.3606.1193
- Vinther, T. (2002). Elicited imitation: A brief overview. *International Journal of Applied Linguistics*, 12(1), 54-73. doi: 10.1111/1473-4192.00024
- Webster, R. I., & Shevell, M. I. (2004). Topical review: Neurobiology of specific language impairment. *Journal of Child Neurology*, 19(7), 471-481.
- Weismer, S. E. (1996). Capacity limitations in working memory: The impact on lexical and morphological learning by children with language impairment. *Topics in Language Disorders*, 17(1), 33-44.
- Weismer, S. E., & Evans, J. L. (2002). The role of processing limitations in early identification of specific language impairment. *Topics in Language Disorders*, 22(3), 15-29.
- Weismer, S. E., & Thordardottir, E. T. (2002). Cognition and language. In P. Accardo, A. Capute, & B. Rogers (Eds.), *Disorders of language development* (pp. 21-37). Timonium, MD: York Press, Inc..
- Weismer, S. E., Tomblin, J. B., Zhang, X., Buckwalter, P., Chynoweth, J. G., & Jones, M. (2000). Nonword repetition performance in school-age children with and without language impairment. *Journal of Speech, Language, and Hearing Research*, 43(4), 865-

878. doi: 10.1044/jslhr.4304.865

- Weismer, S. E., Evans, J., & Hesketh, L. J. (1999). An examination of verbal working memory capacity in children with specific language impairment. *Journal of Speech, Language, and Hearing Research, 42*(5), 1249-1260. doi: 10.1044/jslhr.4205.1249
- Weismer, S. E., & Hesketh, L. J. (1996). Lexical learning by children with specific language impairment: Effects of linguistic input presented at varying speaking rates. *Journal of Speech, Language, and Hearing Research, 39*(1), 177-190. doi: 10.1044/jshr.3901.177
- Willis, C. S., & Gathercole, S. E. (2001). Phonological short-term memory contributions to sentence processing in young children. *Memory, 9*(4-6), 349-363. doi: 10.1080/09658210143000155
- Windfuhr, K. L., Faragher, B., & Conti-Ramsden, G. (2002). Lexical learning skills in young children with specific language impairment (SLI). *International Journal of Language & Communication Disorders, 37*(4), 415-432. doi: 10.1080/1368282021000007758
- Windfuhr, K. L., & Snowling, M. J. (2001). The relationship between paired associate learning and phonological skills in normally developing readers. *Journal of Experimental Child Psychology, 80*(2), 160-173. doi: 10.1006/jecp.2000.2625
- Windsor, J. (2002). Contrasting general and process - specific slowing in language impairment. *Topics in Language Disorders, 22*(3), 49-61.
- Windsor, J., Kohnert, K., Loxtercamp, A. L., & Kan, P. F. (2008). Performance on nonlinguistic visual tasks by children with language impairment. *Applied Psycholinguistics, 29*(2), 237-268. doi: 10.1017/S0142716407080113
- Windsor, J., & Kohnert, K. (2004). The search for common ground: Part I. Lexical performance by linguistically diverse learners. *Journal of Speech, Language, and Hearing Research, 47*(4), 877-890. doi: 10.1044/1092-4388(2004/065)
- Windsor, J., Milbrath, R. L., Carney, E. J., & Rakowski, S. E. (2001). General slowing in language impairment: Methodological considerations in testing the hypothesis. *Journal of Speech, Language, and Hearing Research, 44*(2), 446-461. doi: 10.1044/1092-4388(2001/036)
- Windsor, J., & Hwang, M. (1999). Testing the generalized slowing hypothesis in specific language impairment. *Journal of Speech, Language, and Hearing Research, 42*(5), 1205-1218. doi: 10.1044/jslhr.4205.1205
- World Health Organization. (1992). *The ICD-10. Classification of mental and behavioural*

disorders. Geneva: World Health Organization.

- Φιλιππάτου, Δ., Σιδερίδης, Γ., & Δημητροπούλου, Π. (2010). Γνωστικό και γλωσσικό προφίλ μαθητών με ειδική γλωσσική διαταραχή: Διερεύνηση της μεταξύ τους σχέσης. Στο Ι. Βογινδρούκας, Α. Οκαλίδου & Σ. Σταυρακάκη (Επιμ.), *Αναπτυξιακές γλωσσικές διαταραχές: Από τη βασική έρευνα στην κλινική πράξη* (σελ. 245-275). Θεσσαλονίκη: Επίκεντρο.
- Χρυσόχόου, Ε. (2006). *Η συμβολή της εργαζόμενης μνήμης στην ακουστική κατανόηση παιδιών προσχολικής και σχολικής ηλικίας*. Αδημοσίευτη Διδακτορική Διατριβή, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης. Θεσσαλονίκη, Ελλάδα.
- Yew, S. G. K., & O'kearney, R. (2013). Emotional and behavioural outcomes later in childhood and adolescence for children with specific language impairments: Meta-analyses of controlled prospective studies. *Journal of Child Psychology and Psychiatry*, 54(5), 516-524. doi: 10.1111/jcpp.12009
- Yont, K. M., Hewitt, L. E., & Miccio, A. W. (2002). 'What did you say?': Understanding conversational breakdowns in children with speech and language impairments. *Clinical Linguistics & Phonetics*, 16(4), 265-285. doi: 10.1080/02699200210126523