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**LANGUAGE ACQUISITION IN CHILDREN AND  
ADOLESCENTS WITH DOWN SYNDROME**

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## **ABSTRACT**

Down syndrome or trisomy 21 is considered to be one of the most prevalent genetic causes of intellectual disability, derived from chromosomal disorder, which accounts for dysfunctions in many organs and has a characteristic phenotype, which consists of physical and behavioural features. Many researches have shown that language is one of the most diminished areas of function in Down syndrome and perhaps, the highest barrier for their independent living and substantial integration in the community. The present study is a literature review of 58 articles and books in the international area, whose aim is to study the specific characteristics of the phenotype of the syndrome language, although there is considerable individual variability. The results of the review present the strengths and weaknesses of the language of the individuals with DS, as well as the factors causing them, compared to the typical development and highlight the need of early intervention programs to provide a basis of pre-linguistic skills of individuals with Down syndrome and at the same time, the necessity for continuous intervention and education in order to achieve growth and maximize their linguistic resources.

**KEY-WORDS:** Down Syndrome, language phenotype, prelinguistic skills,  
language development, factors, early intervention

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