

**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»**

“ΑΝΑΠΤΥΞΙΑΚΗ ΓΛΩΣΣΙΚΗ ΔΙΑΤΑΡΑΧΗ: ΓΛΩΣΣΑ, ΝΟΗΣΗ & ΠΑΡΕΜΒΑΣΕΙΣ”

**“DEVELOPMENTAL LANGUAGE DISORDER: LANGUAGE, INTELLECT &
INTERVENTIONS”**

Της Μανίκα Άννας

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»

Εγκεκριμένο από την τριμελή επιτροπή:

1ος Επιβλέπων: κ. Μητσιάκη, Επικουρική Καθηγήτρια, τμήματος
Ελληνικής Φιλολογίας, Δ.Π.Θ.

2ος Επιβλέπων: κ. Φλιάτουρας, Επίκουρος Καθηγητής, τμήματος
Ελληνικής Φιλολογίας, Δ.Π.Θ.

3ος Επιβλέπων: κ. Δόση, μεταδιδακτορική ερευνήτρια, τμήματος
Ελληνικής Φιλολογίας, Δ.Π.Θ.

Κομοτηνή/Αθήνα

Περίληψη

Στόχος της παρούσας εργασίας είναι να γίνει μια βιβλιογραφική ανασκόπηση σχετικά με τα μορφοσυντακτικά ελλείμματα, τα ελλείμματα στις μνημονικές ικανότητες των παιδιών με Αναπτυξιακή Γλωσσική Διαταραχή (ΑΓΔ), αλλά και μια επισκόπηση των διαθέσιμων παρεμβάσεων στην παρούσα ομάδα.

Η Αναπτυξιακή Γλωσσική Διαταραχή είναι μια διαταραχή της γλωσσικής ικανότητας του ατόμου, η οποία εντοπίζεται στον προφορικό λόγο και ιδιαίτερα στους τομείς της μορφολογίας και της σύνταξης. Για να γίνει διάγνωση της Αναπτυξιακής Γλωσσικής Διαταραχής είναι απαραίτητο το άτομο να μην έχει διαγνωσθεί με νοητική υστέρηση, κάποια νευρολογική βλάβη ή κάποια δυσκολία στην ακοή. Ως προς τις γλωσσικές ικανότητες τα παιδιά που έχουν Αναπτυξιακή Γλωσσική Διαταραχή μπορεί να έχουν ένα μεγάλο εύρος συμπτωμάτων, όπως συντακτικά απλούστερες προτάσεις, παράλειψη συνδέσμων και αντωνυμιών, δυσκολίες στην κλιτική μορφολογία (λ.χ. στη χρήση άρθρων, σχηματισμός πληθυντικού, σχηματισμός και χρήση όψης), χρήση πιο περιορισμένου λεξιλογίου, δυσκολίες εύρεσης λέξεων. Όμως, μπορεί να παρουσιαστούν ζητήματα και ως προς τη φωνολογική ανάπτυξη των παιδιών με Αναπτυξιακή Γλωσσική Διαταραχή, η οποία είναι αντίστοιχη με αυτή που εμφανίζουν παιδιά που έχουν μικρότερη ηλικία, καθώς και πραγματολογικές δυσκολίες. Οι τελευταίες, ωστόσο, δεν είναι ιδιαίτερα σημαντικές. Οι δυσκολίες αυτές επεκτείνονται και στον γραπτό λόγο και στη μάθηση. Πιο συγκεκριμένα, παρατηρούνται δυσκολίες στην ανάγνωση, αλλά και στην κατανόηση κειμένου.

Ελλείμματα εμφανίζονται, ωστόσο, και στις γνωστικές ικανότητες των ατόμων με Αναπτυξιακή Γλωσσική Διαταραχή. Οι βασικότερες περιοχές όπου σημειώνονται δυσκολίες είναι α) στην κατανόηση σχέσεων του χώρου, β) στην οπτική διάκριση, γ) στην οπτική ολοκλήρωση, δ) στην οπτική μνήμη, ε) στην οπτική ακολουθία, στ) στις σχέσεις όλου- μέρους και ζ) στην ακουστική επεξεργασία και κατανόηση. Επίσης, πολλά από τα γνωστικά ελλείμματα των παιδιών με Αναπτυξιακή Γλωσσική Διαταραχή οφείλονται στην μειωμένη ικανότητα της μνήμης τους.

Ο έγκαιρος εντοπισμός και η έγκαιρη θεραπεία παιδιών με Αναπτυξιακή Γλωσσική Διαταραχή είναι ιδανικός για την αντιμετώπιση της Αναπτυξιακής Γλωσσικής Διαταραχής. Ωστόσο, οι περισσότεροι άνθρωποι μπορούν να ανταποκριθούν καλά στην θεραπευτική τους παρέμβαση, ανεξάρτητα από το πότε αυτή αρχίζει. Η διαμόρφωση της θεραπείας εξαρτάται από την ηλικία και τις ανάγκες του ατόμου. Η έγκαιρη έναρξη της θεραπείας μπορεί να βοηθήσει τα παιδιά να: α) αποκτήσουν στοιχεία γραμματικής στα οποία έχουν έλλειμμα, β) διευρύνουν την κατανόηση και τη χρήση των λέξεων και γ) αναπτύξουν δεξιότητες κοινωνικής επικοινωνίας.

Βιβλιογραφία

- Alloway, T. P., Rajendran, G., & Archibald, L. M. (2009). Working memory in children with developmental disorders. *Journal of learning disabilities*, 42(4), 372-382.
- Aram, D., & Nation, J. (1975). Patterns of language behavior in children with developmental language disorders. *Journal of Speech and Hearing Research*, 18, 229-241.
- Arosio, F. et al. (2014) Failure to produce direct object clitic pronouns as a clinical marker of SLI in school-aged Italian speaking children. *Clinical Linguistics & Phonetics*. Available from World Wide Web: doi:10.3109/02699206.2013.877081.
- Bedore, L. M., & Leonard, L. B. (1998). Specific language impairment and grammatical morphology: A discriminant function analysis. *Journal of Speech, Language, and Hearing Research*, 41(5), 1185-1192.
- Bellaire, S., Plante, E., & Swisher, L. (1994). Bound-morpheme skills in the oral language of school-age, language-impaired children. *Journal of communication disorders*, 27(4), 265-279.
- Bishop, D. V. (2014). Pragmatic language impairment: A correlate of SLI, a distinct subgroup, or part of the autistic continuum?. In *Speech and language impairments in children* (pp. 113-128). Psychology Press.
- Bishop, D. V., Bright, P., James, C., Bishop, S. J., & Van der Lely, H. K. (2000). Grammatical SLI: A distinct subtype of developmental language impairment?. *Applied Psycholinguistics*, 21(02), 159-181.
- Bishop, D. V., Laws, G., Adams, C., & Norbury, C. F. (2006). High heritability of speech and language impairments in 6-year-old twins demonstrated using parent and teacher report. *Behavior Genetics*, 36(2), 173-184.
- Bishop, D. V., Laws, G., Adams, C., & Norbury, C. F. (2006). High heritability of speech and language impairments in 6-year-old twins demonstrated using parent and teacher report. *Behavior Genetics*, 36(2), 173-184.
- Bishop, D., V., M., (1999), *Uncommon Understanding. Disorders of Language Comprehension in Children*, Cambridge, UK: Psychology Press Ltd.
- Bishop, D.V.M. (1994). Grammatical errors in specific language impairment: competence or performance limitations? *Applied Psycholinguistics* 15: 507–549.

- Bishop, D.V.M. (2017). Why is it so hard to reach agreement on terminology? The case of developmental language disorder (DLD), *International journal of Language & Communication Disorders*, 52(6), 671-680.
- Bishop, S. J. (2009). Trait anxiety and impoverished prefrontal control of attention. *Nature neuroscience*, 12(1), 92-98.
- Bley, N. S., & Thornton, C. A. (1995). Teaching mathematics to learning disabled children. *Austin, TX: PRO-ED*.
- Bol, G.W. (2003). MLU-matching and the production of morphosyntax in Dutch children with specific language impairment. In Levy, Y. & J. Schaeffer (Eds.), *Language Competence Across Populations: Toward a Definition of Specific Language Impairment* (p.259–272). Lawrence Erlbaum Associates.
- 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, 131-150.
- Bortolini, U. et al. (2006) Clinical markers for specific language impairment in Italian: The contribution of clitics and non-word repetition. *International Journal of Language & Communication Disorders*, 41(6), 695-712 Available from World Wide Web: doi:10.1080/13682820600570831.
- Botting, N., & Conti-Ramsden, G. (2003). Characteristics of children with specific language impairment. In *Classification of developmental language disorders* (pp. 35-50). Psychology Press.
- 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.
- Bryan, T. S., & Wheeler, R. (1972). Perception of learning disabled children: The eye of the observer. *Journal of learning Disabilities*, 5(8), 484-488.
- Clahsen, H., Barke, S. & Goeilliner, S. (1997). Formula features in impaired grammars: A comparison of English and German SLI children. *Journal of Neurolinguistics*, 10, 151-171.

- Clarke, M. G., & Leonard, L. B. (1996). Lexical comprehension and grammatical deficits in children with specific language impairment. *Journal of communication disorders*, 29(2), 95-105.
- Ebbels, S. & H. van der Lely (2001). Meta-syntactic therapy using visual coding for children with severe persistent SLI. *International Journal of Language and Communication Disorders* 36: 345–350.
- Ebbels, S. (2007). Teaching grammar to school-aged children with specific language impairment using shape coding. *Child Language Teaching and Therapy*, 23(1), 67-93.
- Ebbels, S. (2008). Improving grammatical skill in children with specific language impairment. In C.F. Norbury, B. Tomblin & D.V.M. Bishop (Eds.), *Understanding developmental language disorders* (pp. 149-174). Hove: Psychology Press.
- Ebbels, S. (2014). Effectiveness of intervention for grammar in school-aged children with primary language impairments: A review of the evidence. *Child Language Teaching and Therapy*, 30(1), 7-40.
- Ebbels, S. Evidence based intervention for school-aged children with language impairments.
- Ebbels, S. H., Marić, N., Murphy, A., & Turner, G. (2014). Improving comprehension in adolescents with severe receptive language impairments: a randomized control trial of intervention for coordinating conjunctions. *International Journal of Language & Communication Disorders*, 49(1), 30-48.
- Ebbels, S. H., Wright, L., Brockbank, S., Godfrey, C., Harris, C., Leniston, H., ... & Marić, N. (2016). Effectiveness of 1: 1 speech and language therapy for older children with (developmental) language disorder. *International journal of language & communication disorders*, 52(4), 528-539.
- Elman, J. L., Bates, E. A., Johnson, M. H., Karmiloff-Smith, A., Parisi, D., & Plunkett, K. (1996). *Rethinking Innateness: A connectionist perspective on development*. Cambridge, MA: The MIT Press.
- Fazio, R., Naremore, P. & Connell, P. (1996). Tracking children from poverty at risk for Specific Language Impairment: A 3 year old longitudinal study. *Journal of speech and Hearing Research*, 39, 611-624.

- Fey, M. E., Finestack, L. H., Gajewski, B. J., Popescu, M., & Lewine, J. D. (2010). A preliminary evaluation of Fast ForWord-Language as an adjuvant treatment in language intervention. *Journal of Speech, Language, and Hearing Research*, 53(2), 430-449.
- Finestack LH and Fey ME (2009) Evaluation of a deductive procedure to teach grammatical inflections to children with language impairment. *American Journal of SpeechLanguage Pathology* 18: 289–302.
- Friedmann, N., Novogrodsky, R., Szterman, R., & Preminger, O. (2008). Resumptive pronouns as last resort when movement is impaired: Relative clauses in hearing impairment. *Current issues in generative Hebrew linguistics*, 134, 267-290.
- 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.
- Gopnik, M., & Crago, M. B. (1991). Familial aggregation of a developmental language disorder. *Cognition*, 39(1), 1-50.
- Gray, S., Plante, E., Vance, R., & Henrichsen, M. (1999). The diagnostic accuracy of four vocabulary tests administered to preschool-age children. *Language, Speech, and Hearing Services in Schools*, 30(2), 196-206.
- Grüter, T. (2005). Comprehension and production of French object clitics by child second language learners and children with specific language impairment. *Applied Psycholinguistics* 26: 363–391.
- 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.
- Ingram, D. (1972). The acquisition of the English verbal auxiliary and copula in normal and linguistically deviant children. *Papers and reports on Child Language Development*, 4, 79-91.
- Jakubowicz, C. et al. (1998) Determiners and clitic pronouns in French-speaking children with SLI. *Language Acquisition* 7, 113-160.

- Kambanaros, M., Grohmann, K. K., Michaelides, M., & Theodorou, E. (2013). Comparing multilingual children with SLI to their bilingual peers: Evidence from object and action picture naming. *International Journal of Multilingualism*, 10(1), 60-81.
- Kamhi, A. G., Catts, H. W., Koenig, L. A., & Lewis, B. A. (1984). Hypothesis-testing and nonlinguistic symbolic abilities in language-impaired children. *Journal of Speech and Hearing disorders*, 49(2), 169-176.
- Kateri, L., Revithiasou, A. & Varlokosta, S. (2005). "Multiple partially ordered grammars: A case study from Greek SLI". Leiden Papers in Linguistics, Special Edition on Developmental Paths in Phonological Acquisition ed. by M. Tzakosta, J. van de Weiger, & C. Levelt, 21.13–38. Leiden.
- Kohnert, K., Windsor, J., & Ebert, K. D. (2009). Primary or "specific" language impairment and children learning a second language. *Brain and language*, 109(2-3), 101-111.
- Kulkarni, A., Pring, T., & Ebbels, S. (2014). Evaluating the effectiveness of therapy based around Shape Coding to develop the use of regular past tense morphemes in two children with language impairments. *Child Language Teaching and Therapy*, 30(3), 245-254.
- Lee, L. (1966). Developmental sentence types: A method for comparing normal and deviant syntactic development. *Journal of Speech and Hearing Disorders*, 31, 311-330.
- Lely, H. K. V. D., & Harris, M. (1990). Comprehension of reversible sentences in specifically language-impaired children. *Journal of speech and hearing disorders*, 55(1), 101-117.
- Lely, H. K. V. D., & Howard, D. (1993). Children With Specific Language Impairment: Linguistic Impairment or Short-Term Memory Deficit?. *Journal of Speech, Language, and Hearing Research*, 36(6), 1193-1207.
- Leonard, L. B. (2014). Children with specific language impairment. MIT press.
- Leonard, L. B., Caselli, M. C., Bortolini, U., McGregor, K. K., & Sabbadini, L. (1992). Morphological deficits in children with specific language impairment: The status of features in the underlying grammar. *Language Acquisition*, 2(2), 151-179.

Leonard, L. B., Sabbadini, L., Volterra, V., & Leonard, J. S. (1988). Some influences on the grammar of English-and Italian-speaking children with specific language impairment. *Applied Psycholinguistics*, 9(1), 39-57.

Leonard, L. B., Sabbadini, L., Volterra, V., & Leonard, J. S. (1988). Some influences on the grammar of English-and Italian-speaking children with specific language impairment. *Applied Psycholinguistics*, 9(1), 39-57.

Leonard, L.B. (2000). Specific language impairment across languages. In Bishop, D.V.M. & L.B. Leonard (Eds.), *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome* (p.115–129). Psychology Press.

Lyle, J. G., & Goyen, J. D. (1975). Effect of speed of exposure and difficulty of discrimination on visual recognition of retarded readers. *Journal of Abnormal Psychology*, 84(6), 673.

Manika, S., Varlokosta, S. & Wexler, K. (2011) The Lack of Omission of Clitics in Greek Children with SLI: An Experimental Study. In N. Danis, K. Mesh & H. Sung (Eds.), *Proceedings of the 35th annual Boston University Conference on Language Development 2*, 429-437. Somerville, MA: Cascadilla Press.

McGregor, K. K., Goffman, L., Van Horne, A. O., Hogan, T. P., & Finestack, L. H. (2020). Developmental language disorder: Applications for advocacy, research, and clinical service. *Perspectives of the ASHA Special Interest Groups*, 5(1), 38-46.

Meyer, T. A., Svirsky, M. A., Kirk, K. I., & Miyamoto, R. T. (1998). Improvements in speech perception by children with profound prelingual hearing loss: effects of device, communication mode, and chronological age. *Journal of speech, language, and hearing research*, 41(4), 846-858.

Montgomery, J. W., Evans, J. L., & Gillam, R. B. (2018). Memory and language in children with SLI. In *Working memory and clinical developmental disorders* (pp. 22-37). Routledge.

Motsch HJ and Riehemann S (2008) Effects of 'Context-Optimization' on the acquisition of grammatical case in children with specific language impairment: An experimental evaluation in the classroom. *International Journal of Language and Communication Disorders* 43: 683–98.

National Institute on Deafness and Other Communication Disorders. (2017). Specific language impairment. Retrieved from <https://www.nidcd.nih.gov/health/specificlanguage-impairment>.

Norbury, C. F., Bishop, D. V., & Briscoe, J. (2001). Production of English finite verb morphology.

Oetting, J. B., & Horohov, J. E. (1997). Past-tense marking by children with and without specific language impairment. *Journal of Speech, Language, and Hearing Research*, 40(1), 62-74.

Paradis, J., Nicoladis, E., & Crago, M. (2007). French-English bilingual children's acquisition of the past tense. In *Proceedings of the 31st Annual Boston University Conference on Language Development* (Vol. 2, pp. 497-507). Cascadia Proceedings Project Somerville, MA.

Petinou, K., & Street, V. Promoting speech intelligibility in ASD through the implementation of phonologically similar stimuli. *Folia Phoniatr Logop*. <https://doi.org/10.1159/000511346>.

Petinou, K., & Terzi, A. (2002). Clitic misplacement in normally developing and language impaired Cypriot-Greek speaking children. *Language Acquisition*, 10(1), 1-28.

Quirk, R., Greenbaum, S., & Leech, G. (8). J. Svartvik (1985) A comprehensive grammar of the English language. *Harlow: Longman*.

Rice, M. & Wexler, K. (1996). A Phenotype of Specific Language Impairment: Extended optional infinitives. In M.L. Rice (Ed), *Toward a genetic of language*, 215-235. Mahwah, Jersey: Lawrence Erlbaum Associates.

Rom, A., & Bliss, L. S. (1981). A comparison of verbal communicative skills of language impaired and normal speaking children. *Journal of Communication Disorders*, 14(2), 133-140.

Ruser, T. F., Arin, D., Dowd, M., Putnam, S., Winklosky, B., Rosen-Sheidley, B., ... & Folstein, S. (2007). Communicative competence in parents of children with autism and parents of children with specific language impairment. *Journal of Autism and Developmental Disorders*, 37(7), 1323-1336.

- Ruser, T. F., Arin, D., Dowd, M., Putnam, S., Winklosky, B., Rosen-Sheidley, B., ... & Folstein, S. (2007). Communicative competence in parents of children with autism and parents of children with specific language impairment. *Journal of Autism and Developmental Disorders*, 37(7), 1323-1336.
- Satz, P., & Fletcher, J. M. (1981). Emergent trends in neuropsychology: An overview. *Journal of Consulting and Clinical Psychology*, 49(6), 851.
- Schuele, C. M., & Nicholls, L. M. (2000). Relative clauses: Evidence of continued linguistic vulnerability in children with specific language impairment. *Clinical Linguistics & Phonetics*, 14(8), 563-585.
- Schuele, C. M., Rice, M. L., & Wilcox, K. A. (1995). Redirects: A strategy to increase peer initiations. *Journal of Speech, Language, and Hearing Research*, 38(6), 1319-1333.
- Schuller, B., Steidl, S., Batliner, A., Vinciarelli, A., Scherer, K., Ringeval, F., ... & Kim, S. (2013). The INTERSPEECH 2013 computational paralinguistics challenge: Social signals, conflict, emotion, autism. In *Proceedings INTERSPEECH 2013, 14th Annual Conference of the International Speech Communication Association, Lyon, France*.
- Scott, C.M. (1988). Producing complex sentences. *Topics in language disorders*, 8(2), 44-62, *Complex Syntax*, 317.
- Smith, N., Edwards, S., Stojanovik, V., & Varlokosta, S. (2008). Object clitic pronouns, definite articles and genitive possessive clitics in Greek preschool children with Specific Language Impairment (SLI): implications for domain-general and domain-specific accounts of SLI. In *Supplement Proceedings of 32nd Boston University Conference of Child Language Development*.
- Smyth, M.M., & Scholey, K.A. (1996). The relationship between articulation time and memory performance in verbal and visuospatial tasks. *British Journal of Psychology*, 87, 179-191.
- Sommers, R. K., Kozarevich, M., & Michaels, C. (1994). Word skills of children normal and impaired in communication skills and measures of language and speech development. *Journal of communication disorders*, 27(3), 223-240.

Stavrakaki, S. (2006). Developmental perspectives on specific language impairment: evidence from the production of wh-questions by Greek SLI children over time. *Advances in Speech-Language Pathology*, 8(4), 384-396.

Stavrakaki, S. (2006). Developmental perspectives on specific language impairment: evidence from the production of wh-questions by Greek SLI children over time. *Advances in Speech-Language Pathology*, 8(4), 384-396.

Stavrakaki, S. and 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, 189-216. Available from World Wide Web: doi:10.1348/026151010X485269.

Stavrakaki, S., & Lely, H. (2010). Production and comprehension of pronouns by Greek children with specific language impairment. *British Journal of Developmental Psychology*, 28(1), 189-216

Stavrakaki, S., (2001), Comprehension of reversible relative clauses in Specifically Language Impaired and Normally Developing Greek Children, *Brain and Language*, 77, pp. 419 – 431,

Stavrakaki, S., (2002), Sentence comprehension in Greek SLI children, In L. Kelly, F. Windsor, and N. Hewlett (Eds), *Investigations in Clinical Phonetics and Linguistics* (pp.57 – 72), London: Lawrence Erlbaum.

Strong, G. K., Torgerson, C. J., Torgerson, D., & Hulme, C. (2011). A systematic meta-analytic review of evidence for the effectiveness of the 'Fast ForWord' language intervention program. *Journal of Child Psychology and Psychiatry*, 52(3), 224-235.

Studdert-Kennedy, M., & Mody, M. (1995). Auditory temporal perception deficits in the reading-impaired: A critical review of the evidence. *Psychonomic Bulletin & Review*, 2(4), 508-514.

Tallal, P. (1988). Developmental language disorders. In *Learning disabilities: Proceedings of the national conference* (Vol. 181, p. 272).

Tallal, P., Miller, S., Bede, G., Byrna, G., Wang, X., Nagarajan, S., Jenkins, W., & Merzenich, M. (1996). Language comprehension in language-learning impaired children improved with acoustically modified speech. *Science*, 271, 81-84.

- Theodorou, E., & Grohmann, K. K. (2015). Object clitics in Cypriot Greek children with SLI. *Lingua*, 161, 144-158.
- Theodorou, E., Kambanaros, M., & Grohmann, K. (2012). Issues in the diagnosis of SLI in Greek Cypriot bilingual children. *Modern Greek Dialects and Linguistics Theory*, 5(1), 463-474.
- 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.
- Tomblin, J. B., Smith, E., & Zhang, X. (1997). Epidemiology of specific language impairment: Prenatal and perinatal risk factors. *Journal of communication disorders*, 30(4), 325-344.
- Triantafyllidou, L., & Varlokosta, S. (2000). Immigrant children in mainstream classrooms in Greece: assessing their language proficiency. *Selected papers on theoretical and applied linguistics*, 13, 477-489.
- Tsimpli, I., M., & Stavrakaki, S., (1999), The effects of a morphosyntactic deficit in the Determiner system: The case of a Greek child, *Lingua*, 108, pp. 31 – 85.
- Ullman, M. T. & Pierpont, E. I. (2005). Specific Language Impairment is not specific to language: The procedural deficit hypothesis. *Cortex: A Journal Devoted to the Study of the Nervous System and Behavior*, 41, 399-433. DOI: 10.1016/S0010-9452(08)70276-4.
- Van der Lely, H. K. (1996). Specifically language impaired and normally developing children: Verbal passive vs. adjectival passive sentence interpretation. *Lingua*, 98(4), 243-272.
- Van der Lely, H. K. (2005). Domain-specific cognitive systems: insight from Grammatical- SLI. *Trends in cognitive sciences*, 9(2), 53-59.
- Van der Lely, H. K., & Ullman, M. T. (2001). Past tense morphology in specifically language impaired and normally developing children. *Language and cognitive processes*, 16(2-3), 177-217.
- Van Der Meulen, S., Janssen, P., & Den Os, E. (1997). Prosodic abilities in children with specific language impairment. *Journal of Communication Disorders*, 30(3), 155-170.

- van Weerdenburg, M., Verhoeven, L., Bosman, A., & van Balkom, H. (2011). Predicting word decoding and word spelling development in children with Specific Language Impairment. *Journal of Communication Disorders*, 44(3), 392-411.
- Weismer, S. E. (1991). Hypothesis-testing abilities of language-impaired children. *Journal of Speech, Language, and Hearing Research*, 34(6), 1329-1338.
- Whitehouse, A. J., Barry, J. G., & Bishop, D. V. (2007). The broader language phenotype of autism: a comparison with specific language impairment. *Journal of Child Psychology and Psychiatry*, 48(8), 822-830.
- Whitehouse, A. J., Barry, J. G., & Bishop, D. V. (2007). The broader language phenotype of autism: a comparison with specific language impairment. *Journal of Child Psychology and Psychiatry*, 48(8), 822-830.
- Williams, D., Stott, C. M., Goodyer, I. M., & Sahakian, B. J. (2000). Specific language impairment with or without hyperactivity: Neuropsychological evidence for frontostriatal dysfunction. *Developmental Medicine and Child Neurology*, 42(6), 368-375.
- Willows, D. M., Corcos, E., & Kershner, J. R. (1993). Perceptual and Cognitive Factors in Disabled and Normal Readers' Perception and Memory of Unfamiliar Visual Symbols. In *Studies in visual information processing* (Vol. 3, pp. 163-177). North-Holland.
- World Health Organization. (2018). International classification of diseases for mortality and morbidity statistics (11th Revision). Retrieved from <https://icd.who.int/browse11/l-m/en>.
- Zachou, A., Kotsopoulou, A., Terzi, A., & Guasti, M. T. Production and comprehension of direct and indirect object clitics in Greek SLI.
- Βογινδρούκας, Ι., (2005), Σημειώσεις για το μάθημα της Ειδικής Γλωσσικής Ανεπάρκειας, Πρόγραμμα Εξειδίκευσης, Πανεπιστήμιο Μακεδονίας,
- Βογινδρούκας, Ι., Οκαλίδου, Α. & Σταυρακάκη, Σ. (επιμ.) (2010). Αναπτυξιακές γλωσσικές διαταραχές. Από τη βασική έρευνα στην κλινική πράξη. Αθήνα/ Θεσσαλονίκη: Επίκεντρο.

- Γιαννετοπούλου, Α. (2011). Διαγνωστική προβληματική των διαταραχών λόγου, ομιλίας, επικοινωνίας. Γιαννετοπούλου, Α. (2011). Διαγνωστική προβληματική των διαταραχών λόγου, ομιλίας, επικοινωνίας.
- Κλαψής, Π., Παντελαίου, Δ., & Φερλέ, Ν. (2016). Η ανάπτυξη των γλωσσικών ικανοτήτων ελληνόφωνων παιδιών προσχολικής ηλικίας ως δείκτες αξιολόγησης της ειδικής γλωσσικής διαταραχής (specific language impairment-SLI).
- Μαρκοβίτης, Μ., & Τζουριάδου, Μ. (1991). Μαθησιακές δυσκολίες: Θεωρία και πράξη. *Θεσσαλονίκη: Προμηθεύς*.
- Μαστροπαύλου, Μ. Φ. (2006). *The role of phonological salience and feature interpretability in the grammar of typically developing and language impaired children* (No. GRI-2006-1005). Aristotle University of Thessaloniki.
- Πήτα, Ρ., (1998), *Ψυχολογία της Γλώσσας*, Αθήνα: Ελληνικά Γράμματα.
- Ράλλη, Α. Μ., & Παληκαρά, Ο. (2013). Investigating the relationship between Specific Language Impairment and Dyslexia: Theoretical and clinical implications. *Psychology: the Journal of the Hellenic Psychological Society*, 20(3), 358-380.
- Σταυρακάκη, Σ. (2019). *Νευροαναπτυξιακές διαταραχές: Η περίπτωση της Αναπτυξιακής Γλωσσικής Διαταραχής* (No. IKEEBOOK-2020-213). Aristotle University of Thessaloniki.