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**DEMOCRITUS UNIVERSITY OF THRACE Department of Greek  
Philology in collaboration with**  
**NCSR DEMOKRITOS Informatics and Telecommunications  
Institute**

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

MANIKA ANNA

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## **ABSTRACT**

The aim of the present study is to conduct a literature review on the syntactic deficits, the deficits in the memory abilities of children with Developmental Language Disorder (DLD), but also an overview of the available interventions in the present group.

DLD is a disorder of the individual's language ability, which affects oral speech and especially in the levels of morphology and syntax. In order DLD to be diagnosed, it is necessary that the person has not been diagnosed with mental retardation, neurological damage or difficulty in hearing. In terms of language skills, children with DLD may have a wide range of characteristics, such as syntactically simpler sentences, omission of conjunctions and pronouns, difficulties in clitic morphology (e.g. in the use of articles, plural formation, formation), use of more limited vocabulary, difficulty finding words. However, there may be issues with the phonological development of children with DLD, which is similar to that of younger children, as well as pragmatic difficulties. The latter, however, are not particularly impaired. These difficulties extend to both written language and learning. More specifically, there are difficulties in reading, but also in understanding the text.

Deficiencies also appear in the cognitive abilities of people with developmental language disorder. The main areas where difficulties occur are a) in the understanding of relations of space, b) in visual discrimination, c) in visual integration, d) in visual memory, e) in visual sequence, f) in all-relational relations and g) in audio processing and comprehension. Also, many of the cognitive deficits in children with Developmental Language Disorder are due to their reduced memory capacity.

Early detection and early treatment of children with Developmental Language Disorder is ideal for the treatment of developmental language disorder. However, most people can respond well to their therapeutic intervention, no matter when it starts. The configuration of the treatment depends on the age and the needs of the individual. Early initiation of therapy can help children: a) acquire deficient grammar, b) expand comprehension and use of words, and c) develop social communication skills.

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