

## Definition

Specific Language Impairment (SLI), also called Developmental Language Disorder (DLD), consists of an alteration or delay in the receptive and/or expressive development of oral language. It affects both the acquisition and development of these since its beginning, manifesting significant difficulties and cognitive, communicative and social consequences.

- Difficulties in the field of language and normal development in the other areas.
- Absence of neurological deterioration, sensory or motor deficit, psychopathological or socioemotional difficulties and brain injuries or dysfunctions.
- Prevalence of between 2% and 7% of the child population and more frequent in boys.
- It is shown in a very diverse and heterogeneous ways, a fact that makes it difficult to detect and establish specific diagnostic criterion.

## About us?

We are an interdisciplinary group of young researchers placed in the Balearic Islands (Spain). We are all made up of the Department of Applied Pedagogy and Psychology of Education of Balearic Islands University (UIB).

Our main objective is to examine, on the one hand, how bilingualism increases executive control and, on the other hand, the influence it has on language and cognition in children with language acquisition difficulties or specific language impairment (SLI).

On the other hand, we are interested in the social and educational development of children who have had or have language delays.

### Contact

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# SLI OR DLD

Specific Language Impairment  
or Developmental Language  
Disorder

Importance of early  
detection and  
immediate  
intervention



## Intervention

- It has to be carried out prematurely, intensively and over time.
- You can start to intervene when there are symptoms or warning signs, to ensure the care and help that they need.
- It must be planned and specified by specialized professionals: speech therapists.

- It must start from the difficulties and be based on the adequate aids, in order to alleviate these difficulties, obtain improvements and avoid the appearance of consequences.
- The involvement of the family and school is needed to provide adequate intervention and help.

## Detection and intervention

### Detection

- The evaluation and diagnosis have to be carried out by skilled professionals.
- Detection is difficult, either due to the lack of clear diagnostic criteria or because of confusion with the symptoms of other development disorders.
- It usually begins to be clear at 24-30 months, when language does not appear or does not evolve as it should.

**The intervention aims to alleviate the needs and contribute to the acquisition of a degree of linguistic competence that allows communication, socialization, learning and personal and emotional development.**

