

# Language Impairment in Children

## **Developmental Language Disorder (DLD) / Specific Language Impairment (SLI)**

<https://www.nidcd.nih.gov/health/developmental-language-disorder#Is-DLD-same>

### **What is DLD/SLI:**

DLD is a specific type of a language difficulty that is not considered in the same category of hearing loss or autism, but is a specific type of a disorder where it'll cause difficulty in terms of communication, which can "affect a child's speaking, listening, reading, and writing." DLD is common to the point where "approximately 1 in 14 children in kindergarten" would be diagnosed so; however, early detection and treatment can improve the chances of learning specifically tailored in the idea of the treatment of the most common issues and lackings that a children with DLD will be exposed with.

### **Misconception**

Detecting Developmental Language Disorder (DLD) becomes more challenging when accompanied by additional symptoms. Merely observing a child's behavioral patterns can lead to difficulties in identification. For example, children with DLD might opt to avoid interactions, causing others to perceive them as shy. Their inability to follow directions may be misunderstood as misbehavior, when in reality, they struggle to comprehend instructions. Additionally, a child grappling with communication difficulties may express frustration through disruptive behavior. Consequently, these behaviors collectively contribute to a potential misinterpretation of the underlying issue, leading to a misunderstanding of the child's disability in either learning disability or autism or anything other than the specific diagnosis of DLD.

### **How is it Diagnosed?**

Typically, under the guidance of a Speech-Language Pathologist (a professional specialized in assessing and treating speech or language issues), evaluations are carried out using methods such as pure observation, interviews, assessments, or standardized tests. These measurements are often compared to those of children without language disabilities to determine where the assessed children currently stand in relation to the average.

### **Improvements**

With early detection, NIDCD have outlined that children can better

- Acquire missing elements of grammar.
- Expand their understanding and use of words.
- Develop social communication skills

and suggestion from NIDCD was that "treatment may focus on understanding instruction in the classroom, including helping with issues such as:

- Following directions.
- Understanding the meaning of the words that teachers use.
- Organizing information.
- Improving speaking, reading, and writing skills.

### **Autism and specific language impairment: categorical distinction or continuum?**

<https://pubmed.ncbi.nlm.nih.gov/14521195/> (2003)

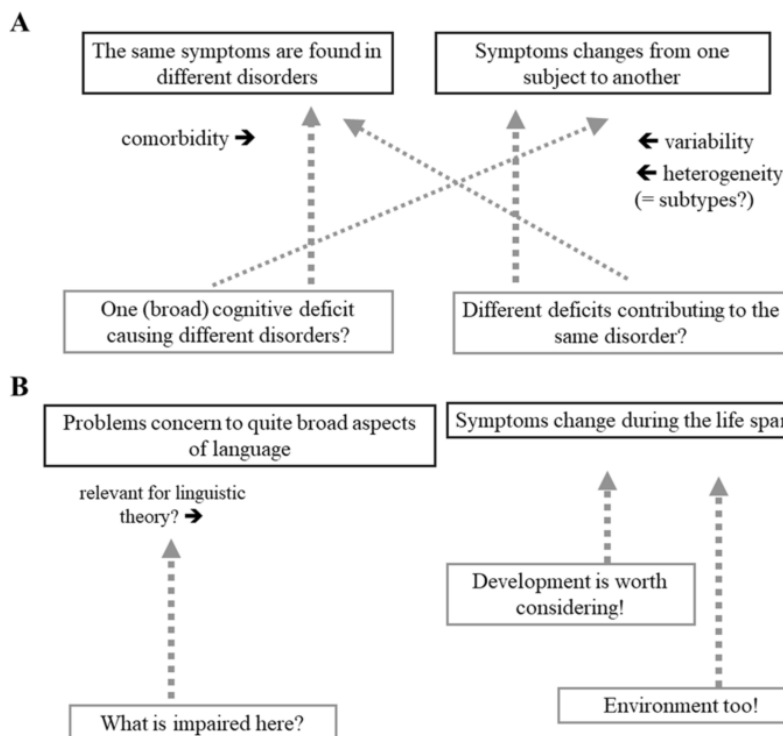
SLI	ASD
Specific to language	Triad of impairments: communication, social interaction and behavioural repertoire
Difficulty: structural aspects of language (phonology and syntax)	Difficulty: abnormal use of language (pragmatics)

- BUT diagnosis their difference is difficult so the author of this paper suggested to have the a new term like SLI Plus, where it differentiates child with SLI and SLI with ASD not just SLI and ASD

### Specific Language Impairment, Autism Spectrum Disorders and Social (Pragmatic) Communication Disorders: Is There Overlap in Language Deficits? A Review

<https://link.springer.com/article/10.1007/s40489-022-00327-5>

Diagnosis a patient to a specific disorder is difficult as comorbidity is happening so frequent that is making the overlapping aspect hard to make a diagnosis to be black or white. Comorbidity is when there exist more than two or more different disorders that shows the overlap of the other disorders that makes the general diagnosis difficult to conduct. Not only through verbal observations, the overlap also exists under the biological level where in "brain level (with damages in the same region resulting in different disorders) and the genetic level (with mutations in the same gene resulting in diverse conditions)." Thus, the researchers from this research created a table that shows the complexity that is behind the detection and what needs to be considered.



The reviewing paper goes in depth with first understanding the detailed characterisation of the language deficits observed in children with in three conditions of autism spectrum disorders (ASD), specific language impairment (SLI) and social (pragmatic) communication disorder (SPCD). Then, the authors worked on the main research intention of "a distinctive symptomatic profile can be proposed for each disorder in the domain of language to enable an accurate diagnosis, in spite of some overlap between symptoms".

If time allows, future research will be conducted with a deeper analysis about the comparison of the specific features that were outstanding with the language pattern that was found in the children of such specific disorders.