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2: Wh-questions"; "5.1 Participants"; "5.2 Material and methods"; "5.3 Scoring"; "5.4 Results"; "6. Discussion"; "References"; "Is there an overlap between Specific Language Impairment and Developmental Dyslexia? New insights from French"; "Introduction"; "Review of the literature"; "The present study"; "Method"; "Participants"; "Tasks"; "Procedure"; "Results"; "Group study"; "Multiple-case study: Prevalence of the different deficits"; "General discussion"

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Word-level reading skills, reading versus listening comprehension, and oral expression"; "Conclusion"; "Acknowledgements"; "References"; "Appendix"; "Comparing SLI and dyslexia: Developmental language profiles and reading outcomes"; "Introduction"; "Methods"; "Participants"; "Measures at preschool age: Inflection and mispronunciation detection"; "Literacy and language measures at age 8"; "Results"; "Preschool morphosyntactic and phonological measures"; "Literacy outcomes at age 8"

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Sommario/riassunto

Specific Language Impairment (SLI) may be best thought of as probabilistically determined by multiple risk and protective factors. It follows from this that the underlying deficits in SLI may vary requiring different approaches to treatment and allowing for the possibility of different strengths or facilitative effects. Not surprisingly, a range of interventions have been developed. This chapter reviews available approaches and evidence in light of theories related to SLI deficits in domain-specific or domain-general processes, and evidence tapping potential protective factors related to SLI. Finally
