

**Title**

Language interventions and their effects on oral language comprehension in children and adolescents with developmental language disorder: A scoping review

**Authors**

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**Background**

Difficulties comprehending oral language are often persistent, and put individuals to several risks. Interventions enhancing comprehension of spoken language are thus needed. There is, however, a lack of intervention research in the area of oral language comprehension.

**Aims**

The aim of this review is to create an overview of language interventions, which effect on oral language comprehension is evaluated, in children and adolescents with developmental language disorder, DLD. Further it describes the strength of evidence and efficacy of individual interventions.

**Methods & procedures**

Systematically conducted scoping review of eight databases was carried out. 22 studies from 2265 met the inclusion criteria. Further six studies were identified through reference lists of sourced articles and reviews. Participants in these 28 studies were 1–16-year-old children with DLD. The data of each study was analysed and the interventions were classified by different characteristics.

**Results**

We created a framework of language comprehension interventions describing the focus of intervention (modifying the communicative environment; targeting child's language; targeting child's processing), approach (enhancing skills; teaching strategies), strength of evidence and efficacy, to support evidence-based practice.

**Conclusions & implications**

The preliminary findings propose that oral language comprehension of children with DLD can be enhanced. When choosing interventions to enhance comprehension of spoken language, the range of possible approaches should be considered. The younger the child is, the more linguistic skills in general should be enhanced. The older the child is, the more targeted and explicit the intervention should be. Also strategies and compensatory means should receive more attention.