

ABSTRACT

Reading comprehension skills in children with developmental language disorder - systematic review

Introduction: Specific Language Impairment (SLI) can be defined by the presence of persistent difficulties in understanding and/or expressing language, starting in the developmental period, resulting in limitations in communication, social participation, professional and academic success in its various forms and modalities. These difficulties cannot be explained by Intellectual Disorder, global developmental delay, sensory changes, motor dysfunction or other biomedical condition. Children with SLI are at significant risk for having reading problems at some point in their school life, and although there has been a longstanding discussion about reading difficulties in children with SLI, there is no recent review that gathers accurate information about reading development. In this population. **Objective:** to examine available scientific evidence about reading difficulties in children with Specific Language Impairment. **Method:** to meet the proposed objective, the systematic review method was used, following the PRISMA-P checklist. The search was carried out by independent researchers in the main databases and in the gray literature crossing standardized descriptors indicated for Developmental Language Disorder and reading comprehension. At first, a general search was carried out, then, the articles belonging to the selection criteria described in a previous standardized form were selected through title and abstract. In case of disagreement, the two researchers resolved through discussion and consensus which studies would be exported to the reference manager. **Results:** the search led to a final number of 5914, with 3521 articles belonging to the main databases and 2393 corresponding to the gray literature. With regard to the main databases, 42 articles were selected by two independent researchers from the Pubmed database, 20 from the Web of Science database, 35 from the Scopus database, 47 from the 'Embase' database, 25 from the PsycInfo database (APA), 74 from the ERIC base, 2 from the Scielo base and 04 from the Lilacs base. In the gray literature, 02 articles from the PROQUEST database were selected. The articles were exported to the ENDNOTE reference manager, and after removing the published ones and reading the texts in full, 12 works were considered eligible, which were submitted to qualitative analysis using