Pomper, R., Reed, D. K., Eden, N., Arbisi-Kelm, T., & McGregor, K. K. (2023, June). How children with and without Developmental Language Disorder infer word meaning from written and spoken text. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.

## **References**

- Dawes, E., Leitão, S., Claessen, M., & Kane, R. (2019). A randomized controlled trial of an oral inferential comprehension intervention for young children with developmental language disorder. *Child Language Teaching and Therapy*, 35(1), 39-54.
- Dollaghan, C., & Campbell, T. F. (1998). Nonword Repetition and Child Language Impairment. Journal of Speech, Language, and Hearing Research, 41(5), 1136–1146.
- Gillam, R. B., & Pearson, N. A. (2017). TNL-2: Test of Narrative Language
- Kan, P. F., & Windsor, J. (2010). Word Learning in Children With Primary Language Impairment: A Meta-Analysis. *Journal of Speech, Language, and Hearing Research*, *53*(3), 739–756.
- Snowling, M. J., Hayiou-Thomas, M. E., Nash, H. M., & Hulme, C. (2020). Dyslexia and developmental language disorder: Comorbid disorders with distinct effects on reading comprehension. *Journal of Child Psychology and Psychiatry*, 61(6), 672-680.
- Wagner, R.K., Torgesen, J.K., Rashotte, C.A., & Pearson, N.A. (2010) *Test of Silent Reading Efficiency and Comprehension (TOSREC)*
- Wechsler, D. (2011) Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-II)