

## Glossary of terms used in Specific Learning Disability

<b>Audiology</b>	A discipline spanning a number of functions including the testing and measurement of hearing
<b>ADHD (Attention deficit hyperactivity disorder)</b>	An attentional difficulty (sometimes accompanied by hyperactivity, but not always) which affects the ability to concentrate and/or sit still. Often treated with Ritalin, but also affected by diet, particularly Essential Fatty Acids.
<b>Auditory discrimination</b>	The ability to recognise the difference between similar sounding letters/words. Can be a physical difficulty (hearing) or a perceptual problem.
<b>Auditory figure-ground</b>	The ability to recognise important sounds or words against a background of noise.
<b>Auditory memory</b>	The ability to remember what is heard
<b>Auditory perception</b>	The way the brain makes sense of (processes) what is heard.
<b>Auditory sequencing</b>	The ability to determine the correct order of sounds in a word. Also, the ability to organise oral information in order.
<b>Auditory syllabification</b>	The ability to split a word into sound syllables.
<b>Behavioural optometrist</b>	A specialist optometrist who also looks at visual perception and eye tracking
<b>Blending</b>	The ability to combine individual sounds to make a word
<b>CAPD</b>	Central Auditory Processing Disorder. A neurological difficulty with processing auditory information.
<b>Cognitive processing</b>	The mental processes involved in thinking and learning, such as perception, memory, language, attention, concept formation and problem solving.
<b>Cognitive task</b>	A task which requires active thought or concentration (as opposed to one which can be completed automatically).
<b>Concrete instruction</b>	A method of teaching in which the student manipulates real objects in conjunction with appropriate verbalisation.
<b>Cross (or mixed) laterality</b>	Using the eye, ear or foot on the opposite side of the body from the preferred hand, e.g. left-handed, but right foot dominant.
<b>Decoding</b>	The ability to break a word down into its component letters (and sounds). i.e. reading

<b>Developmental Delay</b>	Slow and usually uneven maturing of a child.
<b>Directionality</b>	Knowledge of directions, e.g. right/left
<b>Dominance</b>	The tendency of one side of the body or limb to be more developed or preferred.
<b>Dyscalculia</b>	A total lack of understanding of mathematical or numeric principles.
<b>Dyslexia</b>	Specific Learning Disability. A neurological condition which primarily affects the ability to cope with written language.
<b>Dyspraxia</b>	A motor-planning disorder which can affect a number of areas, but primarily affects motor development and/or speech. Diagnosed by an Occupational Therapist. Shares many characteristics with dyslexia.
<b>Encoding</b>	The ability to work out the spelling of a word by its component sounds (i.e. spelling)
<b>Eye tracking</b>	Control of the muscles which affect the movement of the eyes. Needs to be smooth in order to be efficient for reading.
<b>Fine motor</b>	Small muscle movements, i.e. handwriting
<b>Grapheme</b>	The smallest unit of written language which represents a sound.
<b>Gross motor</b>	Movement of the larger muscles of the body, i.e. arms, legs
<b>Hand-eye coordination</b>	The ability to coordinate hands and eyes for tasks such as throwing, catching and copying
<b>Kinaesthetic</b>	Relating to movement
<b>Kinaesthetic memory</b>	Memory of muscle movements involved in an action
<b>Mid-line</b>	An imaginary line down the centre of a person's body from head to feet.
<b>Motor</b>	To do with body movement
<b>Motor Planning</b>	The neurological planning of movement. Usually problematic in dyspraxia
<b>Non-verbal reasoning</b>	Ability to solve visual problems or see and apply visual patterns. An aspect of intelligence which is not dependent on language processing ability.

<b>Perception</b>	The way the brain makes sense of incoming stimuli (visual, auditory, kinaesthetic)
<b>Perceptual disorder</b>	Difficulty in interpreting sensory stimuli
<b>Phoneme</b>	The smallest unit of sound
<b>Phonics</b>	A method of teaching spelling which depends on teaching the letter or letters which go with individual sounds and building/decoding words from that.
<b>Phonological awareness</b>	Awareness of sounds and sound patterns (rhyme) in language
<b>Phonology</b>	The sounds of a language
<b>Proprioception</b>	Also known as body image. The ability to relate body parts to each other and to the outside environment.
<b>Segmentation</b>	The ability to separate a word into individual sounds
<b>Sensory integration</b>	The combining of sensory input from several sensory canals
<b>Syntax</b>	Governing sentence structure and word order
<b>Verbal reasoning</b>	Ability to understand language concepts and solve verbal problems. An aspect of intelligence.
<b>Visual discrimination</b>	The ability to identify and process visual detail
<b>Visual memory</b>	The ability to accurately remember what is seen. Crucial for the acquisition of sight vocabulary
<b>Visual perception</b>	The identification, organisation and interpretation of what is seen.
<b>Visual sequencing</b>	The ability to put symbols (letters/numbers) in the correct order
<b>Visuo-motor coordination</b>	The ability to co-ordinate vision with the movements of the body (i.e. as is required in copying)
<b>Visuo-spatial</b>	The awareness of position in time and space. Involved in the understanding of spatial concepts (up, down, over, under, etc)
<b>Word retrieval</b>	The ability to retrieve words from the vocabulary. Often weak in dyslexics, but is also affected by stress, tiredness or distractions.
<b>Working memory</b>	The ability to retain <i>and process</i> information in memory. An aspect of auditory memory.