DEVELOPMENTAL LANGUAGE DISORDERS DICTIONARY

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Accommodations

Alternative Expectations

Assessment as Learning

Assessment for Learning

Assessment of Learning

Authentic Assessment

Automaticity

Benchmark

Classroom Based Assessment

Cognitive Flexibility

Cognitive Referencing

Cold Cognition

Collaboration

Comprehension Monitoring

Conceptual Vocabulary

Consolidation

Consultation

Crystallized Intelligence

Curriculum Based Assessment

Decoding Pathway (Dual Route to Reading)

Developmental Language Disorder

Differentiated Instruction

Discourse Organization

Domain-General Deficits

Domain-Specific Deficits

Dynamic Assessment

Dyslexia

Entrenchment

Episodic Memory

Errorless Learning

Executive Functions

Explicit Learning

Expository Language Samples

Extrinsic Motivation

Flexible Thinking

Fluid Intelligence

High Order Meta-Analysis Skills

Hot Cognition

Identification, Placement, and Review Committee (IPRC)

Implicit Learning

Incidental Learning

Individual Education Plan (IEP)

Inferencing

Teaching strategies to use for a child but the curriculum expectation is not altered (e.g., extra time on tests).
See also: IEP, Alternative Expectations, Modifications

Potential document in an IEP. Used to help students acquire knowledge and skills not in the Ontario curriculum.
See also: IEP, Accommodations, Modifications

Views learning as a process of developing and supporting metacognition for students and focuses on the role of the student as the critical connector between the assessment and learning (Earl & Katz, 2006).
See also: Assessment for Learning, Assessment of Learning

Designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow (Earl & Katz, 2006).
See also: Assessment as Learning, Assessment of Learning

This is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and occasionally, to show how they are placed in relation to others (Earl & Katz, 2006).
See also: Assessment as Learning, Assessment for Learning

Assessment of activities taking place as part of the child's regular educational day.

The ability to do something without much cognitive effort. This may be an extremely overlearned pattern of movements or knowledge (e.g., becomes automatic through entrenchment).
See also: Entrenchment

Formative assessments provide benchmarks, these are then used to confirm the suitability of instructional strategies and specific interventions for individual students as well as groups of students.

Direct observation or teacher perceptions of language performance in the classroom.
See also: Curriculum Based Assessment

Involves changing perspectives or approaches to a problem, flexibly adjusting to new demands, rules or priorities.
See also: Executive Functions

The practice of determining the presence of language disorder primarily through a discrepancy between general aptitude as measured by an IQ test and academic achievement. This method of assessment is no longer acceptable when assessing for language disorders (Troia, 2005).

Involves being aware of the "what, when, how" aspects of thinking. This requires cognitive flexibility, active maintenance of relevant ideas, suppression of irrelevant ideas (inhibition), and controlled attention.
See also: Hot Cognition

Two or more different professionals working together on a team to provide complete holistic care to a client.

Involves students being actively engaged in connecting what they are reading with their background knowledge and checking that their situation model is accurately reflecting what they are reading.

Gives the child credit for knowing concepts rather than having the actual words for the concepts.
See also: Total Vocabulary

The process of memories going from working to long term memory.
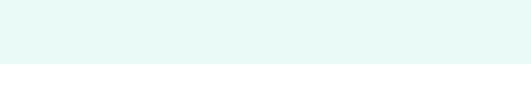See also: Working Memory

Refers to a model where there is a referral system and experts are called in to comment on and make recommendations on a case (Hartas, 2004).

Refers to the knowledge and skills that we accumulate over a lifetime. It is also the ability to use that knowledge in activities.
See also: Fluid Intelligence

Assessment involving materials and activities required for the curriculum.
See also: Classroom Based Assessment

Grapheme-phoneme correspondence rules involving word-specific or part word associations. Due to the multiple associations in this pathway this process is slower

than the Sight Word reading pathway.
See also: Sight Word Pathway, Simple View of Reading

Differentiated instruction accommodates differences in learners, incorporating tiered intervention (universal, targeted, intensive support). This model focuses on the child's thinking, academic achievement and work habits, and provides scaffolding when needed. This model supports the "right support at the right time".
See also: Tier 1 Intervention, Tier 2 Intervention

The process of learning without conscious operations.
See also: Incidental Learning, Explicit Learning

The process of learning related information while the learner is engaged in active, attention-driven and strategic information processing.
See also: Implicit Learning

A written plan describing a student's special education plan. This document is a working document and is able to be changed over time; it is an accountability tool for the student and professionals on the student's team. Documents can be in the form of accommodations, modifications, and alternative expectations.
See also: Accommodations, Modifications, Alternative Expectations, IPRC

Aimed at achieving coherence in a text and provide coherence to the situation model. Inferences fill in the gaps in the text at the sentence level and also globally across the text. We only make inferences that are necessary to maintain coherence with the situation model.
See also: Higher Order Meta-Analysis Skills, Social Cognition

The ability to not attend to irrelevant information and ideas and to stop impulsive responses.
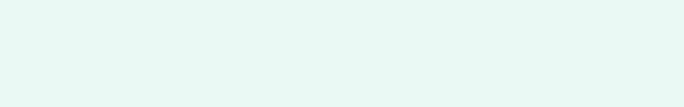See also: Executive Functions

Inquiry based learning is a curriculum that emphasizes ideas, investigation, and exploration. Within this model the teachers and students are co-constructors of learning, together they work on metacognitive habits such as planning, monitoring and reflecting. The teacher aims to make ideas accessible to all, extend ideas, sustain inquiry, provide "need-to-know" information, through building, paraphrasing, connections and asking questions. Teachers may shape or explicitly teach the students these behaviours.
See also: Universal Design for Learning

The knowledge that letters or groups of letters represent individual sounds in language.

Due to the fact that math involves language, symbol knowledge, and visuospatial working memory children with DLD have difficulty with math tasks that involve language, symbols or combined demands.
See also: Developmental Language Disorder

Professionals work with the students inside the general classroom, and topics covered in session will relate to the daily lesson.
See also: Pull Out

The process of retrieving stored memories from long term memory to be used for current situations (i.e., working memory).
See also: Working Memory

Factors that increase the likelihood a child may develop/be diagnosed with DLD. Risk factors include; being male, ongoing hearing problems, and having a reactive temperament (Harrison & McLeod, 2010).
See also : Protective Factors

A chronic anxiety reaction to situations requiring speech so the child does not speak in situations where speed is normally expected, but speaks normally in other situations, leading to pervasive verbal and nonverbal communication problems.

Knowledge consisting of concepts, facts, ideas and beliefs. This is a part of long-term memory.

The study of the meaning of words and other symbols.

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Bishop, D.V., & Snowling, M.J. (2004). Developmental dyslexia and specific language i iffairment: