

TERMINOLOGY

Auditory Discrimination: ability to discern likenesses or differences in sound

Decode: ability to understand to find meaning for facts, information, experiences which occur in the environment; in schools, means the ability to recognize words, say them aloud correctly, but not necessarily knowing the meaning.

Executive Functioning: the ability to manage or regulate cognitive processes, including initiating, planning, organizing, and following through on a task. Children with executive functioning disorders may struggle with focusing on an activity, completing work on time or at all, organizing themselves and motivation. It can also impact the child's ability to regulate his/her emotions.

Expressive language: Ability to communicate by using words, writing or gestures.

Receptive language: Ability to understand what is communicated to you, either verbally or in writing.

Fine Motor: functions that require tiny muscle movements. For example: writing or typing

Gross motor: functions that require large muscle movements. For example walking, jumping.

Figure-Ground: ability to distinguish at will, what one wishes to see (figure) from the environment (ground)

Intelligence: ability to learn from experience and apply it in the future to solve problems and make judgments.

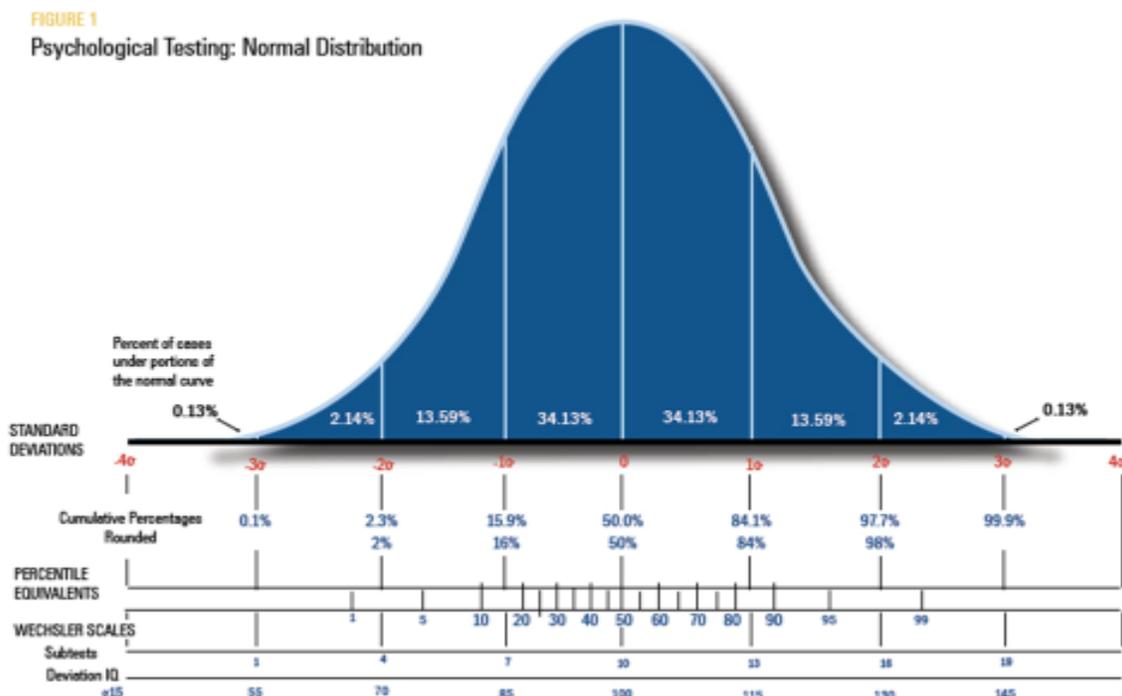
Norm: statistical term which describes the performance of some specified group; "Norm" indicates "normal" or usual or average performance; status quo.

NOS: Not Otherwise Specified (usually means did not meet full dx criteria)

NVLD: Or NLD. Disability in which person cannot integrate and make sense of visual/non-verbal information. Always associated with severely impaired math calculation skills, difficulty with reading comprehension when not literal, but have fast reading speed and excellent spelling. Often misdiagnosed based on VIQ>PIQ only

Percentile: a score that reflects a comparison of one child's performance with others taking the same test eg you did better than 98% of people taking this test.

Percentile Rank: refers to a point in a distribution of scores (eg 98th percentile). These ranks are not equally distributed and so you cannot compare differences between different percentile scores. For instance, the difference between the 50th and 75th percentile is the same as between the 91st and 98th percentile!



Perception: Mental ability to grasp or understand objects or qualities by means of the senses (hearing, seeing, smelling, touching, tasting).
Some different types of perception:

Visual perception

- association: ability to categorize visually those relationships that go together Example: tree goes with plants – not with food
- closure: ability to form a whole word or puzzle from some of its separate parts
- constancy: ability to see that objects are the same when they are seen from different angles.
- figure-ground: ability of learner to distinguish at will what one wishes to see (figure) from the environment (ground).
- memory sequence: ability to remember in order what has been seen –for long and short periods of time.
- spatial relationships: ability of the individual to relate self or objects or parts of self to the environment in terms of size, position, distance or direction.
- visual discrimination: ability to discern likenesses and differences in colors, shapes, objects, words (symbols).
- visual motor: ability to coordinate the eyes with the movement of the hands and the process of thinking. These three processes must be able to work together in order to write.

Auditory perception

- association: ability to understand (or process) relationships, auditorially. Example: boat goes with water – not with sky or ground.
- auditory discrimination: ability to discern likenesses and differences in sound.
- closure: ability to form a whole word from some of its parts
- constancy: ability to know that sounds are the same when heard in different ways.
- figure-ground: ability to pick out a sound (figure) from a number of sounds together (ground) Example: pick the sound of a flute in an orchestral piece
- localization: ability to locate the source and direction of sound.
- memory sequencing: ability to remember in order what has been heard from long or short periods of time.

Haptic perception

– tactile: ability to discern likenesses and differences in object through feeling. Example: can identify a spoon by feel (not seeing it).

kinesthetic: ability to learn through body movement.

Standard score: A score defined by the number of standard deviate on units that it lies away from the mean of the distribution scores.

Visual-Motor integration (or co-ordination): ability to coordinate the eyes with the movement of the hands and the process to thinking. For example, one uses visual-motor coordination when catching a ball.

Crystalized_Intelligence_

The depth and breadth of knowledge and skills that are valued by one's culture. Usually acquired through school. A composite score that reflects knowledge and skills such as vocabulary and verbal reasoning.

Fluid_Reasoning_

The deliberate but flexible control of attention to solve novel, on-the-spot problems that can't be performed by relying only on previously-learned habits, schemas & scripts. This is problem solving that is not learned but is performed.

Visual_Processing_

The ability to make use of simulated mental imagery (often in conjunction with currently perceived images) to solve problems.

Exexecutive Functioning

Executive functions are a set of cognitive processes – including attentional control, inhibitory control, working memory, and cognitive flexibility, as well as reasoning, problem solving, and planning – that are necessary for the cognitive control of behavior.

Auditory_Processing_

The ability to detect and process meaningful nonverbal information in sound.

Short_Term_(working) Memory_

The ability to encode, maintain and manipulate information in one's immediate awareness. It assesses the ability to hear new information, store it in short-term memory, concentrate, and then use that information immediately to complete a task. Examples include recalling a phone number that was read out to you long enough to punch in the numbers, remembering three or four things you were told to do when you get to a room, etc.

Long_Term_Storage_and_Retrieval_

The ability to store, consolidate and retrieve information over periods of time measured in minutes, hours, days, and years. Many memory tests don't adequately determine if a person has trouble storing and retrieving the information from memory vs problems with initial rate of learning information.

Processing_Speed_

The ability to perform simple, repetitive cognitive tasks quickly and fluently. It is similar to modem speed on a computer, in that it measures how quickly you can simply process and react to a visual stimulus. It is not correlated with academic fluency!

General Ability Index (GAI): a summary IQ score that is less sensitive to the effects of working memory and processing speed impairments. A good gauge of where the person could function if academic accommodations were provided.

Relative Weakness: a test score that, while still average or better, is "relatively" lower than other test scores. Does not imply a "normative weakness".

Borderline performance: Indicates that the person is functioning "on the border" between two classifications. Often, but not always, it means the person's intellectual ability is between the 8th and 16th percentile relative to his/her peers. At other times, the clinician may use this term to suggest that a normal or unimpaired score is "at the border" of being below average.