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# DEVELOPMENTAL LANGUAGE DISORDERS DICTIONARY

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<a href="#">Episodic Memory</a>	<a href="#">Orthographic Knowledge</a>	<a href="#">Vocabulary</a>
<a href="#">Errorless Learning</a>	<a href="#">Phonemic Awareness</a>	<a href="#">Word Knowledge</a>
		<a href="#">Working Memory</a>

Accommodations 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](#)

Alternative Expectations Potential document in an IEP. Used to help students acquire knowledge and skills not in the Ontario curriculum.  
See also: [IEP](#), [Accommodations](#), [Modifications](#)

Assessment as Learning 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](#)

Assessment for 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](#)

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](#)

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

Automaticity 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](#)

Benchmark 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.

Classroom Based Assessment Direct observation or teacher perceptions of language performance in the classroom.  
See also: [Curriculum Based Assessment](#)

Cognitive Flexibility Involves changing perspectives or approaches to a problem, flexibly adjusting to new demands, rules or priorities.

See also: [Executive Functions](#)

Cognitive Referencing 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).

Cold Cognition 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](#)

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

Comprehension Monitoring 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.

Conceptual Vocabulary Gives the child credit for knowing concepts rather than having the actual words for the concepts.

See also: [Total Vocabulary](#)

Consolidation The process of memories going from working to long term memory.

See also: [Working Memory](#)

Consultation 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).

Crystallized Intelligence 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](#)

Curriculum Based Assessment Assessment involving materials and activities required for the curriculum.

See also: [Classroom Based Assessment](#)

Decoding Pathway (Dual Route to Reading) 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](#)

**Developmental Language Disorder** **Persistent language problem with significant impact on everyday social and educational progress.**

See also: [Language Disorder Associated with X](#), [Math Skills in DLD](#), [Dyslexia](#)

**Differentiated Instruction** 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](#), [Tier 3 Intervention](#)

**Discourse Organization** A part of written expression that requires enumeration, descriptives, narratives and comparisons.

**Domain-General Deficits** Include difficulty in cognitive processes important to linguistic processing including attention, working memory and executive functioning.  
See also: [Domain-Specific Deficits](#), [Working Memory](#), [Executive Functions](#)

**Domain-Specific Deficits** Includes difficulty in the linguistic domain including phonology, grammar and semantics.  
See also: [Domain-General Deficits](#), [Semantics](#)

**Dynamic Assessment** A method of conducting assessment which seeks to identify the skills that an individual possesses as well as their learning potential.

**Dyslexia** Diagnosed when a child has poor literacy skills despite adequate intelligence and opportunity to learn (Bishop & Snowling, 2004).  
See also: [Developmental Language Disorder](#)

**Entrenchment** The process of a fact becoming so firmly established that it is very hard to change within one's brain (e.g., constantly calling the same person the wrong name). The more the neurocognitive pathways are travelled the stronger they become. This can happen for both correct and incorrect facts.  
See also: [Automaticity](#)

**Episodic Memory** Memory for events that have happened in one's life (e.g., going on vacation).  
See also: [Procedural Memory](#)

Errorless Learning	A teaching method in which the student does not have to and does not make mistakes as they learn new facts, procedures etc.
Executive Functions	Executive functions are self-directed actions involving choosing future goals, creating, enacting and sustaining actions towards those goals while simultaneously acting insightfully with others. It involves active, effortful and conscious intentions to achieve goals. See also: <a href="#">Cognitive Flexibility</a> , <a href="#">Domain-General Deficits</a> , <a href="#">Inhibition</a>
Explicit Learning	The process of learning with awareness. This type of learning is conscious and intentional (e.g., through school instruction), and is socially mediated through physical manipulation, hands on experiences and shared activities. See also: <a href="#">Implicit Learning</a>
Expository Language Samples	Looks at factual and informational language which is important in the reading-to-learn phase of education (i.e., past Grade 3). Assesses structures like high lexical density, complex syntax, explaining, describing and comparing. See also: <a href="#">Narrative Language Samples</a>
Extrinsic Motivation	Externally driven motivation (e.g., the student gets a surprise if they read a book). See also: <a href="#">Intrinsic Motivation</a>
Flexible Thinking	The ability to organize components across time and space in a new way to produce alternate outcomes.
Fluid Intelligence	The capacity to think logically and solve problems in novel situations, independent of acquired knowledge. See also: <a href="#">Crystallized Intelligence</a>
High Order Meta-Analysis Skills	A part of written expression that requires perspective-taking, inferencing, monitoring and predicting. See also: <a href="#">Inferencing</a> , <a href="#">Monitoring</a>
Hot Cognition	Involves being aware of the "why" aspect of thinking. This involves motivation to obtain desired outcomes, obtain social rewards, solve problems and achieve dreams while avoiding unpleasant consequences. See also: <a href="#">Cold Cognition</a>
Identification, Placement, and Review Committee (IPRC)	The IPRC is the committee that reviews and determines educational category for students. They do not make diagnoses. See also: <a href="#">IEP</a>

Implicit Learning	The process of learning without conscious operations. See also: <a href="#">Incidental Learning</a> , <a href="#">Explicit Learning</a>
Incidental Learning	The process of learning related information while the learner is engaged in active, attention-driven and strategic information processing. See also: <a href="#">Implicit Learning</a>
Individual Education Plan (IEP)	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: <a href="#">Accommodations</a> , <a href="#">Modifications</a> , <a href="#">Alternative Expectations</a> , <a href="#">IPRC</a>
Inferencing	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: <a href="#">Higher Order Meta-Analysis Skills</a> , <a href="#">Social Cognition</a>
Inhibition	The ability to not attend to irrelevant information and ideas and to stop impulsive responses. See also: <a href="#">Executive Functions</a>
Inquiry-Based Learning	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: <a href="#">Universal Design for Learning</a>
Intrinsic Motivation	Internally driven motivation (e.g., the student <i>wants</i> to read a book). This type of reading is typically associated with higher level reading achievement and is associated with a higher potential for academic gain. See also: <a href="#">Extrinsic Motivation</a>
Language Disorder Associated with X	A child with a language disorder that is a direct result of a medical diagnosis. The medical diagnosis must be made by a physician but then SLPs can refer to DLD as "DLD associated with [medical diagnosis]". See also: <a href="#">Developmental Language Disorder</a>

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

Math Skills in DLD 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](#)

Mental Graphemic Representations A type of spelling error that reflects the knowledge of the graphics needed but incomplete mental representation of the word (e.g., royal as \*roaly).

Mental Representations Representations of the world around oneself. This consists of a label system for representations which creates a language-based code and the ability to think about things, have mental thoughts and actions about things that aren't necessarily present even if they are not currently in our environment. We can move and manipulate these representations in our mind in novel ways which we have never encountered in the real world.  
See also: [Working Memory](#)

Modifiability How much effort is required on the part of the trainer for a child to be successful on the task.

Modifications Changes made to grade-level expectations to meet student's learning needs.  
See also: [IEP](#), [Accommodations](#), [Alternative Expectations](#)

Morphological Awareness An understanding of how words can be broken down into smaller units of meaning such as roots, prefixes and suffixes.  
See also: [Phonemic Awareness](#), [Phonological Awareness](#)

Morphology The study of words, and word parts such as roots, prefixes and suffixes.

Morphosyntax The arrangement of words and word parts to form sentences.

Narrative Language Samples Looks at academic, social, linguistic and cultural learning. Involves macrostructure concepts such as situational contexts, characters, actions, motivations, emotions and outcomes. Involves microstructure concepts like morpho syntactic structure.  
See also: [Expository Language Samples](#)

Nonverbal Learning Disability A difficulty with visual and tactile perception and complex psychomotor skills. This leads to reduced physical exploration of the environment and reduced attention to

visual or tactile stimuli, which then in turn leads to reduced concept formation, problem solving and hypothesis testing which impacts language, academics and psychosocial skills. Impaired visual processing and nonverbal problem solving are hallmark characteristics.

**Orthographic Knowledge** How we represent spoken language in written form. Generally taught through explicit learning at the beginning (e.g., teaching children the alphabet), but become more automatic over time - therefore becoming more implicit.

**Phonemic Awareness** Includes the sounds in words and the ability and knowledge to manipulate sounds in words.  
See also: [Morphological Awareness](#), [Phonological Awareness](#)

**Phonological Awareness** Allows one to attend, discriminate, remember and manipulate sounds at the sentence, word, syllable, and phoneme (sound) level.  
See also: [Morphological Awareness](#), [Phonemic Awareness](#)

**Poor Comprehenders** Children with significant deficits in reading comprehension.

**Pragmatics** Includes communicative functions, conversational rules, and adapting language to different contexts (e.g., turn taking, conversational styles and topic maintenance).

**Print Knowledge** The knowledge that print carries meaning and has conventions and rules that must be followed.

**Procedural Memory** Memory of sequences, and rules. This type of learning occurs gradually over time and once it is learned the procedures can be applied quickly and automatically.  
See also: [Episodic Memory](#)

**Progress Monitoring** A brief check that can be implemented regularly to measure change and progress in students.

**Protective Factors** Factors that would decrease the likelihood that children may develop a DLD. Protective factors include; having a persistent and social temperament and higher levels of maternal wellbeing (Harrison & McLeod, 2010).  
See also: [Risk Factors](#)

**Pull Out** Professionals work with the student outside of the general classroom, and topics covered in session will not necessarily be integrated with the general curriculum.  
See also: [Push In](#)



Push In Professionals work with the students inside the general classroom, and topics covered in session will relate to the daily lesson.

See also: [Pull Out](#)

Retrieval The process of retrieving stored memories from long term memory to be used for current situations (i.e., working memory).

See also: [Working Memory](#)

Risk Factors 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](#)

Selective Mutism 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.

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

Semantics The study of the meaning of words and other symbols.

Sense of Self A sense of one's current state, and a conscious sense of a hypothetical future for oneself.

See also: [Theory of Mind](#)

Sentence Construction A part of written expression that requires complexity and variety.

Sight Word Pathway (Dual Route to Reading) Direct access or "lexical lookup" for known words or part words. This process is extremely fast and becomes increasingly automatic with practice and instruction. In the early stages this pathway is supported by phonological awareness.

See also: [Decoding Pathway](#), [Simple View of Reading](#)

Simple View of Reading Made up of two components; word recognition ability's and language comprehension skills. These two components makeup the equation for reading comprehension and can represent quite large concepts.

See also: [Decoding Pathway](#), [Sight Word Pathway](#)

Situation Model A mental model or representation of a text.

Social Cognition Includes self-regulation, perspective taking, inferencing and joint attention.  
See also: [Inferencing](#)

Social Skills Includes behaviours aimed at interacting with others.

Syntax The arrangement of words and phrases to create well-formed sentences.

Theory of Mind The awareness of oneself as separate from others.  
See also: [Sense of Self](#)

Tier 1 (Universal Instruction) Involve evidence-based practices and frequent progress monitoring implemented by classroom teachers. Adaptations (accommodations and limited modifications) made through consultation with pre-referral teams (Vaughn et al., 2003).  
See also: [Differentiated Instruction](#), [Tier 2 Intervention](#), [Tier 3 Intervention](#)

Tier 2 (Targeted Instruction) Involve interventions designed to address specific needs identified through progress monitoring and ongoing consultation. These interventions *supplement* universal instruction and do not *supplant* it. Typically, this level of intervention is delivered in small groups by various school personnel, and involved continuous monitoring and consultation (Vaughn et al., 2003).  
See also: [Differentiated Instruction](#), [Tier 1 Intervention](#), [Tier 3 Intervention](#)

Tier 3 (Specialized Treatments) Involve treatments designed to address limited progress in areas of targeted intervention (major modifications can be made at this level). Treatment is normally delivered in small groups or individually by special education and may supplant classroom instruction. Progress monitoring and ongoing consultation continues in this level of intervention (Vaughn et al., 2003).  
See also: [Differentiated Instruction](#), [Tier 1 Intervention](#), [Tier 2 Intervention](#)

Total Vocabulary The sum of the words a child knows across all languages.  
See also: [Conceptual Vocabulary](#)

Universal Design for Learning (UDL) Universal Design for Learning is a curriculum for everyone focusing on sameness - not necessarily fairness. It is a design for learning that works for all students and focuses on flexibility, space, simplicity and safety through multiple means of representations, action, expression and engagement.  
See also: [Inquiry Based Learning](#)

Vocabulary Includes everything from specific nouns and verbs, spatial concepts, temporal concepts, feeling words, thinking/mental state words, words with multiple meanings to math.  
See also: [Total Vocabulary](#), [Conceptual Vocabulary](#)

Word Knowledge A part of written expression that uses vocabulary, and spelling (phonological, orthographical and morphological aspects).

Working Memory The ability to briefly hold information in current focus of attention. This is done through maintaining and updating activations about currently relevant information.  
See also: [Retrieval](#), [Mental Representations](#)

## References

When no in-text citation is given, it is assumed that the definitions reported have been taken from Lisa Archibald's Developmental Language Disorders II (9638A) course and lecture materials:

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