

Schools Therapy Resource Pack

Section 7 –
Glossary

Speech, Language and Communication conditions	
Articulation difficulty	A sound is made differently to normal, sometimes due to a structural deficit. An articulation difficulty can cause unintelligible speech, or may not cause any loss in clarity. A lisp (tongue touching teeth when producing 's' and 'z' sounds) is a typical example.
Cleft Lip and/or Palate	A cleft lip and/or palate occurs when the two sides of the lip, soft palate or hard palate, do not join and fuse during development in the womb. A cleft lip can occur with or without a cleft palate, and likewise a cleft palate can occur with or without a cleft lip, and may involve the soft palate, hard palate or both. A cleft lip and palate can result in speech and feeding difficulties.
Dysarthria	An impairment of movement and coordination of the muscles required for speech, due to abnormal muscle tone. Muscles do not move as far, as accurately or as quickly as normal, similar to the slurring that occurs when someone is drunk or following a stroke, head injury or neurological disease. In children, it is usually associated with a condition such as cerebral palsy or muscular dystrophy.
Dyspraxia	This is a motor speech disorder that can be either oral – affecting all movements of the muscles of the mouth – or verbal – only affecting these muscles when the child is speaking, but not when eating, whistling, or using facial expressions, etc. It consists of difficulties in organising and sequencing the rapid oral movements required, despite the intention to make the correct sound. Production of sounds may, therefore, be inconsistent and become worse when the child is tired or unwell.
Language delay	The child's language skills are developing according to normal patterns but slowly, so that they are at the level of a younger child. A child with a language delay is likely to continue to develop language skills naturally with general support within his normal communicative environment.
Language disorder	The child's language skills are not developing according to normal patterns, e.g. they may be able to use more complicated language than they can understand; have difficulty in learning new words; make word-order errors; or have word-finding difficulties. Alternatively, different components of the child's language abilities may be developing unevenly or his language may be developing at a significantly slower rate than his non-verbal abilities. A child with a language disorder is unlikely to develop new language skills without specific support.
Phonological delay	The child's system/organisation of speech sounds is developing according to normal patterns, but slowly so that it is at the level of a younger child. A child with a phonological delay may catch up without specialist help.
Phonological disorder	The child's system/organisation of speech sounds is not developing according to normal patterns. They may be able to use harder, later developing sounds, but not simpler, early developing ones; they may replace sounds they cannot yet say by unusual, or even non-English sounds, and may distort vowel sounds. A child with a phonological disorder may require specialist support to develop their speech.
Selective Mutism	Selective Mutism (formally known as Elective Mutism) is a disorder that usually occurs during childhood. It is when the child finds it difficult to speak in at least one social

	setting; however, the child can speak in other situations. Selective Mutism typically occurs before a child is 5 years old and is usually first noticed when the child starts nursery, pre-school or school.
Specific Language Impairment (SLI)	A language disorder that is not associated with any other learning difficulty.
Word-finding difficulties	Difficulty in retrieving specific vocabulary from memory even though the word is known. This is similar to the 'tip of the tongue' phenomenon. Children may use non-specific words, such as 'thing'/'doing'; pauses or fillers, such as 'um'/'er'; related words, e.g. 'apple' for 'orange'; neologisms; or circumlocution.

Physical skills, Posture and Movement

Abduction	Movement of a limb away from the midline of the body.
Active Movement	When a person moves a body part on his own without any help or support.
Active Assisted Movement	A movement of a body part assisted either by the physiotherapist, or by the patient using another limb to assist the weaker limb.
Activities of Daily Living	Refers to daily self care activities we need and want to do, such as bathing, dressing, toileting, eating and meal preparation. Also includes tasks such as school work, home work and leisure.
Adaptive Response	An action that is appropriate and successful in meeting some environmental demand. Adaptive responses demonstrate adequate sensory integration and drive all learning and social interactions.
Asymmetrical	When one side of the body does not reflect the other eg. It may appear unequal.
Ataxia	A term used to describe quality of movement; it is poorly timed, graded and directed. Resulting in poor balance and coordination, with jerky and unsteady movements.
Atrophy	Wasting of muscles or nerve cells.
Bilateral Coordination	The ability to use both sides of the body together in a smooth, simultaneous, and coordinated manner.
Bilateral Integration	The neurological process of integrating sensations from both body sides; the foundation for bilateral coordination.
Body Awareness	The mental picture of one's own body parts, where they are, how they interrelate, and how they move.
Clonus	Shaking movements caused by spastic muscles (tight muscles) after they have been suddenly stretched.
Co-ordination	The joint working of several muscles or muscle groups in the execution of complicated movements eg. for posture, balance and limb movements

Contracture	Permanently tight muscles and joints, occurring when a joint loses motion due to structural changes in the muscle, ligaments or tendons.
Core stability	This refers to muscles whose strength is the base of support for efficient and effective limb movements through the maintenance of good posture, balance etc. Most commonly this refers to the pelvic floor, deep abdominals and deep spinal muscles.
Depth Perception	The ability to see objects in three dimensions and to judge relative distances between objects, or between oneself and objects.
Deformities	Body or limb fixed in an abnormal position.
Diplegia	A type of Cerebral Palsy where the legs are most affected, but often with some involvement of the arms.
Dorsiflexion	Movement at the ankle of pulling the toes up towards the body.
Dynamic Balance	The ability to anticipate and react to changes in balance as the body moves through space.
Dyskinesia	A term used to describe impaired movement. An impairment in the ability to control movements, characterized by spasmodic or repetitive motions with a lack of coordination.
Dyspraxia	A partial loss of the ability to perform skilled, coordinated movements caused by deficient motor planning that is often related to a decrease in sensory processing.
Eversion	Movement at the ankle of turning the foot out.
Extension	A straightening action of a joint (neck, back, arms, legs).
Eye-Hand Coordination	The efficient teamwork of the eyes and hands, necessary for activities such as playing with toys, dressing, and writing.
Facilitation	Assistance given to the child to move the limb.
Fine Motor Skills	The skilled use of one's hands. It is the ability to move the hands and fingers in a smooth, precise and controlled manner. Fine motor control is essential for efficient handling of classroom tools and materials. It may also be referred to as manual dexterity.
Flexion	A bending action of a joint or a pulling in of a body part.
Form Constancy	Recognition of a shape regardless of its size, position, or texture.
Gait	Manner of walking, characterized by rhythm, cadence, step length, stride length, and velocity.
Gross Motor Skills	Coordinated body movements involving the large muscle groups to make large motor patterns eg. running, walking, hopping, climbing, throwing and jumping

Hand Preference	Right or Left handedness, which becomes established in a child as specialisation of the brain develops.
Hemipelgia	A type of Cerebral Palsy in which one side of the body is affected
Hydrotherapy	Rehabilitation exercises performed in an appropriately designed and heated pool.
Hyperextension	Active or passive force which takes the joint into extension past the 'normal' accepted range.
Hypermobility	An increase in the normal range of joint movement. This may lead to instability and is caused by lax ligaments and tendons.
Hypersensitivity	Over sensitivity to sensory stimuli, characterised by a tendency to be either fearful and cautious, or negative and defiant.
Hypertonia	Increased muscle tone causing stiffness and potentially decreased range of movement at a joint. Also called spasticity.
Hyposensitivity	Under sensitivity to sensory stimuli, characterised by a tendency either to crave intense sensations or to withdraw and be difficult to engage.
Hypotonia	The lack of supportive muscle tone, usually with increased mobility at the joints, causing the limb to appear loose and floppy.
Integration	The combination of many parts into a unified, harmonious whole.
Inversion	Movement at the ankle of pulling the ankle in towards the body
Intoeing	Term used to describe gait when a child walks/stands with the toes pointing inward.
Kinesthesia	The conscious awareness of joint position and body movement in space eg. knowing where to place one's feet when climbing stairs without visual cues.
Kyphosis	Exaggerated posterior curvature of the spine to cause a 'hump back' appearance.
Lordosis	Exaggerated forward curvature of the spine, whereby there is hollowing.
Midline	A median line dividing the two halves of the body. Crossing the midline is the ability to use one side or part of the body (hand, foot, or eye) in the space of the other side or part. i/e crossing the right hand to the left knee and vice versa.
Mobilisation	Passive movement technique performed on a child to move a joint. OR To describe walking.
Modulation	The brain's ability to regulate its own activity.
Motor Control	The ability to regulate and monitor the motions of one's muscle group to work together to perform movements.

Motor Planning	The ability to organize, sequence, and carry out an unfamiliar and complex body movement in a coordinated manner.
Muscle Tone	The degree of tension within muscles at rest and during movement. This is regulated sub-consciously.
Myopathy	A condition used to describe the musculoskeletal system characterized by muscle wasting, weakness, and histological changes.
Orthosis	Splints and appliance to maintain/improve/facilitate function and joint position.
Paresis	Partial paralysis of voluntary and involuntary muscles.
Passive Movement	Movement performed for a child, which they are usually able to do themselves.
Perception	The meaning the brain puts to internal and external sensory stimuli.
Plasticity	The ability of the brain to change as a result of repetitive activity or stimuli.
Planter Flexion	Movement at the ankle of pointing the toes away from the body.
Position in Space	Awareness of the spatial orientation of letters, words, numbers, or drawings on a page, or of an object in the environment.
Postural Stability	Being able to maintain one's body in a position to efficiently complete a task or demand, using large muscle groups at the shoulders and hips.
Praxis	The ability to interact successfully with the physical environment; to plan, organize, and carry out a sequence of unfamiliar actions; and to do what one needs and wants to do. Often referred to as motor planning.
Pronation	The act of assuming the prone position eg. if applied to the hand this is turning the palm backward (posterior) or downward.
Prone	A horizontal position of the body where the face is positioned downward.
Proprioception	The unconscious awareness from the sensory feedback of the child's joints, muscles, tendons, and ligaments. Allowing the body to be aware of where it is in space.
Quadriplegia	A type of Cerebral Palsy where the whole body is affected i.e. all 4 limbs, head and trunk.
Reflexes	Movement in response to stimuli not consciously controlled.
Rigidity	Inflexibility and stiffness in a joint or muscle.
Scoliosis	An abnormal curvature of the spinal column causing an 's' or 'c' shape.
Self-Help Skills	Competence in taking care of one's personal needs and activities of daily living, such

	as bathing, dressing, eating, grooming, and studying.
Self-Regulation	The ability to control one's activity level and state of alertness, as well as one's emotional, mental or physical responses to senses; self-organisation.
Sensorimotor	Pertaining to the brain-behaviour of taking in sensory messages and reacting with a physical response.
Sensory Diet	The multisensory experiences that one normally seeks on a daily basis to satisfy one's sensory appetite; a planned and scheduled activity program that an occupational therapist develops to help a person become more self-regulated.
Sensory Input	The constant flow of information from sensory receptors in the body to the brain and spinal cord.
Sensory Integration	The normal neurological process taking in information from one's body and environment through the senses, of organising and unifying this information, and using it to plan and execute adaptive responses to different challenges in order to learn and function smoothly in daily life.
Sensory Modulation	Increasing or reducing neural activity to keep that activity in harmony with all other functions of the nervous system. Maintenance of the arousal state to generate emotional responses, sustain attention, develop appropriate activity level and move skilfully.
Sensory Processing Skills	The ability to receive and process information from one's sensory systems including touch (tactile), visual, auditory (hearing), proprioceptive (body position) and vestibular (balance). Behaviour, attention and peer interactions are greatly influenced by the child's ability to process sensory stimuli.
Spasm	Sudden tightening of muscles.
Spasticity	Stiffness due to increased muscle tone.
Spatial Awareness	The perception of a child's proximity to, or distance from, an object, as well as the perception of the relationship of one's body parts.
Static Balance	The body's ability to maintain stable and upright whilst still.
Supination	The act of assuming the supine position e.g. if applied to the hand this is turning the palm forward (anterior) or upward.
Supine	A horizontal body position where the face is positioned upward.
Tactile	Refers to the sense of touch and various qualities attributed to touch: to include detecting pressure, temperature, light touch, pain, discriminative touch.
Tracking	Following a moving object or a line of print with the eyes.
Vestibular	Refers to our sense of movement and the pull of gravity, related to our body.
Visual	Differentiating among symbols and forms, such as matching or separating colours,

Discrimination	shapes, numbers, letters, and words.
Visual Motor Integration	the ability to control hand movement guided by vision. A child who is challenged in this area has difficulty coordinating body movements in response to what he/she is seeing.
Visual Motor Skills	The ability to visually take in information, process it and be able to coordinate your physical movement in relation to what has been viewed. It involves the combination of visual perception and motor coordination. Difficulty with visual motor skills can result in inaccurate reaching, pointing and grasping of objects, as well as difficulty with copying, drawing, tracing and cutting.
Visual Perceptual Skills	These skills are needed to understand, interpret and analyze what we see for reading and writing. It is the ability to interpret and use what is seen in the environment. Difficulties in this area can interfere with a child's ability to learn self-help skills like tying shoelaces and academic tasks like copying from the blackboard or finding items in a busy background.

Assessment Terms

Age-equivalent	This is the age for which the raw score achieved is average for a child who is developing in the expected manner.
Chronological age	The child's age in years and months since birth at the time of the assessment.
Developmental level	The level of development that the child has achieved in general, e.g. motor skills, learning and language. If the child has other learning difficulties or general developmental delay, we would expect all elements to be be similarly delayed.
Percentile	This relates to how many children out of 100 of the same age as the pupil would have achieved the same or a lower score.
Raw score	This is the number of correct responses achieved by the child on the assessment.
Standard or Scaled score	This compares the pupil's raw score with other children of the same age. The average/normal range will depend on the particular test, e.g. average may be 10, with 7-13 considered to be within normal limits, or average could be 100, with scores 85-115 being considered to represent the normal range.
Within normal limits/within the age-appropriate range	The child has achieved a standard/scaled or percentile score within the expected average range for their chronological age.

Conditions or diagnoses

Cerebral Palsy (CP)	www.nhs.uk/conditions/Cerebral-palsy/Pages/Introduction.aspx www.scope.org.uk
Developmental Coordination Disorder (DCD) / Motor Dyspraxia	www.nhs.co.uk/conditions/Dyspraxia-(childhood)/Pages/Introduction.aspx www.dyspraxiafoundation.org.uk www.movementmattersuk.org
Muscular Dystrophy	www.nhs.co.uk/conditions/Muscular-dystrophy/Pages/Introduction.aspx www.dfsg.org.uk
Autistic Spectrum Conditions (ASC)	www.nhs.uk/conditions/Autistic-spectrum-disorder/Pages/Introduction.aspx www.autism.org.uk
Chromosomal Abnormalities	www.genome.gov/11508982
Down's Syndrome	www.nhs.uk/conditions/Downs-syndrome/Pages/Introduction.aspx www.downs-syndrome.org.uk
Sensory Processing Difficulties	www.sensoryintegration.org.uk www.sinetwork.org
Parental Support	www.cafamily.org.uk www.parentpartnership.org.uk local offer websites for your local area

Resources

Language	
Colorcards (pictures) E.g. "What's wrong?" Emotions What's different? Sequences, Verb tenses	LDA Winslow Press
Yesterday's Verbs	Winslow Press
And then? / And then? 2 (sequencing cards)	LDA
Semantic Links	Winslow Press
Emotions and Facial Expressions	Black Sheep Press
Speaking and Listening Through Narrative	Black Sheep Press
Story Starters	Black Sheep Press
Fun with Narrative	Black Sheep Press
Understanding and Using Spoken Language (7-9 years)	LDA Speechmark
Speaking, Listening and Understanding	LDA Speechmark
Rhodes to Language (7-16 years)	STASS/Winslow Press
Listening	
Following Auditory Directions	Winslow Press
Auditory Memory	Black Sheep Press
Lip and Tongue Exercises	
Oral motor Fun and Games	Winslow Press
Mighty Mouth Game	Winslow Press
Phonology	
Phonological Awareness Procedure (for 6+ years)	STASS
The Big Book of Blends and Diagraphs	Winslow Press
Consonant Worksheets	Black Sheep Press
The Late Eight (th, s, z, l, r, sh, ch)	Plural Publishing
Activities for Developing Phonological Awareness	Winslow Press

Verbal Reasoning	
Practical Language Activities	Winslow Press
Think it – Say it	Winslow Press
Why?Because	Black Sheep Press
Speech Bubbles	Black Sheep Press
Talk About series	Winslow Press
<ul style="list-style-type: none"> • Talk About school • Talk About friends • Talk About Secondary School 	
120 Idioms at Your Fingertips	Winslow Press
Social Skills (Group Work)	
Talkabout	Speechmark
Talkabout Activities	Speechmark
Talkabout Relationships	Speechmark
Skills for Daily Living – Social Behaviour	Winslow Press
101 Games for Self-Esteem	Winslow Press
Socially Speaking	Winslow Press
Social Use of Language Programme	Wendy Rinaldi
Classroom Support	
Social Communication Difficulties Resource Pack	Speechmark
Visual Cue Cards	Black Sheep Press
Writing and Developing Social Stories	Speechmark
Teaching Children with Autism to Mind-Read	Winslow Press
Boardmaker for Windows	Winslow Press
Makaton Resources	Winslow Press
Handwriting	
Handwriting without Tears by Janice Z. Olsen	Handwriting without Tears
Write from the Start by Ion Teodorescu and Lois Addy	www.LDAlearning.com :0115 907 4001
Loops and other groups by Mary D Benbow	Pro-Ed
Write Dance by Ragnhild Oussoren	Sage Publications
Speed Up! By Lois Addy	www.LDAlearning.com :0115 907 4001
Roll ‘n’ Write	www.LDAlearning.com :0115 907 4001

Recommended equipment	Suppliers
<u>Cutlery</u> Junior Caring Cutlery Caring Cutlery Kura cutlery Ultra-light cutlery Weighted cutlery Easigrip cutlery Angled cutlery	www.benefitsnowshop.co.uk 0845 459 6006 www.nrs-uk.co.uk 0845 120 4522 www.amazon.co.uk
<u>Scissors</u> Easi-grip (mini and standard) Long loop Easi-grip Long loop Self-opening Dual control training scissors Self-opening Long Loop Scissors	www.peta-uk.com 01376 573476 www.specialdirect.com 0800 318 686
<u>Pencil grips</u> Ultra Pencil Grip Ultra Pencil Grip Large Cross-guard Ultra Pencil Grip Comfort Stubbi Air grip Jumbo (triangular for pens) Grotto	www.taskmasteronline.co.uk 0116 270 4286 www.tts-shopping.com 0800 318 686 www.specialdirect.com 0800 318 686
<u>Pens/Pencils</u> Yoro pencil/pen PenAgain Weighted Pen Stabilo handed pens Berol handwriting pens Scented pens	https://www.cheapdisabilityaids.co.uk www.amazon.co.uk www.tts-shopping.com
<u>Therapeutic putty</u> Yellow (soft) Red (medium soft) Green (medium) Blue- (Firm)	www.oneclickpharmacy.co.uk 0844 44 11 800 or www.homecraft-rolyan.com 08444 124 330
<u>Other</u> Posture pack Movinsit- junior (JPM code- ECCMSJ) Movinsit- senior (JPM code-ECCMS)	www.backinaction.co.uk 01494 434343 www.fledglings.org.uk 0845 458 1124

Wobble cushion	www.jpmpromducts.co.uk
Writing slopes	01920 468 380
Teenage writing slope	
Writing slant-wooden (JPM code-JPMCCWS)	www.specialdirect.com
	0800 318 686
Privacy board	www.jpmpromducts.co.uk
Weighted lap cushion	www.ldalearning.com
Neoprene wrap/waistcoat	0845 120 4776
Southpaw Bear Hug	www.rompa.com
	01246 211 777