**Definitions**

**Overview**

A consistent language among staff members is necessary when identifying learning issues in schools. Medical personnel assign labels when diagnosing patients with learning difficulties such as dyslexia, dysgraphia and dyscalculia. In the educational area, terminology for those terms differs (central auditory processing disorder difficulty, nonverbal learning disorders, visual perceptual/visual motor deficit, and language disorders). Educators need to be aware of the terminology used by educational and medical professionals when identifying students. This becomes important when a report written by a medical professional (pediatrician, neurologist, and psychiatrist) or an educational expert (psychologist, speech pathologist, and diagnostician) is received at a school for a new/transfer student or when an independent evaluation is conducted by an outside source. It is critical that those staff members involved in the development of a plan for the student are able to interpret and understand the diagnosis and labels.

**Purpose**

To provide uniform terminology for the school team to use when implementing plans for students with learning issues.

**Questions**

1. How does medical terminology differ from educational labels relating to learning disabilities?
2. What are the common medical terms/definitions for learning issues?
3. What are the common educational terms/definitions for learning issues?

**Actions**

Provide all staff with educational and medical terms and definitions for learning disabilities.