



Ελληνική Δημοκρατία  
Τεχνολογικό Εκπαιδευτικό  
Ίδρυμα Ηπείρου

# Αγγλική Ορολογία

Ενότητα 4: : Η Αγγλική Ορολογία των ΕΜΔ.

Μελπομένη (Μελίνα) Νησιώτη



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





Τμήμα Λογοθεραπείας

## Αγγλική Ορολογία

Ενότητα 4: : Η Αγγλική Ορολογία των ΕΜΔ.

Μελπομένη (Μελίνα) Νησιώτη

Μ.Σc., Καθηγήτρια Εφαρμογών

Ιωάννινα, 2015



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Ευρωπαϊκή Ένωση  
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# Σκοποί ενότητας

- Εισαγωγή στο βασικό λεξιλόγιο που αναφέρεται στις ειδικές μαθησιακές δυσκολίες (ΕΜΔ).
- Η ανάπτυξή του γίνεται μέσω ασκήσεων ακρόασης (listening), αναγνωστικής κατανόησης επιστημονικών κειμένων (reading comprehension), συγγραφής (writing) και μετάφρασης (translation).



# Περιεχόμενα ενότητας

- Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)
- Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)
- Άσκηση Μετάφρασης (Translation)
- Άσκηση Ακρόασης (Listening)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (1 από 43)

- Please underline the terminology you can seek in the text, on the following templates.





# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (2 από 43)

## Issues in Learning Disabilities: Assessment and Diagnosis

- The National Joint Committee on Learning Disabilities (NJCLD) believes that inappropriate diagnostic practices and procedures have contributed to misclassification of individuals and questionable incidence rates of learning disabilities. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (3 από 43)

## Issues in Learning Disabilities: Assessment and Diagnosis

- The **National Joint Committee on Learning Disabilities (NJCLD)** believes that **inappropriate diagnostic practices** and procedures have contributed to **misclassification** of individuals and **questionable incidence rates of learning disabilities**. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (4 από 43)

- lack of adherence to a consistent definition of learning disabilities that emphasizes the intrinsic and life-long nature of the condition;
- lack of understanding, acceptance, and willingness to accommodate normal variations in learning and behavior;
- lack of sufficient competent personnel and appropriate programs to support the efforts of teachers to accommodate the needs of children who do not have learning disabilities but who require alternative instructional methods; [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (5 από 43)

- lack of **adherence** to a **consistent definition** of learning disabilities that emphasizes the **intrinsic** and **life-long nature** of the **condition**;
- lack of **understanding**, **acceptance**, and **willingness** to accommodate **normal variations** in **learning** and **behavior**;
- lack of sufficient **competent personnel** and appropriate programs to support the efforts of teachers to **accommodate** the needs of **children** who do not have **learning disabilities** but who require **alternative instructional methods**; [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (6 από 43)

- insufficient supply of competently prepared professionals to diagnose and manage exceptional individuals;
- the false belief that underachievement is synonymous with specific learning disability;
- the incorrect assumption that quantitative formulas alone can be used to diagnose learning disabilities; [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (7 από 43)

- **insufficient** supply of **competently** prepared professionals to **diagnose** and manage **exceptional individuals**;
- the **false belief** that **underachievement** is synonymous with **specific learning disability**;
- the incorrect **assumption** that **quantitative formulas** alone can be used to **diagnose** learning disabilities; [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (8 από 43)

- failure of multidisciplinary teams to consider and integrate findings related to the presenting problem(s);
- lack of comprehensive assessment practices, procedures, and instruments necessary to differentiate learning disabilities from other types of learning problems; and
- general preference for the label “learning disability” over “mental retardation” or “emotional disturbance,” which leads to the misclassification of some individuals. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (9 από 43)

- failure of **multidisciplinary teams** to consider and **integrate findings** related to the presenting problem(s);
- lack of **comprehensive assessment practices, procedures,** and instruments necessary to **differentiate** learning disabilities from other types of learning problems; and
- general **preference** for the label “**learning disability**” over “**mental retardation**” or “**emotional disturbance,**” which leads to the **misclassification** of some individuals. [\[1\]](#)





# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (10 από 43)

- The NJCLD addresses these concerns in this statement and emphasizes the importance of integrating assessment, diagnosis, and procedures that lead to a diagnosis of learning disability and eligibility for services. Policymakers, educational administrators, regular and special educators, related services personnel, parents, advocates, and others who identify, assess, diagnose, and provide services to people with learning disabilities should find it relevant.[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (11 από 43)

- The NJCLD **addresses** these concerns in this statement and emphasizes the importance of **integrating assessment, diagnosis, and procedures** that lead to a diagnosis of learning disability and **eligibility** for services. **Policymakers, educational administrators, regular and special educators, related services personnel, parents, advocates,** and others who identify, assess, diagnose, and provide services to people with **learning disabilities** should find it relevant. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (12 από 43)

- Learning Disabilities Are Manifested Differently Over Time, in Severity and in Various Settings. Learning disabilities, like other handicapping conditions, vary in their manifestations and are mild, moderate, or severe.
- Appropriate procedures must be used from early childhood through adulthood to assess and identify individuals suspected of having learning disabilities. Procedures vary with different age groups. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (13 από 43)

- Learning Disabilities Are **Manifested** Differently Over Time, in Severity and in **Various Settings**. Learning disabilities, like other **handicapping conditions**, vary in their manifestations and are **mild, moderate, or severe**.
- Appropriate procedures must be used from early **childhood** through **adulthood** to assess and identify individuals suspected of having learning disabilities. **Procedures** vary with different age groups. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (14 από 43)

- Problems associated with learning disabilities may be observed in both academic and non-academic settings. Consequently, procedures used to diagnose individuals should include data collected from all relevant settings.
- Individuals who manifest specific symptoms of—or who are considered at risk for—learning disabilities should be monitored by qualified personnel to determine if assessment or other special services are needed. This is especially true for children under the age of 9. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (15 από 43)

- Problems associated with learning disabilities may be observed in both **academic** and **non-academic settings**. Consequently, procedures used to diagnose individuals should include data collected from all relevant settings.
- Individuals who **manifest** specific symptoms of—or who are considered at risk for—learning disabilities should be monitored by **qualified personnel** to determine if assessment or other special services are needed. This is **especially** true for **children** under the age of 9. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (16 από 43)

- Discrepancy formulas must not be used as the only criterion for the diagnosis of learning disabilities.
- Scores on intelligence tests (IQs) are not the only reflection of intellectual ability. Diagnostic criteria based exclusively on IQ disregard intra-individual differences in skills and performance. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (17 από 43)

- **Discrepancy formulas** must not be used as the only criterion for the diagnosis of learning disabilities.
- Scores on **intelligence tests** (IQs) are not the only reflection of **intellectual ability**. Diagnostic criteria based exclusively on IQ disregard **intra-individual differences** in skills and **performance**. [\[1\]](#)





# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (18 από 43)

- Manifestations of learning disabilities, such as language impairment, can reduce performance on intelligence tests. Therefore, selection of tests and interpretation of results must acknowledge the influence of specific disabilities on intelligence measures. Assessment includes a variety of activities and procedures intended to ensure a comprehensive set of data for determining an individual's status and needs. The procedures used to assess learning disabilities should address the presenting problems. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (19 από 43)

- **Manifestations** of learning disabilities, such as language impairment, can **reduce performance** on **intelligence tests**. Therefore, selection of tests and **interpretation** of results must acknowledge the **influence** of specific disabilities on **intelligence** measures. Assessment includes a variety of **activities** and **procedures** intended to ensure a **comprehensive** set of data for **determining** an individual's status and needs. The procedures used to assess **learning disabilities** should address the **presenting problems**. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (20 από 43)

- Intellectual limitations, sensory impairments, and adverse emotional, social, and environmental conditions may be the primary cause of low achievement and should not be confused with learning disabilities.
- Documentation of underachievement in one or more areas is a necessary but insufficient criterion for the diagnosis of learning disabilities. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (21 από 43)

- Intellectual limitations, sensory impairments, and adverse emotional, social, and environmental conditions may be the primary cause of low achievement and should not be confused with learning disabilities.
- Documentation of underachievement in one or more areas is a necessary but insufficient criterion for the diagnosis of learning disabilities. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (22 από 43)

- A comprehensive assessment must include procedures to determine levels of performance in the following domains: motor, sensory, cognitive, communication, and behavior. When a learning disability is suspected, the following areas should be assessed: listening, speaking, reading, writing, reasoning, mathematics, and social skills. However, the assessment must focus on the presenting problem(s) and possible correlate(s).

[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (23 από 43)

- A **comprehensive assessment** must include procedures to determine levels of performance in the following domains: **motor, sensory, cognitive, communication,** and **behavior**. When a learning disability is suspected, the following areas should be **assessed: listening, speaking, reading, writing, reasoning, mathematics,** and **social skills**. However, the assessment must focus on the presenting problem(s) and possible correlate(s).

[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (24 από 43)

- Diagnosis of learning disabilities must be based on an analysis of the individual's strengths as well as weaknesses.
- Diagnostic judgments must not depend solely on test results. Such a practice can cause over-reliance on test scores, inadequate consideration of individual behavioral and social characteristics, and insufficient integration of other assessment information. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (25 από 43)

- **Diagnosis of learning disabilities** must be based on an analysis of the individual's strengths as well as weaknesses.
- **Diagnostic judgments** must not depend solely on test results. Such a practice can cause over-reliance on test scores, **inadequate consideration of individual behavioral and social characteristics**, and insufficient **integration of other assessment information.**[\[1\]](#)





# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (26 από 43)

- Data from case history, interviews, and direct observations are important sources of information especially when provided by parents, educators, and the individual with the suspected learning disability. The information helps to evaluate signs, symptoms, and behaviors in a historical perspective. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (27 από 43)

- Data from **case history**, **interviews**, and **direct observations** are important sources of information especially when provided by parents, educators, and the **individual** with the **suspected** learning disability. The information helps to evaluate **signs**, **symptoms**, and **behaviors** in a **historical perspective**. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (28 από 43)

- Standardized tests must be reliable, valid, and have current normative data. Strict adherence to procedures for administering, scoring, and interpreting tests must be maintained.
- Performance should be expressed in scores that have the highest degree of comparability across measures, i.e., standard scores should be used rather than grade or age equivalents. Formulas must include a correction for regression if used to calculate a discrepancy between aptitude and achievement. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (29 από 43)

- **Standardized tests** must be reliable, valid, and have current **normative data**. Strict adherence to procedures for administering, scoring, and interpreting tests must be maintained.
- **Performance** should be **expressed** in **scores** that have the highest degree of **comparability across measures**, i.e., **standard scores** should be used rather than grade or age equivalents. Formulas must include a correction for regression if **used** to **calculate** a **discrepancy** between **aptitude** and **achievement**. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (30 από 43)

- Curriculum based assessment, task and error pattern analysis, diagnostic teaching, and other nonstandardized approaches are viable sources of additional information, especially when data are not available through standardized testing.
- Information and data collected during the assessment must be used to formulate the intervention plan. That plan must address the entire range and all degrees of severity of the problem identified. [\[3\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (31 από 43)

- Curriculum based **assessment**, task and **error pattern analysis**, **diagnostic teaching**, and other **nonstandardized approaches** are viable sources of **additional information**, especially when data are not available through standardized testing.
- **Information** and data collected during the assessment must be used to **formulate** the **intervention plan**. That plan must address the entire range and all **degrees** of **severity** of the **problem identified**. [\[3\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (32 από 43)

- Intervention and services should be based on a determination of the individual's present level of performance and functional needs. Program planning should include appropriate provisions for social, personal, vocational, and independent living needs.[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (33 από 43)

- **Intervention** and **services** should be based on a determination of the individual's present level of performance and **functional needs**. Program **planning** should include appropriate provisions for **social**, personal, **vocational**, and **independent living needs**.[\[1\]](#)





# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (34 από 43)

- A multidisciplinary team is essential for making a diagnosis of learning disabilities. Members of the team must possess the range of competencies necessary to assess and make diagnostic decisions. Assessment data for determining the individual's status and needs are derived from multiple sources. The multidisciplinary team reviews, integrates, and interprets results from these sources, and formulates service options as well.

[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (35 από 43)

- A **multidisciplinary team** is essential for making a diagnosis of **learning disabilities**. Members of the team must possess the range of **competencies** necessary to **assess** and make **diagnostic decisions**. Assessment data for **determining** the individual's status and needs are derived from **multiple sources**. The **multidisciplinary** team reviews, integrates, and **interprets** results from these **sources**, and **formulates** service options as well.[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (36 από 43)

- Individuals who have conducted the assessments must be present when the diagnostic decisions are made. As plans for specific programs and services are developed, parents and those professionals involved in providing direct services should be included on the team. The individual with a learning disability also should be included when appropriate. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (37 από 43)

- **Individuals** who have **conducted** the assessments must be present when the **diagnostic decisions** are made. As plans for specific programs and **services** are developed, parents and those **professionals involved** in providing direct services should be included on the team. The individual with a **learning disability** also should be included **when appropriate**.[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (38 από 43)

- Diagnosis of learning disabilities should never be denied to an individual because the specific eligibility criteria for a given program have not been met. When a diagnosis of learning disabilities is made, appropriate services must be provided. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (39 από 43)

- **Diagnosis** of learning disabilities should never be **denied** to an **individual** because the **specific eligibility criteria** for a given program have not been met. When a diagnosis of learning disabilities is made, **appropriate services** must be provided. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (40 από 43)

- Programs for individuals with learning disabilities should not be used as placement alternatives for those with other learning and behavioral problems. The availability of funding must not influence the determination of eligibility for services. It is improper to deliberately diagnose an individual as learning disabled to generate funds.[\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (41 από 43)

- **Programs** for **individuals** with learning disabilities should not be used as placement **alternatives** for those with other **learning** and **behavioral problems**. The availability of **funding** must not influence the **determination** of **eligibility** for services. It is **improper** to **deliberately** diagnose an **individual** as learning disabled to **generate funds**.[\[1\]](#)





# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (42 από 43)

- The NJCLD recommends that all agencies and individuals concerned with the assessment and diagnosis of learning disabilities carefully consider the issues presented in this paper. The committee believes strongly that adherence to the principles and practices included in this statement will result in appropriate assessment and diagnosis of individuals with learning disabilities. [\[1\]](#)



# Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (43 από 43)

- The NJCLD **recommends** that all agencies and individuals concerned with the **assessment** and **diagnosis** of learning disabilities carefully consider the issues presented in this paper. The **committee** believes strongly that adherence to the principles and practices **included** in this **statement** will result in **appropriate** assessment and diagnosis of **individuals** with learning disabilities. [\[1\]](#)



# Ερωτήσεις (Students Questions)

1. What are the symptoms that must be treated during therapy?
2. What are the symptoms of this disorder?
3. What is the impact of the disorder to patient's life?
4. Is there a final cure to this disorder or we just cope with it for life time?
5. In text what are the to evaluation and diagnostic procedures?



ΤΕΙ ΗΠΕΙΡΟΥ



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# Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)



# Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)

Please make a summary/abstract of the text given in templates No 35 till No 40.



# Άσκηση Μετάφρασης (Translation)



# Άσκηση Μετάφρασης (Translation)

Please translate templates No 2 till No 26.



# Άσκηση Ακρόασης (Listening)





# Άσκηση Ακρόασης (Listening) (1 από 3)

- Specific Learning Disabilities

<https://www.youtube.com/watch?v=d3txR9jmNTQ>



# Άσκηση Ακρόασης (Listening) (2 από 3)

1. Please collect all the terminology you can here during this video.
2. What is the end point of this video?
3. What are the techniques that there used during therapy?
4. What are the symptoms of this disorder?
5. What is the impact of the disorder to client's life?
6. What are the causes of this disorder?



# Άσκηση Ακρόασης (Listening) (3 από 3)

7. What are the clinical symptoms of this disorder?
8. Is there a final cure to this disorder or we just cope with it for life time?
9. In this video the speakers referred to evaluation and diagnostic procedures?
10. What are the benefits of speech and language therapy upon the disorder mentioned in these videos?



# Αναφορές Κειμένων

1. <http://www.asha.org/policy/TR1994-00140.htm>



# Βιβλιογραφία

- American Speech-Language-Hearing Association. (1994). *Issues in learning disabilities: assessment and diagnosis [Technical Report]*. Available from [www.asha.org/policy](http://www.asha.org/policy).
- National Joint Committee on Learning Disabilities. (1982). Learning disabilities: Issues on definition. *Asha*, 24(11), 945–947.
- National Joint Committee on Learning Disabilities. (1983). In-service programs in learning disabilities. *Asha*, 25(11), 47–49.
- National Joint Committee on Learning Disabilities. (1985a). Adults with learning disabilities: A call for action. *Asha*, 27(12), 39–41.
- National Joint Committee on Learning Disabilities. (1985b). Learning disabilities: Issues in the preparation of professional personnel. *Asha*, 27(9), 49–51.



# Σημείωμα Αναφοράς

Νησιώτη Μ. (2015). Αγγλική Ορολογία. ΤΕΙ Ηπείρου. Διαθέσιμο από :

<http://eclass.teiep.gr/courses/LOGO129/>

# Σημείωμα Αδειοδότησης

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# Τέλος Ενότητας

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Ιωάννινα, 2015



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ







# Σημειώματα



# Διατήρηση Σημειωμάτων

Οποιαδήποτε αναπαραγωγή ή διασκευή του υλικού θα πρέπει να συμπεριλαμβάνει:

- το Σημείωμα Αναφοράς
- το Σημείωμα Αδειοδότησης
- τη Δήλωση Διατήρησης Σημειωμάτων
- το Σημείωμα Χρήσης Έργων Τρίτων (εφόσον υπάρχει)

μαζί με τους συνοδευόμενους υπερσυνδέσμους.

# Τέλος Ενότητας



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης