



SUSAN WELTNER-BRUNTON, PH.D. & ASSOCIATES, INC.

PSYCHOLOGICAL, COUNSELING & TESTING SERVICES

LEARNING DIFFERENCES, BY ANY NAME

Disorder, Disability, Dyslexia, Differences? We understand that varying terminology can make communication and with parents, schools and medical providers confusing.

There are two primary reasons for the different terminology:

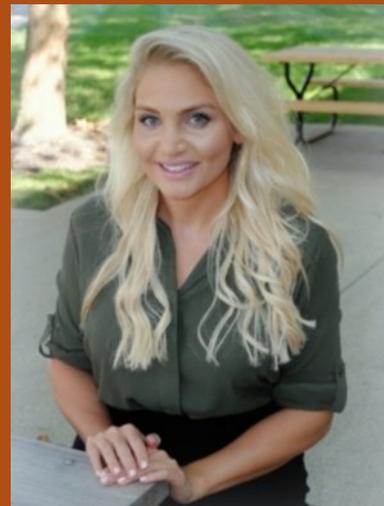
1. Ever-changing diagnostic terms are a part of the psychology world. Psychologists use the DSM system as a manual for diagnosing. With each new publication, there are changes to terminology and diagnostic criteria.

One common example is attention deficit hyperactivity disorder (ADHD). While previous versions used the term “attention deficit disorder” (ADD), this is no longer included in the DSM. Instead, the current diagnostic system uses the term ADHD with specified subtypes (i.e. inattentive type, hyperactive/impulsive type, combined type).

2. When we are evaluating children, we are frequently working within two systems: the psychology system AND the educational system. Although they both complete evaluations, there are different laws and roles for each of these systems. The school evaluator’s job is to determine whether or not the child meets criteria for a **disability**, as outlined in the Individuals with Disabilities Education Act (IDEA). The evaluation serves to categorize them into one of 13 disability categories (e.g., Specific Learning **Disability**). The school uses this information to determine if a child qualifies for special education services.

Some children who meet educational criteria for an educational **disability** do not meet DSM diagnostic criteria for a mental **disorder**. In addition, some children who have a diagnosed DSM **disorder** may not qualify for special education services in school. The current diagnostic criteria for Specific Learning **Disorders** in the DSM-V is more specific, in that the area(s) of deficit are listed, rather than using a broader term like **dyslexia**. **Dyslexia** is no longer a specific diagnostic label included in the DSM-V. It is, however, mentioned in the manual as an alternative term for a reading disorder with a specific pattern of deficits.

Kerry Monahan, Psy.D.



- Licensed clinical psychologist
- Expertise in neuropsychological assessment of children, adolescents, and young adults:
 - Medical diagnoses
 - Learning disabilities
 - Developmental concerns

To learn more about Dr. Monahan, refer to the back page or go to:

www.columbusneuropsychology.com



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When we are evaluating children, we are typically working in two systems with different languages: psychology and education.

Kerry Monahan, Psy.D., provides evaluations and recommendations for learning differences. She consults to parents, schools, and physicians to help bridge understanding. Dr. Monahan received her doctoral degree in psychology from Indiana State University including a doctoral internship at Kennedy Krieger Institute/Johns Hopkins University School of Medicine and a postdoctoral fellowship at Nationwide Children's Hospital in neuropsychology. She provides neuropsychological assessments for children, adolescents and young adults with medical diagnoses and associated developmental and learning concerns. She also evaluates children and adults with learning and attention problems and general development concerns. Learn more about Dr. Monahan at www.columbusneuropsychology.com

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