

## **Language Processing Deficits (LPD) Checklist for School Aged Children**

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## Language Processing Deficits Checklist for School Aged Children

**Purpose:** This checklist was created to assist speech language pathologists (SLPs) with figuring out whether the student presents with language processing deficits which require further follow up (e.g., screening, comprehensive assessment). The SLP should provide this form to **both** teacher and caregiver/s to fill out to ensure that the deficit areas are **consistent** across all settings and people.

### STUDENT INFORMATION:

Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Sex: \_\_\_ M \_\_\_ F Child's Age: \_\_\_\_\_ DOB \_\_\_\_\_  
 Referred by: \_\_\_\_\_ Classification: \_\_\_\_\_  
 Language(s) spoken/understood by child (please list): \_\_\_\_\_  
 Previous Speech and Language Services: \_\_\_ No \_\_\_ Yes If Yes, when? \_\_\_\_\_

**PLEASE CHECK ALL APPLICABLE AREAS OF DIFFICULTY (place \* next to the areas of severe difficulty)**

### Listening Skills and Short Term Memory

- \_\_\_ Limited attention span to presented tasks
- \_\_\_ Easily distractible/frequent loss of focus
- \_\_\_ Misinterprets questions
- \_\_\_ Frequently requests repetition of provided information
- \_\_\_ Difficulty following directions/instructions
- \_\_\_ Requires increased processing time to respond to questions
- \_\_\_ Often appears as if ignoring the speaker
- \_\_\_ Has trouble following long sentences/messages
- \_\_\_ Has difficulty keeping up with class discussions in groups
- \_\_\_ Has trouble hearing others in noisy conditions
- \_\_\_ Difficulty completing assignments on his/her own
- \_\_\_ Difficulty remembering verbally presented information
- \_\_\_ Does not pay attention to details (makes careless mistakes)

### Verbal Expression

- \_\_\_ Limited vocabulary
- \_\_\_ Immature vocabulary (not age appropriate)
- \_\_\_ Often overuses non-specific words ('thing', 'stuff')
- \_\_\_ Limited sentence length (lack/limited use of complex sentences)
- \_\_\_ Difficulty answering questions without rambling
- \_\_\_ Difficulty with finding words to tell a story/convey a messages (frequently revises words and sentences, over repeats, makes frequent pauses, etc)

### Reading/Phonological Awareness

- \_\_\_ Difficulty with reading, writing, and spelling
- \_\_\_ Confuses similar sounding words (hat/fat)
- \_\_\_ Doesn't recognize rhyming words
- \_\_\_ Cannot make rhyming words

- \_\_\_ Has poor sound/letter identification abilities (e.g., doesn't know what sounds letter /c/ makes)
- \_\_\_ Can't counts words in a sentence
- \_\_\_ Can't count syllables in a word
- \_\_\_ Has trouble breaking words into
  - \_\_\_ Syllables (initial, middle, final)
  - \_\_\_ Sounds (initial, middle, final)
- \_\_\_ Has trouble blending sounds to create words (e.g., what word do these sounds /r/, /a/ /k/ /u/ /n/ make?)
- \_\_\_ Has trouble recognizing previously learned sight words
- \_\_\_ Has trouble manipulating sounds in words (if you replace /k/ in cat with a /b/ what word will you make?)
- \_\_\_ Has poor vowel recognition (e.g., has trouble identifying what sounds different vowels as a result has trouble reading vowels correctly in words)
- \_\_\_ Reads in a monotone fashion
- \_\_\_ Reads poorly (errors, revisions, skipping of words)
- \_\_\_ Reads quickly without pausing at punctuation marks (e.g., commas, periods, etc)

### General Organizational Abilities

- \_\_\_ Poor reading comprehension
- \_\_\_ Disorganized thinking
- \_\_\_ Disorganized story telling skills
- \_\_\_ Difficulty sequencing (verbally putting in order) presented stories, steps of a problem, order of recipes
- \_\_\_ Difficulty with project/assignment completion
- \_\_\_ Difficulty with interpretation of messages and stories containing abstract information
- \_\_\_ Difficulty making inferences and predictions
- \_\_\_ Misinterprets the meaning of abstract information
- \_\_\_ Forgetful during daily activities

### Social Emotional Functioning

- \_\_\_ Low frustration tolerance (gets upset, irritable, gives up easily)
- \_\_\_ Displays low motivation for tasks
- \_\_\_ Poor self-confidence in own abilities (second-guesses self often)
- \_\_\_ Displays anxiety/depression (underline which one)
- \_\_\_ Exhibits social withdrawal
- \_\_\_ Exhibits socially immature behaviors

### Behavior

- \_\_\_ Fidgets, squirms, rocks in a seat or gets up from seat at unexpected times
- \_\_\_ Excessive talking
- \_\_\_ Blurts out answers before questions have been finished.
- \_\_\_ Has trouble waiting one's turn.
- \_\_\_ Interrupts/ intrudes on others (e.g., butts into conversations or games).

***\*Please note that if the caregiver/teacher filled out too few difficulty areas then it is recommended that the SLP also ask them to track student's behavior for a period of time (e.g., week) and fill out the data collection form on page 4. Then, tally the results. If the majority of deficits are displayed > 50% of the time (often/always), comprehensive assessment may be warranted. If the deficits are displayed <50% of the time (sometimes) a screening of the student's auditory processing abilities may be recommended.***

**Supplemental\* Caregiver/Teacher Data Collection Form**

<b>Listening Skills and Short Term Memory</b>	<b>Always</b>	<b>Often (50%+)</b>	<b>Sometimes (&lt;50%)</b>	<b>Rarely (&lt;25%)</b>
Limited attention span to presented tasks				
Easily distractible/frequent loss of focus				
Misinterprets questions				
Frequently requests repetition of provided information				
Difficulty following directions/instructions				
Requires increased processing time to respond to questions				
Often appears as if ignoring the speaker				
Has trouble following long sentences/messages				
Has difficulty keeping up with class discussions in groups				
Has trouble hearing others in noisy conditions				
Difficulty completing assignments on his/her own				
Difficulty remembering verbally presented information				
Does not pay attention to details (makes careless mistakes)				
<b>Verbal Expression</b>				
Limited vocabulary				
Immature vocabulary (not age appropriate)				
Often overuses non-specific words ('thing', 'stuff')				
Limited sentence length (lack/limited use of complex sentences)				
Difficulty answering questions without rambling				
Difficulty with finding words to tell a story/convey a messages (frequently revises words and sentences, over repeats, makes frequent pauses, etc)				
<b>Reading/Phonological Awareness</b>				
Difficulty with reading, writing, and spelling				
Confuses similar sounding words (hat/fat)				
Doesn't recognize rhyming words				
Cannot make rhyming words				
Has poor sound/letter identification abilities (e.g., doesn't know what sounds letter /c/ makes)				
Can't counts words in a sentence				
Can't count syllables in a word				
Has trouble breaking words into Syllables (initial, middle, final)				
Sounds (initial, middle, final)				
Has trouble blending sounds to create words (e.g., what word do these sounds /r/, /a/ /k/ /u/ /n/ make?)				
Has trouble recognizing previously learned sight words				
Has trouble manipulating sounds in words (if you replace /k/ in cat with a /b/ what word will you make?)				
Has poor vowel recognition (e.g., has trouble identifying what sounds different vowels make in sentences as a result has trouble reading vowels correctly in words)				
Reads in a monotone fashion				
Reads quickly without pausing at punctuation marks (e.g., commas, periods, etc)				
<b>General Organizational Abilities</b>				

Poor reading comprehension				
Disorganized thinking				
Disorganized story telling skills				
Difficulty sequencing (verbally putting in order) presented stories, steps of a problem, order of recipes				
Difficulty with project/assignment completion				
Difficulty with interpretation of messages and stories containing abstract information				
Difficulty making inferences and predictions				
Misinterprets the meaning of abstract information				
Forgetful during daily activities				
<b>Social Emotional Functioning</b>				
Low frustration tolerance (gets upset, irritable, gives up easily)				
Displays low motivation for tasks				
Poor self-confidence in own abilities (second-guesses self often)				
Displays anxiety/depression (underline which one)				
Exhibits social withdrawal				
Exhibits socially immature behaviors				
<b>Behavior</b>				
Fidgets, squirms, rocks in a seat or gets up from seat at unexpected times				
Excessive talking				
Blurts out answers before questions have been finished.				
Has trouble waiting one's turn.				
Interrupts/ intrudes on others (e.g., butts into conversations or games).				

## Select assessments sensitive to LPD

- Test of Auditory Processing Skills-3 (2005)
- The Listening Comprehension Test-2 (LCT-2) (2006)\*
- The Listening Comprehension Test Adolescent (LCT-A) (2009)\*
- Phonological Awareness Test -2 (PAT-2) (2007)\*
- Comprehensive Test of Phonological Processing-2 (CTOPP-2) (2013)\*\*
- Lindamood Auditory Conceptualization Test-3 (LAC-3) (2004)\*\*
  
- Don't own any of the above?
- You can use the subtests from the **Test of Integrated Language and Literacy Skills** to test the affected areas of difficulty
  - Listening comprehension
  - Following directions
  - Phonological Awareness
  
- **Testing substantiated deficits?**
  - Determine treatment and establish in-classroom accommodations

## *Helpful Smart Speech Therapy Bundles*

- **The Checklists Bundle**
  - <http://www.smartspeechtherapy.com/shop/the-checklists-bundle/>
- **General Assessment and Treatment Start Up Bundle**
  - <http://www.smartspeechtherapy.com/shop/general-assessment-and-treatment-start-up-bundle/>
- **Multicultural Assessment Bundle**
  - <http://www.smartspeechtherapy.com/shop/multicultural-assessment-and-treatment-bundle/>
- **Narrative Assessment and Treatment Bundle**
  - <http://www.smartspeechtherapy.com/shop/narrative-assessment-bundle/>
- **Introduction to Prevalent Disorders Bundle**
  - <http://www.smartspeechtherapy.com/shop/introduction-to-prevalent-disorders-bundle/>
- **Social Pragmatic Assessment and Treatment Bundle**
  - <http://www.smartspeechtherapy.com/shop/social-pragmatic-assessment-and-treatment-bundle/>
- **Psychiatric Disorders Bundle**
  - <http://www.smartspeechtherapy.com/shop/psychiatric-disorders-bundle/>
- **Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle**
  - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorders-assessment-and-treatment-bundle/>

## *Helpful Smart Speech Therapy Resources*

- **Assessment Checklist for Preschool Aged Children**
  - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-preschool-child/>
- **Assessment Checklist for School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-school-aged-child/>
- **Differential Diagnosis of ADHD in Speech Language Pathology**
  - <http://www.smartspeechtherapy.com/shop/differential-diagnosis-of-adhd-in-speech-language-pathology/>
- **Behavior Management Strategies for Speech Language Pathologists**
  - <http://www.smartspeechtherapy.com/shop/behavior-management-strategies-for-speech-language-pathologists>
- **Narrative Assessment of Preschool and School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/narrative-assessments-of-preschool-and-school-aged-children/>
- **Creating Functional Therapy Plan**
  - <http://www.smartspeechtherapy.com/shop/creating-a-functional-therapy-plan-therapy-goals-soap-note-documentation/>
- **The Role of Frontal Lobe in Speech and Language Functions**
  - <http://www.smartspeechtherapy.com/shop/the-role-of-frontal-lobe-in-speech-and-language-functions/>
- **Executive Function Impairments and At Risk Pediatric Populations**
  - <http://www.smartspeechtherapy.com/shop/executive-function-impairments-in-at-risk-pediatric-populations/>
- **Assessing Social Pragmatic Skills of School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/assessing-social-pragmatic-skills-of-school-aged-children/>
- **Treatment of Social Pragmatic Deficits in School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/treatment-of-social-pragmatic-deficits-in-school-aged-children/>
- **Fetal Alcohol Spectrum Disorder An Overview of Deficits**
  - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorder-an-overview-of-deficits/>
- **Speech Language Assessment and Treatment of Children with Alcohol Related Disorders**
  - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-and-treatment-of-children-with-alcohol-related-disorders/>