

## **Social Pragmatic Deficits Checklist for School Aged Children**

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## Social Pragmatic 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 social pragmatic language deficits which require further follow up (e.g., 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/Processing

- \_\_\_ Difficulty understanding main ideas of presented passages/stories
- \_\_\_ Difficulty with gestalt processing (doesn't see the big picture in messages/stories)
- \_\_\_ Limited attention span to presented tasks
- \_\_\_ Easily distractible/frequent loss of focus
- \_\_\_ Misinterprets questions
- \_\_\_ Often appears as if ignoring the speaker
- \_\_\_ Difficulty with orientation to time (remembering B-day, days of the week, months of the year, etc)

#### Verbal Expression

- \_\_\_ Disorganized story telling skills (produces vague rambling stories which lack details and are difficult to follow)
- \_\_\_ Leaves out critical information in messages (e.g., relevant details and references to people)
- \_\_\_ Difficulty verbally organizing information (steps of a problem, order of recipes, sequencing events in a story)

#### Problem Solving

- \_\_\_ Difficulty answering abstract questions
- \_\_\_ Difficulty making inferences ("why is something happening?")
- \_\_\_ Difficulty making predictions ("what would happen next?")
- \_\_\_ Difficulty problem-solving social situations ("what is the problem?"; "what would you do if?")
- \_\_\_ Difficulty determining causes given the consequences of events

#### Pragmatic Language Skills

- \_\_\_ Difficulty maintaining eye gaze with speakers
- \_\_\_ Difficulty starting a conversation
- \_\_\_ Difficulty maintaining several consecutive conversational turns
- \_\_\_ Makes off topic responses during conversational exchanges
- \_\_\_ Abrupt topic shifts (unable to make smooth transitions)
- \_\_\_ Frequently interrupts during conversational exchanges
- \_\_\_ Difficulty identifying and interpreting context clues of settings and events

- \_\_\_ Difficulty adjusting messages to different listeners (e.g., adults vs. children, etc)
- \_\_\_ Difficulty repairing communicative breakdowns (can't tell that conversation is not going smoothly)
- \_\_\_ Difficulty discussing a topic in a logical, concise and relevant manner
- \_\_\_ Difficulty appropriately regulating language in context (e.g., explaining, persuading, negotiating, etc)
- \_\_\_ Difficulty explaining proverbs ("practice makes perfect"; "honesty is the best policy") and metaphors ("time is money"; "shining star", "blanket of snow")
- \_\_\_ Difficulty monitoring, evaluating, and justifying responses (e.g., doesn't provide in-depth answers; cannot explain why answered a question a certain way)

### **Social Emotional Development**

- \_\_\_ Difficulty recognizing/identifying facial expressions and body language of others
- \_\_\_ Difficulty identifying emotions
- \_\_\_ Difficulty recognizing other people's moods
- \_\_\_ Limited/lacks awareness of listener's needs
- \_\_\_ Difficulty recognizing that others have different feelings, ideas, intentions, beliefs, thoughts and desires
- \_\_\_ Difficulty understanding social missteps
- \_\_\_ Difficulty understanding conflicting messages
- \_\_\_ Difficulty initiating and maintaining social interactions
- \_\_\_ Difficulty understanding and interpreting social messages
- \_\_\_ Difficulty functioning in large groups (needs direct supervision)
- \_\_\_ Difficulty predicting people's unstated plans
- \_\_\_ Difficulty seeing the "big picture" of stories/messages/conversations
- \_\_\_ Difficulty with humor, irony and sarcasm (e.g., misses joke subtleties, are people laughing at them or with them?)
- \_\_\_ Difficulty understanding idioms, similes, multiple meaning words as well as figurative & ambiguous language
- \_\_\_ Difficulty producing sympathetic responses to peers (blurts out inappropriate comments; considered rude by others)
- \_\_\_ Difficulty engaging in interpersonal negotiation (recognizing & justifying appropriate solutions to social problems)
- \_\_\_ Difficulty with flexible thinking as well as multiple interpretation of situations/actions

### **Behavior**

- \_\_\_ Difficulty inhibiting behavior (interrupts, blurts things out, talks at the wrong time, acts before thinking, etc)
- \_\_\_ Difficulty shifting focus (upset by changes in plans, doesn't understand that a problem can be solved in different ways, difficulty getting used to new situations, perseverates on same topic, etc)
- \_\_\_ Difficulty with emotional self-control (over-reactive, gets upset too easily, mood fluctuates rapidly, low frustration tolerance, small events trigger disproportionate reactions, etc )
- \_\_\_ Difficulty with self-monitoring/self-regulation of work/social behavior (doesn't check work for mistakes, makes careless errors, unaware how own behavior affects others/ causes negative reactions, poor understanding of own strengths and weaknesses, sloppy work, etc )
- \_\_\_ Easily lead into trouble by others

***\*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.***

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

<b>Listening/Processing</b>	<b>Always</b>	<b>Often (50%+)</b>	<b>Sometimes (&lt;50%)</b>	<b>Rarely (&lt;25%)</b>
Difficulty understanding main ideas of presented passages/stories				
Difficulty with gestalt processing (doesn't see the big picture in messages/stories)				
Limited attention span to presented tasks				
Easily distractible/frequent loss of focus				
Misinterprets questions				
Often appears as if ignoring the speaker				
Difficulty with orientation to time (remembering B-day, days of the week, months of the year, etc)				
<b>Verbal Expression</b>				
Disorganized story telling skills (produces vague rambling stories which lack details and are difficult to follow)				
Leaves out critical information in messages (e.g., relevant details and references to people)				
Difficulty verbally organizing information (steps of a problem, order of recipes, sequencing events in a story)				
<b>Problem Solving</b>				
Difficulty answering abstract questions				
Difficulty making inferences ("why is something happening?")				
Difficulty making predictions ("what would happen next?")				
Difficulty problem-solving social situations ("what is the problem?"; "what would you do if?")				
Difficulty determining causes given the consequences of events				
<b>Pragmatic Language Skills</b>				
Difficulty maintaining eye gaze with speakers				
Difficulty starting a conversation				
Difficulty maintaining several consecutive conversational turns				
Makes off topic responses during conversational exchanges				
Abrupt topic shifts (unable to make smooth transitions)				
Frequently interrupts during conversational exchanges				
Difficulty identifying and interpreting context clues of settings and events				
Difficulty adjusting messages to different listeners (e.g., adults vs. children, etc)				
Difficulty repairing communicative breakdowns (can't tell that conversation is not going smoothly)				
Difficulty discussing a topic in a logical, concise and relevant manner				
Difficulty appropriately regulating language in context (e.g., explaining, persuading, negotiating, etc)				
Difficulty explaining proverbs ("practice makes perfect"; "honesty is the best policy") and metaphors ("time is money"; "shining star", "blanket of snow")				
Difficulty monitoring, evaluating, and justifying responses				

(e.g., doesn't provide in-depth answers; cannot explain why answered a question a certain way)				
<b>Social Emotional Development</b>				
Difficulty recognizing/identifying facial expressions and body language of others				
Difficulty identifying emotions				
Difficulty recognizing other people's moods				
Limited/lacks awareness of listener's needs				
Difficulty recognizing that others have different feelings, ideas, intentions, beliefs, thoughts and desires				
Difficulty understanding social missteps				
Difficulty understanding conflicting messages				
Difficulty initiating and maintaining social interactions				
Difficulty understanding and interpreting social messages				
Difficulty functioning in large groups (needs direct supervision)				
Difficulty predicting people's unstated plans				
Difficulty seeing the "big picture" of stories/messages/conversations				
Difficulty with humor, irony and sarcasm (e.g., misses joke subtleties, are people laughing at them or with them?)				
Difficulty understanding idioms, similes, multiple meaning words as well as figurative & ambiguous language				
Difficulty producing sympathetic responses to peers (blurts out inappropriate comments; considered rude by others)				
Difficulty engaging in interpersonal negotiation (recognizing & justifying appropriate solutions to social problems)				
Difficulty with flexible thinking as well as multiple interpretation of situations/actions				
<b>Behavior</b>				
Difficulty inhibiting behavior (interrupts, blurts things out, talks at the wrong time, acts before thinking, etc)				
Difficulty shifting focus (upset by changes in plans, doesn't understand that a problem can be solved in different ways, difficulty getting used to new situations, perseverates on same topic, etc)				
Difficulty with emotional self-control (over-reactive, gets upset too easily, mood fluctuates rapidly, low frustration tolerance, small events trigger disproportionate reactions, etc )				
Difficulty with self-monitoring/self-regulation of work/social behavior (doesn't check work for mistakes, makes careless errors, unaware how own behavior affects others/ causes negative reactions, poor understanding of own strengths and weaknesses, sloppy work, etc )				
Easily lead into trouble by others				

- **Checklist evidences numerous deficit areas?**

- Administer comprehensive social pragmatic assessment to confirm diagnosis and establish treatment goals

## Select Assessments Sensitive to Social Pragmatic Deficits

- *Children's Communication Checklist-2 (CCC-2)*
- *Test of Language Competence Expanded Edition (TLC-E)*
- *Test of Pragmatic Language-2 (TOPL-2)*
- *Social Emotional Evaluation (SEE)*
- *Social Language Development Test -Elementary (SLDT-E)*
- *Social Language Development Test -Adolescent (SLDT-A)*
- *Test of Problem Solving-3 Elementary (TOPS-3)*
- *Test of Problem Solving -2 Adolescent (TOPS-2)*
- *Listening Comprehension Test Adolescent (LCT-A)*
- *Dynamic Informal Social Thinking Assessment (Non- standardized tool)*

## *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/>
- **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/>