

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

Listening/Processing	Always	Often (50%+)	Sometimes (<50%)	Rarely (<25%)
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				

- **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)*
- *Clinical Evaluation of Language Fundamentals Metalinguistics (CELF-M)*
- *Executive Functions Test-Elementary (EFT-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

- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Introduction to Prevalent Disorders Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)
- [Assessment Checklist for Preschool Aged Children](#)
- [Assessment Checklist for School Aged Children](#)
- [Speech Language Assessment Checklist for Adolescents](#)
- [Differential Diagnosis of ADHD in Speech Language Pathology](#)
- [Creating Functional Therapy Plan](#)
- [Selecting Clinical Materials for Pediatric Therapy](#)
- [Social Pragmatic Deficits Checklist for Preschool Children](#)
- [Social Pragmatic Deficits Checklist for School Aged Children](#)
- [Auditory Processing Deficits Checklist for School Aged Children](#)
- [The Role of Frontal Lobe in Speech and Language Functions](#)
- [Executive Function Impairments and At Risk Pediatric Populations](#)
- [Behavior Management Strategies for Speech Language Pathologists](#)
- [Narrative Assessment of Preschool and School Aged Children](#)
- [Treatment of Social Pragmatic Deficits in School Aged Children](#)
- [Fetal Alcohol Spectrum Disorder An Overview of Deficits](#)
- [Speech Language Assessment and Treatment of Children with Alcohol Related Disorders](#)