

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) in identifying/screening social pragmatic language weaknesses/deficits in school-aged children, who may require assessment/intervention services. Provide this form to both teacher and caregiver/s to ensure that the weaknesses are observed **consistently** across all settings/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): _____
 Current Medical Diagnoses: _____
 Current Psychiatric Diagnoses: _____
 Current Language Diagnoses: _____
 Previous Speech and Language Services: ___No ___Yes If Yes, when? _____

PLEASE CHECK ALL APPLICABLE AREAS OF DIFFICULTY (place \checkmark next to particular area/s of difficulty)

A. 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)

B. 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)
- ___ Often uses non-specific words (thing, stuff)
- ___ Difficulty comprehending and using figurative language (e.g., idioms, metaphors, similes, personification, hyperboles, clichés, etc.)
- ___ Word-retrieval difficulties characterized by false starts, word fillers (e.g., *um*, *ah*), word and phrase revisions, and repetitions, word substitutions, and word distortions

C. Prosody

- ___ Inappropriate word stress
- ___ Inappropriate sentence stress
- ___ Monotone (equal stress on words)
- ___ Jerky speech
- ___ Rapid and pressured speech
- ___ Multisyllabic word stress

- ___ Excessive and misplaced stress
- ___ Slow and halting speech
- ___ Rising intonation at the end of sentences (as though asking a question)
- ___ Lack of rising intonation at the end of questions (unclear when asking a question)
- ___ ‘Sing-song’ intonation

D. Problem Solving

- ___ Difficulty answering abstract questions (e.g., “why”, ”how”, “what would you do?”)
- ___ Difficulty comparing and contrasting objects/situations
- ___ Difficulty making inferences and providing logical explanations about why something is happening
- ___ Difficulty making predictions (“what would happen next?”)
- ___ Difficulty determining causes given the consequences of events
- ___ Difficulty problem-solving situations (recognizing conflicts, evaluating options to provide the best solution)
- ___ Difficulty considering implications and consequences of actions
- ___ Easily influenced/instigated by others into causing trouble (does not think for him/herself, easily led, poor decision making, etc.)

E. Pragmatic Language Skills

- ___ Reduced eye contact with speakers/listeners in conversational exchanges
- ___ Reduced/blunted affect (lack of/limited emotional reactivity in conversational exchanges)
- ___ Excessive affect in conversational exchanges (rapid shifts in mood and emotional expression - cry when upset or angry even though it is unwarranted by the situation)
- ___ Difficulty initiating and maintaining social interactions
- ___ Difficulty interrupting appropriately (taking turns and allowing others to speak)
- ___ Inability to make smooth transitions results in abrupt topic shifts
- ___ 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 regulating language in context (e.g., informing, explaining, persuading, negotiating, etc)
- ___ Difficulty monitoring, evaluating, and justifying responses (doesn’t provide in-depth answers; cannot explain why answered a question a certain way)
- ___ Difficulty politely bargaining (e.g., uses whining and begging when unable to obtain something)
- ___ Difficulty requesting help when needed
- ___ Difficulty formulating questions when requires clarification
- ___ Difficulty understanding conflicting messages
- ___ Difficulty understanding and/or using humor irony and sarcasm (e.g., misses joke subtleties, unable to gauge if people laughing at or with them)
- ___ Difficulty detecting and responding appropriately to teasing

F. 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, etc)
- ___ Difficulty engaging in interpersonal negotiation (appropriately resolving social conflicts with others)
- ___ Difficulty with flexible thinking as well as multiple interpretation of situations/actions

G. 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)

**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

A. Listening	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)				
B. 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)				
Often uses non-specific words (thing, stuff)				
Difficulty comprehending and using figurative language (e.g., idioms, metaphors, personification, hyperboles, clichés, etc.)				
Word-retrieval difficulties characterized by false starts, word fillers (e.g., <i>um</i> , <i>ah</i>), word and phrase revisions, and repetitions, word substitutions, and word distortions				
C. Prosody				
Inappropriate word stress				
Inappropriate sentence stress				
Monotone (equal stress on words)				
Jerky speech				
Rapid and pressured speech				
Multisyllabic word stress				
Excessive and misplaced stress				
Slow and halting speech				
Rising intonation at the end of sentences (as though asking a question)				
Lack of rising intonation at the end of questions (unclear when asking a question)				
'Sing-song' intonation				
D. Problem Solving				
Difficulty answering abstract questions (e.g., "why", "how", "what would you do?")				
Difficulty comparing and contrasting objects/situations				
Difficulty making inferences and providing logical explanations about why something is happening				
Difficulty making predictions ("what would happen next?")				
Difficulty determining causes given the consequences of events				
Difficulty problem-solving situations (recognizing conflicts,				

evaluating options to provide the best solution)				
Difficulty considering implications and consequences of actions				
Easily influenced/instigated by others into causing trouble (does not think for him/herself, easily led, poor decision making, etc.)				
E. Pragmatic Language Skills				
Reduced eye contact with speakers/listeners in conversational exchanges				
Reduced/blunted affect (lack of/limited emotional reactivity in conversational exchanges)				
Excessive affect in conversational exchanges (rapid shifts in mood and emotional expression - cry when upset or angry even though it is unwarranted by the situation)				
Difficulty initiating and maintaining social interactions				
Difficulty interrupting appropriately (taking turns and allowing others to speak)				
Inability to make smooth transitions results in abrupt topic shifts				
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 regulating language in context (e.g., informing, explaining, persuading, negotiating, etc)				
Difficulty monitoring, evaluating, and justifying responses (doesn't provide in-depth answers; cannot explain why answered a question a certain way)				
Difficulty politely bargaining (e.g., uses whining and begging when unable to obtain something)				
Difficulty requesting help when needed				
Difficulty formulating questions when requires clarification				
Difficulty understanding conflicting messages				
Difficulty understanding and/or using humor irony and sarcasm (e.g., misses joke subtleties, unable to gauge if people laughing at or with them)				
Difficulty detecting and responding appropriately to teasing				
F. 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, etc)				
Difficulty engaging in interpersonal negotiation (appropriately resolving social conflicts with others)				
Difficulty with flexible thinking as well as multiple interpretation of situations/actions				
G. 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)				
Total:				

- **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](#)