

Social Pragmatic Deficits Checklist for Preschool Children 3:0-5:11 years of age

Copyright © 2022 Smart Speech Therapy LLC

For Individual Use Only
Do not resell, copy, or share downloads.
Do not remove copyright

Social Pragmatic Deficits Checklist for Preschool Children

Purpose: This checklist was created to assist speech language pathologists (SLPs) in identifying/screening social pragmatic language weaknesses/deficits in preschool children 3:0-5:11 years of age, who may require assessment/intervention services. Provide this form to both preschool teacher and caregiver/s to ensure that the weaknesses are observed **consistently** across all settings/people.

STUDENT INFORMATION:

Date: _____ Child's Name: _____ Sex: _____ 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 \surd next to particular area/s of difficulty)

A. Language Processing

- Difficulty following directions/messages without repetitions/visuals (underline all that apply)
- Increased processing and response time when answering questions (>2 secs)
- Does not understand indirect requests/directives
- Does not respond appropriately to questions involving time concepts (>5.0y)
- At times appears as if ignoring the speaker

B. Verbal Expression

- Does not code-switch or use "baby talk" (simpler language) when talking with younger children (<3 y) than self
- Does not add fillers to acknowledge conversational partner's message (e.g. "uh-huh", "okay")
- Does not use deictic terms (specifying time or place) such as "this", "that", "here", "there"
- Does not use language to talk about past or future events
- Does not use language to initiate (provide) information
- Conversations often do not make sense and are confusing to listen to
- Talks endlessly on topics of interest
- Is excessively argumentative (needs to prove own point)
- Difficulty retelling simple stories (e.g., retell what happened in a book, or tell what happened earlier that day)
- Does not attempt to tell jokes, tease, or engage in fantasy play
- Cannot use indirect requests
- Does not use language to discuss emotions or feelings
- Cannot tell two events in correct order (>4.0y)

C. Play Skills:

- Limited or non-purposeful play routines (e.g., rolls around truck or stacks cups; but doesn't truly play) (3-4y)
- Has difficulty with constructive play activities (building with blocks, coloring, puzzles) (3-4y)
- Has difficulty with pretend play activities (pretending to cook or playing doctor) (3-4y)
- Does not assume the role of another person in play (pretend to be a doctor, store clerk, mom/dad) (3-4y)

- ___ Does not self-talk during play routines (describes what s/he doing while playing) (3-4y)
- ___ Does not engage in dramatic play (acts out different scenes)
- ___ Difficulty looking at speakers/listeners when speaking/spoken to
- ___ Unaware (clueless) of what's happening around him/her
- ___ Difficulty getting along with other children
 - ___ attempts to socialize with other children but does not know how to initiate socialization appropriately
 - ___ aloof or uninterested in joining others; plays alone (e.g., videogames vs. creative play)
 - ___ poor behavior causes to be rejected by other children (tries to get attention negatively [grabs a ball])
 - ___ has no friends
 - ___ has friends who treat child poorly
 - ___ his/her only friends are socially inept (have social deficits themselves)
 - ___ prefers adult company vs. children's

D. Problem Solving Abilities

- ___ Difficulty responding to abstract "why", "how", and "what if" questions
- ___ Difficulty making simple predictions (what will happen next)
- ___ Difficulty answering simple inferencing questions (how did this happen?)
- ___ Difficulty recalling/recreating solutions to previously experienced problems or learning from experience (e.g., opening things, reaching for things, turning on things, etc)
- ___ Difficulty understanding cause/effect explanations (e.g., "if you do this, I'll give you that")
- ___ Difficulty classifying objects by size, likeness, or similar attributes
- ___ Difficulty stating how two similar things go together (e.g., how are cat and dog alike?)
- ___ Difficulty identifying differences among semantically related objects (e.g., how's couch different from a chair)
- ___ Difficulty recognizing that a problem exists
- ___ Difficulty solving problems (>4y)
- ___ Difficulty justifying solutions (why is _____ solution better; why did you chose this one?) (>5y)
- ___ Difficulty recognizing that there may be more than one solution to a problem (>4y)

E. Behavior

- ___ Has significant difficulty maintaining/shifting eye contact
- ___ Has significant difficulty focusing on tasks and maintaining attention for more than several minutes
- ___ Very impulsive (grabs things, blurts out, runs away, etc)
- ___ Perseverates on activities, toys of interest & on following own agenda (very rigid in how things "need to be")
- ___ Is very immature (heavily reliant on parental guidance; unable to do age-appropriate tasks on his/her own)
- ___ Does not understand what s/he did wrong when receives consequences for inappropriate behavior
- ___ Repeats same behaviors over and over again (does not learn from consequences)
- ___ Is unusually shy, fearful, withdrawn or anxious (underline all that apply)
 - ___ Too Clingy/Weepy
- ___ Has significant behavior tantrums and is very difficult to soothe
 - ___ Very defiant
 - ___ Hits/Bites with punishment having no affect
- ___ Physically/verbally aggressive towards peers, family members, and/or school staff (underline all that apply)
- ___ Is indiscriminately social (too friendly with strangers or kids/adults which the child barely knows)
- ___ Has odd/unusual behaviors (please describe)_____

F. Social Pragmatic Language Skills

- Does not make conversational repairs when listener fails to understand him/her
 Difficulty maintaining personal space
 Cannot maintain a topic for 3+ conversational turns (3y)
 Cannot maintain a topic for 4-5 conversational turns (4y)
 Cannot use language to speak about imaginary conditions (“what if”, “I hope”) (>4y)
 Difficulty initiating conversations with other children
 Frequently speaks off topic
 Interrupts others when they are speaking
 Does not say “please”, “thank you”, “you are welcome” or “I am sorry”
 Difficulty remembering names of family members or familiar peers
 Difficulty recognizing facial expressions or moods of others
 Difficulty recognizing body language of others
 Inappropriate emotional reactions (laughs at something not funny, or laughs at someone sad or hurt)
 Emotionally disconnected from others (flat facial expression, rarely smiles or shows emotions, etc)
 Gets mad/frustrated when unsuccessful at task (social/academic) (underline all that apply)
 Cannot recognize the listeners are uninterested in topic (non-verbal body cues)
 Shows unusual gestures, facial expression and/or posture when communicating with others
 Does not show sympathy when others get hurt or involved in difficult situations
 Does not understand that others may want different things from self ($\geq 3y$)
 Does not understand that s/he may know something that the other person does not ($\geq 4y$)
 Does not understand that others may have different feelings from self ($\geq 5y$)
 Does not understand that a person’s feelings may be hidden from their face ($\geq 5y$)

G. Executive Function Skills:

- Difficulty running simple repetitive errands (“get ___ from ___”)
 Difficulty inhibiting “unsafe” behaviors (runs away, grabs sharp objects, hits/bites)
 Difficulty with simple chores/self-care tasks (unable to do things on his/her own without assistance)
 Difficulty with working memory (remembering what happened in the beginning of the story by the end of it)
 Difficulty with behavior inhibition (waiting his/her turn for something)
 Difficulty regulating behavior (throws tantrums when doesn’t understand/doesn’t get something right away)
 Difficulty with displaying cognitive flexibility (does not transition easily from tasks/activities)
 Difficulty with organization (difficulty following established routines)
 Difficulty with deviation from structure (difficulty deviating from established routines)

Please write a brief descriptive summary of the child’s **most significant** social pragmatic difficulties:

ADDITIONAL INFORMATION

Are the above difficulties affecting the child on daily basis? ___ Yes ___ No If yes, how?

Do you suspect the child may have other delays? _____ If so, in what area(s)? (Please circle below)
 Intellectual/Cognitive _____ Language _____ Motor _____ Other (specify) _____

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/>