

## **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: \_\_\_\_ 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**

<b>A. Listening</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>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)				
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				
<b>C. Prosody</b>				
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				
<b>D. Problem Solving</b>				
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.)				
<b>E. Pragmatic Language Skills</b>				
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				
<b>F. 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, etc)				
Difficulty engaging in interpersonal negotiation (appropriately resolving social conflicts with others)				
Difficulty with flexible thinking as well as multiple interpretation of situations/actions				
<b>G. 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 )				
<b>Total:</b>				

- **Checklist evidences numerous deficit areas?**

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

## Select Assessments Sensitive to Social Pragmatic Deficits

- *Clinical Assessment of Pragmatics (CAPs)*
- *Theory of Mind Inventory -2 (TOM-2)*
- *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:NU)*
- *Social Language Development Test -Adolescent (SLDT-A:NU)*
- *Test of Problem Solving-3 Elementary (TOPS-3:NU)*
- *Test of Problem Solving -2 Adolescent (TOPS-2:NU)*
- *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](#)