

**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR SCHOOL-AGED CHILDREN**

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**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR SCHOOL-AGED CHILDREN****DIRECTIONS**

**Purpose:** This guide was created to assist speech language pathologists in the decision making process of how to select assessment instruments and prioritize assessment for school age children. The goal is to eliminate administration of unnecessary or irrelevant tests and focus on the administration of instruments directly targeting the areas of difficulty that the child presents with.

The first step is to give this form to both caregiver/s and classroom teacher to fill out. This is done to ensure that the deficit areas are consistent across all individuals dealing with the child on daily basis.

The next step after the handouts are returned is the assessment instrument selection. Now it is the examiner's job to decide which deficit areas need to be targeted first. *\*Please note that if the caregiver/teacher filled out too many difficulty areas then it is recommended that the examiner 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 10 (instructions attached).*

Depending on the examiner's setting (school vs. private practice) the assessment may be comprehensive (selection of more than two testing instruments + informal measures) or partial (greatest deficit areas are assessed first followed by administration of additional tests later, after the child evidences improvements). Based on the checked areas the examiner may choose to administer a generalized assessment (e.g., TILLS, CASL-2, etc) or a specialized assessment battery (Social Communication, Word-Retrieval, etc).

\*The administration of less cognitively demanding tests (e.g., LPT-3) is recommended for children with severe language deficits. This is suggested so the examiner could create an intervention plan focused on building upon the child's strengths vs. deficits. To illustrate if the child scores 2-3 SD below mean on all the subtests of the TILLS, the examiner may present with difficulty prioritizing intervention. In contrast, by selecting such instruments as LPT-3 or Word-3E, which are arranged in a hierarchy of complexity (as per manual), the examiner is more likely to see the child evidencing some strengths on select subtests based, on which intervention could later be structured around.

**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR SCHOOL-AGED CHILDREN****PURPOSE:** To determine primary areas of weaknesses to be targeted for assessment**I. STUDENT INFORMATION:**

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Student's Age: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Referred by: \_\_\_\_\_ Classification: \_\_\_\_\_  
 Language(s) spoken/understood by student (please list): \_\_\_\_\_  
 Current Medical Diagnoses: \_\_\_\_\_  
 Current Language Diagnoses: \_\_\_\_\_  
 Previous Speech and Language Services: \_\_\_ No \_\_\_ Yes If Yes, when? \_\_\_\_\_

**II. PLEASE CHECK ALL APPLICABLE AREAS (place  $\checkmark$  next to most significant areas of difficulty)****A. Receptive Language (Listening)**

- Difficulty following MOST directions without repetition or simplification
- Difficulty following multistep directions containing concepts of time or location (before/after/on top/to the left)
- Difficulty understanding concepts taught in the classroom
- Difficulty responding appropriately to simple questions (who/what/where/when)
- Difficulty responding appropriately to concrete questions about remote events ("What did you do on the weekend?" "Where did you go on your vacation?" "What are your favorite books to read at home?")
- Difficulty understanding main ideas of presented passages/stories
- Difficulty remembering details from books or conversations
- Difficulty understanding verbal messages

**B. Memory, Attention and Sequencing**

- Difficulty remembering directions and instructions
- Difficulty remembering assignment details
- Difficulty with orientation to time (remembering B-day, days of the week, months of the year, etc)
- Difficulty remembering names of people/places
- Difficulty with recalling previously learned/familiar words
- Requires frequent repetition of directions
- Requires increased processing time to respond to questions
- Easily distracted
- Difficulty maintaining attention (focuses only for short periods or only first/last part of a sentence/direction)
- Mental rigidity characterized by difficulty understanding issues from multiple points of view
- Difficulty recalling story events
- Difficulty sequencing events in order ("how to make/do \_\_\_"; "how to build/set \_\_\_", etc.)
- Difficulty recalling steps/order of instructions and tasks

**C. Expressive Language (Speaking)**

- Difficulty formulating simple sentences

- \_\_\_ Difficulty formulating compound and complex sentences (e.g., using yet, because, unless, however, although, etc)
- \_\_\_ Difficulty answering questions without rambling on or producing abbreviated responses\* (specify which one)
- \_\_\_ Difficulty producing grammatically correct words (explain) \_\_\_\_\_
- \_\_\_ Difficulty producing syntactically correct sentences (explain) \_\_\_\_\_
- \_\_\_ Difficulty responding to questions without excessive prompting from adults
- \_\_\_ Difficulty putting information in order (steps of a problem, order of recipes, sequencing events in a story)
- \_\_\_ Difficulty retelling procedures (rules of a sports game or a videogame)

#### **D. Vocabulary**

- \_\_\_ Limited vocabulary
- \_\_\_ Immature vocabulary (not age appropriate)
- \_\_\_ Often uses non-specific words (thing, stuff)
- \_\_\_ Mishears and mispronounces novel words and/or names
- \_\_\_ Difficulty retaining and remembering new words (can't remember even after you went over and over them)
- \_\_\_ Difficulty providing appropriate definitions of words (definitions are vague, imprecise, inadequate, etc)
- \_\_\_ Difficulty using text based context clues to determine definition of words
- \_\_\_ Difficulty providing synonyms, antonyms and multiple meaning words

#### **E. Narratives and Storytelling**

- \_\_\_ Produces stories which are vague and lack details
- \_\_\_ Produces rambling stories which are difficult to follow and contain numerous run-on sentences
- \_\_\_ Stories leave out critical information such as relevant details as well as references to characters
- \_\_\_ Stories lack insight into characters feelings, beliefs, thoughts, 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
- \_\_\_ Fictional story retelling lacks many story grammar elements such as setting, action, problem, resolution, etc

#### **F. Speech**

- \_\_\_ Poor speech intelligibility (difficult to understand when speaking due to sound errors)
- \_\_\_ Has residual speech sound errors (e.g., distorts /r/ sounds)
- \_\_\_ Stutters (makes sound and syllable repetitions, prolongations, and blocks)
- \_\_\_ Clutters (excessive breaks in the normal flow of speech, disorganized speech planning, talking too fast or in spurts, etc)
- \_\_\_ Lisps
  - \_\_\_ (Frontal) Protrudes tongue between teeth when making /s/ and /z/ sounds
  - \_\_\_ (Lateral) 'Slushy' sounding /s/ and /z/ sounds because air escapes on the sides of the mouth vs. center
- \_\_\_ Other: \_\_\_\_\_

#### **G. Voice\* (may need medical referral)**

- \_\_\_ Deviation in vocal pitch
  - \_\_\_ Voice is too high for the student's age

- Voice is unnaturally low for the student's age
- Deviation in intensity
  - Difficulty speaking loudly (voice unnaturally soft and whispery)
  - Speaks too loudly
- Deviation in quality
  - Hoarseness
  - Harshness
  - Breathiness
  - Vocal strain
  - Vocal fatigue
- Aphonia (frequent loss of voice)
- Pain or throat soreness during speaking tasks
- Habitual cough unrelated to an illness or a chronic condition (e.g., asthma)
- Other: \_\_\_\_\_

### **H. 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
- Other: \_\_\_\_\_

### **I. Resonance\* (may need medical referral)**

- Speech sounds nasal all the time (airflow escapes through the nose on non-nasal sounds such as /b/, /s/)
- Speech sounds denasalized (as if the student is congested all the time; may be due to nasal obstruction)
- Voice sounds muffled and low in volume
- Other: \_\_\_\_\_

### **J. Phonological Awareness (Pre-reading skills in children < 7-8 yrs)**

- Difficulty recognizing whether two presented words sound same or different
- Difficulty recognizing which words rhyme and which don't
- Difficulty rhyming words
- Difficulty counting syllables in a word
- Difficulty breaking words into syllables
- Difficulty isolating beginning sounds in words

- \_\_\_ Difficulty isolating final sounds in words
- \_\_\_ Difficulty isolating medial sounds in words
- \_\_\_ Difficulty blending sounds to make a word (/h/-/a/-/t/ means hat)
- \_\_\_ Difficulty recognizing and remembering sight words

**K. Reading**

- \_\_\_ Frequently loses place when reading
- \_\_\_ Poor reading fluency characterized by reduced rate, halting word productions, and invented wording (guesses at unfamiliar words)
- \_\_\_ Reverses letter order in words (e.g., tac → cat; saw → was; etc)
- \_\_\_ Substitutes/leaves out words when reading
- \_\_\_ Difficulty applying rules of syllabification
- \_\_\_ Difficulty decoding prefixes and suffixes
- \_\_\_ Difficulty decoding novel words
- \_\_\_ Difficulty comprehending what is read characterized by inability to answer text-related questions
- \_\_\_ Difficulty coherently summarizing read stories and passages
- \_\_\_ Difficulty comparing and contrasting characters and events
- \_\_\_ Difficulty drawing conclusions based on presented text
- \_\_\_ Dislikes/avoids reading
- \_\_\_ Other: \_\_\_\_\_

**L. Writing**

- \_\_\_ Difficulty with writing mechanics (e.g., capitalization and punctuation errors)
- \_\_\_ Spells poorly and inconsistently (e.g., spells the same word differently throughout the same composition)
- \_\_\_ Difficulty organizing and producing written composition (e.g., run-on sentences, disorganized topics & themes)
- \_\_\_ Dislikes/avoids writing
- \_\_\_ Other: \_\_\_\_\_

**M. 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.)

**N. Pragmatic Language Skills (Use of language with others):**

- \_\_\_ 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

### **O. 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

**P. Executive Functioning (place a check as well as underline a specific behavior)\* ages 8-9+:**

- Difficulty inhibiting behavior (interrupts, blurts things out, talks at the wrong time, acts before thinking, etc)
- Difficulty focusing/shifting attention (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, easily distractible)
- Difficulty with emotional self-control (over-reactive, gets upset too easily, mood fluctuates rapidly, low frustration tolerance, impatient, small events trigger disproportionate reactions, etc )
- Difficulty with self-monitoring/self-regulating academic 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 )
- Difficulty with organization/ planning/execution of age-level tasks/activities
- Difficulty with task initiation (homework, reports, chores, underestimates time needed to complete a task, becomes overwhelmed by large assignments, has trouble reaching set goals, lacks follow through, etc )
- Difficulty with organization of materials/belongings (messy, unorganized,)
- Difficulty regulating alertness levels ("too wired" or "too tired", gives up easily, difficult to sustain long term effort)

Please write a descriptive summary of the child's **most significant** present difficulties:

**ADDITIONAL INFORMATION**

Does the child have any medical concerns:  If so, please list: \_\_\_\_\_

Are the communication difficulties affecting the child on daily basis?  Yes  No

If so, how? \_\_\_\_\_

Do you suspect the child may have other delays? \_\_\_\_\_

If so, in what area(s)? (Please circle below)

Intellectual/Cognitive

Academic Achievement (reading, math, writing)

Motor

Social/Emotional

Behavioral

Other (specify) \_\_\_\_\_



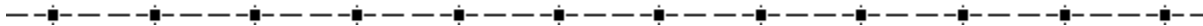
## SUGGESTED SPEECH TEST SELECTION FOR SCHOOL AGED CHILDREN<sup>1</sup>

### Articulation Tests:

- Clinical Assessment of Articulation and Phonology-2 (CAAP-2) Ages 2:6-11:11
- Linguistics Articulation Test (LAT) Ages 3-21:11
- Goldman Fristoe Test of Articulation-2 (GFTA-3) Ages 2-21:11
- Sunny Articulation Phonology Test Kit (SAPT)\* All Ages
- Informal Continuous Speech Sample with a focus on both independent and relational analysis of the client's speech (phonemes the client is able to produce as well as phonological processes and the client presents with)

### Fluency Tests:

- Stuttering Severity Instrument -4 (SSI-4) Ages 2:10+
- Test of Childhood Stuttering (TOCS) Ages 4-12
- Overall Assessment of the Speakers Experience of Stuttering (OASES) Ages 7+
- CALMS Rating Scale for School-Age Children Who Stutter (CALMS) Ages N/A



## SUGGESTED LANGUAGE TEST SELECTION FOR SCHOOL-AGED CHILDREN:

### Available<sup>2</sup> General Language Tests

The following tests provide a general overview of the child's language ability in multiple areas of listening comprehension and verbal expression.

- Test of Integrated Language and Literacy (TILLS) Ages 6-18
- Receptive, Expressive & Social Communication Assessment-Elementary (RESCA-E)\* Ages 5-12:11
- Clinical Assessment of Language Fundamentals-5 (CELF-5)\* Ages 5-21
- Comprehensive Assessment of Spoken Language (CASL-2)\* Ages 3-21
- Oral and Written Language Scales — 2nd Edition (OWLS-II)\*<sup>3</sup> Ages 3-21

Please note that above testing is best recommended for children with average/low average IQ and language deficits in the mild-moderate severity range. Testing for children with **severe language deficits** is suggested below.

- Elementary Language Processing Test-3 (LPT-3) Ages 5-11:11
- The Expressive Language Test -2 (ELT-2) Ages 5-11:11

### Narrative Assessments

- Test of Narrative Language (TNL-2) Ages 5-11:11

<sup>1</sup> Please note that testing recommendations are based on personal author preferences, hence the use of the word "suggested" in the title. Additional testing selection considerations include: assessment price as well as publishing date.

<sup>2</sup> Below is a listing of all the general language tests. All of them with the exception of TILLS, have significant psychometric issues and as such need to be used with extreme caution. For more information visit [SLPs for Evidence Based Practice Group](#) on Facebook, which contains numerous posts and information on this topic.

<sup>3</sup> Tests marked with an asterisk are best suitable for severely language impaired children as they all contained a significant number of language disordered children in the normative sample (as per their respective technical manuals). They need to be used with significant caution as their usage may result in a number of false negatives with respect to reliable disorder identification.

- Narrative Story Retell (SALT Database) Ages 4:4-12:8

### **Vocabulary & Semantic Flexibility:**

- Montgomery Assessment of Vocabulary Acquisition (MAVA) Ages 3-12:11
- Receptive One-Word Picture Vocabulary Test-4 (ROWPVT) Ages 2-80
- Expressive One-Word Picture Vocabulary Test-4 (EOWPVT) Ages 2-80
- Word Test-3 Elementary Ages 6-11:11
- Word Test-2 Adolescent Ages 12-17:11
- Test of Word Finding-3 (TWF-3) Ages 4:6-12:11
- Test of Adolescent/Adult Word Finding-2 (TAWF-2) Ages 12-80
- Test of Word Finding in Discourse (TWFD) Ages 6:6-12:11

### **Listening Comprehension**

- Test of Auditory Processing Skills-4 (TAPS-4) Ages 5-21
- The Listening Comprehension Test-2 (LCT-2) Ages 6-11:11
- The Listening Comprehension Test Adolescent (LCT-A) Ages 12-17:11

### **Problem Solving, Social Language Development and Executive Function Skills:**

- Test of Problem Solving-3 Elementary (TOPS-3) Ages 6-12:11
- Test of Problem Solving -2 Adolescent (TOPS-2) Ages 12-17:11
- Test of Pragmatic Language-2 (TOPL-2) Ages 6-18
- Social Emotional Evaluation (SEE) Ages 6-12:11
- Social Language Development Test -Elementary (SLDT-E) Ages 6-11:11
- Social Language Development Test -Adolescent (SLDT-A) Ages 12-17:11
- Executive Functions Test- Elementary (EFT-E) Ages 7-12:11
- Clinical Assessment of Language Fundamentals-5 Metalinguistics (CELF-5M) Ages 9-21:11
- Theory of Mind Inventory-2 (TOM-2) Ages: 2+
- Clinical Assessment of Pragmatics (CAPs) Ages 7-18

### **Phonological Awareness and Word Fluency (Rapid Naming)**

- The Phonological Awareness Test -2 (PAT-2) Ages 5-9
- Comprehensive Test of Phonological Processing-2 (CTOPP-2) Ages 4-24
- Rapid Automatized Naming and Rapid Alternating Stimulus Test RAN/RAS Ages 5-19

### **Tests of Reading**

- Gray Oral Reading Test-Fifth Edition (GORT-5) Ages 6-23
- Test of Word Reading Efficiency, Second Edition (TOWRE-2) Ages 6-24
- Test of Reading Comprehension, Fourth Edition (TORC-4) Ages 7-17
- TOSWRF-2: Test of Silent Word Reading Fluency–Second Edition Ages 6:3-24

### **Tests of Spelling and Writing**

- Test of Written Spelling-5 (TWS-5) Ages 6-18
- Spelling Performance Evaluation for Language and Literacy (SPELL-2<sup>4</sup>) Ages 7-21
- Test of Early Written Language-3 (TEWL-3) Ages 4-11
- Test of Written Language–Fourth Edition (TOWL-4) Ages 9-17

<sup>4</sup> Prescriptive rather than standardized test

**Select Language Testing Battery Suggestions\***

<b>Elementary:</b> (Ages 6-12 years)	<b>Adolescent</b> (Ages 12-18 years)
Severe Language Deficits	Severe Language Deficits
<ul style="list-style-type: none"> <li>• <b>LPT-3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>CELF-5*</b> (may be applicable to severely impaired students)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>TAPS-4</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word-3A</b></li> </ul>
<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>
“Auditory/Language Processing”/Reading	“Auditory/Language Processing”/Language Comprehension
<ul style="list-style-type: none"> <li>• <b>TILLS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>TILLS</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>GORT-5</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>LCT-A</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>
Auditory Processing/Listening Comprehension	
<ul style="list-style-type: none"> <li>• <b>TILLS</b></li> </ul>	Word-Retrieval
<ul style="list-style-type: none"> <li>• <b>LCT-2</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>TAWF-2</b></li> </ul>
<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word-2A</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Discourse Assessment</li> </ul>
Word-Retrieval	
<ul style="list-style-type: none"> <li>• <b>TWF-3</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>ELT-2</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>	
Social Skills (Basic/Below Average IQ)	Social Communication
<ul style="list-style-type: none"> <li>• <b>TOPL-2/SEE</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SLDT-A/TOPL-2 (if severe)</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>TOPS-3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>TOPS-2</b></li> </ul>
<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Narrative</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>CAPs (if advanced)</b></li> </ul>
Social Communication ( <b>Advanced</b> )	
<ul style="list-style-type: none"> <li>• <b>CAPs</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>TOPS-3</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Narrative Assessment</li> </ul>	
<ul style="list-style-type: none"> <li>• Informal Social Thinking Dynamic Assessment Protocol (ISTDAP)</li> </ul>	

\*Please note that the above testing batteries do not include tests of reading, writing and spelling. For a checklist with a focus on literacy please see: [Comprehensive Literacy Checklist For School-Aged Children](#)

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

<b>A. Receptive Language (Listening)</b>	<b>Always</b>	<b>Often (50%+)</b>	<b>Sometimes (&lt;50%)</b>	<b>Rarely (&lt;25%)</b>
Difficulty following MOST directions without repetition or simplification				
Difficulty following multistep directions containing concepts of time or location (before/after/on top/to the left)				
Difficulty understanding concepts taught in the classroom				
Difficulty responding appropriately to simple questions (who/what/where/when)				
Difficulty responding appropriately to concrete questions about remote events				
Difficulty understanding main ideas of presented passages/stories				
Difficulty remembering details from books or conversations				
Difficulty understanding verbal messages				
<b>B. Memory, Attention and Sequencing</b>				
Difficulty remembering directions and instructions				
Difficulty remembering assignment details				
Difficulty with orientation to time (remembering B-day, days of the week, months of the year, etc)				
Difficulty remembering names of people/places				
Difficulty with recalling previously learned/familiar words				
Requires frequent repetition of directions				
Requires increased processing time to respond to questions				
Easily distracted				
Difficulty maintaining attention (focuses only for short periods or only first/last part of a sentence/direction)				
Mental rigidity characterized by difficulty understanding issues from multiple points of view				
Difficulty recalling story events				
Difficulty sequencing events in order (“how to make/do ___”; “how to build/set ___”, etc.)				
Difficulty recalling steps/order of instructions and tasks				
<b>C. Expressive Language (Speaking)</b>				
Difficulty formulating simple sentences				
Difficulty formulating compound and complex sentences (e.g., using yet, because, unless, however, although, etc)				
Difficulty answering questions without rambling on or producing abbreviated responses* (specify which one)				
Difficulty producing grammatically correct words				
Difficulty producing syntactically correct sentences				
Difficulty responding to questions without excessive prompting from adults				

Difficulty putting information in order (steps of a problem, order of recipes, sequencing events in a story)				
Difficulty retelling procedures (rules of a sports game or a videogame)				
<b><u>D. Vocabulary</u></b>				
Limited vocabulary				
Immature vocabulary (not age appropriate)				
Often uses non-specific words (thing, stuff)				
Mishears and mispronounces novel words and/or names				
Difficulty retaining and remembering new words (can't remember even after you went over and over them)				
Difficulty providing appropriate definitions of words (definitions are vague, imprecise, inadequate, etc)				
Difficulty using text based context clues to determine definition of words				
Difficulty providing synonyms, antonyms and multiple meaning words				
<b><u>E. Narratives and Storytelling</u></b>				
Produces stories which are vague and lack details				
Produces rambling stories which are difficult to follow and contain numerous run-on sentences				
Stories leave out critical information such as relevant details as well as references to characters				
Stories lack insight into characters feelings, beliefs, thoughts, 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				
Fictional story retelling lacks many story grammar elements such as setting, action, problem, resolution,				
<b><u>F. Speech</u></b>				
Poor speech intelligibility (difficult to understand when speaking due to sound errors)				
Has residual speech sound errors (e.g., distorts /r/ sounds)				
Stutters (makes sound and syllable repetitions, prolongations, and blocks)				
Clutters (excessive breaks in the normal flow of speech, disorganized speech planning, talking too fast or in spurts, etc)				
Lisps				
<b><u>G. Voice* (may need medical referral)</u></b>				
Deviation in vocal pitch				
Voice is too high for the student's age				
Voice is unnaturally low for the student's age				
Deviation in intensity				

Difficulty speaking loudly (voice unnaturally soft and whispery)				
Speaks too loudly				
Deviation in quality				
Hoarseness				
Harshness				
Breathiness				
Vocal strain				
Vocal fatigue				
Aphonia (frequent loss of voice)				
Pain or throat soreness during speaking tasks				
Habitual cough unrelated to an illness or a chronic condition (e.g., asthma)				
<b><u>H. Prosody</u></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><u>I. Resonance* (may need medical referral)</u></b>				
Speech sounds nasal all the time (airflow escapes through the nose on non-nasal sounds such as /b/, /s/)				
Speech sounds denasalized (as if the student is congested all the time; may be due to nasal obstruction)				
Voice sounds muffled and low in volume				
<b><u>J. Phonological Awareness</u></b>				
Difficulty recognizing whether two presented words sound same or different				
Difficulty recognizing which words rhyme and which don't				
Difficulty rhyming words				
Difficulty counting syllables in a word				
Difficulty breaking words into syllables				
Difficulty isolating beginning sounds in words				
Difficulty isolating final sounds in words				
Difficulty isolating medial sounds in words				

Difficulty blending sounds to make a word (/h/-/a/-/t/ - hat)				
Difficulty recognizing and remembering sight words				
<b><u>K. Reading</u></b>				
Frequently loses place when reading				
Poor reading fluency				
Reverses letter order in words (e.g., tac → cat; saw → was; etc)				
Substitutes/leaves out words when reading				
Difficulty applying rules of syllabification				
Difficulty decoding prefixes and suffixes				
Difficulty decoding novel words				
Difficulty comprehending what is read characterized by inability to answer text-related questions				
Difficulty coherently summarizing read stories and passages				
Difficulty comparing and contrasting characters and events				
Difficulty drawing conclusions based on presented text				
Dislikes/avoids reading				
<b><u>L. Writing</u></b>				
Difficulty with writing mechanics (e.g., capitalization and punctuation errors)				
Spells poorly and inconsistently (e.g., spells the same word differently throughout the same composition)				
Difficulty organizing and producing written composition (e.g., run-on sentences, disorganized topics & themes)				
Dislikes/avoids writing				
<b><u>M. Problem Solving:</u></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><u>N. Pragmatic Language Skills (Use of language with others):</u></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>O. 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				
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>P. Executive Functioning</b>				
Difficulty inhibiting behavior				
Difficulty focusing/shifting attention				
Difficulty with emotional self-control				
Difficulty with self-monitoring/self-regulating academic work/social behavior				
Difficulty with organization/ planning/execution of age-level tasks/activities				
Difficulty with task initiation				
Difficulty with organization of materials/belongings				
Difficulty regulating alertness levels				
<b>Total:</b>				

*Please tally the results and initiate the assessment by targeting the most severely impaired areas.*

*Administer additional testing when the child evidences improvement.*

**END OF DOCUMENT**

### *Helpful Smart Speech Therapy Products*

- [Best Practices in Bilingual Literacy Assessments and Interventions](#)
- [Comprehensive Literacy Checklist For School-Aged Children](#)
- [Dynamic Assessment of Bilingual and Multicultural Learners in Speech Language Pathology](#)
- [Differential Assessment and Treatment of Processing Disorders in Speech Language Pathology](#)
- [Practical Strategies for Monolingual SLPs Assessing and Treating Bilingual Children](#)
- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)
- [Assessment Checklist for Preschool 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 School Aged Children](#)