

SPEECH AND LANGUAGE DISORDERS CHECKLIST

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Name of child or adolescent

Age

Each item should be checked off using the following rating scale

- 0 Not at all, never occurs, does not apply
- 1 Mild, sometimes observed, applies to some extent
- 2 Moderate, often observed, certainly applies
- 3 Severe, frequently observed, strongly applies

Difficulties with speech sounds

Difficulties with sounds such as 'fink/think', 'wabbit/rabbit'	0	1	2	3
Makes a 'slushy' sound for 's'	0	1	2	3
Uses one sound instead of two, 'pade' instead of 'spade'	0	1	2	3
Simplifies sequences of sounds, 'hoptal' instead of 'hospital'	0	1	2	3
Gets sequence of sounds muddled, 'spasgetti'	0	1	2	3

Difficulties with speech fluency

Repeats sounds, words or phrases 'I c-a-a-a-n do it'	0	1	2	3
Prolongs a sound in a word 'I mmmmmmade a cake'	0	1	2	3
Mouths a sound but cannot say it 'I ——want to go'	0	1	2	3

Difficulties with speech prosody and voice

Pitch of voice is too high or too low	0	1	2	3
Voice is gruff or raspy	0	1	2	3
Rate of speech is a concern, too fast or too slow	0	1	2	3
Volume of speech is too loud or too quiet	0	1	2	3
Voice rises and falls in an unusual way when speaking	0	1	2	3
Speaks in a flat monotone	0	1	2	3

Difficulties with sequence of language

Finds it hard to tell a story in sequence	0	1	2	3
Finds it hard to recite nursery rhymes, times tables, days in order	0	1	2	3
Slow learning to count and recite the alphabet	0	1	2	3

Word-finding difficulties

Gets stuck mid-sentence, cannot find the right word	0	1	2	3
Uses word substitutes such as 'thingy', 'stuff,' etc.	0	1	2	3
Forgets names or words that are familiar	0	1	2	3
Slow to learn new words or names	0	1	2	3
Stilted and lacks fluency in reading	0	1	2	3



Difficulties with expressive language

Gets words mixed up, 'yesterday' instead of 'tomorrow'	0	1	2	3
Gets words muddled 'I was set up' instead of 'I was upset'	0	1	2	3
Difficulties in getting their message across.....	0	1	2	3
Gives up trying to explain; says 'It doesn't matter' or 'Nothing'	0	1	2	3
Uses gesture, facial expressions, and mime	0	1	2	3

Difficulties with receptive language

Suspected of having hearing difficulties even though hearing is fine	0	1	2	3
Misunderstands what is said	0	1	2	3
Does not enjoy listening to stories; prefers pictures or action	0	1	2	3
Gets confused with instructions	0	1	2	3
Inattentive when required to listen	0	1	2	3
Often does the wrong thing when instructions are given.....	0	1	2	3
Watches others and follows what they do	0	1	2	3
Asks others to repeat what they have said.....	0	1	2	3

Difficulties with social language

Poor at conversation, interrupts, changes topic, talks nonstop	0	1	2	3
Makes socially inappropriate remarks	0	1	2	3
Does not seem to understand tone of voice.....	0	1	2	3
Very literal; does not understand jokes, puns or metaphors	0	1	2	3
Does not use appropriate facial expression or eye contact.....	0	1	2	3

Not confident in using language

Reluctant to talk to unfamiliar people	0	1	2	3
Does not volunteer to speak in class	0	1	2	3
Does not like to talk on the telephone.....	0	1	2	3

Positive characteristics and strengths (describe at least 3)

Important notes

This checklist can be used to help diagnose and assess Speech and Language Disorders. However, several conditions have similar characteristics and there may be a range of explanations for the observations made. Specialist assessment is necessary for a formal diagnosis.

- Supporting notes on Speech and Language Disorders (pages 54–61)
- Guides for discussions with colleagues, parents and students (pages 184–8)

