

Language Developmental Checklist

Auditory (Sensory, Perception, Memory)

Beginning Age 4

Yes No

1	The child turns or cups one ear to the speaker (hearing).		
2	The child fails to answer to his or her name from behind (hearing).		
3	The child's voice is excessively loud (hearing).		
4	" excessively soft (hearing).		
5	" monotone.		
6	The child consistently asks to have words or directions repeated (hearing).		
7	The child fails to tell the difference between human and nonhuman sounds (discrimination).		
8	The child is unable to pay attention to speech or other activities when there is noise in the room or in the background (figure-ground).		
9	The child has difficulty repeating a clapped sequence (clap-clap---clap-clap). (memory-sequence)		
10	The child fails to follow three directions (memory-sequence).		
11	The child fails to follow the rhythm in music activities (memory-sequence)		
12	The child fails to remember the sounds of two or more things: animal, home, school street, nature (memory).		
13	The child fails to transfer sounds, for example, understanding that the sound <i>m</i> in the word <i>man</i> is the same as the sound <i>m</i> in the word <i>mop</i> (auditory-auditory association).		
14	The child is unable to identify most of the letter sounds (visual-auditory associative memory).		
15	The child is unable to identify most of the letter names (visual-auditory associative memory).		
16	Other _____		
For ages 6 and over do 1-16 and ADD:			
17	The child is unable to identify rhyming words (discrimination).		
18	The child is unable to distinguish between similar sounding letters [<i>d/t, p/b</i>] (<i>hearing, discrimination</i>).		
19	The child is unable to identify same or different word endings (<i>hearing/discrimination</i>).		
20	The child is unable to identify same or different medial sounds (<i>hearing/discrimination</i>).		
21	The child fails to blend letter sounds into words (e.g. <i>c-a-t</i>) (<i>closure-blending</i>).		
22	The child fails to blend syllables into words (e.g. <i>ba-by</i>) (<i>closure-blending</i>).		
23	The child is unable to follow directions given orally in testing situations (<i>memory</i>).		
24	The child fails to follow four or more directions in a sequence (<i>memory-sequence</i>).		
25	The child fails to repeat a sequence of 5 digits presented orally (<i>memory-sequence</i>).		
26	The child fails to repeat the days of the week and months of the year in sequence (<i>memory-sequence</i>).		
27	The child fails to repeat complex word sentences in the correct sequence (<i>memory-sequence</i>).		
28	Other _____		

Speech

Age 4 and over

Articulation

Yes No

29	The child distorts sounds or words (e.g. <i>shing/sing</i>)		
30	The child omits sounds (e.g. <i>hep/help</i>).		
31	The child substitutes one sound for another (e.g. <i>wead/read</i>).		
32	The child uses immature speech patterns (baby talk).		
33	The child exhibits sloppy speech.		
34	The child protrudes his or her tongue for s and z sounds.		

Voice

37	The child's voice is weak or soft and can hardly be heard (volume/check hearing).		
38	The child speaks excessively loud (volume/check hearing).		
39	The child's voice is husky, hoarse, nasal, breathy, or guttural (quality).		
40	The child speaks in a monotonous voice.		

Fluency

41	The child repeats words, syllables, and phrases .		
42	The child's speech is irregular, exhibiting sudden starts or stops.		
43	The child talks too fast and therefore is difficult to understand.		
44	The child finds it difficult to get the words out (looks like stuttering).		

Other Problems

45	The child stutters or stammers, which includes repetition of syllables or words, repetition and prolongation of sounds, and spasms and distortions of the face and organs of speech.		
46	The child exhibits cleft palate speech (nasal quality).		
47	The child exhibits cerebral palsied speech (slow, labored, and spasmodic).		
48	The child avoids speaking in classroom activities.		
49	The child avoids speaking to peers.		
50	The child's speech deteriorates under stress.		
51	Other _____		

Language (Reception, Expression)

Beginning age 4

52	The child consistently fails to understand directions (reception).		
53	The child is unable to associate common objects, such as a dog with a bone (reception).		
54	The child becomes confused by conversation (reception).		
55	The child is unable to classify objects by category, such as dogs, cats, vehicles (reception).		
56	The child fails to understand the language of space (e.g. over, under, between, less) and time [e.g. early, late, soon after] (reception-spatial/temporal) .		
57	The child fails to understand familiar sounds: horn, bell, etc. (reception).		

58	The child talks in disconnected phrases (expression).		
59	The child communicates with gestures and sounds (expression).		
60	The child speaks in single words or short phrases only (expression).		
61	The child fails to name familiar objects (expression).		
62	The child is unable to state his/her full name, age, and home address (reception, expression).		
	For ages 6 and above do all of the above and ADD:		
63	The child fails to recognize multiple meanings of words (e.g. salt, sale).		
64	The child fails to interpret cause-effect situations or relationships (reception).		
65	The child uses words like <i>watchamacallit</i> or has strange words for common things within his/her experience (reception, expression).		
66	The child fails to express himself verbally in a meaningful manner (reception/expression).		
67	The child fails to express himself in written communication in a meaningful manner (reception, expression).		
68	The child is unable to relate facts and a sequence of events about a past experience (reception, expression).		
69	The child is unable to read a paragraph or a story at the independent level and orally paraphrase it (reception, expression).		
70	Other _____		

To score: Fill out the form. When you have finished, look at the chart for clusters of areas where many or most of your answers are “yes.” These are the areas that are problematic for your child, and that can be addressed with a learning plan.