

# Olmos Speech, Language and Learning Clinic

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## Checklist for Language Based Learning Disabilities

Child's Name \_\_\_\_\_  
School \_\_\_\_\_  
Grade \_\_\_\_\_ Birthday \_\_\_\_\_  
Person Completing Form \_\_\_\_\_  
Today's Date \_\_\_\_\_

Please check all that apply to your student

### Speech Sound Awareness (Kindergarten Level)

- cannot rhyme
- cannot identify words beginning with the same sound
- has difficulty counting (clapping) words within a sentence
- has difficulty counting (clapping) syllables within a word
- has problems learning letter names
- has problems learning sound-letter correspondence

### Word Retrieval

- has difficulty retrieving a specific common word (e.g. calls a sheep a goat or "you know, a wooly animal")
- shows poor memory for labels or new content vocabulary
- speech is hesitant, filled with pauses or vocalizations (e.g. "um", "you know")
- frequently uses words lacking specificity (e.g. "stuff", "that thing")
- has problems recalling common verbal sequences (e.g. days of the week, months of the year)

### Verbal Memory

- has difficulty remembering instructions or directions
- has difficulty learning new vocabulary
- has difficulty memorizing math facts, words to songs or poems
- has difficulty learning a second language

### Speech Production

- has problems correctly saying common words with complex sound patterns (e.g. animal, cinnamon, specific)
- mispronounces names
- confuses a similar sounding word with another (e.g. "Entire State Building")
- reverses sounds in phrases (e.g. "brue blush for blue brush")

### Comprehension

- responds to only one part of a multiple element request
- requests repetition of directions with little improvement in understanding
- fails to request clarification when obvious does not comprehend instructions
- has difficulty understanding questions
- fails to understand age appropriate humor
- has difficulty making inferences, predicting outcomes, drawing conclusions
- lacks understanding of spatial and quantitative terms

### Expression

- talks in short sentences
- makes grammatical errors inappropriate to age
- lacks variety in vocabulary (e.g. uses "sad" to mean "worried" or "confused")
- has difficulty giving directions or explanations
- relates stories of events in a disorganized incomplete manner so that the listener does not understand
- fails to repair conversation to aid listener understanding
- has difficulty with conversational rules such as turn-taking, staying on topic, or indicating understanding or lack of