

iLs Checklist – page 2

Pre-Program	AUDITORY/LANGUAGE	Post-Program
	Difficulty following what others are saying	
	Misuses or confuses words and sounds	
	Says “What?” or “Huh?”, needs instructions repeated, needs visual cues	
	Is difficult to understand due to poor enunciation, can’t speak clearly	
	Difficulty with spelling	
	Unable to recognize or repeat rhymes or songs	
	Does not like to sing or hum	
	Difficulty interpreting tone of voice – e.g. angry vs. joking	
	Tendency to ramble, can’t “get to the point”	
	Poor grammar, doesn’t speak in complete sentences	
	Mumbles, has monotone voice	
	Slow to react to speech	
	Needs to be given directions repeatedly before responding	
	Seems to not understand what is said, i.e. poor comprehension, needs explanations	
	<b>TOTAL</b>	

Pre-Program	SOCIAL/EMOTIONAL	Post-Program
	Irritable, short-tempered	
	Easily overwhelmed, frustrated by daily life activities	
	Does not transition smoothly from one activity to another	
	Has difficulty making and keeping friends	
	Does not sleep well, can’t get enough rest	
	Lacks confidence with new environments and new tasks	
	Has frequent mood fluctuations	
	Is not affectionate, not touching or hugging	
	“Needy” – lacks independence, low self reliance, low self-esteem	
	Lack of tactfulness, acts impulsively	
	Response to situations appears immature for age	
	Anxious, bites nails, face and body not relaxed	
	<b>TOTAL</b>	

Pre-Program	ORGANIZATION/ATTENTION/COGNITIVE	Post-Program
	Is distracted easily, not able to stay on task	
	Has poor short term memory	
	Must re-read schoolwork several times to comprehend	
	Has difficulty getting finding clothes, getting dressed in the morning	
	Planning ahead is difficult, prefers to avoid planning at all	
	Disorganized with school assignments, belongings, schedule	
	Can’t remember sequential tasks – e.g. do A, then B, then C	
	Often fails to begin or to complete tasks or projects unless helped	
	<b>TOTAL</b>	