

**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR ADOLESCENTS  
12-18 YEARS OF AGE**

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**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR ADOLESCENTS**

**Overview:** This checklist was created to assist speech language pathologists in screening and identifying language weaknesses/deficits in adolescents 12-18 years of age who may require assessment and intervention services. Provide this form to caregiver/s **and** classroom teacher to fill out. Depending on the student's age and ability, the form may also be given to the student directly, so s/he can identify own areas of difficulty as well. It is important to give this form to several individuals to ensure *consistency* of deficits, prior to determining whether an assessment is warranted and if so, which assessment areas need to be targeted.

**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR ADOLESCENTS 12-18 YEARS OF AGE****PURPOSE:** To determine primary areas of weaknesses to be targeted for assessment (if needed)**I. STUDENT INFORMATION:**

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_ Sex: \_\_M\_\_ \_\_F\_\_ 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 OF DIFFICULTY (place  $\checkmark$  next to significant areas of difficulty)****A. Receptive Language**

- Difficulty responding to questions and following instructions on daily basis
- Difficulty responding to *abstract* questions (intact ability to answer factual questions and follow directions)
- Difficulty comprehending abstract language (vocabulary, concepts, etc.) in the classroom
- Difficulty understanding main ideas in verbal messages and classroom discussions
- Difficulty remembering details from verbal messages and classroom discussions
- Decreased metalinguistic abilities (reduced ability to think about and discuss language)
- Other: \_\_\_\_\_

**B. Memory, Attention and Cognition**

- Easily distracted
- Difficulty sustaining adequate attention in the classroom
- Makes careless mistakes on assignments because s/he is not paying close attention to details
- Requires frequent repetition of directions and instructions
- Difficulty remembering names of people/places
- Requires increased processing time to respond to questions
- Frequently forgets presented information
- Difficulty recalling the order of presented instructions
- Difficulty setting goal to complete assignments
- Difficulty thinking in abstract, creative, flexible and imaginative ways
- Mental rigidity characterized by difficulty understanding issues from multiple points of view
- Difficulty thinking through ideas
- Difficulty organizing and integrating information
- Difficulty thinking hypothetically
- Inconsistent task performance (e.g., accuracy varies from day to day)
- Difficulty with skill generalization across situations
- Other: \_\_\_\_\_

**C. Expressive Language**

- \_\_\_ Poor morphological awareness (manipulation of root words, prefixes, suffixes, and grammatical inflections to form words)
- \_\_\_ Makes grammatical errors when speaking
- \_\_\_ Difficulty formulating syntactically complex sentences with appropriate subordination
- \_\_\_ Difficulty formulating responses to questions without excessive prompting
- \_\_\_ Difficulty verbally sequencing the order of information (steps of a problem, order of recipes, events in a story)
- \_\_\_ Difficulty retelling procedures such as rules of a sports game or a videogame
- \_\_\_ Avoids class discussions
- \_\_\_ Other: \_\_\_\_\_

**D. Vocabulary**

- \_\_\_ Mishears and mispronounces novel words and/or names
- \_\_\_ Produces malapropisms (You are punctual → You are punctuated; Empire State Building → Entire State Building, New Hampshire → New Hamster; etc)
- \_\_\_ Difficulty comprehending and using abstract nouns, verb and adjectives (e.g., displeasure, aroma, duty, etc.)
- \_\_\_ Difficulty comprehending and using low-frequency words found in grade-level text (e.g., agony, combustible, excavate)
- \_\_\_ Frequent use of non-specific vocabulary words (thing, stuff, etc)
- \_\_\_ Difficulty learning new vocabulary words (mispronunciation, poor recall even after excessive repetition)
- \_\_\_ Difficulty providing appropriate definitions of words (definitions are vague, imprecise, inadequate, etc)
- \_\_\_ Difficulty understanding and using technical subject-specific terms (e.g., metamorphosis, carbon monoxide, etc)
- \_\_\_ Difficulty understanding morphologically complex words (e.g., tactlessness, inconsolable, merciless)
- \_\_\_ Difficulty comprehending and using figurative language (e.g., idioms, metaphors, similes, personification, hyperboles, clichés, etc.)

**E. Discourse**

- \_\_\_ Difficulty “getting to the point” in conversational exchanges
- \_\_\_ Word-retrieval difficulties characterized by false starts, word fillers (e.g., *um*, *ah*), word and phrase revisions, and repetitions, word substitutions, and word distortions
- \_\_\_ Difficulty producing oral reports on familiar/researched topics
- \_\_\_ Difficulty producing original stories with adequate details (e.g., character referencing, event elaboration)
- \_\_\_ Poor use of expository discourse characterized by difficulty appropriately explaining/describing topics
- \_\_\_ Poor use of persuasive discourse characterized by difficulty appropriately convincing others to perform actions or adopt a certain position/stance (e.g., debate an issue)
- \_\_\_ Difficulty entertaining peers with amusing anecdotes
- \_\_\_ Other: \_\_\_\_\_

**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. 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
- \_\_\_ Lack of referential knowledge (difficulty recognizing previously learned words in print)
- \_\_\_ Lack of relational knowledge (difficulty recognizing synonyms and antonyms in text)
- \_\_\_ Difficulty differentiating homonyms (different meaning words)
- \_\_\_ 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 recognizing different uses of words in context (that word meaning is context dependent)
- \_\_\_ Difficulty using text based context clues to determine definitions of words
- \_\_\_ Difficulty understanding author's purpose
- \_\_\_ Difficulty drawing conclusions based on presented text
- \_\_\_ Dislikes/avoids reading
- \_\_\_ Other: \_\_\_\_\_

### **K. Writing**

- \_\_\_ Difficulty with written productivity (e.g., reduced essay or composition length)
- \_\_\_ Difficulty selecting word choices when writing
- \_\_\_ Difficulty with grammatical complexity (e.g., grammatical errors in written work)
- \_\_\_ Difficulty with syntactic complexity (e.g., lacks/limited use of complex and compound sentences)
- \_\_\_ 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 with coherence and cohesion (lack of logical sequencing of events in a story)
- \_\_\_ Difficulty organizing and producing written composition (e.g., run-on sentences, disorganized topics & themes)
- \_\_\_ Difficulty drafting, revising, and editing written reports
- \_\_\_ Dislikes/avoids writing
- \_\_\_ Other: \_\_\_\_\_

### **L. Problem Solving:**

- \_\_\_ Difficulty making inferences (providing logical explanations about situations)
- \_\_\_ Difficulty identifying causes of events
- \_\_\_ Difficulty determining solutions to presenting scenarios
- \_\_\_ Difficulty problem-solving situations (recognizing conflicts, evaluating options to provide the best solution)
- \_\_\_ Difficulty determining perspectives (evaluating different points of view to reach appropriate conclusions)
- \_\_\_ Difficulty generalizing insights (comparing and evaluating analogous situations to learn from experience)
- \_\_\_ Easily influenced/instigated by others into causing trouble (does not think for him/herself, easily led, poor decision making, etc.)
- \_\_\_ Difficulty considering implications and consequences of actions
- \_\_\_ Difficulty forming opinions
- \_\_\_ Lack of caution and discrimination when providing personal information to others
- \_\_\_ Other: \_\_\_\_\_

**M. Pragmatic Language Skills**

- 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
- Unable to adjust the content and style of speech to thoughts and feelings of others.
- Difficulty adjusting messages to different listeners (e.g., adults vs. children, social status, familiarity, etc)
- Difficulty repairing communicative breakdowns (clarify own message to make it more coherent and cohesive)
- Difficulty discussing topics in a logical, concise and relevant manner
- Difficulty appropriately regulating language in a variety of contexts
- 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
- Other: \_\_\_\_\_

**N. Social Emotional Development**

- Difficulty identifying own and others emotions
- Difficulty recognizing other people's moods
- Difficulty recognizing and identifying facial expressions and body language of others
- Difficulty understanding perspectives of others (e.g., recognizing that others have different feelings, ideas, intentions, beliefs, thoughts and desires from own)
- Difficulty understanding social missteps (socially inappropriate actions)
- Difficulty understanding and interpreting social messages
- Difficulty independently functioning in large groups (needs direct supervision)
- Difficulty predicting people's unstated plans and motives
- Difficulty seeing the "big picture" of messages and conversations
- Difficulty producing sympathetic responses to peers (blurts out inappropriate comments; considered rude by others)
- Difficulty engaging in interpersonal negotiations (e.g., successful conflict resolution, social negotiations)
- Difficulty with flexible thinking characterized by difficulty providing multiple interpretations of social situations
- Difficulty making and keeping friends (e.g., has no friends, "everyone" is a friend, forms superficial friendships)
- Lacks social adaptability (e.g., doesn't "go with the flow", difficulty adjusting to unexpected situations easily)
- Lacks awareness of own strengths and challenges

**O. Executive Functioning (place a check as well as underline specific behaviors):**

- 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, perseverates on same topic, easily distractible)
- Difficulty with emotional self-control (over-reactive, gets upset too easily, mood fluctuates rapidly, low

- \_\_\_ frustration tolerance, 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 (homework, projects, reports)
- \_\_\_ 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, difficulty sustaining long term effort)

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

### ADDITIONAL INFORMATION

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

Do the student's communication difficulties affect him/her on daily basis? \_\_\_\_ Yes \_\_\_\_ No

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

Do you suspect the student may have other delays/deficits? \_\_\_\_\_

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

Intellectual/Cognitive

Academic Achievement (reading, math, writing)

Motor

Social/Emotional

Behavioral

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



## *Helpful Smart Speech Therapy Bundles*

- **The Checklists Bundle**
  - <http://www.smartspeechtherapy.com/shop/the-checklists-bundle/>
- **General Assessment and Treatment Start Up Bundle**
  - <http://www.smartspeechtherapy.com/shop/general-assessment-and-treatment-start-up-bundle/>
- **Multicultural Assessment Bundle**
  - <http://www.smartspeechtherapy.com/shop/multicultural-assessment-and-treatment-bundle/>
- **Narrative Assessment and Treatment Bundle**
  - <http://www.smartspeechtherapy.com/shop/narrative-assessment-bundle/>
- **Introduction to Prevalent Disorders Bundle**
  - <http://www.smartspeechtherapy.com/shop/introduction-to-prevalent-disorders-bundle/>
- **Social Pragmatic Assessment and Treatment Bundle**
  - <http://www.smartspeechtherapy.com/shop/social-pragmatic-assessment-and-treatment-bundle/>
- **Psychiatric Disorders Bundle**
  - <http://www.smartspeechtherapy.com/shop/psychiatric-disorders-bundle/>
- **Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle**
  - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorders-assessment-and-treatment-bundle/>

## *Helpful Smart Speech Therapy Resources*

- **Assessment Checklist for Preschool Aged Children**
  - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-preschool-child/>
- **Assessment Checklist for School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-school-aged-child/>
- **Differential Diagnosis of ADHD in Speech Language Pathology**
  - <http://www.smartspeechtherapy.com/shop/differential-diagnosis-of-adhd-in-speech-language-pathology/>
- **Behavior Management Strategies for Speech Language Pathologists**
  - <http://www.smartspeechtherapy.com/shop/behavior-management-strategies-for-speech-language-pathologists>
- **Narrative Assessment of Preschool and School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/narrative-assessments-of-preschool-and-school-aged-children/>
- **Creating Functional Therapy Plan**
  - <http://www.smartspeechtherapy.com/shop/creating-a-functional-therapy-plan-therapy-goals-soap-note-documentation/>
- **The Role of Frontal Lobe in Speech and Language Functions**
  - <http://www.smartspeechtherapy.com/shop/the-role-of-frontal-lobe-in-speech-and-language-functions/>
- **Executive Function Impairments and At Risk Pediatric Populations**
  - <http://www.smartspeechtherapy.com/shop/executive-function-impairments-in-at-risk-pediatric-populations/>
- **Assessing Social Pragmatic Skills of School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/assessing-social-pragmatic-skills-of-school-aged-children/>
- **Treatment of Social Pragmatic Deficits in School Aged Children**
  - <http://www.smartspeechtherapy.com/shop/treatment-of-social-pragmatic-deficits-in-school-aged-children/>
- **Fetal Alcohol Spectrum Disorder An Overview of Deficits**
  - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorder-an-overview-of-deficits/>
- **Speech Language Assessment and Treatment of Children with Alcohol Related Disorders**
  - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-and-treatment-of-children-with-alcohol-related-disorders/>