

Secondary Language Screener For Ages 11 Plus

Use this checklist if there is a young person in your care who you think may language and communication needs. Read each statement and then tick the 'R' (red) column if the child strongly matches the statement, 'A' (amber) column if they occasionally match the statement and 'G' (green) if they do not match the statement.

Student's Name: _____

Date of Birth: _____

School: _____

Year Level: _____

Completed by: _____

Date Completed: _____

	R	A	G
Classroom language use including literacy			
Has delayed literacy skills for their age. For example, reading for meaning, proof reading, spelling and handwriting.			
Produces less written output than expected in comparison to peers.			
Written work can be disjointed or unstructured, has difficulty providing information relevant to the topic or task.			
Written work has a limited range of vocabulary, descriptive language and phrase structures.			
Has difficulty taking notes from spoken or written text, including paraphrasing and summarising.			
Has difficulty learning subject specific language and new terminology.			
Presenting behaviours			
Has difficulty paying attention and listening in the classroom environment.			
May tire easily and 'tune out' at times.			
Takes longer to process spoken language compared to their peers.			
Needs extra time to respond verbally and to organise answers.			

	R	A	G
Frequently asks for clarification of information/instructions.			
Is there a discrepancy with their ability to use their voice in certain situations with certain people.			
Some children may disguise language difficulties by using coping strategies.			
Waits and observes other students before responding; they may copy other student's work.			
Distracts/disrupts other students and/or exhibits attention seeking behaviours that impacts the whole class.			
Is quiet and does not draw attention to self in class.			
Tends not to participate or contribute to discussions.			
Becomes frustrated when communicating, e.g. says "You know what I mean" or "It doesn't matter".			
You may also want to comment on the student's confidence, self esteem etc in the box below.			

	R	A	G
Planning and working independently: Some children may have difficulty planning tasks and working independently:			
Needs more explicit explanation and more time to understand school routines that are usually learned quickly by peers, e.g. timetable routines and changes.			
Can find organisation of daily tasks difficult, e.g. forgets homework, loses jumper, arrives late			
Can find organisational task difficult such as with:			
Using the daily planner			
Completing tasks			
Handing work in on time			
Social communication and interaction			
If a child has language difficulties this may also impact on their social interactions/peer relationships. Has this child had a previous diagnosis of autism?			
Yes/No			
If no are they awaiting assessment for autism?			
Yes/No			
Makes unrelated comments for example- may answer a question related to previous topics			

	R	A	G
Social communication and interaction			
Understanding and using social/conversational language with peers, including colloquial expressions, teenage 'slang', sarcasm and jokes can be difficult.			
Misinterpretation/ not accurately identifying social cues and/or perspective of others e.g. facial expressions, body language, tone of voice, innuendo, sarcasm, humour.			
Using language to problem solve social situations, e.g. to persuade, negotiate, bargain or gossip.			
Understanding of Language			
Remembers only part of a long instruction or message. Often this is the last part of the message.			
Finds it hard to follow instructions, particularly if it contains concepts such as before/after or first/last or they are not given in order of the action required, e.g. Start your reading book after you have done your maths sheet.			
Has difficulties following long or complex instructions E.g. "You need to read the chapter and then identify the key ideas which you then need to write about, explaining why they are important"			
Has difficulties understanding implied meaning e.g. "I wouldn't take my shoes off now" meaning "don't take your shoes off": interpreted as you talking about yourself			

	R	A	G
Has a limited understanding of word meanings e.g. relies on familiar words and/or topics.			
Word retrieval/processing Some children may have difficulties with word retrieval and processing			
Has difficulty with retrieving words from memory and may pick a word with similar meaning or a sound. Eg, if trying to recall 'pear' they may say 'apple' or 'bear',			
Has difficulties recalling information or putting it into the right sequence e.g. Unable to recount last week's episode of a soap on TV/ unable to tell you what happened in their favourite cartoon/programme			
May talk around the topic or word rather than naming the item e.g. 'It's the thing you use outside; the lawn hoover- meaning the lawn mower.			
Use of Language			
Has restricted range of vocabulary (and may use familiar words) or frequently uses non-specific words, e.g. sort of, that, stuff, junk.			
Gives inappropriate responses to questions			
Speaks in short, simple sentences, connecting ideas with 'and' or 'then'			
Language use is less mature and sophisticated than peers with less accurate grammar structures used.			
Has difficulty giving instructions for games or directions to an exact location.			

	R	A	G
Has difficulties recalling and sequencing events and ideas appropriately e.g. Finds it difficult to remember and re-tell a story, even a simple one			
Has difficulty engaging in group activities outside of their immediate friendship group.			
Sustaining conversations, taking turns and introducing and maintaining topics can be challenging.			
Stammering/Stuttering			
Prolong or repeat some sounds or words, e.g. (b__all, or b-b-b-ball, or ball-ball-ball) or get 'stuck' on a word and no sound comes out.			
Try to hide their difficulties by avoiding speaking in certain situations, or change what they were going to say mid sentence to avoid a word they find difficult.			
ANY OTHER INFORMATION Language use can be influenced by a number of factors including motivation, anxiety, peer influences and demands of particular subject areas. Therefore, collaboration between school personnel is important to provide a comprehensive understanding of the student's use of language in a variety of contexts. You will also need to consider the student's 'history'. For example, did the student have a speech or language difficulty at a younger age or is English the student's first language? You may also want to comment on the student's confidence, self esteem etc			

If you have any doubts about a student's language and learning skills, please discuss them with a Speech-Language Therapy.