



Language Processing Behavior Checklist

Use this checklist as a screening instrument to identify students from ages 5-12 years who may be at risk for language processing syndromes.

Student _____

Date _____

Directions: Read each of the behaviors listed below. Circle the appropriate frequency rating for each behavior the student displays. Please return this form to _____ by _____.

Behaviors	Frequency Ratings				
1. The student has trouble thinking of and using everyday words. He may or may not eventually think of the words. <i>I ate a ... a ... I forget. (sandwich)</i>	never	rarely	sometimes	often	always
2. When a specific word is required, the student names the category instead of the specific label. <i>animal for dog, food for cake</i>	never	rarely	sometimes	often	always
3. The student uses a similar-sounding word for the target word. <i>I went down the sideway for sidewalk.</i>	never	rarely	sometimes	often	always
4. The student answers "I don't know" to a question when you think he does know. <i>The student is asked to name two body parts and answers, "I don't know."</i>	never	rarely	sometimes	often	always
5. The student is slow to begin answering questions. There is a time lag between the end of the question asked and the beginning of the student's answer.	never	rarely	sometimes	often	always
6. The student uses neutral, generic, or original language instead of specific words. <i>thing, stuff, thingamajig</i>	never	rarely	sometimes	often	always
7. The student describes an object instead of using a specific label. <i>yellow thing I write with for pencil; quacking bird for duck</i>	never	rarely	sometimes	often	always
8. The student talks to himself or repeats key information while trying to answer a question. <i>When asked to name two kinds of fruits, the student repeats fruit, fruit.</i>	never	rarely	sometimes	often	always
9. When a spoken mistake is brought to the student's attention, he recognizes it, but can't correct it. <i>ride on the car for ride in the car</i>	never	rarely	sometimes	often	always
10. The student struggles or requires extensive review to answer questions he knew the day before. It may seem like he's hearing the information for the first time.	never	rarely	sometimes	often	always
Grand Total: _____	Frequency Totals: _____				