



Checklist of indicators for communication Disorders in school age children 4.5 – 8 years

4.5 –6 years	Communication features
Expressive language	<ul style="list-style-type: none"> • Difficulty using simple sentences of 5-6 words • Difficulty using grammatical elements eg. pronouns (<i>he/she</i>), regular plural endings (<i>cats</i>), possessive endings (<i>boy's</i>), negatives (<i>don't, not</i>), present tense-<i>ing</i> endings (<i>running</i>) • Difficulty giving accounts of present and shared experiences • Difficulty sequencing ideas in simple stories • Limited vocabulary relating to home, self, school, neighbourhood • Limited range of language functions eg. doesn't ask questions, doesn't offer information
Receptive language	<ul style="list-style-type: none"> • Difficulty answering simple questions including "wh" questions (<i>who, what, when, where</i>) • Difficulty understanding directions containing early prepositions (<i>in, on, under, behind, next to, in front of</i>) • Difficulty understanding basic concepts eg. colours, shapes
Phonemic awareness	<ul style="list-style-type: none"> • Difficulty recognizing and making rhyme • Difficulty identifying the number of words in a sentence

	<ul style="list-style-type: none"> • Difficulty recognizing the number of syllables in a word • Difficulty recognizing the initial sound in a word
Articulation/ Phonology	<ul style="list-style-type: none"> • Difficult to understand • Makes errors producing English sounds except 'r', 'v', 'th'

6 – 7 years	Communication features
Expressive language	<ul style="list-style-type: none"> • Uses simple fragmented sentences' does not use early joining words (eg. <i>and, but</i>) to connect ideas • Few adjectives (e.g. <i>big, ugly</i>) and adverbs (eg. <i>quickly</i>) • Makes grammatical errors using irregular past tense (eg. <i>fell</i>) and irregular plural (eg. <i>feet</i>) • Omits small grammatical units (eg. <i>a, all, the, some</i>) • Oral stories limited to a list of actions with no relationship between characters • Written stories limited to strings of unrelated sentences • Difficulty staying on topic; changes topic in the middle of a conversation • Difficulty giving clear instructions • Difficulty giving accounts of unshared or past events or experiences
Receptive Language	<ul style="list-style-type: none"> • Difficulty answering 'how; and 'why' questions and reasoning • Difficulty understanding temporal (<i>before, after</i>), sequential (<i>first, second</i>) and/or spatial words (<i>left, right, between</i>) • Difficulty understanding complex sentences containing embedded clauses (eg. "<i>The boy who had red hair went to the shop</i>") • Difficulty understanding instructions containing more than one part; remembers only one part of the instruction

	<ul style="list-style-type: none"> • Difficulty understanding passive voice (eg. "<i>The boy was hit by the dog</i>") • Gives tangential answers to questions • Often uses gesture
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Phonemic Awareness	<ul style="list-style-type: none"> • Has difficulty identifying the last sound in a word • Has difficulty analyzing spoken language into parts e.g. sentences, words, sound • Has difficulty matching sounds to letters
Articulation/ Phonology	<ul style="list-style-type: none"> • Makes errors producing any sounds except 'v' and 'th' • Has difficulty putting sounds in correct order in words eg. '<i>hostable</i>' for '<i>hospital</i>'
Voice	<ul style="list-style-type: none"> • Inappropriate pitch (too high or low) • Inappropriate volume (too loud or soft) • Hoarse or breathy voice
Behaviours/ Pragmatics	<ul style="list-style-type: none"> • Little or no eye contact • Difficulty taking turns in a conversation • Has difficulty maintaining topic of conversation • Inattentive in class • Child often appears frustrated • Child copies other children • Child speaks too fast or slow • Often asks for speech to be repeated (indicating memory problem) • Needs more time to respond • Impulsive • Needs assistance to complete tasks • Distracts others in class

	<ul style="list-style-type: none"> • Difficulty following class routines • Difficulty following class rules • Organisational problems eg. doesn't do homework
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7 – 8 years	Communication features
Expressive Language	<ul style="list-style-type: none"> • Difficulty providing antonyms and synonyms • Uses a limited range of joining words, and tends to use simple joining words (e.g. <i>and, but, because, when</i>) rather than more advanced ones (eg. <i>before, although, while</i>) • Omits important information about people and events in stories (eg. descriptions, feelings attitudes) • Limited vocabulary; uses one word for different shades of meaning e.g. uses '<i>put</i>' for '<i>pour, pull, push, touch</i>'
Receptive language	<ul style="list-style-type: none"> • Difficulty following a series of 2-3 instructions
Phonemic Awareness	<ul style="list-style-type: none"> • Has difficulty blending sounds into words • Has difficulty segmenting words into sounds
Articulation/ Phonology	<ul style="list-style-type: none"> • Has difficulty producing any speech sounds • Has problems saying tongue twisters