



Communication Connection

Update: Issues pertaining to Communication Disorders

Teacher Referral of Children with possible language impairment

The following behaviors may indicate that a child in your classroom has a language impairment that is in need of clinical intervention.

Please check the appropriate items.

- Child mispronounces sounds and words.
- Child omits word endings, such as plural-s and past tense-ed.
- Child omits small un-emphasized words, such as auxiliary verbs or prepositions.
- Child uses an immature vocabulary, overuses empty words, such as one and thing, or seems to have difficulty recalling or finding the right word.
- Child has difficulty comprehending new words and concepts.
- Child's sentence structure seems immature or over reliant on forms, such as subject-verb-object. It's unoriginal, dull.
- Child's question and/or negative sentence style is immature.
- Child has difficulty with one of the following:
 - Verb tensing
 - Pronouns
 - Word order
 - Articles
 - Irregular verbs
 - Irregular plurals
 - Auxiliary verbs
 - Prepositions
 - Conjunctions
- Child had difficulty relating sequential events.
- Child has difficulty following directions.
- Child's questions are often inaccurate or vague.
- Child's questions often poorly formed.
- Child has difficulty answering questions.
- Child's comments are often off topic or inappropriate for the conversation.
- There are long pauses between a remark and the child's reply or between successive remarks by the child. It's as if the child is searching for a response or is confused.
- Child appears to be attending to communication by remembers little of what is said.
- Child had difficulty using language socially for the following purposes:
 - Request needs
 - Greet
 - Relate events
 - Pretend/imagine
 - Request information
 - Entertain
 - Protest
 - Gain attention
 - Reason
- Child has difficulty interpreting the following:
 - Figurative language
 - Emotions
 - Humor
 - Gestures
 - Body language
- Child does not alter production for different audiences and locations.
- Child does not seem to consider the effect of language on the listener.
- Child often has verbal misunderstandings with others.
- Child has difficulty with reading and writing.
- Child's language skills seem to be much lower than other areas, such as mechanical, artistic, or social skills.