



SLINGERLAND SCREENING

for IDENTIFYING CHILDREN

with SPECIFIC LANGUAGE DISABILITY

The Slingerland Screening Test is used to identify children of average to superior intelligence who show language processing difficulties in the auditory, visual and/or kinesthetic modalities which often indicate Specific Language Disability. The screening is not meant to be used for diagnosis but for screening and identifying deficits and/or weaknesses that may exist in one or more of the vital areas upon which written language, receptive and expressive, depends. The screening is divided into eight subtests.

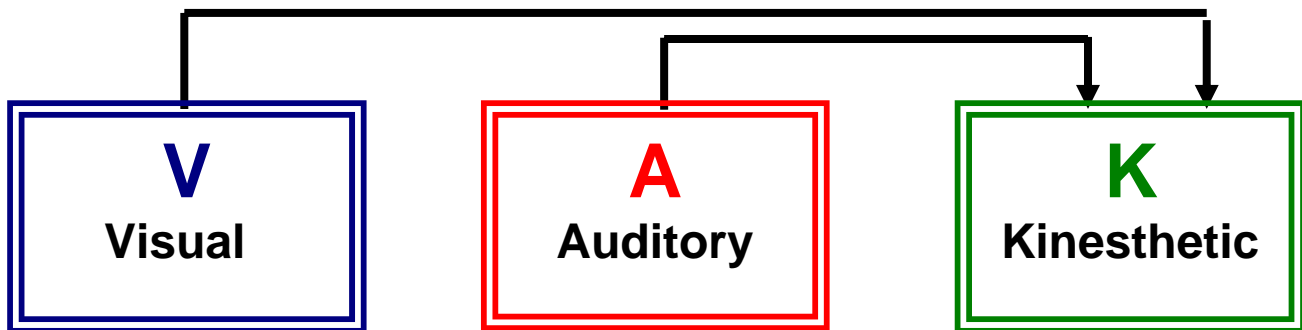
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LEVEL A ___ **B** ___ **C** ___ **D** ___

NAME OF STUDENT:	
CURRENT GRADE:	
SCHOOL:	
DATE OF BIRTH:	
SCREENING ADMINISTERED BY:	
SCREENING DATE:	

Slingerland Screening Evaluation For Identifying Language Processing Difficulties

Observed Areas of Difficulty, Strengths and Compensatory Strategies



Check ✓ areas of concern

Areas of Concern:

- Short term visual memory
- Visual tracking
- Long-term visual memory skills for recall of letters for accuracy in spelling and also retrieval of sight vocabulary
- Visual discrimination and/or visual perception
- Processing speed

Indicate **Good, Fair, Limited, Poor**

Phonemic Awareness:

_____ as observed within the context of this screening

Reading Fluency:

_____ as observed within the context of this screening

Reading Comprehension:

_____ as observed within the context of this screening

Areas of Concern:

- Short term auditory memory for recall of dictated letters, numbers and phrases
- Auditory perception and auditory discrimination
- Ability to follow oral instructions
- Processing speed

Check ✓ if appropriate

Strategies Used:

- Inaudible / audible subvocalization to aid memory
- Self talk

Abbreviations used in scoring:

Rev (reversal) **Inv** (inversion)
Conf (confusion) **Trans** (translocation)
Om (omission) **OT** (over time)
SC (self-correction) **DK** (didn't know)
Ins (Insertion) **Sub** (substitution)
PF (Poor form)

Areas of Concern:

- Integration with information processed through the visual or auditory channel.
- Lack of ease and automaticity of letter formation
- Inconsistent letter size relationships
- Spatial organization
- Processing speed

Check ✓ if appropriate

Strategies Used:

- Pointing with finger or pencil to aid tracking
- Tracing designs and/or letters in air to aid memory
- Tapping of fingers, hand, nodding head
- Use of capital letters
- Use of manuscript

Pretest	Number of Errors		Number of Self-Corrections	
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PRETEST - Oral Reading: *The student was asked to read a brief paragraph provided on a large wall chart.*

Observations:

While reading the paragraph, the student

- was able to read ___all ___most ___only a few ___none of the words of the paragraph
- read with ___good ___inflection and ___ paused ___did not pause at the end of each sentence
- exhibited ___ some ___no decoding skills when reading or attempting to read unfamiliar words
- demonstrated ___excellent ___good ___ fair ___limited ___ no comprehension skills

Additional comments/observations: _____

TEST 1	Number of Errors		Number of Self-Corrections	
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Far-point visual copying: *Student was required to copy a paragraph provided on a wall chart. Activity tests ability to copy from a distance and requires visual perception in association with a kinesthetic-motor response. It also requires spatial organization, recognition of symbol and letter size relationship, and sequencing.*

TIME: _____ (Allotted time: 10 minutes)

Observations:

When completing the far-point copying task, the student

- sat with ___ good ___ poor posture while writing with a ___satisfactory ___awkward pencil grip
- extended middle finger down shaft of pencil ___ gripped pencil tightly ___
- referred to the stimulus approximately every ___ - ___ letters,
- often copied suffixes and small and familiar words as whole units yes ___ no ___
- demonstrated ___ good ___ fair ___ poor concentration while working ___quickly ___slowly ___efficiently
- pointed to words to be copied with finger on non-writing hand yes___ no ___
- wrote while viewing letters / words on chart ___ occasionally ___ no
- subvocalized ___ audibly ___inaudibly ___ yes, as indicated by movement of lips ___ no, not indicated
- rechecked work ___occasionally ___often pausing before writing
- wrote in ___manuscript ___ cursive

Additional comments/observations: _____

TEST 2	Number of Errors		Number of Self-Corrections	
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Near-point visual copying: *The student was required to copy a list of words provided at the top of the page. Activity tests near-point visual copying and visual tracking skills.*

TIME: _____ Allotted time: Level **A** – 5 minutes; Level **B, C** - 4 minutes; Level **D** - 4 minutes

Name of Student:
Date of Screening:

Observations:

While working on the near-point copying task, the student

- referred to the stimulus approximately every ___ - ___ letters
- demonstrated ___good ___fair ___ poor concentration while ___quickly ___slowly copying each word
- occasionally wrote while viewing letters / words on the page yes ___ no ___
- again made ___numerous ___several self-corrections, ___demonstrated good self-editing skills
- subvocalized ___ audibly ___ inaudibly (as noted by lip movement) ___ did not appear to subvocalize
- worked ___quietly ___ chatted with the examiner ___ self-talked while working

Additional comments/observations: _____

TEST 3	Number of Errors		Number of Self-Corrections	
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Visual memory/perception-discrimination: *The student was briefly shown cards. After a short distracting delay, the student must select the correct response from several similar possibilities. Activity tests short term visual memory for symbols, words, letters and numerical sequences. There was no kinesthetic-motor integration required in this subtest.*

Observations:

While working on the task, the student

- viewed ___all ___most ___some ___none of the cards for full time they were exposed
- glanced at ___ all ___ some cards, (looking away, then quickly viewing the cards again)
- tracked options with ___pencil point ___finger ___on each item ___ occasionally
- worked ___ carefully and at a steady pace ___ quickly located responses
- subvocalized ___ audibly ___ inaudibly while viewing the cards and ___ again while searching for response
- waited for signal to wait ___ always ___often reminded to do so, ___ appeared anxious to respond

Additional comments/observations: _____

TEST 4	Number of Errors		Number of Self-Corrections	
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Visual discrimination/perception: *Student was required to match words containing easily confused letters and letter sequences. Tests visual discrimination and visual perception*

TIME: _____ Allotted time: 2 minutes

Observations:

While responding, the student

- continued to demonstrate ___good ___fair ___poor concentration
- referred to the stimulus ___occasionally ___often while searching for a response
- tracked options with pencil point yes ___ no___ held head close to the page while working yes___ no___
- subvocalized ___ audibly ___ inaudibly while viewing options ___ did not appear to subvocalize
- worked ___quickly ___slowly and ___efficiently

Additional comments/observations: _____

TEST 5	Number of Errors		Number of Self-Corrections	
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Visual memory to motor: *Testing procedure is similar to Test III except this time the student was required to write or draw what was perceived briefly on cards after short intervening delays. Tests visual perception and memory for letters, words, numbers and geometric designs associated with a kinesthetic-motor (written) response.*

Observations:

While working on the task, the student

- viewed ___all ___most ___ some cards for the full time exposed ___ quickly looked at cards and then away
- subvocalized ___ audibly ___ quietly ___ inaudibly (lip movement) while viewing the cards
- repeated letters/words/numbers ___ over and over ___ occasionally while ___ viewing cards, while ___ responding
- traced ___ all ___ some ___ none of the numbers and geometric designs in the air with a finger
- demonstrated ___ some ___ considerable difficulty with spatial organization

Additional comments/observations: _____

TEST 6	Number of Errors		Number of Self-Corrections	
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Auditory memory to motor: *Testing procedure is similar to previous subtest except this time the student was required to write several dictated letter and number combinations and phrases. Tests auditory memory and perception with a kinesthetic motor response. Also tests long-term visual memory (spelling.)*

Observations:

While completing the task, the student

- repeated ___ letters ___ numbers ___ phrases while they were dictated the second time
- subvocalized ___ audibly ___ inaudibly while writing responses
- needed reminders to wait for signal to begin responding ___ yes ___ no
- exhibited ___ some ___ considerable difficulty remaining focused and on task ___ became restless

Additional comments/observations: _____

TEST 7	Number of Errors		Number of Self-Corrections	
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Auditory discrimination/perception (isolation of individual sounds): *Student was required to write the letter or letters which spell the beginning and ending sounds in dictated words after short, intervening delays. Tests ability to associate sounds (auditory) with visual-kinesthetic motor response.*

Name of Student:
Date of Screening:

Observations:

While responding, the student

- did ___well ___ fairly well ___ poorly with “practice” prior to beginning task
- had difficulty isolating sounds during the “practice” ___yes ___no
- sounded out individuals sounds within word ___yes ___no
- had difficulty numbering from 3-18 (Level B and C) 1-21 (Level D) as requested ___yes ___no
- had difficulty correctly identifying many vowel sounds (Level D) ___yes ___no
- did not appear to understand the concept of digraphs ___yes ___no

Additional comments/observations: _____

TEST 8	Number of Errors		Number of Self-Corrections	
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Auditory memory to visual: *The student was required to identify dictated words, letter sequences or numbers after a brief pause. Tests auditory perception and memory associated with corresponding visual symbols.*

Observations:

While completing the task, the student

- viewed ___ all ___most ___ some of the options before responding
- tracked options with the pencil point or finger ___ on all items ___occasionally ___ never
- demonstrated the classic letter confusions (b/d’s, etc.) ___yes ___no
- repeated the words, letter and number combinations ___yes ___no
- appeared to guess on several items ___yes ___no
- was reminded to turn booklet over ___yes ___no
- appeared restless and tired ___yes ___no

N.W.= Number wrong S.C.= Self-Correction Total = Total possible

TEST	Total	N.W.	SC	Comments
Pretest Oral reading				
Test 1 Far-point copying task				
Test 2 Near-point copying task				
Test 3 Visual memory				
Test 4 Visual discrimination				
Test 5 Visual to motor *				
Test 6 Auditory to motor				
Test 6 Visual memory - Spelling				
Test 7 Sound/letter identification				
Test 8 Auditory -Visual				
TOTAL				

*Note: Words in phrases are counted separately (Test 5 and 6)

Learning Modality as observed in the screening:
___ Visual ___ Auditory ___ Kinesthetic ___ Multi-sensory

Name of Student:
Date of Screening:

Observed Behavior during Screening

The student

- approach screening with a ___positive attitude ___reluctantly
- separated ___easily ___reluctantly ___with difficulty from his ___mother ___father ___other
- was attentive, cooperative during screening ___yes ___no
- conversed easily with the examiner ___yes ___no
- remained focused and on task during ___all ___most ___some of the procedures
- had difficulty understanding oral instructions ___yes ___no
- demonstrated some difficulty responding to questions (before or after the screening) ___yes ___no

The following areas of concern were noted:

- ___ Short term visual memory weakness
- ___ Visual discrimination and perception difficulties (letter confusions: b/d, m/w, m/n, etc.)
- ___ Long term visual memory for recall of letters and sequence of letters for accuracy in spelling
- ___ Long term visual memory weakness for recall of sight word vocabulary for reading
- ___ Short term auditory memory for recall of dictated letter and number combinations
- ___ Short term auditory memory weakness for recall of words in dictated phrases
- ___ Auditory perception and discrimination
- ___ Limited phonemic awareness/phonics,
- ___ Limited understanding of the concept of digraphs (sh, th, ch ...)
- ___ Integration of the kinesthetic-motor channel with the visual and auditory channel
- ___ Processing speed ___visual channel ___auditory channel ___kinesthetic integration
- ___ Ease and fluidity with oral reading
- ___ Reading comprehension

During the screening, the student utilized the following compensatory strategies:

- ___ Subvocalization (auditory channel integrated with the kinesthetic to aid memory)
- ___ Pointing with a fingertip or pencil to aid visual tracking
- ___ Nodding of head while viewing or hearing letter/number combinations, phrases
- ___ Rhythmic movement of body
- ___ Use of manuscript rather than cursive (perhaps to break down language tasks into smaller units)
- ___ Use of capital letters (B,D...) rather than lower case letters (b, d...)
- ___ Drawing geometric designs in the air while viewing the cards to aid memory

CONCLUSION: Analysis of student's numerous errors, self-corrections and compensatory strategies, and overall behavior as seen in the general context of the screening suggests the **presence of language processing difficulties**. Yes ___ No ___

Name of Student:
Date of Screening:

Areas in need of strengthening and suggested strategies:

- ___ Practice with penmanship (beginning with large letter patterns) to train automatic association of the letter names and their formation to increase writing accuracy and fluency
- ___ Develop visual copying activities with both near and far-point models to increase fluency and accuracy while providing strategies for copying
- ___ Develop phonemic awareness followed by phonics instruction to develop automatic recall of letter sounds with development of oral and written blending (spelling) of phonetic and non-phonetic words
- ___ Develop decoding skills with structure reading for comprehension and fluidity and accuracy in oral reading
- ___ Build reading comprehension strategies and skills
- ___ Provide visual reinforcement (presentation) for information provided through the auditory channel (i.e., for words spelled orally to student)
- ___ Encourage the student to continue to take time in checking own work, examining tasks and instructions
- ___ Allow the student to use preferred script (manuscript) rather than cursive
- ___ Allow the student ample time to complete any task requiring a written response
- ___ Encourage the student to learn keyboarding and word processing skills and use assistive technology (e.g. Recorded Books, Kurzweil Reader, *Kidspiration / Inspiration*, etc.)
- ___ Provide the student opportunities to develop an understanding of personal learning challenges while developing essential self-advocacy skills

Additional Recommendations:

- ___ Continued enrollment in current school
 - () with participation in the school's resource program with attention to building specific language skills and learning strategies
 - () work with a skilled language instructor a minimum of ___ hours per week
- ___ Enrollment in a school with an intensive language remediation program with attention to building specific language skills and learning strategies
- ___ Placement in small group full-day instruction with intensive language remediation
- ___ Transfer to a school which includes accommodations and modifications in its academic program
- ___ Development of learning strategies:
 - Organization skills
 - Memory skills
 - Note-taking skills
 - Test-taking skills
 - Report writing
 - Effective text book strategies
 - Utilization of resources
 - Use of assistive technology
- ___ Enrollment in Charles Armstrong School's summer program

Additional Comments:

Name of Student:
Date of Screening:

Discussion with parents:

Examiner's Signature

Attached: Slingerland Screening Evaluation Form
Slingerland Screening Test Booklet