



SLINGERLAND PRE-READING SCREENING

for IDENTIFYING LANGUAGE DISABILITY

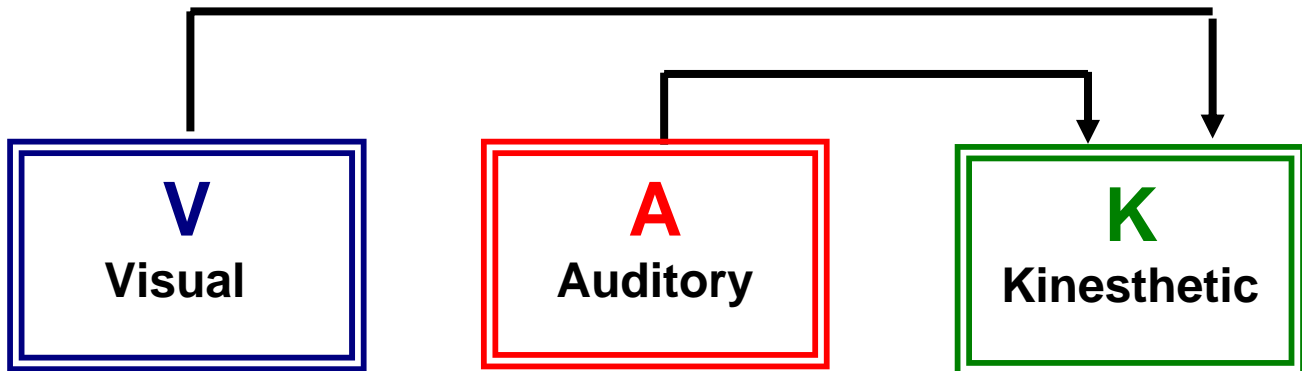
The Slingerland Pre-Reading Screening Test is used to identify children of average to superior intelligence who show language processing difficulties in the auditory, visual and/or kinesthetic modalities which often indicate Specific Language Disability. The screening is not meant to be used for diagnosis 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 twelve procedure.

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

Slingerland **PRE-READING** Screening Evaluation For Identifying Language Processing Difficulties

Observed Areas of Difficulty, Strengths
and Compensatory Strategies



Note: Check ✓ if area 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

Abbreviations used in scoring:

Rev (reversal)
Conf (confusion)
Om (omission)
SC (self-correction)
Ins (insertion)
Sub (substitution)
Inv (inversion)
Trans (translocation)
PR (poor form)
OT (over time)

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

Strategies Used:

- Inaudible/audible subvocalization to aid memory
- Self talk

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

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 (B's, D's)

Screening Procedure I

Visual Perception and Discrimination: Visual association for matching at symbol level

The student is required to match single letters and groups of two letters containing easily confused letters and letter sequences.

Total number of errors: ____/ 8

Observations:

During the procedure, the student

- sat with ____ good ____ poor posture
- placed the booklet ____ at an appropriate ____ with no slant
- wrote with a ____ satisfactory ____ awkward pencil grip
- referred to the stimulus ____ often ____ occasionally
- appeared ____ at ease ____ anxious while working
- demonstrated ____ good ____ fair ____ poor concentration
- worked ____ quickly ____ slowly ____ at a good pace on the task
- subvocalized (naming the letters) ____ audibly ____ silently (as noted by movement of lips) while working
- had ____ no ____ some difficulty remaining focused on task

Additional observations/comments: _____

Exhibited short-term visual memory weakness ____
Demonstrated visual tracking difficulties ____
Errors suggest visual discrimination weakness ____

Procedure II

Visual Perception and Discrimination: Visual association for matching at symbol level

The student is required to match 3-letter words or letter combinations containing easily confused letters and letter sequences.

Total number of errors: ____/ 8

Observations: During the procedure, the student

- continued to sit with ____ good ____ poor posture
- referred to the stimulus ____ often ____ seldom while searching for response
- viewed options before responding ____
- demonstrated ____ good ____ fair ____ poor concentration
- worked ____ quickly ____ slowly on task
- subvocalized ____ audibly ____ silently while working on task ____ did not appear to subvocalize

Additional observations/comments: _____

Lacked ease/automaticity with letter recall and letter formation ____
Demonstrated visual tracking difficulties ____
Errors suggest possible letter confusions ____

Procedure III

Visual Perception – Memory: Visual Recall and Visual Association for Matching (Symbol Level)

The student is shown cards in sequences for 6 seconds. After a brief pause, the student identifies the correct response from several possibilities. Tests short term visual memory for geometric forms, letters and words.

Total number of errors: ____/ 8

Observations: While working on the task, the student

- continued to demonstrate ___ good ___ fair ___ poor concentration
- viewed ___ all ___ most ___ only a few ___ none of the cards for the full 6 seconds they were exposed
- located responses ___ quickly ___ slowly
- subvocalized ___ audibly ___ silently while working ___ did not appear to subvocalize

Additional observations/comments: _____

Exhibited short-term visual memory weakness ____
Demonstrated classic letter confusions ____

Procedure IV

Visual Perception – Kinesthetic Association with Motor Response for Copying from Near Point (V-K)

The student is required to copy forms, letters and numbers. Requires visual-kinesthetic integration from a constant near-point stimulus.

Total number of errors: ____/ 8

Observations: The student

- referred to the stimulus ___ often ___ seldom while copying
- demonstrated ___ good ___ fair ___ poor concentration
- appeared ___ at ease ___ anxious while working
- worked ___ quickly ___ slowly

Additional observations/comments: _____

Exhibited visual discrimination weakness ____
Demonstrated visual tracking weakness ____

Procedure V

Auditory Perception with Short Recall with Visual Association (Picture-Object Level)

A short direction given orally must be retained in memory and then followed. Requires visual discrimination and association and depends upon auditory understanding and retention of spoken words.

Total number of errors: ____/ 8

Observations: During the procedure, the student

- appeared to listen to the examiner ___ yes ___ no ___ occasionally
- looked at ___ all ___ some of the options prior to making a response
- demonstrated ___ good ___ fair ___ poor concentration
- subvocalized ___ audibly ___ silently while working ___ did not appear to subvocalize
- appeared ___ at ease ___ anxious

Additional observations/ comments: _____

Exhibited difficulty with auditory processing and comprehension ____
Demonstrated short term auditory memory weakness ____

Procedure VI

Auditory Perception – Visual Association and Discrimination (Symbol Level)

The student is required to mark dictated letters after a brief pause. Tests auditory memory associated with visual patterns.

Total number of errors: ____/ 16

Observations: While working, the student

1. repeated the letters while they were dictated ____ yes ____ no ____ occasionally
2. repeated letters while locating response ____ yes ____ no ____ occasionalloy
3. appeared ____ at ease ____ anxious
4. located responses ____ quickly ____ slowly

Additional observations/comments: _____

Exhibited short-term auditory memory weakness ____
Demonstrated weak long-term visual memory for letter recognition ____

Procedure VII

Visual Recall with Kinesthetic Motor Association (Forms)

The student is required to number the items and draw geometric forms shown briefly on cards. Tests short term visual memory associated with a written response.

Total number of errors: ____/ 10

Observations: While working, the student

- had ____ some ____ no difficulty understanding the directions
- had ____ some ____ no difficulty numbering items on the page
- viewed the cards ____ briefly ____ for the full time they were exposed
- worked ____ quickly ____ slowly on the task
- subvocalized ____ audibly ____ silently (lips moved) ____ did not appear to subvocalize

Additional observations/comments: _____

Demonstrated short-term visual memory weakness ____
Exhibited difficulty integrating a kinesthetic (written) response ____

Procedure VIII

Auditory Recall with Visual Association from Stories (Picture-Object Level)

Testing procedure is similar to Procedure V except the student listens to brief "stories" given orally and then follows short directions which must be retained in memory and then followed. Requires visual discrimination and association and depends upon auditory understanding and retention of spoken words at the "story" level.

Total number of errors: ____/ 8

Observations: During the procedure, the student

- had ____ difficulty ____ no difficulty listening to the examiner
- looked at ____ all ____ most options prior to making a response
- tracked ____ all the options ____ some of the options ____ none of the options with a finger or pencil point
- appeared to guess ____ yes ____ no ____ occasionally
- subvocalized while working ____ yes ____ no ____ occasionally
- became tired and restless ____ yes ____ no

Additional observations/comments: _____

Demonstrated auditory processing difficulties (listening skills) ____
Exhibited weak comprehension skills ____

Procedure IX

Visual Perception/Discrimination – Kinesthetic Association for Copying from Far Point (V-K)

The student is required to copy geometric forms and letters from a chart. Tests ability to copy from a distance and involves visual perception associated with a kinesthetic-motor (written) response.

Total number of errors: ____/ 8

Observations: During the procedure, the student

- referred to the stimulus ____ often ____ occasionally ____ seldom while copying
- had difficulty executing ____ all ____ some of the geometric forms (triangle, diamonds, etc.)
- responded ____ quickly ____ slowly
- subvocalized the letters ____ before copying ____ while copying

Additional observations/comments: _____

Exhibited difficulty with far-point visual copying tasks ____
Demonstrated short-term visual memory weakness ____
Demonstrated difficulty with kinesthetic motor skills ____

Procedure X

Auditory Perception – Auditory Recall for Discrimination with Specific Motor Response

The student is required to discriminate like and unlike word sounds named orally with no visual reference. The student marks // for words that are similar and XX for dissimilar words.

Total number of errors: ____/ 8

Observations: During the procedure, the student

- appeared confused by the instructions ____ yes ____ no
- listened to the examiner ____ carefully ____ with difficulty
- repeated the words ____ audibly ____ silently (lips moved) ____ did not appear to subvocalize
- responded ____ quickly ____ slowly
- had difficulty executing // and/or XX ____ yes ____ no

Additional observations / comments: _____

Exhibited weak auditory perception and discrimination skills ____
Demonstrated weak short-term auditory memory skills ____

Procedure XI

Auditory Perception – Visual Discrimination, Association (Symbol Level) Linked with Motor Response

The student is required to copy from a row of visually confusing letters after receiving an auditory stimulus. Correct response involved auditory-visual-kinesthetic motor association for copying or long-term memory for letter formation.

Total number of errors: ____/8

Observations: During the procedure, the student

- listened ____ carefully ____ with some difficulty to the examiner while letters were dictated
- subvocalized the letters ____ audibly ____ silently (lips moved) ____ did not appear to subvocalize
- referred to the stimulus provided prior to writing responses ____ often ____ occasionally ____ rarely
- demonstrated ____ good ____ fair ____ poor concentration on task
- exhibited ____ good ____ fair ____ poor letter formations

Student's Name:
Date of Screening:

Additional observations/comments: _____

Exhibited weak auditory memory associated with a visual stimulus ____

Procedure XII

Auditory - Visual Association (Symbol Level)

The student is required to identify the beginning sounds in words with pictured objects of the stimuli.

Total number of errors: ____/8

Observations: During the procedure, the student

- listened ____ carefully ____ with difficulty to the examiner while sounds were dictated
- repeated ____ some ____ all ____ none of the sounds while searching for response
- looked at ____ all ____ some ____ none of options prior to responding
- was ____ tired and restless ____ still focused
- appeared ____ confident ____ anxious with task

Additional observations/comments: _____

Exhibited weak phonemic awareness skills ____

OVERVIEW:

Procedure	Total Number	Number of Errors	Type of Errors
I	8		
II	8		
III	8		
IV	8		
V	8		
VI	16		
VII	10		
VIII	8		
IX	8		
X	8		
XI	8		
XII	8		
TOTAL	106		

Observed Behavior during Screening: ✓ if applicable

- Approached screening with a ____ positive ____ reluctant ____ resistant attitude
- Separated ____ easily ____ reluctantly ____ great difficulty from parent (____ mother ____ father ____ other)
- Was ____ attentive and cooperative ____ off task and inattentive during screening
- Conversed with the examiner ____ with ease ____ with difficulty
Had difficulty focusing, remaining on task during ____ all ____ most ____ some of the procedures
- Had ____ difficulty understanding oral instruction
- Demonstrated some difficulty responding to questions (before or after the screening)

Student's Name:
Date of Screening:

Screening Conclusions and Recommendations: ✓ if applicable

In reviewing the Slingerland Pre-Reading Screening Test, the student exhibited language processing difficulties in the following areas:

- All three language channels: visual, auditory and kinesthetic motor
- Visual modality
- Auditory
- Kinesthetic motor integration with visual and/or auditory

The following areas of concern were noted: ✓ which area applies

- Short term visual memory weakness
- Visual discrimination and perception difficulties (letter confusions: b/d, m/w, m/n, etc.)
- Long term visual memory weakness for recognition of letter forms
- Short-term auditory memory
- Auditory perception and discrimination
- Limited phonemic awareness/phonics
- Integration of the kinesthetic-motor channel with the visual channels

During the screening, the student's compensatory strategies were:

- subvocalization (auditory channel integrated with the kinesthetic to aid memory): ___often ___ minimal
- 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
- drawing geometric designs in the air while viewing the cards to aid memory

Analysis of the student's numerous errors, self-corrections and compensatory strategies, and overall behavior as seen in the general context of the screening suggests the possibility of presence of language processing difficulties.

Yes No

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
- 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

Student's Name:
Date of Screening:

- ___ Allow the student ample time to complete any task requiring a written response
- ___ 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
- ___ Enrollment in Charles Armstrong School's summer program

Additional Comments:

Discussion with Parents:

Examiner's Signature

Attached: Slingerland Pre-Reading Screening Evaluation Form
Slingerland Screening Test Booklet