



# 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.

Copyright 1962, 1964, 1969, 1979 by Beth H. Slingerland,  
2005 by the Professional Materials Committee of the Slingerland Institute

**LEVEL A** \_\_\_ **B** \_\_\_ **C** \_\_\_ **D** \_\_\_

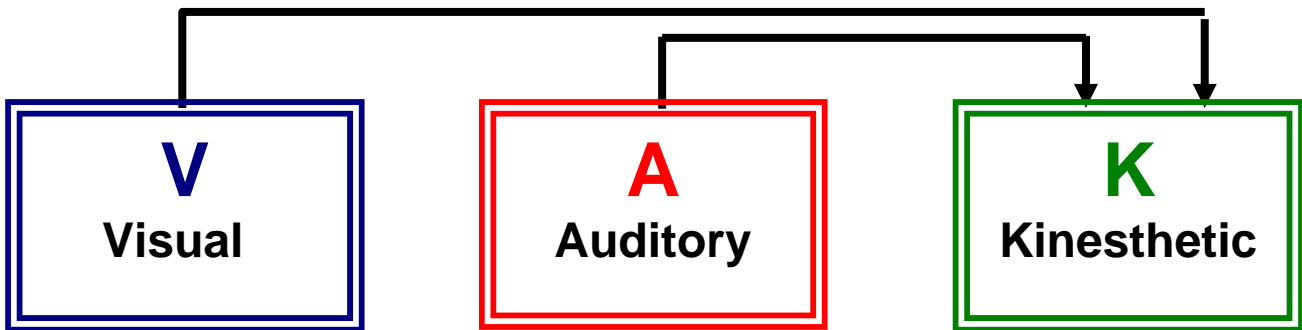
|                            |  |
|----------------------------|--|
| NAME OF STUDENT:           |  |
| CURRENT GRADE:             |  |
| SCHOOL:                    |  |
| DATE OF BIRTH:             |  |
| SCREENING ADMINISTERED BY: |  |
| SCREENING DATE:            |  |

# Slingerland Screening Evaluation

## For Identifying Language Processing Difficulties

|                        |  |                        |  |
|------------------------|--|------------------------|--|
| <b>Student's Name:</b> |  | <b>Screening Date:</b> |  |
| <b>Date of Birth:</b>  |  | <b>Grade:</b>          |  |

### 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:

|                             |                              |
|-----------------------------|------------------------------|
| <b>Rev</b> (reversal)       | <b>Inv</b> (inversion)       |
| <b>Conf</b> (confusion)     | <b>Trans</b> (translocation) |
| <b>Om</b> (omission)        | <b>OT</b> (over time)        |
| <b>SC</b> (self-correction) | <b>DK</b> (didn't know)      |
| <b>Ins</b> (Insertion)      | <b>Sub</b> (substitution)    |
| <b>PF</b> (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 |  |
|---------|------------------|--|----------------------------|--|

**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 at the end of each sentence
- exhibited decoding skills when reading or attempting to read unfamiliar words
- demonstrated  excellent  good  fair  limited  no comprehension skills
- was not asked about comprehension because of limited ability to read paragraph

Additional comments/observations: \_\_\_\_\_

|        |                  |  |                            |  |
|--------|------------------|--|----------------------------|--|
| TEST 1 | Number of Errors |  | Number of Self-Corrections |  |
|--------|------------------|--|----------------------------|--|

**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
- demonstrated  good  fair  poor concentration while working  quickly  slowly  efficiently
- pointed to words to be copied with finger on non-writing hand
- wrote while viewing letters / words on chart (  occasionally)
- subvocalized  audibly  inaudibly  as indicated by movement of lips
- rechecked work  occasionally  often pausing before writing
- wrote in  manuscript  cursive
- switched to manuscript after beginning task in manuscript

Additional comments/observations: \_\_\_\_\_

|        |                  |  |                            |  |
|--------|------------------|--|----------------------------|--|
| TEST 2 | Number of Errors |  | Number of Self-Corrections |  |
|--------|------------------|--|----------------------------|--|

**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

**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
- \_\_\_ again made \_\_\_numerous \_\_\_several self-corrections, \_\_\_demonstrated good self-editing skills
- \_\_\_ subvocalized \_\_\_ audibly \_\_\_ inaudibly (as noted by lip movement)
- \_\_\_ worked quietly \_\_\_ occasionally talked with the examiner \_\_\_ self-talked while working

Additional comments/observations: \_\_\_\_\_

\_\_\_\_\_

|               |                         |  |                                   |  |
|---------------|-------------------------|--|-----------------------------------|--|
| <b>TEST 3</b> | <b>Number of Errors</b> |  | <b>Number of Self-Corrections</b> |  |
|---------------|-------------------------|--|-----------------------------------|--|

**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 while viewing the cards and \_\_\_again while searching for response
- \_\_\_ waited for signal to wait \_\_\_often reminded to do so, \_\_\_appearing anxious to respond

Additional comments/observations: \_\_\_\_\_

\_\_\_\_\_

|               |                         |  |                                   |  |
|---------------|-------------------------|--|-----------------------------------|--|
| <b>TEST 4</b> | <b>Number of Errors</b> |  | <b>Number of Self-Corrections</b> |  |
|---------------|-------------------------|--|-----------------------------------|--|

**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, \_\_\_ with head held close to the page while working
- \_\_\_ subvocalized some letters while viewing options
- \_\_\_ worked \_\_\_quickly \_\_\_slowly and \_\_\_efficiently

Additional comments/observations: \_\_\_\_\_

\_\_\_\_\_

|        |                  |  |                            |  |
|--------|------------------|--|----------------------------|--|
| TEST 5 | Number of Errors |  | Number of Self-Corrections |  |
|--------|------------------|--|----------------------------|--|

**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 while  viewing cards, while  responding
- traced some 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 |  |
|--------|------------------|--|----------------------------|--|

**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 while writing responses
- needed reminders to wait for signal to begin responding
- exhibited difficulty remaining focused and on task  became restless

Additional comments/observations: \_\_\_\_\_  
\_\_\_\_\_

|        |                  |  |                            |  |
|--------|------------------|--|----------------------------|--|
| TEST 7 | Number of Errors |  | Number of Self-Corrections |  |
|--------|------------------|--|----------------------------|--|

**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.*

**Observations:**

While responding, the student

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

Name of Student:  
Date of Screening:

Additional comments/observations: \_\_\_\_\_  
\_\_\_\_\_

|               |                         |  |                                   |  |
|---------------|-------------------------|--|-----------------------------------|--|
| <b>TEST 8</b> | <b>Number of Errors</b> |  | <b>Number of Self-Corrections</b> |  |
|---------------|-------------------------|--|-----------------------------------|--|

**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

- carefully  quickly looked at most options before responding
- occasionally tracked options with the pencil point or finger
- demonstrated the classic letter confusions (b/d's, etc.)
- repeated the words, letter and number combinations
- appeared to guess on several items
- was reminded to turn booklet over

| TEST                                      | N.W.= Number wrong |      | S.C.= Self-Correction |          | Total = Total possible |
|---|--------------------|------|-----------------------|----------|------------------------|
|   | Total              | N.W. | SC                    | Comments |                        |
| Pretest <b>Oral reading</b>               |                    |      |                       |          |                        |
| Test 1 <b>Far-point copying task</b>      |                    |      |                       |          |                        |
| Test 2 <b>Near-point copying task</b>     |                    |      |                       |          |                        |
| Test 3 <b>Visual memory</b>               |                    |      |                       |          |                        |
| Test 4 <b>Visual discrimination</b>       |                    |      |                       |          |                        |
| Test 5 <b>Visual to motor *</b>           |                    |      |                       |          |                        |
| Test 6 <b>Auditory to motor</b>           |                    |      |                       |          |                        |
| Test 6 <b>Visual memory - Spelling</b>    |                    |      |                       |          |                        |
| Test 7 <b>Sound/letter identification</b> |                    |      |                       |          |                        |
| Test 8 <b>Auditory -Visual</b>            |                    |      |                       |          |                        |
| TOTAL                                     |                    |      |                       |          |                        |

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

Learning Modality as observed in the screening:

- Visual  Auditory  Kinesthetic  Multi-sensory

**Observed Behavior during Screening**

The student

- Approached screening with a  positive attitude  reluctantly
- Separated from  his/her parent  other \_\_\_\_\_  easily  reluctantly  with difficulty
- Was attentive, cooperative during screening
- Conversed easily with the examiner
- Remained focused and on task during  all  most  some of the procedures
- Had difficulty understanding oral instructions
- Demonstrated some difficulty responding to questions (before or after the screening)

**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, along with a history of his/her academic progress, suggests the 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

Name of Student:  
Date of Screening:  
in oral reading

**Recommendations** continued

- \_\_\_ 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, 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:**

**Discussion with parents:**

\_\_\_\_\_  
*Examiner's Signature*

**Attached: Student's Slingerland Screening Test Booklet**