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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<table>
<thead>
<tr>
<th>LEVEL</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
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<table>
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<tr>
<th>NAME OF STUDENT:</th>
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</thead>
<tbody>
<tr>
<td>CURRENT GRADE:</td>
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<tr>
<td>SCHOOL:</td>
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<tr>
<td>DATE OF BIRTH:</td>
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<tr>
<td>SCREENING ADMINISTERED BY:</td>
</tr>
<tr>
<td>SCREENING DATE:</td>
</tr>
</tbody>
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Slingerland Screening Evaluation
For Identifying Language Processing Difficulties

Observed Areas of Difficulty, Strengths and Compensatory Strategies

**V**
Visual

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

**A**
Auditory

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

**K**
Kinesthetic

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

Abbreviations used in scoring:
- Rev (reversal)
- Conf (confusion)
- Om (omission)
- SC (self-correction)
- Ins (insertion)
- PF (Poor form)
- Inv (inversion)
- Trans (translocation)
- OT (over time)
- DK (didn’t know)
- Sub (substitution)
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:


<table>
<thead>
<tr>
<th>TEST 3</th>
<th>Number of Errors</th>
<th>Number of Self-Corrections</th>
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</table>

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:


<table>
<thead>
<tr>
<th>TEST 4</th>
<th>Number of Errors</th>
<th>Number of Self-Corrections</th>
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</table>

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

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<thead>
<tr>
<th>Number of Errors</th>
<th>Number of Self-Corrections</th>
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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 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

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<tr>
<th>Number of Errors</th>
<th>Number of Self-Corrections</th>
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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 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

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<thead>
<tr>
<th>Number of Errors</th>
<th>Number of Self-Corrections</th>
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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.*

**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 individuals 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

Additional comments/observations: ____________________________________________________________________________________________
Additional comments/observations: 

<table>
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<tr>
<th>TEST 8</th>
<th>Number of Errors</th>
<th>Number of Self-Corrections</th>
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</table>

**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

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