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| Observations | Names |
| * Difficulties sitting still during whole class teaching |  |
| * Focuses attention very briefly |  |
| * Does not respond when whole class asked to listen |  |
| * Instructions need to be simplified in order to be understood |  |
| * Does not comply with instructions |  |
| * Does not ask for clarification |  |
| * Difficulties staying on task |  |
| * Difficulties understanding new vocabulary |  |
| * Limited use of vocabulary |  |
| * Word finding difficulties |  |
| * Difficulties understanding and using abstract concepts |  |
| * Difficulties responding to question words |  |
| * Difficulties defining words or making links between words |  |
| * Problems reading for meaning |  |
| * Difficulties constructing sentences |  |
| * Uses immature sentences |  |
| * Uses the wrong tense |  |
| * Uses telegrammatic sentences, i.e. only uses key words |  |
| * Puts words in the wrong order |  |
| * Uses the wrong word endings |  |
| * Misunderstands negatives, pronouns, plurals and/or tenses |  |

Whole Class Observation

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| Language Areas | |
|  | ATTENTION & LISTENING SKILLS |
|  | UNDERSTANDING THE MEANING OF WORDS |
|  | STRUCTURE & RULES:  SYNTAX |

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| Observations | Names |
| * Unintelligle speech |  |
| * Difficulties blending sounds |  |
| * Substitutes or misses sounds from words |  |
| * Difficulties with phonological awareness activities |  |
| * Difficulties taking turns or using eye contact |  |
| * Makes irrelevant comments or asks inappropriate questions |  |
| * Interrupts/changes the topic of conversation rapidly |  |
| * Uses inappropriate volume, intonation or unusual voice |  |
| * Laughs at the wrong time, appears cheeky/rude |  |
| * Tends to talk at people rather than to them |  |
| * May take the adult role |  |
| * Difficulties understanding ambiguous language |  |
| * Forgets instructions |  |
| * Gets lost within an activity |  |
| * Appears non-compliant |  |
| * Is unable to recall information or instructions |  |
| * Repeats him/herself |  |
| * Difficulties producing speech sounds |  |
| * Speech deteriorates when excited or nervous |  |
| * Syllables in polysyllabic words are left out |  |
| * Difficulties using language to predict or make inferences |  |
| * Struggles to put information together to make sense of it |  |
| * Lacks organisational skills |  |

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| Language Areas | |
|  | STRUCTURE & RULES PHONOLGY |
|  | SOCIAL  COMMUNICATION  SKILLS |
|  | WORKING AUDITORY  MEMORY |
|  | SPEECH |
|  | THINKING SKILLS |