Classroom Teacher’s Observations of Word Finding Behaviors

“Often” –Behavior is observed during class discussions, conversations with teacher

 or peers, or when trying to formulate an answer several times a day. It may interfere

 with ease of communication.

“Sometimes” – Behavior is observed as described above once or twice a day. It is noticeable, but

 does not seem to interfere with communication.

“Rarely or Never” - Behavior is observed as described above, but not on a daily basis or is not

 observed at all.

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| The child: | Often | Some times | Seldom or Never |
| Raises his hand to volunteer, but then says, “I forgot” or “never mind.” |  |  |  |
| Gives a wrong response, and then corrects himself (“I saw a butterfly, I mean a bee”, “I need a pencil, no, an eraser.”) |  |  |  |
| Substiitutes a real word or nonsense word that sounds like the “target” word, such as “thermoleter” for thermometer or “evelater” for elevator. |  |  |  |
| Substitutes a description of the word or describes its use “(Give me the sticky stuff” or “I need the cutting thing..” |  |  |  |
| Uses vague words (stuff, thingamajig, guys) when a more specific word is needed. |  |  |  |
| Has difficulty remembering the names of people, places, or objects with which he is familiar. |  |  |  |
| Experiences a delay of several seconds before naming an object or person. |  |  |  |
| Seems to “talk around” a topic instead of coming to the point. |  |  |  |
| Uses facial expressions or body language that suggest frustration at coming up with a word (snapping fingers, pounding fist on thigh, looking to the ceiling). |  |  |  |
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| Acts out or gestures to demonstrate an action or activity instead of naming it. |  |  |  |  |

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| Uses “empty words” to fill pauses (um, er uh, uh) |  |  |  |
| Verbalizes “I know what that is, but I can’t thin of it” or “Oh, I can’t remember that word” “Give me a minute, it’s a….” or similar expressions. |  |  |  |
| Revises a story multiple times (“We went to the...Mom and I drove to the mall and looked for…” “We went to the auditorium and heard a speaker, a program, I mean we had an assembly about…” |  |  |  |
| Uses incorrect verb forms, especially irregular past tense verbs. |  |  |  |
| While reading, the child: |  |  |  |
| Has more difficulty in oral reading than in silent reading. |  |  |  |
| Makes errors in oral reading that suggest he understood the material (Reads “The dog ran behind the bush” but the text says “The puppy ran behind the tree.”) |  |  |  |