

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.

| 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.”) | | | |
| Substitutes 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). | | | |
| Acts out or gestures to demonstrate an action or activity instead of naming it. | | | |
| Uses “empty words” to fill pauses (um, er uh, uh) | | | |
| Verbalizes “I know what that is, but I can’t think 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.”) | | | |