

Red Flags Indicating the Need for Language and/or Literacy Assessment

Signs indicating a potential need for language-literacy assessment:

Adapted from: California Speech-Language-Hearing Association (2016): *Roles and responsibilities of SLPs with respect to literacy in children and adolescents in California*. Retrieved from: <https://www.csha.org/category/practice-support/>

At 3-5 years old, your child demonstrates problems with...

- ❖ Pronouncing words
- ❖ Finding the right word (says “thing,” “stuff” often)
- ❖ Rhyming
- ❖ Learning ABCs, numbers, colors, shapes, days of week
- ❖ Following directions or learning routines
- ❖ Appropriately using scissors, crayons, and pencils
- ❖ Coloring in the lines
- ❖ Zipping jackets, buttoning buttons, learning to tie shoes

At 5-9 years old, your child demonstrates problems with...

- ❖ Learning the sounds letters make
- ❖ Blending sounds to make words
- ❖ Confusing basic words when reading
- ❖ Consistently misspells words and makes frequent errors when reading
- ❖ Learning basic math concepts
- ❖ Telling time
- ❖ Memorizing sequences
- ❖ Learning new skills

At 10-13 years old, your child demonstrates problems with...

- ❖ Reading comprehension
- ❖ Math skills, such as word problems
- ❖ Answering open-ended questions
- ❖ Maintaining a positive attitude about reading and writing
- ❖ Reading aloud (including avoiding reading aloud)
- ❖ Spelling the same word consistently within a written passage
- ❖ Organization of homework and bedroom and desk
- ❖ Writing legibly
- ❖ Following the teacher’s directions and classroom discussions
- ❖ Verbally expressing his/her thoughts

Risk Factors for Problems with Reading and Writing:

- ❖ **Has been diagnosed with a language impairment (LI).** Research has shown that at least half of preschoolers and kindergarteners with LI are diagnosed with reading disabilities in elementary or middle school (Kamhi & Catts, 2012)
- ❖ **Has had a history of issues with articulation/speech impairment and/or language impairment.** These early problems may be predictive of later developing reading struggles as the demand for language skills increases with age (Bashir & Scavuzzo, 1992)
- ❖ **Has demonstrated difficulty with the following Kindergarten skills,** which were found to predict reading problems in the second grade:
 - Identifying letters
 - Imitating sentences
 - Phonological awareness skills, such as counting syllables and rhyming
 - Rapid naming abilities (for example colors, objects, etc.)
(Catts, Fey, Zhang, & Tomblin, 2001)

Bashir, A. & Scavuzzo, A. (1992). Children with language disorders: Natural history and academic success. *Journal of Learning Disabilities, 25*, 53-65.

Catts, H.W., Fey, M.C., Zhang, X., & Tomblin, J.B. (2001). Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. *Language, Speech, and Hearing Services in Schools, 32*, 38-50.

Kamhi, A.G., & Catts, H.W. (2012). *Language and reading disabilities, 3rd ed.* Boston, MA: Pearson.