

## Speech and Language Case History Form

|                    |  |               |  |                     |  |
|--------------------|--|---------------|--|---------------------|--|
| Child's Name:      |  | Age:          |  | School Level:       |  |
| Form Completed By: |  | Relationship: |  | Date of Completion: |  |

| <b>Expressive Language</b>  | Always | Often | Sometimes | Never |
|---|--------|-------|-----------|-------|
| Speaks with a limited vocabulary repertoire; frequently uses words that lack specificity (e.g. <i>"thing"</i> , <i>"stuff"</i> , <i>"there"</i> ) |        |       |           |       |
| Shows difficulty in finding/thinking of the right words to say (e.g. may say "I don't know / I don't know how to say" or keeps quiet)             |        |       |           |       |
| Often pauses, hesitates, repeats himself, or uses filler words (e.g., "um," "you know") when speaking   |        |       |           |       |
| Uses poor grammar when talking/writing; makes errors that are uncharacteristic of English and Singlish  |        |       |           |       |
| Shows difficulty in giving detailed/specific directions   |        |       |           |       |
| Frequently talks in short sentences/phrases   |        |       |           |       |
| Relates stories/events in a disorganised/incomplete manner  |        |       |           |       |
| May have much to say but provides little specific detail  |        |       |           |       |
| Substitutes words with another of similar meaning (e.g. <i>"I cut the meat with a sword."</i> )   |        |       |           |       |
| <b>Receptive Language</b>   | Always | Often | Sometimes | Never |
| Shows difficulty remembering things people say (e.g. requires multiple repetitions)   |        |       |           |       |
| Shows difficulty following spoken instructions  |        |       |           |       |
| Shows a poor understanding of age-appropriate stories   |        |       |           |       |
| Shows difficulty understanding the meaning of words   |        |       |           |       |
| Shows confusion over words with similar sounds (e.g. mishears <i>"key"</i> for <i>"tea"</i> or <i>"cage"</i> for <i>"cake"</i> )                  |        |       |           |       |
| <b>Social Language</b>  | Always | Often | Sometimes | Never |
| Shows difficulty participating or taking turns in a conversation  |        |       |           |       |
| Shows difficulty in staying on a conversational topic   |        |       |           |       |
| Shows difficulty rephrasing his words or adjusting his language to support the listener's understanding of his ideas                              |        |       |           |       |
| Uses language that is inappropriate for the social situation  |        |       |           |       |
| Uses inconsistent/inappropriate eye contact during conversation   |        |       |           |       |
| Shows difficulty understanding or interpreting body language and facial expressions   |        |       |           |       |

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| <i>Applicable to older children (Primary 3 &amp; above)</i>  | Always                        | Often                        | Sometimes                    | Never                        |
|--|-------------------------------|------------------------------|------------------------------|------------------------------|
| Tends to make literal interpretations of figurative language (e.g., does not seem to understand commonly used metaphors, idioms, humour, sarcasm)  |                               |                              |                              |                              |
| Shows difficulty making inferences and logical deductions  |                               |                              |                              |                              |
| <b>SPEECH (Pronunciation / Articulation)</b>   | Always                        | Often                        | Sometimes                    | Never                        |
| Mispronounces sounds in words (e.g. substitution errors like “soap” to “toap”, omission errors like “house” to “how”)  |                               |                              |                              |                              |
| Shows difficulty saying words with difficult sound patterns (e.g. Aluminum, specific, rhinoceros)  |                               |                              |                              |                              |
| Tends to repeat initial sounds/syllables (e.g. “f-f-fish” / “wa-wa-water”) – appears to be stammering  |                               |                              |                              |                              |
| Please rate the child’s speech intelligibility (i.e. how clear is your child’s pronunciation).   | <input type="checkbox"/> 100% | <input type="checkbox"/> 75% | <input type="checkbox"/> 50% | <input type="checkbox"/> 25% |
| Briefly share with examples on the <u>main areas of concern</u> for your child’s<br>(1) Speech (pronunciation of sounds/words),<br>(2) Language (receptive and expressive), and<br>(3) Social communication abilities. |                               |                              |                              |                              |
|  |                               |                              |                              |                              |
| Has your child seen a Speech-Language Therapist before? If yes, please share more details (e.g., where, how long, what was SLT targeting). Please upload previous intervention reports/memos.                          |                               |                              |                              |                              |
|  |                               |                              |                              |                              |

## Speech and Language Case History Form

Currently, SLT is offered at the following DAS Learning Centres (Tue - Sat). The waiting time for a suitable slot varies from centre to centre. Please indicate all the centres that your child is able to attend for SLT sessions, as well as your child's availability. This would facilitate the placement of your child on SLT with us.

| DAS Learning Centres  | Availability (Day & Time) |
|---|---------------------------|
| <input type="checkbox"/> <a href="#">Bishan Learning Centre</a>         |                           |
| <input type="checkbox"/> <a href="#">Jurong Point Learning Centre</a>   |                           |
| <input type="checkbox"/> <a href="#">Parkway Parade Learning Centre</a> |                           |
| <input type="checkbox"/> <a href="#">Sengkang Learning Centre</a>       |                           |
| <input type="checkbox"/> <a href="#">Serangoon Learning Centre</a>      |                           |