

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 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.”)			