

# Questionnaire - A Preliminary Diagnosis

## Objective

This questionnaire is to provide information on a person's possible strengths and weaknesses when performing some basic everyday tasks, particularly communicative ones. If an individual consistently performs poorly in particular areas then the information provided from this questionnaire can be the first step in finding out why.

## Who fills it out?

To be filled out by:

- a) Anyone who is suspected of having a language disability.
- b) A family member, partner, or close friend of the individual.

## How is it to be filled?

Indicate with a circle (O) along the scale indicating the degree to which you, or the person you are assessing possesses the feature.

**5** = strong yes, **4** = often, **3** = sometimes, **2** = not often, **1** = strong no

For example, for the feature 'Difficulty understanding when reading'

A circle around 4 means often has difficulties understanding.

A circle between 5 and 4 means very often has difficulties understanding.

Questions can be omitted if they are not applicable. Just answer as many as possible the best you can. If you are family member, partner, or close friend of the individual, use a different coloured pen to the person being tested.

## Understanding

- |   |          |          |           |           |          |
|---|----------|----------|-----------|-----------|----------|
| 1) Difficulty understanding when reading, particularly novels, magazines, newspapers, text-books, poetry. | <b>5</b> | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b> |
|   | yes      | often    | sometimes | not often | no       |
| 2) Difficulty understanding when listening, particularly jokes, stories, discussions and lectures.        | <b>5</b> | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b> |
|   | yes      | often    | sometimes | not often | no       |
| 3) Difficulty interpreting and filling out forms.   | <b>5</b> | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b> |
|   | yes      | often    | sometimes | not often | no       |
| 4) Difficulty understanding abstract ideas.   | <b>5</b> | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b> |
|   | yes      | often    | sometimes | not often | no       |

## Memory

- |  |          |          |           |           |          |
|--|----------|----------|-----------|-----------|----------|
| 5) Difficulty remembering information from listening, e.g. taking messages in a phone conversation.      | <b>5</b> | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b> |
|  | yes      | often    | sometimes | not often | no       |
| 6) Difficulty remembering information from reading, e.g. simple facts, names, dates, times, places, etc. | <b>5</b> | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b> |
|  | yes      | often    | sometimes | not often | no       |

7) Difficulty remembering names of people, places, items, and times of events.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

### Use of Language

8) Meaning is sometimes vague when speaking.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
9) Difficulty summarising or making a point, i.e. tends to go round the subject.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
10) Struggles when describing and explaining things in detail, e.g. stories or events.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
11) Poor writing skills, e.g. inappropriate word choice, poor sentence construction, grammar, spelling, and punctuation.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
12) Lacks spontaneity to questions and requests.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
13) Difficulty learning other languages.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
14) Slow with mathematical calculations or difficulty understanding mathematical ideas.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

### Concentration

15) Short concentration span on tasks.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
16) Can concentrate only on one thing at a time, e.g. cannot write and listen at the same time.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
17) Daydreams.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
18) Poor natural awareness of surroundings*.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

### Knowledge and Learning

19) Has poor general knowledge.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
20) Consistently low academic grades in some subjects.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
21) Overall, finds academic learning difficult.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

## Organisation

22) Is disorganized and messy.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
23) Difficulty planning, particularly when implementing an idea.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
24) Difficulty ordering and sequencing.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
25) Difficulty following instructions.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

## Time

26) Is slow to complete routine tasks, e.g. dressing, showering, cleaning etc.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
27) Struggles to be on time and is frequently late.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

## Behaviour

28) Is clumsy.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
29) Often loses or misplaces items.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
30) Exhibits laziness and slow at beginning tasks.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
31) Periods of lacking confidence and low self-esteem.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
32) Lacks initiative and relies on others for motivation.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
33) Dislikes reading and/or rarely reads novels, magazines, or journals.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
34) Possesses a particular interest in non-academic areas such as arts, crafts, music, photography.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
35) Has occasional behavioural problems, e.g. loses temper, disruptive.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

## Physicality

36) Is sensitive to background noise, e.g. holding a conversation against background sounds.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

37) Has a poor sense of direction, i.e., finds it difficult to get around in a strange place.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no
38) Is slow to learn sports or follow drill instructions, including dance steps.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	yes	often	sometimes	not often	no

\* *Natural awareness (q.18)* refers to the ability to automatically be aware of one's surroundings without the need to concentrate. A typical daily example: I dress my child in the morning then spend a whole day with her. If she suddenly went missing I would be unable to describe what clothes she had on.

## Understanding the Results

If the markings are consistently along the left side of the scale from 3 to 5 (sometimes to yes region) in a particular area, then further investigation is recommended.

## Further Analysis

Think about:

- 1) How often you need to compensate for your weaknesses and inabilities, this includes making excuses, misleading and lying to hide them. Describe how and why you need to compensate.
- 2) Any language related tasks you avoid or try to avoid doing on a regular basis and/or ones you do but dislike intensely. Describe why you avoid doing or dislike these tasks.