INVENTORY OF LANGUAGE ABILITIES

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RECORD BOOKLET

The MWM Program for Developing Language Abilities
VERBAL EXPRESSION

1. Has difficulty describing pictures or experiences.

2. Can’t define simple words such as apple.

3. Won’t or can’t recite in class (e.g., “Show and Tell” or recitation of nursery rhymes).

4. Uses same words repeatedly; little variety in language usage.

5. Seems excessively shy and non-verbal.

6. Has difficulty thinking of word to fit own idea; often uses vague words instead of specific words (e.g., “The thing on the desk” for “The crayon on the desk”), or words which do not fit idea he wants to convey.

7. Doesn’t like to play verbal games with other children (e.g., playing store, playing school), but prefers non-verbal solitary play (e.g., building blocks).

8. When he responds motorically, he is usually correct; but when he responds verbally, he is usually wrong (e.g., points to correct picture, but gives the wrong label for it).

9. Points to things rather than asks for them.

10. Speaks in isolated words or sentence fragments, but not in complete sentences.

11. Doesn’t ask questions.

12. Can’t converse with adults or children on common topics such as his family or t.v. programs he likes.

Number of Items Checked
GRAMMATICAL CLOSURE

1. Uses only a few short simple sentence structures; shows little variety in language.

2. Deletes small words from sentences (e.g., "I have apple.").

3. Uses possessives incorrectly (e.g., "This is him book.").

4. Uses pronouns incorrectly (e.g., "Me go.").

5. Uses questioning intonation in voice, but doesn't use question structure (e.g., says "I go there?" and not "Can I go there?").

6. Doesn't use plurals correctly (e.g., "They drinks the milk.").

7. Doesn't use past tense correctly (e.g., "I walk home," for "I walked home.").

8. Doesn't use negatives correctly (e.g., "I no like.").

9. Puts words in the wrong order (e.g., "I got a truck big.").

10. Doesn't use comparisons correctly (e.g., "This is more big.").

11. Doesn't use words such as "after," "before," or "because" in sentences.

12. Confuses prepositions (e.g., uses "in" for "on").

Number of Items Checked
AUDITORY RECEPTION

1. Doesn't correctly answer comprehension questions about a story which has just been read to him.

2. Has difficulty learning abstract words (e.g., invisible), but not words with visual representations (e.g., fence).

3. Doesn't laugh at funny stories, nonsense rhymes, or silly language when other children generally do.

4. Doesn't like to play verbal games with other children (e.g., playing store; playing house), but prefers non-verbal solitary play (e.g., building blocks).

5. Has difficulty giving answers to simple arithmetic questions when they are spoken, but not when they are written.

6. Often confuses different words with similar sounds (e.g., "pin" for "pen"; "busy" for "dizzy").


8. Doesn't listen to other children recite in "Show and Tell" or other such verbal classroom activities.

9. Can't follow a set of three related directions given orally (e.g., "Take out your blue workbook. Turn to the first page. Then all boys go to the chalkboard.").

10. Has difficulty understanding what he hears on a phonograph, radio, or tape recorder.

11. Is not interested in listening either to conversations between adults or between other children.

12. Has difficulty identifying sounds of words in phonics activities (e.g., the "b" sound in "boy" and "bat").

Number of
Items Checked
AUDITORY ASSOCIATION

1. Can't tell how things or ideas he hears differ (e.g., the difference between a bike and a car).

2. Gives foolish or inappropriate answers to questions.

3. Has little or no understanding of time concepts (e.g., confuses tomorrow with yesterday).

4. Doesn't like riddles or guessing games.

5. Doesn't know simple opposites (e.g., yes-no).

6. Doesn't engage in imaginary play (e.g., playing house).

7. Tells incoherent stories (i.e., stories that don't make sense to the other children).

8. Can't understand rules of new games when they are spoken (e.g., description of how to play "Hot Potato").

9. Can't associate a heard story with his own life experiences.

10. Doesn't ask why or how; not interested in causes or relationships.

11. Doesn't understand concepts in social studies units (e.g., doesn't understand family relationship of uncle being father's brother).

12. Can't make simple associations presented orally (e.g., hot goes with coat).

Number of Items Checked