

**Speech, Language and Communication
Screening Tool**

24 - 29 months / 2;0 – 2;5 years



Name:	Languages Spoken:
DOB:	Age at screen (months):
Screen completed by:	Date completed:

Connection with Others

What does their play look like?	
What do their friendships look like?	
How do they interact with adults?	
What is important to them?	
What do they find difficult? This might include their frustrations or things that upset them.	

If the child is non-speaking please now only complete the 'Following Instruction' section, before proceeding to Page 5: Summary and Next Steps.

Speaking





Stammering	<p>You might notice:</p> <ul style="list-style-type: none"> - repeating words, or parts of words - stretching of words - getting stuck on words 	What have you noticed and what impact does this have?
Quiet Children / Situational Mutism	<p>You might notice:</p> <ul style="list-style-type: none"> - they talk to parents or peers, but do not yet talk with less familiar adults - parents and setting staff observing different behaviours 	What have you noticed and what impact does this have?

If you have identified a potential need in the 'Speaking Section' do not complete the rest of the Screening Tool. You should proceed directly to Page 5: Summary and Next Steps.

Following instructions

Following instructions section has three sub-sections: Single word object, single word actions, two word level instructions.

Equipment: you will need a **horse**, **pig**, **chair** and **table** to complete the two word level instructions sub-section.




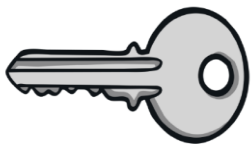


		✓
Single word object	Instruction: 'Where's your mouth?'	
	Instruction: 'Where's the door?'	
Single word actions		
		
	Instruction: 'Where's swimming?'	
	Instruction: 'Where's painting?'	
Two word level instructions	Instruction: 'Show me the <u>pig's</u> <u>nose</u> '	
	Instruction: 'Put the <u>horse</u> on the <u>chair</u> '	
Total		

5 - 6 accurate responses	Green	
3 - 4 accurate responses	Amber	
0 - 2 accurate responses	Red	

Speech, Language and Communication Screening Tool: 24-29 months




Vocabulary

Instruction: 'Tell me what you can see?'
Pointing allowed

	Response	✓
		
		
		
		
 Prompt: 'What's the girl doing?'		
 Prompt: 'What's the girl doing?'		
Total		

Sentences

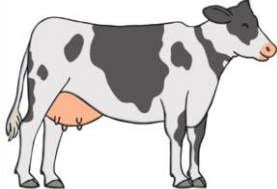
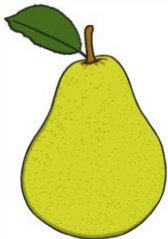



Instruction: 'Let's look at these pictures'.
Ask 'What's happening?' for each picture.
Record the child's responses. Award one point for a single word response. Award an additional point if a 2+ word phrase is used.

				
Response				
✓	1 word		2+ words	
				
Response				
✓	1 word		2+ words	
				
Response				
✓	1 word		2+ words	
Total				

5 - 6 accurate responses	Green	
3 - 4 accurate responses	Amber	
0 - 2 accurate responses	Red	

Sentence score of 5 - 6	Green	
Sentence score of 3 - 4	Amber	
Sentence score of 0 - 2	Red	

Speech, Language and Communication Screening Tool: 24-29 months

Speech Sounds			Other Observations	
<p>Instruction: 'Tell me what you can see'. Record the child's responses. Pay particular attention to the underlined sounds.</p>			<p>Describe any other observations of the child's communication and development. Comment on any impact a communication need is having.</p>	
		Response	✓	
moo	 <p>Prompt: 'what does the cow say?'</p>			
pear				
door				
baby				
hair	 <p>Prompt: 'what's this?' (point to hair)</p>			
Total				
5 accurate responses		Green		
3 - 4 accurate responses		Amber		
0 - 2 accurate responses		Red		

Speech, Language and Communication Screening Tool: 24-29 months

Summary and Next Steps

Area of communication		Green	Amber	Red
Language	Following instructions			
	Vocabulary			
	Sentences			
Speech Sounds				

Communication Risk factors		✓	Speech and Language Risk factors		✓
These factors may also indicate other developmental needs. Children presenting with these indicators may need a referral to Community Paediatrics:	Preference for minimal interaction		Parental / Professional Concern		
	Not yet intentionally communicating		Lack of progress with language despite targeted support		
	No yet using words		Late to talk, with language comprehension difficulties		
	Not always reacting to spoken language		Not yet pointing or using of gesture		
	Regression or stalling in language development		Family history of language difficulties		

On completion of the Screening Tool please refer to Speech, Language and Communication Screening Tool <u>Resource Pack</u> for recommendations of strategies and activities to support the areas of communication indicated.		
What are we going to do next?	✓	Other actions
Discuss and share results from the Screening Tool with the child's family		
Complete Speech, Language and Communication Planning Sheet		
Develop an Individualised Education Plan		
Implement tailored advice and strategies from the Resource Pack		
Attend relevant Advice and Support Session(s)		
Contact Speech and Language Therapy Advice Service		

