

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	You might notice: - 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	You might notice: - 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 an impact in the 'Speaking Section' above do not complete the rest of the Screening Tool. You should proceed directly to Page 5: Summary and Next Steps.

## Following instructions

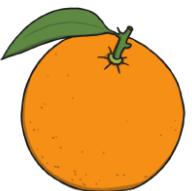
Following instructions has three sub-sections: object function, two word level instructions and three word level instruction.

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



Object Function		
	Instruction: 'What do you <u>kick</u> ?'	
	Instruction: 'What do you <u>eat</u> ?'	
Two word level instructions		Instruction: 'Make the <u>horse</u> <u>dance</u> '
		Instruction: 'Give the <u>horse</u> <u>the chair</u> '
		Referring to the picture Instruction: 'Which one has <u>no shoes</u> '
3 word level	Instruction: 'Make the <u>pig</u> <u>jump</u> on the <u>table</u> '	
<b>Total</b>		

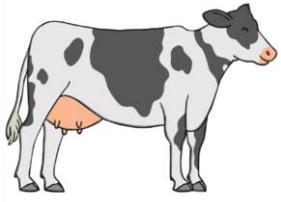
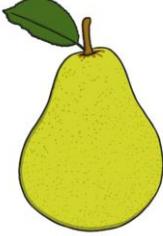
5 - 6 accurate responses	Green	
3 - 4 accurate responses	Amber	
0 - 2 accurate responses	Red	

Vocabulary		Sentences	
Instruction: 'Let's look at these pictures'.		Instruction: 'Let's look at these pictures'. Ask 'What's happening?' for each picture. Record the child's responses. Award <u>one point</u> for a 2 word response. Award an <u>additional point</u> if a 3+ word phrase is used.	
			
		Response	<input checked="" type="checkbox"/>
Instruction: 'Find the <u>orange</u> '			<input checked="" type="checkbox"/> 2 words <input type="checkbox"/> 3+ words
Instruction: 'Find the <u>boat</u> '			
Instruction: <b>'What's this?'</b> <i>Point to the spoon</i>		Response	
Instruction: <b>'What's this?'</b> <i>Point to the fish</i>			
Instruction: 'What's the girl doing?' <i>Pointing allowed</i>		<input checked="" type="checkbox"/> 2 words <input type="checkbox"/> 3+ words	
			
		Response	
		<input checked="" type="checkbox"/> 2 words <input type="checkbox"/> 3+ words	
Total		Total	

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

<b>Sentence score 5 - 6</b>	<b>Green</b>	
<b>Sentence score 3 - 4</b>	<b>Amber</b>	
<b>Sentence score 0 - 2</b>	<b>Red</b>	

# Speech, Language and Communication Screening Tool: 30 – 35 months

Speech Sounds			Other Observations
<p>Instruction: <b>'Tell me what you can see'</b>. 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	✓
<u>m</u> oo			
	Prompt: 'what does the cow say?'		
<u>p</u> ear			
<u>d</u> oor			
<u>b</u> aby			
<u>h</u> air			
	Prompt: 'what's this?' (point to hair)		
Total			
5 accurate responses	Green		
3 - 4 accurate responses	Amber		
0 - 2 accurate responses	Red		

# Speech, Language and Communication Screening Tool: 30 – 35 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 Resource Pack 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		

