Speech, Language and Communication

Screening Tool

36 - 41 months / 3;0 – 3;5 years

NHS
North Cumbria Integrated Care
NHS Foundation Trust

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.

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Following instructions

Following instructions has three sub-sections: 3 word level instructions, object function and who/where questions.
Equipment: you will need a horse, pig, chair and table to complete the 3 word level instructions sub-section.

		✓
3 word level instructions	Instruction: **'Make the horse sleep on the chair'**	
	Instruction: **'Put the pig under the table'**	
Object Function	Instruction: **'Can you show me something you sit on'**	
	Instruction: **'Can you show me something you wear'**	
Who/where questions	Instruction: **'Who do you live with?'**	
	Response	
	Instruction: **'Where do you sleep?'**	
	Response	
Total		

5 - 6 accurate responses	Green
3 - 4 accurate responses, with at least one accurate response in each Following Instruction sub-section	Amber
0 - 2 accurate responses, or 0 accurate responses in an individual Following Instruction sub-section	Red

Vocabulary

Vocabulary has three sub-sections: action words, concepts and naming.

		Response	✓
Demonstration: **'I'll show you sleeping…now it's your turn'.** *No further modelling allowed*			
Action words	Instruction: **'Can you show me clapping'**		
	Instruction: **'Can you show me waving'**		
Concepts	Instruction: **'Can you show me something blue'**		
	Instruction: **'Can you show me a happy face'**		
Naming			
Instruction: **'Can you tell me what you see'** *Pointing allowed*			
Total			

7 - 8 accurate responses	Green
4 - 6 accurate responses, with at least one accurate response in each Vocabulary sub-section	Amber
0 - 3 accurate responses, or 0 accurate responses in an individual Vocabulary sub-section	Red

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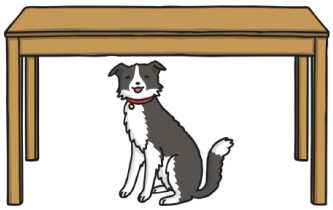
Sentences

Instruction: **'Let's look at these pictures'**. Ask **'What's happening?'** for each picture. Record the child's response. *Award <u>one point</u> for the underlined grammatical feature and <u>one point</u> for the use of 3+ words.*

Response	"The boy is eat**ing** pizza"			
✓	'-ing'		3+ words	



Response	'The dog is **<u>under</u>** the table'			
✓	'under'		3+ words	

Response	'The girl is kicking the **<u>big</u>** ball'			
✓	'big'		3+ words	
Total				

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

Story-telling

Instruction: **'Let's brush our teeth. I'll tell you what to do'.** *Point to the relevant picture as you tell the story.* **'Now you tell me what to do…'**

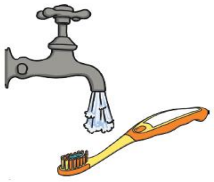
1. *Award <u>one point</u> if 2 key words are used per story part*
2. *Consider the child's sequencing and award the appropriate number of points*
3. *Add key word score to sequencing score*

Record the child's responses on a separate page and then transfer below.	✓

'We put <u>toothpaste</u> <u>on</u> our tooth<u>brush</u>'

'We <u>brush</u> our <u>teeth</u>'

'Then <u>wash</u> our tooth<u>brush</u> and <u>put</u> it <u>away</u>'



Story told in correct sequence with no prompts	2 point	
Story told in sequence, but prompts needed	1 point	
No sequence to the story	0 point	
Total		

Total Story-telling score of 4 - 5	**Green**	
Total Story-telling score of 2 - 3	**Amber**	
Total Story-telling score of 0 - 1	**Red**	

Speech Sounds

Instruction: **'Tell me what you can see'.** Record the child's responses. Pay particular attention to the underlined sounds.

		Response	✓
m**oo**n			
t**ed**dy			
h**a**t			
p**upp**y			
a**pp**le			
Total			

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

Other Observations

Describe any other observations of the child's communication and development. Comment on any impact a communication need is having.

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Summary and Next Steps

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

Speech and Language Risk factors	✓
Parental / Professional Concern	
Lack of progress with language despite targeted support	
Late to talk, with language comprehension difficulties	
Not yet pointing or using of gesture	
Family history of language difficulties	

Disordered Speech, Language and Communication Development		✓
These indicators are signs of disordered speech, language and communication development at 3-4 years.	Using two word phrases at most	
	Not understanding simple instructions	
	Largely unintelligible to close relatives	
	Frustrated by limited communication ability	

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		