

**Speech, Language and Communication  
Screening Tool**  
42 - 47 months / 3;6 – 3;11 years



**North Cumbria  
Integrated Care**  
NHS Foundation Trust

<b>Name:</b>	<b>Languages Spoken:</b>
<b>DOB:</b>	<b>Age at screen (months):</b>
<b>Screen completed by:</b>	<b>Date completed:</b>

## 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 two sub-sections: instructions and 'wh' questions.



		✓
Instructions	Instruction: ' <b>Point to your nose and then wave your hand</b> '	
	Instruction: ' <b>Look at the picture ....Who is <u>not</u> smiling?</b> '	
	Instruction: ' <b>Point to the two pictures that <u>match</u></b> '	
Wh questions	Instruction: ' <b>What colour is your top?</b> '	
	Response	
	Instruction: ' <b>What did you have for breakfast?</b> '	
	Response	
	Instruction: ' <b>Where did you eat breakfast?</b> '	
	Response	
<b>Total</b>		

## Vocabulary

Vocabulary has two sub-sections: concepts and naming.

*Equipment: You will need paper, pencil and a pig to complete the concepts sub-section*

		Response	✓
Concepts	Instruction: ' <b>Can you show me something <u>black</u></b> '		
	Instruction: ' <b>Can you draw me a <u>long line</u></b> '		
	Instruction: ' <b>Can you draw me a <u>circle</u></b> '		
	Instruction: ' <b>Can you put my pencil <u>in front of</u> pig</b> '		
Naming <i>Pointing allowed</i>			
Instruction: ' <b>Can you tell me what you see</b> '			
Instruction: ' <b>What is the boy doing?</b> ' <i>Pointing allowed</i>			
<b>Total</b>			

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	

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	

## Sentences

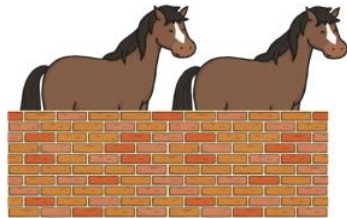
Instruction: 'Tell me about these pictures'.

Record the child's response.

Award one point for the underlined grammatical feature and one point for the use of 4+ words.

Instruction:

'What's here?'



Response

'The horses are behind the wall'



Plural  
'-s'

4+ words

Instruction:

'Oh no, what's happened?'

(point at teddy with no eyes)



Response

'The teddy has no eyes'



'no eyes'

4+ words

Instruction:

'What's happening?'



Response

'The cat and dog are in the box'



'and'

4+ words

**Total**

## Story-telling

Instruction: 'I'm going to tell you a story.'

Point to the relevant picture as you tell the story. 'Now it's your turn to tell me the story...'

1. Award one point if 3 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

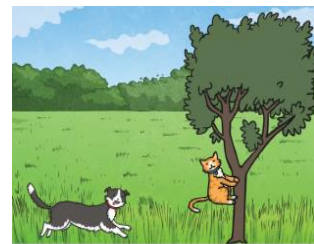
Record the child's responses on a separate page and then transfer below



'The dog is chasing the cat'



'Oh clever cat! He's climbed up the big tree'



'The dog can't reach the cat now!'



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**

Sentence score of 5 - 6

Green

Sentence score of 3 - 4

Amber

Sentence score of 0 - 2

Red

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, Language and Communication Screening Tool: 42 - 47 months

## Speech Sounds

## Other Observations

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

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

		Response	✓
table			
car			
bird			
sun			
web			
Total			

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

# Speech, Language and Communication Screening Tool: 42 - 47 months

## 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		

