

**Speech, Language and Communication
Screening Tool**
48 - 59 months / 4;0 – 4;11 years



**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.

Following instructions

Following instructions has two sub-sections: concepts and following directions and how/why questions.



Response		✓
Concepts and following directions	Instruction: 'Which dog is <u>furthest away</u> from the ball?'	
	Instruction: 'Point to the seal <u>after</u> you point to the sandcastle'	
	Instruction: 'Find the <u>bird</u> that is <u>flying</u> and the <u>dog</u> that is <u>sitting</u> '	
How/why questions	Instruction: 'How did you get here today?'	
	Instruction: 'Why do you wear a coat?'	
	Instruction: 'Why can't the boy sit down?'	
Total		

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

Vocabulary

Vocabulary has three sub-sections: category/function, concepts and naming.

Response		✓
Category/Function	Instruction: 'Tell me a type of fruit'	
	Instruction: 'What do you do with a towel?'	
Concepts		
Instruction: 'Show me <u>orange</u> '		
Instruction: 'Point to the <u>triangle</u> '		
Instruction: 'Which rabbit is <u>next to</u> the carrot?'		
Instruction: 'Which rabbit is <u>different</u> ?'		
Naming <i>Pointing allowed</i>		
Instruction: 'Tell me what you can see'		
Total		

7 - 8 accurate responses	Green	
4 - 6 accurate responses, with one 'naming' correct	Amber	
0 - 3 accurate responses, or 0 accurate 'naming' responses	Red	

Sentences

Instruction: **'Let's look at these pictures'**.
Record the child's response. Award one point for a 4+ word sentence and one point for using the appropriate underlined grammatical feature.

Instruction: **'The boy's bowl is full, tell me about the girl'**



Response

'The girl's bowl is empty'



'empty'

4+ words

Instruction: **'What has the girl done?'**



Response

'She has painted a picture'



'past tense'

4+ words

Instruction **'What is going to happen?'**



Response

'She is going to wash the clothes'



'future tense'

4+ words

Total

Story-telling

Instruction: **'Tell me a story about this family'**.

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

1. Award one point if 3+ key words, or similar, (listed below pictures) 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

Key words

Response



mummy cooking dinner kitchen cooker



family/people eating dinner table



mummy daddy washing drying dishes

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

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Speech Sounds

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

		Response	✓
<u>fish</u>			
<u>sock</u>			
<u>pan</u>			
<u>king</u>			
<u>water</u>			
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 4 years.	Preference for less interaction with others	
	Using three word utterances at most	
	Difficulties understanding spoken language	
	Largely unintelligible to strangers	

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		

