

Speech and language screening test for 6- to 10-year-olds

Child's name _____

School _____

Age _____ years _____ months

Boy

Girl

First language _____

Checklist completed by _____ Date _____

Read each statement and decide whether or not it applies to the child. If it does, tick the box. If you are in any doubt, leave the box empty. At the end of each subsection add up the ticked boxes and enter the number as the subtotal.

Summary

When you have completed all eight sections, enter the totals for each section here. Add the section totals to calculate the total score.

	SECTION TOTAL	Referral criterion cut-off
1 Response to sound	_____	
2 Movement and motor skills	_____	
3 Cognitive processes	_____	
4 Errors in sound	_____	
5 Communication	_____	
6 Play and recreation	_____	
7 Vocabulary	_____	
8 Grammar	_____	
TOTAL SCORE	_____	(10 or less)

REFERRAL/RECOMMENDATION _____

1 Response to sound

- a) Shows confusion between vowels, consonants, and consonant clusters, leading to difficulty in learning phonics and word-attack skills
- b) Cannot imitate a simple handclap rhythm
- c) Has difficulty in recognising simple tunes
- d) Has difficulty in discriminating pitch
- e) Has difficulty in screening out irrelevant sounds and attending to verbal information e.g. when the teacher is talking

SECTION TOTAL _____

2 Movement and motor skills

- a) Finds judging speed and distance difficult e.g. when catching a ball
- b) Has not established a preference for the right or left hand or the right or left foot
- c) Has poorly developed self-help skills e.g. has problems with dressing, eating, washing
- d) Has poor pencil control
- e) Has poor co-ordination e.g. finds it difficult to use alternate feet when walking downstairs, to hop on one foot or to kick a ball

SECTION TOTAL _____

3 Cognitive processes

- a) Has difficulty in understanding the language of sequencing e.g. before, after
- b) Has difficulty in ordering a sequence of activities required to complete a task e.g. cooking
- c) Has difficulty in learning the order of days of the week, months, seasons
- d) Has difficulty recalling three or more items in short-term memory
- e) Has poor verbal long-term memory for single words

SECTION TOTAL _____

4 Errors in sound

- a) Omits the beginnings and endings of words
e.g. 'pretending' becomes 'tending'
- b) Reduces multi-syllabic words
e.g. 'potato' becomes 'tato'
- c) Speaks less intelligibly when excited
.....
- d) Speaks less intelligibly when attempting a lengthy utterance
.....
- e) Shows persistent confusion between voiced and unvoiced sounds
e.g. p/b, f/v, t/d, k/g

SECTION TOTAL _____

5 Communication

- a) Has delayed understanding of question words
e.g. what, who
- b) Does not follow instructions without prompting
.....
- c) Offers limited verbal comments on own activities
.....
- d) Gives unexpected responses to questions
.....
- e) Uses inappropriate intonation and volume when speaking
.....

SECTION TOTAL _____

6 Play and recreation

- a) Has difficulty following a story without many visual cues
.....
- b) Has no play involving sounds, rhymes or words
.....
- c) Is slow to learn rules of group games and positions in sports
.....
- d) Enjoys the visual content of television programmes
but finds it hard to follow stories and plots
- e) Humour tends towards visual and slapstick with
poor appreciation of verbal jokes and puns

SECTION TOTAL _____

7 Vocabulary

- a) Has difficulty with words relating to time
e.g. *afternoon*
- b) Has difficulty with prepositions and adverbs
.....
- c) Has difficulty with words that change their reference in different circumstances
e.g. *sister, daughter, here, there*
- d) Has frequent 'tip of the tongue' moments
i.e. is unable to recall words previously known
- e) Tends towards literal interpretation of idiom
e.g. 'pull your socks up'

SECTION TOTAL _____

8 Grammar

- a) Omits auxiliary verbs
e.g. 'I been shopping' (omitting *have*)
- b) Omits the verb to be
e.g. 'David naughty' (omitting *is*)
- c) Does not change word order to form questions
e.g. 'He is going?' instead of 'Is he going?'
- d) Omits word endings
e.g. *in* plurals or possessives
- e) Omits whole words
e.g. 'Where book?' (omitting *is the*)

SECTION TOTAL _____