

# Quick Speech and Language Screener

This tool evolved in response to the concerns and needs of Early Childhood Professionals working in centres where there was little access to or knowledge about specific speech and language developmental markers. Staff often expressed concern about a child in their care but found it challenging to clearly define what aspect of communication was not developing appropriately. This had an impact on their ability to discuss and inform parents when suggesting that further referral or assessment could be needed.

Since many communities have busy speech and language clinics, often with waiting lists, the ability of staff to consult with a Speech Language Pathologist (SLP) directly is often limited. Consequently, the **Ready Set Learn** team from the Northern Gold Coast Communities for Children Initiative worked with centres to develop a tool that staff felt comfortable using which would provide a credible source of information to refer to when speaking with parents.

The tool is designed to be simple and quick but it is only a guide for the possible need for further services. The tool is best used for;

- children at risk or showing some delays
- monitoring children who may be at risk

Children are asked to name and talk about the pictures one by one. To make the activity more enticing the tool can be made into a bingo matching game. The record form is designed to be completed quickly so that the interaction with the child is maintained and the record keeping does not seem overwhelming. Staff are encouraged to share the tool and the results with parents when providing feedback about their child's performance.

The tool provides information about children's speech sound production skills, vocabulary knowledge and their understanding of wh-questions. These questions vary in difficulty according to a framework of development designed by Marion Blank that is commonly used by SLPs. More information about this framework can be found in the **Talk and Play Cards** chapter.

# Development of Sounds

**h**  
here

**w**  
water

**g**  
gone

**p**  
up  
pop

**t**  
ta

**n**  
no  
nine

**m**  
mum

**b**  
ball

**k**  
car  
duck

**y**  
yes

**d**  
dad

**l**  
leg

**s**  
sun  
house

**ch**  
chip  
ouch

**sh**  
shoe  
push

**z**  
zoo

**j**  
jump

**f**  
fish

**blends**  
fl-flower  
sp-spoon  
tr-tree

**r**  
run

**th**  
thumb  
bath

**v**  
five

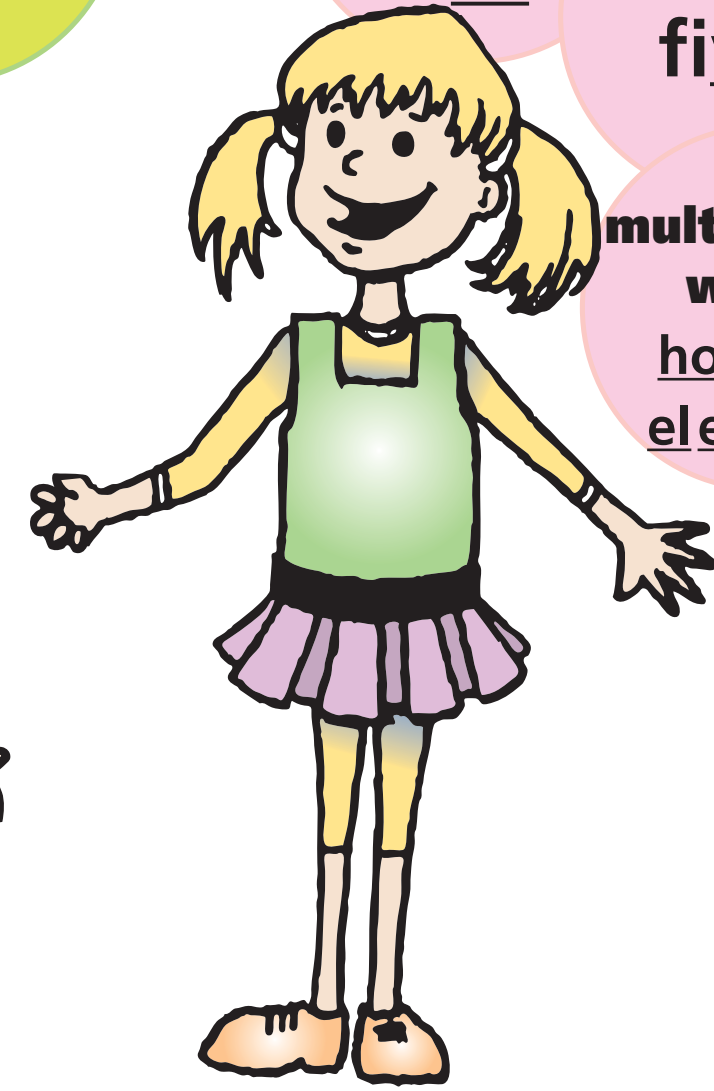
**multisyllabic words**  
hospital  
elephant



These are the first sounds I'll learn



I'll be able to say these sounds at preschool



I'll be able to say these sounds at first year of school

# Quick Speech and Language Screener

## Guidelines

This basic picture naming and comprehension screener is designed for early childhood staff to use to obtain some information to assist decision making about referral for a speech/language assessment. Three aspects of speech and language can be probed for when asking a child to:

- 1 Name the pictures – listen for production of the words i.e. how are the words pronounced.  
**Expect 3 year olds to say three quarters of the words clearly; 4 year olds to be able to say almost all the words clearly; 5 year olds to say all words clearly.**
- 2 Name the pictures – observe how easily the child finds and uses the names of the pictures - do they need clues or hints about the name of the picture. This might tell you about their vocabulary or naming skills.  
**Expect 3-5 year olds to be able to name most of the pictures without help. On occasion prompts or clues to name the pictures can be provided eg. if watch is called a clock, support can be given to rename.**
- 3 Ask questions about the pictures – note their understanding or comprehension of questions and their ability to use words and sentences to explain the answer.  
**Expect 3 year olds to be able to answer at least half of the questions; 4 year olds answer three quarters and 5 year olds to answer them all.**
- 4 Note the listening and attention behaviours of the child as they complete this task. Do they need lots of prompting to sit and attend? Do you need to try and make it into a game?  
**Expect most 4 year olds to be able to sit and name the pictures and answer the questions without losing concentration too easily or needing lots of support and encouragement to sit.**

Remember – use your general knowledge of child development, your other observational records of the child along with this information to help verify your decision to recommend the child be assessed by a Community Health or Private Speech Language Pathologist (SLP).



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Child's Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Date: \_\_\_\_\_ Completed By: \_\_\_\_\_

<b>WORD</b>	<b>SPEECH</b> Record how the child says the word	<b>NAMING</b> Tick or record alternative word used	<b>UNDERSTANDING</b> (circle one of the acceptable responses or record the child's responses)	
mouse			Show me his tail.	<i>Points to tail</i> <input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i>
book			What do we do with a book?	<i>Read it; look at it</i>
hat			Where do we wear hats?	<i>Outside; on heads</i>
shoe			What goes with a shoe?	<i>Foot; sock</i>
spoon			How are a spoon and a fork the same?	<i>Eat with them; for dinner</i>
fish			Tell me something else in the sea that is not a fish.	<i>Crab; turtle; shark</i>
swing			What would you say to mum if you wanted to go on the swing?	<i>Can I go on the swing; push me; my turn</i>
nose			What do we do with our nose?	<i>Sniff; breathe; sneeze</i>
sun			What colour is it?	<i>Yellow</i>
leg			Show me your leg.	<i>Points to their leg</i>
dog			What does a dog say?	<i>Woof woof; barks; ruff</i>
go			Here's a traffic light, green means.....	<i>Go</i>
stop			Here's a traffic light, red means .....	<i>Stop</i>
watch			Why do we wear a watch?	<i>For the time; to know when it's dinner</i>
plane			Tell me something else that can take you places.	<i>Bus, car</i>
cup			Name 2 things you drink.	<i>Milk, juice, water</i>



# Quick Speech and Language Screener

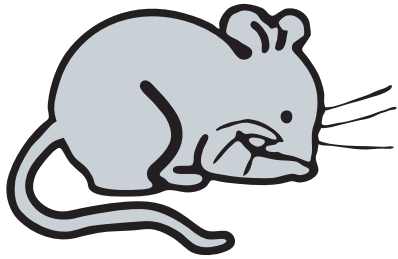
BEHAVIOUR	COMMENT
Concentration for the task.	
Did you need to explain and support the child to answer the questions?	
Did you need to simplify and repeat questions?	
Did it help the child to use gestures or clues when naming and answering questions?	
Could the child find the picture you named but found it more difficult to name it themselves?	

## SUMMARY

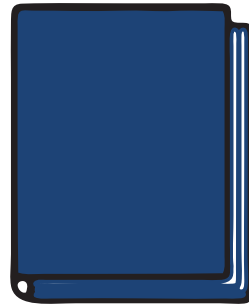
Concentration to task	<input type="checkbox"/> Good	<input type="checkbox"/> Some difficulty	<input type="checkbox"/> A lot of difficulty
Pronouncing of words	<input type="checkbox"/> Good	<input type="checkbox"/> Some difficulty	<input type="checkbox"/> A lot of difficulty
Naming of words	<input type="checkbox"/> Good	<input type="checkbox"/> Some difficulty	<input type="checkbox"/> A lot of difficulty
Understanding of questions	<input type="checkbox"/> Good	<input type="checkbox"/> Some difficulty	<input type="checkbox"/> A lot of difficulty



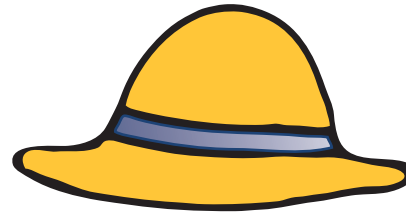
# Quick Speech and Language Screener



mouse



book



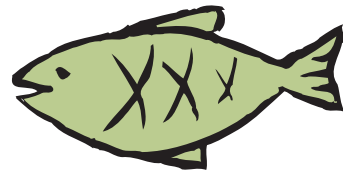
hat



shoe



spoon



fish

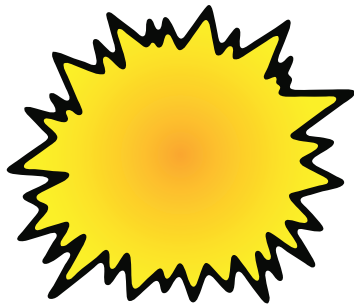


swing



nose

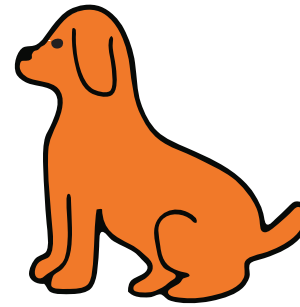
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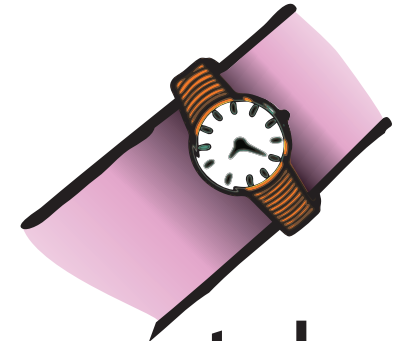
sun



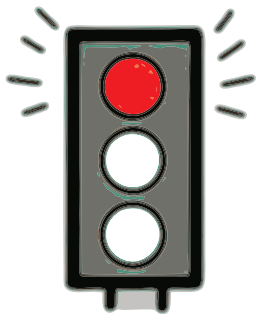
leg



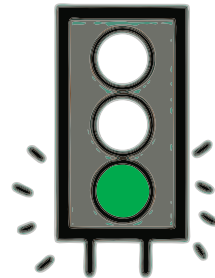
dog



watch



stop



go



plane



cup