**Nursery Communication Screening Assessment**

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| **Name:** | **DOB:** |
| **Nursery:** | **Completed by:**  **(Print full name)**  **Date:** |
| **When did the child start nursery?** | |
| **How many sessions does the child attend?** | |

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| **Are there concerns regarding the child’s hearing?** |
| **Yes  No **  **If yes, give detail** |

**Please outline your communication concerns for this child -**

**Listening and Attention:**

(Tick one that best describes the child)

□ Fleeting (moves between activities)

□ Rigid (concentrates on task of their own choice but cannot tolerate interruption by an adult)

□ Single Channelled (can only attend to one activity at a time)

□ Focusing attention (can shift their attention from one activity to another)

□ Two channelled attention (Can do a task and listen to an instruction)

□ Integrated attention (Can attend to tasks in different situations with different people)

How do you get the child’s attention? (Call name, physical prompt, gesture) ­­­­­­­–

**Risk Factors- Children under 2½ years old:**

For children under 2½ years, please indicate any risk factors. In view of recent research on late talkers, take into consideration the following risk factors. If three or more risk factors are identified, a referral is appropriate. Some information may need to be given by parents.

**Quiet as an infant/ limited babbling** 

**Family history of communication delay** 

**Recurrent ear infections** 

**Limited use of consonants** 

**Mild delay in receptive language (comprehension)** 

**Lack of sequenced pretend play** 

**Lack of, reduced use of communicative gestures** 

**Lack of verbal imitation** 

**Limited vocabulary consisting of mostly nouns and few or no verbs** 

**Poor social skills (difficulty initiating and participating with peers)** 

**Limited change over time** 

**Social Interaction:**

How is the child interacting? (e.g. Do they point to things, show you things, comment on objects, start the interaction, are they interested in others/ not interested? )

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**General Behaviour:**

Please describe general behaviour within the setting (e.g. do they separate easily from carers, do they follow the routine, any behavioural concerns)

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**Play:**

What does the child like to play with? How do they play, (repetitive, pretend play)?

Do they take turns? Do they engage in adult directed activities?

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**Comprehension Screen:**

***Need - Objects: Teddy, cup, key, brick, sock, dolly, box, pencil.***

Place all objects in front of the child. Ask for one at a time. Look at the child not at the objects. Keep your hands in your lap.

**Single Word Level –**

**Objects (1½ years) -**

1. Where’s the teddy?  5. Where’s the sock? 

2. Where’s the cup?  6. Where’s the dolly? 

3. Where’s the key?  7. Where’s the box? 

4. Where’s the brick?  8. Where’s the pencil? 

**Need – Action Pictures -**

***Put 3 pictures at a time in front of child, not the objects, keep hands in your lap.***

**Pictures, (2 years) -**

**Show me:**

1. Who’s eating?  5. Who’s washing? 

2. Who’s jumping?  6. Who’s sitting? 

3. Who’s drinking?  7. Who’s running? 

4. Who’s sleeping?  8. Who’s painting? 

**Two Word Level-**

***Need –* Objects: Teddy, cup, key, brick, sock, dolly, box, pencil.**

**Objects (2- 2½ years) -**

1. Put teddy in the box 

2. Show me the sock and pencil 

3. Give brick to dolly 

4. Put the key in the cup 

**Pictures (2 - 2½ years) -**

***Picture set 1***

1. Show me teddy sitting 

***Picture set 4***

2. Show me the girl sleeping 

***Picture set 3***

3. Show me the big pig 

4. Show me the little horse 

(**2½ - 3 years) –**

***Picture set 6***

1. Show me the cat is on the table 

2. Show me the apple is under the table 

**By Function (2½ - 3 years) –**

**chair, knife, pencil, apple pictures.**

(Use the apple as a red herring. Do not ask questions about it).

1. Which one do we draw with?

2. Which one do we cut with?

3. Which one do we sit on?

**Person and Action (2 - 2½ years) –**

***Need - teddy and dolly. Provide adult demonstration of how teddy can run and eat.***

1. Make teddy sit 

2. Make dolly sleep 

3. Make teddy jump 

**Three Word Level –**

***Need - cup, box with lid on, bed, teddy, pencil, brick, key, flannel, dolly, brush.***

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| **Objects (3 - 4 years) -** | **Actions -** |
| 1. Put the key under the cup  | 5. Wash dolly’s hand  |
| 2. Put the cup on the brick  | 6. Brush teddy’s teeth  |
| 3. Put the pencil under the bed  | 7. Wash teddy’s leg  |
| 4. Put the teddy on the box  | 8. Brush dolly’s hair  |

**Expressive Language Screen -**

Please give examples of what the child is saying in nursery, (single words, phrases, requests, repeating what adults say).

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**Labelling -**

Please write down anything the child says throughout this section.

***Need - Farm Picture.***

Here’s a picture of a farm. What’s this?

Pig  \_\_\_\_\_\_\_\_\_\_\_\_ Chicken  \_\_\_\_\_\_\_\_\_\_\_\_

Dog  \_\_\_\_\_\_\_\_\_\_ Cat  ­­\_\_\_\_\_\_\_\_\_\_\_\_

Tractor  \_\_\_\_\_\_\_\_\_\_ Tree \_\_\_\_\_\_\_\_\_\_\_\_\_

Cow  \_\_\_\_\_\_\_\_\_\_\_\_ Sun \_\_\_\_\_\_\_\_\_\_\_\_\_

Higher Vocabulary

Fence  \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cloud \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Barn/ shed  \_\_\_\_\_\_\_\_\_\_

Farmer **** \_\_\_\_\_\_\_\_\_\_\_

**Using Sentences -**

Ask the child what the boy/girl is doing in each of the pictures.

Use the question “**What is he/she doing?”**

If you don’t get a response try **“The boy/girl is….”** So they can fill in the blank.

**Picture Set 1 -**  **Child’s Response -**

The girl is sitting…

**Picture Set 2 -**  **Child’s Response -**

The boy is brushing his hair …

The boy is drinking …

The boy is running …

The boy is sleeping…

**Picture Set 4 -**   **Child’s Response -**

The girl is drinking …

The girl is sleeping…

**Picture Set 8 -**  **Child’s response -**

The boy is washing his face…

The boy is eating an apple …

**Speech Screen**

***Need – Speech screen pictures***

Follow the instructions on thepicture document.

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|  | **Target word** | **Child’s response**  (Please add R if the child was not able to name the picture on their own and the word was repeated from your model) |
| 1 | Sun |  |
| 2 | Pig |  |
| 3 | Mouse |  |
| 4 | Tap |  |
| 5 | Key |  |
| 6 | Van |  |
| 7 | Fish |  |
| 8 | Chair |  |
| 9 | Giraffe |  |
| 10 | Bus |  |
| 11 | Rabbit |  |
| 12 | Butterfly |  |

**Other comments:**

**Normal Speech Development and When To Refer**

The table shows common phonological processes (patterns). The list is not exhaustive. Individual differences can be significant. Children may have difficulties pronouncing speech sounds in one or two individual words and this is part of typical development. If a child has difficulties saying the sounds in most words and cannot copy the sound then use chart to identify whether the child needs to be referred to a Speech and Language Therapist.

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| **Age** | **Sounds that are acquired by 90% of children** | **Refer if** | **Don’t worry if** |
| **Age 2:06-2:11** | p | -Limited range of sounds produced.  -Vowels are distorted.  -Unable to copy early sounds such as m,p,b,t,d,n. | * Specific sounds are unclear. * Child lisps. * Misses off beginnings or endings of words. * Says t and d as k and g e.g. tea>key, dog>gog. * Says p, t and k as b, d and g e.g. pie>bye, toe>doe. * Says k and g as t and d, e.g. car>tar, girl>dirl. * Says f as p or b, e.g. four>bour. * Says s as t or d, e.g. sun>dun. * Reduces 2 consonants together in a word e.g. star>tar, spider>pider |
| **Age 3.00** | The above and:  b m d n h t k g w ng f and y (as in **y**ellow) | - Any of the above.  - Misses off beginnings of words e.g. mouse>ouse.  - Says t and d as k and g, e.g. tea>key, door>goor  - says b as p e.g. bee>pea  - says d as t e.g. door>tour  - Familiar adults do not understand most (75%-100%) of the child’s speech. | * Speech is still not 100% clear. * Child lisps. * Says k and g as t and d e.g. car>tar, girl>dirl * Says f as p or b e.g. four>bour * Says s as t or d e.g. sun>dun. * Reduces 2 consonants in a word to 1 consonant, e.g. star>tar spider >pider. * Confuses l, y, w, and r e.g. yellow>lellow, red>wed. * If the child is making noticeable progress in terms of their overall intelligibility. * If the child has made significant progress in their use of language (using longer utterances) leading to increased unintelligibility. |
| **Age 3.06** | The above and:  b m d n h t k g w ng f and y (as in **y**ellow) | * Any of the above. * Has very few sounds and **inconsistent** production of words. * Says p as b e.g. pie> bye * Says t as d e.g. toe>doe | * Speech is not 100% clear. * Child lisps e.g. buth for bus * Says k and g as t and d, e.g. car>tar, girl> dirl. * Reduces 2 consonants in a word to 1 consonant, e.g. star>tar, spider>pider. * Confuses l, y, w and r, e.g. yellow>lellow, red>wed. * If the child is making noticeable progress in terms of their overall intelligibility. * If the child has made significant progress in their use of language (using longer utterances) leading to increased unintelligibility. |
| **Age 4.00** | The above +  l, j (as in **j**ug), ch (as in **ch**ick), s, v, **sh** (as in shop), z. | * Any of the above. * Child unable to imitate k and g producing t and d.   - Presence of unusual speech sound substitutions that make the child’s speech very difficult to understand e.g. my>by, make>bake or dog>jog.   * Says f as p or b e.g. four>bour * Says s as t or d e.g. sun>dun. | * Speech is still not 100% clear. * Child lisps e.g. ‘buth’ for’ bus.’ * Reduces 2 consonants in a word to 1 consonant,   e.g. star>tar, spider >pider.  - Confuses y, w and r, e.g. yellow> lellow, red> wed.  -Child has no other language or communication difficulties and is due to start school.   * If the child is making noticeable progress in terms of their overall intelligibility. * If the child has made significant progress in their use of language (using longer utterances) leading to increased unintelligibility. |
| **Age 4.06** | All of the above | * Any of the above. * Child says k>t and g>d e.g. key as tea and go as doe | * Child is unable to produce sh (as in shoe) and ch (as in cheese) or j (as in jug) in words. * Reduces 2 consonants in a word to 1 consonant, e.g. star>tar, spider>pider. * Confuses l, y, w and r, e.g. yellow>lellow, red>wed. * Child lisps, e.g. ‘buth’ for’ bus.’ * If the child is making noticeable progress in terms of their overall intelligibility. * If the child has made significant progress in their use of language (using longer utterances) leading to increased unintelligibility. |

References for the above table:

McCleod & Crowe (2018), “Children’s Consonant Acquisition in 27 Languages: A Cross—Linguistic Review,” *AJSLP*

Morgan et al. (2017) Who to Refer for Speech Therapy at 4 Years of Age Versus Who to Watch and Wait?

Dodd et al., 2017; Morgan et al., 2017; Wren et al, 2016 from RCSLT Bulletin: Clinical Speech Sound Disorder: Special Edition, August 2019).

Catalise study, Bishop et al. 2016 (RCSLT website).

Bowen: Red flags for speech development: https://speech-language-therapy.com

ASHA <https://www.asha.org/Practice-Portal/Clinical-Topics/Speech-Sound-Disorders-Articulation-and-Phonology/Selected-Phonological-Processes/>