



A University of Arizona Professional Development Program for Early Childhood Educators

In association with the Department of Speech, Language & Hearing Science,

The Child Language Center, The Parent Connection & Southwest Human Development

## Speech and Language Screening Checklist 36 – 60 months

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Checklist completed by: \_\_\_\_\_ Date & time completed: \_\_\_\_\_

Your relationship to the child: \_\_\_\_\_ # of hours per day are you with this child? \_\_\_\_\_

Context/location of observation: \_\_\_\_\_ When did you first become concerned? \_\_\_\_\_

Briefly describe your biggest concern: \_\_\_\_\_

### CHECK ALL STATEMENTS THAT APPLY:

#### FORM

- Frequently uses gestures or other nonverbal communication instead of speaking
- Frequently speaks in single words or short phrases
- Speaks in "choppy" sentences, leaving out words or parts of words or uses incorrect word order
- Frequently mixes up sounds in words, for example, "ephelant" for "elephant"
- Stutters or stammers frequently
- Draws attention to self because of speech
- Speech is unclear and difficult to understand
- Omits sounds in words, for example "sake" instead of "snake"
- Consistently substitutes one sound for another, for example "goggy" for "doggy" and "gun" for "done"
- Omits endings of words, for example, -s, -ed or -ing
- Confuses pronouns, for example, calls a girl "him", or uses "her" for "she"
- Uses intonation instead of proper question formation, for example, "I go outside?" rather than "Can I go outside?"
- Small words are left out, for example, "It red" rather than "It is red" or "hit ball" rather than "hit the ball"

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### CONTENT

- Frequently fails to follow directions and must have them repeated
- Frequently misunderstands words
- Uses immature or improper vocabulary
- Listens but does not seem to comprehend
- Frequently asks to have words, questions, directions repeated
- Frequently unable to think of a word they want to say
- Has trouble remembering things
- Uses empty words like *“thing”, “stuff”, “some”, “like”*

### USE

- Rarely asks questions when he or she does not understand something
- Rarely volunteers to answer questions in class
- Unable to tell a comprehensible story or sequence of events
- Gives inappropriate response
- Has difficulty using language for pretending
- Has difficulty staying on topic

### BEHAVIOR

- Usually quiet and passive
- Gets anxious when speaking in front of others
- Avoids speaking during ‘sharing’ time
- Frequently chooses to play alone
- Habitually chooses to sit away from the main stream of activity
- Tugs, pushes, grabs desired objects or people instead of using words to obtain/obtain attention

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### HEARING

- Frequently complains of earaches or has ear drainage
- Holds head in peculiar position when spoken to
- Frequently pulls or tugs on ear
- Appears to hear *some* things but not others (“selective hearing”)
- Frequently asks to have things repeated

### VOICE

- Voice sounds “raspy”, “gravelly” or hoarse
- Speaks in extremely soft or loud voice
- Screams frequently (long & loud)

### **References:**

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