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:


