

Checklist

Use this if there is a child in your care you think may have speech, language and communication needs. Read each statement and then tick the 'R' (red) column if the child strongly matches the statement, 'A' (amber) column if they occasionally match the statement and 'G' (green) if they do not match the statement.

| Talking difficulties – what you might see and hear | R | A | G |
|--|---|---|---|
| 1. Do they have a limited vocabulary? Do they... | | | |
| a. Use less words than other children their age | | | |
| b. Over-use general words – 'thingy', 'that', 'put', 'get' | | | |
| c. Use the wrong words for things - 'shark' instead of 'whale', or made up words like 'cuttergrasser' | | | |
| d. Use lots of fillers or hesitates a lot – 'um', 'er', 'y'know... like' | | | |
| 2. What are their sentences like? Do they... | | | |
| a. Miss out the small words in sentences that carry less meaning – 'a', 'the', 'is/was', 'and' | | | |
| b. Miss off the endings of words – 'ing', 'ed', 's' | | | |
| c. Sound muddled or disorganised when talking in longer sentences | | | |
| d. Recount events in a way that makes them difficult to follow | | | |
| 3. Is their speech unclear? Do they... | | | |
| a. Miss out sounds from words, miss ends off words or never use some speech sounds | | | |
| b. Substitute one sound for another – 'a tup of toffee' (a cup of coffee), 'lellow' (yellow) | | | |
| 4. Do they have a stammer or stutter? Do they... | | | |
| a. Lengthen or repeat some sounds or words, or get stuck because no sound comes out | | | |
| b. Try to hide their difficulties by avoiding speaking in certain situations, or change what they were going to say mid sentence to avoid a word they find difficult | | | |
| 5. Do they have literacy difficulties? Do they... | | | |
| a. Struggle to recognise initial sounds or sound out words | | | |
| b. Struggle with organising text in written work, with words missed off, poor grammar or poor written texts | | | |
| 6. Do they have behaviour difficulties? Do they... | | | |
| a. Have low self-esteem, seem withdrawn, do not initiate speaking in class, or become frustrated | | | |
| 7. Do they have social interaction difficulties? Do... | | | |
| a. Other children find it difficult to understand them or possibly tease them about their speech | | | |

| Listening difficulties – what you might see and hear | R | A | G |
|---|---|---|---|
| 1. Do they find it difficult to listen or understand? Do they... | | | |
| a. Fidget or not engage with tasks | | | |
| b. Struggle to follow long or complex sentences | | | |
| c. Watch other children so they can work out what to do or are they last to follow instructions | | | |
| d. Concentrate on non-verbal tasks for much longer than verbal ones | | | |
| 2. Can they understand questions? Do they... | | | |
| a. Answer with an irrelevant comment | | | |
| b. Repeat part of the question | | | |
| c. Answer a slightly different related question | | | |
| d. Not respond | | | |
| 3. Does new or less visited vocabulary take a long time to stick? | | | |
| 4. Do they struggle to distinguish the difference between speech sounds? Do they... | | | |
| a. Struggle to break up words in order to read or spell | | | |
| b. Struggle to count out syllables in words | | | |
| c. Struggle to match sounds and letters | | | |
| 5. Do they have literacy difficulties? Do they... | | | |
| a. Have difficulty comprehending text and making inferences | | | |
| 6. Do they have behaviour difficulties? Do they... | | | |
| a. Show withdrawn or disruptive behaviour | | | |
| 7. Do they have social interaction difficulties? Do they... | | | |
| a. Have difficulties making friends or joining in with group activities | | | |

| Difficulties taking part – what you might see and hear | R | A | G |
|--|---|---|---|
| 1. Do they find it hard to understand the rules of conversation? Do they... | | | |
| a. Avoid eye contact or stare at people when talking | | | |
| b. Struggle to take turns, interrupt too much, take over conversations or struggle to get involved | | | |
| c. Misunderstand feelings and facial expressions of others | | | |
| 2. Do they struggle to talk and listen with other children? Do they... | | | |
| a. Have difficulties joining in with group conversations, games and activities | | | |
| b. Fail to notice what others are doing or fail to pick up clues about how they are feeling | | | |
| c. Take over, get things wrong, or disrupt games | | | |
| d. Have situations when other children do not want to play or partner with them | | | |
| 3. Do they take things literally? Do they... | | | |
| a. Struggle to understand jokes, idioms, sarcasm or metaphors | | | |

On completing the checklist, if you're still concerned about the child, refer back to the *Universally Speaking* booklet to check what they should be doing and talk to their parents about your concerns. Mainly red and amber statements are a cause for concern. If mainly amber and green, you might want to monitor their progress and revisit the checklist at a later date. If more formal assessment is required, a full range of assessments can be found on Pearson Assessment's website www.psychcorp.co.uk

Visit www.talkingpoint.org.uk for more information or use the more detailed checklist in the publication *Don't Get Me Wrong* available at www.hello.org.uk/resources



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