

# Checklist 4-5

## Speech and language screening test for 4- to 5-year olds

The Afasic Checklists provide a reliable and valid means of identifying children who have speech and language difficulties. The benefits of using such checklists lie not only in helping to decide which children might be referred for speech and language therapy assessment but also in the process itself.

Using the checklists requires no specialist training, equipment or resources.

**Checklist 4-5** is a milestone checklist; the items to be checked indicate normal development and the emphasis is on what the child can do. The checklist is divided into three main sections;

**1) Language structure**

- Sound articulation
- Grammar

**2) Language content**

- Attention and comprehension
- Vocabulary and expressive language

**3) Ability to communicate**

- One-to-one situation (with an adult)
- Group situation (with peers)

### How to use this checklist

- 1) Work through the list, deciding whether each item applies to the child; if it does, tick the box; if it does not or if there is some doubt, leave the box empty.
- 2) When you have completed each section, add up the total for that section.
- 3) When you have completed the entire checklist, add together all the section scores and record the total score on the summary sheet.

### Interpreting the results

The maximum total score in Checklist 4-5 is 50. A high score indicates normal or expected development and a low score indicates that a child's speech and language abilities are not developing as might be expected. Your decision for referral should be on the basis of two cut-off scores.

It is recommended that if a child scores less than 36 overall and/or less than 6 on the sound articulation subsection, you should refer them to speech and language therapy services for assessment, after discussion with the child's parents.

Children whose total score is less than 36 may have specific language difficulties; that is, they have no difficulty in the articulation or contrastive use of speech sounds but have some form of semantic or pragmatic impairment.

Children whose score on the sound articulation subsection is less than 6 may have specific speech difficulties such as dysfluency difficulties, physical difficulties in articulating sounds or phonological difficulties.

Children who score less than the cut-off in both the sound articulation subsection and the total score may have either phonological difficulties or any combination of articulation difficulties phonological difficulties, receptive and expressive language difficulties and pragmatic difficulties.

### Questions?

If you would like further interpretation and understanding of the child's scores, please contact the Afasic Helpline on 0300 666 9410. Parents are also welcome to the monthly Helpline Drop-In session held in Central London at the Afasic office on the first Tuesday of each month from 10am – 1pm.

Child's name:

School:

Age:      years      months                      Boy    Girl

First language:

Checklist completed by:

Date:

Read each statement and decide whether or not it applies to the child. If it does, tick the box. If you are in any doubt, leave the box empty. At the end of each subsection add up the ticked boxes and enter the number as the subtotal.

## Summary

When you have completed all three sections, enter the totals for each section here. Add the section totals to calculate the total score. (Referral criterion cut-off is 5 or less)

<b>1) Language structure</b>	
Sound articulation	
Grammar	
<b>SECTION 1 TOTAL</b>	
<b>2) Language content</b>	
Attention and comprehension	
Vocabulary and expressive language	
<b>SECTION 2 TOTAL</b>	
<b>3) Ability to communicate</b>	
One-to-one situation	
Group situation	
<b>SECTION 3 TOTAL</b>	
<b>TOTAL SCORE (35 or less)</b>	

**REFERRAL/RECOMMENDATION:**

# 1 LANGUAGE STRUCTURE

## Sound articulation

a. Speech is clear and intelligible	
b. Speech is intelligible when child is excited or attempting a lengthy utterance	
c. Uses appropriate volume patterns when speaking, does not speak too loudly or softly	
d. Uses appropriate intonation to convey meaning e.g. "but <i>he</i> hit me" and "Why can't I?"	
e. Articulates simple words in full, does not omit initial or final consonant e.g. " <b>y</b> ellow", "be <b>d</b> ", "bu <b>s</b> "	
f. Articulates initial consonant clusters "tr", "pl", "sp", "sn" e.g. " <b>t</b> rain", " <b>p</b> lane", " <b>s</b> poon", " <b>s</b> nake"	
g. Articulates final consonant clusters "ng", "mp", "nk" e.g. "si <b>ng</b> ", "la <b>mp</b> ", "pi <b>nk</b> "	
h. Able to articulate multi-syllabic words in full, does not omit syllables e.g. "elephant", "tomato", "banana"	
<b>SUBTOTAL</b>	

## Grammar

a. Uses determiners the, a e.g. "she has a dog"	
b. Uses conjunctions to link sentences e.g. <b>and, when, because</b>	
c. Uses the correct regular and irregular present tense e.g. "he is running", "she catches"	
d. Uses the correct regular and irregular past tense e.g. "she walked", "it broke"	
e. Uses plurals correctly e.g. <b>houses, men</b>	
f. Uses possessives e.g. <b>Mum's car</b>	
g. Uses negative auxiliaries e.g. <b>can't, won't, don't</b>	
h. Uses <b>what, who, where</b> to ask questions e.g. " <b>Where</b> is Daddy?"	
<b>SUBTOTAL</b>	

## SECTION 1 TOTAL:

## 2 Language Content

### Attention and comprehension

a. Able to attend to stimuli from two different sources e.g. completing a jigsaw and listening to the teacher	
b. Listens attentively to a simple story	
c. Able to follow stories unaccompanied by pictures	
d. Able to follow simple instructions e.g. "Pick up the book and take it to the other room"	
e. Understands the spatial concepts: <b>in, on, under</b>	
f. Understands words relating to time e.g. <b>yesterday, tomorrow, this afternoon</b>	
g. Understands emotion words e.g. <b>happy, sad, angry</b>	
h. Able to classify objects into categories e.g. types of fruit or animals	
<b>SUBTOTAL</b>	

### Vocabulary and expressive language

a. Has wide vocabulary of basic words	
b. Is able to name shapes e.g. <b>square, circle, triangle</b>	
c. Is able to name sizes e.g. <b>big, small, tall, short</b>	
d. Uses comparatives e.g. <b>bigger, smaller, taller, shorter</b>	
e. Uses adverbs e.g. <b>quickly, slowly, loudly, quietly</b>	
f. Uses appropriate pronouns e.g. <b>I, me, my, mine, you, yours, your</b>	
g. Is able to summarise the content of stories	
h. Is able to describe a sequence of events e.g. "They had a bath and then went to bed"	
<b>SUBTOTAL</b>	

## SECTION 2 TOTAL:

### 3 Ability to communicate

	One-to-one situation (with an adult)	Group situation (with peers)
a) is willing to take part in conversations		
b) takes turns in conversations		
c) uses non-verbal devices to gain attention e.g. eye contact, physical contact		
d) uses non-verbal devices when listening e.g. assumes attentive body posture, maintains eye contact		
e) uses non-verbal devices when talking e.g. uses gestures, points, changes facial expression		
f) understands other people's non-verbal expressions and gestures		
g) uses verbal devices to gain attention e.g. <b>hey, look, see</b>		
h) initiates conversations e.g. by asking questions or making requests		
i) responds appropriately to questions and requests		
<b>SUBTOTAL</b>		

**SECTION 3 TOTAL (add both subtotals from this page):**