

Checklist 6-10

Speech and language screening test for 6- to 10-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 6-10 is a “*problems*” checklist; it focuses on behaviour in an older child that may indicate impaired speech and language development and the emphasis is on what the child *cannot* do. The checklist is divided into eight main sections:

- | | |
|------------------------------|------------------------|
| 1) Response to sound | 5) Communication |
| 2) Movement and motor skills | 6) Play and recreation |
| 3) Cognitive processes | 7) Vocabulary |
| 4) Errors in sound | 8) Grammar |

Speech and language abilities do not develop in isolation but in conjunction with other aspects of development. By the inclusion of sections such as movement and motor skills, communication and cognitive processes, the checklists enable you to gain a more complete picture of a child’s speech and language abilities.

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

A high score indicates impaired development and a low score indicates expected or normal development. It is recommended that if a child’s score is 10 or higher, you should refer them to speech and language therapy services for assessment, after discussion with the child’s parents.

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.

1) RESPONSE TO SOUND

a. Shows confusion between vowels, consonants and consonant clusters, leading to difficulty in learning phonics and word-attack skills	
b. Cannot imitate a simple handclap rhythm	
c. Has difficulty in recognising simple tunes	
d. Has difficulty in discriminating pitch	
e. Has difficulty in screening out irrelevant sounds and attending to verbal information e.g. when the teacher is talking.	
SECTION 1 TOTAL	

2) MOVEMENT AND MOTOR SKILLS

a. Finds judging speed and distance difficult e.g. when catching a ball	
b. Has not established a preference for the right or left hand, or the right or left foot	
c. Has poorly developed self-help skills e.g. has problems with dressing, eating, washing	
d. Has poor pencil control	
e. Has poor coordination e.g. finds it difficult to use alternate feet when walking downstairs, hop on one foot or to kick a ball	
SECTION 2 TOTAL	

3) COGNITIVE PROCESSES

a. Has difficulty in understanding the language of sequencing e.g. before, after	
b. Has difficulty in ordering a sequence of activities required to complete a task e.g. cooking	
c. Has difficulty in learning the order of days of the week, months, seasons	
d. Has difficulty recalling three or more items in short-term memory	
e. Has poor verbal long-term memory for single words	
SECTION 3 TOTAL	

4) ERRORS IN SOUND

a. Omits the beginnings and endings of words e.g. "pretending" becomes "tending"	
b. Reduces multi-syllabic words e.g. "potato" becomes "tato"	
c. Speaks less intelligibly when excited	
d. Speaks less intelligibly when attempting a lengthy utterance	
e. Shows persistent confusion between voiced and unvoiced sounds e.g. p/b, f/v, t/d, k/g	
SECTION 4 TOTAL	

5) COMMUNICATION

a. Has delayed understanding of questions words e.g. what, who	
b. Does not follow instructions without prompting	
c. Offers limited verbal comments on own activities	
d. Gives unexpected responses to questions	
e. Uses inappropriate intonation and volume when speaking	
SECTION 5 SUBTOTAL	

6) PLAY AND RECREATION

a. Has difficulty following a story without many visual clues	
b. Has no play involving sounds, rhymes or words	
c. Is slow to learn rules of group games and positions in sports	
d. Enjoys the visual content of television programmes but finds it hard to follow stories and plots	
e. Humour tends towards visual and slapstick with poor appreciation of verbal jokes and puns	
SECTION 6 SUBTOTAL	

7) VOCABULARY

a. Has difficulty with words relating to time e.g. afternoon	
b. Has difficulty with prepositions and adverbs	
c. Has difficulty with words that change their reference in different circumstances e.g. sister, daughter, here, there	
d. Has frequent “tip of the tongue” moments i.e. is unable to recall words previously known	
e. Tends towards literal interpretation of idioms e.g. “pull your socks up”	
SECTION 7 TOTAL	

8) GRAMMAR

a. Omits auxiliary verbs e.g. “I been shopping” (omitting have)	
b. Omits the verb to be e.g. “David naughty” (omitting is)	
c. Does not change word order to form questions e.g. “He is going?” instead of “Is he going?”	
d. Omits word endings e.g. in plurals or possessives	
e. Omits whole words e.g. “Where book?” (omitting is the)	
SECTION 8 TOTAL	

Now record all SECTION TOTALS on the first page.