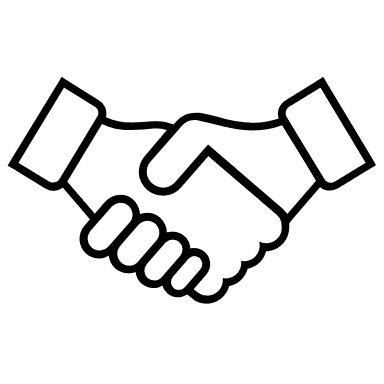
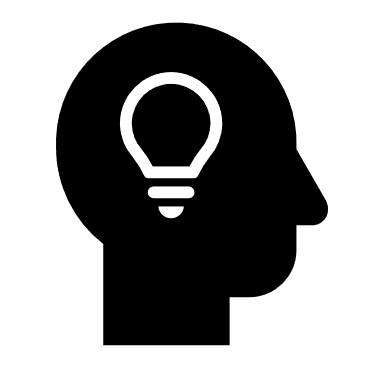
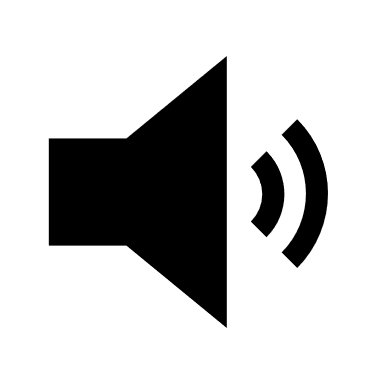
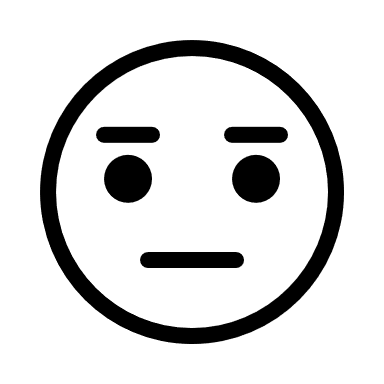
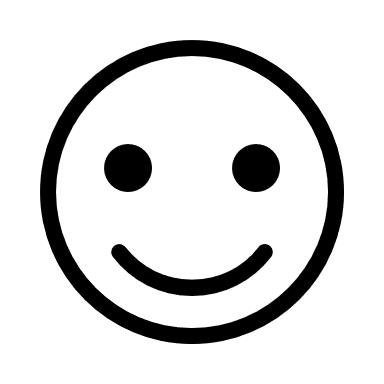
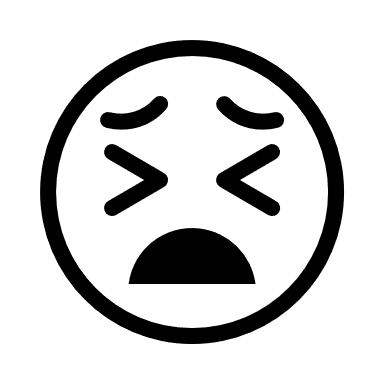
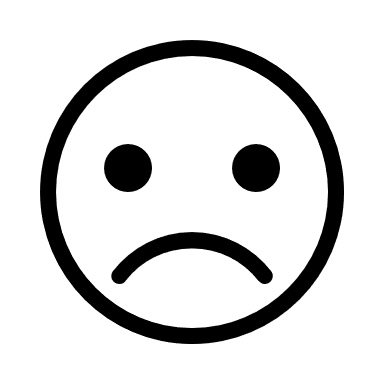
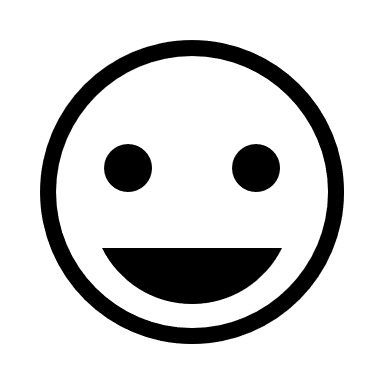
* This screening tool is for use with children aged 18 months – 2 years 11 months to find out **what support you can give the child** in your setting or **what advice you can offer to parents.**
* It is also designed to support you in deciding **when you need to refer to the Speech and Language Therapy service** (SLT). This is based on the service’s referral criteria found here on our website: <https://www.bdct.nhs.uk/how-to-refer-a-child/>
* Children who score **amber** will require support with their speech and language development. You should look for advice on **universal strategies and targeted interventions** found here on our website: <https://www.bdct.nhs.uk/professionals-1-5-2-years-old/> and <https://www.bdct.nhs.uk/professionals-2-2-5-years-old/> and <https://www.bdct.nhs.uk/professionals-2-5-3-years-old/>.
* Children who score **red** will require support with their speech and language development. You should look for advice on **universal strategies and targeted interventions** found here on our website: <https://www.bdct.nhs.uk/professionals-1-5-2-years-old/> and <https://www.bdct.nhs.uk/professionals-2-2-5-years-old/> and <https://www.bdct.nhs.uk/professionals-2-5-3-years-old/>. After implementing the advice and monitoring progress, you should then refer to SLT.
* Please base your answers on the child’s first (strongest) language. The child should only be referred to SLT if he/she has difficulties in his/her first language. When assessing a child with English as an additional language, please bear in mind:
* It can take up to 2 years for a child to acquire a good level of conversational ability in their second language.
* It can take 5-7 years for the child to use the second language to process learning tasks in the same way as they would use their first language.
* If in doubt about a child with English as an additional language, please speak to a Speech and Language Therapist.
* Please include a copy of this screen with your referral.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **18 months – 2:11 years** | | | | | | | | | | |
| Idea with solid fill | | | | | | | | | | |
| 1. **Understanding** the child can: | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Understand and follow simple daily routine instructions such as; “put your coat on”, “get your shoes” or “let’s change your nappy”. | | | | | | | | | |  |
| 1. Point to ten familiar objects or pictures when asked e.g. “where is the **key**?” or “point to the **door**” in their home language e.g. playing with toys, puzzles or looking at a picture book. | | | | | | | | | |  |
| 1. Follow longer instructions with 2 parts such as, “show me mummy’s eyes” or “get daddy’s shoes”. | | | | | | | | | |  |
| 1. Understand familiar action words e.g. eat, run, sleep, cry. | | | | | | | | | |  |
| 1. Understand simple ‘who?’ and ‘what?’ questions like “who is here?” “what do you want for snack?”. | | | | | | | | | |  |
| **Understanding: total score** | | | | | | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | | | | | **Red** | **Amber** | **Green** | | |
| 18-24 months | 0 | 1 | 2-5 | | |
| 2 years – 2:3 years | 0-1 | 2 | 3-5 | | |
| 2:3 – 2:6 years | 0-1 | 2 | 3-5 | | |
| 2:6 years – 2:11 years | 0-3 | 4 | 5 | | |
| Chat outline | | | | | | | | | | |
| 1. **Talking** the child can**:** | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Say some familiar words (these may not always be clear). | | | | | | | | | |  |
| 1. Use fifty words or more. | | | | | | | | | |  |
| 1. Use two words together. | | | | | | | | | |  |
| 1. Use more than two words together. | | | | | | | | | |  |
| **Talking: total score** | | | | | | | | | |  |
| Chronological age | **circle R,A,G according to their score à** | | | | | **Red** | **Amber** | **Green** | | |
| 18-24 months | N/A | 0-1 | 2-4 | | |
| 2 years – 2:3 years | N/A | 0-2 | 3-4 | | |
| 2:3 years– 2:6 years | 0 | 1-3 | 4 | | |
| 2:6 years 2:11 years | 1 | 2-3 | 4 | | |
| Sound Medium with solid fill | | | | | | | | | | |
| 1. **Speech sounds** the child can: | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Use a range of different sounds when babbling or talking | | | | | | | | | |  |
| 1. Be mostly understood by parents/carers | | | | | | | | | |  |
| **Speech: total score** | | | | | | | | | |  |
| All age ranges | **Circle R,A,G according to their score à** | | | | | **Red** | **Amber** | **Green** | | |
| N/A | 1 | 2 | | |
| Handshake outline | | | | | | | | | | |
| 1. **Social interaction** the child can: | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Show an interest or enjoyment in interactions with others. | | | | | | | | |  | |
| 1. Use eye contact during interactions. | | | | | | | | |  | |
| 1. Use facial expressions during interactions. | | | | | | | | |  | |
| 1. Use body language, movement (e.g pulling), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate). | | | | | | | | |  | |
| 1. Point or gesture to communicate e.g. pointing when they want something, waving hello/goodbye, reaching to be picked up. | | | | | | | | |  | |
| 1. Look when someone points at something. | | | | | | | | |  | |
| 1. Enjoy an adult joining in their play. | | | | | | | | |  | |
| 1. Demonstrate pretend play skills (such as putting a baby to bed, feeding a cuddly toy). | | | | | | | | |  | |
| 1. Play alongside other children (i.e. engage in similar play activities in close proximity). | | | | | | | | |  | |
| **Social interaction: total score** | | | | | | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | | | | | **Red** | **Amber** | **Green** | | |
| 18 months – 2y 5m | 0-4 | 5-7 | 8-9 | | |
| 2y 6m – 2y 11m | 0-5 | 6-8 | 9 | | |
|  | | | | | | | | | | |
| **Summary:** If the child has more than one amber or red area, use this table to help you prioritise what area to focus your targeted intervention | | | | | | | | | | |
| **SLCN area** | **RAG rating**  Tick the RAG rating from screening results for each SLCN area. | | | **IMPACT rating**  Ask the question “how much does the child’s difficulty negatively impact their a) learning b) interaction and friendships c) happiness and wellbeing?”.  Using the following scale:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | No impact | Minor | Moderate | Major | Severe | | 0 | 1 | 2 | 3 | 4 |   Write the numbers in the boxes below: | | | | **Total impact score**  (Add impact score of a, b and c to create total per SLCN area). | | |
| **Red** | **Amber** | **Green** | 1. **Learning** | 1. **Interaction & friendships** | | 1. **Happiness and wellbeing** |  | | |
| 1. Understanding |  |  |  |  |  | |  |  | | |
| 1. Talking |  |  |  |  |  | |  |  | | |
| 1. Speech Sounds |  |  |  |  |  | |  |  | | |
| 1. Social Interaction |  |  |  |  |  | |  |  | | |





**Next steps:**

**Red**: If more than one area scored red, use the **Total Impact Score** to guide the primary focus of support i.e. whichever red SLCN area has the highest impact score, provide support for this.

For that SLCN area:

1. Complete baseline measure (the targeted intervention will usually include one).
2. Offer appropriate universal advice or deliver appropriate targeted intervention.
3. Re-do baseline measure after three months support to monitor response and progress.
4. Do they still meet the BDCT red referral criteria? If yes – make a referral to SALT team. Include details of your screening results and targeted interventions or universal strategies.

**Amber**: If there are no red areas, and more than one area scored amber, use the **Total Impact Score** to guide the primary focus of universal advice or targeted intervention i.e. whichever amber SLCN area has the highest impact score, provide support for this. Follow the same steps as detailed above for red next steps, however, referral to the SALT service is not indicated.

**Green**: No intervention is required.

N**ext steps flow chart:**

SLCN Screen completed

SLCN area scored red

SLCN area scored amber

SLCN area scored green

Which red area has highest **Total Impact Score?** This is thearea to focus your targeted intervention

Yes

Did any other SLCN areas score red?

No intervention is required. Continue with universal level support and quality first teaching strategies.

No

For this area - complete baseline measure for targeted intervention being delivered (see user guide for intervention).

Which amber area has highest **Total Impact Score?** This is thearea to focus your targeted intervention.

Deliver appropriate targeted intervention for at least one term.

Re-do baseline **measure after a terms input** to monitor change / response to intervention.

Do they meet the BDCT red referral criteria?.

**No**

Start cycle again.

Continue universal and targeted support.

**Yes**

Make referral to SALT team. Include copy of:

* Information about the targeted intervention delivered (what and how much/ how long) and progress evidenced.
* Most recent screening results (can be BDCFT’s screen or a published resource e.g. Progression Tools, Wellcomm, etc… ).
* Continue universal and targeted support whilst awaiting specialist support.