Speech sound screen

**Please use this screen and the referral criteria to help you decide whether to refer to the speech and language service.**

**Instructions:**

* Please complete this screen in a 1:1 setting with the child. Sit together in a quiet environment so that you can hear the child’s speech clearly. Look at the child’s mouth as they say each word to help you work out what sounds they are using.
* Ask the child ‘what is this?’ for each picture. Write down exactly what the child says on the record form.
* If the child is not able to name the picture or uses the wrong vocabulary, you can:
* Try sentence completion e.g “we eat yoghurt with a…”
* Ask them to copy you after you say the word. Write “(copy)” next to the word on the record form.
* After the session is complete, analyse the child’s responses by doing the following:
* Look at the child’s responses and put a tick in the ‘achieved’ column if the child uses the sound accurately.
* If the child does not use the accurate sound, place a cross in the ‘achieved’ column.
* Look at whether the child’s difficulties are with ‘early’ ‘middle’ or ‘late’ sounds, or with blends.
* Look at whether the child’s difficulties are with the beginning or end of words, or both.
* Use the intelligibility scale to help you decide who can and can’t understand the child. This will help you to think about the impact of the speech sound difficulties.
* Look at the referral criteria guidance to help you decide if a referral is needed.

**If the child meets the amber or red criteria for their age, please use the universal advice and targeted interventions to support their speech sound development.**

**Please attach this screen to your referral form.**

Speech sounds referral criteria guidance:

|  |  |  |  |
| --- | --- | --- | --- |
| **Age range** | **Green criteria****Referral not required** | **Amber criteria** **Child will need some universal strategies and targeted support** | **Red criteria****Child will need some universal strategies and targeted support followed by referral to the service** |
| 3;0-3;6 | Still some sound substitutions with middle sounds.Speech can generally be understood by familiar adults. | Concerns in this area but not meeting red criteria.Setting staff cannot always understand what the child says. | Misses off or changes early sounds at the beginning of words.Parents cannot understand what the child says. |
| 3;6-4;0 | Still some sound substitutions with middle sounds.Speech can generally be understood by familiar adults. | Concerns in this area but not meeting red criteria.Less familiar adults cannot always understand what the child says | Misses off or changes early sounds at the beginning of words.Familiar adults cannot understand what the child says. |
| 4;0-4;11 | Still some sound substitutions with late sounds (i.e sh, ch, l, r, th) and when 2 sounds come together in blends (e.g train > “tain”, spoon > “poon”).Speech can be understood most of the time by most people. | Concerns in this area but not meeting red criteria.Sound substitutions with middle sounds.Less familiar adults cannot always understand what the child says. | Misses off or changes early sounds at the beginning of words. Misses off the ends of words Familiar adults cannot understand what the child says. |
| 5;0-6;11 | Speech is generally easy to understand. Occasional errors with later sounds ‘l’ or ‘r’. Problems with ‘th’ may be due to dialect. | Concerns in this area but not meeting red criteria.Some difficulties with late sounds.Some difficulties with blends.Less familiar adults cannot always understand what the child says. | Misses off or changes early and middle developing sounds.Consistent problems across a range of late sounds.Consistent problems across a range of blends.**and:**Speech is difficult to understand.**or:**Child is aware and upset by their speech sound difficulties. |

Speech sounds screen record form:

Child’s name:

Child’s DoB:

Date screen completed:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Initial | Achieved? | Final | Achieved? |
| Early developing sounds  | p | **p**ear |   |  | shee**p** |  |  |
| b | **b**oat |  |  | we**b** |  |  |
| m | **m**ouse |  |  | dru**m** |  |  |
| n | **n**ose |  |  | moo**n** |  |  |
| w | **w**indow |  |  |  |
| t | **t**ap |  |  | ha**t** |  |  |
| d | **d**oor |  |  | sa**d** |  |  |
| Middle developing sounds  | k/c | **c**ar |  |  | so**ck** |  |  |
| g | **g**o |  |  | ba**g** |  |  |
| y | **y**oghurt |  |  |  |
| f | **f**ork |  |  | kni**fe** |  |  |
| v | **v**an |  |  | fi**ve** |  |  |
| s | **s**and |  |  | bu**s** |  |  |
| z | **z**ebra |  |  | toe**s** |  |  |
| Late developing sounds  | l | **l**eaf |  |  | ba**ll** |  |  |
| sh | **sh**oe |  |  | wa**sh** |  |  |
| ch | **ch**eese |  |  | wat**ch** |  |  |
| j | **j**am |  |  | ba**dge** |  |  |
| r | **r**ed |  |  |  |
| th | **th**umb |  |  | mou**th** |  |  |

The broad age bands used are based on the clear phonology assessment and reflect a general developmental order of acquisition. http://www.clear-resources.co.uk/

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Initial | Achieved? |
| Blends | sp | spider |   |  |
| st | star |  |  |
| sk | scooter |  |  |
| sm | small |  |  |
| sn | snake |  |  |
| sl | sleep |  |  |
| fl | flower |  |  |
| bl | blue |  |  |
| cl | clock |  |  |
| pl | plate |  |  |
| fr | frog |  |  |
| tr | train |  |  |
| pr | pram |  |  |

|  |  |  |
| --- | --- | --- |
|  | word | Child says |
| multi-syllabic words | computer |  |
| dinosaur |  |
| ambulance |  |
| caterpillar |  |
| caravan |  |
| butterfly |  |
| animals |  |
| helicopter |  |
| vegetables |  |
| spaghetti |  |

Please attach a copy of this form to your referral.

Intelligibility rating scale:

**The following questions are about how much of the child’s speech is understood by different people. Circle one number for each question. Use the scale to help you think about the child’s intelligibility when using the referral criteria.**

|  |
| --- |
| Do **immediate members of the family** understand the child? |
| Always  | Usually  | Sometimes  | Rarely | Never |
| 5 | 4 | 3 | 2 | 1 |

|  |
| --- |
| Do **familiar staff in setting/school** understand the child? |
| Always  | Usually  | Sometimes  | Rarely | Never |
| 5 | 4 | 3 | 2 | 1 |

|  |
| --- |
| Do **strangers/unfamiliar people** understand the child? |
| Always  | Usually  | Sometimes  | Rarely | Never |
| 5 | 4 | 3 | 2 | 1 |

This scale is based on the Intelligibility in Context Scale (ICS) (McLeod, Harrison, & McCormack, 2012)