

Quick Screen

Developed by:
NHS Paediatric Speech and Language
Therapy Service, Bedfordshire and Luton



SPA Number: 01234 310163 / 310712

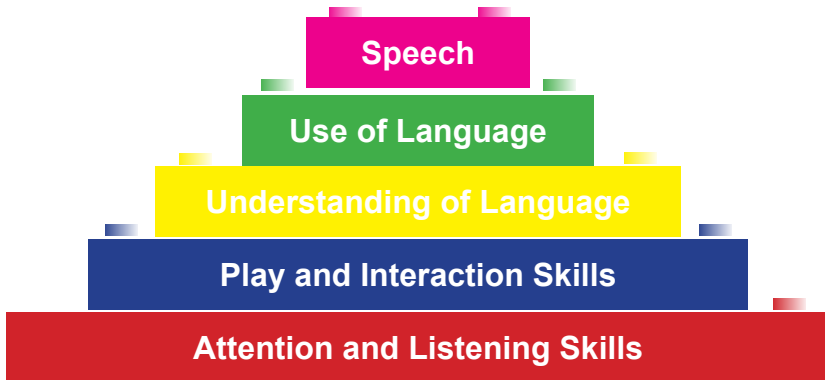
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Communication and Language Checklist

Building Blocks of Communication Development



The Building Blocks of Communication help us to think about different areas of communication development and how they work together. It acts like a tower of building blocks; children start at the bottom and move their way up through each level. If a child is having difficulties in one area of communication, they will find it harder to move up to the next level. It is important to screen and support children's communication skills working from the bottom up.

Use the quick checklist to begin to screen the child's communication skills. This will show you the areas of communication that the child needs further support with. Where an area of difficulty is identified, you can then go on to use the full screener as needed.

Prior to carrying out the checklist or screening tool you should discuss your concerns with parents. Together with parents you should complete the checklist and any subsequent screening.

When using the checklist 'no' answers highlight areas for concern and you should consider carrying out the relevant full screening tool.

Once you have completed the quick checklist, click on the links below to access the appropriate full screening tool(s) for the child.

- [Attention and Listening](#)
- [Play and Interaction](#)
- [Understanding of Language](#)
- [Use of Language](#)
- [Speech Sounds](#)

Quick Checklist

ATTENTION AND LISTENING: Using your observations, please identify:		
	Yes	No
Can the child focus on activities (of their own choice or adult led)?		
Is their attention during group activities age appropriate?		
Can the child maintain attention without adult support?		

PLAY AND INTERACTION: Using your observations, please identify:		
	Yes	No
Does the child play with a range of toys appropriately?		
Is the child able to access a range of activities appropriately?		
Does the child play/interact with others (rather than alone)?		
Does the child make eye contact?		
Does the child respond to interactions from others?		
Does the child initiate play/interaction from others?		

UNDERSTANDING LANGUAGE: Using your observations, please identify:		
	Yes	No
Does the child respond to questions age appropriately?		
Can the child follow instructions age appropriately (without clues, e.g. gesture)?		
Can the child follow instructions when actions or context are not available?		

USING LANGUAGE: Using your observations, please identify:		
	Yes	No
Is the child babbling or using an appropriate number of words?		
Is the child using different types of words, e.g. actions, names, descriptions?		
Is the child linking words together if age appropriate?		

SPEECH SOUNDS: Using your observations, please identify:		
	Yes	No
Do people understand what the child is trying to say?		
Is the child confident and happy when communicating?		