**COMMUNICATION CHECKLIST**

**Please use this checklist if you would like some guidance when considering a request for assistance. This checklist does NOT need to be sent in with requests as of June 2023.**

**PLEASE REFER AT ANY AGE IF**

[ ]  Child has a hoarse voice or abnormal voice quality – **request for assistance to RACH** **required.**

[ ]  Child has difficulty with eating or drinking in terms of chewing and swallowing – **request for assistance to RACH required**.

[ ]  Child is heard to have dysfluent speech (stammering) or if parent reports hearing this.

[ ]  Child whose play or social interaction seems inappropriate. e.g. - Does not make appropriate eye contact

- Unusual interests or interested in everyday objects rather than toys e.g. light switches plug sockets, opening/shutting doors.

 - Resistant to changes in routine.

 - Does not initiate communication, lack of social interest.

- Prefers to follow own agenda.

**Guidelines for checklists**

* Select the age range nearest to the child’s chronological age referring back to previous age brackets if more appropriate.
* Bilingual children should have difficulties in all languages including English for a request for assistance to be considered.
* If you have any questions please call Airyhall Clinic 01224 556995 or email [gram.saltnewrequestforassistance@nhs.scot](file:///C%3A%5CUsers%5Ceveria%5CDownloads%5Cgram.saltnewrequestforassistance%40nhs.scot)

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| **AGE 12 – 18 Months**  |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Responds when you call his/her name |  | **Does not respond to his/her name or turn towards voices** |  |
| Enjoys taking turns in conversation where the adult uses words and the child responds with babble |  | **Doesn’t use babbling or sounds to take a turn in early conversations.**  |  |
| Enjoys playing people games like peekaboo and lets you know when he/she wants more or wants to stop. |  | **Does not anticipate exciting things in games e.g. peekaboo, nursery rhymes** |  |
|  |  | **Does not give eye contact** |  |
| **Understanding of Language** |
| Recognises some familiar words, e.g. daddy, mummy, car, keys, teddy, juice |  | **Does not respond to any familiar language. E.g. doesn’t turn towards ‘where’s Daddy?’** |  |
| **Use of Language** |
| Making babbles i.e. producing sounds like ‘dadada’, ‘abababa’ |  | **Little or no babble/sounds** |  |
| Will vocalise to get someone’s attention or something he/she wants |  | **Does not request things using vocalisations, reaching, pointing.** |  |
| Beginning to use gesture to convey a message e.g. pointing, waving, holds arms up |  | **Does not follow your direction when you point to an object**  |  |
| Says 2-3 words e.g. bye bye, more, hello although not spoken very clearly |  | **No attempts at words used** |  |
| **Other** |
|  |  | **Feeding problems** |  |

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| Any additional information (e.g. babbling/language heard, play skills, response to Mum’s voice ) |

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| **AGE 18 – 24 months** |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Short attention span |  | **Very limited attention** |  |
| Some early pretend play e.g. drinking out of pretend cup |  | **No pretend play** |  |
| Enjoys playing with other people |  | **Reluctant to let others join their play and/or does not show shared attention e.g. looking at a book with an adult** |  |
| Shares attention with others e.g. reading a book with an adult |  | **Does not often look round to see where sounds are coming from and/or does not respond to his/her name** |  |
| Plays with a range of toys/activities |  | **Interested in everyday objects rather than toys e.g. light switches, plug sockets, opening and shutting doors** |  |
| Likes routines but can be flexible |  | **Unusually distressed if there are change to routine** |  |
|  |  | **Does not make eye contact** |  |
| **Understanding of Language** |
| Follows simple commands and understands simple questions as part of everyday routines e.g. where’s teddy? – looks at teddy or goes to pick teddy up |  | **Does not seem to understand what is said** |  |
| **Use of Language** |
| Communicates using gesture (e.g. pointing and waving), noises and words. Is persistent about getting his/her message across |  | **Lack of gesture used. Will not use pointing. Will give up on communicating if not understood.**  |  |
| Uses babble or some words which family understand. Will have approximately 50 words.  |  | **No babble or words and/or does not use any words meaningfully** |  |
| Communication is continually progressing from non-verbal to verbal |  | **Limited progress**  |  |
| **Other** |
|  |  | **Very restricted diet (e.g. fussy about particular textures)** |  |

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| Any additional information (examples of language heard, observations of play skills, language heard, response to Mum) |

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| **AGE 24-30 Months** |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Able to concentrate for short amounts of time and does not flit from one activity to another |  | **Short attention span even on activities chosen by the child** |  |
| Pretend play developing and becoming more imaginative |  | **Little or no pretend play** |  |
| Enjoys playing with other people |  | **Reluctant to let others join their play** |  |
| Plays with a wide range of toys/activities |  | **Plays with toys in a repetitive way (e.g. spinning wheels on a car, lining toys up)** |  |
| Likes routines but can be flexible if things change |  | **Unusually distressed if there are changes to routine** |  |
|  |  | **Does make eye contact** |  |
| **Understanding of Language** |
| Responds to familiar instructions e.g. get your coat |  | **Does not understand names of familiar objects, actions and instructions** |  |
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| **Use of Language** |
| Becoming very communicative, becoming more verbal and less behavioural. |  | **Does not initiate communication, lack of social interest, is not interested in what you are doing** |  |
| Uses 50 plus words and is beginning to join words together e.g. bye bye daddy, more juice (does not include learned phrases such as ‘thank you’ or ‘what’s that?’) |  | **Has less than 25 words** |  |
| Parents are regularly noticing new words |  | **Limited progress in the last 6 months** |  |
| **Speech** |
| Speech is intelligible to family members |  | **Few or no words understood by close family members** |  |
| Uses the sounds ‘m’, ‘p’, ‘b’ and ‘w’ |  | **Is using mostly vowel sounds. E.g. ‘aa’, ‘ee’ etc.** |  |
| **Other** |
|  |  | **Very restricted diet (e.g. fussy about particular textures)** |  |

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| Any additional information (e.g. language heard, speech sound errors, play skills, …) |
| **AGE 30 – 36 months** |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Concentrates on activities for several minutes |  | **Flits from activity to activity** |  |
|  Pretend play developing and becoming more imaginative. (e.g. feeding teddy then bathing teddy and putting him to bed) |  | **Little or no pretend play** |  |
| Enjoys playing with other people |  | **Reluctant to let others join their play** |  |
| Plays with a wide range of toys/activities |  | **Plays with toys in a repetitive way (e.g. spinning wheels on a car, lining toys up)** |  |
| Likes routines but can be flexible if things change |  | **Unusually distressed if there are changes to routine** |  |
|  |  | **Does not make eye contact or unusual use of eye contact** |  |
| **Understanding of Language** |
| Understands a range of simple instructions including size (big/little), position words (in/on) |  | **Does not understand what you say unless you make it very simple** |  |
| **Use of Language** |
| Single word vocabulary of 200+ words |  | **Few or no spoken words (less than 100 words)** |  |
| Regularly putting 2-3 words together. E.g. mummy gone, more drink (does not include learned phrases such as ‘thank you’ or ‘what’s that?’) |  | **Mainly using single words, not linking words together** |  |
| Continually making progress, frequently picking up new words and linking them together |  | **Limited progress in the last 6 months** |  |
| Very communicative. You can have a two way conversation with them. |  | **Does not initiate communication, lack of social interest.** |  |
| **Speech** |
| Those outside close family find speech difficult to understand |  | **Parents or close family cannot understand what the child says** |  |
| Uses a range of consonant sounds including ‘m’, ‘p’, ‘b’, ‘w’, ‘t’, ‘d’ and ‘n’ |  | **Uses mostly vowel sounds or is using lots of sounds made at the back of the mouth (e.g. ‘k’, ‘g’ and ‘h’)****Is missing out the first sounds of words (e.g. ‘og’ for ‘dog’)** |  |
| **Other** |
| Child occasionally stumbles over words, especially when excited or upset |  | **Child has a stammer (stumbling over start of words or whole words e.g. ‘b-b-back’ or ‘back back’, or gets stuck on the start or part of the words) and the parent is concerned/there is a family history of stammering** |  |
|  |  | **Persistent eating and/or drinking difficulties** |  |
| Any additional information (e.g. language heard, speech sound errors, play skills, …) |

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| **AGE 3-3 ½ Years** |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Pays attention to activities and responds to an adult’s prompt |  | **Cannot pay attention for longer than a few minutes** |  |
| Enjoys playing with other people |  | **Plays for long periods on his/her own** |  |
| Enjoys imaginative role play |  | **Limited pretend play** |  |
| Welcomes and responds when adults join in with their play |  | **Hardly ever responds/becomes distressed when adults join in their play** |  |
| Plays with a wide range of toys/activities |  | **Plays with toys in a repetitive way (e.g. spinning wheels on a car, lining toys up).** **Interests are becoming fixated (e.g. an obsessive interest in shapes/numbers/trains)** |  |
| Likes routines but can be flexible if things change |  | **Unusually distressed if there are changes to routine. E.g. becomes distressed near holiday periods** |  |
|  |  | **Does not use eye contact or has unusual use of eye contact** |  |
| **Understanding of Language** |
| Understands simple instructions that contain 3 key words (e.g.  |  | **Difficulties understand spoken language such as following instructions** |  |
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| **Use of Language** |
| Combines words to make short meaningful sentences.  |  | **Uses only single words and/or learned phrases** |  |
| **Speech** |
| Close family members usually understand what the child is saying. Can be unintelligible to people unfamiliar with the child. |  | **Parents or close family find the child difficult to understand** |  |
| The ends of words are deleted (final consonant deletion)  |  |  |  |
| **Other** |
|  |  | **Child has a stammer (stumbling over start of words or whole words e.g. ‘b-b-back’ or ‘back back’, or gets stuck on the start or part of the words) and the parent is concerned/there is a family history of stammering** |  |
|  |  | **Child suddenly starts to stammer** |  |

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| Any additional information (e.g. language heard, speech sound errors, play skills, …) |
| **AGE 3 ½ - 4 YEARS** |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Usually able to join in with other children’s play |  | **Often finds it difficult to join in play with others** |  |
| Plays with a wide range of toys/activities  |  | **Interested in everyday objects rather than toys e.g. light switches, plug sockets, opening/shutting doors. Interests are becoming fixated (e.g. an obsessive interest in shapes/numbers/trains)** |  |
| Enjoys imaginative role play and tries to involve others in this play |  | **Solitary, repetitive play, hardly ever responds when adults join in their play** |  |
| Likes routines but can be flexible if things change |  | **Unusually distressed if there are changes to routine e.g. before school holidays** |  |
| Listens to longer stories and answers questions about a storybook they have just read.  |  | **Has a short attention span and cannot follow a story involving a character, setting and basic actions** |  |
| **Understanding of Language** |
| Understands most of what is said to them, able to answer questions out of the here-and-now e.g. ‘what did you do at nursery?’  |  | **Only follows instructions that are simple and/or relating to their daily routine.**  |  |
| **Use of Language** |
| Talking in sentences with some grammatical errors e.g. falled instead of fell. |  | **Unusual word order e.g.” falled me down” instead of “ I fell down”** |  |
| Language is becoming more complex: using ‘I,’ ‘you,’ adding an ‘s’ to the end of words to make plurals.  |  | **Not using at least 3-5 words together in sentences** |  |
| **Speech** |
| Speech is intelligible to most people |  | **Speech can be understood less than 50% of the time** |  |
| Sounds f,v,s,z,sh used but not always pronounced correctly. Sounds r, j, ch, th not yet used.  |  | **Sounds f,v,s,z,sh never used.** |  |
| Sounds *t* and *d* sometimes used for *k* and *g*, e.g. ‘**t**up’ for ’ **c**up’, ‘**d**irl’ for ‘**g**irl’ |  | **‘k’ and ‘g’ used for many other consonants e.g.****‘door’→’goor’, ‘sun’→’ gun’, ‘shoe’→’gu’** |  |
| Words with double consonants (e.g. *kl, fl, sp, sm)* starting to develop but may be produced as one sound e.g. ‘**sn**ap’→’**n**ap.’  |  | **Final sounds in words are not present e.g. ‘book’→ ‘boo.’** **Initial sounds in words are not present e.g. ‘cup’→’up.’** **Uses unusual vowels** |  |
|  |  | **Child showing awareness of his/her difficulty, opting out of some situations, getting frustrated** |  |
| **Other** |
|  |  | **Child has a stammer (stumbling over start of words or whole words e.g. ‘b-b-back’ or ‘back back’, or gets stuck on the start or part of the words) and the parent is concerned/there is a family history of stammering** |  |

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| Any additional information (e.g. language heard, speech sound errors, play skills, …) |

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| **AGE 4-5 YEARS** |
| Ticks mainly on this side indicate age appropriate development |  | Ticks mainly on this side indicate a **request for assistance to SLT should be considered** |  |
| **Interaction, Attention and Listening** |
| Can choose their own friends and can plan games with others |  | **Finds it difficult to join in play with other children** |  |
| Enjoys imaginative role play and involves others in play  |  | **Has a particular interest in repetitive play with numbers, patterns, shapes or letters** |  |
| Likes routines but can be flexible if things change |  | **Unusually distressed if there are changes to routine e.g. before school holidays** |  |
| **Understanding of Language** |
| Can understand instructions without stopping what they are doing to look at the person |  | **Finds it difficult to follow instructions when they are doing something** |  |
| Understands language containing words such as ‘first’, ‘last’, ‘might’, ‘may be’, ‘above’ etc |  | **Often is unable to respond appropriately to questions and instructions** |  |
| **Use of Language** |
| Is able to form long and meaningful sentences.  |  | **Difficulties with sequencing events and using****joining words such as ‘and’ or ‘but’**  |  |
| Able to tell you what they have been doing when you have not been there |  | **Can only talk about things that are in front of them** |  |
| Sentences may include some grammatical errors e.g. ‘sheeps’ for ‘sheep’ and ‘goed’ for ‘went’ |  | **Using an unusual word order. For example, ‘falled me down’** |  |
| **Speech** |
| Intelligibility decreases when sentences are longer and more complex, or when the child is excited or upset |  | **Is unintelligible most of the time** |  |
| Sounds such as sh, ch, j, y, r, l starting to develop but may not be used consistently. E.g. ‘wabbit’ for ‘rabbit’ and ‘baf’ for ‘bath’  |  | **Sounds t,d,k,g,f,s not yet used correctly** |  |
| Double consonants (e.g. *kl, fl, sp, sm)*  are emerging but may not be used consistently  |  | * **Uses unusual vowels**
* **Misses out the first sounds of words (e.g. ‘og’ for ‘dog’). This does not include double consonant words (e.g. ‘weets’ for ‘sweets’ is appropriate)**
* **Misses out the end sounds of words (e.g. ‘do’ for ‘dog’)**
* **Is using lots of sounds at the back of the mouth (e.g. ‘k’, ‘g’ and ‘h’)**
 |  |
| May have difficulty saying longer words like ‘elephant’, ‘tomato’ and ‘banana’ but does not miss out syllables |  |  |  |
| **Other** |
|  |  | ***Child has a stammer/stutter* (stumbling over start of words or whole words or gets stuck on the start or part of the words) and the parent is concerned/there is a family history of stammering** |  |
|  |  | **Showing awareness of things they are finding difficult, opting out of situations, reluctant to talk to unfamiliar people, getting frustrated/upset** |  |

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| Any additional information (e.g. language heard, speech sound errors, play skills...) |