

THE INFORMATION ON THIS CHECKLIST WILL HELP DECIDE IF A REFERRAL TO SLT IS RECOMMENDED.

IF A REFERRAL IS INDICATED – PLEASE COMPLETE THE FULL REFERRAL FORM AND SUBMIT BOTH FORMS TO SLT.

NB this does not guarantee that the referral will be accepted, but all information will be taken into account during our triage process

HOW TO FILL IN THIS FORM:

Together with the child's parents/carers, please complete this checklist for all children aged 2-10 years, and older children for whom it would be useful.

Look at the age-range for the child you are considering, and tick the boxes that most accurately describe this child.

CHILD'S NAME

DOB / /

Ticks mainly on this side
Referral to SLT is NOT appropriate

Ticks on this side
Referral to SLT IS appropriate

For children under 2 years, please discuss with a Speech and Language Therapist to see if a referral is appropriate

AGE 2 YEARS

Able to concentrate for short amounts of time	<i>Not able to concentrate for short periods of time</i>
Good pretend play (e.g. feeding dolly)	<i>Little or no pretend play</i>
Enjoys playing with other people	<i>Reluctant to let others join in their play</i>
Likes routines but can be flexible if things change	<i>Unusually distressed if there are changes to routine</i>
Responds to familiar instructions, e.g. 'get your shoes'	<i>Little understanding of the names of familiar objects, actions and instructions</i>
Uses small number of words (20-50)	<i>Fewer than 10 words</i>
10-30 words, refer to Children's centre Home Talk	<i>Child uses only vowel sounds</i>
30-50 words – refer to talking together 2yr check HV leaflet	<i>Few or no words understood by close family members</i>
Speech intelligible to family members	<i>Uses adult hand as a tool to request without looking at the person (and 2;6)</i>
Plays with a wide range of toys/activities	<i>Not showing an interest in people</i>
	<i>Does not respond to name</i>
	<i>Poor eye-contact</i>
	<i>Does not point (following a point or pointing to show)</i>

AGE 2 ½ YEARS		
Concentrates on activities for several minutes		Flits from activity to activity
Good pretend play (e.g. feeding dolly)		Little or no pretend play
Enjoys playing with other people		Reluctant to let others join in their play
Likes routines but can be flexible if things change		Unusually distressed if there are changes to routine
Understands a range of simple instructions		Difficulties understanding what is said to them
Single word vocabulary of 50+ words. Progress being made. Starting to put 2 words together.		Few or no words spoken (i.e. 50 words or fewer), although other skills may be good (e.g. attention and play). Not linking words at all. Limited progress in last 6 months
Speech is less intelligible to those outside close family		Parent or close family find the child difficult to understand
Plays with a wide range of toys/activities		Persistent eating and/or drinking difficulties
		Child has a stammer/ stutter and parent is concerned
		Not showing an interest in people
		Does not respond to name (hearing good)
		Poor eye-contact
		Does not point (following a point or pointing to show)

AGE 3 YEARS		
Pays attention to activities and responds to adult's prompt		Cannot pay attention for longer than a few minutes
Enjoys playing with other people		Plays for long periods on own
Welcomes and responds when adults join in with their play		Hardly ever responds when adults join in their play
Plays with a wide range of toys/activities		Difficulties understanding spoken language, such as following instructions
Links 3 or more words into meaningful sentences		Unusually distressed if there are changes to routine
Close family members usually understand what the child is saying. Often unintelligible to people unfamiliar with the child		Parent or close family find the child difficult to understand
		Uses only single words, learned phrases, and/or inappropriately short sentences
		No spontaneous, consistent words
		Child has a stammer/stutter and parent is concerned about it
		Not showing an interest in people
		Does not respond to name (hearing good)
		Poor eye-contact
		Does not point (following a point or pointing to show)

AGE 3 ½ - 4 YEARS	
Usually able to join in with play of other children	<i>Often finds it difficult to join in play with other children</i>
Likes routines but can be flexible if things change	<i>Unusually distressed if there are changes to routine</i>
Understands most of what is said	<i>Difficulties understanding spoken language</i>
Speech is intelligible to most people	<i>Not using at least 5-6 words together in sentences</i>
Sounds <i>f, v, s, z, sh</i> used; not always pronounced correctly	<i>Is mainly unintelligible to others</i>
Sounds <i>t</i> and <i>d</i> used for <i>k</i> and <i>g</i> , e.g. 'tup' for 'cup', 'dirl' for 'girl'	<i>Sounds f, v, s, z, sh never used</i>
	<i>'k' and 'g' used for many other consonants e.g. 'door' → 'goor', 'sun' → 'gun', 'shoe' → 'gu'</i>
Plays with a wide range of toys/activities	<i>Final sounds in words are not present e.g. book → boo</i>
	<i>Unusual word order</i>
	<i>Repeats back what is said (including questions)</i>
	<i>Hardly ever responds when adults join in their play; not interested in people</i>
	<i>Child has a stammer/ stutter</i>
	<i>Not showing an interest in people</i>
	<i>Does not respond to name (hearing good)</i>
	<i>Poor eye-contact</i>
	<i>Does not point (following a point or pointing to show)</i>

AGE 4-5 YEARS	
Usually able to join in with play of other children	<i>Often finds it difficult to join in play with other children</i>
Plays with a wide range of toys/activities	
Responds appropriately to questions and instructions. Listens to and understands the gist of simple stories.	<i>Often is unable to respond appropriately to questions and instructions. Finds it hard to follow simple stories</i>
Able to describe a sequence of events e.g. 'They had a bath and then went to bed'.	
Uses long and meaningful sentences. Some grammatical errors may still be present (e.g. <i>breaked, runned</i>)	<i>Difficulties describing a sequence of events and using joining words such as 'and' or 'but'. (e.g. I went to the zoo <u>and</u> saw an elephant)</i>
Intelligibility decreases when sentences are longer and more complex or when the child is excited or upset	<i>Unable to maintain a meaningful conversation</i>
May have difficulty saying longer words like 'elephant', 'tomato' and 'banana' but does not miss out syllables.	<i>Unusual word order</i>
	<i>Struggles to recall familiar words</i>
Double consonants (e.g. <i>kl, fl, sp, sm</i>) starting to develop but may not be used consistently	<i>Is unintelligible to others much of the time</i>
Sounds such as <i>sh, ch, j, y</i> starting to develop but may not be used consistently	<i>Sounds t, d, k, g, f, s not yet used correctly</i>
	<i>Has a stammer / stutter</i>
	<i>Not showing an interest in people OR Lack of interest in playing with people (as expected for their age)</i>
	<i>Does not respond to name (hearing is good)</i>
	<i>Poor eye-contact</i>
	<i>Does not point (following a point or pointing to show)</i>

This section has been adapted from the AFASIC Checklists (AFASIC, 1991), which provides a reliable and valid means of identifying children who have speech, and language difficulties (Speake, 2003).

AGE 6-10 YEARS		
Understands and responds appropriately to questions and instructions. Follows stories and discussion.		<i>Finds it hard to follow what is said and gives unexpected answers to questions.</i>
Uses a range of spoken sentences to ask questions, to describe objects and events, explain information, talk about past events and participate in conversations.		<i>Unable to express ideas using full spoken sentences (at school and home). Uses short sentences with many grammatical parts missing.</i>
Uses a range of grammatical words and word endings to convey past, present and future tense (is/are, was/were, will/is going to). Uses plurals (two cats) possessives (Mum's coat), negatives (can't) and "is" questions (such as "Is that yours?")		<i>Makes multiple grammatical errors in spoken sentences e.g. misses smaller words such as is/was, has/had, the/a and endings such as -ing, -ed.</i>
Good range of vocabulary used in sentences		<i>Finds it hard to think of and remember words making sentences hesitant or jumbled</i>
Speech is clear and easy for others to understand. Lisp acceptable until second teeth fully through.		<i>Misses sounds, blends or syllables from words making speech difficult to follow.</i>
Understands and responds appropriately to questions and instructions. Follows stories and discussion.		<i>Speech is very difficult for others to understand or causing considerable distress to child.</i>
Uses a range of spoken sentences to ask questions, to describe objects and events, explain information, talk about past events and participate in conversations.		<i>Operating at P levels for Speaking/Expressive Communication Descriptor: P8 (speaking and reading) or below.</i>
		<i>Has a stammer / stutter</i>

Due to current service criteria, we are unable to accept referrals for children who have completed Year 1 of their primary education, whose main needs are in social communication and interaction (County Referrals only)

***We do not accept referrals** for children presenting with difficulties in **comprehension only** beyond age 7;11. However, we can provide a useful information pack "Supporting Children's Understanding" and would recommend that you contact us for more information.