This Screening Package is designed to assist schools in identifying those students who have difficulties in speech and/or oral language. It is not necessary to complete every screener – use only the tools, which apply to the student’s area/s of concern.

Note:
A number of these screeners have been taken from The Sun Screener : Speech and Language Screener for Year 1 Students and the Townsville District SLP Screening Package 2008. The Articulation Development chart from the Fisher Atkin Articulation Survey(1996) has also been included with permission from the author.
If your student has difficulties with:

<table>
<thead>
<tr>
<th>Area of concern</th>
<th>Complete the following</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>Speech Screener</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Prompt Pictures</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>Speech Development Guide</td>
<td>6-7</td>
</tr>
<tr>
<td>Receptive Language (understanding spoken language)</td>
<td>Blank’s Levels of Questioning</td>
<td>8-10</td>
</tr>
<tr>
<td>• answering/understanding questions</td>
<td>Concepts and Following Directions Screener - younger</td>
<td>11-12</td>
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<tr>
<td>• following directions</td>
<td>Concepts and Following Directions Screener - older</td>
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<td>• retaining new information</td>
<td></td>
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<tr>
<td>Pragmatics (Social Language)</td>
<td>Pragmatics Screening Tool</td>
<td>17</td>
</tr>
<tr>
<td>• turn-taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding non-verbal cues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding social routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Language</td>
<td>Narrative – “Kate &amp; the Smelly Dog”</td>
<td>18-22</td>
</tr>
<tr>
<td>• expressing thoughts verbally (includes grammar)</td>
<td>Blank’s Levels of Questioning</td>
<td>8 – 10</td>
</tr>
<tr>
<td>• word finding difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• difficulties telling a story, sequencing events, recalling story events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency (Stuttering)</td>
<td>No screener required – complete referral form</td>
<td></td>
</tr>
<tr>
<td>• “You you you can go”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td>No screener required – complete referral form</td>
<td></td>
</tr>
</tbody>
</table>
Articulation Screener
For TEACHERS

NAME: ________________________ School: ________________________

DOB: _______________ Year level ______ Date: _______________

1. Please tick the statement that best describes your student.
   ____ Speech is difficult to understand ALL of the time.
   ____ Speech is difficult to understand MOST of the time.
   ____ Speech is difficult to understand SOME of the time
   e.g. “gog” for “dog”, “cool” for “school”.

2. Please circle sounds you have noticed the student is having
difficulties saying in words while talking.

   m    b    y    r    w    d    p
   h    t    k    g    ng    f    v
   j    sh    th    s    z    l    ch

3. Please give examples
   e.g. splash = plash, door=goor, yellow= gego, sheep=she
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
ARTICULATION SCREENER RESPONSE SHEET

Student name:  
DOB:  
Year Level:  
School:  
Date of assessment:  

Place the pictures in front of the student and ask them to tell you the names of each picture. If the student does not respond or gives you an incorrect response, use a sentence prompt to elicit the word (e.g. cup – you drink from a ....) If after prompting, there is no response, say the word and ask the student to repeat it after you. If the word is repeated, mark the response sheet with (R) to indicate that the sound/word was elicited this way.

If the target sound is pronounced incorrectly, try to write down the student’s responses including any errors that occur.

<table>
<thead>
<tr>
<th>mouse</th>
<th>door</th>
<th>tap</th>
<th>ball yellow</th>
<th>pig</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td>window</td>
<td>hat</td>
<td>goat</td>
<td>king</td>
<td>jumper</td>
<td>socks</td>
</tr>
<tr>
<td>foot</td>
<td>shoes</td>
<td>zipper</td>
<td>vacuum</td>
<td>thumb</td>
<td>leaf</td>
</tr>
<tr>
<td>chair</td>
<td>plane</td>
<td>frog</td>
<td>swim</td>
<td>flowers</td>
<td>drink</td>
</tr>
<tr>
<td>skip</td>
<td>grapes</td>
<td>feather</td>
<td>first</td>
<td>Easter basket</td>
<td>straw</td>
</tr>
</tbody>
</table>
**ARTICULATION DEVELOPMENT**

To read the developmental articulation chart:
- The numbers across the top and bottom refer to the child’s age.
- The sounds vertically refer the sounds of speech.
- The end of the box indicates where 90% of children should have mastered the sound.

Therefore:
If you have a 5 year old child having difficulty with the /r/ sound, if you look across /r/ box, you can see it does not fully develop till around 7 years, so your child is within the age appropriate range.

- Sounds develop over time with adult pronunciation generally reaching by 9; 11 years of age.

- Later developing sounds include:
  - ‘l’, ‘r’, ‘th’, ‘s’
  - Blends of 2 – 3 consonant sounds
    e.g. sk-, pl-, tr-, -mp, -st

- **Types of sound errors:**
  - Sound substitutions
    - e.g. sock ‘tock’
  - Sound omissions
    - e.g. ‘oo’ for shoe
  - Sound distortion
    - e.g. lateral (slushy) ‘s’

- **Acquiring Blends – typical errors**
  - Delete both sounds
    - e.g. stop ‘op’
  - Substitute a new sound
    - e.g. pram ‘fam’
  - Delete one of the sounds
    - e.g. stop ‘dop’
  - Substitute one of the sounds and produce one correctly
    - e.g. play ‘pway’
ARTICULATION DEVELOPMENT

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>h /</td>
<td>p /</td>
<td>m /</td>
<td>ng /</td>
<td>n /</td>
<td>w /</td>
<td>b /</td>
<td>k /</td>
</tr>
<tr>
<td></td>
<td>y /</td>
<td>f /</td>
<td>zh /</td>
<td>l /</td>
<td>sh /</td>
<td>ch /</td>
<td>s /</td>
</tr>
<tr>
<td></td>
<td>v /</td>
<td>this</td>
<td>th (voiced) /</td>
<td>thing</td>
<td>th (unvoiced) /</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

kw & tw blends - developed by 5 years
l-blends - developed by 6 years
r-blends - developed by 7 years
2 & 3 sound s-blends - developed by 9 years
thr- - developed by 9 years

Ages at which children use consonants in single words. Median (50%) at left end and 90% at right end – slash is 75% of children.

Adapted from Atkin, N & Fisher J, 1996 Articulation Survey, Royal Children's Hospital, Melbourne.
Catholic Education Office Melbourne
Speech Pathology March 2010
Blank’s Screener

This screener is based on Blank’s 4 stages of question acquisition. Blank’s questions are a list of different types of questions, from easy to more difficult, which have been found to help student’s learning. As the students understanding of language and general language skills develop, they are able to understand and respond to more difficult questions. Students need to demonstrate strong skills in the earlier levels (Levels 1&2) before they can move on to mastering the much more complex questions and language in the more difficult levels (Levels 3&4) The 4 stages of Blank’s questions are:

**Level 1**: questions related to what the student can see in front of them and hear at the time, or to objects or pictures that have just been removed.

**Level 2**: questions still related to what the student can see or hear, or objects/pictures just removed but more detail is expected in the answer.

**Level 3**: more complex questions involving careful listening to the question and thinking about what information the question has asked them to provide.

**Level 4**: the student is expected to think about what may have happened, what could happen or what would happen in a given situation. It involves problem solving to come up with an answer.

Children are expected to have strong skills in:

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 years</td>
</tr>
<tr>
<td>2</td>
<td>4 years</td>
</tr>
<tr>
<td>3</td>
<td>5 years</td>
</tr>
<tr>
<td>4</td>
<td>6 years</td>
</tr>
</tbody>
</table>

Interpretation is taken from Education Department, South Australia. (Blank et al.1978)
Blank’s Screener

The Crocodile and the Butterfly
# The Crocodile and the Butterfly

**Student name:**

**DOB:**

**School:**

**Date of assessment:**

**Level 1**

1. What is this? (crocodile, alligator)

2. What is this? (butterfly)

3. What did you see? (Cover the picture)(crocodile, butterfly, butterfly on a crocodile, butterfly and crocodile in the water)

**Level 2**

1. Where is the butterfly? (on the crocodile, on the crocodile’s nose, on him – pointing to the crocodile)

2. How are the crocodile and the butterfly different? (one’s big and one’s small, one’s an insect and one’s a reptile, one has wings and one doesn’t, one swims and one doesn’t, one flies and one doesn’t, one has sharp teeth and one doesn’t)

3. Tell me something else that has sharp teeth. (dog, dinosaur, lion, tiger etc)

**Level 3**

1. What will happen next? (butterfly might fly away, crocodile might eat the butterfly)

2. How are the crocodile and the butterfly the same? (both animals, both live in the wild)

3. Which animal does not live in water? (butterfly)

**Level 4**

1. What will happen if the crocodile sees a fish? (he might try to eat it, he might swim after it, he might ignore it)

2. Why can’t we pat a crocodile? (it’s dangerous, it might bite you, it could whip you with it’s tail)

3. How can we tell a crocodile is dangerous? (sharp teeth, big, scary eyes)
# Concepts & Following Directions Screener-younger

Adapted from the Bureau Test of Auditory Comprehension

**Student name:**
**DOB:**
**School:**
**Year Level:**
**Date of assessment:**

* Please note a small object is required for use in question 4. (e.g. coin, button, paperclip)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which one do we eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Which one is sharp?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Point to one that is not food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Put the _____ between the boy and the apple.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Point to the one to the right of the table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Point to the table, the apple, and the knife.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Before you point to the shoes, point to the ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. If the boy is wearing a hat, point to the knife.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

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*Catholic Education Office Melbourne*
*Speech Pathology March 2010*
Concepts and Following Directions Screener (Older)

Before administering this screener, check that the student understands the meaning of the words circle, square and car and can identify all the colours used in this activity. For example: ask the student to point to any square…to any circle, to any square, to the car, to any shape that is blue, etc… When you are presenting the instructions, ensure that you present them in a random order.

Place the shapes according to the following arrangement:

```
Child’s Left
  White  Green  Red  Blue  Yellow
  White  Green  Red  Blue  Yellow
```

Child’s Right

Sit to the side and slightly behind the student.

Instruct the student by saying;

“I am going to ask you to do different things with these (point to the shapes and car). Listen very carefully because I can only say each one once. Some instructions will be easy and some will be harder to do. Are you ready?”

After each action, the token is returned to its original position for the next instruction.

When recording the student’s response, if possible try to record what the student did.
Present the following instructions in random order.

**Place Concepts**

<table>
<thead>
<tr>
<th>Instructions</th>
<th>1 or 0</th>
<th>Error response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put a circle <strong>behind</strong> the car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a circle <strong>in front of</strong> the car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a circle <strong>on</strong> the car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a circle <strong>under</strong> the car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put the car <strong>between</strong> 2 circles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a circle <strong>next to</strong> the car</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sequence Concepts**

<table>
<thead>
<tr>
<th>Instructions</th>
<th>1 or 0</th>
<th>Error response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch the <strong>first</strong> circle in line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch the <strong>last</strong> circle in line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch the <strong>2nd</strong> circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch the <strong>3rd</strong> circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch the <strong>middle</strong> circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch the circle at the beginning of the line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch the circle at the end of the line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch a circle then a square</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Time concepts**

<table>
<thead>
<tr>
<th>Instructions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch a circle <strong>before</strong> you touch a square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch a circle <strong>after</strong> you touch a square</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Before</strong> you touch a circle, touch a square</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After</strong> you touch a circle, touch a square</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Alternatively test body actions e.g. touch nose before open mouth)
**Condition Concepts**

- Don’t touch a circle **unless** I touch a square
- **When** I touch a circle, you touch a square
- **If** I touch a circle, you touch a square

**Inclusion/Exclusion Concepts**

- Point to **either** a circle **or** a square
- Point to a circle that is **neither** red **nor** white
- Point to the circles **but not** the one that is green
- Point to **all but one** of the circles
- Touch **all** the circles **except** the green one

**Multi-level commands**

- Point to the red circle and the white square
- Point to the blue square and the white circle
- Point to the green circle, the red circle, and the white square
- Point to the red square, the yellow circle, and the green square

**TOTAL CORRECT: ________________**

**COMMENTS/ OBSERVATIONS:**

- □ Responded before the instruction was completed
- □ Delayed response
- □ Responded after reflection
- □ Repeated the instruction to themselves/ self rehearsal
- □ Asked for repetition
- □ Other
PRAGMATIC SCREENER

Student name: 
DOB: 
Year Level: 
School: 
Date of assessment: 

Tick yes/no to respond to each statement.

1. Student begins/ends conversations appropriately. yes___ no___
2. Student takes turns appropriately in conversations. yes___ no___
3. Student asks questions from teachers when they don’t understand. yes___ no___
4. Student introduces and maintains topics of conversations. yes___ no___
5. Student uses appropriate strategies for getting attention. yes___ no___
6. Student tells/understands jokes/stories that are appropriate to the situation. yes___ no___
7. Student interacts appropriately in unstructured group activities. yes___ no___
8. Student understands non-verbal cues e.g. others’ facial expressions, body language, awareness of personal space. yes___ no___

Please comment on any other difficulties your student has using his/her oral language.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Kate and the smelly dog

This screener can be used when a student is experiencing difficulties using their oral language to sequence events, tell a story and recall story events.

**Narrative Administration Procedures**

The narrative screener consists of 2 tasks: a *story generation* in response to picture stimuli, and a *story retell* with picture stimuli. You can complete either of the tasks or both.

**Materials:** The “Kate and the smelly Dog” photo story: tape recorder

**Task A: Story Generation**
Show the student the series of pictures. Say...These pictures tell a story about a girl named *Kate* (point to the girl in the first picture) and her smelly dog *Roly* (point to the dog in the first picture). Look at all the pictures then tell me the best story you can. Start here, and tell me what happens in each picture......1, 2, 3, 4 (point to the pictures in order as you say the numbers). Say ....I'm going to record your story as you tell it to me. Start when you are ready (Point to the first picture so that the student has a starting point.)

When your student has completed this task, say... That was a great story!

**Task B: Story Retell**
Now it’s time for me to tell you a story about the pictures. Listen carefully. When I’m finished, it will be your turn to tell me the story again.
Read the story as outlined below, pointing to features in each picture along the way.

**Picture 1:** “Poo, you smell Roly”, said Kate, holding her nose. “I’m going to give you a bath.”

**Picture 2:** She put lots of water and soap in the tub and washed Roly all over. Roly liked having a bath.

**Picture 3:** When Roly was all clean, Kate dried his fur with a big towel. He smelled much better now!

**Picture 4:** Then Roly ran away and Kate found him rolling in the grass. He was dirty again! “Oh no! What a naughty dog!” she cried.

Now it’s your turn to tell me the story again. I’m going to write it down on paper as you tell me the story.

**Cueing:** If the student needs encouragement to continue, try using some of the following prompts.....

Uh huh, What else? Tell me more; Then what happened? And then what happened? DON’T ASK SPECIFIC QUESTIONS
# Narrative Analysis Instructions

**Student name:***

DOB: ***Year Level***

School: ***Date of assessment:***

The administrator ticks the comment boxes that best describe the student’s narrative. The comments analyse the narratives according to the parameters of:

- Story organisation, story structure, reference to pictures, logical sequencing of story events
- Story details: sufficient information given, explanation of events.
- Sentence structure and meaning: conjunctions used, vocabulary, cohesion & grammar
- Story telling mechanics

<table>
<thead>
<tr>
<th><strong>Tick</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Tells story fluently, without hesitations and revisions</td>
</tr>
<tr>
<td>□</td>
<td>Tells story with some hesitations or revisions (e.g. ‘um’) which affect story presentation</td>
</tr>
<tr>
<td>□</td>
<td>Frustrations/difficulties apparent when telling story. Frequent pauses or revisions. Looks to adult for prompts.</td>
</tr>
</tbody>
</table>

| □        | Gives at least 1 sentence for each picture |
| □        | Refers to most pictures when telling the story |
| □        | No recognisable story-gives single words or phrases only |

| □        | Logical sequencing of events |
| □        | Omission of events/ poor sequencing |
| □        | No sequence of events |

| □        | Clearly explains all 5 of the following story events. |
| □        | Explains 4 of the 5 story events |
| □        | Refers to 0-3 story events. |

1. The dog is dirty / smelly.
2. Kate gives the dog a bath.
3. Kate dries the dog with the towel.
4. The dog gets dirty again.
5. Kate is upset about the dog getting dirty again.

| □        | A few minor or no grammatical errors noted e.g. irregular forms |
| □        | Some consistent grammatical errors e.g. word order, tense |
| □        | Poor sentence structure - many grammatical errors. |

| □        | Uses a range of conjunctions e.g. and, but, so, then, because. |
| □        | Only uses simple conjunctions to join sentences e.g. The dog is smelly and the girl is giving the dog a bath. |
| □        | No conjunctions used or used inappropriately. e.g. And then they dry the dog |

| □        | Appropriate vocabulary used |
| □        | Limited / non-specific vocabulary used e.g. thing, it, she, that |
| □        | Very limited vocabulary / marked difficulties labelling objects and actions |

| □        | No difficulty recalling story events when giving retell |
| □        | Difficulty recalling some minor events / vocabulary during story retell. May ask for prompts. |
| □        | Marked difficulty recalling all events / vocabulary during story retell. |

If your student has ticks mainly in column 1, your student’s oral narrative skills are developing appropriately.

If your student’s has ticks mainly in column 2 and 3, your student is experiencing some difficulty with their oral narrative skills.
Transcribe the student’s **story** below:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Transcribe the student’s **retelling** of the story below:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Kate and the smelly dog