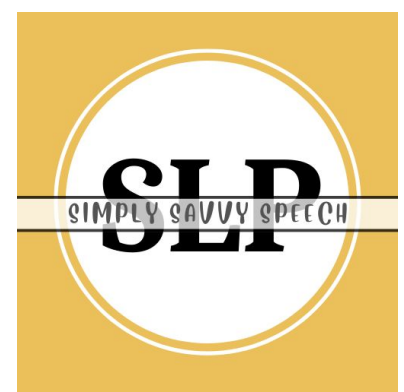# THANK YOU!!!

Thank you for visiting my store! This is one of my favorite resources. It has helped me so much with my preschool population. I hope this screening tool is also useful to you & that you enjoy using it. Please don't hesitate to contact me if you have any questions, and know that feedback is always welcomed.

Graphics are from (thank you!)
www.vecteezy.com

Preschool Language Screener

This preschool language screening tool looks at

- Basic Concepts
    - Colors
    - Quantity
    - body parts
    - attributes
    - prepositions
- Receptive Language
    - Following directions
    - Identifying objects and actions
    - Identifying objects by function
    - Identifying categories
    - Understanding negation
    - Understanding spatial concepts/prepositions
    - Answers yes/no questions
- Expressive Language
    - Names Objects and actions
    - Names Objects by function
    - Names Categories
    - Recalling sentences
    - Answering WH questions
    - Pronouns
    - Uses Plurals
    - Uses Possessives
    - Uses Auxiliary Verbs
- Articulation
    - All sounds by developmental age
- Pragmatics
    - Nonverbal communication checklist
    - Conversational Routine checklist
    - Responding to information checklist
- Language Sample Pictures
    - Language Sample Utterance Sheet

*** PLEASE NOTE: This kit is not a norm-referenced assessment. It is meant to be used to help you establish skills. I have included developmental norms at the end of this document to help you establish which skills are developmentally appropriate based on each child's age.
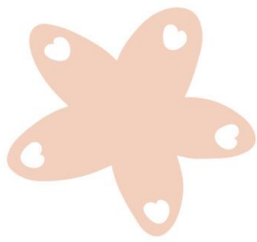
Preschool Speech

&

Language Screener

Preschool Speech and Language Screener

Name _____ Date_____ DOB_____

Basic Concepts
Colors
BC1 Show me the _____ crayon?   ☐ Red   ☐ Blue   ☐ Yellow   ☐ Purple
BC1 What Color is this?   ☐ Pink   ☐ Orange ☐ Green   ☐ Black (point and have child label color)
Quantity
BC2 How many monkeys are in this picture?   ☐
BC2 Point to the one that is empty?   ☐
BC2 Point to the one that shows many? ☐
Body Parts
BC3 Show me the boy's _____.   ☐ eyes ☐ nose ☐ hair ☐ feet
Attributes
BC3 Which one is _____ ? ☐ dry ☐ big ☐ soft ☐ dirty
Prepositions
BC4 Show me _____? ☐ in the box ☐ on the box ☐ next to the box ☐ under the box ☐ in front of the box ☐ behind the box

Name _____ Date _____

Receptive Language

Following Directions

☐ Stand up and clap your hands

☐ Stand up, turn around, and then rub your belly

☐ Turn around, stomp your feet and then jump in place

RL5 Now, Look at my pictures and point to the _____.
☐ dog ☐ fish ☐ bird ☐ frog ☐ elephant

RL5 Now I will say go when I want you to point.
Point to the fish, frog, and elephant. Go ☐

Identifies Objects and Actions

RL6 Point to _____.   ☐ cup ☐ socks ☐ train ☐ dog ☐ airplane

RL6 Show me _____. ☐ drinking ☐ swinging ☐ running ☐ painting ☐ eating

Identifying Objects By Function

RL7 Show me what you _____.
☐ use to drink from ☐ use to eat soup ☐ can ride on ☐ can kick ☐ can wear ☐ can read

Identifying Categories

RL8 Show me all the _____. ☐ foods ☐ clothes ☐ animals

Understanding Negation

RL9 Show me _____.   ☐ The boy is not running ☐ The dog is not sleeping
☐ The bird is not flying ☐ The girl is not crying

Spatial Concepts/Prepositions

RL10 Who is…   ☐ going up ☐ going down ☐ on something ☐ in something

Answers Yes/No Questions

☐ Are you a boy? ☐ Is your name _____? ☐ Do you have ears?
RL10 ☐ Is this an apple?   ☐ Is the boy sleeping?   ☐ Is the girl running?

Name _____ Date _____

Expressive Language

Names Objects and Actions (present progressive)

EL11 What is this? ☐ cat ☐ shoe ☐ bicycle ☐ car ☐ chair ☐ crayons

EL11 What is this person doing? ☐ eating ☐ swimming ☐ reading ☐ sleeping

Names Objects By Function

EL12 ☐ Scissors are used for? ☐ A cup is used for? ☐ A chair is used for?
☐ A pencil is used for? ☐ Shoes are used for?

Names Categories

EC13 ☐ A cat, dog, snake are all? ☐ Red, yellow and blue are all what? ☐ Square, triangle, circle are all?
☐ Can you name three foods? ☐ Can you name three shapes?

Recalling sentences

Say each sentence exactly how I say it. ☐ The boy ate pizza ☐ The cat is eating ☐ They play with trains ☐ Didn't the boys eat? ☐ The boy is sleeping on the bed ☐ The big, green frog jumped high

Answering Wh?

EC14 ☐ Where are the children? ☐ What is she doing? ☐ What happened? ☐ Who is holding a ball?
☐ What is in the sky? ☐ Where is the owl?

Pronouns

EC15 Finish this sentence ☐ Here he is sitting and here _____ (she is running) ☐ Here he is reading and here _____ (they are reading) ☐ Here she is sliding and here _____ (he is sliding)
☐ He is eating pizza and here _____ (they are eating pizza)

Uses Plurals

EC16 ☐ Here is one horse, here are three _____? ☐ Here is one cat, here are two _____?
☐ Here is one shoe, here are two _____? ☐ Here is one lego, here are three _____?

Uses Possessives

EC17 ☐ Here are the girls shoes. Whose shoes are these? (the boy's)
☐ Here is the cat's food. Whose food is this? (the dog''s)

Uses Auxiliary Verbs

EC18 ☐ He is running and she _____? (is running) ☐ He is playing and they_____ (are playing)
☐ She is eating and he ___? (is eating) ☐ She is reading and they ___? (are reading)

Name _____   Date _____

Pragmatic checklist (A = Always S = Sometimes N = Never	A	S	N
Nonverbal Communication	**A**	**S**	**N**
Does the child display appropriate facial expressions?			
Does the child gaze at an object that they are referencing?			
Does the child appropriately use gestures to request objects?			
Conversational Skills			
Does the child greet others appropriately?			
Does the child look at the person they are speaking with?			
Does the child engage in pretend play?			
Does the child engage in symbolic play?			
Does the child ask questions?			
Does the child attend to other people talking?			
Does the child appropriately gain attention of others?			
Responding To Information			
Does the child express affection or offer hugs to others?			
Does the child ask for help from others?			
Does the child offer to help others?			
Does the child give details of an experience?			
Does the child follow commands appropriately?			

Name _____ Date _____

Language Sample Data Sheet

☐ Conversation
☐ Story retell
☐ Other

Notes

	Utterance	#Word/Morph
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		

Name _____ Date _____

Language Sample Data Sheet

	Utterance	#Word/ Morph
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		

ARTICULATION SCREENER

Child's Name _____ DOB _____ Date of Screening _____

3 Years

Mouse	
Swi**m**	
Pie	
Mo**p**	
Two	
Hat	
Bee	
We**b**	
Donut	
Mu**d**	
Key	
Sna**ke**	
Goat	
Pi**g**	
Fan	
Lea**f**	

4 Years

Soap	
Hou**se**	
Shoe	
Bru**sh**	
Juice	
Ca**g**e	
Cheese	
Wit**ch**	
Zoo	
Frie**s**	
Vacuum	
Fi**v**e	
Lemon	
Ba**ll**	
Spider	
Star	
Skateboard	

5 Years

Ring	
Ca**r**	
Dee**r**	
Doo**r**	

6 Years

Thumb	
Ba**th**tub	
Tee**th**	

Preschool Speech and Language Screener

Name _____ Date_____ DOB_____

Basic Concepts	Not mastered	Emerging	Mastered
Identifying Colors			
Identifying Quantity			
Identifying Body Parts			
Identifying Attributes			
Identifying Prepositions			
Following Directions			
Receptive Language			
Identifying Objects			
Identifying Actions			
Identifying Objects by Function			
Identifying Categories			
Understanding Negation			
Understanding Spatial Concepts/Prepositions			
Yes/No Questions			
Following Directions			
Expressive Language			
Names Objects			
Names Actions			
Names Objects By Function			
Names Categories			
Recalls Sentences			
Answers Wh Questions			
Uses Correct Pronouns			
Uses Plurals			
Uses Possessives			
Uses Auxiliary Verbs			

STIMULI MATERIALS

Stimuli materials paired with screening questions

Print up the following picture pages and put in sheet protectors. Put in a binder and present with the attached questions.
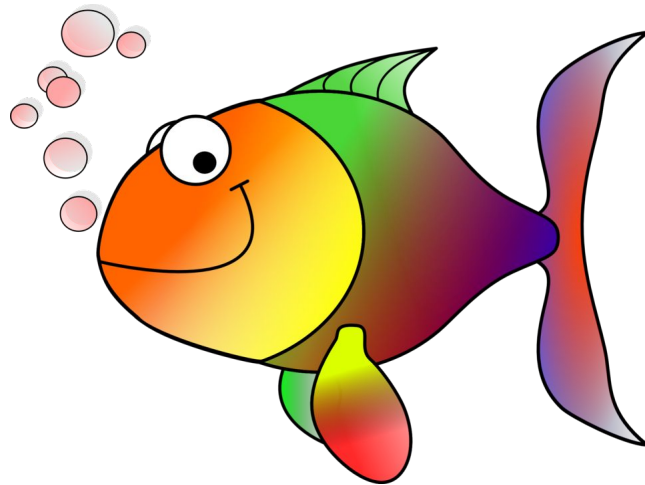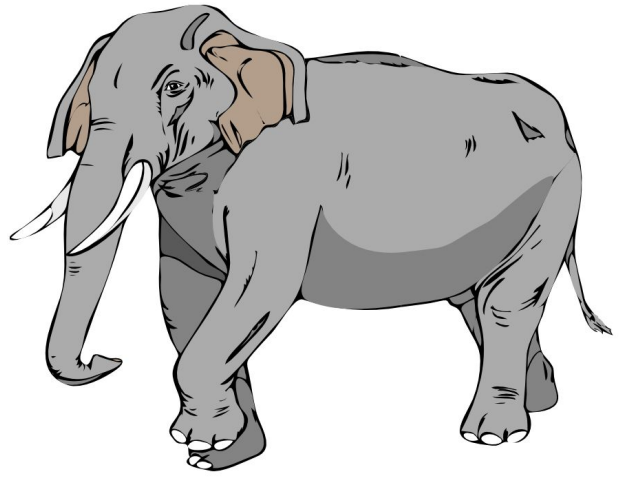
The screening forms are designed to be used with the stimuli pages that follow this page. Screening forms can be used to help monitor progress, set goals and establish baselines.
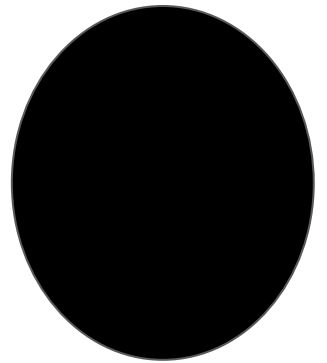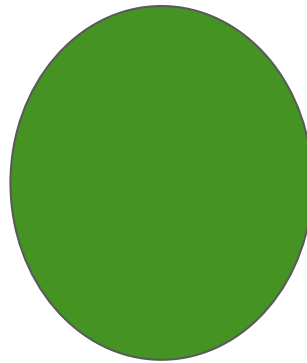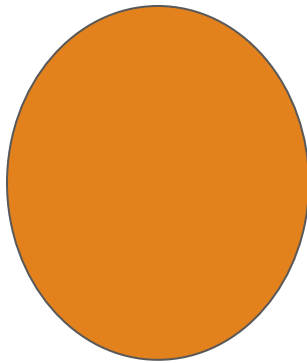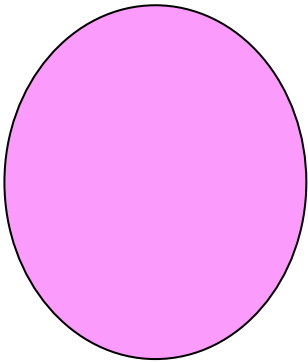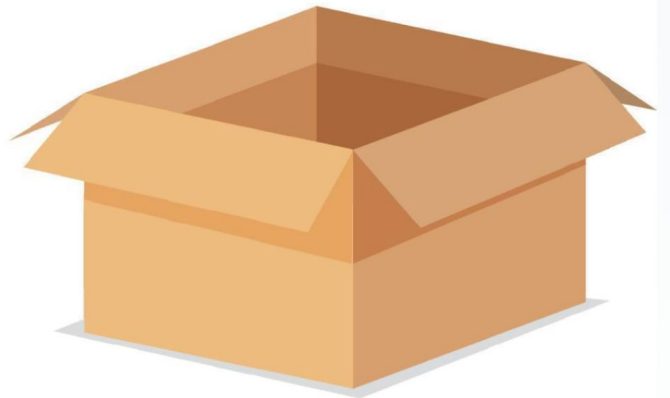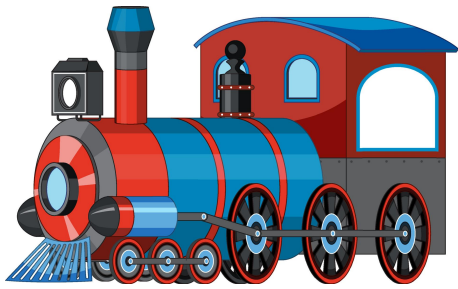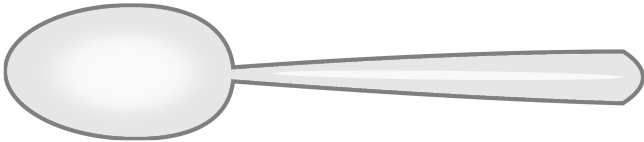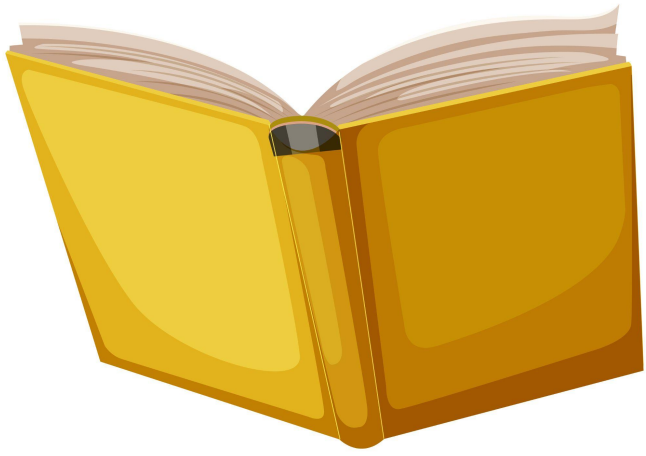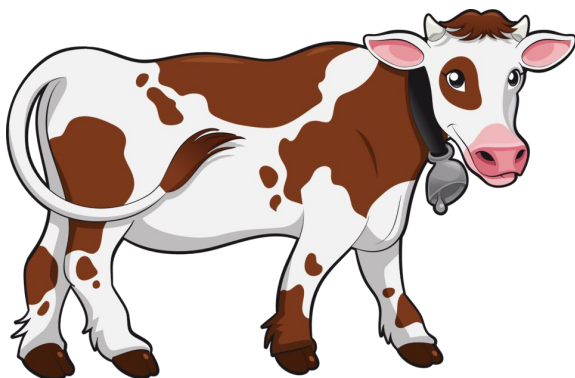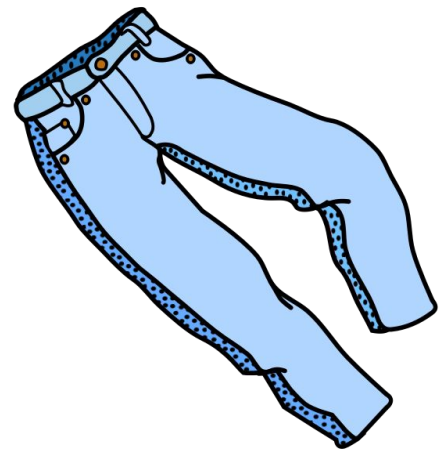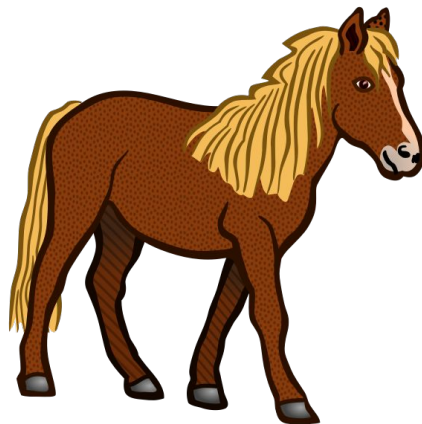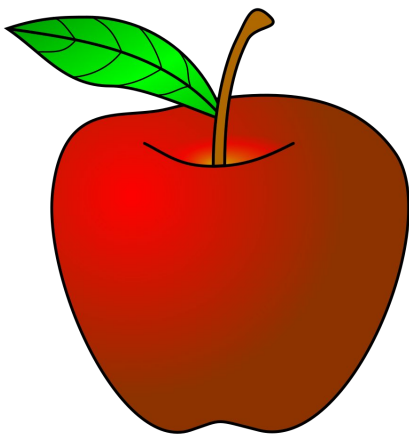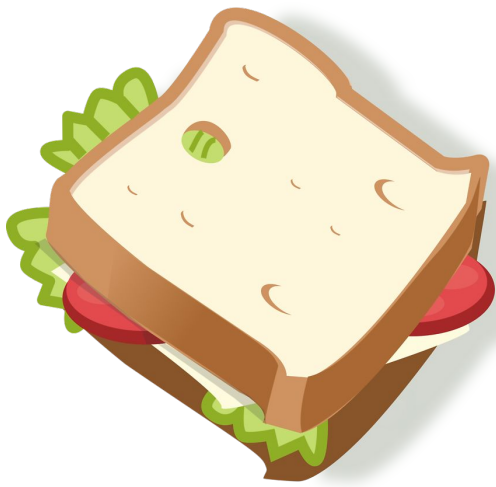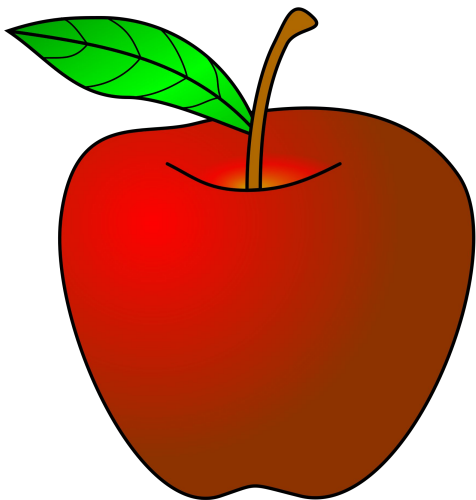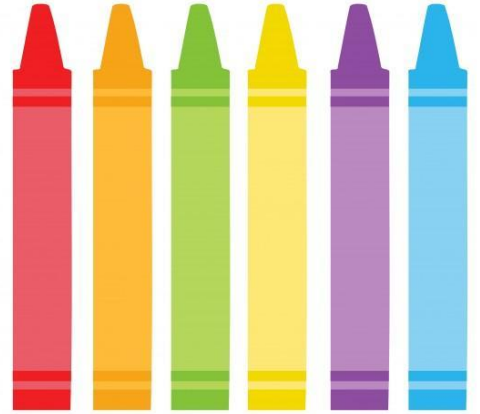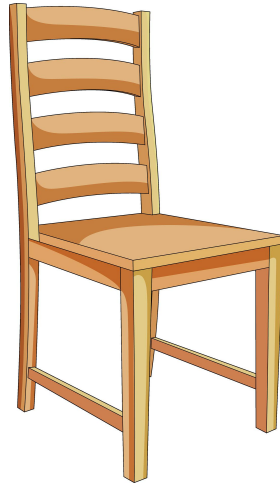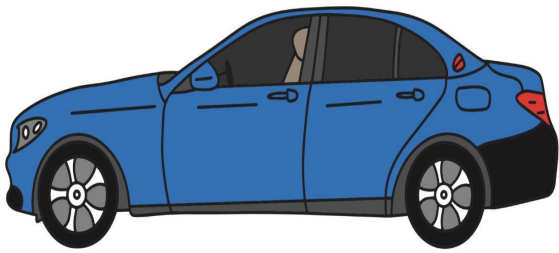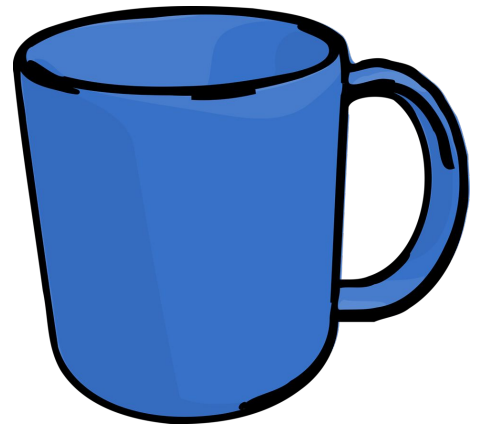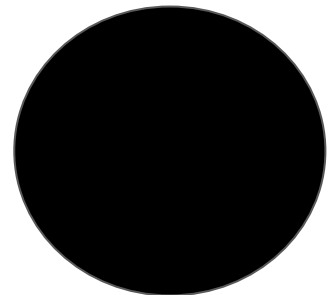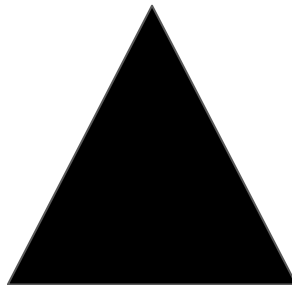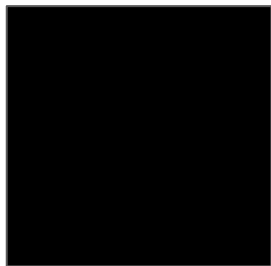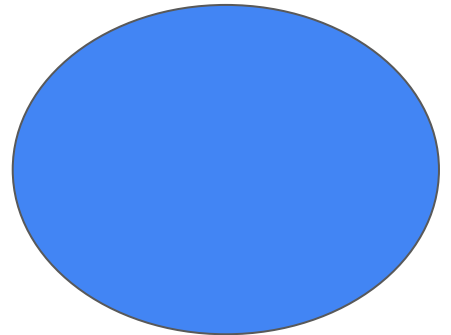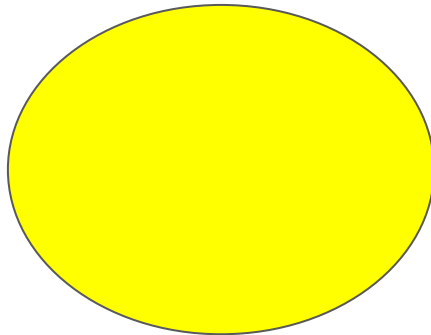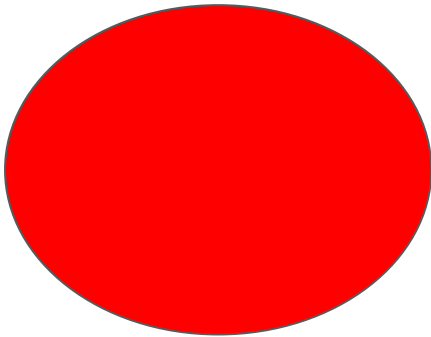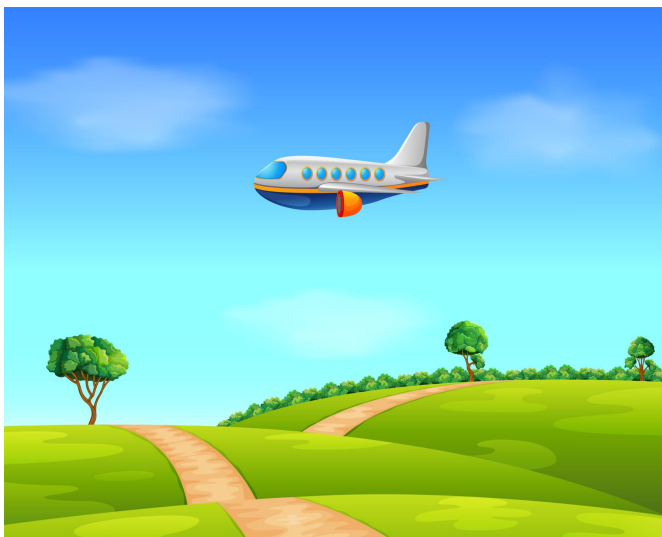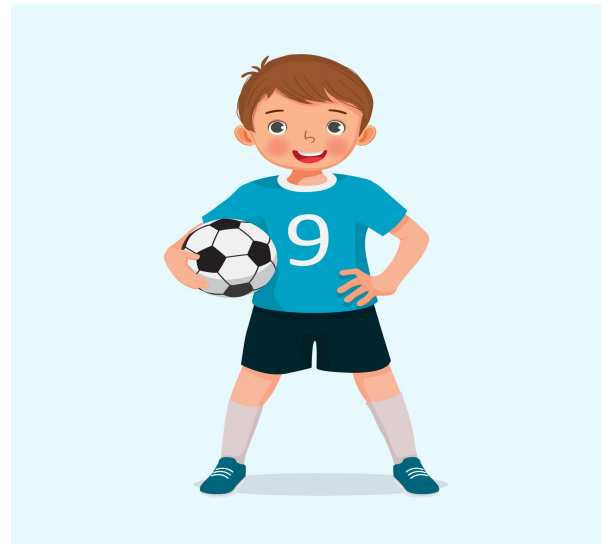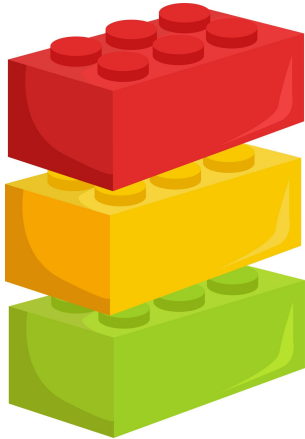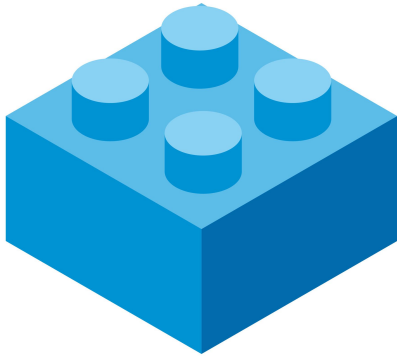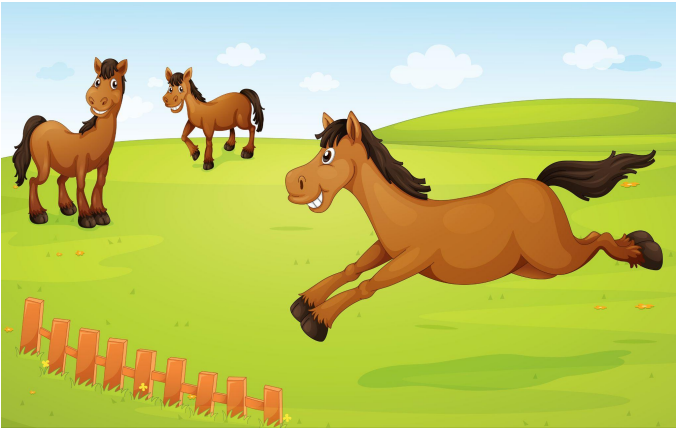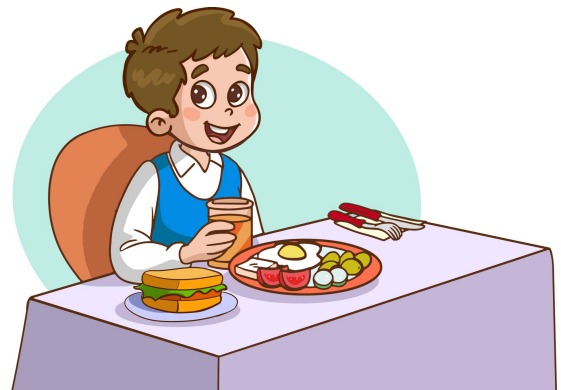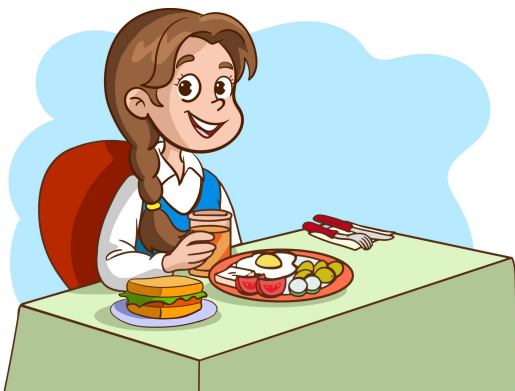
Sample Report from Language Screener

Speech and Language Transition Report
SLP-
Date-

Basic Concepts: Student is able to understand basic concepts such as identifying colors and quantities. Student can count the number of objects in a picture and identify empty and many. Student can identify different body parts such as eyes, nose hair and feet. Student is able to recognize attributes such as drym big, soft and dirty. Student has a basic understanding of prepositions and can correctly point to in, on, next to, under, in front of and behind.

Receptive Language

Student is able to follow two and three step egocentric directions such as 'stand up, turn around and rub your belly.' Student can look at pictures and identify different vocabulary words such as up, socks, train, dog and airplane. Student is able to point to different nouns and verbs read aloud. Student can identify pictures that depict drinking, swinging, running, painting and eating.. When asked to name actions happening in pictures, Student is able to name objects by function such as 'show me what you use to drink from?' or 'show me what you can kick?'

Student is able to identify categories by pointing to all the foods, clothes and animals in a visual picture. Student is also able to understand negation such as 'The boy is not running./ or 'The dog is not sleeping.' Student is also able to point to different spatial concepts when looking at a picture by pointing to who is 'going up' 'in something' and 'going down'. Student is also able to answer simple yes/no questions correctly.

Expressive Language

Student is able to name objects and actions such as cat, shoe, car, chair, eating, swimming, and sleeping. Student can name objects by function by identifying what a scissors is used for, what a cup is used for, and what a pencil used for. Student is also able to name categories such as 'A cat, dog and snake are all what?' Student is able to recall sentences read aloud by repeating the sentence exactly as it is stated (i.e. 'the big, green frog jumped high.' Student is able to answer who, what and where questions when looking at a picture such as 'Where are the children?' 'What is in the sky?' Student has a good understanding of pronouns and can differentiate between he, she and they appropriately. Student is able to use plurals and label "one cat" and "two cat's". Or 'one shoe' and 'two shoes'. Student is able to use possessives such as 'the boy's shoes' and 'the dog's food'. Student can also use auxiliary verbs such as 'is running', 'are playing', and 'is eating',

Pragmatic Language

Student has a good understanding of the social rules of language. Student displays appropriate facial expressions and is able to reference an object using eye gaze and gestures. Student greets others appropriately and looks at a person when speaking to them. STudent is able to engage in pretend play and symbolic play. The student asks questions and is able to attend to others when they are talking. The student also is able to gain attention appropriately to express wants and needs. The student does express affection appropriately and is able to ask for help from others when needed. The student will offer to help other students and is able to follow commands appropriately.. The student does engage in some conversation by giving details of an experience.

This student is a pleasure to have in speech.

Possible goals in areas of need

Articulation/Phonology
- By the end of the IEP year, Student will imitate the production of consonants (p,b,m,t,d,b) vowels (ee, ah, oo, etc) and CV, VC combinations with 80% accuracy in three of four data collections opportunities measure through observations.
- By the end of the IEP year, given a model and tactile cues, student will imitate a variety of vowel and consonant sounds in syllable combinations to form words in three of four trials with 80% accuracy.
- By the end of this IEP, during structured speech/language tasks, given picture and verbal cues, Student will communicate in four word utterances with 80% intelligibility as measured through observation in three of four trials.
- By the end of the IEP year, Student will produce /s/ and /f/ in all positions of words with 80% accuracy in three of four trials as measured by observation.

Receptive Language
- By the end of the IEP year, given 3 photographs, Student will identify a familiar object with 80% accuracy in three of four trials measured by observation.
- By the end of the IEP year, given three items, Student will point to the object named and imitate the single word label with 80% accuracy as measured through observation in three of four trials.
- By the end of the IEP year, When given picture cues, Student will complete directions to show understanding of spatial concepts (under, beside, in front of, behind), quantity concepts (one, more, all) and descriptive terms (bigger, biggest) with 80% accuracy. Measured through observation.
- By the end of the IEP year, given picture cards, Student will respond to who, what, where questions with 80% accuracy as measured through clinician observation.
- By the end of the IEP year, Student will be able to follow two step simple directions (Pick up ball and put it on the table)) with 80% accuracy as measured by clinician observation.

Expressive Language
- By the end of the IEP year, given a picture, student will label curriculum vocabulary with 80% accuracy as measured by observation.
- By the end of the IEP year, when engaged in play with toys, food or story with pictures, Student will use a 10=-3 word phrase to commend on activity of actions with 80% accuracy as measured by clinician observation.
- By the end of the IEP year, during a language activity or play, Student will accurately respond to WH questions, given no more than one prompt in four of five opportunities as measured by SLP observations.
- During a language activity, Student will utilize 2 word combinations (noun+verb, verb+noun) for 12* verbs, given no more than one prompt in four of five opportunities as measured by the SLP (verbs- eat, drink, run, kick, walk, cry, draw, cut, read, jump, sing, and ride).
- By the end of the IEP year, Student will produce plural nouns (cats, balls, books, etc) in words, phrases and sentences with 80% accuracy as measured by clinician observation.
- By the end of the IEP year, given visual pictures, Student will produce present progressive verbs (verb + ing) to describe the picture) with 80% accuracy as measured by teacher observation.
- By the end of the IEP year, given pictures or cards, Student will name the category and state three items in each category with 80% accuracy as measured by teacher observation.

Possible goals in areas of need

Pragmatics

- By the end of the IEP year, when speaking to an adult of peer, Student will position their body and face towards the speaker in four of five opportunities when given a verbal prompt as measure by clinician observation.
- By the end of the IEP year, student will greet their peers and adults during appropriate times in four of five trials as measured by clinician observation.
- By the end of the IEP year, when given a model, student will use a single word combined with a nonverbal behavior (eye gaze, gestures, pointing, showing) to ask for help, label, reject or request a preferred item/action/turn during play activities with 80% accuracy as measure through clinician observation.
- By the end of the IEP year, student will participate in turn-taking with the therapist for five turns per opportunity with a minimum of five opportunities across five data collections.
- By the end of the IEP year, Student will utilize a 1-3 word utterance to communicate a need to a peer (my turn, that's mine, etc) given no more than one verbal prompt in four of five opportunities as measure by clinician observation.
- By the end of the IEP year, Student will utilize a 1-4 word utterance to request a desired item/action, given prompts as needed in four of five opportunities as measured by clinician observation.
- By the end of the IEP year, when upset of having a difficult time, Student will share their thoughts and feelings (e.g. 'this is hard', 'I'm bored', 'I'm upset') and request a desired coping strategy as measure by SLP observation and data collection.

Developmental Norms

These developmental norm charts are helpful when developing goals and checking baselines for preschool/TK

Oral Language Milestones

Skill Set 1: Oral Language

Semantic Development Milestones

A 3 year old child should be able to:

1. Name objects or pictures.
2. Name parts of objects e.g. The tail on a dog or the wheels on a car.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into common groups such as food, clothes and animals.
4. Locate matching items.
5. Identify items that are different (the one that doesn't belong).
6. Identify items by exclusion (the ones that are not...) e.g. Find the ball that is NOT red.
7. Concepts - Know common shapes and colours and understand size concepts big and little, and location concepts in, on and under.

When working on any of these elements with 3 year old children, use whole objects or items rather than pictures. Please note however that the picture cards can be used for older children or for 3 year old children who are excelling at tasks with whole objects.

A 4 year old child should be able to:

1. Describe an item by 3 elements, usually visual or tactile e.g. Size, colour, shape or parts. Later, they may describe by taste, feel or smell, **where** the item can be found and **what** an item is **used for**.
2. Recognise the function of common objects.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into groups such as clothes, animals, food.
4. Name the group when given some examples from a common category e.g. sheep, dogs and frogs are all... "animals".
5. Name 3 items that belong in a group e.g. Name 3 things that belong in the food group "sausage, apple, biscuits".
6. Identify obvious **differences and similarities** e.g. The colour or size of items. For example: "This elephant and this hippo are both big".
7. Location concepts - Understand next to, behind, in front.
8. Identify things that go together (associations) e.g. Knife and fork.
9. Give common antonyms e.g. Hot vs cold.

A 5 year old child should be able to:

1. Describe an item by 3 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example, "A cow is an **animal** that **lives on a farm** and **gives us milk**".
2. Name functions of common objects.
3. Sort items into common closely related groups e.g. Sort items into zoo and farm and bush animals rather than just an animals group.
4. Name less common categories e.g. Pets, body parts, toys, transport.
5. Name 5 items that belong in a group e.g. Name 5 things that belong in the clothes group "shirt, shorts, singlet, hat, jumper".
6. Identify less obvious differences and similarities e.g. The parts of items or where the items are found. For example: "A spider is different from a bee because a spider has 8 legs and a bee has 6 legs". Or "A pencil is different from the paints, because pencils are kept in the pencil tin and the paints aren't".
7. Concepts - Understand before, after, near, far, first, last.
8. Name things that go together (associations) e.g. Shoes and socks.
9. Define familiar words e.g. "Comfort" means to make someone feel better.

A 6 year old child should be able to:

1. Describe an item by 4 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example: "A cow is an **animal** that **lives on a farm**, **gives us milk** and **goes moo**".
2. Sort items into closely related groups e.g. Fruit and vegetables, or winter and summer clothes.
3. Name less common categories e.g. Appliances, furniture, transport.
4. Name 6 items that belong in this group e.g. Name 6 things that belong in the toy group "ball, doll, puzzle, hula hoop, blocks, tea set"
5. Identify less obvious differences and similarities e.g. The function or category of items. For example: "a car is different from a motorbike, because a motorbike carries one person and a car carries lots of people". Or "a giraffe is different from a cow, because a giraffe is a zoo animal and a cow is a farm animal".
6. Understand concepts – Second, third, all except, unless, neither/nor, either/or.
7. Give synonyms and less common antonyms e.g. Rough vs smooth.
8. Explain homophones (multiple meanings) e.g. Bear vs bare.

Basic Concept Milestones

Age	Milestones
1 – 2 years	• Follows simple spatial directions, such as *in* and *on* • Understands *another* • Uses simple directional terms, such as *up* and *down* • Uses two or three prepositions, such as *on*, *in*, or *under*
2 – 3 years	• Distinguishes between *in* and *under*, *one* and *many* • Understands number concepts of *one* and *two* • Understands size differences, such as *big/little* • Understands *in, off, on, under, out of, together, away from* • Begins to understand time concepts of *soon, later, wait* • Selects three that are *the same* from a set of four objects • Selects the object that is *not the same* from four objects with three of them identical • Begins to use adjectives for color and size
3 – 4 years	• Follows quantity directions *empty, a lot* • Follows equality directions *same, both* • Understands *next to, beside, between* • Identifies colors • Matches one-to-one • Points to object that is *different* from others • Uses position concepts *behind, in front, around*
4 – 5 years	• Understands comparative and superlative adjectives, such as *big, bigger, biggest* • Understands time concepts *yesterday, today, tomorrow, first, then, next, days of the week, last week, next week* • Understands *different, nearest, through, thin, whole* • Identifies positional concepts *first, middle, last*
5 – 6 years	• Understands opposite concepts, such as *big/little, over/under* • Understands *left/right* • Understands number concepts up to 20 • Answers "How are things the same/different?" • Uses adjectives for describing • Uses comparative adjectives, such as *loud, louder* • Uses *yesterday* and *tomorrow* • Uses adverb concepts *backward* and *forward* • Uses prepositions *through, nearest, corner, middle* • Names ordinal numbers, such as *first, second, third*

Basic Concept/ Adjective Milestones

TABLE 5.4 Sequence of acquisition of paired adjectives

Attribute	Aspect	Adjective	Age of Acquisition
Size	Spatial	big	2-6 to 3-0 years
Size	Spatial	little	3-6 to 4-0 years
Length	Spatial	tall	2-6 to 3-0 years
Length	Spatial	short	4-0 to 4-6 years
Width-volume	Spatial	fat	4-0 to 4-6 years
Width-volume	Spatial	thin	4-6 to 5-0 years
Quality-texture	Tactile	soft	2-6 to 3-0 years
Quality-texture	Tactile	hard	3-0 to 3-6 years
Quality-weight	Spatial	heavy	2-6 to 3-0 years
Quality-weight	Spatial	light	3-6 to 4-0 years
Quality	Spatial, etc	same	3-0 to 3-6 years
Quality	Spatial, etc	different	4-6 to 5-0 years
Quantity-volume	Spatial	empty	3-0 to 3-6 years
Quantity-volume	Spatial	full	3-6 to 4-0 years
Quantity	Spatial, etc	more	3-6 to 4-0 years
Quantity	Spatial, etc	less	3-6 to 4-0 years
Position	Spatial	high	3-6 to 4-0 years
Position	Spatial	low	4-6 to 5-0 years
Position	Spatial-temporal	first	5-0 to 5-6 years
Position	Spatial-temporal	last	5-0 to 5-6 years

Pronouns/Morpheme Milestones

Development of Pronouns

Approximate Age in Months	Pronouns
12-26	*I, it* (subjective and objective
27-30	*My, me, mine, you*
31-34	*Your, she, he, yours, we*
35-40	*They, us, hers, his, them, her*
41-46	*Its, our, him, myself, yourself, ours, their, theirs*
47+	*Herself, himself, itself, ourselves, yourselves, themselves*

Sources: Adapted from Haas & Owens (1985); Huxley (1970); Morehead & Ingram (1973); Waterman & Schatz (1982); and Wells (1985).

Excerpt from Language Development: An Introduction, by J.E. Owens, Jr., 2008 edition, p. 255.

Development of Morphemes (Brown's stages)

Approximate Age in Months	Pronouns
12-26	*I, it* (subjective and objective
27-30	*My, me, mine, you*
31-34	*Your, she, he, yours, we*
35-40	*They, us, hers, his, them, her*
41-46	*Its, our, him, myself, yourself, ours, their, theirs*
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