

# Language Screening Toolkit 2.0 -3.0 years



**Developed by : CFHD Paediatric Speech and Language Therapy  
Service**

# Understanding of Language: Screening Tool

## Things to think about:

- You will need to demonstrate to the child what you want them to do e.g. use the objects and give some examples before you start 'look the **horse** is **jumping**'.
- Make sure you don't give the child extra clues, for instance don't point or look at the named object.
- Only help the child if they are really stuck!
- The child may look towards the picture / object but not reach for it, accept this as their response and offer them the chosen item.
- Always use items that your child knows the name of.
- Praise the child and make it fun!
- Find a quiet space to play without interruptions / distractions.
- Prior to starting the activity name all the equipment with the child(ren) to check that they are familiar with the vocabulary.
- You do not need to carry out all of the assessment, if your child is struggling at a level you do not need to move onto the next level.
- It is not necessary for the child to use words for this assessment e.g. they can use gesture or pointing to show they have understood.
- Once the child has completed the task, replace the object so it is back in front of the child for the next question.
- Only give each instruction once to the child, make sure you have their attention before each instruction.
- Ensure that any concepts introduced are understood at a single word level before using them as an information carrying word in a longer sentence e.g. they need to understand big and apple, before understanding big apple.

## Understanding of Language: Screener

As children develop they are more able to follow instructions of increasing complexity. This assessment comprises of 2 sections Section 1 looks at 'information carrying words' and Section 2 provides some useful resources to help you to target the delayed areas

### Understanding Information Carrying Words

#### Assessing Understanding

'Information carrying words' refer to the number of important words which are in a sentence. Many words in a sentence are redundant in common everyday situations.

For example, if the child is near his coat peg at break time and an adult is there holding a coat and says "put your coat on", the child does not need to understand any of the words because s/he can see what is needed from the context.

So, given the situation:

"put your coat on" = 0 information carrying words being understood

Children do not need to understand every word in a sentence in order to follow it, for example in the sentence 'where is the **ball**', the word 'ball' is the only word that the child will actually have to understand.

Games and activities can be set up so that the equipment and language can be manipulated to control the level of understanding required.

#### Resources List:

Before starting the assessment please ensure you have the following resources available. Please only put out in front of the child the resources which are needed for the level you are assessing. All resources should be easily available in your setting and can be stored in an assessment bag for future use. If you do not have the specific item mentioned, you could replace with a similar object.

1 Information Carrying Word	Pig, horse, ball, car, cup, shoe, gate (to <b>jump</b> ), fabric (to <b>sleep/</b> hide), toy food (to eat), cup/bowl (to drink)
2 Information Carrying Words	Car, ball, horse, pig, spoon, shoe, car, cup, ball
3 Information Carrying Word	Horse, spoon, cup, shoe, ball, car, pig

**What to expect:** Following assessment use this guide to inform your decision making as to whether the child’s understanding and use of language is age appropriate or requires further support.

1 Information Carrying Word	18 months: should be able to understand and use a number of single familiar words
2 Information Carrying Word	2 years old: should be able to understand instructions involving 2 information carrying words and use 2 words joined together to make a statement or describe something
3 Information Carrying Word	3 years old: should be able to understand instructions involving 3 information carrying words and use 2 words joined together to make a statement or describe something

### What next?

Following your use of the Screening Tool you may have identified areas for concern.

Where areas of difficulty have been identified you should refer to the resources section of the toolkit where you will find activities to support the child. Babbling Babies – Toddler Talk and Chatting with children cards can be bought here

<https://shop.speechandlanguage.org.uk/products/early-talkers-boxset>

Provide feedback to parents on the child’s strengths and areas for development.

### Levels of Attention

The ability to focus attention on something or someone is important for all types of learning. Good attention is the ability to focus on something specific for a certain length of time. As children progress through education, it becomes increasingly important for them to focus their own attention for sustained periods of time. To learn at school, a student must be able to listen and attend to what is happening around him/her to understand it, despite varying levels of distraction.

Attention Level	Effect on communication	Achieved Y/N	Strategies,	Resources and Activities
<p><b>Level 1:</b> 0-1 year Child very distractible. Attention fleeting</p>	<p>Child cannot attend to what you say</p>		<p>Find out what motivates your child and incorporate these into activities.</p>	<p><a href="https://www.bbc.co.uk/tiny-happy-people/tools-for-talking-9-12-months/z74hxbk">https://www.bbc.co.uk/tiny-happy-people/tools-for-talking-9-12-months/z74hxbk</a> <a href="https://www.nhs.uk/start-for-life/baby/learning-to-talk/learning-to-talk-0-to-6-months/#chat-play-read">https://www.nhs.uk/start-for-life/baby/learning-to-talk/learning-to-talk-0-to-6-months/#chat-play-read</a> Babbling babies – learning to listen cards</p>
<p><b>Level 2:</b> 1-2 years Child can attend to own choice of activity for a longer period of time but cuts self off from everything else</p>	<p>Your speech interferes with the activity the child is doing. Child needs to ignore you to concentrate</p>		<p>Allow them to finish what they are doing before gaining their attention. Gain your child’s attention first by using their name and/or touching them. Sing songs</p>	<p><a href="https://www.bbc.co.uk/tiny-happy-people/ready-steady-go/znq6kmn">https://www.bbc.co.uk/tiny-happy-people/ready-steady-go/znq6kmn</a> Toddler talk cards – Stepping Stones</p>

			with your child and leave out words for them to fill in.	Toddler talk cards - Soldiers Chatting with children – can you do what I do Chatting with children - copy cats
<b>Level 3:</b> 2-3 years Still single channelled attention but begins to attend to adults.	Child can listen if he stops activity and looks at adult. Needs adult help to do this	.	Make sure child is looking towards you when you are speaking to them. Be specific; using the child's name to help focus their attention.	Play games so your child develops their ability to listen to and follow simple instructions, e.g. 'Simon Says', musical statues, ready, steady, go.... Chatting with children – Katies says Chatting with children – name the animal Chatting with children – stop and go

### Understanding Assessment: Information Carrying Words

<b>Section 1 – screening tool</b> <b>Understanding 1 Information Carrying Word:</b> <b>Naming Words Please have all items out in front of the child for each instruction.</b> <b>(Please tick if your child has managed to follow this word).</b>		<b>Section 2 - Resources and activities</b>
Where is the <b>pig</b> ?	Y/N	Babbling babies - cooking Toddler Talk cards – understanding what is said Toddler Talk Cards – Fishing game Chatting with children – find one the same Chatting with children – name the animal Chatting with children - shopping list
Where is the <b>horse</b> ?	Y/N	
Where is the <b>ball</b> ?	Y/N	
Where is the <b>car</b> ?	Y/N	
Where is the <b>cup</b> ?	Y/N	
Where is the <b>shoe</b> ?	Y/N	
<b>Understanding 1 Information Carrying Word: Action Words</b> Using the horse, model to the child making the horse sit whilst telling them what the horse is doing. Stop carrying out the action give the child the horse, ask them to follow the instructions below. (Please tick if your child has managed to carry out this action).		<b>Section 2 - Resources and activities</b>

Can you make him <b>jump</b> ?	Y/N	Chatting with children – assault courses Chatting with children – secret action signal
Can you make him <b>sleep</b> ?	Y/N	
Can you make him <b>eat</b> ?	Y/N	
Can you make him <b>run</b> ?	Y/N	
Can you make him <b>drink</b> ?	Y/N	
Can you make him <b>hide</b> ?	Y/N	
<p align="center"><b>Understanding 2 Information Carrying Words</b></p> <p>Please have all items out in front of the child for each instruction. (Please tick if your child has managed to follow the instruction).</p>		<b>Section 2 - Resources and activities</b>
Can I have the <b>car</b> and the <b>ball</b> ?	Y/N	Babbling babies – hiding Babbling babies – tickling Toddler Talk Cards – Fishing game Chatting with children – Katie says
Can you make the <b>horse</b> jump?	Y/N	
Can you make the <b>pig</b> sleep?	Y/N	
Put the <b>spoon</b> in the <b>shoe</b>	Y/N	Chatting with children – assault courses Chatting with children – tidy up time Chatting with children – build a tower like mine
Put the <b>car</b> in the <b>cup</b>	Y/N	
Can I have the <b>ball</b> and the <b>spoon</b> ?	Y/N	



<b>Understanding 3 Information Carrying Words</b> Please have all items out in front of the child for each instruction. (Please tick if your child has managed to follow the instruction).		<b>Section 2 - Resources and activities</b>
Give the <b>horse</b> the <b>spoon</b> and the <b>cup</b>	Y/N	Chatting with children – tidy up time Chatting with children – Lets Draw
Give me the <b>shoe</b> the <b>ball</b> and the <b>car</b>	Y/N	
Give the <b>ball</b> and the <b>car</b> to the <b>pig</b>	Y/N	
Give me the <b>horse</b> the <b>spoon</b> and the <b>pig</b>	Y/N	
Put the <b>pig</b> under the <b>shoe</b>	Y/N	
Make the <b>horse</b> eat the <b>shoe</b>	Y/N	

## Use of Language: Screener

As children develop they are more able to use language of increasing complexity. This assessment comprises of 2 sections Section 1 looks at 'information carrying words' and Section 2 provides some useful resources to help you to target the delayed areas. Share the pictures below with the child.

### Things to think about:

- You will need to demonstrate to the child what you want them to do e.g. use the objects and give some examples before you start 'look the children are playing at the beach'.
- Give the child extra clues, for instance point or look at the object – make comments such as 'oh look!' 'I can see.....'; 'uh oh!' Etc
- Only help the child if they are really stuck!
- The child may look towards the picture but not name it, if they do this you can ask a direct question such as what can you see... what is it ?
- Praise the child and make it fun!
- Find a quiet space to play without interruptions / distractions.
- You do not need to carry out all of the assessment, if your child is struggling at a level you do not need to move onto the next level.
- Write down any language that is offered even if it does not relate directly to the pictures for example they may tell you they have a kite or have been to the beach.

<p style="text-align: center;"><b>Section 1 – screening tool</b> Using 1 Information Carrying Word: <u>Naming Words</u> such as boy , girl , shoe, sand etc</p>	<p style="text-align: center;"><b>Section 2 - Resources and activities</b></p>
<p>Write responses here</p>	<p>Toddler Talk Cards – Whats in the bag? Puppets Jigsaw and inset puzzles Posting boxes Traditional Rhymes Babbling Babies – Exploring my environment</p>
<p style="text-align: center;"><b>Using 1 Information Carrying Word: <u>Action words</u> such as dig, swim eat, sit, etc</b></p>	<p style="text-align: center;"><b>Section 2 - Resources and activities</b></p>

Write responses here	Toddler Talk cards – Jack in the box
<b>Using 2 Information Carrying Words</b> Such as boys ball , girl lolly, baby sitting, boy digging etc	<b>Section 2 - Resources and activities</b>
Write responses here	Babbling babies – a box of everyday things Babbling babies - bubbles Toddler Talk cards – Building Sentences Toddler Talk cards – Learning and Building new words Toddler Talk – Painting Chatting with children – toy’s tea party

<b>Using 3 Information Carrying Words such as boy throwing ball, girl eating lolly , girl sitting chair</b>	<b>Section 2 - Resources and activities</b>
Write responses here	Babbling babies – make a story Toddler Talk Cards – Story Puzzle Chatting with children – tell me about it Chatting with children – about time Chatting with children – key words Chatting with children –Story relay











