

CHILD'S NAME

DATE OF BIRTH

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### HOW TO FILL IN THIS FORM:

Together with the child's parents/carers, please complete this checklist for all children aged 0 – 5 years and any older children for whom it may be useful.

Look at the age range of the child, then tick the boxes which most accurately describe this child.

Ticks mainly on this side indicate **expected** development

Ticks mainly on this side indicate a **referral is appropriate**.

AGE 18 MONTHS			
Short attention span	<input type="checkbox"/>	<i>Pays attention for only a few moments</i>	<input type="checkbox"/>
Some early pretend play (e.g. drinks from toy cup)	<input type="checkbox"/>	<i>No pretend play</i>	<input type="checkbox"/>
Enjoys playing with other people	<input type="checkbox"/>	<i>Happy to play on own for long periods</i>	<input type="checkbox"/>
Plays with a wide range of toys/activities	<input type="checkbox"/>	<i>Plays with a limited range of activities</i>	<input type="checkbox"/>
Likes routines but can be flexible if things change	<input type="checkbox"/>	<i>Finds it difficult if there are changes in routine</i>	<input type="checkbox"/>
Follows simple commands and understands simple questions as part of an everyday routine	<input type="checkbox"/>	<i>Does not seem to understand what is said</i>	<input type="checkbox"/>
Communicates through gesture rather than words (e.g. pointing, waving)	<input type="checkbox"/>	<i>Does not demand much adult attention</i>	<input type="checkbox"/>
Uses babble or some words which family understand	<input type="checkbox"/>	<i>No babble or words</i>	<input type="checkbox"/>
Eats lumpy food with no problems	<input type="checkbox"/>	<i>Difficulty chewing lumpy food</i>	<input type="checkbox"/>
AGE 2 YEARS			
Able to concentrate for short amounts of time	<input type="checkbox"/>	<i>Short attention span even on an activity chosen by the child</i>	<input type="checkbox"/>
Good pretend play (e.g. feeding dolly)	<input type="checkbox"/>	<i>Little or no pretend play</i>	<input type="checkbox"/>
Enjoys playing with other people	<input type="checkbox"/>	<i>Happy to play on own for long periods</i>	<input type="checkbox"/>
Plays with a wide range of toys/activities	<input type="checkbox"/>	<i>Plays with a limited range of activities</i>	<input type="checkbox"/>
Likes routines but can be flexible if things change	<input type="checkbox"/>	<i>Finds it difficult if there are changes in routine</i>	<input type="checkbox"/>
Responds to familiar instructions, e.g. 'Get your shoes'	<input type="checkbox"/>	<i>Little understanding of the names of familiar objects, actions and instructions</i>	<input type="checkbox"/>
Uses small number of words (10 – 20)	<input type="checkbox"/>	<i>Fewer than 10 words used</i>	<input type="checkbox"/>
Speech intelligible to family members	<input type="checkbox"/>	<i>Few or no words understood by close family members</i>	<input type="checkbox"/>
AGE 2 ½ YEARS			
Concentrates on activities for several minutes	<input type="checkbox"/>	<i>Flits from activity to activity</i>	<input type="checkbox"/>
Good pretend play (e.g. feeding dolly)	<input type="checkbox"/>	<i>Little or no pretend play</i>	<input type="checkbox"/>
Enjoys playing with other people	<input type="checkbox"/>	<i>Happy to play on own for long periods</i>	<input type="checkbox"/>
Plays with a wide range of toys/activities	<input type="checkbox"/>	<i>Plays with a limited range of activities</i>	<input type="checkbox"/>
Likes routines but can be flexible if things change	<input type="checkbox"/>	<i>Finds it difficult if there are changes in routine</i>	<input type="checkbox"/>
Understands a range of simple instructions	<input type="checkbox"/>	<i>Difficulties understanding what is said to them</i>	<input type="checkbox"/>
Single word vocabulary of 30+ words. Progress being made	<input type="checkbox"/>	<i>Few or no words spoken, although other skills may good (e.g. attention and play). Not linking words at all</i>	<input type="checkbox"/>
Speech is <b>less intelligible</b> to those outside close family	<input type="checkbox"/>	<i>Mother or close family finds child difficult to understand</i>	<input type="checkbox"/>
	<input type="checkbox"/>	<i>Persistent eating and/or drinking difficulties</i>	<input type="checkbox"/>
	<input type="checkbox"/>	<i>Child has a stammer</i>	<input type="checkbox"/>

<b>AGE 3 YEARS</b>			
Pays attention to activities, and responds to adult's prompt		<b>Cannot pay attention for longer than a few minutes</b>	
Enjoys playing with other people		<b>Plays for long periods on own</b>	
Welcomes and responds when adults join in with their play		<b>Hardly ever responds when adults join in their play</b>	
Plays with a wide range of toys/activities		<b>Plays with a limited range of activities</b>	
Understands what is said with no difficulties		<b>Difficulties understanding spoken language, such as following instructions</b>	
Likes routines but can be flexible if things change		<b>Finds it difficult if there are changes in routine</b>	
Links 3 or more words into meaningful sentences		<b>Uses only single words, learnt phrases and/or inappropriately short sentences</b>	
Close family members usually understand what the child is saying. Often unintelligible to people unfamiliar with the child		<b>Is unintelligible most of the time including to family members</b>	
		<b>Child has a persistent hoarse or husky voice</b>	
		<b>Child has a stammer</b>	
		<b>Child drools persistently</b>	
<b>AGE 3½ - 4 YEARS</b>			
Usually able to join in with play of other children		<b>Often finds it difficult to join in play with other children</b>	
Plays with a wide range of toys/activities		<b>Plays with a limited range of activities</b>	
Likes routines but can be flexible if things change		<b>Finds it difficult if there are changes in routine</b>	
Understands most of what is said		<b>Difficulties understanding spoken language.</b>	
Links 5 or more words into meaningful sentences		<b>Not using at least 5-6 words together in sentences</b>	
Speech is intelligible to most people		<b>Is mainly unintelligible to others</b>	
Sounds <i>f</i> , <i>v</i> , <i>s</i> , <i>z</i> , <i>sh</i> used but not always pronounced correctly		<b>Sounds <i>f</i>, <i>v</i>, <i>s</i>, <i>z</i>, <i>sh</i> never used</b>	
Sounds <i>t</i> and <i>d</i> used for <i>k</i> and <i>g</i> , e.g. 'tup' for 'cup'; 'derl' for 'girl'.		<b>'k' and 'g' used for many other consonants, e.g. 'door' → 'goor', 'sun' → 'gun', 'shoe' → 'gu'</b>	
		<b>Final sounds in words are not present, e.g. book → boo.</b>	
		<b>Unusual word order</b>	
		<b>Repeats back what is said (including questions)</b>	
		<b>Hardly ever responds when adults join in their play</b>	
		<b>Child has a persistently hoarse or husky voice.</b>	
		<b>Child has a stammer</b>	

<b>AGE 4½ - 5 YEARS</b>			
Usually able to join in play of other children		<b><i>Often finds it difficult to join in play with other children</i></b>	
Plays with a wide range of toys/activities		<b><i>Plays with a limited range of activities</i></b>	
Likes routine but can be flexible if things change		<b><i>Finds it difficult if there are changes in routine</i></b>	
Responds appropriately to questions and instructions		<b><i>Often does not respond appropriately to questions and instructions</i></b>	
Uses long and meaningful sentences. Some grammatical errors may still be present (e.g. <i>breaked, runned</i> )		<b><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></b>	
		<b><i>Unable to maintain a meaningful conversation</i></b>	
		<b><i>Unusual word order</i></b>	
		<b><i>Struggles to recall familiar words</i></b>	
Intelligibility decreases when sentences are longer and more complex or when child is excited or upset		<b><i>Is unintelligible to others much of the time</i></b>	
Double consonants (e.g. <i>kl, fl, sp, sm</i> ) starting to develop but may not be used consistently		<b><i>Sounds t, d, k, g, f, s not yet used correctly</i></b>	
Sounds such as <i>sh, ch, j, y</i> starting to develop but may not be used consistently			
		<b><i>Child has a persistently hoarse or husky voice</i></b>	
		<b><i>Child has a stammer</i></b>	

This checklist has been adapted from the Bristol Surveillance of Children's Communication (BRISC) which was devised by Speech and Language Therapists as a tool to help other health professionals to identify children in need of referral to SLT.