

# Children’s Speech and Language

# Therapy Service

# Communication checklist for children and young people aged 5-18 years

## **Is a Request for the Involvement of the**

## **Children’s Speech and Language Therapy (S&LT) Team Required?**

This guide is designed to help parents / carers and professionals decide whether a request for the involvement of the Children’s Speech and Language Therapy Service is recommended.

Please look at the table appropriate for the child and young person’s age and tick the relevant descriptors that best describes their speech, language and communication skill. If the child meets the criteria for ‘specialist support’, please send the relevant page, with the ‘request for involvement of S&LT’ form by email to [dbth.paediatricsadmin@nhs.net](mailto:dbth.paediatricsadmin@nhs.net) or by post to **Children’s Speech and Language Therapy Referrals, Child Development Centre, Doncaster Royal Infirmary, Armthorpe Road, Doncaster, DN2 5LT**

# At ANY AGE, please make an immediate referral if a child:

* Is stammering (dysfluent) or if parent reports hearing stammering

OR

* Has difficulty with eating or drinking in terms of mechanics of chewing and swallowing (not sensory / behavioural feeding difficulties)
* Nasal regurgitation of food
* Most speech sounds made at the back of the throat
* Significantly nasal sounding speech

**If the child is showing the difficulties listed below, please do not refer to S&LT. Please see**[**these resources**](#socialcomm) **for further information on how to support these difficulties** (please press ctrl + click on the link above or see page 7 of this document).

**Liaise with your health visitor or educational setting to discuss the possibility of a referral for a General Development Assessment.**

* Avoids eye contact
* Prefers to be on their own
* Follows own agenda (does things on their own terms)
* Does not respond to their name
* Does not use verbal or non-verbal methods to communicate their needs
* Little or no pretend play

**Age 5 – 7 Years**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [**Typical development**](#universal)  **Universal strategies/ resources** (press ctrl + click on link or see page 6 of this document) | | [**Targeted**](#Targeted)  **Provide education-led targeted intervention**  **and /or consider involvement of other services**  press ctrl + click on link or see page 6 of this document) | | | **Specialist**  **Refer to S&LT** | |
| Engages in two – way conversations |  | Attention and concentration are the main barriers to successful communication |  | Please access S&LT training on relevant area:   * attention & listening * vocabulary * blanks levels   Implement suggested strategies in the classroom & targeted interventions | Finds it difficult to respond to instructions with 2-3 parts |  |
| Uses letter and sound links to spell unfamiliar words |  | Gaps in vocabulary knowledge but other language skills are good |  | Has difficulties understanding questions |  |
| Uses a range of questions, including ‘why?’ and ‘how?’ |  | Difficulties with verbal reasoning / inferencing |  | Significant difficulties with understanding stories and retelling events and stories |  |
| Can tell and retell a simple story |  | Social communication difficulties are the main barrier to successful communication |  | May benefit from involvement of ASCETS team (Doncaster) or SFSS (Bassetlaw). Also see [these resources](#socialcomm)  (press ctrl + click on the link above or see page 7 of this document). | Significant difficulties with understanding and using vocabulary / concepts |  |
| Understands complex multi-part instructions. |  |  | | | Has difficulties using full sentences or organising thoughts to talk about thoughts and ideas |  |
| Uses lengthy sentences but makes some grammatical errors (e.g. felled, buyed) |  | Makes a number of grammatical errors when speaking, e.g. incorrect use of tenses, not connecting sentences with ‘and/because/but’ |  |
| Speech is easily understood |  |
| Lisps (‘th’ instead of ‘s’) |  | Ongoing speech sound difficulties |  |

**Age 7 – 11 Years**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [**Typical development**](#universal)  **Universal strategies/ resources** (press ctrl + click on link or see page 6 of this document) | | [**Targeted**](#Targeted)  **Provide education-led targeted intervention**  **and /or consider involvement of other services**  press ctrl + click on link or see page 6 of this document) | | | **Specialist**  **Refer to S&LT** | |
| Can listen to spoken information, work out the most important parts and make related comments |  | Attention and concentration are the main barriers to successful communication |  | Please access S&LT training on relevant area:   * attention & listening * vocabulary * blanks levels   Implement suggested strategies in the classroom & targeted interventions | Finds it difficult to follow multi-step instructions independently |  |
| Can identify when they have not understood and ask for specific additional information to clarify |  | Gaps in vocabulary knowledge but other language skills are good |  | Has difficulties understanding some questions, including inferencing questions about what they hear/ read |  |
| Can infer meanings, reasons& predictions from what is said |  | Difficulties with verbal reasoning / inferencing |  | Difficulties understanding how story events are connected to the plot |  |
| Can tell a story with a well-developed plot, including what characters are thinking and feeling and why they act in certain ways |  | Social communication difficulties are the main barrier to successful communication |  | May benefit from involvement of ASCETS team (Doncaster) or SFSS (Bassetlaw). Also see [these resources](#socialcomm)  (press ctrl + click on the link above  or see page 7 of this document). | Significant difficulties with understanding and using vocabulary / concept words and / or explaining what words mean |  |
| Uses a range of grammar when speaking, including tenses and more complex words to join sentences, e.g. *however* |  |  | | | Uses the wrong words for things, e.g. ‘shark’ instead of ‘whale’ or makes up their own words for things, e.g. cuttergrasser |  |
| Uses language to ask questions, describe events, engage others in conversation, explain and clarify information |  | Has difficulties explaining events and retelling stories – lacks organisation, omits important information |  |
| All speech sounds used correctly when talking |  | Makes grammatical errors when speaking |  |
|  |  | Ongoing speech sound difficulties |  |

**Age 11 – 18 Years**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [**Typical development**](#universal)  **Universal strategies/ resources** (press ctrl + click on link  or see page 6 of this document) | | [**Targeted**](#Targeted)  **Provide education-led targeted intervention**  **and /or consider involvement of other services**  press ctrl + click on link or see page 6 of this document) | | | **Specialist**  **Refer to S&LT** | |
| Can listen to spoken information and work out the most important parts and make related comments |  | Attention and concentration are the main barriers to successful communication |  | Please access S&LT training on relevant area:   * attention & listening * vocabulary * blanks levels   Implement suggested strategies in the classroom & targeted interventions | Difficulties understanding complex instructions, stories and /or more abstract language |  |
| Can follow instructions that do not follow the word order (e.g. Before filling in your worksheet, collect a book and write your name on it) |  | Gaps in vocabulary knowledge but other language skills are good |  | Difficulties understanding questions, including inferencing questions about what they hear/ read |  |
| Can identify when they have not understood and ask for specific additional information to clarify |  | Difficulties with verbal reasoning / inferencing |  | Difficulties understanding how events are connected to the overall plot in stories |  |
| Shows an understanding of sarcasm and less commonly used phrases |  | Social communication difficulties are the main barrier to successful communication |  | May benefit from involvement of ASCETS team (Doncaster) or SFSS (Bassetlaw). Also see [these resources](#socialcomm)  (press ctrl + click on the link above  or see page 7 of this document). | Significant difficulties with understanding and using vocabulary and / or explaining what words mean |  |
| Can explain the meaning of words with multiple meanings |  |  | | | Uses the wrong words for things, e.g. ‘shark’ instead of ‘whale’ or makes up their own words for things, e.g. cuttergrasser |  |
| Uses complex sentences (7-12+ words) that include complex connectives (e.g. even though, however). |  | Has difficulties explaining incidents, retelling stories and persuading others – lacks organisation, omits important information |  |
| Generates complex stories that contain lots of detail |  | Makes a number of grammatical errors when speaking |  |
| Can build an argument to persuade, negotiate or explain a situation. |  | Ongoing speech sound difficulties |  |

**Un****iversal support and strategies**

Universal resources for support speech, language and communication in educational settings can be accessed by double clicking the word document icon below.

|  |  |
| --- | --- |
| Universal S&LT resource pack |  |

**Targeted suppor****t / intervention**

Targeted resources for support speech, language and communication in educational settings can be accessed by double clicking the word document icon below.

|  |  |
| --- | --- |
| Targeted S&LT resource pack |  |

If you are unable to access the documents via the icons, you can find a copy of the resources at: [https://www.doncaster.gov.uk/services/schools/graduated-approach-toolkit](https://www.doncaster.gov.uk/services/schools/graduated-approach-toolkit#Accordion5-11) (scroll down to *Resources / Speech and language therapy/Universal, Targeted, Specialist information for schools)*

**Foundation skills / social communication stra****tegies**

Children need fundamental foundation skills to develop communication. Please double click on the word document icons below to access the resources.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Attention and listening development |  |  | To share attention and engage in interactions with others |  |
| To take turns within interactions |  |  | To use and respond to eye contact |  |
| To use and understand gestures, facial expressions and body language |  |  |  |  |

For children where social communication is the main barrier to successful communication, the resources below may be useful:

|  |  |
| --- | --- |
| Social Stories |  |
| Conversational skills |  |

If you are unable to access the documents via the icons, you can find a copy of the resources at: <https://www.dbth.nhs.uk/services/clinical-therapies/speech-language-therapy/>