

**SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR PRESCHOOL CHILDREN
3:0-5:11 YEARS OF AGE**

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SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR PRESCHOOL CHILDREN

DIRECTIONS

Purpose: This handout was created to assist speech language pathologists in the decision making process of how to select appropriate assessment instruments and prioritize assessment for preschool children 3:0-5:11 years of age. The goal is to eliminate administration of irrelevant tests and select the instruments which will best determine the child's deficits.

The first step is to give this form to both caregiver/s and preschool teacher to fill out. This is done to ensure that the deficit areas are consistent across all individuals dealing with the child on daily basis.

The next step after the handouts are returned is the assessment instrument selection. Now it is the examiner's job to decide which assessment instruments will be administered to the child in order to best determine deficit areas. **Please note that if the caregiver/teacher filled out too many difficulty areas then it is recommended that the examiner also ask them to track child's behavior for a period of time (e.g., week) and fill out the data collection form on page 8 (instructions attached).*

Please note that the administration of cognitively less demanding tests such as Preschool Language Scale-5 (PLS-5) is recommended ONLY for children with severe language impairments. As per Smith (2012), PLS-5 validity study, “**scores generated by the newly revised PLS-5 are concerning for a number of reasons but primarily because the scores often do not appear to reflect the actual language skills, or lack there of, demonstrated by individual children**”. The author further states that presently “**it is not possible to determine the degree to which the PLS-5 is accurately able to identify and discriminate among children with language disorder and those without language disorder. For this reason, the validity of this test is compromised**”¹.

¹ Smith, K (2012) PLS-5 Validity Study – A Comparison of Test Scores. *American Speech Language Hearing Association Convention*. Atlanta, GA.

SPEECH LANGUAGE ASSESSMENT CHECKLIST FOR PRESCHOOL CHILDREN

PURPOSE: To determine potential speech and/or language areas to be targeted during the assessment

PROCEDURE: Please complete this form as part of the referral process for a speech language evaluation

I. PERSONAL INFORMATION:

Date: _____ Child's Name: _____ Sex: _____ Child's Age: _____ DOB _____
 Referred by: _____ Classification: _____
 Language(s) spoken/understood by child (please list): _____
 Previous Speech and Language Services: _____ No _____ Yes If Yes, when? _____

II. REASONS FOR REQUEST (please check all applicable areas of difficulty)**A. Receptive Language (Listening)**

- ___ difficulty understanding what is told without gestures and repetitions
- ___ difficulty following simple 1-2 step verbal directions
- ___ difficulty following 2-3 step directions of with embedded concepts (tall/short, before/after, etc)
- ___ difficulty understanding basic concepts or describing words (e.g., adjectives, prepositions, colors, shapes, etc)
- ___ difficulty responding to yes/no questions
- ___ difficulty responding to simple "wh" (who/what/where/when) questions
- ___ difficulty attending to picture books (loses interest very quickly, refuses)
- ___ difficulty answering questions about picture books
 - ___ without pictures (book closed)
 - ___ with pictures (book open)
- ___ difficulty finding details in picture books (show me ___; point to ___; where is ___)

B. Memory, Attention and Sequencing

- ___ difficulty maintaining attention on tasks/books for more than 2-3 minutes
- ___ difficulty sequencing (e.g., putting 3-4 cards in order of what happened)
- ___ difficulty remembering familiar previously learned words
- ___ difficulty learning new words (cannot remember)
- ___ requires frequent repetition of directions/instructions
- ___ increased processing and response times (takes too long to answer questions)
- ___ at times appears as if ignoring speaker's questions

C. Expressive Language (Speaking)

- ___ limited vocabulary (as compared to peers or siblings/cousins of same age)
- ___ difficulty saying newly learned words correctly (retrieving words from memory)
- ___ limited sentence structure (speaks in 1-3 word phrases)
- ___ speaks only in basic sentences (has no long/complex sentences)
- ___ poor grammar (e.g., does not use plurals, verb tenses, prepositions, articles, etc.)
- ___ sentences often do not make sense and are confusing to listen to
- ___ difficulty retelling simple stories (e.g., retell what happened in a book, or tell what happened earlier that day)

D. Speech (Pronunciation)

- difficulty pronouncing few sounds (e.g., /r/, /l/)
- difficulty pronouncing many sounds (e.g., /f/, /v/, /sh/, /ch/, etc)
- speech is mostly unintelligible or unclear (very difficult to understand)
- stutters (repeats sounds, parts of words, or whole words frequently)
- Lips
 - Tongue protrudes between teeth
 - Speech sounds 'slushy' because on some sounds (e.g., /s/, /z/) air escapes on the sides of mouth

E. Voice* (may require medical referral)

- deviation in vocal pitch (voice is too high or too low)
- deviation in intensity (voice is too loud or too soft most of the time)
- deviation in quality (voice sounds unusually harsh, breathy, rough, wet, most of the time)
- frequently loses voice

F. Resonance* (may require medical referral)

- speech sounds hypernasal all the time (too much air flowing to the nose when speaking)
- speech sounds denasalized (as if the child is congested all the time)
- nasal emissions (air is frequently escaping through the nose)
- reduced oral pressure for consonants (speech sounds mumbled and imprecise)

G. Phonological Awareness Skills

- difficulty/uninterested in handling books (holds upside down/doesn't realize that letters make the storyline)
- difficulty reciting the alphabet (without singing the alphabet song)
- difficulty remembering simple children's songs
- difficulty identifying simple rhymes (do cat/bat rhyme?)
- difficulty making simple rhymes (what rhymes with moon?)
- difficulty discriminating between similar sounding words (e.g., bat/back)
- difficulty discriminating between similar sounding sounds (p/b; m/n)
- difficulty with sound letter association (what sound does this letter make?)
- difficulty with counting words in sentences
- difficulty with recognizing compound words (what two words make up "cupcake", "toothbrush", "doghouse")

H. Social Skills

- limited or non-purposeful play routines (e.g., rolls around truck or stacks cups; but doesn't truly play)
- difficulty with constructive play activities (building with blocks, coloring, puzzles)*
- difficulty with pretend play activities (pretending to cook or playing doctor)
- difficulty looking at speakers/listeners when speaking/spoken to
- difficulty getting along with other children
 - plays alone (uninterested in joining others)
 - poor behavior (other kids don't want to play with him)
 - doesn't know how to join in the play with others
 - prefers adult company to children's
- difficulty initiating conversations with other children
- speaks off topic
- interrupts others when speaking

- ___ difficulty maintaining conversation for 3 conversational turns
 ___ unusual social behaviors; please describe _____

I. Problem Solving Abilities

- ___ difficulty responding to age-level abstract “why”, “how”, and “what if” questions
 ___ difficulty making simple predictions (what will happen next)
 ___ difficulty answering simple inferencing questions (how did this happen?)
 ___ difficulty recalling/recreating solutions to previously experienced problems or learning from experience (e.g., opening things, reaching for things, turning on things, etc.)
 ___ difficulty understanding cause/effect explanations (e.g., if you do this, I’ll give you that)
 ___ difficulty classifying objects by size, likeness, or similar attributes
 ___ difficulty stating how two similar things go together (e.g., how are cat and dog alike?)
 ___ difficulty identifying differences among semantically related objects (e.g., how’s couch different from a chair)

J. Executive Function Skills:

- ___ difficulty with working memory (remembering what happened in the beginning of the story by the end of it)
 ___ difficulty with behavior inhibition (waiting his/her turn for something)
 ___ difficulty regulating behavior (throws tantrums when doesn’t understand/doesn’t get something right away)
 ___ difficulty with displaying cognitive flexibility (does not transition easily from tasks/activities)
 ___ difficulty with organization (difficulty following established routines)
 ___ difficulty with deviation from structure (difficulty deviating from established routines)
 ___ difficulty running simple repetitive directions/errands (can’t seem to get how to do it)
 ___ difficulty with simple chores/self-care tasks (unable to do things on his/her own without assistance)

Please write a descriptive summary of the child’s **most significant** present difficulties:

ADDITIONAL INFORMATION

Does the child have any medical concerns: _____ If so, please list: _____

Are the communication difficulties affecting the child on daily basis? ___ Yes ___ No If so, how?

Do you suspect the child may have other delays? _____ If so, in what area(s)? (Please circle below)

Intellectual/Cognitive

Behavioral

Motor

Social/Emotional

Other (specify) _____

SUGGESTED SPEECH TEST SELECTION FOR PRESCHOOL CHILDREN²**Articulation Tests:**

- Sunny Articulation and Phonology Test (APP) Ages: All
- Clinical Assessment of Articulation and Phonology-2 (CAAP-2) Ages: 2:6-11:11
- Linguistics Articulation Test-Normative Update (LAT-NU) Ages: 3-21
- Goldman Fristoe Test of Articulation-3 (GFTA-3) Ages: 2-21:11
- **Informal Continuous Speech Sample** with a focus on both **independent and relational** analysis of the client's speech

Fluency Tests:

- Stuttering Severity Instrument -4 (SSI-4) Ages: 2-10+
- Test of Childhood Stuttering (TOCS) Ages 4-12

SUGGESTED LANGUAGE TEST SELECTION FOR PRESCHOOL CHILDREN:**General Language Tests**

The following tests provide a general overview of the child's language ability in multiple areas of listening comprehension and verbal expression.

- Preschool Language Scale 5 (PLS-5) * Ages: Birth-7:11
- Preschool Language Assessment Instrument-2 (PLAI-2) Ages: 3-6
- CELF-Preschool 3 (CELF-P3) Ages: 3-6
- Test of Early Language Development, 4th Edition (TELD-4) Ages: 2-7:11
- Test of Auditory Comprehension of Language 4th Edition (TACL-4) Ages: 3-9:11

Vocabulary

- Montgomery Assessment of Vocabulary Acquisition (MAVA) Ages 3+
- Receptive One-Word Picture Vocabulary Test-4 (ROWPVT) Ages 2+
- Expressive One-Word Picture Vocabulary Test-4 (EOWPVT) Ages 2+
- Test of Word Finding-2 (TWF-2) Ages 4+

Auditory Processing and Phonological Awareness

- Auditory Skills Assessment (ASA) Ages 3:6-6:11
- A Language Processing Skills Assessment-4 (TAPS-4) Ages 5+
- Comprehensive Test of Phonological Processing-2 (CTOPP-2) Ages 4+

Pragmatic Language

- Language Use Inventory (LUI) Ages: 18 -47 months
- Theory of Mind Inventory-2 (TOM-2) Ages: 2+
- Children's Communication Checklist-2 U.S. Edition (CCC-2) Ages 4+

Narrative Assessment

- Narrative Assessment Protocol (NAP) **Free** Ages 3-6
- Narrative Language Measures (NLM) **Free** Ages: Preschool

² Please note that testing recommendations are based on personal author preferences, hence the use of the word "suggested" in the title. Additional testing selection considerations include: reviews, assessment price, as well as publishing date.

Select Language Testing Battery Suggestions

Ages 3-4	Ages 5-6
Severe Language Deficits	Severe Language Deficits
<ul style="list-style-type: none"> • PLS-5 	<ul style="list-style-type: none"> • CELF-P3
<ul style="list-style-type: none"> • ROWPVT 	<ul style="list-style-type: none"> • ROWPVT
<ul style="list-style-type: none"> • EOWPVT 	<ul style="list-style-type: none"> • Narrative Assessment
Auditory Processing/Listening Comprehension	Language Deficits
<ul style="list-style-type: none"> • ASA 	<ul style="list-style-type: none"> • CELF-P3
<ul style="list-style-type: none"> • TACL-4 	<ul style="list-style-type: none"> • EOWPVT
<ul style="list-style-type: none"> • Narrative assessment 	<ul style="list-style-type: none"> • Narrative assessment
Language/Auditory Processing	Language/Auditory Processing/Phonological Awareness
<ul style="list-style-type: none"> • CELF-P3 	<ul style="list-style-type: none"> • CELF-P3
<ul style="list-style-type: none"> • ASA 	<ul style="list-style-type: none"> • CTOPP-2
<ul style="list-style-type: none"> • Narrative Assessment 	<ul style="list-style-type: none"> • Narrative Assessment
Word-Retrieval	Word-Retrieval
<ul style="list-style-type: none"> • PLAI-2 	<ul style="list-style-type: none"> • CELF-P3
<ul style="list-style-type: none"> • TWF-2 	<ul style="list-style-type: none"> • TWF-2
<ul style="list-style-type: none"> • Narrative Assessment 	<ul style="list-style-type: none"> • Narrative Assessment
Language/Social Skills	Language/Social Skills
<ul style="list-style-type: none"> • PLAI-2 	<ul style="list-style-type: none"> • CELF-P3
<ul style="list-style-type: none"> • CCC-2 	<ul style="list-style-type: none"> • CCC-2
<ul style="list-style-type: none"> • Narrative Assessment 	<ul style="list-style-type: none"> • Narrative Assessment
Language/Problem Solving	Language/Problem Solving
<ul style="list-style-type: none"> • PLAI-2 	<ul style="list-style-type: none"> • PLAI-2
<ul style="list-style-type: none"> • EOWPVT 	<ul style="list-style-type: none"> • CELF-P3
<ul style="list-style-type: none"> • Narrative Assessment 	<ul style="list-style-type: none"> • Narrative Assessment

Supplemental* Caregiver/Teacher Data Collection Form

A. Receptive Language (Listening)	Always	Often (50%+)	Sometimes (<50%)	Rarely (<25%)
difficulty understanding what is told w/out gestures/repetitions				
difficulty following simple 1-2 step verbal directions				
difficulty follow 2-3 step directions with embedded concepts				
difficulty understanding basic concepts or describing words				
difficulty responding to yes/no questions				
difficulty responding to simple "wh" (who/what/where/when)				
difficulty attending to picture books				
difficulty answering questions about picture books				
difficulty finding details in picture books				
B. Memory, Attention and Sequencing				
difficulty maintaining attention on tasks/books for more than 2-3 minutes				
difficulty sequencing (e.g., putting 3-4 cards in order)				
difficult remembering familiar previously learned words				
difficulty learning new words (cannot remember)				
requires frequent repetition of directions/instructions				
increased processing and response times				
at times appears as if ignoring speaker's questions				
C. Expressive Language (Speaking)				
limited vocabulary				
difficulty retrieving newly learned words from memory				
limited sentence structure (speaks in 1-3 word phrases)				
speaks only in basic sentences (has no long/complex sentences)				
poor grammar				
sentences often do not make sense and are confusing to listen to				
difficulty retelling simple stories				
F. Speech (Pronunciation)				
difficulty pronouncing few sounds				
difficulty pronouncing many sounds				
speech is mostly unintelligible or unclear				
stutters				
lisps				
G. Voice* (may require medical referral)				
deviation in vocal pitch (voice is too high or too low)				
deviation in intensity (voice is too loud or too soft)				
deviation in quality (voice sounds harsh, breathy, rough, wet)				
frequently loses voice				
H. Resonance* (may require medical referral)				
speech sounds hypernasal all the time				
speech sounds denasalized				
nasal emissions (air is frequently escaping through the nose)				
reduced oral pressure for consonants (speech sounds mumbled and imprecise)				
J. Phonological Awareness Skills				
difficulty/uninterested in handling books				
difficulty reciting the alphabet				
difficulty remembering simple children's songs				

difficulty identifying simple rhymes (do cat/bat rhyme?)				
difficulty making simple rhymes (what rhymes with moon?)				
difficulty discriminating between similar sounding words				
difficulty discriminating between similar sounding sounds				
difficulty with sound letter association				
difficulty with counting words in sentences				
difficulty with recognizing compound words				
<u>K. Social Skills</u>				
limited or non-purposeful play routines				
difficulty with constructive play activities				
difficulty with pretend play activities				
difficulty looking at speakers/listeners when speaking/spoken to				
difficulty getting along with other children				
plays alone (uninterested in joining others)				
poor behavior (other kids don't want to play with him)				
doesn't know how to join in the play with others				
prefers adult company to children's				
difficulty initiating conversations with other children				
speaks off topic				
interrupts others when speaking				
difficulty maintaining conversation for 3 conversational turns				
<u>L. Problem Solving Abilities</u>				
difficulty responding to age-level abstract "why", "how"qs				
difficulty making simple predictions (what will happen next)				
difficulty answering simple inferencing questions				
difficulty recalling/recreating solutions				
difficulty understanding cause/effect explanations				
difficulty classifying objects				
difficulty stating how two similar things go together				
difficulty identifying differences				
<u>M. Executive Function Skills:</u>				
difficulty with working memory				
difficulty with behavior inhibition				
difficulty regulating behavior				
difficulty with displaying cognitive flexibility				
difficulty with organization				
difficulty with deviation from structure				
difficulty running simple repetitive directions/errands				
difficulty with simple chores/self-care tasks				
Total:				

*Please tally the results and initiate the assessment by targeting **the most severely impaired areas**.*

Administer additional testing when the child evidences improvement.

END OF DOCUMENT

Helpful Smart Speech Therapy Bundles

- **The Checklists Bundle**
 - <http://www.smartspeechtherapy.com/shop/the-checklists-bundle/>
- **General Assessment and Treatment Start Up Bundle**
 - <http://www.smartspeechtherapy.com/shop/general-assessment-and-treatment-start-up-bundle/>
- **Multicultural Assessment Bundle**
 - <http://www.smartspeechtherapy.com/shop/multicultural-assessment-and-treatment-bundle/>
- **Narrative Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessment-bundle/>
- **Introduction to Prevalent Disorders Bundle**
 - <http://www.smartspeechtherapy.com/shop/introduction-to-prevalent-disorders-bundle/>
- **Social Pragmatic Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/social-pragmatic-assessment-and-treatment-bundle/>
- **Psychiatric Disorders Bundle**
 - <http://www.smartspeechtherapy.com/shop/psychiatric-disorders-bundle/>
- **Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorders-assessment-and-treatment-bundle/>

Helpful Smart Speech Therapy Resources

- **Assessment Checklist for Preschool Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-preschool-child/>
- **Assessment Checklist for School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-school-aged-child/>
- **Differential Diagnosis of ADHD in Speech Language Pathology**
 - <http://www.smartspeechtherapy.com/shop/differential-diagnosis-of-adhd-in-speech-language-pathology/>
- **Behavior Management Strategies for Speech Language Pathologists**
 - <http://www.smartspeechtherapy.com/shop/behavior-management-strategies-for-speech-language-pathologists>
- **Narrative Assessment of Preschool and School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessments-of-preschool-and-school-aged-children/>
- **Creating Functional Therapy Plan**
 - <http://www.smartspeechtherapy.com/shop/creating-a-functional-therapy-plan-therapy-goals-soap-note-documentation/>
- **The Role of Frontal Lobe in Speech and Language Functions**
 - <http://www.smartspeechtherapy.com/shop/the-role-of-frontal-lobe-in-speech-and-language-functions/>
- **Executive Function Impairments and At Risk Pediatric Populations**
 - <http://www.smartspeechtherapy.com/shop/executive-function-impairments-in-at-risk-pediatric-populations/>
- **Assessing Social Pragmatic Skills of School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/assessing-social-pragmatic-skills-of-school-aged-children/>
- **Treatment of Social Pragmatic Deficits in School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/treatment-of-social-pragmatic-deficits-in-school-aged-children/>
- **Fetal Alcohol Spectrum Disorder An Overview of Deficits**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorder-an-overview-of-deficits/>
- **Speech Language Assessment and Treatment of Children with Alcohol Related Disorders**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-and-treatment-of-children-with-alcohol-related-disorders/>