

Early Warning Signs Indicators of SLCN (School-Age)

- The purpose of this 'Early Warning Signs' checklist is to begin the process of identifying children who are of concern and to build up a picture of their speech, language and/or communication needs. This can assist in planning and gathering information over time and can be passed on to others at times of transition, e.g. from class to class and school to school.
- This should be completed by someone who knows the child well.
- Highlight or tick (✓) statements that are applicable to the child. Refer to developmental norms (see section 10.20) if needed.
- The checklist may suggest difficulties within one specific area or it may be that there are indicators in more than one category.

NB: Some of these characteristics may also be an indication of other difficulties.

Name of child:	Date
Speech:	
	✓
Speech sounds are not clear	
Stammers	
Additional comments:	
Expressive Language:	
	✓
Uses language typical of a much younger child	
Levels of communication are less than typical	
Has a limited range of vocabulary for his/her age	
Uses related but incorrect word e.g. shoe for slipper or made-up word e.g. applepumpkin for pineapple	
Uses "general all purpose" verbs (e.g. "he do the picture")	
Frequently hesitates before speaking	
Uses "empty" and/or "filler" words (thingy, stuff, um/er)	
Misses endings off words	
Has difficulty retelling a story or relating news	
Imitates language as heard (pitch/accent)	
Echoes sentences of more than 4-5 words	
Uses language well for 'commentary' but struggles with explanations	
Additional comments:	

Receptive language:	✓
Finds it difficult to listen	
Is unable to remember instructions	
Flits quickly from one activity to another	
Responds inappropriately or misinterprets what has been said	
Appears to have difficulty managing behaviour	
Is often the last to do what is asked	
May walk away when asked a question	
Poor understanding of abstract concepts	
Confused about routines	
Poorly developed interactive and imaginative play	
Watches others in order to know what to do	
Additional comments:	
Social use of language:	✓
Has poor eye contact	
Finds it difficult to take turns	
Stands too close to others or lacks awareness of personal space	
Tends to talk about the same things	
Has difficulty with friendships	
Alarmed by variation in routine	
Echoes language (echolalia)	
Treats people like objects, finds objects less threatening	
Difficulty reacting appropriately to emotion	
Uses language that appears to be more advanced than their age or understanding	
Additional comments:	

