Screening tool to check understanding.

|  |  |
| --- | --- |
| Child’s name:  | DOB: |
| Name of screener: | Date of screen: |

How to use the screen:

Sit somewhere quiet and free of distractions. Put the objects out in front of you and see if the child can find the items you ask for. Speak clearly and try not to point or gesture to help the child. If the child gets all three items incorrect then stop there. If they get one or two items correct in a set then keep going.

You will need the following items (or similar items if you are going to substitute):

Key, cup, box, plate, duck, pencil, book, big ball, little ball, big spoon, little spoon.

One key word: tick the box if the child points to the item

|  |  |  |
| --- | --- | --- |
| key |[ ]  plate |[ ]  book |[ ]
| cup |[ ]  duck |[ ]  ball |[ ]
| box |[ ]  pencil |[ ]  spoon |[ ]

Actions: give the child a teddy or animal and ask them to do some actions

|  |  |  |
| --- | --- | --- |
| jump |[ ]  sit |[ ]  sleep |[ ]
| eat |[ ]  fly |[ ]  run |[ ]

Two key words: tick the box if the child carries out the action

|  |
| --- |
| Put the **key** in the **cup** |[ ]
| Put the **ball** on the **plate** |[ ]
| Find the **little spoon** |[ ]

Three key words: tick the box if the child carries out the action

|  |
| --- |
| Put the **spoon** and **key** on **plate** |[ ]
| Give me the **duck, pencil** and **key** |[ ]
| Put the **big ball** in the **box** |[ ]

Four key words: tick the box if the child carries out the action

|  |
| --- |
| Put the **duck** and **spoon under** the **box** |[ ]
| Put the **key** in the **box**, and the **pencil** in the **cup** |[ ]
| Put the **big spoon under** the **plate** |[ ]