Speech and Language Screening

Infancy through Adolescence
Presented by Famida Virani

Definition

• According to the American Speech-Language Hearing Association (ASHA), a “screening”, in the paediatric population, is a pass/fail procedure to identify infants, toddlers, children, or adolescents who require further speech-language/communication assessment or referral to other professional and/or medical services.

• Paediatric speech-language screenings are conducted according to the Fundamental Components and Guiding Principles.

Purpose – WHEN do we conduct a screening?

• The purpose of speech, language, and voice screening is to identify students who may have a speech-language impairment and may be eligible for special education and related services. If a student fails the screening, a decision should be made as to whether a disability is suspected. If so, the child is referred for an evaluation.
WHY do we use screenings?

• Paediatric speech-language screening services are provided to infants, toddlers, children, adolescents, and their families as needed, requested, or mandated, or when other evidence suggests that they have risks for speech-language disorders associated with their body structure/function and/or activities/participation.

When to STOP screening

• If a child is unable to complete the task on a subset of the screening, it should be indicated on the form and screening should be halted.

WHO conducts a screening?

• Recommended practice indicates that the screenings be done by a speech-language pathologist or under a speech-language pathologist’s supervision or direction.
• If someone other than the speech pathologist implements speech-language screening, in-service training by the speech-language pathologist should be provided to ensure that valid and reliable screenings will be completed.
• When using personnel other than speech-language pathologists to conduct the screening, it is recommended that such personnel only “pass” students who meet the screening criteria.
• Students who do not meet the criteria should be screened by a speech-language pathologist who would make the final determination whether they passed or failed.
Setting, Equipment Specifications, Safety, and Health Precautions

- **Setting**: Paediatric speech-language screening is conducted in a clinical or educational setting or other natural environment conducive to valid screening results. Settings for screening may include hospitals, clinics, schools, or homes.
- **Equipment Specifications**: All equipment used for paediatric speech-language screening is used and maintained in accordance with the manufacturer's specifications.
- **Safety and Health Precautions**: All screening services ensure the safety of the patient/client and clinician and adhere to universal health precautions (e.g., prevention of bodily injury and transmission of infectious disease). Decontamination, cleaning, disinfection, and sterilization of multiple-use equipment before reuse must be carried out according to facility-specific infection control policies and services and according to manufacturer's instructions.

Clinical Process

- Screening services are sensitive to cultural and linguistic diversity. Screening includes a range of age-appropriate, speech-language and other communication functions and activities.
- Standardized (e.g., normed screening tests) or non-standardized methods (e.g., criterion-referenced assessments, parent interviews, classroom observations) are used to screen oral motor function, communication and social interaction skills, speech production skills, comprehension and production of spoken and written language (as age-appropriate), and cognitive aspects of communication.
- Screening typically focuses on body structures/functions but may also address activities/participation, and contextual factors affecting communication.
- Individuals who fail the screening are referred to a speech-language pathologist for further assessment.

Where does it all start? The Referral Process

- A child may be participate in a screening in several cases:
  - If all children in a class are participating in mass screenings. Most often conducted in kindergarten
  - If referred by a parent, teacher, or other referral source
- The referral source should contact the special education coordinator with referrals.
Screening Instruments

- Numerous commercially produced screening instruments are available. Regardless of the instruments used, it is recommended that local norms be established to determine the validity of the screening instrument for that population of students.
- Examples of commercial screening tools include the Clinical Evaluation of Language Fundamentals – Fourth Edition (CELF-4) Screening and Preschool Language Scale – Fourth Edition (PLS-4) Screening are two examples of highly reliable and frequently used screening tools.
- Screenings may also be conducted using professionally-generated forms, as created by the supervising Speech-Language Pathologist. These forms are NOT norm-referenced and it is highly recommended that local norms be collected if this type of form is used.

Follow-Up Process

- You should check with your special education coordinator or SLP for follow-up policies, which may vary by area or location.
- As with all treatment and assessment, ensure you maintain client confidentiality at all times.
- Record keeping – a record of the speech and language screenings of each student should be kept by recording the results on the following forms, which should be sent to the SLP.
- Commercial screening forms
- Self-made forms (if non-commercial screenings are used)

Expected Outcomes

- Paediatric speech-language screening identifies infants, toddlers, children, or adolescents likely to have speech-language and communication impairments that may interfere with body structure/function and/or activity/participation as defined by the World Health Organization (WHO).
- Screening services result in pass/fail decisions and may result in:
  - recommendations for supporting normal development and preventing speech language impairment;
  - referral for comprehensive speech-language assessment or other assessments or services;
  - plans to monitor development.
Documentation

- Documentation includes a statement of identifying information, screening results, and recommendations, indicating the need for rescreening, assessment, or for a referral, which is made by the SLP.
- The privacy and security of documentation are maintained in compliance with the local regulations, provincial and federal laws.
- Results of screenings are reported to the child’s family/caregivers, as appropriate. Reports are distributed to the referral source and other professionals when appropriate, and with written consent.

QUIZ

1. When should you stop screening a child’s speech/language skills?
2. Who is qualified to do a screening?
3. How does a child get on ‘the list’ for a screening?
4. What happens if the child ‘fails’ a screening?
5. What happens if the child ‘passes’ the screening?
6. Who do you give the screening forms to, once the screening has been completed?

Case studies
Would you refer the following children for a speech and language screening?

- Child 1 – age 5-2. Speaks in 4-5 word sentences, but staff only understands 25% of what he says.
- Child 2 – age 3-6. Speaks in three word phrases. Understood 50% of the time.
- Child 3 – grade one, age 6-3. Intelligibility is 100%. Follows basic two-step instructions. Always looking for direction from other students. Easily distracted. No other diagnosis.

Would you refer...?

- Child 4 – grade three. Average academic skills. Described as ‘shy’. Not many friends in class or on the playground. No articulation concerns.
- Child 5 – fourth grade. Follows directions well but sometimes gets confused with his use of grammar. Poor skills in reading and writing. Had been seen for work with articulation in kindergarten, but discharged in grade one.
- NOTE: More examples may be provided by the SLP during the presentation.

Your turn!

- I will now randomly call on specific sites for more examples from your experiences.
- When asked, would someone from your site please provide (without name or other identifying information) some details about the child’s speech and language, and what raised concerns at that time.
- We will open up discussion about each example.
• The Clinical Evaluation of Language Fundamentals – Fourth Edition Screening Test
  - Materials Needed:
    • Stimulus book
    • Examiner’s manual
    • Appropriate test form for the child

Clinical Evaluation of Language Fundamentals – Fourth Edition (CELF-4) Screening
• Created by Eleanor Semel, Ed.D., Elisabeth H. Wigg, Ph.D., and Wayne A. Secord, Ph.D.
• Used with clients from 5-21 years of age.
• The CELF-4 Screening Test is a criterion-referenced test that is used to quickly identify children who may be experiencing language difficulties, using the most discriminating items from the CELF-4, the widely used and established leader in the assessment of language difficulties.
• It uses a brief format that is easy to administer and score. Each test item is scored as ‘correct’ or ‘incorrect’, and scored with a ‘1’ or ‘0’, respectively.
• Colourful illustrations keep children engaged while the clinician screens their receptive, expressive, grammatical and semantic skills in less than 15 minutes.
• Areas screened include receptive and expressive language, grammar, and semantic skills.
• Directions are included in the stimulus book, but special attention should be paid to different start/end points, based on age.

Review of the CELF-4 screening
• Demonstration and run-through
• Question and answer period (specific sites will be addressed if no one volunteers with questions)
The Preschool Language Scale – Fourth Edition Screening Test (PLS-4 Screen)

Materials Needed:
- stimulus book
- examiner’s manual
- appropriate record form for child

Preschool Language Scales – Fourth Edition (PLS-4) Screening

• With the PLS-4 Screening Test you can screen for a broad spectrum of speech and language skills in young children in less than 5-10 minutes.
• Used with children between the ages of 3:0 and 6:11
• Norm-referenced criterion scores are used to determine if the child passed/failed the screening
• The PLS Screening Test is ideal for early childhood screenings as well as preschool and kindergarten screenings. The format is easy to use and appropriate for use with young children.
• The screening uses test items that are deemed to be the most discriminating items of the PLS-4 comprehensive evaluation
• The screening identifies the abilities of children who are at risk for a language disorder and need further evaluation
• It evaluates a variety of skills including language, articulation, connected speech, voice fluency and pragmatics
• Unlike the full PLS-4, no manipulatives are required
• Instructions are included in the manual
• Record forms are different for each age group (divided by year) and are one, two-sided form per child.

Review of the PLS-4 screening

• Demonstration and run-through for all age levels
• Question and answer period (quiz specific sites if no one volunteers with questions)
Practice!

• All sites should have the scoring forms.
• I will refer to specific items from the PLS-4 screening and will ask specific locations to indicate if I would (as the child) obtain a ‘0’ or ‘1’ for that specific item.

Fluharty-2
Fluharty Speech and Language Screening Test

• An individually administered assessment of articulation, expressive/receptive vocabulary, and composite language
• Ages: 3-0 through 6-11
• Administration Time: 10 minutes
• Scores/Interpretation: Standard scores (M = 100, SD = 15) and percentiles for subtests and composites, age equivalents for composites
• Author: Nancy Buono Fluharty
• Benefits: Completely revised
Quick and easy to administer
Appealing to children

Fluharty-2

• The Fluharty Preschool Speech and Language Screening Test—Second Edition quickly identifies those preschool children for whom a complete speech and language evaluation is recommended.
• The Fluharty-2 is easy to administer quickly and is appealing to children.
• The Fluharty-2 provides standard scores (M = 100, SD = 15) and percentiles for subtests and composites. There are age equivalents for the composites.
• The kit contains all necessary manipulatives.
• There is space on the record form for noting phonological process errors, voice quality, and fluency.
• Teacher Questionnaires allow for collaboration when assessing children in school populations.
• The Fluharty-2 is a norm-referenced screening test designed and thoroughly analyzed to provide “good” statistical information.
• The theoretical model for the Fluharty-2 follows current language development information.
Fluharty-2

- The Fluharty-2 contains five subtests
  - Articulation
  - Repeating Sentences
  - Responding to Directives and Answering Questions
  - Describing Actions
  - Sequencing Events
- Scores reflect performance in articulation, receptive language, expressive language, and composite language.
- Examination of items on the Fluharty-2 indicated little or no bias relative to gender, disability, racial, socioeconomic or ethnic group.

Kindergarten Language Screening Test (KLST-2)

- This five-minute screening test is a norm-referenced measure that can be used to identify children with language deficits that may impede school performance.
- Vocabulary, the ability to follow commands, comprehension of questions, and other areas are assessed in this easy-to-use instrument.
- This individually administered screening test helps you identify children who need further diagnostic testing to determine whether or not they have language deficits that will accelerate academic failure. In 5 minutes, you will be able to identify a child who may fail academically because of a

- This edition, completely re-standardized and updated, can be used to screen ability to:
  - Demonstrate common preschool knowledge
  - Understand questions
  - Follow commands
  - Repeat sentences
  - Compare and contrast common objects
  - Use spontaneous speech
- The KLST-2 has strong predictive ability and was normed on a sample of 519 children, ages 4-0 through 6-11.
- Criterion-related validity has been demonstrated through three studies that demonstrate correlations with PLS–3, TOLD-P:3, and CELF-P.
Parent Questionnaires

- We often employ the use of parent questionnaires to help identify areas of concern for a child’s speech and language development.
- A child’s parent is the expert on their child and may be able to provide more information that will be beneficial for the screening/assessment process.
- Parent questionnaires are often beneficial when a child is hesitant to complete a speech and language screening, or when we feel the screening did not provide an accurate picture of the child’s functioning.

Parent questionnaires

- Administration:
  - Most questionnaires are a simple one or two page form that can be sent home, completed by the parent, and returned to the school.
  - They are designed to be easy to use, straightforward, and quick.
  - Special note: please be sensitive to the skills of the child’s parent. It is easy to assume that all parents are literate, or are proficient in English, but this is not always the case. It is always best to contact the parent and offer the option of meeting you to complete the questionnaire in an interview format, where you ask the questions and record the parent’s responses.

Parent questionnaires...

- Examples of useful questionnaires may include:
  - Case history forms – please see examples provided
  - Questionnaires can also be found included with standardized testing kits. For example, the CELF-4 and CELF-P2 have supplemental forms that can be completed by parents/teachers that may supplement the screening process
  - Formal questionnaires, such as the Rossetti Infant-Toddler Language Scale and the Receptive Expressive Emergent Language Test - 3 are to be used as formal assessments and should be conducted by your Speech-Language Pathologist.
Quiz!

1. If a child is 4 years, 11 months old, which screening tests could you use?
2. If a child is 13 years old, which screening test could you use?
3. If, while using the CELF-4 screening, the child has already ‘failed’ enough individual questions to fall below the ‘pass’ level, should you continue to complete the screening?

Note: the presenter may ask additional questions, as appropriate.

Works Cited

Karen Manchur, MS, (CF) R.SLP
Speech-Language Pathologist
#16 – 10236 123 Street
Edmonton, AB T5N 1N4
(780) 237-1015

Child Fact Sheet

Name: ________________________ □ Male     □ Female  Date: ______________________
Date of Birth: _______________ Age: ______  Home Phone #: ______________________
Address: ____________________ ____________________
Number/street   City/Province   Postal Code

Primary Language spoken at home: ______________________ Grade in school: _______________
Referring person/doctor: ______________________  Reason: ______________________
_________________________________________________________________________________

Name of parent/caregiver: _____________________________________________________________
D.O.B. ________________________________

If different from above:
Home Phone #: ______________________ Bus #: ______________________
Mother or Father (please circle or indicate relationship): ______________________________
Address: ____________________ ____________________
Number/street   City/Province   Postal Code
Employer: ______________________  Job Title: ______________________
Referring source: ______________________  Reason: ______________________
How did you hear about PROMPT? ______________________
Have you seen a speech therapist before? ______________ Who and when? ______________________

Does your child require any special or individual educational modifications? Yes/no
If yes, please explain:

Background Information

At this time, what concerns you most about your child? (check all that apply):

□ speech and language
□ motor skills development, i.e., walking, running, climbing, etc.
□ child’s ability to interact or play with others
□ child’s behavior with parents, siblings, others
□ child’s overall/academic or development/progress
□ other: please explain:
Does your child appear frustrated or upset about his/her lack of ability to speak or communicate?

□ yes   □ no

If yes, how does your child indicate his/her frustration?

□ becomes quiet or withdraws
□ appears angry/upset, cries when not understood
□ throws temper tantrums or refuses to comply
□ other (please explain):

Are you the:  □ natural parents   □ adoptive parents   □ foster parents   □ other

Has your child been seen by any of the following professionals:

<table>
<thead>
<tr>
<th>Name</th>
<th>Agency</th>
<th>Date(s)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were there any complications reported by physicians, etc. during pregnancy, birth, or shortly after birth?

□ yes   □ no

If yes, please explain: ____________________________________

Has your child suffered illnesses, accidents, or surgery that may have had an impact on his/her speech-language development?

□ yes   □ no
If yes, please explain: ____________________________________________________________

Has this child has his/her hearing assessed? □ yes □ no
If yes, please elaborate:
  When tested:
  Where tested:

Results: within normal limited (20dB SPL) □ Other: □ please specify:

Does anyone in the child’s family have a history of:
  □ Speech problems □ language problems
  □ Hearing difficulties □ learning disabilities

If yes, please specify the problem and relationship:

**BEHAVIORAL TREATMENT CONSIDERATIONS**

My child, _____________, exhibits the following behaviors when he/she is upset or angry and does not wish to comply:
Please list:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

When my child exhibits these behaviors and cannot be brought back to therapy task by using a verbal reminder, my child’s PROMPT clinician has permission to use the following interventions:
Please list and detail:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I **WISH** □ **DO NOT WISH** □ to be notified every time one of the behavioral interventions listed above is used in a session.

Signed: Mr./Mrs./Ms./Miss ___________________________ Date: __________________

Parent or guardian
EDUCATION, TREATMENT, AND RESEARCH

In order to provide education about speech production disorders, their causes, and treatment approaches that are most effective to speech-language pathologists, parents, and caregivers, therapy sessions may occasionally be videotaped. As such, it is important that clients, parents, and caregivers realize that we will occasionally videotape session to investigate better ways of providing services. No identifying information will be used. Thank you for your cooperation.

I, _____________________, GIVE my consent for my child or myself to be videotaped or photographed for the following purposes:

- To aid in my child’s, or my, treatment planning and evaluating
- To provide feedback and/or PROMPT treatment suggestions to me, or my child’s clinician

My PROMPT clinician and I have fully discussed and agreed upon the above and what is expected both of my child and my family in carrying over consistent expectations. As a result, I hereby authorize the provision of PROMPT treatment for my child.

Signed: Mr./Mrs./Miss/Ms. _____________________  Date: ___________________
       Parent or guardian

Signed: _____________________  Date: ___________________
       Clinician
CELF4 QUESTIONS
FOR TRAINING PURPOSES

SUBTEST 1 (Items #1 - #7):

Trial A: Here the bird is eating [point] and here the bird is eating [point].

1. The girl is walking [point]. The girl [point] ________.

2. The man likes to sing [point]. Every day he [point] _________.

3. Here is one watch [point]. Here are two [point] __________.

4. This is Carol [point] and this is Robert [point]. This is Carol’s dog [point] and this is [point] _________.

5. The boy is painting a picture [point]. This is the picture he [point] _________.

6. The girl is buying popcorn. This is the popcorn she [point] _________.

7. He is drinking now. Soon she _________.

SUBTEST 2 (Items #8 - #13):

Trial B: Sock [point to the sock] and foot [point to the foot]. How do sock and foot go together?

8. Here are two more words. How do butterfly and kite go together?

9. How do clock and watch go together?

10. How do shark and starfish go together?

11. How do chick and egg go together?

12. How do hospital and doctor go together?

13. How do lamp and flashlight go together?

SUBTEST 3 (Items #14 - #19):

Trial C: Point to the ball and the car [point to the ball and then the car].

Point to the fish and the apple. Go.
14. Here are some more. Point to the house that is closest to the big fish. Go.
15. Point to the fish after you point to the ball. Go.
16. Point to the apple at the same time that you point to the shoe. Go.
17. Point to the shoe and the apple before you point to the ball and the fish. Go.
18. Point to the second big house after you point to the third shoe.
19. Before pointing to the last ball, point to the first apple and the first house. Go.

SUBTEST 4 (Items #20 - #28):
See “Record Form”

SUBTEST 5 (Items #29 - #35):
See “Record Form”

SUBTEST 6 (Items #36 - #41):
Trial F: in the house / the dog / is

36. and / is reading / is writing / the girl / the boy
37. park / we / the car / here / shouldn’t
38. the teacher / the test / to give / planning / isn’t
39. the boy / my sister / a picture / show / did
40. remember / doesn’t / she / it / where / got / she
41. he wrote / he finished / a letter / work / after

SUBTEST 7 (Items #42 – #47):
Trial G: A chair is bigger than a _______.

42. In the alphabet, H comes _______.
43. The cook said, “More people in the restaurant order chicken than fish, but most people get beef.” People order ________.
44. The tree was in front of the house. The fence was behind the house. The house was ________.
45. Terry invited Kim, and Lesley was invited by Debra. Who was invited?
46. Nancy is older than Pat, and Larry is older than both of them. Nancy is __________.

47. Mother said, “Let’s go to the library first, then the grocery store, and the park last.” They went to the grocery store ________.
For Practice and Training Only:

**Record Form**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Sex: Female</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Examiner:</td>
</tr>
</tbody>
</table>

### Total Score
<table>
<thead>
<tr>
<th>Ages 5-8</th>
<th>Ages 9-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score:</td>
<td>Total Score:</td>
</tr>
<tr>
<td>Criterion Score:</td>
<td>Criterion Score:</td>
</tr>
</tbody>
</table>

### Scoring for All Items: Circle 1 for a correct response or 0 for an incorrect response or no response.

#### Items 1-7

**Ages 5-8**

<table>
<thead>
<tr>
<th>Repetitions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trial A. Here the bird is eating</strong> (point to the picture of the bird eating) and <strong>here the bird</strong> (point and pause) ______. (is flying)</td>
<td></td>
</tr>
<tr>
<td><strong>A. Auxiliary + -ing</strong></td>
<td></td>
</tr>
<tr>
<td>1. is running</td>
<td>1 0</td>
</tr>
<tr>
<td><strong>B. Third Person Singular</strong></td>
<td>1 0</td>
</tr>
<tr>
<td>2. sings</td>
<td></td>
</tr>
<tr>
<td><strong>C. Regular Plural</strong></td>
<td>1 0</td>
</tr>
<tr>
<td>3. watches</td>
<td></td>
</tr>
<tr>
<td><strong>D. Possessive</strong></td>
<td>1 0</td>
</tr>
<tr>
<td>4. Robert's cat</td>
<td></td>
</tr>
<tr>
<td><strong>E. Regular Past Tense</strong></td>
<td>1 0</td>
</tr>
<tr>
<td>5. painted</td>
<td></td>
</tr>
<tr>
<td><strong>F. Irregular Past Tense</strong></td>
<td>1 0</td>
</tr>
<tr>
<td>6. bought</td>
<td></td>
</tr>
<tr>
<td><strong>G. Future Tense</strong></td>
<td>1 0</td>
</tr>
<tr>
<td>7. will drink/will be drinking</td>
<td></td>
</tr>
</tbody>
</table>

#### Items 8-13

**Ages 5-8**

**Trial B. Sock (point) and foot (point); how do sock and foot go together?** (Sock and foot go together because a sock goes on a foot.)

<table>
<thead>
<tr>
<th>Repetitions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. They fly</strong>.</td>
<td>1 0</td>
</tr>
<tr>
<td>9. They tell time. / They show time.</td>
<td>1 0</td>
</tr>
<tr>
<td>10. They live in/under the ocean/water. / They swim.</td>
<td>1 0</td>
</tr>
<tr>
<td>11. A chick comes from an egg.</td>
<td>1 0</td>
</tr>
<tr>
<td>12. A doctor works in a hospital.</td>
<td>1 0</td>
</tr>
<tr>
<td>13. They give light. / They have light bulbs.</td>
<td>1 0</td>
</tr>
</tbody>
</table>
### Scoring for All Items
Circle 1 for a correct response or 0 for an incorrect response or no response.

<table>
<thead>
<tr>
<th>Items 14–19</th>
<th>Items 20–28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>Ages</td>
</tr>
<tr>
<td>Repetitions</td>
<td>Repetitions</td>
</tr>
<tr>
<td>All ages</td>
<td>All ages</td>
</tr>
<tr>
<td>None allowed</td>
<td>None allowed</td>
</tr>
</tbody>
</table>

#### Ages 9–21 start here

**Trial C** Point to the fish and the apple. Go.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>1 0</td>
</tr>
<tr>
<td>15.</td>
<td>1 0</td>
</tr>
<tr>
<td>16.</td>
<td>1 0</td>
</tr>
<tr>
<td>17.</td>
<td>1 0</td>
</tr>
<tr>
<td>18.</td>
<td>1 0</td>
</tr>
<tr>
<td>19.</td>
<td>1 0</td>
</tr>
</tbody>
</table>

**Score:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>1 0</td>
</tr>
<tr>
<td>21.</td>
<td>1 0</td>
</tr>
<tr>
<td>22.</td>
<td>1 0</td>
</tr>
<tr>
<td>23.</td>
<td>1 0</td>
</tr>
<tr>
<td>24.</td>
<td>1 0</td>
</tr>
<tr>
<td>25.</td>
<td>1 0</td>
</tr>
<tr>
<td>26.</td>
<td>1 0</td>
</tr>
<tr>
<td>27.</td>
<td>1 0</td>
</tr>
<tr>
<td>28.</td>
<td>1 0</td>
</tr>
</tbody>
</table>

#### Trial D The class has a new student.

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Editing</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>deletion</td>
</tr>
<tr>
<td>replication</td>
<td>replacement</td>
</tr>
<tr>
<td>repetition</td>
<td>substitution</td>
</tr>
</tbody>
</table>

**Score:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>1 0</td>
</tr>
<tr>
<td>21.</td>
<td>1 0</td>
</tr>
<tr>
<td>22.</td>
<td>1 0</td>
</tr>
<tr>
<td>23.</td>
<td>1 0</td>
</tr>
<tr>
<td>24.</td>
<td>1 0</td>
</tr>
<tr>
<td>25.</td>
<td>1 0</td>
</tr>
<tr>
<td>26.</td>
<td>1 0</td>
</tr>
<tr>
<td>27.</td>
<td>1 0</td>
</tr>
<tr>
<td>28.</td>
<td>1 0</td>
</tr>
</tbody>
</table>

#### Ages 5–8

**Total Score Ages 5–8**

(items 1–28)
**Scoring for All Items:** Circle 1 for a correct response or 0 for an incorrect response or no response.

### Items 29–35

<table>
<thead>
<tr>
<th>Ages</th>
<th>Repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–21</td>
<td>One</td>
</tr>
</tbody>
</table>

#### Trial E

**Part 1:**
- a) sock
- b) house
- c) shoe
- d) napkin

**Part 2:** **How are sock and shoe related?**
You wear them on your feet / You put a sock on before a shoe.

<table>
<thead>
<tr>
<th>Item</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>a) pack</td>
<td>b) candle</td>
<td>c) wax</td>
<td>d) mirror</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>A candle is made of wax / Wax comes off part of a candle.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>a) north</td>
<td>b) Celsius</td>
<td>c) globe</td>
<td>d) west</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>They are directions on a map/compass.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>a) shirt</td>
<td>b) rock</td>
<td>c) cloth</td>
<td>d) frog</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>A shirt is made of cloth / You use cloth to make a shirt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>a) running</td>
<td>b) jumping</td>
<td>c) eating</td>
<td>d) hearing</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>They are physical activities/exercise / You use your feet/legs for both.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>a) connection</td>
<td>b) victory</td>
<td>c) wisdom</td>
<td>d) triumph</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>You win at something / You overcome something difficult.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>a) night</td>
<td>b) summer</td>
<td>c) midsday</td>
<td>d) noon</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>They are the same time of the day / The middle of the day 12:00.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>a) adventurous</td>
<td>b) prosperous</td>
<td>c) reliable</td>
<td>d) wealthy</td>
<td>1 0</td>
</tr>
<tr>
<td></td>
<td>You have a lot of money / You are rich.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Items 36–41**

<table>
<thead>
<tr>
<th>Ages</th>
<th>Repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–21</td>
<td>One</td>
</tr>
</tbody>
</table>

**Trial F**

<table>
<thead>
<tr>
<th></th>
<th>in the house</th>
<th>the dog</th>
<th>is</th>
</tr>
</thead>
</table>
| 36. | a) The girl is reading and the boy is writing. 
    | b) The girl is writing and the boy is reading. 
    | c) The boy is reading and the girl is writing. 
    | d) The boy is writing and the girl is reading. |

**Items 42–47**

<table>
<thead>
<tr>
<th>Ages</th>
<th>Repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–21</td>
<td>One</td>
</tr>
</tbody>
</table>

**Trial G** A chair is bigger than a ________.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 42. | a) between M and X 
    | b) after D 
    | c) before N 
    | d) between B and F |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 43. | a) more chicken than fish 
    | b) more fish than beef 
    | c) more beef than chicken 
    | d) two chicken legs |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 44. | a) between the fence and the tree 
    | b) behind the tree 
    | c) in front of the tree 
    | d) in back of the fence |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 45. | a) Terry 
    | b) Debra 
    | c) Leslie 
    | d) Kim |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 46. | a) older than Larry 
    | b) younger than Larry 
    | c) the oldest 
    | d) not the youngest |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 47. | a) after the library 
    | b) first 
    | c) before the library and after the park 
    | d) before the park |

**Total Score Ages 9–21** (Items 14–47)
SPEECH-LANGUAGE SCREENING
Grades 1-3

NAME _________________________ AGE ____ GRADE __________ DATE _________
SCHOOL __________________ TEACHER ___________________ EXAMINER ______________

ARTICULATION
Ask the child to repeat the following sentences. Circle the words that the child mispronounced.

1. Today Pete’s job was to bake a cake for Kurt.
2. Suzie repaired five television sets.
3. Push the garage door closed.
4. George is watching the magic show.
5. We will ride with Lucy to the yellow house.
6. Nancy found some hangers in my brown bag.

LANGUAGE
Grades 1-2:
Engage the student in a conversation and note his/her use of language, articulation, fluency and voice.
Things that you can ask to elicit speech are:

“Why did your family move to ___________?”

“How is your other school like or different from this new school?”

“Tell me about your family, hobbies.”

LIKENESSES AND DIFFERENCES
Grades 2-3:
For each pair, tell one way they are alike and one way they are different:

watch --- clock (L)

bus ----- train (D)

RETURN THIS SCREENING FORM TO: ___________________________________
Junior Kindergarten Speech, Language, and Early Literacy Screening Checklist

**Listening skills and understanding of language:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your child frequently ask you to repeat what you said?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child rely on peers or other visual cues to follow directions/routines?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child give off-topic or inappropriate responses that would indicate lack of understanding?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have difficulty following simple 2 or 3-part directions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have concerns about your child’s hearing?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Refer to your Speech-Language Pathologist if you answer Yes to 3 or more of the items in this section.**

**How your child talks:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your child have difficulty using correct grammar and putting words in the correct order, e.g., “me can go bathroom?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have difficulty producing sentences with more than 4 to 6 words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have difficulty putting ideas together in the right order when talking (sharing events in his day or telling a story)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have difficulty finding the right words to express him/herself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have difficulty carrying on a conversation with others (e.g., initiate, take turns, maintain or elaborate on a topic)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Refer to your Speech-Language Pathologist if you answer Yes to the first question or answer Yes to 2 of the 4 other questions in this section.**

**How your child pronounces sounds:**

By 3 to 4 years of age, 80-90 percent of what a child says should be easily understood by a listener.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it difficult for others to understand what your child is saying most of the time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child have difficulty correctly saying most of these words: two, hat, mud, fun, off, key, soap, spoon, cookie, go, hug?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Refer to your Speech-Language Pathologist if you answer Yes to one of the questions in this section.**

**Fluency/Stuttering:**

It is not unusual for children of 3 or 4 years of age to have hesitations and easy repetitions of whole words and phrases. Changes in fluency are to be expected during periods of emotional upset.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your child struggle when talking (prolonged sounds, facial tension, eye blinks, holding breath)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your child aware of and/or upset by the stuttering?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever been concerned about stuttering?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Refer to your Speech-Language Pathologist if you answer Yes to 2 or more questions in this section.**
SPEECH-LANGUAGE KINDERGARTEN SCREENING

Date: ______________
NAME: ___________________ TEACHER: _____________ SCHOOL: _________________
PERSON CONDUCTING SCREENING: __________________________________________

I. ARTICULATION:
Say the following words asking the student to imitate them. Write exactly what the student says.

   MOM _____  DAD _____
   VALUES _____  ZOOS _____
   POP _____  TOOT _____
   LITTLE _____  SIS _____
   WON _____  GAG _____
   JUDGE _____  RARE _____
   BIB _____  COKE _____
   SHUSH _____  THIRTEEN _____
   NINE _____  FIFE _____
   CHURCH _____  SPRING _____

INTELLIGIBILITY: __________ Good __________ Fair __________ Poor

II. LANGUAGE
A. Body Parts (Criterion: 5/6)
Show me your: Head ___ Arm ___ Knee ___ Hand ___ Shoulder ___ Neck ___

B. Opposites (Criterion: 2/3)
Brother is a boy, sister is a _______. A turtle is slow, a rabbit is _______
The sun shine shines during the day, the moon shines at _______.

C. Distinguishes Prepositions (Criterion 3/4)
Put the block: on the chair ___ in front of the chair ___ beside the chair___

D. Verbal Expression and Reasoning (Criterion 3/3)
What do you do when you are tired? _______________________________
What do you do when you are hungry? _____________________________
What do you do when you are cold? _______________________________

E. Function (Criterion 4/5)
What do you do with: a cup ___________ scissors ___________ a brush __________
a shovel ___________ a pencil __________

III. VOICE, STUTTERING
Voice Quality --- Comments: _________________________________________________
Stuttering --- Comments: _______________________________________________________

RETURN THIS SCREENING FORM TO: _________________________________________
PLS4 QUESTIONS
FOR TRAINING PURPOSES

ITEM 1:
   a) Point to the white kitten that is sleeping.
   b) Point to a kitten that is not black.
   c) Point to the small black kitten in the box.

ITEM 2:
   a) Here are some pictures of little girls. Which picture shows a girl with long hair?
   b) Look at all of these boys picking apples from the tree. Which boy is tall?
   c) These little girls are trying on new pants. One of them has pants that are too short. Show me the pants that are short.

ITEM 3:
   a) Look at all the pictures. Point to the skater.
   b) Look at all the pictures. Point to the painter.
   c) Look at all the pictures. Point to the drummer.
Record Form

Name
Address
School
Teacher
Sex: ☐ ☐ ☐

Date Tested
Date of Birth
Age

AGE 5

Directions: The test has six sections (Language, Articulation, Connected Speech, Social/Interpersonal Skills, Stuttering, and Voice). Scoring directions are at the beginning of each section. Pass criteria are at the end of each section. See the Manual for directions and stimuli for the Language section. Record the results from each section in the Screening Summary on the back.

Language

Check the Correct or Incorrect boxes in each item based on the child's responses. Score each item using the criteria listed and record a 1 or 0 in the box next to the item number. Sum the item scores and record it in the Language total box.

Item 1
a. the longest nose
b. a long, thin tail
c. pointed ears
Score: 2 or more correct = 1; fewer than 2 correct = 0

Item 2
a. glass
b. chair
c. book
Score: 2 or more correct = 1; fewer than 2 correct = 0

Item 3
a. half of a cookie
b. whole cookie
Score: 2 correct = 1; fewer than 2 correct = 0

Item 4
a. names any six different foods
Score: 2 correct = 1; fewer than 2 correct = 0

Item 5
a. I can swim like a...
b. It is as cold as...
c. It is as sharp as...
Score: 2 or more correct = 1; fewer than 2 correct = 0

Item 6
a. How many children are in the picture?
b. How many puppies are in the room?
Score: 2 correct = 1; fewer than 2 correct = 0

Language total
Sum of Items 1–6
Pass: Score of 3 or more; record result in Screening Summary
### Articulation
Check the appropriate box to indicate whether the child produces the sound in bold type correctly or incorrectly.

<table>
<thead>
<tr>
<th>Say these words. Say:</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>push</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fudge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>catch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>zoo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pass: 6 or more correct

### Stuttering
Check all that apply:

- **Typical characteristics**
  - Speaks as smoothly as peers
  - Occasionally repeats part of a word (Example: my my my name)
  - Occasionally repeats whole words (Example: my my my name)

- **Atypical characteristics**
  - Frequently repeats part of a word (Example: n-n-name)
  - Frequently repeats whole words (Example: my my my name)
  - Has difficulty getting words out; appears to get “stuck” on some words
  - Has eye twitches when talking

Pass: No atypical characteristics noted

### Connected Speech
Check one statement that best describes the child’s speech:

- You understand most of what the child says.
- You understand some of what the child says.
- You understand little of what the child says.

Pass: You understand most of what the child says.

### Social/Interpersonal Skills
Check all that apply:

- Greets you when you say “hi”
- Responds to your questions
- Speaks to adults
- Speaks to other children
- Asks questions
- Says “bye” when you say “bye”

Pass: 4 or more statements checked

### Screening Summary
Check only one box for each section. If the child does not meet the pass criteria, check “Obtain additional information.”
Record Form

Name ___________________________ Sex: □ F □ M
Address ___________________________
School ___________________________ Examiner ___________________________

Directions: The test has six sections (Language, Articulation, Connected Speech, Social/Interpersonal Skills, Stuttering, and Voice). Scoring directions are at the beginning of each section. Pass criteria are at the end of each section. See the Manual for directions and stimuli for the Language section. Record the results from each section in the Screening Summary on the back.

Language

Check the Correct or Incorrect boxes in each item based on the child’s responses. Score each item using the criteria listed and record a 1 or 0 in the box next to the item number. Sum the item scores and record it in the Language total box.

Item 1

a. white kitten sleeping □ □
b. not black □ □
c. small black kitten in the box □ □
Score: 2 or more correct = 1, fewer than 2 correct = 0

Item 2

a. long □ □
b. tall □ □
c. short □ □
Score: 2 or more correct = 1, fewer than 2 correct = 0

Item 3

a. skater □ □
b. painter □ □
c. drummer □ □
Score: 2 or more correct = 1, fewer than 2 correct = 0

Item 4

a. Where do you sleep? □ □ □
b. Where do you play? □ □ □
Score: 3 correct = 1, fewer than 2 correct = 0

Item 5

a. Where is my new marker? □ □ □
b. When can we have a snack? □ □ □
c. I like to play basketball with my friends. □ □ □
d. Can my friend come over and watch TV? □ □ □
a. We saw Joey riding his bike. □ □ □
Score: 4 or more correct = 1, fewer than 4 correct = 0

Language total

Sum of Items 1-5
Pass: Score of 4 or more; record result in Screening Summary
FOR PRACTICE AND TRAINING ONLY:

### Articulation
Check the appropriate box to indicate whether the child produces the sound in bold type correctly or incorrectly.

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>puff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>so</td>
<td></td>
<td></td>
</tr>
<tr>
<td>house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>push</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>catch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pass: 8 or more correct

### Stuttering
Check all that apply:

- **Typical characteristics**
  - Speaks as smoothly as peers
  - Occasionally repeats part of a word (Example: my my my name)
  - Occasionally repeats whole words (Example: my my my name)

- **Atypical characteristics**
  - Frequently repeats part of a word (Example: n- n- n-name)
  - Frequently repeats whole words (Example: my my my name)
  - Has difficulty getting words out; appears to get “stuck” on some words
  - Has eye twitches when talking
  - Pauses excessively when talking

Pass: No atypical characteristics noted

### Connected Speech
Check one statement that best describes the child’s speech:

- You understand most of what the child says.
- You understand some of what the child says.
- You understand little of what the child says.

Pass: You understand most of what the child says.

### Social/Interpersonal Skills
Check all that apply:

- Greets you when you say “hi”
- Responds to your questions
- Speaks to adults
- Speaks to other children
- Asks questions
- Says “bye” when you say “bye”

Pass: 4 or more statements checked

### Voice
Check all that apply:

- **Typical characteristics**
  - Voice sounds like other children of the same age and sex.

- **Atypical characteristics**
  - Voice sounds hoarse, scratchy, or breathy
  - Coughs or clears throat often
  - Yells or screams often
  - Voice sounds different from other children of the same age and sex
  - Voice sounds like the child is “talking through his/her nose” or as though the child has a “stuffy nose”

Pass: No atypical characteristics noted

### Screening Summary
Check only one box for each section. If the child does not meet the pass criteria, check “Obtain additional information.”

<table>
<thead>
<tr>
<th>Section</th>
<th>Pass</th>
<th>Obtain additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Interpersonal Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stuttering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
NEW STUDENT SPEECH, LANGUAGE AND VOICE SCREENINGS
New students in grades K – 3

This screening instrument is designed to be implemented by the classroom teacher. Teachers may “pass” students who demonstrate no speech-language-voice problems on this checklist. Any student who does not “pass” shall be referred to the speech-language pathologist who shall conduct a second screening. Within 60 days of initial enrolment at school, the teacher shall use this checklist to screen the speech, language, and voice of each student in his/her class using this checklist. Completed forms shall be forwarded promptly to the designated person in the school. The speech-language pathologist shall be notified to conduct the rescreening for any student who does not “pass.”

Student Name:
Screening Date:
Grade:
Does the child have Limited English Proficiency? ___Yes ___No
Screened by:
Teacher:

Check observed behaviours. A student passes if “never” is checked for all behaviours.

In comparison with his/her peers: NEVER = N SOMETIMES = S ALWAYS = A

1. The child is difficult to understand.
2. The child has a hoarse or nasal voice that does not seem related to a cold or allergies.
3. The child has difficulty with phonological awareness activities (e.g. rhyming, sound blending, and syllable segmentation).
4. The child has difficulty following directions or responding to questions.
5. The child has difficulty making wants and needs known.
6. The child has difficulty using complete sentences or correct grammar.
7. The child has limited vocabulary.
8. The child has difficulty expressing an idea or event (i.e., what he did over the weekend).
9. The child appears frustrated when speaking.
10. The child exhibits part-word or word repetitions, sound blockages, or excess facial or neck movement when speaking (stuttering).

Other communication concerns:

PASS “Never” is checked for all items and there are no other communication concerns. The student “passes” the screening.

NOT PASS “Sometimes” or “Always” is checked for any item or other communication concerns are identified. If the student does “not pass” the screening, the speech-language pathologist shall rescreen the child and make the final determination regarding “pass” or “fail.”