



# SCREENING FOR SPEECH AND LANGUAGE DEVELOPMENT IN THREE-YEAR-OLD CHILDREN

LANIS – Parents

Child's name \_\_\_\_\_  
Child's date of birth \_\_\_\_\_  
Date \_\_\_\_\_  
Child's age \_\_\_\_\_

Please summarize the scores:

Child's speech and  
language development \_\_\_\_\_  
Words \_\_\_\_\_  
Intelligibility of the  
child's speech \_\_\_\_\_

**Please answer all questions to the best of your ability:**

1. Who is completing the form: ☐ Mother ☐ Father ☐ Other relationship – who? \_\_\_\_\_

## Child's speech and language development

2. Mark all aspects that apply to the child:

|                                                                                                                         | True | Not true |
|-------------------------------------------------------------------------------------------------------------------------|------|----------|
| Expresses themselves in a limited way                                                                                   |      |          |
| Enjoys being read to                                                                                                    |      |          |
| Has difficulty finding words                                                                                            |      |          |
| Asks questions out of curiosity or to gain knowledge                                                                    |      |          |
| Asks "why" questions                                                                                                    |      |          |
| Answers questions appropriately                                                                                         |      |          |
| Easily connects words into sentences                                                                                    |      |          |
| Connects three to four (or more) words in a sentence                                                                    |      |          |
| Uses small function words in sentences (e.g., "dad is going" instead of "dad go")                                       |      |          |
| Uses personal pronouns (e.g., he, she) fairly correctly                                                                 |      |          |
| Tries to form plurals, even if not always grammatically correct (e.g., mouse – mice – mices, color – colors – colorses) |      |          |
| Tries to use past tense, even if not always grammatically correct (e.g., run – ran, he run fast – I runned)             |      |          |
| Engages with other children in play (e.g. spontaneous games)                                                            |      |          |
| Can maintain conversation with other children                                                                           |      |          |
| Takes turns in conversations                                                                                            |      |          |

**Total score from colored boxes.** \_\_\_\_\_

3. Comments or concerns about the child's speech and language development:

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## Words

4. Here is a list of words your child might use. Please mark all words you believe your child has used appropriately. Note that the word might have been used in a different form (e.g., “flew” instead of “fly”, “calm” instead of “calmed”):

### Nouns

|  |         |  |         |  |         |  |         |
|--|---------|--|---------|--|---------|--|---------|
|  | fruit   |  | flute   |  | glass   |  | ball    |
|  | book    |  | foal    |  | neck    |  | broom   |
|  | boy     |  | fly     |  | cutlery |  | finger  |
|  | kitchen |  | cousin  |  | rope    |  | shoes   |
|  | apple   |  | clothes |  | cross   |  | boots   |
|  | ear     |  | space   |  | jar     |  | tractor |
|  | cowshed |  | trap    |  |         |  |         |

### Verb

|  |        |  |        |  |        |  |        |
|--|--------|--|--------|--|--------|--|--------|
|  | rescue |  | sneeze |  | test   |  | crawl  |
|  | blow   |  | look   |  | create |  | wave   |
|  | stay   |  | close  |  | cut    |  | scream |
|  | throw  |  | lock   |  |        |  |        |

### Adjectives and emphasis words

|  |      |  |           |  |       |  |        |
|--|------|--|-----------|--|-------|--|--------|
|  | wet  |  | fun       |  | hard  |  | short  |
|  | blue |  | forgetful |  | quiet |  | narrow |

### Other words

|  |                |  |             |  |              |  |            |
|--|----------------|--|-------------|--|--------------|--|------------|
|  | behind         |  | in front of |  | us           |  | under      |
|  | soon           |  | through     |  | accidentally |  | on top of  |
|  | at the back of |  | inside      |  | twelve       |  | next to it |

Total score from colored boxes. \_\_\_\_\_



### Pronunciation

5. These questions assess how easily different listeners understand the child's speech.\*

Think about the child's speech over **the past month**.

Mark only one option per question:

|                                               | Always (5) | Usually (4) | Sometimes (3) | Rarely (2) | Never (1) |
|-----------------------------------------------|------------|-------------|---------------|------------|-----------|
| Do you understand the child's speech?         |            |             |               |            |           |
| Do close family members understand the child? |            |             |               |            |           |
| Do other family members understand the child? |            |             |               |            |           |
| Do the child's friends understand them?       |            |             |               |            |           |
| Do acquaintances understand the child?        |            |             |               |            |           |
| Do the child's teachers understand them?      |            |             |               |            |           |
| Do strangers understand the child?            |            |             |               |            |           |

\*These questions belong to the scale *Understanding speech in context* (e. *Intelligibility in Context Scale*);  
<https://www.csu.edu.au/research/multilingual-speech/speech-assessments/ics>

Assign scores as follows: "Always" = 5, "Usually" = 4, "Sometimes" = 3, "Rarely" = 2, "Never" = 1.

Total score from colored boxes. \_\_\_\_\_

6. Additional comments or concerns about the child's pronunciation:



## Language Environment of the Child

### 7. Language use

|                                                                       | English | Other language – which? |
|-----------------------------------------------------------------------|---------|-------------------------|
| Which language does the child <u>speak</u> most at <u>home</u> ?      |         |                         |
| Which language does the child <u>hear</u> most at <u>home</u> ?       |         |                         |
| Which language does the child <u>speak</u> most at <u>preschool</u> ? |         |                         |
| Which language does the child <u>hear</u> most at <u>preschool</u> ?  |         |                         |

### 8. List all languages the child speaks at home in addition to Icelandic:

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### 9. Was the child born in Iceland? ☐ Yes ☐ No

If no, specify the child's age at the time of moving to Iceland \_\_\_\_\_

### 10. At what age did the child start preschool in Iceland?

The child was \_\_\_\_\_ years, \_\_\_\_\_ months

## Questions about Developmental Issues

### 11. Does your child have a disability, disorder, or need special support (diagnosed or strong suspicion)?

| Condition                                    | Diagnosed | Suspected | No |
|----------------------------------------------|-----------|-----------|----|
| Visual impairment                            |           |           |    |
| Hearing impairment                           |           |           |    |
| Developmental delay/disorder                 |           |           |    |
| Autism spectrum disorder/Asperger's syndrome |           |           |    |
| ADD/ADHD                                     |           |           |    |
| Cleft lip and/or palate                      |           |           |    |
| Other disability/disorder/deviation?         |           |           |    |

### 12. Are you concerned about other aspects of your child's development?

☐ No ☐ Yes -> which? \_\_\_\_\_

### 13. Stuttering is characterized by disrupted speech, such as repetitions of sounds, syllables, or words (e.g., "ma-ma-ma-mama"), prolongations ("lllllllllong"), or blocks (inability to speak). You may assess your child as stuttering if the disruption seems more than expected for their age. Think about the child's speech over **the past month**

Do you think the child stutters?

☐ Always ☐ Very often ☐ Frequently ☐ Sometimes ☐ Rarely ☐ Very rarely ☐ Never

### 14. Concerns or comments regarding stuttering:

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