



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:



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 your child?					
Do immediate members of your family understand your child?					
Do extended members of your family understand your child?					
Do your child's friends understand your child?					
Do other acquaintances understand your child?					
Do your child's teachers understand your child?					
Do strangers understand your child?					

*These questions are from the Intelligibility in Context Scale (ICS);

<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:

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:
