



## Speech & Language Screening

Age appropriate speech and language skills are essential for the development of grade level reading and writing skills. A licensed Speech - Language Pathologist from neuroBridge will be completing speech and language screenings for students at Brainerd Baptist School in September 2019. The purpose of this screening is to see if your child's speech and language skills are developing as expected in comparison to same aged peers. The therapist will determine if your child needs further testing based on the results of the screening tool. The cost of the screening is \$25.00.

Please complete the information below, sign, and return the form to your child's teacher by September 4, 2019. *Please include a check made out to neuroBridge LLC.* If you have any questions, please contact Lanie Keyser at 423-910-9252 or [lanie@neurobridgellc.com](mailto:lanie@neurobridgellc.com).

Student's name: \_\_\_\_\_ DOB: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

I give my permission for my child to participate in the neuroBridge Screening by the staff of neuroBridge.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Name: \_\_\_\_\_

I prefer to be contacted via:

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

The following checklist is helpful when determining the need for a neuroBridge Speech & Language Screening:

### **Articulation**

- Adults and/or children have difficulty understanding what the child is saying
- Child gets frustrated when he/she is not understood
- Pediatrician or teacher has expressed concerns about your child's speech
- Omits beginning sounds in words
- Omits middle sounds in words
- Omits ending sounds in words
- Substitutes sounds in words
- Some sounds are distorted

### **Phonological Awareness**

- Difficulty identifying rhyming words
- Difficulty counting syllables in words
- Difficulty identifying letter sounds
- Difficulty recalling letter sounds
- Difficulty manipulating sounds in words (ex: change the word 'cat' to 'bat' by replacing the 'c' with 'b')
- Difficulty blending sounds to make words (ex: blending 'c - a - t' together to make the word 'cat')
- Can't identify individual sounds in a word (ex: separating the sounds in the word 'cat' - 'c - a - t')

### **Fluency**

- Stutters when talking at home or school
- Repeats part of a word
- Repeats whole words
- Begins to talk, but no sound comes out initially

### **Expressive Language**

- Child has difficulty putting thoughts into words
- Has difficulty finding the 'right' word(s)
- Child has limited vocabulary
- Decreased sentence length relative to age
- Sentence structure is incorrect

- Has difficulty answering questions
- Incorrect verb usage (ex: 'runned' instead of 'ran')
- Incorrect noun/pronoun usage (ex: 'Her went upstairs')
- Incorrect plurals (ex: I saw two 'fishes')

### **Receptive Language**

- Directions often have to be repeated
- Difficulty following directions at school or home
- Has difficulty remembering things that were taught previously
- Doesn't attend to a book being read aloud
- Difficulty answering questions about a story
- Difficulty sequencing story events
- Confuses prepositional terms (ex: up, down, front, back, left, right, beside)
- Doesn't comprehend verbal information at home/school
- Difficulty comprehending complex sentence structure (ex: 'The girl was followed by the cat')

### **Pragmatic Language**

- Doesn't participate in discussions
- Has trouble making friends
- Would rather play alone
- Has trouble understanding jokes, idioms and figurative language (ex: 'It's raining cats and dogs')
- Doesn't understand a person's facial expressions or body language
- Has poor eye contact
- Has trouble starting, maintaining, or ending a conversation
- Doesn't recognize when listener doesn't understand
- Rarely asks for clarification when needed
- Has difficulty talking about non-preferred topics

\*If you checked three or more in a category, your child may benefit from a neuroBridge Screening.