

ID LABEL

Speech and Language Questionnaire

This questionnaire was completed by :

- | | |
|---|---|
| ☐ Child's biological mother | ☐ Child's step father |
| ☐ Child's step mother | ☐ Child's adoptive / foster father |
| ☐ Child's adoptive / foster mother | ☐ Someone else (please cross the box and describe) |
| ☐ Child's biological father | <div style="border: 1px solid black; height: 20px; width: 350px;"></div> |

Child's date of birth: / /

Date questionnaire completed: / /

Child's gender: ☐ Male ☐ Female

Please read the attached instruction sheet before filling out the questionnaire

**Stop when you
answer 'not yet' 5 times
in a row**

- | | Yes | Not Yet |
|---|--------------------------|--------------------------|
| 1. When you talk to your child, does he/she look in the direction of your voice?
For example, does your child turn his/her head and/or move his/her eyes to look at you? | ☐ | ☐ |
| 2. Does your child vocalise or make sounds in response to your smile or voice? | ☐ | ☐ |
| 3. Does your child have different cries to indicate different needs?
For example, does your child's 'hungry cry' sound different from the cry he/she makes when tired? | ☐ | ☐ |
| 4. Does your your child express pleasure or displeasure by using sounds other than crying or laughing?
For example, does your child make 'happy' sounds or sounds of frustration? | ☐ | ☐ |
| 5. Does your child bring toys or objects to his/her mouth?
For example, does your child place objects in or near his/her mouth? | ☐ | ☐ |
| 6. Does your child laugh? | ☐ | ☐ |
| 7. Does your child engage in 'vocal play' by producing a wide variety of sounds?
For example, does your child produce sounds that range from high pitch squeals to low pitch growls and/or does he/she blow 'raspberries' by putting lips together tightly and blowing air to produce a vibrating sound? | ☐ | ☐ |
| 8. Does your child produce two or more vowel sounds, such as ah or ooh? | ☐ | ☐ |
| 9. Does your child recognise his/her name (or nickname)?
For example, when you say your child's name (or nickname) does it interrupt his/her activity such that he/she stops and looks towards you? | ☐ | ☐ |
| 10. Does your child shout or make sounds to get your attention? | ☐ | ☐ |
| 11. Does your child imitate sounds you or others make? | ☐ | ☐ |
| 12. Does your child repeat two similar sounds together (not necessarily referring to a specific object or person)?
For example, does your child say things like "bababa" or "dadada"? | ☐ | ☐ |



	Yes	Not Yet
13. When you say things to your child such as "want to get up?" or "bye-bye" does your child respond by lifting his/her arms or waving?	☐	☐
14. Does your child put different sounds together? For example, does your child say things such as "bah-dah", "ah-bee-tah" or "ah-mee-ga"?	☐	☐
15. Does your child vocalise while gesturing to let you know what he/she wants? For example, does your child point or motion towards a desired object whilst making sounds?	☐	☐
16. Does your child say any words besides "mama" or "dada"? For example, a "word" can be an attempt at a real word such as "ba" for "ball" or "wawa" for "water".	☐	☐
17. Does your child give you an object when you ask for it? For example, if you say "Give me your shoes" or "Give me the ball", does your child respond correctly?	☐	☐
18. Does your child follow simple 1-step directions? For example, if you say "Go and get your shoes" or "Put your toy on the bed", will your child respond correctly?	☐	☐
19. When you name different objects, does your child point to them? For example, if you say "Where is the ball?" or "See the lorry?", will your child point to the correct object?	☐	☐
20. Can you tell by the way your child's voice sounds that he/she is asking a question? For example, when your child is babbling but you can't make out the words, can you still tell that he/she is trying to ask a question by a rise in pitch at the end of the babbles?	☐	☐
21. Does your child identify basic body parts on himself/herself? For example, can your child point to his/her nose, eyes, mouth, toes and hair?	☐	☐
22. Does your child say at least 10 meaningful words that you consistently recognise? The words don't necessarily have to be pronounced perfectly. For example, if your child consistently uses "ba" for "bottle" this counts as a word.	☐	☐
23. Does your child point to objects named in books? For example, if you say something like "Show me the cat" does your child point to the correct picture?	☐	☐
24. Does your child spontaneously repeat words that he/she has heard in conversation?	☐	☐
25. Does your child follow 2-step directions? For example, if you say something like "Go and get your shoes and put them on the table" or "Go and get your coat and give it to your grandma", will he/she respond correctly?	☐	☐
26. Does your child understand the meaning of at least four action words without the use of gestures? For example, if you say "jump" or "throw" without demonstrating the action, will he/she respond correctly?	☐	☐
27. Does your child understand "what", "where", and "who" questions?	☐	☐
28. Does your child name familiar objects in a room?	☐	☐
29. When you point to pictures in a book, does your child name them?	☐	☐
30. Does your child understand 'location' words such as 'in', 'on', and 'out'?	☐	☐
31. Does your child combine two or more words together to form simple phrases? For example, does your child say things like "want ball" or "mummy sit"?	☐	☐
32. Does your child have at least a 50 word spoken vocabulary?	☐	☐



	Yes	Not Yet
33. Does your child understand the concept of 'one'? For example, if you point to a group of blocks and ask your child to hand you "one", will your child respond correctly?	☐	☐
34. Does your child follow 3-step directions without getting distracted? For example, if you say something like "Go to your room, get your teddy bear and bring it to me."	☐	☐
35. Does your child say "I", "me", and "you"?	☐	☐
36. Does your child understand colour words? For example, if you say something like "Point to the red one", will he/she correctly identify the object?	☐	☐
37. Is your child starting to use size concepts? For example, does your child say things like "big" and "little"?	☐	☐
38. Is your child using sentences that are four words in length?	☐	☐
39. Is your child adding "-s" to words to indicate "more than one"? For example, does your child say "cats" for more than one cat, or "spoons" for more than one spoon?	☐	☐
40. Can your child tell you what to do with simple objects? For example, if you say something like "Here is a toothbrush, what do we do with a toothbrush?", will he/she tell you what it is used for?	☐	☐
41. Is your child adding "-ing" to the end of verbs to indicate ongoing action? For example, does your child use words like "eating", "jumping" and "running"?	☐	☐
42. Does your child use the words "a", "an", and "the"? For example, does your child say things like "a bed", "an apple" and "the ball"?	☐	☐
43. Can your child name common shapes such as circle, triangle, square and star?	☐	☐
44. Does your child understand concepts like "least", "most" and "first"?	☐	☐
45. Does your child understand concepts like "tall", "short" and "long"?	☐	☐
46. Does your child use the plural pronouns "we", "they", "them" and "us"?	☐	☐
47. Is your child adding "-ed" to the end of verbs to indicate an action that happened in the past? For example, does your child say things like "jumped" or "played"?	☐	☐
48. Does your child spontaneously produce sentences that are 10 or more words in length?	☐	☐
49. Can your child name items that belong to a common category? For example, if you say something like "Tell me three fruits you like" or "Tell me the names of three animals", will your child respond correctly?	☐	☐
50. Can your child retell a story or event with a beginning, middle, and end without using pictures? For example, does your child tell a complete story (beginning, middle and end) so you understand the story and what the child is expressing/explaining?	☐	☐
51. If you name an object, can your child describe two things about the object? For example, if you say "Tell me two things about a bike", will your child respond correctly?	☐	☐
52. Does your child ask you about the meanings of words and then use the word in a sentence?	☐	☐

