

18-month SLCN screening checklist

Please read these carefully, some of these qualities alone may not indicate speech, language and communication needs but the overall picture will give some indication of any support needed.

Play and Social Skills	
Does the child . . .	Please tick as appropriate
Enjoy games like 'peek-a-boo' and 'pat-a-cake' and toys that make a noise	
Begin to show enjoyment in simple pretend play, like pretending to talk on the phone or put teddy to bed	
Enjoy your company	
Join in with simple play activities e.g. building a tower and knocking it over	

Attention and Listening	
Does the child . . .	Please tick as appropriate
Attend to an activity of their choice	
Show interest in music and singing	
Sometimes respond to their name	
Enjoy looking at simple books and pictures with an adult	

Receptive Language (understanding)	
Does the child . . .	Please tick as appropriate
understand simple routine instructions such as 'coat on', 'in your buggy', 'dinner time'	
recognise and point to familiar objects when you ask them, such as body parts, car, book, coat	
Understand simple non-routine instructions (without prompting or pointing) e.g. where's teddy, give me the car, kiss mummy	

Expressive Language (talking)	
Does the child . . .	Please tick as appropriate
Say around 20 words – such as 'milk', 'doggy', 'bye-bye', 'more', 'no'	
Say words in a baby way, but the words are usually consistent in how they sound such as 'nana' for banana or 'bot bot' for bottle	
Use a lot of babble and sounds when they are playing	
Try to repeat some of the words they hear	

Useful Strategies

Play and Social Skills

- **Get down to your child's level** so they can see your face and know you are interested in what they are doing
- **Sing nursery rhymes** especially ones with actions such as "incy wincy spider", "wind the bobbin up"
- **Play fun turn taking games** such as "peek-a-boo" "pat-a-cake" and building a tower together and knocking it down
- **Make the most of everyday activities** by interacting and playing with your child at bath time – singing songs, splashing and water play, bedtime – read a story

Attention and Listening

- **Listening while walking:** When you're out and about, ask your child what sounds they can hear – can you hear the tractor, the birds, the bus?
- **Play and sing nursery rhymes** – listening to beat and rhythm will help with their listening skills. You could even play instruments along with the beat of the song.
- **Quiet play times** without television, radio or constant background noises to help develop your child's attention and listening skills.
- **Play 'ready, steady go'** with games using bubbles or rolling a ball – remember to be on their level.

Receptive Language (understanding)

- **Keep all instructions short (a single word or short phrase)**, such as "get your coat", "find shoes", "snack time", "tidy toys". This will ensure that your child understands what they have been asked to do.
- **Try to avoid asking lots of questions** about what your child is doing e.g. "what's that?", "what can you see?", "where are we going?", "can you say ___?". Instead talk about the activities you and your child are doing.
- **Talk about what your child is doing when playing and in daily activities, using familiar words and short phrases.** Follow their lead, and comment on things that they are focused on. This will help them to link the words to the objects or activities they are involved in. For example: "driving the red car", "the dinosaur is jumping" "look, a train...you're pushing the train...the train's going fast, choo choo" etc

Expressive Language (talking)

- **When your child is babbling or gesturing to communicate**, repeat back to them what you think they might be saying, so they have a model of things that he could say. For example, they take you to the kitchen and request a drink by pointing at the cupboard while babbling. You repeat, "drink please"
- **Repeat common words frequently**, as children need to hear new words lots of times before they start to use them. Make sure you name a variety of words (including objects e.g. socks, scooter, grapes, actions e.g. running, jumping, eating, and describing words e.g. cold, fast, little).
- **Give two choices when your child wants something** e.g. "do you want milk or juice?", "shall we take the car or ball?", "wash tummy or wash face?". This will encourage your child to try to say a word to indicate what they want, and give them an immediate model of the word that they might want to use. Do not worry if they do not say the word, but repeat the choice once more, and then name the item that they want, to give them another model.