

**What is a screener?**

# PK – 1 Speech and Language Screening

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Screening Date: \_\_\_\_\_

## ARTICULATION (mark errors)

cats	mom	soft	chew	leaf	slide	thirteen
pop	rowing	dad	shoe	truck	frog	teacher
baby	zoo	blue	van	jump	teeth	fish

The dog has gray spots. I want to go after naptime. The lion played with my sister.

## LANGUAGE (check blank if correct/write incorrect answer and circle number/NR = no response)

### Opposites:

1. A desk is hard, but a pillow is \_\_\_\_\_. (soft)
2. A turtle is slow, but a cheetah/horse is \_\_\_\_\_. (fast)
3. An elephant is big, but an ant is \_\_\_\_\_. (small/tiny/little)
4. My pen top is on, but now it is \_\_\_\_\_. (off)

### Object Function: "What do you do with ..."

1. scissors \_\_\_\_\_ (cut)
2. a phone \_\_\_\_\_ (call/game/text)
3. pencils \_\_\_\_\_ (draw/write)
4. fork \_\_\_\_\_ (eat/pick up food)

### WH/Higher Thinking Questions:

1. Who helps you learn at school? \_\_\_\_\_ (a teacher/Ms. Jenkins)
2. What do you do when you are tired? \_\_\_\_\_ (nap/sleep/lay down/rest)
3. When do you eat breakfast? \_\_\_\_\_ (in the morning)
4. Where are clouds? \_\_\_\_\_ (in the sky)
5. Why do birds have wings? \_\_\_\_\_ (to fly)

### Auditory Memory + Verbal Naming: "Name 3 items."

1. colors  /3
2. animals  /3
3. foods  /3
4. shapes  /3

### Following Directions + Basic Linguistic Concepts:

1. Touch the top of your head. \_\_\_\_\_
2. Put your hand on the table. \_\_\_\_\_
3. Put your hand under the table. \_\_\_\_\_
4. First touch your elbow, then touch your knee. \_\_\_\_\_
5. Put your hands over your eyes, then give me a thumbs up. \_\_\_\_\_
6. Clap your hands together and stand up. \_\_\_\_\_

Language Sample: "Tell me about your family/pet/class or favorite toy/superhero/book/movie."

## RESULTS (circle all that apply)

- ARTICULATION – PASS / FAIL / MONITOR & RE-SCREEN
- Language – PASS / FAIL / MONITOR & RE-SCREEN
- Fluency – PASS / FAIL / MONITOR & RE-SCREEN
- Voice – PASS / FAIL / MONITOR & RE-SCREEN

Observations:

- Brief, 1:1 evaluation session
- Nonstandardized, qualitative measures to assess skill
- Designed to cast a wide net when identifying communication difficulties and red flag behaviors or executive functioning weaknesses
- Supports the early intervention model to therapy
  - Less time to form 'bad habits'
  - Goal = finish before KG starts

# SFE Screeners are FREE!

Made available at private schools and daycares in Loudoun County year round:

- August-September Screening Event
  - Get ahead of the back-to-school rush and subsequently start the school year off more smoothly
- October-November Screening Event
  - Now that several weeks of school are underway, and true abilities/weaknesses (versus 'just settling in') become evident, we still have time to bolster social, cognitive, speech-language, and/or academic skills before the holidays
- February-May Screening Event
  - Start the new year off strong, making gains in the school setting by addressing underdeveloped social and/or academic skills in therapy

**What happens after  
the screener?**

# Screeners Completed, Now What?



**Wait  
+  
Monitor**

## **Comprehensive Evaluation**

- Identify appropriate standardized and nonstandardized assessment measures
- Schedule evaluation separately with SFE SLP
- Review results with caregivers



## **Therapy**

- Holistic care
  - Communicate with caregivers, teachers, and other professionals
- Determine therapy setting (home, school, community and/or online)
- Determine weekly therapy frequency

**What is the scope of  
speech-language  
pathology?**



## Language

Word finding, Expressive  
& Receptive deficits



## Fluency

Stuttering & Cluttering



## Literacy

Reading, Syntax, and  
Semantics



## Hearing

Hearing Screenings  
& Aural Rehabilitation



## Cognition

Memory, Attention,  
& Executive Function



## Articulation

Cleft Palate, Apraxia,  
Speech-Sound Disorders





## Feeding & Swallowing

Dysphagia & Pediatric  
Feeding Problems



## Social Aspects

Pragmatics, Autism  
Spectrum, AAC



## Voice

Voice Disorders &  
Transgender Voice  
Therapy

# **National Statistics & Incident Rates**

- Nearly 1 in 12 (7.7%) American children ages 3-17 has had a disorder related to speech, language, voice, fluency, or swallowing.
- The prevalence of communication disorders is highest among children ages 3-6 (11.0%), compared to children ages 7-10 (9.3%) and children ages 11-17 (4.9%).
- The prevalence of speech sound disorders (artic) in young children is 8 to 9%.
- The prevalence of developmental language disorders in children is 7% (1 in 14 children).
- More than 3 million Americans (about 1%) stutter. Stuttering can affect individuals of all ages, but occurs most frequently in young children between the ages of 2 and 6.

- By the first grade, roughly 5% of children have noticeable speech-language disorders or delays (e.g., stuttering, dysarthria), the majority of which have no known cause.
- Nearly half of American children ages 3-17 with a speech, language, voice, fluency, or swallowing disorder have not received intervention services in the past year.

**With early detection/intervention, parents and caregivers have opportunities to make impactful decisions about their child's therapeutic journey!**

**Who is Speech For Each?**

# We are a home and daycare-based, private speech-language therapy company that provides individualized treatment for:

- Articulation
- Auditory Processing
- Autism Spectrum Disorder
- Down's Syndrome
- Dyslexia / Reading
- Executive Functioning
- Expressive Language
- Fluency / Stuttering
- Figurative Language
- Grammar (Syntax)
- Phonological Disorders
- Oral-Motor / Feeding
- Receptive Language
- Sensory Processing
- Social / Pragmatic Skills
- Spelling
- Writing / Prompt Writing
- Vocabulary (Semantics)



### **Marshall McClelland, M.S., CCC-SLP**

- Owner & Therapeutic Director
- Over 13+ years of experience
- Earned her masters at ODU
- Speciality: LMB, EF, Social/Pragmatics
- Provides private, in-person therapy services (at home or at school)



### **Julia C, M.S., CCC-SLP**

- Over 8+ years of experience
- Earned her masters at Towson
- Multi-setting integration
- Speciality: EF, Social, Articulation/Oral
- Provides private, in-person therapy services (at home or at school)




### **Augusta Pittman, M.S., CCC-SLP**

- Over 4+ years of experience
- Earned her masters at NYU
- Skilled therapeutic team leader
- Speciality: Stuttering, Articulation
- Provides private, in-person and teletherapy services







ARTICULATION

COGNITION

FEEDING & SWALLOWING

FLUENCY

HEARING, LANGUAGE & LITERACY

**SPEECH-LANGUAGE PATHOLOGY & THE POWER OF EARLY INTERVENTION**

**WUSA9**

3:19  
80°



# Final Thoughts & Questions



# References

American Speech-Language-Hearing Association (ASHA). (2004). *Preferred Practice Patterns for the Profession of Speech-Language Pathology [Preferred Practice Patterns]*. Available from [www.asha.org/policy/](http://www.asha.org/policy/). doi:10.1044/policy.PP2004-0019

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