



Primary Communication Profiling Checklist: Speech, Language and Communication

Student Name: _____ School Year/Class: _____

Checklist Completed By: _____ Position in School: _____

Think about the student’s abilities, as compared to their peers, then score this profile using the following:

0 = Rarely (average skills or not applicable)

1 = Sometimes (once a week but not every day)

2 = Often (daily)

This profile can be used to gather information on a student’s strengths, difficulties or differences in speech, language and communication. Identifying a difficulty or a difference does not necessarily indicate a need for support in this area. This is not a diagnostic tool and there is diversity across every person’s speech, language and communication skills.

Expressive Language (Speaking)

Does the student:	Rarely	Sometimes	Often
<input type="checkbox"/> find it difficult to think of certain words (e.g. may talk around the word or give up)			
<input type="checkbox"/> leave out word endings like plurals or past tense?			
<input type="checkbox"/> jumble up the word order of sentences?			
<input type="checkbox"/> have difficulty creating longer sentences using conjunctions (e.g. if, so, or)?			
<input type="checkbox"/> leave out information when explaining themselves or telling a story?			
<input type="checkbox"/> mix up the order of an explanation or story?			
Total:			

Receptive Language (Understanding Spoken Language)

Does the student:	Rarely	Sometimes	Often
<input type="checkbox"/> have difficulty following longer instructions or only follow them in part?			
<input type="checkbox"/> have difficulty remembering things people say/require repetition of instructions?			
<input type="checkbox"/> look to other students’ actions to follow instructions?			
<input type="checkbox"/> have difficulty understanding jokes, idioms & can take things literally?			
<input type="checkbox"/> have difficulty answering questions or take a long time to respond to a question?			
<input type="checkbox"/> have difficulty understanding stories as a whole, i.e. drawing conclusions, predicting outcomes and understanding implied meaning?			
Total:			

Speech

Does the student:	Rarely	Sometimes	Often
<input type="checkbox"/> find it hard to say multisyllabic words, e.g. psgetti for spaghetti			



○ have difficulty co-ordinating mouth movements, e.g. struggles with tongue twisters or alliteration			
○ show persistent articulation errors, e.g. wed/red			
○ repeat words/sounds or get stuck on words/sounds when they are speaking (stammering) or avoid saying specific words they get stuck on			
Total:			

Vocabulary

Does the student:	Rarely	Sometimes	Often
○ have a limited range of vocabulary?			
○ frequently use non-specific words such as 'stuff' and 'thing'?			
○ have difficulty understanding and remembering word meanings?			
○ misuse words? (e.g. uses them in the wrong context)			
Total:			

Written Language (Reading Comprehension & Expression)

Does the student have difficulty:	Rarely	Sometimes	Often
○ understanding what they are reading (as distinct from ability to decode)?			
○ answering questions and summarising information on a written text?			
○ structuring and organising thoughts in written pieces?			
○ constructing sentences and using correct grammar in written pieces?			
○ using correct content (e.g. vocabulary) to convey meaning in written pieces?			
○ with spelling?			
Total:			

Social Communication

Does the student have a difference (compared to most of the class) in the way they:	Rarely	Sometimes	Often
○ start a conversation?			
○ keep the conversation going (taking turns)?			
○ maintain topics of conversation?			
○ use eye contact?			
○ with non-verbal communication? (e.g. personal space, facial expressions)			
○ recognise/say when they don't understand?			
○ interact or participate with others in group activities?			
Total:			

Is English the child's first language?

yes no

Comments:	
Signature:	Date Completed:



Scoring guidelines for the NCSE Primary Speech, Language and Communication Profiling Checklist

Interpretation

If a student scores;

0	➔	No further action is required in this area.
1-2	➔	This area of communication should be monitored and reviewed.
3 or above	➔	This student may benefit from additional support which may include a referral to a Speech and Language Therapist.

Please place total cumulative scores from each section in the scoring box below, and then consider the student's existing strengths and skills per area.

Area	Total	Interpretation of score as above	Despite any scores, what is an existing strength or skill of the student in this area?
<i>Expressive Language</i>			
<i>Receptive Language</i>			
<i>Speech</i>			
<i>Vocabulary</i>			
<i>Written Language</i>			
<i>Social Communication</i>			



HOW TO USE THE COMMUNICATION PROFILING CHECKLIST

This checklist was designed as a teacher-led tool to allow for the profiling of a student's speech, language and communication strengths, difficulties and differences.

Why use the checklist?

This checklist allows a teacher to:

- profile students' strengths, difficulties and differences
- design and plan for support
- identify need for further assessment or onward referral to SLT services
- recognise the diversity in students' speech, language and communication
- review and monitor students' progress

How to administer the checklist?

The checklist should be completed by a teacher or a number of teachers who know the student well. The checklist contains statements describing students' communication skills. For each statement, the teacher is requested to provide information about how often the student demonstrates a behaviour/skill/ability, etc.

0	Rarely (average skills or not applicable)
1	Sometimes (once a week but not everyday)
2	Often (daily)

The teacher should choose the response that, in their judgement, best describes the student. Each item should be read carefully and it is advised not to leave any items blank.

Administration tips

1. If you feel that you are unable to make a judgement, please score it as 0 and add a comment.
2. The comments box could be used to record any additional information such as classroom observations, additional languages, existing diagnoses, recent assessments, etc.
3. Liaise with other teachers in your school who are trained and using the tool.
4. Liaise with other people who know the student well to support you completing the tool; parents, other people who teach/support the student.
5. Practice rationalising your decision making; asking questions such as why did I tick 'often'?
6. Consider other data that has been gathered on the student, e.g. school assessments, past reports, classroom observations and curricular work.



How to score the checklist?

Step 1: Please write the cumulative score in the **Total** box in each section.

Example:

Vocabulary

Does the student:	rarely	sometimes	often
<input type="radio"/> have a limited range of vocabulary?			2
<input type="radio"/> frequently use non-specific words such as 'stuff' and 'thing'?		1	
<input type="radio"/> have difficulty understanding and remembering word meanings?		1	
<input type="radio"/> misuse words (e.g. uses them in the wrong context)			2
Total:	6		

Step 2: Please transfer the total cumulative score from each section into the **scoring box** on page 3.

Example:

	Total
<i>Expressive Language</i>	4
<i>Receptive Language</i>	3
<i>Speech</i>	0
<i>Vocabulary</i>	6
<i>Written language</i>	3
<i>Social Communication</i>	1

Step 3:

A) Interpretation of results: Each area of language is scored individually. There is no overall score. If a student scores the following **in any one area of language**:

0		No further action is required in this area.
1-2		This area of communication should be monitored and reviewed.
3 or above		This student may benefit from additional support which may include a referral to a Speech and Language Therapist.

B) Existing strengths and skills: Despite any scores, please consider what the student's **existing strengths and skills** are for **each area of language**.

Area	Total	Interpretation of score as above	Despite any scores, what is an existing strength or skill of the student in this area?
<i>Expressive Language</i>			
<i>Receptive Language</i>			
<i>Speech</i>			
<i>Vocabulary</i>			
<i>Written language</i>			
<i>Social Communication</i>			