



The Quickscreen MB1 Speech & Language Screening kit contains :

- ✓ MB1 - Speech & Language Checklist
- ✓ MB1 - Priority Profile Checklist
- ✓ MB1 - Treatment Prioritisation List

Who the MB1 is designed for?

This MB1 has been designed for school staff to **quickly screen & prioritise pupils with speech, language and communication needs**. It's easy to use and doesn't require any specialist training.

What you can use MB1 for:

The MB1 is designed to help you quickly and easily scan your student population for obvious speech and language difficulties which can be detected by class teachers. It will then help you prioritise the order in which to refer pupils for further intervention.

What you can't use the MB1 for:

The MB1 is a very simple screening tool and **will not identify all those in need of Speech & Language therapy**. It is not a suitable replacement for a speech and language assessment. We recommend that you refer any children who you're concerned about to a speech and language therapist for a comprehensive evaluation of their skills. The Quickscreen Toolkit is a guide and not a standardised measure of a child's speech and language skills.

How to use the MB1:

- Share the '**MB1 - Speech and Language Checklist**' with class teachers or subject leads, they can then use this checklist to identify and flag pupils who they have concerns about. Give your staff a deadline to return the forms.

- For each checklist returned that meets the **criteria for concern** complete an '**MB1 - Priority Profile Checklist**'. The criteria for concern are met if:

"A pupil scores 8 or more across all areas or a total of 4 or more in one individual area, (2 or more in the Speech Sounds Section)."

- Use the '**MB1 - Priority Profile Checklist**' to help guide the conversation around suitable intervention for a student and consider factors about their needs and likely success in therapy, add your scores from the profile to the '**MB1 - Treatment Prioritisation List**'.

- If you are screening a whole class or cohort of students at once, the **MB1 - Treatment Prioritisation List** will help you see which pupils are the most in need. The pupils with the highest scores should be referred to a speech and language therapist for further evaluation. Any pupils flagged through the Speech and Language Identification Checklist should be monitored and re-evaluated termly.



MB1 - Speech & Language Checklist

Completed By _____

Pupil Name _____

DOB _____ Date _____

Speech Sounds

- Is it difficult to understand the pupil?
- Does the pupil mix up sounds when speaking e.g. "dun" for "sun" or "tea" for "key" ?
- Is the pupil significantly below average in phonics and/or literacy ?
- Does the pupil speak too quickly?
- Does the pupil stammer e.g repeat sounds, parts of words, phrases?

Total /5

Spoken Language

- Does the pupil speak only in short sentences?
- Does the pupil have a limited vocabulary?
- Does the pupil use lots of swear words and aggressive language?
- Does the pupil find it hard to explain how they feel using emotive language?
- Does the pupil use an excess of filler words eg. "thingy" , "erm" or "whatever" ?
- Does the pupil often use gestures in place of spoken language?
- Does the pupil mix up the order of words in a sentence?
- Does the pupil struggle to use the correct grammar when speaking?
- Does the pupil have poorly sequenced thoughts/ideas?

Total /9

Speech, language and communication needs (SLCN) can affect pupil development in core subjects. It is important to identify them as early as possible to ensure the right interventions are put in place. This checklist helps to identify core areas of difficulty and reasons to refer to speech and language therapy services.

Understanding Language

- Does the pupil struggle to remember things that you have just told them?
- Does the pupil find it difficult to understand questions e.g "why did that happen?" or "how do you know that?"
- Does the pupil copy other people's work?
- Does the pupil become frustrated when they cannot do something?
- Does the pupil ever respond to direct questions with a response that doesn't seem to make sense?
- Does the pupil find it hard to understand implied meanings i.e they take things literally such as metaphors and idioms.

Total /6

Social Communication

- Does the pupil use either too much or too little eye contact?
- Does the pupil have preferred topics and subjects they like to talk about? E.g. trains or dinosaurs.
- Does the pupil struggle with non-literal language, sarcasm and humour?
- Does the pupil prefer to play alone?
- Does the pupil find it hard to initiate conversation with other students?
- Does the pupil come across as bossy or get upset easily by other people's behaviour?
- Does the pupil fail to demonstrate empathy?
- Does the pupil struggle to maintain friendships?
- Is the pupil very shy?

Total /9

Criteria For Concern

If a pupil scores a total of **8 or more across all areas** or a total of **4 or more in one individual area (2 or more in the Speech Sounds Section)** please refer them for an assessment with a speech and language therapist.



Completed By _____

Pupil Name _____

DOB _____ Date _____

Legal Requirements

1 Does the individual have an education, health and care plan (EHCP) detailing the Speech & Language input required?

2 Is the child subject to a child protection plan detailing the necessary care and provisions required to protect them from harm?

Clinical Risk

3 Is there foreseeable physical, psychological or functional harm that can be reduced by Speech & Language Therapy?

4 If Speech & Language Therapy is required and it is not provided, will the CYP experience harm e.g. physical or psychological?

Predicted Outcomes

5 Does the pupil want to have therapy? Will they attend the sessions as is necessary for progress to occur?

6 Is Speech & Language Therapy a priority for the individual and/or their family at the current time?

Timing

7 Is the pupil about to transition from one environment to another? (e.g. primary to secondary school, college to employment)

Pupil Wellbeing - Is the pupil's difficulty ...

8 Having an effect on their participation in everyday activities?

9 Putting them at risk of becoming socially isolated and unhappy?

10 Preventing them from accessing other services e.g counselling?

11 Affecting their academic learning?

12 Affecting other people (e.g. classmates due to behaviour)

Total