PRESCHOOL LANGUAGE SCREENER

72 ITEMS

Picture Plates · Receptive and Expressive

13 TARGETS

- Nouns
- Actions
- Spatial concepts
- Pronouns
- Associations
- Same and different
- + 7 more



6 RECORD FORMS

FILLABLE PDF

Bright Path Sped

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One classroom or caseload license

- This file is for one person: one speech-language pathologist, one caseload.
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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a box, type, and Save As once per child.
- Every page also prints, and the pictures read in black and white.
- It works offline. No account, no subscription, no internet connection needed.

Student data

A completed form carries a real child's name and what you saw. Store, hand over and destroy this file the same way you would any other student record.

What this is, and is not

An informal screening record. It is not a standardized test, has no scores to compare against and does not replace an evaluation by a licensed speech-language pathologist.

Need help?

If a box will not behave, use Ask a Question on the product page before leaving a review. A fix to the file ships as a free update.

PREVIEW

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The Plates at a Glance

All 13 targets, the page of each plate and its record form, and the two lines you say.

Target	Plate	Record	Receptive: you say	Expressive: you ask
1. Nouns	5	19	Show me the ___.	What is this?
2. Actions	6	19	Show me ___.	What is happening?
3. Object functions	7	20	Show me what you ___.	What do you do with it?
4. Categories	8	20	Show me something ___.	Which group is it in?
5. Spatial concepts	9	21	Show me where the ball is ___.	Where is the ball?
6. Adjectives	10	21	Show me the ___ one.	Point to one. Tell me about it.
7. Plurals	11	22	Show me ___.	Here is one. Here are two. Say: two ___.
8. WH questions	12	22	Ask the question. The child points to the answer.	Ask again with the picture covered.
9. Pronouns	13	23	Say the sentence. The child points to who you mean.	Point to one. Say a sentence about that picture.
10. Associations	14	23	Show me what goes with ___.	Cover the pictures. What goes with it?
11. Same and different	15	24	Say the line. The child points.	How are they the same? How are they different?
12. Quantity	16	24	Show me ___.	Point to one. Tell me about it.
13. Language sample	17	25	Show the party picture. Let the child talk.	Write the words down, word for word.

How the plates are made

- Six numbered pictures to a plate.
- The number matches the row on the record form.
- Spatial plate: the same ball, box and table, moved around.

If you skip a target

- Leave its rows blank, or write Skipped.
- A target is never required.
- The blank plate, page 18, is for pictures you add.

Your own order, or targets you add (write them here)

PREVIEW

Name _____

Doing Words

Look at the pictures. Listen to me.

1



2



3



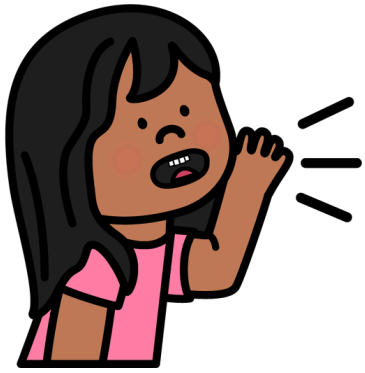
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PREVIEW

Name _____

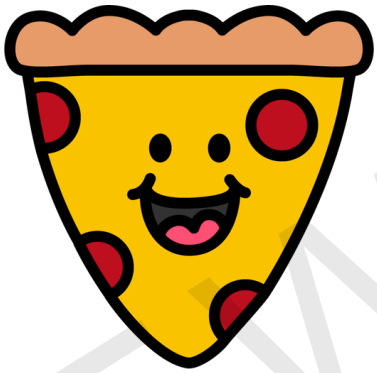
Groups

Look at the pictures. Listen to me.

1



2



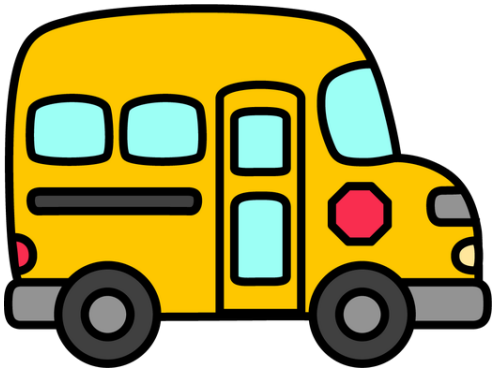
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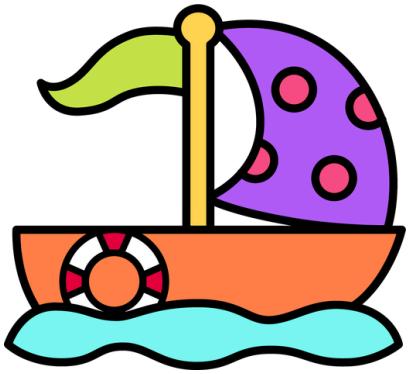
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PREVIEW

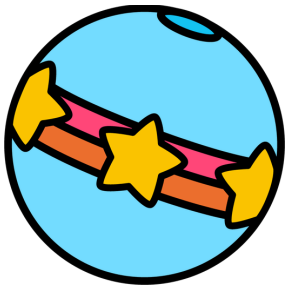
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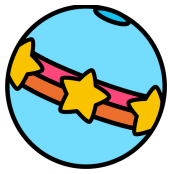
Name _____

Tell About It

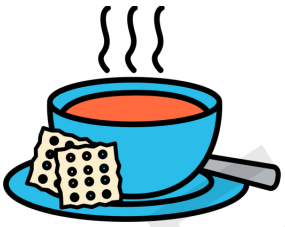
Look at the pictures. Listen to me.

1



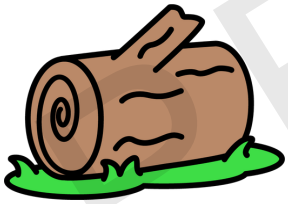


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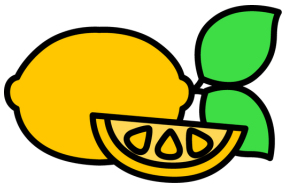
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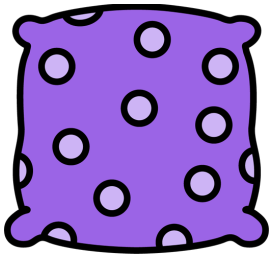


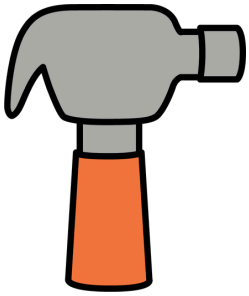
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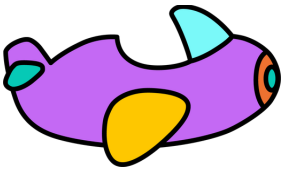


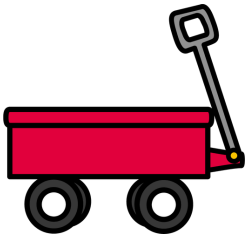
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PREVIEW

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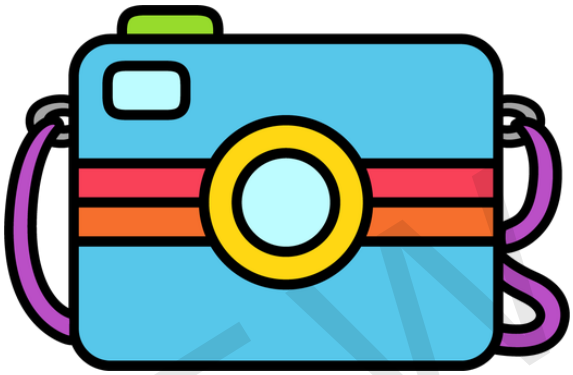
Questions

Look at the pictures. Listen to me.

1



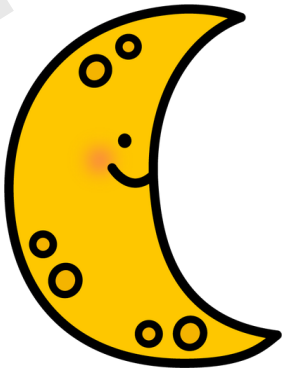
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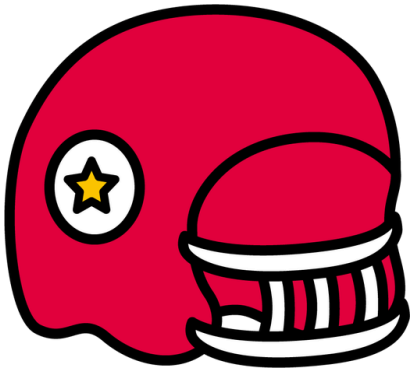
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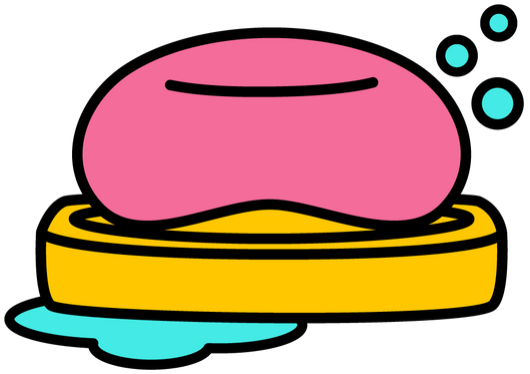
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6



PREVIEW

Name _____

What Goes Together?

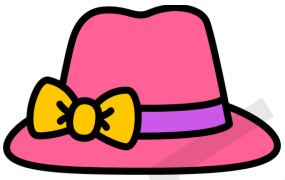
Look at the pictures. Listen to me.

1





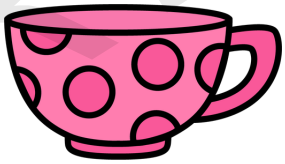
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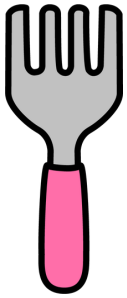


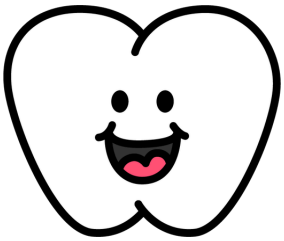
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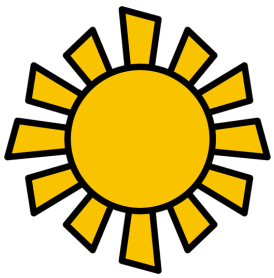


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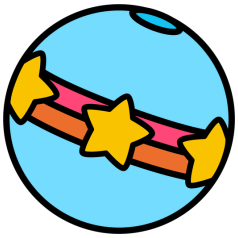
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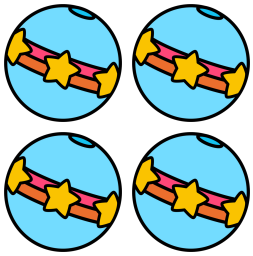
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How Many?

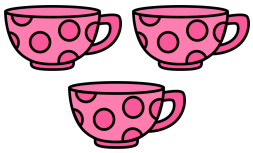
Look at the pictures. Listen to me.

1



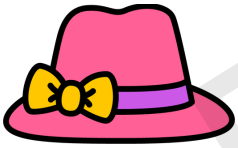


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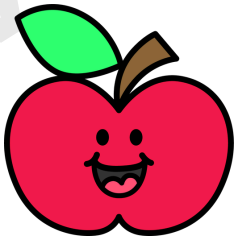


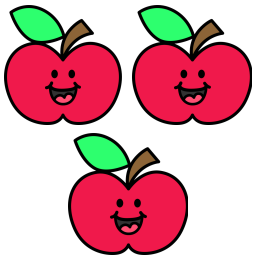
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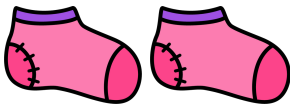


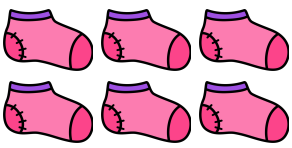
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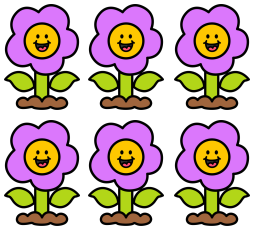


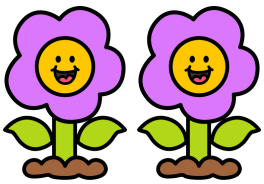
5





6





PREVIEW

Name _____

My Own Plate

For your own pictures: print, tape on six pictures, and add the rows to a blank page of your record form.

1

2

3

4

5

6

PREVIEW

Record Form 2 of 6: Object functions and Categories

Name _____

SLP _____ Date _____ Plates used _____

#	Item	Point	Say	What I saw (my words)
Object functions · plate, page 7 **Receptive:** Show me what you ___. **Expressive:** What do you do with it?				
1	cup drink from			
2	toothbrush brush your teeth with			
3	towel dry off with			
4	fork eat with			
5	umbrella hold when it rains			
6	bed sleep in			
Categories · plate, page 8 **Receptive:** Show me something ___. **Expressive:** Which group is it in?				
1	cookie to eat			
2	pizza to eat			
3	coat to wear			
4	mitten to wear			
5	bus to ride in			
6	boat to ride in			

My marks. Type any mark you like; this is a suggestion:

+ right away **help** needed a model or a second try **no** no try (blank = skipped). My own marks:

_____

PREVIEW

Record Form 4 of 6: Plurals and WH questions

Name _____

SLP _____ Date _____ Plates used _____

#	Item	Point	Say	What I saw (my words)
Plurals · plate, page 11 **Receptive:** Show me ___. **Expressive:** Here is one. Here are two. Say: two ___.				
1	apple / apples the apples			
2	car / cars the cars			
3	balloon / balloons the balloons			
4	book / books the books			
5	flower / flowers the flowers			
6	banana / bananas the bananas			
WH questions · plate, page 12 **Receptive:** Ask the question. The child points to the answer. **Expressive:** Ask again with the picture covered.				
1	Who Who helps us when we are sick?			
2	What What do you use to take a picture?			
3	Where Where do we go to borrow books?			
4	When When do we see the moon?			
5	Why Why do we wear a helmet?			
6	How How do we get clean?			

My marks. Type any mark you like; this is a suggestion:

+ right away **help** needed a model or a second try **no** no try (blank = skipped). My own marks:

_____

PREVIEW

Record Form 6 of 6: Same and different and Quantity

Name _____

SLP _____ Date _____ Plates used _____

#	Item	Point	Say	What I saw (my words)
Same and different · plate, page 15 **Receptive:** Say the line. The child points. **Expressive:** How are they the same? How are they different?				
1	same Show me the two that are the same.			
2	same (again) Show me the two that are the same.			
3	different Show me the one that is different.			
4	different (again) Show me the one that is different.			
5	dog and cat Show me the one that barks.			
6	sun and moon Show me the one we see at night.			
Quantity · plate, page 16 **Receptive:** Show me ___. **Expressive:** Point to one. Tell me about it.				
1	more the one with more			
2	fewer the one with fewer			
3	many the one with many			
4	one just one			
5	a lot the one with a lot			
6	a few the one with a few			

My marks. Type any mark you like; this is a suggestion:

+ right away **help** needed a model or a second try **no** no try (blank = skipped). My own marks:

_____

PREVIEW

Summary by Target

Count the marks from the record form. The counts are a record, not a result.

Name _____

SLP _____ Dates _____ Language sample on _____

Target	Items	Point marks	Say marks	Notes
1. Nouns	6			
2. Actions	6			
3. Object functions	6			
4. Categories	6			
5. Spatial concepts	6			
6. Adjectives	6			
7. Plurals	6			
8. WH questions	6			
9. Pronouns	6			
10. Associations	6			
11. Same and different	6			
12. Quantity	6			
13. Language sample	–	–		
All plates	72			

How to count

- Point marks and Say marks: rows with a mark in that box.
- A blank row is not counted.

Your district's directions (write them here)

_____

_____

What I noticed (observable words only)

_____

_____

My judgment, and what the team decides by its own rule

_____

_____

PREVIEW

A Filled-In Form (Invented Child)

"Sam" is invented. Everything Sam did is made up to show how the boxes are used. It is not a finding.

Record form: what the SLP wrote for Nouns and Actions

#	Item	Point	Say	What I saw
Nouns				
1	ball	+	+	Right away.
2	key	+	+	–
3	sock	+	help	Said it after I said it.
4	lamp	+	no	Looked at the lamp.
5	hat	+	+	–
6	television	help	no	Pointed to the phone first.
Actions				
1	eating	+	+	–
2	reading	+	help	Said read after a model.
3	kicking	+	help	–
4	napping	help	no	Laughed.
5	writing	+	no	–
6	yelling	no	no	Asked to stop.

The counts, by target

Target	Items	Point +	Point help	Point no	Say +	Say help	Say no
Nouns	6	5	1	0	3	1	2
Actions	6	4	1	1	1	2	3

Where each count came from

- Nouns, point: + 5 (ball, key, sock, lamp, hat), help 1 (television), no 0. 6 items. Say: + 3 (ball, key, hat), help 1 (sock), no 2 (lamp, television). 6 items.
- Actions, point: + 4 (eating, reading, kicking, writing), help 1 (napping), no 1 (yelling). 6 items. Say: + 1 (eating), help 2 (reading, kicking), no 3 (napping, writing, yelling). 6 items.
- Each side adds up to the six items in the target. The form records what happened. What the pattern means is for the clinician's own training and the team's own rule; write it on the summary, page 26.

PREVIEW

Family Note and Team Handoff

A note home with blanks for your own words, and a handoff for whoever picks up the form next.

Child _____ Date _____ Sent by _____

Family note: fill in the blanks

Today we looked at picture plates together. Your child pointed to pictures when I named them, and told me about some of them. I wrote down what we saw and heard.

Plates we used _____ What your child enjoyed _____

In our own words:

_____

_____

_____

_____

_____

_____

_____

Team handoff: for a substitute, a new provider or a shift change

- The plates are pages 5-16; the record form is pages 19-24.
- Show one plate at a time. Say the receptive line, then ask the expressive line.
- Copy the marks to the summary, page 26.
- Hand the folder back to the SLP.

Meeting sentence: fill in the blanks

"On the picture plates, [Student] pointed to ___ of ___ items and said ___ of ___. Our next step is ___."

When to use this page

- Before a meeting or a conference.
- Before a substitute or a new provider covers the caseload.
- The same week you use the plates again.
- Keep a copy in the child's folder.

PREVIEW

Binder Cover and Divider Tabs

A cover for the child's folder, six divider tabs, and a setup list.

Folder cover and spine label

Student _____ SLP _____ School year _____

First screening date _____ Next look date _____

Use it as a folder cover, a binder spine label, or a clipboard cover.

Divider tabs: print and cut

01 Start Here
The six steps.

02 Plates
12 targets, six pictures each.

03 Record Form
A row for every item.

04 Language Sample
Free talk, word for word.

05 Summary
The counts, and a filled example.

06 Family and Team
The note home and the handoff.

Before the first plate

- Print the plate pages, 5-16, and slip them into sheet protectors.
- Write your district's directions on page 26.
- Save a copy of this file with the child's name.
- Print the cover and the six tabs on heavier paper if you have it.
- Slip the family note into the front pocket.
- Put the filled example in the back, so a new provider sees how the boxes are used.

PREVIEW