

**Speech and Language Screener**  
**For Caregivers of Children Being Adopted Internationally**

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[www.thespeechstop.com](http://www.thespeechstop.com)

*This speech and language checklist is intended to be completed by caregivers, case workers, or adults **in the birth country** who are familiar with the child and who are able to answer these questions **based on quality interactions with the child**. It is intended to be used by adoptive parents who do not speak their adoptive child's native language in order to get a clear picture of their **current language functioning prior to leaving the birth country**. This will be valuable information to have once the child is acclimated to their new language environment, particularly if language concerns arise after the initial acclimation period.*

**If the child is 12 months or younger**, does he/she respond to sounds in his/her environment, such as reacting to loud noises or following sounds with his/her eyes or head?  Yes  No

Does the child make vowel-like sounds?  Yes  No

Does the child make any consonant sounds?  Yes  No

Is the child cooing and babbling, or making audible noises vocally?  Yes  No

Is the child imitating sounds made by others?  Yes  No

Is the child smiling when he/she sees a familiar face?  Yes  No

**If the child is 12-24 months**, is he/she speaking at least 1-3 words or trying to form any word approximations?  Yes  No

If yes, which words (in his/her native language; please provide translation, if possible)? \_\_\_\_\_

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Does the child respond to his/her name when called?  Yes  No

What does the child use the most to communicate what he/she wants or needs?  
 Crying  Gestures (e.g. pointing)  Words

Is he/she using at least 10-20 words?  
 Yes  No

If yes, which words (in his/her native language; please provide translation, if possible)? \_\_\_\_

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Does the child appear to understand the words you use with him/her or the simple commands and directions you give him/her at this age, e.g. Come here?  Yes  No

Can the child show you primary body parts if you ask him/her, e.g. Where is your nose? Show me your ears, or eyes, or mouth?  Yes  No

**If the child is 24-36 months**, is he/she using at least 40-50 words appropriate for his/her age?  Yes  No

List as many words as you are able - words that you have heard him/her use in his/her native language on a regular basis (please provide translation, if possible; *add more words on additional page*):

Nouns (Things/Objects; e.g. doll, dog, rice, girl, house)

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Verbs (Action Words; e.g. eat, run, sleep)

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Adjectives (Describing Words; e.g. red, big, cold)

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Is the child combining words to form simple phrases/sentences?  Yes  No

Does the child appear to understand many of the vocabulary words in his/her immediate environment, for example, words related to favorite foods, toys, animals, people around him/her?  Yes  No

Can the child follow simple directions related to his/her daily activities and needs?

Yes  No

Does the child seem interested in age-appropriate toys?  Yes  No

Is the child using question words to ask simple questions or request things?  Yes  No

**If the child is 3 years of age or older:**

Does the child appear to understand most of the vocabulary in his/her immediate environment, for example, words related to clothing, foods, toys, animals, people around him/her, and daily activities?  Yes  No

Can the child follow simple directions such as touch your nose, take off your shoes, open the book?  Yes  No

Can the child point to things or objects in his/her environment if you ask, for example: Show me the chair? Or where's the banana? Or where are your shoes?  Yes  No

Can the child identify body parts if you ask them, e.g. Show me your chin? Where is your elbow? Where are your toes?  Yes  No

Does the child know what certain objects are used for, for example, bananas are for eating, balls are for playing, beds are for sleeping?  Yes  No

Does the child understand location words (prepositions), for example: on, off, in, under, behind, in front?  Yes  No

Can the child answer questions appropriately, for example: Are you a boy/girl? Are you cold? What do you want to eat? Where do you sleep?  Yes  No

Does the child play appropriately with his/her toys based on his/her age?  Yes  No

Is the child combining words to form phrases or sentences?  Yes  No

If yes, how long are the sentences?

1-2 words

3-5 words

6-8 words

Are the simple sentences the child is using complete sentences (e.g. I want more milk; I need to go to the bathroom)?  Yes  No

If the child is using verbs (action words), is he/she able to use the correct verbs to talk about:

- things that have already happened (past tense)?  Yes  No
- things that will happen in the future (future tense)?  Yes  No
- things that are happening right now (present progressive tense)?  Yes  No

Please give some verbatim examples in the child's native language of the sentences he/she is using (please provide translation, if possible; *add more sentences on additional page*):

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Does the child use pronouns appropriately, e.g. I, you, he, she, my, his, her?  Yes  No

Are the words in his/her sentences being used in the correct order based on the grammar in his/her native language?  Yes  No

Is the child able to tell simple stories in the right sequence, what happened first, in the middle and last, including important details?  Yes  No

Can the child name items in specific groups or categories such as naming 5 fruits, or 5 toys, or 5 articles of clothing, or 5 animals?  Yes  No

Can the child follow directions with 2 or 3 steps, e.g. Go to your room and get your shoes?  
 Yes  No

Is the child difficult to understand when speaking in his/her native language?  
 Yes  No

If yes, it seems to be because of :

- His/her speech sounds like babble
- He/she is leaving off sounds or syllables when speaking
- Limited vocabulary
- Good vocabulary but difficulty with specific sounds, for example, making some sounds incorrectly? An example of this in English would be saying *tup* for *cup* or *wabbit* for *rabbit*.
- Rate of speech is too fast

**If you have questions about this questionnaire or about the language development of your adoptive child, you may contact speech/language specialist, Ana Paula G. Mumy, MS, CCC-SLP at [www.thespeechstop.com](http://www.thespeechstop.com).**