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*Providing Speech & Language Therapy Services for Children Birth to 21+*

### **PEDIATRIC SPEECH/LANGUAGE PARENT QUESTIONNAIRE**

Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Sex: M/F Birth date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Age: \_\_\_\_\_ Parents: \_\_\_\_\_

Address: \_\_\_\_\_ Phone(H): \_\_\_\_\_

Work: \_\_\_\_\_ Cell/Mobile: \_\_\_\_\_

School Attends: \_\_\_\_\_ Grade/Level: \_\_\_\_\_ IEP/IFSP: Y/N, for?: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School Phone: \_\_\_\_\_

#### **Background Information**

Complications, illness/infection/stress during pregnancy: Y/N (Describe) \_\_\_\_\_

Forceps/vacuum/C-section? Y/N Passed Newborn Hearing Screen?: Y/N Cleft Palate?: Y/N

Birth order: \_\_\_\_\_ Birth weight: \_\_\_\_\_ Premature/Post Mature/Full Term: (Circle)

Apgar score at 1 minute: \_\_\_\_\_ 5 minute: \_\_\_\_\_ Breast Fed: Y/N How long? \_\_\_\_\_

Problems with feeding or respiration? Y/N (describe) \_\_\_\_\_

#### **Developmental Milestones: Please note approximate age at which he/she did the following:**

Said first word: \_\_\_\_\_ 2-words together: \_\_\_\_\_ Phrases/Sentences: \_\_\_\_\_ Understands Directions: Y/N

Started to use Gestures (waving bye, pointing, arms to pick up): \_\_\_\_\_ Started Turn Taking: \_\_\_\_\_

Plays with Other Children: Y/N Imaginary Play: Y/N Plays Independently: Y/N

**Health History:** Ear infections? Y/N (how many, what ages): \_\_\_\_\_ Tubes (when): \_\_\_\_\_

When was the last time child's hearing was tested? \_\_\_\_\_ Cochlear Implant: Y/N Sign Language: Y/N

Use devices, gestures or pics to communicate: Y/N (describe) \_\_\_\_\_

Allergies? Y/N (describe): \_\_\_\_\_ Seizures? Y/N (describe) \_\_\_\_\_

Injuries? Y/N (describe): \_\_\_\_\_ Hospitalization? Y/N (describe) \_\_\_\_\_

Glasses? Y/N (condition) \_\_\_\_\_ Medications? Y/N \_\_\_\_\_

Who lives at home with your child? List siblings and ages: \_\_\_\_\_

Scoring: Use an 'X' to mark items which currently apply to your child, deleting/modifying parts of items as appropriate. Double 'X' (XX) items that are particular concern. Use a P to mark items that used to be a problem, but are now resolved. Add Comments, examples, additional information.

**Voice:**

- Hoarse (sounds like losing voice), How often: \_\_\_\_\_
- "Breathy speech"
- Voice volume too soft or too loud \_\_\_\_\_
- Voice pitch too high or too low \_\_\_\_\_
- Has vocal tics (i.e. chirps, clears throat, gulps)
- Loses air out nose (nasally, poor resonance)
- Uses a voice that sounds abnormal compared to peers or siblings

**Speech Articulation:**

- By age 2, I don't understand my child 50% of the time
- By age 3, I don't understand my child 80% of the time
- By age 4, I don't understand my child 100% of the time
- Non-family does not understand my child most of the time
- Mispronounces words (bisghetti, mazagine, etc.)
- Deletes the first sound of words
- Deletes the last sound of words
- Mixes up sounds in words
- Produces single words clearly but difficult to understand in conversation
- Poor articulation

**Fluency:**

- Stutters in most sentences
- Stutters in most settings
- Stutters at the beginning of sentences
- Stutters on individual sounds (t-t-turtle)
- Stutters on individual syllables (do-do-dog)
- Stutters on whole words (cat-cat-cat)
- Prolongs the first sound in words (sssssnake)
- Has 'blocks' when no sound is coming out even though effort is being made to speak
- Uses uncommon behaviors while talking (repetitive movements or facial gestures)
- Uses inadequate rate or rhythm of speech
- Fast talker

**Receptive Language:**

- Difficulty following familiar classroom routines
- Difficulty following single-step directions
- Difficulty following multi-step directions
- Difficulty understanding frequently used words
- Difficulty understanding prepositions (in, on, to, of, since, until, under, over, above, below, etc.)
- Difficulty understanding sequential terms (first/then, first/second/third, then/now, before/after)
- Letter and number reversals
- Poor reading speed and /or comprehension
- Disorganized approach to tasks
- Prefers talking to doing
- Misunderstands meaning of verbal cues
- Difficulty playing games such as "Simon Says" or "red light/green light"
- Difficulty repeating a sentence

Scoring code: X = currently applies; XX= of particular concern; P = used to be a problem

- Difficulty understanding question words (where, how, when, what, who)
- Difficulty answering a question appropriately
- Difficulty answering questions about a story
- Difficulty following a classroom discussion
- Difficulty understanding figurative language

#### **Expressive Language:**

- Uses gesture to communicate more than words
- Produces shorter utterances more than peers
- Difficulty expressing wants and needs
- Doesn't self-advocate for themselves
- Difficulty explaining themselves
- Difficulty explaining a situation
- Difficulty sequencing the order of events when telling a story/describing an event
- Slow or delayed responses
- Word finding difficulty
- Not precise in word selection
- Limited use of descriptive vocabulary
- Participates little in conversations
- Uses filler words frequently (um, uh, well, you know)
- Has difficulty recalling the name of known items
- Uses immature grammar
- Uses incorrect word order
- Uses grammatically simple sentences
- Doesn't consistently use complete sentences
- Difficulty forming a question
- Difficulty describing using attributes/functions
- Difficulty retelling a story or event
- Doesn't sequence events correctly
- Doesn't include important details when retelling
- Takes longer than peers to respond/initiate
- Repeats/echoes others without understanding

#### **Pragmatic Language:**

- Doesn't seek or maintain eye contact
- Difficulty maintaining personal space boundaries
- Difficulty using appropriate body language
- Misinterprets body language or facial expressions
- Difficulty using greetings or farewells
- Difficulty initiating or ending conversations
- Difficulty demonstrating topic maintenance
- Difficulty revising message when misunderstood
- Difficulty telling wants, needs, or preferences
- Difficulty appropriately asking for help
- Difficulty sharing feelings appropriately for age
- Does not understand and use humor appropriately

**Feeding:**

- Prefers/avoids crunchy or chewy foods (Circle appropriate)
- Hyperactive gag response
- Grinds teeth, bites or chews objects, clothing
- Examines objects by placing in mouth
- Avoids crunchy, chewy foods
- Picky eater. Prefers certain textures. List: \_\_\_\_\_
- Limits self to particular foods/temperatures. List: \_\_\_\_\_
- Will not taste food prior to smelling it and approving of its smell
- Prefers bland foods/highly seasoned foods (Circle appropriate)

**Suck, Swallow, Breathe Synchrony:**

- Difficulty using straw
- Poor lip closure on eating, drinking, utensils
- Limited skill with blow toys
- Unable to whistle
- Poor saliva control/drooling
- Tongue thrust
- Shallow breathing pattern
- Chokes easily on liquids and/or solids
- Holds breath when applying effort
- Poor breath support for speech-sounds out of breath in mid sentence
- Speech volume barely audible
- Puts hands on hips to increase lung capacity
- Mouth breathing
- Lower rib cage flared

**Attention:**

- Unusually high, low, fluctuating activity level
- Difficulty with transitions or change
- Difficulty modulating behavioral state
- Resistant to help from caregivers to modulate state
- Demonstrates defensive responses to non-noxious and harmless sensory events
- Difficulty attaining or maintaining optimum level of arousal for attending to task at hand

**Emotional/Social Behavior:**

- Intense, explosive
- Easily frustrated, anxious
- Can't sit still, hyperactive
- Clingy, whiny, cries easily
- Stubborn, inflexible, uncooperative
- Poor self-concept/low self-esteem
- Highly sensitive/can't take criticism
- Feelings of failure/frustration
- Gives up easily
- Hard to awaken
- "Up and ready to go"
- Hard to get to sleep
- Difficulty making choices
- Tantrums

Scoring code: X = currently applies; XX= of particular concern; P = used to be a problem

Restless/deep/light sleeper  
 Fearful (list): \_\_\_\_\_  
 Unable to adjust to changes in routine  
 Slow to, or unable to make timely transitions  
 Prefers company of adults to older children  
 Prefers to play with younger children  
 Seeks out adults when on playground  
 Easily discouraged or depressed  
 Enjoys team sports  
 Poor loser  
 Fails to see humor in situations  
 Needs more protection from life than peers  
 Accident prone  
 Difficulty expressing emotions verbally  
 Over serious  
 Active, outgoing, enthusiastic  
 Inefficient way of doing things  
 Engages in self-injurious behavior(s). List: \_\_\_\_\_  
 Engages in self-stimulatory behavior(s). List: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_