

MELTR Checklist for Language Screening

Circle either parent-observed (PO) or therapist-observed (TO) if the child has demonstrated the behavior. If the behavior has not been observed by either party, circle not-observed (NO).

Three-year-olds

1. Does the child know his/her name?	PO	TO	NO
2. Can the child state his/her name upon request?	PO	TO	NO
3. Does the child know if he/she is a boy/girl?	PO	TO	NO
4. If one points to body parts, such as eyes, arm, leg, can the child name them?	PO	TO	NO
5. Does the child imitate simple sentences heard when spoken to him/her or in conversation?	PO	TO	NO
6. Does the child understand the words "in" and "on"?	PO	TO	NO
7. Does he/she use the words "in" and "on" appropriately?	PO	TO	NO
8. Does the child use simple pronouns, such as "I," "me," "you," and "mine"?	PO	TO	NO
9. Can the child refuse actions or objects using words?	PO	TO	NO
10. Does the child use simple negatives, such as "no," "can't," and "don't"?	PO	TO	NO
11. Can the child indicate that he/she has more than one (plural) or that an object belongs to someone by adding an -s?	PO	TO	NO
12. Can the child use verbs ending in "-ing," such as walking, eating, throwing? (The child may not use "is" with these verbs.)	PO	TO	NO
13. Can the child use simple verbs, such as "is" (i.e., He is happy), "are" (i.e., They are pretty), and "am" (i.e., I am sad)?	PO	TO	NO
14. Can the child talk about something that has already happened using verbs ending with "-ed" (i.e., walked or talked) or use them inappropriately (i.e., "eated" or "goed")?	PO	TO	NO
15. Does the child enjoy nursery rhymes and songs?	PO	TO	NO
16. Does he/she attempt to recite nursery rhymes or sing along with songs (i.e., Itsy-Bitsy Spider or Wheels on the Bus)?	PO	TO	NO
17. If something bad (i.e., the child gets hurt) or good (i.e., got a new toy) happens to the child, can he/she tell you what it was?	PO	TO	NO
18. Does the child talk about objects, events, or feelings?	PO	TO	NO
19. Does the child tell you his ideas about how things work or what they look like or do?	PO	TO	NO
20. Does the child ask "what" questions (i.e., "what's that?" or "what he doing")?	PO	TO	NO
21. Can the child bring two objects upon request (i.e., shoes and socks or a cup and a book)?	PO	TO	NO
22. Can the child follow two part directions (i.e., point to your			

nose and then clap your hands)?	PO	TO	NO
23. Does the child understand what different objects do (i.e., a spoon, cup, car, ball, chair)?	PO	TO	NO
24. Can the child show you how to use objects (listed above)?	PO	TO	NO
25. Does the child understand opposites (i.e., the difference between a big dog versus a little dog; an object goes into a bail but on a shelf; a pillow is soft but the ground is hard)?	PO	TO	NO
26. Can the child answer questions about who did something, why something happened or how many is there (i.e., a little or a lot)?	PO	TO	NO
27. Does the child understand some immediate time concepts about the day (i.e., today or tonight) or yesterday?	PO	TO	NO
28. If shown a picture, can the child identify things that happen at night or day (i.e., if he/she is shown a picture of someone sleeping, can he/she tell you that is nighttime?)?	PO	TO	NO
29. Does the child try to draw his parents or someone who he/she is frequently around?	PO	TO	NO
30. If the child is given a block in a certain shape, can he/she match it (i.e., can he/she use a shape sorter appropriately?)?	PO	TO	NO
31. Can the child match one color with the same color (i.e., can he/she put all the purple coins with the purple box and the red ones with the red box?)?	PO	TO	NO
32. Can the child understand the idea of more than one? Does he/she express this concept?	PO	TO	NO
33. Does the child demonstrate “make-believe” play (i.e., does he/she pretend a block is a car or that a bowl is a hat?)?	PO	TO	NO
34. Can you understand most of what the child says or do you need frequent repetition (some errors in production will occur but you should understand most of what he/she is saying)?	PO	TO	NO
35. Does the child on average use three or more words in a sentence (i.e., more juice=2, more apple juice=3, I want more juice=4, I want more apple juice=5)?	PO	TO	NO

Four-year-olds

1. Can the child tell you what objects are or what functions they perform (i.e., chair, table, ball)?	PO	TO	NO
2. Can the child identify basic shapes (i.e., circle, square, and triangle)?	PO	TO	NO
3. Can the child identify animals (i.e., a dog, a cat, a pig, etc.)?	PO	TO	NO
4. Can the child name items in a picture book when asked?	PO	TO	NO

5. Can the child count up to four?	PO	TO	NO
6. Can the child ask questions, using words such as “who” and “why”?	PO	TO	NO
7. Can the child use the word “and” to combine sentences (i.e., we went to the park AND we swung on the swing)?	PO	TO	NO
8. Can the child talk about events that already happened using verbs with “-ed” (i.e., walked, talked, jumped)?	PO	TO	NO
9. Can the child engage in imaginary play or make-believe play (i.e., let’s pretend we live in a castle or we are on the Atlanta Braves® baseball team)?	PO	TO	NO
10. Can the child tell you what happened at school or what they did at Grandma’s house?	PO	TO	NO
11. Does the child occasionally use some slang?	PO	TO	NO
12. Does the child follow commands even when an object is not present (i.e., go get your toys and put them away in your room)?	PO	TO	NO
13. Does the child understand the prepositions “over” and “under”?	PO	TO	NO
14. Does the child understand at least four prepositions (i.e., in, on, under, off, in front of, on top of, behind/in back of, etc.)?	PO	TO	NO
15. After reading a story to the child, can he/she answer simple questions about it?	PO	TO	NO
16. Does the child seem to rely on word order to understand (i.e., if told “brush your teeth after you eat dinner,” would he brush his teeth first or eat first?)	PO	TO	NO
17. Can the child put items into categories (i.e., put all the animals together, put all the clothes together, put all the food together)?	PO	TO	NO
18. Can the child pick out three objects upon request (i.e., a book, a brush, and a cup)?	PO	TO	NO
19. Does the child understand the concept of three?			
20. Can the child name primary colors (i.e., red, green, and yellow)?	PO	TO	NO
21. Is the child’s speech mostly understandable (some errors will still be evident, but can you understand about 98% of what the child says?)?	PO	TO	NO
22. Does the child use four or more words on average in a sentence (see previous examples)?	PO	TO	NO

Five-year-old

1. Can the child state his/her address accurately?	PO	TO	NO
2. Can the child tell you his/her age?	PO	TO	NO
3. Can the child name some coins, such as a penny, nickel, and a dime?	PO	TO	NO

4. Can the child count to ten?	PO	TO	NO
5. Can the child name the days of the week in order?	PO	TO	NO
6. Can the child imitate 8 to 9 word sentences?	PO	TO	NO
7. Can the child identify objects based on what they do or what features mark them (i.e., soft, hard, big, little, metal, wood)?	PO	TO	NO
8. Can the child use adjectives (i.e., the “green” ball or the “big” dog) or adverbs (i.e., the girl skipped “quickly”)?	PO	TO	NO
9. Can the child produce common opposites, such as “big” and “little” or “hard” and “soft”?	PO	TO	NO
10. Can the child use verbs that are present tense (i.e., he is walking), future tense (i.e., he will walk) or past tense (i.e., he walked) accurately?	PO	TO	NO
11. Can the child use the word “but” to join sentences?	PO	TO	NO
12. Can the child answer questions about “how” to do things?	PO	TO	NO
13. Can the child tell a story that has an identifiable plot?	PO	TO	NO
14. Does the child use appropriate grammar most of the time?	PO	TO	NO
15. If the conversation breaks down, does the child repeat himself/herself to clarify?	PO	TO	NO
16. Does the child understand words that describe where objects are in the environment (i.e., on top, behind, near, etc.)?	PO	TO	NO
17. Does the child recognize his letters?	PO	TO	NO
18. Can the child follow directions when given to a group of people (i.e., if the child is in a classroom setting, can he follow the teacher’s directions, such as pull out your book and turn to page 5)?	PO	TO	NO
19. Can the child use a rule throughout an activity (i.e., can the child follow the rules in a game)?	PO	TO	NO
20. Can the child identify four or five objects upon request (i.e., a book, cup, brush, spoon, and ball)?	PO	TO	NO
21. Can the child show his/her left hand and then right hand?	PO	TO	NO
22. Does the child understand some time concepts (i.e., morning, afternoon, night)?	PO	TO	NO
23. Does the child understand parts of an object and that these parts go together to make a whole?	PO	TO	NO
24. Does the child use five or more words on average in a sentence (see previous example)?	PO	TO	NO

If a child presents with more than 2 items with a NO response, a language learning disorder should be suspected as the behaviors listed are typical of each age group.