The Hancock County Schools
Second Grade Quick Speech Screen

(May also be used with older students)

1. **Robert's other brother ran in the race.**
2. **Were those third grade girls here or there?**
3. **Matthew walked with the boys down the path.**
4. **Sadie wrote every sentence six times.**
5. **I think zippers are easy to close.**
6. **She showed him how to wash the dishes.**
7. **Father is measuring the television in the garage.**
8. **Charles was watching his teacher eat lunch.**
9. **Reggie put the jelly in the fridge.**
10. **Lisa lost her glasses on the playground.**

Rationale:

This relatively quick procedure assures that some of the students who were on recheck lists from earlier years, or others who may have transferred in from schools outside of the school system, do not "fall through the cracks" in the identification process. Generally, by second grade or age 7.5, all speech phonemes should be developed in typical children, so this procedure was designed for a mass screening at that level; however, this also can be used as an individual screening for older students. The above sentences are loaded with all of the later-developing phonemes occurring with variations in word position. In addition, several consonant clusters and a variety of vowel phonemes are included as well. Unlike most other screenings that focus attention on only one or two phonemes at a time in isolated words or short sentences, this screening tool involves longer and more phonetically complex utterances, placing greater demand on coarticulatory and oral-motor skills during connected speech. This design is meant to be time-efficient while, at the same time, allowing the examiner to observe multiple occurrences of phonemes for a more in-depth and holistic assessment. Thus, "whole-sentence" accuracy is the focus of this procedure, as the examiner must listen closely to every single phoneme in every single word. Voice and fluency elements should also be noted at the same time, to use this procedure as a "speech" screening, rather than it functioning simply as an articulation screening tool.

Suggested Procedure:

Rather than have each student travel to an examination room, which consumes more time, because this is such a brief procedure, sit outside of the classroom door with a second chair available for each student to sit and face you. Before beginning, announce to the entire class that "we will take turns, one at a time, going out into the hall to have our speech checked." Explain that they will be repeating a few sentences and to please speak loud enough to be heard clearly. Further explain that, when each student is finished, they will quietly return to the classroom and tap the next student in their row (or in an order designated by their teacher) on the shoulder, without talking, to signal the next child's turn. This way, the process moves efficiently, without significantly disrupting classroom instruction. For ease, a copy of a teacher's class list might be used on which a simple "pass" check mark can be placed beside each child who passes, and sound errors or other observations can be written beside the names of those who show errors. Of course, any other speech anomaly, such as a voice, prosody, or fluency issue, would also be noted. When screening is completed, each student's results could then be entered onto individual parent information forms to be sent home.