

LENA Snapshot[™] for LENA Online[™]

Instructions:

The LENA Snapshot will be completed during a one-on-one interview with the parent.

Begin by asking the parent to estimate how many minutes they read with their child each day. Because book reading is associated with accelerated language and cognitive development, specifically asking this question each month will reinforce its importance for the parent and provide valuable information about their progress in the program.

Describe the questionnaire to the parent by saying:

I'm going to ask you some questions about your child's language skills.

Please think about whether your child consistently does each behavior. By "consistently" I am asking whether your child has shown the behavior more than once in the past. If so, you can just say "yes," and if not, you can say "not yet."

Some of the questions we will start with are for very young children. If your child has shown these skills already and has moved on to other skills, you can just say "yes" for that item.

We will stop after 5 "not yet" responses in a row.

Check "yes" if:

- Parent indicates child consistently demonstrates the skill or behavior.
- Parent indicates child has consistently demonstrated the skill in the past and has moved on to other skills.
- NOTE: Do not check "yes" unless child has demonstrated the behavior more than once.

Check "not yet" if:

- Parent indicates child has not yet consistently demonstrated the skill or behavior.

Begin with the first question and progress through each one until parent answers "not yet" for five questions in a row. At that point you can stop filling out the questionnaire.

Remember! You must start with question #1. Tell the parent that the first several questions are most appropriate for infants/toddlers. If their child is older and they have demonstrated the skill when they were a baby, please check "yes" for that item.

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Child's Name:

Child ID:

Your Name:

Do you live with the child? Yes No

Today's Date:

How many minutes per day do you read with your child? minutes

Please read the attached instruction sheet before filling out the questionnaire.

Stop when you answer 'Not Yet' 5 times in a row

<p>1. When you talk to your child, does he/she look in the direction of your voice? For example: Does your child turn his/her head and/or move his/her eyes to look at you?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>2. Does your child vocalize or make sounds in response to your smile or voice?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>3. Does your child have different cries to indicate different needs? For example: Does your child's "hungry cry" sound different from the cry he/she makes when tired?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>4. Does your child express pleasure or displeasure by using sounds other than crying or laughing? For example: Does your child make "happy" sounds or sounds of frustration?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>5. Does your child bring toys or objects to his/her mouth? For example: Does your child mouth objects or place objects in his/her mouth?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>6. Does your child laugh?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>7. Does your child engage in "vocal play" by producing a wide variety of sounds? For example: Does your child produce sounds that range from very high pitch (squeals) to very low pitch (growls) and does he/she produce "raspberries" by putting lips tightly together and blowing air to produce a vibrating play-like sound?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>8. Does your child produce two or more vowel sounds, such as /ah/ or /ooh/?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>9. Does your child recognize his/her name (or nickname)? For example: When you say your child's name (or nickname) does it interrupt his/her activity such that he/she stops and looks toward you?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>10. Does your child shout or use vocalizations/make sounds to get your attention?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>11. Does your child imitate sounds you or others make?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>12. Does your child repeat two similar sounds together (not necessarily referring to a specific object or person)? For example: Does your child say things like "bababa" or "dadada"?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>13. When you say things to your child such as "want up?" or "bye-bye" does your child respond by lifting his/her arms or waving?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>14. Does your child put different sounds together? For example: Does your child say things such as "bah-dah", "ah-bee-tah" or "ah-mee-ga"?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>15. Does your child vocalize while gesturing to let you know what he/she wants? For example: Does your child point or motion toward a desired object while vocalizing?</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
<p>16. Does your child say any words besides "mama" or "dada"? For example: A "word" can be an attempt at a real word such as "ba" for "ball" or "wawa" for "water".</p>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>

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<p>17. Does your child give you an object when you ask for it? For example: If you say “Give me your shoes” or “Give me the ball”, does your child respond correctly?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>18. Does your child follow simple 1-step directions? For example: If you say “Go get your shoes” or “Put your toy on the bed”, will your child respond correctly?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>19. When you name different objects, does your child point to them? For example: If you say “Where is the ball?” or “See the truck?”, will your child point to the correct object?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>20. Can you tell by the way your child’s voice sounds that he/she is asking a question? For example: When your child is babbling but you can’t make out the words, can you still tell that he/she is trying to ask a question by a rise in pitch at the end of the babbles?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>21. Does your child identify basic body parts on himself/herself? For example: Can your child point to his/her nose, eyes, mouth, toes, and hair?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>22. Does your child say at least 10 meaningful words that you consistently recognize? The words don’t necessarily have to be pronounced perfectly. For example: If your child consistently uses “ba” for “bottle”, this counts as a word.</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>23. Does your child point to objects named in books? For example: If you say something like “Show me the cat”, does your child point to the correct picture?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>24. Does your child spontaneously repeat words that he/she has heard in conversation?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>25. Does your child follow 2-step directions? For example: If you say something like “Go get your shoes and put them on the table” or “Go get your coat and give it to your grandma”, will he/she respond correctly?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>26. Does your child understand the meaning of at least four action words without the use of gestures? For example: If you say “jump” or “throw” without demonstrating the action, will he/she respond correctly?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>27. Does your child understand “what”, “where”, and “who” questions?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>28. Does your child name familiar objects in a room?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>29. When you point to pictures in a book, does your child name them?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>30. Does your child understand “location” words such as “in”, “on”, and “out”?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>31. Does your child combine two or more words together to form simple phrases? For example: Does your child say things like “want ball” or “mommy sit”?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>32. Does your child have at least a 50 word spoken vocabulary?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>33. Does your child understand the concept of “one”? For example: If you point to a group of blocks and ask your child to hand you “one”, will your child respond correctly?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>
<p>34. Does your child follow 3-step directions without getting distracted? For example: If you say something like “Go to your room, get your bear and bring it to me”, will your child respond correctly?</p>	<p>Yes <input type="checkbox"/></p>	<p>Not Yet <input type="checkbox"/></p>

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35. Does your child say “I”, “me”, and “you”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
36. Does your child understand color words? For example: If you say something like “Point to the red one”, will he/she correctly identify the object?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
37. Is your child starting to use size concepts? For example: Does your child say things like “big” and “little”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
38. Is your child using sentences that are four words in length?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
39. Is your child adding “-s” to words to indicate “more than one”? For example: Does your child say “cats” for more than one cat, or “spoons” for more than one spoon?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
40. Can your child tell you what to do with simple objects? For example: If you say something like “Here is a toothbrush, what do we do with a toothbrush?”, will he/she tell you what it is used for?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
41. Is your child adding “-ing” to the end of verbs to indicate ongoing action? For example: Does your child use words like “eating”, “jumping”, and “running”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
42. Does your child use the words “a”, “an”, and “the”? For example: Does your child say things like “a bed”, “an apple”, and “the ball”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
43. Can your child name common shapes such as a circle, triangle, square, and star?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
44. Does your child understand concepts like “least”, “most”, and “first”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
45. Does your child understand concepts like “tall”, “short”, and “long”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
46. Does your child use the plural pronouns “we”, “they”, “them”, and “us”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
47. Is your child adding “-ed” to the end of verbs to indicate an action that happened in the past? For example: Does your child say things like “jumped” or “played”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
48. Does your child spontaneously produce sentences that are 10 or more words in length?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
49. Can your child name items that belong to a common category? For example: If you say something like “Tell me three fruits you like” or “Tell me the names of three animals”, will your child respond correctly?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
50. Can your child retell a story or event with a beginning, middle, and end without using pictures? For example: Does your child tell a complete story (beginning, middle and end) so you understand the story and what your child is expressing/ explaining?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
51. If you name an object, can your child describe two things about the object? For example: If you say “Tell me two things about a bike”, will your child respond correctly?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
52. Does your child ask you about the meanings of words and then use the word in a sentence?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>