



# Speech and Language Screener Quick Take Along® Response Form

(For use with the Speech and Language Screener Quick Take Along Mini-Book #TA-160)

Name: \_\_\_\_\_ Date of Screening: \_\_\_\_\_

School: \_\_\_\_\_ DOB: \_\_\_\_\_

Examiner: \_\_\_\_\_ Age: \_\_\_\_\_

Reason for Screening: \_\_\_\_\_

**Primary Area(s) of Concern:**  Articulation  Receptive Language

Voice  Fluency  Expressive Language  Other \_\_\_\_\_

**Action to Take:**  None (age appropriate)  Recheck in \_\_\_\_ months

Consider RTI  Refer for evaluation  Continue S/L therapy

Change/add goals  Consider dismissal  Other \_\_\_\_\_

## I. Articulation

(✓ is correct; - is an omission; X is a distortion; use the phonetic symbol for a substitution)

AGE 3			<u>mud</u>	m	d	<u>hay</u>	h	X
<u>foot</u>	f	t	<u>U</u>	j	X	<u>web</u>	w	b
<u>pen</u>	p	n	<u>knife</u>	n	f	<u>tape</u>	t	p
<u>bag</u>	b	g	<u>gum</u>	g	m	<u>day</u>	d	X

AGE 4			<u>king</u>	k	ŋ	<u>book</u>	X	k

AGE 5			<u>cheese</u>	tʃ	z	<u>smooth</u>	X	ð
<u>shave</u>	ʃ	v	<u>this</u>	ð	s	<u>zoo</u>	z	X
<u>itch</u>	X	tʃ	<u>leash</u>	l	ʃ	<u>seal</u>	s	l
<u>V</u>	v	X	<u>judge</u>	dʒ	dʒ			

AGE 6			<u>fur</u>	X	ə	<u>rose</u>	r	X

AGE 7			<u>teeth</u>	X	θ	<u>thumb</u>	θ	X

## II. Early Skills (Colors, Shapes, Parts of the Body, and Number Concepts)

<b>Colors:</b>	R	E	<b>Shapes:</b>	R	E	<b>Body:</b>	R	E
purple	<input type="checkbox"/>	<input type="checkbox"/>	triangle	<input type="checkbox"/>	<input type="checkbox"/>	head	<input type="checkbox"/>	<input type="checkbox"/>
red	<input type="checkbox"/>	<input type="checkbox"/>	diamond	<input type="checkbox"/>	<input type="checkbox"/>	eyes	<input type="checkbox"/>	<input type="checkbox"/>
orange	<input type="checkbox"/>	<input type="checkbox"/>	star	<input type="checkbox"/>	<input type="checkbox"/>	foot	<input type="checkbox"/>	<input type="checkbox"/>
black	<input type="checkbox"/>	<input type="checkbox"/>	oval	<input type="checkbox"/>	<input type="checkbox"/>	arm	<input type="checkbox"/>	<input type="checkbox"/>
green	<input type="checkbox"/>	<input type="checkbox"/>	heart	<input type="checkbox"/>	<input type="checkbox"/>	fingers	<input type="checkbox"/>	<input type="checkbox"/>
blue	<input type="checkbox"/>	<input type="checkbox"/>	circle	<input type="checkbox"/>	<input type="checkbox"/>	elbow	<input type="checkbox"/>	<input type="checkbox"/>
brown	<input type="checkbox"/>	<input type="checkbox"/>	square	<input type="checkbox"/>	<input type="checkbox"/>	stomach	<input type="checkbox"/>	<input type="checkbox"/>
yellow	<input type="checkbox"/>	<input type="checkbox"/>	rectangle	<input type="checkbox"/>	<input type="checkbox"/>	chin	<input type="checkbox"/>	<input type="checkbox"/>

### Number Concepts:

Count 1-10	<input type="checkbox"/>	3 apples	<input type="checkbox"/>	6 pennies	<input type="checkbox"/>
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## III. Simple Directions (Basic Concepts and Functions)

### Basic Concepts:

- biggest  smallest
- bottom  right
- same  middle
- top  different
- below  beside

### Functions:

- one we eat  one used with paper
- one in the kitchen  one we eat with
- one that grows  one that is a pet
- one in the sky  one we draw with
- one found outside  one used with soup

## IV. Complex Directions

- the big car, then the little car
- the big car after the little car
- the hat, then the dog
- If you are a boy, the dog
- the tree, then the book, then the chair
- If you are a girl, the hat
- the chair before the book
- both cars before the chair
- either the dog or the hat
- the book and the tree after the hat

## V. Questions

### Personal:

- What  Where
- When  Who
- Y/N  Why

### General:

- Y/N  What
- Who  When
- Where  Why

### Factual:

- Where  Who
- When  What
- Y/N  Why

## V. Vocabulary (Synonyms, Antonyms, and Homonyms)

### Give another word for ...

- ill
- large
- pretty
- quick

### Give the opposite of ...

- hot
- up
- asleep
- dark

### Give two meanings for ...

- bark
- tie
- bat
- rock

## VII. Categories (Attributes and Comparisons)

### Show me all the ...

- food
- tools

### Name the category ...

- dog, pig, bear
- table, bed, sofa

### Name three ...

- sports
- jobs

### Describe a ...

- flower
- bike

### Compare and Contrast ...

- pants and shorts  same  different
- drum and piano  same  different

## VIII. Grammar

### Adjectives:

- knife
- joke
- pillow
- ice
- elephant
- rock
- race car
- glue

### Plurals:

- cats
- books
- children
- blocks
- teeth
- men
- feet
- toys

### Pronouns:

- they/them
- I/me
- us/we
- she/her
- him/he
- me/my
- her/she
- them/their

### Verbs:

- was/were
- is/are
- were/was
- do/does
- are/is
- have/has
- does/do
- are/am

### Past Tense:

- went
- finished
- talked
- built
- broke
- watched
- baked
- taught

## IX. Phonological Awareness

### Add the syllables:

- flash + light
- ru + ler
- ham + bur + ger
- cer + ti + fi + cate

### Clap the syllables:

- yesterday
- pencil
- television
- fantastic

### Give a rhyming word:

- cat
- mail
- nap
- fan

### Identify the first sound:

- mouse
- talk
- goat
- car

### Add the sounds:

- c + u + p
- ph + o + ne
- n + e + s + t
- c + l + ou + d

### Take away the sound:

- nice - n
- tape - t
- stop - s
- drain - d

## X. Auditory Memory

### Numbers:

- 4, 9
- 6, 2, 1
- 5, 7, 4, 3
- 6, 9, 5, 8, 1

### Words:

- corn, paint
- rabbit, pencil
- grass, chalk, ring
- folder, apple, camel

### Sentences:

- Button your coat.
- She ate the banana.
- The cat chased the mouse.
- My brother went to the store.

### Auditory Closure and Associations:

- salt and \_\_\_\_\_
- hammer and \_\_\_\_\_
- bacon and \_\_\_\_\_
- soap and \_\_\_\_\_
- a pair of \_\_\_\_\_
- a cup of \_\_\_\_\_
- turn on the \_\_\_\_\_
- brush your \_\_\_\_\_

## XI. Story Retell and Sequencing

- Setting
- Characters
- initiating event
- sequence
- flow
- problem
- solution
- conclusion

## XII. Listening Comprehension and Inferencing

- Who was having a birthday party?
- Why do you think Megan wasn't going?
- Where did Peyton live?
- Why did Amy wake up early on the morning of the party?
- What kind of decorations did Amy have?
- What did Amy ask her dad to help her with?
- When was the party supposed to begin?
- How long did Amy wait for her friends to arrive?
- Why do you think Peyton didn't answer the phone?
- Why do you think Amy's friends were at Peyton's house?

## XIII. Speech Sample

- voice
- fluency
- intelligibility
- sentence structure
- relevant information
- topic maintenance

## XIV. Social Skills

- Student responds appropriately to greetings.
- Student works and plays cooperatively with others.
- Student initiates conversations with others.
- Student stays on topic during conversations.
- Student maintains eye contact with others.
- Student understands and responds to feelings appropriately.

## XV. Notes and Observations

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