

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 S	creening:
School:	DOB:	
Examiner:	Age:	
Reason for Screening	:	
-	oncern: □ Articulation □ Expressive Language	□ Receptive Language □ Other
□Consider RTI	 None (age appropriate) Refer for evaluation Consider dismissal 	

I. Articulation

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

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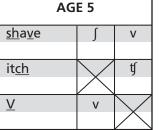
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AGE 4

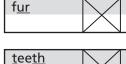


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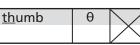
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AGE 7







II. Early Skills (Colors, Shapes, Parts of the Body, and Number Concepts) Colors: RΕ Shapes: R E Body: RΕ purple triangle head red diamond \Box eyes orange star foot black oval arm green heart fingers blue circle elbow brown square stomach yellow rectangle \Box chin Number Concepts: Count 1–10 □ 3 apples 6 pennies

III. Simple Directions (Basic Concepts and Functions)

Basic Conce	epts:	Functions:	
🗆 biggest	□ smallest	\Box one we eat	\Box one used with paper
□ bottom	🗆 right	\Box one in the kitchen	\Box one we eat with
🗆 same	🗆 middle	\Box one that grows	\Box one that is a pet
🗆 top	□ different	\Box one in the sky	□ one we draw with
□ below	□ beside	\Box one found outside	\Box one used with soup

IV. Complex Directions

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

V. Questions					
Personal:		General:		Factual:	
🗆 What	□ Where	□ Y/N	🗆 What	□ Where	🗆 Who
🗆 When	🗆 Who	🗆 Who	🗆 When	🗆 When	🗆 What
□ Y/N	□ Why	□ Where	□ Why	□ Y/N	□ Why

V. Vocabulary (Synonyms, Antonyms, and Homonyms)

Give another word for	Give the opposite of	Give two meanings for
🗆 ill	□ hot	\Box \Box bark
🗆 large	🗆 up	🗆 🗆 tie
□ pretty	□ asleep	🗆 🗆 bat
🗆 quick	🗆 dark	🗆 🗆 rock

VII. Categories (Attributes and Comparisons) Show me all the ... Name the category ... Name three ... □ food \Box dog, pig, bear $\Box \Box \Box$ sports \Box tools \Box table, bed, sofa Describe a ... Compare and Contrast ... □ flower pants and shorts □ different □ same □ bike drum and piano \Box same \Box different VIII. Grammar Adjectives: Plurals: Past Tense: Pronouns: Verbs: □ knife □ cats □ they/them □ was/were □ went □ joke □ books □ I/me □ is/are □ finished pillow □ children □ talked □ us/we □ were/was □ blocks □ she/her □ do/does □ built □ ice □ broke elephant \Box teeth □ him/he □ are/is \Box rock □ me/my □ have/has □ watched □ men □ baked race car □ feet □ her/she □ does/do □ toys □ them/their □ are/am □ glue □ taught **IX. Phonological Awareness** Add the syllables: Clap the syllables: Give a rhyming word: \Box flash + light \Box yesterday □ cat \Box ru + ler □ pencil 🗆 mail \Box ham + bur + ger □ television □ nap \Box cer + ti + fi + cate 🗆 fan \Box fantastic Identify the first sound: Add the sounds: Take away the sound: □ mouse $\Box c + u + p$ 🗆 nice - n □ talk \Box ph + o + ne □ tape - t \Box n + e + s + t □ qoat □ stop - s □ car $\Box c + I + ou + d$ 🗆 drain - d X. Auditory Memory Numbers: Words: Sentences: **□**4, 9 \Box corn, paint □ Button your coat. \Box 6, 2, 1 □ rabbit, pencil \Box She ate the banana. 5, 7, 4, 3 \Box grass, chalk, ring \Box The cat chased the mouse. 6, 9, 5, 8, 1 □ folder, apple, camel \Box My brother went to the store.

Auditory Closure and Associations:

\Box salt and	\Box bacon and	\Box a pair of	□ turn on the
\Box hammer and	\Box soap and	\Box a cup of	□ brush your

	XI. Story Retell a	and Sequencing		
□ Setting □ Characters	□ initiating event □ sequence	□ flow □ problem	□ solution □ conclusion	
XII. Listening Comprehension and Inferencing				
□ Who was having a birthday party?				

U Why do you think Megan wasn't going?

□ Where did Peyton live?

UWy did Amy wake up early on the morning of the party?

 \Box 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	□ intelligibility	□ relevant information
□ fluency	□ sentence structure	□ 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.

 \Box Student understands and responds to feelings appropriately .

XV. Notes and Observations



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