



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			_____	_____	_____	_____	_____	_____
fo <u>o</u> t	f	t	_____	m	d	_____	h	_____
pe <u>n</u>	p	n	U	j	_____	we <u>b</u>	w	b
ba <u>g</u>	b	g	kn <u>i</u> fe	n	f	ta <u>p</u> e	t	p
_____	_____	_____	gu <u>m</u>	g	m	da <u>y</u>	d	_____

AGE 4			_____	_____	_____
_____	_____	_____	ki <u>ng</u>	k	ŋ
_____	_____	_____	bo <u>o</u> k	_____	k

AGE 5			_____	_____	_____	_____	_____	_____
sh <u>a</u> ve	ʃ	v	chee <u>s</u> e	tʃ	z	smoo <u>th</u>	_____	ð
it <u>ch</u>	_____	tʃ	th <u>i</u> s	ð	s	zo <u>o</u>	z	_____
u <u>v</u>	v	_____	lea <u>sh</u>	l	ʃ	sea <u>l</u>	s	l
_____	_____	_____	ju <u>d</u> ge	dʒ	dʒ	_____	_____	_____

AGE 6			_____	_____	_____
_____	_____	_____	fu <u>r</u>	_____	ə
_____	_____	_____	ro <u>s</u> e	r	_____

AGE 7			_____	_____	_____
_____	_____	_____	tee <u>th</u>	_____	θ
_____	_____	_____	thu <u>m</u> b	θ	_____

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

Colors:	R	E	Shapes:	R	E	Body:	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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