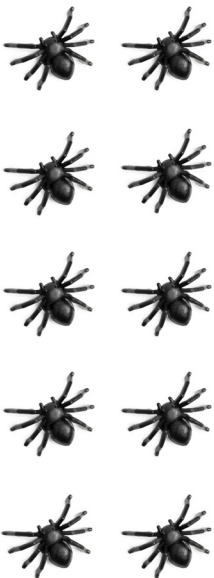


Touch & Talk Checklist



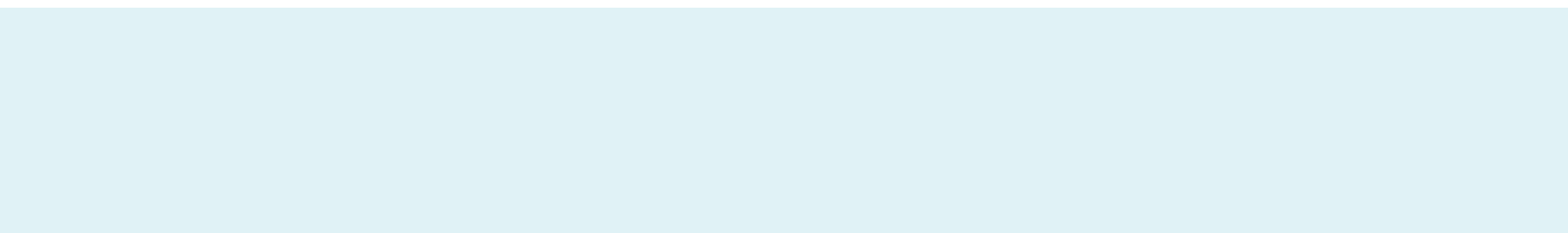
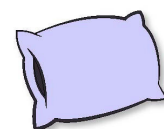
Touch & Talk - Student Data Sheet

| | | |
|--|-------------------------|------------|
| Date: | Additional information: | |
| Student: | | |
| Age/Grade: | | |
| 3 pieces of information | Receptive | Expressive |
| 1. The frog is in the box. | | |
| 2. The butterfly is under the diamond. | | |
| 3. The emerald is on the star. | | |
| 4. The snake is on the box. | | |
| 5. The frog is in front of the log. | | |
| 6. The snake is around the ladybug. | | |
| 7. The coins are beside the lid. | | |
| 8. The butterfly is on the box. | | |
| 9. The snake is under the log. | | |
| 10. The bells are on the lid. | | |
| | /10 | /10 |
| 4 pieces of information | Receptive | Expressive |
| 1. All the spiders are under the star. | | |
| 2. The butterfly is on the blue basket. | | |
| 3. The ladybug is in the centre of the circle. | | |
| 4. Both gems are in the box. | | |
| 5. The snake is between the medium pom poms. | | |
| 6. There are a couple spiders on the frog. | | |
| 7. The log is between the biggest pom poms. | | |
| 8. The snake is in the red basket. | | |
| 9. There are a couple spiders beside the box. | | |
| 10. Both gems are on the heart. | | |
| 11. The frog and the snake are in the box. | | |
| 12. The emerald is on top of the blue basket. | | |
| 13. All the shapes are in a stack. | | |
| 14. The smallest pom poms are on top of the log. | | |
| 15. All the spiders are around the butterfly. | | |
| | /15 | /15 |
| 5+ pieces of information | Receptive | Expressive |
| 1. The biggest purple pom pom is in the red basket. | | |
| 2. The frog is behind the medium silver bell. | | |
| 3. There is a single spider on top of each pom pom. | | |
| 4. Six spiders are around the edge of the circle. | | |
| 5. There is a spider under each purple pom pom. | | |
| 6. All the coins are stacked with a ladybug on top. | | |
| 7. All the pink pom poms are in front of the log. | | |
| 8. There is a silver coin under the butterfly's wings. | | |
| 9. The smallest gold bell is at the top of the triangle. | | |
| 10. The butterfly, frog and ladybug are in front of the log. | | |
| 11. All the silver bells are in the blue basket. | | |

| | | |
|---|-----|-------|
| 12. Five spiders are on the square and five spiders are on the rectangle. | | |
| 13. The butterfly is in front of the medium pink pom pom. | | |
| 14. All the shapes are in a stack except for the heart. | | |
| 15. The gold bells are in front of the frog and the silver bells are behind it. | | |
| 16. The diamond is in front of the snake and the emerald is behind it. | | |
| 17. There is a coin in every corner of the square. | | |
| 18. The snake is around the smallest pink pom pom. | | |
| 19. All of the spiders are in the box except for one. | | |
| 20. The silver coins are on the blue basket and the gold coins are on the red basket. | | |
| | /20 | /20 |
| Overall impressions: rate from weak (1) to strong (5) | | |
| Vocabulary: The student knew and could name most of the key words. | | |
| 1 | 2 | 3 4 5 |
| Comprehension: The student understood quickly and accurately. | | |
| 1 | 2 | 3 4 5 |
| Expression: The student described the images quickly and accurately. | | |
| 1 | 2 | 3 4 5 |
| Grammar: The student spoke in grammatically correct sentences. | | |
| 1 | 2 | 3 4 5 |
| Social - The student demonstrated good social communication skills. | | |
| 1 | 2 | 3 4 5 |
| Articulation - The student's speech was easy to understand. | | |
| 1 | 2 | 3 4 5 |

Notes: _____

Soft



Hard

Bumpy



Smooth



Long



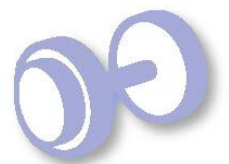
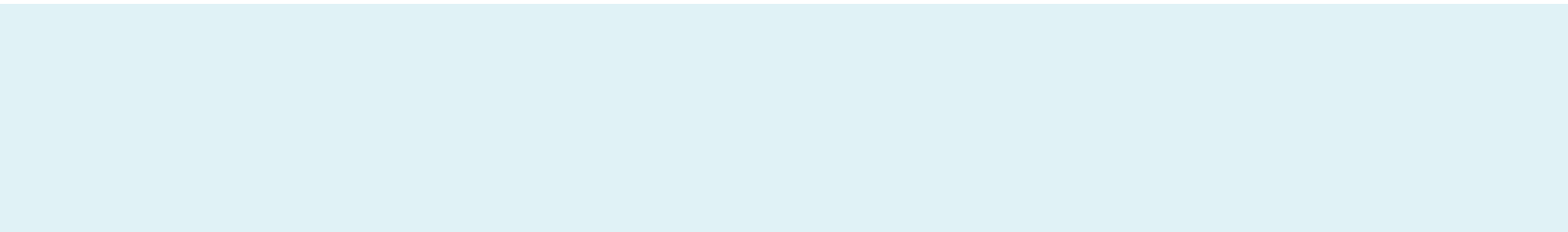
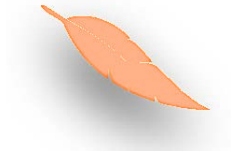
Short

Shiny

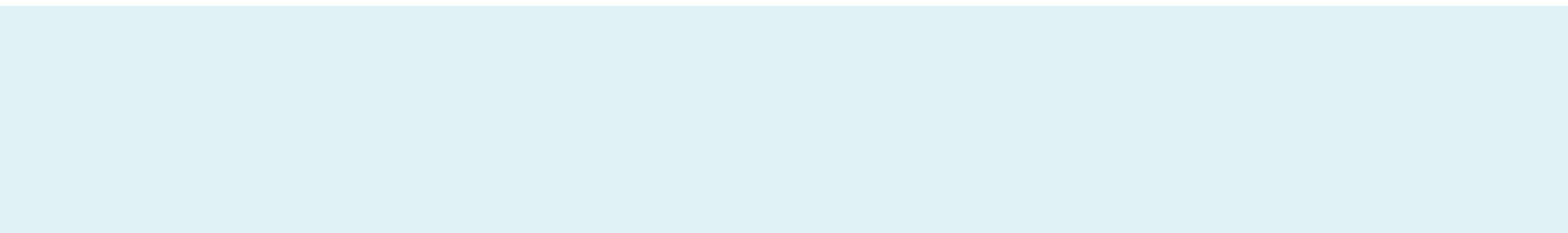


Dull

Light

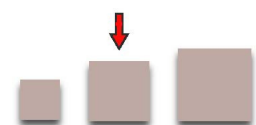


Heavy





Small



Medium



Big/large

• Single

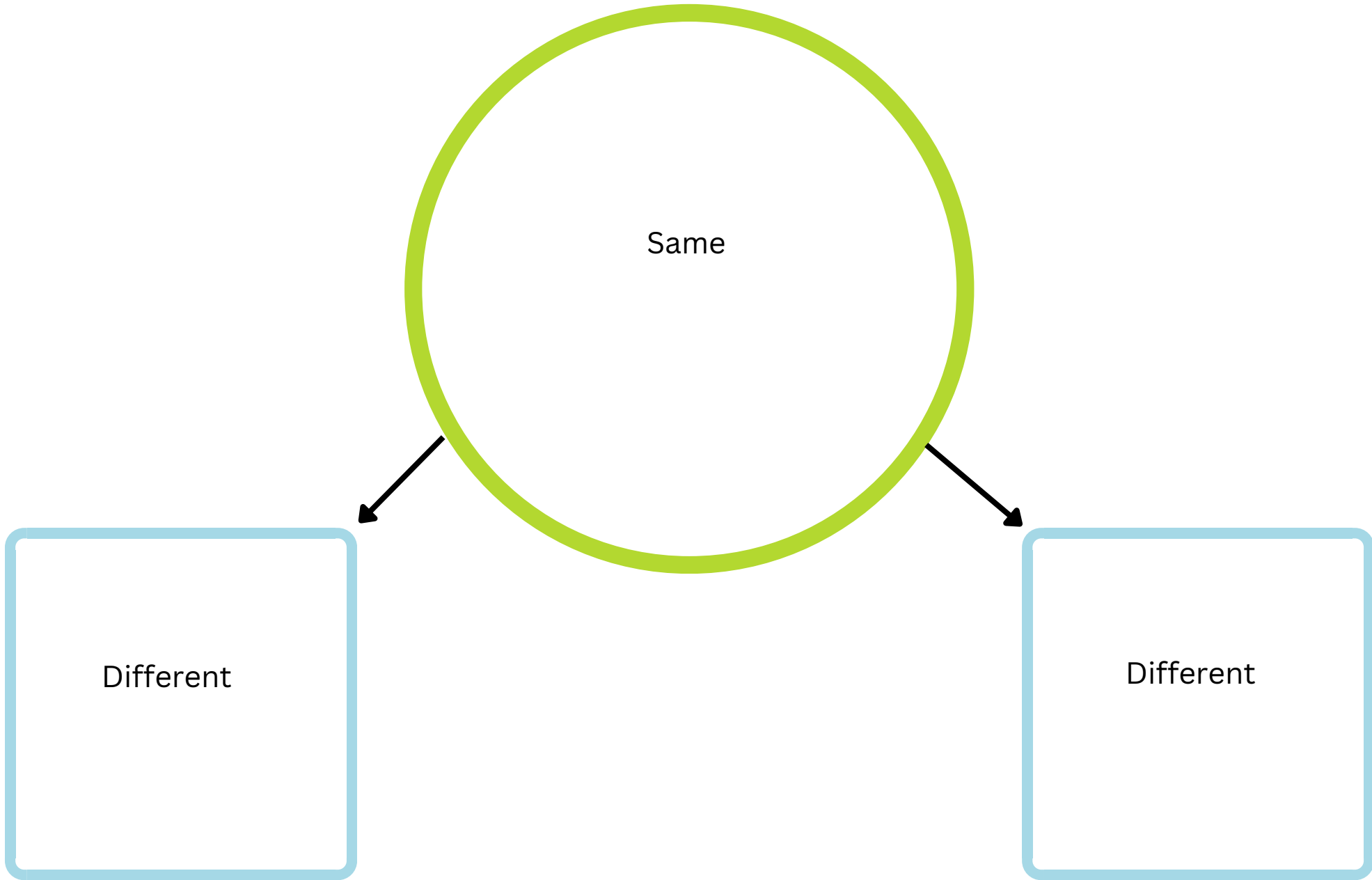
• Couple

••• Few

••••• Many

Compare & Contrast

Place any two items in the circle and state one or more similarities. Then move them to separate squares and state one or more differences. For example, the spider and butterfly are both bugs but the butterfly has wings and the spider doesn't.



Expressive Vocabulary

*Approximate Age of Acquisition



Created by Connie Romaniuk, R.SLP

*For general information purposes only



Touch & Talk – Vocabulary List

| | | | | | |
|------------------------|------------------|------------------|----------------------|------------------|------------------|
| Date: | | | Additional info. | | |
| Student: | | | | | |
| Age/Grade: | | | | | |
| Basic Concepts | | | | | |
| Tactile | Rec (y/n) | Exp (y/n) | Location | Rec (y/n) | Exp (y/n) |
| Soft | | | In | | |
| Hard | | | On | | |
| Bumpy | | | Under | | |
| Smooth | | | Beside | | |
| Light | | | Behind | | |
| Heavy | | | In front | | |
| Pointy | | | Around | | |
| Round | | | Left | | |
| Flat | | | Right | | |
| Size | | | Quantity | | |
| Small | | | Single | | |
| Medium | | | Couple | | |
| Big/large | | | Few | | |
| | | | Many | | |
| Category Labels | | | | | |
| Category | Rec (y/n) | Exp(y/n) | Category | Rec (y/n) | Exp (y/n) |
| Animals | | | Gold things | | |
| Insects | | | Silver things | | |
| Gems | | | Spotted things | | |
| Shapes | | | Bumpy things | | |
| Containers | | | Made of plastic | | |
| Hard things | | | Made of wood | | |
| Soft things | | | Large, small, medium | | |
| Round things | | | | | |

Notes: _____

Touch & Talk – S Blend Words

| Date: | | | Additional info. | | |
|------------|-----------|-----------|------------------|-------------|-----------------------|
| Student: | | | | | |
| Age/Grade: | | | | | |
| Word | imit. wd. | spon. wd. | imit. sent. | spon. sent. | everyday speech/notes |
| Snake | | | | | |
| Star | | | | | |
| Spider | | | | | |
| Square | | | | | |
| Spots | | | | | |
| Sticky | | | | | |
| Squishy | | | | | |
| Stretch | | | | | |
| Small | | | | | |
| Smooth | | | | | |
| Scales | | | | | |
| Slither | | | | | |
| Basket | | | | | |
| Box | | | | | |
| Biggest | | | | | |
| Smallest | | | | | |

imit = imitate spon = spontaneous wd = word sent = sentence

Tips to help children produce /s/ blends - children should master /s/ before working on blends.

1. Say the /s/ blend words in this kit as much as possible. This is referred to as auditory bombardment and is an important part of speech therapy.
2. Make the /s/ blends louder and longer than other sounds in the word (SSSSNNNake.)
3. Ask the child to watch your mouth while you say the words. Open your mouth wide so the child can clearly see how your tongue moves from the /s/ sound to the next sound.
4. Describe how you are moving your lips and tongue to make an /s/ blend.
5. Use articulation hand cues for the both the /s/ and second consonant sound (watch hand cue video on our website)
6. Give the /s/ sound a name such as the “snake sound” so you can refer to when prompting (don’t forget to start with the snake sound, oops you forgot the snake sound, etc.)
7. Only ask the child to say the /s/ blend word at the level they can be successful at - for example, imitate words vs. imitated sentences. The more the productions are correct, the faster a new movement pattern in the mouth is established.
8. Praise all attempts to produce /s/ blend words. Keep it fun and positive.

