

Home – Repair & Maintenance Picture Grid

paint, paintbrush, flashlight, power cord, ladder, lawn mower

Auditory Comprehension

Picture Identification – Have the client point to each picture as you name it. To make the task easier, cover one row of pictures so the client only has three possible choices.

Two- and Three-Item Series – Name two or three pictures in any combination and have the client point to them.

Two- and Three-Item Series with Delay – Repeat the previous task, only give the client a three- to five-second delay before he may begin pointing.

One-Item Descriptions – Say the carrier phrase “Point to the one _____” with each item and have the client identify the correct picture. To make the task easier, omit the carrier phrase and say only the underlined words.

1. that has a plug. *power cord*
2. that runs on batteries. *flashlight*
3. that is a colorful oil mixture. *paint*
4. that has steps. *ladder*
5. you use to apply color to walls. *paintbrush*
6. you use to cut grass. *lawn mower*

Two-Item Descriptions – State two descriptive phrases at a time from the One-Item Descriptions task and have the client identify the corresponding pictures. Continue presenting two descriptive phrases at a time in any combination.

Yes/No Questions – While pointing to the appropriate picture, read each question and have the client respond.

1. Does paint dance? *no*
2. Do you use a paintbrush to apply paint? *yes*
3. Does a flashlight spend money? *no*
4. Does a power cord conduct electricity? *yes*
5. Do you climb a ladder? *yes*
6. Does a lawn mower speak? *no*

Verbal Expression

Phonological Cues – Use these rhyming words and nonsense words as cues if the client has difficulty formulating a response during any of the verbal expression activities.

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|---------------------------------------|---|
| 1. paint – faint/laint | 4. power cord – flower board/nower dord |
| 2. paintbrush – taintblush/raintgush | 5. ladder – madder/fadder |
| 3. flashlight – splashfight/tashwhite | 6. lawn mower – pawn sower/kawn bower |

Word Imitation – Have the client repeat the name of each picture after you say it.

Automatic Completion – While pointing to the appropriate picture, read the starter words and have the client complete the phrase.

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|--------------------------------------|--|
| 1. a gallon of _____ <i>paint</i> | 4. connect the _____ <i>power cord</i> |
| 2. clean the _____ <i>paintbrush</i> | 5. use a step _____ <i>ladder</i> |
| 3. find a _____ <i>flashlight</i> | 6. start the _____ <i>lawn mower</i> |

Sentence Completion – While pointing to the appropriate picture, read the starter words and have the client complete the sentence.

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|---|--|
| 1. I open a can of _____. <i>paint</i> | 4. I plugged in the _____. <i>power cord</i> |
| 2. I cleaned the _____. <i>paintbrush</i> | 5. I climbed the _____. <i>ladder</i> |
| 3. I found the _____. <i>flashlight</i> | 6. I started the _____. <i>lawn mower</i> |

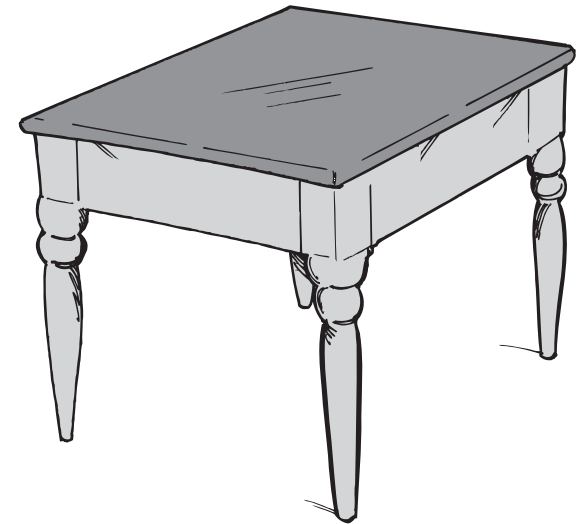
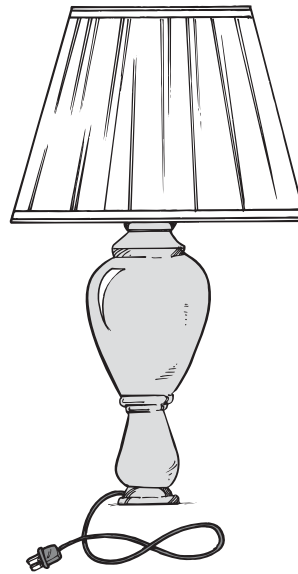
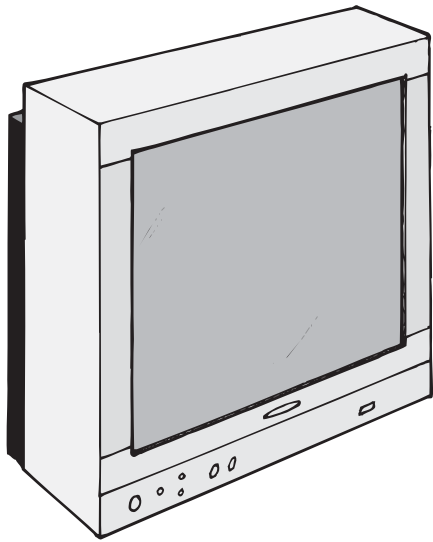
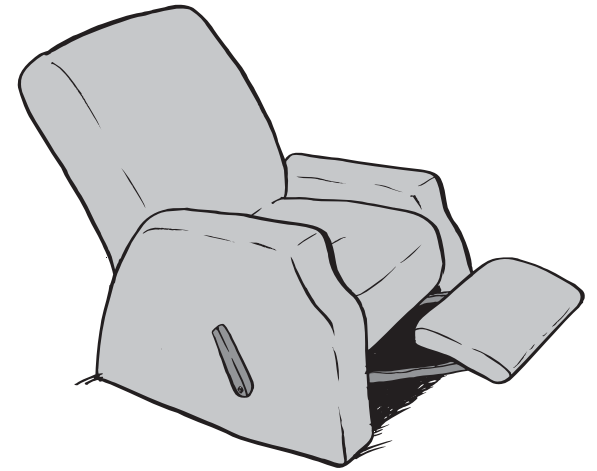
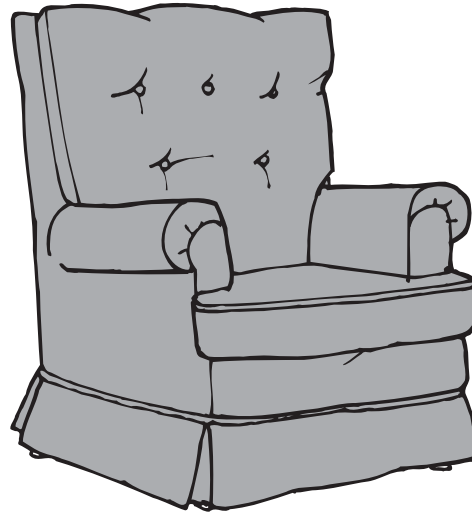
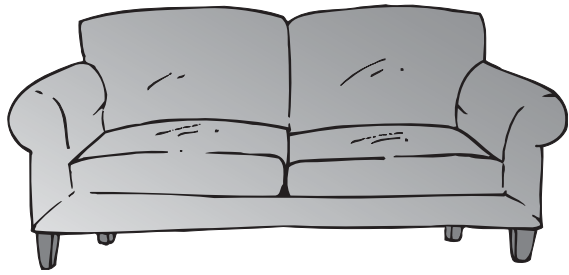
Sentence Imitation – While pointing to the appropriate picture, read each complete sentence from the Sentence Completion task and have the client repeat it.

Sentence Stimulation – Have the client answer each question with a complete sentence. For example, “I stir paint.”

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| 1. Do you stir paint? | 4. Do you connect the power cord? |
| 2. Do you dip the paintbrush? | 5. Do you climb a ladder? |
| 3. Do you turn on a flashlight? | 6. Do you push the lawn mower? |

Naming by Semantic Association – Point to each picture and have the client name its category, function, and/or attributes.

Confrontational Naming – Have the client name each picture as you point to it. To make the task easier, let the client point to each picture in the order he chooses and name it.



Living Room Picture Grid

couch, chair, recliner, TV, lamp, end table

Auditory Comprehension

Picture Identification – Have the client point to each picture as you name it. To make the task easier, cover one row of pictures so the client only has three possible choices.

Two- and Three-Item Series – Name two or three pictures in any combination and have the client point to them.

Two- and Three-Item Series with Delay – Repeat the previous task, only give the client a three- to five-second delay before he may begin pointing.

One-Item Descriptions – Say the carrier phrase “Which one _____” with each item and have the client point to the correct picture. To make the task easier, omit the carrier phrase and say only the underlined words.

1. has a foot rest? *recliner*
2. has a screen? *TV*
3. seats several people? *couch*
4. seats one person? *chair*
5. has a light bulb? *lamp*
6. sits at the end of a couch? *end table*

Two-Item Descriptions – State two descriptive phrases at a time from the One-Item Descriptions task and have the client identify the corresponding pictures. Continue presenting two descriptive phrases at a time in any combination.

Yes/No Questions – While pointing to the appropriate picture, read each question and have the client respond.

1. Do you cut a couch? *no*
2. Do you sit on a chair? *yes*
3. Do you shine a recliner? *no*
4. Do you watch a TV? *yes*
5. Do you turn on a lamp? *yes*
6. Do you stand on an end table? *no*

Verbal Expression

Phonological Cues – Use these rhyming words and nonsense words as cues if the client has difficulty formulating a response during any of the verbal expression activities.

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|------------------------|--------------------------------------|
| 1. couch – pouch/gouch | 4. TV – see me/fee kee |
| 2. chair – hair/sair | 5. lamp – stamp/namp |
| 3. recliner – petiner | 6. end table – bend cable/wend mable |

Word Imitation – Have the client repeat the name of each picture after you say it.

Automatic Completion – While pointing to the appropriate picture, read the starter words and have the client complete the phrase.

- | | |
|---------------------------------|----------------------------------|
| 1. on the _____ <i>couch</i> | 4. turn on the _____ <i>TV</i> |
| 2. an easy _____ <i>chair</i> | 5. turn on the _____ <i>lamp</i> |
| 3. in the _____ <i>recliner</i> | 6. on the _____ <i>end table</i> |

Sentence Completion – While pointing to the appropriate picture, read the starter words and have the client complete the sentence.

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|--|--|
| 1. He sleeps on the _____ <i>couch</i> | 4. Let’s watch _____ <i>TV</i> |
| 2. She sat on the _____ <i>chair</i> | 5. Turn on the table _____ <i>lamp</i> |
| 3. Relax in the _____ <i>recliner</i> | 6. It’s on the _____ <i>end table</i> |

Sentence Imitation – While pointing to the appropriate picture, read each complete sentence from the Sentence Completion task and have the client repeat it.

Sentence Stimulation – Have the client answer each question with a complete sentence. For example, “I sit on the couch.”

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|------------------------------|--|
| 1. Do you sit on the couch? | 4. Do you like to watch TV? |
| 2. Do you sit on the chair? | 5. Do you read by the lamp? |
| 3. Do you like the recliner? | 6. Do you put your drink on the end table? |

Naming by Semantic Association – Point to each picture and have the client name its category, function, and/or attributes.

Confrontational Naming – Have the client name each picture as you point to it. To make the task easier, let the client point to each picture in the order he chooses and name it.



Clothing – Women’s Scene

Auditory Comprehension

Yes/No Questions – Have the client answer each question.

1. Is the underwear in the laundry basket? *no*
2. Is the woman wearing pants? *no*
3. Is the slip under the bed? *no*
4. Does the blouse have a collar? *yes*
5. Is there a belt on the skirt? *no*
6. Is the dress on a hanger? *yes*

Sentence Comprehension – Have the client point to all of the pictures that match each description.

1. This is a personal article of clothing. *bra, underwear, slip*
2. This has sleeves and buttons. *blouse*
3. This has a waistband. *skirt*
4. You iron this. *skirt, blouse, dress*
5. This has thin straps. *bra, slip*
6. This is used to carry clothing. *laundry basket*

Listening for Words in Sentences – Have the client point to the picture he hears in each sentence.

1. She wore a *gray skirt*.
2. Put on your *slip*.
3. She bought a new *dress*.
4. She put on a long-sleeve *blouse*.
5. She washed her *underwear*.
6. The *laundry basket* is empty.

Following Directions – Give the client a copy of the Clothing – Women’s Scene on page 124 and a pencil. Then read each direction and have the client follow it.

1. Mark an X on the dress.
2. Draw a circle around the slip.
3. Mark an X on something that has sleeves.
4. Put a check mark on the hanger.
5. Put a check mark on something that is not clothing.
6. Draw a line between the bra and the underwear.

Verbal Expression

Open Sentence Completion with a Noun – Read the starter words and have the client finish each sentence with a noun.

1. She put on her ____.
2. She hung up the ____.
3. She put away her ____.
4. She wore a slip with the ____.
5. She put the clothes in the ____.
6. She bought a new ____.

Open Sentence Completion with a Phrase – Read the starter words and have the client finish each sentence with a phrase.

1. Her new blouse ____.
2. She was looking ____.
3. The clothes were dry so, ____.
4. She couldn’t decide ____.
5. Tomorrow she will ____.
6. The weather is getting warmer, so she ____.

Sentence Formulation with Verb/Noun Cues – Have the client use each verb/noun pair in a complete sentence. To make the task easier, point to the noun picture when giving each cue.

1. fold/slip
2. button/blouse
3. iron/skirt
4. wash/dress
5. wear/clothes
6. carry/laundry basket

Sentence Formulation with Noun Cues – Have the client use each noun in a complete sentence. To make the task easier, point to the picture when giving each cue.

1. slip
2. dress
3. skirt
4. laundry basket
5. underwear
6. hanger

Expanding Expression – Have the client give a two- or three-sentence response for each item.

1. Tell me what is hanging in your closet at home.
2. Tell me what clothing you wear when you are relaxing.
3. Explain the steps in getting dressed.

Reasoning/Problem Solving – Have the client answer each question.

1. How have clothing styles changed since you were a child?
2. How are a skirt and a dress different?
3. Why do women often have several pairs of shoes?



Dentist's Office Scene

Auditory Comprehension	Verbal Expression
<p>Yes/No Questions – Have the client answer each question.</p> <ol style="list-style-type: none"> 1. Can teeth have cavities? <i>yes</i> 2. Does a hygienist floss your teeth? <i>yes</i> 3. Does a receptionist make appointments? <i>yes</i> 4. Does a dentist treat aching feet? <i>no</i> 5. Do you ski in a dental chair? <i>no</i> 6. Do dental X-rays show tooth decay? <i>yes</i> <p>Sentence Comprehension – Have the client point to all of the pictures that match each description.</p> <ol style="list-style-type: none"> 1. This person extracts teeth. <i>dentist</i> 2. This person greets patients and answers the phone. <i>receptionist</i> 3. This person is trained to clean teeth. <i>hygienist</i> 4. You sit in this while your teeth are examined. <i>dental chair</i> 5. A dentist looks at this picture to find problems with teeth. <i>X-ray</i> 6. Professionals wear this to prevent the spread of germs. <i>gloves, mask</i> <p>Listening for Words in Sentences – Have the client point to the picture he hears in each sentence.</p> <ol style="list-style-type: none"> 1. She talked to her <i>hygienist</i>. 2. She sat in the <i>dental chair</i>. 3. He looked at her <i>X-ray</i>. 4. She didn't use the <i>stool</i>. 5. The <i>dentist</i> saw her first. 6. See the <i>receptionist</i> before you leave. <p>Following Directions – Give the client a copy of the Dentist's Office Scene on page 126 and a pencil. Then read each direction and have the client follow it.</p> <ol style="list-style-type: none"> 1. Put a check mark on the X-ray. 2. Draw a circle around the dental chair. 3. Draw a line under the stool. 4. Draw a line from the hygienist to the dentist. 5. Mark an X on the dentist's lab coat. 6. Put a check mark between the receptionist and the patient in the waiting room. 	<p>Open Sentence Completion with a Noun – Read the starter words and have the client finish each sentence with a noun.</p> <ol style="list-style-type: none"> 1. He saw the _____. 2. The dentist looked at her _____. 3. The hygienist wore _____. 4. He brought his _____. 5. The receptionist gave him _____. 6. She sat on the _____. <p>Open Sentence Completion with a Phrase – Read the starter words and have the client finish each sentence with a phrase.</p> <ol style="list-style-type: none"> 1. The hygienist told her to _____. 2. I made an appointment for _____. 3. The X-ray showed _____. 4. The receptionist asked me _____. 5. My tooth hurt, so I _____. 6. I had a cavity, so the dentist _____. <p>Sentence Formulation with Verb/Noun Cues – Have the client use each verb/noun pair in a complete sentence. To make the task easier, point to the noun picture when giving each cue.</p> <ol style="list-style-type: none"> 1. open/mouth 2. look/X-ray 3. sit/chair 4. greet/patient 5. wear/gloves 6. make/appointment <p>Sentence Formulation with Noun Cues – Have the client use each noun in a complete sentence. To make the task easier, point to the picture when giving each cue.</p> <ol style="list-style-type: none"> 1. stool 2. dentist 3. waiting room 4. hygienist 5. poster 6. mask <p>Expanding Expression – Have the client give a two- or three-sentence response for each item.</p> <ol style="list-style-type: none"> 1. Name some reasons to go to the dentist. 2. Describe what a hygienist does to clean your teeth. 3. Tell me who your dentist is and where the office is located. <p>Reasoning/Problem Solving – Have the client answer each question.</p> <ol style="list-style-type: none"> 1. What are the benefits in preventing tooth decay? 2. How is a dental chair different from other chairs? 3. Why do some people avoid going to the dentist?