

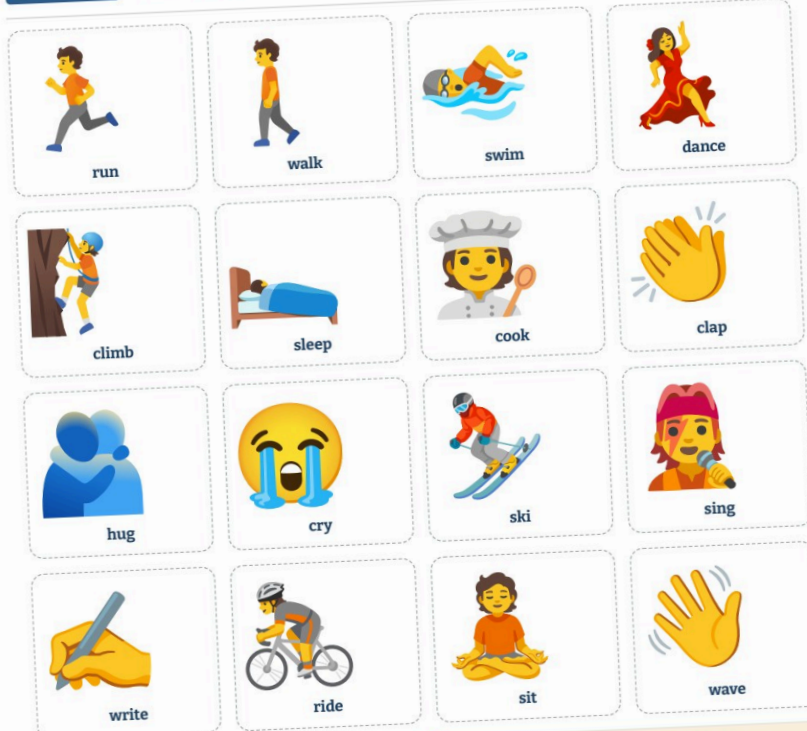
Action Verb Picture Cards & Data Collection

SECTION 1 · THE PICTURE CARDS — COLOR

ACTION VERB CARDS

REFERENCE

Action Verb Picture Cards — Color



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card at a time, in any order, and ask what the person is doing; the child names the action. No prompting or cueing script is included here — that call belongs to the clinician. The same 16 verbs in the ink-saver black-and-white set are on page 8.

7 PICTURES A CHILD MAY NAME ANOTHER WAY

Every picture is a figure in the act, but 7 also show a thing a young child may name instead of the verb: **sleep** (bed), **cook** (chef), **sing** (microphone), **write** (pencil or pen), **ride** (bike), **sit** (yoga or criss-cross), **wave** (hi or bye). A child who says the thing rather than the action has not produced the target verb, but has not mis-read the picture either — decide once, in your own scoring rule, how that response is marked, and mark it the same way every session.

Action Verb Naming Picture Cards and Data Collection

Page 6 of 19

+ BRIGHT PATH SPED

TRACK

Verb Probe Forms A, B and C

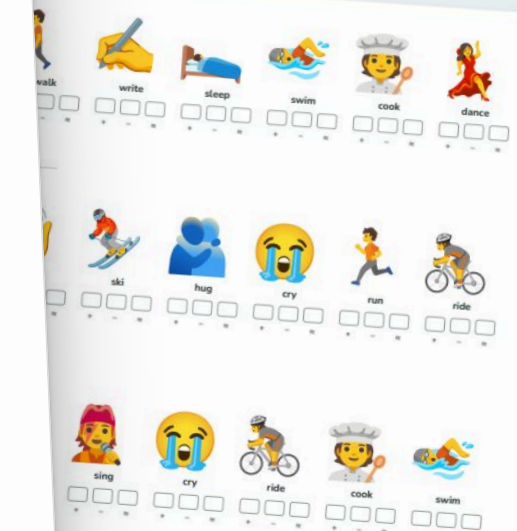
ACTION VERB CARDS

Choose 16 verbs from the 16-verb bank. Forms A and B split the bank between them with no overlap; Form C repeats the same verbs in a new order, since the bank is small on purpose (every picture has to be used). No verb repeats inside one form. Every verb is scored on the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

Hold up the picture on this form, and ask what the person is doing. Mark + if the child says the verb, or - if the child says something else. Your own scoring rule counts as correct. - for an error or no response, and = for a misreading of the picture instead of the action — see page 6). What counts as a response is written once and reused every session.



Page 10 of 19

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
[START HERE](#)

4

01 The Picture Cards — Color

PAGE 6



Action Verb
Picture Cards —
Color
[REFERENCE](#)

6

02 The Picture Cards — Ink-Saver (Black and White)

PAGE 8



Action Verb
Picture Cards —
Ink-Saver
[REFERENCE](#)

8

03 Probe and Track

PAGES 10–14



Quick Probe
Forms A, B and C
[CHECKLIST](#)

10



Full-Deck Probe
— Word and
Phrase Level
[CHECKLIST](#)

11



Data Log
[LOG](#)

12



Percent Graph
[TRACKER](#)

13



Caseload
Summary
[ROSTER](#)

14

04 Share and Write

PAGES 16–18



Practice at Home
[NOTES](#)

16



Phrase Bank
[REFERENCE](#)

17



Filled Example
[EXAMPLE](#)

18

VERBS, NOT OBJECTS

Every card pictures someone doing something, never an object standing in for the action — a book is not “read,” a cup is not “drink,” so neither is in this deck. What is here is what the pictures can honestly ask for.

TWO LEVELS, ONE DECK

The quick forms (page 10) score the verb on its own. The full-deck form (page 11) adds a second column for the verb inside a phrase your goal names. Same cards, same marks.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read. They do not replace a scoring rule, a cueing decision, or a criterion — those stay the clinician’s call throughout this file.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print or load the cards

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

Read the note on the card page once: 7 pictures have a second name a child may say, and how you mark that is decided before the first probe.



2

Show a card, mark the response

Hold up a picture and ask what the person is doing. The child names the action.

Mark +, – or ≈ on a quick form (page 10) or the full-deck form (page 11) as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 12) the same day.

Plot the percent on the graph (page 13); update the caseload page (page 14) on whatever schedule your team reviews data.

Send the family page (page 16) home the same week — it uses the same pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no elicitation, cueing or modeling script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct verb, which carrier phrase a goal should use, a criterion, or a typical rate for verb naming. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

I need a verb this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the action.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in probe form, log or caseload page is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the picture cards once and keep the set in an envelope with this file; the log, graph and caseload page stay in the student's data folder so the trend is the first thing anyone finds.

REFERENCE

Action Verb Picture Cards — Color



run



walk



swim



dance



climb



sleep



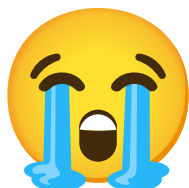
cook



clap



hug



cry



ski



sing



write



ride



sit



wave

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card at a time, in any order, and ask what the person is doing; the child names the action. No prompting or cueing script is included here — that call belongs to the clinician. The same 16 verbs in the ink-saver black-and-white set are on page 8.

7 PICTURES A CHILD MAY NAME ANOTHER WAY

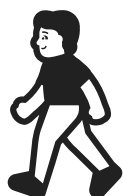
Every picture is a figure in the act, but 7 also show a thing a young child may name instead of the verb: **sleep** (bed), **cook** (chef), **sing** (microphone), **write** (pencil or pen), **ride** (bike), **sit** (yoga or criss-cross), **wave** (hi or bye). A child who says the thing rather than the action has not produced the target verb, but has not mis-read the picture either — decide once, in your own scoring rule, how that response is marked, and mark it the same way every session.

REFERENCE

Action Verb Picture Cards — Ink-Saver



run



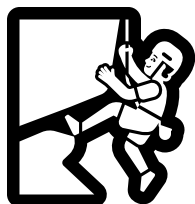
walk



swim



dance



climb



sleep



cook



clap



hug



cry



ski



sing



write



ride



sit



wave

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring. Pure black outlines, so a photocopier spends the least ink it can. Hold up one card at a time, in any order, and ask what the person is doing; the child names the action. No prompting or cueing script is included here — that call belongs to the clinician. The same 16 verbs in the full-color set are on page 6.

7 PICTURES A CHILD MAY NAME ANOTHER WAY

Every picture is a figure in the act, but 7 also show a thing a young child may name instead of the verb: **sleep** (bed), **cook** (chef), **sing** (microphone), **write** (pencil or pen), **ride** (bike), **sit** (yoga or criss-cross), **wave** (hi or bye). A child who says the thing rather than the action has not produced the target verb, but has not mis-read the picture either — decide once, in your own scoring rule, how that response is marked, and mark it the same way every session.



CHECKLIST

Quick Probe Forms A, B and C

Three forms, 8 pictures each, from the 16-verb bank. Forms A and B split the bank between them with no overlap; Form C re-mixes 8 of the same verbs in a new order, since the bank is small on purpose (every picture has to be nameable by a young child). No verb repeats inside one form. Every verb is scored on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form, and ask what the person is doing. Mark + if the child names the action the way your own scoring rule counts as correct, – for an error or no response, and ≈ for a close form (a related verb, or the thing in the picture instead of the action — see page 6). What counts as which is this clinician's call, written once and reused every session.

Form A 8 pictures · untimed



sit

☐ ☐ ☐
+ – ≈


sing

☐ ☐ ☐
+ – ≈


walk

☐ ☐ ☐
+ – ≈


write

☐ ☐ ☐
+ – ≈


sleep

☐ ☐ ☐
+ – ≈


swim

☐ ☐ ☐
+ – ≈


cook

☐ ☐ ☐
+ – ≈


dance

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

Form B 8 pictures · untimed



climb

☐ ☐ ☐
+ – ≈


clap

☐ ☐ ☐
+ – ≈


wave

☐ ☐ ☐
+ – ≈


ski

☐ ☐ ☐
+ – ≈


hug

☐ ☐ ☐
+ – ≈


cry

☐ ☐ ☐
+ – ≈


run

☐ ☐ ☐
+ – ≈


ride

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

Form C 8 pictures · untimed



sit

☐ ☐ ☐
+ – ≈

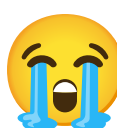

ski

☐ ☐ ☐
+ – ≈


wave

☐ ☐ ☐
+ – ≈


sing

☐ ☐ ☐
+ – ≈


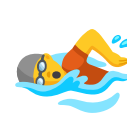
cry

☐ ☐ ☐
+ – ≈


ride

☐ ☐ ☐
+ – ≈


cook

☐ ☐ ☐
+ – ≈


swim

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)



CHECKLIST

Full-Deck Probe — Word and Phrase Level

STUDENT

DATE

LEVEL SCORED (WORD, PHRASE, OR BOTH)

#	VERB	WORD LEVEL	IN A PHRASE	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	run	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	walk	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	swim	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	dance	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	climb	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6	sleep	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
7	cook	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
8	clap	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
9	hug	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
10	cry	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
11	ski	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
12	sing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
13	write	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
14	ride	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
15	sit	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
16	wave	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

WORD LEVEL TOTAL (CORRECT OUT OF 16)

PHRASE LEVEL TOTAL (CORRECT OUT OF 16)

TWO LEVELS ON ONE SHEET

All 16 verbs in deck order, one line each — the baseline and re-check form, marked + / - / ≈ the same way as the quick forms. Word level is the verb on its own; phrase level is the verb inside whatever carrier your goal names (“the boy is running,” “she runs”) — write that carrier in the field above so every copy of this page scores the same thing. Score one level or both; a level not scored today stays blank. Total each column at the foot and carry it to the log (page 12) as correct out of 16.



TRACKER

Percent Graph

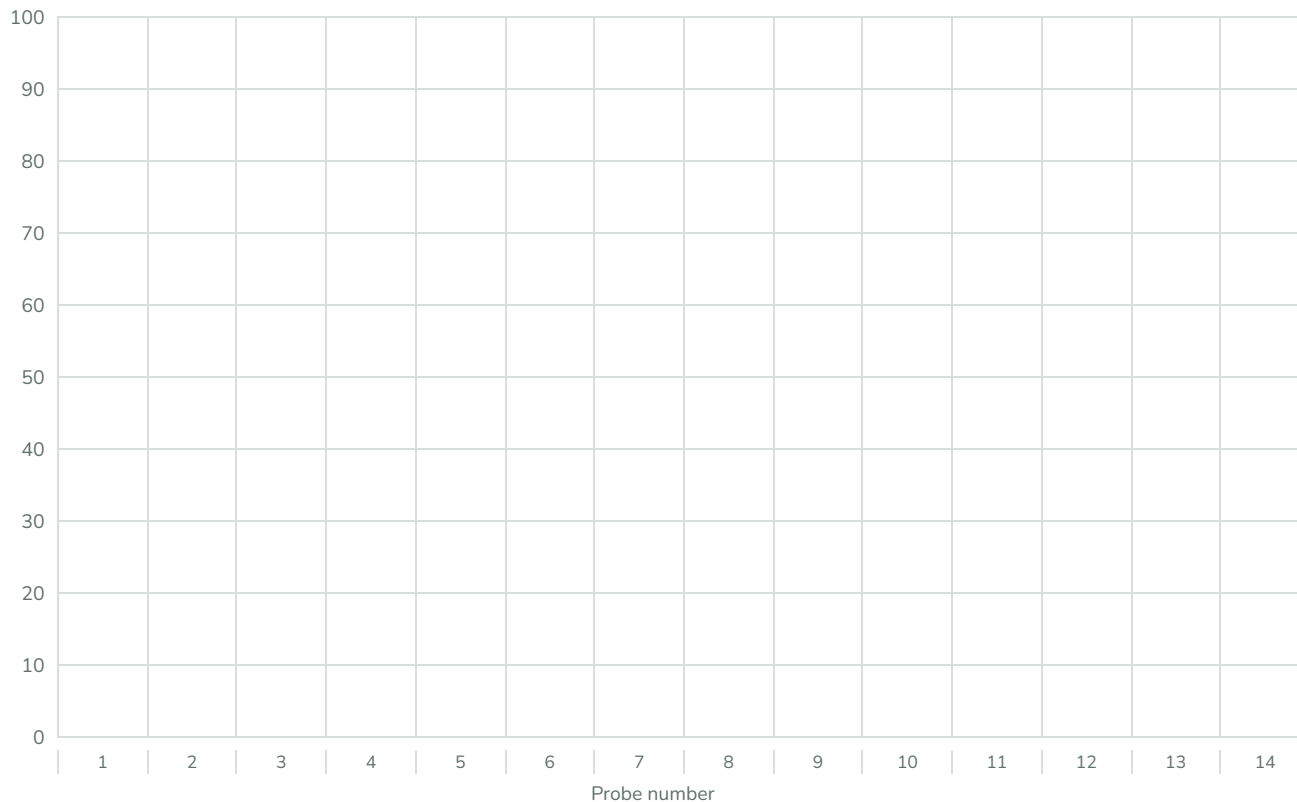
Fourteen probes across. Copy this page once per level, the same way as the log.

STUDENT

LEVEL GRAPHED HERE (WORD /
PHRASE)

CRITERION (YOUR TEAM SETS IT)

PERCENT CORRECT • PLOT ONE DOT PER PROBE, THEN DRAW THE TREND



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

COPYING THIS PAGE

Keep one graph per level, the same way as the log: a student working on the verb alone and the verb in a phrase gets two copies of this page, each labeled in the field above, never one line mixing the two.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for verb naming. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 12) in the field above before the first probe, so every dot after it is read against the same line.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. Photocopy or screenshot this page for the annual review or a family conference; the raw rows stay on the data log, out of the meeting packet.

 NOTES

Practice at Home

Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S PICTURES (CIRCLE THE ONES WE PRACTICED)



run



sleep



hug



clap



swim



dance

SOMETHING THAT WENT WELL

.....

.....

.....

TWO MINUTES AT HOME (WHAT IS THE PERSON DOING?)

Point to a card and ask what the person is doing; your child says the action word. Then catch the same action around the house and say it together.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

ACTION WORDS WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere an action word showed up on its own — the park, bath time, a book at bedtime.

.....

.....

ANYTHING TO FLAG BEFORE NEXT SESSION

.....

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Leo is invented, and so is every mark on this page. Eight quick probes at word level, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	3	8	38%	baseline
2	9/16	B	4	8	50%	baseline
3	9/23	C	3	8	38%	baseline
4	9/30	A	5	8	63%	said “bike” for ride, marked ≈
5	10/7	B	5	8	63%	–
6	10/14	C	6	8	75%	3 probes above the last low point—team kept the plan
7	10/21	A	6	8	75%	–
8	10/28	B	7	8	88%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 3, 4 and 3 of 8: baseline is the median of the three, 3 of 8, 38 percent. By session 8, Leo named 7 of 8, 88 percent — a 50 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 8, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of action-verb naming (8 pictures, word level, untimed), Leo named the action in 3 of 8 pictures at baseline in September and 7 of 8 on the most recent probe in October.”

WHERE LEO WOULD SIT ON THE CASELOAD PAGE

One row: level “word,” baseline 38 percent, current 88 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 14 in one line instead of eight rows.

WHAT THIS EXAMPLE IS NOT

One invented child’s eight sessions. It does not predict how quickly any real student will move, and it sets no typical rate for verb naming — it exists only to show how the log, the table and the graph read once numbers are actually on them.

PHRASE LEVEL WOULD GET ITS OWN COPY

This example tracks word level only. If Leo were also working on the verb inside a phrase, that level would get its own copy of the data log, its own graph, and its own row of numbers here — the two levels are never averaged into one score. The session-4 note shows the scoring rule at work: “bike” for ride was marked ≈ because that is what this clinician decided once on page 6; another team could mark it –, as long as it is the same every session.