

Describing and Attributes Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

DESCRIBING CARDS

REFERENCE

Describing 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 three questions: what is it, what does it look like, and what is it for. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 pictures in the ink-saver black-and-white set are on page 8.

2 PICTURES A CHILD MAY NAME MORE SPECIFICALLY

ball (soccer ball), **flower** (tulip) may get a more specific name from a child who already knows it. Either name still supports the same three attributes — category, looks and use — so this is not scored as an error; decide once, in your own scoring rule, whether to log the specific name, and log it the same way every session.

IF A CHILD NEEDS A MODEL FIRST

Two examples of a full answer, for modeling only — not the only correct attributes for these objects: **apple** — a fruit; round and red; you eat it, or bake it in a pie., **box** — something for storing things; square or rectangular, with a lid or flaps; you put things inside it, or mail it. A model is one accurate description; a child may give a different accurate one and still earn full credit.

TRACK

Work Probe Forms A, B and C

DESCRIBING CARDS

h, from the 12-object bank, Forms A and B split the bank between them with no overlap; some objects in a new order, since the bank is small on purpose (every picture has to be No object repeats inside one form. Every object is scored on the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

RE
the picture on this form, and ask what it is, what it looks like, and what it is for, what kind of thing it is, **Look** for a color, shape or other appearance word, and it does — one check per attribute actually stated. What counts as each attribute once and reused every session; see page 6 for the two pictures with a second



What Is Inside, and Where

Before you begin

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

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01 The Picture Cards — Color

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

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Describing Picture
Cards — Ink-Saver
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03 Probe and Track

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Full-Deck Probe
— Independent
and With a Cue
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Practice at Home
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Phrase Bank
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Filled Example
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18

ATTRIBUTES, NOT JUST NAMES

Every card asks what the object IS, LOOKS LIKE and IS FOR — never just its name. Naming the object (“it’s an apple”) is a good start, but only counts toward the score once a real attribute follows.

TWO CONDITIONS, ONE DECK

The quick forms (page 10) score attributes given with no help. The full-deck form (page 11) adds a second column for attributes given with a cue. Same cards, same marks.

PICTURES, NOT A SCRIPT

The pictures replace the objects a clinician would otherwise have to gather, describe or draw. 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: 2 pictures may get a more specific name from a child who already knows it — either name still supports the same attributes.



2

Show a card, ask three questions

Hold up a picture and ask: what is it, what does it look like, and what is it for? For example, the apple: “a fruit. Round and red. You eat it, or bake it in a pie.” — one example, not the only right answer.

Check Cat / Look / Use on a quick form (page 10) or the full-deck form (page 11) for each attribute actually stated; two or more per picture is the target on most goals, decided by this clinician.



3

Log it and graph the total

Copy the attributes-given 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 attribute, what a cue should look like, or how many attributes a goal requires. 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 an object 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 object.

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

Describing Picture Cards — Color



ball



apple



banana



balloon



umbrella



star



heart



cloud



box



book



flower



leaf

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REFERENCE

Describing Picture Cards — Ink-Saver



ball



apple



banana



balloon



umbrella



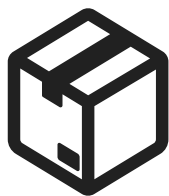
star



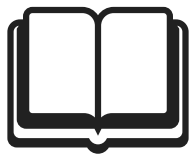
heart



cloud



box



book



flower



leaf

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 three questions: what is it, what does it look like, and what is it for. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 pictures in the full-color set are on page 6.

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CHECKLIST

Quick Probe Forms A, B and C

Three forms, 6 pictures each, from the 12-object bank. Forms A and B split the bank between them with no overlap; Form C re-mixes 6 of the same objects in a new order, since the bank is small on purpose (every picture has to be nameable by a young child). No object repeats inside one form. Every object 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 it is, what it looks like, and what it is for. Check **Cat** if the child names what kind of thing it is, **Look** for a color, shape or other appearance word, and **Use** for what it is for or what it does — one check per attribute actually stated. What counts as each attribute is this clinician's call, written once and reused every session; see page 6 for the two pictures with a second name.

Form A 6 pictures · untimed



ball

☐ ☐ ☐
Cat Look Use


banana

☐ ☐ ☐
Cat Look Use


box

☐ ☐ ☐
Cat Look Use


apple

☐ ☐ ☐
Cat Look Use


star

☐ ☐ ☐
Cat Look Use


cloud

☐ ☐ ☐
Cat Look Use

ATTRIBUTES GIVEN (OUT OF 18)

Form B 6 pictures · untimed



flower

☐ ☐ ☐
Cat Look Use


heart

☐ ☐ ☐
Cat Look Use


balloon

☐ ☐ ☐
Cat Look Use


umbrella

☐ ☐ ☐
Cat Look Use


leaf

☐ ☐ ☐
Cat Look Use


book

☐ ☐ ☐
Cat Look Use

ATTRIBUTES GIVEN (OUT OF 18)

Form C 6 pictures · untimed



flower

☐ ☐ ☐
Cat Look Use


umbrella

☐ ☐ ☐
Cat Look Use


book

☐ ☐ ☐
Cat Look Use


banana

☐ ☐ ☐
Cat Look Use


ball

☐ ☐ ☐
Cat Look Use


leaf

☐ ☐ ☐
Cat Look Use

ATTRIBUTES GIVEN (OUT OF 18)



CHECKLIST

Full-Deck Probe — Independent and With a Cue

STUDENT

DATE

TARGET ATTRIBUTE COUNT PER ITEM

#	OBJECT	INDEPENDENT	WITH A CUE	WHAT WAS SAID (VERBATIM, IF NOT COVERED ABOVE)
1	 ball	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
2	 apple	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
3	 banana	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
4	 balloon	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
5	 umbrella	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
6	 star	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
7	 heart	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
8	 cloud	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
9	 box	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
10	 book	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
11	 flower	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	
12	 leaf	☐ Cat ☐ Look ☐ Use	☐ Cat ☐ Look ☐ Use	

INDEPENDENT TOTAL (ATTRIBUTES GIVEN, OUT OF 36)

WITH A CUE TOTAL (ATTRIBUTES GIVEN, OUT OF 36)

TWO CONDITIONS ON ONE SHEET

All 12 objects in deck order, one line each — attributes given with no help, and attributes given after a cue, marked Cat / Look / Use the same way as the quick forms. What counts as a cue (a visual, a verbal prompt, a model) is this clinician's own call, written once and reused every session. Score one condition or both; a condition not scored today stays blank. Total each column at the foot and carry it to the log (page 12) as attributes given out of 36.



TRACKER

Percent Graph

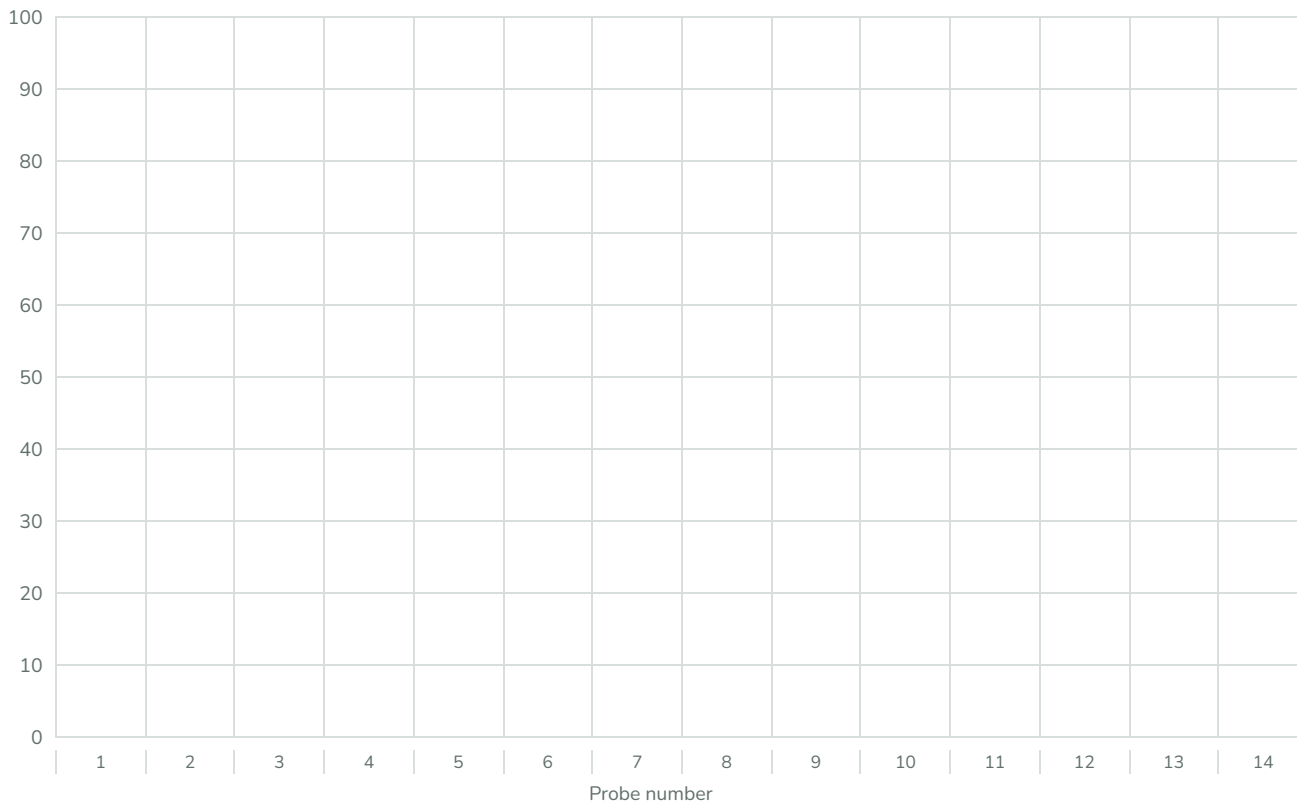
Fourteen probes across. Copy this page once per condition, the same way as the log.

STUDENT

 CONDITION GRAPHED HERE
(INDEPENDENT / WITH A CUE)

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 condition, the same way as the log: a student working toward independent attributes and a student still needing a cue 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 describing. 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)



ball



apple



umbrella



heart



box



flower

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WHAT IS IT? WHAT DOES IT LOOK LIKE? WHAT IS IT FOR?)

Hold up a card and ask three questions. For example, show the apple and ask: what is it? ("a fruit") what does it look like? ("round and red") what is it for? ("you eat it, or bake it in a pie") — these are one example, not the only right answer; any accurate attribute counts.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

ATTRIBUTES WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere a describing word showed up on its own — the park, the kitchen, 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.

Nora is invented, and so is every mark on this page. Eight quick probes at the independent condition, Forms A, B and C rotating.

#	DATE	FORM	ATTRIBUTES GIVEN	OUT OF	PERCENT	NOTES
1	9/9	A	9	18	50%	baseline
2	9/16	B	11	18	61%	baseline
3	9/23	C	9	18	50%	baseline
4	9/30	A	12	18	67%	gave category + use for box, needed a cue for appearance
5	10/7	B	13	18	72%	–
6	10/14	C	14	18	78%	3 probes above the last low point—team kept the plan
7	10/21	A	15	18	83%	–
8	10/28	B	16	18	89%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 9, 11 and 9 of 18: baseline is the median of the three, 9 of 18, 50 percent. By session 8, Nora gave 16 of 18 attributes, 89 percent — a 39 percentage-point rise from baseline. Every percent above is that row's own attributes-given count divided by 18, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

"On picture description probes (6 pictures, 18 attributes possible, independent, untimed), Nora gave 9 of 18 attributes at baseline in September and 16 of 18 on the most recent probe in October."

WHERE NORA WOULD SIT ON THE CASELOAD PAGE

One row: condition "independent," baseline 50 percent, current 89 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 describing — it exists only to show how the log, the table and the graph read once numbers are actually on them.

THE CUED CONDITION WOULD GET ITS OWN COPY

This example tracks the independent condition only; a cued condition gets its own copy of the log, graph and row of numbers — the two are never averaged into one score. The session-4 note shows the rule at work: box's appearance needed a cue, decided by this clinician on page 10; another team could mark it differently, as long as it is the same every session.