

F & V Sound Picture Cards & Progress Monitoring

SECTION 1 · THE PICTURE CARDS — COLOR

F AND V SOUND PICTURE CARDS

REFERENCE

F — Initial Position Picture Cards

12 pictures with /f/ at the start of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 13.



CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /f/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card's own position (pages 20–22), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /f/ and the matching /v/ deck separately — the two sounds are never scored on the same form.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /f/ sound in the "initial" position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

F and V Sound Articulation Picture Cards and Progress Monitoring

Page 6 of 33

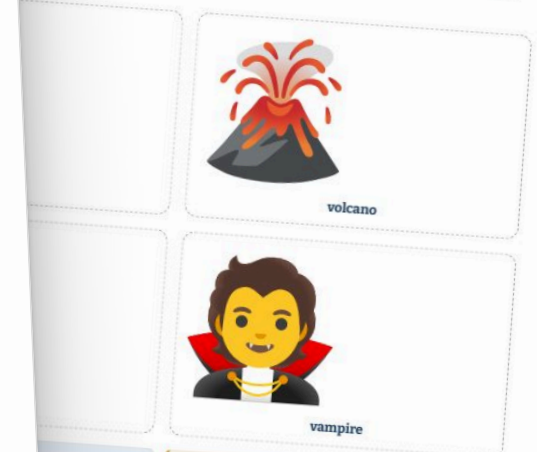
+ BRIGHT PATH SPED

E CARDS — COLOR

F AND V SOUND PICTURE CARDS

Initial Position Picture Cards

part of the word, in the full-color set. The same 4 pictures in the ink-saver black-and-white



SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /v/ sound in the "initial" position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

position of /v/ can see cards from two sets in the same sitting; mark matches the card's own position (pages 23–25), never on a mixed stays real. A student working on both sounds uses this deck for /v/ and two sounds are never scored on the same form.

ly start with the /v/ sound and this file could find a correct, checked nd vampire. The probe forms on the matching page use all of them er positions in this file carry.)

Monitoring

Page 9 of 33

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

33 pages: 43 pictures across two sounds, in color and ink-saver black and white, eighteen probe forms and a worked example.

Before you begin

PAGE 4



Start here
START HERE **4**

01 The Picture Cards — Color

PAGES 6–11



F Init Cards
REFERE NCE **6**



F Med Cards
REFERE NCE **7**



F Final Cards
REFERE NCE **8**



V Init Cards
REFERE NCE **9**



V Med Cards
REFERE NCE **10**



V Final Cards
REFERE NCE **11**

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

PAGES 13–18



F Init Cards BW
REFERE NCE **13**



F Med Cards BW
REFERE NCE **14**



F Final Cards BW
REFERE NCE **15**



V Init Cards BW
REFERE NCE **16**



V Med Cards BW
REFERE NCE **17**



V Final Cards BW
REFERE NCE **18**

03 Probe and Track

PAGES 20–28



F Init Probes
CHECKLIST **20**



F Med Probes
CHECKLIST **21**



F Final Probes
CHECKLIST **22**



V Init Probes
CHECKLIST **23**



V Med Probes
CHECKLIST **24**



V Final Probes
CHECKLIST **25**



Data Log
LOG **26**



Percent Graph
TRACKER **27**



Caseload Summary
ROSTER **28**

04 Share and Write

PAGES 30–32



Practice at Home
NOTES **30**



Phrase Bank
REFERE NCE **31**



Filled Example
EXAMPLE **32**

TWO SOUNDS, KEPT SEPARATE — SOME DECKS SMALLER ON PURPOSE

/f/ and /v/ each get their own deck and probe forms; one log, graph and caseload page tracks both without blending them. /f/ final (page 8) and every /v/ position (pages 9, 10, 11) carry fewer than 12 pictures — English simply has fewer real, checked words there. Each page names why.

Start Here — Three Steps

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



1

Print or load the cards

Print the picture-card pages on cardstock and cut them apart, or open the file on a tablet and show a card from the screen.

Pick the sound and the position the goal already names — the contents page (page 3) sends you to the right set.



2

Show a card, mark the response

Hold up a picture. The child names it; listen for the target sound in the position that card belongs to.

Mark +, – or ≈ on the matching probe form as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 26) the same day, noting which sound.

Plot the percent on the matching mini graph (page 27); update the caseload page (page 28) on whatever schedule your team reviews data.

Send the family page (page 30) home the same week — it uses pictures from both sounds, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in, for both the /f/ and /v/ sounds. 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 stimulability 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 production, a criterion, or a typical age for either sound. 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 picture this set does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update.

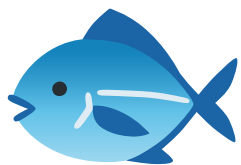
CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

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

F — Initial Position Picture Cards

12 pictures with /f/ at the start of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 13.



fish



fox



feather



flute



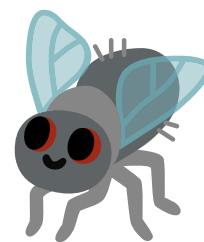
flag



fire



frog



fly



phone



fireworks



flamingo



fairy

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /f/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /f/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card's own position (pages 20–22), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /f/ and the matching /v/ deck separately — the two sounds are never scored on the same form.

REFERENCE

V — Initial Position Picture Cards

4 pictures with /v/ at the start of the word, in the full-color set. The same 4 pictures in the ink-saver black-and-white set are on page 16.



violin



volcano



volleyball



vampire

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /v/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /v/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card’s own position (pages 23–25), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /v/ and the matching /f/ deck separately — the two sounds are never scored on the same form.

WHY THIS SET IS SMALLER

English has very few words that genuinely start with the /v/ sound and this file could find a correct, checked picture for — violin, volcano, volleyball and vampire. The probe forms on the matching page use all of them every time. (4 words, not the 12 most other positions in this file carry.)

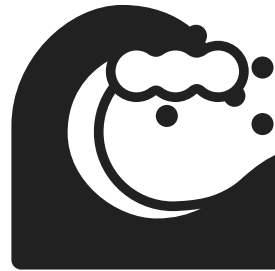
REFERENCE

V — Final Position Picture Cards — Ink-Saver

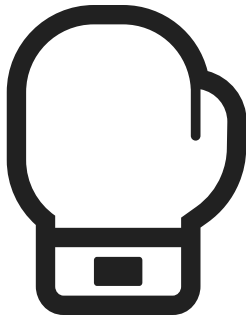
3 pictures with /v/ at the end of the word, in the ink-saver black-and-white set. The same 3 pictures in the full-color set are on page 11.



dove



wave



glove

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn as pure black outlines, so it costs the least ink a photocopier can spend.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /v/ sound in the “final” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

MIXING POSITIONS IN ONE SESSION

A student working on more than one position of /v/ can see cards from two sets in the same sitting; mark each response on the probe form that matches the card’s own position (pages 23–25), never on a mixed form, so the percent for each position stays real. A student working on both sounds uses this deck for /v/ and the matching /f/ deck separately — the two sounds are never scored on the same form.

WHY THIS SET IS SMALLER

Almost every other English word ending in the /v/ sound (give, have, drive, save, cave, shave, stove) is an abstract verb with no concrete-noun picture at all — this deck carries every one this file could find a correct, checked picture for. (3 words, not the 12 most other positions in this file carry.)



CHECKLIST

V — Medial Position Probe Forms

Three forms, all 6 pictures every time — this is every /v/ medial-position picture this bank has (see the contents page note on why this one position is smaller than most others in this file), shuffled into a different order each form; no picture repeats twice inside one form.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form. Mark + if the /v/ sound in this word is produced the way your own scoring rule counts as correct, – for an error, and ≈ for an approximation — what counts as which is this clinician's call, written once and reused every session.

Form A 6 pictures · untimed



envelope

☐ ☐ ☐
+ – ≈


elevator

☐ ☐ ☐
+ – ≈


clover

☐ ☐ ☐
+ – ≈


avocado

☐ ☐ ☐
+ – ≈


screwdriver

☐ ☐ ☐
+ – ≈


beaver

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form B 6 pictures · untimed



screwdriver

☐ ☐ ☐
+ – ≈


avocado

☐ ☐ ☐
+ – ≈


beaver

☐ ☐ ☐
+ – ≈


envelope

☐ ☐ ☐
+ – ≈


clover

☐ ☐ ☐
+ – ≈


elevator

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form C 6 pictures · untimed



avocado

☐ ☐ ☐
+ – ≈


screwdriver

☐ ☐ ☐
+ – ≈


clover

☐ ☐ ☐
+ – ≈


beaver

☐ ☐ ☐
+ – ≈


elevator

☐ ☐ ☐
+ – ≈


envelope

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)



TRACKER

Percent Graph

Ten probes across, one mini graph per sound. Copy this page once per student per marking period.

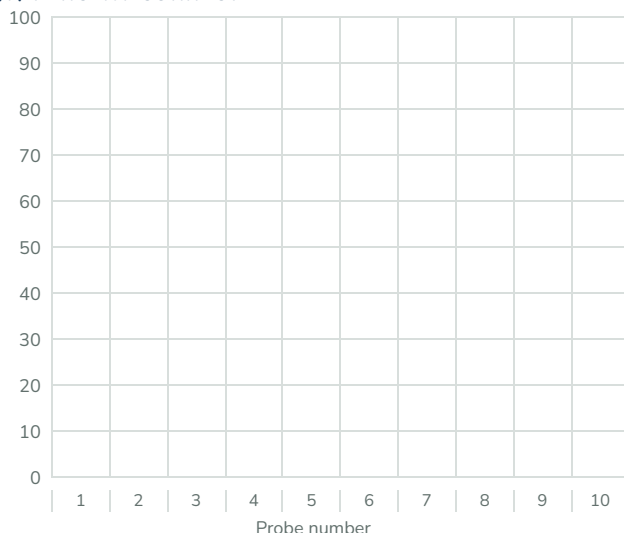
STUDENT

CLINICIAN

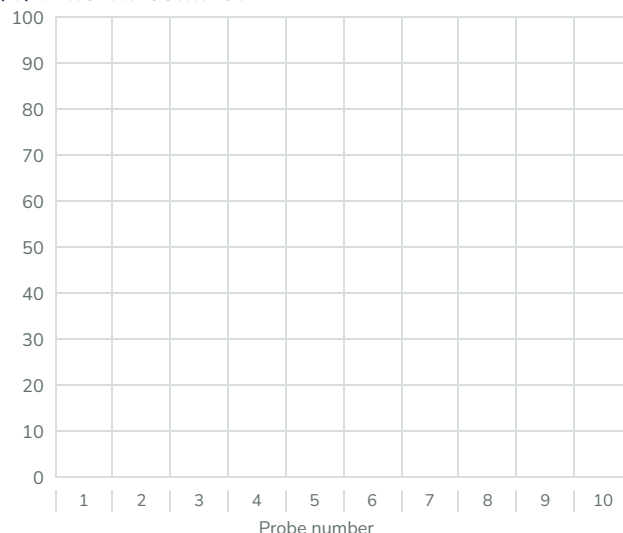
CRITERION (/f/)

CRITERION (/v/)

/f/ PERCENT CORRECT



/v/ PERCENT CORRECT



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

One copy per student per marking period. If a student is tracked on more than one position within a sound, plot each position's own copy rather than mixing two positions on one graph; the two mini graphs above already keep /f/ and /v/ separate on the same page.

SETTING THE /f/ CRITERION FIELD

This graph prints no sample number or typical rate for /f/. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 26) in the matching field above before the first /f/ probe, so every dot after it is read against the same line.

SETTING THE /v/ CRITERION FIELD

The same rule applies to the /v/ graph, from its own baseline and its own criterion — the two sounds are read against two different lines, never the same one.

BRINGING THIS PAGE TO A MEETING

Two trend lines are easier to read across a table than a stack of percentages for each sound separately. Photocopy or screenshot this page for the annual review or a family conference; the raw rows for both sounds stay on the data log (page 26), 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)


fish


fire


elephant


volcano


avocado


dove

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (SAY THE WORD, THEN THE PICTURE)

Point to a card from either sound's set; your child says the word. No correcting mid-word — just try again on the next card.

WE PRACTICED (INITIAL THE DAY, AND WHICH SOUND)

MON	TUE	WED	THU	FRI	SAT	SUN

WORDS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere either sound showed up on its own — the kitchen, the car, 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.

Malik is invented, and so is every mark on this page. Eight probes on the medial position of the /v/ sound, Forms A, B and C rotating, 6 pictures a form.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	6	33%	baseline
2	9/16	B	2	6	33%	baseline
3	9/23	C	3	6	50%	baseline
4	9/30	A	3	6	50%	–
5	10/7	B	4	6	67%	–
6	10/14	C	4	6	67%	3 probes above the last low point—team kept the plan
7	10/21	A	5	6	83%	–
8	10/28	B	5	6	83%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 2, 2 and 3 of 6: baseline sits at 3 of 6, 50 percent, the third session. By session 8, Malik scored 5 of 6, 83 percent — a 33 percentage-point rise from baseline. Every percent above is that row's own correct count divided by 6, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

"On picture probes of the medial position of /v/ (6 pictures, untimed), Malik produced the target sound correctly in 3 of 6 pictures at baseline in September and 5 of 6 on the most recent probe in October."

WHERE MALIK WOULD SIT ON THE CASELOAD PAGE

One row: Sound V, baseline 50 percent, current 83 percent, trend up, decision "continue current plan" — the same numbers this table already shows, carried onto page 28 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 the /v/ sound — it exists only to show how the log, the table and the graph read once numbers are actually on them.

THE OTHER POSITIONS, AND THE OTHER SOUND, WORK THE SAME WAY

If Malik were also working on the initial or final position of /v/, each would get its own copy of the data log and its own row of numbers here — a smaller 4-picture form for initial (page 23) and an even smaller 3-picture form for final (page 25), rather than the 6-picture form used here, for the reason given on those pages. If Malik were also working on /f/, its forms (pages 20–22) would be filled out the identical way, in their own copy of the log and graph, with a second row on the caseload page marked Sound F — the two sounds are never averaged into one score.