

Pronoun Picture Cards

He, She, They, It

SECTION 1 · THE PICTURE CARDS — COLOR

PRONOUN CARDS

REFERENCE

Pronoun Picture Cards — Color

HE



boy



man

SHE



girl



woman

IT



baby



dog



cat



ball

THEY



two kids



a group



two people



a family

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 — or cut along the group rows to keep one pronoun together. Hold up one card at a time, in any order, and ask who or what it is; the child answers with a pronoun, not a name. Drawn to hold their shape in full color and stay readable at 1 inch. 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 ANSWER ANOTHER WAY

baby (they, if your goal treats a baby as a gender-neutral single person), **two people** (hugging (the action), rather than a pronoun). Every group label printed here (He, She, It, They) is a working target, not a fixed rule — decide once, in your own scoring rule, how a flagged picture is marked, and mark it the same way every session.

TRACK

Pronoun Probe Forms A, B and C

PRONOUN CARDS

from the 12-picture bank. Forms A and B split the bank between them with no overlap; some pictures in a new order, since the bank is small on purpose (every picture has to have a pronoun on its own). No picture repeats inside one form. Every picture is scored on the full-

DATE

FORM GIVEN (A, B OR C)

HE

the picture on this form, and ask who or what it is. Mark + if the pronoun the child scores counts as correct, - for an error, a name instead of a pronoun, or no form (a self-correction, or one of the 2 flagged pictures on page 6). The small target pronoun, printed here as an answer key for scoring, not shown to the



boy

He
+ -

baby

It
+ -

girl

She
+ -

cat

It
+ -

a family

They
+ -

woman

She
+ -

two people

They
+ -

two kids

They
+ -

ball

It
+ -

cat

It
+ -

two people

They
+ -

girl

She
+ -

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 The Picture Cards — Color

PAGE 6



**Pronoun Picture
Cards — Color**
REFERENCE

6

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

PAGE 8



**Pronoun Picture
Cards — Ink-Saver**
REFERENCE

8

03 Probe and Track

PAGES 10–14



**Quick Probe
Forms A, B and C**
CHECKLIST

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**Full-Deck Probe
— He, She, They,
It**
CHECKLIST

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Data Log
LOG

12



Percent Graph
TRACKER

13



**Caseload
Summary**
ROSTER

14

04 Share and Write

PAGES 16–18



Practice at Home
NOTES

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Phrase Bank
REFERENCE

17



Filled Example
EXAMPLE

18

A PRONOUN, NOT A NAME

Every card asks for a pronoun, never the picture's own name — a dog is not “dog,” it is “it,” so the picture cards are scored that way everywhere in this file.

FOUR GROUPS, ONE DECK

He, She, It and They are mixed together on every probe form (page 10) and the full-deck form (page 11), so a student practices choosing the right pronoun, not just repeating the same one in a row.

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: 2 pictures may be answered a different way, and how you mark that is decided before the first probe.



2

Show a card, mark the response

Hold up a picture and ask who or what it is. The child answers with he, she, they or it.

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 pronoun for a flagged picture, a criterion, or a typical rate for pronoun use. 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 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 pronoun it cues.

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

Pronoun Picture Cards — Color

HE



boy



man

SHE



girl



woman

IT



baby



dog



cat



ball

THEY



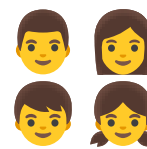
two kids



a group



two people



a family

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 — or cut along the group rows to keep one pronoun together. Hold up one card at a time, in any order, and ask who or what it is; the child answers with a pronoun, not a name. Drawn to hold their shape in full color and stay readable at 1 inch. 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 ANSWER ANOTHER WAY

baby (they, if your goal treats a baby as a gender-neutral single person), **two people** (hugging (the action), rather than a pronoun). Every group label printed here (He, She, It, They) is a working target, not a fixed rule — decide once, in your own scoring rule, how a flagged picture is marked, and mark it the same way every session.

REFERENCE

Pronoun Picture Cards — Ink-Saver

HE



boy



man

SHE



girl



woman

IT



baby



dog



cat



ball

THEY



two kids



a group



two people



a family

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 — or cut along the group rows to keep one pronoun together. Hold up one card at a time, in any order, and ask who or what it is; the child answers with a pronoun, not a name. Pure black outlines, so a photocopier spends the least ink it can. 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.

2 PICTURES A CHILD MAY ANSWER ANOTHER WAY

baby (they, if your goal treats a baby as a gender-neutral single person), **two people** (hugging (the action), rather than a pronoun). Every group label printed here (He, She, It, They) is a working target, not a fixed rule — decide once, in your own scoring rule, how a flagged picture is marked, and mark it the same way every session.



CHECKLIST

Quick Probe Forms A, B and C

Three forms, 6 pictures each, from the 12-picture bank. Forms A and B split the bank between them with no overlap; Form C re-mixes 6 of the same pictures in a new order, since the bank is small on purpose (every picture has to unambiguously cue one pronoun on its own). No picture repeats inside one form. Every picture 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 who or what it is. Mark + if the pronoun the child produces is what your own scoring rule counts as correct, – for an error, a name instead of a pronoun, or no response, and ≈ for a close form (a self-correction, or one of the 2 flagged pictures on page 6). The small letter under each picture is the target pronoun, printed here as an answer key for scoring, not shown to the child.

Form A 6 pictures · untimed



dog
It

☐	☐	☐
+	-	≈



man
He

☐	☐	☐
+	-	≈



boy
He

☐	☐	☐
+	-	≈



baby
It

☐	☐	☐
+	-	≈



girl
She

☐	☐	☐
+	-	≈



cat
It

☐	☐	☐
+	-	≈

SCORE (CORRECT OUT OF 6)

Form B 6 pictures · untimed



ball
It

☐	☐	☐
+	-	≈



a group
They

☐	☐	☐
+	-	≈



a family
They

☐	☐	☐
+	-	≈



woman
She

☐	☐	☐
+	-	≈



two people
They

☐	☐	☐
+	-	≈



two kids
They

☐	☐	☐
+	-	≈

SCORE (CORRECT OUT OF 6)

Form C 6 pictures · untimed



two kids
They

☐	☐	☐
+	-	≈



a group
They

☐	☐	☐
+	-	≈



ball
It

☐	☐	☐
+	-	≈



cat
It

☐	☐	☐
+	-	≈



two people
They

☐	☐	☐
+	-	≈



girl
She

☐	☐	☐
+	-	≈

SCORE (CORRECT OUT OF 6)



CHECKLIST

Full-Deck Probe — He, She, They, It

STUDENT

DATE

NOTES ON TODAY'S SESSION

#	PICTURE	TARGET PRONOUN	PRONOUN PRODUCED	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 boy	He	☐ ☐ ☐ + - ≈	
2	 man	He	☐ ☐ ☐ + - ≈	
3	 girl	She	☐ ☐ ☐ + - ≈	
4	 woman	She	☐ ☐ ☐ + - ≈	
5	 baby	It	☐ ☐ ☐ + - ≈	
6	 dog	It	☐ ☐ ☐ + - ≈	
7	 cat	It	☐ ☐ ☐ + - ≈	
8	 ball	It	☐ ☐ ☐ + - ≈	
9	 two kids	They	☐ ☐ ☐ + - ≈	
10	 a group	They	☐ ☐ ☐ + - ≈	
11	 two people	They	☐ ☐ ☐ + - ≈	
12	 a family	They	☐ ☐ ☐ + - ≈	

TOTAL (CORRECT OUT OF 12)

EVERY PICTURE, ONE LINE, ONE MARK

All 12 pictures in deck order, one line each — marked + / - / ≈ the same way as the quick forms. The target-pronoun column is the answer key for scoring, not something the child sees. Total the correct column at the foot and carry it to the log (page 12) as correct out of 12.

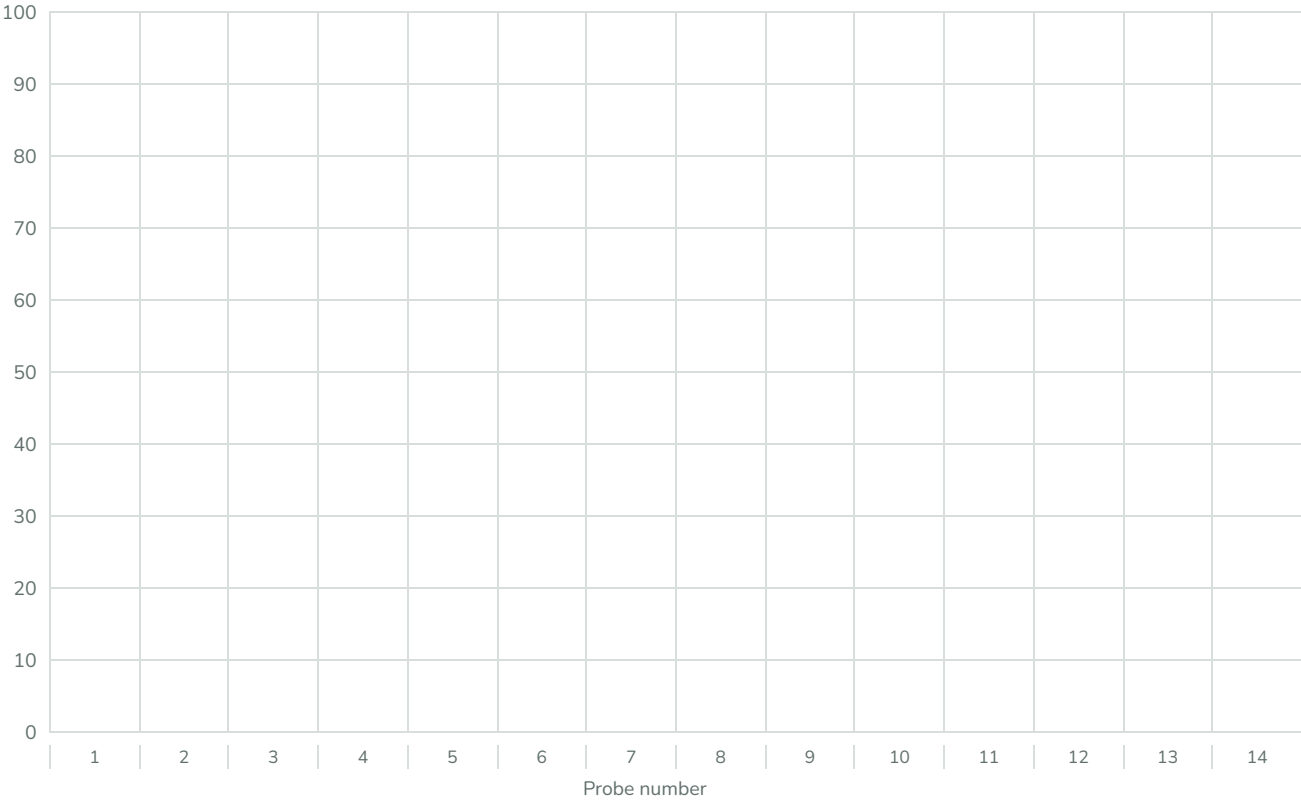
 TRACKER

Percent Graph

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

STUDENT	GROUPS GRAPHED HERE	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

If a student is scored on only some of the four pronoun groups, keep one graph per group so a strong "he/she" trend does not hide a flat "they" trend underneath it.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for pronoun use. 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)



boy



girl



dog



two kids

SOMETHING THAT WENT WELL

.....

.....

.....

TWO MINUTES AT HOME (WHO OR WHAT IS IT?)

Point to a card and ask who or what it is; your child answers with he, she, they or it. Then catch the same person, animal or thing around the house and say the pronoun together.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

PRONOUNS WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere a pronoun showed up on its own — a story at bedtime, talking about a pet, talking about friends.

.....

.....

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.

Rosa is invented, and so is every mark on this page. Eight quick probes, Forms A, B and C rotating, all four pronoun groups mixed together.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	6	33%	baseline
2	9/16	B	3	6	50%	baseline
3	9/23	C	2	6	33%	baseline
4	9/30	A	4	6	67%	said “puppy” for the dog picture, marked ≈
5	10/7	B	4	6	67%	–
6	10/14	C	5	6	83%	first session all four They pictures scored +
7	10/21	A	5	6	83%	–
8	10/28	B	6	6	100%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 2, 3 and 2 of 6: baseline is the median of the three, 2 of 6, 33 percent. By session 8, Rosa produced 6 of 6, 100 percent — a 67 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 personal pronouns (6 pictures across He, She, It and They, untimed), Rosa produced the target pronoun on 2 of 6 pictures at baseline in September and 6 of 6 on the most recent probe in October.”

WHERE ROSA WOULD SIT ON THE CASELOAD PAGE

One row: groups “all four,” baseline 33 percent, current 100 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 pronoun use — it exists only to show how the log, the table and the graph read once numbers are actually on them.

SPLITTING THE GROUPS APART WOULD GET ITS OWN COPY

This example tracks all four pronoun groups on one form. If a team wanted to track He/She separately from It/They, that split would get its own copy of the data log and its own graph — groups are never averaged into one score across different copies. The session-4 note shows the scoring rule at work: “puppy” for the dog picture 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.