

A phonological-process checklist the SLP defines in her own words, a process-by-word grid, a process data sheet, an error-pattern summary, a caseload roster, tracker and graph built around percentage of occurrence, session notes, quarterly summary, home note, and a classroom carryover check-in. Fillable PDF.

| <b>TRACKING</b>                                                                                                     |                 | <b>Progress Graph</b> |
|---------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
| Plot the tracker. The aim line is the target the team wrote in; the dots are the sessions. Here, lower is progress. |                 |                       |
| STUDENT                                                                                                             | PROCESS (SHORT) | CRITERION / TARGET    |
| <p><b>PERCENTAGE OF OCCURRENCE (LOWER IS PROGRESS)</b></p>                                                          |                 |                       |

# Which Sheet for Which Purpose

Match the situation to a sheet once, and write the page number on the roster. After that nobody has to think about it.

| IF THE SITUATION IS                                      | USE                                                                  | WHERE            |
|----------------------------------------------------------|----------------------------------------------------------------------|------------------|
| A process not yet defined for this caseload              | <b>Phonological Process Checklist, write the definition in first</b> | Page 6           |
| Which target words show which tracked process(es)        | <b>Process-by-Word Grid</b>                                          | Page 10          |
| One student, one session, probing tracked process(es)    | <b>Individual Process Data Sheet</b>                                 | Page 11          |
| Every tracked process, baseline to current, in one table | <b>Error-Pattern Summary</b>                                         | Page 12          |
| Any process, across the quarter                          | <b>Cumulative tracker and graph, then the quarterly summary</b>      | Pages 13, 14, 16 |

## What this file is not

Not a therapy program, not a screener, and not a fixed list of processes. Nothing here names a process for a student on its own; every process on this file is the SLP's own clinical finding, written in from what was actually heard. The sheets only make sure the number gets written down.

## The three habits the file assumes

- ☐ The process is defined in the SLP's own words on page 6 before it appears anywhere else in this file.
- ☐ The percentage of occurrence goes from the data sheet to the tracker (page 13) the same day.
- ☐ The make-up log (page 9) is updated the day a session is missed, not at the end of the month.
- ☐ A retired process is dated on the checklist (page 6) the same day it comes off the tracker, not weeks later from memory.

## How the paper moves

| WHEN                           | WHAT                                                                                                              |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Every session</b>           | One data sheet (10 or 11), one half of a session-notes page (15), attendance ticked (9)                           |
| <b>Every week</b>              | Percentages onto the tracker (13); home note (17) for whoever needs one; carryover sheet (18) out to one teacher  |
| <b>Every quarter</b>           | Graph (14) plotted, error-pattern summary (12) and quarterly summary (16) written from it, make-up log totaled    |
| <b>When a process resolves</b> | Retire it on the checklist (page 6, Y to N), and note the date and context on the error-pattern summary (page 12) |

# Phonological Process Checklist

Defined once, in the SLP's own words, before a process appears anywhere else in this file. Nothing on this page names a process for a student on its own.

**SLP**
**SCHOOL / YEAR**
**UPDATED**

## Before using this page

The process names in the reference list below are common clinical labels for how young children simplify speech sound patterns. None of them applies to any specific student unless it is written in, in the SLP's own words, from what was actually heard — this page never assigns one on its own.

| PROCESS (WRITE IN) | PLAIN-LANGUAGE DEFINITION (IN YOUR OWN WORDS) | EXAMPLE PRODUCTION HEARD (WRITE IT IN; NO STUDENT NAME) | CURRENTLY TARGETED? (Y / N) |
|--------------------|-----------------------------------------------|---------------------------------------------------------|-----------------------------|
|                    |                                               |                                                         |                             |
|                    |                                               |                                                         |                             |
|                    |                                               |                                                         |                             |
|                    |                                               |                                                         |                             |
|                    |                                               |                                                         |                             |
|                    |                                               |                                                         |                             |
|                    |                                               |                                                         |                             |

## Common process names, for reference only

Stopping, fronting, backing, gliding, cluster reduction, final consonant deletion, weak syllable deletion, assimilation, vowelization, epenthesis — common labels in the field for how young children simplify speech sound patterns. None of them applies here unless written in above.

## What this page is not

Not a fixed checklist, not a screener, and not an assessment battery. Every row starts blank; a process is present on this caseload only when the SLP writes it in from what she heard.

## Two habits this page assumes

- ☐ A process is defined here before it appears on any other sheet in this file.
- ☐ A process is retired here (Y to N) the same day it is dropped from the tracker.

## CLINICIAN

### Speech Sound Error Patterns and Phonological Process Progress Monitoring

# DATA Individual Process Data Sheet

One student, one process, one session: context, cue, ten trials, the count, the percentage of occurrence, and one line of notes.

STUDENT

PROCESS BEING PROBED  
(PAGE 6)

TARGET CONTEXT (PAGE 5)

POSITION, IF RELEVANT (I / M / F)

CRITERION FROM THE IEP

CUED TRIALS COUNT AS CORRECT? (Y / N)

| DATE | CUE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | O | % | CONTEXT |
|------|-----|---|---|---|---|---|---|---|---|---|----|---|---|---------|
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |
|      |     |   |   |   |   |   |   |   |   |   |    |   |   |         |

**Reading the number**  
 This percent is percentage of occurrence: how often the process showed up, not how often the target was correct. A drop is progress. The criterion at the top decides when to move to a harder context, not the feeling in the room.

**Words or contexts that still show the process**

# REPORTING Error-Pattern Summary

Every tracked process on one page: baseline, current, and the change between them, so a whole caseload’s error patterns read at a glance.

STUDENT

UPDATED THROUGH

SLP

REPORTING PERIOD, IF USED FOR THIS PAGE

| PROCESS (SHORT) | BASELINE % OCCURRENCE (DATE) | CURRENT % OCCURRENCE (DATE) | CHANGE | STATUS | ONE-LINE NOTE |
|-----------------|------------------------------|-----------------------------|--------|--------|---------------|
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |
|                 |                              |                             |        |        |               |

**Reading the change column**

Change is baseline minus current, in percentage points; a positive number is a drop in occurrence and reads as progress. Status codes are the same ones defined on page 5.

**Processes retired this quarter, and why**

**How this page connects to the graph**

Baseline and current here should match the first and most recent dots on each process’s graph (page 14). If they do not, the tracker (page 13) is missing an entry — copy the percent across the same day it is taken.

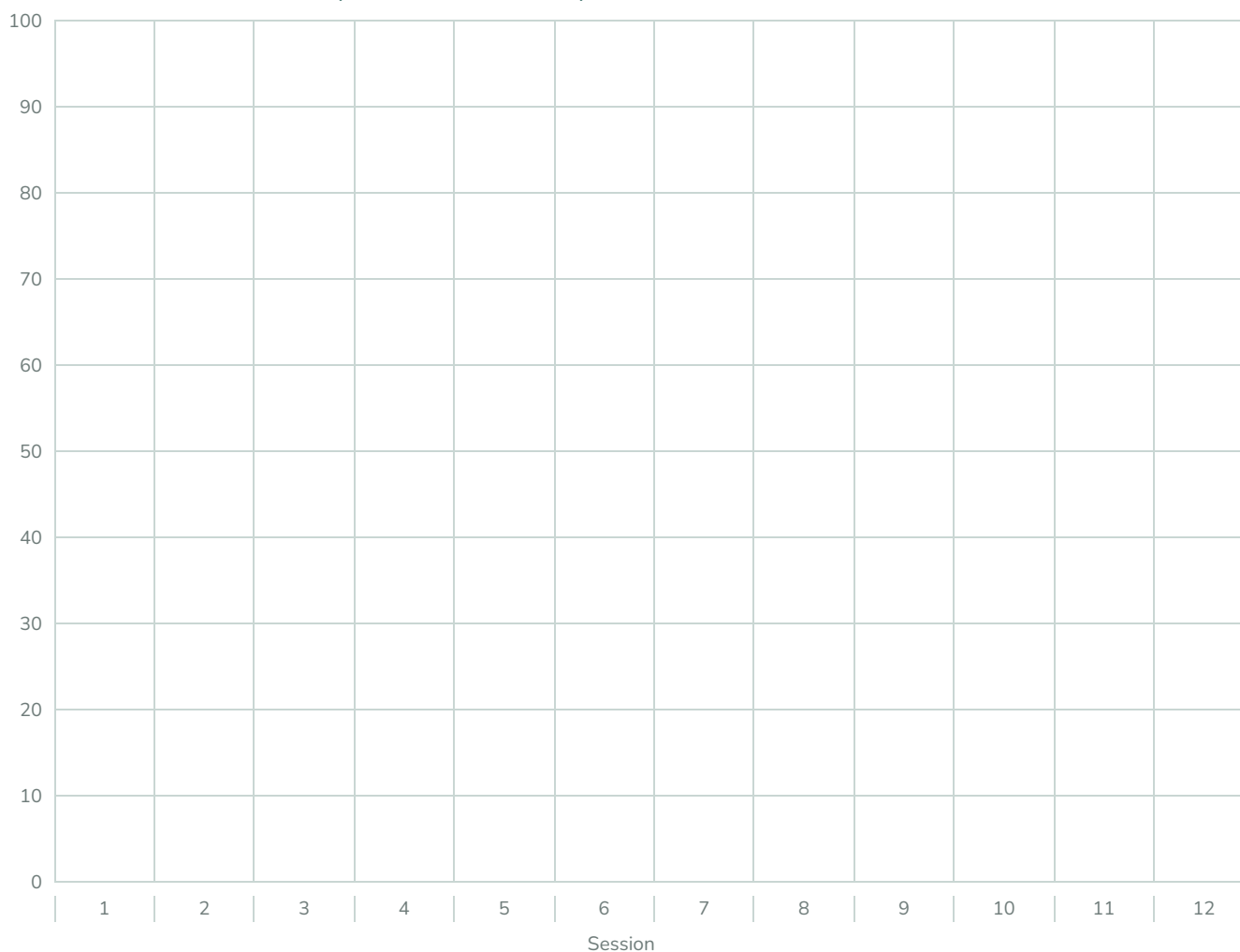
Plot the tracker. The aim line is the target the team wrote in; the dots are the sessions. Here, lower is progress.

STUDENT

PROCESS (SHORT)

CRITERION / TARGET

## PERCENTAGE OF OCCURRENCE (LOWER IS PROGRESS)



| SESSION | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------|---|---|---|---|---|---|---|---|---|----|----|----|
| Date    |   |   |   |   |   |   |   |   |   |    |    |    |
| %       |   |   |   |   |   |   |   |   |   |    |    |    |
| Context |   |   |   |   |   |   |   |   |   |    |    |    |

## Reading it

Draw the aim line at the target first. Three dots ABOVE the aim line in a row: the process is showing up more than the target and a change of cue, context or materials might help — mark the session number on the tracker. Three dots AT OR BELOW the aim line in a row: consider moving to a harder context. A flat line for six sessions is a conversation with the team, not a longer wait.

**EXAMPLE**

## A Process Data Sheet and Summary, Filled In

An invented kindergartener and an invented SLP. Every number is made up. Notice how the percentage moves as the context changes, not just as the process resolves.

### Individual process data sheet (page 11) — Owen T., kindergarten, final consonant deletion (invented)

**Criterion from the IEP:** occurrence at or below 10% at the word level across three consecutive sessions · **Cued trials count as correct:** N (V rows count only the C marks)

| DATE   | CUE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | O | %  | CONTEXT |
|--------|-----|---|---|---|---|---|---|---|---|---|----|---|----|---------|
| Oct 2  | V   | C | C | O | O | C | O | C | O | C | O  | 5 | 50 | Word    |
| Oct 4  | V   | C | O | C | C | O | C | C | O | C | C  | 3 | 30 | Word    |
| Oct 9  | V   | C | C | C | C | C | C | C | C | C | O  | 1 | 10 | Word    |
| Oct 11 | V   | C | C | C | C | C | C | C | C | C | C  | 0 | 0  | Word    |
| Oct 16 | V   | C | C | C | C | C | C | C | C | C | O  | 1 | 10 | Word    |
| Oct 18 | V   | O | C | O | C | C | O | C | C | O | C  | 4 | 40 | Phrase  |

Oct 9, Oct 11 and Oct 16 were three consecutive sessions at or below 10% occurrence, so the criterion was met on Oct 16 and the context moved to phrases on Oct 18, where occurrence rose to 40% as expected. The context column is why that rise reads as a harder context, not a setback.

### Error-pattern summary row (page 12) and the quarterly summary row (page 16)

| PROCESS (SHORT)                | BASELINE % OCCURRENCE (DATE) | CURRENT % OCCURRENCE (DATE) | CHANGE | STATUS | ONE-LINE NOTE                                                                            |
|--------------------------------|------------------------------|-----------------------------|--------|--------|------------------------------------------------------------------------------------------|
| Final consonant deletion, word | 50% (Oct 2)                  | 10% (Oct 16)                | 40 pts | SP     | Moved to phrase-level probing Oct 18; occurrence expected to rise before it drops again. |

| PROCESS (SHORT)                         | BASELINE % OCCURRENCE (DATE) | CURRENT % OCCURRENCE, FROM TRACKER (DATE)          | STATUS | ONE SENTENCE FOR THE REPORT                                                                                                       |
|-----------------------------------------|------------------------------|----------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------|
| Final consonant deletion, word → phrase | 50% word level (Oct 2)       | 10% word level (Oct 16); 40% phrase level (Oct 18) | SP     | Met the word-level criterion Oct 16; now probing at the phrase level, where occurrence is expected to rise before it drops again. |

### Session note (page 15) — Oct 18

**Targeted, and the data:** final consonant deletion, first session at phrase level (“big dog”), verbal cue, 6/10 correct (4 occurrences). **Response:** self-corrected once without a cue; the process showed up most often on words ending in a stop sound. **Plan:** keep phrase level, target words ending in a continuant sound before returning to stops, send the home note with five phrase examples.

### Why this is enough

Every decision on this page came from a number that was already written down: the move to phrases from three sessions at or below 10%, the plan from where the process kept showing up, the change column on the error-pattern summary. The quarterly summary in December is a copying job.