

Positional Concepts Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

POSITION CARDS

REFERENCE

Position Picture Cards — Color



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock. The cards sit edge to edge, so it takes 6 straight cuts on the dashed lines to free all 15: 3 across, then 3 down. Hold up one card at a time, in any order, and ask where the small object is. Draw to hold their shape in full color and stay readable at print size. A child may name an object another way, **ball** (soccer ball), **bucket** (pail). Decide once, in your own scoring rule, whether that counts. No prompting or cueing script is included — that call belongs to the clinician. The same 15 scenes in the ink-saver black-and-white set are on page 8.

TRACK

Probe Forms A, B and C

POSITION CARDS

from the 15-scene bank — forms A, B and C together are the whole bank with no scene form. Every scene is scored again on the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

the scene on this form, and ask where the small object is. Mark + if the answer is counts as correct, - for an error or no response, and = for a close answer (a right word with a model). The card page (page 6) names every scene, including another way.



What Is Inside, and Where

Before you begin

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

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Position Picture
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03 Probe and Track

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Full-Deck Probe
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A SCENE, NOT A SINGLE ICON

Every card shows TWO objects, one small and one large, drawn so their arrangement shows a position — not a single picture to name.

FIVE POSITIONS, 6 PAIRS

In, on, under, behind and next to each appear on at least two different anchor/object pairs (page 6), so no position is tied to one picture alone.

PICTURES, NOT A SCRIPT

The scenes replace the real objects a clinician would otherwise have to arrange by hand. They do not replace a scoring rule 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 scenes apart, or open the file on a tablet and show a scene from the screen.

Read the note on the card page once: a child may name an object another way, **ball** (soccer ball), **bucket** (pail). Either name still supports the same position answer.



2

Show a scene, mark the response

Hold up a scene and ask where the small object is.

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 scenes, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn two-object scene 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 scenes already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct position word, a criterion, or a typical rate for positional concepts. 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 position or scene this deck does not have. Use the **Ask a Question** tab on the product page; a new scene is a free update where the art honestly shows the position.

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.

Position Picture Cards — Color

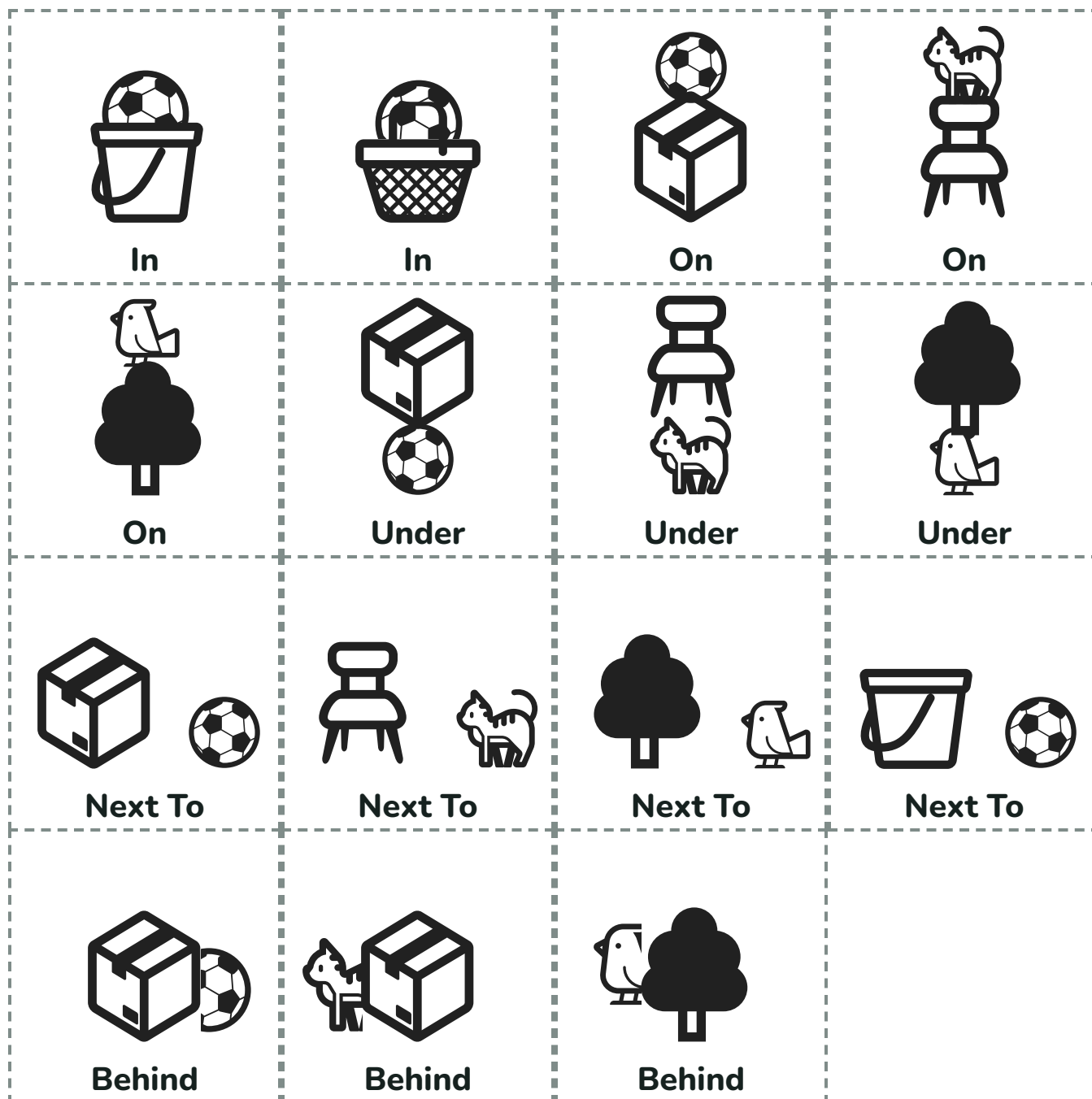


CUTTING THESE APART, AND SHOWING ONE

Print on cardstock. The cards sit edge to edge, so it takes 6 straight cuts on the dashed lines to free all 15: 3 across, then 3 down. Hold up one card at a time, in any order, and ask where the small object is. Drawn to hold their shape in full color and stay readable at print size. A child may name an object another way, **ball** (soccer ball), **bucket** (pail). Decide once, in your own scoring rule, whether that counts. No prompting or cueing script is included — that call belongs to the clinician. The same 15 scenes in the ink-saver black-and-white set are on page 8.

REFERENCE

Position Picture Cards — Ink-Saver



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock. The cards sit edge to edge, so it takes 6 straight cuts on the dashed lines to free all 15: 3 across, then 3 down. Hold up one card at a time, in any order, and ask where the small object is. Pure black outlines, so a photocopier spends the least ink it can. A child may name an object another way, **ball** (soccer ball), **bucket** (pail). Decide once, in your own scoring rule, whether that counts. No prompting or cueing script is included — that call belongs to the clinician. The same 15 scenes in the full-color set are on page 6.



CHECKLIST

Quick Probe Forms A, B and C

Three forms, 5 scenes each, from the 15-scene bank — forms A, B and C together are the whole bank with no scene repeated on more than one form. Every scene is scored again on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH SCENE

Show the card, or point to the scene on this form, and ask where the small object is. Mark + if the answer is what your own scoring rule counts as correct, – for an error or no response, and ≈ for a close answer (a related position word, or the right word with a model). The card page (page 6) names every scene, including the objects a child may name another way.

Form A 5 scenes · untimed



+ – ≈


+ – ≈


+ – ≈


+ – ≈


+ – ≈

POSITIONS CORRECT (OUT OF 5)

Form B 5 scenes · untimed



+ – ≈


+ – ≈


+ – ≈


+ – ≈


+ – ≈

POSITIONS CORRECT (OUT OF 5)

Form C 5 scenes · untimed



+ – ≈


+ – ≈


+ – ≈


+ – ≈


+ – ≈

POSITIONS CORRECT (OUT OF 5)



CHECKLIST

Full-Deck Probe — All Fifteen Scenes

STUDENT

DATE

FORM ROTATION GIVEN TODAY

#	SCENE	TARGET POSITION	POSITION NAMED	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	ball & bucket	In	☐ ☐ ☐ + - ≈	
2	ball & basket	In	☐ ☐ ☐ + - ≈	
3	ball & box	On	☐ ☐ ☐ + - ≈	
4	cat & chair	On	☐ ☐ ☐ + - ≈	
5	bird & tree	On	☐ ☐ ☐ + - ≈	
6	ball & box	Under	☐ ☐ ☐ + - ≈	
7	cat & chair	Under	☐ ☐ ☐ + - ≈	
8	bird & tree	Under	☐ ☐ ☐ + - ≈	
9	ball & box	Next To	☐ ☐ ☐ + - ≈	
10	cat & chair	Next To	☐ ☐ ☐ + - ≈	
11	bird & tree	Next To	☐ ☐ ☐ + - ≈	
12	ball & bucket	Next To	☐ ☐ ☐ + - ≈	
13	ball & box	Behind	☐ ☐ ☐ + - ≈	
14	cat & box	Behind	☐ ☐ ☐ + - ≈	
15	bird & tree	Behind	☐ ☐ ☐ + - ≈	

TOTAL (CORRECT OUT OF 15)

FIFTEEN SCENES ON ONE SHEET

Every scene in deck order, one line each, marked + / - / ≈ the same way as the quick forms. Total the correct column at the foot and carry it to the log (page 12) as correct out of 15.



TRACKER

Percent Graph

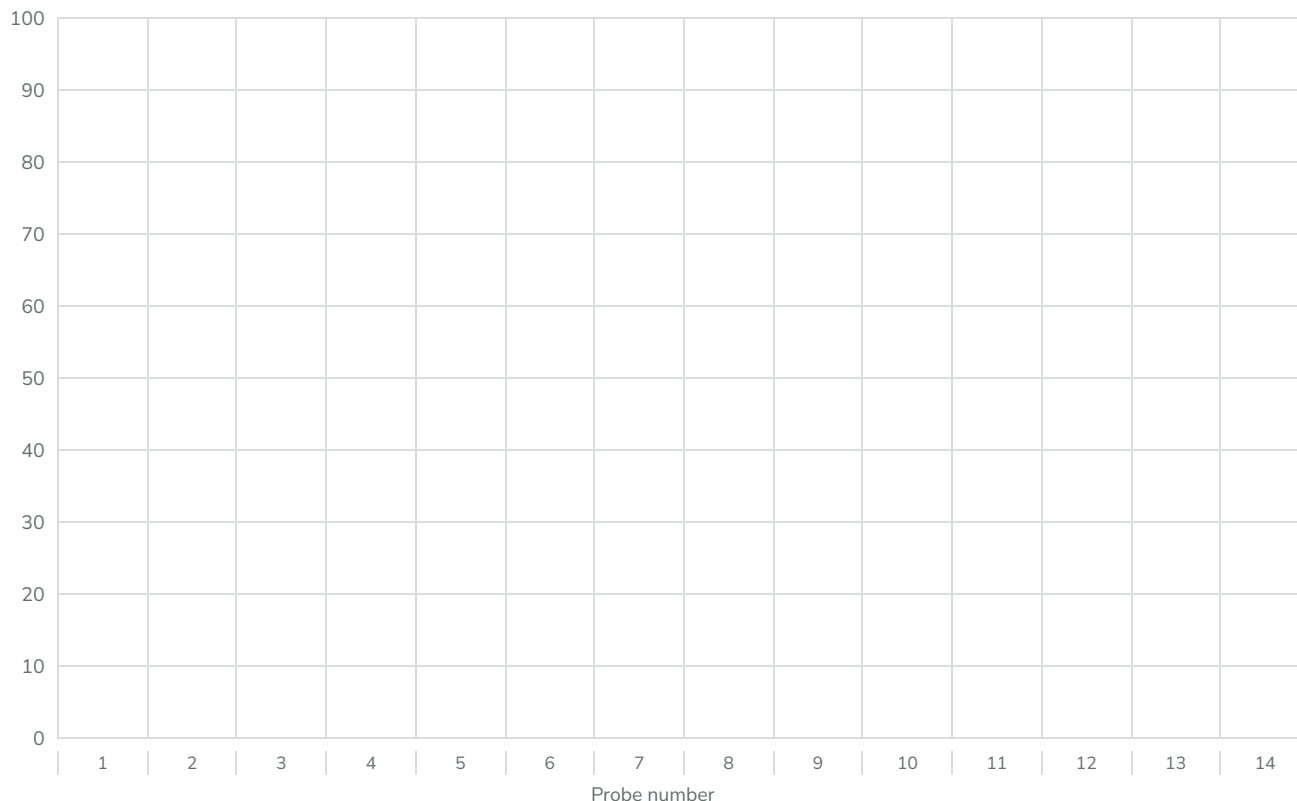
Fourteen probes across. Copy this page for a second student.

STUDENT

SKILL 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.

WHICH POSITIONS ARE MISSED

The percent here does not say which position(s) drove a low score. Check the full-deck form (page 11) notes column for a pattern — one missed position across several scenes is a different plan than scattered errors.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for positional concepts. 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 scenes are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

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



In



On



Under



Next To



Behind

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WHERE IS THE SMALL THING?)

Point to a scene and ask where the small object is. Then find one more real thing in the room in one of these five positions — in, on, under, behind, or next to something else.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

POSITIONS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere a family named where something was — setting the table, putting toys away, getting in the car.

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.

Theo is invented, and so is every mark on this page. Eight quick probes, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/8	A	2	5	40%	baseline
2	9/15	B	2	5	40%	baseline
3	9/22	C	3	5	60%	baseline
4	9/29	A	3	5	60%	said “next to” for behind on the tree/bird scene
5	10/6	B	4	5	80%	–
6	10/13	C	4	5	80%	3 probes above the last low point—team kept the plan
7	10/20	A	5	5	100%	–
8	10/27	B	5	5	100%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 2, 2 and 3 of 5: baseline is the median of the three, 2 of 5, 40 percent. By session 8, Theo named 5 of 5, 100 percent — a 60 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 5, times 20.

A LINE THIS LOG COULD WRITE

“On picture probes of positional concepts (5 scenes, untimed), Theo named the position correctly in 2 of 5 scenes at baseline in September and 5 of 5 on the most recent probe in October.”

WHERE THEO WOULD SIT ON THE CASELOAD PAGE

One row: baseline 40 percent, current 100 percent, trend up, positions still missed “behind” (session-4 note), 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 positional concepts — it exists only to show how the log, the table and the graph read once numbers are actually on them.

BEHIND WAS THE PATTERN, NOT A ONE-OFF

The session-4 note (“next to” for “behind”) is the kind of error the full-deck form (page 11) makes visible: one row per scene means a clinician can see whether a missed position is scattered or concentrated on one word, before writing a plan for it.