

# R Sound Picture Cards & Progress Monitoring

## SECTION 1 · THE PICTURE CARDS — COLOR

## R SOUND PICTURE CARDS

## REFERENCE

## Initial Position Picture Cards

12 pictures with /r/ 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 10.



## 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 /r/ 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 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 14–16), never on a mixed form, so the percent for each position stays real. Shuffle the order between sessions so a child is never simply recalling yesterday's sequence rather than reading the picture in front of them.

## TRACK

## Initial Position Probe Forms

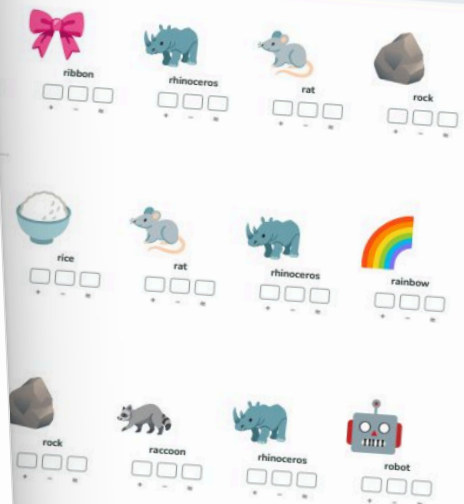
## R SOUND PICTURE CARDS

12 pictures drawn from the 12-picture initial-position bank above — the bank is small on purpose (readable by a young child), so pictures repeat across the three forms in a different mix and repeats twice inside one form.

DATE

FORM GIVEN (A, B OR C)

Mark the picture on this form. Mark + if the /r/ sound in this word is produced the way you want (as correct, - for an error, and ≈ for an approximation — what counts as which is decided by you and reused every session.



# What Is Inside, and Where

24 pages: 36 pictures, in color and ink-saver black and white, nine probe forms and a worked example.

## Before you begin

PAGE 4



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

**4**

## 01 The Picture Cards — Color

PAGES 6–8



Initial Position  
Picture Cards  
[REFERENCE](#)

**6**



Medial Position  
Picture Cards  
[REFERENCE](#)

**7**



Final Position  
Picture Cards  
[REFERENCE](#)

**8**

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

PAGES 10–12



Initial Position  
Picture Cards —  
Ink-Saver  
[REFERENCE](#)

**10**



Medial Position  
Picture Cards —  
Ink-Saver  
[REFERENCE](#)

**11**



Final Position  
Picture Cards —  
Ink-Saver  
[REFERENCE](#)

**12**

## 03 Probe and Track

PAGES 14–19



Initial Position  
Probe Forms  
[CHECKLIST](#)

**14**



Medial Position  
Probe Forms  
[CHECKLIST](#)

**15**



Final Position  
Probe Forms  
[CHECKLIST](#)

**16**



Data Log  
[LOG](#)

**17**



Percent Graph  
[TRACKER](#)

**18**



Caseload  
Summary  
[ROSTER](#)

**19**

## 04 Share and Write

PAGES 21–23



Practice at Home  
[NOTES](#)

**21**



Phrase Bank  
[REFERENCE](#)

**22**



Filled Example  
[EXAMPLE](#)

**23**

### THREE POSITIONS, NOT THREE DIFFICULTY LEVELS

Initial, medial and final are not easy, medium and hard — a student can be strong in one position and still working on another. Pick the position the goal names, not the first one on the shelf.

### EVERYTHING ON THIS SHELF IS /R/ ONLY

This module covers one sound; the back page names the word-list siblings for other sounds already in the store.

### 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 three 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 position the goal already names — initial, medial or final — 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 /r/ 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 17) the same day.

Plot the percent on the graph (page 18); update the caseload page (page 19) on whatever schedule your team reviews data.

Send the family page (page 21) 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 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 the /r/ 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.

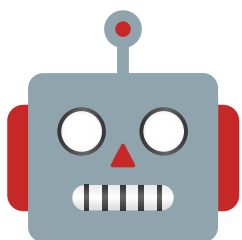
#### CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

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

## Initial Position Picture Cards

12 pictures with /r/ 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 10.



robot



ring



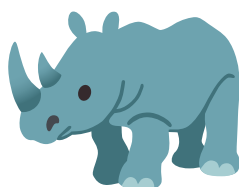
rocket



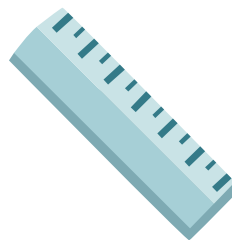
rainbow



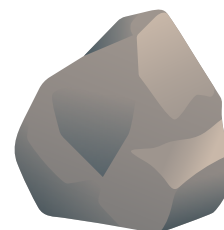
raccoon



rhinoceros



ruler



rock



rat



radio



ribbon



rice

## 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 /r/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

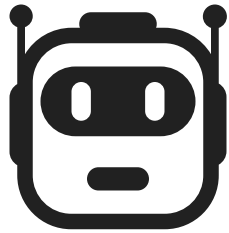
## MIXING POSITIONS IN ONE SESSION

A student working on more than one position 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 14–16), never on a mixed form, so the percent for each position stays real. Shuffle the order between sessions so a child is never simply recalling yesterday's sequence rather than reading the picture in front of them.

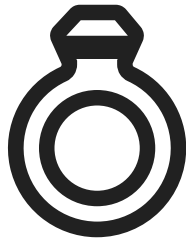
## REFERENCE

## Initial Position Picture Cards — Ink-Saver

12 pictures with /r/ at the start of the word, in the ink-saver black-and-white set. The same 12 pictures in the full-color set are on page 6.



robot



ring



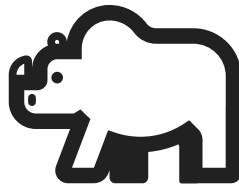
rocket



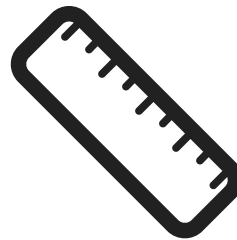
rainbow



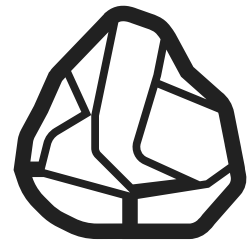
raccoon



rhinoceros



ruler



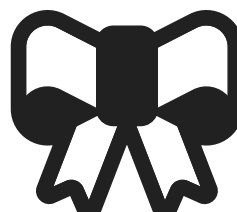
rock



rat



radio



ribbon



rice

## 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 /r/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

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CHECKLIST

# Initial Position Probe Forms

Three forms, 6 pictures each, drawn from the 12-picture initial-position bank above — the bank is small on purpose (every picture has to be nameable by a young child), so pictures repeat across the three forms in a different mix and order each time; no picture repeats twice inside one form.

STUDENT

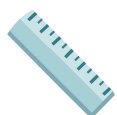
DATE

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 /r/ 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



ruler

☐ ☐ ☐  
+ – ≈


radio

☐ ☐ ☐  
+ – ≈


ribbon

☐ ☐ ☐  
+ – ≈


rhinoceros

☐ ☐ ☐  
+ – ≈


rat

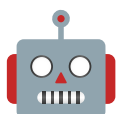
☐ ☐ ☐  
+ – ≈


rock

☐ ☐ ☐  
+ – ≈

SCORE (CORRECT OUT OF 6)

### Form B 6 pictures · untimed



robot

☐ ☐ ☐  
+ – ≈


rocket

☐ ☐ ☐  
+ – ≈


rice

☐ ☐ ☐  
+ – ≈


rat

☐ ☐ ☐  
+ – ≈


rhinoceros

☐ ☐ ☐  
+ – ≈


rainbow

☐ ☐ ☐  
+ – ≈

SCORE (CORRECT OUT OF 6)

### Form C 6 pictures · untimed



radio

☐ ☐ ☐  
+ – ≈


rice

☐ ☐ ☐  
+ – ≈

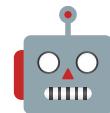

rock

☐ ☐ ☐  
+ – ≈


raccoon

☐ ☐ ☐  
+ – ≈


rhinoceros

☐ ☐ ☐  
+ – ≈


robot

☐ ☐ ☐  
+ – ≈

SCORE (CORRECT OUT OF 6)



TRACKER

# Percent Graph

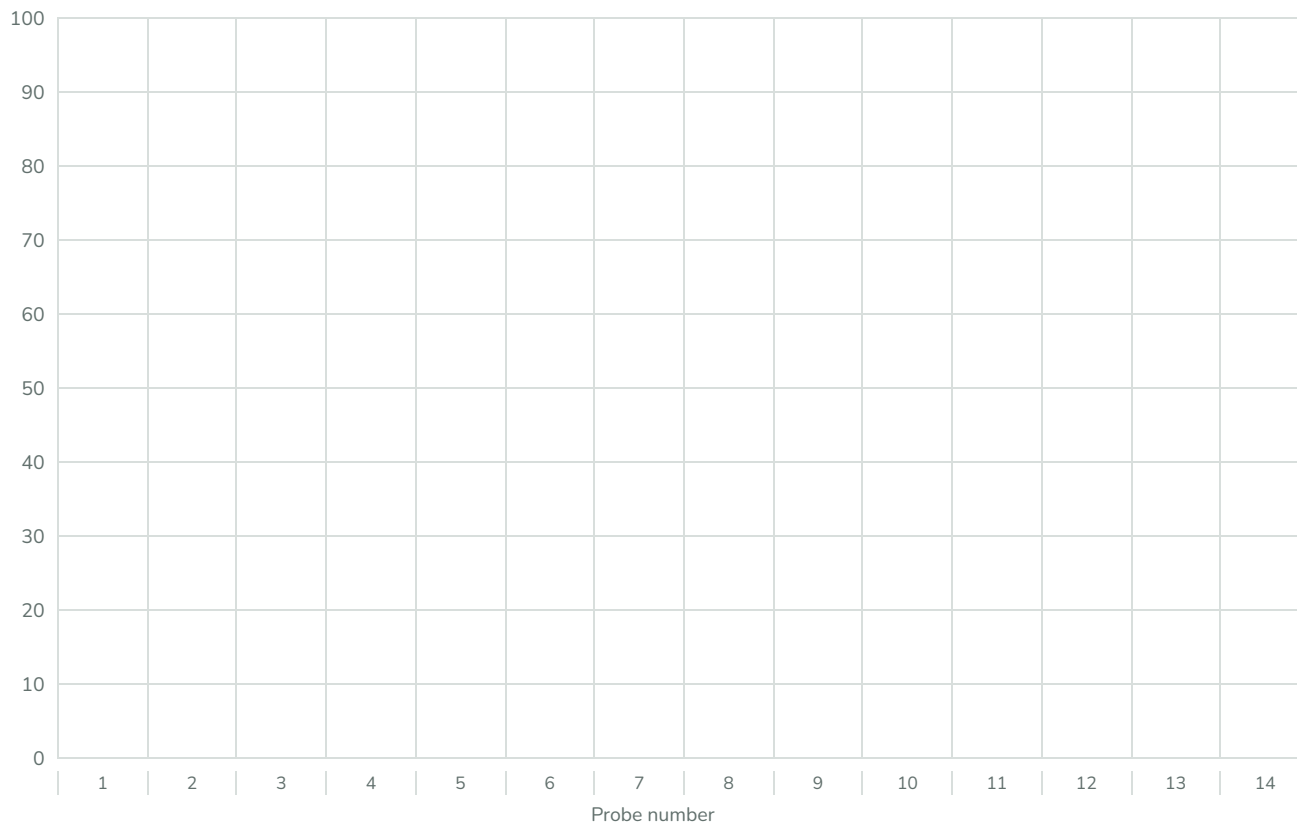
Fourteen probes across. Copy this page once per position, the same way as the log.

STUDENT

POSITION 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

Keep one graph per position, the same way as the log: a student working on initial and final gets two copies of this page, each labeled in the field above, never one line mixing two positions.

## SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for the /r/ sound. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 17) 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

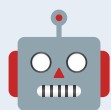
Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

### THIS WEEK'S PICTURES (CIRCLE THE ONES WE PRACTICED)



robot



ruler



carrot



bird



car



star

### SOMETHING THAT WENT WELL

.....

.....

.....

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

Point to a card; your child says the word. No correcting mid-word — just try again on the next card.

.....

.....

.....

### WE PRACTICED (INITIAL THE DAY)

| MON | TUE | WED | THU | FRI | SAT | SUN |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |

### WORDS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere the sound showed up on its own — the car, a story, a rainbow after the rain.

.....

.....

### 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.

Noah is invented, and so is every mark on this page. Eight probes on the initial position of the /r/ sound, Forms A, B and C rotating.

| # | DATE  | FORM | CORRECT | OUT OF | PERCENT | NOTES                                                |
|---|-------|------|---------|--------|---------|------------------------------------------------------|
| 1 | 9/8   | A    | 1       | 6      | 17%     | baseline                                             |
| 2 | 9/15  | B    | 2       | 6      | 33%     | baseline                                             |
| 3 | 9/22  | C    | 2       | 6      | 33%     | baseline                                             |
| 4 | 9/29  | A    | 3       | 6      | 50%     | –                                                    |
| 5 | 10/6  | B    | 3       | 6      | 50%     | –                                                    |
| 6 | 10/13 | C    | 4       | 6      | 67%     | 3 probes above the last low point—team kept the plan |
| 7 | 10/20 | A    | 5       | 6      | 83%     | –                                                    |
| 8 | 10/27 | B    | 5       | 6      | 83%     | criterion range reached twice                        |

### READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 1, 2 and 2 of 6: baseline sits at 2 of 6, 33 percent, the higher two of the three. By session 8, Noah scored 5 of 6, 83 percent — a 50 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 initial position of /r/ (6 pictures, untimed), Noah produced the target sound correctly in 2 of 6 pictures at baseline in September and 5 of 6 on the most recent probe in October."

### WHERE NOAH WOULD SIT ON THE CASELOAD PAGE

One row: baseline 33 percent, current 83 percent, trend up, decision "continue current plan" — the same numbers this table already shows, carried onto page 19 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 /r/ sound — it exists only to show how the log, the table and the graph read once numbers are actually on them.

### MEDIAL AND FINAL WOULD EACH GET THEIR OWN COPY

This example tracks only the initial position. If Noah were also working on the medial or final position of /r/, each would get its own copy of the data log, its own graph, and its own row of numbers here — the three positions are never averaged together into one score.