

Picture Story Cards Sequencing, 3-4 Steps

SECTION 1 · THE PICTURE STORY CARDS — COLOR

SEQUENCING CARDS

REFERENCE

Picture Story Cards — Color

Getting Dressed 4 steps



Morning Routine 4 steps



Bedtime Routine 4 steps



Making a Sandwich 4 steps



Packing a Backpack 4 steps



Washing Hands 3 steps



CUTTING, SHUFFLING, AND 5 PICTURES A CHILD MAY NAME ANOTHER WAY

Print on cardstock and cut each routine's strip into its own envelope, keeping the printed order as the answer key; mix the cards up before handing them to a child, then ask what happens first, next and last. The same routines in the ink-saver black-and-white set are on page 8.

5 pictures also show a thing a young child may name literally rather than the story beat it stands for: **Getting Dressed's** pants (jeans), **Getting Dressed's** shoe (sneaker), **Morning Routine's** bowl (cereal), **Packing a Backpack's** backpack (bag), **Washing Hands's** water (faucet). Either name is a correct retell; decide once and mark it the same way every session.

TRACK

Retell Forms A, B and C

SEQUENCING CARDS

Each, from the 6-routine bank — every routine appears on exactly one quick form, so every routine is also scored on the full-deck form, page 11.

Give them over, and ask the child to tell the story. Write the step count in the space provided. The name printed on the card is correct. The whole routine came out if you had to help.

WHY THIS FORM SCORES TWO THINGS

A quick naming check only asks whether a child knows the pictures; it would miss a child who names every one correctly but cannot put a routine in order, which is the actual skill a sequencing product is built to track. Steps correct and the order mark are recorded and graphed separately for exactly that reason — see the filled example, page 18, for a real session where they disagree.

DATE

FORM GIVEN (A, B OR C)

ORDER	CORRECT	OUT OF	IN ORDER?
1		4	☐ Y ☐ N ☐ help
2		4	☐ Y ☐ N ☐ help

ORDER	CORRECT	OUT OF	IN ORDER?
1		4	☐ Y ☐ N ☐ help
2		4	☐ Y ☐ N ☐ help

ORDER	CORRECT	OUT OF	IN ORDER?
1		4	☐ Y ☐ N ☐ help
2		3	☐ Y ☐ N ☐ help

What Is Inside, and Where

Before you begin

PAGE 4



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

4

01 The Picture Story Cards — Color

PAGE 6



Picture Story
Cards — Color
[REFERENCE](#)

6

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

PAGE 8



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

8

03 Retell and Track

PAGES 10–14



Quick Retell
Forms A, B and C
[CHECKLIST](#)

10



Full-Deck Retell
— All Six Routines
[CHECKLIST](#)

11



Retell Data Log
[LOG](#)

12



Percent Graph
[TRACKER](#)

13



Caseload
Summary
[ROSTER](#)

14

04 Share and Write

PAGES 16–18



Practice at Home
[NOTES](#)

16



Phrase Bank
[REFERENCE](#)

17



Filled Example
[EXAMPLE](#)

18

PICTURES, IN THE STORY'S OWN ORDER

Every routine's pictures print in the order the routine actually happens; the deck is cut and shuffled before a child sees it, and putting them back in order is the task, not the answer this file gives away.

TWO SCORES, NOT ONE

The quick forms (page 10) and the full-deck form (page 11) each score two different things: whether each step was named, and whether the whole routine came out in the right order. A student can pass one and miss the other.

PICTURES, NOT A SCRIPT

The pictures replace the routine a child cannot yet read as a list. 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 scissors and nothing else.



1

Print, cut, and shuffle

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut each routine's strip apart, or open the file on a tablet.

Read the note on the card page once: 5 pictures have a second name a child may say, and how you mark that is decided before the first session. Shuffle each routine's cards before handing them over — the printed order is the answer.



2

Lay them out, mark the retell

Hand over one routine's shuffled cards and ask the child to put them in order and tell the story.

Mark +, – or ≈ for each step and Y, N or **help** for the order 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 two of the same routines, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture story 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 retell, a criterion, or a typical rate for sequencing a routine. 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 routine this deck does not have. Use the **Ask a Question** tab on the product page; a new routine is a free update where the art honestly shows every step.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in retell 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 each routine's set in its own 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.

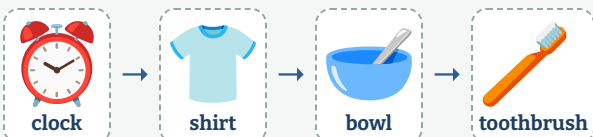
REFERENCE

Picture Story Cards — Color

Getting Dressed 4 steps



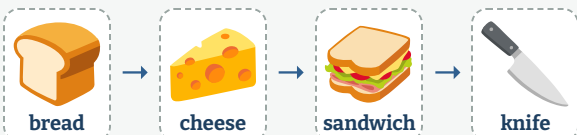
Morning Routine 4 steps



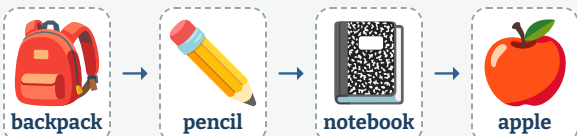
Bedtime Routine 4 steps



Making a Sandwich 4 steps



Packing a Backpack 4 steps



Washing Hands 3 steps



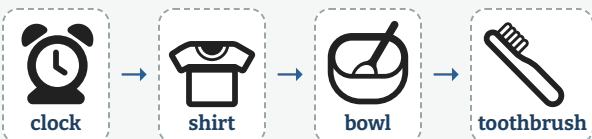
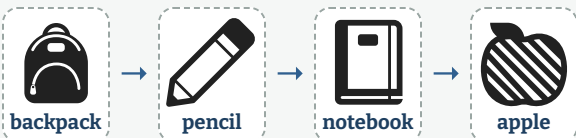
CUTTING, SHUFFLING, AND 5 PICTURES A CHILD MAY NAME ANOTHER WAY

Print on cardstock and cut each routine's strip into its own envelope, keeping the printed order as the answer key; mix the cards up before handing them to a child, then ask what happens first, next and last. The same routines in the ink-saver black-and-white set are on page 8.

5 pictures also show a thing a young child may name literally rather than the story beat it stands for: **Getting Dressed's** pants (jeans), **Getting Dressed's** shoe (sneaker), **Morning Routine's** bowl (cereal), **Packing a Backpack's** backpack (bag), **Washing Hands's** water (faucet). Either name is a correct retell; decide once and mark it the same way every session.

REFERENCE

Picture Story Cards — Ink-Saver

Getting Dressed 4 steps**Morning Routine** 4 steps**Bedtime Routine** 4 steps**Making a Sandwich** 4 steps**Packing a Backpack** 4 steps**Washing Hands** 3 steps**CUTTING, SHUFFLING, AND 5 PICTURES A CHILD MAY NAME ANOTHER WAY**

Print on cardstock and cut each routine's strip into its own envelope, keeping the printed order as the answer key; mix the cards up before handing them to a child, then ask what happens first, next and last. The same routines in the full-color set are on page 6.

5 pictures also show a thing a young child may name literally rather than the story beat it stands for: **Getting Dressed's** pants (jeans), **Getting Dressed's** shoe (sneaker), **Morning Routine's** bowl (cereal), **Packing a Backpack's** backpack (bag), **Washing Hands's** water (faucet). Either name is a correct retell; decide once and mark it the same way every session.



CHECKLIST

Quick Retell Forms A, B and C

Three forms, two routines each, from the 6-routine bank — every routine appears on exactly one quick form, so nothing is padded or repeated. Every routine is also scored on the full-deck form, page 11.

HOW TO MARK EACH ROUTINE

Shuffle the cut cards, hand them over, and ask the child to lay them out and tell the story. Write steps correct out of the routine's own step count in the Correct column — the alternate name printed on the card page (page 6) counts as correct.

Separately mark whether the whole routine came out in the right order: **Y**, **N**, or **help** if you had to move a card for the child.

WHY THIS FORM SCORES TWO THINGS

A quick naming check only asks whether a child knows the pictures; it would miss a child who names every one correctly but cannot put a routine in order, which is the actual skill a sequencing product is built to track. Steps correct and the order mark are recorded and graphed separately for exactly that reason — see the filled example, page 18, for a real session where they disagree.

STUDENT

DATE

FORM GIVEN (A, B OR C)

Form A 2 routines · 8 steps · untimed

#	ROUTINE	STEPS IN ORDER	CORRECT	OUT OF	IN ORDER?
1	Getting Dressed			4	☐ Y ☐ N ☐ help
2	Morning Routine			4	☐ Y ☐ N ☐ help

Form B 2 routines · 8 steps · untimed

#	ROUTINE	STEPS IN ORDER	CORRECT	OUT OF	IN ORDER?
1	Bedtime Routine			4	☐ Y ☐ N ☐ help
2	Making a Sandwich			4	☐ Y ☐ N ☐ help

Form C 2 routines · 7 steps · untimed

#	ROUTINE	STEPS IN ORDER	CORRECT	OUT OF	IN ORDER?
1	Packing a Backpack			4	☐ Y ☐ N ☐ help
2	Washing Hands			3	☐ Y ☐ N ☐ help



CHECKLIST

Full-Deck Retell — All Six Routines

STUDENT

DATE

CUE LEVEL (INDEPENDENT, MODEL, OR
HAND-OVER-HAND)

#	ROUTINE	STEPS IN STORY ORDER	CORRECT	OUT OF	IN ORDER?
1	Getting Dressed			4	☐ Y ☐ N ☐ help
2	Morning Routine			4	☐ Y ☐ N ☐ help
3	Bedtime Routine			4	☐ Y ☐ N ☐ help
4	Making a Sandwich			4	☐ Y ☐ N ☐ help
5	Packing a Backpack			4	☐ Y ☐ N ☐ help
6	Washing Hands			3	☐ Y ☐ N ☐ help

TOTAL STEPS CORRECT ACROSS ALL SIX ROUTINES (OUT
OF 23)

ROUTINES TOLD IN THE RIGHT ORDER (OUT OF 6)

ONE LINE PER ROUTINE, ALL SIX IN ONE SITTING

The Correct column is blank so you can type or write a number directly on it; a step is correct when it is named the way your scoring rule counts, whether the child says the exact word or the alternate name disclosed on page 6. Total the Correct column and carry it to the log (page 12) as correct out of 23.

HOW THIS DIFFERS FROM THE QUICK FORMS

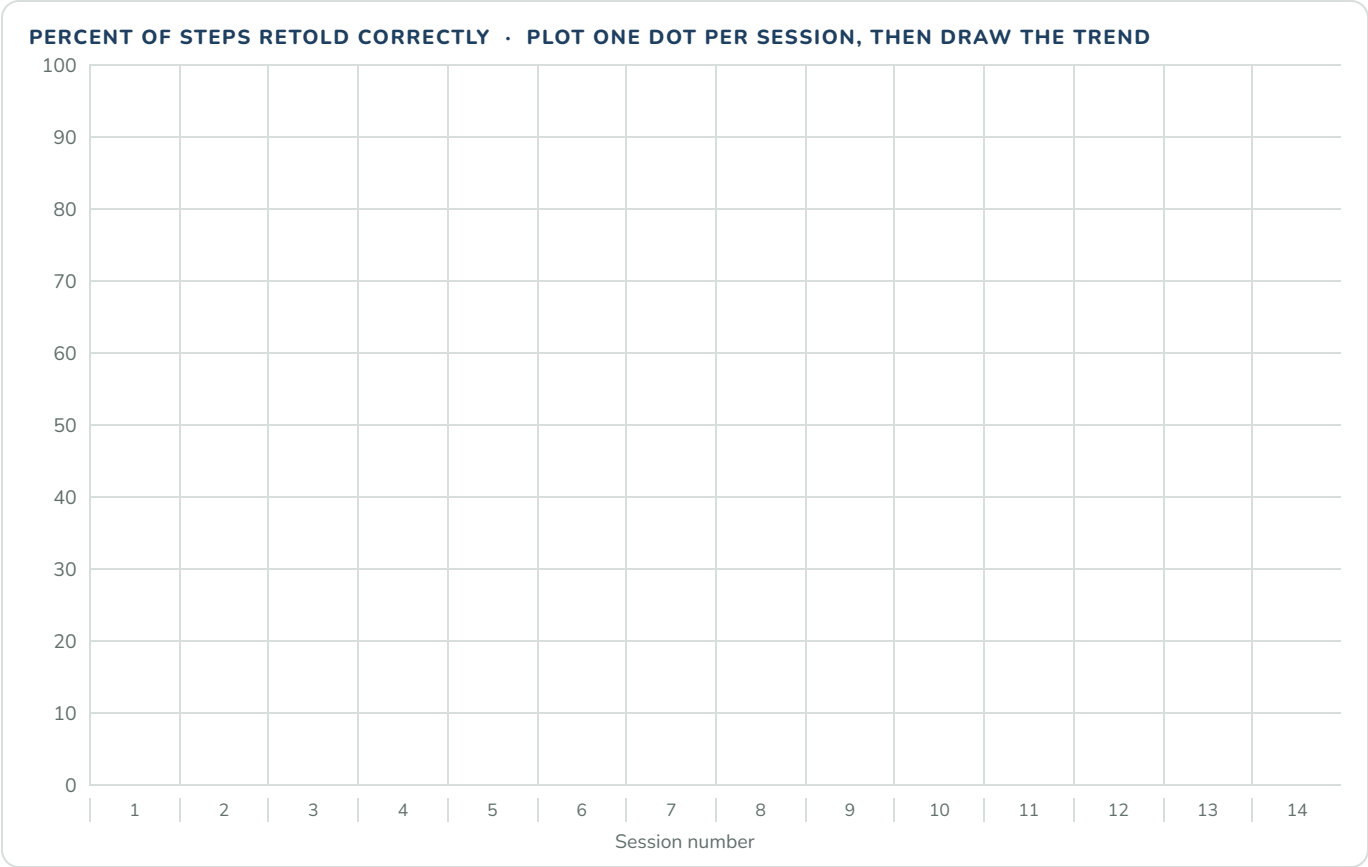
The quick forms (page 10) rotate two routines at a time so a session stays short; this page asks for all six in one sitting, which takes longer but gives a single comparable score for a progress report or an annual review. Use whichever fits the time you actually have — both feed the same log and graph.

 TRACKER

Percent Graph

Fourteen sessions across. Copy this page once per routine, the same way as the log.

STUDENT	ROUTINE(S) GRAPHED HERE	CRITERION (YOUR TEAM SETS IT)



READING THREE POINTS IN A ROW

Three sessions 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 routine (or per form), the same way as the log: a student working on two routines gets two copies of this page, each labeled in the field above.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for retelling a routine. 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 session, 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

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S ROUTINES (CIRCLE THE ONE WE PRACTICED)

Getting Dressed 4 steps



Bedtime Routine 4 steps



SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WHAT HAPPENS FIRST, NEXT, LAST?)

Talk through the routine while you do it together, in order, then ask your child to tell it back to you without help.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

STEPS WE HEARD RETOLD OUTSIDE OF PRACTICE TIME

Anywhere the order came up on its own — getting ready for the bus, cleaning up after dinner, packing for school.

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.

Nora is invented, and so is every mark on this page. Eight quick retell sessions, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	GIVEN	PERCENT	IN ORDER?	NOTES
1	9/8	A	4	8	50%	Y	baseline
2	9/15	B	4	8	50%	Y	baseline
3	9/22	C	3	7	43%	N	baseline, told out of order once corrected mid-form
4	9/29	A	5	8	63%	Y	said “jeans” for pants, marked ≈
5	10/6	B	6	8	75%	Y	–
6	10/13	C	5	7	71%	Y	3 sessions above the last low point—team kept the plan
7	10/20	A	6	8	75%	Y	–
8	10/27	B	7	8	88%	Y	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 50, 50 and 43 percent: baseline is the median of the three, 50 percent. By session 8, Nora retold 7 of 8 steps, 88 percent — a 38 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by that session’s given count, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture retell forms of 3-4 step daily routines, Nora retold 50 percent of steps at baseline in September and 88 percent on the most recent session in October, with the order correct on 7 of the 8 sessions.”

WHERE NORA WOULD SIT ON THE CASELOAD PAGE

One row: routines “Getting Dressed, Morning, Bedtime, Sandwich, Backpack, Washing Hands,” baseline 50 percent, current 88 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 retelling a routine — it exists only to show how the log, the table and the graph read once numbers are actually on them.

THE ONE “N” ON THE ORDER COLUMN

Session 3 (Form C, Washing Hands and Packing a Backpack) is marked **N**: Nora named every step correctly but told the Backpack routine out of order until the clinician pointed at the first card again. That is exactly what the separate order mark is for — the step accuracy on page 11 would have looked fine on its own that session.