

Speech Therapy Session Routine

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

SPEECH THERAPY SESSION ROUTINE

STRIP

Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.

1

2

3

4

5

Therapy room

Warm-up game

Practice with cards

Break

Back to class

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one session to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

WHERE THIS ROUTINE STARTS AND ENDS

This routine covers the shape of the session — arriving, a warm-up, a practice block, a break, and returning to class — not what happens during the practice block itself. What is practiced, and how, is your therapist's own plan, never named or shown on these cards.

WHERE THIS POSTS

On the therapy room door, inside a session folder, or on a ring the student carries between the classroom and the session — a visual guide for what comes next without a reminder. Post it once; it stays there every session.

THE ROUTINE, STEP BY STEP

STEP #	SPEECH THERAPY SESSION ROUTINE	WHAT IT SHOWS
1	Therapy room	A door — the way into the room where the session happens.
2	Warm-up game	A die, standing for a short warm-up activity before the practice block.
3	Practice with cards	A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist's own plan.
4	Break	A person seated, resting partway through or at the end of the session.
5	Back to class	A person walking — the way back to the classroom once the session ends.

Page 6 of 21

+

BRIGHT PATH SPED

STRIP AND COLOR CARDS

SPEECH THERAPY SESSION ROUTINE

Therapy Session Routine Cards (Color)

the order of the speech therapy session routine. Print on cardstock, cut on the dashed line, and use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The

2

3

5

Warm-up game

Practice with cards

Break

Back to class

WHAT IT SHOWS

A door — the way into the room where the session happens.

A die, standing for a short warm-up activity before the practice block.

A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist's own plan.

A person seated, resting partway through or at the end of the session.

A person walking — the way back to the classroom once the session ends.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

Page 7 of 21

+

BRIGHT PATH SPED

21 PAGES

5 SEQUENCE CARDS

1 SPEECH THERAPY SESSION ROUTINE

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

One speech therapy session routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



**Sequence Strip
(Color)**
STRIP

6



**Speech Therapy
Session Routine
Cards (Color)**
CARDS

7



**Blank Sequence
Cards (Type or
Write the Word)**
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



**Speech Therapy
Session Routine
Cards (Ink-Saver)**
CARDS

10



**Sequence Strip
(Ink-Saver)**
STRIP

11

03 Using It, Data and Home

PAGES 13–20



**How to Use the
Sequence Cards**
REFERENCE

13



Completion Log
LOG

14



**Weekly Roll-Up
and Graph**
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



**Hand-Off to
Another Adult or
Room**
NOTES

18



Phrase Bank
REFERENCE

19



**Storage and
Binder Labels**
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip on the therapy room door, hand the cards over one at a time in numbered order, or keep them on a ring the student carries. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and what this file does and does not cover about the session itself.



3

Log it, roll it up, send it home

One row on the log (page 14) each session the routine runs: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart sequence cards for the SHAPE of a speech-language therapy session — arriving, a warm-up, a practice block, a break, and returning to class — plus a strip view, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a therapy protocol, a treatment plan or a behavior plan. It names no articulation target, goal area or technique, supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome; it shows a student the order of one session and counts what happened. What is practiced during the session is your therapist's own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the shape of one everyday session	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

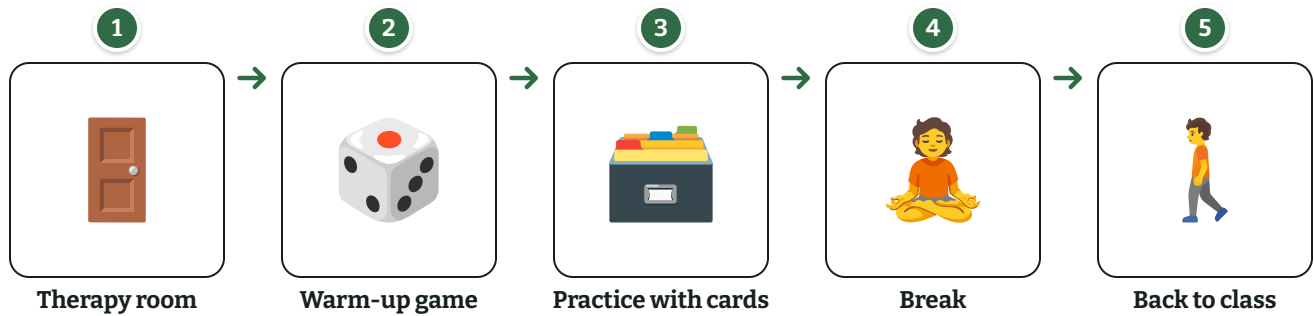
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log or example is a student record — initials only leaving your hands, first name only on the family page.

STRIP

Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.



WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one session to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

WHERE THIS ROUTINE STARTS AND ENDS

This routine covers the shape of the session — arriving, a warm-up, a practice block, a break, and returning to class — not what happens during the practice block itself. What is practiced, and how, is your therapist’s own plan, never named or shown on these cards.

WHERE THIS POSTS

On the therapy room door, inside a session folder, or on a ring the student carries between the classroom and the session — a visual guide for what comes next without a reminder. Post it once; it stays there every session.

THE ROUTINE, STEP BY STEP

STEP #	SPEECH THERAPY SESSION ROUTINE	WHAT IT SHOWS
1	Therapy room	A door — the way into the room where the session happens.
2	Warm-up game	A die, standing for a short warm-up activity before the practice block.
3	Practice with cards	A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist’s own plan.
4	Break	A person seated, resting partway through or at the end of the session.
5	Back to class	A person walking — the way back to the classroom once the session ends.

CARDS

Speech Therapy Session Routine Cards (Color)

5 2-inch cards, numbered in the order of the speech therapy session routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Therapy room	A door — the way into the room where the session happens.
2	Warm-up game	A die, standing for a short warm-up activity before the practice block.
3	Practice with cards	A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist's own plan.
4	Break	A person seated, resting partway through or at the end of the session.
5	Back to class	A person walking — the way back to the classroom once the session ends.

PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 8) always matches.

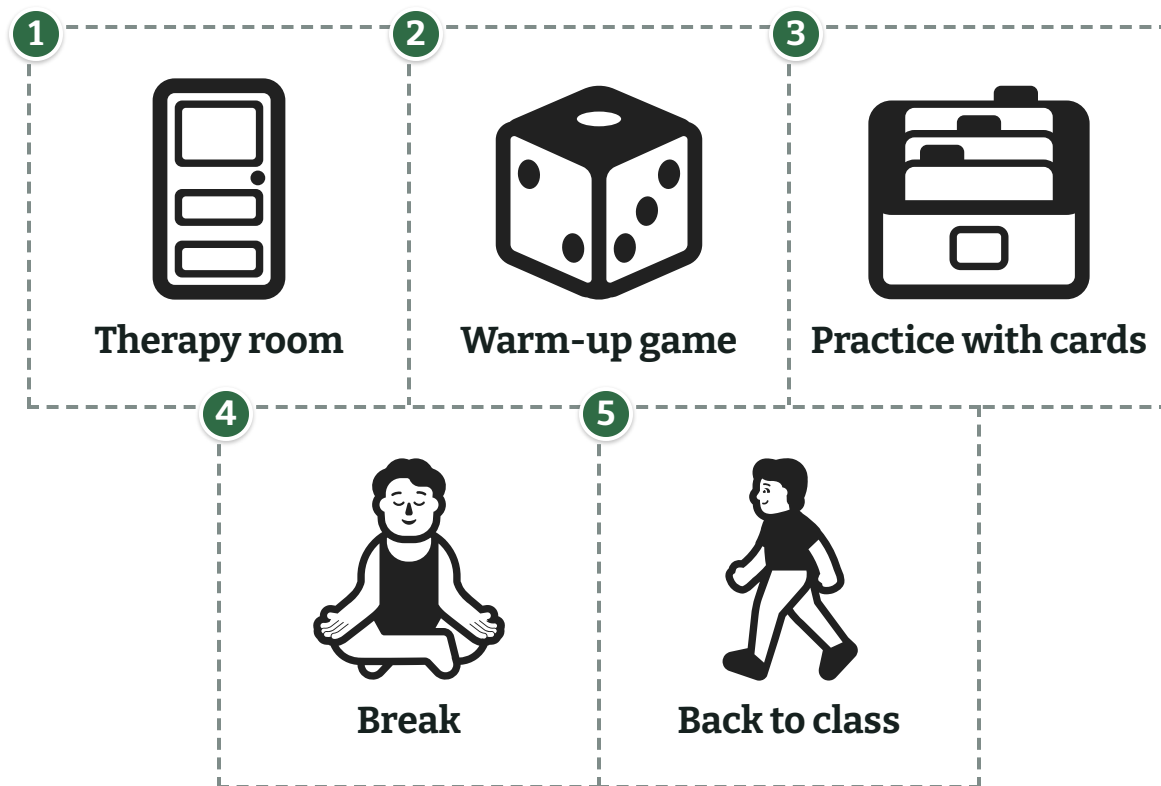
IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

CARDS

Speech Therapy Session Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the speech therapy session routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same 5 in the color set are on page 7. The whole strip is on page 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Therapy room	A door — the way into the room where the session happens.
2	Warm-up game	A die, standing for a short warm-up activity before the practice block.
3	Practice with cards	A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist's own plan.
4	Break	A person seated, resting partway through or at the end of the session.
5	Back to class	A person walking — the way back to the classroom once the session ends.

PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the color one, so a spare from the blank-card page (page 8) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 11) still shows where the replacement card belongs in the order.

 LOG

Completion Log

One row every session the routine runs. It counts one thing per step: whether help was needed.

STUDENT

SETTING (SPEECH ROOM, CLASSROOM, WEEK OF SMALL GROUP ROOM)

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER SESSION THE ROUTINE RUNS

DATE	1 THERAPY ROOM	2 WARM-UP GAME	3 PRACTICE WITH CARDS	4 BREAK	5 BACK TO CLASS	INITIALS

WHAT ONE ROW COUNTS

One row is one session the routine ran, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 15) turns that count into a percent.

 TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	SESSIONS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the week and divide by the total steps run: each session logged is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed without a prompt; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above; JR means “see the log for initials” and is not itself a field value.

Leo is invented, and so is every mark on this page. One session on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one session (page 14)

DATE	1 THERAPY ROOM	2 WARM-UP GAME	3 PRACTICE WITH CARDS	4 BREAK	5 BACK TO CLASS	INITIALS
This session	I	P	I	I	I	JR

The roll-up, three weeks (page 15)

#	WEEK OF	SESSIONS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/9	5	14	56%	—
2	9/16	5	18	72%	—
3	9/23	5	22	88%	—

READING THE NUMBERS

This session's row: 4 of 5 steps completed independently, one P (Warm-up game needed a prompt). The weeks: 14 of 25 steps (56 percent), then 18 of 25 (72 percent), then 22 of 25 (88 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week's own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Leo completed 22 of 25 session routine steps independently the week of 9/23 (88 percent), up from 14 of 25 the week of 9/9.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 56, 72 and 88, joined by a line that rises. The one P in the row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's session and three weeks. It sets no typical rate, predicts nothing about a real student, names no goal or skill practiced, and the criterion field would hold whatever Leo's team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

This session's single P landed on Warm-up game, not on Therapy room or Practice with cards. That is a coincidence of this invented session, not a pattern this file claims — a real log might show the prompt on any step, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows above (page 15), read alongside the one filled log row (page 14), are enough to show a trend and one concrete example of what a logged session looks like — without needing to bring the whole stack of daily logs to the table.