

Vocabulary by Function Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

FUNCTION CARDS

REFERENCE

Function Picture Cards — Color



FOR THE TEACHER

Print on cardstock and cut on the dashed lines: two straight cuts across and three down. Cards sit in group order, and the small word on each card names its group. Hold up one card at a time, in any order, and ask what it is, then what it is for. Drawn to hold their shape in full color and stay readable at 1 inch. The same 12 items in the ink-saver black-and-white set are on page 8.

Function questions. **Eating:** What do you use to eat? · **Cutting:** What do you use to cut? · **Writing:** What do you use to write? · **Footwear:** What goes on your feet? · **Light:** What gives you light? Use your own goal's wording if it differs.

Named another way. chopsticks (sticks), shoe (sneaker), flashlight (torch) name the same item correctly; decide once in your own scoring rule whether that counts. To model, say one full answer yourself — spoon, you eat with it — for modeling only, not a key for the other cards.

TRACK

k Probe Forms A and B

FUNCTION CARDS

one item from every group on each form — forms A and B together cover ten of the 12 other two (pen and socks, the third item in their groups) have no partner group at that only on the full-deck form, page 11, which covers all 12.

DATE

FORM GIVEN (A OR B)

RE

the picture on this form, and ask what it is, then what it is for. Mark + if the scoring rule counts as correct, - for an error or no response, and = for a close form with a plausible second name). Item and function are marked separately, since the other.

- untimed

 pencil WRITING	 shoe FOOTWEAR	 flashlight LIGHT
ITEM FN	ITEM FN	ITEM FN
☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐

IONS CORRECT (OUT

- timed

 crayon WRITING	 boot FOOTWEAR	 candle LIGHT
ITEM FN	ITEM FN	ITEM FN
☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐

: CORRECT (OUT

What Is Inside, and Where

Before you begin

PAGE 4



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

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01 The Picture Cards — Color

PAGE 6



Function Picture
Cards — Color
[REFERENCE](#)

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

PAGE 8



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

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03 Probe and Track

PAGES 10–14



Quick Probe
Forms A and B
[CHECKLIST](#)

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Full-Deck Probe
— Item and
Function Level
[CHECKLIST](#)

11



Data Log
[LOG](#)

12



Percent Graph
[TRACKER](#)

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Caseload
Summary
[ROSTER](#)

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04 Share and Write

PAGES 16–18



Practice at Home
[NOTES](#)

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Phrase Bank
[REFERENCE](#)

17



Filled Example
[EXAMPLE](#)

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TWO ANSWERS, ONE CARD

Every card asks for two things: the item, and what it is for. A child can get one right without the other — both are marked, separately, everywhere in this file.

EVERY QUICK FORM SPANS EVERY GROUP

Each quick form (page 10) draws one item from each of the five function groups, so a single form always tests function vocabulary across the whole bank, never one group at a time.

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 color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

Read the note on the card page once: 3 pictures have a plausible second name, and how you mark that is decided before the first probe.



2

Show a card, mark the response

Hold up a picture and ask what it is, then what it is for.

Mark +, – or ≈ for the item AND for the function 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 pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in, organized by the job each object shares with its group. 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 item or function statement, a criterion, or a typical rate for function vocabulary. 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.

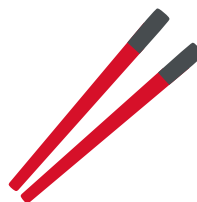
I need an item or group this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the item.

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

Function Picture Cards — Color

			
spoon EATING	chopsticks EATING	scissors CUTTING	knife CUTTING
			
pencil WRITING	crayon WRITING	pen WRITING	shoe FOOTWEAR
			
boot FOOTWEAR	socks FOOTWEAR	flashlight LIGHT	candle LIGHT

FOR THE TEACHER

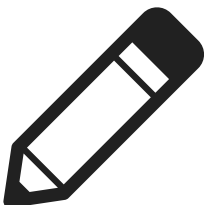
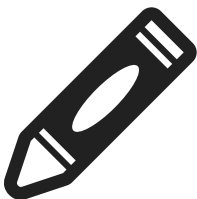
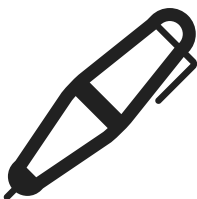
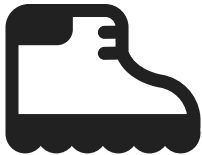
Print on cardstock and cut on the dashed lines: two straight cuts across and three down. Cards sit in group order, and the small word on each card names its group. Hold up one card at a time, in any order, and ask what it is, then what it is for. Drawn to hold their shape in full color and stay readable at 1 inch. The same 12 items in the ink-saver black-and-white set are on page 8.

Function questions. **Eating:** What do you use to eat? • **Cutting:** What do you use to cut? • **Writing:** What do you use to write? • **Footwear:** What goes on your feet? • **Light:** What gives you light? Use your own goal's wording if it differs.

Named another way. **chopsticks** (sticks), **shoe** (sneaker), **flashlight** (torch) name the same item correctly; decide once in your own scoring rule whether that counts. To model, say one full answer yourself — **spoon**, you eat with it — for modeling only, not a key for the other cards.

REFERENCE

Function Picture Cards — Ink-Saver

			
spoon EATING	chopsticks EATING	scissors CUTTING	knife CUTTING
			
pencil WRITING	crayon WRITING	pen WRITING	shoe FOOTWEAR
			
boot FOOTWEAR	socks FOOTWEAR	flashlight LIGHT	candle LIGHT

FOR THE TEACHER

Print on cardstock and cut on the dashed lines: two straight cuts across and three down. Cards sit in group order, and the small word on each card names its group. Hold up one card at a time, in any order, and ask what it is, then what it is for. Pure black outlines, so a photocopier spends the least ink it can. The same 12 items in the full-color set are on page 6.

Function questions. **Eating:** What do you use to eat? • **Cutting:** What do you use to cut? • **Writing:** What do you use to write? • **Footwear:** What goes on your feet? • **Light:** What gives you light? Use your own goal's wording if it differs.

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CHECKLIST

Quick Probe Forms A and B

Two forms, 5 pictures each, one item from every group on each form — forms A and B together cover ten of the 12 items with no overlap. The other two (pen and socks, the third item in their groups) have no partner group at that position, so they are scored only on the full-deck form, page 11, which covers all 12.

STUDENT

DATE

FORM GIVEN (A OR B)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form, and ask what it is, then what it is for. Mark + if the response is what your own scoring rule counts as correct, – for an error or no response, and ≈ for a close form (page 6 names the three items with a plausible second name). Item and function are marked separately, since a child can name one without the other.

Form A 5 pictures, one from every group · untimed



spoon
Eating

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈

ITEMS CORRECT (OUT OF 5)



scissors
Cutting

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈

FUNCTIONS CORRECT (OUT OF 5)



pencil
Writing

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈



shoe
Footwear

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈



flashlight
Light

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈

Form B 5 pictures, one from every group · untimed



chopsticks
Eating

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈

ITEMS CORRECT (OUT OF 5)



knife
Cutting

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈

FUNCTIONS CORRECT (OUT OF 5)



crayon
Writing

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈



boot
Footwear

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈



candle
Light

ITEM FN.

☐ ☐ ☐ ☐ ☐ ☐

+ – ≈ + – ≈

NOTES ON THIS SESSION



CHECKLIST

Full-Deck Probe — Item and Function Level

STUDENT

DATE

LEVEL SCORED (ITEM, FUNCTION, OR BOTH)

#	ITEM	GROUP (JOB)	ITEM NAMED	FUNCTION STATED	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 spoon	Eating	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	 chopsticks	Eating	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	 scissors	Cutting	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	 knife	Cutting	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	 pencil	Writing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6	 crayon	Writing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
7	 pen	Writing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
8	 shoe	Footwear	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
9	 boot	Footwear	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
10	 socks	Footwear	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
11	 flashlight	Light	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
12	 candle	Light	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

ITEM LEVEL TOTAL (CORRECT OUT OF 12)

FUNCTION LEVEL TOTAL (CORRECT OUT OF 12)

TWO LEVELS ON ONE SHEET

All 12 items in deck order, one line each — item and function, marked + / - / ≈ the same way as the quick forms. A student can name an item correctly but not its function, or the reverse; the two columns are never combined into one mark. Total each column at the foot and carry it to the log (page 12) as correct out of 12.

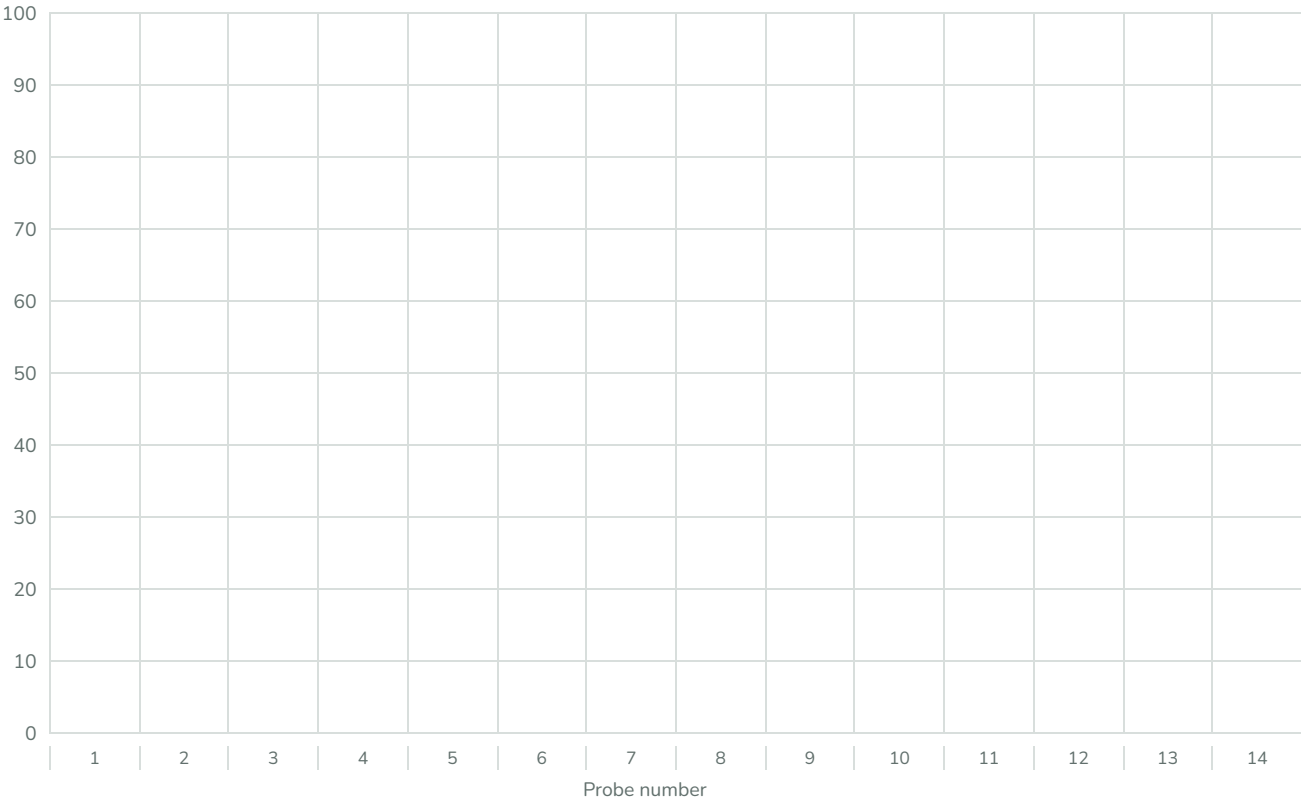
 TRACKER

Percent Graph

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

STUDENT	LEVEL GRAPHED HERE (ITEM / FUNCTION)	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 level, the same way as the log: a student working on naming the item and stating its function gets two copies of this page, each labeled in the field above, never one line mixing the two.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for function vocabulary. 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 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)


spoon
Eating


scissors
Cutting


pencil
Writing


shoe
Footwear


flashlight
Light

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WHAT IS IT, AND WHAT DO YOU USE IT FOR?)

Point to a card and ask what it is, then what it is for. Then find one more thing around the house that does the same job.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

JOBS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere a family named what something is used for — setting the table, getting dressed, lighting a candle.

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.

Devon is invented, and so is every mark on this page. Eight quick probes at item level, Forms A and B rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	5	40%	baseline
2	9/16	B	3	5	60%	baseline
3	9/23	A	2	5	40%	baseline
4	9/30	B	3	5	60%	named the item, said "you write with it" for crayon, marked ≈ on function
5	10/7	A	4	5	80%	—
6	10/14	B	4	5	80%	3 probes above the last low point—team kept the plan
7	10/21	A	4	5	80%	—
8	10/28	B	5	5	100%	5 of 5, the highest score so far

READING THE NUMBERS

Sessions 1–3 (Forms A, B, A) scored 2, 3 and 2 of 5: baseline is the median of the three, 2 of 5, 40 percent. By session 8, Devon 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 100.

A LINE THIS LOG COULD WRITE

"On picture probes of function vocabulary (5 pictures, one per group, item level, untimed), Devon named the item in 2 of 5 pictures at baseline in September and 5 of 5 on the most recent probe in October."

WHERE DEVON WOULD SIT ON THE CASELOAD PAGE

One row: level "item," baseline 40 percent, current 100 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 function vocabulary — it exists only to show how the log, the table and the graph read once numbers are actually on them.

FUNCTION LEVEL WOULD GET ITS OWN COPY

This example tracks item level only. If Devon were also working on stating the function, that level would get its own copy of the data log, its own graph, and its own row of numbers here — the two levels are never averaged into one score. The session-4 note shows the scoring rule at work: a close-but-not-exact function wording was marked ≈ because that is what this clinician decided once on page 6; another team could accept it outright, as long as the rule is the same every session.