



VISUAL DISCRIMINATION, LEVEL 2 - POINT INTEGRITY OBSERVATION CHECKLIST



| INTERVENTION SEQUENCE  | RED/<br>YELLOW/<br>GREEN |
|--|--------------------------|
| 3-5 color, shape, or letter cards.   |                          |
| Teacher <b>teaches</b> the 3-5 letters using the song, "Letters, letters, letters have names."   |                          |
| a. Teacher shows the children the letter card and says the name.   |                          |
| b. Teacher prompts children to repeat the letter name.   |                          |
| c. Teacher describes the physical characteristics of the letter.   |                          |
| Teacher <b>explains</b> the activity.  |                          |
| Teacher <b>models</b> the activity.  |                          |
| Teacher engages children in <b>group practice</b> using appropriate signaling. ("Think! Your turn!")   |                          |
| Teacher follows <b>error correction procedure</b> immediately for every error in GROUP practice. (Also mark 'yes' if the children did not make any errors during this portion of the observed session.)  |                          |
| Teacher engages children in <b>individual practice</b> using appropriate signaling. ("Think! Your turn!")  |                          |
| Teacher follows <b>error correction procedure</b> immediately for every error in INDIVIDUAL practice. (Also mark 'yes' if the children did not make any errors during this portion of the observed session.)   |                          |
| Teacher engages children in <b>fluency practice</b> .  |                          |
| In fluency practice Teacher uses only the items that individual children were consistently accurate with during the session.   |                          |
| Teacher ends the session by allowing the child to feel successful. (affirmations, high five, etc.)   |                          |
| SEEDS QUALITY INTERACTIONS   |                          |
| <b>Sensitivity:</b> Teacher is aware of child's current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question) |                          |
| <b>Encouragement:</b> Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen)<br># of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10                         |                          |
| <b>Education:</b> Teacher explicitly teaches using explanation, modeling, and practice.  |                          |
| <b>Development of Skills Through Doing:</b> Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.  |                          |
| <b>Self-image:</b> Children are engaged, look proud, and willing to participate.   |                          |
| REFLECTION AND PLANNING  |                          |
| Teacher uses the Child Reflection Guide to <b>reflect</b> on observations from the day's lesson.   |                          |
| Teacher <b>plans</b> next steps for the child based on the Child Reflection Guide.   |                          |
| Teacher writes <b>SMART</b> E goal(s).   |                          |

Comments and observations:



## VISUAL DISCRIMINATION, LEVEL 2 - POINT

### CHILD REFLECTION GUIDE



1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

| IF DURING TODAY'S INTERVENTION, THE CHILD WAS ...   | YOUR NEXT STEPS WILL BE TO...  |
|---|--|
| <p><b>Red:</b></p> <ul style="list-style-type: none"> <li>• Just beginning to learn how to complete the targeted skill</li> <li>• Not yet able to perform the targeted skill reliably or with high level of accuracy</li> <li>• Needing to improve accuracy</li> </ul> <p><b>Example:</b> Child is unable to correctly point to letter/color/shape named.</p>         | <p><b>Check for integrity to the intervention script.</b><br/> <b>Continue with this intervention each day.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Describe the physical characteristics of individual letters or shapes.</li> <li>• Have children trace the letter with their pointer finger as they say the name.</li> <li>• Use letters that are meaningful to the child.</li> <li>• Put the letter on a sticker on the child's shirt. Then find opportunities to tell the child the letter, ask the child to say the letter, and then ask them to share the letter with family.</li> </ul> <p>If these strategies are unsuccessful after a number of days move backwards on the Continuum of Complexity for Visual Discrimination to Level 1, matching within the same skill area (letters, shapes, colors).</p> <p>Example: If child is "red" at pointing to letters, go backwards on the continuum to matching letters, as this is the next easiest skill.</p> |
| <p><b>Yellow:</b></p> <ul style="list-style-type: none"> <li>• Giving accurate responses to targeted skill</li> <li>• Performing targeted skill slowly</li> <li>• Needing more practice to improve fluency</li> </ul> <p><b>Example:</b> Child is able to accurately point to some of the letters/shapes/colors, but not all, and is not yet fluent or confident.</p> | <p><b>Check for integrity to the intervention script.</b><br/> <b>Continue with this intervention each day.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Decrease the number of cards used.</li> <li>• Choose letters/shapes/colors that are more obviously different from each other.</li> <li>• Continue with same cards to give child more practice.</li> <li>• After students have mastered some of the items and consistently point to them correctly in both group and individual practice, remove half of the cards and replace them with new ones.</li> </ul>  |
| <p><b>Green:</b></p> <ul style="list-style-type: none"> <li>• Accurate, fluent and confident in targeted skill</li> <li>• Confusing targeted skill with similar skill</li> <li>• Ready to add new learning</li> </ul> <p><b>Example:</b> Child is able to fluently, accurately, and confidently point to all letters named.</p>                                       | <p>When children have mastered pointing to eight total letters over the course of a number of intervention sessions, move on to Visual Discrimination, letters/shapes/colors, Level 3: Say.</p>  |



**VISUAL DISCRIMINATION, LEVEL 3 - SAY  
INTEGRITY OBSERVATION CHECKLIST**



| INTERVENTION SEQUENCE  | RED/<br>YELLOW/<br>GREEN |
|--|--------------------------|
| Teacher has a set of 3–5 letter, shape, or color cards.  |                          |
| Teacher <b>teaches</b> the 3–5 letters using the song, “Letters, letters, letters have names.”   |                          |
| a. Teacher shows the children the letter card and says the name.   |                          |
| b. Teacher prompts children to repeat the letter name.   |                          |
| c. Teacher describes the physical characteristics of the letter.   |                          |
| Teacher <b>explains</b> the activity.  |                          |
| Teacher <b>models</b> the activity.  |                          |
| Teacher engages children in <b>group practice</b> using appropriate signaling. (“Think! Your turn!”)   |                          |
| Teacher follows <b>error correction procedure</b> immediately for every error in GROUP practice. (Also mark ‘yes’ if the children did not make any errors during this portion of the observed session.)  |                          |
| Teacher engages children in <b>individual practice</b> using appropriate signaling. (“Ready? Think! Your turn!”)   |                          |
| Teacher follows error correction procedure immediately for every error in INDIVIDUAL practice. (Also mark ‘yes’ if the children did not make any errors during this portion of the observed session.)  |                          |
| Teacher ends the session using Rapid Automatic Naming to practice <b>fluency</b> .   |                          |
| In fluency practice teacher uses only letters that individual children were consistently accurate with during the session.   |                          |
| Teacher ends the session by allowing the child to feel successful. (affirmations, high five, etc.)   |                          |
| SEEDS QUALITY INTERACTIONS   |                          |
| <b>Sensitivity:</b> Teacher is aware of child’s current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question) |                          |
| <b>Encouragement:</b> Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen)  |                          |
| # of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10  |                          |
| <b>Education:</b> Teacher explicitly teacher using explanation, modeling, and practice.  |                          |
| <b>Development of Skills Through Doing:</b> Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.  |                          |
| <b>Self-image:</b> Children are engaged, look proud, and willing to participate.   |                          |
| REFLECTION AND PLANNING  |                          |
| Teacher uses the Child Reflection Guide to <b>reflect</b> on observations from the day’s lesson.   |                          |
| Teacher <b>plans</b> next steps for the child based on the Child Reflection Guide.   |                          |
| Teacher writes <b>SMART</b> E goal(s).   |                          |

**Comments and observations:**



## VISUAL DISCRIMINATION, LEVEL 3 - SAY CHILD REFLECTION GUIDE



1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

| IF DURING TODAY'S INTERVENTION, THE CHILD WAS...   | YOUR NEXT STEPS WILL BE...  |
|--|---|
| <p><b>Red:</b></p> <ul style="list-style-type: none"> <li>• Just beginning to learn how to complete the targeted skill</li> <li>• Not yet able to perform the targeted skill reliably or with high level of accuracy</li> <li>• Needing to improve accuracy</li> </ul> <p><b>Example:</b> Child is unable to correctly say names of letter/color/shape cards pointed to.</p> | <p><b>Check for integrity to the intervention script.</b><br/><b>Continue with this intervention each day.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Describe the physical characteristics of individual letters or shapes.</li> <li>• Have children trace the letter with their pointer finger as they say the name.</li> <li>• Use letters that are meaningful to the child.</li> <li>• Put the letter on a sticker on the child's shirt. Then find opportunities to tell the child the letter, ask the child to say the letter, and then ask them to share the letter with family.</li> </ul> <p>If these strategies are unsuccessful move backwards on the Continuum of Complexity for Visual Discrimination to Level 2, pointing within the same skill area (letters, shapes, colors).</p> <p>Example: If child is "red" at saying letter names, go backwards on the continuum to pointing to letters, as this is the next easiest skill.</p> |
| <p><b>Yellow:</b></p> <ul style="list-style-type: none"> <li>• Giving accurate responses to targeted skill</li> <li>• Performing targeted skill slowly</li> <li>• Needing more practice to improve fluency</li> </ul> <p><b>Example:</b> Child is able to accurately say some of the letters/shapes/colors, but not all, and is not yet fluent or confident.</p>             | <p><b>Check for integrity to the intervention script.</b><br/><b>Continue with this intervention each day.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Decrease the number of cards used.</li> <li>• Choose letters/shapes/colors that are more obviously different from each other.</li> <li>• Continue with same cards to give child more practice.</li> <li>• After students have mastered some of the letters and consistently name them correctly in both group and individual practice, remove half of the cards and replace them with new ones.</li> </ul>  |
| <p><b>Green:</b></p> <ul style="list-style-type: none"> <li>• Accurate, fluent and confident in targeted skill</li> <li>• Confusing targeted skill with similar skill</li> <li>• Ready to add new learning</li> </ul> <p><b>Example:</b> Child is able to fluently, accurately, and confidently name all letters/shapes/colors pointed to.</p>                               | <p>When children are "green" at saying colors, move on to matching shapes.</p> <p>When children are "green" at saying shapes, move on to matching letters.</p> <p>When children have mastered saying eight total letters over the course of a number of intervention sessions then:</p> <ol style="list-style-type: none"> <li>1. Progress monitor child on letter names.</li> <li>2. Determine if child has made adequate progress and is ready to move out of this group.</li> <li>3. Plan strong Tier One experiences for this child to maintain growth.</li> </ol>  |



VISUAL DISCRIMINATION, LEVEL 4 - POINT INTEGRITY OBSERVATION CHECKLIST

| INTERVENTION SEQUENCE  | RED/<br>YELLOW/<br>GREEN |
|--|--------------------------|
| Teacher has a set of 3–5 letter cards.   |                          |
| Teacher <b>teaches</b> the 3–5 letter sounds using the song, “Letters, letters, letters make sounds.”  |                          |
| a. Teacher shows the children the letter card and makes the letter sound.  |                          |
| b. Teacher prompts children to repeat the letter sound.  |                          |
| Teacher <b>explains</b> the activity.  |                          |
| Teacher <b>models</b> the activity.  |                          |
| Teacher engages children in <b>group practice</b> using appropriate signaling. (“Think! Your turn!”)   |                          |
| Teacher follows <b>error correction procedure</b> immediately for every error in GROUP practice. (Also mark ‘yes’ if the children did not make any errors during this portion of the observed session.)  |                          |
| Teacher engages children in <b>individual practice</b> using appropriate signaling. (“Think! Your turn!”)  |                          |
| Teacher follows <b>error correction procedure</b> immediately for every error in INDIVIDUAL practice. (Also mark ‘yes’ if the children did not make any errors during this portion of the observed session.)   |                          |
| Teacher engages children in <b>fluency practice</b> .  |                          |
| In fluency practice Teacher uses only letters that individual children were consistently accurate with during the session.   |                          |
| Teacher ends the session by allowing the child to feel successful. (affirmations, high five, etc.)   |                          |
| SEEDS QUALITY INTERACTIONS   |                          |
| <b>Sensitivity:</b> Teacher is aware of child’s current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question) |                          |
| <b>Encouragement:</b> Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen)<br># of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10                         |                          |
| <b>Education:</b> Teacher explicitly teaches using explanation, modeling, and practice.  |                          |
| <b>Development of Skills Through Doing:</b> Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.  |                          |
| <b>Self-image:</b> Children are engaged, look proud, and willing to participate.   |                          |
| REFLECTION AND PLANNING  |                          |
| Teacher uses the Child Reflection Guide to <b>reflect</b> on observations from the day’s lesson.   |                          |
| Teacher <b>plans</b> next steps for the child based on the Child Reflection Guide.   |                          |
| Teacher writes <b>SMART E goal(s)</b> .  |                          |

Comments and observations:

## VISUAL DISCRIMINATION, LEVEL 4 - POINT CHILD REFLECTION GUIDE

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

| IF DURING TODAY'S INTERVENTION, THE CHILD WAS...   | YOUR NEXT STEPS WILL BE TO...  |
|--|--|
| <p><b>Red:</b></p> <ul style="list-style-type: none"> <li>• Just beginning to learn how to complete the targeted skill</li> <li>• Not yet able to perform the targeted skill reliably or with high level of accuracy</li> <li>• Needing to improve accuracy</li> </ul> <p><b>Example:</b> Child is unable to correctly point to letter after hearing the letter sound.</p>             | <p><b>Check for integrity to the intervention script.</b><br/> <b>Continue with this intervention each day.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Decrease the number of letters used.</li> <li>• Choose letter sounds that are very different from each other. (t/, /s/, /m/)</li> <li>• Choose letter sounds that child may be familiar with, such as those that begin his/her name.</li> </ul> <p>If these strategies are unsuccessful move backwards on the Continuum of Complexity for Visual Discrimination to Visual Discrimination, Level 3: Saying letter names.</p> |
| <p><b>Yellow:</b></p> <ul style="list-style-type: none"> <li>• Giving accurate responses to targeted skill</li> <li>• Performing targeted skill slowly</li> <li>• Needing more practice to improve fluency</li> </ul> <p><b>Example:</b> Child is able to accurately point to some of the letters after hearing the letter sound, but not all, and is not yet fluent or confident.</p> | <p><b>Check for integrity to the intervention script.</b><br/> <b>Continue with this intervention each day.</b></p> <ul style="list-style-type: none"> <li>• Continue with same cards to give child more practice</li> <li>• After students have mastered some of the items and consistently point to them correctly in both group and individual practice, remove half of the cards and replace them with new ones.</li> </ul>  |
| <p><b>Green:</b></p> <ul style="list-style-type: none"> <li>• Accurate, fluent and confident in targeted skill</li> <li>• Confusing targeted skill with similar skill</li> <li>• Ready to add new learning</li> </ul> <p><b>Example:</b> Child is able to fluently, accurately, and confidently point to all letters upon hearing the letter sound.</p>                                | <p>When children have mastered pointing to eight total letters over the course of a number of intervention sessions, move on to Visual Discrimination, Level 5: Say.</p>   |

 **VISUAL DISCRIMINATION, LEVEL 5 - SAY  
INTEGRITY OBSERVATION CHECKLIST**

| INTERVENTION SEQUENCE  | RED/<br>YELLOW/<br>GREEN |
|--|--------------------------|
| Teacher has a set of 3–5 letter cards.   |                          |
| Teacher <b>teaches</b> the 3–5 letter sounds using the song, “Letters, letters, letters make sounds.”  |                          |
| a. Teacher shows the children the letter card and says the sound it makes.   |                          |
| b. Teacher prompts children to repeat the letter sounds.   |                          |
| Teacher <b>explains</b> the activity.  |                          |
| Teacher <b>models</b> the activity.  |                          |
| Teacher engages children in <b>group practice</b> using appropriate signaling. (“Think! Your turn!”)   |                          |
| Teacher follows <b>error correction procedure</b> immediately for every error in GROUP practice. (Also mark ‘yes’ if the children did not make any errors during this portion of the observed vsession.)   |                          |
| Teacher engages children in <b>individual practice</b> using appropriate signaling. (“Think! Your turn!”)  |                          |
| Teacher follows error correction procedure immediately for every error in INDIVIDUAL practice. (Also mark ‘yes’ if the children did not make any errors during this portion of the observed session.)  |                          |
| Teacher ends the session using Rapid Automatic Naming to practice <b>fluency</b> .   |                          |
| In fluency practice teacher uses only letters that individual children were consistently accurate with during the session.   |                          |
| Teacher ends the session by allowing the child to feel successful. (affirmations, high five, etc.)   |                          |
| SEEDS QUALITY INTERACTIONS   |                          |
| <b>Sensitivity:</b> Teacher is aware of child’s current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question) |                          |
| <b>Encouragement:</b> Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen)<br># of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10                         |                          |
| <b>Education:</b> Teacher explicitly teaches using explanation, modeling, and practice.  |                          |
| <b>Development of Skills Through Doing:</b> Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.  |                          |
| <b>Self-image:</b> Children are engaged, look proud, and willing to participate.   |                          |
| REFLECTION AND PLANNING  |                          |
| Teacher uses the Child Reflection Guide to <b>reflect</b> on observations from the day’s lesson.   |                          |
| Teacher <b>plans</b> next steps for the child based on the Child Reflection Guide.   |                          |
| Teacher writes <b>SMART E goal(s)</b> .  |                          |

**Comments and observations:**



# VISUAL DISCRIMINATION, LEVEL 5 - SAY

## CHILD REFLECTION GUIDE

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

| IF DURING TODAY'S INTERVENTION, THE CHILD WAS...  | YOUR NEXT STEPS WILL BE TO...   |
|---|---|
| <p><b>Red:</b></p> <ul style="list-style-type: none"> <li>• Just beginning to learn how to complete the targeted skill</li> <li>• Not yet able to perform the targeted skill reliably or with high level of accuracy</li> <li>• Needing to improve accuracy</li> </ul> <p><b>Example:</b> Child is unable to correctly say names of letter sounds pointed to.</p> | <p><b>Check for integrity to the intervention script.</b></p> <p><b>Continue with this intervention each day.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Decrease the number of letters used.</li> <li>• Choose letter sounds that are very different from each other (/t/, /s/, /m/).</li> <li>• Choose letter sounds that child may be familiar with, such as those that begin his/her name.</li> </ul> <p>If these strategies are unsuccessful move backwards on the Continuum of Complexity for Visual Discrimination to Visual Discrimination, Level 4: Pointing to Letter Sounds.</p> |
| <p><b>Yellow:</b></p> <ul style="list-style-type: none"> <li>• Giving accurate responses to targeted skill</li> <li>• Performing targeted skill slowly</li> <li>• Needing more practice to improve fluency</li> </ul> <p><b>Example:</b> Child is able to accurately name some of the letter sounds, but not all, and is not yet fluent or confident.</p>         | <p><b>Check for integrity to the intervention script.</b></p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Continue with same cards to give child more practice.</li> <li>• After students have mastered some of the letter sounds and consistently name them correctly in both group and individual practice, remove half of the cards and replace them with new ones.</li> </ul>  |
| <p><b>Green:</b></p> <ul style="list-style-type: none"> <li>• Accurate, fluent and confident in targeted skill</li> <li>• Confusing targeted skill with similar skill</li> <li>• Ready to add new learning</li> </ul> <p><b>Example:</b> Child is able to fluently, accurately, and confidently name all letter sounds pointed to.</p>                            | <p>When children have mastered saying eight total letter sounds over the course of a number of intervention sessions then:</p> <ol style="list-style-type: none"> <li>1. Progress monitor child on letter sounds.</li> <li>2. Determine if child has made adequate progress and is ready to move out of this group.</li> <li>3. Plan strong Tier One experiences for this child to maintain growth.</li> </ol>  |