



**PHONOLOGICAL AWARENESS ENVIRONMENTAL SOUNDS  
INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Four sound shakers are present for instruction.	
Teacher <b>transitions</b> children into the session with a listening activity.	
Teacher <b>teaches</b> “same” and “different.”	
Teacher <b>explains</b> the activity.	
Teacher <b>models</b> the activity.	
Teacher engages children in <b>group practice</b> using appropriate signaling. (“Ready? Listen!”)	
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? Listen!”)	
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 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 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:**



## PHONOLOGICAL AWARENESS: ENVIRONMENTAL SOUNDS 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 identify if sounds are same or different.</p>	<p><b>Check for integrity to the intervention script.</b>  <b>Continue with this intervention each day.</b>                      Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Spend more time teaching the concept of “same” and “different.”</li> <li>• Choose items for the shakers that will sound very different from each other.</li> <li>• Instead of shakers, use environmental sounds such as clapping and stomping (child would have eyes closed while listening) or sounds in the classroom.</li> </ul>
<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 answer some of the questions given, but not all, and is not yet fluent and confident.</p>	<p><b>Check for integrity to the intervention script.</b>                      Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Continue with same shakers to give child more practice.</li> <li>• After students consistently name whether the sounds are the same or different, use different shakers with sounds that are more similar.</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 answer all questions asked.</p>	<p><b>Move on to Phonological Awareness Rhyming, Level 1: Match.</b></p>



**PHONOLOGICAL AWARENESS RHYMING, LEVEL 1 - MATCH INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
A list of five sets of one syllable rhyming words and five sets of one syllable non-rhyming words is present.	
Teacher <b>transitions</b> children into the session with a listening activity.	
Teacher <b>teaches</b> what rhyming is.	
Teacher <b>explains</b> the activity.	
Teacher <b>models</b> the activity.	
Teacher engages children in <b>group practice</b> using appropriate signaling. ("Ready? Listen!")	
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? Listen!")	
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 transitions children out of the session with a <b>review activity</b> .	
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 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:**



## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 1 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 identify if the words do or do not rhyme.</p>	<p><b>Check for integrity to the intervention script.</b> <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>Reduce the number of rhyming pairs used to give children more practice with the same words.</li> <li>Teach all of the word pairs before beginning practice.</li> <li>Have the child say the word pair out loud before deciding if they rhyme or not.</li> </ul> <p>If these strategies do not help the child to succeed, move backwards on the Phonological Awareness Continuum of Complexity to Phonological Awareness Environmental Sounds (Match).</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 answer some of the questions given, but not all, and is not yet fluent and 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 word lists to give child more practice.</li> <li>After students consistently answer accurately, change the words used and consider using words that are a bit more challenging.</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 answer all questions asked.</p>	<p><b>Move on to Phonological Awareness Rhyming, Level 2: Point to Rhyming Words.</b></p>



PHONOLOGICAL AWARENESS RHYMING, LEVEL 2 - POINT INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Five sets of three picture cards present, each with two words that rhyme.	
Teacher <b>transitions</b> children into the session with a listening activity.	
Teacher <b>explains</b> the activity.	
Teacher clearly <b>models</b> the activity.	
Teacher engages children in <b>group practice</b> .	
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> .	
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 transitions children out of the session with a <b>review activity</b> .	
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 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:



## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 2

### 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 rhyming words.</p>	<p><b>Check for integrity to the intervention script.</b>  <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>• Reduce the number of rhyming pairs used to give children more practice with the same words.</li> <li>• Teach all of the word pairs before beginning practice.</li> <li>• Have the child say the word pairs out loud before deciding which one to point to.</li> </ul> <p>If these strategies are unsuccessful move backwards on the Continuum of Complexity for Phonological Awareness to Rhyming, Level 1 – Match Rhyming Words.</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 sometimes able to accurately point to the rhyming words, but not always, 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 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 rhyming words shown.</p>	<ul style="list-style-type: none"> <li>• Progress monitor child on rhyming.</li> <li>• Determine if child has made adequate progress and is ready to move out of this group.</li> <li>• Plan strong Tier 1 experiences for this child to maintain growth.</li> <li>• If progress monitoring shows that child has not made adequate progress, consider adapting this intervention so that there are four cards in each set, one on top and three on the bottom.</li> </ul>



**PHONOLOGICAL AWARENESS ALLITERATION, LEVEL 1 - MATCH INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
A list of five sets of one syllable words that start with the same sound and five sets of one syllable words that do not start with the same sound is present.	
Teacher <b>transitions</b> children into the session with a listening activity.	
Teacher <b>teaches</b> about words that start with the same sound.	
Teacher <b>explains</b> the activity.	
Teacher clearly <b>models</b> the activity.	
Teacher engages children in <b>group practice</b> using appropriate signaling. ("Ready? Listen!")	
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? Listen!")	
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 transitions children out of the session with a <b>review activity</b> .	
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 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:**

# PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 1

## 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 identify if the words do or do not start the same.</p>	<p><b>Check for integrity to the intervention script.</b>  <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>• Reduce the number of word pairs used to give children more practice with the same words.</li> <li>• Teach all of the word pairs before beginning practice.</li> <li>• Have the child say the word pair out loud before deciding if they start with the same sound.</li> </ul> <p>If these strategies do not help the child to succeed, move backwards on the Phonological Awareness Continuum of Complexity to Phonological Awareness Environmental 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 answer some of the questions given, but not all, and is not yet fluent and 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 word lists to give child more practice.</li> <li>• After students consistently answer accurately, change the words used and consider using words that are a bit more challenging.</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 answer all questions asked.</p>	<p><b>Move on to Phonological Awareness Alliteration, Level 2: Point.</b></p>





PHONOLOGICAL AWARENESS ALLITERATION, LEVEL 2 - POINT INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
5 sets of three picture cards present, each with two words that start with the same sound.	
Teacher <b>transitions</b> children into the session with a listening activity.	
Teacher <b>explains</b> the activity.	
Teacher <b>models</b> the activity.	
Teacher engages children in <b>group practice</b> .	
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> .	
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 transitions children out of the session with a <b>review activity</b> .	
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> Teachers 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:



# PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 2

## 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 words that start with the same sound.</p>	<p><b>Check for integrity to the intervention script.</b>  <b>Continue with this intervention each day.</b>                      Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Reduce the number of word pairs used to give children more practice with the same words.</li> <li>• Teach all of the word pairs before beginning practice.</li> <li>• Have the child say the word pairs out loud before deciding if they start with the same sound.</li> </ul> <p>If these strategies are unsuccessful move backwards on the Continuum of Complexity for Phonological Awareness to Phonological Awareness Alliteration, Level 1 – Match.</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 sometimes able to accurately point to the words that start with the same sound, but not always, and is not yet fluent or confident.</p>	<p><b>Check for integrity to the intervention script.</b>                      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 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 word pairs shown.</p>	<ol style="list-style-type: none"> <li>1. Progress monitor child on alliteration.</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 1 experiences for this child to maintain growth.</li> </ol> <p>If progress monitoring shows that child has not made adequate progress, consider adapting this intervention so that there are four cards in each set, one on top and three on the bottom.</p>