



VOCABULARY AND ORAL LANGUAGE INTEGRITY OBSERVATION CHECKLIST



INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
3–8 pictures on cards with word written in lower case, definition on the back (or concrete objects may be used).	
Teacher explains task to children.	
Teacher teaches the 3–8 words.	
a. Teacher says each word.	
b. Teacher prompts students to repeat the word.	
c. Teacher defines each word.	
d. Teacher prompts students to repeat the definition of the word.	
Teacher engages children in group practice .	
Teacher follows error correction procedure 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 individual practice .	
Teacher follows error correction procedure immediately for every error in INDIVIDUAL practice. (Also mark 'yes' if the child did not make any errors during this portion of the observed session.)	
Teacher ends the session using Rapid Automatic Naming (RAN) to practice fluency .	
In RAN Teacher uses only the items with which individual children were consistently accurate during the session.	
Teacher ends the session by allowing the child to feel successful, (affirmations, high five, etc.).	
SEEDS QUALITY INTERACTIONS	
Sensitivity: 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).	
Encouragement: 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	
Education: teacher explicitly teaches new vocabulary using explanation, teaching, and practice.	
Development of Skills Through Doing: teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.	
Self-image: Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to reflect on observations from the day's lesson.	
Teacher plans next steps for the child based on the Child Reflection Guide.	
Teacher writes SMART E goal(s).	

Comments and observations:



VOCABULARY AND ORAL LANGUAGE 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>Red:</p> <ul style="list-style-type: none"> • Just beginning to learn how to complete the targeted skill • Not yet able to perform the targeted skill reliably or with high level of accuracy • Needing to improve accuracy <p>Example: Child is unable to name words taught.</p>	<p>Check for integrity to the intervention script. Continue with this intervention each day.</p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> • Reduce the number of items/pictures used. • Choose items/pictures that are more familiar/simple for the child. • During group and individual practice name each item before asking child to name it.
<p>Yellow:</p> <ul style="list-style-type: none"> • Giving accurate responses to targeted skill • Performing targeted skill slowly • Needing more practice to improve fluency <p>Example: Child is able to name some, but not all of the words taught and is not yet fluent.</p>	<p>Continue with this intervention each day.</p> <p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> • Continue with same items/pictures to give child more practice. • Spend more time during session on Rapid Automatic Naming (RAN) and less on teaching to increase fluency. • After students have mastered vocabulary words and consistently name them correctly in both group and individual practice, remove half the vocabulary words and replace them with new words.
<p>Green:</p> <ul style="list-style-type: none"> • Accurate, fluent and confident in target skill • Confusing target skill with similar skill • Ready to add new learning <p>Example: Child is able to fluently, accurately, and confidently name all words taught in session.</p>	<ul style="list-style-type: none"> • Progress monitor child using picture naming assessment. • Determine if child has made adequate progress and is ready to move out of this group. • Plan strong Tier 1 experiences for this child to maintain growth.