



PHONOLOGICAL AWARENESS ENVIRONMENTAL SOUNDS
INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Four sound shakers are present for instruction.	
Teacher transitions children into the session with a listening activity.	
Teacher teaches <i>same</i> and <i>different</i> .	
Teacher explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Ready? Listen!")	
Teacher follows error correction procedure immediately for every error in <i>group</i> 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 using appropriate signaling. ("Ready? Listen!")	
Teacher follows error correction procedure immediately for every error in <i>individual</i> 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	
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's work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-five, caring voice, watch/wait/listen)	
Number of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches using explanation, modeling, 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 goal(s).	

Comments and observations:



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 transitions children into the session with a listening activity.	
Teacher teaches what rhyming is.	
Teacher explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Ready? Listen!")	
Teacher follows error correction procedure immediately for every error in <i>group</i> 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 using appropriate signaling. ("Ready? Listen!")	
Teacher follows error correction procedure immediately for every error in <i>individual</i> 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 review activity .	
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's work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-five, caring voice, watch/wait/listen)	
Number of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches using explanation, modeling, 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:



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 transitions children into the session with a listening activity.	
Teacher explains the activity.	
Teacher clearly models the activity.	
Teacher engages children in group practice .	
Teacher follows error correction procedure immediately for every error in <i>group</i> 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 <i>individual</i> 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 review activity .	
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's work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-five, caring voice, watch/wait/listen) Number of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches using explanation, modeling, 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 goal(s).	

Comments and observations:



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 transitions children into the session with a listening activity.	
Teacher teaches about words that start with the same sound.	
Teacher explains the activity.	
Teacher clearly models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Ready? Listen!")	
Teacher follows error correction procedure immediately for every error in <i>group practice</i> . (Also mark 'yes' if the children did not make any errors during this portion of the observed session.)	
Teacher engages children in individual practice using appropriate signaling. ("Ready? Listen!")	
Teacher follows error correction procedure immediately for every error in <i>individual practice</i> . (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 review activity .	
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's work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-five, caring voice, watch/wait/listen)	
Number of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches using explanation, modeling, 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:



PHONOLOGICAL AWARENESS ALLITERATION, LEVEL 2 - POINT INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Five sets of three picture cards present, each with two words that start with the same sound.	
Teacher transitions children into the session with a listening activity.	
Teacher explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice .	
Teacher follows error correction procedure immediately for every error in <i>group</i> 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 <i>individual</i> 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 review activity .	
Teacher ends the session by allowing the child to feel successful. (affirmations, high-five, etc.)	
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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's work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-five, caring voice, watch/wait/listen) Number of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teachers explicitly teaches using explanation, modeling, 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	
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Teacher writes SMART E goal(s).	

Comments and observations: