

VISUAL DISCRIMINATION, LEVEL 1 - MATCH
INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Teacher has seven to nine cards plus sample cards.	
Teacher teaches <i>same</i> and <i>different</i> to the children.	
Teacher describes the physical characteristics of the items that are the same and different.	
Teacher explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Think! Your turn!")	
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. ("Think! Your turn!")	
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 reviews the names of matching items.	
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:



VISUAL DISCRIMINATION, LEVEL 2 - POINT INTEGRITY OBSERVATION CHECKLIST



INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Three to five color, shape, or letter cards.	
Teacher teaches the three to five 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 explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Think! Your turn!")	
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. ("Think! Your turn!")	
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 engages children in fluency practice .	
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	
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:

VISUAL DISCRIMINATION, LEVEL 3 - SAY
INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Teacher has a set of three to five letter, shape, or color cards.	
Teacher teaches the three to five 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 explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Think! Your turn!")	
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? Think! Your turn!")	
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 using Rapid Automatic Naming to practice fluency .	
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	
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 teacher 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:



VISUAL DISCRIMINATION, LEVEL 4 - POINT INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Teacher has a set of three to five letter cards.	
Teacher teaches the three to five 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 explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Think! Your turn!")	
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. ("Think! Your turn!")	
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 engages children in fluency practice .	
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	
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:

VISUAL DISCRIMINATION, LEVEL 5 - SAY
INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Teacher has a set of three to five letter cards.	
Teacher teaches the three to five 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 explains the activity.	
Teacher models the activity.	
Teacher engages children in group practice using appropriate signaling. ("Think! Your turn!")	
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. ("Think! Your turn!")	
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 using Rapid Automatic Naming to practice fluency .	
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	
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: