



VISUAL DISCRIMINATION, LEVEL 1 - MATCH

INTERVENTION SCRIPT

**Objective:**

To increase visual discrimination through matching colors, shapes, or letters.

Use with children who:

- Are not accurate (red) with matching colors, shapes, or letters.

**Materials:**

Sorting chart

One **same** and one **different** sample card from the level that is one step on the continuum below the skill the child will be working on in the intervention. For example, if you are teaching letters, show and use sample cards with shapes, one that has shapes that are the same and one that has shapes that are different.

Seven to nine total pair cards of same and different colors, shapes, or letters.



Teacher will choose the skill area to teach

and corresponding materials based on the child's data and placement on the Continuum of Complexity for Visual Discrimination.

Explanation:

TEACHER: "Today we're going to look at some colors/shapes/letters and decide if they are the same, they match, or are different, they don't match."

Note: The following section may be skipped once children have a strong understanding of the way the game works.

TEACHER: "But first let's look at some pictures/colors/shapes." [Show sample card for the level one step easier than the child is on. First show the *same* sample card.]

TEACHER: "These two pictures/colors/shapes are the same, they match! They both ____ [describe physical characteristics.] They look exactly alike and they both have the same name. They're both ____." [Put the *same* sample card on the top left of the sorting chart. Show the *different* sample card.]

TEACHER: "These two pictures/colors/shapes are different, they don't match. This one ... and this one... (describe physical characteristics). Because they're different, they have different names. This is ___ and this is ____." [Put the *different* sample card on the top right of the sorting chart.]

Explanation and Model:

TEACHER: "Let's play a game where we look for colors/shapes/letters that are the same and colors/shapes/letters that are different. I'll show you a card with two colors/shapes/letters and then you'll think about if those two are the same and should go in the *same* column, [point to the *same* column] or if they're different and should go in the *different* column [point to the *different* column.] Watch how I do it." [Show a card that has a matching pair.] ►



VISUAL DISCRIMINATION, LEVEL 1 - MATCH

INTERVENTION SCRIPT (CONTINUED)



TEACHER: “Think! [Model looking at the card and thinking. Point to the column the card should go in and explain...] This card should go here because these two colors/shapes/letters are the same! They are both the color/shape/letter ___! Say ___. Good! Watch how I do one more.” [Show a card that does not have a matching pair.]

TEACHER: “Think! [Model looking at the card and thinking. Point to the column the card should go in and explain...] This card should go here because these two colors/shapes/letters are different! This is _____ and this one is _____.”

TIER 2

Group Practice:

TEACHER: “Now it’s your turn! I’ll show you a card, you all get to think about if it shows colors/shapes/letters that are the same or different and then when I say, ‘Your turn!’ you all get to point to where the card should go. Ready? [Show a card.] Think! Your Turn!” (Children respond by pointing.)

TEACHER: “Yes! That card goes in the *same* column because those two are the same. They are both _____.” [Put the card in the appropriate column or have a student do it for you.]

or

TEACHER: “Yes! That card goes in the *different* column because those two are different. That one is ___ and that one is _____.” [Put the card in the appropriate column or have a student do it for you.]

TEACHER: “Let’s try another.” [Continue on until all cards have been sorted by the group.]

Individual Practice:

TEACHER: “Now let’s take turns. Just like before I’ll show a card and say, ‘Think!’ but this time I’ll call on just one of you and that person gets to put the card where it should go. Ready? [Show a card.] Think! Your turn (student name).” (Student responds by placing card in the appropriate column.)

TEACHER: “Yes! That card goes in the *same* column because those two are the same. They are both _____.”

or

TEACHER: “Yes! That card goes in the *different* column because those two are different. That one is ___ and that one is _____.”

TEACHER: “Let’s try another.” [Continue on until all cards have been sorted.] ►



VISUAL DISCRIMINATION, LEVEL 1 - MATCH

INTERVENTION SCRIPT (CONTINUED)



Remove cards from sorting chart, shuffle, and use again for individual practice.

TIER 3

Individual Practice:

TEACHER: “Now it’s your turn! I’ll show you a card, you get to think about if it shows colors/shapes/letters that are the same or different and then when I say, ‘Your turn!’ you get to put the card where it should go. Ready? [Show a card.] Think! Your Turn!” (Student responds by placing card in the appropriate column.)

TEACHER: “Yes! That card goes in the *same* column because those two are the same. They are both ____.”

or

TEACHER: “Yes! That card goes in the *different* column because those two are different. That one is ____ and that one is ____.”

TEACHER: “Let’s try another.” [Continue on until all cards have been sorted.]

TIER 2/TIER 3

Review:

TEACHER: “We looked at a lot of colors/shapes/letters today! Let’s look again at the ones that match, they are the same. I’ll name them and then you repeat after me. [Name each one that is in the *same* column and have student(s) repeat name after you.]

Correction Procedure:

If any child responds incorrectly during group or individual practice, follow this procedure:

TEACHER: “My turn!” [Show correct response.]

TEACHER: “These two are the same/different.” [Use physical characteristics to explain why items are the same or different.]

TEACHER: [Remove the card from the column.] “Ready? Think! Your turn.” [Show the child the card. Child responds.]

TEACHER: “Yes, those are the same/different!”



Affirmation:

Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.



VISUAL DISCRIMINATION, LEVEL 2 - POINT INTERVENTION SCRIPT

**Objective:**

To increase visual discrimination through identifying items based on the name of the color, shape, or letter.

Use with children who:

- Are accurate and fluent (green) with matching colors, shapes, or letters.
- Are not accurate (red) at pointing to items by name of color, shape, or letter.
- Are not fluent (yellow) at pointing to items by name of color, shape, or letter.

**Materials:**

Three to five color, shape, or letter cards



Teacher will choose the skill area to teach and corresponding materials based on the child's data and placement on the Continuum of Complexity for Visual Discrimination.

Transition In/Teaching:

TEACHER: (*Singing*) "Letters, letters, letters have names!"
[Hold up one letter card.]

TEACHER: "(Name) is the name of this letter. What letter is this?"

CHILDREN: (name)

TEACHER: "Yes! This letter is (name)." [Point to the letter and describe its physical characteristics, such as straight or curvy lines.]

Continue on in this way until all of the letters (or shapes or colors) chosen for this intervention have been taught.

Explanation and Model:

[Place letter cards in a row in front of the children.]

TEACHER: "Now we are going to play a game with these letters. I have (three to five) letters in front of me. First, I'll say the name of a letter. Then, I'll say, 'Think!' [Point to head] and when I say, 'Your turn!' [Point hand toward children] you will point to the letter that I just said."

TEACHER: "First, it's my turn. Watch how I do it." [Say the name of a letter, point to head and think, then point to the correct letter.]

TIER 2**Group Practice:**

TEACHER: "Now let's all play. Remember, I'll say the name of a letter, then I will say, 'Think!' [Point to head] and you will think very hard about which letter to point to. Then I will say, 'Your turn!' [Point hand towards children] and you will point to the letter that I said."

TEACHER: [Say the name of a letter.] "Think! [Point to head.] Your turn!" (Children point to letter.)

TEACHER: "Yes! This is the letter (name)! Say (name). [Children respond.] Yes, this is the letter (name)."

Continue on in this way until each letter has been pointed to once. ►



VISUAL DISCRIMINATION, LEVEL 2 – POINT INTERVENTION SCRIPT (CONTINUED)



Individual Practice:

TEACHER: “Now it’s time to take turns. I’ll say the name of a letter. Then I’ll say, ‘Think!’ and you all get to think about which letter to point to, but I’m only going to call on one friend to answer each time. If I point to you and say your name then you point to the letter that I said.”

TEACHER: [Say the name of a letter.] “Think! [Point to head.] (Child’s name), it’s your turn!” (Child points.)

TEACHER: “Yes, you’re right! This is the letter (name)! Everyone say (name). (Children respond.) Yes, this is the letter (name).”

Continue on in this way until each child has gotten to point to two to three letters. Move at a brisk pace, calling on children in an unpredictable pattern.

TIER 3

Individual Practice:

TEACHER: “Now it’s your turn. I’ll say the name of a letter. Then I’ll say, ‘Think!’ [point to your head] and you will think about which letter to point to. Then I will say ‘your turn’ [Point a hand towards child] and you will point to the letter I said.”

TEACHER: [Say the name of a letter.] “Think! [Point to head.] It’s your turn!” (Child points.)

TEACHER: “Yes, you’re right! This is the letter (name)! Say, (name). (Child responds.) Yes, this is the letter (name).”

Continue on in this way until child has gotten all the letters to point to. ►



Dismiss each individual child from the intervention session with practice fluently pointing to letters. Use only letters that the child was consistently accurate with during practice.



VISUAL DISCRIMINATION, LEVEL 2 - POINT

INTERVENTION SCRIPT (CONTINUED)



Teacher makes a note of the letters missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



Affirmation:
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.

TIER 2/TIER 3

Fluency Practice:

TEACHER: "We pointed to a lot of letters today! Let's point to them one more time before we finish, this time as quickly as we can. First it's my turn." [Name a letter and then quickly point to it. Continue until all letters have been pointed to.]

TEACHER: "Now it's your turn." (Name letters and have children point to them as quickly as possible.)

Correction Procedure:

If any child responds incorrectly during group, individual, or fluency practice follow this procedure.

CHILD: (Points to the incorrect letter.)

TEACHER: "My turn! [Point to the correct letter.] This is the letter (name). Your turn! Point to the letter (name)."

CHILD: (Points to the correct letter.)

TEACHER: "Yes, that is the letter (name)! Everyone say, (name)."



VISUAL DISCRIMINATION, LEVEL 3 - SAY

INTERVENTION SCRIPT

**Objective:**

To increase visual discrimination through identifying items based on the name of the color, shape, or letter.

Use with children who:

- Are accurate and fluent (green) in pointing to items by name of color, shape, or letter
- Are not accurate (red) in saying items by name of color, shape, or letter
- Are not fluent (yellow) saying items by name of color, shape, or letter

**Materials:**

Three to five color, shape, or letter cards



Teacher will choose the skill area to teach and corresponding materials based on the child's data and placement on the Continuum of Complexity for Visual Discrimination.

Transition In/Teaching:

TEACHER: (*Singing*) "Letters, letters, letters have names!"
[Hold up one letter card.]

TEACHER: "(Name) is the name of this letter. What letter is this?"

CHILDREN: (name)

TEACHER: "Yes! This letter is (name)."[Point to letter and describe its physical characteristics, such as straight or curvy lines.]

Continue on in this way until all of the letters (or shapes or colors) have been taught.

Explanation and Model:

[Place letter cards in a row in front of the children.]

TEACHER: "Now we are going to play a game with these letters. I have (three to five) letters in front of me. First, I'll point to a letter. Then, I'll say, 'Think!' [Point to head] and when I say, 'Your turn!' [Point hand toward children] you will tell me the name of the letter that I just pointed to."

TEACHER: "First, it's my turn. Watch how I do it." [Point to a letter, point to head and think, say the letter name.]

TIER 2**Group Practice:**

TEACHER: "Now let's all play. Remember, I'll point to a letter, then I will say, 'Think!' [Point to head] and you will think very hard about the name of that letter. Then I will say, 'Your turn!' [Point hand towards children] and you will say the name of the letter." [Point to a letter.]

TEACHER: "Think! [Point to head.] Your turn!" (Children say letter name.)

TEACHER: "Yes! The name of this letter is (name)! Say (name). (Children respond.) Yes, this is the letter (name)."

Continue on in this way until each letter has been named once. ►

**VISUAL DISCRIMINATION, LEVEL 3 - SAY**
INTERVENTION SCRIPT (CONTINUED)**Individual Practice:**

TEACHER: "Now it's time to take turns. I'll point to a letter. Then I'll say, 'Think!' and you all get to think about the name of the letter, but I'm only going to call on one friend to answer each time. If I point to you and say your name then you say the name of the letter that I pointed to." [Point to a letter.]

TEACHER: "Think!" [Point to head] "(Child's name), it's your turn!" (Child names letter.)

TEACHER: "Yes, you're right! The name of this letter is (name)! Everyone say, (name). (Children respond.) Yes, this is the letter (name)."

Continue on in this way until each child has gotten to name two to three letters. Move at a brisk pace, calling on children in an unpredictable pattern.

TIER 3**Individual Practice:**

TEACHER: "Now it's your turn. I'll point to a letter. Then I'll say, 'Think!' and you get to think about the name of the letter. Then you say the name of the letter that I pointed to." [Point to a letter.]

TEACHER: "Think!" [Point to head.] "It's your turn!" (Child names letter.)

TEACHER: "Yes, you're right! The name of this letter is (name)! Say, (name). (Child responds.) Yes, this is the letter (name)."

Continue on in this way until child has gotten to name all the letters. ►



VISUAL DISCRIMINATION, LEVEL 3 - SAY

INTERVENTION SCRIPT (CONTINUED)



Dismiss each individual child from the intervention session with this Rapid Automatic Naming (RAN) practice. Only use letters/colors/shapes that the child was consistently accurate with during practice.



Teacher makes a note of the letters missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



Affirmation:
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.

TIER 2/TIER 3

Fluency Practice:

TEACHER: "We named a lot of letters today. Let's say them one more time before we finish. First it's my turn." [Name each letter from the session rapidly.]

TEACHER: "Now it's your turn." [Flip through letter cards briskly.]

Correction Procedure:

If any child responds incorrectly during group, individual, or fluency practice follow this procedure:

CHILD: (Names letter incorrectly or is unable to respond.)

TEACHER: "My turn! The name of this letter is (name). Your turn!" [Point to a letter.] "What is the name of this letter?"

CHILD: (Names letter correctly.)

TEACHER: "Yes, the name of this letter is (name)! Everyone say, (name)."



VISUAL DISCRIMINATION, LEVEL 4 - POINT INTERVENTION SCRIPT

**Objective:**

To increase accuracy and fluency with letter sounds

Use with children who:

- Are accurate and fluent (green) in saying letter names.
- Are not accurate (red) in pointing to a letter when adult says the sound.
- Are not fluent (yellow) in pointing to a letter when adult says the sound.

**Materials:**

Three to five letter cards representing letters that children can already accurately name



Teacher will choose the skill area to teach

and corresponding materials based on the child's data and placement on the Continuum of Complexity for Visual Discrimination.

Transition In/Teaching:

TEACHER: (*Singing*) "Letters, letters, letters make sounds!"
[Hold up one letter card.]

TEACHER: "(Sound) is the sound of this letter. What sound does (name) make?"

CHILDREN: (sound)

TEACHER: "Yes! The letter (name) makes the sound (sound)."

Continue on in this way until the three to five letter sounds have been taught.

Explanation and Model:

[Place letter cards in a row in front of the children.]

TEACHER: "Now we are going to play a game with these letters. I have (three to five) letters in front of me. First, I'll make a letter sound. Then, I'll say, 'Think!' [point to head] and when I say, 'Your turn!' [point hand toward children] you will point to the letter that makes the sound that I said."

TEACHER: "First, it's my turn. Watch how I do it." [Say a letter sound, point to head and think, point to the correct letter.]

TIER 2**Group Practice:**

TEACHER: "Now let's all play. Remember, I'll make a letter sound, then I will say, 'Think!' [point to head] and you will think very hard about which letter to point to. Then I will say, 'Your turn!' [point hand towards children] and you will point to the letter that makes the sound that I said." [Say the letter sound.]

TEACHER: "Think!" [Point to head.]

TEACHER: "Your turn!" (Children point to letter.)

TEACHER: "Yes! The letter (name) makes the sound (sound)!
What sound does (name) make? (Children respond.)
Yes, the letter (name) makes the sound (sound)."

Continue on in this way until each letter has been pointed to once. ►



VISUAL DISCRIMINATION, LEVEL 4 - POINT INTERVENTION SCRIPT (CONTINUED)

Individual Practice:

TEACHER: “Now it’s time to take turns. I’ll make a letter sound. Then I’ll say, ‘Think!’ and you all get to think about which letter to point to, but I’m only going to call on one friend to answer each time. If I point to you and say your name then you point to the letter that makes the sound that I said.” [Say the letter sound.]

TEACHER: “Think!” [Point to head.] “(Child’s name), it’s your turn!” (Child points.)

TEACHER: “Yes, you’re right! The letter (name) makes the sound (sound)! Everyone say, (sound). (Children respond.) Yes, the letter (name) makes the sound (sound).”

Continue on in this way until each child has gotten to point to two to three letters. Move at a brisk pace, calling on children in an unpredictable pattern.

TIER 3

Individual Practice:

TEACHER: “Now it’s your turn. I’ll make a letter sound. Then I’ll say, ‘Think!’ and you get to think about which letter to point to. Then you will point to the letter that makes the sound that I said.” [Say the letter sound.]

TEACHER: “Think!” [Point to head.] “It’s your turn!” (Child points.)

TEACHER: “Yes, you’re right! The letter (name) makes the sound (sound)! Say, (sound). (Child responds.) Yes, the letter (name) makes the sound (sound).”

Continue on in this way until child has gotten to point to all letters. ►



VISUAL DISCRIMINATION, LEVEL 4 - POINT

INTERVENTION SCRIPT (CONTINUED)



Dismiss each individual child from the intervention session with this Rapid Automatic Naming (RAN) practice. Only use letters that the child was consistently accurate with during practice.



Teacher makes a note of the letters missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



Affirmation:
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.

TIER 2/TIER 3

Fluency Practice:

TEACHER: "We pointed to a lot of letter sounds today! Let's point to them one more time before we finish, this time as quickly as we can. First it's my turn." [Name a letter sound and then quickly point to it. Continue until all letter sounds have been pointed to.]

TEACHER: "Now it's your turn." [Name letter sounds and have children point to them as quickly as possible.]

Correction Procedure:

If any child responds incorrectly during group, individual, or fluency practice follow this procedure:

CHILD: (Points to the incorrect letter.)

TEACHER: "My turn!" [Say the letter sound. Point to the correct letter.] "The letter (name) makes the sound (sound)."

TEACHER: "Your turn!" [Say the letter sound.]

CHILD: (Points to the correct letter.)

TEACHER: "Yes, the letter (name) makes the sound (sound). Everyone say, (sound)."



VISUAL DISCRIMINATION, LEVEL 5 - SAY INTERVENTION SCRIPT



Objective:

To increase visual discrimination through identifying letters based on sound

Use with children who:

- Are accurate and fluent (green) in pointing to letters based on sounds
- Are not accurate (red) in saying letter sounds
- Are not fluent (yellow) saying letter sounds



Materials:

Three to five letter cards



Teacher will choose the skill area to teach and corresponding materials based on the child's data and placement on the Continuum of Complexity for Visual Discrimination.

Transition In/Teaching:

TEACHER: (*Singing*) "Letters, letters, letters make sounds!"
[Hold up one letter card.]

TEACHER: "(Sound) is the sound of this letter. What sound does (name) make?"

CHILDREN: (sound)

TEACHER: "Yes! The letter (name) makes the sound (sound)."

Continue on in this way until the three to five letter sounds have been taught.

Explanation and Model:

[Place letter cards in a row in front of the children.]

TEACHER: "Now we are going to play a game with these letters. I have (three to five) letters in front of me. First, I'll point to a letter. Then, I'll say, 'Think!' [point to head] and when I say, 'Your turn!' [point hand toward children] you will tell me the sound that the letter that I just pointed to makes."

TEACHER: "First, it's my turn. Watch how I do it." [Point to a letter, point to head and think, say the letter sound.]

TIER 2

Group Practice:

TEACHER: "Now let's all play. Remember, I'll point to a letter, then I will say, 'Think!' [point to head] and you will think very hard about the sound that the letter makes. Then I will say, 'Your turn!' [point hand towards children] and you will say the sound that the letter makes." [Point to a letter.]

TEACHER: "Think!" [Point to head.] "Your turn!" (Children say letter sound.)

TEACHER: "Yes! The letter (name) makes the sound (sound)! What sound does (name) make? (Children respond.) Yes, the letter (name) makes the sound (sound)."

Continue on in this way until each letter has been pointed to once. ►



VISUAL DISCRIMINATION, LEVEL 5 - SAY

INTERVENTION SCRIPT (CONTINUED)

Individual Practice:

TEACHER: "Now it's time to take turns. I'll point to a letter. Then I'll say, 'Think!' and you all get to think about the sound that the letter makes, but I'm only going to call on one friend to answer each time. If I point to you and say your name then you say the sound of the letter that I pointed to." [Point to a letter.]

TEACHER: "Think!" [Point to head.] "(Child's name), it's your turn!" (Child names letter sound.)

TEACHER: "Yes! The letter (name) makes the sound (sound)! Everyone say, (sound). (Children respond.) Yes! The letter (name) makes the sound (sound)."

Continue on in this way until each child has gotten to name two to three letter sounds. Move at a brisk pace, calling on children in an unpredictable pattern.

TIER 3

Individual Practice:

TEACHER: "Now it's your turn. I'll point to a letter. Then I'll say, 'Think!' and you get to think about the sound that the letter makes. Then you will say the sound of the letter that I pointed to." [Point to a letter.]

TEACHER: "Think!" [Point to head.] "It's your turn!" (Child names letter sound.)

TEACHER: "Yes! The letter (name) makes the sound (sound)! Say, (sound). (Child responds.) Yes! The letter (name) makes the sound (sound)."

Continue on in this way until child has gotten to name all the letter sounds. ►



Dismiss each individual child from the intervention session with this Rapid Automatic Naming (RAN) practice. Only use letters that the child was consistently accurate with during practice.



VISUAL DISCRIMINATION, LEVEL 5 - SAY INTERVENTION SCRIPT (CONTINUED)



Teacher makes a note of the letter sounds missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



Affirmation:
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.

TIER 2/TIER 3

Fluency Practice:

TEACHER: “We named a lot of letter sounds today. Let’s say them one more time before we finish. First it’s my turn.” [Name each letter sound from the session rapidly.]

TEACHER: “Now it’s your turn.” [Flip through letter cards briskly.]

Correction Procedure:

If any child responds incorrectly during group, individual, or fluency practice follow this procedure:

CHILD: (Names letter sound incorrectly or is unable to respond.)

TEACHER: “My turn! [Name letter sound.] Your turn!” [Point to the letter.] “What is the sound that this letter makes?”

CHILD: (Names letter sound correctly.)

TEACHER: “Yes! The letter (name) makes the sound (sound)! Everyone say, (sound).”