



VOCABULARY AND ORAL LANGUAGE INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Three–eight pictures on cards with word written in lower case, definition on the back (or concrete objects may be used).	
Teacher <b>explains</b> task to children.	
Teacher <b>teaches</b> the three to eight 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 <b>group practice</b> .	
Teacher follows <b>error correction procedure</b> 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 <b>individual practice</b> .	
Teacher follows <b>error correction procedure</b> immediately for every error in <i>individual</i> 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 <b>fluency</b> .	
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	
<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’s work, ask a question).	
<b>Encouragement:</b> 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	
<b>Education:</b> teacher explicitly teaches new vocabulary using explanation, teaching, 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: