

Coaching Teachers: Activities and Supports

Train

- ☐ Provide workshops using the CSEFEL Modules
- ☐ Provide make and take sessions with focused content (e.g., teaching children problem solving) and opportunities for making classroom materials
- ☐ Provide awareness information sessions to parents, other teachers, administrators, community

Guide Implementation

- ☐ Observe teachers using the Teaching Pyramid Observation Tool
- ☐ Provide feedback on Pyramid implementation progress and set goals for next steps
- ☐ Assist teachers in determining action steps for securing resources, supports, or materials
- ☐ Guide teachers to use problem solving framework for understanding and developing solutions to challenges
- ☐ Guide teachers in the use of behavior monitoring tools (e.g. BIR) and reflecting on data
- ☐ Guide teachers in identifying strategies for strengthening relationships with families
- ☐ Guide teachers in identifying strategies for collaborative teaming with other adults in the classroom
- ☐ Guide teachers in identifying individual child needs for focused instruction on social emotional skills
- ☐ Guide teachers in identifying ways to provide information and support to families in the promotion of their children's social competence
- ☐ Support teachers in problem solving next steps or new actions
- ☐ Guide teachers in their initiation of the PBS process for children with persistent challenges
- ☐ Celebrate the teacher's success

Provide Resources

- ☐ Information on web resources, materials, teacher ideas, etc. for classrooms
- ☐ Information on web resources, written materials, resources, or community supports for families
- ☐ Information on how to network with other teachers



Using the Teaching Pyramid Observation Tool (TPOT)

The TPOT provides a formal measure to determine a teacher's implementation of the Pyramid Model within classrooms for children ages 2-5 years. Coaches are asked to use the measure to determine the teacher's present level of implementation and to provide teachers with feedback on current strengths and needs. Coaches provide teachers with data from the TPOT to set goals and action plans for implementation and professional development.

Before a TPOT observation session, please do the following:

1. Thoroughly study the TPOT manual so that you are familiar with each item's operational definition.
2. Practice the TPOT with a partner by looking at a video tape of a classroom or watching a classroom. Check your reliability. Resolve questions about how to score items or interpret your observations

Conducting the TPOT

1. Schedule your observation with the teacher in advance
2. Make sure you can observe circle time or another structured large group activity and centers (i.e., unstructured, child choice) during your observation
3. Schedule at least 2 hours for the observation; Also make sure there will be 10 minutes to interview the teacher during a time when he/she is not distracted by child supervision responsibilities
4. When scheduling, determine when you will return to discuss the observation with the teacher
5. When leaving after an observation, leave a note or treat and provide a nugget of positive, descriptive feedback (e.g., "I loved the story you shared today, the children were so engaged")

Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) Manual Research Edition

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Introduction

The *Teaching Pyramid Observation Tool for Preschool Classrooms* (TPOT) provides a tool for assessing the fidelity of implementation of the *Teaching Pyramid* model. Items on the checklist serve as indicators that teaching practices associated with each component of the intervention are in place. The TPOT is completed during an observation of a preschool classroom and after an interview with the teacher. To conduct the observation, the lead teacher should be identified. Generally, items should be scored based on the behavior of all adults in the classroom. However, when there is a discrepancy between behavior of the lead teacher and the behavior of other staff, the item should be scored based on the lead teacher's behavior (e.g., if the lead teacher's tone in conversations with children is primarily negative and the assistant's tone is positive, you would score the item based on the lead teacher's behavior). The observation should last at least 2 hours and include observation of at least one teacher-directed group activity and centers or a free play activity. The TPOT includes three types of items: (1) items that require a yes/no response based on the observation (1-7), (2) items that require a rating based on the observation and teacher interviews (8-18), and (3) items that are scored based on responses given by the teacher who is observed (19-22). Items 8-22 contain multiple indicators under three scale anchors and each indicator under a scale anchor should be scored. The following table shows the practices associated with the *Teaching Pyramid* and the items on the TPOT that address those practices.

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Level	Component	Practices	TPOT Items
Universal	Responsive Interactions	Supporting children's play; Responding to child conversations; Support communication of children with special needs; Positive feedback and encouragement of appropriate behavior; Build relationships with children	10, 13,14, 20, 22, 25, 28, 29, 30, 32, 36, 37, 38
Universal	Classroom Preventive Practices	Adequate materials; Defined play centers; Balanced schedule (large & small group); Structured transitions; Individualized instructions for children who need support; Teach and promote small number of rules; Design activities that are engaging to children; Provide clear directions	1, 2, 3, 4, 6, 7, 8, 9, 11,12, 23, 24, 26, 27
Secondary	Social Emotional Teaching Strategies	Teach children to identify and express emotions; Teach and support self-regulation; Teach and support strategies for handling anger and disappointment; Teach and support social problem solving; Teach and support cooperative responding; Teach and support friendship skills; Teach and support collaboration with peers	15, 16, 17, 18, 31, 33, 34
Targeted	Individualized Interventions	Convene a team to develop interventions; Collect data to determine nature of problem behavior; Develop individualized behavior support strategies; Implement behavior support plan with consistency; Conduct ongoing monitoring of child progress; Revise plan as needed; Partner with families and colleagues in plan implementation	19, 21, 35

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Observing with the TPOT

Observations should last at least 2 hours and should include a mix of teacher directed (circle time, structured activity time) and child directed (free play, center time) activities.

Items 1-7 address environmental arrangements in the classroom, and these items are either present or not present. For these 7 items, observers should circle yes or no based on their observations of the classroom environment.

Items 8-15 are based solely on the observation conducted in the classroom. For each indicator under the scale anchors 1, 3, and 5, check yes (Y) or no (N) to record the presence or absence of that indicator.

Items 16-22 are based on both observation and an interview with the teacher. The interview should take approximately 10-15 minutes and should be conducted at a time when the teacher identifies that he or she can take time to talk. For each indicator associated with these items, mark the appropriate line (Y (yes)/N (no)) and also mark R (reported) or O (observed). Mark R if the score for the indicator is based on teacher report in the interview and mark O if the score is based on what was observed in the classroom.

Items 23-38 are “red flags.” Mark yes or no for these items, based on whether you do or do not observe them in the classroom. These items may represent issues related to teacher training and support or to program policies and procedures.

Scoring the TPOT

Once you have completed your observation, you will score an item as follows: If **all** indicators under 1 are not scored yes, a score of 0 is given. If all indicators are scored “yes” under 1, but no indicators under 3 are scored yes, a score of “1” is given. If all indicators under 1 are scored “yes” and at least half under 3 are scored “yes”, a score of 2 is given. If all indicators under 1 and all indicators under 3 are scored yes, but no indicators under 5 are scored “yes”, a score of 3 is given. If all indicators under 1 and 3 are yes and at least half of 5 are “yes”, a score of 4 is given. To receive a score of 5, all indicators under 1, 3, and 5 have to be scored “yes.”

- **0 = none or not all indicators under 1 scored “yes”**
- **1 = all indicators under 1 scored “yes” and no indicators under 3 scored “yes”**
- **2 = all indicators under 1 are “yes” and at least half of 3 are “yes”**
- **3 = all indicators under 1 are “yes” and all under 3 are “yes”**
- **4 = all indicators under 1 and 3 are “yes” and at least half of 5 are “yes”**
- **5 = all indicators under 1,3, and 5 are “yes”**
- **N/A (only for indicators or entire items when “N/A permitted” is shown on the scale and score sheet – not counted when determining rating for item and items scored. NAs are not counted when calculating subscale and total scale scores)**

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Definitions (These are terms which need clarification that are used throughout the tool)

Descriptive praise: Descriptive praise is when a teacher provides positive feedback to a child and describes the behavior for which the child is being praised. For example, if a child is sitting in a chair at a circle activity in a manner consistent with teacher or classroom expectations, instead of the teacher saying, “Good job!” to the child, the teacher would say, “You are doing a good job sitting in your seat!”

Engagement: Engagement refers to a child’s active attending or participation in an activity. For example, a child is considered engaged when he or she is following directions; displaying focused attention to the activity, materials, or interaction; is actively communicating or interacting with peer or adult; is oriented to what the group or a peer is looking at (e.g, book); or manipulating or using materials relevant to the task at hand. Some children served in early childhood special education classrooms might have behaviors that could appear to be incompatible with engagement, such as stereotypic behaviors (e.g., humming, hand flapping, rocking) or might not make direct eye contact (e.g., looks from the side). Do NOT make the assumption that when these behaviors are present, the child is not engaged. The interpretation of whether a child is engaged should be made based on the your observation that the child is involved in or focused on the activity or interaction, even when these behaviors are also occurring (e.g., a child might be flapping his hands but still facing and listening to the teacher who is reading a book).

Visuals: Visuals in the classroom are supports that a teacher might post that help children understand a concept or text. Visuals include but are not limited to, pictures, line drawings, photographs, magazine clippings, etc.

Teacher directed activity: A teacher directed activity is an activity structured by the teacher which leaves little opportunity for child choice or free expression. Examples of teacher directed activities are circle time or highly structured art activities. Large group activities led by a teacher, small groups led by a teacher, and one-on-one instruction during which a teacher conducts instructional trials are considered teacher directed activities. During centers, consider what the majority of the children are doing. If the majority of children are engaged in child directed activities, then this time should be considered child directed. If, however, the majority of children are engaged in teacher directed activities and only some children are engaged in free choice during centers, then this time would be counted as teacher directed time. .

Child directed activity: A child directed activity is one which is initiated by the child and allows many opportunities for child choice and expression. Examples of child directed activities include free choice or center time, or a free art project.

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Logical consequences: Actions or responses that are employed after an occurrence of inappropriate behavior and are clearly related to the child's inappropriate behavior. These actions or responses are intended to discourage further occurrences the inappropriate behavior.

Functional assessment: Functional assessment is a process by which a team of people meet to determine the function of a child's challenging behavior and develop and implement a plan to address the challenging behavior.

Items 1-7

1. Learning centers have clear boundaries (physical)	Yes	No
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Examples of clear boundaries include: labeled centers in which materials go together; clear physical boundaries with shelving or furniture creating center boundaries; rugs, carpets, or other flooring create center boundaries

2. The classroom is arranged such that all children in the classroom can move easily around the room	Yes	No
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Examples of children moving easily through the classroom include: children changing centers in the classroom without bumping into each other due to lack of space and children with wheelchairs independently navigating through the classroom. A non-example would be if children have to push their chairs to the side for other children to be able to reach the sink.

3. The classroom is arranged such that there are no large, wide open spaces where children could run	Yes	No
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This item would be scored N if there are any wide spaces that are bigger than a standard circle time space. It would also be scored N if the furniture is arranged to create any long corridors that children might use as a runway. If, however, the space is functional or there is no better way to arrange the space, then this item may be scored Y.

4. There is an adequate number and variety of centers of interest to children and to support the number of children (at least 4 centers; 1 center per every 4 children)	Yes	No
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For there to be an adequate number of centers in the classroom, there should be approximately 5-7 centers, depending on the number of children in the classroom (there should be at least 1 center for every 4 children). Also, to score Y on this item, the size of the center should be large enough to support the number of children who are allowed at the center at any given time. This item is examining if the environmental arrangement can support the number of children in the classroom, not the actions taken by the teacher in opening and closing centers.

5. Materials in all centers are adequate to support the number of children allowed to play	Yes	No
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To score Y on this item, there must be enough materials in a center so that all children in the center can be engaged with materials. If children are fighting over materials because there are not enough materials, this item would be scored N.

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6. Materials/centers are prepared before children arrive at the center or activity	Yes	No
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To score Y on this item, upon entry into a center or activity, the child must be able to become immediately engaged and spend no wait time while the teacher prepares materials. This applies to both free choice centers and to teacher directed activities like circle time. If the teacher includes children in the preparation of materials and inclusion of children is appropriate, then this item may be scored Y. Example of an appropriate way to include children in the preparation of materials: the teacher has paint and paint cups on the table and assists the children in selecting the colors that they would like to use and pouring these colors into their paint cups. Nonexample: The children go to the art center and wait at the art table while the teacher takes paint and paint cups out of the cabinet and pours the paint.

7. Classroom rules or program-wide expectations are posted, illustrated with a picture or photo of each rule or expectation, limited in number (3-5), and stated positively (all have to be true to score a “yes”)	Yes	No
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All criteria stated in this item must be met for a classroom to score Y. Rules or expectations must be posted, limited in number, be stated positively, and include some sort of visual representation of the rule which can be a drawing, line drawing, or photograph. Examples of positive rules and expectations are: use walking feet, use gentle hands, be safe, and be respectful. Circle time rules or rules specific to an activity meets this criteria. Non-examples of positive rules are: don't run, don't climb on furniture, etc.

8. Schedules and routines

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	__Y __N (1.1)Teacher posts classroom schedule with visuals so that children are aware of the activity sequence of the day * __Y __N (1.2)Teacher-directed activities are shorter than 20 minutes* __Y __N (1.3)There are both large- and small-group activities		__Y __N (3.1)Teacher reviews the schedule with children and refers to it throughout the day* __Y __N (3.2)Teacher structures routines so that there is a clear beginning, middle, and end * __Y __N (3.3)There is a balance of child-directed and teacher-directed activities* __Y __N (3.4)If needed, teacher prepares children when changes are going to occur within the schedule (score N/O if no opportunity to observe)* <i>If 3.1 is scored N, this item <u>must</u> also be scored N.</i>		__Y __N (5.1)Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged and interested.* __Y __N (5.2)Individual children who need extra support are prepared for activities using an activity schedule or cues at the beginning of activities*

Notes, definitions, and examples on specific indicators:

(1.1) The schedule must be posted using visuals (pictures, line drawings, or photographs) so that children can see the schedule (at eye level), know what to expect, and have a general view of the sequence of the day.

(1.2) Examples of teacher directed activities are large group activities, structured small group activities, structured one-on-one instruction, etc. If the activity is initiated and controlled by the teacher, it is a teacher directed activity. The teacher joining in a child’s play and embedding skill instruction in play would not be a teacher directed activity. For example, a small group art lesson which requires following set steps for the children to create the common final product is a teacher directed activity. However, a non-example of a teacher directed activity would be a child choosing to make a picture in the art center during free choice time, determining the materials they will use to make the picture, and determining the subject of the picture. The teacher could engage the child in conversation about the process of making the picture and the subject of the picture, and it would still be a child directed activity. Snack time should be considered a routine, not a teacher directed or child directed activity. Therefore, snack time should not be taken into consideration when scoring this indicator.

(3.1) The teacher may review all *or* part of the schedule as appropriate. The teacher may review the schedule verbally, although the schedule should also be posted.

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(3.2) A routine has a clear beginning, middle, and end if children know what to expect in the routine and it flows easily from part to part. An example of a clear routine is a lunchtime routine in which the children know what the expectation is at the beginning, middle, and end. The teacher might have some kind of signal (a song or chant) that it is time for lunch. Children know that first they must wash their hands when the teacher calls on them. Then they must sit at the table and eat using good manners. When they finish they must throw away trash and clean their space. The routine would end with a transition strategy such as picking out a book to read quietly while everyone finishes up their lunch. A non-example of a clear routine with a beginning, middle, and end would be if there was no strategy to let children know when it is time for lunch. Teachers may not require all children to wash hands or throw away their trash. Also teachers would not have a strategy for children to be engaged at the end of lunch while they wait for others to finish or for the next activity.

(3.3) In order to score Y on this indicator, both child and teacher directed activities must be observed during the 2 hour observation period, with roughly the same amount of time spent on both. Snack time should be considered a routine, not a teacher-directed or child-directed activity. Therefore, snack time should not be taken into consideration when scoring this indicator. During centers, consider what the majority of the children are doing. If the majority of children are engaged in child directed activities, then this time should be considered child directed. If, however, the majority of children are engaged in teacher directed activities and only some children are engaged in free choice during centers, then this time would be counted as teacher directed time. .

(3.4) Score N/O (no opportunity) if there are no changes in the schedule when observing. Examples of changes would be going on a field trip or not being able to go outside because of weather. If item 3.1 is scored N, this item MUST be scored N also.

(5.1) The purpose of this item is to determine if teachers modify activities when children become disinterested or not engaged. The teacher should change or end the activity if more than $\frac{1}{4}$ of children are not engaged. If there are no more than $\frac{1}{4}$ of children who are disengaged, assume that the teacher is self-correcting. Please refer to definition on engagement provided at the beginning of this manual.

(5.2) If kids who clearly need a schedule or cue aren't given one, score this item N (even if some have it). The cue may occur prior to the group direction or immediately following the group direction. A child may need a schedule or cue if: (a) he or she seems confused and disoriented about what is happening, (b) the child is wandering around at the start of an activity, (c) the child has a meltdown when transitions occur, (d) the child stands still, looking aimlessly around the room for a prolonged period of time at the start of an activity, and/or (e) the child does not transition to the new activity. If all children are engaging in the scheduled activities the way that they are supposed to, then assume that the children are receiving the support that they need and score Y.

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9. Transitions between activities are appropriate

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	__Y __N (1.1)Teacher structures children’s transitions* __Y __N (1.2)A whole-class warning is provided prior to transition*		__Y __N (3.1)Teacher has transition strategies that ensure children are actively engaged in the transition* __Y __N (3.2)Teacher explicitly teaches children the steps and expectations of transitions* __Y __N (3.3)Direct warnings are provided to individual children who may have difficulty prior to transitions* __Y __N (3.4)Teacher provides positive, descriptive feedback children who engage in the transition appropriately*		__Y __N (5.1)Teacher effectively guides individual children who need extra support during the transitions* __Y __N (5.2)During transitions, all children are actively engaged, including children who are waiting for the next activity

Notes, definitions, and examples on specific indicators:

(1.1) Teacher tells students what to do during transitions. For example, the teacher may say, “Clean up the center area that you are in.” or “Find a partner and come to circle.”

(1.2) Score N if there is no whole-class warning provided for one or more transitions. A whole-class warning must be provided for *all* transitions to score Y. A warning can be an extra reminder. If there is no reminder, then score N.

(3.1) Transition strategies may include, songs, games, etc.

(3.2) Depending on the time of year that the observation is taking place, explicit teaching of the transition may not occur if the children have already internalized the expectations for the transition. If the transitions in the class run smoothly and the children are engaged and know what to do, it can be assumed that this explicit teaching has happened at some point, and therefore, this indicator can be scored Y.

(3.3) A warning, in this case, is an extra reminder that the transition is about to occur. A teacher might tell a child a few minutes before the whole class warning or after giving the whole class warning, or the teacher might give the child a visual or other reminder

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of what is going to happen during the transition. Score N if there are no direct warnings provided for one or more transitions. Direct warnings must be provided for *all* transitions to score Y.

(3.4) An example of positive, descriptive praise during a transition is, “I like the way you cleaned up after snack,” rather than just, “Good job!”

(5.1) Examples of effective guides for individual children include: the teacher provides a visual picture of the next activity or center and provides gentle physical touch to guide the child to move with the rest of the class; the teacher gives a child a visual and lets the child pick a toy to transition to the next center. Non-examples might include: the teacher picks a child up and carries the child to the next destination; or the teacher shows a visual of the next center and a child proceeds to walk to another center. If all children are appropriately engaged in transitions, then assume that the children are receiving the support that they need and score Y. A child may need extra support if: (a) her or she seems confused and disoriented about what is happening, (b) the child is wandering around at the start of an activity, (c) the child has a meltdown when transitions occur, (d) the child stands still, looking aimlessly around the room for a prolonged period of time at the start of an activity, and/or (e) the child does not transition to the new activity.

10. Teachers engage in supportive conversations with children

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	__Y __N (1.1)Teacher acknowledges children’s communication to him/her* __Y __N (1.2)Teachers greet/call most children by name during the day		__Y __N (3.1)Teacher has brief conversations with children* __Y __N (3.2)Teacher occasionally joins in children’s play to support their interactions __Y __N (3.3)Teacher’s tone in conversations with children is generally positive, calm, and supportive __Y __N (3.4)Throughout the observation, the teacher uses descriptive praise for children’s skills, behaviors, and activities*		__Y __N (5.1)Teacher <u>responds</u> to children’s comments and ideas by asking questions, making comments __Y __N (5.2)Teacher joins in children’s play to support their interactions and expand their ideas __Y __N (5.3)Teacher has extended comfortable and positive conversations with children during routines and activities about their interests and ideas __Y __N __N/O (5.4)Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or English language learners (score N/O only if no children requiring these supports are in attendance)*

Notes, definitions, and examples on specific indicators:

(1.1) Acknowledgement in this indicator can be any response the teacher gives to the child, whether it is positive or negative. Acknowledgement can include but is not limited to: nodding, saying “Shhh,” holding up a finger to let the child know that they must wait to speak, responding verbally, or answering and expanding the child’s comment.

(3.1) Conversations are defined as a back and forth social exchange that involves a statement, a response, and a counter-response. Conversations do not include interactions in which a teacher is solely giving directions and is not waiting for child responses.

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(3.4) An example of positive, descriptive praise during a transition is, “I like the way you cleaned up after snack,” rather than just, “Good job!”

(5.4) Structuring supportive conversations with children with significant disabilities, language delays, or English language learners requires a teacher to use different modes of communication and adjust the type and level of language they use. A supportive communication with a child with a significant disability may look very different than a supportive communication with a child who is typically functioning, in that with a child with significant disabilities, there may be more concrete topics of communication (set around getting immediate needs met, requesting items, or commenting on something in the child’s immediate environment), more simple language with shorter utterances, and fewer turns. Examples of alternative communication strategies include, but are not limited to : electronic voice output devices (e.g. Big Macks, VOCA, Dynavox), picture symbol exchange, sign language, gestures, speaking in child’s native language, using a picture, speaking in simple sentences, etc.

Also, **N/O should only be scored if there are no children in attendance the day of the observation who require this level of support.** Prior to conducting the observation, the observer should ask the teacher the following two questions,

“Are there any children present today who are unable to communicate with you in the same way as other children in the class because they have a severe language delay?”

“Are there any children present today who need information presented to them in a different way because they are English language learners?”

If the teacher replies, “no”, to both questions score N/O. If the teacher replies, “yes” to either question and the observer did not see any alternative strategies being used with the child, score N. If the teacher replies “yes” to either question, N/O can not be scored, because the teacher should be communicating with the child using alternative strategies during the observation.

11. Promoting children's engagement

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p>__Y __N (1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*</p> <p>__Y __N (1.2) Teacher provides fun activities that will support the engagement of almost all of the class *</p> <p>__Y __N (1.3) Teacher communicates with children on eye level almost all of the time *</p>		<p>__Y __N (3.1) Structured large-group (e.g., circle) activities are structured so that children are actively engaged (responding, interacting) almost all of the time</p> <p>__Y __N (3.2) Teacher assists individual children in selecting center activities and becoming actively engaged*</p> <p>__Y __N (3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)</p> <p>__Y __N (3.4) Teacher frequently comments positively on children who are engaged in activities</p>		<p>__Y __N (5.1) Teacher assists individual children who are exhibiting problem behavior within an activity become actively engaged (score N/O if no opportunity to observe) *</p> <p>__Y __N (5.2) Teacher modifies instruction or activity when children lose interest in large- and small-group activities</p>

Notes, definitions, and examples on specific indicators:**Please review definition of engagement provided at the beginning of the manual for scoring this item.**

(1.1) Examples include the teacher saying: "You could build a tall tower with those blocks" to a group of children who are wandering around the block area.

(1.2) For this indicator to be scored Y, almost all of the class must be engaged almost all of the time. Periods of wait time or activities that do not engage children would score N for this indicator.

(1.3) In order to score a Y on this indicator, teachers must use child-sized chairs or sit on the floor with children during large group time and activities. Teachers must be down on the child's level most of the time when having conversations, engaging in play, or interacting in any way with the children.

(3.2) An example of a teacher offering materials to promote engagement is if a child is not attending during a large group activity, the teacher could offer a manipulative for that child to hold that goes along with the activity, or the teacher might give that child a specific job during the activity to keep the child engaged. Another example of a teacher guiding a non-engaged child might be during free

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choice time if a few children are wandering around, the teacher might start up a new fun activity in one of the centers, such as getting out pladoh or bubbles, to attract children to pick a center and get engaged in play. The teacher must get the child actively engaged. The teacher may suggest an activity to get the child actively engaged. The child does not have to become engaged in the activity that the teacher suggests, but the child MUST be actively engaged in order to score Y. The teacher only has to assist one child in becoming actively engaged for this indicator to be scored Y.

(5.1) Exhibiting a problem behavior is defined as in item 14.

12. Teaching children behavior expectations (i.e., posted classroom rules or program wide expectations) (score a 0 if no expectations are posted)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p>__Y __N (1.1) Posted behavior expectations are reviewed with children during large-group activities*</p> <p>__Y __N (1.2) Children are reminded of posted behavior expectations *</p>		<p>__Y __N (3.1) When problem behavior occurs, the child is reminded of posted behavior expectations*</p> <p><i>If 1.2 is scored N, this item <u>must</u> also be scored N.</i></p> <p>__Y __N (3.2) Teacher provides instruction or reminders on posted behavior expectations to individual children, during play, and within small-group activities*</p> <p>__Y __N (3.3) Teacher comments on appropriate child behavior, linking the behavior to the classroom expectations</p>		<p>__Y __N (5.1) Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations</p> <p>__Y __N (5.2) Teacher facilitates discussions where children are involved in critically thinking about behavior expectations and their importance in the classroom*</p>

Notes, definitions, and examples on specific indicators:

(1.1) If there are no posted behavior expectations or classroom rules, this item should be scored N. The teacher must also review these expectations or rules during large group times to score Y on this indicator.

(1.2) This indicator pertains to a group of children. The teacher will give a whole group reminder of behavior expectations. Individual reminders are addressed under the higher levels on the scale.

(3.1) To score Y on this indicator, the observer must actually observe this occurring. Observers should not assume that the teacher does this. If there are no posted behavior expectations, then n is scored for this indicator. If there is no problem behavior observed, as determined in item 14, and there are posted behavior expectations then score N/O. If 1.2 is scored N, this item must also be scored N.

(3.2) Instruction in this item can be either formal or informal. The teacher can embed instruction on these skills within the children's play. For example, the teacher may set up an opportunity for the children to share a toy and explicitly talk about how the children shared the toy and relate it to the class rules.

(5.2) This indicator is distinguished from (3.2) in that the teacher is helping the students to think critically about the behavior expectations. So, taking the sharing example from (3.2) the teacher would expand this interaction by asking questions like: What Please do not disseminate or copy without written permission from the authors. Do not use for research without completing a research agreement with authors. (Lise Fox, fox@fmhi.usf.edu, Mary Louise Hemmeter, ML.Hemmeter@Vanderbilt.edu, and Pat Snyder, patriciasnyder@coe.ufl.edu). Copyright © 2008. All rights reserved.

could have happened if you didn't share your toy with your friend? How would that make him/her feel? How did you feel when you shared your toy? What are some other times during the day when we could share toys? We read a story about some children who shared, how did it help them to share? Why do we share with our friends? etc...

13. Providing directions

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	__Y __N (1.1) Teacher uses directions that are simple, short, and specific		__Y __N (3.1) Teacher consistently provides positive, descriptive praise to children who follow the directions*		__Y __N (5.1) Teacher checks in with children to make sure they understand the directions*
	__Y __N (1.2) Teacher uses directions that tell children what to do rather than what not to do		__Y __N (3.2) Teacher redirects children who are withdrawn, distracted, or off task to more productive activities*		__Y __N (5.2) Teacher individualizes directions for children who need more support (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts) *

Notes, definitions, and examples on specific indicators:

(3.1) An example of positive, descriptive praise to children who follow the directions is, "Good job cleaning up the blocks," said to a child who puts the blocks away when the teacher states that it is time to clean up. A non-example would be saying, "Good job," without stating the behavior for which the child is receiving praise. This should look like a routine occurrence for the teacher; it should happen more often than not.

(3.2) This indicator refers to teacher redirection of children who are not following a direction. For example, if a child chooses to go to the block center at center time, but wanders around the room at the start of center time, the teacher might redirect the child by saying, "You chose the block area today. Why don't you go over to the block center and see what you can find to play with." This indicator is scored Y if an observed attempt is made to redirect children who are withdrawn, distracted, or off task, ***regardless of the effectiveness of the redirect***. The Teacher will likely miss opportunities for redirection given the number of children in a classroom, but you can still score yes if you see the teacher using redirection more often than not.

(5.1) To score Y on this indicator, the teacher may be observed checking in with individual children or with groups of children. Example of checking in: At clean-up time, the teacher announces that the children need to put their materials in the appropriate place and then go to the circle area and quietly read a book. When checking in with children, the teacher might state, "What are you going to do after you clean up your material?" or "What are you going to do once you get to the circle area?"

(5.2) If all children are appropriately following directions, then assume that the children are receiving the support that they need and score Y. The time at which the teacher provides the individualized directions (e.g., prior to the activity, at the start of the activity, etc.) does not matter when scoring this indicator. An additional prompt refers to the use of a mode of prompting that differs from the

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original mode of prompting. Examples include: breaking a direction into smaller, step-by-step components, and adding a gesture when repeating the original verbal prompt. If the teacher merely repeats the same verbal prompt to a child who needs more support, score N.

14. Using effective strategies to respond to problem behavior

Challenging behavior was observed: ___Yes or ___No

If no challenging behaviors are observed, check No above and do not score any indicators in item 14 **EXCEPT** for indicator 5.1. If any challenging behaviors are observed, check Yes above and score *all* indicators in item 14.

Challenging behavior includes (a) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting, (b) not following directions – this should be more than an occasional event, (c) running in the classroom, hallways, or other areas not designed for running, (d) climbing on things in the building, (e) destroying property, destroying what another child is working on (f) taking toys away from other children forcefully, (g) running out of the room, (h) tantrum behaviors including head banging, (i) disruptive behaviors in a group such as talking out, leaving the group activity, not following directions repeatedly, (j) verbal aggression including yelling, screaming, calling children names, and saying bad words, (k) stereotypic behaviors, (l) persistent or prolonged crying that is loud or disruptive

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	___Y ___N (1.1) Teacher implements developmentally appropriate generic strategies (i.e., time-out, redirection) in response to problem behavior that occurs ___Y ___N (1.2) Children are told the expected behavior in positive terms (i.e., what to do) when engaging in problem behavior ___Y ___N (1.3) Teacher states and follows through with stated consequences when children persist in problem behavior *		___Y ___N (3.1) Teacher directs children toward a desired alternative behavior. ___Y ___N (3.2) Teacher ignores behaviors when appropriate (e.g., behaviors that are not harmful to child or others)* ___Y ___N (3.3) Teacher responds to problem behavior by using it as a chance to teach an acceptable alternative ___Y ___N (3.4) Teacher uses logical and natural consequences to redirect children to use appropriate behavior *		___Y ___N (5.1) Teacher frequently comments on children’s appropriate behavior ___Y ___N (5.2) Teacher provides support to children who are angry or upset by assisting them with problem solving ___Y ___N (5.3) Teacher provides positive attention to the child when the child begins behaving Appropriately*

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Notes, definitions, and examples on specific indicators:

(1.3) This indicator is scored Y if the teacher states and follows through with stated consequences when children persist in problem behavior, regardless of the effectiveness of the consequences. This indicator is scored N if the teacher does not state consequences or if the teacher states consequences, but does not follow through with stated consequences.

(3.2) Only score Y if the teacher intentionally ignores behaviors. The teacher should only ignore behaviors that will not result in harmful extinction bursts. Behaviors that may not be appropriate to ignore include, physically aggressive acts, escalating behaviors, etc.

(3.4) An example of a logical consequences is, “If you are going to throw the blocks, then we will have to put the blocks away.” Putting the blocks away is considered a logical consequence because it is clearly related to the child’s inappropriate behavior, the block throwing. A nonexample is, “If you are going to throw the blocks, then you will not get to go outside for recess.” Keeping the child inside during recess is not a logical consequence because it is not clearly related to the child’s inappropriate behavior, the block throwing.

(5.3) Examples of positive attention include: saying “good job,” sitting with a child who begins to behave appropriately and playing or conversing with the child, and saying, “I like how you are sharing the blocks.”

15. Teaching social skills and emotional competencies—General

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<p>__Y __N (1.1) Teacher uses naturally occurring opportunities across the day to teach social and emotional skills</p> <p>__Y __N (1.2) Teacher structures activities or opportunities for children to work together (this should be intentional—for example, “choose a friend to read a book with”)</p>		<p>__Y __N (3.1) Teacher uses a variety of strategies to help children learn the concept associated with specific skills. Examples of strategies are: discussion, role play, and describing observations of children in the classroom who demonstrated the skill *</p> <p>__Y __N (3.2) Teacher uses small- or large-group settings to teach social skills and emotional competencies (e.g., friendship skills, problem solving, emotional literacy) *</p> <p>__Y __N (3.3) Teacher models expected social skills and emotional behaviors while describing his/her behavior *</p> <p>__Y __N (3.4) Teacher comments positively and descriptively on children who are using social skills or expressing their emotions in appropriate ways</p>		<p>__Y __N (5.1) Teacher helps children review their use of the skill either individually or in groups</p> <p>__Y __N (5.2) Teacher individualizes instruction of social skills (e.g., one-on-one instruction as needed, different prompting strategies) based on children’s developmental needs. Procedures and materials vary across children *</p>

Notes, definitions, and examples on specific indicators:

(3.1) An example of a teacher describing his/her observations of children in the classroom who demonstrated the skill is saying, “Today I saw children who were playing together and helping each other. During center time some children were painting a picture together at the art center and some children were helping each other build a tower with the blocks at the block center.”

(3.2) This indicator refers to activities that are designed with the intent to teach the social **and** emotional skill(s) rather than talk about the skill(s).

(3.3) To score Y for this indicator, the teacher must model both social skills **and** emotional behaviors. An example of a teacher modeling a social skill, while describing his/her behavior is, “I am sharing these crayons with my friend __,” while handing a child some of the crayons. An example of a teacher modeling an emotional behavior while describing his/her behavior is, “I am really happy because you are all sitting so nicely on the carpet. I am smiling because I am happy.”

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- (5.2) A variety of procedures and materials may be used to individualize instruction of social skills including, but not limited to: teacher modeling of social skills (e.g. “Look, I am asking my friend for help.”) for an individual child, role playing scenarios with a child, using puppets to model social interactions, using social stories to introduce and review social skills, using pictures and/or other visual supports

It is reasonable to expect that teachers may not intentionally teach all of the following skills on the day you are observing. If you do not observe specific instruction on the skills in items 16-18, ask the questions following each item and use the answers to rate the specific item. Ask the teacher to be as specific as possible throughout the interview. Indicate if the item was observed (O) or reported (R) by the teacher:

***Note:** If you observe a behavior that conflicts with teacher report, make scoring decisions based on observation.

16. Teaching children to express emotions

- Tell me how you teach or help children recognize and deal with emotions. Give me some examples of the range of emotions you teach or help children learn. What strategies do you use? What materials do you use? (item 16)
- Tell me how you teach or help children deal with their anger. What strategies do you use? What materials do you use? (item 16)
- How do you individualize instruction around emotions? Can you give me a few examples? (item 16)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1) Teacher models or labels own emotions or appropriate ways to express emotions</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2) Teacher uses a variety of strategies to teach children about emotion words</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.3) Teacher teaches about a variety of both positive and negative emotions</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1) Teacher uses a variety of strategies to teach children how to recognize emotions in themselves, other children, or adults*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2) Teacher validates children's emotions by labeling them and helping children talk about their emotions</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.3) Teacher provides children with strategies to use when they are angry to calm down</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1) Teacher uses a variety of strategies to teach children how to respond to other children's emotions</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2) Teacher individualizes instruction on emotions based on children's developmental needs. Procedures and materials vary across children</p>

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Notes, definitions, and examples on specific indicators:

(3.1) A variety of strategies may be used to teach children how to recognize emotions in themselves, others, and adults including, but not limited to: planned lessons that involve whole group discussion of different emotions (can be positive and negative emotions), having children identify their own emotions at the start of the day on a classroom chart, reading stories that address different emotions, helping children talk about their emotions and other children's emotions during different activities throughout the day.

17. Teaching problem solving

- Tell me how you teach or help children learn how to solve common social problems in the classroom (e.g., what do you do when someone has a toy you want to play with?). What strategies do you use? What materials do you use? (item 17)
- Describe what you teach children to do when they have a problem. (item 17)
- How do you individualize instruction around problem solving? Can you give me a few examples? (item 17)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.1) Teacher explicitly teaches problem-solving steps*		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.1) Teacher supports children as they work through the problem-solving process in naturally occurring situations		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.1) Teacher helps children reflect on their own use of problem solving
	<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O
	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.2) Teacher engages children in generating solutions to common classroom problems		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.2) Teacher notes problem situations and uses those as examples during group situations to talk about how to problem solve		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.2) Teacher individualizes instruction on problem solving based on children’s individual needs.*
	<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O
	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.3) Teacher provides visual reminders about problem-solving steps and possible solutions		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.3) Teacher comments on and recognizes children who have been “good problem solvers.”		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.3) Procedures and materials for teaching problem solving vary across children based on their individual goals and needs
	<input type="checkbox"/> _R <input type="checkbox"/> _O				<input type="checkbox"/> _R <input type="checkbox"/> _O
					<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.4) Teacher uses problem solving in interactions with children and models problem-solving steps
					<input type="checkbox"/> _R <input type="checkbox"/> _O

Notes, definitions, and examples on specific indicators:

(All Indicators) The problem solving process may include helping children: identify the problem, think about possible solutions, consider what the outcomes of these solutions may be, try a solution, and evaluate the solution’s effectiveness.

(1.1) To score yes based on observation, the use of multiple problem solving steps must be observed.

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(5.2) The teacher must provide an explicit example of how he or she individualizes for a child in order to score this as YES. It is not sufficient for the teacher to just say she individualizes; she must give an explanation for an individual child (e.g., “I have a child who is not able to do this independently, so I have the solution kit cards on a ring and have to guide him through each step and then physically prompt him to do the selected action.”).

18. Supporting friendship skills

- Tell me how you teach or help children to learn how to be friends? What skills do you teach? What strategies and materials do you use? (item 18)
- How do you individualize instruction around friendship skills? Can you give me a few examples? (item 18)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<p><input type="checkbox"/>_Y <input type="checkbox"/>_N (1.1) Teacher comments positively and descriptively on children who are working together, helping each other or engaging in other friendship behaviors</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p> <p><input type="checkbox"/>_Y <input type="checkbox"/>_N (1.2)Teacher encourages children to play together</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p>		<p><input type="checkbox"/>_Y <input type="checkbox"/>_N (3.1) Teacher uses a variety of strategies and materials (e.g., discussion, puppets, books) in small- and large-group activities to teach friendship skills (e.g., helping others, taking turns, organizing play)*</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p> <p><input type="checkbox"/>_Y <input type="checkbox"/>_N (3.2) Teacher provides children with planned opportunities to practice friendship skills (e.g., role playing, pairing up with a buddy) *</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p> <p><input type="checkbox"/>_Y <input type="checkbox"/>_N (3.3) Teacher provides increasing levels of assistance to help children enter and maintain interactions with their peers*</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p> <p><input type="checkbox"/>_Y <input type="checkbox"/>_N (3.4) Teacher explicitly teaches or prompts children how to initiate and respond to their peers</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p>		<p><input type="checkbox"/>_Y <input type="checkbox"/>_N (5.1) Teacher uses a variety of strategies (e.g., peer buddies, structuring activities) to support peers in helping their friends learn & practice social skills*</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p> <p><input type="checkbox"/>_Y <input type="checkbox"/>_N (5.2) Teacher supports children in reflecting on interactions with their peers</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p> <p><input type="checkbox"/>_Y <input type="checkbox"/>_N (5.3) Teacher models friendship skills in interactions with children or other adults</p> <p><input type="checkbox"/>_R <input type="checkbox"/>_O</p>

Notes, definitions, and examples on specific indicators:

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(3.1) This item may be scored Y if one or more friendship skills are taught.

(3.2) Examples of planned opportunities to practice friendship skills include friendship games, role plays, and reading books about friendship skills and then acting them out.

(3.3) Examples of increasing levels of assistance include strategies such as: peer buddy systems, social stories for friendship skills, visual aids addressing appropriate social behaviors (e.g. hello picture board), etc.

(5.1) In order to score Y, more than one strategy must be indicated.

For Items 19-22. Ask the teacher to respond to the questions associated with each item. Write down their responses and use them to score the item

***Note:** For items 19 through 22, scoring will be based primarily on teacher responses to questions. However, you may also use any evidence you observe in the classroom to inform your scoring decisions.

19. Supporting children with persistent problem behavior

- What do you do when children have severe and persistent problem behavior? (item 19)
- What is your role in the process of developing a behavior plan for these children? (item 19)
- What is your role in implementing the plan? Tell me how you know if the plan is working or not. (item 19)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	__Y __N (1.1) Teacher initiates the functional assessment process for children who have persistent challenging behavior		__Y __N (3.1) Teacher participates in the development of a behavior support plan by providing functional assessment data to team members __Y __N (3.2) Teacher participates in the development of a behavior support plan by contributing ideas on plan strategies		__Y __N (5.1) Teacher implements individualized behavior support plans including collecting data

Notes, definitions, and examples on specific indicators:

20. Describe how you communicate with your families and promote family involvement in the classroom.

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- Describe how you communicate with your families. (item 20)
- Describe how you promote family involvement in your classroom (item 20)
- Can you tell me what you do to try to involve all families? (item 20)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<p>__Y __N (1.1) Formal opportunities for families to visit the classroom are offered</p> <p>__Y __N (1.2) Communication to the family comes periodically from the school/program or teacher (newsletter, open house, parent conferences) .</p>		<p>__Y __N (3.1) Teacher describes how recognition of the family is brought into the classroom (e.g., family photos on bulletin board, my family book)</p> <p>__Y __N (3.2) Teacher regularly provides families with information on what is occurring in the classroom</p> <p>__Y __N (3.3) Teacher has a system for regular communication with families that includes celebrations of the child’s accomplishments</p>		<p>__Y __N (5.1) Teacher is able to describe ways they personally connect with families that indicate personal knowledge of the family situation and an appreciation for the family</p> <p>__Y __N (5.2) Teacher uses a variety of methods (e.g., home visits, phone calls, classroom visits, notes, newsletter) to communicate with families to ensure that an effort is made to connect with all families</p> <p>__Y __N (5.3) Communication systems with families are bi-directional, offering families a mechanism to share information about the family or child with the teacher</p>

Notes, definitions, and examples on specific indicators:

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21. Involving families in supporting their child's social emotional development and addressing problem behavior.

- What role do families play in promoting children's social and emotional development and addressing challenging behavior? (item 21)
- What type of information do you provide to families about supporting their children's social emotional development and addressing challenging behavior? (item 21)
- Tell me about the role that parents play in developing a plan for addressing children's challenging behavior at school. (item 21)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p>__Y __N (1.1) Teacher provides families with information on the importance of social emotional development</p> <p>__Y __N (1.2) Teacher provides families with information on community resources (e.g., parenting classes, mental health services) related to children's social emotional development and challenging behavior *</p>		<p>__Y __N (3.1) When there is a concern about a child's challenging behavior or social emotional development, the teacher works with families to collect information on the behavior to determine if there is a need for more intensive support or planning</p> <p>__Y __N (3.2) Teacher gives families practical strategies that they can use during everyday routines and activities to support their children's social emotional development and prosocial behavior</p>		<p>__Y __N (5.1) Teacher involves families in the process of developing a support plan for addressing challenging behavior</p> <p>__Y __N (5.2) Teacher works with families to develop strategies that families can use at home to address challenging behavior</p> <p>__Y __N (5.3) Teacher works with families to develop strategies that families can use at home to address their concerns about their child's social emotional development</p>

Notes, definitions, and examples on specific indicators:

(1.2) Additional examples of community resources include mother's day out and mommy and me programs.

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22. Strategies used to build collaborative teaming relationships with other adults

- Describe the strategies you use to build collaborative relationships with the other adults who work within your classroom on a daily basis (e.g., classroom assistant). (item 22)
- Describe the strategies you use to build collaborative relationships with the other adults who work within your classroom on a less frequent basis (e.g., mental health person, curriculum coordinator). (item 22)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	__Y __N (1.1)Teacher provides __R __O directions or instructions to other team members about how to work within the classroom		__Y __N (3.1)Teacher notes that teaming is important for __R __O the classroom* __Y __N (3.2)Teacher includes planning with other __R __O classroom members and professionals as a teaming strategy		__Y __N (5.1)Teacher includes informal __R __O strategies that indicate an intentional effort to recognize and support the contribution of all team members* __Y __N (5.2)Teacher speaks positively __R __O of other team members and describes their positive interactions with each other

Notes, definitions, and examples on specific indicators:

(3.1) To score Y, the teacher should address both people who work in the classroom on a regular basis and people who are in the room on a less frequent basis.

(3.2) In order to score yes, the teacher’s response has to specifically mention that planning together is a team building strategy or you have to observe that planning occurs

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(5.1) In order to score yes, the teacher's response has to include specific examples of intentional team building strategies or you have to observe intentional team building strategies. Examples of informal strategies that indicate an intentional effort to recognize and support the contributions of team members include: throughout the day noticing other team member's work and thanking them or praising them for what they are doing, asking for input from other team members when making decisions about the classroom because their input is valued, etc.

The following items reflect "red flags" and may represent issues related to teacher training and support or to program policies and procedures.

23. The majority of the day is spent in teacher directed activities	Yes	No
24. Transitions are more often chaotic than not	Yes	No
25. Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children	Yes	No
26. During group activities, many children are NOT engaged	Yes	No
27. Teachers are not prepared for activities before the children arrive at the activity	Yes	No
28. Children are reprimanded for engaging in problem behavior (use of "no," "stop," "don't")	Yes	No
29. Children are threatened with an impending negative consequence that will occur if problem behavior persists	Yes	No
30. Teacher reprimands children for expressing their emotions	Yes	No
31. Emotions are never discussed in the classroom	Yes	No
32. Teacher rarely encourages interactions between children during play or activities	Yes	No
33. Teacher gives directions to all children in the same way without giving additional help to children who need more support	Yes	No
34. Teacher tells children mostly what <u>not</u> to do rather than what to do	Yes	No
35. Teacher asks for the removal of children with persistent challenging behavior from the classroom or program	Yes	No
36. Teacher comments about families are focused on the challenges presented by families and their lack of interest in being involved	Yes	No
37. Teacher only communicates with families when children have challenging behavior	Yes	No
38. Teacher complains about other team members and notes difficulty in their relationships	Yes	No

Note: These red flags might be summarized to provide information about needs for updating of program policies and procedures or teacher support and continued professional development.

(24.) If there are only 2 transitions and one is chaotic, score it as a YES

(26.) Please refer to definition of engagement provided at the beginning of this manual before scoring this item.

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(28.) Score Yes if it happens more often than not.

(29.) Score Yes if it happens at all. This includes the use of threats to move a child to a lower tier on a classroomwide behavior management system (e.g., “If you do that again, your apple will fall off the tree” or “If you keep doing that, I will have to give you a frowny face.”)

(30.) Score Yes if it happens at all.

(32.) Score No if the teacher says or does something that encourages children to interact with each other.

(33.) If children do not need extra support (e.g., a visual symbol, a sign, repeating the directions to the child directly, reviewing the schedule with the child who needs help, etc.) , then the teacher may not need to alter the group directions and this red flag can be scored “No.”

Date: _____ Start time: _____ End time: _____

Activities observed: _____ # of Children _____ and Adults _____ in classroom at time of observation

Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) Research Edition

Mary Louise Hemmeter, Lise Fox, and Patricia Snyder

The *Teaching Pyramid Observation Tool for Preschool Classrooms* (TPOT) provides a tool for assessing the fidelity of implementation of the *Teaching Pyramid* model. Items on the checklist serve as indicators that teaching practices associated with each component of the intervention are in place. The TPOT is completed during an observation of a preschool classroom and after an interview with the teacher. To conduct the observation, the lead teacher should be identified. Generally, items should be scored based on the behavior of all adults in the classroom. However, when there is a discrepancy between behavior of the lead teacher and the behavior of other staff, the item should be scored based on the lead teacher's behavior (e.g., if the lead teacher's tone in conversations with children is primarily negative and the assistant's tone is positive, you would score the item based on the lead teacher's behavior). The observation should last at least 2 hours and include observation of at least one teacher-directed group activity and centers or a free play activity. The TPOT includes three types of items: (1) items that require a yes/no response based on the observation (1-7), (2) items that require a rating based on the observation and teacher interviews (8-18), and (3) items that are scored based on responses given by the teacher who is observed (19-22). The following table shows the practices associated with the *Teaching Pyramid* and the items on the TPOT that address those practices.

To most effectively answer item 10.5.4, if the observer is not familiar with the classroom he or she should ask the teacher the following questions and record the responses PRIOR TO THE OBSERVATION:

- "Are there any children present today who are unable to communicate with you in the same way as other children in the class because they have a severe language delay?" check : ☐ YES ☐ NO
- "Are there any children present today who need information presented to them in a different way because they are English Language Learners?" check : ☐ YES ☐ NO

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Level	Component	Practices	TPOT Items
Universal	Responsive Interactions	Supporting children's play; Responding to child conversations; Support communication of children with special needs; Positive feedback and encouragement of appropriate behavior; Build relationships with children	10, 13,14, 20, 22, 25, 28, 29, 30, 32, 36, 37, 38
Universal	Classroom Preventive Practices	Adequate materials; Defined play centers; Balanced schedule (large & small group); Structured transitions; Individualized instructions for children who need support; Teach and promote small number of rules; Design activities that are engaging to children; Provide clear directions	1, 2, 3, 4, 6, 7, 8, 9, 11,12, 23, 24, 26, 27
Secondary	Social Emotional Teaching Strategies	Teach children to identify and express emotions; Teach and support self-regulation; Teach and support strategies for handling anger and disappointment; Teach and support social problem solving; Teach and support cooperative responding; Teach and support friendship skills; Teach and support collaboration with peers	15, 16, 17, 18, 31, 33, 34
Targeted	Individualized Interventions	Convene a team to develop interventions; Collect data to determine nature of problem behavior; Develop individualized behavior support strategies; Implement behavior support plan with consistency; Conduct ongoing monitoring of child progress; Revise plan as needed; Partner with families and colleagues in plan implementation	19, 21, 35

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Circle “Yes” if element is in place and circle “No” if element is not in place.

1. Learning centers have clear boundaries (physical)	Yes	No
2. The classroom is arranged such that all children in the classroom can move easily around the room	Yes	No
3. The classroom is arranged such that there are no large, wide open spaces where children could run	Yes	No
4. There is an adequate number and variety of centers of interest to children and to support the number of children (at least 4 centers; 1 center per every 4 children)	Yes	No
5. Materials in all centers are adequate to support the number of children allowed to play	Yes	No
6. Materials/centers are prepared before children arrive at the center or activity	Yes	No
7. Classroom rules or program-wide expectations are posted, illustrated with a picture or photo of each rule or expectation, limited in number (3-5), and stated positively (all have to be true to score a “yes”)	Yes	No

Observation Instructions:

During your observation, mark the presence or absence of all indicators by checking “y” for yes or “n” for no. Also, on items that can be scored from either observation or teacher report, check “O” if it was scored based on observation and “R” if it was scored based on teacher report. Once you have completed your observation, you will score an item as follows: If a teacher does not get all the items under a “1,” they receive a score of 0. If the teacher gets all of the behaviors under a “1” but none of the behaviors under a “3,” they receive a score of “1.” If they demonstrate all of “1” and only some of “3,” they receive a score of “2.” If they receive all of “1” and all of “3” but none of “5,” they get a score of “3.” If they get all of “1,” “3,” and some of “5,” they receive a score of “4.” In order to receive a score of “5,” they have to demonstrate all skills across all indicators.

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8. Schedules and routines

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<div><div>__Y __N</div><div>(1.1)Teacher posts classroom schedule with visuals so that children are aware of the activity sequence of the day *</div></div>		<div><div>__Y __N</div><div>(3.1)Teacher reviews the schedule with children and refers to it throughout the day*</div></div>		<div><div>__Y __N</div><div>(5.1)Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged and interested.*</div></div>
	<div><div>__Y __N</div><div>(1.2)Teacher-directed activities are shorter than 20 minutes*</div></div>		<div><div>__Y __N</div><div>(3.2)Teacher structures routines so that there is a clear beginning, middle, and end *</div></div>		<div><div>__Y __N</div><div>(5.2)Individual children who need extra support are prepared for activities using an activity schedule or cues at the beginning of activities*</div></div>
	<div><div>__Y __N</div><div>(1.3)There are both large- and small-group activities</div></div>		<div><div>__Y __N</div><div>(3.3)There is a balance of child-directed and teacher-directed activities*</div></div>		
	<div><div>__N/O</div><div>(3.4)If needed, teacher prepares children when changes are going to occur within the schedule (score N/O if no opportunity to observe)*</div></div>				
If 3.1 is scored N, this item must also be scored N.					

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9. Transitions between activities are appropriate

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1)Teacher structures children's transitions*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2)A whole-class warning is provided prior to transition*</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1)Teacher has transition strategies that ensure children are actively engaged in the transition*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2)Teacher explicitly teaches children the steps and expectations of transitions*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.3)Direct warnings are provided to individual children who may have difficulty prior to transitions*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.4)Teacher provides positive, descriptive feedback children who engage in the transition appropriately*</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1)Teacher effectively guides individual children who need extra support during the transitions*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2)During transitions, all children are actively engaged, including children who are waiting for the next activity</p>

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10. Teachers engage in supportive conversations with children

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1)Teacher acknowledges children's communication to him/her*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2)Teachers greet/call most children by name during the day</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1)Teacher has brief conversations with children*</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2)Teacher occasionally joins in children's play to support their interactions</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.3)Teacher's tone in conversations with children is generally positive, calm, and supportive</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.4)Throughout the observation, the teacher uses descriptive praise for children's skills, behaviors, and activities*</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1)Teacher <u>responds</u> to children's comments and ideas by asking questions, making comments</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2)Teacher joins in children's play to support their interactions and expand their ideas</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.3)Teacher has extended comfortable and positive conversations with children during routines and activities about their interests and ideas</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N <input type="checkbox"/>N/O (5.4)Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or English language learners (score N/O only if no children requiring these supports are in attendance)*</p>

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11. Promoting children's engagement

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<input type="checkbox"/> Y <input type="checkbox"/> N (1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*		<input type="checkbox"/> Y <input type="checkbox"/> N (3.1) Structured large-group (e.g., circle) activities are structured so that children are actively engaged (responding, interacting) almost all of the time		<input type="checkbox"/> Y <input type="checkbox"/> N (5.1) Teacher assists individual children who are exhibiting problem behavior within an activity become actively engaged (score N/O if no opportunity to observe) *
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.2) Teacher provides fun activities that will support the engagement of almost all of the class *		<input type="checkbox"/> Y <input type="checkbox"/> N (3.2) Teacher assists individual children in selecting center activities and becoming actively engaged*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.2) Teacher modifies instruction or activity when children lose interest in large- and small-group activities
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.3) Teacher communicates with children on eye level almost all of the time *		<input type="checkbox"/> Y <input type="checkbox"/> N (3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)		
			<input type="checkbox"/> Y <input type="checkbox"/> N (3.4) Teacher frequently comments positively on children who are engaged in activities		

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12. Teaching children behavior expectations (i.e., posted classroom rules or program wide expectations) (score a 0 if no expectations are posted)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(1.1)Posted behavior expectations are reviewed with children during large-group activities*</div></div><div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(1.2)Children are reminded of posted behavior expectations *</div></div></div><div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div></div></div></div></div>	<div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(3.1) When problem behavior occurs, the child is reminded of posted behavior expectations*</div></div><div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div><i>If 1.2 is scored N, this item <u>must</u> also be scored N.</i></div></div><div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(3.2)Teacher provides instruction or reminders on posted behavior expectations to individual children, during play, and within small-group activities*</div></div><div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(3.3)Teacher comments on appropriate child behavior, linking the behavior to the classroom expectations</div></div></div></div></div></div>	<div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(5.1)Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations</div></div><div><div><div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>(5.2)Teacher facilitates discussions where children are involved in critically thinking about behavior expectations and their importance in the classroom*</div></div></div></div>		

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13. Providing directions

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<input type="checkbox"/> Y <input type="checkbox"/> N (1.1) Teacher uses directions that are simple, short, and specific		<input type="checkbox"/> Y <input type="checkbox"/> N (3.1) Teacher consistently provides positive, descriptive praise to children who follow the directions*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.1) Teacher checks in with children to make sure they understand the directions*
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.2) Teacher uses directions that tell children what to do rather than what not to do		<input type="checkbox"/> Y <input type="checkbox"/> N (3.2) Teacher redirects children who are withdrawn, distracted, or off task to more productive activities.*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.2) Teacher individualizes directions for children who need more support (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts) *

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14. Using effective strategies to respond to problem behavior

Challenging behavior was observed: ___Yes or ___No

If no challenging behaviors are observed, check No above and do not score any indicators in item 14 **EXCEPT** for indicator 5.1. If any challenging behaviors are observed, check Yes above and score *all* indicators in item 14.

Challenging behavior includes (a) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting, (b) not following directions – this should be more than an occasional event, (c) running in the classroom, hallways, or other areas not designed for running, (d) climbing on things in the building, (e) destroying property, destroying what another child is working on (f) taking toys away from other children forcefully, (g) running out of the room, (h) tantrum behaviors including head banging, (i) disruptive behaviors in a group such as talking out, leaving the group activity, not following directions repeatedly, (j) verbal aggression including yelling, screaming, calling children names, and saying bad words, (k) stereotypic behaviors, (l) persistent or prolonged crying that is loud or disruptive

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<p>___Y ___N (1.1) Teacher implements developmentally appropriate generic strategies (i.e., time-out, redirection) in response to problem behavior that occurs</p> <p>___Y ___N (1.2) Children are told the expected behavior in positive terms (i.e., what to do) when engaging in problem behavior</p> <p>___Y ___N (1.3) Teacher states and follows through with stated consequences when children persist in problem behavior *</p>		<p>___Y ___N (3.1) Teacher directs children toward a desired alternative behavior.</p> <p>___Y ___N (3.2)Teacher ignores behaviors when appropriate (e.g., behaviors that are not harmful to child or others)*</p> <p>___Y ___N (3.3)Teacher responds to problem behavior by using it as a chance to teach an acceptable alternative</p> <p>___Y ___N (3.4) Teacher uses logical and natural consequences to redirect children to use appropriate behavior *</p>		<p>___Y ___N (5.1) Teacher frequently comments on children’s appropriate behavior</p> <p>___Y ___N (5.2) Teacher provides support to children who are angry or upset by assisting them with problem solving</p> <p>___Y ___N (5.3) Teacher provides positive attention to the child when the child begins behaving appropriately*</p>

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15. Teaching social skills and emotional competencies -General

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1) Teacher uses naturally occurring opportunities across the day to teach social and emotional skills</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2) Teacher structures activities or opportunities for children to work together (this should be intentional—for example, "choose a friend to read a book with")</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1) Teacher uses a variety of strategies to help children learn the concept associated with specific skills. Examples of strategies are: discussion, role play, and describing observations of children in the classroom who demonstrated the skill *</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2) Teacher uses small- or large-group settings to teach social skills and emotional competencies (e.g., friendship skills, problem solving, emotional literacy) *</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.3) Teacher models expected social skills and emotional behaviors while describing his/her behavior *</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.4) Teacher comments positively and descriptively on children who are using social skills or expressing their emotions in appropriate ways</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1) Teacher helps children review their use of the skill either individually or in groups</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2) Teacher individualizes instruction of social skills (e.g., one-on-one instruction as needed, different prompting strategies) based on children's developmental needs. Procedures and materials vary across children *</p>

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It is reasonable to expect that teachers may not intentionally teach all of the following skills on the day you are observing. If you do not observe specific instruction on the skills in items 16-18, ask the questions following each item and use the answers to rate the specific item. Ask the teacher to be as specific as possible throughout the interview. Indicate if the item was observed (O) or reported (R) by the teacher:

***Note:** If you observe a behavior that conflicts with teacher report, make scoring decisions based on observation.

16. Teaching children to express emotions

- Tell me how you teach or help children recognize and deal with emotions. Give me some examples of the range of emotions you teach or help children learn. What strategies do you use? What materials do you use? (item 16)
- Tell me how you teach or help children deal with their anger. What strategies do you use? What materials do you use? (item 16)
- How do you individualize instruction around emotions? Can you give me a few examples? (item 16)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	__Y__N (1.1) Teacher models __R__O or labels own emotions or appropriate ways to express emotions		__Y__N (3.1) Teacher uses a variety of strategies to teach __R__O children how to recognize emotions in themselves, other children, or adults*		__Y__N (5.1) Teacher uses a variety of __R__O strategies to teach children how to respond to other children's emotions
	__Y__N (1.2) Teacher uses a variety __R__O of strategies to teach children about emotion words		__Y__N (3.2) Teacher validates children's emotions by __R__O labeling them and helping children talk about their emotions		__Y__N (5.2) Teacher individualizes __R__O instruction on emotions based on children's developmental needs. Procedures and materials vary across children
	__Y__N (1.3) Teacher teaches __R__O about a variety of both positive and negative emotions		__Y__N (3.3) Teacher provides children with strategies to __R__O use when they are angry to calm down		

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17. Teaching problem solving

- Tell me how you teach or help children learn how to solve common social problems in the classroom (e.g., what do you do when someone has a toy you want to play with?). What strategies do you use? What materials do you use? (item 17)
- Describe what you teach children to do when they have a problem. (item 17)
- How do you individualize instruction around problem solving? Can you give me a few examples? (item 17)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.1) Teacher explicitly teaches problem-solving steps*		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.1) Teacher supports children as they work through the problem-solving process in naturally occurring situations		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.1) Teacher helps children reflect on their own use of problem solving
	<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O
	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.2) Teacher engages children in generating solutions to common classroom problems		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.2) Teacher notes problem situations and uses those as examples during group situations to talk about how to problem solve		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.2) Teacher individualizes instruction on problem solving based on children’s individual needs. *
	<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O		<input type="checkbox"/> _R <input type="checkbox"/> _O
	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.3) Teacher provides visual reminders about problem-solving steps and possible solutions		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.3) Teacher comments on and recognizes children who have been “good problem solvers.”		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.3) Procedures and materials for teaching problem solving vary across children based on their individual goals and needs
	<input type="checkbox"/> _R <input type="checkbox"/> _O				<input type="checkbox"/> _R <input type="checkbox"/> _O
					<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.4) Teacher uses problem solving in interactions with children and models problem-solving steps
					<input type="checkbox"/> _R <input type="checkbox"/> _O

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18. Supporting friendship skills

- Tell me how you teach or help children to learn how to be friends? What skills do you teach? What strategies and materials do you use? (item 18)
- How do you individualize instruction around friendship skills? Can you give me a few examples? (item 18)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1) Teacher comments positively and descriptively on children who are working together, helping each other or engaging in other friendship behaviors</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2)Teacher encourages children to play together</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1) Teacher uses a variety of strategies and materials (e.g., discussion, puppets, books) in small- and large-group activities to teach friendship skills (e.g., helping others, taking turns, organizing play)*</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2) Teacher provides children with planned opportunities to practice friendship skills (e.g., role playing, pairing up with a buddy) *</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.3) Teacher provides increasing levels of assistance to help children enter and maintain interactions with their peers*</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.4) Teacher explicitly teaches or prompts children how to initiate and respond to their peers</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1) Teacher uses a variety of strategies (e.g., peer buddies, structuring activities) to support peers in helping their friends learn & practice social skills*</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2) Teacher supports children in reflecting on interactions with their peers</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.3) Teacher models friendship skills in interactions with children or other adults</p> <p><input type="checkbox"/>R <input type="checkbox"/>O</p>

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For Items 19-22. Ask the teacher to respond to the questions associated with each item. Write down their responses and use them to score the item

***Note:** For items 19 through 22, scoring will be based primarily on teacher responses to questions. However, you may also use any evidence you observe in the classroom to inform your scoring decisions.

19. Supporting children with persistent problem behavior

- What do you do when children have severe and persistent problem behavior? (item 19)
- What is your role in the process of developing a behavior plan for these children? (item 19)
- What is your role in implementing the plan? Tell me how you know if the plan is working or not. (item 19)

0	1	2	3	4	5
A classroom receives a score of “0” if all behaviors under a score of “1” are not observed	__Y __N (1.1) Teacher initiates the functional assessment process for children who have persistent challenging behavior		__Y __N (3.1) Teacher participates in the development of a behavior support plan by providing functional assessment data to team members __Y __N (3.2) Teacher participates in the development of a behavior support plan by contributing ideas on plan strategies		__Y __N (5.1) Teacher implements individualized behavior support plans including collecting data

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20. Describe how you communicate with your families and promote family involvement in the classroom.

- Describe how you communicate with your families. (item 20)
- Describe how you promote family involvement in your classroom (item 20)
- Can you tell me what you do to try to involve all families? (item 20)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1) Formal opportunities for families to visit the classroom are offered</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2) Communication to the family comes periodically from the school/program or teacher (newsletter, open house, parent conferences) .</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1) Teacher describes how recognition of the family is brought into the classroom (e.g., family photos on bulletin board, my family book)</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2) Teacher regularly provides families with information on what is occurring in the classroom</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.3) Teacher has a system for regular communication with families that includes celebrations of the child's accomplishments</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1) Teacher is able to describe ways they personally connect with families that indicate personal knowledge of the family situation and an appreciation for the family</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2) Teacher uses a variety of methods (e.g., home visits, phone calls, classroom visits, notes, newsletter) to communicate with families to ensure that an effort is made to connect with all families</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.3) Communication systems with families are bi-directional, offering families a mechanism to share information about the family or child with the teacher</p>

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21. Involving families in supporting their child's social emotional development and addressing problem behavior.

- What role do families play in promoting children's social and emotional development and addressing challenging behavior? (item 21)
- What type of information do you provide to families about supporting their children's social emotional development and addressing challenging behavior? (item 21)
- Tell me about the role that parents play in developing a plan for addressing children's challenging behavior at school. (item 21)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p><input type="checkbox"/>Y <input type="checkbox"/>N (1.1) Teacher provides families with information on the importance of social emotional development</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (1.2) Teacher provides families with information on community resources (e.g., parenting classes, mental health services) related to children's social emotional development and challenging behavior *</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (3.1) When there is a concern about a child's challenging behavior or social emotional development, the teacher works with families to collect information on the behavior to determine if there is a need for more intensive support or planning</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (3.2) Teacher gives families practical strategies that they can use during everyday routines and activities to support their children's social emotional development and prosocial behavior</p>		<p><input type="checkbox"/>Y <input type="checkbox"/>N (5.1) Teacher involves families in the process of developing a support plan for addressing challenging behavior</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.2) Teacher works with families to develop strategies that families can use at home to address challenging behavior</p> <p><input type="checkbox"/>Y <input type="checkbox"/>N (5.3) Teacher works with families to develop strategies that families can use at home to address their concerns about their child's social emotional development</p>

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22. Strategies used to build collaborative teaming relationships with other adults

- Describe the strategies you use to build collaborative relationships with the other adults who work within your classroom on a daily basis (e.g., classroom assistant). (item 22)
- Describe the strategies you use to build collaborative relationships with the other adults who work within your classroom on a less frequent basis (e.g., mental health person, curriculum coordinator). (item 22)

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	__Y __N (1.1)Teacher provides __R __O directions or instructions to other team members about how to work within the classroom		__Y __N (3.1)Teacher notes that teaming is important for __R __O the classroom* __Y __N (3.2)Teacher includes planning with other __R __O classroom members and professionals as a teaming strategy		__Y __N (5.1)Teacher includes informal __R __O strategies that indicate an intentional effort to recognize and support the contribution of all team members* __Y __N (5.2)Teacher speaks positively __R __O of other team members and describes their positive interactions with each other

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The following items reflect “red flags” and may represent issues related to teacher training and support or to program policies and procedures.

23. The majority of the day is spent in teacher directed activities	Yes	No
24. Transitions are more often chaotic than not*	Yes	No
25. Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children	Yes	No
26. During group activities, many children are NOT engaged*	Yes	No
27. Teachers are not prepared for activities before the children arrive at the activity	Yes	No
28. Children are reprimanded for engaging in problem behavior (use of “no,” “stop,” “don’t”)*	Yes	No
29. Children are threatened with an impending negative consequence that will occur if problem behavior persists*	Yes	No
30. Teacher reprimands children for expressing their emotions*	Yes	No
31. Emotions are never discussed in the classroom	Yes	No
32. Teacher rarely encourages interactions between children during play or activities *	Yes	No
33. Teacher gives directions to all children in the same way without giving additional help to children who need more support *	Yes	No
34. Teacher tells children mostly what <u>not</u> to do rather than what to do	Yes	No
35. Teacher asks for the removal of children with persistent challenging behavior from the classroom or program	Yes	No
36. Teacher comments about families are focused on the challenges presented by families and their lack of interest in being involved	Yes	No
37. Teacher only communicates with families when children have challenging behavior	Yes	No
38. Teacher complains about other team members and notes difficulty in their relationships	Yes	No

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Teaching Pyramid Observation Tool (TPOT) Summary

Name: : _____

Observer: : _____

Center Name: _____

Phone Number: : _____

E-Mail: _____

Date: : _____

Summary of TPOT Observations

- Strengths
- Emerging Skills
- Professional Development needs

Proposed goals for Action Plans

TPOT Items/Indicators (List items indicating emerging skills or professional development needs)	Next Steps	Person(s) responsible	Dates initiated/complete

INSTRUCTIONS:

Step 1. In the space provided, record the TPOT results with strengths, emerging skills and professional development needs identified.

Step 2. Write down your ideas for potential goals that you will discuss with the teachers as you begin the action planning.

Step 3: Meet with classroom teachers to review the summary and brainstorm goals and next steps.

Step 4: Set a date to begin onsite coaching for action steps, and a date for follow-up observations.

Step 5: Review progress with teachers and revise goals as needed.

Action Plan

Name: _____

Location: _____

Date: _____

Action Items	Next Steps	Responsible Person(s)	Completion/Check-in Date



The Pyramid Infant Toddler Observation Scale (TPITOS) (2009)
Center on the Social and Emotional Foundations for Early Learning
Technical Assistance Center on Social Emotional Intervention

This instrument focuses on the direct observation of adult behaviors/environmental arrangements specific to supporting the social emotional development of infants and toddlers.

The TPITOS observation consists of three main elements:

- (1) Observing for Red Flags
 - Red Flags are rated as 'Yes' or 'No'
- (2) Observing specific routines and conducting engagement sweeps
 - Observed routines for sweeps include: Free Play, Feeding/Mealtime, and Structured Group Activity
 - At the beginning of each routine (Free Play, Feeding/Mealtime, and Structured Group Activity), an engagement sweep is conducted in which the total number of children in the activity and the number of children who are actively engaged in that activity are recorded.
- (3) Observing specific routines and rating behavioral and environmental items for each routine.
 - All items are rated for each routine: (1) Free Play, (2) Feeding/Mealtime, (3) Physical Care Routine, and (4) Structured Group Activity.
 - For ease of rating during each routine, items are grouped together in the left hand column according to specific aspects of the routine (i.e., General Environment and Interaction, Play Dimensions, Quality of Routine, Transitions).
 - When assigning each item rating, consider all instances of the routine observed. For example, if several physical care routines were observed, the rating should be assigned with considerations to all observed occurrences of the routine.
 - The rating system for each item is defined below:

Exemplary (4)**

- a. Observed consistently across the observation time
- b. Observed consistently across children in the classroom
- c. Practice is of high quality throughout the observation

Emerging (3)

- d. Practice is observed more often than not during the observation
- e. Practice is observed across multiple children
- f. Quality of the practice is acceptable and developmentally appropriate

Needs Improvement (2)

- g. Practice is observed infrequently or inconsistently across the observation time
- h. Practice is observed in some but few children
- i. Quality of the practice is minimal or inconsistent

Not observed (1)

- j. Practice is rarely observed
- k. Practice is used in a way that is developmentally inappropriate

Not Applicable (N/A)

- Use N/A when it is truly not possible to use the 4-point rating scale either due to the setting (center v. home) or due to developmental irrelevance such as with an item about toddlers when observation is limited to infants.

Center Application

The purpose of the TPITOS in centers is to provide a classroom snapshot of adult behaviors/environmental arrangements specific to supporting the social emotional development of infants and toddlers. Observational data may be used to support professional development in the following ways: (1) identifying and making explicit the specific teacher behavior and organizational competencies that promote social-emotional development; (2) providing team and individual teacher feedback to reinforce teacher strengths; (3) guiding individual and team targeted goal-setting to strengthen teacher competencies; and (4) monitoring growth relevant to professional development competencies.

In order to complete this measure, the observer should observe for at least two hours in centers and should arrive prior to children's arrival. Observation time should include arrival, snack or mealtime, and activities when adults are interacting with children around toys, games etc. At least 3 children should be present during center observations. The TPITOS should be completed initially while focusing on the whole classroom with an eye toward children's general experience with all caregivers in the classroom. For the purposes of professional development, the user might want to collect information on individual caregivers. In this case, the user could use a different form for each adult or could use different colored pens to rate multiple adults on one form.

Home Application

The purpose of the TPITOS in homes is to provide a snapshot of primary caregiver behaviors/environmental arrangements specific to supporting the social emotional development of all infants and toddler at home. Observational data from the TPITOS may be used by home visitors to identify parenting strengths as well as parenting aspects that may be in need of strengthening. Such data can be used by home visitors to engage in focused reflective processes with parents to celebrate strengths, identify areas in need of strengthening, and focus on specific goals for strengthening caregiver behaviors and environmental arrangements for supporting social-emotional development in the home.

These applications of the TPITOS with families require that a strong home visiting program already be in place. For example, home visitors should be trained in recommended practices. They should also have supervised experience in engaging families in reflective processes to support parenting goals relevant to promoting infant/toddler social-emotional development. For newer home visiting programs or programs without such professional development experience, it is advisable to first implement a mechanism for examining the extent of implementation of evidence-based and recommended home visiting practices and a professional development mechanism for strengthening such implementation prior to applying the TPITOS in homes.

The primary authors of this tool are Mary Louise Hemmeter, Judy Carta, Amy Hunter, Phil Strain, and Kathleen Baggett. While these individuals are responsible for the conceptualization and development of this tool, they would like to acknowledge others who provided input and feedback on earlier drafts including Lise Fox, Sarah Merrill, Janice Im, Linda Eggbeer, Donna Britt, Valeri Lane, and Lindsey Allard.

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OBSERVATION DESCRIPTION

Center	Home
Observed Teacher's Name: _____	Parent's Name: _____
Program Name: _____	Child's Name: _____

Date of Observation: _____ Time of Observation: _____ Length of Observation: _____

Number of Adults Present: _____ Number of Children Present: _____ Age Range of Children Present _____

Complete the following grid to indicate what activities were observed and for how long:

Activity	Observed	Not Observed	Length of Time Observed
Arrival			
Diapering			
Play			
Feeding			
Transitions			
Group Time			
One on one therapy (OT, SLP, PT)			
Napping			
Departure			

Please describe any unusual circumstances or interruptions that may have affected the observation:

RED FLAGS

Circle Yes or No

1. The environment is setup such that children are isolated from each other for long periods of time*	Yes	No
2. Environment is arranged in a way that prevents children from engaging with materials, toys and/or activities.	Yes	No
3. Children spend large amounts of time disengaged without assistance from caregivers to become engaged **	Yes	No
4. Adults do not speak to and/or engage children.	Yes	No
5. Children who are distressed are left unattended	Yes	No
6. Routines are not predictable for toddlers.	Yes	No
7. Infants and young toddlers are expected to be on a similar schedule for activities such as feeding diapering to other children in the program instead of responding to individual children as needed.**.	Yes	No
8. Adults are more likely to tell children what <u>not</u> to do rather than what <u>to</u> do.	Yes	No
9. When problem behaviors occur, adults uses punitive practices (e.g., ignoring the child, using time-out; asking the parent to take the child home; ridiculing the child; speaking in a harsh tone; yelling; pointing out the child's behavior to other adults or children)	Yes	No
10. Adults use flat affect when talking with infants and toddlers.	Yes	No
11. Adults do not refer to children by name.	Yes	No
12. Adults speak harshly to children	Yes	No
13. There is no evidence of regular communication with families about the individual needs of their children** .	Yes	No
14. There is no evidence of materials or activities that were designed to honor the different cultural/linguistic background of individual children and families in the program** **This item can be scored based on observation (O), interview (I) or both (B). Note in the column to the right what you used to score this item by circling the appropriate letter. See <i>technical guide for interview questions</i> .	Yes	No

Engagement Sweeps

At the onset of each activity listed in the row to the right:

Scan the classroom to see how many children are in the activity

- Count the number of children in the activity and list the number under 'Total Count'

Spend 5 seconds on each child in the activity

Count the number of children Engaged in the activity and list the number under 'Engage Count'. If children are participating through their attention, movement or manipulation of materials, they are "engaged." If they are passively waiting or just doing nothing, they are "unengaged."

Free Play	Feeding Mealtime		Structured Group Activity
Total Count	Total Count		Total Count
_____	_____		_____
Engage Count	Engage Count		Engage Count
_____	_____		_____

For each routine to the right, rate each item below.

General Environment & Interaction

Note: Structured Group Activity involves at least 3 children in a structured activity (e.g., circle time, story time, game, organized pretend play, etc.)

	Free Play	Feeding/ Mealtime	Phys. Care Routine	Structured Group Activity
15. Adults provide children with opportunities to make choices (e.g. "this book or this book" or "you can sit and listen to a story or play with the toys." NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
16. Interactions between adults (e.g., between classroom staff, families, administrators) provide appropriate models of social interaction (e.g., supportive, respectful, using emotion words). NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
17. Adults immediately respond to children in distress to assess child status and provide support in a manner appropriate to the situation (e.g. a child fussing while beginning to nap is not picked up, but offered a back rub). NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
18. Adults show physical affection toward children and smile at them. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
19. Adults use gestures, words, facial expressions, and physical positioning to respond to children's cues that they are ready to engage (e.g., child looking at an object, child looking at another child, child looking at the caregiver, reaching for an object) in order to maintain and extend the child's interest and engagement. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A

General Environment & Interaction	Free Play	Feeding/ Mealtime	Phys. Care Routine	Structured Group Activity
<p><i>KEY: 4 = Exemplary Practice; 3 = Emerging Practice; 2 = Needs Improvement; 1 = Not Observed.</i></p> <p>For any item followed by **, there are clarification notes in the technical manual.</p>				
<p>20. Adults acknowledge and appropriately respond to children's verbal and non-verbal cues</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>21. Adults talk often to individual children.</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>22. Adults respond to children's communication attempts and extend conversations (e.g., scaffolding language and experiences).</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>23. Adults verbally comment on children who are engaging in pro-social behaviors (e.g., smiling at another child, taking turns, giving a toy to another child)</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>24. Adults make positive and varied attempts to engage children who are not engaged.</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>25. Adults follow the child's lead when engaged in interaction (e.g., adults talk about what the child is doing, interact with the child around a toy or play activity the child has selected; allow the child to direct the play and its pace).</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>

General Environment & Interaction	Free Play	Feeding/ Mealtime	Phys. Care Routine	Structured Group Activity
<p><i>KEY: 4 = Exemplary Practice; 3 = Emerging Practice; 2 = Needs Improvement; 1 = Not Observed.</i></p> <p>For any item followed by **, there are clarification notes in the technical manual.</p>				
<p>26. Adults encourage children to appropriately express their feelings (e.g., adults validate children's feelings and experiences, adults use a variety of feeling words to describe their own and children's experiences).</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>27. Adults comment on children's feelings/thought perspectives to encourage children's expression of thoughts, feelings, and needs (e.g., caregiver uses 'talk aloud' strategy to communicate child's feelings/thoughts and model appropriate social actions/requests—"You're so hungry, let's tell Annie. Annie, I'm hungry, I need some cereal, could you pour me some cereal").</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>28. Adults redirect children engaging in challenging behavior**</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>29. Children seem happy and content and are engaged in exploring their environment.</p> <p>Note:</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>

PLAY DIMENSIONS	Free Play	Feeding/ Mealtime	Phys. Care Routine	Structured Group Activity
<i>KEY: 4 = Exemplary Practice; 3 = Emerging Practice; 2 = Needs Improvement; 1 = Not Observed.</i> For any item followed by **, there are clarification notes in the technical manual.				
30. A variety of developmentally appropriate toys and materials are available- (all of following must be present to score a 4) ** a. Variety b. Developmentally appropriate c. Duplicates of highly preferred toys are available d. Toys that can be used by multiple children at the same time are available NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
31. Adults guide children in their play with peers as appropriate to the child’s developmental level by describing child interest (e.g., “He wants to look at the book with you”) and guiding simple interactions (“Push the car to her.”) NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
QUALITY OF ROUTINE				
32. Adults individualize their care based on each child’s needs (e.g. infants eat on their own schedule, diapers are changed as needed rather than on a fixed schedule, infants are soothed in different ways, not all toddlers sit in circle time). NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
33. Adults use feeding, mealtimes and other caregiving routines (e.g., diapering) as opportunities to interact socially with infants and toddlers. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
34. Adults promote interactions between toddlers in the context of activities and routines. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
35. Adults embed social emotional teaching (e.g., talk about feelings in books, look at pictures of different emotional expression, adult’s label their own emotions) into routines throughout the day. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A

TRANSITIONS	Free Play	Feeding/ Mealtime	Phys. Care Routine	Structured Group Activity
KEY: 4=Exemplary Practice; 3=Emerging Practice; 2=Needs Improvement; 1=Not Observed. For any item followed by **, there are clarification notes in the technical manual.				
36. Classroom staff greets children and adults who enter the room. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
37. Transitions are short and individualized, and wait time is kept at a minimum. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
38. Adults use verbal, object, gestural and/or visual cues to prepare children for upcoming transitions. NOTE:	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A

Inventory of Practices for Promoting Social Emotional Competence

Inventory of Practices for Promoting Children's Social Emotional Competence Center on the Social and Emotional Foundations for Early Learning

Purpose of the Inventory: *The Inventory of Practices for Promoting Social Emotional Competence* is designed to be used by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions. The *Inventory* encourages individual self-reflection, opportunities for teaming between classroom teachers, mentor coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the Inventory of Practices and the Action Plan.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the four general areas includes several *Skills and Indicators* reflective of practices that promote social emotional competence in young children. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying and pinpointing skills that may or may not be present. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning either the specific *Skills or Indicators*. Three levels of skill, *Consistently, Occasionally, and Seldom*, permit users to record their perceived skill level for each Indicator by checking the appropriate box. Users should be consistent in their appraisal of skills

across the three levels, *Consistently, Occasionally, and Seldom* (i.e., across all children in the classroom, target child or specific groups of children, environment of all classrooms, etc.). The final column allows the team to indicate whether or not an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to delineate specific training requests, professional development opportunities, or encouragement in the *Comments* box.

Use of the Action Plan: The *Action Plan* takes the users to the next step once they have determined what specific *Skills and Indicators* from the *Inventory* they want to target for training. In the first column of the *Action Plan*, users should check those Skills or Indicators they previously identified as targets for training. In the second column, teachers and support personnel (e.g., trainers, mentor coaches, administrators) should work together to identify what strategies they will each use to help the teaching team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column.

Completion Dates: Users may complete the *Inventory* and *Action Plan* at different times as a way of determining their progress toward addressing specific skills targeted for training. Different color inks corresponding to the dates completed can be used when completing the tool in order to highlight changes over time.



Inventory of Practices for Promoting Social Emotional Competence

Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
1. Develops meaningful relationships with children and families						
<input type="checkbox"/> Greets children on arrival; calls by name						
<input type="checkbox"/> Communicates with children at eye level						
<input type="checkbox"/> Verbally interacts with individual children during routines and activities						
<input type="checkbox"/> Participates in children's play when appropriate						
<input type="checkbox"/> Shows respect, consideration, warmth to all children						
<input type="checkbox"/> Speaks calmly to children						
<input type="checkbox"/> Uses a variety of strategies for building relationships with all children						
<input type="checkbox"/> Attends to children in positive ways at times when the children are not engaging in challenging behavior						
<input type="checkbox"/> Uses a variety of strategies for building relationships with all families						
<input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)						
Comments:						
2. Examines personal, family, and cultural views of child's challenging behavior						
<input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior						
<input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior						
<input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Building Positive Relationships

[illegible]

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
4. Designs the physical environment	3	2	1	YES	NO	
<input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces						
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room						
<input type="checkbox"/> Clearly defines boundaries in learning centers						
<input type="checkbox"/> Arranges learning centers to allow room for multiple children						
<input type="checkbox"/> Provides a variety of materials in all learning centers						
<input type="checkbox"/> Designs learning centers so that children spend time evenly across centers						
<input type="checkbox"/> Considers children's interests when deciding what to put in learning centers						
<input type="checkbox"/> Makes changes and additions to learning centers on a regular basis						
<input type="checkbox"/> Visually closes learning centers when they are not an option for children to use						
Comments:						
5. Develops schedules and routines	3	2	1	YES	NO	
<input type="checkbox"/> Designs schedule to include a balance of large group and small group activities						
<input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities						
<input type="checkbox"/> Implements schedule consistently						
<input type="checkbox"/> Teaches children about the schedule						
<input type="checkbox"/> Provides explanations when changes in the schedule are necessary						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
6. Ensures smooth transitions						
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do						
<input type="checkbox"/> Teaches children the expectations associated with transitions						
<input type="checkbox"/> Provides warnings to children prior to transitions						
<input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them						
Comments:						
7. Designs activities to promote engagement						
<input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children						
<input type="checkbox"/> Varies the topics and activities in the large group from day to day						
<input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities						
<input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity						
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities						
<input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child						
<input type="checkbox"/> Plans and conducts fun small group activities						
<input type="checkbox"/> Uses peers as models during small group activities						
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities						
<input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity						
<input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
8. Giving Directions						
<input type="checkbox"/> Gains child's attention before giving directions						
<input type="checkbox"/> Minimizes the number of directions						
<input type="checkbox"/> Individualizes the way directions are given						
<input type="checkbox"/> Gives clear directions						
<input type="checkbox"/> Gives directions that are positive						
<input type="checkbox"/> Gives children time to respond to directions						
<input type="checkbox"/> Gives children choices and options when appropriate						
<input type="checkbox"/> Follows through with positive acknowledgments of children's behavior						
Comments:						
9. Establishes and enforces clear rules, limits, and consequences for behavior						
<input type="checkbox"/> Identifies appropriate classroom rules with children						
<input type="checkbox"/> Teaches rules in developmentally appropriate ways						
<input type="checkbox"/> Provides opportunities for children to practice classroom rules						
<input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible)						
<input type="checkbox"/> Keeps rules to manageable number (3-6)						
<input type="checkbox"/> Frequently reinforces children for appropriate behavior						
<input type="checkbox"/> Identifies consequences for both following and not following rules						
<input type="checkbox"/> Makes sure all adults in classroom know rules and consequences						
<input type="checkbox"/> Enforces rules and consequences consistently and fairly						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
10. Engages in ongoing monitoring and positive attention	3	2	1	YES	NO	
<input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior						
<input type="checkbox"/> Monitors adults' interactions with children throughout the day						
Comments:						
11. Uses positive feedback and encouragement	3	2	1	YES	NO	
<input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior						
<input type="checkbox"/> Provides descriptive feedback and encouragement						
<input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement						
<input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts.						
<input type="checkbox"/> Provides nonverbal cues of appreciation						
<input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children						
<input type="checkbox"/> Involves other adults in acknowledging children						
<input type="checkbox"/> Models positive feedback and encouragement frequently						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
12. Interacts with children to develop their self-esteem	3	2	1	YES	NO	
<input type="checkbox"/> Demonstrates active listening with children						
<input type="checkbox"/> Avoids judgmental statements						
<input type="checkbox"/> Responds to children's ideas						
<input type="checkbox"/> Recognizes children's efforts						
<input type="checkbox"/> Shows empathy and acceptance of children's feelings						
Comments:						
13. Shows sensitivity to individual children's needs	3	2	1	YES	NO	
<input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics						
<input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)						
<input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics						
Comments:						
14. Encourages autonomy	3	2	1	YES	NO	
<input type="checkbox"/> Provides children with opportunities to make choices						
<input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance						
<input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together						
<input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
15. Capitalizes on the presence of typically developing peers	3	2	1	YES	NO	
<input type="checkbox"/> Utilizes peers as models of desirable social behavior						
<input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)						
<input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities						
<input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills						
Comments:						
16. Utilizes effective environmental arrangements to encourage social interactions	3	2	1	YES	NO	
<input type="checkbox"/> Considers peer placement during classroom activities						
<input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)						
<input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)						
<input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
17. Uses prompting and reinforcement of interactions effectively						
<input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions						
<input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions						
<input type="checkbox"/> Models phrases children can use to initiate and encourage interactions						
<input type="checkbox"/> Gives general reminders to "play with your friends"						
<input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas						
<input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play						
Comments:						
18. Provides instruction to aid in the development of social skills						
<input type="checkbox"/> Includes social interaction goals on the IEP						
<input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities						
<input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning						
<input type="checkbox"/> Structures activities to encourage and teach sharing						
<input type="checkbox"/> Structures activities to encourage and teach turn taking						
<input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items						
<input type="checkbox"/> Structures activities to encourage and teach working cooperatively						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social and Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
19. Promotes identification and labeling of emotions in self and others						
<input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states						
<input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings						
<input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words						
<input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved						
Comments:						
20. Explores the nature of feelings and the appropriate ways they can be expressed						
<input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay						
<input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)						
<input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day	3	2	1	YES	NO	
<input type="checkbox"/> Labels positive feelings						
<input type="checkbox"/> Labels negative feelings paired with actions to regulate						
Comments:						
22. Creates a planned approach for problem solving processes within the classroom	3	2	1	YES	NO	
<input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child						
<input type="checkbox"/> Systematically teaches the problem solving steps: a What is my problem? b What are some solutions? c What would happen next? d Try out the solution.						
<input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions						
<input type="checkbox"/> Takes time to support children through the problem solving process during heated moments						
<input type="checkbox"/> Comments on and reinforces children's problem solving efforts						
Comments:						
23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	YES	NO	
<input type="checkbox"/> Helps children recognize cues of emotional escalation						
<input type="checkbox"/> Helps children identify appropriate choices						
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved						
<input type="checkbox"/> Displays photographs of children working out situations						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
24. Teams with family to develop support plans	3	2	1	YES	NO	
<input type="checkbox"/> Invites family to participate in behavior support process from the beginning						
<input type="checkbox"/> Accommodates family schedule						
<input type="checkbox"/> Encourages family to assist in the development of plan						
<input type="checkbox"/> Ensures that the plan addresses family and child care issues						
Comments:						
25. Teams use functional assessment	3	2	1	YES	NO	
<input type="checkbox"/> Conducts observations						
<input type="checkbox"/> Completes interviews						
<input type="checkbox"/> Develops hypothesis						
Comments:						
26. Develops and implements behavior support plan	3	2	1	YES	NO	
<input type="checkbox"/> Includes replacement skills						
<input type="checkbox"/> Includes prevention strategies						
<input type="checkbox"/> Includes new responses						
Comments:						
27. Teaches replacement skills	3	2	1	YES	NO	
<input type="checkbox"/> Replacement skills are taught throughout the day						
<input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring						
<input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
	3	2	1	YES	NO	
28. Monitors progress						
<input type="checkbox"/> Measures and monitors changes in challenging behavior						
<input type="checkbox"/> Measures and monitors acquisition of replacement skills						
<input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Building Positive Relationships

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p>1. Develops meaningful relationships with children and families</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greets children on arrival; calls by name <input type="checkbox"/> Communicates with children at eye level <input type="checkbox"/> Verbally interacts with individual children during routines and activities <input type="checkbox"/> Participates in children's play when appropriate <input type="checkbox"/> Shows respect, consideration, warmth to all children <input type="checkbox"/> Speaks calmly to children <input type="checkbox"/> Uses a variety of strategies for building relationships with all children <input type="checkbox"/> Attends to children in positive ways at times when children are not engaging in challenging behavior <input type="checkbox"/> Uses a variety of strategies for building relationships with all families <input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe) 		
<p>2. Examines personal, family, and cultural views of child's challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior <input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior <input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Building Positive Relationships

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p>3. Examines own attitudes toward challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the relationship between children's social emotional development and challenging behaviors <input type="checkbox"/> Understands that children's challenging behaviors are conveying some type of message <input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors <input type="checkbox"/> Identifies what children's behaviors "push my buttons" <input type="checkbox"/> Develops strategies for dealing with situations when children's behaviors "push my buttons" <input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
4. Designs the physical environment <ul style="list-style-type: none"> <input type="checkbox"/> Arranges traffic patterns in classroom so that there are not wide open spaces that allow children to run <input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room <input type="checkbox"/> Clearly defines boundaries in learning centers <input type="checkbox"/> Arranges learning centers to allow room for multiple children <input type="checkbox"/> Provides a variety of materials in all learning centers <input type="checkbox"/> Designs learning centers so that children spend time evenly across centers <input type="checkbox"/> Considers children's interests when deciding what to put in learning centers <input type="checkbox"/> Makes changes and additions to learning centers on a regular basis <input type="checkbox"/> Visually closes learning centers when they are not an option 		
5. Develops schedules and routines <ul style="list-style-type: none"> <input type="checkbox"/> Designs schedule to include a balance of large group and small group activities <input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities <input type="checkbox"/> Implements schedule consistently <input type="checkbox"/> Teaches children about the schedule <input type="checkbox"/> Provides explanations when changes in the schedule are necessary 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
6. Ensures smooth transitions <ul style="list-style-type: none"> <input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do <input type="checkbox"/> Teaches children the expectations associated with transitions <input type="checkbox"/> Provides warnings to children prior to transitions <input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them 		
7. Designs activities to promote engagement <ul style="list-style-type: none"> <input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children <input type="checkbox"/> Varies the topics and activities in the large group from day to day <input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities <input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities <input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child <input type="checkbox"/> Plans and conducts fun small group activities <input type="checkbox"/> Uses peers as models during small group activities <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities <input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity <input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
8. Giving Directions <ul style="list-style-type: none"> <input type="checkbox"/> Gains child's attention before giving directions <input type="checkbox"/> Minimizes the number of directions <input type="checkbox"/> Individualizes the way directions are given <input type="checkbox"/> Gives clear directions <input type="checkbox"/> Gives directions that are positive <input type="checkbox"/> Gives children time to respond to directions <input type="checkbox"/> Gives children choices and options when appropriate <input type="checkbox"/> Follows through with positive acknowledgments of children's behavior 		
9. Establishes and enforces clear rules, limits, and consequences for behavior <ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate classroom rules with children <input type="checkbox"/> Teaches rules in developmentally appropriate ways <input type="checkbox"/> Provides opportunities for children to practice classroom rules <input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible) <input type="checkbox"/> Keeps rules to manageable number (3-6) <input type="checkbox"/> Frequently reinforces children for appropriate behavior <input type="checkbox"/> Identifies consequences for both following and not following rules <input type="checkbox"/> Makes sure all adults in classroom know rules and consequences <input type="checkbox"/> Enforces rules and consequences consistently and fairly 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
10. Engages in ongoing monitoring and positive attention <ul style="list-style-type: none"> <input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior <input type="checkbox"/> Monitors adults' interactions with children throughout the day 		
11. Uses positive feedback and encouragement <ul style="list-style-type: none"> <input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior <input type="checkbox"/> Provides descriptive feedback and encouragement <input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement <input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts. <input type="checkbox"/> Provides nonverbal cues of appreciation <input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children <input type="checkbox"/> Involves other adults in acknowledging children <input type="checkbox"/> Models positive feedback and encouragement frequently 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
12. Interacts with children to develop their self-esteem <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates active listening with children <input type="checkbox"/> Avoids judgmental statements <input type="checkbox"/> Responds to children's ideas <input type="checkbox"/> Recognizes children's efforts <input type="checkbox"/> Shows empathy and acceptance of children's feelings 		
13. Shows sensitivity to individual children's needs <ul style="list-style-type: none"> <input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics <input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.) <input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics 		
14. Encourages autonomy <ul style="list-style-type: none"> <input type="checkbox"/> Provides children with opportunities to make choices <input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance <input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together <input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
15. Capitalizes on the presence of typically developing peers <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes peers as models of desirable social behavior <input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.) <input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities <input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills 		
16. Utilizes effective environmental arrangements to encourage social interactions <ul style="list-style-type: none"> <input type="checkbox"/> Considers peer placement during classroom activities <input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.) 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
17. Uses prompting and reinforcement of interactions effectively <ul style="list-style-type: none"> <input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions <input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions <input type="checkbox"/> Models phrases children can use to initiate and encourage interactions <input type="checkbox"/> Gives general reminders to "play with your friends" <input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas <input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play 		
18. Provides instruction to aid in the development of social skills <ul style="list-style-type: none"> <input type="checkbox"/> Includes social interaction goals on the IEP <input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities <input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning <input type="checkbox"/> Structures activities to encourage and teach sharing <input type="checkbox"/> Structures activities to encourage and teach turn taking <input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items <input type="checkbox"/> Structures activities to encourage and teach working cooperatively 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p>19. Promotes identification and labeling of emotions in self and others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states <input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings <input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words <input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved 		
<p>20. Explores the nature of feelings and the appropriate ways they can be expressed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay <input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down) <input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day <ul style="list-style-type: none"> <input type="checkbox"/> Labels positive feelings <input type="checkbox"/> Labels negative feelings paired with actions to regulate 		
22. Creates a planned approach for problem solving processes within the classroom <ul style="list-style-type: none"> <input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child <input type="checkbox"/> Systematically teaches the problem solving steps: <ul style="list-style-type: none"> (a) What is my problem? (b) What are some solutions? (c) What would happen next? (d) Try out the solution. <input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions <input type="checkbox"/> Takes time to support children through the problem solving process during heated moments <input type="checkbox"/> Comments on and reinforces children's problem solving efforts 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p>23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps children recognize cues of emotional escalation <input type="checkbox"/> Helps children identify appropriate choices <input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved <input type="checkbox"/> Displays photographs of children working out situations 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Individualized Intensive Interventions

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
24. Teams with family to develop support plans <ul style="list-style-type: none"> <input type="checkbox"/> Invites family to participate in behavior support process from the beginning <input type="checkbox"/> Accommodates family schedule <input type="checkbox"/> Encourages family to assist in the development of plan <input type="checkbox"/> Ensures that the plan addresses family and child care issues 		
25. Teams use functional assessment <ul style="list-style-type: none"> <input type="checkbox"/> Conducts observations <input type="checkbox"/> Completes interviews <input type="checkbox"/> Develops hypothesis 		
26. Develops and implements behavior support plan <ul style="list-style-type: none"> <input type="checkbox"/> Includes replacement skills <input type="checkbox"/> Includes prevention strategies <input type="checkbox"/> Includes new responses 		
27. Teaches replacement skills <ul style="list-style-type: none"> <input type="checkbox"/> Replacement skills are taught throughout the day <input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring <input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior 		

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Individualized Intensive Interventions

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p>28. Monitors progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measures and monitors changes in challenging behavior <input type="checkbox"/> Measures and monitors acquisition of replacement skills <input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies 		

Date 1 Completed: _____

Date 2 Completed: _____



Beyond the Workshop: Options for Building Professional Development

Activity	Description
Action Research	Practitioners identify an area of interest and use traditional research methods to answer any questions relevant to the chosen topic. Research activities may include keeping written accounts of changes in performance levels, collecting and analyzing data, making decisions based upon the data collected, and sharing results of the research with other practitioners.
Cases	Practitioners meet to share examples of teaching and learning strategies they've used, as well as the pros and cons associated with those strategies.
Peer Coaching	Teachers meet with one another to discuss and brainstorm areas in need of improvement and growth. There is an understanding that the role of the "coach" is to listen, observe, ask questions, and facilitate the process of improvement.
Curriculum or Materials Development	Teachers meet to develop curricula, classroom materials, or lesson plans. Topics of discussion may include: outcomes associated with past curricula or instructional activities, areas in need of improvement, and ideas for developing instructional activities to meet the needs of children at all levels of learning.
Journaling and Reflective Logs	Practitioners record their thoughts and feelings on various experiences, giving special consideration to strengths and areas in need of improvement. These recordings may be shared with other practitioners to serve as a source of discussion or insight.
Mentoring	Experienced practitioners provide guidance and encouragement to those who are new to the program. Mentors may provide insight into the culture and dynamics of a program, share resources to further the knowledge and understanding of the new practitioner, guide problem solving processes, or offer guidance in lesson planning and practices they've found to be effective.
Networks	Teachers and other providers meet with people working outside the program to discuss a common purpose or goal.
Portfolios	Teachers and other service providers create portfolios to highlight practices they've found to be effective. Practitioners may share these portfolios with others to encourage growth and to serve as topics of discussion at meetings and study groups.
Study Groups	Study groups are small groups of people (i.e., usually six or fewer) who meet on a regular basis to discuss common areas of interest. Members of study groups may be those working within the same program, across numerous centers, or across

	programs. Regardless of the nature of these meetings, the purpose is generally to encourage collaboration and professional development among service providers faced with similar challenges and needs.
<i>Train-the-Trainers</i>	Trainers or technical assistance providers are trained by experienced trainers and later serve as trainers themselves. Train-the-trainer models of service are generally built upon the principles and practices of peer-to-peer models. They move beyond the workshops and encourage the use of practices of professional development, such as those described above.
<i>Coaching</i>	An expert (i.e., “coach”) trained in a particular area of instruction works with teachers to provide assistance in learning a new skill, or in building upon an existing skill. Coaches may model the correct use of a particular procedure, give teachers feedback on the use of new skills, and/or provide teachers with materials and other resources to aid in their use of new skills and procedures. As described in the literature, “...the role of the coach is to provide a supportive and encouraging environment in which the learner and coach can jointly reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations...” (www.coachinginearlychildhood.org/ccoaching.php)

L-E-A-R-N

Coaching is 360° of Teaching and Learning



Lentini, R. & Jack, S.

L-E-A-R-N: Questions to Ask When Coaching

Look and Listen:

- ▲ What would you like help with?
- ▲ What children do you have questions or concerns about?
- ▲ What techniques or strategies have you tried? And what happened?
- ▲ What supports do you feel you need to be successful?

Evaluate by Observing:

- ▲ Do you prefer I observe and
 - ▲ Take notes to talk at a later time?
 - ▲ Comment and ask questions as things occur?
 - ▲ Then model some strategies and techniques?
 - ▲ Video tape so that we can review together?
- ▲ Could you show me how you ____?
- ▲ Let's give ____ a try, would that be ok?
- ▲ Would you like me to try it and then you take a turn?
- ▲ Do you feel more comfortable trying this when I am not here?

Action Plan:

- ▲ What would you like to work on?
- ▲ What is the first strategy/idea you would like to try?
- ▲ What additional information do you need?
- ▲ How much time would you like in preparing for my next observation?
 - ▲ NOTE: Be ok with silence
 - ▲ Adults need time to think and process too

Reflect and Feedback: Open-Ended Questions (Hanft, Rush, & Shelden, 2004)

- ▲ Objective Questions (who, what, when, where, how)
 - ▲ What is happening with ____?
 - ▲ What are you doing about ____?
 - ▲ What have you tried with ____?
 - ▲ When does ____ have challenging behavior?
- ▲ Interpretive Questions (asks for the learner's interpretation and what to do next)
 - ▲ What is he communicating when he ____?
 - ▲ What do you think would happen if ____?
 - ▲ Why do you think ____?
- ▲ Comparative Questions (compares the learners past to present)
 - ▲ Knowing that now, how would you do it the next time?
 - ▲ How does this relate to your professional development?
 - ▲ How does this compare to ____?

New Teaching Skills:

- ▲ How long would you like to practice before my next visit?
- ▲ How can I support you with this new skill?
 - ▲ Do you need help with ____?
 - ▲ Do you want me to model how to ____?
 - ▲ Have you ever used this teaching strategy before?
 - ▲ What would you do if ____?



Lentini, R. & Jack, S.

Coaching Strategies¹

Observation Coaching Strategies

1. Side-by-Side Verbal or Gestural Support:

Coach delivers verbal prompts or cues to remind practitioner to use specific strategies or uses non-verbal visual or gestural support to prompt/remind practitioner to use a strategy.

Examples:

- The teacher is beginning to use a “5-minute countdown glove” for transitions. Coach says to teacher, “Let Caleb pull off one of the minutes” or “Remember to let Joey pull off the numbers.”
- The coach nods her head to confirm the successful use of the visual schedule with the group

2. Problem Solving Discussion:

Verbal interaction between the coach and practitioner designed to lead the practitioner through a systematic process involving identifying the problem, generating options, deciding on a possible solution, implementing the best solution and evaluating the solution.

Example:

- The teacher and coach may have a brief discussion on the way to the play ground
- The coach asks the teacher “Do you think a white board would work for his schedule?”

3. Observing:

The coach watches and takes notes about the practitioner’s implementation of Pyramid strategies.

4. Videotaping

The coach videotapes an activity or teacher interaction for later review and discussion with the practitioner.

5. Modeling:

Verbal, gestural, physical or signed actions that demonstrate how to implement Pyramid strategies. In a modeling situation, the coach works with a child or the class and demonstrates how to do a certain type of action regarding the Pyramid practices.

¹ Sources:

- Snyder, P. (2009) *Coaching Manual for Embedded Instruction for Early Learning: Tools for Teachers* (TfT). Gainesville, Florida: University of South Florida.
- Hemmeter, M.L., Kinder, K., Artman, K., Snyder, P., & Fox, L., (2009). *Coaching Manual for Classroom-Wide Implementation of the Pyramid Model*. Nashville, TN: Vanderbilt University.

Example:

- Coach demonstrates how to use an individualized direction or visual schedule by working with a child during a classroom activity, routine or transition.
- Coach notices a group of children who are having a difficult time at the computer and prompts the children to go get the solution kit.

6. Helping with Environmental Arrangements:

Coach assists practitioner with creating and/or adapting the environment to support the use of Pyramid strategies. This could include preparing or developing materials, making on-the-spot changes in the classroom, or rearranging the physical space.

De-briefing Coaching Strategies

1. Problem Solving Discussion:

Verbal interaction between the coach and practitioner designed to lead the practitioner through a systematic process involving identifying the problem, generating options, deciding on a possible solution, implementing the best solution and evaluating the solution.

Example:

- During the observation, the coach notices a target child who has trouble transitioning to music. At the debriefing, the coach and teacher talk a bit about the situation and the coach says, “Let’s think about some ways to make this transition easier for Eric.” Together they brainstorm a few different ideas, the teacher selects one to try, and the coach says she’ll make a point to observe this during her next visit.

2. Reflective Conversation:

Verbal interaction that includes active participation and discussion between the coach and practitioner. The goal is to encourage the practitioner to think about his/her actions, the situation, the strategies she used, the responses of the children, and/or her comfort level regarding implementation of Pyramid strategies. No corrective or directive statements are used. Instead the coach offers a question to encourage reflection. Reflective conversation can focus on perceptions, feelings, interpretations, or use of strategies.

Examples:

- “Let’s talk about what happened with Bobby this morning. Why do you think this might have happened today? Let’s think about your schedule. Was there anything different happening today?”
- “So I saw you use the new schedule. How was it? Was it comfortable to you?”
- “Why do you think Stacy didn’t stick with Circle today? What do you think is going on?”

3. Video Review:

The practitioner and coach review a video vignette from the practitioner's classroom and then engage in one of the coaching strategies such as: problem solving discussion; reflective conversation; verbal performance feedback; or graphing.

4. Role Play:

A simulated situation that happens between the coach and practitioner that aims to help the practitioner to learn or practice Pyramid strategies during debriefing. In a role-playing situation, both individuals take on a defined role and practice the use of a strategy or a response to a situation. The practitioner may take on the role of the child while the coach demonstrates a strategy, or the coach may take on the role of the child while the practitioner practices a strategy.

Example:

- The teacher and coach may practice a hypothetical conversation with a parent during a role play before the teacher meets with the parent.
- The coach could use role play to practice the use of Tucker the Turtle or problem solving strategies with the teacher.

5. Demonstration:

The coach demonstrates how to implement Pyramid strategies or shares a short video clip that shows implementation of the Pyramid practices.

Example:

- The coach stands near the visual schedule and tells the teacher, "During Circle you might say, 'Ok, Circle is finished. Let's look at our schedule. Johnny, will you come flip over the piece for me?'"
- The coach and teacher may view a video from the modules (e.g., solution kit) or video that showcases a strategy the practitioner is learning to use.

6. Helping with Environmental Arrangements:

Coach assists practitioner with creating and/or adapting the environment to support the use of Pyramid strategies. This may include preparing or developing materials, making changes in the classroom, or rearranging the physical space.

Examples:

- The coach might take pictures of the housekeeping area to help create center labels.
- The coach helps arrange a visual schedule.

7. Performance Feedback Verbal:

Coach provides an oral account of the observation. The coach may review details of the observation, summarize strengths and weaknesses (supportive and/or corrective feedback), or provide suggestions and support.

Example:

- Coach presents an oral overview of data collected during her TPOT observation
- Coach comments on Pyramid strategies the teacher has implemented well, corrects any incorrect implementation, and provides suggestions on making progress towards Action Plan goals.

8. Performance Feedback Graphical:

Visual display and specific spoken information about the practitioner's implementation of Pyramid practices. This may include interpreting and analyzing what the graph says for the practitioner.

Example:

- The coach might share a graphic analysis of the TPOT and highlight areas that are strong and next steps for implementation.

9. Goal Setting-Planning:

The coach helps the practitioner identify and write goals related to Action Planning for implementation. Goal setting takes place any time a new goal is developed or new strategies/action steps are added to an existing goal.

Example:

- During the meeting the coach and teacher identify an area the teacher would like to work on to improve implementation in her classroom (teaching friendship skills). The coach and teacher identify the steps that should be taken to meet the goal (i.e., develop lesson plans, incorporate books about friendship, add resources), develop a timeline for implementation, and write an Action Plan.
- The coach and teacher may expand upon an existing Action Plan by adding a new Action Step ("I noticed there's not much descriptive praise for friendship skills. How about we add that to the Action Plan for teaching friendship skills?")
- The coach and teacher notice that cartoon feelings faces are not working as part of an Emotions Action Plan. They identify the need for photographic faces and add that to the Action Plan resource column.

10. Graphing:

Assisting the practitioner to display, analyze, or interpret data. Assistance may include creating a graph with the data, interpreting the results of the graph, or teaching the practitioner how to interpret the graph.

Example:

- During debriefing, the coach and teacher create a graph based on behavior incidence data that the teacher collected. The coach may explain to the teacher how to interpret the graph.

11. Providing Materials:

Coach offers additional items that may help the practitioner learn more about Pyramid strategies and other recommended practices, or the coach may provide materials that may improve implementation of Pyramid strategies.

Example:

- The coach may suggest the teacher read journal articles or book chapters that have information about the Pyramid Model.
- The coach may provide the teacher with materials such as a visual schedule, center signs, or scripted stories.

Guiding Implementation through Coaching

Coaching Cycle	Coaching Activity	Follow-up Activity	Timeline
Initial planning session	1) Present coaching framework (handout) <ul style="list-style-type: none"> ■ implementation with fidelity is the goal ■ Use data to track progress, teacher successes and guide decisions ■ collaborative planning 2) Review coaching tools and fidelity measures with teacher. 3) Schedule next coaching session.	1) Enter contact in coaching log & set reminders for next scheduled session	1 day
		2) Email teacher using Email Fidelity Checklist	Within 1 week
		3) Prepare for next session by reviewing tools, forms, etc.. Prepare any supporting materials for teacher.	1 week prior to next session
Second Coaching Session	1) Review results of fidelity measure (e.g., TPOT) 2) Review screening data (e.g., ASQ-SE, Denver, SSIS) 3) Jointly determine areas of need & schedule time to observe teacher 4) Address any individualized data	1) Enter contact in coaching log & set reminders for next scheduled session	1 day
		2) Email teacher using Email Fidelity Checklist	Within 1 week
		3) Complete follow-up observation as identified on planning form	Within 1 week

Second Coaching Session (con't)	collection (e.g., BIR, CC Checkpoints) that may be needed. 5) Complete Teacher Goal Planning Form with teacher	4) Provide feedback on observations; review video if available	Same day
		5) Review/revise planning form to reflect feedback and joint determinations of need; send revisions to teacher.	Within 1 week
		6) Prepare for next session by reviewing tools, forms, etc.. Prepare any supporting materials for teacher.	1 week prior to next session
Third & Subsequent Coaching Session	1) Discuss results of follow-up observations or fidelity measures 2) Review any individual data collected since last session 3) Jointly determine areas of need or further individualization 4) Review Teacher Goal Planning Form to refine areas of need & set new goals	1) Enter contact in coaching log & set reminders for next scheduled session	1 day
		2) Email teacher using Email Fidelity Checklist	Within 1 week
		3) Prepare for next session by reviewing tools, forms, etc.. Prepare any supporting materials for teacher.	1 week prior to next session
		4) Review/revise planning form to reflect feedback and joint determinations of need; send revisions to teacher.	Within 1 week

The Coaching Relationship

The coach is someone who guides the other person to develop a new skill or build competence and expertise. Coaching is a partnership that occurs because both parties are willing and agree to work together.

The Coaching Cycle: **L-E-A-R-N**

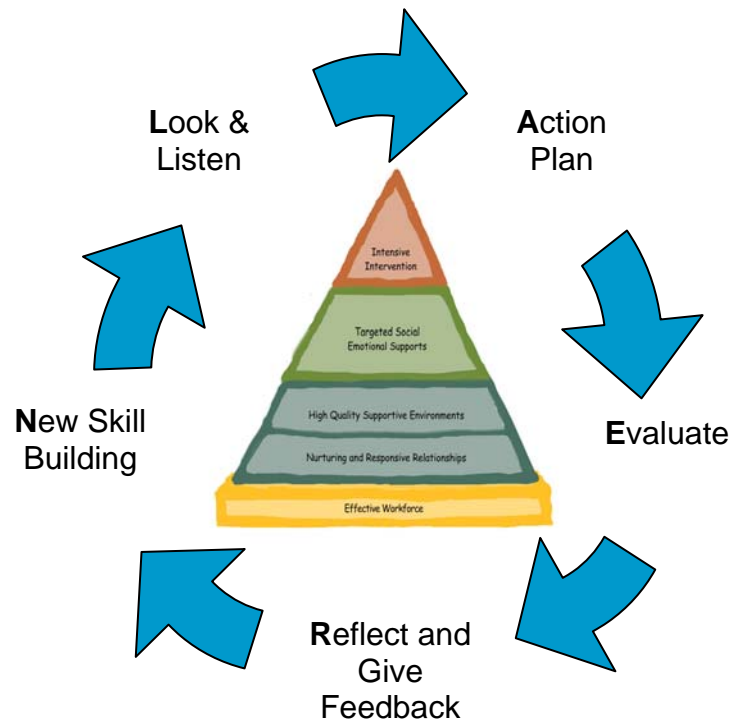
Look and listen: Coach and teacher will plan the coaching sessions, discuss purpose, activities, goals, time, and desired outcomes.

Evaluate: Coach will observe the teacher, lessons, review video, or listen to teacher as s/he describes situations.

Action Plan: Coach will use questioning and active listening to talk about what happened during the observation, and what strategies to try. Coach may model, demonstrate, or describe how to implement a strategy or activity.

Reflect and give feedback: Coach will set a time to review progress, observe, and offer objective feedback about what is currently taking place, as well as progress toward goals.

New skill building: Coach and teacher will set small goals toward big skill sets and work on increasing skills and competencies. They will develop new goals together when old goals are met.



Teacher Professional Development Plan

Teacher: _____
(signature)

Date: _____

Coach: _____
(signature)

Coaching Session # _____

Please fill in this form and bring it with you to our next coaching meeting.

The things that are going well in my classroom are:

The most challenging teaching practices for me to use in my classroom are:

The teaching practices would like to work on are (rank by priority):

Email Fidelity Checklist: Coaching

Teacher ID: _____ Coach ID: _____

Date Sent: _____

Elements of Feedback: Check if present in email	Circle:
1. Opening Comment	
Begin with general, positive statement about what you observed. <i>Examples: "Thanks for letting me sit in; it was good to see you in action again." "I saw you try out some of the ideas we talked about."</i>	Y N
2. Supportive Feedback	
Provide supportive feedback for (a) teachers' complete and correct examples of <i>Teaching Pyramid</i> practices <u>OR</u> (b) generally positive aspects of teacher's behavior. <u>AND</u> include data based on the TPOT observation or specific Action Plan goals. <i>Examples: "You are really doing a great job using your classroom rules. I saw you proactively remind 3 children of the rules during my observation this week." "Wonderful to watch; you are really making progress on your goals. You used (praise/feedback) for (child) when s/he (behavior)."</i>	Y N
3. Suggested Feedback	
Mention our striving for implementation fidelity/ constructive intent. <i>Example: "To really see changes in children, we have to be careful to use Pyramid practices in very specific ways." "It's important that we use all elements of the Pyramid for maximum effectiveness." "My goal is to point out ways you can use ideas or strategies more effectively." "My job is to help you see new or creative ways to build relationships in your classroom."</i>	Y N
Provide one or two suggestions that may improve implementation. <i>Example: "When you did (an element of the Pyramid) with (child description) you did this well, but you might think about trying _____ next time." "Let's think about a few different ways to use visuals in your classroom. I think it might be really useful to _____."</i>	Y N
4. Planned Actions	
Follow-Up Actions for Teacher: Ask teacher to review a section of the Implementation Guide <u>OR</u> remind teacher of materials available on the TTYC CD <u>OR</u> provide a web link to a video model of skill/ useful article <u>OR</u> Attach a document/ template for materials the teacher might use. <i>Example: "Remember you have the 'Ideal Child' activity in your implementation guide. Let's both look that over before my next visit and think about ways to develop some expectations in your room." "You might really like the video about _____ on the TTYC CD in Guide 3. Take a look and think about how you could use a similar system in your class."</i>	Y N
Pose a scheduling question about the next visit <i>Example: "Can I plan to observe again on Monday?" "Just a reminder: I'm planning to come see Circle Time and the transition next Tuesday. Does that still work?"</i>	Y N
Ask for a reply via email <i>Example: "Please write back to confirm my next visit."</i>	Y N
5. Closing Comments	
Close with general, positive and encouragement statement <i>Examples: "It's always a pleasure to visit your classroom; I always come away with more ideas about ____." "Thanks again for being part of this project."</i>	Y N

Example Email:

Hi Jody,

Thank you for being available to meet with me today. It was good to spend some time in your classroom. I noticed how the children responded when you spent time with them individually; it's clear that you really work on relationships with all of them!

As we talked about, it will be important to focus on implementing Pyramid practices at all levels and it all starts with relationships. One way to strengthen relationships with children is to provide targeted and specific praise when children display behavior that you find desirable. That way, they know what you expect, and what they are doing correctly. It will strengthen the child's desirable behavior, and reduce the need to engage in negative behavior to get your attention.

I've attached a handout with suggestions or "starters" in giving positive feedback. Why don't you look this over and try out some of these ideas before our next visit? How would next Thursday work for another classroom visit? When I'm there, I'd like to see another circle activity and try to observe the child you are concerned about. Let me know if this will work for you.

Thanks again for your openness to ideas and willingness to share!

See you soon,

Susan

IMPLEMENTATION COACHING LOG

Teacher: _____

Coach: _____

Date: _____

Session #: _____

1. Excluding yourself, how many adults were present at the beginning of the session?	2. How many children were present at the beginning of each session?	3. Time Spent Onsite		
		Sections	Time began?	Time ended?
	Total Number of Children	Observation		
	Number of Target Children	Meeting		
4. Action Plan Progress and Summary				
Action Plan Goals				
Current Goal # _____		Was the goal met in this session? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Description:		What is the new goal?		
Action Plan Steps				
Current Steps (<i>What is the teacher working on?</i>):		Were any steps completed in this session? <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No		
Plan for Next Session				
Action Plan steps to target:		Follow up needed / comments:		

5. Type of Coaching Strategies Used (<i>check all that apply</i>)									
During Observation				During Debriefing				Follow Up	
Type	✓	Type	✓	Type	✓	Type	✓	Type	✓
Side by Side Verbal Support		Modeling		Problem Solving Discussion		Graphing		Email Date: Time:	
Side by Side Gestural Support		Observing		Reflective Conversation		Goal Setting-Planning			
Problem Solving-Discussion		Helping with Environmental Arrangements		Role-Play		Performance Feedback (Verbal-Graphical)		Other: _____ Date: Time:	
Reflective Conversation		Other:		Video Demonstration		Other:			

6. Challenges Present (<i>check all that apply</i>)								
Qualification and Skills			Influences			Management Systems		
Type	✓	Notes	Type	✓	Notes	Type	✓	Notes
Lack of Education/ Training			Fiscal Issues			Organizational capacity (schedule conflicts)		
Allocation of Job Responsibilities			Linguistic or Special Need Barriers			Resistance to change		
Staff Turnover			Family or Community			Existing demands (professional & personal)		
Other:			Other:			Other:		

Additional notes: _____

Coaching Fidelity Checklist				
Coaching Components	Yes	No	N/A	Notes
Opening the Meeting				
1. Coach opened the meeting with a positive greeting.				
2. Coach checked in with the teacher about progress during the previous week.				
3. Coach referred to the teacher's Action Plan by reviewing the teacher's goals.				
Supportive Feedback				
1. Coach presented data based on the classroom observation and the teacher's individual goals.				
2. Feedback was positive and highlighted teacher's strengths on TPOT items and/or progress on goals.				
Suggested Feedback				
1. Coach provided suggestions for strategies to work on during the following week.				
2. If a goal was accomplished, Coach made suggestions with the teacher for additional targets.				
Targeted Support				
1. I asked if the teacher needed any assistance with the target child/ children.				
2. If needed or requested, Coach suggested individualized strategies or plans for functional assessment process.				
Planned Actions (Teaching)				
1. Coach referred teacher to examples or materials that might help the teacher with class-wide implantation or with supporting target children.				
Planned Actions (Scheduling)				
1. Coach made plans for the following week by identifying what the teacher should work on and what the teacher would like the coach to observe during the next visit.				
2. Coach reminded the teacher that Coach would be sending a follow-up email OR schedule a second live coaching meeting if necessary.				