

The Pyramid Infant-Toddler Observation Scale (TPITOS)

Please do not disseminate or copy without written permission from Judith Carta (carta@ku.edu).

Copyright ©2009. All rights reserved.

6/1/14

The Pyramid Infant-Toddler Observation Scale (TPITOS)

The Pyramid Infant-Toddler Observation Scale (TPITOS) is an assessment instrument designed to measure the fidelity of implementation of practices associated with the *Pyramid Model* in infant and toddler care settings. The purpose of the TPITOS is to provide a classroom snapshot of the adult behaviors and classroom environment variables that are associated with supporting and promoting the social-emotional development of infants and toddlers. The TPITOS is made up of three types of items: a) Observational items, b) Interview items, and c) Red Flags.

The TPITOS is completed based on a two hour observation conducted in infant or toddler classrooms (birth to three), followed by an interview with the teacher. Generally, items are scored based on the behavior of an individual teacher, so some programs may carry out separate two hour observations of individual teachers within a given classroom or decide to score only a lead teacher. Please note that some Red Flag items are scored for the whole classroom, regardless of who is being observed.

TPITOS data may be used to support professional development in the following ways: (1) identifying and making explicit the specific 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.

Observation Structure

To complete this measure, the observer should structure the observation to observe **one teacher at a time for at least a 2 hour period**. The observational goal is to observe one teacher, individually, across as many routines as possible (i.e. free play, structured group activity, mealtime/feeding, personal care, and outdoor activities) in which he/she becomes engaged during that 2 hour period. We recommend that the teacher be observed across at least 3 different routines. For any given classroom, this may require multiple observations in order to observe each teacher in that classroom.

It is recommended that observers focus on one teacher at a time, rather than observing two teachers concurrently. If you observe notable practices used by a teacher you are not actively observing (e.g., a red flag item), you may make a brief note. It is not recommended, however, that observers attempt to complete the TPITOS for more than one teacher at the same time to avoid missing important, yet brief interactions. Observation times may be restructured, however, to accommodate teachers' or observers' varied schedules. Examples of how observations might be conducted across teachers in one classroom include:

Option 1:

Day 1: Observe teacher #1 for 2 hours

Day 2: Observe teacher #2 for 2 hours

Option 2:

Day 1: Observe teacher #1 for 1 hour, and teacher #2 for 1 hour

Day 2: Observe teacher #1 for 1 hour, and teacher #2 for 1 hour

It is recommended that any one observation period should be no shorter than 1 hour (for a total of two 1-hour sessions). Further, if you are conducting interobserver reliability observations, both observers should establish agreement about how the observation will be structured.

The observation should be representative of the conditions that are typical for that setting. Ideally, in a center based program, **at least 3 children** should be present, and **at least 3 different routines** should be observed during the **2 hour** observation. In some settings, this may not be the standard conditions. Observation times should be structured so that the teachers and children present, and the routines observed, are typical for that setting. For home-based care settings or smaller centers, fewer children may be present, and the routines may differ in some ways. The important feature of the observation is that it is capturing conditions that are typical for that setting.

The number of routines observed may also vary depending on the setting and time of day. When multiple routines are not observed during the two hour period, it will then be important to determine if the observation is truly representative of typical care and interactions in that setting, or if additional observation time is needed to observe that teacher engaged in additional routines.

The TPITOS observation consists of three main elements:

- a) Observing a teacher engaged typical daily classroom routines (free play, structured group, feeding/mealtime, personal care, and outdoors), and scoring each indicator under each item as “yes” or “no”.
- b) Interview questions can that be informed by the classroom observation, as well as teacher report. Plan to ask interview questions after the observational period. The interview items expand upon many of these observational items, and in some cases, items can be scored from *either* observation OR interview.
- c) Observing for Red Flags, which are items that require a Yes or No response based on observation of either individual teachers or the classroom environment. These can be scored during the observation, as well as after it is complete.

Before Starting the Observation

To conduct the TPITOS, the observer should arrive prior to children’s arrival, if possible. Upon arrival, the observer should orient herself to the classroom and observation period. Ask the teacher what activities will occur during your observation and when they will occur. Confirm that the teacher being observed plans to remain in the classroom for the duration of the observation. Explain that you are interested in observing typical routines and interactions during this two-hour observation. To prepare to complete the interview items, ask the teacher if you may spend about 20 minutes talking with her after the observation (if this is not feasible immediately following the observation, determine when this might be more convenient for him or her).

Before starting the observation, complete the cover sheet to indicate the following: 1) teacher name or identification code, 2) observer name or identification code, 3) program/classroom, 4) date of observation, 5) start and end time of observation, 6) number of adults and children present, and 7) age range of children present. Also, ask if there are children in the classroom present today who are unable to communicate with you in the same way as other children in the class due to severe language delay, and if there are children who are dual-language learners. You may also record the activities observed, their start and end time, total length of time observed in each activity, and any notes regarding those activities on this cover sheet. Here, you may note when you stopped an observation due to the teacher or children leaving the room, or when the observation is suspended (e.g., guests entering the room). Include any notes related to such events on the cover sheet.

Conducting the Observation

- Observational and Interview items are organized in 13 items, or categories of teacher behavior. There are 2 to 10 “indicators” under each item that describe a specific aspect of teacher behavior. Observers should mark “yes” or “no” for each indicator, as it was observed in individual routines, based on observation and/or teacher interview (for items where interview questions are provided). Once a “yes” or “no” has been determined for each routine, then an overall score for each indicator can be determined.
- “Elaborations” which further define and/or provide examples and non-examples for each indicator are provided at the end of this booklet. Refer to these elaborations when determining whether to score “yes” or “no.”
- Because the observation is conducted in infant and toddler environments, some items and indicators are not relevant for all environments (e.g., items addressing challenging behavior or peer interactions are pertinent for toddlers but not infants, in most cases). For items or indicators that do not apply as readily to infant care settings, indicators refer to “toddlers” instead of “children.” These items may be scored as “n/a” if they are not applicable to the age group you are observing. For example, in item 7 (Teacher responds to children in distress and manages challenging behaviors), indicators 1 and 2 (referring to teachers’ tone remaining calm and supportive, and teacher responding to children in distress) can apply in infants and toddler settings. Indicators 3, 5, and 6 pertain to practices that would not necessarily be recommended for infants (e.g., providing positive attention for calming down and behavior appropriately, supporting upset toddlers with problem solving strategies, and using redirection and planned ignoring), and would be scored N/A when observing in an infant setting. When observing in a mixed-age setting, observers should use their discretion and good judgment to determine the best approach to such items.

Observational Items

- For items 1-7, score teacher behavior within individual routines separately. These items have columns in which you can indicate scores for each routine you observe. Mark each indicator as “yes” or “no” under each routine observed. Once the observation is complete, overall indicator scores (in the shaded column) are determined by the percentage of observed routines scored with a “yes”. For an indicator to receive an overall Yes, at least 67% of the routines should have received a “yes.” So, 2/3, 3/4, or 4/5 of the routines should be scored Yes in order to give an overall Yes score for each indicator. For instance, if you observed free play, a meal, personal care, and physical care, each indicator would have a score under each routine. If a Yes was marked for three of those four routines, you would then mark Yes in the shaded column. Conversely, if only one of the four routines were scored with a Yes, a No would be marked in the shaded column (see example below).

		Free Play	Structured group	Meal/Feeding	Physical Care	Outdoors	Y/N	Notes
4. Teacher promotes children's active engagement.								
CAE1	Teacher makes positive and varied attempts to encourage unengaged children to become involved in an activity.	Y	N	N	-	Y	Y	
CAE2	Teacher uses a variety of strategies to help children sustain their engagement in an activity.	Y	Y	Y	-	Y	Y	
CAE3	Teacher provides attention and positive comments to children who are engaged in activities and with materials.	N	N	Y	-	N	N	
CAE4	Teacher provides <u>toddlers</u> with opportunities to make choices.	N	Y	Y		N	N	Limited choices
CAE5	Adults in the room work together to make sure all children are engaged. Interview Question: Tell me how you work together with other teachers in your classroom to make sure that each child in your class gets and stays engaged? <ul style="list-style-type: none"> Describe how this might work during free play time. Describe how this might work during a more structured time like CIRCLE activities or STORY TIME. 							Other teachers not fully engaged Obs Int

- If you find that you have an equal number of routines scored yes and no (1 Yes and 1 No, or 2 Yes and 2 No), use the following questions to determine how to score the item:
 - How much time did you spend observing each routine? The scores from those routines that were observed for a longer period of time should have a higher “weight” in determining the overall score. For example, if you spent 45 min observing free play, 45 on structured group activities, 15 min on meals, and 15 min on physical care, you might use the free play and structured group activity scores to determine the overall score.
 - What was the general quality of the skills you observed? Greater fluency and consistency of recommended practices across the majority of interactions would result in a higher overall score, while lower quality and less frequent practices would result in a lower overall score.
- Items 8-11 are scored based on the overall observation period, and NOT within specific routines.
- Items 12 and 13 are scored based on the teacher’s responses to interview items.

Interview Items

- Interview questions are included to collect information about practices not be readily observed during a 1- or 2-hour observation.
- A brief interview with the observed teacher should be conducted as soon after the observation period as possible, but at a time that is convenient for the teacher. Be sure to inform the teacher prior to the observation that you would like to speak with her for about 20 minutes, and determine a convenient time.
- During the interview, asking teachers to provide specific examples of the strategies or situations addressed in the interview items may provide you with the most specific information needed to score these indicators.
- Some indicators for which interview questions are provided can be scored from *either* observation *or* interview, or *both* observation *and* interview (see Notes section of each indicator). Circle “Obs” or “Int,” depending on the information used to score the indicator. If you cannot score the indicator during the observation, ask the corresponding interview question.

		Free Play	Structured Group	Meals/Feeding	Outdoors	Y/N	Notes
3. Teacher promotes positive peer interactions							
PPI9	Teacher uses a variety of developmentally appropriate strategies, materials and activities (books, puppets, songs) to encourage peer-to-peer interactions.						Obs
	Interview Question: What types of strategies, materials or activities do you use to promote positive peer interactions? <ul style="list-style-type: none"> • Are there specific skills that you teach to help children interact more positively with the other children in your class? 						Int

- Indicators with an **Int** in the notes section of an item (e.g., SMD1) are scored strictly as interview questions.

8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.		Y/N	Notes
SMD1	Teacher reports using specific strategies with children with disabilities/delays to support peer interactions. <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use to promote social-emotional development with children with disabilities or delays? 		Int

- It is possible that a teacher might report a practice in your interview when the practice has not been observed in the classroom, or a practice is observed but not reported by the teacher. The following information provides guidance on how to score indicators when there are discrepancies in observational and teacher report data:

Score “Yes” when:	Score “No” when:
Teacher reports the practice is used AND you see the practice used	Teacher does NOT report use of the practice AND you do NOT see the practice used
You observe the practice, BUT the teacher does NOT report the practice in the interview	Teacher reports the use of a practice AND you observe that the teacher did NOT use the practice when there was the potential to use the practice
Teacher reports that the practice is used AND there is <i>no opportunity</i> to use the practice during the observation	You observe a teacher engage in a behavior that would result in scoring “no”, such as ignoring a child in distress, but teacher reported she always comforts children in distress

- Be sure to make any notes relevant to teacher response to the interview items, as these responses inform your scores. In some cases, you may be able to discuss specific examples of observed practices while completing the interview items.
- An *Interview Worksheet* can be found after the TPITOS items (pg. 39), and may be used to facilitate the interview. Before beginning the interview, circle the indicators on the Interview Worksheet that have not yet been scored through observation and should be addressed in the interview (e.g., PPI9), and those items that can only be scored through interview. Record teacher responses on the Interview Worksheet. After the interview, transfer scores from the Interview Worksheet to the appropriate TPITOS items so that accurate item totals can be calculated.

Red Flags

- Read through the Red Flags and reference them throughout your observation. Make specific notes to remind you of key observations so that you can rate each red flag item at the end of the observation.

- Items should be scored either for the teacher being observed, or the classroom (with the exception of Red Flag item 8, which can be scored for either the individual teacher, or the classroom). Space is also provided to score teacher behavior for other teachers in the classroom, in instances when the behavior of the other teachers in the classroom pose concerns and are in need of feedback. It is not necessary to obtain a total score of another teacher's behavior.

Incorporating Individual Program Needs

- The TPITOS was designed to be used to examine teacher practices across daily routines: free play, structured groups, meals or feeding, etc. Within these routines, we would expect to observe teacher behavior occurring in both one-on-one interactions, as well as in smaller, informal groups, within each of these routines. For example, during free play, we may observe a teacher dividing the focus of her attention across 2-3 children. Within that activity, there will be some one-on-one interaction, as well as group interactions, and you may observe differences in how teachers can adapt to these different types of interactions. It is important that teachers have the ability to use these practices across routines, and be proficient in using these practices in individual interactions as well as with groups of children. If the focus of your program, or a priority within your coaching efforts, is to promote individualized, one-on-one interactions, we suggest that for each item rating, you use notes, such as "Indiv" or "1:1" in the notes sections when you observe these practices taking place specifically in one-on-one interactions. This will allow you to conduct your observation in a consistent manner across teachers and observations, but also have specialized information that informs this particular priority.

Concluding the Observation

Following the observation, confirm with the teacher whether this observation period was typical of daily routines and interactions, or if there were unusual circumstances that may have affected the observation. When you have completed the observation, return to the cover sheet to record the number of children and teachers in the classroom. Review the observation booklet to assure that you have completed all relevant items. Thank teachers for allowing you to observe. Following the observation, refer to the instructions on pages 22-23 to obtain summary scores for the Observational and Interview Items, as well as the Red Flags. Summary scores provide a percentage score for each observational item (incorporating interview item scores into the observational item scoring), as well as a summary score for the red flags for the observed teacher(s) and the classroom.

OBSERVATION DESCRIPTION

Center: _____
Teacher Name: _____ Observer: _____
Program/Classroom Name: _____

Date of Observation: _____ Start Time of Observation: _____ End Time of Observation: _____
 Number of Adults Present: _____ Number of Children Present: _____ Age Range of Children Present _____

Activities Observed	Start time	End time	Total minutes	Notes

To most effectively answer item 1 (CBR8), and item 8, ask the teacher the following questions and record the response PRIOR TO THE OBSERVATION:

Are there children present today who are unable to communicate with you in the same way as other children in the class due to language delays?	<input type="checkbox"/> yes # of children _____ <input type="checkbox"/> no
Are there children present today who need information presented to them in a different way because they are dual language learners?	<input type="checkbox"/> yes # of children _____ <input type="checkbox"/> no

Observational and Interview Items

1. Teacher provides opportunities for communication and building relationships.		Free Play	Structured	Group	Meals/ Feeding	Physical Care	Outdoors	Y/N	Notes
CBR1	Teacher talks often to individual children.								
CBR2	Teacher joins in children's activities and follows the child's lead by matching the focus of his or her attention to the child's focus of attention.								
CBR3	Teacher comments on children's interests, activities, or actions.								
CBR4	Teacher imitates and/or expands upon children's vocalizations and actions.								
CBR5	Teacher listens and responds to children's attempts to communicate.								
CBR6	Teacher encourages child communication, skills, behaviors, and activities through positive, descriptive statements.								
CBR7	Teacher provides opportunities for <u>toddlers</u> to initiate social interactions, and provides time throughout interactions for the child to take a turn or form a response.								
CBR8	Teacher uses alternative strategies for communicating with children who are nonverbal, have language delays, or are dual language learners.								
Total									
2. Teacher demonstrates warmth and responsivity to individual children.									
DWR1	Teacher's tone toward the class is generally positive, calm, AND supportive.								
DWR2	Teacher positions self at child's level during interactions almost all of the time.								
DWR3	Teacher uses a warm, responsive tone, makes eye contact, and smiles in her interactions with individual children.								
DWR4	Teacher shows physical affection toward children and often smiles at them.								
DWR5	Teacher greets and acknowledges children warmly on arrival and whenever they enter an activity or area								
DWR6	Teacher shows a sincere interest in, and is patient with children's initiations.								
DWR7	Teacher participates readily in children's play when appropriate, and demonstrates enjoyment in these interactions.								
Total									

3. Teacher promotes positive peer interactions.		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
PPI1	Teacher remains nearby during children's social interactions.								
PPI2	Teacher encourages children to be aware of and care about their peers in the classroom.								
PPI3	Teacher encourages children to initiate or maintain interactions with their peers during activities and routines.								
PPI4	Teacher helps children work cooperatively during activities/routines.								
PPI5	Teacher provides positive descriptive comments to children who are engaging in positive peer interactions.								
PPI6	Teacher offers comfort when negative social interactions occur among children.								
PPI7	Teacher models social skills for children such as sharing, gentle touching, requesting, or using words.								
PPI8	Teacher helps children understand their peers' intentions.								
PPI9	<p>Teacher uses a <u>variety</u> of developmentally appropriate strategies, materials, and activities (books, puppets, songs; i.e., more than one) to encourage peer-to-peer interactions.</p> <p>Interview Question: What types of strategies, materials or activities do you use to promote positive peer interactions?</p> <ul style="list-style-type: none"> Are there specific skills that you teach to help children interact more positively with the other children in your class? 							Obs	
								Int	
Total									

		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
4. Teacher promotes children's active engagement.									
CAE1	Teacher makes positive and varied attempts to encourage unengaged children to become involved in an activity.								
CAE2	Teacher uses a variety of strategies to help children sustain their engagement in an activity.								
CAE3	Teacher provides attention and positive comments to children who are engaged in activities and with materials.								
CAE4	Teacher provides <u>toddlers</u> with opportunities to make choices.								
CAE5	Adults in the room work together to make sure all children are engaged. Interview Question: Tell me how you work together with other teachers in your classroom to make sure that each child in your class gets and stays engaged? <ul style="list-style-type: none"> Describe how this might work during free play time. Describe how this might work during a more structured time like CIRCLE activities or STORY TIME. 							Obs	
								Int	
Total									

5. Teacher is responsive to children's expression of emotions and teaches about feelings.		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
REF1	Teacher demonstrates understanding of children's feelings and provides labels of how the child is feeling.								
REF2	Teachers expand on children's descriptions of their emotions.								
REF3	Teacher helps <u>toddlers</u> recognize and understand emotions in peers by pointing out facial expressions, words, or voice tone.								
REF4	Teacher uses opportunities during activities to teach about feelings.								
REF5	Teacher labels her own emotions and models self-regulating actions.								
REF6	Teacher uses real-life classroom situations to identify their feelings and problem-solve when children have conflicts or when they experience frustration.								
REF7	Teacher uses a variety of strategies to teach children about feeling words. Interview Question: What strategies do use to teach feeling words (e.g., role play, feelings chart)?							Obs	
								Int	
REF8	Teacher individualizes teaching of feeling words based on children's developmental needs. Teaching strategies and materials vary across children. Interview Question: Are there ways you individualize teaching about feelings for specific children who need extra help in this area?							Obs	
								Int	
Total									

6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations.		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
CBE1	Teacher expectations are developmentally appropriate and individualized as needed.								
CBE2	Teacher communicates behavioral expectations by letting <u>toddlers</u> know, in a positive tone, what they should do in specific activities (and not just what they shouldn't do).								
CBE3	Teacher demonstrates behavioral expectations in specific activities through modeling.								
CBE4	Teacher frequently acknowledges, praises, and/or encourages appropriate behavior related to expectations.								
CBE5	Teacher uses simple words or phrases to explain natural consequences of undesirable behavior.								
CBE6	Teacher provides feedback to <u>toddlers</u> when classroom expectations are not met.								
CBE7	Teacher anticipates potential conflict situations or undesirable behavior and provides guidance to children before the situations get out of control. Interview Question: What steps do you take minimize conflicts between children							Obs	
								Int	
Total									

7. Teacher responds to children in distress and manages challenging behaviors.		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
RDC1	Teacher's tone remains calm, supportive, AND positive during children's distressful or challenging episodes.								
RDC2	Teacher immediately responds to children in distress to assess child status.								
RDC3	Teacher provides positive attention to <u>toddlers</u> when she or he has calmed down and is behaving appropriately.								
RDC4	Teacher uses challenging situation as an opportunity to help children recognize and deal with emotions.								
RDC5	Teacher provides support to <u>toddlers</u> who are angry or upset to help them with problem solving, when appropriate.								
RDC6	<p>Teacher uses strategies such as redirection and planned ignoring with individual <u>toddlers</u> who engage in occasional episodes of challenging behavior.</p> <p>Interview Question: Tell me what strategies you follow when children have occasional episodes of challenging behavior (e.g., physical aggression, screaming, taking others toys)?</p>							Obs	
								Int	
RDC7	<p>Teacher uses a variety of strategies to console, soothe, or calm children who are in distress, and individualizes responses according to the child and the situation.</p> <p>Interview Question: Are there different ways that you comfort children who are in distress?</p> <ul style="list-style-type: none"> Are there strategies you teach to <u>toddlers</u> to help them self-regulate when they are upset? 							Obs	
								Int	
Total									

8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.		Y/N	Notes	
SMD1	<p>Teacher reports using specific strategies or modifications with children with disabilities/delays to support peer interactions.</p> <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use to promote social-emotional development with children with disabilities or delays? 		Int	
SMD2	<p>Teacher reports using specific strategies or modifications with children who are dual language learners to foster communication.</p> <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use with children who are dual-language learners? 		Int	
Total				

9. Teacher conveys predictability through carefully planned schedule, routines, and transitions.		Y/N	Notes
SRT1	A schedule is posted that describes the daily activities for the entire class.		
SRT2	Teacher follows the classroom schedule for the group but varies it when necessary to meet the needs of individual children.		
SRT3	During group transitions for <u>toddlers</u> , teacher uses verbal and visual cues and a predictable routine that minimizes excessive waiting.		
SRT4	Teacher provides individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed.		
SRT5	Before a transition to a new activity, teacher conveys information about what <u>toddlers</u> should expect in developmentally and individually appropriate ways.		
TOTAL			
10. Environment is arranged to foster social-emotional development.			
EA1	Early learning environment includes variety of developmental toys and play areas to support engagement and social interaction.		
EA2	Play spaces are designed for use by multiple children and to promote social interaction.		
EA3	In rooms for children under 12 months, there is open space for infants to have “tummy time.”		
EA4	In rooms for children who are capable of running , traffic patterns in the classroom are arranged so that there are no wide open spaces for running.		
EA5	Books, materials and posters are available that foster social awareness and help children learn about cultural and individual differences.		
TOTAL			

11. Teacher collaborates with his/her peers to support children's social emotional development (e.g., other teachers, mental health practitioners, allied health service providers).		Y/N	Notes	
TCP1	Almost all interactions in the classroom between teachers and his/her peers are related to children or classroom activities.		Obs	
			Int	
TCP2	All teachers are engaged with children during classroom activities or routines.		Obs	
			Int	
TCP3	The tone of adult voices is positive toward other classroom adults.		Obs	
			Int	
TCP4	The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation.		Obs	
			Int	
TCP5	Teacher describes ways in which they have shared information and communicated with allied professionals (PT, OT, etc.). Interview Question: Do you have communication with allied professionals (PT, OT, etc.)? If so, how do you use information into interaction with the individual child?		Int	
TCP6	Teacher reports incorporating information communicated by or with other members of the team and with parents into classroom practices to assure all needs are met. Interview Question: How often do you communicate with other members of the team to ensure child needs are being met?		Int	
Total				

12. Teacher has effective strategies for engaging parents in supporting their child's social-emotional development and addressing challenging behaviors.		Y/N	Notes	
EEP1	<p>Teacher describes ways in which families are provided information about social-emotional development.</p> <p>Interview Question: How do you provide families with information on social-emotional development?</p>		Int	
EEP2	<p>Teacher describes giving families practical strategies that they can use to promote their child's social-emotional development, prevent challenging behavior, or address other behavioral concerns.</p> <p>Interview Question: Do you help families support the individual socio-emotional development of their child in the home? If so, how?</p>		Int	
EEP3	<p>Teacher indicates that when there is a concern about a child's social-emotional development or challenging behavior, she/he works together with parents to collect information on the behavior to determine if there is a need for more intensive support.</p> <p>Interview Question: When a concern about a child's challenging behavior OR social emotional development arises, what steps do you take with the child's family?</p>		Int	
EEP4	<p>Teacher describes providing families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services).</p> <p>Interview Question: Do you provide families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services)? If so, what are some examples of resources provided?</p>		Int	
EEP5	<p>When a child has significant behavior challenges, teacher indicates that she or he works together with the family and other mental health support services to develop and implement a behavior support plan.</p> <p>Interview Question: When a child has significant behavior challenges, how do you work together with the family and other mental health support services to develop and implement a behavior support plan?</p>		Int	
Total				

13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.		Y/N	Notes	
CWF1	<p>Teacher reports that she regularly provides families with information on what is going on in the classroom.</p> <p>Interview Question: Please tell me about the ways you communicate on a regular basis with families.</p> <ul style="list-style-type: none"> • What types of information do you share about classroom events, activities, staff changes, etc.? How do you do that? How often? 		Int	
CWF2	<p>Teacher reports a system for communicating with families about the daily experiences of individual children.</p> <p>Interview Question: What types of information do you share about what their child is doing in the classroom? How do you do that? How often?</p>		Int	
CWF3	<p>Teacher's responses indicate that she/he has different approaches to reach different families.</p> <p>Interview Question: Are there specific ways you get information from the parents about their child?</p> <ul style="list-style-type: none"> • How do you determine the best ways to communicate with each family? 		Int	
CWF4	<p>Teacher describes system for getting information from families on an ongoing basis for what is happening at home with the child.</p> <p>Interview Question: How do you get information from families on an ongoing basis for what is happening at home with the child?</p>		Int	
CWF5	<p>Teacher describes a variety of strategies for promoting family involvement in the classroom.</p> <p>Interview Question: Tell me about what you do to promote family involvement in your classroom.</p> <ul style="list-style-type: none"> • Are there specific strategies that you use to help families feel welcome? • Are there different ways that you reach out to families to get them involved? • Are there ways that you reach out to families to gain their trust? 		Int	
Total				

Red Flags

Score red flags for individual teachers or entire classroom, as indicated. Because red flags indicate a need for more immediate feedback, you may score these items for other teachers in the classroom as well, if you choose to do so.	Observed Teacher		Other Teacher(s) *		Classroom	
Responsive to Individual Children						
1. Children spend large amounts of time disengaged, without assistance from this teacher to become engaged. Example: Children are left in play area for extended periods of time without teacher engagement.	Yes	No	Yes	No		
2. Teacher rarely speaks to and/or engages children. Example: Teacher gives a bottle to an infant and does not say anything to the child. Or, teacher sits on floor next to children playing, but does not talk to children.	Yes	No	Yes	No		
3. Teacher seldom makes eye contact with children during interactions. Example: Teacher changes a diaper without looking at the child's face.	Yes	No	Yes	No		
4. Classroom staff expect children in the class to be on the same schedule for activities such as feeding or diapering instead of attending to individual children's needs for personal care. Example: Infants nap on same schedule, and there is no indication that this schedule would be flexible for children on a different sleep schedule.					Yes	No
Promoting Emotional Expression and Social Interaction						
5. Teacher uses flat affect when talking with infants and toddlers. Example: While talking with a child, teacher's tone of voice is flat and lacks any emotion or enthusiasm.	Yes	No	Yes	No		
6. Teacher speaks harshly to children. Example: Teacher uses a harsh or negative tone while responding to a child.	Yes	No	Yes	No		

Responds to Children’s Distress and Challenging Behavior						
7. Children seem generally unhappy or upset. Example: Multiple children spend a greater amount of time crying or fussing than might be expected.					Yes	No
8. Children who are distressed are left unattended. Example: Teacher fails to attend to an infant crying in a crib or infant seat <i>Note:</i> This red flag item may be scored for either an individual teacher OR for the classroom	Yes	No	Yes	No	Yes	No
9. When problem behaviors occur, teacher uses punitive practices. Example: 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	Yes	No		
Environmental Support for Social Engagement						
10. The environment is set up such that children are isolated from each other for long periods of time. Example: Infants remain awake in cribs for extended periods of time, or in infant seats for lengthy periods of time, without the ability to interact with other children.					Yes	No
11. The environment is arranged in a way that prevents children from engaging with materials, toys and/or activities. Example: Children remain in cribs or infant seats for extended periods of time, or materials, toys, or books are primarily stored out of reach of children. A room for infants and young toddlers is arranged in such a way that it is more preschool oriented.					Yes	No
Enter number of items scored “Yes”	Observed Teacher		Other Teacher		Classroom	

* You may choose to score “other teacher” behavior only if it is necessary to capture teacher behavior in need of immediate feedback.

Summary Score Table

Observational/Interview Item Scoring

1. For each item, determine the number of indicators scored with a “yes”. Enter these sums for each item in column A below.
2. Determine the total number of indicators scored with a “no.” Enter these sums in column B. *Exclude* indicators scored as “n/a” in this table.
3. Add column A (“Yes” total) to column B (“No” total). Enter these sums in column C.
4. Divide “yes” (column A) by “num. of indicators scored” (column C) to obtain the “Percentage of indicators scored ‘yes’” (column D). Enter in column D.
4. To obtain a total summary score, divide the total of column A by the total of column C to obtain a percentage score for each observational items.
5. Use this summary to enter your data into the TPITOS Data Summary and Graphing File (in Excel). Use columns A and B, and excel will calculate the rest.

Observational Items	A. Number of indicators scored “Yes”	B. Number of indicators scored “No” (exclude N/A)	C. Number of indicators scored. Add “Yes” & “No” totals (A + B)	D. Percentage of indicators scored “Yes” (A/C)
SAMPLE	5	2	7	71%
1 (CBR). Teacher provides opportunities for communication and building relationships.				
2 (DWR). Teacher demonstrates warmth and responsivity to individual children.				
3 (PPI). Teacher promotes positive peer interactions.				
4 (CAE). Teacher promotes children’s active engagement.				
5 (REF). Teacher is responsive to children’s expression of emotions and teaches about feelings.				
6 (CBE). Teacher communicates and provides feedback about developmentally appropriate behavioral expectations				
7 (RDC). Teacher responds to children in distress and manages challenging behaviors.				
8 (SMD). Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.				
9 (SRT). Teacher conveys predictability through carefully planned schedule, routines, and transitions.				
10 (EA). Environment is arranged to foster social-emotional development.				
11 (TCP). Teacher collaborates with his/her peers to support children’s social emotional development (e.g., other teachers, allied health service providers).				
12 (EEP). Teacher has effective strategies for engaging parents in supporting their child’s social-emotional development and addressing challenging behaviors.				
13 (CWF). Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.				
TOTALS				

Red Flags Item Scoring

1. For the observed teacher, any other teacher observed (if applicable), and the whole classroom, determine the number of red flags scored with a “yes.” Enter these sums in column A.
2. Divide “Number of items scored with a ‘yes’” (column A) by “Total number of items scored with a ‘yes’ or a ‘no’” to obtain the percentage of red flags scored with a “yes” (column C).

Red Flag Totals	A. Number of red flags scored “Yes”	B. Total possible (sum of red flags scored “Yes” and “No”)*	C. Percentage of red flags scored “Yes”
Sample	1	7	14%
Observed Teacher			
Other Teacher (if scored)			
Classroom			

* Enter the total number of red flags scored “yes” and “no” (e.g., total possible). For Red Flag #8, either the teacher or the classroom should be scored “yes” or “no,” but not both.

TPITOS Indicator Elaborations

1. Teacher provides opportunities for communication and building relationships.

CBR1. Teacher talks often to individual children. To score YES, teacher talks about the activities in which the child is engaged, or in which they are engaged together (i.e., cleaning up play-dough). A verbal response from the child is not required, particularly for younger infants. For infants, this might involve the teacher talking about what she is doing as she changes a diaper. For toddlers, this might involve back-and-forth conversations but is not required. For toddlers, a teacher might use more open-ended questions, and allow more opportunities for the child to respond. For a younger infant, the teacher might “narrate” her actions or the child’s actions as she changes a diaper, and if she asks questions, she simply answers the questions herself. Talk should be appropriate to the context and to young children in general. Score **NO** if the teacher does not talk to the children, or if talk is minimal.

CBR2. Teacher joins in children’s activities and follows the child’s lead by matching the focus of his or her attention to the child’s focus of attention. To score **YES,** when engaged in joint activities, the teacher aligns her focus of attention with the child, rather than imposing a new focus in the activity. For example, when a child talks about the food that barnyard animals eat while playing with a barn and farm animals, the teacher follows the child’s lead in talking about food or how the animals eat, and does not change the topic to talk about other topics. Younger infants may be less likely to be actively engaged in an independent activity. A teacher might notice what the infant is looking at, and talk about that. For an older toddler engaged in looking at books, the teacher might identify what is on the page. Score **NO** if the teacher does not follow the child’s lead, frequently talks about topics that are not aligned with the child’s interest, or frequently attempts to change the child’s focus of attention when engaged in an appropriate activity.

CBR3. Teacher comments on children’s interests, activities, or actions. Score **YES** if the teacher talks about, names, labels, or elaborates on the activities in which children are engaged, the materials they are using, or the focus of their attention. Examples of commenting include labeling a child’s actions (e.g., you’re jumping so high), or naming an activity in which the teacher and child are engaged together (e.g., “we are building a tall tower”). For younger infants, the teacher might talk about the toy the child is holding. With a toddler, the teacher might name the foods, and different aspects of the food (e.g., sweet, sour, the color) at lunch time. Score **NO** if the teacher does not talk about the child’s interests.

CBR4. Teacher imitates and/or expands upon children’s vocalizations and actions. Score **YES** if the teacher imitates an infant’s vocalizations or rephrases something a toddler says in a different or grammatically correct form. Teacher might elaborate on what the child says by providing some additional information to the child’s utterance. For a younger infant, this might involve imitating babies’ cooing or babbling sounds. For toddlers, teachers might imitate words or sentences, and provide additional information. Score **NO** if the teacher does not imitate or expand on child’s vocalizations or actions.

CBR5. Teacher listens and responds to children's attempts to communicate. Score **YES** if the teacher engages in active listening when children are talking or attempting to communicate, is patient, and allows children to complete utterances. For infants, the teacher might listen for babbling and then respond by making eye contact, imitating the child’s utterance. For a toddler, the teacher responds to child’s initiations, and leaves pauses to allow time for children to respond. Score **NO** if the teacher does not listen or respond to child communication.

CBR6. Teacher encourages child communication, skills, behaviors, and activities through positive, descriptive statements. Score **YES** if the teacher makes positive, descriptive statements aimed at encouraging and supporting child communication and behavior. Statements should be more than a simple “Good Job” or similar statement. Teacher describes the child’s actions in a positive, descriptive manner (e.g., You’re really using soft touches when you’re feeling Lakeisha’s hair.”). This might also involve statements such as “I like how you are being such a good friend,” or “I like how you are using your words.” Score **NO** if teacher does not use positive, descriptive statements.

CBR7. Teacher provides opportunities for children to initiate social interactions and provides time throughout interactions for the child to take a turn or form a response. Score **YES** if, throughout interactions with children, the teacher provides multiple opportunities for children to initiate exchanges or conversations, and he or she provides time to respond. This would include pausing or waiting quietly to allow time for a response, and listening and responding appropriately throughout interactions to encourage child initiations and promote reciprocal interactions. Score **NO** if the teacher fails to provide opportunities for children to initiate or respond during interactions.

CBR8. Teacher uses alternative strategies for communicating with children who are nonverbal, have language delays, or are dual language learners. Engaging with children with significant disabilities, language delays, or dual language learners may require teachers to use different modes of communication. Supportive communication interactions with a child with a disability or delay may look different than interactions with a child who does not have a disability delay. These interactions may be different in content, and may involve simpler language, shorter phrases, or fewer back-and-forth turns. Examples of alternative communication strategies may include, but are not limited to: sign language, conventional gestures, using pictures, using the child’s primary or home language, speaking in simpler sentences, etc. Score **NO** if the teacher does not employ alternative strategies when children who are nonverbal, have language delays, or are dual language learners are present. Mark **N/A** if children who are nonverbal, have language delays, or are dual language learners are not present.

2. Teacher demonstrates warmth and responsiveness to individual children.

DWR1. Teacher’s tone toward the class is generally positive, calm, AND supportive. Score **YES** if the teacher maintains a calm demeanor throughout interactions with all children. Tone is positive overall, and her basic interactions with children are supportive. Score **NO** if teacher’s tone is harsh or negative.

DWR2. Teacher positions self at child’s level during interactions almost all of the time. Score **YES** if the teacher communicates with children face-to-face and at eye level. She or he spends time on the floor, or sitting with the children at the table. Teacher is seldom seen standing and looking down when communicating with children. Score **NO** if the teacher maintains a distance from children, or continually stands while children are sitting on the floor.

DWR3. Teacher uses a warm, responsive tone, makes eye contact, and smiles in her interactions with individual children. Score **YES** if the teacher smiles, makes frequent eye contact, and uses kind words and phrases to individual children during interactions and activities, and especially when they appear to need reassurance. Score **NO** if you do not observe frequent eye contact or smiles toward children.

DWR4. Teacher shows physical affection toward children and often smiles at them. Score **YES** if the teacher demonstrates affection for children by cuddling infants, hugging children, holding their hands, patting them gently. Score **NO** if you observe no, or very limited physical affection.

DWR5. Teacher greets and acknowledges children warmly on arrival and whenever they enter an activity or area. Score **YES** if the teacher acknowledges children's arrival at the beginning of the day and whenever they enter an activity or area. Teacher also refers to children often by name. Score **NO** if you see limited evidence that the teacher greets or acknowledges children on arrival or throughout the day.

DWR6. Teacher shows a sincere interest in, and is patient with children's initiations. Score **YES** if the teacher takes time to listen to individual children and frequently responds to what they say with elaborations or questions and comments. Score **NO** if the teacher does not show evidence of listening to, or show a sincere interest in children's initiations.

DWR7. Teacher participates readily in children's play when appropriate, and demonstrates enjoyment in these interactions. Score **YES** if the teacher joins in play with children and demonstrates enjoyment in building on their ideas and actions and providing new themes, new ways to interact with their peers. Score **NO** if teacher rarely joins in children's play, or when she does, fails to demonstrate enjoyment or interest.

3. Teacher promotes positive peer interactions.

NOTE: This item pertains primarily to toddlers, but some indicators might apply in situations involving older infants. Use your discretion in determining the indicators that apply to the classroom setting you are observing

PPI1. Teacher remains nearby during children's social interactions. To score **YES**, the teacher should be in proximity of toddlers during child-to-child exchanges for a majority of the time observed. Score **NO** if the teacher spends a majority time overseeing interactions between toddlers from a distance during outdoor play, for example.

PPI2. Teacher encourages children to be aware of and care about their peers in the classroom. To score **YES**, you should witness the teacher intentionally bringing attention a present or absent peer. For example, the teacher makes toddlers aware that their peer is out sick; the teacher might help a toddler provide comfort to peer who is upset about losing a pet. Score **No** if the teacher clearly missing opportunities to help toddlers learn to care for one another (e.g., child bringing another child a toy who is upset during parent drop-off and the teacher doesn't acknowledge this)

PPI3. Teacher encourages children to initiate or maintain interactions with their peers during activities and routines. To score **YES**, you should see at least two occasions of the teacher helping children initiate/maintain interactions with her/his peer. For instance, the teacher helps a toddler playing alone w/ large blocks understand that an approaching, curious peer would like to play blocks with her. The teacher provides suggestions (e.g., tap Jenny on the shoulder and ask if you can play) to a toddler who has difficulty entering a group of peers who are playing with cars & trucks. The teacher encourages a toddler to get other children involved in an activity (e.g., teacher suggests Ben take the book to Annie). Score **NO** if you see fewer than two instances of the teacher helping a toddler initiate/maintain an interaction with a peer.

PPI4. Teacher helps children work cooperatively during activities/routines. To score **YES**, you should see the teacher provide toddlers with ideas as to how they can work together. For example, a teacher suggests one toddler hand another blocks to put in a basket at clean-up time. Teacher helps an toddler give a doll to a peer to put away during clean-up. Teacher helps toddlers' work together with Legos to build a dragon by giving children assigned roles (e.g., one child is

the tail builder, another one is the piece finder). Score **NO** if instances of children working cooperatively together are stopped by the teacher (e.g., children are making a boat together with play-dough and the teacher directs them to work with the play-dough by themselves).

PPI5. Teacher provides positive descriptive comments to children who are engaging in positive peer interactions. To score **YES**, you should hear the teacher support peer-to-peer interactions through positive statements. For example, the teacher tells a toddler, "You did a good job sharing the blocks" when sharing of this classroom material occurs. The teacher tells toddlers they are doing a great job taking turns running through the sprinkler. Teacher describes toddler positive behavior (e.g., you handed Danny a block so he could finish his tower). Score **NO** if the teacher fails to acknowledge toddlers' positive behavior towards a peer on two occasions.

PPI6. Teacher offers comfort when negative social interactions occur among children. To score **YES**, the teacher should be attentive to negative toddler-to-toddler interactions and provide comfort when these incidents occur. For example, a teacher provides reassurance to a toddler after a challenging interaction through calming words. Teacher holds a toddler after she is hit by a peer during snack. Teacher helps a toddler rebuild a tower that was knocked down by a peer who refuses to help. Score **NO** if there are prolonged instances of children interacting negatively towards each without teacher intervention. Score **N/A** if there are no negative social interactions observed.

PPI7. Teacher models social skills for children such as sharing, gentle touching, requesting, or using words. To score **YES**, the teacher should model important social skills for the early childhood classroom. For instance, a teacher might model how a toddler can request a toy from another child (e.g., I am going to let Jeremy play with my doll since he asked nicely) and a toddler in possession of a toy how to agree/not agree to share (e.g., you can tell Marie she can have the doll when the timer rings, if you're still playing with it). A teacher may model how a toddler might share his snack with another child, or a teacher suggests a toddler use his words if he wants a turn at the water table, and models how to do this. Teacher shows a toddler how to rub another child's back who is upset about having to go down for a nap. Score **NO** if there are instances where a child clearly does not display socially competent behavior and the teacher does not take the opportunity to model the appropriate social skill(s). Score **N/A** if modeling was not the appropriate strategy.

PPI8. Teacher helps children understand their peers' intentions. Score **YES** when a teacher primarily offers play ideas during child-to-child interactions (e.g., since you both want to play ball, maybe you guys can roll it back and forth to each other?). Score **NO** if a majority of the teacher's language aimed at promoting toddler-toddler interactions is directive/instructive (e.g., go give the ball to Meyer).

PPI9. Teacher uses a variety of developmentally appropriate strategies, materials, and activities (books, puppets, songs) (i.e., more than one) to encourage peer-to-peer interactions. To score **YES**, you should observe the teacher supporting toddler-to-toddler positive interactions through a variety of materials and/or activities, such as encouraging toddler-to-toddler interactions through songs, using books to introduce social skills, or puppets to model social interactions. Teacher uses a puppet show to demonstrate how toddlers should respond when pushed by a friend, for example. The teacher might structure a play routine in which children take turns and exchange materials, and emphasize turn-taking in a game or craft. Score **NO** if materials and activities that can support toddler's peer relations are available and the teacher does not make use of them, or does not use a variety of strategies for encouraging interaction.

4. Teacher promotes children's active engagement.

CAE1. Teacher makes positive and varied attempts to encourage unengaged children to become involved in an activity. The teacher helps all children in the class become engaged in activities or interactions through visual or verbal prompting, modeling, providing developmentally appropriate activities/materials, or physically supporting children in playing with or using materials. "Developmentally appropriate" refers to activities that are appropriate for the diversity of children's ages, developmental levels, and interests. Score **YES** if the teacher is observed introducing a new activity, initiating an interaction, or providing prompts, or if the teacher is observed supporting an unengaged infant or toddler in manipulating or exploring materials. For example, this might involve moving a toy in closer proximity to the child or shaking a toy so it makes noise, in an attempt to increase interest. Score **NO** if you see unengaged children and the teacher does not initiate one or more attempts to engage children.

CAE2. Teacher uses a variety of strategies to help children sustain their engagement in an activity. Score **YES** if the teacher is observed adjusting an activity, such as by introducing novelty or making slight changes to the activity, or by using a variety of prompts to re-engage a child who might have become disengaged. For example, a teacher might follow the lead of an infant who is engaged with a squeaky toy and then prompt her to continue engaging the squeaky toy through following the child's lead in talking about the toy, or providing verbal or visual prompts. A teacher might also demonstrate how a toy can be used in a slightly different way, or add a new object to a play activity in order to sustain a child's engagement. With a toddler, a teacher might help a child sustain engagement by scaffolding the child's engagement by adding new actions or words to what a child is already doing in the activity, or making comments or asking questions that might lead a child to explore objects in a slightly different manner. Score **NO** if the teacher shows no evidence of using a variety of strategies to sustain engagement, or re-engage children who lose interest in an activity.

CAE3. Teacher provides attention and positive comments to children who are engaged in activities and with materials. Score **YES** if the teacher is observed attending, talking with, or playing with children who are actively engaged in classroom activities or materials. To be scored YES, you would observe at least two positive comments during the entire observation. Score **NO** if attention and positive comments to engaged children are never or rarely observed.

CAE4. Teacher provides toddlers with opportunities to make choices. Score **YES** if the teacher provides a child or multiple children with at least two choices during the activity observed. Choices should be provided in an explicit manner, and not simply be an array of options made available to children. For example, score **YES** if a teacher says "Francisco, do you want peaches or melon for snack today?" or "Here are two books we could read. Which would you like?" To be scored **NO**, you would observe no choices during an entire session when toddlers were present. Simply making a variety of materials or books available to children, without offering a choice in a somewhat explicit manner, would be scored **NO**.

CAE5. Adults in the room work together to make sure all children are engaged. Score **YES** if you observe at least one example of the teacher helping another teacher/teachers make sure all children are engaged. For example, if a teacher is occupied with a large group and one child appears to need some help becoming engaged, the teacher will either call for assistance or another teacher will come to the aid of the teacher and help support the child needing help. In the interview, a teacher would indicate how the teachers coordinate to keep all children engaged. Score **NO** if there are no observed examples, and if the interview does not yield evidence of how the classroom staff work together to ensure that all children are engaged.

5. Teacher is responsive to children's expression of emotions and teaches about feelings.

REF1. Teacher demonstrates understanding of children's feelings and provides labels of how the child is feeling. Score **YES** if the teacher picks up on a various emotional states of the child (e.g., happy, frustrated, angry, scared etc.) and provides a label for the feeling word. Score **NO** if teacher typically ignores children's expressions of feelings. For infants, this might involve labeling emotions for a crying infant (e.g., "Oh, are you feeling tired?"). For a toddler, teachers might label more complex emotions (e.g., "You seem frustrated, Mario.")

REF2. Teachers expand on children's descriptions of their emotions. Score **YES** if you see the teacher asking questions about children's emotions. (e.g., "Mario, are you FRUSTRATED because you can't get anything out of the bottle?" "Alicia, you fell on your bottom – did that SCARE you?"). These expansions might be more complex for a toddler than for an infant. Score **NO**, if you see children who are clearly demonstrating some emotional response and you never see the teacher inquiring about how she/he might be feeling.

REF3. Teacher helps toddlers recognize and understand emotions in peers by pointing out facial expressions, words, or voice tone. Score **YES** if you see teachers pointing out emotional expressions of their peers. (e.g., "Look Ben is HAPPY. He's smiling because his Momma is here."); Score **NO** if you never see a teacher describing feeling words in reference to other children.

REF4. Teacher uses opportunities during activities to teach about feelings. Score **YES** if you observe teacher embedding feeling words into everyday classroom activities (e.g., during make believe play, talks about feelings; during stories, asks about how characters are feeling). Score **NO** if you see no instances in which teachers refer to or talk about feelings during classroom activities.

REF5. Teacher labels her own emotions and models self-regulating actions. Score **YES** if you observe teacher labeling her/his own emotions and models self-regulating actions (e.g., I'm feeling frustrated so I'd better take some deep breaths). Score **NO** if the teacher does not label his/her own emotions or show evidence of self-regulating his/her emotions.

REF6. Teacher uses real-life classroom situations to help toddlers identify their feelings and problem solve when they have conflicts or when they experience frustration. Teacher uses real-life conflict situations to practice problem-solving with toddlers. Score **YES** is you see teachers use conflict situations to actually teach social skills by modeling a specific skills (for example, sharing materials) while using words to describe the behavior. Score **NO** if the teacher does not take the opportunity to help toddlers identify feelings when conflicts or frustrations arise. Score N/A if there are no situations in which this could be scored.

REF7. Teacher uses a variety of strategies to teach children about feeling words. Teacher uses strategies to teach feeling words that are varied, and/or uses them across a variety of activities or situations. Score **YES** if the teacher introduces feeling words using a variety of strategies, such as through books, art projects, discussions, or modeling. Score **NO** if the teacher does not talk about feeling words in multiple ways.

REF8. Teacher individualizes teaching of feeling words based on children's developmental needs. Teaching strategies and materials vary across children. Strategies are individualized to the developmental level of the child. With an infant, teaching may address states such as hunger or feeling tired, while teaching

might address more complex social situations with toddlers. Score **YES** if you see individualization in the way teachers address feelings, based on children’s developmental level. Score **NO** if the teacher appears to address all situations similarly.

6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations.

CBE1. Teacher expectations are developmentally appropriate and individualized as needed. Teachers have developmentally appropriate expectations that are specific to infants (e.g., infants are allowed to put toys in their mouths) and toddlers (e.g., encouraged to use hands as opposed to mouths to explore toys). Score **YES** if the teacher allows a younger toddler who is having trouble sitting still to move around during story-time, or allows toddlers to play independently while others are engaged in a group activity. Additional examples include encouraging toddlers to use crayons or markers, with the expectation that they may not hold them correctly. They are encouraged to hold them correctly, but not required. If the teacher has toddler age expectations of infants (e.g., infants are told not to chew on books) then mark **NO**.

CBE2. Teacher communicates behavioral expectations by letting toddlers know, in a positive tone, what they should do in specific activities (and not just what they shouldn’t do.) Score **YES** if the teacher communicates expectations in a positive tone. For example, before free-play begins, toddlers are provided specific examples as to how to play nicely with friends. Teachers explain that in order to ride tricycles during outdoor play time, they will need to take turns. Teacher tells toddlers that after snack they will need to go wash their hands. If teacher only focuses on what not to do (e.g., remember, we don’t hit each other), then score **NO**.

CBE3. Teacher demonstrates behavioral expectations in specific activities through modeling. Score **YES** if the teacher models behavioral expectations. For example, in teaching about holding hands when walking down the hall, the teacher might say “find your buddy’s hand and hold onto it” and then gently reaches out to hold onto one of the toddler’s hands. Teacher shows infants where to throw away their napkin after snack. Teacher demonstrates and reminds toddlers’ where to put their paint brushes after art ends. Teacher shows children what “walking feet” looks like.

CBE4. Teacher frequently acknowledges, praises, and/or encourages appropriate behavior related to expectations. Score **YES** if the teacher provides positive, specific feedback to toddlers about their behavior and its relationship to classroom expectations. For example, the teacher might say “when you put the cups on the table for snack, you were being very helpful” -- the classroom expectation in this case would be "being helpful." As with indicator CBE2, this would be scored **NO** if the teacher provides feedback that is negative more often positive. Teacher praises an infant who puts the book back on the shelf after story-time. Teacher encourages toddler to use gentle touching with friends, and then acknowledges this behavior with “You are using such soft touches. That’s being a good friend.”

CBE5. Teacher uses simple words or phrases to explain natural consequences of undesirable behavior. Score **YES** if the teacher uses simple words or phrases to explain natural consequences when toddlers engage in undesirable or unsafe behavior. For instance, "if you climb up the cabinet, you could fall and hurt yourself and I would be sad." If a child is throwing cereal on the ground, a teacher might say, “you might be hungry later if you throw all your snack on the ground.” Mark **N/A** if undesirable behavior is not observed

CBE6. Teacher provides feedback to toddlers when classroom expectations are not met. Score **YES** if overall teacher physical and verbal responses are both gentle and appropriate. For example, if an infant grabs teacher hair, she lightly ungrasps the child’s fingers and then tells the child in a calm voice that pulling her

hair hurts. Teacher offers suggestions as to how a group of toddlers can put away the large blocks so that the class can go outside. Teacher helps two boys who were throwing water at each other during hand washing time understand appropriate behaviors for this routine. When toddlers are not assisting with clean-up, the teacher reminds children that when the lights go off and the clean-up song starts then it is time to clean-up. Mark **NO** if the teacher consistently scolds the child in instances where behavioral expectations are not met.

CBE7. Teacher anticipates potential conflict situations or undesirable behavior and provides guidance to children before the situations get out of control.

Score **YES** if the teacher uses, or reports using, strategies aimed at anticipating and preventing conflicts between children, such as providing duplicate toys so that all children in a small play group have their own toy, or if multiple toys are available in a play area to assure that all children in the play area have their own materials. Other examples might include limiting the number of children in a play station (e.g., only three children allowed in the house area at a time). This might also involve talking through potentially challenging situations with children to prevent conflict, such as reminding children how they might share or take turns while playing. Score **NO** if there are not enough materials available for the children present or if the teacher appears to notice or observe conflict and does not address it. Also score **NO** if the teacher does not describe examples, if scored based on interview items.

7. Teacher responds to children in distress and manages challenging behaviors.

RDC1. Teacher's tone remains calm, supportive, AND positive during children's distressful or challenging episodes. Score **YES** if overall teacher physical and verbal responses are both gentle and appropriate during distressing/challenging situations. For example, if an infant grabs teacher hair, she lightly ungrasps the child's fingers and then tells the child in a calm voice that pulling her hair hurts. Mark **NO** if the teacher scolds the child in instances where behavioral expectations are not met.

RDC2. Teacher immediately responds to children in distress to assess child status. Score **YES** if children who are upset are responded to quickly by the teacher in a positive verbal and/or physical manner (i.e., moving close to the child to assess the situation). If the teacher ignores toddlers who are in distress for any lengthy period of time mark **NO** – clear cases of planned ignoring would be the only exception. When an infant drops her bottle on the ground and begins to cry, the teacher steps in quickly helps the child calm down.

RDC3. Teacher provides positive attention to toddler when she or he has calmed down and is behaving appropriately. Positive attention might include talking with the toddler about the day's activities, welcoming the toddler back to the group, playing with the toddler, or giving a quick hug. Score **YES** if the teacher waits to provide positive reinforcement to the toddler (e.g., you did a good job taking 3 deep breaths) after a tantrum ended, for example. Score **NO** if the teacher provides positive attention when the toddler is still engaging in undesired behavior. For example, if the child is having a tantrum because he wants another ride on the trike, after the teacher has initiated a transition from bike riding, and the teacher then lets him have keep riding simply to appease him.

RDC4. Teacher uses challenging situation as an opportunity to help children recognize and deal with emotions. If a situation occurs where a toddler is angry because another child took her toy, for example, the teacher might help that child learn and understand words that describe that feeling. To score **YES**, a teacher would help the child understand the feeling, and help teach a label for that feeling. Another example might involve the teacher helping a toddler who is upset about not being able to play a game where there is no open "spots" talk through why he is so upset. Score **NO** if teacher avoids addressing the emotional aspect of challenging situations, or addresses them in a harsh or insensitive manner.

RDC5. Teacher provides support to toddlers who are angry or upset to help them with problem solving, when appropriate. With this indicator, the teacher works with the child to not only help him understand the feeling, but also to talk about how he handled the situation (i.e., what he did correctly and he could do differently in the future) which is how it differs from **RCD4**. Score **YES** if a teacher has a back-and-forth conversation with a toddler related to hitting a peer who took one of their goldfish, for example. Another example: teacher helps a toddler who is upset about the computer center being full talk through why he is upset and then helps him identify his options (e.g., going to another center until a space opens in computers).

RDC6. Teacher uses strategies such as redirection and planned ignoring with individual toddlers who engage in occasional episodes of challenging behavior. Score **YES** if you observe the teacher attempting to calmly use redirection or planned ignoring in response to challenging behavior. Examples of effective strategies for handling in-the-moment challenging behavior include redirection and subsequent praise (when child begins demonstrating desirable behavior), reiterating the rules/expectations in a calm voice, and ignoring challenging behavior. If you observe the teacher ignoring challenging behavior and then offering to play a game that excites the child once the challenging behavior stops, a **YES** on this indicator would be in order. If a toddler is upset because there is no room at the sensory table and the teacher directs one of the toddler's peers to leave the area so that the toddler in distress has a place, then score **NO**, as the teacher is actually supporting undesirable behavior.

RDC7. Teacher uses a variety of strategies to console, soothe, or calm children who are in distress, and individualizes responses according to the child and the situation. Score **YES** when the teacher introduces or teaches strategies aimed at helping console or calm children in distressing situations. One strategy a teacher might use to help a toddler calm down would be the Tucker the Turtle technique (i.e., step 1: recognize the feeling; step 2: think "stop" and keep my hands to myself; step 3: tuck inside my "shell" and take 3 deep breaths; and step 4: come out when calm and think of a solution). Other strategies might include rocking an infant who is upset during drop-off, or when a toddler is refusing and becoming upset at nap/rest time, offering a book to read for a few minutes in order to transition, and talks to the child about reading quietly while other children are napping. Score **NO** if the teacher is not attending to children who are upset or in distress, or if the teacher uses the same strategy in all situations.

8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.

SMD1. Teacher reports using specific strategies or modifications with children with disabilities/delays to support peer interactions. Score **YES** when teacher uses/reports strategies to assist with positive peer interactions among children with disabilities and their peers (e.g., social stories, peer mediated interventions). Score **NO** if the teacher does not introduce modifications with children with disabilities or delays. Score **N/A** if there are no children present who require specific modifications.

SMD2. Teacher reports using specific strategies or modifications with children who are dual language learners to foster communication. Score **YES** if, for a dual language learner, a teacher might speak to that child in his/her native language. Another example would be the use of a visual schedule for a child with or suspected of having autism spectrum disorder. Score **NO** if the teacher does not introduce modifications with children who are dual language learners. Score **N/A** if there are no children present who require specific modifications.

9. Teacher conveys predictability through carefully planned schedule, routines, and transitions.

SRT1. A schedule is posted that describes the daily activities for the entire class. Score **YES** if a written schedule is displayed on the wall that provides information on the general sequence of daily activities for the classroom and the approximate time that the activity will take place. Typical activities will include free play, snack and mealtimes, outdoor times etc. Only general times and activities need to be displayed, with the understanding that the schedule will vary depending on classroom and individual child variables. Pictorial or object schedules are acceptable as well – the purpose is to demonstrate that all teachers in the room have a general schedule from which to work. Mark **NO** if you see no sign of a schedule with daily activities and approximate times for daily activities.

SRT2. Teacher follows the classroom schedule for the group but varies it when necessary to meet the needs of individual children. Score **YES**, if the teacher shows evidence of planning activities for individual children to align with each child's own personal schedule, for infants in particular. For example, she or he provides story time for a tired infant, while allowing others to engage in more active play. Mark **NO** if it appears that teacher expects infants to be diapered or nap at specific times, and fails to respond to cues that the child might have these needs at a different time.

SRT3. During group transitions for toddlers, teacher uses verbal and visual cues and a predictable routine that minimizes excessive waiting time. Score **YES** if the teacher uses a transitional song, rhyme, saying, or activity (i.e., dimming the lights) to alert children to group transition, or other supports are in place that support group transitions and/or reduces waiting time. Mark **NO** if there are group transitions but no transition signal, or if there is excessive waiting time. Mark **N/A** if you see **NO** group transitions.

SRT4. Teacher provides individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed. Score **YES**, if you see the teacher providing different types of support to children in the class who are functioning at different levels. For example, a teacher might provide just a prompt to one child to throw out her trash after snack but for another child, she might provide hands-on guidance in throwing out trash. Mark **NO** if it appears that the teacher provides all children with the same type of support for transitions.

SRT5. Before a transition to a new activity, teacher conveys information about what toddlers should expect in developmentally and individually appropriate ways. Score **YES**, if you see the teacher telling toddlers what will happen next and providing simple directions about what they are supposed to do in the next activity. Directions should be very brief and can be conveyed using words or visuals as appropriate. For example, a teacher might say, "When we're done washing hands, go to the circle and sit on your mat." Or a teacher might show a visual schedule showing the steps of (1) washing hands, and (2) sitting on the mat. Mark **NO** if the teacher gives too many directions at once or fails to individualize to the child's level of understanding and the child demonstrates confusion or difficulty following through.

10. Environment is arranged to foster social-emotional development.

Note: These items refer primarily to indoor environments, when observing free play, structured group activities, meals, and physical care. When scoring outdoor environments, or if promoting interaction during outdoor time is a particular priority for your observation, be sure to score this item in the "outdoors" column and use the "notes" column to make any additional notes about routines such as free play or structured group activities when observing outdoors.

EA1. Early learning environment includes variety of developmental toys and play areas to support engagement and social interaction. A variety of toys are available to meet the developmental needs of every child in the classroom. The definition of “variety” and the minimum number of toys necessary will vary depending on the nature of the activity, and the age of the children engaged in that activity. In general, all children engaged in a particular activity should have access to at least the minimum amount of items or materials needed for that activity. For example, during block time, there should be adequate amounts of blocks such that all children engaged in that activity. This would apply to, the 3 children, for example, allowed to play in the block “station” but not necessarily all children in the classroom. In another example, while playing ball, each child engaged in this activity should have access to at least 1 ball. Score **YES** if toys and/or materials are available and they are arranged in a way that every child can access toys and materials and that duplicates of favorite toys are made available. At least some age-appropriate materials should be available to promote pretend play. In instances when it is clear that a teacher has intentionally limited the availability of some materials in order to promote child communication or social interactions, and materials are ultimately “available” to children, this item may still be scored YES. Score **NO** if a variety of toys and play areas that can be used in supporting engagement or interaction are not present.

EA2. Play spaces are designed for use by multiple children and to promote social interaction. Score **YES** if the environment has defined play areas some of which are smaller for small groups to engage in play and others area large enough to engage in more active play and large motor movement. There should be a variety of spaces available for different types of play (e.g., soft, open spaces for early walkers, soft floor space for infants, themed “stations” or play areas for toddlers). Score **NO** if play areas do not have enough toys or materials to accommodate multiple children, or do not allow for or promote social interaction.

EA3. In rooms for children under 12 months, there is open space for infants to have “tummy time.” Score **YES** if there are children below 12 months old and the classroom has protected space away from children who are runners and walkers where children can be safe while they lie on their stomachs.

EA4. In rooms for children who are capable of running, traffic patterns in the classroom are arranged so that there are no wide open spaces for running. Score **YES** if room is arranged in a way that limits the availability of wide open spaces that might encourage older children to run.

EA5. Books, materials and posters are available that foster social awareness and help children learn about cultural and individual differences. Score **YES** if the classroom has materials out and available that show children and families from different cultural backgrounds, that contain pictures of children with and without disabilities, and that show pictures of children with varying emotional expressions. The presence of posted pictures and/or picture books of the children’s families who are enrolled in the classroom also need to be observed to score **YES**.

11. Teacher collaborates with his/her peers to support children’s social emotional development (e.g., other teachers, allied health service providers).

TCP1. Almost all interactions in the classroom between the teacher and his/her peers are related to children or classroom activities. Score **YES** if exchanges between the focal teacher and other classroom adults (e.g., teacher aides, volunteers) are positive, appropriate, and primarily related to classroom topics (e.g., coordinating changing and feeding schedules for children). Score **NO** if you observe multiple or lengthy instances of the teacher talking with other teachers about non-classroom related topics, such as weekend activities.

TCP2. All teachers are engaged with children during classroom activities or routines. Score **YES** when all teachers are attending to children in some manner throughout the observation (e.g., playing blocks, assisting with transitions). Preparing activities, talking to parents, and/or observing children are classroom

duties that may separate children from a teacher, but should not be counted against him/her. Score **NO**, when teachers are sitting way from children and talking to each other about weekend activities during outdoor play, for example.

TCP3. The tone of the teacher’s voice is positive toward other classroom adults. Score **YES** if the teacher’s verbal/non-verbal communication toward other adults in the classroom is supportive and positive. The teacher’s communications should be a model for children in the classroom (e.g., positive, supportive). If the teacher belittles or scolds other classroom adults or is talking negatively about others, score **NO**.

TCP4. The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation. Teachers and classroom staff are coordinated with regard to classroom roles and activities. Score **YES** if classroom adults understand their role and what comes next in the daily routine. Score **NO**, if teacher appears confused as classroom routines and activities change. (Allowances should be made for teachers who are new to the classroom and just learning classroom routines).

TCP5. Teacher describes ways in which they have shared information and communicated with allied professionals (PT, OT, etc.). Score **YES** if the teacher describes examples of how information is shared and communicated. A teacher may describe how she shares successes and challenges with other professionals on a child’s team through phone calls, notes, or emails, or by making sure they have time to talk during visits to the classroom. For example, a teacher may report informing the OT and parents about improvements in a child’s fine motor skills or sharing information frequently with allied professionals. Score **YES** if the teacher describes how she assures this communication takes place. Score **NO** if the teacher does not describe any examples of having shared information with team members or parents, or if the examples were “one time” instances and not a frequent practice. While this item refers primarily to communications with allied professionals, these communications may also include parents. If a teacher reports on communication with parents only, and not with professionals, score **NO**. Score **N/A** if the teacher has not or does not currently have the opportunity to communicate with other professionals regarding children within her classroom.

TCP6. Teacher reports incorporating information communicated by or with other members of the team and with parents into classroom practices to assure all needs are met. A teacher might indicate that she uses an Augmentative and Alternative Communication (AAC) device during free play for a non-verbal child, based on the recommendations of a child’s speech-language pathologist. A teacher may also report making modifications to a specific routine to prevent challenging behavior for a specific child. Score **YES** if the teacher demonstrates evidence of incorporating this type of information into classroom practices. Score **NO** if the teacher does not describe any examples of incorporating such information into their practices, or if she does not communicate with team members. The teacher should refer to the information communicated with allied professionals in order to score this indicator **YES**. If the teacher reports incorporating communications with parents only and not with professionals, score **NO**. Score **N/A** if the teacher has not or does not currently have the opportunity to communicate with other professionals regarding children within her classroom.

12. Teacher has effective strategies for engaging parents in supporting their child’s social-emotional development and addressing challenging behavior.

EEP1. Teacher describes ways in which families are provided information about social-emotional development. Score **YES** if the teacher reports that he or she shares information with parents specifically about social-emotional development, such as typical milestones in social-emotional development. This might include

providing general parenting resources or information specific to the individual child. Score NO if the examples described are not specific to social-emotional development.

EFP2. Teacher describes giving families practical strategies that they can use to promote their child’s social-emotional development, prevent challenging behavior, or address other behavioral concerns. Score YES if the teacher indicates that he or she shares specific strategies with parents. This might include general strategies provided in a general class-wide hand-out, or specific strategies shared with a particular family. Score **NO** if the information shared is not specific to social-emotional development or child behavior.

EFP3. Teacher indicates that when there is a concern about a child’s social-emotional development or challenging behavior, she/he works together with parents to collect information on the behavior to determine if there is a need for more intensive support. This might involve parent-teacher conferences, phone calls, emails, or implementing a notebook that is sent between home and the center on a regular basis for information sharing. If information sharing and communication are not related to the collection of, or sharing of child-specific information, score **NO**.

EFP4. Teacher describes providing families with information on community resources related to children’s social-emotional development (e.g. parenting classes or mental health services). This may involve information sharing through handouts, posted information, newsletters, emails, etc. Score YES if the teacher describes examples of information that has been shared with families regarding social-emotional development. Score **NO** if the information is not specific to social-emotional development or child behavior.

EFP5. When a child has significant behavior challenges, teacher indicates that she or he works together with the family and other mental health support services to develop and implement a behavior support plan. Once significant behavior challenges have been identified, this may take place through collaboration with other professionals, or in working directly with parents. Score YES if the teacher reports that she works together with the families (e.g., communication, meetings, coordinating with other professionals) regarding behavior support plans. Score **NO** if the teacher reports communications that are not related to behavior support plans.

13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.

CWF1. Teacher reports that she regularly provides families with information on what is going on in the classroom. Score YES if the teacher reports communicating (e.g., email, bulletin board) with caregivers about regular and special classroom events (e.g., holiday parties, staffing changes) and provides them with ample notice so they can make arrangements to participate. Score NO if the teacher does not describe any instances of information sharing with regard to classroom activities.

CWF2. Teacher reports a system for communicating with families about the daily experiences of individual children. Score YES if the teacher indicates that she uses methods such as daily reports, emails, phone calls, or text messaging to keep caregivers informed of children’s daily experiences in the classroom. Score NO if these communications are infrequent, or do not occur.

CWF3. Teacher's responses indicate that she/he has different approaches to reach different families. Score **YES** if the teacher describes how she has used different modes of communication with different families, based on family differences. Score **NO** if all modes of communication are the same for all children.

CWF4. Teacher describes system for getting information from families on an ongoing basis for what is happening at home with the child. Score **YES** if the teacher describes ways she learns about what is happening in the home that may affect children's interactions with peers and classroom adults (e.g., changes in family make-up, job loss, and sleep difficulties). Score **NO** if the teacher does not describe strategies for learning about such child-specific information.

CWF5. Teacher describes a variety of strategies for promoting family involvement in the classroom. Score **YES** if the teacher indicates differentiated approaches (e.g., email, newsletter, offering suggests as to how parents can find time) to get caregivers involved in the classroom on a regular basis (e.g., volunteering in the classroom, reading a story to the class, or preparing classroom materials). Score **NO** if family involvement is limited to just infrequent, special events (e.g., 4th of July party).

NOTES:

NOTES:

This section can be separated from the packet and used to facilitate the teacher interview and reduce page flipping. Before beginning the interview, circle the items that have not yet been scored through observation and should be addressed in an interview (e.g., PPI9) and those items that are only scored through interview. If you use this sheet, please go back and transfer your scores to the TPITOS once the interview is complete so that accurate item totals can be calculated.

3. Teacher promotes positive peer interactions		Y/N	
PPI9	<p>Teacher uses a variety of developmentally appropriate strategies, materials and activities (books, puppets, songs) to encourage peer-to-peer interactions.</p> <p>Interview Question: What types of strategies, materials or activities do you use to promote positive peer interactions?</p> <ul style="list-style-type: none"> • Are there specific skills that you teach to help children interact more positively with the other children in your class? 		
4. Teacher promotes children’s active engagement		Y/N	
CAE6	<p>Adults in the room work together to make sure all children are engaged.</p> <p>Interview Question: Tell me how you work together with other teachers in your classroom to make sure that each child in your class gets and stays engaged?</p> <ul style="list-style-type: none"> • Describe how this might work during free play time. • Describe how this might work during a more structured time like CIRCLE activities or STORY TIME. 		
5. Teacher is responsive to children’s expression of emotions and teaches about feelings		Y/N	
REF7	<p>Teacher uses a variety of strategies to teach children about feeling words</p> <p>Interview Question: What strategies do use to teach feeling words (e.g., role play, feelings chart)?</p>		
REF8	<p>Teacher individualizes teaching of feeling words based on children’s developmental needs. Teaching strategies and materials vary across children</p> <p>Interview Question: Are there ways you individualize teaching about feelings for specific children who need extra help in this area?</p>		

6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations		Y/N	
CBE7	Teacher anticipates potential conflict situations or undesirable behavior and provides guidance to children before the situations get out of control. Interview Question: What steps do you take minimize conflicts between children		
7. Teacher responds to children in distress and manages challenging behaviors Teacher has effective strategies for engaging parents in supporting their child's social emotional development and addressing challenging behaviors.		Y/N	
RDC6	Teacher uses strategies such as redirection and planned ignoring to address challenging behavior when it occurs infrequently Interview Question: Tell me what strategies you follow when children have frequent episodes of challenging behavior (e.g., uncontrolled anger, physical aggression, screaming, tantrums, biting)?		
RDC7	Teacher uses a variety of strategies to console, soothe or calm children who are in distress and individualizes responses according to the child and the situation. Interview Question: Are there different ways that you comfort children who are in distress? <ul style="list-style-type: none"> • Are there strategies you teach to <u>toddlers</u> to help them self-regulate when they are upset? 		
8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.		Y/N	
SMD1	Teacher reports using specific strategies or modifications with children with disabilities/delays to support peer interactions. <ul style="list-style-type: none"> • Can you describe any specific strategies, modifications, activities, or materials you use to promote social-emotional development with children with disabilities or delays? 		
SMD2	Teacher reports using specific strategies or modifications with children who are dual language learners to foster communication <ul style="list-style-type: none"> • Can you describe any specific strategies, modifications, activities, or materials you use with children who are dual-language learners? 		

11. Teacher collaborates with his/her peers to support children's social emotional development (e.g., other teachers, mental health practitioners, allied health service providers)		Y/N	
TCP1	Almost all interactions between teachers are related to children or classroom activities		
TCP2	All teachers are engaged with children during classroom activities or routines		
TCP3	The tone of adult voices is positive with one another		
TCP4	The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation		
TCP5	Do you communicate with allied professionals (PT, OT, etc.) about any children in your classroom? If so, how do you go about sharing information, and getting the information you need?		
TCP6	If you do communicate with other professionals about particular children, how do you incorporate the information you get from other professionals into your classroom practices to assure that all needs are being met?		

12. Teacher has effective strategies for engaging parents in supporting their child's social emotional development and addressing challenging behaviors.		Y/N	
EEP1	How do you provide families with information on social-emotional development?		
EEP2	Do you help families support the individual socio-emotional development of their child in the home? If so, how?		
EEP3	When a concern about a child's challenging behavior OR social emotional development arises, what steps do you take with the child's family?		
EEP4	Do you provide families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services)? If so, what are some examples of resources provided?		
EEP5	When a child has significant behavior challenges, how do you work together with the family and other mental health support services to develop and implement a behavior support plan?		

13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.		Y/N	
CWF1	Tell me about the ways you communicate on a regular basis with families. What types of information do you share about classroom events, activities, staff changes, etc.? How do you do that? How often?		
CWF2	What types of information do you share about what their child is doing in the classroom? How do you do that? How often?		
CWF3	Are there specific ways you get information from the parents about their child? <ul style="list-style-type: none"> • How do you determine the best ways to communicate with each family? 		
CWF4	How do you get information from families on an ongoing basis for what is happening at home with the child?		
CWF5	Tell me about what you do to promote family involvement in your classroom. <ul style="list-style-type: none"> • Are there specific strategies that you use to help families feel welcome? • Are there different ways that you reach out to families to get them involved? • Are there ways that you reach out to families to gain their trust? 		

Note: Transfer scores from this interview form to the TPITOS record form in order to complete indicator scoring.