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

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Introduction

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

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

Observing with the TPOT

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

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

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

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

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

Scoring the TPOT

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

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

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

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

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

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

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

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

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

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

Items 1-7

1. Learning centers have clear boundaries (physical)	Yes	No

Examples of clear boundaries include: labeled centers in which materials go together; clear physical boundaries with shelving or furniture creating center boundaries; rugs, carpets, or other flooring create center boundaries

2. The classroom is arranged such that all children in the classroom can move easily around the room	Yes	No

Examples of children moving easily through the classroom include: children changing centers in the classroom without bumping into each other due to lack of space and children with wheelchairs independently navigating through the classroom. A non-example would be if children have to push their chairs to the side for other children to be able to reach the sink.

3. The classroom is arranged such that there are no large, wide open spaces where children could run	Yes	No

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

4. There is an adequate number and variety of centers of interest to children and to support the number of children (at least 4 centers; 1 center per every 4 children)	Yes	No

For there to be an adequate number of centers in the classroom, there should be approximately 5-7 centers, depending on the number of children in the classroom (there should be at least 1 center for every 4 children). Also, to score Y on this item, the size of the center should be large enough to support the number of children who are allowed at the center at any given time. This item is examining if the environmental arrangement can support the number of children in the classroom, not the actions taken by the teacher in opening and closing centers.

5. Materials in all centers are adequate to support the number of children allowed to play	Yes	No

To score Y on this item, there must be enough materials in a center so that all children in the center can be engaged with materials. If children are fighting over materials because there are not enough materials, this item would be scored N.

6. Materials/centers are prepared before children arrive at the center or activity	Yes	No

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

7. Classroom rules or program-wide expectations are posted, illustrated with a picture or photo of each rule or expectation, limited in number (3-5), and stated positively (all have to be true to score a "yes")	Yes	No

All criteria stated in this item must be met for a classroom to score Y. Rules or expectations must be posted, limited in number, be stated positively, and include some sort of visual representation of the rule which can be a drawing, line drawing, or photograph. Examples of positive rules and expectations are: use walking feet, use gentle hands, be safe, and be respectful. Circle time rules or rules specific to an activity meets this criteria. Non-examples of positive rules are: don't run, don't climb on furniture, etc.

8.　Schedules and routines

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

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

(5.1) The purpose of this item is to determine if teachers modify activities when children become disinterested or not engaged. The teacher should change or end the activity if more than ¼ of children are not engaged. If there are no more than ¼ of children who are disengaged, assume that the teacher is self-correcting. Please refer to definition on engagement provided at the beginning of this manual.

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

9. Transitions between activities are appropriate

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

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

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

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

10.   Teachers engage in supportive conversations with children

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

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

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

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

11.   Promoting children's engagement

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

Notes, definitions, and examples on specific indicators:

Please review definition of engagement provided at the beginning of the manual for scoring this item.

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

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

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

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

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

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

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

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

(5.2) This indicator is distinguished from (3.2) in that the teacher is helping the students to think critically about the behavior expectations. So, taking the sharing example from (3.2) the teacher would expand this interaction by asking questions like: What

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

13.   Providing directions

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

14.   Using effective strategies to respond to problem behavior

Challenging behavior was observed: ___Yes   or ____No

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

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

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

15.   Teaching social skills and emotional competencies─General

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

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

16.   Teaching children to express emotions
- Tell me how you teach or help children recognize and deal with emotions. Give me some examples of the range of emotions you teach or help children learn. What strategies do you use? What materials do you use? (item 16)

- Tell me how you teach or help children deal with their anger. What strategies do you use? What materials do you use? (item 16)

- How do you individualize instruction around emotions? Can you give me a few examples? (item 16)

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

Notes, definitions, and examples on specific indicators:

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

17.   **Teaching problem solving**

- Tell me how you teach or help children learn how to solve common social problems in the classroom (e.g., what do you do when someone has a toy you want to play with?). What strategies do you use? What materials do you use? (item 17)

- Describe what you teach children to do when they have a problem. (item 17)

- How do you individualize instruction around problem solving? Can you give me a few examples? (item 17)

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

Notes, definitions, and examples on specific indicators:

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

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

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

18. Supporting friendship skills

- Tell me how you teach or help children to learn how to be friends? What skills do you teach? What strategies and materials do you use? (item 18)

- How do you individualize instruction around friendship skills? Can you give me a few examples? (item 18)

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

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

19.   Supporting children with persistent problem behavior

- What do you do when children have severe and persistent problem behavior? (item 19)

- What is your role in the process of developing a behavior plan for these children? (item 19)

- What is your role in implementing the plan? Tell me how you know if the plan is working or not. (item 19)

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

Notes, definitions, and examples on specific indicators:

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

- Describe how you promote family involvement in your classroom (item 20)

- Can you tell me what you do to try to involve all families? (item 20)

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

Notes, definitions, and examples on specific indicators:

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

- What role do families play in promoting children's social and emotional development and addressing challenging behavior? (item 21)

- What type of information do you provide to families about supporting their children's social emotional development and addressing challenging behavior? (item 21)

- Tell me about the role that parents play in developing a plan for addressing children's challenging behavior at school. (item 21)

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

Notes, definitions, and examples on specific indicators:

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

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

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

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

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

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

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

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

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

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

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

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

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