

Observer Name: _____ **Reliability Partner:** _____
School ID: _____ **Teacher ID:** _____
Date: _____ **Start time:** _____ **End time:** _____
Activities observed: _____ **# of Children** ____ **and Adults** ____ **in classroom at time of observation**

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

Mary Louise Hemmeter and Lise Fox

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

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

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

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

Observation Instructions:

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

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	<input type="checkbox"/> Y <input type="checkbox"/> N (1.1)Teacher posts classroom schedule with visuals so that children are aware of the activity sequence of the day *		<input type="checkbox"/> Y <input type="checkbox"/> N (3.1)Teacher reviews the schedule with children and refers to it throughout the day*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.1)Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged and interested.*
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.2)Teacher-directed activities are shorter than 20 minutes*		<input type="checkbox"/> Y <input type="checkbox"/> N (3.2)Teacher structures routines so that there is a clear beginning, middle, and end *		
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.3)There are both large- and small-group activities		<input type="checkbox"/> Y <input type="checkbox"/> N (3.3)There is a balance of child-directed and teacher-directed activities*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.2)Individual children who need extra support are prepared for activities using an activity schedule or cues at the beginning of activities*
			<input type="checkbox"/> Y <input type="checkbox"/> N (3.4)If needed, teacher prepares children when changes are going to occur within the schedule (score N/O if no opportunity to observe)*		

Notes:

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 to 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:

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	<input type="checkbox"/> Y <input type="checkbox"/> N (1.1)Teacher acknowledges children's communication to him/her*		<input type="checkbox"/> Y <input type="checkbox"/> N (3.1)Teacher has brief conversations with children*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.1)Teacher <u>responds</u> to children's comments and ideas by asking questions, making comments
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.2)Teachers greet/call most children by name during the day		<input type="checkbox"/> Y <input type="checkbox"/> N (3.2)Teacher occasionally joins in children's play to support their interactions		<input type="checkbox"/> Y <input type="checkbox"/> N (5.2)Teacher joins in children's play to support their interactions and expand their ideas
			<input type="checkbox"/> Y <input type="checkbox"/> N (3.3)Teacher's tone in conversations with children is generally positive, calm, and supportive		<input type="checkbox"/> Y <input type="checkbox"/> N (5.3)Teacher has extended comfortable and positive conversations with children during routines and activities about their interests and ideas
			<input type="checkbox"/> Y <input type="checkbox"/> N (3.4)Throughout the observation, the teacher uses descriptive praise for children's skills, behaviors, and activities*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.4)Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or English language learners (score N/O if no opportunity to observe)*

Notes:

11. Promoting children's engagement

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

Notes:

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	6
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 child is reminded of posted behavior Expectations* __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:

13. Providing directions

0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<input type="checkbox"/> Y <input type="checkbox"/> N (1.1) Teacher uses directions that are simple, short, and specific		<input type="checkbox"/> Y <input type="checkbox"/> N (3.1) Teacher consistently provides positive, descriptive praise to children who follow the directions*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.1) Teacher checks in with children to make sure they understand the directions*
	<input type="checkbox"/> Y <input type="checkbox"/> N (1.2) Teacher uses directions that tell children what to do rather than what not to do		<input type="checkbox"/> Y <input type="checkbox"/> N (3.2) Teacher redirects children who are withdrawn, distracted, or off task to more productive activities (score N/O if no opportunity to observe)*		<input type="checkbox"/> Y <input type="checkbox"/> N (5.2) Teacher individualizes directions for children who need more support (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts) *

Notes:

14. Using effective strategies to respond to problem behavior

Challenging behavior was observed: ___Yes or ___No

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 ___N/O ___Y ___N (1.2) Children are told the expected behavior in positive terms (i.e., what to do) when engaging in problem behavior ___N/O ___Y ___N (1.3) Teacher states and follows through with stated consequences when children persist in problem behavior * ___N/O		___Y ___N (3.1) Teacher directs children toward a desired alternative behavior. ___N/O ___Y ___N (3.2) Teacher ignores behaviors when appropriate (e.g., behaviors that are not harmful to child or others)* ___N/O ___Y ___N (3.3) Teacher responds to problem behavior by using it as a chance to teach an acceptable alternative ___N/O ___Y ___N (3.4) Teacher uses logical and natural consequences to redirect children to use appropriate behavior * ___N/O		___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 ___N/O ___Y ___N (5.3) Teacher provides positive attention to the child when the child begins behaving appropriately* ___N/O

Notes:

15. Teaching social skills and emotional competencies— General

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

Notes:

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	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.1) Teacher models <input type="checkbox"/> _R <input type="checkbox"/> _O or labels own emotions or appropriate ways to express emotions		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.1) Teacher uses a variety of strategies to teach <input type="checkbox"/> _R <input type="checkbox"/> _O children how to recognize emotions in themselves, other children, or adults*		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.1) Teacher uses a variety of <input type="checkbox"/> _R <input type="checkbox"/> _O strategies to teach children how to respond to other children's emotions
	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.2) Teacher uses a variety <input type="checkbox"/> _R <input type="checkbox"/> _O of strategies to teach children about emotion words		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.2) Teacher validates children's emotions by <input type="checkbox"/> _R <input type="checkbox"/> _O labeling them and helping children talk about their emotions		<input type="checkbox"/> _Y <input type="checkbox"/> _N (5.2) Teacher individualizes <input type="checkbox"/> _R <input type="checkbox"/> _O instruction on emotions based on children's developmental needs. Procedures and materials vary across children
	<input type="checkbox"/> _Y <input type="checkbox"/> _N (1.3) Teacher teaches <input type="checkbox"/> _R <input type="checkbox"/> _O about a variety of both positive and negative emotions		<input type="checkbox"/> _Y <input type="checkbox"/> _N (3.3) Teacher provides children with strategies to <input type="checkbox"/> _R <input type="checkbox"/> _O use when they are angry to calm down		

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 an example? (item 17)

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

18. Supporting friendship skills

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

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

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	<input type="checkbox"/> Y <input type="checkbox"/> N (1.1) Teacher initiates the functional assessment process for children who have persistent challenging behavior		<input type="checkbox"/> Y <input type="checkbox"/> N (3.1) Teacher participates in the development of a behavior support plan by providing functional assessment data to team members <input type="checkbox"/> Y <input type="checkbox"/> N (3.2) Teacher participates in the development of a behavior support plan by contributing ideas on plan strategies		<input type="checkbox"/> Y <input type="checkbox"/> N (5.1) Teacher implements individualized behavior support plans including collecting data

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

- Describe how you communicate with your families and promote family involvement in the classroom. (item 20)
- What kinds of information about social emotional development and behavior do you share with families? (item 20)
- Can you tell me what you do to try to involve all families. (item 20)

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

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

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

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

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

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. Many transitions are chaotic	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 <u>not</u> generally discussed in the classroom	Yes	No
32. Teacher’s guidance or focus around relationships is on adult-child interactions*	Yes	No
33. Teacher gives group directions to all children in the same way*	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