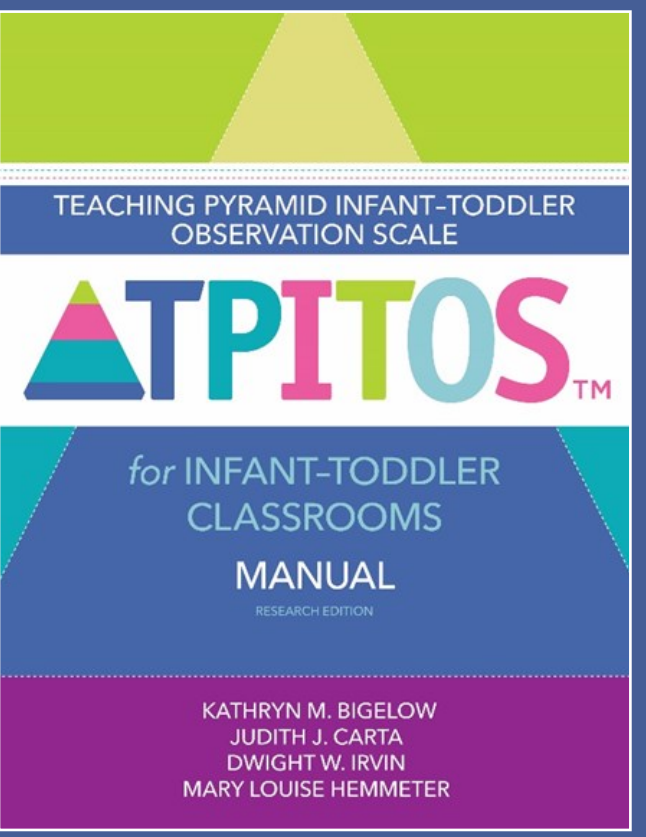


Teaching Pyramid Infant-Toddler Observation Scale: A Tool for Measuring Implementation of Social-Emotional Teaching Practices

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Background

In the U.S. today, thousands of young children are suspended or expelled from early childhood settings each year. Many young children receive their early care in settings that are lacking in the type of nurturing responsive interactions known to foster social and emotional development, and later self-regulation and executive functioning.

Teachers in many early childhood programs report feeling unequipped to meet the needs of children who have delays in social-emotional development or who have challenging behavior. Teachers equipped with the knowledge and skills for providing children with strong social-emotional foundations are much more likely to have the skills needed to prevent challenging behaviors from occurring, and know how best to intervene when challenging behavior occurs.

The *Pyramid Model* was designed as a promotion, prevention, and intervention framework for guiding the implementation of evidence-based practices that have been demonstrated to support social-emotional development and prevent challenging behavior in young children.



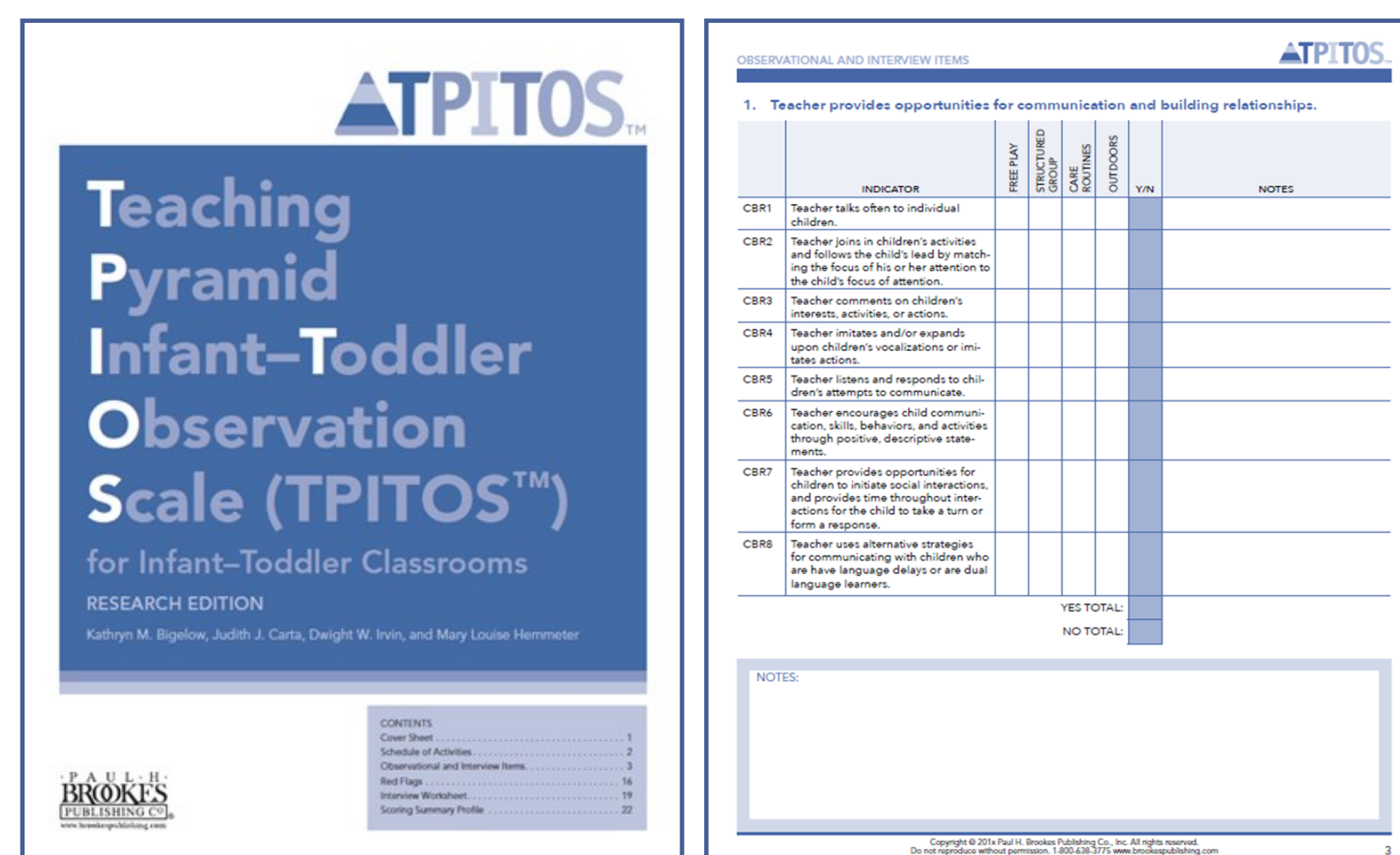
The *Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)* was designed as a measure of the fidelity of teacher implementation of the universal tier of supports focusing on nurturing and responsive caregiving relationships, and high quality, supportive environments.

While many early childhood programs adopting the Pyramid Model include infants and toddlers, there is currently limited information available on how to adapt and align the Pyramid approach to meet the needs of children younger than 3 years. TPITOS data can be used to provide feedback in the context of coaching, and inform professional development for individual teachers or caregivers, classroom teams, or entire programs.

Using TPITOS to Support High Fidelity Implementation of Pyramid Practices

The TPITOS can help programs and coaches:

- Examine fidelity of practices over time
- Reinforce strengths
- Identify needs/priorities
- Provide individual and team feedback
- Engage in data-based decision making
- Demonstrate improvement over time
- Clearly define expectations related to practices and promotion of social-emotional development
- Support greater staff confidence and morale



Development of the TPITOS

The TPITOS was initially developed as part of the *Technical Assistance Center on Social-Emotional Learning (TACSEL)*. It was further developed and refined through collaboration with a nationwide network of early childhood education providers who participated in field-testing, and shared feedback via online surveys and regularly scheduled conference calls.

Structure of the TPITOS

The TPITOS is conducted based on a 2-hour observation with an individual teacher, and a brief follow-up interview. TPITOS Items are scored across typical daily routines: Free play, Structured Group, Care Routines, and Outdoors

The TPITOS consists of:

- Thirteen observational or interview Items reflecting major categories of practices that promote social-emotional development.
- Eleven Red Flags, indicating areas in need of immediate attention or support related to social-emotional teaching practices

Observational or Interview Items:

- Items 1-7 are scored for each routine observed, and scores are used to generate a total Item score.
- Each Item is made up of 2-9 "Indicators," for a total of 78 Indicators describing specific teaching practices.
- Observers score "yes" or "no" for each Indicator, based on criteria described in each "Indicator Elaboration."
- Indicators are scored based on observation or interview, as designated in the Elaborations.

Red Flags

- Red Flags reflect practices that are inconsistent with implementation of the Pyramid Model, and may compromise child social-emotional development.
- Red Flags are scored for either the individual teacher or the classroom environment.

Observational & Interview Items

- CBR.** Teacher Provides Opportunities for Communication & Building Relationships
- DWR.** Teacher Demonstrates Warmth & Responsivity to Individual Children
- PPI.** Teacher Promotes Positive Peer Interactions
- CAE.** Teacher Promotes Children's Active Engagement
- REF.** Teacher is Responsive to Children's Expression of Emotions & Teaches about Feelings
- CBE.** Teacher Communicates & Provides Feedback about Developmentally Appropriate Behavioral Expectations
- RDC.** Teacher Responds to Children in Distress & Manages Challenging Behaviors
- SMD.** Teacher uses Specific Strategies or Modifications for Children with Disabilities/delays, or who are Dual Language Learners
- SRT.** Teacher Conveys Predictability Through Carefully Planned Schedule, Routines, & Transitions
- EA.** Environment is Arranged to Foster Social-Emotional Development
- TCP.** Teacher Collaborates with his or her Peers to Support Children's Social-Emotional Development (e.g., other teachers, mental health practitioners, allied health professionals)
- EER.** Teacher has Effective Strategies for Engaging Parents in Supporting their Child's Social-Emotional Development & Addressing Challenging Behaviors
- CWF.** Teacher has Effective Strategies for Communicating With Families and Promoting Family Involvement in the Classroom

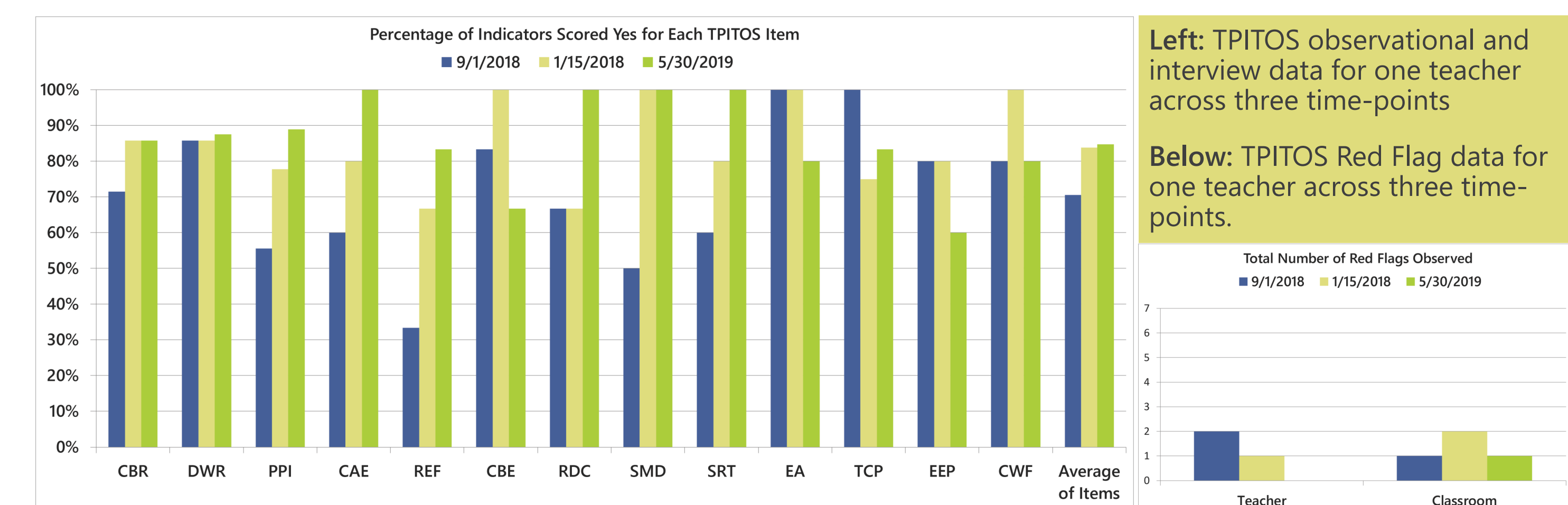
Red Flags

Responsive to Individual Children	Children spend large amounts of time disengaged, without assistance from the teacher to become engaged Teacher rarely speaks to and/or engages children Teacher seldom makes eye contact with children during interactions Classroom staff expect children to be on the same schedule instead of attending to individual children's needs for personal care
Promoting Emotional Expression & Social Interaction	Teacher uses flat affect when talking with infants and toddlers Teacher speaks harshly to children
Responds to Children's Distress and Challenging Behavior	Children seem generally unhappy or upset Children who are distressed are left unattended When problem behaviors occur, teacher uses punitive practices The environment is set up such that children are isolated from each other for long periods of time The environment is arranged in a way that prevents children from engaging with materials, toys, and/or activities
Environmental Support for Social Engagement	

TPITOS Data to Inform Coaching & Professional Development

TPITOS scores are entered into the *TPITOS Excel Scoring Spreadsheet* to generate graphed data summaries for individual teachers, teaching teams, classrooms, or whole programs, and to examine progress over time.

- Reports show teacher TPITOS data in graphed and table format, representing the degree to which teachers are implementing Tier 1 universal practices.
- Graphed data are used to monitor progress when used in the context of coaching or professional development.
- Data can be used to determine strengths and needs, set coaching goals, and monitor progress over time in the context of data-based decision making.



Alignment with Professional Criteria

The TPITOS aligns with the *Division of Early Childhood (DEC) Recommended Practices* and *Zero to Three Critical Competencies for Infant-Toddler Educators*.

Division of Early Childhood (DEC)

Instruction

- INS2** Practitioners, with the family, identify skills to target for instruction that helps a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- INS3** Practitioners gather and use data to inform decisions about individualized instruction
- INS4** Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
- INS5** Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.
- INS6** Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

Interaction

- INT1** Promote social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions
- INT2** Promote social development by encouraging child to initiate or sustain positive interactions with other children and adults during routines and activities,
- INT5** Promote child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

Teaming and Collaboration

- TC1** Collaboration among practitioners and families.

Zero to Three Critical Competencies for Infant-Toddler Educators

Supporting Social-Emotional Development

- Building Warm, Positive, and Nurturing Relationships
- Providing Consistent and Responsive Caregiving
- Supporting Emotional Expression and Regulation
- Promoting Socialization
- Guiding Behavior
- Promoting Children's Sense of Identity and Belonging

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