



**TEACHING PYRAMID INFANT–TODDLER  
OBSERVATION SCALE**

*for* **INFANT–TODDLER CLASSROOMS**

**Using TPITOS™ to Support the Use of Social-Emotional  
Teaching Practices in Infant and Toddler Classrooms**  
Kathryn M Bigelow, PhD & Alana Schnitz, PhD BCBA

1

1



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2

2



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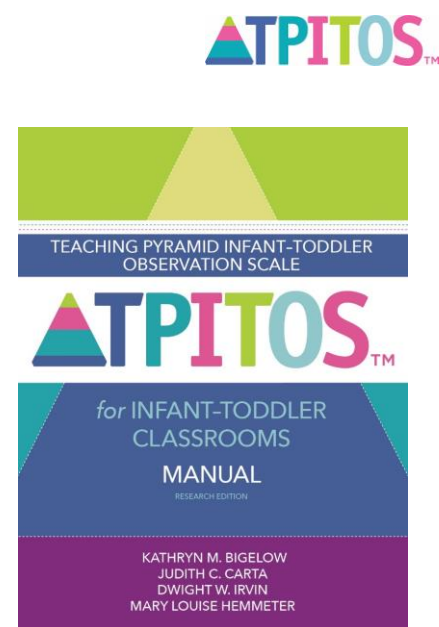
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4



## TPITOS: What is it?

- **Observation and interview measure of fidelity of implementation** of universal Pyramid Model practices (Tier 1) for supporting social emotional competence
- Used in **center-based care settings** for **infants & toddlers** (up to 36 months) – in Early Head Start, child care, early childhood special education classrooms
- **Classroom snapshot** of adult use of practices and environment across routines



5

5



## How the TPITOS is used

- Determine how teachers are implementing the **Tier 1 Universal Practices** of the Pyramid Model
- Provides individual and team **feedback** to reinforce teacher strengths
- Helps guide individual and team **goal-setting** to strengthen specific teaching competencies
- Informs **coaching and professional development** efforts
- Used as an **ongoing** coaching tool, not a one-time event
- Supplements other tools (ITERS, CLASS)
- Can be administered as a “running TPITOS” for focused observation

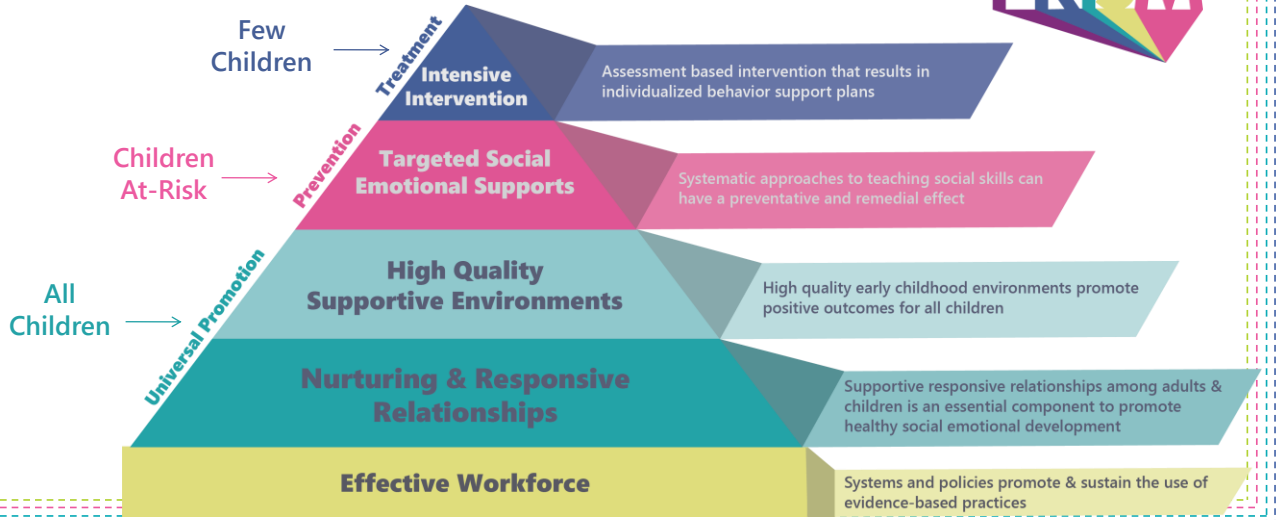


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# The Pyramid Model for Infants and Toddlers: Components and Training Materials



7



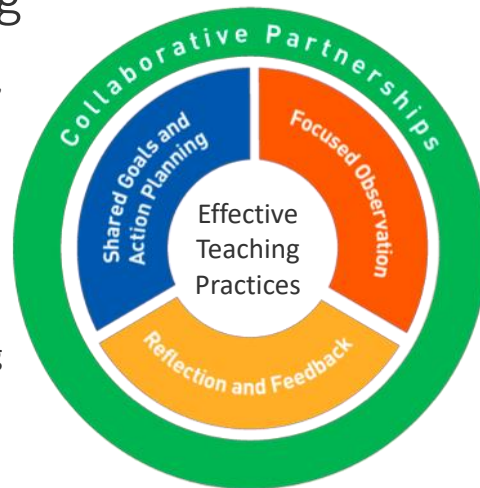
# Practice-Based Coaching

Within a collaborative coaching partnership, Practice-Based Coaching involves:

- Planning goals and action steps
- Engaging in focused observation
- Reflecting on and sharing feedback about practices

All in the context of a collaborative coaching partnership

Snyder, P., Hemmeter, M.L., & Fox, L. (2015).



8

8



## TPITOS Items

1. Communication & building relationships
2. Warmth and responsivity
3. Peer interactions
4. Active engagement
5. Responsive and teaching about feelings
6. Feedback about expectations
7. Responsive to distress/challenging behavior
8. Strategies/modifications for disabilities/delays, dual-language learners
9. Schedule, routines, and transitions
10. Room environment
11. Collaboration
12. Engaging parents
13. Communication with families



9



## TPITOS Red Flags

- Children disengaged
- Teacher engagement
- Eye contact
- Schedule
- Affect
- Harsh talk
- Children generally unhappy
- Distressed children unattended
- Punitive practices
- Isolation
- Lack of materials, toys, activities

10

## TPITOS Routines

- Free play
- Structured group
- Care routines
- Outdoors



TPITOS™

11

## Coaching Based on the TPITOS

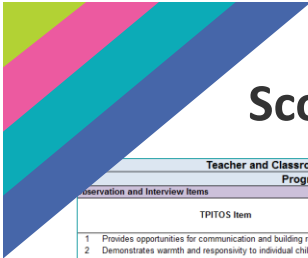
- Use TPITOS scores to inform coaching and professional development
- Help evaluate coaching and professional development efforts
- Set specific goals for individual teacher and/or a group of teachers (e.g., classroom, program)
- Develop goals and action items
  - Strengths
  - Emerging Skills
  - Needs
  - Available resources



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12

12



# Scoring Spreadsheet



Teacher and Classroom Name/ID: Sarah											
Program Name/ID: Little Learners											
Observation and Interview Items	TPITOS 1			TPITOS 2			TPITOS 3				
	Date:	Wave 1		Date:	Wave 2		Date:	Wave 3			
	7/15/2018	# yes	# no	%	# yes	# no	%	# yes	# no	%	
1 Provides opportunities for communication and building relationships	6	1		86%							
2 Demonstrates warmth and responsiveness to individual children	7	0		100%							
3 Promotes positive peer interactions	8	1		88%							
4 Promotes children's active engagement	3	1		75%							
5 Responsive to children's expression of emotions and teaches about feelings	7	0		100%							
6 Communicates and provides feedback about developmentally appropriate behavioral expectations	6	1		86%							
7 Responds to children in distress and manages challenging behaviors	7	0		100%							
8 Uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners	2	0		100%							
9 Conveys predictability through carefully planned schedule, routines, and transitions	5	0		100%							
10 Environment is arranged to foster social-emotional development	5	0		100%							
11 Collaborates with his/her peers to support children's social emotional development	5	1		83%							
12 Has effective strategies for engaging parents in supporting their child's social-emotional development and addressing challenging behavior	5	0		100%							
13 Has effective strategies for communicating with families and promoting family involvement in the classroom	5	0		100%							
Average of Items		71	5	93%	0	0		0	0		
Red Flags											
Red flags	# yes	# possible	%	# yes	# possible	%	# yes	# possible	%	# yes	# possible
Teacher	1	7	14%								
Classroom	1	4	25%								

- FREE!
- Teacher and aggregate tabs
- 10 Teacher & 40 Teacher versions

[brookespublishing.com/tpitos-scoring-spreadsheet](http://brookespublishing.com/tpitos-scoring-spreadsheet)

13



When we use data to inform our programs, we are asking two questions:

- Are we doing what we say we are doing?  
...and how well or how much? (fidelity)
- Is it making a difference? (outcomes)



14

14





## We have to do more than just collect data:

- We need to ask questions about or interpret data.
  - Such as....?
- We need to see how data corresponds to other data sources.
  - What might these be?
  - What would correspondence look like?



15

15



## Our first questions...

- Data considerations—do the data look accurate?
  - Were data collected by trained observers?
  - Were TPITOS administration procedures followed?
  - Did class composition change between observations?
  - Were there extenuating circumstances?

16

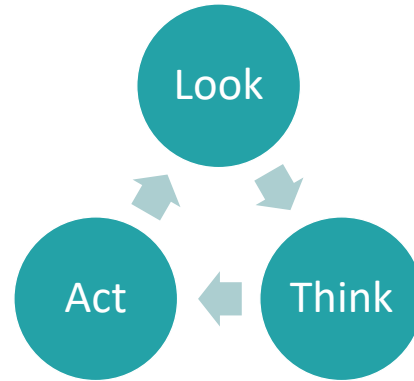
16





## LOOK, THINK, ACT

A process for teams to analyze the data, thinking about the factors that might affect interpretations of data



17

17



## Look



- What do you see when you look at the data?
  - Identify patterns and trends
  - Make comparisons
  - Identify commonalities
  - Identify discrepancies
  - Look for unexpected results
  - Identify questions
  - Identify the need for additional data

18

18



# Think

- Engage in thinking process or team discussion to make interpretations about the data.
  - What factors might be associated with the results indicated by the data?
  - What areas of the data need more inquiry or additional data to understand?
  - What major themes or conclusions are we ready to make from our review of the data?

19

19



# Act

- Identify actions that can/will be implemented resulting from the conclusions from the data.
  - Provide or change training
  - Provide or change coaching
  - Work with collaborators
  - Improve leadership team functioning
  - Change environment or schedule
  - Change policy or procedures

20

20



# Look, Think, Act Exercise

## Instructions

- We will look at 3 TPITOS graphs -- Individual Teacher, Multiple Teachers, and Program Item Averages
- Analyze each graph from a **Look, Think, Act** perspective
  - **Look:** What do you see when you look at the data?
  - **Think:** Engage in thinking process or team discussion to make interpretations about the data.
  - **Act:** Identify actions that can/will be implemented resulting from the conclusions from the data.

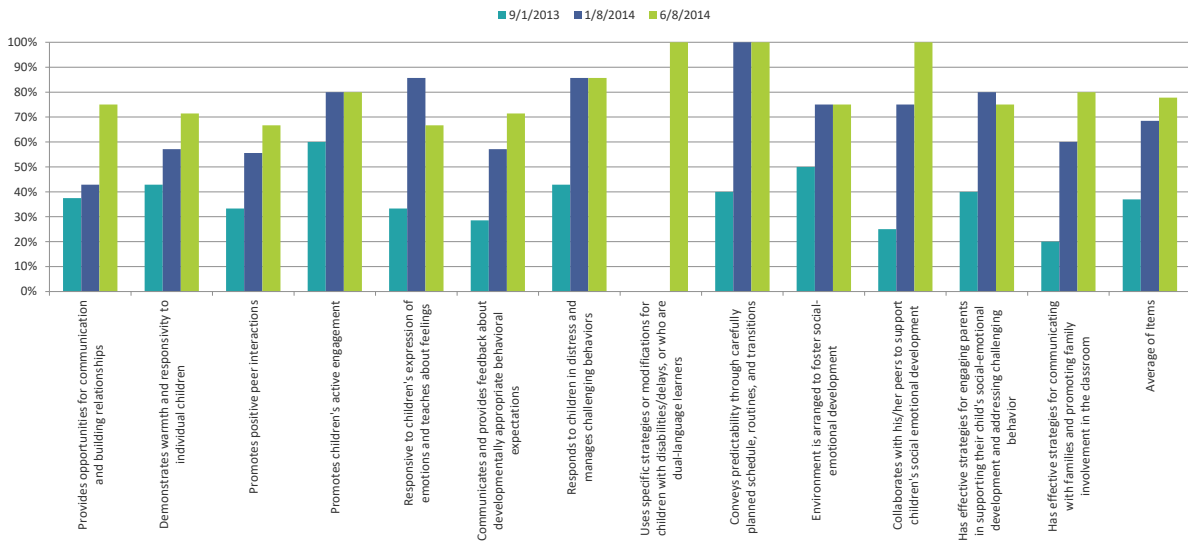
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# Individual Teacher

Percentage of Indicators Scored Yes for Each TPITOS Item



22

22

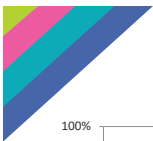


## Decision-Making using Individual Teacher Graphs

- Look: Identify lowest areas. Identify changes over time.
- Think: What might be reasons?
  - Teacher professional development or coaching?
  - Teacher background or beliefs?
  - Focus, quality, or intensity of coaching?
- Act:
  - Improve amount and quality of coaching or professional development
  - Shift focus of coaching
  - Provide support to teachers to address personal circumstances

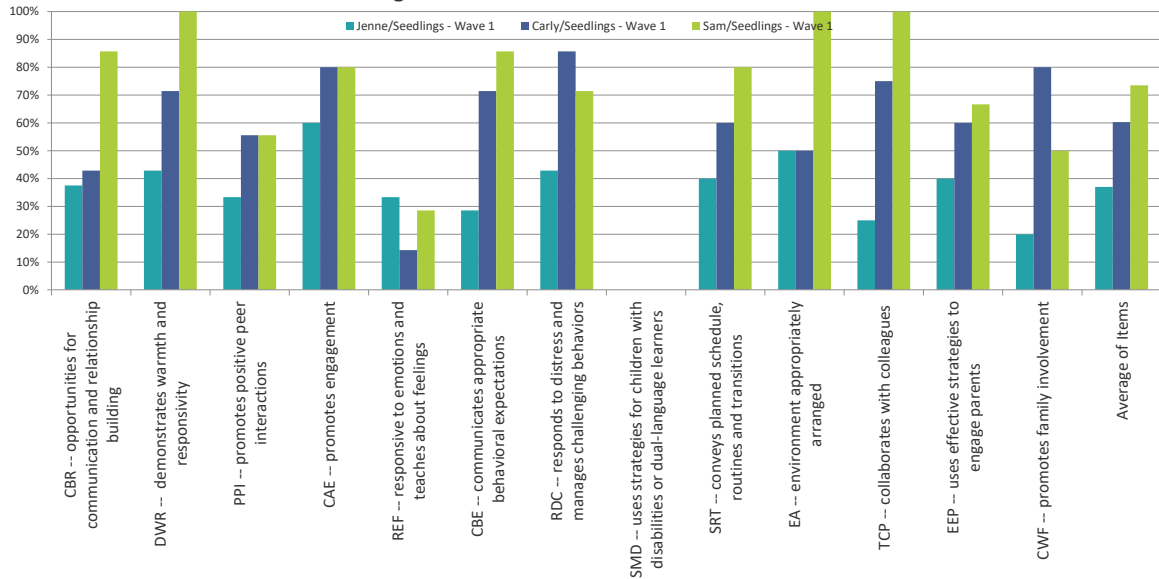
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## Multiple Teachers

Percentage of Indicators Scored Yes for Each TPITOS Item



24

24



## Decision-Making using Multiple Teacher Graphs

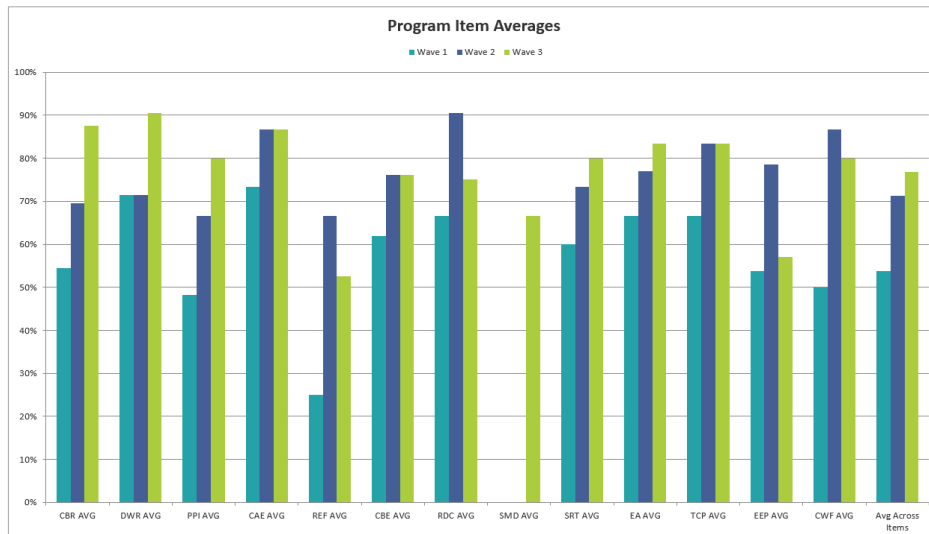
- LOOK-What areas are lowest in implementation? What are the relative differences between teachers?
- THINK-What might be the reason for across-teacher average low scores? For discrepancies between teachers?
  - Teacher training, background, beliefs?
  - Focus, quality, or intensity of coaching?
  - Has the program established importance of, and expectations that the practices will be implemented?
- ACT:
  - Targeted PD on common needs – is this delivered with adequate intensity/quality?
  - Programmatic efforts to communicate importance of, and expectations
  - Providing teachers with a process of requesting and receiving classroom implementation ideas on a continuous basis

25

25



## Program Item Averages



	Total # of Teachers	Lowest Score	Highest Score
Wave 1	3	37%	74%
Wave 2	3	68%	85%
Wave 3	3	77%	78%

26

26

## Decision-Making using Multiple Teacher Graphs Across Sessions

- Look:
  - At average scores across all areas
  - At average scores on specific practices
- Think:
  - Do you see growth in any of the areas?
  - Is the growth expected or in proportion to program efforts in program efforts to provide teachers with PD support (training and coaching)?
- Act:
  - Plan or adjust program-wide PD efforts
  - Examine program-wide factors (e.g., schedules, staffing)



27

27

### TPITOS & the PBC Cycle



28

28



# Needs Assessment Practice Implementation Checklist

PRISM Website: prism.ku.edu

**ATPITOS™**

**Practice Implementation Checklist: Peer Interactions**  
Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.

Promoting positive peer interactions	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Encourage children to be aware of & care about their peers	X			
Encourage children to initiate or maintain interactions with their peers throughout the day		X		
Provide positive descriptive comments to children who are engaging in positive peer interactions	X			
Offer comfort when negative social interactions occur among children		X		
Model social skills for children such as sharing, gentle touching, requesting, or using words		X		
Help children understand their peers' intentions	X			
Use a variety of developmentally appropriate strategies, materials, and activities to encourage peer to peer interactions		X		
<b>My Notes:</b>				

29

29



# Coach Planning Form

**ATPITOS™**

**Coach Planning Form**  
Directions: Use the data from your observations, including data from the formal TPITOS, to identify strengths, needs, and potential focal areas for coaching. Use this form to help you lead a discussion during the second coaching session.

Teacher: Amaya      Coach: Cora      Date: 5/5/20

Identify 3 Pyramid Model practices the/these teacher(s) is/are implementing well:

1. Collaboration is strong! (#11) Communicating about the classroom, taking turns, everyone knows what to do
2. Warmth and Responsivity (#2) Both used calm, positive tone even when challenges occurred; modeled appropriate language, offered cuddles.
3. Communicated expectations in developmentally appropriate ways (#6) - redirection modeling during gross motor, physical guidance when needed

Identify 3 practice implementation needs identified on the TPITOS, including Red Flags:

1. Schedules & Routines: Using visuals to teach children what to expect during transitions
2. Promotes Active Engagement: Teacher provides attention, positive comments, to children engaged in activities and with materials
3. Promotes active engagement: Teacher provides toddlers with opportunities to make choices

Identify 2-3 goals you think would be appropriate and relevant for this/these teacher(s):

1. Teacher will provide behavior specific praise to children during free plan, when children engaged appropriately with materials and others.
2. Teacher will provide multiple opportunities for children to make clear choices during structured activity and free play.
3. Teacher will use visual schedule to teach children what activities are coming up next during transitions.

**PRISM**

Tier 1 Coach Planning Form      For more information: vanderbilt.edu/csefel

30





## Teacher Planning Form

**Teacher Planning Form**  
Directions: Use the Practice Implementation Checklists to begin thinking about implementing Pyramid Model practices in your classroom.

Teacher: *Jo*      Coach: *Sarah*      Date: *3/28/18*

Some of my practice strengths related to Tier 1 of the Pyramid are:

*Working with my co-teachers, responding to feelings, and having a good routine*

The 3 most difficult Pyramid practices for me to implement in my classroom are:

*Engaging parents and communicating with families—some parents I get to interact with a lot, but others seems rushed*

*After doing the checklist, there is more I want to do with peer interactions*

The 3 Pyramid practices I would like to work on first are:

*Engaging parents*

*Communicating with families*

*Promoting peer interactions*

Tier 1  
Teacher Planning Form
For more information:  
[vanderbilt.edu/cesefel](http://vanderbilt.edu/cesefel)

31



## Goal Setting & Action Planning

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...
<div style="background-color: #008080; color: white; padding: 5px; border: 1px solid white;"> <b>Step 1</b>                      What is the teacher working on? What is she/he trying to accomplish?                 </div>	<div style="background-color: #008080; color: white; padding: 5px; border: 1px solid white;"> <b>Step 3</b>                      How will the teacher meet the goal? Break the goal down into 2-5 steps for implementation.                 </div>	<div style="background-color: #008080; color: white; padding: 5px; border: 1px solid white;"> <b>Step 4</b>                      What does the teacher need to be successful? Identify specific resources that will help the teacher.                 </div>	<div style="background-color: #008080; color: white; padding: 5px; border: 1px solid white;"> <b>Step 5</b>                      When does it make sense to finish each step?                 </div>	<div style="background-color: #008080; color: white; padding: 5px; border: 1px solid white;"> <b>Step 2</b>                      What will the classroom look and sound like when this goal is met? What will the adults be doing?                 </div>

32

32



## Action Plan: Responsive to Children’s Expression of Emotions

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...
Teachers will label children’s feelings during real-life classroom situations across three different activities	Get visuals for feelings words: happy, sad, angry, surprised	Coach will print and laminate	9/12	We labeled a child’s emotion in context 6x/day and 3x during an observation using each word at least 1 time for 3 weeks.
	Practice identifying children’s feelings in real-life situations	Time with kids Feedback from coach	9/12, 9/19	
	Tally number of times labeled each emotion daily	Data sheet Time with kids Time to document Clipboard, pencil	9/19, 10/3	

33

33



## Action Plan: Promoting Positive Peer Interactions

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...
Teachers will use a variety of developmentally appropriate strategies, materials, and activities to encourage peer interactions between toddlers and babies and toddlers and toddlers.	Brainstorm strategies for peer interactions	A provide list of suggestions Think about what we’re already doing	3/23	We use 3 different strategies, materials, or activities during each observation for 3-4 weeks.
	Try 2-3 new strategies	Time with children A will model strategies and give feedback during observation	3/30	
	Refine a plan for encouraging peer interactions; ID which strategies we are going to use consistently and when during the day	Time during debrief Suggestions for peer interaction strategies (A)		
	Implement plan for peer interactions for 3 weeks	Time with children, A will observe and give feedback		

34

34





# QUESTIONS?

37

37

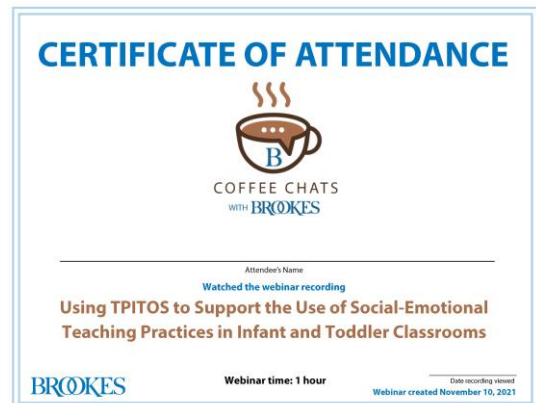


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[bpub.fyi/TPITOS-Chat-Cert](http://bpub.fyi/TPITOS-Chat-Cert)



38

38



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39

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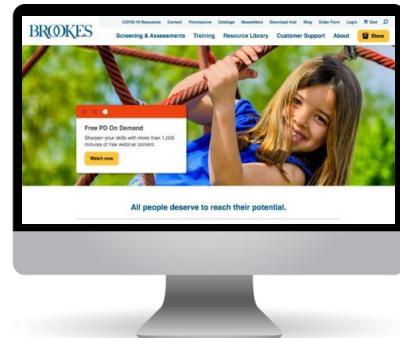


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43

43