

Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)

Research Edition

Lise Fox, Mary Louise Hemmeter, and Patricia Snyder

Introduction

The *Teaching Pyramid Observation Tool for Preschool Classrooms* (TPOT) is an assessment instrument designed to measure the fidelity of implementation of practices associated with the *Pyramid Model*. The TPOT contains three types of items organized under three subscales:

Pyramid Model Teaching Practices. This subscale has 14 items. Each item has multiple indicators of teaching practices associated with it.

Red Flags. This subscale has 17 items. Red flag are teaching practices that are not consistent with the Pyramid Model.

Challenging behavior. This subscale quantifies whether or not challenging behavior occurs during a TPOT observation, the number challenging behavior incidents observed, and the teaching practices used to address each incident of challenging behavior.

The TPOT is completed based on an observation of a preschool classroom and an interview with the teacher. Prior to conducting the observation, the lead teacher should be identified. Generally, indicators should be scored based on the behavior of all adults in the classroom. However, when there is a discrepancy between the behavior of the lead teacher and the behavior of other staff, the indicator 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 indicator based on the lead teacher's behavior). The exception is red flags. **Mark all red flags that occur regardless of who is observed using the red flag practices.**

Observing with the TPOT

Observations to inform judgments about implementation of teaching practices associated with the *Pyramid Model* should be conducted for at least 2 hours and should include both teacher-directed (e.g., circle time, small groups) and child-directed (e.g., free play, center time) activities as well as the transitions between activities. The observation should not include meals (e.g., lunch, snack), outdoor play, or other occasions when the entire class is engaged in another type of activity (e.g., music class). Scoring of indicators associated with items 1-8 are based solely on the observation conducted in the classroom. For each indicator, check Yes or No to record the presence or absence of that indicator based on the observation. There are three indicators for which N/O (no opportunity to observe) can be checked, when appropriate.

Items 9-11 are based on both observation and an interview with the teacher and items 12-14 are scored based on interview only. The interview will take approximately 15-20 minutes and should be conducted at a time the teacher is available to talk. For each indicator associated with items 9-14, check Yes or No. When marking an indicator associated with items 9-11 as Yes, you must also mark R (reported), O (observed), or (O) and (R). When scoring an indicator associated items 9-11 as No, it is not necessary to mark R or O. The guidance below provides an explanation of how to make decisions on indicator scoring based on teacher report (R) or your observation of a practice (O). It is possible that a teacher might report (R) implementing a practice and the practice is not observed in the classroom, or the practice is observed but not reported by the teacher. Below are decision rules about how to score indicators that include (O) and (R):

- If you observe the practice, but the teacher does not report the practice in the interview, mark Yes and Observed (O)
- If the teacher reports that the practice is used and you see the practice used, mark Yes and mark that the practice was observed (O) and reported (R)
- If the teacher does not report use of the practice and you do not see the practice used, mark No
- If the teacher reports the use of a practice and you observe that the teacher did not use the practice in the manner in which it was reported, mark No
- If the teacher reports the use of a practice and you observe the use of a practice that is counter to what the teacher reported (e.g., you observe a teacher reprimand a child about expressing emotions, but the teacher reported always validating children's emotions), mark No
- If the teacher reports the use of a practice and there is no opportunity to use the practice during the observation, mark Yes and Reported (R)

Each of the 17 red flags item is scored Yes or No. Red flags 15-31 are scored based on whether or not you observe them in the classroom. These items provide information to guide teacher training and support or to inform program policies and procedures. Red flags 29-30 are scored based on teacher responses to interview questions from items 11 and 13. Red flag 31 can be scored based on teacher report to interview questions posed in item 11 or from observation.

Before Starting the Observation

Prior to starting the observation, you must complete the cover sheets of the TPOT scoring booklet indicating the following: 1) Date of the observation; 2) Lead teacher name or identification code (ID); 3) Observer name or identification code (ID); 4) Start time of observation; and 5) the number of children and adults present in the classroom. In addition, you **must** ask the teacher the following questions and record the responses. These questions must be posed prior to beginning the observation as they are related to the children who are present in the classroom for your observation.

1. "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?"
 2. "Are there any children present today who need information presented to them in a different way because they are dual language learners?"
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During the Observation

The scoring booklet includes a page to record the schedule of activities you observe. For each type of activity observed (e.g., circle/teacher-directed, centers/child-initiated, small group, and transitions), record the approximate start time and end time, the total number of minutes for each activity, and any relevant notes. Several TPOT indicators are scored using this information. There is a space on the scoring form to note if you stop the observation (and for how long) because children leave the room (e.g., to go to playground or recess) or engage in an activity that will not be observed (e.g., meals). Indicate on the cover sheet the time you stopped the observation, the time the observation was resumed, and the length of time the observation was suspended. Include any notes relevant to suspending the observation (e.g., I suspended the observation for 20 min because the children left the room to go outside).

Ending the Observation

When you have completed your observation, you should note the number of children and adults in the classroom who are in the classroom at the end of the observation, respond to questions about how many adults were in the room for the majority of the observation and how many adults were in the classroom at any point during the observation, and note the time the observation ended.

Score all TPOT indicators and red flags **immediately** after completing the observation and interview.

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Date: _____

Teacher ID: _____

Observer ID: _____

Start Time: _____

End Time: _____

Please note if the observation is interrupted or stopped because the majority of children leave the classroom (e.g., to go outside). If that occurs, indicate the time you stopped the observation, the time the observation was resumed, and the length of time the observation was suspended:

Time Observation Stopped: _____

Time Observation Resumed: _____

Length of Time (in min) Observation Suspended: _____

Notes, if applicable:

To most effectively answer SC10 if the observer is not familiar with the classroom he or she should ask the teacher the following questions and record the responses PRIOR TO THE OBSERVATION:

“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?”

Yes No

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

Yes No

1. Schedules, routines, and activities

	Indicator	Yes	No	Notes
SR1	Teacher has a posted classroom schedule of daily activities			
SR2	Posted schedule is at children's eye level and includes visual representation of daily activities			
SR3	Teacher-directed activities are shorter than 20 minutes			
SR4	Both large- AND small-group activities occur during the observation			
SR5	Teacher reviews the posted schedule with children AND refers to it throughout the observation			
SR6	Teacher structures activities so that there is a clear beginning, middle, AND end			
SR7	A balance of child-directed AND teacher-directed activities occur during the observation			
SR8	If needed, the teacher prepares children when changes are going to occur within the posted schedule (score N/O if no opportunity to observe)			N/O
SR9	Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged AND interested			
SR10	Children who need extra support are prepared for activities using an activity schedule OR individualized cues at the beginning of activities			

2. Transitions between activities are appropriate

	Indicator	Yes	No	Notes
TR1	Teacher supports children's transitions			
TR2	Whole-class warnings are provided prior to the majority of transitions			
TR3	Teacher has transition strategies that ensure children are actively engaged in the transitions			
TR4	Teacher explicitly teaches children the steps AND expectations of transitions			
TR5	Teacher provides positive, descriptive feedback to children who engage in the transition appropriately			
TR6	Instruction to begin the transition is provided to a child in an individualized way			
TR7	Teacher effectively guides individual children who need extra support during the transitions			
TR8	During transitions, the majority of children are actively engaged, including children who are <u>waiting</u> for the next activity			

3. Teachers engage in supportive conversations with children

	Indicator	Yes	No	Notes	
SC1	Teacher acknowledges children's communication to him/her				
SC2	Teachers greet/call most children by name during the day				
SC3	Teacher has brief conversations with children				
SC4	Teacher joins in children's play AND engages in brief conversations about their play				
SC5	Teacher's tone in conversations with children is generally positive, calm, AND supportive				
SC6	Teacher responds to children's comments AND ideas by asking questions AND making comments				
SC7	Teacher often uses positive descriptive feedback for children's skills, behaviors, and activities				
SC8	Teacher joins in children's play to expand their interactions and ideas with other children				
SC9	Teacher has extended comfortable AND positive conversations with children during routines and activities about their interests and ideas				
SC10	Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or dual language learners (<i>score N/O only if no children requiring these supports are in attendance</i>)			N/O	

4. Promoting children's engagement

	Indicator	Yes	No	Notes	
ENG1	Teacher offers general guidance to children to select activities or use materials to promote engagement				
ENG2	Teacher provides developmentally appropriate activities that will support the engagement of almost all of the class				
ENG3	Teacher communicates with children on eye level almost all of the time				
ENG4	Teacher directed large-group (e.g., circle) activities are structured so that children have opportunities to be actively engaged almost all the time				
ENG5	Teacher assists individual children in selecting center activities and becoming actively engaged				
ENG6	Teacher provides children with multiple opportunities to make choices within large group, small group, AND center activities in the classroom				
ENG7	Teacher frequently comments positively on children who are engaged in activities				
ENG8	Teacher assists individual children who are exhibiting challenging behavior within an activity become actively engaged (<i>score N/O if no opportunity to observe</i>)			N/O	
ENG9	Teacher modifies instruction OR activity when children lose interest in large AND small-group activities				

5. Teaching children behavior expectations

	Indicator	Yes	No	Notes
TBE1	Teacher has posted behavior expectations OR rules that are positively stated, include a visual, and are limited in number			
TBE2	Posted behavior expectations or rules are reviewed with children during large OR small group activities			
TBE3	Children are reminded of posted behavior expectations or rules throughout the observation			
TBE4	Teacher provides instruction OR reminders on posted behavior expectations or rules to individual children, during play or within small-group activities			
TBE5	Teacher comments on appropriate child behavior, linking the behavior to the posted classroom rules or expectations			
TBE6	Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations or rules			
TBE7	Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules AND their importance in the classroom			

6. Providing directions

	Indicator	Yes	No	Notes
PD1	Teacher uses directions that are simple, short, AND specific			
PD2	Teacher uses directions that tell children what to do rather than what not to do			
PD3	Teacher consistently provides positive descriptive feedback to children who follow directions			
PD4	Teacher describes the activity expectations to children prior to OR at the beginning of an activity			
PD5	Teacher redirects children who are withdrawn, distracted, OR off task to more productive activities			
PD6	Teacher checks in with children to make sure they understand the directions			
PD7	Teacher individualizes directions for children who need more support (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts)			

7. Teaching social skills and emotional competencies

	Indicator	Yes	No	Notes
TSC1	Teacher uses naturally occurring opportunities across the day to teach social skills OR emotional competencies			
TSC2	Teacher structures activities or opportunities for children to work together			
TSC3	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			
TSC4	Teacher uses small- OR large- group settings to teach social skills OR emotional competencies (e.g., friendship skills, problem solving, emotional literacy)			
TSC5	Teacher models expected social skills AND emotional competencies while describing his/her behavior			
TSC6	Teacher comments positively AND descriptively on children who are using social skills AND expressing their emotions in appropriate ways			
TSC7	Teacher helps children reflect on their use of social skills OR emotional competencies either individually OR in groups			
TSC8	Teacher individualizes instruction of social skills OR emotional competencies (e.g., one-on-one instruction as needed, different prompting strategies) based on children's developmental needs. Procedures OR materials vary across children			

8. Collaborative teaming

	Indicator	Yes	No	Notes
CT1	All adults are engaged with children during classroom activities OR routines			
CT2	The tone of adult voices is positive with one another			
CT3	The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation			
CT4	All adults who enter the classroom engage with children including related services personnel AND administrators			
CT5	Almost all interactions between adults are related to children OR classroom activities			
CT6	There is evidence that roles are shared among team members during the observation			
CT7	All adults provide instruction at some point during the observation			
CT8	Adults give positive feedback to each other about something that is going well with a child OR in the classroom			
CT9	Children initiate positive interactions with all classroom staff at some point during the observation			

Items Scored by Interview and Observation

It is reasonable to expect that teachers may NOT explicitly teach all skills associated with indicators for items 9-11 on the day you are observing. If you do not observe specific instruction on the skills in items 9-11, ask the questions following each item and use the answers to rate the specific indicator. Ask the teacher to be as specific as possible throughout the interview. When marking an indicator associated with items 9-11 as Yes, you must also mark R (reported), O (observed), or (O) and (R). When scoring an indicator associated with items 9-11 as No, it is not necessary to mark R or O. **If you observe a behavior that conflicts with teacher report, make scoring decisions based on observation.** For example, if the teacher does not describe a practice that you observe the teacher implementing during your observation, give the teacher credit (mark Yes and O - observed) for the indicator. If the teacher describes the use of a practice (e.g., “I always validate the emotion before I problem solve with a child” or “We always check in using the emotion chart and I always address emotion words during story time”) and you do not observe the use of the practices when there opportunities, mark the indicator as No based on your observation. Only mark indicators that counter teacher report when you are confident about the decision. Below are decision rules about how to score:

- If you observe the practice, but the teacher does not report the practice in the interview, mark Yes and Observed (O)
- If the teacher reports that the practice is used and you see the practice used, mark Yes and mark that the practice was observed (O) and reported (R)
- If the teacher does not report use of the practice and you do not see the practice used, just mark No
- If the teacher reports the use of a practice and you observe that the teacher did not use the practice in the manner in which it was reported, mark No
- If the teacher reports the use of a practice and you observe the use of a practice that is counter to what the teacher reported (e.g., you observe a teacher reprimand a child about expressing emotions, but the teacher reported always validating children’s emotions), mark No
- If the teacher reports the use of a practice and there is no opportunity to use the practice during the observation, mark Yes and Reported (R)

When administering interview questions, please ask the questions as listed below. Ways you might give clarification, if needed or requested by the respondent, are provided. Clarifications should use the same words as the original questions.

9. 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?

- How do you individualize instruction around friendship skills for specific children? Please give me a few examples.

(If clarification is requested, you might say, "How do you provide individualized instruction about friendship skills for a child who needs extra help?")

9. (Continued) Supporting friendship skills

	Indicator	Yes	No	Notes
FR1	Teacher encourages children to play together			
		R	O	
FR2	Teacher comments positively AND descriptively on children who are working together, helping each other or engaging in other friendship behaviors			
		R	O	
FR3	Teacher uses a variety of strategies AND materials (e.g., discussion, puppets, books) in small- OR large- group activities to teach friendship skills (e.g., helping others, taking turns, organizing play)			
		R	O	
FR4	Teacher provides children with planned opportunities to practice friendship skills (e.g., role playing, pairing up with a buddy)			
		R	O	
FR5	Teacher explicitly teaches OR prompts individual children how to initiate AND respond to their peers			
		R	O	
FR6	Teacher provides individualized assistance to help children maintain interactions (multiple interaction exchanges) with their peers			
		R	O	
FR7	Teacher uses a variety of strategies (e.g., peer buddies, structuring activities) to support peers in helping their friends learn AND practice social skills			
		R	O	
FR8	Teacher models friendship skills in interactions with children or other adults			
		R	O	
FR9	Teacher supports children in reflecting on interactions with their peers with children doing most of the talking			
		R	O	

10. 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.

(If clarification is requested, you can say, "What are examples of the emotions you help children learn?")

- What strategies do you use?

- What materials do you use?

- Tell me how you teach or help children deal with their anger.

(If clarification is requested, you can say, "What do you do to help children when they feel angry?")

- What strategies do you use?

- What materials do you use?

- How do you individualize instruction around emotions for specific children? Please give me a few examples. *(If clarification is requested, you can say, "How do you provide individualized instruction about emotions for a child who needs extra help?")*

10. (Continued) Teaching children to express emotions¹

	Indicator	Yes	No	Notes
TEE1	Teacher uses a variety of strategies to teach children about emotion words	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE2	Teacher teaches about a variety of both positive AND negative emotions	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE3	Teacher uses a variety of strategies to teach children how to recognize emotions in themselves and others	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE4	Teacher validates children’s emotions by labeling them AND helping children talk about their emotions	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE5	Teacher provides children with strategies to use when they are angry to calm down	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE6	Teacher models or labels own emotions OR appropriate ways to express emotions	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE7	Teacher uses a variety of strategies to teach children how to respond to other children’s emotions	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		
TEE8	Teacher individualizes instruction on emotions based on children’s developmental needs. Procedures and materials vary across children	<input type="checkbox"/> R <input type="checkbox"/> O <input type="checkbox"/>		

¹ If there is only 1 teacher assigned to the classroom and no other staff members, do not score this item.

11. 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 should you do if you want a turn at the computer, but another child is there?”).

- What strategies do you use?

- What materials do you use?

- Describe what you teach children to do when they have a social or emotional problem.

- How do you individualize instruction around problem solving for specific children? Please give me a few examples.

(If clarification is requested, you might say “How do you provide individualized instruction about problem solving for a child who needs extra help?”)

11. (Continued) Teaching problem solving

	Indicator	Yes	No	Notes
TPS1	Teacher supports children as they work through the problem-solving process in naturally occurring situations			
		R	O	
TPS2	Teacher engages children in generating solutions to common classroom problems			
		R	O	
TPS3	Teacher explicitly teaches problem-solving steps using visuals			
		R	O	
TPS4	Teacher provides visual reminders about problem-solving steps or possible solutions			
		R	O	
TPS5	Teacher notes problem situations AND uses those as examples during group situations to talk about how to problem solve			
		R	O	
TPS6	Teacher comments on AND recognizes children who have been “good problem solvers”			
		R	O	
TPS7	Teacher helps children reflect on their own use of problem solving			
		R	O	
TPS8	Teacher individualizes instruction on problem solving based on children’s individual needs			
		R	O	
TPS9	Teacher uses problem solving in interactions with children AND models problem-solving steps			
		R	O	

Items Scored by Interview Only

For Items 12-14. Ask the teacher to respond to the questions associated with each item. Write down their responses and use them to score each indicator associated with the item.

***Note:** For items 12 through 14, indicator scoring will be based primarily on teacher responses to questions. However, you may also use **any evidence you observe** in the classroom related to the indicator to inform your scoring decisions.

12. Supporting children with persistent challenging behavior

- What do you do when children have severe and persistent challenging behavior?

- What steps do you go through to get support for the child?

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

- What is your role in implementing the plan? Tell me how you know if the plan is working.

12. (Continued) Supporting children with persistent challenging behavior

	Indicator	Yes	No	Notes
PCB1	Teacher describes initiating the functional assessment process for children who have persistent challenging behavior			
PCB2	Teacher states that he or she participates in the development of a behavior support plan by providing functional assessment data to team members			
PCB3	Teacher describes participating in the development of a behavior support plan by contributing ideas for strategies to be included on the plan			
PCB4	Teacher describes implementing individualized behavior support plan strategies			
PCB5	Teacher describes monitoring child progress by collecting data			

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

- Describe how you communicate with your families. What kinds of information do you share with families?

- Describe how you choose what method you will use to reach families.

- Describe how you promote family involvement in your classroom.

- Tell me what you do to make sure all families in your classroom can be involved?

13. (Continued) Describe how you communicate with your families and promote family involvement in the classroom

	Indicator	Yes	No	Notes
COM1	Teacher describes, states, OR shows documents that families are offered ongoing opportunities to visit the classroom			
COM2	Teacher reports that communication to the family comes periodically from the school/program or teacher (newsletter, open house, parent conferences)			
COM3	Children’s families are represented in the classroom (e.g., photographs, family book, bulletin board, etc.)			
COM4	Teacher reports that he/ she regularly provides families with information on what is occurring in the classroom			
COM5	Teacher describes a system for regular communication with families that includes celebrations of the child’s accomplishments			
COM6	Teacher describes ways he/she personally connects with families that indicate personal knowledge of the family situation and an appreciation for the family			
COM7	Teacher states or implies that he/she uses different methods of communication with different families (e.g., home visits, phone calls, classroom visits, notes, newsletter) to ensure that an effort is made to connect with all families			
COM8	Teacher describes communication systems with families that are bi-directional, offering families a mechanism to share information about the family or child with the teacher			

14. Involving families in supporting their child's social emotional development and addressing challenging behavior

- What type of information do you provide to families about supporting their children's social-emotional development at home?

- What type of information do you provide to families about addressing challenging behavior at home?

- Tell me about the role that parents play in supporting their children's social-emotional development at school.

- Tell me about the role that parents play in addressing children's challenging behavior at school.

14. *(Continued) Involving families in supporting their child's social emotional development and addressing challenging behavior*

	Indicator	Yes	No	Notes
INF1	Teacher describes providing families with information on the importance of social emotional development			
INF2	Teacher describes providing families with information on community resources (e.g., parenting classes, mental health services) related to children's social emotional development AND challenging behavior			
INF3	Teacher describes giving families practical strategies that they can use during everyday routines and activities to support their children's social emotional development AND prosocial behavior			
INF4	Teacher describes working with families to develop strategies that families can use at home to address challenging behavior			
INF5	Teacher indicates that 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			
INF6	Teacher states that he/she involves families in the process of developing a support plan for addressing challenging behavior at school			
INF7	Teacher describes working with families to develop strategies that families can use at home to address their concerns about their child's social emotional development			

Red Flags

The following are “red flags” and may represent issues related to teacher training and support or to program policies and procedures. To be scored Yes, the red flag should signify a problematic practice in need of immediate attention given each red flag practice listed below is contraindicated in the Pyramid model.

#	Practices	Yes	No
15	The majority of the day is spent in teacher-directed activities		
16	Transitions are more often chaotic than not		
17	Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children		
18	During group activities, many children are NOT engaged		
19	Teachers are not prepared for activities before the children arrive at the activity		
20	Children are reprimanded for engaging in disruptive or problem behavior (frequent use of “no,” “stop,” “don’t”)		
21	Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists		
22	Teacher reprimands or admonishes children for expressing their emotions		
23	Emotions are never discussed in the classroom		
24	Teacher rarely encourages interactions between children during play or activities		
25	Teacher gives directions to all children in the same way without giving additional help to children who need more support		
26	Teacher tells children mostly what <u>not</u> to do rather than what to do		
27	Learning centers do not have clear boundaries		
28	There are large, wide open spaces in the classroom where children can run		
29	Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program		
30	Teacher makes comments about families that are focused on the challenges presented by families and their lack of interest in being involved		
31	Teacher restrains a child when engaging in challenging behavior or secludes the child in an area separate from the classroom where the child cannot see		

32. Using effective strategies to respond to challenging behavior

Challenging behavior was observed: Yes No

Challenging behavior is defined as behavior that includes (a) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting; (b) climbing on things in the classroom that is not permitted; (c) destroying property, destroying what another child is working on regardless of the other child's response; (d) taking toys away from other children forcefully; (e) running that poses a safety risk for the child or others or elopement from the classroom; (f) tantrum behaviors that might include behaviors such as kicking, screaming, pushing an object or person, stomping feet, or head banging; (g) verbal aggression including yelling, threats, screaming at another person, calling children bad names, and saying bad words; (h) ordering an adult to do something (e.g., "leave me alone"); (i) persistent or prolonged crying that is loud or disruptive or ongoing crying that interferes with the child's engagement in activities; (j) inappropriate use of materials (e.g., jumping off chairs, slamming materials, throwing objects); (k) statements that are noncompliant (e.g., "I'm not going to do it") or clear and explicit verbal or physical refusal to follow directions; and (l) inappropriate touching, stripping, and other behaviors that are hurtful, disruptive, or dangerous to self or others.

This item will be scored in the following manner. First, each incident of challenging behavior is recorded on the scoring form and the essential strategies are scored for each incident recorded. This means that when a child exhibits challenging behavior consistent with the definition, record the incident by briefly describing it (e.g., child cried persistently) and then observe and score the elements based on the strategies the teacher used. Mark Yes if the teacher uses the strategy and No if the teacher does not use the strategy. Repeat this for each challenging behavior incident that occurs during the observation.

After the observation is complete, you also record if any of the additional strategies were used by the teacher in response to **any** of the behavior incidents. Mark Yes for all strategies that you observed the teacher using in response to challenging behavior at any point during the observation. This checklist will be used for coaching teachers, but will not factor into the score for this item.

The final score for this item is determined as follows:

1. If no incidents of challenging behavior were observed, indicate "no incidents observed" for the item and no other score is needed.
2. If incidents of challenging behavior occurred and **all** essential strategies were observed in **all** incidents, score Yes for the item.
3. If incidents of challenging behavior occurred, but only some of the essential strategies were used in some of the incidents or all three of the essential strategies were used in only some of the incidents, score No for the item.

An incident might occur in an activity where the challenging behavior is characterized by its duration (e.g., persistent and prolonged crying) versus an event or single action (e.g., hit, refusal to follow directions). To determine how to identify and segment incidents for coding, note if it is a duration behavior (e.g., cries off-and-on throughout circle) versus one action within an activity or context. Examples of what might be segmented and coded as a single incident of challenging behavior are: cries off-and-on throughout large-group activity (duration in activity); hits child to get toy in a small-group activity (single action); and yells “You’re stupid” to a teacher (single action) during a transition. For duration behaviors (e.g., persistent crying), segment the incident by activity. For example, if a child cries off-and-on throughout circle, record it as one incident and score the indicators based on what the teacher does for the duration of the behavior. If the crying continues during a subsequent transition, record it as a separate incident. If, during the activity that the crying is occurring, a different challenging behavior occurs by the same child (e.g., hitting an adult), score that as a separate incident.

If a child is taken out of the classroom, do not leave the classroom to continue to observe the strategies used by the staff. If another child has challenging behavior, record the incident and mark any additional strategies that are used by any classroom staff member.

32. (Continued) Using effective strategies to respond to challenging behavior

	Essential Strategies	Behavior Incident Response					
		Incident:		Incident:		Incident:	
		Yes	No	Yes	No	Yes	No
SCB1	Teacher implements developmentally appropriate strategies (e.g., redirection, planned ignoring) in response to challenging behavior						
SCB2	Teacher responds to children by stating the expected behavior in positive terms (i.e., what to do) or providing instruction in an acceptable alternative behavior						
SCB3	Teacher provides positive attention or positive descriptive feedback to the child when the child begins behaving appropriately						
Summary. Indicate if all 3 strategies were used:							

Yes___ No___ No incidents observed___

Additional strategies used by the teacher in response to challenging behavior incidents during the observation:

A. When challenging behavior occurred, the child was reminded of posted behavior expectations	Yes	No
B. Teacher responded to challenging behavior by stating a natural or logical consequence AND following through with stated actions	Yes	No
C. Teacher provided support to children who were angry or upset by assisting them with problem solving related to the challenging behavior	Yes	No

Notes, definitions and examples on specific indicators:

SCB1. The teacher uses strategies that are appropriate for responding to the challenging behavior of young children such as encouraging the child to take a break from an activity, providing a redirection, or ignoring when a child engages in challenging behavior. Score No if the teacher is inappropriately harsh, uses physical punishment, or implements a time out strategy that does not allow the child to return to the activity when ready.

SCB2. To score Yes on this indicator, the teacher responds to the child by stating what the child should do (e.g., “use your words”) or teaching the child what to do (e.g., “Use your words. Tell Emily, I want a turn with the truck now” or “Say, Can you move over, you are sitting on my spot”).

SCB3. To score a Yes, the teacher must provide positive attention to the child once challenging behavior ends and the child begins to behave appropriately. Positive attention might include playing with the child, talking to the child, providing the child with a response opportunity, providing physical affection, or descriptive comments when the child engages in the appropriate behavior that is the desired alternative to the child’s previous display of challenging behavior. Examples of positive descriptive feedback for appropriate behavior are: saying “You are doing a great job sitting with us at circle” or sitting with a child who begins to behave appropriately and saying, “I like how you are sharing the blocks.”

Scoring Guidance on Additional Strategies:

- A. Reminding child of behavior expectations. Score this strategy as being used if the teacher reminds the child to use a behavior that is linked to the posted classroom expectations. If there are no posted behavior expectations, then No is scored for this indicator.
- B. Logical consequences. Score this strategy as Yes if the teacher states a logical consequence for the intention of redirecting the child to use another behavior **and** follows through with the statement, **if** challenging behavior persists. An example of a logical consequence is, “If you are going to throw the blocks, then we will have to put the blocks away. Keep the blocks on the rug.” Putting the blocks away is considered a logical consequence because it is clearly related to the child’s inappropriate behavior, the block throwing. You should score No for this strategy if the teacher does not state a consequence or does not state a logical consequence. An example of a consequence that is not logical 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 related to the child’s inappropriate behavior, the block throwing. To score Yes for this strategy, the teacher must pair the logical consequence with a statement of the expected or alternative skill (i.e., tell the child what to do). If the teacher states a logical consequence and challenging behavior is resolved (without the teacher following through with stated action), score a Yes for the strategy.
- C. Support problem solving process. Score Yes for this strategy if the teacher assists the child with the problem-solving process related to the challenging behavior. Problem solving should involve the following or similar steps: 1) identifying the problem (e.g. the

teacher might say “Let’s think about what your problem was.”); 2) identifying potential solutions (e.g., the teacher might say “What can you do when you can’t have a toy?”); 3) evaluating the solutions that are possible; and 4) selecting a solution to try.