

# **Attachment J: Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)**

## **Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality**

The purpose of the information collection is to examine how preschool teachers and practitioners change their practices around social and emotional learning. The TPITOS is an on-site observation tool and, at the end of the observation, the observer conducts a 20-minute interview with the lead teacher to understand key practices in the classroom. The purpose of the interview is to capture situations in which the opportunity to use a practice did not arise throughout the course of the classroom observation. If a teacher is unavailable to complete the interview immediately after the observation, the observer will make arrangements to complete the interview over the phone as soon as possible. The Study Team will use the 20-minute interview, along with the observation, to characterize the social and emotional learning practices in classrooms of programs participating in the BSC implementation.

This information is planned to be used to further the proper performance of the functions of the agency by assessing teaching practices that may be amenable to the types of quality improvement interventions involved with participation in the BSC.

Public reporting burden for this collection of information is estimated to average 20 minutes per response. This collection of information is voluntary and all responses collected will be kept private to the extent permitted by law.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.

## TPITOS Interview Worksheet

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

This section can be separated from the packet and used to facilitate the teacher interview and reduce page flipping. Before beginning the interview, circle the items that have not yet been scored through observation and should be addressed in an interview (e.g., PPI9) and those items that are only scored through interview. A suggested interview question is provided, and in some cases, bullet points provide additional information to help clarify the question for teachers. If you use this sheet, please go back and transfer your scores to the TPITOS once the interview is complete so that accurate item totals can be calculated.

### Consent:

Thank you very much for participating in this observation and interview. Your participation is very important to the study. The purpose of this 15-20 minute interview is to learn about aspects of your teaching practice that I may not have had the opportunity to observe today. Teachers will receive a \$25 honoraria in the form of a gift card for completing this observation and interview.

Participating in this interview is up to you, and you can choose to not answer a question if you wish. We will not share your comments with anyone outside of the research team in any way that will reveal your identity. Our report will describe the experiences and viewpoints expressed, but comments will not be attributed to specific individuals. No individuals will be quoted by name and your answers will be kept private and compiled with other respondents. No one will be identified by name. Participation is voluntary and refusal to participate will not affect you in any way. Thank you for taking the time to candidly and thoughtfully talk with us today, we greatly appreciate your help!

Do you agree to participate in this interview?

- Yes
- No

3. Teacher promotes positive peer interactions		Y/N	
PPI9	Teacher uses a <u>variety</u> of developmentally appropriate strategies, materials and activities (books, puppets, songs) to encourage peer-to-peer interactions.  <b>Interview Question:</b> What types of strategies, materials, or activities do you use to promote positive peer interactions?		
4. Teacher promotes children's active engagement		Y/N	

<b>CAE5</b>	Adults in the room work together to make sure all children are engaged.  <b>Interview Question:</b> Tell me how you work together with other teachers in your classroom to make sure that each child in your class gets and stays engaged.		
<b>5. Teacher is responsive to children's expression of emotions and teaches about feelings</b>		Y/N	
<b>REF7</b>	Teacher uses a variety of strategies to teach children about feeling words.  <b>Interview Question:</b> What strategies do you use to teach feeling words (e.g., role play, feelings chart)?		

<b>6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations</b>		Y/N	
<b>CBE7</b>	Teacher anticipates potential conflict situations or instances in which behavior may not meet classroom expectations and provides guidance to children before the situations get out of control.  <b>Interview Question:</b> What steps do you take to minimize conflicts between children or prevent behavior which does not meet classroom expectations?		
<b>7. Teacher responds to children in distress and manages challenging behaviors.</b>		Y/N	
<b>RDC6</b>	Teacher uses strategies such as redirection and/or planned ignoring with individual <u>toddlers</u> who engage in occasional episodes of challenging behavior.		

	<p><b>Interview Question:</b> Tell me what strategies you follow when children have occasional episodes of challenging behavior (e.g., physical aggression, screaming, taking others' toys)?</p>		
<b>RDC7</b>	<p>Teacher uses a variety of strategies to console, soothe, or calm children who are in distress and individualizes responses according to the child and the situation.</p> <p><b>Interview Question:</b> Are there different ways that you comfort children who are in distress (e.g., picking up an infant, problem solving with a toddler)?</p>		
<b>8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.</b>		Y/N	
<b>SMD1</b>	<p>Teacher reports using specific strategies or modifications to support the social-emotional development of children with disabilities/delays.</p> <p><b>Interview Question:</b> Can you describe any specific strategies, modifications, activities, or materials you use with children with disabilities or delays to support social-emotional development?</p>		
<b>SMD2</b>	<p>Teacher reports using specific strategies or modifications to promote social-emotional development with children who are dual language learners.</p> <p><b>Interview Question:</b> Can you describe any specific strategies, modifications, activities, or materials you use with children who are dual language learners to promote social-emotional development?</p>		

<b>11. Teacher collaborates with his/her peers to support children's social emotional development (e.g., other teachers, mental health practitioners, allied health service providers)</b>		Y/N	
<b>TCP5</b>	<p>Teacher describes ways in which they have shared information and communicated with allied professionals (e.g., PT, OT, etc.)</p> <p><b>Interview Question:</b> Do you communicate with allied professionals (PT, OT, etc.) about any children in your classroom? If so, how do you go about sharing information, and getting the information you need?</p>		
<b>TCP6</b>	<p>Teacher reports incorporating information communicated by or with other members of the team and with parents into classroom practices to assure all needs are met.</p> <p><b>Interview Question:</b> If you do communicate with other professionals about particular children, how do you incorporate the information you get from other professionals into your classroom practices to assure that all needs are being met?</p>		

12. Teacher has effective strategies for engaging parents in supporting their child's social emotional development and addressing challenging behaviors.		Y/N	
EEP1	<p>Teacher describes ways in which families are provided information about social-emotional development.</p> <p><b>Interview Question:</b> How do you provide families with information on social-emotional development?</p>		
EEP2	<p>Teacher describes giving families practical strategies that they can use to promote their child's social-emotional development, prevent challenging behavior, or address other behavioral concerns.</p> <p><b>Interview Question:</b> Do you help families support the individual socio-emotional development of their child in the home? If so, how?</p>		
EEP3	<p>Teacher indicates that when there is a concern about a child's social-emotional development or challenging behavior, she/he works together with parents to collect information on the behavior to determine if there is a need for more intensive support.</p> <p><b>Interview Question:</b> When a concern about a child's challenging behavior OR social emotional development arises, what steps do you take with the child's family?</p>		
EEP4	<p>Teacher describes providing families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services).</p> <p><b>Interview Question:</b> Do you provide families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services)? If so, what are some examples of resources provided?</p>		

<b>EEP5</b>	<p>When a child has significant behavior challenges, teacher indicates that she or he works together with the family and other mental health support services to develop and implement a behavior support plan.</p> <p><b>Interview Question:</b> When a child has significant behavior challenges, how do you work together with the family and other mental health support services to develop and implement a behavior support plan?</p>		
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.		Y/N	
<b>CWF1</b>	<p>Teacher reports that she regularly provides families with information on what is going on in the classroom.</p> <p><b>Interview Question:</b> Tell me about the ways you communicate on a regular basis with families about what is going on in the classroom.</p> <p>What types of information do you share about classroom events, activities, staff changes, etc.? How do you do that? How often?</p>		
<b>CWF2</b>	<p>Teacher reports a system for communicating with families about the daily experiences of individual children.</p> <p><b>Interview Question:</b> What types of information do you share about what their child is doing in the classroom? How do you do that? How often?</p>		
<b>CWF3</b>	<p>Teacher's responses indicate that she/he has different approaches to reach different families.</p> <p><b>Interview Question:</b> Please describe the different modes of communication you use with families, and how you determine which is the best way to communicate based on family need or preference.</p>		
<b>CWF4</b>	<p>Teacher describes system for getting information from families on an ongoing basis about what is happening at home with the child.</p> <p><b>Interview Question:</b> How do you get information from families on an ongoing basis about what is happening at home with the child?</p>		
<b>CWF5</b>	<p>Teacher describes a variety of strategies for promoting family involvement in the classroom.</p> <p><b>Interview Question:</b> Tell me about what you do to promote family</p>		



	involvement in your classroom (e.g., help families feel welcome, get them involved, and gain trust).		
--	------------------------------------------------------------------------------------------------------	--	--

**Note:** Transfer scores from this interview form to the TPITOS record form in order to complete item/indicator scoring

