

Instructions: The following teaching practices help support children’s social and emotional well-being. Each category of practices aligns with those in The Pyramid Infant Toddler Observation Scale (TPITOS). Read each indicator and consider how often you use the practice on the 1-to-5 scale.

- If you are reflecting on 1-3 categories, identify the top 5 **indicators** you would like support to use in the classroom. Use the notes section to write your initial ideas about what might support you in using this practice.
- If you are reflecting on 4 or more categories, identify the top 2-3 **categories** you would like support to use in the classroom using the summary table below. If you know of specific indicators that are a priority for you, you can mark those as well.

Pyramid Practices	Priority Ranking
Communication and Building Relationships	
Demonstrates Warmth and Responsivity	
Promoting Positive Peer Interactions	
Promoting Children’s Active Engagement	
Responsive to Children’s Expression of Emotions and Feelings	
Communicates Behavior Expectations	
Responds to Distress and Challenging Behavior	
Strategies for Children with Delays/or Dual -Language Learners	
Schedules, Routines, and Transitions	
Environment Arranged to Foster Social Emotional Development	
Collaboration with Peers	
Involving Families in Supporting Their Child’s Social-Emotional Development and Addressing Challenging Behavior	
Communicating with Families and Promoting Family Involvement in the Classroom	



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Communication and Building Relationships							
I talk often to individual children.	1	2	3	4	5		
I join in children's activities and follow the child's lead by matching the focus of his or her attention to the child's focus of attention.	1	2	3	4	5		
I comment on children's interests, activities, or actions.	1	2	3	4	5		
I imitate and/or expand upon children's vocalizations or imitate actions.	1	2	3	4	5		
I listen and respond to children's attempts to communicate.	1	2	3	4	5		
I encourage child communication, skills, behaviors, and activities through positive, descriptive statements.	1	2	3	4	5		
I provide opportunities for children to initiate social interactions and provide time throughout interactions for the child to take a turn or form a response.	1	2	3	4	5		
I use alternative strategies for communicating with children who have a language delay or are dual language learners.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Demonstrates Warmth and Responsivity to Children							
My tone toward the class is generally positive, calm and supportive.	1	2	3	4	5		
I communicate with children on eye level almost all of the time.	1	2	3	4	5		
I have a warm, responsive tone, make eye contact and smile in interactions with individual children.	1	2	3	4	5		
I show physical affection toward children.	1	2	3	4	5		
I greet and acknowledge children warmly on arrival and whenever they enter an activity or area.	1	2	3	4	5		
I show a sincere interest in, and am patient with children's initiations.	1	2	3	4	5		
I readily participate in children's play or activities.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Promoting Positive Peer Interactions							
I remain nearby during children's social interactions	1	2	3	4	5		
I encourage children to be aware of and care about their peers in the classroom.	1	2	3	4	5		
I encourage children to initiate or maintain interactions with their peers during activities and routines.	1	2	3	4	5		
I help children work cooperatively during activities/routines.	1	2	3	4	5		
I provide positive descriptive comments to children who are engaging in positive peer interactions.	1	2	3	4	5		
I offer comfort when negative social interactions occur among children.	1	2	3	4	5		
I model social skills for children such as taking turns, gentle touching, requesting, or using words.	1	2	3	4	5		
I help children understand their peer's intentions.	1	2	3	4	5		
I use a variety of strategies, materials, and activities to encourage peer-to-peer interactions.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Promoting Children’s Active Engagement							
I make positive and varied attempts to encourage children to become engaged in an activity.	1	2	3	4	5		
I use a variety of ways to help children sustain their engagement in an activity.	1	2	3	4	5		
I provide attention and positive comments to children who are engaged in activities and with materials.	1	2	3	4	5		
I provide toddlers with opportunities to make choices.	1	2	3	4	5		
I work with other educators in the room to make sure all children are engaged.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Responsive to Children's Expression of Emotions and Feelings							
I demonstrate understanding of children's feelings and label how a child is feeling.	1	2	3	4	5		
I ask questions about and/or offer expansions related to children's emotions.	1	2	3	4	5		
I point out peers' words, voice tone, or facial expressions to help toddlers recognize and understand emotions.	1	2	3	4	5		
I use opportunities during activities to teach about feelings.	1	2	3	4	5		
I label my own emotions in response to real classroom situations.	1	2	3	4	5		
I use real classroom situations to identify their feelings and problem-solve when toddlers have conflicts or experience frustration.	1	2	3	4	5		
I use a variety of strategies to teach children about feeling words.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Communicates Behavior Expectations							
My classroom expectations are developmentally appropriate for the children in my room and individualized as needed.	1	2	3	4	5		
I communicate behavioral expectations by letting toddlers know, in a positive tone, what they should do in specific activities.	1	2	3	4	5		
I demonstrate behavioral expectations in specific activities through modeling.	1	2	3	4	5		
I frequently acknowledge and/or encourage appropriate behavior related to expectations.	1	2	3	4	5		
I use simple words or phrases to explain natural consequences of engaging in unsafe behavior.	1	2	3	4	5		
I provide feedback e.g. gentle reminders to toddlers in instances of behavior that does not meet classroom expectations.	1	2	3	4	5		
I anticipate potential conflict and provide guidance to children to support children with room expectations e.g. taking turns, waiting etc.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Responding to Distress and Challenging Behaviors							
My tone remains calm, supportive, and positive during children's distressful or challenging episodes.	1	2	3	4	5		
I immediately respond to children in distress by staying in close proximity if needed.	1	2	3	4	5		
I provide positive attention to reconnect and engage with toddlers after she or he has calmed down.	1	2	3	4	5		
I use challenging situations as an opportunity to help children recognize and deal with emotions.	1	2	3	4	5		
I provide support to toddlers who are angry or upset to help them with problem solving when appropriate.	1	2	3	4	5		
I use strategies such as redirection with individual toddlers who engage in occasional episodes of challenging behavior.	1	2	3	4	5		
I use a variety of strategies to console, soothe, or calm children who are in distress, and individualize according to the child and the situation.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Schedules, Routines and Transitions							
I have a posted schedule of daily activities.	1	2	3	4	5		
I follow the schedule for the group, but it varies when necessary to meet the needs of individual children.	1	2	3	4	5		
During group transitions for toddlers, I use verbal and visual cues and a predictable routine that minimizes excessive waiting.	1	2	3	4	5		
I provide individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed.	1	2	3	4	5		
Before a transition to a new activity, I provide information about what toddlers should expect in developmentally and individually appropriate ways.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Collaboration with Peers							
Almost all interactions between adults are related to children or classroom activities	1	2	3	4	5		
All educators are engaged with children during classroom activities.	1	2	3	4	5		
The tone of educators is positive with one another.	1	2	3	4	5		
The classroom runs smoothly with all educators appearing to know what they are supposed to be doing.	1	2	3	4	5		
I share information with other professionals as needed.	1	2	3	4	5		
I incorporate information received by or with other team members and parents into classroom practices to assure all needs are met.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Involving Families in Supporting Their Child’s Social-Emotional Development and Addressing Challenging Behaviors							
I provide families with information on the importance of social-emotional development.	1	2	3	4	5		
I provide families with strategies they can use to promote their child’s social-emotional development, prevent challenging behavior, or address other behavioral concerns.	1	2	3	4	5		
When there is a concern about a child’s social-emotional development or challenging behavior, I work with families to collect information on the behavior to determine if there is a need for more intensive support or planning	1	2	3	4	5		
I provide families with information on community resources related to children’s social-emotional development.	1	2	3	4	5		
I work with families and other team members to develop and implement a behavior support plan when a toddler has significant behavior challenges.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Communicating with Families and Promoting Family Involvement in the Classroom							
I regularly provide families with information on what is going on in the classroom.	1	2	3	4	5		
I have a system for communicating with families about the daily experiences of individual children.	1	2	3	4	5		
I have different approaches to reach different families.	1	2	3	4	5		
I have a communication system for getting information on an ongoing basis about what is happening at home with the child.	1	2	3	4	5		
I have a variety of strategies for promoting family involvement in the classroom.	1	2	3	4	5		



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<i>TPITOS Pyramid Practice</i>	<i>I am doing this now...</i>					<i>Priority?</i>	<i>Notes</i>
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>		
Strategies for Children with Disabilities/Delays or Dual-Language Learners							
I use specific strategies or modifications with children with disabilities/delays to support social-emotional development.	1	2	3	4	5		
I use specific strategies or modifications with children who are dual-language learners to support social-emotional development.	1	2	3	4	5		



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TPITOS Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Environment is Arranged to Foster Social-Emotional Development							
My room includes a variety of materials, loose parts and play areas to support engagement and social interaction.	1	2	3	4	5		
I arrange play spaces for use by multiple children and to promote social interaction.	1	2	3	4	5		
My room for children under 12 months, there is open space for infants to have “tummy time”.	1	2	3	4	5		
In my room for toddlers, there are no wide-open spaces for running.	1	2	3	4	5		
Our books and materials represent the children and families in the room and many forms of diversity e.g. ability, culture, gender etc.	1	2	3	4	5		

