

Pyramid Practice Self-Reflection Guide

Instructions: The following teaching practices help support children’s social and emotional well-being. Each category of practices aligns with those in the Teaching Pyramid Observation Tool (TPOT). 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
Schedules, Routines, and Activities	
Transitions Between Activities are Appropriate	
Educators Engage in Supportive Conversations with Children	
Promoting Children’s Engagement	
Providing Directions	
Collaborative Teaming	
Teaching Children Behaviour Expectations	
Connecting with Families	
Involving Families in Supporting Their Child’s Social-Emotional Development and Addressing Challenging Behaviour	
Teaching Social Skills and Emotional Competencies	
Teaching Friendship Skills	
Teaching Children to Express Emotions	
Teaching Problem Solving	
Supporting Children with Persistent Challenging Behaviour	



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DATE: _____

<i>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>		
Schedules, Routines, and Activities							
I have a posted schedule of daily activities.	1	2	3	4	5		
The posted schedule is at children’s eye level and includes visual representation of daily activities.	1	2	3	4	5		
My adult-directed activities are shorter than 20 minutes.	1	2	3	4	5		
I have both large AND small-group activities throughout each day.	1	2	3	4	5		
I review the posted schedule with children AND refer to it throughout the day.	1	2	3	4	5		
I structure activities so that there is a clear beginning, middle, AND end.	1	2	3	4	5		
I have a balance of child-directed and adult-directed activities.	1	2	3	4	5		
If needed, I prepare children when changes are going to occur in the posted schedule.	1	2	3	4	5		
I only continue with a specific adult-directed activity when the majority of children are actively engaged AND interested.	1	2	3	4	5		
Children who need extra support are prepared for activities by providing individualized support at the beginning of activities.	1	2	3	4	5		



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DATE: _____

Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Transitions Between Activities Are Appropriate							
I support children’s transitions.	1	2	3	4	5		
Whole-class warnings are provided prior to the majority of transitions.	1	2	3	4	5		
I have transition strategies to ensure children are actively engaged in the transitions.	1	2	3	4	5		
I explicitly show children the steps AND expectations of transitions.	1	2	3	4	5		
I provide positive descriptive feedback to children who participate in the transition appropriately (e.g. “I noticed you were putting cars back in the basket as soon as the clean-up song started!”).	1	2	3	4	5		
Support to begin the transition is provided to a child in an individualized way.	1	2	3	4	5		
I effectively guide individual children who need extra support during the transitions.	1	2	3	4	5		
During transitions, the majority of children are actively engaged, including children who are waiting for the next activity.	1	2	3	4	5		

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DATE: _____

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	Never	Rarely	Sometimes	Often	Always		
Educators Engage in Supportive Conversations with Children							
I acknowledge children's communication (verbal AND non-verbal).	1	2	3	4	5		
I greet/call most children by name during the day.	1	2	3	4	5		
I have brief conversations with children.	1	2	3	4	5		
I join in children's play AND engage in brief conversations about their play.	1	2	3	4	5		
My tone in conversations with children is generally positive, calm, AND supportive.	1	2	3	4	5		
I respond to children's comments AND ideas by asking questions AND making comments.	1	2	3	4	5		
I often use positive descriptive feedback for children's skills, behaviors, and activities. (e.g. "You are working really hard at putting your shoes on!").	1	2	3	4	5		
I join in children's play to expand their interactions and ideas with other children.	1	2	3	4	5		
I have extended comfortable AND positive conversations with children during routines and activities about their interests and ideas.	1	2	3	4	5		
I use alternative strategies when communicating with children who are nonverbal, language delayed, or dual language learners.	1	2	3	4	5		



EDUCATOR NAME: _____

DATE: _____

Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Promoting Children’s Engagement							
I support children to select activities or use materials in a meaningful way.	1	2	3	4	5		
I provide developmentally appropriate activities that will support the engagement of almost all children.	1	2	3	4	5		
I communicate with children on eye level almost all of the time.	1	2	3	4	5		
Adult-directed large-group activities are structured so that children have opportunities to be actively engaged almost all the time.	1	2	3	4	5		
I assist individual children in selecting center activities and becoming actively engaged.	1	2	3	4	5		
I provide children with multiple opportunities to make choices within large group, small group, AND center activities in the playroom.	1	2	3	4	5		
I frequently comment positively on children who are engaged in activities (e.g. “I see you’re listening so closely to the story!”).	1	2	3	4	5		
I support individual children who are exhibiting challenging behavior within an activity to become actively engaged.	1	2	3	4	5		
I modify instruction OR the activity when children lose interest in large OR small-group activities.	1	2	3	4	5		



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DATE: _____

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Providing Directions							
I use directions that are simple, short, AND specific.	1	2	3	4	5		
I use directions that tell children what to do rather than what not to do.	1	2	3	4	5		
I consistently provide positive descriptive feedback to children who follow directions.	1	2	3	4	5		
I regularly describe activity expectations to children prior to OR at the beginning of an activity.	1	2	3	4	5		
I redirect children who are withdrawn, distracted, OR off task to more productive activities.	1	2	3	4	5		
I check in with children to make sure they understand the directions.	1	2	3	4	5		
I individualize directions for children who need more support (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts).	1	2	3	4	5		



EDUCATOR NAME: _____

DATE: _____

Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Collaborative Teaming							
All adults are engaged with children during playroom activities OR routines.	1	2	3	4	5		
The tone of adult voices is positive with one another.	1	2	3	4	5		
The playroom runs smoothly with all adults appearing to know what they are supposed to be doing.	1	2	3	4	5		
All adults who enter the playroom engage with children including related services personnel AND administrators.	1	2	3	4	5		
Almost all interactions between adults are related to children OR playroom activities.	1	2	3	4	5		
There is evidence that roles are shared among team members.	1	2	3	4	5		
All adults provide instruction at some point.	1	2	3	4	5		
Adults give positive feedback to each other about something that is going well with a child OR in the playroom.	1	2	3	4	5		
Children initiate positive interactions with all playroom staff.	1	2	3	4	5		



EDUCATOR NAME: _____

DATE: _____

Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Teaching Children Behaviour Expectations							
I have posted behavior expectations OR rules that are positively stated, include a visual, and are limited in number.	1	2	3	4	5		
Posted behavior expectations or rules are reviewed with children during large OR small group activities.	1	2	3	4	5		
Children are reminded of posted behavior expectations or rules throughout the day.	1	2	3	4	5		
I provide instruction OR reminders on posted behavior expectations or rules to individual children, during play or within small-group activities.	1	2	3	4	5		
I comment on appropriate child behavior, linking the behavior to the posted playroom rules or expectations. (e.g. "I see you being safe!")	1	2	3	4	5		
I consistently provide specific positive feedback to children on meeting posted behavior expectations or rules. (e.g. "You are being so kind by helping her put that together!").	1	2	3	4	5		
I facilitate discussions where children are involved in critically thinking about posted behavior expectations or rules AND their importance in the playroom.	1	2	3	4	5		



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DATE: _____

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Connecting With Families							
I offer families ongoing opportunities to visit the playroom.	1	2	3	4	5		
Communication to the family comes periodically from myself or the centre (e.g. newsletter, open house, parent conferences).	1	2	3	4	5		
Children’s families are represented in the playroom (e.g., photographs, family book, bulletin board, etc.).	1	2	3	4	5		
I regularly provide families with information on what is occurring in the playroom.	1	2	3	4	5		
I have a system for regular communication with families that includes celebrations of the child’s accomplishments.	1	2	3	4	5		
I personally connect with families to gain knowledge of the family situation and an appreciation for the family.	1	2	3	4	5		
I use different methods of communication with different families (e.g., home visits, phone calls, playroom visits, notes, newsletter) to ensure that an effort is made to connect with all families.	1	2	3	4	5		
I have a communication system with families that is bi-directional, offering families a way to share information about the family or child with playroom staff.	1	2	3	4	5		

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DATE: _____



Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<i>Involving Families in Supporting Their Child's Social-Emotional Development and Addressing Challenging Behaviour</i>							
I provide families with information on the importance of social-emotional development.	1	2	3	4	5		
I provide families with information on community resources related to children's social-emotional development AND challenging behaviour.	1	2	3	4	5		
I give families practical strategies that they can use during every day routines and activities to support their children's social-emotional development.	1	2	3	4	5		
I work with families to develop strategies that families can use at home to address challenging behavior.	1	2	3	4	5		
When there is a concern about a child's challenging behavior OR social-emotional development, 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 involve families in the process of developing a support plan for addressing challenging behavior at the centre.	1	2	3	4	5		
I work with families to develop strategies that they can use at home to address their concerns about their child's social emotional development.	1	2	3	4	5		

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DATE: _____



Pyramid Practice	I am doing this now...					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
Teaching Social Skills and Emotional Competencies							
I use naturally occurring opportunities across the day to teach social skills OR emotional competencies.	1	2	3	4	5		
I intentionally plan activities or opportunities for children to work together.	1	2	3	4	5		
I use a variety of strategies to help children learn the concept associated with specific skills (e.g. discussion, role play, describing observations of children in the playroom who used a skill).	1	2	3	4	5		
I use small- OR large-group settings to teach social skills OR emotional competencies (e.g. friendship skills, emotional literacy, problem-solving).	1	2	3	4	5		
I model expected social skills AND emotional competencies while describing my behaviour.	1	2	3	4	5		
I provide positive and descriptive feedback to children who are using social skills AND expressing their emotions in healthy ways.	1	2	3	4	5		
I help children reflect on their use of social skills OR emotional competencies either individually or in groups.	1	2	3	4	5		
I individualize instruction of social skills OR emotional competencies based on children's developmental needs.	1	2	3	4	5		

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DATE: _____



Pyramid Practice	I am doing this now...					Priority?	Notes
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Teaching Friendship Skills							
I encourage children to play together.	1	2	3	4	5		
I provide positive and descriptive feedback to children who are working together, helping each other or engaging in other friendship behaviors.	1	2	3	4	5		
I use a variety of strategies* AND materials in small- OR large- group activities to teach friendship skills (e.g., helping others, taking turns, organizing play).	1	2	3	4	5		
I provide children with planned opportunities to practice peer interaction skills (e.g., role playing, pairing up with a buddy).	1	2	3	4	5		
I explicitly teach OR prompt individual children how to initiate AND respond to their peers.	1	2	3	4	5		
I provide individualized assistance to help children maintain interactions (multiple exchanges) with their peers.	1	2	3	4	5		
I use a variety of strategies (e.g., peer buddies, structuring activities) to support peers in helping their friends learn AND practice social skills.	1	2	3	4	5		
I model friendship skills in interactions with children or other adults.	1	2	3	4	5		
I support children in reflecting on interactions with their peers with children doing most of the talking.	1	2	3	4	5		

*Strategies may include, but are not limited to: books, games, songs, puppets, collaborative materials, provocations, etc.



EDUCATOR NAME: _____

DATE: _____

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Teaching Children to Express Emotions							
I use a variety of strategies* to teach children about emotion words.	1	2	3	4	5		
I teach about a variety of both comfortable AND uncomfortable emotion words.	1	2	3	4	5		
I use a variety of strategies* to teach children how to recognize emotions in themselves and others.	1	2	3	4	5		
I validate children's emotions by labeling them AND helping children talk about their emotions.	1	2	3	4	5		
I provide children with strategies to use when they are angry to calm down.	1	2	3	4	5		
I model or label my own emotions OR healthy ways to express emotions.	1	2	3	4	5		
I use a variety of strategies* to teach children how to respond to other children's emotions.	1	2	3	4	5		
I individualize instruction on emotions based on children's developmental needs. Procedures and materials vary across children.	1	2	3	4	5		

**Strategies may include, but are not limited to: books, games, songs, puppets, check-ins, table activities, provocations, etc.*

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Pyramid Practice	I am doing this now...					Priority?	Notes
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Teaching Problem Solving							
I support children as they work through the problem-solving process in naturally occurring situations.	1	2	3	4	5		
I engage children in generating solutions to common playroom problems.	1	2	3	4	5		
I explicitly teach problem-solving steps using visuals.	1	2	3	4	5		
I provide visual reminders about problem-solving steps or possible solutions.	1	2	3	4	5		
I note problem situations AND use them as examples during group time to talk about how to problem-solve.	1	2	3	4	5		
I use positive descriptive feedback to recognize children who have used problem solving. (Share as an example for other children on how to solve problems)	1	2	3	4	5		
I help children reflect on their own use of problem-solving.	1	2	3	4	5		
I individualize instruction on problem-solving based on children's individual needs.	1	2	3	4	5		
I use problem-solving in my interactions with children AND model problem-solving steps.	1	2	3	4	5		

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Supporting Children with Persistent Challenging Behaviour							
I gather documentation in a variety of settings and from a variety of team members to start understanding a child's challenging behaviour.	1	2	3	4	5		
I participate in the development of a behavior support plan by providing gathered information to team members.	1	2	3	4	5		
I participate in the development of a behavior support plan by contributing ideas for strategies to be included on the plan.	1	2	3	4	5		
I implement individualized behavior support plan strategies.	1	2	3	4	5		
I describe monitoring child progress by continuing to gather documentation about the behaviour.	1	2	3	4	5		

