



Pyramid Model Practices Reflection Assessment Tool TPITOS



Pyramid Practices	Priority
1. Communication and Building Relationships	
2. Demonstrates Warmth and Responsivity	
3. Promotes Positive Peer Interactions	
4. Promoting Children's Engagement	
5. Responsive to Children's Expression of Emotions and Feelings	
6. Communicates Behavior Expectations	
7. Responds to Distress and Challenging Behavior	
8. Strategies for Children with Delays/or Dual-Language Learners	
9. Schedules, Routines, and Transitions	
10. Environment Arranged to Foster Social Emotional Development	
11. Collaboration with Peers	
12. Involving Families in Supporting Their Child's Social-Emotional Development and Addressing Challenging Behavior	
13. Communicating with Families and Promoting Family Involvement in the Classroom	



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
1. 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 their 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
2. Demonstrates Warmth and Responsivity							
My tone towards 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 already participate in children's play or activities.	1	2	3	4	5		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
3. 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
4. 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
5. 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 frustrations.	1	2	3	4	5		
I use a variety of strategies to teach children about feeling words.	1	2	3	4	5		



Pyramid Practices Reflection Assessment Tool

TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
6. 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 or engage in unsafe behavior.	1	2	3	4	5		
I provide feedback e.g. gentle reminders to toddler 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
7. Responding to Distress and Challenging Behavior							
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 they have 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
8. Schedules, Routines and Transitions							
I have a posted schedule of daily activities.	1	2	3	4	5		
I follow the schedules 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 transition to a new activity, I provide information about what toddlers should expect in developmentally and individually appropriate ways.	1	2	3	4	5		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
9. Collaborating 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
10. Involving Families in Supporting 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
11. 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
12. 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		



Pyramid Practices Reflection Assessment Tool TPITOS



Educator: _____

Date: _____

TPITOS Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
13. 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 interactions.	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		