



# Pyramid Model Practices Reflection Assessment Tool TPOT



Pyramid Practices	Priority
1. Schedules, Routines, and Activities	
2. Transitions between activities are appropriate	
3. Educators Engage in Supportive Conversations with Children	
4. Promoting Children's Engagement	
5. Providing Directions	
6. Collaborative Teaming	
7. Teaching Children Behavior Expectations	
8. Teaching Social Skills and Emotional Competencies	
9. Teaching Friendship Skills	
10. Teaching Children to Express Emotions	
11. Teaching Problem Solving	
12. Supporting Children with Persistent Challenging Behavior	
13. Connecting with Families	
14. Involving Families in Supporting Their Child Social-Emotional Development and Addressing Challenging Behavior	



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>1. Schedules, Routines, and Activities</b>							
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 educator-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 educator-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		



# Pyramid Practices Reflection Assessment Tool TPOT



**Educator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>2. Transitions Between Activities are Appropriate</b>							
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		



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>3. Educators Engage in Supportive Conversations with Children</b>							
I acknowledge children's communication (verbal AND non-verbal).	1	2	3	4	5		
I greet/call 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 non-verbal, language delayed, or dual language learners.	1	2	3	4	5		



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>4. Promoting Children's Engagement</b>							
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		
Educator-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 centre activities and becoming actively engaged.	1	2	3	4	5		
I provide children with multiple opportunities to make choices within large groups, small groups, AND centre 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		



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>5. Providing Directions</b>							
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 actively expectations to children prior to OR at the beginning of an activity.	1	2	3	4	5		
I redirected 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		



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>6. Collaborative Teaming</b>							
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		



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>7. Teaching Children Behavior Expectations</b>							
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		





# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>8. Teaching Social Skills and Emotional Competencies</b>							
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 behavior.	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		



# Pyramid Practices Reflection Assessment Tool TPOT



**Educator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>9. Teaching Friendship Skills</b>							
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 behavior	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 support children to reflect 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.



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>10. Teaching Children to Express Emotions</b>							
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, collaborative materials, provocations, etc.



# Pyramid Practices Reflection Assessment Tool TPOT



**Educator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>11. Teaching Problem Solving</b>							
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		

*Pyramid Practice Self-Reflection Guide (TPOT)*  
Adapted from ASaP Program, 2021. Last updated by the ECDA, January 2024



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>12. Supporting children with Persistent Challenging Behavior</b>							
I initiate the functional assessment process (gathering observations) for children who have persistent challenging behavior.	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 behavior.	1	2	3	4	5		



# Pyramid Practices Reflection Assessment Tool TPOT



Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>13. Connecting With Families</b>							
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, newsletters) 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		



# Pyramid Practices Reflection Assessment Tool TPOT



**Educator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Pyramid Practices	Am I doing this now?					Priority?	Notes
	Never	Rarely	Sometimes	Often	Always		
<b>14. Involving Families in Supporting Their Child Social-Emotional Development and Addressing Challenging Behavior</b>							
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 behavior.	1	2	3	4	5		
I give families practical strategies that they can use during everyday 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		

