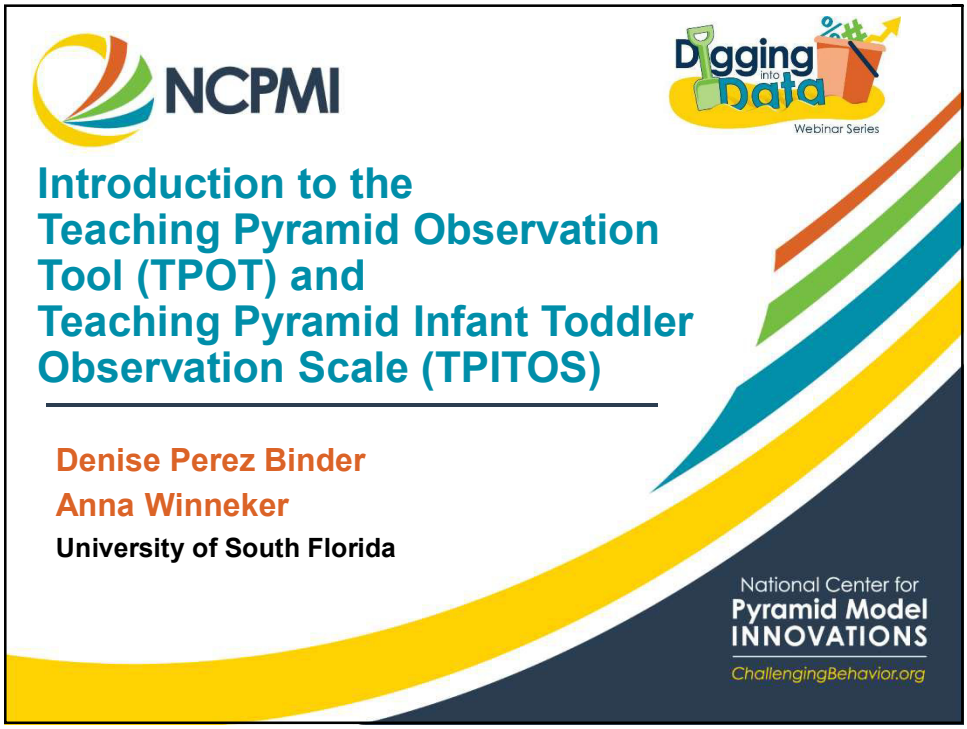
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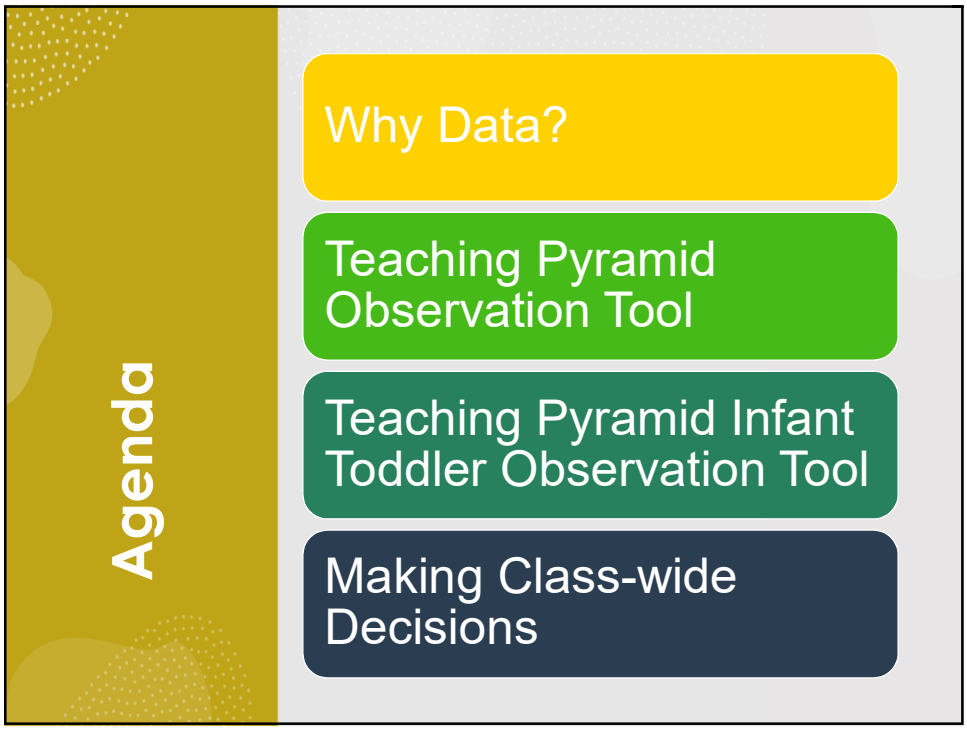
Digging into Data
Webinar Series
Introduction to the Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
Denise Perez Binder
Anna Winneker
University of South Florida
National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org


Agenda
Why Data?
Teaching Pyramid Observation Tool
Teaching Pyramid Infant Toddler Observation Tool
Making Class-wide Decisions

Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.

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Data Are More Than:

- Required Reporting
- A "gotcha" or punishment

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A Data-Decision Making Approach: Some Basic Assumptions

- Clear vision is established
- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used
- Data collection AND ANALYSIS is an ongoing process

Organizing For an Effective Problem Solving Conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Time

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

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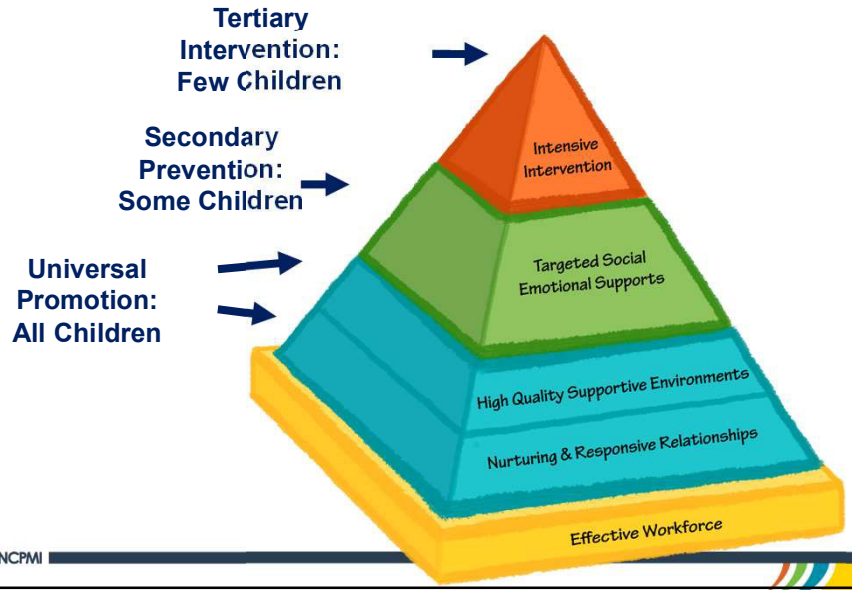
The Pyramid Model:

Promoting Social and Emotional Competence and Addressing Challenging Behavior



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Why Pyramid Model?

Positive implementation outcomes

- Children improve social/emotional skills
- Teachers work effectively with all children including those with challenging behaviors and/or disabilities
- Program effectively prepares children for Kindergarten
- Program builds responsive relationships with each child and family

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The Goal

Fidelity of implementation
that leads to outcomes for children, families, providers, and programs.

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Classroom Observation Tools

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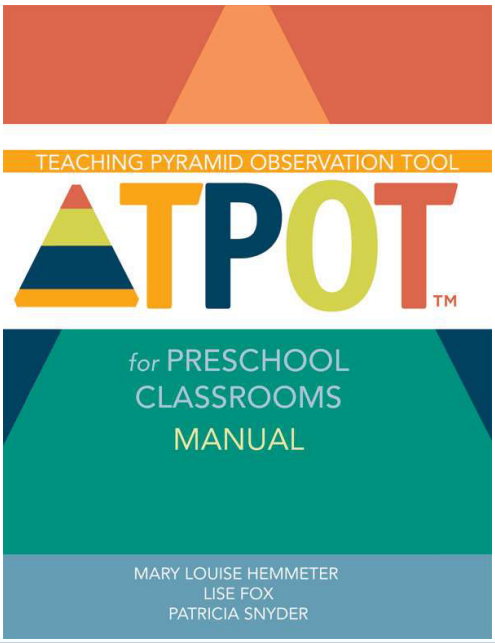
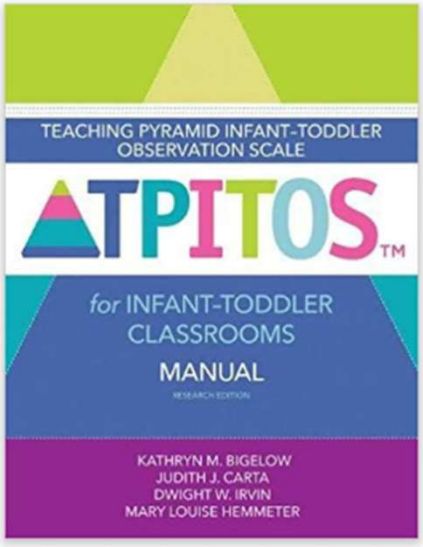
Teaching Pyramid Observation Tool (TPOT)





Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)

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TPOT and TPITOS Basics

- Completed by Practitioner Coach (pre and post recommended)
- Is an observation and interview informed rating scale
- Is designed for teacher's professional development
- Guides coach and teacher to develop action plans for the classroom
- Assess implementation fidelity in specific classrooms

TPOT and TPITOS Materials

Scoring booklet

- Classroom information
- Schedule
- Items
- Space for notes

Manual

- Definitions
- Items with scoring guidance, rules and clarifications

http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/

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Using the Tools: Similarities

Observations

- Conducted for a minimum of 2 hours
  - Focus of observation is primarily on lead teacher's behavior, ***but consider all adults***

Interviews

- For those practices that might not or cannot be observed during a 2-hour observation

Structure

- Observation Items
- Interview items
- Red Flags

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Pyramid Model Practices Measured by the TPOT

Item Type	Item Name
Observation Items	1: Schedules, routines, and activities (SR) 2: Transitions between activities (TR) 3: Supportive Conversations (SC) 4: Promoting Engagement (ENG) 5: Providing directions (PD) 6: Collaborative teaming (CT) 7: Teaching behavior expectations (TBE) 8: Teaching social skills and emotional competencies (TSC)
Observation and Interview	9: Teaching friendship skills (FR) 10: Teaching children to express emotions (TEE) 11: Teaching problem-solving (TPS)
Interview Items	12: Interventions for children with persistent challenging behavior (PCB) 13: Connecting with families (COM) 14: Supporting families in using Pyramid Model practices (INF)
Red Flags	15-31: Red Flags
Observation of CB	32: Strategies for Responding to Challenging Behavior (SCB)

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Practices Measured by TPITOS

- Opportunities for communication and relationship building
- Demonstrates warmth and responsivity
- Promotes positive peer interactions
- Promotes engagement
- Responsive to emotions and teaches about feelings
- Communicates appropriate behavioral expectations
- Responds to distress and manages challenging behaviors
- Uses strategies for children with disabilities or dual-language learners
- Conveys planned schedule, routines and transitions
- Environment appropriately arranged
- Collaborates with colleagues
- Uses effective strategies to engage parents
- Promotes family involvement

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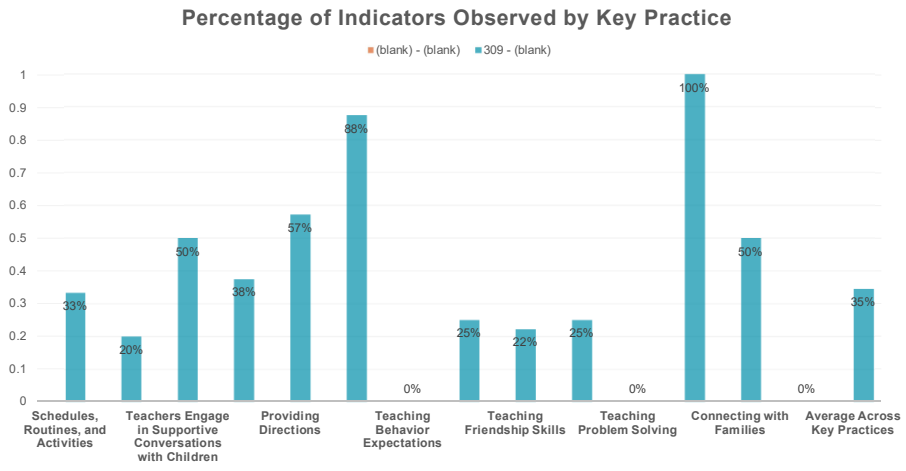
Key Difference: TPOT and TPITOS

TPOT
- Designed for ages 3-5 years
- Observations paused during outside time and meals/snacks
- Score across routines

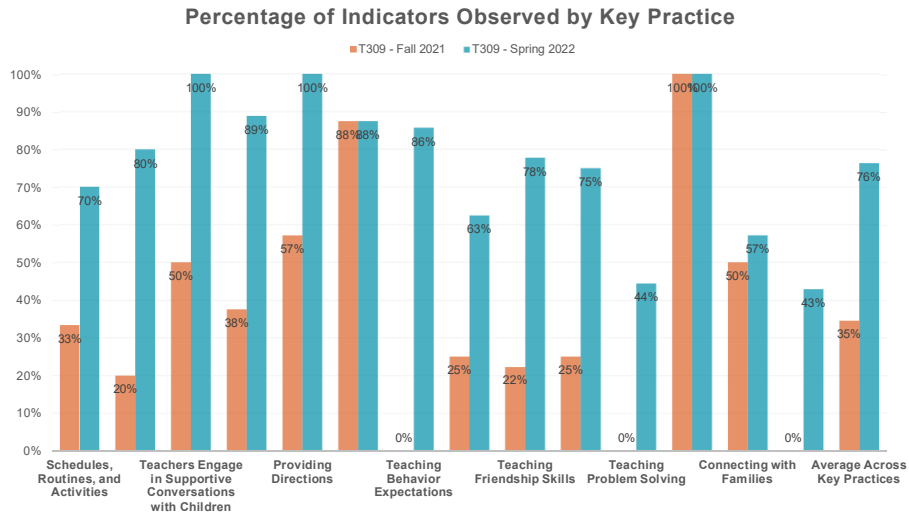
TPITOS
- Designed for ages birth to 3
- Observations continue during outside time and meal/snacks
- Score three routines

Graphing the Data

TPOT Teacher Data



TPOT Teacher Data



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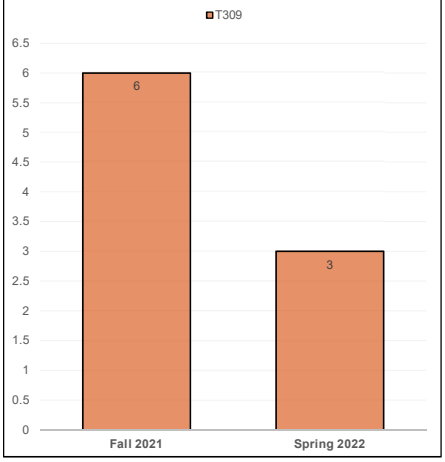
Additional Data

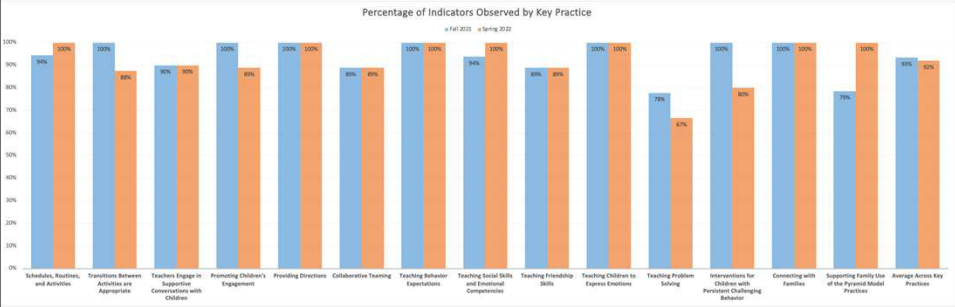
- **Total Number of Red Flags**



- **Challenging Behavior**

	Teacher ID
Challenging Behavior	T309
# of Incidents Observed	
Fall 2021	5
Spring 2022	1
All essential strategies used - Yes	
Fall 2021	0
Spring 2022	0
All essential strategies used - No	
Fall 2021	1
Spring 2022	1
No Incidents Observed	
Fall 2021	0
Spring 2022	0
Total # of Incidents Observed	6
Total All essential strategies used - Yes	0
Total All essential strategies used - No	2
Total No Incidents Observed	0

TPOT Data: Program-Wide



http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/tpot-scoring-spreadsheet/

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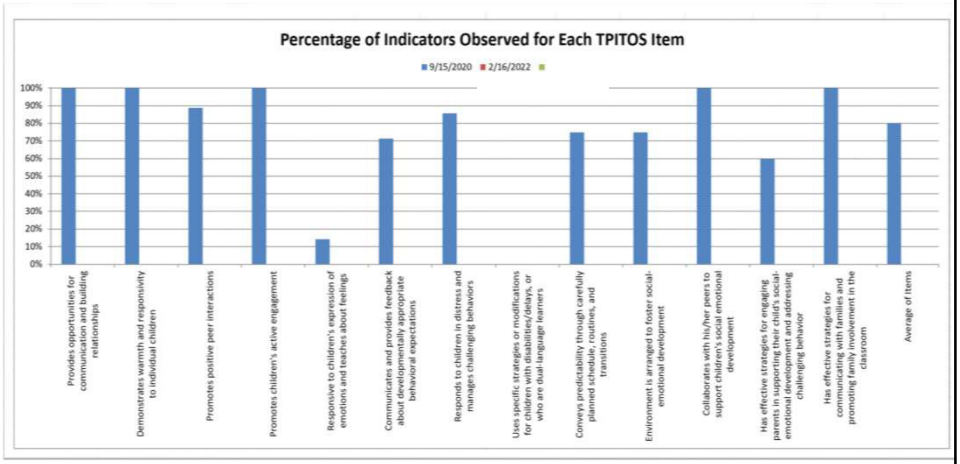
TPITOS Teacher Data



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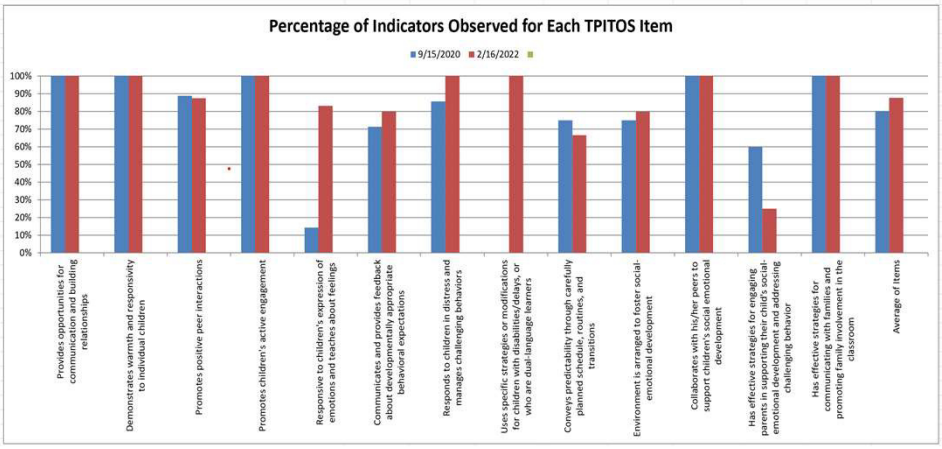
TPITOS Teacher Data



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TPTIOS: Program Data

	Total # of Teachers	Lowest Score	Highest Score
Wave 1	8	51%	87%
Wave 2	4	69%	88%
Wave 3	1	82%	82%

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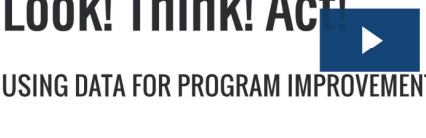
Making Decisions Using Data

Look-Think-Act



https://dasycenter.org/look-think-act/

Data Decision-Making : It Takes a Team

Leadership

Team Process

Knowledge and Skills

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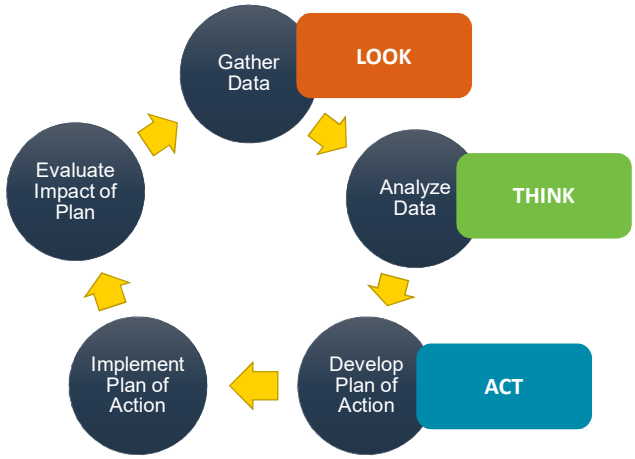
Data Decision-Making Cycle



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Look-Think-Act Process

LOOK → THINK → ACT

Look

Examine data for trends and meaningful associations

In the "Look" step, the leadership team should refrain from jumping to an inference about the data. In the initial review, the team should identify what they see factually without coming to conclusions.

Think

Ask questions related to the data that might help with interpretation

In the "Think" step, the team engages in a discussion to make interpretations about the data. The team begins to identify their inferences or conclusions based on the data that offer evidence for those conclusions.

Act

Make decisions as a team and identify the action plan needed to put the decisions in place

In the "Act" step, the team identifies actions that will be implemented in response to conclusions from the data. Steps might include multiple actions (e.g., the provision of professional development, changes in program procedures, etc.), the collection of additional data, and/or a decision to continue to monitor a particular situation or data set.

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Look-Think-Act

guiding data decision-making!

Teaching Pyramid Observation Tool/ Teaching Pyramid Infant-Toddler Observation Scale

LOOK → THINK → ACT

Data Considerations for All:

- Were data collected by trained observers?
- Were TPOT administration procedures, as outlined in the manual, followed?
- Has there been turnover in classroom staff that might affect program scores or scores within a classroom?
- Did class composition change between time 1 and time 2 data?

Look What do we see?	Think What are the data showing? What influences these data?	Act Consider these actions
Look at Red Flags across teachers on the program summary tab.	Are there common red flags! What might contribute to those red flags! Is additional training needed? Is there a procedural issue! Have red flags decreased across administrations?	Plan training to build capacity for desired practice. Identify needed changes, establish new policy, and/or share data with teachers including rationale for change.
On the program summary tab, look at average scores for Key Practice Items across teachers. Identify the areas that are the lowest in implementation.	What might contribute to common low scores? ▶ Are action plans aligned to the practices that need improvement! ▶ Has the program established the expectation that practices should be implemented! ▶ Do teachers lack materials for implementation! ▶ Do teachers lack training or coaching in the practice! ▶ Does the curriculum support the practice! ▶ Is the culture of the program to not implement the practice!	Initiate programmatic efforts to communicate importance and expectations that teachers will implement Pyramid practices. Provide materials for implementation. Establish targeted professional development activities to strengthen common areas of need. Curricular changes to align curriculum with Pyramid Model implementation. Provide teachers with a process for requesting and receiving classroom implementation ideas.

Teaching Pyramid Observation Tool/Teaching Pyramid Infant-Toddler Observation Scale 1

Data Considerations

Were there any major changes in the classroom between time one and time two?

Has the teacher received consistent coaching supports all year?

Has the teacher completed Pyramid Model practices training?

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Look-Think-Act *in Action*

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at Red Flags across teachers on the program summary tab.	Are there common red flags? What might contribute to those red flags? Is additional training needed? Is there a procedural issue? Have red flags decreased across administrations?	Plan training to build capacity for desired practice. Identify needed changes, establish new policy, and/or share data with teachers including rationale for change.

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Coaching Teachers Using TPOT Data

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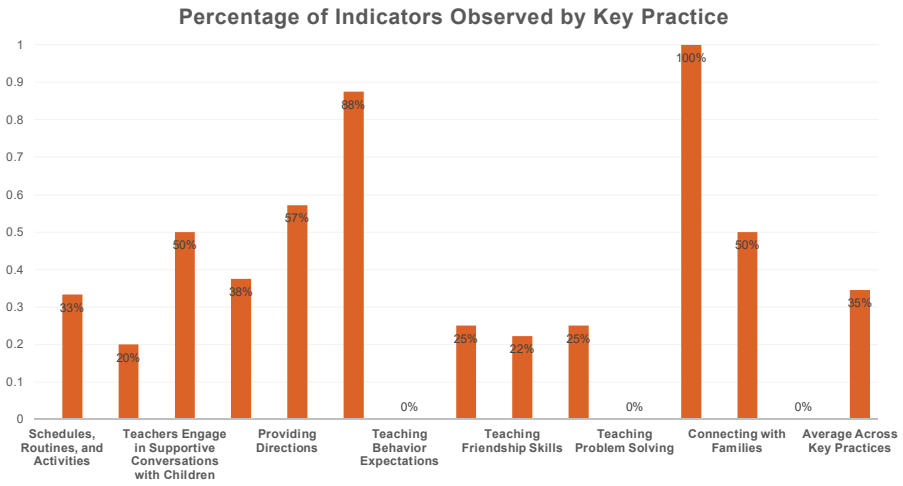
Putting It All Together!

Sunshine Park Zoo Preschool is located in Sunnyburg, FL. They currently enroll 48 children ages18 months to 5 years in 4 classrooms.

Each classroom has a lead teacher and usually one assistant. Ms. Lucia has been the practitioner coach for 2 years. This year she is excited to begin coaching Mr. Chris, the newest teacher to the Sunshine team.

Mr. Chris is new to Sunshine Park Zoo School and is also new to Pyramid Model and coaching. He is nervous but excited to grow his skills.

LOOK…baseline



THINK

NCPMI Teacher Goal Planning Form

Teacher: Chris Coach: Ms. Lucia Date: 9/17/2021

Please fill in this form and bring it with you to our next coaching meeting.

The strengths I have on each level of the *Pyramid* are:

- Nurturing and responsive relationships: *I have great relationships with my families*
- High quality environments: *I like my current room arrangement*
- Social Emotional Teaching Strategies: *I read lots of books about being friends*
- Intensive Supports: *I will start taking ABC cards as soon as I have a concern about a child's behavior*

The 3 most difficult parts of the *Pyramid* for me to use in my classroom are:

1. *Transitions to new activities*
2. *Large group times*

The first 3 things I would like to work on are:

1. *Teaching rules for Circle Time*
2. *Creating smoother transitions*

ACT

NCPMI Action Planning Form

Teacher: ___Mr. Chris_____ Coach: _____Lucia_____ Date: _____9/17/21_____

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when…	Date Action Step Completed
Review and teach Circle Time rules at the beginning of every large group	1. Review each rule as soon as all children are on the carpet 2. Provide examples and non-examples of each posted rule 3. Ask children to repeat and model rules 4. Give positive descriptive feedback when children are following the new rules	Create rules wanted for large group activities (Chris & Lucia) Take pictures of kids doing the rules (Lucia) Make a poster with pictures and words (Chris) Find place to hang poster at the front board (Chris) Make little pictures for specific children (Lucia)	Finalize next week at debrief meeting Next Wednesday Next Friday Next Friday Two weeks	When all children are sitting, listening, and engaging in large group activities with minimal adult redirection needed	

Notes:

Coaching Teachers Using TPITOS data

Putting it All Together

The Backyard Bears Early Learning Center has four classrooms for their infants and toddlers. They have been implementing the Pyramid Model in these rooms for two years.

TPITOS were completed in the fall and another in the spring along with coaching during the year.

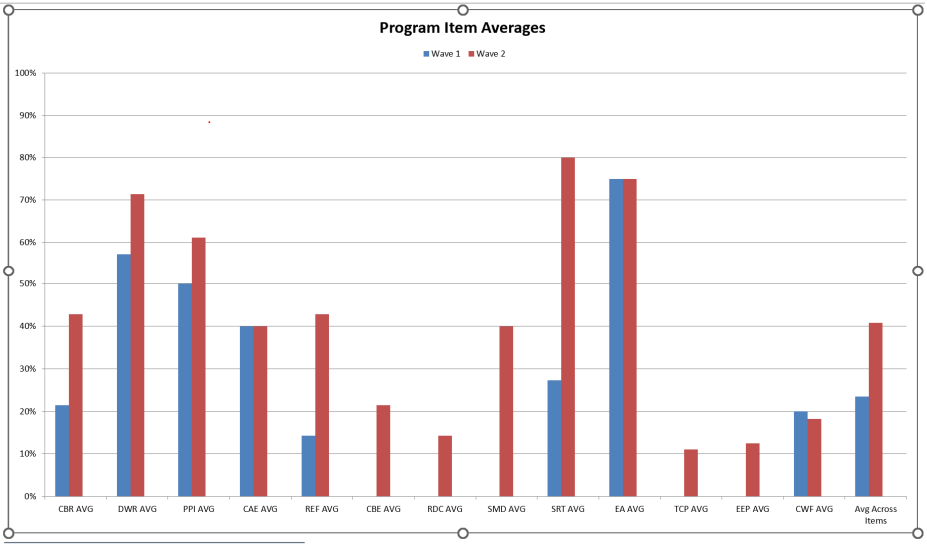
As the leadership team meets to plan for the new school year, they review their data to make decisions.

Look

Look at average scores for Key Practice Subscale over administrations.

Look at item and indicator analysis across teachers.

Look



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Think

Is there evidence of growth across all teachers in the implementation of Pyramid Model practices?

What is the pattern across teachers?

Are there common items or indicators that are not being observed?

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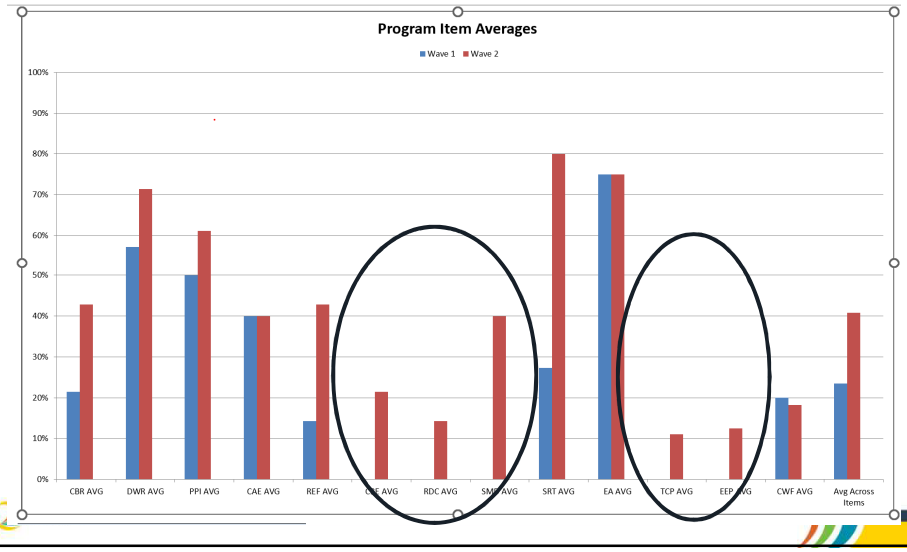
Think



Act

Increase	Increase access to professional development training (e.g., on-line, after hours, Saturdays).
Provide	Provide targeted professional development events.
Set	Set a program-wide goal for improvement in a key practice area.
Provide	Provide coaching with a focus on the targeted key practice item(s).

Act

Critical Element	What is the problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Professional Development and Staff Support Plan	• Increase teacher capacity to use developmentally appropriate strategies to support children with disabilities and dual-language learners	1. Review items related to this on TPITOS in more detail to determine specific needs	*Jeanne and team*	*7.29*
		2. Provide teachers multiple ways of accessing professional development specific to this area (e.g., Saturday trainings, online options)	*Anna will identify training options Coaches will review these options with teachers*	*8.15 -review options 10.1 -teachers have begun accessing training materials*
		3. Collaborate with teachers to update action plans to reflect this goal as needed	*Coaches*	*8.15*
		4. Provide additional coaching in these classrooms	*Coaches*	*Continuous through school year*
		5. Review progress at monthly leadership team meetings	*Leadership team*	*Monthly meetings*

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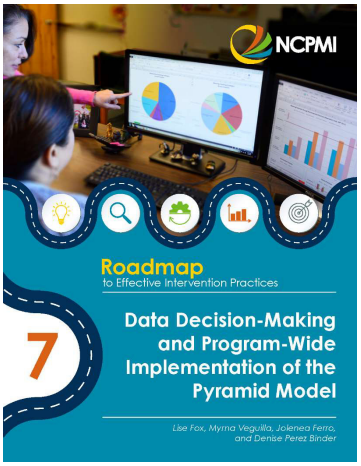
Pyramid Model Data Roadmap



- Provides guidance on all Pyramid Model tools
  - What, When, Who, Why

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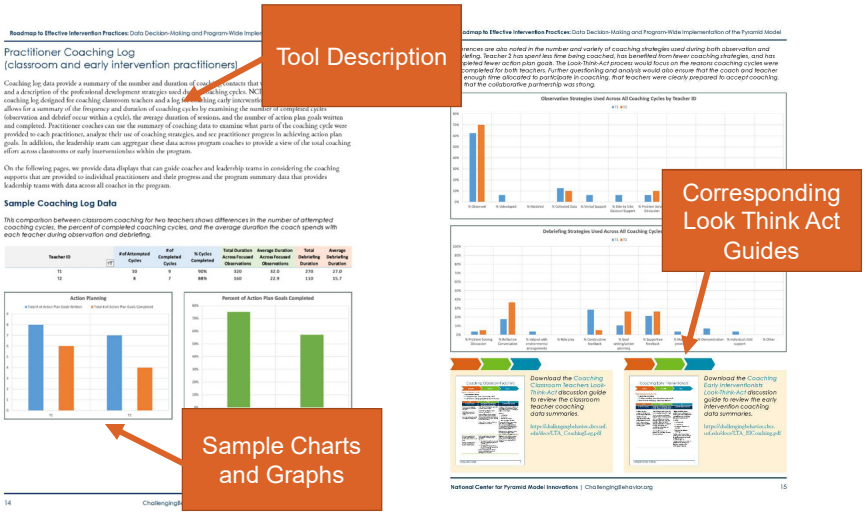
Using the Roadmap



Share!

- Be sure teachers and families celebrate progress
- Use bulletin boards, newsletters or displays
- Add on as you put more critical elements in place

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About
Pyramid Model
Implementation
Training & Technical Assistance
Pyramid Nation
Data Decision-Making
Data decision-making is a foundational element of the Pyramid Model.
State leadership teams use data decision-making when examining statewide implementation components and outcomes for local programs, practitioners, and children.
Programs use data decision-making to examine their implementation of the Pyramid Model, practitioner implementation of Pyramid Model practices, and outcomes for families and children.
Download the Decision-Making Guide
Roadmap to Effective Intervention Practices: Data Decision-Making and Program-Wide Implementation of the Pyramid Model
Data Decision-Making Tools
These tools and spreadsheets provide coaches, program leaders, and practitioners with data gathering tools and displays that facilitate data decision-making.
State Leadership Team Tools
State Leadership Team Benchmarks of Quality
Program Coaches
Classroom & Program Tools
Early Childhood Program-Wide PBS Benchmarks of Quality v. 2.0
Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
Classroom Coaching Contacts
Behavior Incident Report System (BIRS)
Early Intervention Program Tools
Pyramid Model Early Intervention (Part C) Benchmarks of Quality v1.0
Early Intervention Practitioner Coaching Contacts
Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
Community Leadership Team Tools
Community-Wide Benchmarks of Quality
Other Data Resources
Videos & Webinars
General Resources
Program-Wide
Data Decision-Making
Equity
Family Engagement
Mental Health Consultation
Do you #LovePyramidModel? Share
COVID-19 Pandemic
Emergencies and National Disasters: H
Access resources to support families in helping young children cope with the challe
updated as we obtain more resources.
Go to Page
The National Center for Pyramid Mode

Digging into Data
Webinar Series
Deep dive into data decision-making tools
Practitioner/Classroom Coaching Log
TPOT and TPITOS
Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
Community-Wide Benchmarks of Quality
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References

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- FPG Child Development, UNC. (2021, September 29). *Building data skills to lead for equity.* [Video]. https://hml.fpg.unc.edu/Play/17411
- IDEAs That Work Resources. (2021, September 13). *Kate Grannemann, Sherry Franklin, Cindy Weigel: B17_Building a culture of data use with a focus on equity* [Video].YouTube. https://youtu.be/7k7Z6FdzKlQ

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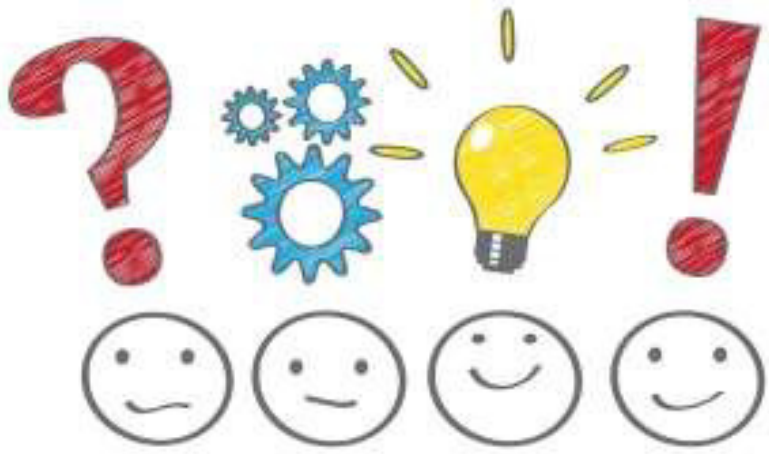
Questions



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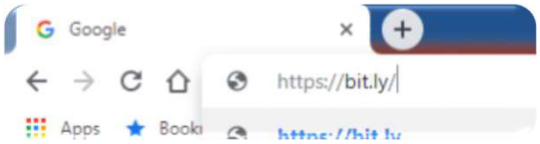
Survey and Certificate

Recording Viewers

- Type URL during presention into a web browser window
- *URL is case sensitive*



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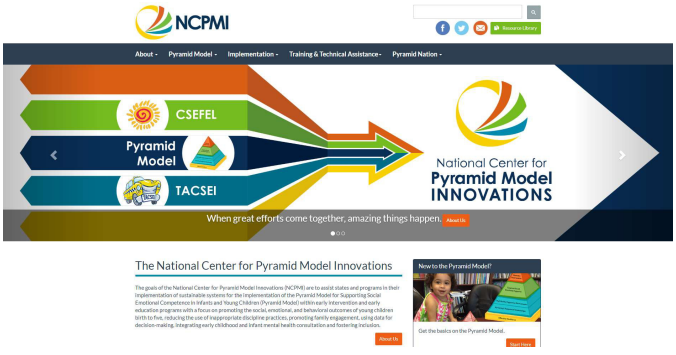
Visit us online at ChallengingBehavior.org



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Thank You

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Project officer, Sunyoung Ahn.