Using the 
TEACHING PYRAMID INFANT–TODDLER OBSERVATION SCALE 
for INFANT–TODDLER CLASSROOMS 
Webinar 

Presented by 
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Presenters 

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About the TPITOS

Modeled after the TPOT

Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children
About the TPITOS

• Only tool available to measure Pyramid Model practices in infant and toddler classrooms
• Classroom snapshot of adult behaviors and environment that support and promote social and emotional development
• Used in center-based settings caring for infants & toddlers (up to 36 months)
  • Early Head Start, child care, early childhood special education classrooms

How the TPITOS is used

• Determine how teachers are implementing the Tier 1 Universal Practices of the Pyramid Model
• Provides individual and team feedback to reinforce teacher strengths
• Helps guide individual and team goal-setting to strengthen specific teaching competencies
• Informs coaching and professional development efforts
• Used as an ongoing coaching tool, not a one time event
• Supplements other tools (ITERS, CLASS)
• Can be administered as a running TPITOS for focused observation
Who completes the TPITOS?

- Understands the Pyramid Model
- Has experience working in infant and toddler settings
- Has a solid understanding of infant-toddler Pyramid practices
- Has, at minimum, completed the Infant-Toddler Modules

- Conducted by trained observer - coach, mental health consultant, mentor teacher, supervisor, researcher

Comparing TPITOS and TPOT

• How are they the same?
  • Assess implementation of practices associated with Pyramid Model for promoting social-emotional development
  • Administered by trained observers
  • 2 hour observation
  • Structure:
    • Items and indicators
    • Red Flags

• How are they different?
  • TPITOS: Infants & toddlers (0–3)
    • TPOT: Preschool settings (2-5 years)
  • TPITOS: Observe one teacher at a time
    • TPOT: Lead Teacher and other adults
  • TPITOS: Assess practices within routines
    • TPOT: Across all routines combined
Structure of the TPITOS

- Observation
  - 2 hour *classroom observation*
  - 15–20 minute *teacher interview*
- Red Flags
- Scores provided
  - Item and Overall percent of practices implemented
  - Percent of Red Flags scored “yes”

Products

- Manual
  - Administration instructions
  - Items and Indicator elaborations
  - Red Flags
  - Scoring guidance and criteria
  - Scoring clarifications (“helpers”)
- Scoring Form
  - Teacher information
  - Items and Indicators
  - Red Flags
  - Interview worksheet
TPITOS Items

• 13 Observational and Interview Items
  Sample: Teacher provides opportunities for communication and building relationships.
  • 2 – 9 Indicators under each Item
  • Total of 78 Indicators
  Sample: Teacher talks often to individual children.

TPITOS Scoring Form

• Indicators are scored “yes,” “no,” or “not applicable”
• Form indicates
  • Items scored via observation or interview
  • Items that can be scored N/A
TPITOS Elaborations

• Elaborations are descriptions of each Indicator
  • Definitions
  • Scoring criteria
  • Indicators that are appropriate for toddlers
  • Whether “n/a” can be scored

TPITOS Items

1. Communication & building relationships
2. Warmth and responsivity
3. Peer interactions
4. Active engagement
5. Responsive and teaching about feelings
6. Feedback about expectations
7. Responsive to distress/challenging behavior
8. Strategies/modifications for disabilities/delays, dual-language learners
9. Schedule, routines, and transitions
10. Room environment
11. Collaboration
12. Engaging parents
13. Communication with families
TPITOS Routines

• Items 1-7 scored across routines
  • Free play
  • Structured group
  • Care routines
  • Outdoors

Observation/Interview Items

• Observation/Interview Indicators
  • If you are unable to score the indicator during the observation (as noted on scoring form), ask the interview question

Sample: Strategies and modifications for children who are dual language learners
Interview Worksheet

- 20 Indicators that can be scored via teacher interview are consolidated on an Interview Worksheet
- Ask "Observe/Interview" items only when they could not be scored via observation
- Interview is conducted immediately after the observation

TPITOS Item Scoring

- Indicators scored for each routine observed
- Overall Indicator score determined from routine scores
TPITOS Red Flags

• 11 Red Flags

Samples: Teacher rarely speaks to and/or engages children.

Children who are distressed are left unattended.

• Scored for observed teacher or classroom

TPITOS Red Flags

• Children disengaged
• Teacher engagement
• Eye contact
• Schedule
• Affect
• Harsh talk

• Children generally unhappy
• Distressed children unattended
• Punitive practices
• Isolation
• Lack of materials, toys, activities
TPITOS Scoring Summary

Scoring Spreadsheet

- FREE!
- Teacher and aggregate tabs
- 10 Teacher & 40 Teacher versions

brookespublishing.com/tpitos-scoring-spreadsheet
Benefits of Using the TPITOS

- Ensures effective implementation of the PBIS-based Pyramid Model
- Supports professional development efforts
- Strengthens the practices of individual teachers, teams, and entire programs
- Monitors the success of quality improvement initiatives
- Builds a foundation for social-emotional competence in the critical first years of life

“An innovative and invaluable tool for teachers in infant–toddler settings to create a warm and responsive classroom environment and to improve children’s social-emotional skills.”

Jane Squires, Ph.D., Department of Special Education and Clinical Sciences, University of Oregon
“The indicators of the TPITOS went a long way to forming clear, attainable, practice-based learning objectives. Teachers went from having a laundry list of goals that felt mysterious and unattainable, to having clear next steps. The TPITOS helps teachers build a common language among staff.”

- Pyramid Coach

Training

- Certification training highly recommended for observers
- Inter-rater Reliability Training
- Will be available through Brookes on Location
- Also provided each spring at the National Training Institute (NTI) on Effective Practices: Addressing Challenging Behaviors in St. Petersburg, FL