



# At-A-Glance

What it assesses	Practitioners' implementation of teaching practices associated with the <i>Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children</i>
Components	TPOT Manual, Research Edition TPOT Forms (24-page form, sold in packs of 5)
Where it is conducted	Center- and school-based early childhood programs serving young children with and without disabilities—public preschool, private preschool, Head Start, and early childhood special education classrooms
Who conducts it	A trained observer (e.g., classroom coach, program director, technical assistance provider, research data collector)
When it is conducted	Flexible administration. Common practice includes at beginning, mid-point, and end of year.
Components of assessment	2 hour-classroom observation 15–20 minute interview with the lead teacher
Number of items	Three subscales: 1. Key Practices - 14 key practice items with 114 indicators 2. Red Flags - 17 red flag items 3. Responses to Challenging Behavior - 3 essential strategies for responding to challenging behaviors and 3 optional strategies
Sample item and responses	Key practice Item —Schedules, routines, and activities Indicator—Teacher has a posted classroom schedule of daily activities. <i>Response: Yes/ No</i>  Red flag—Teacher reprimands or admonishes children for expressing their emotions. <i>Response: Yes/ No</i>  Responses to Challenging Behavior essential strategy—Teacher implements developmentally appropriate strategies (e.g., redirection, planned ignoring) in response to challenging behavior. <i>Response: Yes/ No</i>
Time to administer	Approximately 2.5 hours including observation and interview
Time to score	30–45 minutes
Scores provided	3 percentage scores 1) <i>Key Practices</i> – Percentage of practice indicators implemented. 2) <i>Red Flags</i> - Percentage of red flags marked. 3) <i>Responses to Challenging Behavior</i> – Number of challenging behavior incidents and percentage of essential response strategies implemented.
Training	Training is highly recommended for observers. Training will be offered through Brookes On Location
Research sample	Three separate studies with 174 total classrooms





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<p><b>Reliability</b></p>	<p>Inter-item correlations for key practice items reflecting general teaching practices ranged from 0.18 to 0.72 and for targeted teaching practices ranged from 0.13 to 0.81.</p> <p>Interrater score reliability and agreement was <math>\geq 0.89</math> for the Key Practices subscale and <math>\geq 0.84</math> for the Red Flags subscale. Interrater score reliability coefficients were generally acceptable for key practice items, exceeding 0.60 across each of three measurement occasions.</p> <p>Mean percentage scores demonstrated adequate stability for both individual differences and over occasions of measurement.</p> <p>Item-to-total score correlations ranged from 0.33 to 0.87.</p> <p>The median alpha value was 0.66 for the 14 key practices items. Coefficient alpha for the Key Practices subscale was 0.92 and 0.70 for the Red Flags subscale</p>
<p><b>Validity</b></p>	<p><i>Evidence based on relationships with other variables.</i></p> <p>Noteworthy relationships between scores for 10 of 14 TPOT key practices items and overall global classroom quality scores on Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, &amp; Cryer, 2005). Relationships between ECERS-R overall global classroom quality scores and the TPOT Red Flag subscale score moderate and negative. Correlations between five of the seven ECERS-R subscales and the Key Practices subscale were moderate, ranging from 0.43 to 0.55.</p> <p>Scores for TPOT Red Flags subscale had substantial negative relationships with scores for all Classroom Assessment Scoring System (Pianta, LaParo, &amp; Hamre, 2008) domain and dimension scores.</p>

