

TPITOS Strengths and Needs Assessment

Mark how often you think you demonstrate the following practices in your classroom. Write comments as needed and mark items as a “priority” if it is a practice you are interested in improving or increasing. Complete the summary on the last page.

Name:	Date:
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	Never	Rarely	Sometimes	Usually	Always		Priority?
Teacher provides opportunities for communication and building relationships.							
Children's attempts to communicate are listened and responded to.							
Individual children are spoken to throughout the day.							
Imitations, questions and comments are made about things the child is interested in or focused on.							
Wait time is given for toddlers to initiate and continue interactions.							
Positive descriptive feedback is given about child's communication, behaviors, activities and skills.							
Teacher demonstrates warmth and responsivity to individual children.							
The tone of the teacher is generally calm, positive, and supportive.							
Most interactions between the child and adult happen at the child's eye level.							
Warm actions, facial expressions and physical affection is used toward individual children throughout the day.							
Teacher promotes positive peer interactions.							
Children's social interactions are closely monitored by the teacher.							
Children are encouraged to be aware of and interact with their peers.							
Positive descriptive feedback is given to children who engage in positive peer interactions.							
Comfort is offered when negative peer interactions occur.							
A variety of strategies are used to teach developmentally appropriate social skills.							
Teacher is responsive to children's expression of emotions and teaches about feelings.							
Labels of different feelings are given and expanded on as needed.							
A variety of strategies are used to teach about feeling words.							
Feeling words are used during routines and activities.							

	Never	Rarely	Sometimes	Usually	Always	Comments	Priority?
Teacher promotes children's active engagement.							
Positive attempts are made to encourage unengaged children to become involved in an activity and continue their engagement.							
Opportunities to make choices are provided.							
Positive attention and comments are given to children who are engaged.							
All staff members are engaged with children throughout the day.							
Teacher communicates and provides feedback about developmentally appropriate behavioral expectations.							
Behavioral expectations are developmentally appropriate.							
Behavioral expectations are communicated positively.							
Positive comments or attention is given to children who meet behavioral expectations.							
Feedback is given when classroom expectations are not met.							
Potential conflict situations are anticipated and controlled.							
Specific strategies or modifications for children with disabilities or who are dual language learners are used.							
Teacher responds to children in distress and manages challenging behaviors.							
Tone of teacher is calm, positive and supportive during challenging behavior.							
Children in distress are immediately attended to.							
A variety of strategies are used when children engage in challenging behavior or are in distress.							
Positive attention is given to children when they begin behaving appropriately.							
Emotions and problem-solving concepts are used when children are in challenging situations.							
Teacher conveys predictability through carefully planned schedule, routines, and transitions							
A schedule is posted.							
Schedule is followed but varies when needed.							
A predictable routine is followed during transitions that cuts down on excessive waiting time.							
Information about the behavioral expectations of the transition are given to children prior to the transition.							

	Never	Rarely	Sometimes	Usually	Always	Comments	Priority?
Environment is arranged to foster social-emotional development.							
Toys and play areas are developmentally appropriate and support interaction.							
Play spaces are designed for use by multiple children.							
Wide spaces for running have been eliminated.							
Books, materials and posters are available that help children learn about cultural and individual differences.							
Teacher collaborates with his/her peers to support children's social emotional development.							
Communication between teachers pertains to the classroom and is positive.							
Information is shared with other professionals (PT, OT, Social Worker) and information gotten from these professionals is incorporated in daily routines.							
Teacher has effective strategies for engaging parents in supporting their child's social-emotional development and addressing challenging behaviors.							
Information about social-emotional development is provided to families.							
Strategies that address behavioral concerns are shared with families.							
Community resources about social-emotional development are shared with families.							
Families are involved in the process of addressing challenging behaviors.							
Teacher has effective strategies for communicating with families and promoting family involvement in the classroom							
Communication with families happens on a regular basis.							
A variety of strategies are used to reach different families and encourage family involvement in the classroom.							
Information from parents is incorporated in the classroom.							

Additional Comments:

Summary

Strengths:

Areas of Improvement: