

## TPOT 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 last page.

Name:	Date:
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	Never	Rarely	Sometimes	Usually	Always		Priority?
<b>Schedules, Routines and Activities</b>							
Visual Schedule is posted at children’s eye levels and includes pictures.							
Schedule is reviewed once a day.							
Teacher-directed activities are structured and take 20 minutes or shorter.							
Activities are only continued when the majority of children are engaged in them.							
Individualized cues or supports are in place for children who need to be prepared for activities.							
<b>Transitions</b>							
Whole-class warnings are given before transitions.							
Steps and expectations for transitions have been taught.							
Strategies are used so that children are engaged and supported during transitions.							
Positive, descriptive feedback is provided consistently to children who transition appropriately.							
Individualized cues or supports are in place for children who may struggle during transitions.							
<b>Supportive Conversations</b>							
Positive, calm and supportive conversations occur with multiple children throughout day.							
Children’s names are used throughout the day.							
Positive, descriptive feedback is given when children engage in activities, appropriate skills or behaviors							
Questions are asked or comments are made in order to extend conversations with children to 5 or more turns.							
Child's interests in different play items are followed and engaged in by the teacher.							

	Never	Rarely	Sometimes	Usually	Always	Comments	Priority?
<b>Promoting Children's Engagement</b>							
Children are spoken to on eye-level.							
Frequent positive comments are given to children who are engaged in activities.							
Children are able to make choices throughout different activities.							
Developmentally appropriate activities are provided.							
Children are assisted in making choices or getting engaged in an activity when needed.							
<b>Providing Directions</b>							
The majority of directions given are simple, short, specific and tell children what to do.							
Positive, descriptive feedback is consistently given to children who follow directions.							
Directions are given prior to the beginning of an activity.							
Redirects are given when appropriate.							
Individualized cues or supports are in place for children who may need more support to follow directions.							
<b>Collaborative Teaming</b>							
Classroom runs smoothly.							
Interactions between adults are positive and about the classroom.							
All adults engage in activities with children and share responsibilities.							
Children initiate positive interaction with all adults.							
Positive, descriptive feedback is shared among adults.							
<b>Teaching Behavior Expectations</b>							
Behavior expectations are posted at eye level and include pictures.							
Behavior expectations are reviewed once a day.							
Positive, descriptive feedback is provided to children when they are meeting behavior expectations.							
Reminders that are linked directly to the posted behavior expectations are given throughout the day.							
Discussions occur where children are involved in critically thinking about posted behavior expectations.							

	Never	Rarely	Sometimes	Usually	Always	Comments	Priority?
<b>Teaching Social Skills and Emotional Competencies</b>							
Some activities are structured so that children have to work together.							
A variety of strategies during different activities are used to teach specific social skills or emotional competencies.							
Positive, descriptive feedback is provided to children appropriately using social skills and expressing emotions.							
Intentional modeling is used to show appropriate social skills and emotional competencies.							
Individualized cues or supports are in place for children who may need more support with learning social skills or emotional competencies.							
<b>Teaching Friendship Skills</b>							
A variety of friendship skills are taught such as initiating play, responding to peers, playing together, etc.							
A variety of strategies and materials are used to teach friendship skills.							
Planned opportunities to practice friendship skills are provided.							
<b>Teaching Children to Express Emotions</b>							
A variety of strategies and materials are used to teach emotional competencies.							
A range of positive and negative emotions are taught.							
A variety of calm down strategies are taught.							
<b>Teaching Problem Solving</b>							
Specific problem-solving steps are taught.							
Visuals of the steps and possible solutions are posted.							
Support is given while children work through the problem-solving process.							
<b>Interventions for Children with Persistent Challenging Behavior</b>							
A process for examining challenging behavior is developed classroom-wide or site-wide.							
Behavior expectations are stated firmly and positively when challenging behavior occurs.							
Positive attention is provided to children when they begin behaving appropriately.							

