



# Teacher Planning Form

Directions: Use the Practice Implementation Checklists to begin thinking about implementing Pyramid Model practices in your classroom.

**Teacher:**

**Coach:**

**Date:**

Some of my practice strengths related to Tier 1 of the Pyramid are:

The 3 most difficult Pyramid practices for me to implement in my classroom are:

The 3 Pyramid practices I would like to work on first are:



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TPITOS Item	TPITOS Item Description
<b>CBR</b> Provide opportunities for <b>C</b> ommunication and <b>B</b> uilding <b>R</b> elationships	Communicates and interacts with children
<b>DWR</b> <b>D</b> emonstrating <b>W</b> armth and <b>R</b> esponsivity to individual children	Warm and responsive to children
<b>PPI</b> Promoting <b>P</b> ositive <b>P</b> eer <b>I</b> nteractions	Encourage interactions between children
<b>CAE</b> Promoting <b>C</b> hildren's <b>A</b> ctive <b>E</b> ngagement	Keep children engaged, provide choices
<b>REF</b> Being <b>R</b> esponsive to children's expression of <b>E</b> motions and teaching about <b>F</b> eelings	Use feeling words, teaches about feelings in different ways, models feeling words
<b>CBE</b> <b>C</b> ommunicating and providing feedback about developmentally	Model appropriate behavior, praises appropriate behavior, tells
<b>RDC</b> <b>R</b> esponding to children in <b>D</b> istress and managing <b>C</b> hallenging behaviors	Variety of strategies to manage challenging behavior AND to respond to child in distress
<b>SMD</b> Using specific <b>S</b> trategies or <b>M</b> odifications for children with	Support children with developmental delays and/or dual language
<b>SRT</b> Conveying predictability through carefully planned <b>S</b> chedules, <b>R</b> outines, and <b>T</b> ransitions	Use transition cues, visual schedules, visual supports, predictable routine
<b>EA</b> <b>E</b> nvironment is <b>A</b> rranged to foster social-emotional development	Classroom supports social interaction
<b>TCP</b> <b>T</b> eacher <b>C</b> ollaborates with his/her <b>P</b> eers to support children's social emotional development (e.g., other teachers, mental health & allied	Communicate and work well with other teachers in the room
<b>EEP</b> Using <b>E</b> ffective strategies for <b>E</b> ngaging <b>P</b> arents in supporting their child's social-emotional development and addressing challenging	Provide info to parents about social emotional development, milestones, expectations, and challenges
<b>CWF</b> Using effective strategies for <b>C</b> ommunicating <b>W</b> ith <b>F</b> amilies and promoting family involvement in the classroom	Encourage families to be involved

