



Promoting Social Emotional Competence in California's Young Children

**CA TEACHING PYRAMID CHAMPION CLASSROOM SNAPSHOT**

**Instructions:** Enter the classroom at any point in the day. Observe for exactly 20 minutes (use a timer) and score each item as present by marking "yes" or absent by marking "no" as you observe each item or at the end of the observation.

Site: \_\_\_\_\_ Room: \_\_\_\_\_ Teachers: \_\_\_\_\_

Snapshot Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Number of Children Present: \_\_\_\_\_ Number of Children Enrolled: \_\_\_\_\_

#	Present	Item
1.	<input type="checkbox"/> yes <input type="checkbox"/> no	There is an atmosphere of quiet energy, calm, and concentration.
2.	<input type="checkbox"/> yes <input type="checkbox"/> no	Children are deeply engaged in learning activities, pretend play, and conversation.
3.	<input type="checkbox"/> yes <input type="checkbox"/> no	Adults are deeply engaged in interactions with children (at their eye level, using calm quiet voices) and/or are observing their activities closely.
4.	<input type="checkbox"/> yes <input type="checkbox"/> no	The following classroom organizational elements are practiced: (Circle the activity/activities observed) a. <i>If a transition is observed, there are clear signals beforehand, it is orderly, relatively calm, and it is apparent that the children know what to do</i> b. <i>If a large group/circle is observed, the children are all actively engaged and there is no or little waiting or passive watching of events</i> c. <i>If a small group is observed, it contains four children (if they are mostly 3 years of age) or five children (if they are mostly 4 years of age) or 6 children (if they are mostly 5 years of age)</i> d. <i>If free choice/centers is observed, the conditions named in items 1-3 are present</i>
5.	<input type="checkbox"/> yes <input type="checkbox"/> no	The Program-wide Expectations (with photographs) are posted.
6.	<input type="checkbox"/> yes <input type="checkbox"/> no	A Visual Schedule with photographs and a marker is posted.
7.	<input type="checkbox"/> yes <input type="checkbox"/> no	At least three Teaching Pyramid materials are observable and present in the classroom: (Circle the materials present). a. <i>Emotions chart or photographs of emotions</i> b. <i>Solution Kit</i> c. <i>Emotion Regulation Poster (Tucker, Thermometer, etc.)</i> d. <i>Problem Solving or Conflict Resolution steps</i> e. <i>A scripted story (Super Friend, Sonya Snail, etc.)</i> f. <i>A book on friendships, emotions, etc.</i> g. <i>An art project on self, feelings, etc.</i>
8.	<input type="checkbox"/> yes <input type="checkbox"/> no	An adult or a child references, mentions, or uses any of the materials listed in items 5, 6, or 7.
9.	<input type="checkbox"/> yes <input type="checkbox"/> no	At least three PDA's (Positive Descriptive Acknowledgment) are heard.
10.	<input type="checkbox"/> yes <input type="checkbox"/> no	At least three emotion/feeling words are named, labeled, mentioned, or discussed.
11.	<input type="checkbox"/> yes <input type="checkbox"/> no	There is at least one instance of direct teaching of a social skill: (Circle the Skill/s taught). a. <i>Problem solving—problem solving/conflict resolution sequence, use of Solution Kit</i> b. <i>Friendship—prompts for sharing, helping, taking turns, listening, entering play; reading a book about friendships; Super Friend prompt cards are used</i> c. <i>Emotional literacy—check-in, children move face on chart, children spontaneously name a feeling, are reading a book about feelings</i> d. <i>Managing Strong Feelings—a specific technique is used to help children manage feelings (name on chart, use Tucker/Sonya, Strong Emotion kit or strategies are used, Emotion Thermometer)</i> PDA is heard for any of the social skills named in this item (i.e., for being a problem solver, a super friend, recognizing an emotion, calming down, etc.)
12.	<input type="checkbox"/> yes <input type="checkbox"/> no	Either of the following take place: Circle what was observed or leave blank if marking No a. <i>No challenging behavior is observed OR</i> b. <i>A challenging behavior is observed and the child is prompted to a more appropriate replacement skill or any of the strategies in item 11 are used</i>

Total "yes" = \_\_\_\_\_ divided by 12 = Score of \_\_\_\_\_%

Additional Notes (if any):