Preschool Observation Tools Alignment ICP Items Aligned to Classroom Coach and TPOT Practices

Supportive Learning Environments

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
1. Adaptations of space and materials/equipment *Unique ICP Indicators:* Accessibility, independent use, and intentional support of areas and materials for children with disabilities	Learning Environment, I-B, I-E, I-A Teaching and Learning Routines II-D, II-K	1. Schedules, Routines, and Activities Red Flags 27 and 28 *Unique TPOT Indicators:* None. may be more lenient than PQA-R and does not address accessibility or independence

Adult Involvement in Peer Interactions

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
2. Adult involvement in peer interactions *Unique ICP Indicators:* Focus on use of evidence-based practices and sustained interactions and cooperation with typical peers and children with disabilities	Teaching and Learning Routines II-H, II-I, II-J, II-K	4. Promoting Children's Engagement 8. Teaching Social Skills and Emotional Competencies Conversations 9. Teaching Friendship Skills *Unique TPOT Indicators:* Explicit teaching of social skills and friendship skills

Adult Guidance of Engagement in Activities

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
3. Adults' guidance of children's free-choice activities and play *Unique ICP Indicators:* Assisting children with disabilities to extend and sustain engagement while showing enjoyment and availability.	Teaching and Learning Routine II-B, II-I, II-J	4. Promoting Children's Engagement 5. Providing Directions 8. Teaching Social Skills and Emotional Competencies 9. Teaching Friendship Skills *Unique TPOT Indicators:* Explicit teaching of social skills and friendship skills

Conflict Resolution

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
4. Conflict resolution *Unique ICP Indicators:* Focus on how adults handle conflicts between typically developing children and children with disabilities.	Teaching and Learning Routines II-F	7. Teaching Behavior Expectations 11. Teaching Problem Solving *Unique TPOT Indicators:* Explicit instruction of behavior expectations or rules and problem-solving skills.

Membership

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
5. Membership *Unique ICP Indicators:* Focus on materials that promote individual differences related to disability (diverse strengths and needs) and adult behaviors intentionally promote a sense of belonging and membership of children with disabilities.	Learning Environment, I-D, I-F Teaching and Learning Routines II-A	8. Teaching Social Skills and Emotional Competencies 9. Teaching Friendship Skills *Unique TPOT Indicators:* Explicit teaching of initiation and response and social skills and emotional competencies.

Adult-Child Relationships

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
6. Relationships between adults and children *Unique ICP Indicators:* Focuses on the interpersonal interactions between adults and children with disabilities throughout the day.	Adult-Child Interactions II-D, II-E, II-F, II-G, II-H, II-I, II-J, II-K	3. Teachers Engage in Supportive Conversations with Children *Unique TPOT Indicators:* aligns well. Nothing unique besides maybe teacher using children's names

Supporting Communication

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
7. Support for communication *Unique ICP Indicators:* Alternative means of communication for children with disabilities and actively facilitate communication with children with disabilities between typically developing children and children with disabilities	II-F, II-K	3. Teachers Engage in Supportive Conversations with Children This does not focus on communication support specifically, but one indicator aligns with this. *Unique TPOT Indicators:* none.

Adapting Group Activities

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
8. Adaptations of group activities *Unique ICP Indicators:* Differentially support learning and participation in group activities for children with disabilities	II-C	4. Promoting Children's Engagement 5. Providing Directions *Unique TPOT Indicators:* Aligns well with ICP to support active engagement, but focuses on individualizing for children with challenging behavior when needed

Transitions

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
9.Transition between activities *Unique ICP Indicators:* Focus on supporting transitions of children with disabilities and prevent frustration	II-A	2. Transitions Between Activities are Appropriate Red Flag 16 *Unique TPOT Indicators* aligns well with ICP with focus on individualized support when needed

Providing Feedback

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
10. Feedback *Unique ICP Indicators:* Focus on feedback to children with a disability that is sensitive and effort based. Creating opportunities for children with a disability to reflect on their work	II-J, II-K	Descriptive Comments are part of the following practices: 3. Teachers Engage in Supportive Conversations with Children 5. Providing Directions 8. Teaching Social Skills and Emotional Competencies 9. Teaching Friendship Skills *Unique TPOT Indicators:* Specific focus on feedback for the above behaviors

Family-Professional Partnerships

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
11.Family-professional partnership *Unique ICP Indicators:* Families provide feedback on quality of the inclusive program and programs provide opportunities for families to connect (focus on inclusive community)	III-E	13. Connecting with Families 14. Supporting Family Use of the Pyramid Model Practices *Unique TPOT Indicators:* Focus is on social-emotional development, challenging behavior, and prosocial behavior

Monitoring Learning

ICP Items	Classroom Coach (formerly PQA-R)	TPOT
12. Monitoring children's learning *Unique ICP Indicators:* Individualized intervention plans for children with disabilities that are regularly adjusted based on progress monitoring	III-B, III-C	12. Interventions for Children with Persistent Challenging Behavior *Unique TPOT Indicators:* the focus is on a functional behavior plan specifically

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