

Key Practices Checklist/Teacher Needs Assessment

Directions: Put a star or mark next to the *key practices* that you feel are a strength for you. Then, check any of the boxes under the practices below that apply. Talk to your coach to understand specific indicators for each key practice.

Key Practices

Supportive Learning Environments

Adaptations of space and materials/ equipment for children with disabilities ([use ICP checklist Adaptations of Space, Materials, and Equipment](#)).

Schedules, Routines, and Activities (routines within routines; use Pyramid Model Checklist page 59 and page 47)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Adult Involvement in Peer Interactions

Supporting interactions between peers (children with and without disabilities; [use ICP checklist-Adult Involvement in Peer Interactions](#))

Explicit Teaching of social skills and friendship skills (use Pyramid Model Checklist page 118, 130 and 99)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

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Adult Guidance of Engagement in Activities

Adults provide guidance and support of children with disabilities' free-choice activities and play ([use ICP checklist Adults' Guidance of Children's Free-Choice Activities and Play](#))

Adults promote children's engagement in activities (use Pyramid Model checklist page 89)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Conflict Resolution

Focus on how adults handle conflicts between typically developing children and children with disabilities ([use ICP checklist Conflict Resolution](#))

Explicit instruction of behavior expectations, rules, and problem solving (use Pyramid Model checklist page 130)

Implementing individualized behavior supports (use Pyramid Model checklist page 160 and page 80)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Membership

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 ([use ICP checklist Membership](#))

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

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Adult-Child Relationships

Focuses on the interpersonal interactions between adults and children with disabilities throughout the day ([use ICP checklist Relationships Between Adults and Children](#))

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Supporting Communication

Adults use alternative means of communication for children with disabilities and actively facilitate communication with children with disabilities between typically developing children and children with disabilities ([use ICP checklist Support for Communication](#))

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Adapting Group Activities

Adults differentially support learning and participation in group activities for children with disabilities ([use ICP checklists Adaptations of Group Activities](#))

Adults promote children's engagement in group activities (use Pyramid Model checklist page 89)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

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Transitions

Appropriate transitions between activities (use Pyramid Model Checklist page 70)

Adults support transitions of children with disabilities and prevent frustration ([use ICP checklist Transitions](#))

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Providing Feedback

Adults provide feedback to children with a disability that is sensitive and effort based. Adults create opportunities for children with a disability to reflect on their work ([use ICP checklist Providing Feedback](#))

Adults use positive and descriptive feedback to improve children's behavior (use Pyramid model checklist page 108)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Family-Professional Partnerships

Families provide feedback on quality of the inclusive program and programs provide opportunities for families to connect (focus on inclusive community) ([use ICP checklist Family Professional Partnership](#))

Adults connect families and support family use of Pyramid Model Practices (use Pyramid Model checklist page 25)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

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Monitoring Learning

Adults use individualized intervention plans for children with disabilities that are regularly adjusted based on progress monitoring ([use ICP checklist Monitoring Children's Learning](#) and [Matrix resources](#))

Adults provide intervention plans for children with persistent and challenging behavior (use Pyramid Model checklist page 149 and 160)

- ☐ Learn more about this
- ☐ Do this more often
- ☐ Do in other routines or differently
- ☐ Do this in better ways

Section Name

Unpacking the pyramid model: a practical guide for preschool teachers, Hemmeter et al., Paul H. [Brookes Publishing Co.](#) (2021)

National Center on Quality Teaching and Learning, Materials for Trainers & Supporting Materials: [Activities Matrix. Organizing Learning Throughout the Day](#)



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