Preschool Observation Tools Alignment

Supportive Learning Environments

ICP Items	Classroom Coach (formerly PQA-R)	CLASS	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	Instructional Learning Formats • Variety of Learning Modalities and Materials	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)	CLASS	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	Positive Climate • Relationships Language Modeling • Frequent Conversations	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)	CLASS	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	Instructional Learning Formats • Effective Facilitation	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)	CLASS	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	Behavior Management • Redirection of Misbehavior • Student Behavior Teacher Sensitivity • Addresses Problems *CLASS does not have a specific conflict resolution piece; however, behavior management focuses on the prevention and teacher's use of redirection strategies*	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)	CLASS	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 Adult-Child Interactions II-F	Positive Climate • Respect	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)	CLASS	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	Positive Climate • Relationships • Positive Communication Teacher Sensitivity • Responsiveness • Student Comfort Regard for Student Perspectives • Student Expression • Flexibility and Student Focus Quality Feedback • Scaffolding • Feedback Loops • Prompting Through Processes • Providing Information • Encouragement and affirmation Concept Development • Analysis and Reasoning • Creating	***Unique TPOT Indicators:*** Aligns well. Nothing unique besides maybe teacher using children's names.

Supporting Communication

ICP Items	Classroom Coach (formerly PQA-R)	CLASS	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	Positive Climate • Positive Communication • Relationships Regard for Student Perspectives • Student Expression Language Modeling • Frequent Conversations • Open-Ended Questions • Repetition and Extension • Self-and Parallel Talk • Advanced Language Quality of Feedback • Scaffolding • Feedback Loops • Prompting Thought Process • Providing Information • Encouragement and Affirmation	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)	CLASS	TPOT
8. Adaptations of group activities **_Unique ICP Indicators:_** Differentially support learning and participation in group activities for children with disabilities.	II-C, II-E	Teacher Sensitivity • Responsiveness Regard for Student Perspectives • Flexibility and Student Focus • Support for Autonomy and Leadership • Student Expression • Restriction of Movement Quality of Feedback • Scaffolding	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)	CLASS	TPOT
9.Transition between activities **_Unique ICP Indicators:_** Focus on supporting transitions of children with disabilities and prevent frustration.	II-A	Productivity • Transitions	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)	CLASS	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	Quality of Feedback • Feedback Loops • Prompting Thought Processes • Prompting Thought Process • Providing Information • Encouragement and Affirmation	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)	CLASS	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	NA	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)	CLASS	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	NA	12. Interventions for Children with Persistent Challenging Behavior ***Unique TPOT Indicators:*** Focus is on a functional behavior plan specifically.