



Reaching Potentials through Recommended Practices Observation Scale – Classrooms (RP² OS-C)

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Procedure for Scoring Recommended Practice Items via OBSERVATION

It is recommended that observers devote the *equivalent* of a full day observation to each classroom of interest, understanding that a full day for some classrooms could be a ½ day. The RP²-OS is designed to measure the delivery of RP (Recommended Practices) to children who might need specialized instructional strategies and supports to promote their engagement in learning. Thus, the focus of observation should be on all the adults who are providing intervention as the lead teacher is responsible for ensuring that RPs are used to support individual children in the classroom. As you observe make notes in the comment section about specific adults and specific instances of practices used and/or opportunities missed in order to have a good set of reminders at the end of observation. Only at the end of the day complete the ratings.

Procedure for Scoring Recommended Practice Items via INTERVIEW

The Recommended Practice items identified as “*Interview*” below are difficult if not impossible to observe directly. Therefore, for each of these items we recommend that the coach conduct an interview with the lead teacher in target classrooms. Interviewers should feel free to use as many questions and requests for clarification as needed to feel comfortable in rating each item. To help focus the interview we suggest that the interviewer and interviewee agree on a specific child and/or family of concern when addressing specific questions. So, for example, the interviewer might ask, “Can you tell me about your contact with Billy’s family in the process of completing the IEP/IFSP?” Or, “Let’s talk about Hector for a moment, how is it that you chose the particular assistive device?” For these items you may also want to ask for a permanent product that supports the interviewee’s comments.

Using the Ratings

Ratings should represent the modal or most typical set of events you saw for a particular item. It will not be unusual to see practitioners implementing with varying degrees of precision across the day. When that happens, pick the rating that would best represent what you saw most often. Below are some general guidelines for rating categories. You will notice that the vast majority of practices have multiple indicators. The scoring rubric reflects these multiple indicators and you will have only one score for a practice.

5. **All Indicators Seen or Reported Across All Relevant Routines and Environments:** This rating is reserved for observations where practitioners implemented the practice precisely on each and every occasion and they utilized the practice across all activities and routines.
4. **Two or Three Indicators Seen or Reported Across Most But Not All Routines**
3. **One or Two Indicators Seen or Reported Sporadically:** This rating represents situations where there was variability in the quality of use across opportunities or the practitioners simply missed numerous opportunities to use the practice.
2. **One Indicator Seen or Reported but Many Opportunities Missed**
1. **No Indicators Seen or Reported:** This rating is reserved for situations where you see no or poor implementation of the practice or the practice is underutilized across available opportunities.

ENVIRONMENT PRACTICES					
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>1. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences. (E3)¹ – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners identify the potential physical, social, and temporal environments that interfere with child's participation in classroom activities and engagement with peers and materials. Practitioners collaborate with family and other adults to determine adaptations that increase child's participation in classroom activities and engagement with peers and materials. Practitioners implement adaptations to promote child's access and participation in learning experiences and reduces or eliminates the adaptations as children become more independent. 	5	4	3	2	1
<p>2. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences. (E4) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners identify challenges in child participation in learning experiences that might be resolved through the use of assistive technology (AT). Practitioners collaborate with family and other adults to determine AT that matches the child's strengths, interests, and preferences and can be easily used within everyday environments and interactions. Practitioners collaborate with family and other adults to select AT that might be best suited to the child's needs, strengths, and the nature of the learning activities. 	5	4	3	2	1
<p>3. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences. (E5) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners identify resources to create or access AT that will promote the child's participation in learning experiences. When necessary, practitioners engage in advocacy to support child and family in gaining AT that is necessary to promote the child's access to and participation in learning experiences. Practitioners implement AT supports within everyday routines and fade the use of AT supports as children become more independent. 	5	4	3	2	1

¹Letter and number following practice indicates the letter and number of the selected DEC Recommended Practice, e.g. E3 is DEC Recommended Practice #3 in Environmental Practices.

Interview Questions for the Environment Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):

- I see that you are using some special equipment so that child's name can participate in circle. Can you describe the process that was used to figure out what supports you might use?
- Child's name seems to really struggle with participating in centers. He seems to be on a developmental level that makes it challenging to join other children to play. When you have that kind of situation in the classroom, what do you do to help the child participate?
- All the children were really engaged in activities. If you were to have a child who struggled to participate, what process would you use to make sure the child could be engaged in learning opportunities?

Comments:

FAMILY PRACTICES					
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>4. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. (F1) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners engage the family in respectful conversation. Practitioners value the family's responses about their interests, concerns and beliefs in order to better understand what the family values in relation to what and how their child learns. Practitioners are nonjudgmental about family choices and decisions. 	5	4	3	2	1
<p>5. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances. (F3) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners engage the family in discussions of their concerns and priorities including their expectations and aspirations for the child. Practitioners collaborate with the family to identify the activities, supports, and resources that will be most helpful in achieving their expectations and aspirations for their child. Practitioners are flexible and supportive when the family's concerns or priorities for the child change. 	5	4	3	2	1
<p>6. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs. (F4) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners discuss with the family which of their everyday activities, routines or opportunities they think the family could use to promote the child's learning outcomes or goals for child's learning. Practitioners and family observe the child in multiple contexts to identify the child's interests, strengths, and challenges in learning activities in order to develop plans/goals and learning activities. Practitioners help the family identify and use learning activities that address the family's priorities and concerns and the child's strengths. 	5	4	3	2	1

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>7. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities. (F5) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners provide suggestions, strategies, guidance, and information to families in a manner that builds on family strengths and capacities. Practitioners help the family recognize when the family is supporting the child’s learning in order to build parent competence and confidence. Practitioners and family build on family strengths to promote the parent/child relationship. 	5	4	3	2	1
<p>8. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences. (F6) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners listen to and reflect with the family in order to identify when they feel they need new or more knowledge and skills to support the child’s learning. Practitioners asks about everyday activities in the home and community and the family needs for support, assistance, or resources to promote child engagement. Practitioners listens to and works with the family to find ways to incorporate the family’s ideas about how to support the child’s learning in order to strengthen parenting competence and confidence. 	5	4	3	2	1
<p>Interview Questions for the Family Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):</p> <ul style="list-style-type: none"> Tell me how you or the team make connections with families of the children in your class, especially the families of children who are struggling. What do you or the team do to help strengthen the family’s capacity to support their child’s learning and development? How do you or the team work with families to identify the child’s learning goals? How do families share with you their priorities for the child’s learning goals? Can you describe a time when a family really needed assistance to support their child? What happened? Describe your philosophy about working with the families of children in your classroom. <p>Comments:</p>					

INSTRUCTION PRACTICES					
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>9. Practitioners, with the family, identify skills to target for instruction that help a child be adaptive, competent, socially connected, and engaged and that promote learning within and across activities and routines that occur in natural and inclusive environments. (INS2) – INTERVIEW</p> <ul style="list-style-type: none"> Practitioners identify teaching goals that span all daily routines with input from family and other team members. Practitioners develop a written plan that identifies who will teach and what will be taught in each daily routine. Practitioners directly teach identified skills using a data system to evaluate progress specific to child’s active engagement. 	5	4	3	2	1
<p>10. Practitioners gather and use data to inform decisions about individualized instruction. (INS3)</p> <ul style="list-style-type: none"> Practitioners identify feasible and valid data collection strategies (e.g., probes, rating scales, frequency counts) to measure important dimensions of goals (e.g., frequency, duration, independence). Practitioners collect data and record information in logs, graphs or other formats that allow for easy visual displays of progress. Practitioners collect data frequently in order to make timely decisions about their teaching effectiveness. Practitioners use a pre-established set of decision-rules as they look at trends in child behavior across time and make decisions to continue, or modify instructional practices and/or goals. 	5	4	3	2	1
<p>11. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines. (INS4)</p> <ul style="list-style-type: none"> Practitioners identify the level of support and accommodation needed with input from family and other team members as appropriate. Practitioners embed the child’s support and accommodation throughout the daily schedule. Practitioners use a variety of supports (i.e. peer modeling, prompting, etc.) as appropriate for the child. Practitioners systematically reduce level of support and accommodations as child participates independently. 	5	4	3	2	1

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>12. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. (INS5)</p> <ul style="list-style-type: none"> Practitioners identify and define instructional goals to be taught in the context of routines throughout the day. Practitioners identify numerous routines within which embedded instruction can occur for each instructional goal. These routines must include materials, activities, and/or social interactions that appeal to the child. Practitioners develop an activity matrix to illustrate the routines in which embedded instruction can occur for each instructional target. 	5	4	3	2	1
<p>13. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning. (INS6)</p> <ul style="list-style-type: none"> Practitioners identify and clearly define steps associated with individual instructional strategies that are selected for each goal. Practitioners consistently follow identified steps associated with individual strategies. Instructional strategies are used consistently across environment and across practitioners. 	5	4	3	2	1
<p>14. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills. (INS7)</p> <ul style="list-style-type: none"> Practitioners use observation and their knowledge of the child to identify child preferences and the reinforcers that will be used to promote child learning and engagement. Practitioners use natural consequences (reinforcers) and praise as much as possible to increase desirable behavior, and use specially-arranged reinforcers when necessary. Practitioners accompany the use of specially arranged, tangible reinforcers with behavior-specific praise. 	5	4	3	2	1
<p>15. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning. (INS8)</p> <ul style="list-style-type: none"> Practitioners provide direct instruction in targeted social skills (including describing, adult modeling and child practice opportunities) to target children and peers. Peers initiate to and respond to target students using the identified skill(s). Practitioners prompt children to engage in social interactions when necessary. Practitioners reinforce peer social behaviors using behavior specific feedback. Practitioners plan for embedded, routine specific, peer social interaction opportunities across the day. 	5	4	3	2	1

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>16. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning and/or the level of support needed by the family to achieve the child’s outcomes or goals. (INS10)</p> <ul style="list-style-type: none"> Practitioners use a variety of instructional methods (e.g., embedded, group and individualized) to achieve needed intensity of instruction. Practitioners use a variety of prompting strategies (e.g., least to most, most to least, time delay) to support the child’s learning. Goals and outcomes are targeted until generalized demonstration of skills are achieved. 	5	4	3	2	1
<p>17. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development. (INS13)</p> <ul style="list-style-type: none"> Practitioners identify strategies or practices that might be used to facilitate child engagement in interactions, materials, and activities. Practitioners share information on instructional strategies with caregivers and other adults through video samples, coaching and modeling. Practitioners provide feedback to adults and caregivers on instructional strategies when appropriate. 	5	4	3	2	1
<p>Interview Questions for the Instruction Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):</p> <ul style="list-style-type: none"> Describe your process for determining the skills to target for children who need more individualized instruction. What do you think are the priority learning areas for children in your classroom? <p>Comments:</p>					

INTERACTION PRACTICES					
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>18. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions. (INT1)</p> <ul style="list-style-type: none"> Practitioners use appropriate language to identify, label and respond to a range of child’s emotions. Practitioners encourage children to identify and label emotions in self and others. Practitioner responds contingently to child’s expression of emotions by labelling emotion and providing supportive responses 	5	4	3	2	1
<p>19. Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support. (INT2)</p> <ul style="list-style-type: none"> Practitioners use strategies to promote children’s initiations and sustained social interactions when appropriate. Practitioners establish embedded, routine specific, peer social interaction opportunities across the day to promote children’s social interactions. Practitioners join children’s social interactions to extend and sustain play interactions with peers. 	5	4	3	2	1
<p>20. Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests. (INT3)</p> <ul style="list-style-type: none"> Practitioners actively observe children’s play and interactions to identify opportunities to promote children’s cognitive development. Practitioners respond intentionally to children’s exploration, play and social interactions. Practitioners join in children’s activities and expand on the child’s focus, actions, and intent. 	5	4	3	2	1

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported
<p>21. Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent. (INT4)</p> <ul style="list-style-type: none"> • Practitioners actively observe children’s play and interactions to identify naturalistic teaching opportunities. • Practitioners respond intentionally to children’s exploration, play and social interactions. • Practitioners join in children’s activities and expand on the child’s focus, actions, and intent. 	5	4	3	2	1
<p>22. Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation. (INT5)</p> <ul style="list-style-type: none"> • Practitioners actively observe children to identify problem solving opportunities. • Practitioners scaffold their support of problem solving strategies to individual child’s level of autonomy and self-regulation. • Practitioners create learning opportunities for children to engage in problem solving. 	5	4	3	2	1
<p>Comments:</p>					