Practices for Instruction, Play, and Engagement Rating Scale II (PIPERS III)

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Directions. Each item on the PIPERS has two scales, one for typical practice and one for ideal practice. Both scales should be completed for all items. Circle the number nearest the description that best matches your typical or ideal practice. The PIPERS can be completed by an individual or by a group of people. If it is completed by a group, they should come to consensus about each rating. PIPERS is about classroom practices for children 1-5 years of age.

Name of person or group: _____

1. Partnership with families

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

In their interactions with families, professionals are professional, with clear boundaries to ensure there is no confusion about who is the professional and who is the consumer	In their interactions with families, professionals are usually positive and friendly, but they expect to be in charge of *education*, with parents in charge of *parenting*	In their interactions with families, professionals are consistently positive, responsive, friendly, and sensitive, but make many of the decisions about interventions	In their interactions with families, professionals are consistently positive, responsive, friendly, and sensitive, including supporting families in making decisions about interventions

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

2. Attention to family-level needs

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Professionals assess child performance and restrict themselves to addressing child-level needs related to the "school" day	Professionals assess child performance but make suggestions to families as they hear, by chance, about child-level needs in the home	Professionals assess child needs but make suggestions to families as they hear, by chance, about family-level needs	Professionals conduct an in-depth needs assessment, capturing both child- and family-level needs, and they ensure families receive support to address any family-level needs, including making suggestions about parenting at home and in the community

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

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3. Needs assessment

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Goals are determined by professionals, based on their assessments, and families are asked whether they approve		Goals are *suggested* by professionals		Goals are determined by parents and professionals together, without a Routines-Based Interview		Goals are determined by parents as the result of a Routines-Based Interview with both the family and teacher, together or separately

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

4. Data on goals

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
No formal data are collected on children's goals		Informal estimates of children's progress on goals are made at various times, such as parent-teacher conferences, throughout the year		Rating scales, including goal-attainment scaling, are completed on all goals at least monthly		Frequency, duration, distance, or volume (amount) data are collected on at least 3 goals and other data are collected on remaining goals

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

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5. Individualization for all
Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

All children learn the core curriculum with little attention to any individual goals

Children with disabilities have individual goals with little attention to overall curricular goals; typically developing children have overall curricular goals

Children with disabilities have individual goals in addition to their overall curricular goals; typically developing children have overall curricular goals

All children in the classroom have individual goals (outcomes) in addition to their overall curricular goals

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

6. Participation by children with disabilities
Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

During most activities, children with any disabilities are not present because they are not enrolled, are in the classroom but not involved in the main activity, or are present in the activity but not meaningfully participating

During some activities, children with disabilities *other than* significant motor or cognitive impairments are present but not meaningfully participating; children with significant motor or cognitive disabilities are not present in activities

During most activities, children with disabilities *other than* significant motor or cognitive impairments have some meaningful way to participate actively

During most activities, all children, including those with significant motor or cognitive impairments, have some meaningful way to participate actively—not just watching

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

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7. Inclusion

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

All children in the classroom have identified disabilities and they spend the whole school day together

All children in the classroom have identified disabilities but they join other children for specials, lunch, or outside play

All children in the classroom have either an identified disability or they are considered at risk for delays

At least half the children in the classroom have no disabilities

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

8. Therapists' role

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Therapists pull the child out of the classroom for intervention

Therapists work with the child in the classroom, doing their own interventions, regardless of the ongoing classroom activity

Therapists join the child in whatever the child is engaged in and weave their intervention into the ongoing activity

Therapists collaborate with the teaching staff, with modeling and feedback as appropriate, to intervene with the child in the ongoing activity

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

9. Role release and acceptance

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Therapists convey an attitude that their strategies cannot be used by classroom staff, and classroom staff do not want to use the strategies

Therapists convey an attitude that their strategies cannot be used by classroom staff, but classroom staff want strategies to use

Therapists convey an attitude that their strategies are for use by classroom staff, but classroom staff do not willingly accept the strategies

Therapists convey an attitude that their strategies are for use by classroom staff, and classroom staff willingly accept the strategies

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

10. Intervention

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Therapists recommend (a) devices that do not have direct relevance to the ongoing routine (e.g., weighted vests, chewy tubes, and facial vibrators) and (b) noncontingent stimulation (adult actions on the child that require no response from the child other than cooperation, such as stretching, massage, oral-motor stimulation, and brushing). They do not *teach* the child.

Therapists recommend noncontingent stimulation but the minimal necessary devices

Therapists recommend *teaching* the child to function but they use devices that do not have direct relevance to the ongoing routine, such as weighted vests, chewy tubes, and facial vibrators

Therapists recommend *teaching* the child to function in routines with the minimal necessary devices such as augmentative communication systems, supportive seating, and splints

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

11. Attention to IFSP/IEP child-level goals

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Goals are addressed in sessions with specialists (e.g., therapists) but not during ongoing classroom routines		Goals are addressed in some ongoing classroom routines but are also addressed in lessons or sessions with teachers or specialists		Goals are addressed in sessions with specialists during ongoing classroom routines but not throughout the rest of the day		Goals are addressed throughout the day by whomever is interacting with the child

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

12. Room arrangement

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
The room is open with similar objects stored together		The room has centers around a central open space		The room is organized in clearly demarcated zones, named in professional-centered ways (e.g., fine motor, symbolic play, sensory)		The room is organized in clearly demarcated zones, named in child-centered ways (e.g., small toys, dress-up, sand and water)

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

13. Room furnishings

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Rooms are utilitarian, with few decorations; insufficient materials that children can handle; no soft area; and no area where children are allowed to be messy

Rooms have interesting materials and an area where children can be messy but are utilitarian and have no soft area

Rooms are attractive and have a soft area but insufficient materials and no area where children are allowed to be messy

Rooms are attractive to children and adults with objects of beauty; interesting materials that children can handle; a soft, tucked-away area; and an area where children can be messy

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

14. Organization of adults

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

All adults follow the classroom schedule

Adults generally follow the classroom schedule but go where needed

Adults know where they are supposed to be at each time of the day, but individual schedules are not written

Each adult has a list of responsibilities scheduled throughout the day

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

15. Context of teaching

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Almost all teaching occurs in teacher-directed interactions, which can be in large groups, small groups, or one on one		Much teaching occurs in teacher-directed interactions, but some occurs while children are playing		Much teaching occurs while children are playing, but some occurs in teacher-directed large groups, small groups, or one on one		Almost all teaching occurs while children are playing

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

16. Play

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Children spend almost all their time in adult-directed activities such as circle, prepared small-group lessons, and one-on-one work		Children spend about three quarters of their time in adult-directed activities and about one quarter of their time in play		Children spend about half their time in adult-directed activities and about half their time in play		Children spend most of their time in play that consists of free, uninterrupted time; access to interesting materials; adults following children's lead in play; opportunities for messy behavior, rough-and-tumble behavior, discovery, and nonsense behavior

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

17. Responsiveness

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Almost all actual teaching occurs with a teacher asking a child to perform a task unrelated to the child's current interest (i.e., what the child is attending to at the teaching moment)—a task the teacher had planned to have the child do

Much teaching occurs with a teacher asking a child to perform a task unrelated to the child's current interest, but some occurs in response to children's interests and abilities

Much teaching occurs in response to children's interests and abilities, but some occurs with a teacher asking a child to perform a task unrelated to the child's current interest

Almost all teaching occurs in response to children's interests and abilities, even when those interests have nothing to do with planned activities

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

18. Elaboration

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Almost all teaching involves praise, but children are not prompted to do more

Occasionally, children are prompted to do more than they are currently doing

Quite often, teaching involves eliciting more sophisticated behavior related to the child's interest

Almost all teaching involves the provision of prompts or models to elicit more sophisticated behavior related to the child's current interest (i.e., what the child is attending to at the teaching moment)

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

19. Self-direction versus compliance

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Children are expected to comply with rules and directions so they learn appropriate behavior, good manners, and rules		Children are taught to comply with rules and directions but some latitude is given		Children are encouraged to be independent but they are taught to do things the "right" way (e.g., rules for walking down the hall, sitting at the table)		Children are encouraged to be independent even if they don't do things the "right" way

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

20. Teacher Affect

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Teachers consistently convey apathy, unhappiness, low energy, physical distance, discouragement

Teachers often convey apathy, unhappiness, low energy, physical distance, discouragement

Teachers often convey enthusiasm, joy, energy, physical responsiveness, encouragement

Teachers consistently convey enthusiasm, joy, energy, physical responsiveness, encouragement

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

21. Engagement

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Adults focus primarily on children's completing tasks the teacher has selected

Adults focus on group participation, even though some children might not be engaged

Adults ensure all children are present during activities (i.e., none is apart from the other children)

Adults focus at all times on all children's active and meaningful participation in the ongoing routine

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

22. Type of engagement

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Children are encouraged to be engaged with adults most of the day, watching or listening to adults in adult-directed activities, or in one-on-one interactions with adults

Children are encouraged to be engaged with adults most of the day, but specific activities are planned for peer interactions or engagement with materials

Children are encouraged to be engaged with peers and materials for about half the day and with adults for about half the day

Children are encouraged to be engaged with peers and materials for most of the day, with adults supporting such engagement

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

23. Peer interactions

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Teachers often discourage peer interactions, instead encouraging children to be on task in independent activities with materials

Teachers sometimes discourage peer interactions and sometimes encourage peer interactions

Teachers often encourage peer interactions

Teachers almost always encourage peer interactions

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

24. Behavior management
Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Adults react inconsistently to children's inappropriate behavior with voice control (i.e., "shouting"), physical handling (e.g., moving a child), and timed time out (e.g., one minute for every year of the child's age)

Adults follow a consistent "behavior management" plan that involves applying timed time out when children violate certain classroom rules

Adults generally follow reinforcement principles, attending to desired behaviors and ignoring inappropriate behaviors when possible (i.e., no talk, no explanations at the time of the infraction).

Adults use Sit & Watch (i.e., contingent observation)

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

25. Project Approach
Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Teachers present information to children through large-group, small-group, or individual activities

Teachers plan and conduct activities with some following of children's leads, without themes

Teachers plan themes and conduct activities related to those themes

Teachers involve children in conducting extended, in-depth investigations on meaningful phenomena and events

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

26. Project Documentation

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Teachers display children's individual versions of common tasks (e.g., all the children's versions of coloring in pumpkins)		Teachers display children's individual art work		Teachers display snapshot descriptions and pictures of a project but not how it evolved		Teachers display evidence of learning through many media and artifacts, showing how the work in projects flowed and progressed

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

27. Diversity in Materials

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7
Materials represent one predominant race, religion, ability level, and gender role		Materials reflect some variety of types of people but mostly represent one predominant race, religion, ability level, or gender role		Materials reflect variety of types of people, but one race, religion, ability level, or gender role predominates		Materials reflect a variety of types of people, including diverse races, religions, ability levels, and gender roles

1	2	3	4	5	6	7

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28. Population Diversity

Typical practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7

Children of one predominant race, religion, ability level, or from parents with traditional gender roles are enrolled	Some children of diverse races, religions, ability levels, or from parents with diverse gender roles are enrolled, but most are of one predominant type	Many children represent diverse races, religions, ability levels, **or** from parents with diverse gender roles	Children of diverse races, religions, ability levels, **and** from parents with diverse gender roles are enrolled.

1	2	3	4	5	6	7

Ideal practice (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

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