



The Incredible Years
Coach Classroom Management Observation Inventory
Teacher Attention, Coaching, Encouragement and Praise
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1 – Never 3 – Occasionally 5 - Consistently

Date: _____

Teacher Name: _____

Following the praise workshop the coach will observe the teacher (and teacher assistants) weekly in the classroom utilizing this inventory. The teachers will also do their own self-reflection on these skills using a similar form. Each week the teacher and coach meet to discuss this inventory and collaborate on plans for future goals and behavior plans for specific children. This same inventory can be used during multiple observations and coaching sessions to assure all topics are covered and discussed.

Attention, praise, & encouragement	
1. Teacher uses labeled praise statements with positive affect – is close to child, smiles and gains eye contact. Teacher gives praise immediately when behavior occurs.	1 2 3 4 5
2. Teacher gives more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1 2 3 4 5
3. Teacher praise is sincere and enthusiastic with the more difficult children when they are appropriate.	1 2 3 4 5
4. Teacher has identified positive behaviors she wants to give attention to and praise immediately all students.	1 2 3 4 5
5. Teacher has identified “positive opposite” behaviors she wants to praise in targeted children with behavioral difficulties.	1 2 3 4 5
6. Teachers uses proximal praise strategically (e.g., praises nearby child for behavior she wants from another child).	1 2 3 4 5
7. Teacher gives special time to children who are withdrawn or isolated to promote more peer interactions.	1 2 3 4 5

8. Teacher models positive self-talk and praise to other teachers or adults in the classroom.	1 2 3 4 5
9. Teacher makes positive calls to parents to compliment them about their children's successes or positive behavior.	1 2 3 4 5
10. Teacher communicates belief to children that they can succeed and promotes positive self-talk in children.	1 2 3 4 5
11. Teachers helps children learn how to compliment each other and have compliments circle times.	1 2 3 4 5
12. Teacher prompts children in the classroom to notice another child's special talent or accomplishment.	1 2 3 4 5
13. Teacher uses "positive forecasting" statements to predict a child's success when frustrated with a learning activity.	1 2 3 4 5
14. Teacher shares his/her positive feelings when interacting with children.	1 2 3 4 5
15. Teacher uses <i>descriptive and academic</i> commenting during play interactions with children (e.g., describing objects, positions, colors) and targets language delayed children for this coaching.	1 2 3 4 5
16. Teacher uses <i>persistence coaching</i> with children – and targets children with attention difficulties for this coaching.	1 2 3 4 5
17. Teachers uses <i>social coaching</i> with children when playing with peers.	1 2 3 4 5
18. Teachers uses <i>emotion coaching</i> with children – and uses more positive emotion words than negative.	1 2 3 4 5
19. When teacher uses negative emotion coaching they qualify the negative emotion with recognition of positive coping or calming behavior.	1 2 3 4 5
20. Teacher avoids use of questions, corrections, criticisms and demands when coaching children.	1 2 3 4 5
21. Teacher uses self-encouragement bubble for children so they can learn how to self-praise.	1 2 3 4 5

22. Teacher provides physical affection with verbal affection and praise with children.	1 2 3 4 5
23. Teacher praises individual children as well as whole class or small groups.	1 2 3 4 5
24. Teachers focuses on children's efforts and learning– not just end result.	1 2 3 4 5
25. Teachers engage in imaginary or make believe play with children to encourage fantasy and social and emotional understanding.	1 2 3 4 5
Future Goals Regarding Attention, Praise and Coaching Strategies	1 2 3 4 5



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**Teacher-Coach Meeting – Attention, Praise, Encouragement & Coaching
Coach Summary**

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1 – Not helpful 3 – Neutral 5 – Very Helpful

Coaches complete this form after every teacher meeting before the next workshop. This gives you an opportunity to share with your trainer what aspects of coaching are helpful to teachers or are difficult for you. Please discuss this form with your mentor/group leader at your next meeting.

Teacher-Coach Meeting	Progress/Dates
1. Teacher-Coach self-reflection using <i>Teacher Attention, Coaching, Encouragement and Praise Strategies Inventory</i> was discussed.	1 2 3 4 5
2. Teacher was responsiveness to Inventory feedback discussion with coach. * (* 5 means teachers were very open to self-reflection on their skills and to coach feedback.)	1 2 3 4 5
3. Teacher-Coach review, problem solving and plan implementation of behavior plans – targeting positive opposite behaviors to negative behaviors in order to praise and provide specific coaching strategies.	1 2 3 4 5
4. Coach reviews with teacher her praise statements. Coach helps teacher set goals regarding praise and encouragement strategies for particular children.	1 2 3 4 5
5. Coach reviews coaching strategies (see handouts). Coach helps teacher practice and to identify children who need specific types of coaching according to developmental level. Coach and teacher set goals regarding coaching.	1 2 3 4 5
6. Coach and teacher discuss progress regarding reading chapter assignment and questions.	1 2 3 4 5
7. Coach discusses teacher plans to involve students’ parents in behaviors to praise.	1 2 3 4 5
8. Coach reviews teacher plans to train parents in academic, social and emotional coaching.	1 2 3 4 5

9. Coach praises teacher's efforts and helps teacher focus on praising herself for her accomplishments regarding her prior goals.	1 2 3 4 5
10. Teacher plans to contact buddy from training workshop. Date set. (<i>record date completed</i>)	1 2 3 4 5
11. Coach plans to review further vignettes with teacher from Attention, Praise and Coaching Program. <i>Record date completed.</i>	1 2 3 4 5
12. Set Future Goals	1 2 3 4 5



**Teacher-Coach Meeting – Proactive Teacher Strategies
Coach Summary**

Strengths: _____

Goals:

1. _____

2. _____

3. _____

Notes: