



The Incredible Years
Coach Classroom Management Observation Inventory
Decreasing Inappropriate Behavior – Proactive Discipline
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1 – Never 3 – Occasionally 5 - Consistently

Date: _____
Teacher Name: _____

Following each of the two proactive discipline workshops 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 discipline strategies. 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.

Setting Limits	
1. Rules are stated positively and clearly and are posted on the wall. They are reviewed and practiced as needed.	1 2 3 4 5
2. Teacher uses nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	1 2 3 4 5
3. Teacher has taught children the “show me five” signal and uses it.	1 2 3 4 5
4. Teacher states requests or gives directions respectively using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”).	1 2 3 4 5
5. Teacher uses “when-then” or “first-then” commands.	1 2 3 4 5
6. Teacher gives children choices and redirections when possible.	1 2 3 4 5
7. Teacher avoids negative commands, corrections, demands, and yelling at children.	1 2 3 4 5

8. Teacher gets children's attention before giving instructions (e.g., eye contact).	1 2 3 4 5
9. Teacher redirects disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1 2 3 4 5
10. Teacher gives frequent attention, praise and encouragement to children who are engaged and compliant following their directions.	1 2 3 4 5
11.	1 2 3 4 5

Differential Attention and Ignoring and Redirecting	
1. Teacher gives more attention and praise to positive behaviors than to inappropriate child behaviors.	1 2 3 4 5
2. Teacher has identified negative behaviors s/he wants to decrease and the positive opposite of each negative behavior that she will praise and reward.	1 2 3 4 5
3. Teacher has identified those behaviors she can ignore while keeping the children safe.	1 2 3 4 5
4. Teacher has worked hard teaching children to ignore their peers when they are laughed at, poked or made fun of.	1 2 3 4 5
5. Teacher ignoring is strategically planned and is done by avoiding eye contact, verbal comments, and physical touch and by keeping a neutral affect.	1 2 3 4 5
6. Teachers uses proximal praise strategically (e.g., praises nearby child for behavior she wants) while ignoring the child who is inappropriate.	1 2 3 4 5
7. Teacher uses positive self-talk as an approach to staying calm when children misbehave.	1 2 3 4 5

8. Teachers start with using the least intrusive discipline strategy when children misbehave. (see hierarchy of discipline)	1 2 3 4 5
9. When child is behaving appropriately again and calmed down, teacher immediately returns her attention and encouragement to the child.	1 2 3 4 5
10. Behavior plans include identifying those inappropriate behaviors to ignore and the positive opposite behaviors to praise and reward.	1 2 3 4 5
11. Teachers help children learn how to self-regulate through specific techniques (e.g., deep breathing, positive self-talk, positive imagery, anger or relaxation thermometer).	1 2 3 4 5
12. Teacher uses “positive forecasting” statements to predict a child’s success in earning his prize.	1 2 3 4 5
14. Teacher redirects children to other activities when they are frustrated.	1 2 3 4 5
15.	1 2 3 4 5
Future Goals Regarding Ignoring and Redirecting Strategies	1 2 3 4 5
Time Out to Calm Down and Other Consequences	
1. Teacher teaches children what Time Out is used for and children practice how to go to Time Out to calm down.	1 2 3 4 5
2. Teacher is only using Time Out for aggressive or destructive behavior.	1 2 3 4 5
3. When teacher uses Time Out s/he: is calm, clear, patient, gives very little attention to child in Time Out and sets timer until 2 minutes of calm is achieved.	1 2 3 4 5
4. When child is calm and Time Out is over, teacher immediately re-engages child to another activity.	1 2 3 4 5

5. Teacher assists other children to ignore a child in Time Out and to give them privacy to calm down.	1 2 3 4 5
6. Teacher has identified a safe place for Time Out that is away from other children and relatively boring.	1 2 3 4 5
7. Teacher helps children to practice the words they will use to help themselves calm down. (e.g., "I can do it, I can calm down")	1 2 3 4 5
8. Teachers are using emotion coaching to focus on times when child is staying calm, trying again even though it is frustrating, and being patient.	1 2 3 4 5
9. Teachers have developed behavior plans, which include behaviors to praise and reward and those to ignore or use a discipline response. These are reviewed regularly.	1 2 3 4 5
10. Teachers understand that the most effective consequences are immediate, quick, and followed with a new learning trial to be successful.	1 2 3 4 5
11. Teachers are firm, respectful and control negative emotions when engaged in a discipline strategy.	1 2 3 4 5
12. Hierarchy of discipline plan has been explained to parents.	1 2 3 4 5
13. Parents and other school staff are involved in developing behavior plans.	1 2 3 4 5
14. Other brief logical consequences are used appropriately.	1 2 3 4 5
15. Teacher sends home only positive notes and if s/he wants to discuss a behavior issue with a parent, sets an appointment time to discuss in person with the parent.	1 2 3 4 5
Future Goals Regarding Discipline Strategies	1 2 3 4 5



The Incredible Years
Teacher-Coach Meeting –Decreasing Inappropriate Behaviors
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>Decreasing Inappropriate Teachers Strategies Inventory</i> was discussed .	1 2 3 4 5
2. Teacher 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 <i>behavior plans</i> – targeting positive opposite behaviors to praise and behaviors to ignore, use Time Out or give a consequence for.	1 2 3 4 5
4. Coach and teacher review targeted social behaviors to be sure they are developmentally appropriate. Functional assessment checklist is referred to for this discussion.	1 2 3 4 5
5. Coach reviews coaching strategies (see handouts), ignoring or Time Out for use with particular children.	1 2 3 4 5
6. Coach discusses with teacher progress regarding reading chapter assignment and any questions.	1 2 3 4 5
7. Coach discusses with teacher plans to involve students’ parents in reward system.	1 2 3 4 5
8. Coach praises teacher and helps her focus on praising herself for her accomplishments regarding her prior goals.	1 2 3 4 5

9. Coach and teacher review ways to challenge negative thoughts and to gain support in order to stay calm when times are difficult. (write down examples)	1 2 3 4 5
10. Teacher and coach review goals for classroom discipline plan.	1 2 3 4 5
11. Coach plans with teacher to review further vignettes from the Decreasing Inappropriate Behavior Program DVDs and self-administered manuals. Date set. Record date completed.	1 2 3 4 5
12. Coach discussed with teacher plans to contact buddy from training workshop. Date set.	1 2 3 4 5
13. Set Future Goals	1 2 3 4 5



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

Strengths: _____

Goals:

1. _____

2. _____

3. _____

Notes: