



The Incredible Years
Coach Classroom Management Observation Inventory
Building Positive Relationships and Proactive Teacher Strategies

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1 – Seldom 3 – Occasionally 5 - Consistently

Date: _____

Teacher Name: _____

Following the proactive teacher workshop the coach will observe each 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 coach meets with the teacher to discuss the *teacher version of this inventory* and collaborate on plans for future goals and behavior plans for specific children. This same coach inventory can be used during multiple observations and coaching sessions to assure all topics are covered and discussed. Coaches should make copies of this inventory to use with each teacher and fill out privately after a classroom observation.

Building Positive Relationships with Children	
1. Teacher greets children upon arrival with personal and positive greeting (e.g., using child's name).	1 2 3 4 5
2. Teacher interacts with children with warmth, caring and respect.	1 2 3 4 5
3. Teacher speaks calmly to children.	1 2 3 4 5
4. Teacher listens to children and avoids judgmental responses.	1 2 3 4 5
5. Teacher provides sincere, enthusiastic, and positive feedback to children about their ideas.	1 2 3 4 5
6. Teacher personalizes her communications with individual children (e.g., asks about life outside of school, their special interests, hobbies or favorite books, shares something personal about self to children, acknowledges birthdays).	1 2 3 4 5
7. Teacher spends special time with children (e.g., on playground, during meals, unstructured play time).	1 2 3 4 5

8. Teacher sends home positive message cards to parents to tell them about their children's successes or accomplishments (e.g., happy grams).	1 2 3 4 5
9. Teacher makes positive calls to parents to tell 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.	1 2 3 4 5
11. Teachers individualize children's needs, interests and abilities (e.g., planning activities or stories based on special interests of children)	1 2 3 4 5
12. Teacher helps children in the classroom to appreciate each other's special talents and needs.	1 2 3 4 5
13. Teacher is child-directed and is an "appreciative audience" to their play. Avoids question-asking, directions and corrections when possible.	1 2 3 4 5
14. Teacher shares his/her positive feelings when interacting with children.	1 2 3 4 5
15. Teacher invites children to help with classroom jobs and responsibilities.	1 2 3 4 5
16. Teacher adjusts activities to be developmentally appropriate for each child.	1 2 3 4 5
17. Teacher plays with children in ways that provide teacher modeling, prompting and guided practice.	1 2 3 4 5
18. Teacher conveys acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	1 2 3 4 5
19. Teacher participates in pretend and imaginary play with children.	1 2 3 4 5
Future Goals Regarding Relationship Building with Identified Students:	Total

Building Positive Relationships with Parents	
1. Teacher sets up opportunities for parents to participate or observe in classroom.	1 2 3 4 5
2. Teacher sends home regular newsletters to parents and positive notes about their children.	1 2 3 4 5
3. Teacher has a regular call schedule for calling parents to give them positive messages about their children.	1 2 3 4 5
4. Teacher has regular posted telephone hours or times parents can reach them.	1 2 3 4 5
5. Teacher offers parent evenings/meetings to share classroom activities with parents and to present ideas for carrying over classroom activities at home.	1 2 3 4 5
6. Teacher considers parents for ideas, materials and support for classroom activities.	1 2 3 4 5
7. Teacher recognizes the importance of partnering with parents and collaborating in order to develop strong connections with children.	1 2 3 4 5
8. Other	1 2 3 4 5
Future Goals Regarding Involving Parents:	Total

Proactive Teacher – Rules	
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 respectfully 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” 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.	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 following directions.	1 2 3 4 5
11. Other	1 2 3 4 5

Proactive Teacher - Schedules	
1. Classroom routines and schedules are consistent, predictable and allow for flexibility.	1 2 3 4 5
2. Classroom schedules are posted on the wall in a visible place for children, parents and visitors.	1 2 3 4 5
3. Visual pictures/cues are used to indicate different activities on schedule (e.g., small group circle time, unstructured play time, teeth brushing or hand washing, outside play, lunch).	1 2 3 4 5
4. The schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	1 2 3 4 5
5. There is a balance between teacher-directed and child-directed activities.	1 2 3 4 5
6. A system is in place for children to choose between play areas during unstructured times (center cards for activity areas such as block center, dress up and kitchen pretend play area, book area).	1 2 3 4 5
7. Large group circle time is scheduled for no longer than 20 minutes.	1 2 3 4 5
8. Large group circle time includes many active responses from children (e.g., singing and movement, stretch breaks, holding cue cards, acting out responses, answering verbally as group, puppet play) to encourage high rates of engagement.	1 2 3 4 5
9. Free play or center time is the longest activity during play- allowing children time to choose materials, play and clean up.	1 2 3 4 5
10. Other	1 2 3 4 5

Proactive Teacher - Transitions	
1. Unnecessary transitions and waiting time are minimal.	1 2 3 4 5
2. Children are systematically taught the expectations for transitions.	1 2 3 4 5
3. Children are warned before a transition begins and transitions are not rushed.	1 2 3 4 5
4. A consistent cue is used to signal a transition (e.g., bells, song, clap, lights turned on and off).	1 2 3 4 5
5. Visual pictures/cues and auditory sounds are used to note schedule, transition cards, tape on floor for line up, quiet area, pictures for daily jobs).	1 2 3 4 5
6. Teachers starts circle time activity when a few children are ready to begin and do not wait for everyone.	1 2 3 4 5
7. Other	1 2 3 4 5

Proactive Teacher - Classroom Environment and Organization	
1. The classroom is well equipped with a variety of toys and materials so that children of all skill levels have something to play with.	1 2 3 4 5
2. Classroom is organized by learning centers and number of children allowed in a center is limited with visual reminders of how many children are allowed (e.g., hooks with names, clothespins etc.).	1 2 3 4 5
3. Pictures labels are on low shelves to help children find and return materials.	1 2 3 4 5
4. Toys that promote social interaction are present in all learning centers (e.g., puppets, wagons, large floor puzzles, turn-taking games etc.)	1 2 3 4 5
5. A systematic rotation plan is in effect to increase novelty and curiosity (e.g., sand or bubble table open at certain times).	1 2 3 4 5
6. There are visual cues provided to children to signal whether an area or activity is open or closed (e.g., stop sign, sheet covering sand table or computer).	1 2 3 4 5
7. Materials are enlarged for children with visible motor impairments (e.g., larger crayons, paper, etc.) and stabilized for better manipulation (taped to table, Velcro board, trays).	1 2 3 4 5
8. Visual cues are provided throughout classroom to remind child of target skill (e.g., sharing, helping, teamwork).	1 2 3 4 5
9. A large physical structure is provided for circle time and children sit on carpet squares or mats.	1 2 3 4 5
10. Materials for small group activities are prepared and ready to go before children arrive for the day.	1 2 3 4 5
11. Cooperative activities are planned on a daily basis (e.g., large collages, class books, cooking activities etc.).	1 2 3 4 5
12. Children are visible at all times. Shelving is no higher than 4 feet tall.	1 2 3 4 5
13. Place inattentive or easily distractible children close by teacher.	1 2 3 4 5

14. Other	1 2 3 4 5
Future Goals for Proactive Strategies –Rules, Schedules, Transitions, Environmental Structure and Planning	



The Incredible Years
Teacher-Coach Meeting – Proactive Teacher Strategies
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 group leader/mentor 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 and give him/her a copy.

Teacher-Coach Meeting	Progress
1. Teacher-coach self-reflection using <i>Proactive 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 and problem solve plans regarding implementation of proactive <i>behavior plan</i> . (<i>list plans</i>) Review targeted social behaviors.	1 2 3 4 5
4. Teacher goal setting regarding building positive relationships with identified students and families. (<i>list plans</i>)	1 2 3 4 5
5. Coach discussed teacher goal setting regarding proactive strategies for: rules schedules transitions classroom environment and organization.	1 2 3 4 5
6. Coach discusses teacher progress regarding reading chapter assignment and any questions.	1 2 3 4 5
7. Coach discussed with teacher plans to involve students' parents.	1 2 3 4 5
8. Coach discussed with teacher plans to review further vignettes from Proactive DVD. Date set. Record date completed.	1 2 3 4 5

9. Set Future Goals:	1 2 3 4 5
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**Teacher-Coach Meeting – Proactive Teacher Strategies
Coach Summary**

Strengths: _____

Goals:

1. _____

2. _____

3. _____

Notes: