



The Incredible Years
Coach Classroom Management Observation Inventory
Teacher Motivating Children Through Incentives

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1 – Never 3 – Occasionally 5 - Consistently

Date: _____

Teacher Name: _____

Following the incentive 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, & incentives	
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 s/he wants to reinforce immediately.	1 2 3 4 5
5. Teacher has identified positive opposite behaviors s/he wants to reward with stickers or hand stamps in targeted children with behavioral difficulties. This has been developed on a behavior plan.	1 2 3 4 5
6. Teacher uses proximal praise strategically (e.g., praises nearby child for behavior she wants from another child).	1 2 3 4 5
7. Teacher uses group incentives at times to promote teamwork. (e.g., when the jar is full of chips the whole class can have a pizza party).	1 2 3 4 5

8. Teacher has talked with parents about possible incentives they can use at home to reinforce behavior goals set on behavior plan or to reinforce learning 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.	1 2 3 4 5
11. Teacher continues to teach children how to compliment each other and have compliments circle times.	1 2 3 4 5
12. Teacher prompts other children in the classroom to reward another child's special accomplishment (e.g., gets to give out the friendship cape or bear) .	1 2 3 4 5
13. Teacher uses "positive forecasting" statements to predict a child's success in earning a prize.	1 2 3 4 5
14. Teacher sets up incentive programs for individual children as well as whole class.	1 2 3 4 5
15. Teacher combines enthusiastic and labeled praise along with reward given to child.	1 2 3 4 5
16. Behavior plans for incentive systems have been developed and are developmentally appropriate.	1 2 3 4 5
17 Teacher sends home positive report cards, happy grams, and special awards with children (super star award, awesome improvement, self-control award, feelings award, helping award, etc.)	1 2 3 4 5
18. Teacher has identified special privileges that children might work toward being allowed to do.	1 2 3 4 5
19. Teacher encourages children to applaud and reward each other's accomplishments.	1 2 3 4 5
20. Teacher combines social and emotional coaching with praise and incentives.	1 2 3 4 5
Future Goals Regarding Incentive Strategies	



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Teacher-Coach Meeting –Praise & Incentives
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>Praise and Incentive 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 solve and plan implementation of behavior plans – targeting positive opposite behaviors to praise and set up reward system for target behaviors.	1 2 3 4 5
4. Coach and teacher review incentives and targeted 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) and success with these.	1 2 3 4 5
6. Coach and teacher discuss progress regarding reading chapter assignment and any questions.	1 2 3 4 5
7. Coach discussed 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 made plans to review further vignettes from Incentive Program DVDs and self-administered manual with teacher.	1 2 3 4 5

10. Coach talks with teacher about rewards teacher can give herself in order sustain her energy for the children.	1 2 3 4 5
11. Set Future Goals with Teacher	1 2 3 4 5



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

Strengths: _____

Goals:

1. _____
2. _____
3. _____

Notes: