



The Incredible Years

**Teacher Classroom Management Observation Inventory
Emotional Regulation, Social Skills and Problem-Solving Training**

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1 – Never 3 – Occasionally 5 - Consistently

Date: _____

Teacher Name: _____

Following the emotional regulation, social skills and problem solving 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.

Emotional Regulation, Social and Problem Solving Skills	
1. Teacher uses emotion coaching and specifically self-regulation emotions such as patience, persistence, trying hard, sticking with it, concentrating, staying calm, waiting for a turn, and using words to express feelings.	1 2 3 4 5
2. Teacher models self-regulation strategies such as taking deep breaths, using positive self-talk, using anger thermometer, thinking of happy place and positive forecasting.	1 2 3 4 5
3. Teacher prompts children to take deep breaths and use self talk such as “I can do it, I can calm down.”	1 2 3 4 5
4. Teacher promotes identification of feelings in self and others through the use of photographs, posters and games (bingo) that portray people in various emotional states.	1 2 3 4 5
5. Teacher helps children understand how peers feel by pointing out facial expressions, voice tone, body language or words.	1 2 3 4 5
6. Teacher teaches specific emotional literacy words by labeling feelings or positive feelings responses of others when children share, trade, wait or help them (i.e., help children see the connection between their social skills and others’ feelings).	1 2 3 4 5
7. Teacher models appropriate feelings language by modeling emotional expression throughout the day (e.g., “I am getting frustrated now, but I can calm myself down by taking a deep breath or using my turtle technique.”).	1 2 3 4 5

8. Teacher provides opportunities for children to practice social skills and ways to solve problems.	1 2 3 4 5
9. Teacher teaches specific social skills in circle time or individually with children such as practicing asking, apologizing, taking turns, waiting, helping, sharing, using words, and teamwork.	1 2 3 4 5
10 Teacher praises and gives attention to social skills with social coaching language.	1 2 3 4 5
11. Teacher teaches specific problem-solving steps by helping them follow the sequence of : 1) define the problem, 2) think of solutions, 3) ask what would happen next? 4) evaluate the best choice, and 5) choose the best solution to try out.	1 2 3 4 5
12. Teacher uses books and stories of problem-solving scenarios to practice the problem-solving steps.	1 2 3 4 5
13. Teacher encourages children's cooperative behavior by giving them classroom jobs, encouraging them to help each other and giving them choices.	1 2 3 4 5
14. Teacher uses puppets, pretend games, imaginary stories and drama play activities to set up problem scenarios and children practice solving the problems by acting out their solutions.	1 2 3 4 5
15. Teacher teaches parents how to teach their children to problem-solve.	1 2 3 4 5
16. Behavior plans target social skills, emotions and problem solving steps for children according to their developmental abilities and target goals.	1 2 3 4 5



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Teacher-Coach Reflection- Emotional, Social and Problem Solving 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 trainer what aspects of coaching are helpful to teachers or are difficult for you. Please discuss this form with your mentor/group leaders at your next meeting.

Teacher-Coach Reflection Meeting	Progress
1. Teacher-Coach self-reflection using <i>Emotional, Social and Problem Solving 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 <i>behavior plans</i> – targeting social, emotional and problem solving strategies to focus on in circle time, individual interactions, fantasy pretend play and story telling.	1 2 3 4 5
4. Coach and teacher review targeted problem solving solutions (asking for help, doing something else, waiting, sharing, forgiving, being generous) to be sure they are being taught, prompted and practiced.	1 2 3 4 5
5. Coach and teacher review problem solving scenarios for use with particular children.	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 with teacher plans to involve children’s parents in learning problem solving steps.	1 2 3 4 5
8. Coach helps teacher focus on praising herself for her accomplishments regarding her prior goals.	1 2 3 4 5

9. Coach reviews with teacher her goals for social and problem solving training of children.	1 2 3 4 5
10. Coach discusses with teacher plans to review further vignettes from School Readiness or Emotional Regulation DVDs. Date set. Record date completed.	1 2 3 4 5
11. Set Future Goals	1 2 3 4 5



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

Strengths: _____

Goals:

1. _____

2. _____

3. _____

Notes: