Teacher Coder Impressions Inventory (TCI). The TCI is a measure of teacher

behavior and teacher-child interactions in the classroom modeled after the Coder

Impression Inventory for parents (CII). This is the latest version (2000).

TEACHER CODER IMPRESSIONS INVENTORY

 Unless otherwise noted, the following scale will be used in answering these questions:

0-Almost Never / No Basis
1-Rarely
2-Sometimes
3-Often
4-Very Often
5-Almost Always

1. The teacher threatened punishment for a transgression. ("If you do that again, I'll be really angry with you.")

2. The teacher threatened punishment for a transgression and followed through.

3. The teacher warned children of a consequence if misbehavior continued. ("If you can't keep the crayons on the paper, I'll need to take them away.")

4. The teacher made unreasonable request(s), (e.g., age-inappropriate, too high standards, impossible to comply with.)

5. The teacher showed disapproval or criticized children.

6. The teacher used guilt induction to get compliance.

7. The teacher gave rationales (not lecturing, but simple, clear reasons) when appropriate.

8. The teacher tried to **pleasantly** tease, kid or humor a child out of a sour mood.

9. The teacher clearly pinpointed the infraction/misbehavior when disciplining.

10. The teacher labeled the misbehavior, but no follow-through or punishment.

TEACHER USED ANY OF THE FOLLOWING: (questions 11-23)

11. The teacher used time-out, other social isolation. The group and teacher ignored.

12. The teacher used tangible rewards (stickers, green patrol, special privileges or treats, points, parties, celebrations.)

13. The teacher used withdrawal of privileges.

14. The teacher seemed to provoke children.

15. The teacher used sarcasm in a denigrating or hurtful way.

16. The teacher specifically taught prosocial behavior and prompted children to use it. For example, "You look sad, maybe you could tell him you'd like to play."

17. Paid attention when children talked or asked questions.

18. Problem-solved with children (prompted, modeled, coached, facilitated.)

19. Did not pay attention when children talked.

20. Appropriate use of ignore. Proximal praise would be ignoring.

21. Discussed/planned a future activity near or far in the future in collaboration with children. Teacher and children both participated in the planning and/or discussion. Not just an announcement.

22. Teacher promoted emotional and social skill development by encouraging the children (through modeling, coaching, reinforcement) to try something new.

23. Teacher did not appropriately monitor children.

INTERPERSONAL RELATIONSHIPS: (Questions 24-26)

24. Teacher was verbally affectionate to children (positive tone of voice, pet name, etc.)

25. Children were verbally affectionate to teacher.

26. Teacher enjoyed teaching.

DID OR SAID THINGS TO CLEARLY INDICATE ONE OR MORE OF THE FOLLOWING: (Questions 27-38)

27. Teacher Showed anger, irritability or frustration.

28. Teacher appeared depressed, sad, bummed out, tired or had flat affect.

29. Teacher was physically affectionate with children.

30. Children were physically affectionate with teacher.

31. Teacher was physically aggressive toward children.

32. Teacher was physically intrusive toward children.

33. Teacher shouted at children.

34. Teacher coached/shaped positive peer play through descriptive commenting, suggestions and praise.

35. Teacher was patient with children.

36. Teacher used and encouraged feeling language (labels and describes a wide range of feelings.)

37. Estimate percentage of the time teacher was inappropriate (negative) (e.g., critical, sarcastic, inattentive, nattering, nonreinforcing)

   1 = <10%
   2 = 10-<20%
   3 = 20-<40%
   4 = 40-<60%
   5 = 60-<80%
   6 = 80-<100%

38. Estimate percentage of the time children were inappropriate (negative) (e.g., teasing, yelling, inattentive)

   1 = <10%
   2 = 10-<20%
   3 = 20-<40%
   4 = 40-<60%
   5 = 60-<80%
   6 = 80-<100%

IN GENERAL, WHICH OF THE FOLLOWING DESCRIBES THE TEACHER OR CLASSROOM? (Questions 39-42)

39. Teacher is a positive and reinforcing teacher.

40. Teacher encouraged, or saw humor in, aggressive, destructive or antisocial behavior.

41. The children seemed to enjoy the teacher's verbal rewards or encouragements.

42. Teacher seemed confident of teaching skills.

IN TERMS OF DISCIPLINE STYLE OR MANNER, WHICH OF THE FOLLOWING CHARACTERIZED THE TEACHER? (Questions 43-53)

43. Overly strict, authoritarian, oppressive.

44. Overly permissive, laissez-faire, negligent.

45. Erratic, inconsistent, haphazard.

46. Consistent, even-handed, firm when necessary.

47. Seemed to have good control of and influence on children.

48. Seemed to track children too closely; hovered.

49. Used nagging to get compliance.

50. Showed anger/hostility while disciplining.

51. Seemed overly concerned about being a fair teacher and winning the children's approval.

52. Seemed tentative, indecisive, when disciplining children.

53. Seemed to discipline children well.

IN GENERAL, WHICH OF THE FOLLOWING SEEMED TO CHARACTERIZE THE TEACHER/CLASSROOM? (Questions 54-70)

54. Friendly relations between teacher and children.

55. Teacher used child-directed approaches – responsive to children's needs and culture, flexible.

56. Teacher was playful with children.

57. Teacher seemed distant, detached from children.

58. Children seemed to have hostile, arrogant or noncompliant set to teacher.

59. Children treated teacher with respect.

60. Children seemed aloof, distant, or unattached to teacher.

61. Children seemed to fear teacher (were wary).

62. Teacher treated children with respect (acceptance).

63. Teacher seemed supportive and empathic.

64. Teacher related positive comments about children to other children, teachers, adults.

65. Does the teacher look like s/he needs intervention?

   1 = Yes Definitely
   2 = Somewhat
   3 = Maybe Yes Maybe No
   4 = Probably Not
   5 = No not at all

66. Teacher provided emotional stimulation (encouragement, increased children's self esteem)?

67. Gut reaction (scale of 1 to 5)

   1 = Felt really uncomfortable (teacher unfriendly or suspicious)
   2 =
   3 = Neutral
   4 =
   5 = Loved teacher (classroom lifted my spirits)

68. Are the classroom rules clearly posted? (YES, NO)

69. Does the classroom have visual cues for teaching social skills? (e.g. feelings posters, problem solving cues) (YES, NO)

70. Does the teacher do games, activities or songs to promote social competence? (YES, NO)

71. Is the daily schedule posted? (YES, NO)

Scoring: Head Start Sample
PLEASE NOTE: The scoring data was taken from an earlier version of the TCI and some of the numbers and questions do not match the 2000 version of the TCI seen above. We are currently working on the scoring for the 2000 version.

Summary Scales derived from Teacher Coder Impressions (Head Start Grant)
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Summary Scales
Teacher
  TCI Competent Techniques
  TCI Nurturing Techniques
  TCI Inconsistent Techniques
  TCI Harsh Techniques
 *TCI Percent time teacher inappropriate
 *TCI Teacher needs intervention
 *TCI Tchr provides emotional stimulation
 *TCI Observer's positive gut reaction

Child
  TCI Child Positive Affect
  TCI Child Negative Affect
 *TCI Percent time children inappropriate
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*Scales marked with asterisk are individual items that are
 global impressions

Computation of Summary Scales
  For each teacher, scores for each item were first averaged across all children and sessions where the teacher was observed. The number of observations for each teacher ranged from 1-11 (M=5.1) at pretest and from 1-7 (M=2.6) at posttest. Scales were reversed for selected items (noted with (R) in list of items in each scale). Summary scores were computed as the average of the component items. Summary scores are adjusted for the number of non-missing items. The "no basis" category was considered as missing. Selected items that are global impressions are used separately.

Items in Summary Scales

TCI Competent Techniques
score is average of 14 items; possible range is 1 to 3

1. TCI07   T gave rationales
2. TCI09   T clearly pinpointed infraction
3. TCI16   T modeled positive behavior
4. TCI18   T problem-solved with child
5. TCI23   T appropriately monitored children
6. TCI40R   T encouraged antisocial behavior (R)
7. TCI42   T confident of teaching skills
8. TCI47   T had good control & influence
9. TCI48   T supervised children carefully
10. TCI49R   T had little control & influence (R)
11. TCI50R   T tracked children too closely (R)
12. TCI53R   T overly concerned about being fair (R)
13. TCI55   T disciplined well
14. TCI57R   T related to children as peers (R)

TCI Nurturing Techniques
score is average of 13 items; possible range is 1 to 3

1. TCI17   T paid attention when child talked
2. TCI19R   T didn't pay attention when C talked (R)
3. TCI21   T discusssed future activity with child
4. TCI22   T encouraged child to try something new
5. TCI24   T verbally affectionate to children
6. TCI26   T enjoyed teaching
7. TCI29   T physically affectionate with children
8. TCI36   T was patient with children
9. TCI39   T positive & reinforcing
10. TCI58R   T distant, detached from children (R)
11. TCI63   T treated children with respect
12. TCI64   T supportive & empathic
13. TCI65   T positive comments re child to observer

TCI Inconsistent Techniques
score is average of 5 items; possible range is 1 to 3

1. TCI10   T labeled misbehavior, no follow-thru
2. TCI44   T overly permissive, negligent
3. TCI45   T erratic, inconsistent
4. TCI46R   T consistent, even-handed (R)
5. TCI54   T tentative when disciplining

TCI Harsh Techniques
score is average of 14 items; possible range is 1 to 3
1. TCI01   T threatened punishment for misbehavior
2. TCI02   T threatened punishment & followed thru
3. TCI04   T made unreasonable request
4. TCI05   T showed disapproval or criticized
5. TCI06   T used guilt induction
6. TCI14   T seemed to provoke child into argument
7. TCI15   T used sarcasm in denigrating way
8. TCI27A   T showed anger, irritability
9. TCI31   T physically aggressive toward children
10. TCI32   T physically intrusive toward children
11. TCI34   T shouted at children
12. TCI43   T overly strict, authoritarian
13. TCI51   T used nagging to get compliance
14. TCI52   T showed anger while disciplining

TCI Child Positive Affect
score is average of 5 items; possible range is 1 to 3
1. TCI25   Children verbally affectionate to T
2. TCI30   Children physically affectionate with T
3. TCI41   Children enjoyed T's verbal rewards
4. TCI56   Friendly relations between T & children
5. TCI60   Children treat T with respect

TCI Child Negative Affect
score is average of 7 items; possible range is 1 to 3
1. TCI27B   Children showed anger, irritability
2. TCI28B   Children appear depressed, sad
3. TCI33   Children physically aggressive toward T
4. TCI35   Children shouted at T
5. TCI59   Children hostile, arrogant to T
6. TCI61   Children aloof, unattached to T
7. TCI62   Children fear T

Global Impressions (indvidual items)

  TCI Percent time teacher inappropriate
    item TCI37; possible range is 1=<10% to 6=80-100%

  TCI Teacher needs intervention
    item TCI66r (reversed); possible range is 1=not at all to 5=definitely

  TCI Tchr provides emotional stimulation
    item TCI67r (reversed); possible range is 1=not at all to 5=definitely

  TCI Observer's positive gut reaction
    item TCI68; possible range is 1=really uncomfortable to 5=loved teacher

  TCI Percent time children inappropriate
    item TCI37; possible range is 1=<10% to 6=80-100%

Items not included in summary scales*

Item omitted from Nurturing Techniques because of low item/total correlation
  TCI08   T tried to humor child out of sour mood

Items omitted from Competent Techniques because of low item/total correlation
  (TCI11 had negative item/total correlation; TCI20 had negative item/total corr
  at pretest and low item/total corr at posttest)
    TCI03   T warned of consequence
    TCI11   T used time-out
    TCI12   T used point program/contingent reward
    TCI13   T used withdrawal of privileges
    TCI20   T ignored inappropriate behavior
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*Note: I tried factor analysis to see if these items would fit in other subscale;
  they had low loadings on all factors

Internal Consistency for Summary Scales

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| Summary Scales | Standardized Alpha Coefficient | |
	Pre	Post
Teacher		
TCI Competent Techniques	.87	.89
TCI Nurturing Techniques	.94	.92
TCI Inconsistent Techniques	.82	.83
TCI Harsh Techniques	.95	.95
Child		
TCI Child Positive Affect	.86	.75
TCI Child Negative Affect	.82	.81

Based on 62 teachers at pretest and 60 teachers at posttest

Interrater Reliability for Summary Scales

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| Summary Scales | Intraclass Correlation Coefficient | | |
	Pre N=38	Post N=18	Pre+Post N=56
Teacher			
TCI Competent Techniques	.56	.53	.50
TCI Nurturing Techniques	.65	.68	.65
TCI Inconsistent Techniques	.33	.43	.41
TCI Harsh Techniques	.69	.83	.77
*TCI Percent time teacher inappropriate	.71	.81	.77
*TCI Teacher needs intervention	.74	.80	.74
*TCI Tchr provides emotional stimulation	.37	.59	.46
*TCI Observer's positive gut reaction	.60	.53	.56
Child			
TCI Child Positive Affect	.48	.64	.55
TCI Child Negative Affect	.33	.33	.60
*TCI Percent time children inappropriate	.07	.66	.57

*Scales marked with asterisk are individual items that are global impressions
Note: N's are number of teachers with primary and secondary observers