

# PEDALS Social Emotional Skills Scale

Site name: \_\_\_\_\_

Date: \_\_\_\_\_

Coach: \_\_\_\_\_

Teacher's last name: \_\_\_\_\_

Classroom #: \_\_\_\_\_

*Please put a check in the appropriate box*

Behavior observed <b>in LEAD TEACHER</b>	Based on opportunity, the LEAD TEACHER exhibited the behavior....					na/ no opportunity during this session	Notes
	1 Not at all	2	3 Sometimes	4	5 Always		
Teacher models empathy <i>e.g., asking children if they are ok</i>							
Teacher attempts to connect with children having a difficult time <i>e.g., getting down on their level, listening to the child, using sympathetic tone, helping child to understand the rules</i>							
Teacher uses the language of emotions <i>e.g., "This is frustrating"</i>							
Teacher helps children to identify their own emotions							
Teacher helps children to identify the emotions of others							
Teacher coaches and cues children to use problem solving skills							
Teacher coaches and cues children to use calming down techniques							
Assistant(s) use(s) curriculum strategies in the classroom							

	No	Partially	Yes	Notes
Is the curriculum set up properly in the classroom? <i>i.e., posters are up, etc.</i>				

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Date: \_\_\_\_\_

EC Coach: \_\_\_\_\_

Teacher's last name: \_\_\_\_\_

Classroom #: \_\_\_\_\_

Behavior observed <b>in CHILDREN</b> (only count if the children initiate behavior on their own)	Based on opportunity, the CHILDREN exhibited the behavior....					na/ no opportunity during this session	Notes
	1 Not at all	2	3 Sometimes	4	5 Always		
Using the Listening Rules <i>(Eyes watching, Ears listening, Voices quiet, Body Calm)</i>							
Identifying emotions of self and/or others							
Displaying empathy							
Displaying Fair Ways to Play (play together, trade, take turns)							
Calming down/Using Problem Solving Steps							
Following directions the first time							
Asking for what want/need using a strong respectful voice							
Helping other child(ren) use Second Step strategies							

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