



*The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory*

**Building Positive Relationships with Toddlers and
Managing Separation Anxiety**

Date: _____ Teacher Name: _____

Teachers and child care providers learn extensively from self-reflection regarding their classroom management and the child care strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

<i>Building Positive Relationships with Children</i>	
1. I greet children upon arrival with personal and enthusiastic greetings (e.g., using child's name).	1 2 3 4 5
2. I interact with the children with warmth and loving care.	1 2 3 4 5
3. I use "teacher-ese" language, which includes words spoken slowly in a higher pitched, exaggerated, playful voice with positive enthusiasm and lots of repetition.	1 2 3 4 5
4. I combine non-verbal hand gestures with my verbal communication.	1 2 3 4 5
5. I pace my communication and give children a chance to respond non-verbally and verbally.	1 2 3 4 5
6. I personalize my communications with individual children (e.g., favorite books, activities, food, acknowledge birthdays, etc.)	1 2 3 4 5
7. I spend child-directed play time with every child (e.g., on playground, during meals, unstructured play time).	1 2 3 4 5
8. I often provide physical affection with verbal affection and praise with children.	1 2 3 4 5
9. I am clear with children about when their parent(s) will return.	1 2 3 4 5

10. I individualize each child’s developmental needs, interests and abilities. (e.g., planning activities or stories based on special interests of children)	1 2 3 4 5
11. I help children to appreciate each other’s special talents and needs.	1 2 3 4 5
12. I am child-directed in my approach and behave as an “appreciative audience” to their play.	1 2 3 4 5
13. I avoid too much question-asking and corrections when possible.	1 2 3 4 5
14. I share my positive feelings when interacting with children.	1 2 3 4 5
15. I invite children to help with classroom jobs (e.g., putting away toys).	1 2 3 4 5
16. I adjust activities to be developmentally appropriate for each child.	1 2 3 4 5
17. I use teacher modeling, prompting and guided practice during play interactions.	1 2 3 4 5
18. I work to convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	1 2 3 4 5
19. I participate in pretend and imaginary play with children.	1 2 3 4 5
Future Goals regarding ways I will work to build relationships with identified students:	

<i>Building Positive Relationships with Parents</i>	
1. I set up opportunities for parents to participate or observe in classroom or home day care setting.	1 2 3 4 5
2. I help parents develop predictable routines for separating from their children and saying goodbye.	1 2 3 4 5
3. I meet with parents to make a plan when a child's separation anxiety is more difficult.	1 2 3 4 5
4. I send home regular newsletters/e-mails to parents and positive notes about their children.	1 2 3 4 5
5. I check in regularly with parents to tell them about their children's successes or difficulties and goals.	1 2 3 4 5
6. I have regular posted telephone hours or times parents can reach me.	1 2 3 4 5
7. I schedule 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
8. I welcome parents' for ideas, materials and support for classroom activities.	1 2 3 4 5
9. I recognize the importance of partnering with parents and collaborating in order to develop strong attachments with children.	1 2 3 4 5
Future Goals regarding involving parents:	