



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



Social Coaching

Date: _____ Teacher Name: _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching 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>Social Coaching</i>					
1. I use social coaching language with all the children when I am engaged in play with them.	1	2	3	4	5
2. I use social coaching with children during lunch and recess times.	1	2	3	4	5
3. I model social skills such as asking for a turn, sharing, helping and waiting and name the social behavior when I model it.	1	2	3	4	5
4. I prompt children to use the social behavior with a request or by helping them understand what another child needs.	1	2	3	4	5
5. I avoid using too many questions or making corrections when coaching and don't demand that prompts be followed.	1	2	3	4	5
6. I enthusiastically praise children for appropriate social behaviors such as helping, sharing, waiting, and turn taking.	1	2	3	4	5
7. I help children accept their peer's refusals to share or take turns by distracting them with another activity or reinforcing their waiting behavior or suggesting a timer.	1	2	3	4	5
8. I encourage pretend play using dramatic scenarios with 3-4 children to encourage social communication and joint play.	1	2	3	4	5
9. I use puppets with children to model appropriate social behaviors, help children understand the perspective of another and to set up practices of social behavior.	1	2	3	4	5
10. I read books to children in interactive ways to promote practice of social skills.	1	2	3	4	5
11. For children with developmental delays I use visual play scripts to enhance their choices and options for different ways to play.	1	2	3	4	5

12. I use intentional commenting to help children be aware of what their peers are asking for, sharing, or feeling.	1	2	3	4	5
13. I use visual prompts to encourage verbal discussions of favorite superheros, sports, and foods.	1	2	3	4	5
14. In addition to coaching, I use labeled praise statements with positive affect – to reinforce social behaviors immediately.	1	2	3	4	5
15. I give more attention to positive social behaviors than to inappropriate behaviors (5:1).	1	2	3	4	5
16. I identify target positive social behaviors goals for each child that I want them to work on.	1	2	3	4	5
17. I work hard to give special time to children who are withdrawn, isolated, or anxious to promote more positive peer interactions.	1	2	3	4	5
18. I help children learn how to compliment each other and have compliment circle times.	1	2	3	4	5
19. I work with parents and teach them how to use social coaching at home with their children in order to enhance their social skills.	1	2	3	4	5
20. I recommend to parents peers that would be good play dates.	1	2	3	4	5
21. I invite parents to participate in play times in the classroom providing them with opportunities for practice, feedback, and modeling in social coaching.	1	2	3	4	5