



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



**Emotion Coaching & Self-Regulation**

Date: \_\_\_\_\_ 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><b>Social Coaching</b></i>	
1. I use emotion coaching language with all the children when I interact with them.	<b>1 2 3 4 5</b>
2. When I coach a child's uncomfortable emotions (e.g., anger, frustration, fears) I qualify the negative emotion with recognition of the positive coping or calming behavior the child is using (e.g., continues to try, keeps hands to self, works hard).	<b>1 2 3 4 5</b>
3. I give more attention to and name more positive emotions in children than uncomfortable emotions.	<b>1 2 3 4 5</b>
4. I model my own positive emotions for how I feel during the day, including how I calm down when frustrated.	<b>1 2 3 4 5</b>
5. I provide physical affection to help children calm down and self-regulate.	<b>1 2 3 4 5</b>
6. I teach preschool children self-regulation techniques such as breathing, counting, positive visualization methods and positive self-talk.	<b>1 2 3 4 5</b>
7. I teach preschool children the calm down thermometer and help them practice this when they are angry, sad, fearful or lonely.	<b>1 2 3 4 5</b>
8. I use puppets with children to model emotion language, help children understand the perspective of another and to set up practices of emotion sharing.	<b>1 2 3 4 5</b>
9. I teach children Tiny Turtle's anger management steps.	<b>1 2 3 4 5</b>

10. I read books to children in interactive ways to promote modeling and sharing of different feelings.	<b>1 2 3 4 5</b>
11. For children with developmental or language delays I use visual pictures to enhance their ability to tell someone how they are feeling.	<b>1 2 3 4 5</b>
12. I use visual feeling prompts to encourage communication of different feelings.	<b>1 2 3 4 5</b>
13. I identify "positive opposite" emotions to the negative emotions to pay attention to (e.g., for angry child I focus on times when s/he is calm, patient).	<b>1 2 3 4 5</b>
14. I praise children for sharing their feelings with other children or with me.	<b>1 2 3 4 5</b>
15. I work with parents so they know how to use emotion coaching at home with their children to enhance their emotional vocabulary.	<b>1 2 3 4 5</b>
16. I work with parents to teach them how to use emotional self-regulation strategies at home with their children. (E.g., breathing, counting, use of Calm Down Thermometer.)	<b>1 2 3 4 5</b>