



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



**Proactive Teaching**

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**

<b><i>Proactive Teacher - Rules</i></b>	
1. I state rules positively and clearly and they are posted on the wall for children, parents, and visitors (using pictures/words).	<b>1 2 3 4 5</b>
2. Rules are reviewed and practiced with children regularly.	<b>1 2 3 4 5</b>
3. I use nonverbal picture cues and signals to teach rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	<b>1 2 3 4 5</b>
4. I give children choices and redirections when possible.	<b>1 2 3 4 5</b>
5. I get children’s attention before giving instructions.	<b>1 2 3 4 5</b>
6. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	<b>1 2 3 4 5</b>
7. I give frequent attention, praise and encouragement to children who are engaged and following directions.	<b>1 2 3 4 5</b>
8. I communicate with parents about classroom rules and schedules and help parents know how they can support similar rules at home (e.g., walking feet, inside voice, listening ears, hands to self).	<b>1 2 3 4 5</b>

<b><i>Proactive Teacher - Schedules</i></b>	
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	<b>1 2 3 4 5</b>
2. Visual pictures/cues are used to indicate different activities on schedule (e.g., small group circle time, unstructured play time, teeth brushing or hand washing, outside play, lunch).	<b>1 2 3 4 5</b>
3. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	<b>1 2 3 4 5</b>
4. I provide a balance between teacher-directed and child-directed activities.	<b>1 2 3 4 5</b>
5. I have a system in place for students to choose between play areas during unstructured times (center cards for activity areas such as block center, dress up and kitchen pretend play area, book area).	<b>1 2 3 4 5</b>
6. My large group circle time is scheduled for no longer than 20 minutes.	<b>1 2 3 4 5</b>
7. My large group circle time includes many active responses from children (e.g., singing and movement, stretch breaks, holding cue cards, acting out responses, answering verbally as group, puppet play) to encourage high rates of engagement.	<b>1 2 3 4 5</b>
8. Free play or center time in my classroom is the longest activity during play – allowing children time to choose materials, play and clean up.	<b>1 2 3 4 5</b>
9. I communicate with parents about classroom schedules and welcome parents.	<b>1 2 3 4 5</b>

**Future Goals about Schedules:**

<b><i>Proactive Teacher - Transitions</i></b>	
1. I avoid unnecessary transitions and keep waiting time minimal.	<b>1 2 3 4 5</b>
2. I systematically teach children the expectations for transitions.	<b>1 2 3 4 5</b>
3. I warn children before a transition begins and transitions are not rushed.	<b>1 2 3 4 5</b>
4. I use a consistent cue to signal a transition (e.g., bells, song, clap, lights turned on and off).	<b>1 2 3 4 5</b>
5. I use visual pictures/cues and auditory sounds to note schedule, transition cards, tape on floor for line up, quiet area, pictures for daily jobs).	<b>1 2 3 4 5</b>
6. I start circle time activity when a few children are ready to begin and do not wait for everyone.	<b>1 2 3 4 5</b>
<b>Future Goals about Transitions:</b>	

<b><i>Proactive Teacher - Classroom Environment and Organization</i></b>	
1. My classroom is well equipped with a variety of toys and materials so that children of all skill levels have something to play with.	<b>1 2 3 4 5</b>
2. My classroom is organized by learning centers and number of children allowed in a center is limited with visual reminders of how many children are allowed (e.g., hooks with names, clothespins etc.).	<b>1 2 3 4 5</b>
3. I have put picture labels are on low shelves to help children find and return materials.	<b>1 2 3 4 5</b>
4. I have provided toys that promote social interaction and they are present in all learning centers (e.g., puppets, wagons, large floor puzzles, turn-taking games etc.).	<b>1 2 3 4 5</b>
5. I have a systematic rotation plan in effect to increase novelty and curiosity (e.g., sand or bubble table open at certain times).	<b>1 2 3 4 5</b>

6. My classroom provides visual cues to children to signal whether an area or activity is open or closed (e.g., stop sign, cover for sand/water table or computer).	<b>1 2 3 4 5</b>
7. Materials are enlarged in my classroom for children with visible motor impairments (e.g., larger crayons, paper, etc.) and stabilized for better manipulation (taped to table, Velcro board, trays).	<b>1 2 3 4 5</b>
8. I provide visual cues throughout classroom to remind child of target skill (e.g., sharing, helping, teamwork).	<b>1 2 3 4 5</b>
9. A large physical structure is provided in my classroom for circle time and children sit on carpet squares or mats.	<b>1 2 3 4 5</b>
10. I prepare materials for small group activities so they are ready to go before children arrive for the day.	<b>1 2 3 4 5</b>
11. I plan cooperative activities on a daily basis (e.g., large collages, class books, cooking activities etc.).	<b>1 2 3 4 5</b>
12. Children are visible at all times. Shelving is no higher than 4 feet tall.	<b>1 2 3 4 5</b>
13. I place inattentive or easily distractible children close by me.	<b>1 2 3 4 5</b>

**Future Goals for Environmental Structure and Planning:**

Name: \_\_\_\_\_