



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:	



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

Promoting Language Development in Toddlers and Preschoolers

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>Proactive Teacher</i>	
1. 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
2. I combine non verbal hand gestures with my verbal communication.	1 2 3 4 5
3. I pace my language slowly, give children a chance to respond non verbally and/or verbally and listen before speaking again.	1 2 3 4 5
4. I personalize my communication with individual children (e.g., favorite books or activities or food, birthdays, family members and pets etc.)	1 2 3 4 5
5. I avoid too much question-asking and corrections when possible.	1 2 3 4 5
6. I use descriptive commenting during my play interactions with children (e.g., describing objects, positions, colors).	1 2 3 4 5
7. I use visual supports for children with language delays to prompt their nonverbal responses.	1 2 3 4 5
8. I use nonverbal signals and gestures along with my descriptive commenting.	1 2 3 4 5
9. I imitate children’s syllables, words, sounds, and gestures with positive affect.	1 2 3 4 5
10. I modulate my language complexity according to each child’s receptive and expressive language development.	1 2 3 4 5
11. For children with language, I use the “one up rule” of adding one word longer than the child’s spontaneous word production.	1 2 3 4 5

12. I help children pay attention to the speech of others and to make sense of their information by repeating what another child says. (E.g., intentional communication)	1	2	3	4	5
13. I help children understand the meaning of language by combining language with social interaction experiences.	1	2	3	4	5
14. I immediately praise children's use of nonverbal and verbal responses (e.g., good pointing, nice talking).	1	2	3	4	5
15. I help parents know how they can use descriptive commenting, imitation and child-directed approaches to enhance language development.	1	2	3	4	5
16. I use interactive reading approaches with children allowing them to act out parts and share experiences.	1	2	3	4	5
17. I create opportunities for children to communicate with others by setting up practices and using intentional communication.	1	2	3	4	5
18. I am "child-directed" in my communication interactions and avoid corrections and too many instructions.	1	2	3	4	5
19. I pace my descriptive commenting and choices I give children so they have time to respond.	1	2	3	4	5
20. I frequently sing to children in my classroom or home during play times or transitions to another activity or during circle time.	1	2	3	4	5
21. I pair songs with physical actions.	1	2	3	4	5
22. I use picture snack menus or talks to encourage communication at snack time.	1	2	3	4	5
23. For preschoolers I engage in pre-academic coaching (describing numbers, letters, shapes, textures) and increase the variety of words I use by providing more detailed descriptions of objects, people or animals.	1	2	3	4	5
24. For preschoolers I encourage children to practice telling each other what they want and to share their ideas or plans.	1	2	3	4	5



The Incredible Years®
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Self-Reflection Inventory

Social Coaching

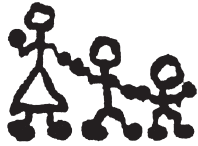
Date: _____ Teacher Name: _____

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



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Emotion Coaching & self-Regulation

Date: _____ Name: _____

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1 – Never 3 – Occasionally 5 - Consistently

<i>Social Coaching</i>	
1. I use emotion coaching language with all the children when I interact with them.	1 2 3 4 5
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).	1 2 3 4 5
3. I give more attention to and name more positive emotions in children than uncomfortable emotions.	1 2 3 4 5
4. I model my own positive emotions for how I feel during the day, including how I calm down when frustrated.	1 2 3 4 5
5. I provide physical affection to help children calm down and self-regulate.	1 2 3 4 5
6. I teach preschool children self-regulation techniques such as breathing, counting, positive visualization methods and positive self-talk.	1 2 3 4 5
7. I teach preschool children the calm down thermometer and help them practice this when they are angry, sad, fearful or lonely.	1 2 3 4 5
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.	1 2 3 4 5
9. I teach children Tiny Turtle's anger management steps.	1 2 3 4 5

10. I read books to children in interactive ways to promote modeling and sharing of different feelings.	1 2 3 4 5
11. For children with developmental or language delays I use visual pictures to enhance their ability to tell someone how they are feeling.	1 2 3 4 5
12. I use visual feeling prompts to encourage communication of different feelings.	1 2 3 4 5
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).	1 2 3 4 5
14. I praise children for sharing their feelings with other children or with me.	1 2 3 4 5
15. I work with parents so they know how to use emotion coaching at home with their children to enhance their emotional vocabulary.	1 2 3 4 5
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.)	1 2 3 4 5



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Proactive Teaching

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1 – Never 3 – Occasionally 5 - Consistently

<i>Proactive Teacher - Rules</i>	
1. I state rules positively and clearly and they are posted on the wall for children, parents, and visitors (using pictures/words).	1 2 3 4 5
2. Rules are reviewed and practiced with children regularly.	1 2 3 4 5
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).	1 2 3 4 5
4. I give children choices and redirections when possible.	1 2 3 4 5
5. I get children's attention before giving instructions.	1 2 3 4 5
6. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1 2 3 4 5
7. I give frequent attention, praise and encouragement to children who are engaged and following directions.	1 2 3 4 5
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).	1 2 3 4 5

<i>Proactive Teacher - Schedules</i>					
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	1	2	3	4	5
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).	1	2	3	4	5
3. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	1	2	3	4	5
4. I provide a balance between teacher-directed and child-directed activities.	1	2	3	4	5
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).	1	2	3	4	5
6. My large group circle time is scheduled for no longer than 20 minutes.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	5
9. I communicate with parents about classroom schedules and welcome parents.	1	2	3	4	5

Future Goals about Schedules:

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

<i>Proactive Teacher - Classroom Environment and Organization</i>	
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.	1 2 3 4 5
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.).	1 2 3 4 5
3. I have put picture labels are on low shelves to help children find and return materials.	1 2 3 4 5
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.).	1 2 3 4 5
5. I have a systematic rotation plan in effect to increase novelty and curiosity (e.g., sand or bubble table open at certain times).	1 2 3 4 5

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).	1 2 3 4 5
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).	1 2 3 4 5
8. I provide visual cues throughout classroom to remind child of target skill (e.g., sharing, helping, teamwork).	1 2 3 4 5
9. A large physical structure is provided in my classroom for circle time and children sit on carpet squares or mats.	1 2 3 4 5
10. I prepare materials for small group activities so they are ready to go before children arrive for the day.	1 2 3 4 5
11. I plan cooperative activities on a daily basis (e.g., large collages, class books, cooking activities etc.).	1 2 3 4 5
12. Children are visible at all times. Shelving is no higher than 4 feet tall.	1 2 3 4 5
13. I place inattentive or easily distractible children close by me.	1 2 3 4 5

Future Goals for Environmental Structure and Planning:

Name: _____



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

Positive Behavior Management (Part One)

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>Setting Limits & Rules</i>					
1. Rules in my classroom are stated positively and clearly and are posted on the wall. I review and practice them as needed.	1	2	3	4	5
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	1	2	3	4	5
3. I have taught children the “show me five” signal and use it.	1	2	3	4	5
4. I state requests or give directions to children respectfully using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”).	1	2	3	4	5
5. I use “when-then” or “first-then” commands.	1	2	3	4	5
6. I give children choices and redirections when possible.	1	2	3	4	5
7. I avoid negative commands, corrections, demands, and yelling at children. Instead, I use “do” and “start” positive commands.	1	2	3	4	5
8. I get children’s attention before giving instructions (e.g., eye contact).	1	2	3	4	5
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1	2	3	4	5
10. I give frequent attention, praise and social/emotional coaching to children who are engaged and compliant following my directions.	1	2	3	4	5
11. I communicate with parents about classroom rules and help parents know how they can support similar rules at home. (E.g., walking feet, inside voice, listening ears, hands to self, etc.)	1	2	3	4	5

<i>Differential Attention, Ignoring and Redirecting</i>	
1. I give more attention, coaching and praise to positive behaviors than to inappropriate child behaviors.	1 2 3 4 5
2. I have identified negative behaviors in children I want to decrease and the “positive opposite” of each negative behavior that I will praise, reward and coach.	1 2 3 4 5
3. I have identified those behaviors I can ignore while keeping the children safe.	1 2 3 4 5
4. I have worked hard teaching children in circle time to ignore their peers when they are laughed at, poked or made fun of.	1 2 3 4 5
5. My ignoring is strategically planned and is done by avoiding eye contact, verbal comments, and physical touch and by keeping a neutral affect.	1 2 3 4 5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want to encourage) while ignoring the child who is inappropriate.	1 2 3 4 5
7. I use positive self-talk as an approach to staying calm when children misbehave. (write example)	1 2 3 4 5
8. I start with using the least intrusive discipline strategy when children misbehave. I review my hierarchy of discipline.	1 2 3 4 5
9. When a child is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the child.	1 2 3 4 5
10. I have developed behavior plans that include identifying those inappropriate behaviors to ignore and the positive opposite behaviors to praise and reward.	1 2 3 4 5
11. I help children learn how to self-regulate through specific techniques (e.g., deep breathing, positive self-talk, positive imagery, anger or relaxation thermometer, Tiny Turtle puppet).	1 2 3 4 5
12. I use “positive forecasting” statements to predict a child’s success in earning his prize.	1 2 3 4 5
13. I work hard to redirect children to other activities when they are frustrated.	1 2 3 4 5

14. I have shared the classroom or home child care discipline hierarchy with the parents of the children.	1 2 3 4 5
15. I work with parents so they know behaviors to ignore and those to praise or reward.	1 2 3 4 5
16. I call parents to share successes their children are having learning new behaviors.	1 2 3 4 5
17. I teach parents some of the self-regulation strategies I am using with their children so they can use them at home. (E.g., Tiny Turtle's secret, Calm Down Thermometer, breathing strategies)	1 2 3 4 5

Future Goals Regarding Ignoring and Redirecting Strategies



The Incredible Years®
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Positive Behavior Management (Part Two – Preschool)

Date: _____ Teacher Name: _____

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1 – Not Helpful 3 – Neutral 5 – Very Helpful

<i>Time Out to Calm Down and Other Consequences</i>	
1. I have taught children what Time Out is used for and we have practiced how to go to Time Out to calm down.	1 2 3 4 5
2. I only use Time Out for aggressive or destructive behavior.	1 2 3 4 5
3. When I use Time Out I am calm, clear, patient, give very little attention to child in Time Out and set a timer until 2 minutes of calm is achieved.	1 2 3 4 5
4. When the child is calm and Time Out is over, I immediately re-engage them with another activity.	1 2 3 4 5
5. I assist other children to learn how to ignore a child in Time Out and to give him or her privacy to calm down.	1 2 3 4 5
6. I have identified a safe place for Time Out to calm down that is away from other children and relatively boring.	1 2 3 4 5
7. I help children to practice the words they will use to help themselves calm down in Time Out. (e.g., "I can do it, I can calm down")	1 2 3 4 5
8. I use emotion coaching to focus on times when children are staying calm, trying again, and being patient even though it is frustrating.	1 2 3 4 5
9. After Time Out is over I re-engage the child by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in Time Out or force an apology.	1 2 3 4 5
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning trial as soon as possible to help children be successful.	1 2 3 4 5

11. I am firm, respectful and control my negative emotions when engaged in a discipline strategy.	1 2 3 4 5
12. I have explained the hierarchy of discipline plan to parents of children in my setting.	1 2 3 4 5
13. I have developed behavior plans, which include behaviors to coach, praise and reward and those to ignore or use a consequence. These are reviewed regularly by staff and parents.	1 2 3 4 5
14. I have a few logical consequences that I use appropriately. (describe here)	1 2 3 4 5
15. I send home only positive notes and if I want to discuss a behavior issue I set up an appointment time to discuss in person with the parent.	1 2 3 4 5
16. I use the Teacher-to-Parent Communication Home Activities letter to help parents understand how they can help their children learn some self-calming strategies.	1 2 3 4 5
Future Goals Regarding My Discipline Strategies	