

How I am Incredible!

Child's Name and Age: _____

Adults that Support My Growing and Learning:

My Temperament (*e.g., activity level, adaptability, physical sensitivity, intensity, distractibility, persistence, predictability, quiet, anxious, angry*):

My Social, Language and Academic Level (*e.g., plays alone, anxious or withdrawn, wants to initiate play with others but doesn't know how, social interactions are inappropriate, very few words, lots of language, inappropriate language, limited or strong academic skills such as reading or math level*):

My Favorite Activities/Things I Am Good At (*e.g., reading, soccer, games, music, cooking, building activities, drawing, pretend play, doing science projects*):

Social, Emotional, Persistence, Language and Academic Skills I am Learning (*e.g., helping others, calm down methods, speaking politely, taking turns, listening*):

My Teacher's Goals for Me (*e.g., helping child follow directions, make a friend, improve child's academic success, reduce my own anger and stress*):

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The “**How I Am Incredible**” handout is used to help teachers participating in the Incredible Years TCM program workshops to share information about their students’ developmental levels, including language, social, emotional, and play levels, academic skills, likes and dislikes. In addition, teachers share their target student’s family support and specific goals for them. This form is completed in the first Incredible Years TCM teacher workshop (in-person and on-line) and helps the group leader and other teachers learn about others’ students in the group. During the first workshop, teachers share with other teachers what they know about their goals for their students at that time. At subsequent workshops, teachers add details about the students’ specific developmental needs and make notes of any new discoveries they are making as they build relationships with their students, are engaged in child-directed social, emotional and academic coaching methods, and develop strategies that they find helpful in supporting their student’s goals. This form is also referred to by IY group leaders when tailoring role-play practices geared towards each student’s unique developmental, academic, and language level. For in-person workshops, it is recommended that the template for this form be copied onto a large flip chart page (one for each teacher) and then placed on the wall so that it can be easily referred to at to each workshop and in behavior planning. For on-line workshops, the editable form can be shared with others and expanded on in junction with developing students’ incredible behavior plans. Editable form available at <https://incredibleyears.com/resources/gl/teacher-program/>