

Teacher Self Reflection Inventory



The Incredible Years Teacher Classroom Management Self-Reflection Inventory Building Positive Relationships With Students

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.

Building Positive Relationships with Children	1 – Never	3 – Occasionally	5 - Consistently		
1. I greet my students upon arrival with personal and positive greeting (e.g., using child's name).	1	2	3	4	5
2. I interact with my students with warmth, caring and respect.	1	2	3	4	5
3. I speak calmly and patiently to my students.	1	2	3	4	5
4. I listen to my students and avoid judgmental or critical responses.	1	2	3	4	5
5. I provide sincere, enthusiastic, and positive feedback to my students about their ideas.	1	2	3	4	5
6. I personalize my communications with individual students (e.g., asks about life outside of school, their special interests, hobbies or favorite books, shares something personal about self to children, acknowledges birthdays).	1	2	3	4	5
7. I spend special time with each of my students (e.g., on playground, during meals, unstructured play time).	1	2	3	4	5
8. I send home positive message cards to parents to tell them about their children's successes or accomplishments (e.g., happy grams).	1	2	3	4	5
9. I make positive calls to parents to tell them about their children's successes or positive behavior.	1	2	3	4	5

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10. I communicate belief to my students that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I individualize each student's needs, interests and abilities (e.g., planning activities or stories based on special interests of children)	1 2 3 4 5
12. I help children in the classroom to appreciate each other's special talents and needs.	1 2 3 4 5
13. I am child-directed in my approach and behave as an "appreciative audience" to their play.	1 2 3 4 5
14. I avoid question-asking, directions and corrections when possible.	1 2 3 4 5
15. I share my positive feelings when interacting with my students.	1 2 3 4 5
16. I invite my students to help with classroom jobs and responsibilities.	1 2 3 4 5
17. I adjust activities to be developmentally appropriate for each child.	1 2 3 4 5
18. I play with children in ways that provide teacher modeling, prompting and guided practice.	1 2 3 4 5
19. I work convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	1 2 3 4 5
20. I participate in pretend and imaginary play with my students.	1 2 3 4 5
<p>Future Goals Regarding Ways I will Work to Build Relationships with Identified Students:</p>	

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Building Positive Relationships with Parents	
1. I set up opportunities for parents to participate or observe in classroom.	1 2 3 4 5
2. I send home regular newsletters to parents and positive notes about their children.	1 2 3 4 5
3. I have a regular call schedule for calling parents to give them positive messages about their children.	1 2 3 4 5
4. I have regular posted telephone hours or times parents can reach me.	1 2 3 4 5
5. 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
6. I consider parents' for ideas, materials and support for classroom activities.	1 2 3 4 5
7. I recognize the importance of partnering with parents and collaborating in order to develop strong connections with children.	1 2 3 4 5
Future Goals Regarding Involving Parents:	



**The Incredible Years
Teacher Classroom Management Self-Reflection Inventory
Proactive Teacher Strategies**

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.

Proactive Teacher – Rules	1 – Never	3 – Occasionally	5 - Consistently		
1. I state rules positively and clearly and they are posted on the wall. They are reviewed and practiced 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 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” commands.	1	2	3	4	5
6. I give students choices and redirections when possible.	1	2	3	4	5
7. I avoid negative commands, corrections, demands, and yelling at children.	1	2	3	4	5
8. I get children’s attention before giving instructions.	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 encouragement to children who are engaged and following directions.	1	2	3	4	5


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11. I communicate with parents about classroom rules and schedules and send home the Teacher-to-Parent Communication forms.	1	2	3	4	5
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Future Goals About Rules:

Proactive Teacher - Schedules					
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	1	2	3	4	5
2. I post classroom schedules on the wall in a visible place for children, parents and visitors.	1	2	3	4	5
3. 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
4. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	1	2	3	4	5
5. I provide a balance between teacher-directed and child-directed activities.	1	2	3	4	5
6. 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

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7. My large group circle time is scheduled for no longer than 20 minutes.	1 2 3 4 5
8. 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
9. 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
Future Goals About Schedules:	

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Proactive Teacher - Transitions	
1. I avoid unnecessary transitions and keep waiting time minimal.	1 2 3 4 5
2. I systematically teach students the expectations for transitions.	1 2 3 4 5
3. I warn students 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:	
Proactive Teacher - Classroom Environment and Organization	
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 on low shelves to help children find and return materials.	1 2 3 4 5

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4. I have provided toys that promote social interaction 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, sheet covering sand 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 are planned 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:	

Coach Name: _____

Teacher Self Reflection Inventory




The Incredible Years Teacher Classroom Management Self-Reflection Inventory Teacher Attention, Coaching, Encouragement and Praise

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.

Attention, praise, & encouragement	1 – Never	3 – Occasionally	5 - Consistently		
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when behavior occurs.	1	2	3	4	5
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1	2	3	4	5
3. My praise is sincere and enthusiastic with the more difficult students when they are appropriate.	1	2	3	4	5
4. I have identified positive behaviors I want to praise immediately and give attention to with all students.	1	2	3	4	5
5. I have identified “positive opposite” behaviors I want to praise in targeted children with behavioral difficulties.	1	2	3	4	5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	1	2	3	4	5
7. I work hard to give special time to children who are withdrawn or isolated to promote more positive peer interactions.	1	2	3	4	5
8. I model positive self-talk as well as praise to other teachers or adults in the classroom.	1	2	3	4	5
9. I make positive calls to parents to compliment them about their children’s successes or positive behavior.	1	2	3	4	5

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10. I communicate my belief to students that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I help children learn how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt children in the classroom to notice another child's special talent or accomplishment.	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success when s/he is frustrated with a learning activity.	1 2 3 4 5
14. I share my positive feelings (proud, happiness, joy, courage) when interacting with my students.	1 2 3 4 5
15. I use <i>descriptive and academic</i> commenting during play interactions with my students (e.g., describing objects, positions, colors). I target language delayed students for this coaching.	1 2 3 4 5
16. I use <i>persistence coaching</i> with all my students – and I especially target students with attention difficulties for this coaching.	1 2 3 4 5
17. I use <i>social coaching</i> with all my students when they are playing with peers and I target socially inappropriate children especially for this coaching.	1 2 3 4 5
18. I use <i>emotion coaching</i> with all my students – and I use more positive emotion words than negative. I target positive emotion coaching for aggressive children.	1 2 3 4 5
19. When I use negative emotion coaching I qualify the negative emotion with recognition of positive coping or calming behavior the student is using to continue to problem solve.	1 2 3 4 5
20. I avoid use of questions, corrections, criticisms and demands when coaching children.	1 2 3 4 5
21. I use self-encouragement bubbles for my students so they can learn how to self-praise.	1 2 3 4 5

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22. I provide physical affection with verbal affection and praise with my students.	1 2 3 4 5
23. I praise individual children as well as whole class or small groups.	1 2 3 4 5
24. I focus on children's efforts and learning– not just end result.	1 2 3 4 5

Future Goals Regarding Attention, Praise and Coaching Strategies

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Teacher Self Reflection Inventory




The Incredible Years Teacher Classroom Management Self-Reflection Inventory Teacher Motivating Children Through Incentives

Date: _____ Teacher Name: _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using, which 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.

Attention, coaching, praise, & incentives	1 – Never	3 – Occasionally	5 - Consistently		
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when prosocial behavior occurs.	1	2	3	4	5
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1	2	3	4	5
3. My coaching and praise is sincere and enthusiastic with the more difficult students when they are appropriate.	1	2	3	4	5
4. I have identified positive academic and social behaviors I want to coach and praise immediately and give attention to with all students.	1	2	3	4	5
5. I have identified positive opposite behaviors I want to reward with stickers or hand stamps in targeted children with behavioral difficulties. This has been developed on my behavior plans.	1	2	3	4	5
6. I am using proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	1	2	3	4	5
7. I use group incentives to promote teamwork. (e.g., when the jar is full of chips the whole class can have a pizza party).	1	2	3	4	5
8. I have talked with parents about possible incentives they can use at home to reinforce behavior goals set for my students' behavior plans or to reinforce their learning in the classroom.	1	2	3	4	5
9. I make positive calls to parents to compliment them about their children's successes and positive behavior.	1	2	3	4	5

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10. I communicate my belief to children that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I continue to teach children how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt other children in the classroom to reward another child's special accomplishment (e.g., gets to give out the friendship cape or bear).	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success in earning a prize.	1 2 3 4 5
14. I set up incentive programs for individual children as well as whole class.	1 2 3 4 5
15. I combine enthusiastic and labeled praise along with incentives given to students for targeted behaviors.	1 2 3 4 5
16. The behavior plans for incentive systems that I have developed are developmentally appropriate and individualized for each student.	1 2 3 4 5
17. I send home positive report cards, happy grams, and special awards with children (super star award, awesome improvement, self-control award, feelings award, helping award, etc.)	1 2 3 4 5
18. I have identified special privileges that students might work toward earning.	1 2 3 4 5
19. I encourage my students to applaud and reward each other's accomplishments.	1 2 3 4 5
20. I combine persistence, social and emotional coaching along side my use of praise and incentives.	1 2 3 4 5
21. I use the Teacher-to-Parent Communication Home Activity letters and encourage parents to praise and/or use incentives for positive social behaviors.	1 2 3 4 5



Future Goals Regarding Incentive Strategies

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Teacher Self Reflection Inventory



The Incredible Years Teacher Classroom Management Self-Reflection Inventory Decreasing Inappropriate Behavior – Proactive Discipline

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.

Setting Limits	1 –Never	3 – Occasionally	5 - Consistently		
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 students 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 students. 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 coaching to students who are engaged and compliant following my directions.	1	2	3	4	5

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Differential Attention and Ignoring and Redirecting	
1. I give more attention, coaching and praise to positive behaviors than to inappropriate student behaviors.	1 2 3 4 5
2. I have identified negative behaviors in students 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 students misbehave. (write example)	1 2 3 4 5
8. I start with using the least intrusive discipline strategy when students misbehave. I review my hierarchy of discipline.	1 2 3 4 5
9. When a student is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the student.	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 students to other activities when they are frustrated.	1 2 3 4 5



The Incredible Years
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior - Proactive Discipline Part 2
Managing Misbehavior: Time out to Calm Down


Date: _____ **Teacher Name:** _____

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1 – Not Helpful 3 – Neutral 5 – Very Helpful

Time Out to Calm Down and Other Consequences	
1. I have taught my students what Time Out is used for and my students 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 my student is calm and Time Out is over, I immediately re-engage my student to 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 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 students 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 student 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 students be successful.	1 2 3 4 5

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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 students in my classroom.	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 discipline response. These are reviewed regularly by school 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



The Incredible Years
Teacher Classroom Management Self-Reflection Inventory
Emotional Regulation, Social Skills and Problem-Solving Training

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

Emotional Regulation, Social and Problem Solving Skills	
1. I use emotional coaching and specifically self-regulation emotions such as patience, persistence, trying hard, sticking with it, concentrating, staying calm, waiting for a turn, and using words to express feelings.	1 2 3 4 5
2. I model self-regulation strategies such as taking deep breaths, using positive self-talk, using anger thermometer, thinking of happy place, positive forecasting, and Tiny’s calm down strategies.	1 2 3 4 5
3. I prompt children to take deep breaths and use self talk such as “I can do it, I can calm down.”	1 2 3 4 5
4. I promote identification of feelings in self and others through the use of photographs, posters and games (bingo) that portray people in various emotional states.	
5. I help children understand how peers feel by pointing out facial expressions, voice tone, body language or words.	1 2 3 4 5
6. I teach specific emotional literacy words by labeling feelings or positive feelings responses of others when children share, trade, wait or help them (i.e., help children see the connection between their social skills and others feelings).	1 2 3 4 5
7. I model appropriate feelings language by modeling emotional expression throughout the day (e.g., “I am getting frustrated now, but I can calm myself down by taking a deep breath or using my turtle technique.”).	1 2 3 4 5
8. I provide opportunities for children to practice social skills and ways to solve problems.	1 2 3 4 5

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9. I teach specific social skills in circle time or individually with children such as practicing asking, apologizing, taking turns, waiting, helping, sharing, using words, and teamwork.	1 2 3 4 5
10. I praise and give attention to social skills with social coaching language throughout the day.	1 2 3 4 5
11. I teach specific problem solving steps by helping them follow the sequence of : 1) Identify the problem feeling, 2) define the problem, 3) think of solutions, 4) ask what would happen next? 5) evaluate the best choice, and 6) choose the best solution to try out.	1 2 3 4 5
12. I use books and stories of problem solving scenarios to practice the problem solving steps and solutions.	1 2 3 4 5
13. I encourage children's cooperative behavior by giving them classroom jobs, encouraging them to help each other and giving them choices.	1 2 3 4 5
14. I use puppets, pretend games, imaginary stories and drama activities to set up problem scenarios and children practice solving the problems by acting out their solutions.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letter to encourage parents to help their children problem solve when they are upset at home.	1 2 3 4 5
16. For parents of children with emotional regulation difficulties I meet with them to share the problem solving strategies and how to use emotion coaching methods.	1 2 3 4 5
Future Goals Regarding Emotional, Social, and Problem-Solving Strategies I Will Use	

Teacher Self Reflection Inventory