



**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.

1 – Never 3 – Occasionally 5 - Consistently

Building Positive Relationships with Children	
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

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
Future Goals Regarding Ways I will Work to Build Relationships with Identified Students:	

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: