



**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.

1 – Never 3 – Occasionally 5 - Consistently

Attention, coaching, praise, & incentives	
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

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