



**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.

1 –Never 3 – Occasionally 5 - Consistently

Setting Limits	
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

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

14. I have shared the classroom discipline hierarchy with the parents of my students.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letters to encourage parent meeting and teaching children how to compliment.	1 2 3 4 5
<p>Future Goals Regarding Ignoring and Redirecting Strategies</p>	