



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.	1 2 3 4 5
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

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