



**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.

**1 – Never 3 – Occasionally 5 - Consistently**

<b>Attention, praise, &amp; encouragement</b>	
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.	<b>1 2 3 4 5</b>
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	<b>1 2 3 4 5</b>
3. My praise is sincere and enthusiastic with the more difficult students when they are appropriate.	<b>1 2 3 4 5</b>
4. I have identified positive behaviors I want to praise immediately and give attention to with all students.	<b>1 2 3 4 5</b>
5. I have identified “positive opposite” behaviors I want to praise in targeted children with behavioral difficulties.	<b>1 2 3 4 5</b>
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	<b>1 2 3 4 5</b>
7. I work hard to give special time to children who are withdrawn or isolated to promote more positive peer interactions.	<b>1 2 3 4 5</b>
8. I model positive self-talk as well as praise to other teachers or adults in the classroom.	<b>1 2 3 4 5</b>
9. I make positive calls to parents to compliment them about their children’s successes or positive behavior.	<b>1 2 3 4 5</b>

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

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**