



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior - Proactive Discipline Part 2
Managing Misbehavior: Time out to Calm Down

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

Time Out to Calm Down and Other Consequences	
1. I have taught my students what Time Out is used for and my students have practiced how to go to Time Out to calm down.	1 2 3 4 5
2. I only use Time Out for aggressive or destructive behavior.	1 2 3 4 5
3. When I use Time Out I am - calm, clear, patient, give very little attention to child in Time Out and set a timer until 2 minutes of calm is achieved.	1 2 3 4 5
4. When my student is calm and Time Out is over, I immediately re-engage my student to another activity.	1 2 3 4 5
5. I assist other children to learn how to ignore a child in Time Out and to give him or her privacy to calm down.	1 2 3 4 5
6. I have identified a safe place for Time Out that is away from other children and relatively boring.	1 2 3 4 5
7. I help children to practice the words they will use to help themselves calm down in Time Out. (e.g., “I can do it, I can calm down”)	1 2 3 4 5
8. I use emotion coaching to focus on times when students are staying calm, trying again, and being patient even though it is frustrating.	1 2 3 4 5
9. After Time Out is over I re-engage the student by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in Time Out or force an apology.	1 2 3 4 5
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning trial as soon as possible to help students be successful.	1 2 3 4 5

11. I am firm, respectful and control my negative emotions when engaged in a discipline strategy.	1 2 3 4 5
12. I have explained the hierarchy of discipline plan to parents of students in my classroom.	1 2 3 4 5
13. I have developed behavior plans, which include behaviors to coach, praise and reward and those to ignore or use a discipline response. These are reviewed regularly by school staff and parents.	1 2 3 4 5
14. I have a few logical consequences that I use appropriately. (describe here)	1 2 3 4 5
15. I send home only positive notes and if I want to discuss a behavior issue I set up an appointment time to discuss in person with the parent.	1 2 3 4 5
16. I use the Teacher-to-Parent Communication Home Activities letter to help parents understand how they can help their children learn some self-calming strategies.	1 2 3 4 5

Future Goals Regarding My Discipline Strategies