



*The Incredible Years<sup>®</sup>*  
**Teacher and Child Care Provider**  
*Self-Reflection Inventory*



**Promoting Language Development in Toddlers and Preschoolers**

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**

| <i><b>Proactive Teacher</b></i>   |                  |
|---|------------------|
| 1. I use “teacher-ese” language which includes words spoken slowly, in a higher pitched, exaggerated playful voice with positive enthusiasm and lots of repetition. | <b>1 2 3 4 5</b> |
| 2. I combine non verbal hand gestures with my verbal communication.   | <b>1 2 3 4 5</b> |
| 3. I pace my language slowly, give children a chance to respond non verbally and/or verbally and listen before speaking again.                                      | <b>1 2 3 4 5</b> |
| 4. I personalize my communication with individual children (e.g., favorite books or activities or food, birthdays, family members and pets etc.)                    | <b>1 2 3 4 5</b> |
| 5. I avoid too much question-asking and corrections when possible.  | <b>1 2 3 4 5</b> |
| 6. I use descriptive commenting during my play interactions with children (e.g., describing objects, positions, colors).  | <b>1 2 3 4 5</b> |
| 7. I use visual supports for children with language delays to prompt their nonverbal responses.   | <b>1 2 3 4 5</b> |
| 8. I use nonverbal signals and gestures along with my descriptive commenting.   | <b>1 2 3 4 5</b> |
| 9. I imitate children’s syllables, words, sounds, and gestures with positive affect.  | <b>1 2 3 4 5</b> |
| 10. I modulate my language complexity according to each child’s receptive and expressive language development.  | <b>1 2 3 4 5</b> |
| 11. For children with language, I use the “one up rule” of adding one word longer than the child’s spontaneous word production.                                     | <b>1 2 3 4 5</b> |

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| 12. I help children pay attention to the speech of others and to make sense of their information by repeating what another child says. (E.g., intentional communication)  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 13. I help children understand the meaning of language by combining language with social interaction experiences.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 14. I immediately praise children's use of nonverbal and verbal responses (e.g., good pointing, nice talking).  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 15. I help parents know how they can use descriptive commenting, imitation and child-directed approaches to enhance language development.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 16. I use interactive reading approaches with children allowing them to act out parts and share experiences.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 17. I create opportunities for children to communicate with others by setting up practices and using intentional communication.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 18. I am "child-directed" in my communication interactions and avoid corrections and too many instructions.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 19. I pace my descriptive commenting and choices I give children so they have time to respond.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 20. I frequently sing to children in my classroom or home during play times or transitions to another activity or during circle time.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 21. I pair songs with physical actions.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 22. I use picture snack menus or talks to encourage communication at snack time.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 23. For preschoolers I engage in pre-academic coaching (describing numbers, letters, shapes, textures) and increase the variety of words I use by providing more detailed descriptions of objects, people or animals. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 24. For preschoolers I encourage children to practice telling each other what they want and to share their ideas or plans.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |