

Name of Organization/School: \_\_\_\_\_  
Name: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Date of Initial Training and Program Started: \_\_\_\_\_



## The Incredible Years (IY) Classroom Management Program Delivery Effectiveness 3-4-10

Organizational and school process and implementation components regarding the delivery of the Incredible Years program vary from one school to another for many different reasons. This questionnaire asks about your school resources and evidence-based intervention procedures underlying this program. Part A is to be completed by the school administrator and teacher separately. Part B is to be completed by the IY classroom teachers.

### Part A: School Promotion of Incredible Years Classroom Fidelity

#### Program Resources Provided

A1. Are resources budgeted for and provided to help teachers with materials needed for successful classroom management strategies? (e.g., laminated cue cards for rules or feelings; schedule pocket charts, calm down thermometer, art supplies, stickers, wrist bands, unstructured toys; xeroxing of materials such as bingo games, letters home, parent newsletters, happy grams; prize box incentives) (*Circle one.*)

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

A2. Is classroom space organized sufficiently, allowing for adequate circle time seating, and small group practice without interruptions from others? (*Circle one.*)

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

A3. Is there a designated Time Out location (i.e., “Be By Myself” or, Calm Down location) for children to go to calm down in the classroom and also a back up room or plan for students who are highly aggressive and disruptive in the “Be By Myself” location and need to be briefly removed from classroom? (*Circle one.*)

Not at all      Very little      Some      Quite a bit      Extensive

1                      2                      3                      4                      5  
A4. Is video camera equipment available for teachers to tape their classroom teaching for their self-reflection and peer review and to evaluate implementation of strategies? (Circle one.)

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A5. Are teachers given time to visit other teacher's classrooms to observe and learn from their peers? (Circle one.)

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A6. Are puppets available to teachers for their use in teaching social skills with their children? (Circle one.)

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A7. Is clerical assistance available to help teachers with preparation of materials, such as copying and laminating? (Circle one.)

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A8. Are Incredible Years Wally problem solving books (large books or small) provided in your classrooms? \_\_\_yes \_\_\_no

A9. Are Incredible Years parent group programs also provided for parents in your school? (e.g., School Readiness or Basic Parent Program)(Circle one.)

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A10. Are parents informed of the classroom discipline philosophy and goals and encouraged to participate in the classroom? (Circle one.)

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A11. Are teachers provided with the Incredible Years teacher books and assigned chapters to read?

Not at all              Very little              Some              Quite a bit              Extensive  
1                      2                      3                      4                      5

A12. Are teachers given regular time to meet and talk about proactive strategies and behavior plans for challenging students?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

### Financial Sustainability

A13. Does the school provide each teacher with an assistant teacher to assist them in daily activities in the classroom, including circle and small group time ?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

A 14. Does the school have a plan for financial sustainability of the program for helping ensure high quality classroom management by teachers? (teacher consultation, video peer and self-reflection review and feedback time)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

### Classroom Management Training Quality Provided to Teachers

A 15. Has the school administration selected motivated and highly respected and skilled teachers or school counselors to be trained as *group facilitators* to deliver the IY teacher classroom management training program? (e.g., start with best facilitator)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

A 16. Are the IY group facilitators of the classroom management program delivering all 6 of the workshop protocols spread out over a 3-6 month training period to allow for practice between workshops?

|                   |               |               |               |               |               |
|-------------------|---------------|---------------|---------------|---------------|---------------|
| <u>1 day only</u> | <u>2 days</u> | <u>3 days</u> | <u>4 days</u> | <u>5 days</u> | <u>6 days</u> |
| 1                 | 2             | 3             | 4             | 5             | 6             |

A 17. Are the IY group facilitators encouraged and supported to become certified leaders in this program? (to review training tapes and submit for feedback, submit workshop evaluations, obtain mentor consultations)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

B18. How many vignettes did the workshop group facilitator show, on average, in each workshop day? (see training protocols to answer this question)

|              |             |              |              |            |
|--------------|-------------|--------------|--------------|------------|
| <u>&lt;5</u> | <u>6-10</u> | <u>11-20</u> | <u>21-30</u> | <u>30+</u> |
| 1            | 2           | 3            | 4            | 5          |

B19. To what degree are additional vignettes (not asterisked) selected to show to meet the specific educational needs of individual teachers or special needs of children in each unique classroom? (see training protocols)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

B20. Did the group facilitator review with teachers their classroom assignments during or after each workshop and encourage them to set individual goals? (e.g, classroom activities, reading chapters, working on behavior plans)

\_\_\_yes \_\_\_no

A21. Are the IY group facilitators (or peer coaches) encouraged to observe teachers in the classrooms and to complete observation checklists and give teachers feedback after each workshop?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

### **Teacher Time Management for Learning Program**

A22. Do teachers have work time available to review with peers or coaches videos of their classroom management teaching or to review additional vignettes from program? (*Circle one.*)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

A23. Do teachers have work time available to review with peers or coaches behavior plans for their students and tailor their teaching to each child's special needs? (*Circle one.*)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

A 24. How much paid planning time per day is available for teachers to debrief after a class lesson, plan and prepare for their next teaching lessons, and talk to parents? (*Circle one.*)

|             |               |               |                |                |
|-------------|---------------|---------------|----------------|----------------|
| <u>None</u> | <u>30 min</u> | <u>1 Hour</u> | <u>2 Hours</u> | <u>3 hours</u> |
| 1           | 2             | 3             | 4              | 5              |

How many minutes/hours per day are allocated for preparation time? \_\_\_\_\_

|

A25. Do teachers have work time available to make telephone calls to the parents of children in their classrooms? (*Circle one.*)

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

How many hours are allocated each week for parent telephone calls? \_\_\_\_\_

A26. Is work time available for teachers to offer parent nights to teach them some of the behavior management concepts which will help their children with school readiness such as social and emotional coaching, proactive discipline and interactive reading strategies? (*Circle one.*)

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

A27. Do teachers have telephone consultations with accredited IY training group leaders or teacher coaches? (*Circle one.*)

Not at all      Very little      Sometimes      Quite a bit      Extensive  
1                      2                      3                      4                      5

A28. Does your school have a plan for a developing a certified IY teacher peer coach who has responsibility for supporting teachers and overseeing that quality classroom management skills are being used? (*Check one.*)

\_\_\_ Yes \_\_\_ No

A29. Have teachers attended consultation workshops to review classroom tapes with accredited IY trainers or mentors either on-site or in Seattle? (*Circle one.*)  
How many teachers have attended a consultation day \_\_\_\_\_

A30. To what degree are rewards/recognition for teachers provided by your school for achieving certification in the classroom management program?

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

A31. How important does the school believe it is for teachers to become certified/accredited in the Incredible Years classroom management program? (*Circle one.*)

Not at all                      Somewhat                      Extremely helpful  
1                      2                      3                      4                      5

|

## School Monitoring and Accountability Procedures

A32. How much importance is placed on compiling final program teacher evaluations, and preparing summary behavior plans?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

A33. How much importance is placed on collecting classroom baseline and post assessment measures of reports of child social competence and behavior problems from parents and teachers?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

A34. How much importance is placed on reviewing fidelity measures of program delivery (teacher self-reflection and coach checklists, classroom observations,)?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

## Summary of Challenges to Delivery of Classroom Management Program

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### Part B: Teacher Fidelity to Intervention Delivery

Part B is to be completed by teachers who are delivering the concepts of this program.

B1. How many group circle times to discuss social skills and problem solving strategies occur in a typical week in your classroom?

|                   |                      |                  |                  |                        |
|-------------------|----------------------|------------------|------------------|------------------------|
| <u>Not at all</u> | <u>Once per week</u> | <u>2-3 Times</u> | <u>4-5 Times</u> | <u>5+ times a week</u> |
| 1                 | 2                    | 3                | 4                | 5                      |

B2. How often do you provide reinforcement (prizes, stickers, hand stamps) to your students for their prosocial behaviors? (e.g., sharing, waiting, helping, complimenting, quiet hands up)

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

B3. Which of the following workshops have you received? (*check those received*)

Building Positive Relationships with Students (#1)

Proactive Teacher (#1)

Teacher Attention, Coaching and Praise (#2)

Motivating Students through Incentives (#3)

\_\_\_ Decreasing Inappropriate Behavior (Ignoring, Redirection, Setting Limits, Rules (#4)

\_\_\_ Decreasing Inappropriate Behavior (Time Out, Consequences) (#5)

\_\_\_ Teaching Emotional Regulation, Social Skills and Problem Solving (#6)

B4. How interested/motivated were you in attending these workshops?

|                   |                    |             |                    |                     |
|-------------------|--------------------|-------------|--------------------|---------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Very Excited</u> |
| 1                 | 2                  | 3           | 4                  | 5                   |

B5. Does the group facilitator or school coach review your homework assignments and goals between workshop training days and provide you with group or individual recognition for your efforts?

|                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |

### **Time Management**

B6. How many paid hours each week do you as classroom teacher have for doing the following:

\_\_\_ telephone calls to parents of children in your classroom

\_\_\_ meetings with school counselors or coaches regarding children with special behavior plans

\_\_\_ self-reflection inventories & peer-review of videos of classroom teaching

\_\_\_ reading chapters assigned in teacher book

\_\_\_ additional training with IY vignettes or other IY programs for special

classroom needs

How many additional, unpaid hours do you use each week for the above activities?

\_\_\_ hours

B7. Do you meet with other teachers to share and review your classroom management strategies??

|                   |                    |             |                    |                |
|-------------------|--------------------|-------------|--------------------|----------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Usually</u> |
| 1                 | 2                  | 3           | 4                  | 5              |

B8. How often do you videotape your classrooms during the course of taking this program during the year?

|                   |                    |                         |                    |               |
|-------------------|--------------------|-------------------------|--------------------|---------------|
| <u>Not at all</u> | <u>Once a year</u> | <u>2-4 times a year</u> | <u>Every month</u> | <u>Weekly</u> |
| 1                 | 2                  | 3                       | 4                  | 5             |

- B9. How often do you participate with your teacher colleagues or assistants in peer review of videos using the classroom observation inventories?
- |                   |             |                  |                         |               |
|-------------------|-------------|------------------|-------------------------|---------------|
| <u>Not at all</u> | <u>Once</u> | <u>2-4 times</u> | <u>Every other week</u> | <u>Weekly</u> |
| 1                 | 2           | 3                | 4                       | 5             |
- B10. Have you sent a DVD of your classroom teaching for review by an accredited mentor or trainer? (*Check one.*)  
yes no
- B11. Do you complete *self-evaluation inventories* of your classroom management skills after each of the 6 workshop days is completed? (*Check one.*)  
yes no
- B12. Have you submitted coach or independent observation inventories of your classroom for certification, or for school fidelity review? (*Circle one.*)  
yes no

### | Teachers Promotion of Parent Involvement

- B13. Is a structured, planned approach used to explain children's homework activities to parents and to support parents understanding of how they can help at home with their children?
- |                   |                    |             |                    |                  |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1                 | 2                  | 3           | 4                  | 5                |
- B14. Do you call parents of children in your classroom during the week to discuss their positive achievements in the class?
- |                   |                    |             |                    |                |
|-------------------|--------------------|-------------|--------------------|----------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Usually</u> |
| 1                 | 2                  | 3           | 4                  | 5              |
- B15. What percentage of parents of children in your classroom do you reach each week? \_\_\_\_\_ %
- B16. How often do you discuss with parents strategies they can use at home with their children to reinforce what they are learning at school?
- |                   |             |                  |                         |               |
|-------------------|-------------|------------------|-------------------------|---------------|
| <u>Not at all</u> | <u>Once</u> | <u>2-4 times</u> | <u>Every other week</u> | <u>Weekly</u> |
| 1                 | 2           | 3                | 4                       | 5             |
- B17. How often do you provide letters to parents about the curriculum you are working on and how they can encourage their children at home with these skills?
- |                   |             |                  |                         |               |
|-------------------|-------------|------------------|-------------------------|---------------|
| <u>Not at all</u> | <u>Once</u> | <u>2-4 times</u> | <u>Every other week</u> | <u>Weekly</u> |
| 1                 | 2           | 3                | 4                       | 5             |

B18. To what extent do you help parents understand how your teaching approaches are helping them reach their goals for their children? (e.g., meetings about behavior plans)

Not at all  
1

Very little  
2

Some  
3

Quite a bit  
4

Extensive  
5

## **Summary of School and Future Goals**

### **Challenges**

### **Strengths**

### **Recommendations**