

TEACHER'S SATISFACTION QUESTIONNAIRE

The following questionnaire is part of our evaluation of the training programs provided to this family as well as to yourself (if applicable). It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the programs we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

A. The Overall Program

Please circle the response that best expresses how you honestly feel about the child who was participating or whose parents were participating in a group at the Parenting Clinic.

1. The child who was treated at the Parenting Clinic (via parent or child training) is at this point

considerably worse slightly worse the same slightly improved improved greatly improved

2. At this point my feelings about this child's progress are that I am

very dissatisfied dissatisfied slightly dissatisfied neutral slightly satisfied satisfied very satisfied

3. At this point, my expectation for good results from the Parenting Clinic program for this child is

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

4. I feel that the program used to help improve this child's behavior problems by the Parenting Clinic is

very inappropriate inappropriate slightly inappropriate neutral slightly appropriate appropriate very appropriate

5. Would you recommend the program to another family?

strongly not recommend slightly not recommend neutral slightly recommend recommend strongly recommend

6. How confident are you in managing current behavior problems in your classroom?

very unconfident unconfident somewhat unconfident neutral somewhat confident confident very confident

7. How confident are you in your ability to manage future behavior problems in your classroom?

very unconfident unconfident somewhat unconfident neutral somewhat confident confident very confident

8. My overall feeling about the treatment program for this child and family is

very negative somewhat negative neutral slightly positive positive very positive

B. Specific Teaching Techniques

Difficulty

In this section we'd like to get your idea of how difficult it usually is to do each of the following techniques now. Please circle the response that most closely describes how difficult the technique is to do in your classroom.

1. Comment on good behavior

very difficult somewhat difficult neutral somewhat easy very easy

2. Describe or comment on bad behavior

very difficult somewhat difficult neutral somewhat easy very easy

3. Reward good behavior with incentives

very difficult somewhat difficult neutral somewhat easy very easy

4. Praise for good behavior

very difficult somewhat difficult neutral somewhat easy very easy

5. Use Time Out for destructive behavior

very difficult somewhat difficult neutral somewhat easy very easy

6. Single out a child or a group of children for misbehavior

very difficult somewhat difficult neutral somewhat easy very easy

7. Use physical restraint

very difficult somewhat difficult neutral somewhat easy very easy

8. Use commands in loud voice

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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9. In-house suspension (sent to principal's office for misbehavior)

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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10. Warn or threaten to send child out of classroom if s/he doesn't behave

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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11. Send child home for misbehavior

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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12. Call parents to report bad behavior

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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13. Ignore misbehavior which is nondisruptive to class

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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14. Use verbal redirection for child who is disengaged

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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15. Use problem-solving strategy

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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16. Use anger management strategy

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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17. Prepare children for transitions

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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18. Use group incentives

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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19. Use special privileges (e.g., special helper, extra computer time, etc.)

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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20. Set up individual incentive (e.g. stickers, prizes) program

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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21. Give clear positive directions

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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22. Warn of consequences for misbehavior (e.g., loss of privilege)

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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23. Use a standard discipline hierarchy

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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24. Label children's feelings

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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25. Use nonverbal signals to redirect child who is disengaged

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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26. Use green light-yellow light-red light as warning system

very difficult	somewhat difficult	neutral	somewhat easy	very easy
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Usefulness

In this section, we'd like to get your ideas of how useful each of the following methods is. Please circle the response that most clearly describes your opinion.

1. Describe or comment on good behavior

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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2. Comment on bad behavior

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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3. Reward good behavior with incentives

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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4. Praise for good behavior

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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5. Use Time Out for destructive behavior

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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6. Single out a child or group of children for misbehavior

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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7. Use physical restraint

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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8. Use commands in loud voice

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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9. In-house suspension (send to principal's office for misbehavior)

not at all useful	somewhat useless	neutral	somewhat useful	very useful
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10. Warn or threaten to send child out of classroom if s/he doesn't behave
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
11. Send child home for misbehavior
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
12. Call parents to report bad behavior
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
13. Ignore misbehavior which is nondisruptive
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
14. Use verbal redirection for child who is disengaged
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
15. Use problem-solving strategy
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
16. Use anger management strategy
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
17. Prepare children for transitions
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
18. Use group incentives
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
19. Use special privileges (e.g., special helper, extra computer time, etc.)
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|

20. Set up individual incentive (e.g. stickers, prizes) program
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
21. Give clear positive directions
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
22. Warn of consequences for misbehavior (e.g., loss of privilege)
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
23. Use a standard discipline hierarchy
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
24. Label children's feelings
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
25. Use nonverbal signals to redirect child who is disengaged
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|
26. Use green light-yellow light-red light as warning system
- | | | | | |
|----------------------|---------------------|---------|--------------------|----------------|
| not at all
useful | somewhat
useless | neutral | somewhat
useful | very
useful |
|----------------------|---------------------|---------|--------------------|----------------|

C. Working with Parents

In this section we'd like to get your idea of how often each of the following approaches is used in your classroom. Please circle the response that most clearly describes your interactions.

1. Promote parent involvement
- | | | | | |
|-------|--------|-----------|-------|--------|
| never | seldom | sometimes | often | always |
|-------|--------|-----------|-------|--------|
2. Teach parenting skills
- | | | | | |
|-------|--------|-----------|-------|--------|
| never | seldom | sometimes | often | always |
|-------|--------|-----------|-------|--------|
3. Collaborate with parents on a home and school behavior program/chart
- | | | | | |
|-------|--------|-----------|-------|--------|
| never | seldom | sometimes | often | always |
|-------|--------|-----------|-------|--------|

4. Hold extra parent conferences for particular problems
never seldom sometimes often always
5. Involve parents in child's homework
never seldom sometimes often always
6. Develop parent partnerships
never seldom sometimes often always
7. Ask parents to volunteer in classroom
never seldom sometimes often always
8. Talk to parents each day
never seldom sometimes often always
9. Talk to parents each week
never seldom sometimes often always
10. Talk to parents once a semester
never seldom sometimes often always
11. Call parents to report bad behavior
never seldom sometimes often always
12. Send notes home about child's problems
never seldom sometimes often always
13. Make home visits
never seldom sometimes often always
14. Hold parent support groups
never seldom sometimes often always
15. Send newsletter home each week
never seldom sometimes often always
16. Send notes home about positive behavior
never seldom sometimes often always

17. Call child after a bad day
- never seldom sometimes often always
18. Take a student interest survey
- never seldom sometimes often always
19. Call parents to report good behavior
- never seldom sometimes often always

D. Specific Approaches Used with Child enrolled in Parenting Clinic Program

In this section, we'd like to get an idea of which of these approaches you specifically used with the child enrolled in the Parenting Clinic.

1. Collaborated with parents to set up home/school behavior chart
- no partially yes
2. Held parent conferences
- never seldom sometimes often
3. Developed a partnership with parents
- no partially yes
4. Talked to parents about child
- daily weekly monthly never
5. Sent positive notes home to parent about child
- daily weekly monthly never
6. Called child after a good day
- never seldom sometimes often
7. Called child after a bad day
- never seldom sometimes often
8. Called parents after child had a good day
- never seldom sometimes often

9. Sent special cards/messages to child (e.g., happy grams)

never seldom sometimes often

E. This section to be completed only by teachers who participated in training at the University of Washington Parenting Clinic.

1. How useful did you find the one-on-one consultations with one of our Clinic therapists?

not at all somewhat neutral somewhat very
useful useless useful useful

2. How useful did you find the 3-way meetings between therapist, parent and teacher?

not at all somewhat neutral somewhat very
useful useless useful useful

3. How useful were the training workshops held at the Parenting Clinic?

not at all somewhat neutral somewhat very
useful useless useful useful

4. What additional help would you like from the Parenting Clinic?

5. What two things were most beneficial to you from the teacher training component?