Incredible Beginnings™ Program
Workshop Satisfaction Questionnaire

(Hand out at end of the entire curriculum)
Participant’s Name ________________________________ Date______________________________

The following questionnaire is part of our evaluation of the workshop that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program 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 at this point.

1. The children’s behavior that I used social and emotion coaching for are:
   considerably worse slightly the same slightly improved greatly improved
   worse worse improved improved

2. Other children's developmental issues which I/we have tried to improve using the methods presented in this workshop are:
   considerably worse slightly the same slightly improved greatly improved
   worse worse improved improved

3. My feelings about my child care setting/classroom are that I am:
   very dissatisfied slightly neutral slightly satisfied greatly satisfied
   dissatisfied dissatisfied satisfied satisfied

4. I feel that the approach used to promote children’s early development in this workshop is:
   very inappropriate slightly neutral slightly appropriate greatly appropriate
   inappropriate inappropriate appropriate appropriate

5. My feelings about my efforts to develop a relationship with parents are:
   very dissatisfied slightly neutral slightly satisfied greatly satisfied
   dissatisfied dissatisfied satisfied satisfied

6. My expectation for good results from this workshop is:
   very pessimistic slightly pessimistic neutral slightly optimistic greatly optimistic
   pessimistic pessimistic optimistic optimistic

7. I would recommend this workshop to another teacher or child care provider:
   strongly not recommend not recommend slightly not neutral slightly recommend strongly recommend
Appendix

8. My confidence in my interactions with young children is?

<table>
<thead>
<tr>
<th></th>
<th>very unconfident</th>
<th>unconfident</th>
<th>slightly neutral</th>
<th>neutral</th>
<th>slightly confident</th>
<th>confident</th>
<th>very confident</th>
</tr>
</thead>
</table>

**Usefulness**

In this section, we would like you to indicate how useful you find each of the following types of teaching strategies used in these workshops. Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

2. Demonstration of skills through the use of video vignettes was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

3. Group discussion and sharing of ideas was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

4. Practicing skills in small groups during the workshop was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

5. Small group breakouts to work on behavior plans was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

6. Support from other participants was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

7. Suggested practice activities were:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>

8. Book – *Incredible Teachers* was:

<table>
<thead>
<tr>
<th></th>
<th>extremely useless</th>
<th>slightly useless</th>
<th>neutral</th>
<th>somewhat useful</th>
<th>useful</th>
<th>extremely useful</th>
</tr>
</thead>
</table>
### B Specific Teaching Techniques

#### Usefulness

In this section, we would like you to indicate how useful each of the following techniques is for teaching students. Please circle the response that most accurately describes the usefulness of the technique.

1. Building positive relationships with children:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

2. Building positive relationships with parents:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

3. Managing separation anxiety:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

4. Promoting language development in toddlers and preschoolers:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

5. Social coaching:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

6. Emotion coaching:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

7. Proactive teacher - predictable routines:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

8. Clear limit setting:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

9. Use of distractions and ignoring:
   - Extremely useless
   - Slightly useless
   - Neutral
   - Somewhat useful
   - Useful
   - Extremely useful

10. Use of incentives and teacher-play scripts for children with special needs:
    - Extremely useless
    - Slightly useless
    - Neutral
    - Somewhat useful
    - Useful
    - Extremely useful

11. Teaching preschoolers time out/calm down strategies:
    - Extremely useless
    - Slightly useless
    - Neutral
    - Somewhat useful
    - Useful
    - Extremely useful
Appendix

C. Evaluation of Workshop Group Leader

In this section we would like you to express your opinions about your group facilitator. Please circle the response to each question that best describes how you feel.

Group Leader #1 (name)______________________________________________________________

1. I feel that the leader’s leadership style was:
   very poor below average average above superior excellent
   poor average average average

2. The leader’s preparation/knowledge was:
   very poor below average average above superior excellent
   poor average average average

3. The leader’s interest and concern in me and my situation was:
   very poor below average average above superior excellent
   poor average average average

If more than one leader was involved in your program, please fill in the following. (Go to Section D if only one leader was involved.)

Group leader #2 (name)_________________________________________________________________

1. I feel that the leader’s leadership style was:
   very poor below average average above superior excellent
   poor average average average

2. The leader’s preparation/knowledge was:
   very poor below average average above superior excellent
   poor average average average

3. The leader’s interest and concern in me and my situation was:
   very poor below average average above superior excellent
   poor average average average
D. Overall Program Evaluation
1. What part of the program was most helpful to you?

2. What part of the program was least helpful to you?

3. How could the program have been improved to help you more?