

tsq scoring.doc 12/8/05 **UPDATED 3-15-12 WITH REVISED VERSION**

Teacher Strategies Questionnaire for 'The Incredible Years Project'

Note: We have not yet completed psychometric analyses for the Teacher Strategies Questionnaire as it is used in The Incredible Years Project. Below are the scales and component items that we are currently using for this instrument.

Scales for Sections A and C and D

Confidence Managing Classroom

- A01 confident in managing current behavior problems
- A02 confident in managing future behavior problems
- A03 confident in emotional, social and problem solving teaching

Positive Approaches with Parents

- C01 promote parent involvement
- C06 develop parent partnerships
- C07 send home teacher communication letters or newsletters.
- C05 involve parents in home activities with child
- C03 collaborate on behavior program
- C08 talk to parents/culture
- C04 hold extra conferences for problems
- C02 teach parenting skills
- C9 home visits
- C10 parent support groups
- B30 student interest survey

Planning and Support

- D01 use self-reflective inventories
- D02 review goals for individual behavior plans
- D03 review discipline hierarchy
- D04 collaborate with other teachers for support
- D05 give support to other teachers
- D06 read IY teacher book
- D07 use cognitive strategies to manage stress
- D08 encourage positive school community

Scales for Section B: 4 scales for frequency and 4 for usefulness. Total Positive Strategies includes items in the first 3 scales below

Coaching, Praise and Incentives

- B01 coach positive social behaviors
- B03 frequency reward with incentives
- B04 frequency praise
- B18 frequency use group incentives
- B19 frequency use special privileges
- B20 frequency individual incentive programs
- B31 call parents to report good behavior
- B28 send home happy grams about positive behavior

Proactive Strategies

- B15 frequency use problem solving
- B16 frequency use anger management
- B17 frequency prepare for transitions
- B21 frequency clear positive directions
- B23 frequency clear classroom discipline plan
- B24 emotion coaching
- B26 persistence coaching
- B29 call child after a bad day

Social & Emotional Teaching Strategies

- B32 model self-regulation strategies for students
- B33 teach specific social skills in circle time
- B34 use imaginary play to teach problem solving

B35 set up problem solving scenarios to practice pro social solutions

B36 promote respect for cultural differences in classroom

B37 teach children to ignore disruptive behavior

B38 teach children anger management strategies

Limit-Setting Strategies

B05 frequency use time out for destructive behavior

B13 frequency ignore non-destructive misbehavior

B14 frequency use verbal redirection for disengagement

B22 frequency warn of consequences for misbehavior

B25 frequency nonverbal signals to redirect

Inappropriate Strategies

B02 frequency comment on bad behavior

B06 frequency single out child or group for misbehavior

B07 frequency use physical restraint

B08 frequency use comments in loud voice

B09 frequency in-house suspension

B10 frequency warn to send child out of class

B11 frequency send child home

B12 frequency call parents re bad behavior

B27 frequency send home notes re problem behavior

Note: currently items 28-34, section B, are not included in any subscale - This is no longer relevant.