Teacher Classroom Management Strategies Questionnaire



Teacher's Name:													
In completing this questionnaire, think about your general strategies for managing your entire classroom and not a specific child. A. Managing Classroom Behavior	Very unconfident	Unconfident	Somewhat unconfident	Neutral	Somewhat confident	Confident	Very confident						
1. How confident are you in managing current behavior problems	1	2	3	4	(5)	6	7						
in your classroom?2. How confident are you in your ability to manage future behavior	①	2	3	4	(5)	6	7						
problems in your classroom? 3. How confident are you in your ability to promote students	①	2	3	4	© (5)	6							
emotional, social and problem solving skills?		Ero	~		,				Hoo	.fls			
		rre	-	ncy	,			Usefulness					
B. Specific Teaching Techniques In this section we'd like to get your idea of how often you use the following techniques, and how useful you find each one for managing your classroom.	Rarely/Never	Sometimes	Half the time	Often	Very Often	,		Rarely/Never	Sometimes	Half the time	Often	Very Offen	
Coach positive social behaviors (helping, sharing, waiting)	1	2	3	4	(5)			①	2	3	4	(5)	
Describe or comment on bad behavior	①	2	3	4	(5)			①	2	3	4	(5)	
Reward targeted positive behaviors with incentives (e.g., stickers)	①	2	3	4	(S)			①	2	3	4	(5)	
4. Praise positive behavior	①	2	3	4	(5)			①	2	3	4	(5)	
5. Use Time Out (Time Away to calm down) for aggressive behavior6. Single out a child or a group of children for misbehavior	①	2	3	4	(S) (S)			①	2	3	4	(S) (S)	
7. Use physical restraint	①	2	3	4	<u> </u>			①	2	3	4	<u> </u>	
8. Reprimand in a loud voice	①	2	3	4	(5)			①	2	3	4	(5)	
In-house suspension (send to Principal's office for misbehavior)	1	2	3	4	<u>(S)</u>			①	2	3	4	(5)	
10. Warn or threaten to send child out of classroom if s/he doesn't behave	①	2	3	4	(5)			①	2	3	4	(5)	
11.Send child home for aggressive or destructive misbehavior	①	2	3	4	(5)			①	2	3	4	(5)	
12.Call parents to report bad behavior	1	2	3	4	(5)			①	2	3	4	(5)	
13.Ignore misbehavior that is non-disruptive to class	1	2	3	4	(5)			①	2	3	4	(5)	
14.Use verbal redirection for child who is disengaged	①	2	3	4	(5)			①	2	3	4	(5)	
15.Use problem-solving strategy (e.g., define problem, brainstorm solutions)16.Use anger management strategy for self (e.g., deep breaths,	①	2	3	4	(S) (S)			①	② ②	3	4	(S) (S)	
positive self-talk)													
17.Prepare children for transitions with predictable routine	1	2	3	4	(5)			①	2	3	4	(5)	
18.Use group incentives	①	2	3	4	(5)			①	2	3	4	(5)	
19. Use special privileges (e.g., special helper, extra computer time)	①	2	3	4	(5)			①	2	3	4	(5)	
20.Set up individual incentive program (e.g., stickers, prizes)	①	2	3	4	(5)			①	2	3	4	(5)	
21. Give clear positive directions	①	2	3	4	(5)			①	2	3	4	(5)	
22. Warn of consequences for misbehavior (e.g., loss of privileges)	①	2	3	4	(5)			①	2	3	4	(5)	
23. Use clear classroom discipline plan and hierarchy	①	2	3	4	(S)			①	2	3	4	(S)	
24. Use emotion coaching	①	2	3	4	(S)			①	2	3	4	(S)	
25. Use nonverbal signals to redirect child who is disengaged	①	2	3	4	(S)			①	2	3	4	(S)	
26.Use persistence coaching (focusing, being patient, working hard) 27.Send home notes (or frowny faces) to report problem behavior	①	2	3	4	(S) (S)			①	2	3	4	(S) (S)	
to parent	·	٧	9	9	9			\odot	©	9	·	9	
28.Send notes/happy grams home about positive behavior	1	2	3	4	(5)			①	2	3	4	(5)	

20 Call shild offer a had day	①	2	3	4	(5)	1		①	2	3) 4)	(5)
29.Call child after a bad day 30.Take a student interest survey	①	2	3	4)	<u>(S)</u>			①				
31.Call parents to report good behavior	①	2	3	4	(5)			①				
o r. can parents to report good behavior												
32.Model self-regulation strategies for students	1	2	3	4	(5)			1	2	3	4	(5)
33. Teach specific social skills in circle time	①	2	3	4	(5)			①	2	3	4	(5)
34. Use imaginary play/drama, stories and puppets to teach	1)	2	3	4	(5)			1)	2	3	4	(5)
problem solving 35.Set up problem solving scenarios to practice prosocial solutions	①	2	3	4	(5)			①	2	3	4	(5)
36.Promote respect for cultural differences in my classroom	(1)	2	3	4	(5)			①	2	3	4	<u>(S)</u>
37. Teach children to ignore disruptive behavior	①	2	3	4	(5)			①	2	3	4	(5)
38. Teach children anger management strategies (Turtle technique,	①	2	3	4	(5)			①	2	3	4	(5)
calm down thermometer)												
							ar	_	٤	=	_	
							1 time per year	2-3 times per	3	Once a montn	a week	
C. Working with parents							be	Jes	3	ש	ø ≷	
In this section we'd like to get your idea of how often you use each	of the	foll	owir	ng		Never	me	ţ	<u>بر</u>	ဗ္		<u></u>
approaches. Please mark the response that most clearly describes your interaction.	one					Š	1 ±	2-3	year	5 (ō	Daily
Please mark the response that most clearly describes your interactions. 1. Promote parent involvement in classroom								3) (6
Teach parent skills to enhance classroom learning at home (e.g, coaching, reading,							② ②	3				6
use of incentives)												
Collaborate with parents on a home-school behavior plan and share goals for student							2	3) (4 (3	6
Hold extra parent conferences for particular problems							2	3) (4	3	6
5. Talk with parents about special activities to do with child at home							2	3) (4 (3	6
Develop teacher-parent partnerships							2	3) (4 (3	6
7. Send home Teacher-to-Parent Communication letters or newsletters							2	3) (4 (3	6
 Ask parents to share ways to incorporate their cultural history/stories/traditions in the classroom 							2	3) (4 (3	6
9. Make Home Visits							2	3) (4 (3	6
10.Hold parent support groups						1	2	3) (4 (3	6
							Ä			_		
							1 time per year	2-3 times per	7	Once a month	ě	
D. Planning and Support							Эeг	Se		Ĕ	Once a week	
In this section we'd like to get your idea of how often you use each of the following							<u>–</u>	ij		a a	a D	>
Incredible Years (IY) Strategies.				•		Never	Ξ	ကို	ear	ouc .) L	Daily
Please mark the response that most clearly describes your approach	h.											
Use IY self-reflective inventories to plan personal teaching goals						①	2	3			_	6
2. Review my progess in reaching goals for individual student behavior plans						①	2	3				6
3. Review my discipline hierarchy according to the student's developmental ability						①	2	3)	4	(5)	6
4. Collaborate with other teachers for solutions and support						①	2	3				6
5. Give support to other teachers						①	2	3)	4	(5)	6
6. Read the IY classroom management book						①	2	3)	4	(5)	6
7. Manage my stress level utilizing positive cognitive strategies						①	2	3)	4	(5)	6
8. Encourage a positive school community (e.g., including input from teacher aides, sharing successes in the classroom with the principal)						①	2	3)	4	(5)	6
O												