

7-30-98

Head Start Sample

Teacher Strategies Questionnaire (Teacher Report)

Summary Scales derived from Teacher Strategies Questionnaire

TSQ Summary Scales	Variable Names	
	Pre	Post
Confidence		
TSQ Confidence Manage Classroom Behavior	TCONF	PTCONF
Difficulty		
TSQ Ease-Total Positive Strategies	TDPOS	PTDPOS
*TSQ Ease-Praise & Incentives	TDPRS	PTDPRS
*TSQ Ease-Proactive Strategies	TDPRO	PTDPRO
*TSQ Ease-Limit Setting Strategies	TDLIM	PTDLIM
TSQ Ease-Inappropriate Strategies	TDINAP	PTDINAP
Usefulness		
TSQ Useful-Total Positive Strategies	TUPOS	PTUPOS
*TSQ Useful-Praise & Incentives	TUPRS	PTUPRS
*TSQ Useful-Proactive Strategies	TUPRO	PTUPRO
*TSQ Useful-Limit Setting Strategies	TULIM	PTULIM
TSQ Useful-Inappropriate Strategies	TUINAP	PTUINAP
Working with Parents		
TSQ Positive Approaches with Parents	TWPAR	PTWPAR

*subscales of Total Positive Strategies

Items in TSQ Summary Scales

TSQ Confidence Manage Classroom Behavior

score is average of 2 items

range is 1=very unconfident to 7=very confident

1. STRA1 confident current behav
2. STRA2 confident future behav

TSQ Ease-Total Positive Strategies

score is average of 18 items

range is 1=very difficult to 5=very easy

1. STRBD1 diff comment good behav
2. STRBD3 diff reward good behav
3. STRBD4 diff praise good behav
4. STRBD5 diff time out
5. STRBD13 diff ignore misbehavior
6. STRBD14 diff verbal redirection
7. STRBD15 diff prob solving
8. STRBD16 diff anger management
9. STRBD17 diff prepare transitions
10. STRBD18 diff group incentives
11. STRBD19 diff special privileges
12. STRBD20 diff individual incentive
13. STRBD21 diff positive directions
14. STRBD22 diff warn consequences
15. STRBD23 diff standard discipline
16. STRBD24 diff label feelings
17. STRBD25 diff nonverbal signals
18. STRBD26 diff green light

TSQ Ease-Praise & Incentives

score is average of 6 items

range is 1=very difficult to 5=very easy

1. STRBD1 diff comment good behav
2. STRBD3 diff reward good behav
3. STRBD4 diff praise good behav
4. STRBD18 diff group incentives
5. STRBD19 diff special privileges
6. STRBD20 diff individual incentive

TSQ Ease-Proactive Strategies

score is average of 7 items

range is 1=very difficult to 5=very easy

1. STRBD15 diff prob solving
2. STRBD16 diff anger management
3. STRBD17 diff prepare transitions
4. STRBD21 diff positive directions
5. STRBD23 diff standard discipline
6. STRBD24 diff label feelings
7. STRBD26 diff green light

TSQ Ease-Limit Setting Strategies

score is average of 5 items

range is 1=very difficult to 5=very easy

1. STRBD5 diff time out
2. STRBD13 diff ignore misbehavior
3. STRBD14 diff verbal redirection
4. STRBD22 diff warn consequences
5. STRBD25 diff nonverbal signals

Items in TSQ Summary Scales (continued)

TSQ Ease-Inappropriate Strategies

score is average of 9 items

range is 1=very difficult to 5=very easy

1. STRBD2 diff describe bad behav
2. STRBD6 diff single out child
3. STRBD7 diff physical restraint
4. STRBD8 diff comments loud voice
5. STRBD9 diff inhouse suspension
6. STRBD10 diff warn out of classroom
7. STRBD11 diff send child home
8. STRBD12 diff call parents
9. STRBD27 diff send home notes

TSQ Useful-Total Positive Strategies

score is average of 18 items

range is 1=not at all useful to 5=very useful

1. STRBU1 useful comment good behav
2. STRBU3 useful reward good behav
3. STRBU4 useful praise good behav
4. STRBU5 useful time out
5. STRBU13 useful ignore misbehavior
6. STRBU14 useful verbal redirection
7. STRBU15 useful prob solving
8. STRBU16 useful anger management
9. STRBU17 useful prepare transitions
10. STRBU18 useful group incentives
11. STRBU19 useful special privileges
12. STRBU20 useful individual incentive

13. STRBU21 useful positive directions
14. STRBU22 useful warn consequences
15. STRBU23 useful standard discipline
16. STRBU24 useful label feelings
17. STRBU25 useful nonverbal signals
18. STRBU26 useful green light

TSQ Useful-Praise & Incentives

score is average of 6 items

range is 1=not at all useful to 5=very useful

1. STRBU1 useful comment good behav
2. STRBU3 useful reward good behav
3. STRBU4 useful praise good behav
4. STRBU18 useful group incentives
5. STRBU19 useful special privileges
6. STRBU20 useful individual incentive

TSQ Useful-Proactive Strategies

score is average of 7 items

range is 1=not at all useful to 5=very useful

1. STRBU15 useful prob solving
2. STRBU16 useful anger management
3. STRBU17 useful prepare transitions
4. STRBU21 useful positive directions
5. STRBU23 useful standard discipline
6. STRBU24 useful label feelings
7. STRBU26 useful green light

Items in TSQ Summary Scales (continued)

TSQ Useful-Limit Setting Strategies

score is average of 5 items

range is 1=not at all useful to 5=very useful

1. STRBU5 useful time out
2. STRBU13 useful ignore misbehavior
3. STRBU14 useful verbal redirection
4. STRBU22 useful warn consequences
5. STRBU25 useful nonverbal signals

TSQ Useful-Inappropriate Strategies

score is average of 9 items

range is 1=not at all useful to 5=very useful

1. STRBU2 useful describe bad behav
2. STRBU6 useful single out child
3. STRBU7 useful physical restraint
4. STRBU8 useful comments loud voice
5. STRBU9 useful inhouse suspension
6. STRBU10 useful warn out of classroom
7. STRBU11 useful send child home
8. STRBU12 useful call parents
9. STRBU27 useful send home notes

TSQ Positive Approaches with Parents

score is average of 17 items

range is 1=never to 5=always

1. STRC1 promote parent involvement
 2. STRC2 teach parenting skills
 3. STRC3 collaborate parents
 4. STRC4 extra parent conferences
 5. STRC5 involve parents special actvts
 6. STRC6 develop parent partnerships
 7. STRC7 ask parents volunteer
 8. STRC8 talk parents each day

 9. STRC9 talk parents each week
 10. STRC10 take parents each semester
 11. STRC13 make home visits
 12. STRC14 parent support groups
 13. STRC15 newsletter home each week
 14. STRC16 notes home positive behav
 15. STRC17 call child bad day
 16. STRC18 student interest survey
 17. STRC19 call parents good behav
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Internal consistency for TSQ Summary Scales

Summary Scales	# of items in scale	Standardized Alpha Coefficient	
		Pre	Post
Confidence			
TSQ Confidence Manage Classroom Behavior	2	.94	.97
Difficulty			
TSQ Ease-Total Positive Strategies	18	.79	.81
*TSQ Ease-Praise & Incentives	6	.75	.73
*TSQ Ease-Proactive Strategies	7	.63	.75
*TSQ Ease-Limit Setting Strategies	5	.73	.52
TSQ Ease-Inappropriate Strategies	9	.77	.84
Usefulness			
TSQ Useful-Total Positive Strategies	18	.70	.82
*TSQ Useful-Praise & Incentives	6	.76	.70
*TSQ Useful-Proactive Strategies	7	.54	.76
*TSQ Useful-Limit Setting Strategies	5	.52	.57
TSQ Useful-Inappropriate Strategies	9	.82	.84
Working with Parents			
TSQ Positive Approaches with Parents	17	.78	.82

*subscales of Total Positive Strategies

Based on 21-59 teachers at pretest and 37-51 teachers at posttest; N's vary because alpha can only be computed on cases with no missing items; missing items were especially high for inappropriate strategies

Descriptive Statistics for Teacher Strategies Questionnaire

Intervention				Control				
Pre				Pre		Post		
M	SD	M	SD	M	SD	M	SD	
Confidence								
TSQ Confidence Manage Classroom Behavior	5.47	1.59	5.64	1.72	5.62	0.79	6.12	0.62
Difficulty								
TSQ Ease-Total Positive Strategies	4.00	0.57	4.14	0.52	4.07	0.49	4.09	0.42
*TSQ Ease-Praise & Incentives	4.00	0.79	3.97	0.93	4.28	0.53	4.12	0.55
*TSQ Ease-Proactive Strategies	4.01	0.55	4.15	0.52	3.94	0.63	4.01	0.64
*TSQ Ease-Limit Setting Strategies	4.00	0.79	4.33	0.54	4.09	0.59	4.33	0.44
TSQ Ease-Inappropriate Strategies	2.55	0.85	2.37	0.78	2.76	0.72	2.86	0.81
Usefulness								
TSQ Useful-Total Positive Strategies	4.16	0.42	4.24	0.55	4.21	0.31	4.28	0.32
*TSQ Useful-Praise & Incentives	4.06	0.66	4.06	0.88	4.48	0.58	4.43	0.53
*TSQ Useful-Proactive Strategies	4.32	0.42	4.35	0.54	4.15	0.46	4.15	0.46
*TSQ Useful-Limit Setting Strategies	4.10	0.65	4.29	0.59	4.01	0.37	4.27	0.41
TSQ Useful-Inappropriate Strategies	2.41	0.75	2.46	0.86	2.91	0.70	2.83	0.63
Working with Parents								
TSQ Positive Approaches with Parents	3.45	0.52	3.49	0.53	3.29	0.58	3.32	0.49

*subscales of Total Positive Strategies

Note: N=13-14 Control Teachers; N=27-33 Intervention Teachers (N's vary because of too many missing items in some subscales--lowest N's are for inappropriate strategies)

Intervention Effects on TSQ summary scales

Group differences in change from pre to post were examined for each of the LIFT summary scales with a two-factor mixed design ANOVA with repeated measures on one factor. There were no significant group x time effects for any of the summary scales.

Intervention Effects on TSQ items

I also ran the same two-factor mixed design ANOVAs on the individual items to see if there might be any intervention effects that weren't revealed in the summary scores. None of the "difficulty" or "usefulness" items showed any significant group x time effects. There were significant group x time effects on 2 items in "working with parents". Two out of 19 isn't much more than chance but FYI: the significant group x time effects were on (6) Develop parent partnerships ($F(1,45)=4.66, p=.027$) and (16) Send notes home about positive behavior ($F(1,42)=4.66, p=.037$). In both cases follow t-tests for each group separately showed that Intervention teachers significantly increased their use on these approaches from pre to post while Control teachers remained stable over time.

Group differences at Pretest

The following TSQ summary scales showed significant group differences at pretest:

Usefulness Praise & Incentives $t(45)=2.05, p=.047$ Control > Intervention
Usefulness Inappropriate Strategies $t(45)=2.05, p=.047$ Control > Intervention

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