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## Teacher Attitude/Behavior Questionnaire

<u>Instructions</u>: In the following items, please indicate on a scale from 1 (very unlikely) to 7 (very likely) the likelihood that you would respond in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each response, please circle a number from 1-7.

Response Scale: 1 2 3 4 5 6 7 Very Unlikely  1. If my student becomes angry because he/she is unable to participate in a classroom social activity (such as a field trip), I would: a. send my student to a different room to cool off b. get angry at my student c. help my student think about other ways that he/she can participate (e.g. participate in a different activity) d. tell my student not to make a big deal out of missing the activity e. encourage my student to express his/her feelings of anger and frustration f. soothe my student and do something fun with him/her to make him/her feel better about missing the activity 1 2 3 4 5 6 7  2. If my student accidentally damages some classroom materials, and then gets upset and cries, I would: a. remain calm and not let myself get anxious b. comfort my student and try to get him/her to forget about the accident c. tell my student that he/she is over-reacting d. help my student figure out how to fix the materials e. tell my student to stop crying or he/she won't be allowed to play on the equipment anytime soon  1 2 3 4 5 6 7  1 2 3 4 5 6 7  1 2 3 4 5 6 7  1 2 3 4 5 6 7
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3. If my student loses some prized possession and reacts with tears, I would:
a. get upset with him/her for being so careless and
then crying about it  1 2 3 4 5 6 7  b. tell my student that he/she is over-reacting  1 2 3 4 5 6 7
c. help my student think of places he/she hasn't looked yet 1 2 3 4 5 6 7
d. distract my student by talking about happy things 1 2 3 4 5 6 7 e. tell him/her it's ok to cry when you feel unhappy 1 2 3 4 5 6 7
f. tell him/her that's what happens when you're not careful  1 2 3 4 5 6 7
4. If my student is afraid of injections and becomes quite shaky and teary while waiting for his/her turn to get a shot at the nurses office, I would:
a. tell him/her to shape up or he/she won't be allowed
to do something he/she likes to do (e.g., have recess)  1 2 3 4 5 6 7  b. encourage my student to talk about his/her fears  1 2 3 4 5 6 7
c. tell my student not to make big deal of the shot 1 2 3 4 5 6 7
d. tell him/her not to embarrass us by crying 1 2 3 4 5 6 7 e. comfort him/her before and after the shot 1 2 3 4 5 6 7

1 2 3 4 5 6 7

f. talk to my student about ways to make it hurt less

(such as relaxing so it won't hurt or taking deep breaths).

b. help my student think of things that he/she could do so that working independently me wasn't intimidating (e.g., talk him/herself through the problems) 1 2 3 4 5 6 d. tell the student that if he/she doesn't stop that he/she won't be allowed to have free time that day 1 2 3 4 5 6 f. tell the student that if he/she doesn't stop that he/she won't be allowed to have free time that day 1 2 3 4 5 6 f. encourage my student to talk about his/her nervous feelings 1 2 3 4 5 6 f. encourage my student to talk about his/her nervous feelings 1 2 3 4 5 6 f. encourage my student and try to make him/her feel better 1 2 3 4 5 6 f. encourage my student and try to make him/her feel better 1 2 3 4 5 6 f. encourage my student and try to make him/her feel better 1 2 3 4 5 6 f. encourage my student that he/she is over-reacting 1 2 3 4 5 6 f. d. tell my student to straighten up or he/she will have to leave the group e. encourage my student to talk about his/her feelings of embarrassment 1 to talk about his/her feelings 1 to talk about to appear in a recital or sports activity and becomes visibly nervous a people watching him/her, I would:  a. help my student think of things that he/she could do to get ready for his/her turn (e.g., to do some warm-ups and not to look at the audience) 1 2 3 4 5 6 d. tell my student that the/she is being childish about it 1 2 3 4 5 6 d. tell my student that he/she doesn't calm down, he/she will not be able to participate 1 2 3 4 5 6 d. tell my student that the/she doesn't calm down, he/she will not be able to participate 1 2 3 4 5 6 d. tell my student that the/		Response Scale: Yery U	l 2 3 Jnlikely	4 5 Medium	6 7 Very Likely
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Response Scale: 1 2 3 4 5 6 7 Very Unlikely Medium Very L	
9. If my student is panicy and can't concentrate after talking with another stude that was frightening to him/her, I would:	nt about something
<ul> <li>a. encourage my student to talk about what was frightening</li> <li>b. get upset with him/her for being silly</li> <li>c. tell my student that he/she is over-reacting</li> <li>d. help my student think of something to do so that he/she can get to work (e.g., not think about it, focus on working)</li> <li>e. tell him/her to go to bed or he/she won't be allowed to talk with that friend in school</li> <li>f. do something fun with my student to help him/her forget about what scared him/her</li> </ul>	1 2 3 4 5 6 7 1 2 3 4 5 6 7
10. If my student is at recess and appears on the verge of tears because the oth to him/her and won't let him/her play with them, I would:	er children are mean
<ul> <li>a. NOT get upset myself</li> <li>b. tell my student that if he/she starts crying then he/she will have to sit out.</li> <li>c. tell my student it's ok to cry when he/she feels bad</li> <li>d. comfort my student and try to get him/her to think about something happy</li> <li>a. help my student think of something also to do</li> </ul>	1 2 3 4 5 6 7 1 2 3 4 5 6 7
<ul><li>e. help my student think of something else to do</li><li>f. tell my student that he/she will feel better soon</li><li>11. If my student is playing with other children and one of them calls him/her nar then begins to tremble and become tearful, I would:</li></ul>	1 2 3 4 5 6 7
<ul> <li>a. tell my student not to make a big deal out of it</li> <li>b. feel upset myself</li> <li>c. tell my student to behave or he/she will have to leave the game</li> <li>d. help my student think of constructive things to do when other children tease him/her (e.g., find other things to do)</li> <li>e. comfort him/her and play a game to take his/her mind off the upsetting event</li> <li>f. encourage him/her to talk about how it hurts to be teased</li> </ul>	1 2 3 4 5 6 7 1 2 3 4 5 6 7
12. If my student is shy and scared around strangers and consistently becomes whenever visitors come to the classroom, I would:	quiet and withdrawn
<ul> <li>a. help my student think of things to do that would make meeting new people less intimidating.</li> <li>b. tell my student that it is OK to feel nervous</li> <li>c. try to make my student happy by talking about how much fun it is to meet new people</li> <li>d. feel upset and uncomfortable because of my student's reactions</li> <li>e. tell my student that he/she must interact with visitors appropriately</li> <li>f. tell my student that he/she is being childish or immature</li> </ul>	1 2 3 4 5 6 7 1 2 3 4 5 6 7

## COPING WITH CHILDREN'S NEGATIVE EMOTIONS SCALE (CCNES)<sup>1</sup> Teacher Version

Purpose: To measure the degree to which teachers perceive themselves as reactive to children's (preschool through early elementary school) negative affect in distressful situations. Six subscales are derived that reflect the specific types of coping response parents tend to use in these situations.

## **SUBSCALES**

1. **Distress Reactions (DR).** These items reflect the degree to which teachers experience distress when children express negative affect.

Scoring: Mean of: 1B, 2A\*, 3A, 4D, 5E, 6C, 7C\*, 8C\*, 9B, 10A\*, 11B, 12D.

\* = REVERSED SCORING

2. **Punitive Reactions (PR).** These items reflect the degree to which parents respond with punitive reactions that decrease their exposure or need to deal with the negative emotions of their children.

Scoring: Mean of: 1A, 2F, 3F, 4A, 5D, 6D, 7E, 8E, 9E, 10B, 11C, 12E.

3. **Expressive Encouragement (EE).** These items reflect the degree to which parents encourage children to express negative affect or the degree to which they validate child's negative emotional states (i.e., "it's ok to feel sad.")

Scoring: Mean of: 1E, 2E, 3E, 4B, 5F, 6E, 7F, 8A, 9A, 10C, 11F, 12B.

4. **Emotion-Focused Reactions (EFR).** These items reflect the degree to which parents respond with strategies that are designed to help the child feel better (i.e., oriented towards affecting the child's negative feelings).

Scoring: Mean of: 1F, 2B, 3D, 4E, 5A, 6A, 7B, 8F, 9F, 10D, 11E, 12C.

5. **Problem-Focused Reactions (PFR).** These items reflect the degree to which parents help the child solve the problem that caused the child's distress (i.e., oriented towards helping the child solve his/her problem or coping with a stressor).

Scoring: Mean of: 1C, 2D, 3C, 4F, 5B, 6F, 7A, 8B, 9D, 10E, 11D, 12A.

6. **Minimization Reactions (MR).** These items reflect the degree to which parents minimize the seriousnes of the situation or devalue the child's problem or distressful reaction.

Scoring: Mean of: 1D, 2C, 3B, 4C, 5C, 6B, 7D, 8D, 9C, 10F, 11A, 12F.

<sup>1</sup>Please cite as follows: Fabes, R.A., Eisenberg, N., & Bernzweig, J. (2000). <u>The Coping with Children's Negative Emotions Scale: Teacher Version</u>. Available from authors at <a href="http://ccnes.org">http://ccnes.org</a>. Arizona State University.

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