

### Sound Discipline Teacher Self-Assessment (V3)

This survey is designed to assess classroom practices school-wide. The information you provide here will be used to evaluate Sound Discipline at your school and provide Sound Discipline staff with school-level information they can use to better support your work as educators. You will not be identified beyond a code known only to you (end of survey), which Sound Discipline will use to track change over time. Please help us by responding to each item carefully and honestly.

<b>RESPONDING TO STUDENT BEHAVIOR DURING THE PAST MONTH...</b>	<b>All or most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
1. When I was working with a particular student or group of students, I maintained awareness of what the other students in my class were doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When a student behaved well, I noted it with a public comment to the class or a publicly visible system (e.g., points, stickers, smiley faces).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When a student was not responsive to my redirection, I either changed strategies and/or otherwise followed through to resolve the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When I asked for quiet or attention, I did not proceed until the class was quiet or attentive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When a student misbehaved, I noted it using a publicly visible system (e.g., cards, clips, levels, points).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When a particular student was agitated, I invited them—in a non-punitive manner—to self-regulate, either where they were or in another part of my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When multiple students were dysregulated, I engaged the class in a brief self-regulation activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When I responded to student misbehavior, I lost my calm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When I responded to student misbehavior, I did so in a private manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When a student misbehaved, I sent them to “time out.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I used proximity or other nonverbal signals to remind groups of students that they should not be talking to each other (versus verbal directives).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I gave students opportunities to solve social problems via class meetings or in a less structured way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I ignored negative interactions among the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I intentionally continued to build relationships with students who receive a lot of disciplinary attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. When a student misbehaved, I responded by saying he/she should make a better choice or that he/she was making a “bad choice.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. When a student misbehaved, I let them know there would be a negative consequence if they continued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>CLASSROOM PROCEDURES DURING THE PAST MONTH...</b>	<b>All or most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
17. Transitions were smooth and efficient in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I used a signal or signals prior to transitions in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My class responded well to my signal(s) for gathering attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I used a signal or signals to gain students’ attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT DURING THE PAST MONTH...</b>	<b>All or most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
21. When I interacted with my students, I showed warmth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I was sensitive to individual needs when I interacted with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. When students were working independently or in groups, I approached individual students and groups to check in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>DURING THE PAST MONTH...</b>	<b>Every day</b>	<b>Most days</b>	<b>Some days</b>	<b>Rarely or never</b>
24. I asked students about or commented on things that are happening in their lives outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. When a student showed good effort, I acknowledged him/her privately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HOW I SEE MY SCHOOL AND TEACHING	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<b>AT THIS SCHOOL...</b>					
26. Students are wholly responsible for their own misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Students who misbehave are doing the best that they can in the moment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teacher responses to student misbehavior can exacerbate the misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Keeping students who receive a lot of disciplinary attention in their classrooms and in the school helps students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Excluding students who misbehave (from the classroom or school) helps students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Students benefit most when teachers stick to teaching academic content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Students benefit most when educators teach and model social skills as well as academic content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Discipline problems are best solved by giving consequences to the misbehaving student(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Discipline problems are best solved by addressing the reason(s) for misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Disciplinary problems are best solved by engaging students in problem-solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I have the knowledge, skills and/or tools I need in order to respond effectively to students who are misbehaving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I have the support I need in order to respond effectively to students who are misbehaving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I have the power to make my classroom a positive social environment for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Referrals are helpful sources of information for those trying to identify patterns in discipline problems across the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Referrals are helpful sources of information for those trying to support the students who misbehave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Referrals are a form of punishment for the students who receive them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I feel like I belong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I feel satisfied with the recognition I get for doing a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I feel comfortable discussing feelings, worries, and frustrations with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. This school inspires me to do the very best at my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. People at this school care about me as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I can manage almost any student behavior problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Any comments for Sound Discipline staff?
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<p>49. A. I attended the 3-hour Sound Discipline training "Building Resiliency: Working with Student Exposed to Trauma."</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>B. I attended the 15-hour Sound Discipline training "Positive Discipline in the Classroom."</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>C. I have received individual coaching from Sound Discipline staff.</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>50. I am a: <input type="checkbox"/> classroom teacher <input type="checkbox"/> other (e.g., para-educator, specialist)</p>	<p><b>To create an identifier known only to you:</b></p> <ul style="list-style-type: none"> <li>Box 1: your middle initial or "N" for none</li> <li>Box 2: first letter of birth city/town</li> <li>Boxes 3 &amp; 4: last two numbers of your SSN</li> </ul> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>					1	2	3	4
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