

Teacher Questionnaire

Recent research into classroom discipline has shown that in Australia approximately 65% of students say that their teachers "yell at them in anger" at least "Some of the time". Yelling in anger is one of a number of disciplinary techniques that could be considered a little confrontational. This study aims at finding out how often you might use such techniques and why you use them.

A. Please indicate how often you use the following **with your most difficult students**.

VO=Very Often	O=Often	S=Sometimes	HE=Hardly Ever	N=Never	
1. Yell angrily at students who misbehave	VO	O	S	HE	N
2. Make sarcastic comments to misbehaving students	VO	O	S	HE	N
3. Punish the class as a whole because some students misbehave	VO	O	S	HE	N
4. Deliberately embarrass students who misbehave	VO	O	S	HE	N

Please circle to indicate what year levels your most difficult students are in.

Year:	prep/1	2	3	4	5	6
Year:	7	8	9	10	11	12

B. If you **ever** use such techniques, please describe which ones and why you do them.

C. Background Information

Please Circle

1. **Sex:** Male Female

2. **Years of teaching experience:** _____ Years

3. **Partner Status:**

Partnered
& no child(ren)

1

Partnered
& child(ren)

2

Not Partnered
& no child(ren)

3

Not Partnered
& child(ren)

4

D. To what extent do the following reasons accurately describe your feelings about using such techniques?

Please circle :

SA=Strongly Agree
D=Disagree

A=Agree
SD=Strongly Disagree

NS=Not Sure

- | | | | | | |
|---|----|---|----|---|----|
| 1. The student deserves it for behaving so badly | SA | A | NS | D | SD |
| 2. I don't know what else to do with the student | SA | A | NS | D | SD |
| 3. It makes sure the student gets back on task | SA | A | NS | D | SD |
| 4. It makes me feel better | SA | A | NS | D | SD |
| 5. It allows the lesson to continue | SA | A | NS | D | SD |
| 6. It puts me back in control | SA | A | NS | D | SD |
| 7. If I don't, the student wont learn to behave appropriately | SA | A | NS | D | SD |
| 8. It makes the student listen to me | SA | A | NS | D | SD |
| 9. The other students learn better | SA | A | NS | D | SD |
| 10. I do it because I am frustrated | SA | A | NS | D | SD |

E. Research shows that many teachers are less likely to speak with students who are **more difficult** and are less likely to **recognise** such students when they act responsibly in class.

1. Please indicate if you are **more or less** likely to make time to discuss **more difficult** students' behaviour with them - so they can talk about their side of things until they are clearly understood, and they can figure out a better way to behave in future.

Please circle the appropriate letters below.

LL= Less Likely to do this with **more difficult** students

ML= More Likely to do this with **more difficult** students

ND= No Difference.

The reason is.....

As stated above, research also shows that many teachers are less likely to recognise and reward **more difficult** students when they behave normally and stop misbehaving.

2. Please indicate if you are **more or less** likely to recognise and reward **more difficult** students when they behave normally and stop misbehaving.

Please circle the appropriate letters below.

LL= Less Likely to do this with **more difficult** students

ML= More Likely to do this with **more difficult** students

ND= No Difference.

The reason is.....

F. If you are using any confrontational disciplinary techniques, like those above, and would like to reduce your use of them, what sort of assistance or support do you think would be of use from colleagues and administration personnel at school. Please write below the sort of support that you would find helpful.

G. Please indicate how helpful you think you would find each of the following kinds of support.

DH=Definitely helpful PH=Probably Helpful NS=Not Sure NH=Not Helpful

- | | | | | |
|--|----|----|----|----|
| 1. Having a place to put a difficult student until I can talk to him or her. | DH | PH | NS | NH |
| 2. Have someone I trust listen to me talk about how I am feeling | DH | PH | NS | NH |
| 3. Have more time so I am able to talk through the issue with a student | DH | PH | NS | NH |
| 4. Have someone I trust listen to me talk about the techniques I am using with the student | DH | PH | NS | NH |
| 5. Get someone to "model" techniques that might work with this student | DH | PH | NS | NH |
| 6. Get advice on who the student can be referred to | DH | PH | NS | NH |
| 7. Have someone watch me working with the student and offer advice on what else to do | DH | PH | NS | NH |
| 8. Get more information about classroom management techniques | DH | PH | NS | NH |
| 9. Get information on the student's behaviour in other settings | DH | PH | NS | NH |
| 10. Have someone mediate between me and the student | DH | PH | NS | NH |
| 11. Get more information on what works and doesn't work in other classes with this student | DH | PH | NS | NH |

Thank you for completing the survey

