

Bridges MHP Questionnaire Packet

Below are several sets of questions designed to help us understand your experiences in working with a diverse group of young students. Please answer each question by circling your response.

<p>1. How aware are you of the different cultural or ethnic groups in your school?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												
<p>2. Please list the cultural groups of the students who attend your school and give your best estimate how much of the school population each group represents.</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; border: none;">Group</th> <th style="text-align: center; border: none;">Percent of Student Body</th> </tr> </thead> <tbody> <tr><td style="border: none;">_____</td><td style="border: none;">_____</td></tr> <tr><td style="border: none;">_____</td><td style="border: none;">_____</td></tr> <tr><td style="border: none;">_____</td><td style="border: none;">_____</td></tr> <tr><td style="border: none;">_____</td><td style="border: none;">_____</td></tr> <tr><td style="border: none;">_____</td><td style="border: none;">_____</td></tr> </tbody> </table>	Group	Percent of Student Body	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Group	Percent of Student Body											
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<p>3. How well are you able to describe <u>cultural group differences</u> (i.e., differences between the groups listed above)?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												
<p>4. How well do you know the <u>prevailing beliefs, customs, norms and values</u> of the cultural groups in your school?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												
<p>5. How well do you know the <u>cultural-specific perspectives on mental health/illness</u> as viewed by the families from different cultural groups in your school?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												
<p>6. How well do you know what <u>languages</u> are used by the students from different cultural groups in your class?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												
<p>7. How well are <u>you aware of the various interpretations of nonverbal communication</u> (e.g. personal space, eye contact, handshakes) for each cultural group within your school?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												
<p>8. How well do you think you could distinguish <u>“intentional”</u> from <u>“accidental”</u> communication signals in a multicultural counseling session?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>												

9. How well do you know the <u>greeting protocol</u> for each cultural group within your school? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
10. How well are you able to describe the <u>strengths</u> of the students from different cultural groups in your class? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
11. How aware are you of the various <u>risk factors</u> that may affect students from different cultural groups? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
12. How aware are you of any <u>conflicts</u> between students of different cultures in your school? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
13. How well are you able to describe the <u>academic, behavioral, and/or social problems</u> that may be experienced by the students from different cultural groups in your class? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
14. How aware are you of both the initial <u>barriers and benefits</u> related to the cross-cultural counseling relationship? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
15. How often do your treatment plans contain a <u>cultural perspective</u> (e.g., role of extended family, spiritual/religious beliefs, issues related to the formation of cultural identity) that acknowledges different value systems of different cultural groups? NOT AT ALL ₁ SELDOM ₂ SOMETIMES ₃ OFTEN ₄
16. How aware are you of certain <u>counseling skills, techniques, or approaches</u> that are more likely to transcend culture and be effective with students from different cultural groups? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
17. How well are you able to effectively secure <u>information and resources</u> to better serve students from different cultural groups? NOT AT ALL ₁ A LITTLE ₂ SOMEWHAT ₃ VERY WELL ₄
18. How often do you encourage the <u>involvement of extended family</u> in counseling students from different cultural groups? NOT AT ALL ₁ SELDOM ₂ SOMETIMES ₃ OFTEN ₄
19. How often do you assess student <u>acculturation or assimilation</u> with respect to the mainstream culture? NOT AT ALL ₁ SELDOM ₂ SOMETIMES ₃ OFTEN ₄

<p>20. How well are you able to conduct an effective <u>psychological evaluation</u> with a student from a cultural background significantly different from your own?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>
<p>21. How well are you able to conduct an effective <u>counseling session</u> with a student from a cultural background significantly different from your own?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY WELL₄</p>
<p>22. How much do you think <u>your own cultural background</u> influences the way you think and act?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY₄</p>
<p>23. How much do you believe <u>the way you think and act</u> impacts students of different cultural backgrounds?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY₄</p>
<p>24. How much do you think the <u>information you know about specific cultures</u> contributes to your own views of students from various cultures?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY₄</p>
<p>25. How comfortable are you with <u>differences that exist between you and students</u> in terms of culture and beliefs?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY₄</p>
<p>26. How comfortable do you feel within communities of different cultural groups?</p> <p>NOT AT ALL₁ A LITTLE₂ SOMEWHAT₃ VERY₄</p>
<p>27. How often do you attend <u>cultural group holidays or functions</u> for the cultural groups within your school?</p> <p>NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄</p>
<p>28. How often do you interact <u>socially</u> with people from different cultural groups at your school?</p> <p>NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄</p>
<p>29. How often do you attend <u>community forums, culturally-based advocacy meetings or neighborhood meetings</u> within communities of different cultural groups?</p> <p>NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄</p>
<p>30. How often do you patronize <u>businesses</u> owned by people from different cultural groups within the school's community?</p> <p>NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄</p>

31. How often do you pursue <u>recreational or leisure activities</u> within communities of different cultural groups?				
NOT AT ALL ₁	SELDOM ₂	SOMETIMES ₃	OFTEN ₄	
32. How often does the school participate in <u>cultural, religious or other events or festivals</u> sponsored by communities of different cultural groups?				
NOT AT ALL ₁	SELDOM ₂	SOMETIMES ₃	OFTEN ₄	

Please answer the following questions by rating each item from “Not at All” (1) to “Very Much” (5). By “students” we refer to the children you work with as a guidance counselor, social worker or school psychologist.

1. I talk to my students about taking pride in their culture.	1	2	3	4	5
2. I talk to my students about how important it is to know about their ethnic/cultural backgrounds.	1	2	3	4	5
3. I encourage my students to respect the cultural values and beliefs of their ethnic/cultural background.	1	2	3	4	5
4. I teach my students about the history of their ethnic/cultural backgrounds.	1	2	3	4	5
5. I talk to my students about different skin colors and hair types.	1	2	3	4	5
6. I talk to my students about issues of discrimination.	1	2	3	4	5
7. I teach my students about how to get along with people from different cultures.	1	2	3	4	5
8. I think it’s important for students to speak the language of their grandparents.	1	2	3	4	5
9. My office is decorated with things that reflect different ethnic/cultural backgrounds.	1	2	3	4	5
10. When counseling students, I use materials (toys, books, etc) made for students of different ethnic/cultural backgrounds.	1	2	3	4	5

Counseling Strategies

In this section, we’d like to get your idea of how often you use the following techniques for managing children’s behavior.

		Rarely/ Never	Sometimes	Half the time	Often	Very Often
1	Comment on good behavior.	1	2	3	4	5
2	Reward good behavior with incentives (e.g., stickers).	1	2	3	4	5
3	Praise good behavior.	1	2	3	4	5
4	Use Time Out (Time Away) for destructive behavior.	1	2	3	4	5
5	Use physical restraint.	1	2	3	4	5
6	Use in-house suspension (send to principal’s office for misbehavior).	1	2	3	4	5

		Rarely/ Never	Sometimes	Half the time	Often	Very Often
7	Warn or threaten to send child out of my office if s/he doesn't behave.	1	2	3	4	5
8.	Send child home for misbehavior.	1	2	3	4	5
9	Ignore attention-seeking misbehavior, as long as it is not dangerous.	1	2	3	4	5
10	Use verbal redirection for child who is disengaged.	1	2	3	4	5
11	Use problem-solving strategy.	1	2	3	4	5
12	Use anger management strategy.	1	2	3	4	5
13	Prepare children for transitions.	1	2	3	4	5
14	During group counseling sessions, use group incentives.	1	2	3	4	5
15	Use special privileges (e.g. special helper, extra computer time).	1	2	3	4	5
16	Set up individual incentive program (e.g., stickers, prizes, star chart).	1	2	3	4	5
17	Give clear positive directions and commands.	1	2	3	4	5
18	Warn of consequences for misbehavior (e.g., loss of privileges).	1	2	3	4	5
19	Use clear discipline plan.	1	2	3	4	5
20	Label (describe) children's feelings (positive or negative).	1	2	3	4	5
21	Use nonverbal signals to redirect child who is disengaged.	1	2	3	4	5
22	Use warning system for bad behavior.	1	2	3	4	5

School mental health professionals choose among many activities to assist their students and families. CIRCLE one choice to indicate how often you do each of the following.

		Never	Once in a while	Pretty often	Very often
1	Meet with each student's parents when they are first referred to me.	1	2	3	4
2	Provide specific activities for children and parents to do to improve students' behavioral or emotional skills.	1	2	3	4
3	Request information from parents on their children's strengths, interests, or needs.	1	2	3	4

		Never 1	Once in a while 2	Pretty often 3	Very often 4
4	Contact parents about specific problems or failures of students I work with.	1	2	3	4
5	Inform parents when their children specifically do something well or improve.	1	2	3	4
6	Meet with each student's parents to update them on progress made in counseling.	1	2	3	4
7	Refer the child to a mental health agency for individual mental health treatment.	1	2	3	4
8	Refer parents to a mental health agency for parent training or family therapy.	1	2	3	4
9	Refer parents to a mental health agency for individual mental health treatment.	1	2	3	4
10	Use standardized measures to evaluate the problems and progress of students.	1	2	3	4
11	Use evidence-based treatment strategies	1	2	3	4

12. Typically, I see _____ students a week for counseling sessions.

13. Typically, _____ of these students are 1st graders.

14. Typically, I refer _____ % of these students for mental health services outside of school.

15. In my work at the school, I conduct (circle all that apply):

- a. Individual counseling sessions
- b. Group counseling sessions
- c. Parent consultation

16. I have received formal training in (circle all that apply):

- a. Psychodynamic therapy
- b. Family therapy
- c. Cognitive therapy
- d. Behavior therapy
- e. Other _____

1. What do you think are the most common causes of mental health problems for youth? (Rate them 1= most common to 7 = least common)

- a. ___ Loss of important people (death, divorce)
- b. ___ Stress (poverty, immigration, acculturation, moving to a new home)
- c. ___ Exposure to violence (physical/sexual/emotional abuse, domestic or community violence)
- d. ___ Inadequate parenting/caregiving
- e. ___ Stressors at school
- f. ___ Genetics
- g. ___ Chemical imbalances

2. I am aware of the causes of Attention Deficit Hyperactivity Disorder (ADHD).

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

3. I am aware of the symptoms of ADHD.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

a. Please list the most common symptoms of ADHD.

4. I am aware of the causes of Oppositional Defiant Disorder.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

5. I am aware of the symptoms of Oppositional Defiant Disorder.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

a. Please list the most common symptoms of Oppositional Defiant Disorder.

6. I am aware of the causes of Conduct Disorder.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

7. I am aware of the symptoms of Conduct Disorder.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

a. Please list the most common symptoms of Conduct Disorder.

8. I am aware of the causes of Depression.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

9. I am aware of the symptoms of Depression.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

a. Please list the most common symptoms of Depression.

10. I am aware of the causes of Anxiety Disorders.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

11. I am aware of the symptoms of Anxiety Disorders.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

a. Please list the most common symptoms of Generalized Anxiety Disorder.

12. I am aware of the kinds of treatments available for children with mental health problems.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

13. I know how to use specific strategies that help children with mental health problems.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

14. I am able to recognize when a student has a mental health problem.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

15. I know when to refer a student for help with mental health problems.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

16. I know where to refer a student for help with mental health services.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

17. I would feel comfortable telling a parent that their child may be in need of mental health services.

Strongly Disagree₁ Disagree₂ Agree₃ Strongly Agree₄

18. Is there anything preventing families/students from accessing mental health services?

___ NO

___ YES (Circle all that apply)

a. Misunderstanding of mental health problems

ID # _____ School _____ Date _____, p.10

9. How many years have you been working with children or families? _____ years
10. How many years have you been working in schools? _____ years
11. How many years have you been working in your current position in this school? _____ years
12. How many years have you been working with first graders? _____ years

This set of questions is about your ethnicity and language.

1. What is your ethnicity/nationality/cultural group? _____
(For example: Jamaican, Puerto Rican, African American, Italian American, Jewish American)

2. Were you born in the US? _____ Yes₀ _____ No₁

If yes: 2a. What country is your family originally from? _____

If no: 2b. In what country were you born? _____

2c. How long have you lived in the U.S.? _____ (years)

3. How much contact do you have with people who are still in (*your native country*)? Circle one.

None
Contact at least once a year

Contact at least several times a year
Contact at least once a month

4. Do you speak any language besides English? _____ Yes₀ _____ No₁

If yes: 4a. What language do you prefer to speak at home? _____

The next set of questions is about how you experience your own culture. You will notice that we ask all questions in terms of both your culture of origin and “US American” culture. By “US American” culture, we mean whatever you consider to be the dominant culture in the US.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I think of myself as being U.S. American.	1	2	3	4
2. I feel good about being U.S. American.	1	2	3	4
3. Being U.S. American plays an important part in my life.	1	2	3	4
4. I feel that I am part of U.S. American culture.	1	2	3	4
5. I have a strong sense of being U.S. American.	1	2	3	4
6. I am proud of being U.S. American.	1	2	3	4
7. I think of myself as being _____ (cultural group).	1	2	3	4
8. I feel good about being _____ (cultural group).	1	2	3	4

9. Being _____ (cultural group) plays an important part in my life.	1	2	3	4
10. I feel that I am part of _____ (cultural group) culture.	1	2	3	4
11. I have a strong sense of being _____ (cultural group).	1	2	3	4
12. I am proud of being _____ (cultural group).	1	2	3	4