

**Bridges TEACHER 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 ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></p>										
<p>2. Please list the cultural groups of the students who attend your school and give your best estimate of 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> </tbody> </table>	Group	Percent of Student Body	_____	_____	_____	_____	_____	_____	_____	_____
Group	Percent of Student Body									
_____	_____									
_____	_____									
_____	_____									
_____	_____									
<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 ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></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 ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></p>										
<p>5. How well do you know the <u>cultural-specific perspectives on education</u> as viewed by the families from different cultural groups in your school?</p> <p>NOT AT ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></p>										
<p>6. How well do you know the <u>cultural-specific perspectives on mental health or mental illness</u> as viewed by the families from different cultural groups in your school?</p> <p>NOT AT ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></p>										
<p>7. How well do you know what <u>languages</u> are used by the students from different cultural groups in your school?</p> <p>NOT AT ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></p>										
<p>8. How well are you aware of the <u>various interpretations of nonverbal communication</u> (e.g. personal space, eye contact, handshakes) for each cultural group within your school?</p> <p>NOT AT ALL<sub>1</sub>                  A LITTLE<sub>2</sub>                  SOMEWHAT<sub>3</sub>                  VERY WELL<sub>4</sub></p>										

9. How well do you know the <u>greeting protocol</u> for each cultural group within your school?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
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 <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
11. How well are you able to recognize <u>different learning approaches</u> of students from different cultural groups in your class?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
12. How aware are you of the various <u>risk factors</u> that may affect students from different cultural groups in your class?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
13. How aware are you of any <u>conflicts</u> between students of different cultures in your school?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
14. 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 <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
15. How well are you able to adapt your <u>teaching style</u> to obtain a greater response from students from different cultural groups?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY WELL <sub>4</sub>
16. How familiar are you with the <u>limitations of mainstream educational approaches</u> as applied to students from different cultural groups?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY <sub>4</sub>
17. How often do you use <u>educational approaches</u> that have been developed for students from different cultural groups?	NOT AT ALL <sub>1</sub>	SELDOM <sub>2</sub>	SOMETIMES <sub>3</sub>	OFTEN <sub>4</sub>
18. How often do you encourage the <u>involvement of extended family</u> in the educational planning of students from different cultural groups?	NOT AT ALL <sub>1</sub>	SELDOM <sub>2</sub>	SOMETIMES <sub>3</sub>	OFTEN <sub>4</sub>
19. How much do you think <u>your own cultural background</u> influences the way you think and act?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY <sub>4</sub>
20. How much do you believe <u>the way you think and act</u> impacts students of different cultural backgrounds?	NOT AT ALL <sub>1</sub>	A LITTLE <sub>2</sub>	SOMEWHAT <sub>3</sub>	VERY <sub>4</sub>

21. How much do you think the <u>information you know about specific cultures</u> contributes to your own views of students from various cultures? NOT AT ALL <sub>1</sub> A LITTLE <sub>2</sub> SOMEWHAT <sub>3</sub> VERY <sub>4</sub>
22. How comfortable are you with <u>differences that exist between you and your students</u> in terms of culture and beliefs? NOT AT ALL <sub>1</sub> A LITTLE <sub>2</sub> SOMEWHAT <sub>3</sub> VERY <sub>4</sub>
23. How comfortable do you feel within communities of different cultural groups? NOT AT ALL <sub>1</sub> A LITTLE <sub>2</sub> SOMEWHAT <sub>3</sub> VERY <sub>4</sub>
24. How often do you attend <u>cultural group holidays or functions</u> for the cultural groups within your school? NOT AT ALL <sub>1</sub> SELDOM <sub>2</sub> SOMETIMES <sub>3</sub> OFTEN <sub>4</sub>
25. How often do you interact <u>socially</u> with people from different cultural groups at your school? NOT AT ALL <sub>1</sub> SELDOM <sub>2</sub> SOMETIMES <sub>3</sub> OFTEN <sub>4</sub>
26. How often do you attend <u>community forums, culturally-based advocacy meetings or neighborhood meetings</u> within communities of different cultural groups? NOT AT ALL <sub>1</sub> SELDOM <sub>2</sub> SOMETIMES <sub>3</sub> OFTEN <sub>4</sub>
27. How often do you patronize <u>businesses</u> owned by people from different cultural groups within your school's community? NOT AT ALL <sub>1</sub> SELDOM <sub>2</sub> SOMEWHAT <sub>3</sub> OFTEN <sub>4</sub>
28. How often do you pursue <u>recreational or leisure activities</u> within communities of different cultural groups? NOT AT ALL <sub>1</sub> SELDOM <sub>2</sub> SOMETIMES <sub>3</sub> OFTEN <sub>4</sub>
29. How often does your school participate in <u>cultural, religious or other events or festivals</u> sponsored by communities of different cultural groups? NOT AT ALL <sub>1</sub> SELDOM <sub>2</sub> SOMETIMES <sub>3</sub> OFTEN <sub>4</sub>

Please answer the following questions by rating each item from “Not at All” (1) to “Very Much” (5).

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

ID # \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_, p.4

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. In my classroom, we celebrate holidays that are specific to the ethnic/cultural background of the students.	1	2	3	4	5
10. My classroom is decorated with things that reflect different ethnic/cultural backgrounds.	1	2	3	4	5
11. I assign projects that help students understand different cultures.	1	2	3	4	5
12. I take my students on field trips or to special events that celebrate their different ethnic/cultural backgrounds.	1	2	3	4	5
13. When making my lesson plans, I think about how to include the ethnicity/culture of my students.	1	2	3	4	5
14. I read my students books that have characters from their ethnic/cultural backgrounds.	1	2	3	4	5
15. In my classroom, we listen to music sung or played by artists from different ethnic/cultural backgrounds.	1	2	3	4	5
16. My students have textbooks that represent people of color.	1	2	3	4	5
17. I show my students videos that have characters from their ethnic/cultural backgrounds.	1	2	3	4	5
18. In my classroom, we have toys, such as dolls or dress up clothes, that reflect different ethnic/cultural backgrounds.	1	2	3	4	5

### Classroom Strategies

		Not at all	Somewhat	Moderately	Very	Extremely
1.	How confident are you in managing current behavior problems in your classroom?	1	2	3	4	5
2.	How confident are you in your ability to manage future behavior problems in your classroom?	1	2	3	4	5

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

		Frequency				
		Rarely/ Never	Sometimes	Half the time	Often	Very Often
3.	Comment on good behavior.	1	2	3	4	5
4.	Reward good behavior with incentives (e.g., stickers).	1	2	3	4	5
5.	Praise good behavior.	1	2	3	4	5
6.	Use Time Out (Time Away) for destructive behavior.	1	2	3	4	5
7.	Use physical restraint.	1	2	3	4	5

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

Teachers choose among many activities to assist their students and families. CIRCLE one choice to indicate how important each of these is for **you** to conduct **at your** grade level.

		Not Important 1	A Little Important 2	Pretty Important 3	Very Important 4
1	Attend evening meetings, performances, and workshops at school.	1	2	3	4
2	Contact parents about their children's problems or failures.	1	2	3	4

		Not Important 1	A Little Important 2	Pretty Important 3	Very Important 4
3	Inform parents when their children do something well or improve.				
4	Involve some parents as volunteers in my classroom.	1	2	3	4
5	Inform parents of the skills their children must possess in each topic/area I teach.	1	2	3	4
6	Inform parents how I evaluate children's progress in my class.	1	2	3	4
7	Provide specific activities for children and parents to do to improve students' skills.	1	2	3	4
8	Provide ideas for discussing TV shows.	1	2	3	4
9	Assign activities that require children to interact with parents.	1	2	3	4
10	Work with other teachers to develop parent involvement activities and materials.	1	2	3	4
11	Work with community members to arrange learning opportunities in my class.	1	2	3	4
12	Request information from parents on their children's talents, interests, or needs.	1	2	3	4
13	Serve on a PTA/PTO or other school committee.	1	2	3	4

Please answer the following questions about childhood mental health issues.

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 symptoms of Attention Deficit Hyperactivity Disorder (ADHD).

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

- a. Please list the most common symptoms of ADHD.

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

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

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

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

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

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

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5. I am aware of the symptoms of Depression.

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

a. Please list the most common symptoms of Depression.

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6. I am aware of the symptoms of Anxiety.

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

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

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

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

8. I know how to use strategies in the classroom that help children with mental health problems.

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

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

Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub>

<p>10. I know when to refer a student for help with mental health problems.</p> <p>Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub></p>
<p>11. I know where to refer a student for help with mental health problems.</p> <p>Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub></p>
<p>12. I believe that mental health problems have a negative impact on learning in the classroom.</p> <p>Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub></p>
<p>13. In the past year, how many of your students have received mental health services at school or outside of school?</p> <p>_____ None      _____ 1 – 5      _____ 6- 10</p>
<p>14. I would feel comfortable telling a parent that their child may be in need of mental health services.</p> <p>Strongly Disagree<sub>1</sub>      Disagree<sub>2</sub>      Agree<sub>3</sub>      Strongly Agree<sub>4</sub></p>
<p>15. Is there anything preventing families or students from accessing mental health services?</p> <p>___ NO</p> <p>___ YES (Circle all that apply)</p> <ul style="list-style-type: none"> <li>a. Misunderstanding of mental health problems</li> <li>b. Culture or religion</li> <li>c. Lack of information</li> <li>d. Mistrust (of mental health service providers)</li> <li>e. Embarrassment or shame</li> </ul>
<p>16. The following mental health services are available at this school: (Circle all that apply)</p> <ul style="list-style-type: none"> <li>a. Counselors</li> <li>b. Support groups</li> <li>c. Packets of information or written resources</li> <li>d. Referrals to service providers</li> <li>e. Other (please specify) _____</li> </ul>



**About You**

1. Date of Birth: _____	2. Gender (please circle): <i>Female</i> <sub>0</sub> <i>Male</i> <sub>1</sub>				
3. What is the highest level of formal education you have completed? <i>Some College</i> <sub>1</sub> <i>Completed College</i> <sub>2</sub> <i>Some Graduate School</i> <sub>3</sub> <i>Completed Graduate School</i> <sub>4</sub>					
4. Are you Latino or Hispanic? <i>Yes</i> <sub>0</sub> <i>No</i> <sub>1</sub>					
5. Which of the following describes your race? <i>African American</i> <i>Asian American</i> <i>European American</i> <i>Native American</i> <i>Native Hawaiian</i> <i>Other</i> <sub>6</sub> <i>AfroCaribbean</i> <i>Asian</i> <sub>2</sub> <i>White</i> <i>American Indian</i> <i>Other Pacific</i> <i>Black</i> <sub>1</sub> <i>Caucasian</i> <sub>3</sub> <i>Alaska Native</i> <sub>4</sub> <i>Islander</i> <sub>5</sub> <i>Please specify:</i> _____					
6. What is your marital status? <i>Single</i> <sub>1</sub> <i>Married or Living with partner</i> <sub>2</sub> <i>Divorced</i> <sub>3</sub> <i>Separated</i> <sub>4</sub> <i>Widowed</i> <sub>5</sub>					
7. Do you have children? <i>Yes</i> <sub>0</sub> <i>No</i> <sub>1</sub>					
8. If you have children, how old are they? List the number of children you have in each age range: _____ 0-5 years old                      _____ 6-10 years old _____ 11-14 years old                      _____ 15-18 years old _____ 18 and above					

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. Are you teaching in the same grade in the same school this year that you taught last year? *Yes*<sub>0</sub>    *No*<sub>1</sub>

13. 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?    \_\_\_\_\_ Yes<sub>0</sub>    \_\_\_\_\_ No<sub>1</sub>**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 several times a year |
| Contact at least once a year | Contact at least once a month         |

4. Do you speak any language besides English?    \_\_\_Yes<sub>0</sub>    \_\_\_No<sub>1</sub>

**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