

Coach Satisfaction with the RLR Program

TO BE COMPLETED BY COACHES IN BOTH HIGH AND LOW INTENSITY SITES (IF POSSIBLE)

PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13) STATEMENT OF PUBLIC BURDEN

The purpose of this information collection is to identify teacher practices for supporting children’s social-emotional development and to identify training and implementation factors that may enhance these practices. Public reporting burden for this collection of information is estimated to average 15 minutes per respondent, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. This is a voluntary collection of information. Additionally, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB number for this information collection is OMB Control #: XXXX-XXXX and it expires on [DATE]. If you have any comments on this collection of information, please contact [NAME AND CONTACT INFORMATION].

Coach Initials _____

Site [Drop-down box]

General Program Satisfaction:

- Please indicate how much you agree with the following statements about the RLR program:

Strongly Disagree	Disagre e	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

The RLR program helped teachers create a safe learning environment for children in their classroom.	1	2	3	4	5
The RLR program helped teachers develop relationships and connect with children in their classroom.	1	2	3	4	5
The RLR program helped teachers support and teach emotion regulation to children in their classroom.	1	2	3	4	5

The RLR program helped teachers do more to take care of themselves.	1	2	3	4	5
The RLR program increased teachers understanding of what it means to be trauma-informed in their teaching.	1	2	3	4	5
The RLR program is a good way to help young children develop social-emotional skills.	1	2	3	4	5
I plan to continue using RLR strategies in my work with other teachers in the future.	1	2	3	4	5
I would recommend the RLR toolkit and program to colleagues.	1	2	3	4	5
The RLR program increased teachers' awareness of their personal biases and how to teach equitably.	1	2	3	4	5

Usefulness of Program Components:

2. Please indicate how helpful you believe each of the RLR components was in increasing the effectiveness of the teachers you worked with:

	Not at all Useful	A little Useful	Somewhat Useful	Moderately Useful	Very Useful	Cannot Evaluate
	1	2	3	4	5	X
Foundational training in trauma, resilience, and self-care.	1	2	3	4	5	X
RLR Toolkit materials.	1	2	3	4	5	X
The coaching that you provided.	1	2	3	4	5	X

The coaching provided by the Lurie consultants.	1	2	3	4	5	X
Information and strategies from Module 1: Creating a Safe Environment.	1	2	3	4	5	X
Information and strategies from Module 2: Developing Healthy Relationships and Connectedness.	1	2	3	4	5	X
Information and strategies from Module 3: Supporting and Teaching Emotion Regulation.	1	2	3	4	5	X
Information and strategies from Module 4: Provider Self-Care.	1	2	3	4	5	X
Virtual office hours	1	2	3	4	5	X
RLR videos	1	2	3	4	5	X

Coaching Strategies:

3. Please evaluate different strategies that you may have used in your coaching role with the RLR program with regard to how often you used them, how easy or hard they were for you, and how helpful they were to your teachers. If you did not use a particular strategy, please leave it blank.

	Use (1-5)					Easy-Hard (1-5)					Helpful (1-5)				
Worked to develop a strong relationship with the teacher(s).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Kept teachers focused on specific goals to improve their practice.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Used information in the toolkit to															

help teachers understand how RLR strategies are trauma-informed.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Helped teachers identify and build upon their strengths.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Helped teachers manage their own stress.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Encouraged the teacher(s) to try new things.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Other: _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Support for Coaching:

4. Did you receive any support for your coaching work this year? N Y

a. If Y, from whom did you receive this support?

- Education or Child Development Coordinator/Manager
- Regional TTA Provider
- Mental Health Professional
- Director/administrator in my Center
- Lurie consultant
- Other: [Text box]

5. Please describe this support and how it was helpful to you: [Text box]

6. What got in the way of your RLR coaching work? (Check all that apply)

- Nothing got in the way.
- I did not have enough time due to other responsibilities.
- My supervisor said that other tasks were a bigger priority.
- I needed more training or support.
- I did not like the content.
- I did not think it would be beneficial.
- Other programs are a better fit for the teachers I work with.

- Other programs are a better fit for the children in the Centers I work with.

7. What was the most valuable part of the RLR program for you as a coach?

8. What do you think was the most valuable part of the RLR program for the teacher(s) you worked with?

9. What was the most challenging part of coaching teachers in the RLR program?

10. How can we improve the RLR program?