Ready to Learn through Relationships (RLR) Teacher Feedback Survey

Thank you for participating in *Ready to Learn through Relationships (RLR) Framework & Toolkit* Training from the National Center for Health, Behavioral Health, and Safety!

This survey is designed to assess your satisfaction with the RLR Training experience. It is voluntary, and you do not have to answer any questions you don't want to. The survey takes about 10 minutes to complete. This survey is anonymous. By completing this survey, you consent to have your responses shared and stored with the National Center for Health, Behavioral Health, and Safety (NCHBHS) and the Office of Head Start (OHS).

General Program Satisfaction

1) Please rate the extent of your agreement with each of the following statements about the *impact of the RLR Program on teachers* [4-point Likert scale where 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree]:
    a. The RLR program helped me do more to take care of myself.
    b. The RLR program increased my understanding of what it means to be trauma-informed in my teaching.
    c. I plan to continue using RLR strategies in the future.
    d. I would recommend the RLR toolkit and program to colleagues.
    e. My colleagues helped me utilize strategies from the RLR Toolkit.
    f. The RLR program increased my awareness of my personal biases and made me more thoughtful about racial equity while teaching.
2) Please rate the extent of your agreement with each of the following statement about the *impact of the RLR Program on students* [4-point Likert scale where 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree]:
    a. The RLR program helped me create a safe learning environment for children in my classroom.
    b. The RLR program helped me develop relationships and connect with children in my classroom.
    c. The RLR program helped me support and teach emotion regulation to children in my classroom.
    d. The RLR program is a good way to help young children develop social-emotional skills.
    e. The strategies I used from the RLR Toolkit had a positive impact on the climate in my classroom.
    f. The strategies I used from the RLR toolkit had a positive impact on the behavior and emotional self-regulation of children in my classroom.

Confidence Using RLR Strategies

3) Please rate your level of confidence in practicing each of these strategies NOW compared with BEFORE you participated in the RLR program using this scale: 1 = I am much less confident using this strategy; 2 = I am less confident using this strategy; 3 = My confidence has not changed; 4 = I am more confident using this strategy; 5 = I am much more confident using this strategy.
    a. Use of a Calm Space or Calm Corner to help children when they are dysregulated.
    b. Any of the following strategies to help during transitions in your classroom: multiple reminders, transition songs, storyboards, stickers charts to reinforce transition times.
    c. Any of the following strategies to avoid power struggles with children in your classroom: Positive behavioral commands, providing limited choices, maintaining calm/kind tone of voice, being consistent with limits and consequences.
    d. Strategies that help me prioritize my own self-care.
    e. Any strategy to cope with my stress at work (e.g., "Taking my temperature", deep breaths or mindfulness, engaging my five senses, asking for support, taking a break).

f.   Actively ignore inappropriate child behaviors.

g.   Give children labeled praise for appropriate or expected behaviors.

h.   Use reflective listening (e.g. using simple statements and nonverbal cues to empathically reflect what a child says and how they feel).

i.   Use restorative practices instead of a traditional disciplinary approach (e.g., asking children questions to help them understand how their actions affect others and brainstorming solutions collaboratively).

j.   Teach and practice deep breathing, yoga, mindfulness, or other relaxation-based activities with the children.

k.   Use of activities that encourage children to identify and/or express their feelings (e.g., feelings posters, feelings check-ins, reading books about feelings, feelings charades, feelings dice, or other feelings games).

Coaching & Implementation

4) How often did you receive coaching on the use of RLR strategies?
    a.   Just once or only a few times
    b.   About once a month
    c.   More than once a month but less than weekly
    d.   Weekly or more

5) How helpful was the coaching you received on RLR strategies?
    a.   1 = not at all helpful
    b.   2 = a little helpful
    c.   3 = somewhat helpful
    d.   4 = very helpful

6) What got in the way of you being able to use the RLR Program?
    a.   Nothing got in the way.
    b.   I did not have enough time due to other responsibilities.
    c.   I did not have enough time due to staffing shortages at my Center.
    d.   I was told that other tasks were a bigger priority.
    e.   I needed more training or support.
    f.   I did not like the content.
    g.   The materials were not user-friendly.
    h.   The strategies were hard to implement into my classroom structure.
    i.   The strategies conflicted with Center policies or other requirements
    j.   I did not think it would be beneficial.
    k.   I have other strategies that better fit the needs of my students.
    l.   I was too busy with other new programs to learn the RLR program.
    m. I did not have many students showing effects of stress or trauma.
    n.   Other programs are a better fit for the children I work with.
    o.   Other: _____

7) What was the most valuable part of the RLR program? Please think about the value for you as a teacher as well as for your students.

8) What modifications would you recommend so the program could be more attentive to the cultural and racial diversity of the children and families served in your programs?

9) What would improve the RLR program?

Confidence Managing Situations

10) Please rate your level of confidence in your ability to manage each of the following situations NOW compared with BEFORE you participated in the RLR program using this scale: 1 = I am much less confident using this strategy; 2 = I am less confident using this strategy; 3 = My confidence has not changed; 4 = I am more confident using this strategy; 5 = I am much more confident using this strategy.
    a. Recognize the symptoms of child traumatic stress.
    b. Determine when a child experiencing traumatic stress requires a referral to mental health services.
    c. Balance the individual needs of students experiencing traumatic stress with the needs of the class as a whole.
    d. Meet the academic needs of students experiencing child traumatic stress.
    e. Meet the emotional needs of students experiencing child traumatic stress.
    f. Meet the behavioral needs of students experiencing child traumatic stress.

Knowledge & Skills

11) Please rate the extent of your agreement with each of the following statements [4-point Likert scale where 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree]:
    a. I have the knowledge to support students experiencing child traumatic stress.
    b. I have the skills necessary to support students experiencing child traumatic stress.

Demographics

The final section of this feedback form includes questions about your identity. *All questions are entirely voluntary,* and you may choose to skip or leave any of the following questions blank.

The purpose of these questions is to better understand the identities represented within our educational programming so that is useful, meaningful, and respectful for everyone, allowing us to address disparities that may exist in our programming.

12) How long have you been working as a childcare provider/early childhood educator?
- a. Less than 1 year
- b. 1-5 years
- c. 6-10 years
- d. 11-20 years
- e. Over 20 years

13) What is the highest level of formal education that you have completed?
- f. An advanced degree or license
- g. Associate's degree
- h. Bachelor's degree
- i. Studies leading to a non-degree license, certificate, or credential

14) Please select the response that most closely matches your gender from the following list:
- o Male
- o Female
- o Transmale/Transman/FTM (female to male)
- o Transfemale/Transwoman/MTF (male to female)
- o Genderqueer/Gender-non-conforming
- o Different identity (please state):
- o Prefer not to answer

15) What is your ethnicity? (select one)
- o Hispanic or Latino
- o Not Hispanic or Latino

16) What is your race? (select all that apply)
- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Native Hawaiian or Pacific Islander
- o White
- o Other (please specify):

17) What language do you speak at home the most? (select one)
- o English
- o Spanish
- o Other (please specify):

Thank you for completing this feedback survey about the RLR Training! Your feedback will be used to inform improvements to this training.