

EBD Teacher Stressors Questionnaire

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Scoring Directions

The score on the TSQ is simply the sum of the ratings assigned to the items by a respondent. The mean and standard deviation for a sample of teachers of students with emotional and behavioral disorders, tested during the development of the TSQ, was 38 and 7 respectively. The range of possible scores is 0 to 62. The test-retest reliability with the development sample was $r = .91$. Material related to the validity of the TSQ can be found in the following published studies. Results obtained in the second study suggest the instrument should be applicable for use with most special education teachers, especially those teaching students with mild disabilities.

Center, D., & Callaway, J.(1999).Self-reported Susceptibility to Job Related Stressors and Personality in Teachers of Students with Emotional and Behavior Disorders. Behavioral Disorders, 25 (1), 41-51.

Center, D. B., & Steventon, C. (2001). The EBD Teacher Stressors Questionnaire. Education and Treatment of Children, 24, 323-335.

Additionally, six subscales have been identified through a factor analysis of the responses of all prior research participants in TSQ studies. The identified subscales are as follows:

1. Behavior: Items 20, 21, 23, 28 and 31
2. Environment: Items 3, 12, 18, 25, 26, 27 and 30
3. Parent Problems: Items 5, 6, 12, 23 and 24
4. Task Demands: Items 7, 8, 9, 11, 19 and 22
5. Unrealistic Parents: Items 15 and 16
6. Time Demands: Items 1 and 2

Items 4, 10, 13, 14, 17 and 29 were not associated with any factor.

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Name _____

School _____

Age: _____

Sex: _____

- A. How long have you been a teacher? _____ (round to nearest whole year)
- B. How long have you taught EBD students? _____ (round to nearest whole year)
- C. Have you been injured by a student within the past 12 months?
Yes No
- D. If you were offered a non-EBD teaching position, would you take it?
Yes No
- E. How long do you want to continue in an EBD teaching position?
One year or less 1 to 5 years More than 5 years

EBD-TSQ

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On the basis of your personal experience, during the past 12 months, rate, using the following scale, whether you have been distressed by the items below:

0 = No experience 1 = Not distressing 2 = Distressing

Place the appropriate rating number in the space beside each item:

- _____ 1. The number of meetings I have to attend.
- _____ 2. The amount of time I spend on paperwork.
- _____ 3. Lack of administrative support for my program.
- _____ 4. Being looked down on by regular class teachers.
- _____ 5. Parents who won't get involved.
- _____ 6. Parents' lack of support for discipline procedures.
- _____ 7. Being responsible for instruction in too many subjects.
- _____ 8. Having to work with too many different disabilities.
- _____ 9. Too many demands for documentation.
- _____ 10. Inadequate skills in my paraprofessional.
- _____ 11. Being responsible for legal requirements, e.g. confidentiality.
- _____ 12. Inconsistent school-wide discipline practices.
- _____ 13. Being observed by administrators.
- _____ 14. Too little classroom space for my program.
- _____ 15. Unrealistic parental expectations for their child's school performance.
- _____ 16. Unrealistic parental goals for their child.
- _____ 17. Lack of motivation in my students.
- _____ 18. Administrators using my class as a detention room.
- _____ 19. Having my schedule changed too often.
- _____ 20. Violent behavior by my students toward me.
- _____ 21. Students who try to manipulate me.
- _____ 22. Having to collect data on my students' behavior.
- _____ 23. Students who are disrespectful toward me.
- _____ 24. Parents who argue with me.
- _____ 25. Having to supervise extracurricular activities.
- _____ 26. Being in an isolated classroom.
- _____ 27. Frequent turnover of students in my class.
- _____ 28. Acts of cruelty by my students
- _____ 29. Lack of coordination between agencies serving my students.
- _____ 30. The school politics involved in my job.
- _____ 31. Lack of good order in my class.