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.


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.
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
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.
27. Frequent turnover of students in my class.
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.