

Name: _____ School: _____ Date: _____

Directions: This questionnaire asks you about your classroom's skills and behavior during "academic" times (when students are doing academic work in class) and "non-academic" times (in or out of class, not doing academic work). For each statement below, please indicate how much you agree by choosing a number from the scale at the bottom of the page. *Please answer based only on your first-hand observations of your class.*

When thinking of your class in general over the last month, how much do you agree that...

1. When students are asked to work together during class to accomplish shared goals, they need lots of support.	1 2 3 4 5 6
2. Student behavior rarely interrupts or delays academic lessons and activities.	1 2 3 4 5 6
3. I do not have to spend much time intervening to reduce peer pressure, because students are good at standing up for themselves.	1 2 3 4 5 6
4. Students need a lot of support from me to help them calm down when they get angry during class.	1 2 3 4 5 6
5. Students rarely make fun of other students' questions or ideas during class.	1 2 3 4 5 6
6. During academic lessons, students act on impulses instead of thinking them through.	1 2 3 4 5 6
7. My watchfulness and the threat of consequences are the main reasons kids are able to stay in their seats (or designated area).	1 2 3 4 5 6
8. During class, students get angry when they are criticized by their peers.	1 2 3 4 5 6
9. During cooperative learning or academic group activities, students are able to articulate how they are feeling to each other when they need to do so.	1 2 3 4 5 6
10. Students have a hard time taking responsibility for their actions in the classroom.	1 2 3 4 5 6
11. Students make good use of opportunities (i.e., time out, writing exercises, etc.) to reflect on situations that made them angry.	1 2 3 4 5 6
12. General classroom behavior makes it difficult for me to work individually with students.	1 2 3 4 5 6
13. During non-academic times, students can organize and play games without a teacher's support or intervention.	1 2 3 4 5 6
14. Students almost always exaggerate or focus on assigning blame when interpersonal difficulties arise during non-academic activities.	1 2 3 4 5 6
15. Anger rarely leads to aggression (physical or verbal) during non-academic activities.	1 2 3 4 5 6
16. During group work or cooperative learning, students demonstrate that they are actively listening to each other by using non-verbal cues (i.e., eye contact, posture, etc).	1 2 3 4 5 6
17. I regularly catch students in lies about their behavior and work in class.	1 2 3 4 5 6

1	2	3	4	5	6
COMPLETELY DISAGREE	MOSTLY DISAGREE	TEND TO DISAGREE	TEND TO AGREE	MOSTLY AGREE	COMPLETELY AGREE

When thinking of your class in general over the last month, how much do you agree that...

18. If I didn't intervene, the behavior of some students would quickly cause the entire class to have difficulty focusing on academic work.	1 2 3 4 5 6
19. Most students can calm themselves down without disrupting class processes when they get frustrated or angry, even if I don't intervene.	1 2 3 4 5 6
20. Students rarely demonstrate concern for classmates who are experiencing mild or moderate difficulties.	1 2 3 4 5 6
21. I feel that I must be on guard against cheating in class.	1 2 3 4 5 6
22. I must intervene often, or else students will talk too much during academic activities.	1 2 3 4 5 6
23. Students get upset when they receive consequences during academic activities.	1 2 3 4 5 6
24. During non-academic times, classmates ridicule or harass each other for physical, cultural, or racial differences.	1 2 3 4 5 6
25. One thing students do often during non-academic times is spread gossip.	1 2 3 4 5 6
26. Interpersonal difficulties during non-academic times escalate into aggression (physical or verbal) unless I get involved.	1 2 3 4 5 6
27. Without my frequent attention to enforcing rules, student behavior in the classroom would create an environment in which some students would not feel safe.	1 2 3 4 5 6
28. Students consistently demonstrate empathy for one another.	1 2 3 4 5 6
29. Students consistently demonstrate excellent impulse control.	1 2 3 4 5 6
30. Students consistently manage their anger constructively.	1 2 3 4 5 6

When thinking about your approach to activities that relate to Hi-Five, how much do you agree that:

31. I usually arrange and facilitate a problem-solving process between students who have had a conflict.	1 2 3 4 5 6
32. I provide students with opportunities and/or space so that they can reflect on problems they have had and how they might have handled them differently.	1 2 3 4 5 6
33. I have students engage in activities like journal writing and role-playing so they can think about and practice their self-management and interpersonal skills.	1 2 3 4 5 6
34. I think it is important for me to be present and follow along with each Hi-Five lesson as it is taught to students.	1 2 3 4 5 6
35. I think it is important to integrate Hi-Five skills into academic activities.	1 2 3 4 5 6

Thank you!

1	2	3	4	5	6
COMPLETELY DISAGREE	MOSTLY DISAGREE	TEND TO DISAGREE	TEND TO AGREE	MOSTLY AGREE	COMPLETELY AGREE