

Snapshot of Interview and Focus Group Questions

Topic	Sample of Potential Questions
Behavior management efficacy	(1) How do you deal with students displaying undesirable behavior? (2) Where did you learn these techniques? (3) Please describe your emotional response when working with a student who persists in challenging behavior?
Cohesion with paraprofessionals	(1) What are the pros and cons of working with paraprofessionals? (2) How do you let the paraprofessional know what you expect of them? (3) What is the most appropriate role of a paraprofessional?
General educators	(1) How would you characterize your relationship with general education teachers? (2) Does collaboration with your colleagues prevent or enhance feelings of burnout?
Role conflict and role ambiguity	(1) How do you know what is expected of you? (2) What tasks take up the most time in your day? Week? (3) What changes (administrative, trainings) have or would help clarify your role?
Teacher-student relationships	(1) In what ways, if any, does your relationship with a student influence your day-to-day activities? (2) How do you establish the line between <i>friend</i> and <i>teacher</i> when building a relationship with a student?
Burnout	(1) Have you ever known anyone that burned out from teaching? (2) What were the contributing factors? (3) How do you define success in your job? (4) What is the difference between emotional exhaustion and physical exhaustion? (5) Do you feel burned out? If yes or no, why do you think so?

NOTE

These questions are merely a sample of possible topics. Actual focus group and interview protocols, which will be semi-structured, will be developed once results from quantitative analysis are completed and relationships between constructs on teacher surveys are established. These data will then inform the nature of the questions posed to teachers. Each interview and focus group will focus on the topic of burnout and one other construct, until all constructs have been addressed with different groups of teachers. In other words, a focus group would not touch on all 5 constructs noted above. Instead, burnout will be the central topic around which one other construct is discussed to allow for in-depth analysis across multiple focus groups and interviews.

Behavior Management Self-Efficacy Scale (Main & Hammond, 2008)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. I am able to use a variety of behavior management models and techniques.	1	2	3	4	5	6
2. If a student disrupts the lesson, I am able to redirect him/her quickly.	1	2	3	4	5	6
3. I can communicate to students that I am serious about getting appropriate behavior.	1	2	3	4	5	6
4. There are very few students that I cannot handle.	1	2	3	4	5	6
5. I can manage a class very well.	1	2	3	4	5	6
6. I can keep defiant students involved in my lessons.	1	2	3	4	5	6
7. I am able to make my expectations clear to my students.	1	2	3	4	5	6
8. I can keep a few problem students from ruining an entire class.	1	2	3	4	5	6
9. If students stop working, I can put them back on track.	1	2	3	4	5	6
10. I know that rules are appropriate for my students.	1	2	3	4	5	6
11. I am able to use a variety of non-aversive techniques (e.g., voice modulation, facial expressions, planned ignoring, proximity control).	1	2	3	4	5	6
12. I am able to implement a consistent classroom routine.	1	2	3	4	5	6
13. I am able to self-evaluate my own teaching and classroom management skills and use the results constructively.	1	2	3	4	5	6
14. I am able to explain the rationale, program components, operation, and evaluation of the behavioral techniques I use.	1	2	3	4	5	6

Role Conflict and Role Ambiguity (Rizzo et al., 1970)

	Absolutely False	Mostly False	Somewhat False	Neutral	Somewhat True	Mostly True	Absolutely True
1. I know exactly what is expected of me.	1	2	3	4	5	6	7
2. I feel certain about how much authority I have.	1	2	3	4	5	6	7
3. Clear, planned goals exist for my job.	1	2	3	4	5	6	7
4. I know that I have divided my time properly.	1	2	3	4	5	6	7
5. I know what my responsibilities are.	1	2	3	4	5	6	7
6. Explanation is clear of what has to be done.	1	2	3	4	5	6	7
7. I have to do things that should be done differently.	1	2	3	4	5	6	7
8. I have to work on unnecessary things.	1	2	3	4	5	6	7
9. I receive an assignment without the proper manpower to complete it.	1	2	3	4	5	6	7
10. I receive an assignment without adequate resources and materials to execute it.	1	2	3	4	5	6	7
11. I work with two or more groups who operate quite differently.	1	2	3	4	5	6	7
12. I have to buck a rule or policy in order to carry out an assignment.	1	2	3	4	5	6	7
13. I receive incompatible requests from two or more people.	1	2	3	4	5	6	7
14. I do things that are apt to be accepted by one person and not accepted by others.	1	2	3	4	5	6	7

Items 1-6 = Role Ambiguity (reverse scored in analysis); Items 7-14 = Role Conflict.

Student-Teacher Relationship Scale-Revised Teacher (Van Loan & Garwood, in press)

Item	Conflict
1	This student and I always seem to be struggling with each other.
2	This student easily becomes angry with me.
3	This student feels that I treat him/her unfairly.
4	This student sees me as a source of punishment and criticism.
5	This student remains angry or resistant after being disciplined.
6	Dealing with this student drains my energy.
7	When this student is in a bad mood, I know we're in for a long and difficult day.
8	This student's feelings towards me can be unpredictable or can change suddenly.
9	Despite my best efforts, I'm uncomfortable with how this student and I get along.
10	This student demonstrates undesirable behavior when he/she wants something from me.
11	This student is sneaky or manipulative with me.
12	This student is uncomfortable when I am in close contact with him/her.

Note. Scale is 1 = Definitely does not apply; 2 = Not really; 3 = Neutral, not sure; 4 = Applies somewhat; 5 = Definitely applies.

Classroom Cohesion Survey – Special Educator (Kratz et al., 2015)

1. In general, I can rely on my classroom assistant when I need help.
2. I am comfortable delegating tasks to my classroom assistant.
3. My classroom assistant and I act like a team.
4. I am satisfied with the amount of support I receive from my classroom assistant.
5. My classroom assistant has a schedule that we agreed upon that he/she follows every day.
6. My classroom assistant and I agree on the best ways to work with our students.
7. My classroom assistant knows what he/she needs to do without my having to ask him/her.
8. My classroom assistant has good ideas to improve our classroom's functioning.
9. I often feel like I am working alone in instructing my students.
10. I am open to the suggestions from my classroom assistant.
11. I trust my classroom assistant to do the tasks for which he/she is responsible.
12. When I feel frustrated or overextended, I can rely on my classroom assistant for support.
13. I successfully lead the staff who work in my classroom.
14. If I experience challenges with a student, my classroom assistant provides valuable help.
15. The "burden" and everyday stressors of our work are shared by my classroom assistant and me.
16. My classroom assistant and I meet regularly to discuss strategies for working with our students (e.g., what's working, what's not).
17. My classroom assistant agrees with me about the work expected of him/her.
18. When there's a problem in my classroom, my classroom assistant asks for my advice.

**Scale is 1 (Not at all true) to 5 (Always true)*

Sample Items: Maslach Burnout Inventory – Educator Survey (Maslach et al., 1996)

How often:	0	1	2	3	4	5	6
	Never	A few times a year	Once a month or less	A few times a month	Once a week	A few times a week	Every day

How Often

0-6

Statements:

1. ____ I feel emotionally drained from my work. (EE)
5. ____ I feel I treat some students as if they were impersonal objects. (DP)
9. ____ I feel I'm positively influencing other people's lives through my work. (PA)
12. ____ I feel very energetic. (EE)
15. ____ I feel I don't really care what happens to some students. (DP)
19. ____ I feel I have accomplished many worthwhile things in this job. (PA)

Note. The full scale contains 22 items, I included 6 as a sample of the measure and its subscales; EE = Emotional Exhaustion; DP = Depersonalization; PA = Personal Accomplishment.