

# Self-Administered Questionnaire for teacher (SAQT)

Language :

Family no. :

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## Quebec Longitudinal Study of Child Development (QLSCD – E8) – Round 2005

**This questionnaire must be filled out by the child's teacher**

Thank you for your cooperation which is so essential to the success of this study. In this questionnaire, we ask you to answer a number of questions concerning the experience at school of the child whose name appears at the beginning of the first section. It is important to answer all questions to the best of your knowledge. There are no right or wrong answers.

It will take you about 35 minutes to fill out this questionnaire.

- Please use a blue or black ball-point pen to answer the questions.
- Unless indicated otherwise, please circle only one answer.

All information gathered with this questionnaire will remain confidential.

Please fill out the questionnaire as soon as possible. Make sure to seal the enclosed envelope before sending it by mail.

Date received:  
(Firm)

Day	

Month	

Year	

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For consultation only

# Instructions and examples

You will find that there are several possible answers to the following questions. Unless otherwise indicated, we ask you to choose only one answer for each question. As there are no right or wrong answers, the idea is to choose the answer best suited to your personal situation.

Here are a few sample questions and answers to illustrate what we mean.

## Example 1

2. How would you rate this child's current academic achievement in **written work**?  
(e.g. spelling, grammar)

I do not teach reading to this child.....	1
Near the top of the class.....	2
Above the middle of the class, but not at the top.....	3
In the middle of the class .....	4
Below the middle of the class, but above the bottom.....	5
Near the bottom of the class .....	6

## Example 2

154. In the class you teach this child, how many children:  
(Some children may belong to both categories.)

a) ... have a first language other than English or French?

☐ 2 children

b) ... arrived in Canada within the last year?

☐ 6 children



Let's begin...

For consultation only

# Section 1

About the education of \_\_\_\_\_ (first name and last name of the child)

1. How would you rate this child's current academic achievement in **reading** ?

- I do not teach reading to this child ..... 1
- Near the top of the class ..... 2
- Above the middle of the class, but not at the top ..... 3
- In the middle of the class ..... 4
- Below the middle of the class, but above the bottom ..... 5
- Near the bottom of the class ..... 6

1a. How would you currently evaluate this child's progression in **reading** (or learning to read)?

- I do not teach reading to this child ..... 1
- Progresses (or learns) very easily ..... 2
- Progresses (or learns) easily ..... 3
- Progresses (or learns) with some difficulty ..... 4
- Progresses (or learns) with a lot of difficulty ..... 5

2. How would you rate this child's current academic achievement in **written work**?  
(e.g. spelling, grammar)

- I do not teach written work to this child ..... 1
- Near the top of the class ..... 2
- Above the middle of the class, but not at the top ..... 3
- In the middle of the class ..... 4
- Below the middle of the class, but above the bottom ..... 5
- Near the bottom of the class ..... 6

2a. How would you currently evaluate this child's progression in **written work** (or learning to write –  
e.g. spelling, grammar)?

- I do not teach written work to this child ..... 1
- Progresses (or learns) very easily ..... 2
- Progresses (or learns) easily ..... 3
- Progresses (or learns) with some difficulty ..... 4
- Progresses (or learns) with a lot of difficulty ..... 5

3. How would you rate this child's current academic achievement in **mathematics**?

- I do not teach mathematics to this child..... 1
- Near the top of the class ..... 2
- Above the middle of the class, but not at the top..... 3
- In the middle of the class ..... 4
- Below the middle of the class, but above the bottom ..... 5
- Near the bottom of the class ..... 6

3a. How would you currently evaluate this child's progression in **mathematics** (or learning mathematics)?

- I do not teach mathematics to this child..... 1
- Progresses (or learns) very easily..... 2
- Progresses (or learns) easily..... 3
- Progresses (or learns) with some difficulty..... 4
- Progresses (or learns) with a lot of difficulty ..... 5

4. How would you rate this child's current academic achievement in **across all areas of instruction** ?

- Near the top of the class ..... 1
- Above the middle of the class, but not at the top..... 2
- In the middle of the class ..... 3
- Below the middle of the class, but above the bottom ..... 4
- Near the bottom of the class ..... 5

5. Looking ahead, how far do you expect this child will go in school ? Will he/she...

- Complete primary/elementary school ..... 1
- Complete some secondary or high school ..... 2
- Graduate from secondary or high school ..... 3
- Learn a trade (e.g., through apprenticeship)..... 4
- Obtain a community college, technical college, vocational college,  
business school, or CEGEP certificate or diploma..... 5
- Obtain a university degree ..... 6
- I don't know..... 8

6. Does this child receive enhanced or extra instruction at school because of exceptionally advanced intellectual, athletic or artistic abilities?

- Yes ..... 1
- No ..... 2 ➔ **Go to Section 2**

7. Where does this child receive this enhanced or extra instruction ?

- Exclusively within a regular classroom with existing resources..... 1
- Exclusively within a regular classroom with a special aide or an assistant teacher ..... 2
- Primarily within a regular classroom, but with some time spent in a special education class or resource room ..... 3
- Exclusively or primarily within a special education class or resource room within a regular school..... 4
- Exclusively or primarily within a specialized school ..... 5
- Other ..... 6

## Section 2

### About the child's behaviour and attendance ...

Since the beginning of this school year, how often has this child arrived :

Never	Rarely	Sometimes	Often	Always	Not applicable	Don't know
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8. ...without the materials needed to do his/her school work (e.g., notebooks, paper)?	1	2	3	4	5	7	8
9. ...inadequately clothed to participate in school-related activities (e.g., gym, sports, field trips, recess)?	1	2	3	4	5	7	8
10. ...inadequately dressed for the weather conditions?	1	2	3	4	5	7	8
11. ... too tired to do school work?	1	2	3	4	5	7	8
12. ... without a lunch/snacks?	1	2	3	4	5	7	8
13. ... without adequate nourishment/hungry?	1	2	3	4	5	7	8
14. ... without his/her homework completed?	1	2	3	4	5	7	8
15. ...late for school?	1	2	3	4	5	7	8

Listed below are various **SOCIAL AND PERSONAL SKILLS**. Please indicate how often this child demonstrates each of the following :

	Never	Rarely	Sometimes	Often	Always
16. Cooperative work with other children.	1	2	3	4	5
17. Cooperative play with other children.	1	2	3	4	5
18. Following rules.	1	2	3	4	5
19. Following instructions.	1	2	3	4	5
20. Challenging the teacher in a positive way.	1	2	3	4	5
21. Respect for the property of others.	1	2	3	4	5
22. Self-control.	1	2	3	4	5
23. Self-confidence.	1	2	3	4	5
24. Creativity.	1	2	3	4	5
25. Problem-solving capacity.	1	2	3	4	5
26. Respect for other adults.	1	2	3	4	5
27. Respect for other youth.	1	2	3	4	5
28. Acceptance of responsibility for own actions.	1	2	3	4	5

These statements describe **WORK HABITS**. Please indicate how often this child demonstrates each of these work habits :

	Never	Rarely	Sometimes	Often	Always
29. Listens attentively.	1	2	3	4	5
30. Follows directions.	1	2	3	4	5
31. Completes work on time.	1	2	3	4	5
32. Works independently.	1	2	3	4	5
33. Takes care of materials.	1	2	3	4	5
34. Works neatly and carefully.	1	2	3	4	5
35. Puts a lot of effort into work.	1	2	3	4	5
36. Participates in class.	1	2	3	4	5
37. Asks questions when he/she does not understand.	1	2	3	4	5



Please circle the number that best describes the child in the PAST SIX MONTHS.

For the PAST 6 MONTHS, would you say that this child...	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
38. ...could not sit still, was restless and hyperactive.	1	2	3	8
39. ...damaged or broke his/her own things.	1	2	3	8
40. ...tried to help someone who has been hurt.	1	2	3	8
41. ...was shy with children he/she didn't know.	1	2	3	8
42. ...stole things.	1	2	3	8
43. ...was defiant or refused to comply with adults' requests or rules.	1	2	3	8
44. ...seemed to be unhappy or sad.	1	2	3	8
45. ...bragged about accomplishments.	1	2	3	8
46. ...got into fights.	1	2	3	8
47. ...showed little interest for activities involving other children.	1	2	3	8
48. ...encouraged other children to pick on a particular child.	1	2	3	8
49. ...was easily distracted, had trouble sticking to any activity.	1	2	3	8
50. ...used or conned others.	1	2	3	8
<b>For the PAST 6 MONTHS, the child...</b>				
51. ...was made fun of by other children.	1	2	3	8
52. ...when mad at somebody, tried to get others to dislike that person.	1	2	3	8
53. ...didn't seem to feel guilty after misbehaving.	1	2	3	8
54. ...preferred to play alone rather than with other children.	1	2	3	8
55. ...was preoccupied by the loss or that something could happen to one of his/her parents.	1	2	3	8
56. ...engaged in risky or dangerous activities.	1	2	3	8
57. ...was not as happy as other children.	1	2	3	8
58. ...readily approached children he/she didn't know.	1	2	3	8
59. ...damaged or broke things belonging to others.	1	2	3	8

Continued on the next page...

For the PAST 6 MONTHS, would you say that this child...	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
60. ...reacted in an aggressive manner when teased.	1	2	3	8
61. ... couldn't stop fidgeting.	1	2	3	8
62. ... was hit or pushed by other children.	1	2	3	8
63. ... was not feeling well, for example, had stomach aches, headaches, nausea when separated from his/her parents.	1	2	3	8
64. ... was unable to concentrate, could not pay attention for long.	1	2	3	8
65. ... was too fearful or anxious.	1	2	3	8
66. ... tried to dominate other children.	1	2	3	8
67. ... was unable to wait when someone promised him/her something.	1	2	3	8
68. ... was unconcerned about the feelings of others.	1	2	3	8
69. ... when mad at someone, became friends with another as revenge.	1	2	3	8
70. ... punishment didn't change his/her behaviour.	1	2	3	8
71. ... took a long time to warm up to children he/she did not know.	1	2	3	8
<b>For the PAST 6 MONTHS, the child...</b>				
72. ... was impulsive, acted without thinking.	1	2	3	8
73. ... has no energy, was feeling tired.	1	2	3	8
74. ... told lies or cheated.	1	2	3	8
75. ... had temper tantrums or hot temper.	1	2	3	8
76. ... reacted in an aggressive manner when contradicted.	1	2	3	8
77. ... was worried.	1	2	3	8
78. ... scared other children to get what he/she wanted.	1	2	3	8
79. ... had difficulty waiting for his/her turn in games.	1	2	3	8
80. ... when somebody accidentally hurt him/her (such as by bumping into him/her), he/she reacted with anger and fighting.	1	2	3	8

*Continued on the next page...*

For the PAST 6 MONTHS, would you say that this child...	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
81. ...tended to do things on his/her own, was rather solitary.	1	2	3	8
82. ... did not keep promises.	1	2	3	8
83. ... when mad at someone, said bad things behind the other's back.	1	2	3	8
84. ... physically attacked people.	1	2	3	8
85. ... comforted a child (friend, brother or sister) who was crying or upset.	1	2	3	8
86. ... cried a lot.	1	2	3	8
87. ... committed any acts of vandalism.	1	2	3	8
88. ... lung to adults or was too dependent.	1	2	3	8
89. ... was called names by other children.	1	2	3	8
90. ... sought the company of other children.	1	2	3	8
<b>For the PAST 6 MONTHS, the child...</b>				
91. ... couldn't settle down to do anything for more than a few moments.	1	2	3	8
92. ...was nervous, high-strung or tense.	1	2	3	8
93. ... hit, bit or kicked other children.	1	2	3	8
94. ... reacted in an aggressive manner when something was taken away from him/her.	1	2	3	8
95. ... was inattentive.	1	2	3	8
96. ... had trouble enjoying him/herself.	1	2	3	8
97. ... helped other children (friends, brother or sister) who were feeling sick.	1	2	3	8
98. ... his (her) emotions seemed shallow.	1	2	3	8
99. ... got very upset when separated from his/her parents.	1	2	3	8
100. ... is unable of making decisions.	1	2	3	8
101. ... is excessively shy.	1	2	3	8
102. ... sucks his/her thumb most of the time.	1	2	3	8

## Section 3

### Language and cognitive skills

How would you rate this child's...	Excellent	Good	Average	Poor	Very poor	Don't know
103. Ability to use language effectively in English.	1	2	3	4	5	8
104. Ability to listen in English.	1	2	3	4	5	8
105. Ability to tell a story.	1	2	3	4	5	8
106. Ability to take part in imaginative play.	1	2	3	4	5	8
107. Ability to communicate own needs in a way understandable to adults and peers.	1	2	3	4	5	8
108. Ability to understand on first try what is being said to him/her.	1	2	3	4	5	8
109. Ability to articulate clearly, without sound substitutions.	1	2	3	4	5	8



## Section 4

### Your relation with the child

Please reflect on the degree to which each of the following statements **currently** applies to your relationship with this child. Using the scale below, circle the appropriate number for each item.

Reflect on the degree to which each of the following statements currently applies:	Definitely does not apply	Not really	Neutral, not sure	Applies somewhat	Definitely applies
110. I share a close and warm relationship with this child.	1	2	3	4	5
111. This child and I always seem to be struggling with each other.	1	2	3	4	5
112. This child spontaneously shares information about him/herself.	1	2	3	4	5
113. This child easily becomes angry with me.	1	2	3	4	5
114. It is easy to be in tune with what this child is feeling.	1	2	3	4	5
115. Dealing with this child drains my energy.	1	2	3	4	5
116. When this child is in a bad mood, I know we're in for a long and difficult day.	1	2	3	4	5
117. My interactions with this child make me feel effective and confident.	1	2	3	4	5



# Section 5

## The child's relationships with friends

The next section refer to the child's best friend in this class and their relationship.

118. Please indicate the gender of this child's best friend in this class:

Male..... 1

Female ..... 2

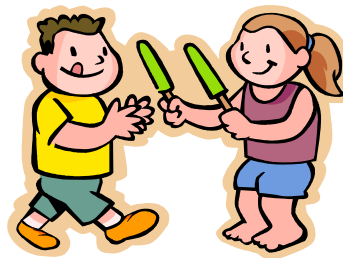
Based on what you have observed, **in the last 6 months**, how often would you say that his/her best friend in the class.

How often would you say that his/her best friend...	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
119. ...if there was a quarrel or dispute, he/she tried to stop it?	1	2	3	8
120. ...invited bystanders to join in a game?	1	2	3	8
121. ...was disobedient?	1	2	3	8
122. ...encouraged other children to pick on a particular child?	1	2	3	8
123. ...reacted in an aggressive manner when he/she was teased?	1	2	3	8
124. ...was hit or pushed by other children?	1	2	3	8
125. ...tried to dominate other children?	1	2	3	8
126. ...told lies or cheated?	1	2	3	8
127. ...scared other children to get what he/she wanted?	1	2	3	8
128. ...when another child accidentally hurt him/her, he/she reacted with anger and fighting?	1	2	3	8
129. ...when he/she was mad at someone, said bad things behind the other's back?	1	2	3	8
130. ...physically attacked others?	1	2	3	8
131. ...was called names by other children?	1	2	3	8
132. ...could not sit still, was restless or hyperactive?	1	2	3	8
133. ...was impulsive, acted without thinking?	1	2	3	8

According to your knowledge of the child and his/her best friend, please indicate what best describes their relationship and their behaviour when they are together. Even if you find it difficult, please try to answer all the questions.

In the **PAST 6 MONTHS**, how often (or to what extent) would you say that the child and his/her best friend...

How often would you say that they...	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
134. ... sought out each other's company?	1	2	3	8
135. ... had a fight between them?	1	2	3	8
136. ... lent each other toys or personal objects?	1	2	3	8
137. ... encouraged or supported each other during difficult moments?	1	2	3	8
138. ... were noisy or disturbed while together?	1	2	3	8
139. ... got well along with each other?	1	2	3	8
140. ... tried together to dominate other children?	1	2	3	8
141. ... scared other children together to get what they wanted?	1	2	3	8
142. ... did not obey adults while together?	1	2	3	8
143. ... pushed or hit other children while together?	1	2	3	8
144. ... were happy to see each other?	1	2	3	8



## Section 6

### The relationships with the parents of the child

According to you, how is the relationship between...	Very good	Good	Neither good nor bad	Not very good	Bad	Not applicable	Don't know
145. ...you and the child's mother?	1	2	3	4	5	7	8
146. ...you and the child's father?	1	2	3	4	5	7	8

## Section 7

### The relationships with the child's parents of your group

Please indicate to what extent you agree with the following statements:

It is possible that some of the following may not apply to your particular situation. On such cases, please circle "7" (not applicable).

To what extent do you agree with the following statements:	Totally agree	Somewhat agree	Somewhat disagree	Totally disagree	Not applicable	Don't know
147. Usually, I keep the parents informed of their child's behaviour.	1	2	3	4	7	8
148. When a child goes through a difficult time in my class, I feel at ease to share it with his/her parents.	1	2	3	4	7	8
149. I keep the parents informed of their child's activities in his/her class.	1	2	3	4	7	8
150. I feel at ease to communicate to the parents that I am dissatisfied with certain aspects concerning the education of their child.	1	2	3	4	7	8
151. Conflicts between the parents and myself get settled quickly.	1	2	3	4	7	8
152. I use different means to communicate with the parents (for example: agenda, portfolio, daily or weekly follow-up, journal, log book, etc.)	1	2	3	4	7	8



## Section 8

### The child's group

153. In your opinion, how important is school to this child?

- Very important ..... 1  
 Somewhat important..... 2  
 Of little importance..... 3  
 I do not know ..... 4

154. In the class you teach this child, how many children:  
 (Some children may belong to both categories.)

a) ... have a first language other than English or French?   children

b) ... arrived in Canada within the last year?   children

**Now we would like to ask you some questions about the achievement of this child's class.**

155. Compared with other classes at the **same grade** in your school, do you feel that the class you teach this child generally has:

- lower overall ability than other classes ..... 1  
 similar overall ability to other classes ..... 2  
 higher overall ability than other classes ..... 3  
 a greater diversity of abilities than other classes ..... 4  
 no other class at the same grade exists in the school..... 5

156. In the group attended by this child, the children :

	Never	Rarely	Sometimes	Often	Always
a) move smoothly from one classroom activity to another.	1	2	3	4	5
b) are easily distracted by the disruptive behaviour of a few.	1	2	3	4	5
c) work well together on group activities.	1	2	3	4	5
d) misbehave when you are called to the door or must attend to other interruptions.	1	2	3	4	5

## Section 9

### About the atmosphere in your school

157. Below are two statements that may describe the atmosphere in your school. Please indicate the extent to which you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a. The teachers benefit from a stimulating work environment in this school.	1	2	3	4	5
b. The school puts a lot of effort into creating a climate that fosters learning.	1	2	3	4	5

158. Please indicate the extent to which you agree or disagree with the following statements regarding your school's disciplinary policies.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a. Teachers in this school have reached a consensus about how to discipline childs who break rules.	1	2	3	4	5
b. All childs who break rules in this school face the same consequences.	1	2	3	4	5
c. Teachers in this school rarely overlook physical aggression among childs.	1	2	3	4	5
d. Teachers in this school rarely overlook verbal aggression among childs.	1	2	3	4	5
e. Teachers feel there is insufficient support within the school for managing disciplinary problems.	1	2	3	4	5

# Section 10

## Personal Information

159. Are You :

Female ..... 1  
Male..... 2

160. To which age group do you belong?

20 to 29 ..... 1  
30 to 39 ..... 2  
40 to 49 ..... 3  
50 to 59 ..... 4  
60 or older ..... 5

161. How much experience do you have in the following capacities :

♦ **Specify the number of years and months of experience; e.g. 1 year and 5 months.**

a) as a teacher?

year(s)  month (s)  none

b) as a teacher at the grade level of  
this child?

year(s)  month (s)  none

c) as a teacher at this school?

year(s)  month (s)  none

162a. Please specify the highest level of education you have completed.

Undergraduate certificate..... 1  
Bachelor's degree..... 2  
Graduate diploma..... 3  
Master's degree..... 4  
Doctoral degree ..... 5

**Continued on the next page...**

163. Please indicate any other training you have taken that is relevant to your work as a teacher.

◆ **Circle all that apply**

- Early Childhood Education Certificate ..... 1
- Some course work towards a Bachelor's degree ..... 2
- A teaching certificate, diploma or license ..... 3
- A Bachelor's degree..... 4
- A Bachelor's of Education degree ..... 5
- Some post-Baccalaureate course work ..... 6
- A post-Baccalaureate diploma or certificate..... 7
- Some course work towards a Master's degree ..... 8
- A Master's degree ..... 9
- Some course work towards a Doctorate ..... 10
- Trade/vocational certification (including journey person certification) ..... 11
- Other ..... 12
- Please specify: \_\_\_\_\_
- None ..... 13

Completed:

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Day

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Month

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Year

Jour

Mois

Année

## Comments

Kindly indicate your comments in the space below. Your feedback is appreciated.

For Consultation Only

Our most sincere thanks for your cooperation