**Teacher Responses to Anxiety in Children (TRAC)**

**Instructions**: In the following items, please indicate on a scale from 1 (very unlikely) to 7 (very likely) the likelihood that **you** would respond in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each response, please circle a number from 1-7.

Response Scale: 1 2 3 4 5 6 7

Very Unlikely Medium Very Likely

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| 1 | **If a child in my class was worried about getting a task right and he/she is refusing to complete a piece of work, I would:** |
| a | Tell the child it’s OK, and do some of the work for him/her (OP)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Keep the child in at assembly or break to finish the work (S)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Encourage the child to keep trying (E) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Offer a small incentive for completing the work (R) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Sit down with the child and help him/her to figure out how to do the work (PS) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Give the child easier work (AR) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |
| 2 | **If a child in my class is asked to learn a new skill (e.g., calculation method) and looks visibly worried, I would:** |
| a | Tell child that he/she can keep doing the task the way he/she is used to (AR) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Tell the child he/she will have to stay in at break-time if he/she doesn’t try to do it (S)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Repeatedly show the child how to do the task (OP) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Tell the child to ‘have a go’ (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Tell the child that he/she will receive a small reward if he/she tries the new skill (R) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Sit down with the child and help him/her to practice the new skill (PS) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  |
| 3 | **If a child in my class becomes very upset when another child scribbles on his/her work, I would:** |
| a | Tell the child to calm down and stop over-reacting (S) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Tell the child that it’s understandable that he/she is so upset (AR) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Sit down and re-do the work for the child (O)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Tell the child they will get a reward when he/she has another go at it (R)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Talk with the child about how to fix the work (PS)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Encourage the child to have another go at it (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  |
| 4 | **If a child looked scared when asked to speak in front of the class, I would:** |
| a | Ask another child to speak instead (AR)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Tell the child to stop being nervous (S)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Ask the child to whisper to you what he/she wants to say and then say it to the class for him/her (OP) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Tell the child he/she will get a reward for participating (R)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Talk with the child about strategies to help him/her feel more confident speaking in class (PS) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Encourage the child to give it a try (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | Response Scale: 1 2 3 4 5 6 7Very Unlikely Medium Very Likely  |
| 5 | **If a child in my class is crying after arriving at school away from his/her parents, I would:** |
| a | Tell the child you will call his/her parents and ask them to take him/her home (AR) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Tell child to calm down, he/she is over-reacting (S)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Allow them to sit with you until they settle (OP)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Tell the child he/she will get a reward for staying at school (R)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Help the child to figure out strategies to help him/her feel settled at school (PS) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Tell the child that he/she is brave for coming to school (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| 6 | **If a child is in the playground, watching their classmates play, but hanging back and not joining in, I would:** |
| a | Leave the child to watch (AR)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Ask the child to come and do some jobs for you in the classroom (OP)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Tell the child ‘you should be playing with the other children’ (S)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Help the child figure out what to do so that he/she can join in (PS)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Tell the child that if he/she joins in you will give them all a reward (R)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Encourage the child to play with their classmates (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  |
| 7 | **If a child stayed as close to you as possible during class and playtimes, I would:** |
| a | Let him/her child stay close (AR)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Tell the child to stop or you will send him/her to see another teacher (S)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Tell the child that he/she can stay with you and do fun activities (OP)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Tell the child he/she will get a certificate or other reward if he/she sits/plays with his/her classmates (R) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Help the child think about what activities he/she could do with their classmates (PS) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Encourage the child to join the group (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  |
| 8 | **If a child in my class is inconsolably upset, and tells you that he/she misses their parent(s) and wants to go home, I would:** |
| a | Let the child speak to his/her parent(s) over the phone (AR)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Tell the child if he/she doesn’t calm down, he/she will miss out on a fun activity (S) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Tell him/her to sit with you until he/she settles (OP)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Tell the child that he/she can choose a small reward when he/she joins in with the class (R) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Help the child think of things to do that would make him/her feel better about being at school (PS) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Remind the child of times when he/she has missed his/her parents before and coped well with it (E) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  |
| 9 | **If a child in my class was really quiet, and not joining in a group discussion, I would:** |
| a | Leave the child to listen to the discussion (AR) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | Give the child suggestions as to what he/she could say (OP)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c | Tell the child that he/she will have to stay in at lunchtime if he/she doesn’t participate (S) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d | Praise the child for any contributions that he/she makes to the discussion (R)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e | Help the child practice what he/she could say in the group (PS)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f | Encourage the child to participate (E)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Scoring instructions – SPSS syntax:**

\*\*\*note below items contributing to low reliability were removed before calculating scale scores\*\*\*

COMPUTE OP\_total=MEAN(OP1,OP3,OP4,OP6,OP7,OP8).

EXECUTE.

COMPUTE Sanction\_total= MEAN(S1,S2,S3,S4,S5,S6,S7,S8,S9).

EXECUTE.

COMPUTE Encourage\_total= MEAN(E1,E2,E3,E4,E5,E6,E7,E8,E9).

EXECUTE.

COMPUTE Problemsolve\_total= MEAN(PS1,PS2,PS3,PS4,PS5,PS6,PS7,PS8,PS9).

EXECUTE.

COMPUTE Reward\_total= MEAN (R1,R2,R3,R4,R5,R6,R7,R8,R9).

EXECUTE.

COMPUTE Avoid\_total= MEAN(AR1,AR2,AR4,AR5,AR6,AR7,AR8,AR9).

EXECUTE.

COMPUTE AnxPromote= MEAN(OP\_total,Sanction\_total,Avoid\_total).

EXECUTE.

COMPUTE Autonomy= MEAN(Encourage\_total,Reward\_total,Problemsolve\_total).

EXECUTE.

**Generalized anxiety/worry scenarios only**

COMPUTE OP\_total\_genanx= MEAN(OP1,OP3).

EXECUTE.

COMPUTE Sanction\_total\_genanx= MEAN(S1,S2,S3).

EXECUTE.

COMPUTE Encourage\_total\_genanx= MEAN(E1,E2,E3).

EXECUTE.

COMPUTE Problemsolve\_total\_genanx= MEAN(PS1,PS2,PS3).

EXECUTE.

COMPUTE Reward\_total\_genanx= MEAN(R1,R2,R3).

EXECUTE.

COMPUTE Avoid\_total\_genanx= MEAN(AR1,AR2).

EXECUTE.

COMPUTE AnxPromote\_genanx= MEAN(OP\_total\_genanx,Sanction\_total\_genanx,Avoid\_total\_genanx).

EXECUTE.

COMPUTE Autonomy\_genanx= MEAN(Encourage\_total\_genanx,Reward\_total\_genanx,Problemsolve\_total\_genanx).

EXECUTE.

**Separation anxiety scenarios only**

COMPUTE OP\_total\_sepanx= MEAN(OP7,OP8).

EXECUTE.

COMPUTE Sanction\_total\_sepanx= MEAN(S5,S7,S8).

EXECUTE.

COMPUTE Encourage\_total\_sepanx= MEAN(E5,E7,E8).

EXECUTE.

COMPUTE Problemsolve\_total\_sepanx= MEAN(PS5,PS7,PS8).

EXECUTE.

COMPUTE Reward\_total\_sepanx= MEAN(R5,R7,R8).

EXECUTE.

COMPUTE Avoid\_total\_sepanx= MEAN(AR5,AR7,AR8).

EXECUTE.

COMPUTE AnxPromote\_sepanx= MEAN(OP\_total\_sepanx,Sanction\_total\_sepanx,Avoid\_total\_sepanx). EXECUTE.

COMPUTE Autonomy\_sepanx=MEAN(Encourage\_total\_sepanx,Reward\_total\_sepanx,Problemsolve\_total\_sepanx).

EXECUTE.

**Social anxiety scenarios:**

COMPUTE OP\_total\_soc= MEAN(OP4,OP6).

EXECUTE.

COMPUTE Sanction\_total\_soc= MEAN(S4,S6,S9).

EXECUTE.

COMPUTE Encourage\_total\_soc= MEAN(E4,E6,E9).

EXECUTE.

COMPUTE Problemsolve\_total\_soc= MEAN(PS4,PS6,PS9).

EXECUTE.

COMPUTE Reward\_total\_soc= MEAN(R4,R6,R9).

EXECUTE.

COMPUTE Avoid\_total\_soc= MEAN(AR4,AR6,AR9).

EXECUTE.

COMPUTE AnxPromote\_soc= MEAN(OP\_total\_soc,Sanction\_total\_soc,Avoid\_total\_soc).

EXECUTE.

COMPUTE Autonomy\_soc= MEAN(Encourage\_total\_soc,Reward\_total\_soc,Problemsolve\_total\_soc).

EXECUTE.