

PRE- AND POST-TRAINING SURVEY

This survey has three sections. In the first section, mark how much you agree or disagree with statements about yourself. In the second, select all the answers that apply to the question prompt. In the third, write short answers about actions you can take. Please answer all questions honestly and to the best of your ability.

1. Statements about me

Place a check mark (✓) under your answer.

Statements	Strongly disagree (4)	Disagree (3)	Agree (2)	Strongly agree (1)
1. I can identify signs of distress in my students.				
2. I know how to support students who are experiencing reactions such as anger, fear or grief.				
3. I know how to refer students with mental health or psychosocial concerns for additional support.				
4. I have the skills to support a student who is experiencing acute distress.				
5. I use classroom management practices that promote a safe and protective educational environment.				
6. I receive supervision and support that enables me to identify, support and refer students who need mental health and psychosocial support services.				
7. I don't feel I have the skills to support students' mental health and psychosocial wellbeing.				
8. I try to be considerate and understand the difficulties children may have experienced, including through displacement and conflict.				
9. I use sensitive language in the classroom and consider children's wellbeing.				
10. I observe confidentiality when dealing with issues relating to a student's distress.				



Statements	Strongly disagree (4)	Disagree (3)	Agree (2)	Strongly agree (1)
11. I monitor how a student’s wellbeing has or hasn’t progressed after referral.				
12. I know who to contact when I need support regarding a student who might need mental health and psychosocial support services.				
13. My work environment supports my wellbeing.				
14. I know what motivates me to be a good teacher.				
15. I’m aware of the personal challenges I face as a teacher.				
16. I have skills that help me manage my own stress.				
17. I do not know where to seek support when I’m feeling overwhelmed and stressed at work.				
18. I use activities that start and/or end the class day as an opportunity to check-in on my students’ wellbeing.				
19. My students know what will happen if they break a class rule.				
20. I feel confident leading social emotional skill-building games in my classroom.				
21. I have a regular scheduled time dedicated to social emotional skill-building games.				
22. I feel comfortable leading reflection discussions with my students after playing a game.				
23. I believe that play is important in helping children to heal from and cope with adversity.				
24. I use positive behaviour support strategies.				



2. Which of the following apply?

For each question, select all answers that apply.

1. Which of the following classroom management strategies do you use in your classroom? (Check (✓) all that apply)
 - Requiring students to be quiet
 - Co-creating classroom rules
 - Shouting
 - Routines
 - Displaying a class timetable
2. Which of the following are important for children's wellbeing? (Check (✓) all that apply)
 - Predictability
 - Strict rules
 - Positive relationships
 - Toys
 - Routines
3. Which of the following support positive behaviour? (Check (✓) all that apply)
 - Setting expectations
 - Punishing undesired behaviour
 - Creating a positive group environment
 - Rewarding desired behaviour
 - Redirecting undesired behaviour
 - Quietening children when they are loud
4. Which of the following support the development of positive relationships? (Check (✓) all that apply)
 - Compromise
 - Trust
 - Competition
 - Proximity
 - Communication
 - Respect



5. Which of the following contribute to developing social and emotional skills?

(Check (✓) all that apply)

- Lectures on social and emotional skills
- Safe and secure environments and relationships
- Explicit understanding of the skills that are being developed
- Targeted skill practice
- Punishment for misbehaving
- Reflection on the skills and applying them to real life

3. Actions

1. What actions can I take to address my biggest challenges in dealing with students' distress? (List a maximum of three actions.)

2. What support do I need in order to take these actions?

3. What actions will I take to support students' wellbeing?



TRAINING FEEDBACK

(To be implemented immediately after the training)

1. Please rate your overall experience as a participant on the course (check (✓) one) (1 = very bad, 2 = bad, 3 = OK, 4 = good, 5 = very good).

Very bad (1)	Bad (2)	OK (3)	Good (4)	Very good (5)

2. Overall, the pace of the training was (check (✓) one response):

- Too fast
- Fast
- Just right
- Slow
- Too slow

3. Overall, the content of the training was (check (✓) one response):

- Too difficult
- Difficult
- Just right
- Easy
- Too easy

4. The number of training hours were (check (✓) one response):

- Too few
- Few
- Just right
- Many
- Too many

5. Do you think you were offered timely and sufficient information and support to participate in the training to the best of your ability? (check (✓) one response)

- Yes
- No
- Somewhat



6. When the training is conducted again, it should (check (✓) one response):

- Be completely online
- Be completely in person
- Contain a mix of online and in-person sessions

7. When the training is conducted again, it should be (check (✓) all that apply):

- Scheduled on weekdays during working hours
- Scheduled on weekdays after working hours
- Scheduled on weekends
- Split into two-hour sessions
- Split in full-day sessions

8. Overall, the facilitator (check (✓) all that apply):

- Was knowledgeable about the topics covered
- Explained new concepts and information in a clear manner
- Created a suitable environment for learning (i.e., safe, positive, inclusive)
- Was not well-prepared for the training session
- Provided clear instructions for the in-session activities
- Explained information in a way that was difficult to understand
- Had good facilitation skills

Other: _____

9. The in-session activities (check (✓) all that apply):

- Were difficult to understand
- Enabled my full participation in the session
- Were difficult to finish in the time available
- Helped me to interact with the other participants in the session
- Helped me to learn from the other participants in the session
- Did not help me to learn

Other: _____



10. Please rate the following aspects of the training. Check (✓) one box for each statement. Only select N/A if it was not applicable to your training experience. (1 = very bad, 2 = bad, 3 = OK, 4 = good, 5 = very good, N/A = not applicable).

	Very bad (1)	Bad (2)	OK (3)	Good (4)	Very good (5)	N/A
Allocation of time to theory and practice						
Explanation of theoretical concepts						
Explanation/ demonstration of practical strategies						
Time allocated to practising strategies						
Handouts						
Training on the daily routines						
Variety of activities covered						
Focus on students' mental health and psychosocial wellbeing						
Focus on my own mental health and psychosocial wellbeing						
Use of play as a strategy to promote wellbeing						
Learning about the effects of conflict on children						
Strategies provided for identifying and referring children in need						



FOLLOW-UP FEEDBACK

(To be implemented four to six months after the training)

Training experience

- Please rate the following aspects of the training. Check (✓) one box for each statement. Only select N/A if it was not applicable to your training experience.
(1 = very bad, 2 = bad, 3 = OK, 4 = good, 5 = very good, N/A = not applicable).

Statements	Very bad (1)	Bad (2)	OK (3)	Good (4)	Very good (5)	N/A
Allocation of time to theory and practice						
Explanation of theoretical concepts						
Explanation/demonstration of practical strategies						
Time allocated to practising strategies						
Handouts						
Training on daily routines						
Training environment						
Training modality (e.g., online training, in-person training, hybrid or blended training)						
Pace of the training						
Variety of activities covered						
Focus on students' mental health and psychosocial wellbeing						
Focus on my own mental health and psychosocial wellbeing						
Use of play as a strategy to promote wellbeing						
Learning about the effects of conflict on children						
Strategies provided for identifying and referring children in need						



Implementing the training content

2. Please indicate how often you use and implement the strategies and tools covered in the training (check (✓) one frequency for each statement).

Statements	Rarely (4)	Occasionally (3)	Weekly (2)	Daily (1)
I use the tools provided in the training for my own wellbeing.				
I implement the strategies learned in the training with my class.				
I use the P.O.W.E.R. Game Bank in my class routinely.				

3. Which aspects of the training have you used in your classroom?
(Check (✓) all that apply.)

- Setting classroom routines
- Creating classroom rules
- Mental health and psychosocial support
- Play for wellbeing
- Effects of conflict on children’s wellbeing and learning
- Calming corners
- Steps for positive behaviour support
- Strategies for building positive relationships
- Five characteristics of play-based learning
- P.O.W.E.R. games
- Talking about crisis
- Identification and referral of MHPSS needs
- Teacher wellbeing
- Creating a self-care plan
- Facilitating discussions on the conflict / crisis with children



4. Which aspects of the training have you NOT used? (Check (✓) all that apply.)

- Setting classroom routines
- Creating classroom rules
- Mental health and psychosocial support
- Play for wellbeing
- Effects of conflict on children's wellbeing and learning
- Calming corners
- Steps for positive behaviour support
- Strategies for building positive relationships
- Five characteristics of play-based learning
- P.O.W.E.R. games
- Talking about crisis
- Identification and referral of MHPSS needs
- Teacher wellbeing
- Creating a self-care plan
- Facilitating discussions on the conflict / crisis with children

5. Have you faced any obstacles or challenges in implementing what you learned during the training? (Check (✓) one.)

- Yes (proceed to Q6)
- No (proceed to Q7)
- Maybe (proceed to Q6)



6. Which obstacles/challenges have you faced in implementing what you learned? (check (✓) all that apply)

- I don't feel confident in applying what I was taught
- I don't think the training content is important
- I feel I can't support the wellbeing of my students because I'm not a psychologist/counsellor
- I don't think the training content is relevant to the needs of my students
- I prefer to use other methods and tools to support the wellbeing of my students
- I don't have time to implement the training
- I lack resources to implement the training with my students
- I lack support from school administration/leadership
- The government's policies are not supportive of this training
- I haven't been teaching since I received the training
- I didn't receive sufficient supervision and support to implement what I learned in the training

Other: (fill in) _____

Impact of the training

7. Please indicate the extent to which you agree or disagree with the following statements (check (✓) one for each statement).

Statements	Strongly disagree (4)	Disagree (3)	Agree (2)	Strongly agree (1)
The training provided tools that have been useful for my own wellbeing.				
The training provided knowledge, tools and activities that have been useful to support my students' wellbeing.				
I feel comfortable speaking with students about their mental health and psychosocial needs.				
My students like play-based activities and approaches.				



8. How were the following affected by the training? (Check (✓) one for each statement.)

	Worsened a lot	Worsened a little	Did not change	Improved a little	Improved a lot
My wellbeing					
Student wellbeing					
Student behaviour in the class					
Collaboration between teachers (i.e., working together)					
Students' sense of safety in the class					
Inclusivity in the classroom					
Students reaching out for help					
Peer support among students (e.g., listening to one another and helping one another with problems)					
Peer support among teachers (e.g., listening to one another and helping one another with problems)					

