**DOMAIN:** Interpersonal Relationships

**OUTCOME:** Student-teacher Relationship Quality

**MEASURE:** Inventory of Teacher-Student Relationships

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The following statements ask about your feelings about your relationships with your teachers. Please read each statement and CHECK the ONE number that tells how true the statement is for you now. | | | | |
|  | Almost never or never true | Sometimes true | Often true | Almost always or always true |
| 1. My teacher respects my feelings. | □  1 | □  2 | □  3 | □  4 |
| 2. I feel my teacher is successful as a teacher. | □  1 | □  2 | □  3 | □  4 |
| 3. My teacher accepts me as I am. | □  1 | □  2 | □  3 | □  4 |
| 4. My teacher can tell when something is upsetting me. | □  1 | □  2 | □  3 | □  4 |
| 5. I get upset easily at school. | □  1 | □  2 | □  3 | □  4 |
| 6. I get upset a lot more than my teacher knows about. | □  1 | □  2 | □  3 | □  4 |
| 7. My teacher trusts my judgment. | □  1 | □  2 | □  3 | □  4 |
| 8. My teacher helps me understand myself better. | □  1 | □  2 | □  3 | □  4 |
| 9. I tell my teacher about my problems and troubles. | □  1 | □  2 | □  3 | □  4 |
| 10. My teacher encourages me to talk about my difficulties. | □  1 | □  2 | □  3 | □  4 |
| 11. My teacher understands me. | □  1 | □  2 | □  3 | □  4 |
| 12. When I am angry, my teacher tries to be understanding. | □  1 | □  2 | □  3 | □  4 |
| 13. I trust my teacher. | □  1 | □  2 | □  3 | □  4 |
| 14. My teacher doesn’t understand what I’m going through. | □  1 | □  2 | □  3 | □  4 |
| 15. I count on my teacher when I need to get something off my chest. | □  1 | □  2 | □  3 | □  4 |
| 16. I feel that no one understands me. | □  1 | □  2 | □  3 | □  4 |
| 17. If my teacher knows something is bothering me, they ask me about it. | □  1 | □  2 | □  3 | □  4 |

**Communication** (4, 8, 9, 10, 11, 12, 15, 17)

**Trust** (1, 2 ,3, 7, 13)

**Alienation** (5, 6, 14, 16)

Murray, C., & Zvoch, K. (2011). The inventory of teacher-student relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *The Journal of Early Adolescence, 31*(4), 493-525. <https://doi.org/10.1177/0272431610366250>