

Health Education Classroom Questionnaire

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**School Health Policies and Practices Study 2012
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Health Education Classroom Questionnaire

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Special Instructions

NOTE: THROUGHOUT THIS QUESTIONNAIRE, TEXT THAT APPEARS IN ALL CAPITAL LETTERS WILL NOT BE READ ALOUD TO RESPONDENTS.

THIS QUESTIONNAIRE WILL BE ADMINISTERED USING COMPUTER ASSISTED PERSONAL INTERVIEW TECHNOLOGY. THE INTERVIEWER WILL READ THE QUESTIONS ALOUD AND TYPE RESPONSES TO THE QUESTIONS INTO THE LAPTOP COMPUTER. THE INTERVIEW PROGRAM WILL 1) DISPLAY THE CORRECT TENSE OF VERBS, 2) PROVIDE ALTERNATE ANSWERS TO QUESTIONS (E.G., NOT APPLICABLE, "I DON'T KNOW"), 3) NAVIGATE COMPLEX SKIP PATTERNS, AND 4) PERFORM OTHER USEFUL FUNCTIONS. THE PROGRAMMING SPECIFICATIONS FOR THE INTERVIEW ARE NOT INCLUDED IN THIS PRINTED VERSION OF THE QUESTIONNAIRE.

NOTE: PRIOR TO THE INTERVIEW, HEALTH EDUCATION COURSES, TEACHERS, AND SECTIONS WERE RANDOMLY SELECTED AT EACH SCHOOL. IN ELEMENTARY SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL GRADES IN WHICH REQUIRED HEALTH EDUCATION IS TAUGHT. TWO GRADES WERE RANDOMLY SELECTED FROM THIS LIST (UNLESS THERE WERE ONLY TWO OR FEWER GRADES, IN WHICH CASE ALL WERE SELECTED). FOR EACH SELECTED GRADE, ONE TEACHER WAS RANDOMLY SELECTED TO BE INTERVIEWED. WHEN NECESSARY, A SECTION (E.G. MORNING KINDERGARTEN CLASS) WAS RANDOMLY SELECTED FOR THE TEACHER TO FOCUS ON THROUGHOUT THE INTERVIEW. IN MIDDLE AND HIGH SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL REQUIRED HEALTH EDUCATION COURSES FOR THE 2011–12 SCHOOL YEAR WITH A CORRESPONDING LIST OF TEACHERS FOR EACH COURSE. IF THE NUMBER OF REQUIRED HEALTH EDUCATION COURSES WAS EIGHT OR FEWER, ALL THE COURSES WERE SELECTED. IF THE NUMBER OF REQUIRED HEALTH EDUCATION COURSES EXCEEDED EIGHT, EIGHT COURSES WERE RANDOMLY SELECTED. FOR EACH SELECTED COURSE, ONE TEACHER WAS RANDOMLY SELECTED TO BE INTERVIEWED AND ONE SECTION OF THAT TEACHER'S COURSE (E.G. 2ND PERIOD HEALTH 101) WAS RANDOMLY SELECTED FOR HIM/HER TO FOCUS ON THROUGHOUT THE INTERVIEW.

General Course Characteristics and Content

The first questions I am going to ask you are about the general characteristics and content of a required health education course or class that you teach. Throughout this interview, please think about what took place when you taught _____ section of this course.

ANSWER Q1 FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO Q2.

SHOW CARD 1

Please use this card for your reference during my next question.

1. Which one of the statements listed on this card best describes the class? Was this class...

Devoted to health topics, such as alcohol
or other drug use prevention?.....1

A combined health education
and physical education class?.....2

Mainly about some subject other than
health education, such as science,
social studies, or English?.....3

2. At the end of the class, how many students were enrolled in the class?

_____ Students

SHOW CARD 2

As I read the list of topics on this card, please tell me if you taught about each one in the class. By “teach,” I mean some advanced planning on your part was involved; the subject was not just brought up in class.

3. Did you teach about...

	Yes	No
a. Alcohol or other drug use prevention?.....	1.....	2
b. Tobacco use prevention?.....	1.....	2
c. Nutrition and dietary behavior?.....	1.....	2
d. Physical activity and fitness, that is, classroom instruction, not a physical education class?.....	1.....	2
e. Pregnancy prevention?.....	1.....	2
f. HIV or human immunodeficiency virus prevention?.....	1.....	2
g. Other STD or sexually transmitted disease prevention?.....	1.....	2
h. Human sexuality?.....	1.....	2
i. Emotional and mental health?.....	1.....	2
j. Suicide prevention?.....	1.....	2
k. Violence prevention, for example bullying, fighting, or dating violence prevention?.....	1.....	2
l. Injury prevention and safety?.....	1.....	2
m. Asthma?.....	1.....	2
n. Infectious disease prevention, including foodborne illness and flu prevention?.....	1.....	2

4. When planning to teach or teaching the class, did you use...

	Yes	No
a. Internet resources?.....	1.....	2
b. Any state-, district- or school-developed curricula for health education?.....	1.....	2
c. Any commercially-developed curricula?.....	1.....	2
d. A commercially-developed student textbook?.....	1.....	2
e. A commercially-developed teacher's guide?.....	1.....	2
f. Health education performance assessment materials?.....	1.....	2
g. Any materials from health organizations, such as the American Heart Association or the American Cancer Society?.....	1.....	2

Alcohol and Other Drug Use Prevention

IF ALCOHOL OR OTHER DRUG USE PREVENTION WAS TAUGHT IN THIS CLASS (Q3A IS “YES”), ANSWER Q5–Q8. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q9.

Now I’m going to ask you about instruction on alcohol or other drug use prevention in this class.

SHOW CARD 3

As I read the topics listed on this card, please tell me if you taught about each one in the class.

5. When you taught about alcohol or other drug use prevention, did you teach about...

	Yes	No
a. Short-term health consequences of alcohol use and addiction?.....	1.....	2.....
b. Long-term health consequences of alcohol use and addiction?.....	1.....	2.....
c. Benefits of not using alcohol?.....	1.....	2.....
d. Drink equivalents and blood alcohol content?.....	1.....	2.....
e. Legal consequences of underage drinking?.....	1.....	2.....
f. Short-term health consequences of illegal drug use and addiction?.....	1.....	2.....
g. Long-term health consequences of illegal drug use and addiction?.....	1.....	2.....
h. Benefits of not using illegal drugs?.....	1.....	2.....
i. Distinguishing between medicinal and non-medicinal drug use?.....	1.....	2.....
j. Consequences of using prescription drugs without a doctor’s prescription?.....	1.....	2.....
k. Consequences of using inhalants, such as paints or sprays, to get high?.....	1.....	2.....
l. Effects of alcohol or other drug use on decision-making?.....	1.....	2.....

SHOW CARD 4

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

6. Did you teach about...

	Yes	No
a. How many young people use alcohol or other drugs?.....	1.....	2
b. The influence of families on alcohol or other drug use?.....	1.....	2
c. The influence of the media on alcohol or other drug use?.....	1.....	2
d. Social or cultural influences on alcohol or other drug use?.....	1.....	2
e. The influence of peers on alcohol or other drug use?.....	1.....	2
f. How to find valid information or services related to alcohol or other drug use prevention or cessation?.....	1.....	2
g. Resisting peer pressure to use alcohol or other drugs?.....	1.....	2
h. Making a personal commitment not to use alcohol or other drugs?.....	1.....	2
i. How students can influence, support, or advocate for others in efforts to prevent alcohol or other drug use?.....	1.....	2
j. How students can influence or support others in efforts to quit using alcohol or other drugs?.....	1.....	2

7. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to alcohol or other drug use prevention, for example through role playing?

Yes..... 1

No..... 2

8. How many hours did you spend teaching about alcohol or other drug use prevention?

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Tobacco Use Prevention

IF TOBACCO USE PREVENTION WAS TAUGHT IN THIS CLASS (Q3B IS “YES”), ANSWER Q9–Q12. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q13.

The next questions ask about instruction on tobacco use prevention in this class.

SHOW CARD 5

As I read the topics listed on this card, please tell me if you taught about each one in the class.

9. When you taught about tobacco use prevention, did you teach about...

	Yes	No
a. Short-term health consequences of cigarette smoking?.....	1.....	2
b. Long-term health consequences of cigarette smoking?.....	1.....	2
c. Benefits of not smoking cigarettes?.....	1.....	2
d. Short-term health consequences of cigar smoking?.....	1.....	2
e. Long-term health consequences of cigar smoking?.....	1.....	2
f. Benefits of not smoking cigars?.....	1.....	2
g. Short-term health consequences of using smokeless tobacco?.....	1.....	2
h. Long-term health consequences of using smokeless tobacco?.....	1.....	2
i. Benefits of not using smokeless tobacco?.....	1.....	2
j. Risks of using other tobacco and tobacco-like products, such as pipes, kreteks, or bidis?.....	1.....	2
k. Importance of quitting tobacco use?.....	1.....	2
l. Addictive effects of nicotine in tobacco products?.....	1.....	2
m. Health effects of environmental tobacco smoke (ETS) or second-hand smoke?.....	1.....	2

SHOW CARD 6

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

10. Did you teach about...

	Yes	No
a. How many young people use tobacco?.....	1.....	2
b. The influence of families on tobacco use?.....	1.....	2
c. The influence of the media on tobacco use?.....	1.....	2
d. Social or cultural influences on tobacco use?.....	1.....	2
e. The influence of peers on tobacco use?	1.....	2
f. How to find valid information or services related to tobacco use prevention or cessation?.....	1.....	2
g. Resisting peer pressure to use tobacco?.....	1.....	2
h. Making a personal commitment not to use tobacco?.....	1.....	2
i. Supporting school and community action to support a tobacco-free environment?.....	1.....	2
j. How students can influence, support, or advocate for others to prevent tobacco use?.....	1.....	2
k. How students can influence or support others in efforts to quit using tobacco?.....	1.....	2
l. How to avoid environmental tobacco smoke (ETS) or second-hand smoke?.....	1.....	2

11. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to tobacco prevention, for example through role playing?

Yes.....1

No.....2

12. How many hours did you spend teaching about tobacco use prevention?

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Nutrition and Dietary Behavior

IF NUTRITION AND DIETARY BEHAVIOR WAS TAUGHT IN THIS CLASS (Q3C IS “YES”), ANSWER Q13–Q17. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q18.

The next questions ask about instruction on nutrition and dietary behavior in this class.

SHOW CARD 7

As I read the topics listed on this card, please tell me if you taught about each one in the class.

13. When you taught about nutrition and dietary behavior, did you teach about...

	Yes	No
a. The relationship between healthy eating and personal health and disease prevention?.....	1.....	2
b. Food guidance using MyPyramid?.....	1.....	2
c. Reading and using food labels?.....	1.....	2
d. Eating a variety of foods?.....	1.....	2
e. Balancing food intake and physical activity?.....	1.....	2
f. Eating more fruits, vegetables, and whole grain products?.....	1.....	2
g. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat?.....	1.....	2
h. Choosing foods and beverages with little added sugars?.....	1.....	2
i. Eating more calcium-rich foods?.....	1.....	2
j. Preparing healthy meals and snacks?.....	1.....	2
k. Risks of unhealthy weight control practices?.....	1.....	2

ANSWER L FOR MIDDLE SCHOOL AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO M.

l. Eating disorders?.....	1.....	2
m. Accepting body size differences?.....	1.....	2
n. Food safety?.....	1.....	2
o. The importance of water consumption?.....	1.....	2
p. The importance of eating breakfast?.....	1.....	2

q. Making healthy choices when eating at restaurants?.....1.....2

(Q13 continued)

ANSWER R AND S FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO Q14.

- | | Yes | No |
|--|------------|-----------|
| r. The Dietary Guidelines for Americans?..... | 1..... | 2 |
| s. Using salt and sodium in moderation?..... | 1..... | 2 |
| 14. When you taught about nutrition and dietary behavior, did students have opportunities to taste new, healthful foods, such as fruits, vegetables, and whole grain foods, as part of a lesson? | | |
| Yes..... | 1 | |
| No..... | | 2 |

SHOW CARD 8

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

- | 15. Did you teach about... | | |
|--|------------|-----------|
| | Yes | No |
| a. The influence of families on dietary behavior?..... | 1..... | 2 |
| b. The influence of the media on dietary behavior?..... | 1..... | 2 |
| c. Social or cultural influences on dietary behavior?..... | 1..... | 2 |
| d. The influence of peers on dietary behavior?..... | 1..... | 2 |
| e. How to find valid information or services related to nutrition and dietary behavior?..... | 1..... | 2 |
| f. Resisting peer pressure related to unhealthy dietary behavior?..... | 1..... | 2 |
| g. How students can influence, support, or advocate for others' healthy dietary behavior?..... | 1..... | 2 |

16. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to nutrition and dietary behavior, for example through role playing?

- Yes.....1
- No.....2

17. How many hours did you spend teaching about nutrition and dietary behavior?

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Physical Activity and Fitness

IF PHYSICAL ACTIVITY AND FITNESS TOPICS WERE TAUGHT IN THIS CLASS (Q3D IS “YES”), ANSWER Q18–Q21. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q22.

Now I’m going to ask you about instruction on physical activity and fitness in this class.

SHOW CARD 9

As I read the topics listed on this card, please tell me if you taught about each one in the class.

18. When you taught about physical activity and fitness, did you teach about...

	Yes	No
a. The physical, psychological, or social benefits of physical activity?.....	1.....	2.....
b. How physical activity can contribute to a healthy weight?.....	1.....	2.....
c. How an inactive lifestyle contributes to chronic disease?.....	1.....	2.....
d. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition?.....	1.....	2.....
e. The difference between physical activity, exercise, and fitness?.....	1.....	2.....
f. Phases of an exercise session, that is, warmup, workout, and cool down?.....	1.....	2.....
g. Overcoming barriers to physical activity?.....	1.....	2.....
h. Decreasing sedentary activities, such as TV watching?.....	1.....	2.....
i. Opportunities for physical activity in the community?.....	1.....	2.....
j. Preventing injury during physical activity?.....	1.....	2.....
k. Weather-related safety, for example avoiding heat stroke, hypothermia, and sunburn while physically active?.....	1.....	2.....

(Q18 continued)

ANSWER L, M, N, AND O FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO THE INTRODUCTION TO Q19.

	Yes	No
l. How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity?.....	1.....	2
m. Developing an individualized physical activity plan?.....	1.....	2
n. Monitoring progress toward reaching goals in an individualized physical activity plan?.....	1.....	2
o. Dangers of using performance-enhancing drugs, such as steroids?.....	1.....	2

SHOW CARD 10

As I read the list of areas of instruction on this card, please tell me if you taught about each one.

19. Did you teach about...

	Yes	No
a. The influence of families on physical activity?.....	1.....	2
b. The influence of the media on physical activity?.....	1.....	2
c. Social or cultural influences on physical activity?.....	1.....	2
d. The influence of peers on physical activity?.....	1.....	2
e. How to find valid information or services related to physical activity and fitness?.....	1.....	2
f. Resisting peer pressure that discourages physical activity?.....	1.....	2
g. How students can influence, support, or advocate for others to engage in physical activity?.....	1.....	2

20. Did you provide students with the opportunity to practice communication, decision-making, or goal-setting skills related to physical activity, for example through role playing?

Yes.....	1
No.....	2

21. How many hours did you spend in the classroom teaching about physical activity?
Please do not include time students spent actually being active.

Less than 1 hour.....	0
1 Hour.....	1
2 Hours.....	2
3 Hours.....	3
4 Hours.....	4
5 Hours.....	5
6 Hours.....	6
7 Hours.....	7
8 Hours.....	8
9 Hours.....	9
10 Hours.....	10
11 or more hours.....	11

Human Sexuality

IF HUMAN SEXUALITY WAS TAUGHT IN THIS CLASS (Q3E, Q3F, Q3G, OR Q3H IS “YES”), ANSWER Q22–Q24. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q25.

The next section asks about instruction on human sexuality in this class.

SHOW CARD 11

You mentioned that when you taught the class, you taught about human sexuality topics. As I read the topics listed on this card, please tell me if you taught about each one.

22. When you taught about human sexuality, did you teach about...

	Yes	No
a. Abstinence as the most effective method to avoid pregnancy, HIV, and other STDs?.....	1.....	2
b. The relationship among HIV, other STDs, and pregnancy?.....	1.....	2
c. Dating and healthy relationships?.....	1.....	2
d. Marriage and commitment?.....	1.....	2
e. Human development issues, such as reproductive anatomy and puberty?.....	1.....	2

ANSWER F–L FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO THE INTRODUCTION TO Q23.

f. Risks associated with having multiple sexual partners?.....	1.....	2
g. Condom efficacy, that is, how well condoms work and do not work?.....	1.....	2
h. How to correctly use a condom?.....	1.....	2
i. How to obtain condoms?.....	1.....	2
j. The importance of using condoms consistently and correctly?.....	1.....	2
k. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy?.....	1.....	2
l. Sexual identity and sexual orientation?.....	1.....	2

SHOW CARD 12

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

23. Did you teach about...

	Yes	No
a. The influence of families on sexual behavior?.....	1.....	2
b. The influence of the media on sexual behavior?.....	1.....	2
c. Social or cultural influences on sexual behavior?.....	1.....	2
d. The influence of peers on sexual behavior?.....	1.....	2
e. Resisting peer pressure to engage in sexual behavior?.....	1.....	2
f. How students can influence, support, or advocate for others to make healthy decisions related to sexual behaviors?.....	1.....	2
g. The relationship between alcohol or other drug use and risk for HIV, other STDs, and pregnancy?.....	1.....	2

24. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to human sexuality, for example through role playing?

Yes.....	1
No.....	2

IF PREGNANCY PREVENTION WAS TAUGHT IN THIS CLASS (Q3E IS “YES”) ANSWER Q25–Q26. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q27.

25. When you taught about pregnancy prevention, did you teach about...

	Yes	No
a. How to prevent pregnancy?.....	1.....	2
b. Risks associated with teen pregnancy?.....	1.....	2
c. The educational and social impact of teen pregnancy?.....	1.....	2
d. How to find valid information or services related to Pregnancy or pregnancy testing?.....	1.....	2

ANSWER E, F, G, AND H FOR MIDDLE SCHOOL AND HIGH SCHOOL ONLY.

e. Methods of contraception?.....	1.....	2
f. The importance of using contraception consistently and correctly?.....	1.....	2
g. How to obtain contraception?.....	1.....	2
h. Contraception efficacy, that is, how well contraception works and does not work?.....	1.....	2

26. How many hours did you spend teaching about pregnancy prevention?

Less than 1 hour.....	0
1 Hour.....	1
2 Hours.....	2
3 Hours.....	3
4 Hours.....	4
5 Hours.....	5
6 Hours.....	6
7 Hours.....	7
8 Hours.....	8
9 Hours.....	9
10 Hours.....	10
11 or more hours.....	11

IF HIV PREVENTION WAS TAUGHT IN THIS CLASS (Q3F IS “YES”), ANSWER Q27–Q28. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q29.

27. When you taught about HIV prevention, did you teach about...

	Yes	No
a. How to prevent HIV infection?.....	1.....	2
b. Signs and symptoms of HIV and AIDS?.....	1.....	2
c. How HIV is transmitted?.....	1.....	2
d. How HIV affects the human body?.....	1.....	2
e. Long-term health consequences of HIV and AIDS?.....	1.....	2
f. Compassion for persons living with HIV or AIDS?.....	1.....	2
g. How to find valid information or services related to HIV or HIV counseling and testing?.....	1.....	2
h. How HIV is diagnosed and treated?.....	1.....	2

28. How many hours did you spend teaching about HIV prevention?

Less than 1 hour.....	0
1 Hour.....	1
2 Hours.....	2
3 Hours.....	3
4 Hours.....	4
5 Hours.....	5
6 Hours.....	6
7 Hours.....	7
8 Hours.....	8
9 Hours.....	9
10 Hours.....	10
11 or more hours.....	11

IF STD PREVENTION WAS TAUGHT IN THIS CLASS (Q3G IS “YES”), ANSWER Q29–Q31. OTHERWISE, SKIP TO INTRODUCTION TO Q32.

29. When you taught about STD prevention, did you teach about...

	Yes	No
a. How to prevent STDs?.....	1.....	2
b. How STDs, other than HIV, are transmitted?.....	1.....	2
c. Signs and symptoms of STDs?.....	1.....	2
d. How to find valid information or services related to STDs or STD screening?.....	1.....	2
e. How STDs are diagnosed and treated?.....	1.....	2
f. Long-term health consequences of STDs?.....	1.....	2

30. How many hours did you spend teaching about STD prevention? Please do not include hours spent teaching about HIV prevention.

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

31. You said you spent [FILL NUMBER OF HOURS] hours teaching about pregnancy prevention, HIV prevention, and STD prevention, but there is often overlap among these topics. Taking this overlap into account, how many hours did you spend teaching all three human sexuality topics?

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

IF PREGNANCY PREVENTION, HIV PREVENTION, STD PREVENTION, AND HUMAN SEXUALITY WERE NOT TAUGHT (Q3E, Q3F, Q3G, Q3H ARE “NO”) THEN SKIP TO THE INSTRUCTIONS BEFORE Q36.

32. Which of the following statements best describes your use of a curriculum related to human sexuality, pregnancy prevention, HIV prevention, or other STD prevention?

- I do not use a specific curriculum for teaching these topics.....1
- I use a curriculum that is required by the state, district, or school.....2
- I use a curriculum that is recommended by the state, district, or school.....3
- I use a curriculum chosen from some other source.....4
- I use a curriculum that I developed myself.....5

33. Were any students excused by a parent’s or guardian’s request from attending the class when topics related to pregnancy prevention, HIV prevention, other STD prevention, or human sexuality were presented?

- Yes.....1
- No.....2 →SKIP TO THE INSTRUCTIONS BEFORE Q39

34. How many students were excused by a parent’s or guardian’s request from attending class when topics related to pregnancy prevention, HIV prevention, other STD prevention, or human sexuality were presented?

_____ Students

35. When excused from class when topics related to pregnancy prevention, HIV prevention, other STD prevention, or human sexuality were presented, did these students participate in...

- | | Yes | No |
|---|------------|-----------|
| a. Study hall?.....1.....2 | | |
| b. An assignment or project related to sex education?.....1.....2 | | |

(Q35 Continued)

- c. An assignment or project related to another health education topic?.....1.....2
- d. Additional time in physical education?.....1.....2
- e. Another activity?.....1.....2

Emotional and Mental Health

IF EMOTIONAL AND MENTAL HEALTH WAS TAUGHT IN THIS CLASS (Q31 IS “YES”), ANSWER Q36–Q39. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q40.

The next section asks about instruction on emotional and mental health in this class.

SHOW CARD 13

As I read the topics listed on this card, please tell me if you taught about each one in the class.

36. When you taught about emotional and mental health, did you teach about...

	Yes	No
a. Feelings and emotions associated with loss and grief?.....	1.....	2

ANSWER B FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO C.

b. How emotions change during adolescence?.....	1.....	2
c. Appropriate ways to express and deal with emotions and feelings?.....	1.....	2
d. The relationship between feelings and behaviors?.....	1.....	2
e. The importance of talking with trusted adults about emotions and feelings?.....	1.....	2
f. Causes, signs, and effects of stress?.....	1.....	2
g. Positive and negative ways of dealing with stress?.....	1.....	2
h. Causes, signs, and effects of depression?.....	1.....	2
i. When to seek help for mental health problems?.....	1.....	2
j. Interrelationship of physical, mental, emotional, social, and spiritual health?.....	1.....	2
k. Strategies for controlling impulsive behaviors?.....	1.....	2
l. Strategies for controlling anger?.....	1.....	2
m. Strategies for coping with loss and grief?.....	1.....	2
n. Being sensitive to the feelings of others?.....	1.....	2
o. Establishing and maintaining healthy relationships?.....	1.....	2
p. Healthy ways to express affection, love, friendship, and concern?.....	1.....	2

q. How mental illness is diagnosed and treated?.....1.....2

SHOW CARD 14

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

37. Did you teach about...

	Yes	No
a. The influence of families on emotional and mental health?.....	1.....	2
b. The influence of the media on emotional and mental health?.....	1.....	2
c. Social or cultural influences on emotional and mental health?.....	1.....	2
d. The influence of peers on emotional and mental health?.....	1.....	2
e. How to find valid information or services related to emotional and mental health?.....	1.....	2
f. How students can influence, support, or advocate for others to promote emotional and mental health?.....	1.....	2
g. The relationship between alcohol or other drug use and emotional and mental health?.....	1.....	2

38. Did you provide students with the opportunity to practice communication, decision-making, or goal-setting skills related to emotional and mental health, for example through role playing?

Yes.....1

No.....2

39. How many hours did you spend teaching about emotional and mental health?

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Suicide Prevention

IF EMOTIONAL AND MENTAL HEALTH OR SUICIDE PREVENTION WERE TAUGHT IN THE CLASS (Q3I OR Q3J IS “YES”), ANSWER Q40–Q42. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q43.

Now I’m going to ask you about instruction on suicide prevention in this class.

SHOW CARD 15

As I read the topics listed on this card, please tell me if you taught about each one in the class.

40. When you taught about suicide prevention, did you teach about...

	Yes	No
a. Recognizing signs and symptoms of people who are in danger of hurting themselves?.....	1.....	2
b. What to do if someone is thinking about hurting himself or herself?.....	1.....	2
c. The relationship between suicide and other types of violence?.....	1.....	2
d. The relationship between suicide and emotional and mental health?.....	1.....	2
e. When to seek help for suicidal thoughts?.....	1.....	2

SHOW CARD 16

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

41. Did you teach about...

	Yes	No
a. The influence of families on suicidal behaviors?.....	1.....	2
b. The influence of the media on suicidal behaviors?.....	1.....	2
c. Social or cultural influences on suicidal behaviors?.....	1.....	2
d. The influence of peers on suicidal behaviors?.....	1.....	2
e. How to find valid information or services to prevent suicidal behaviors?.....	1.....	2
f. Resisting peer pressure that would increase risk of suicidal behaviors?.....	1.....	2
g. How students can influence, support, or advocate for others to prevent suicidal behaviors?.....	1.....	2
h. The relationship between alcohol or other drug use and suicidal behaviors?.....	1.....	2

42. How many hours did you spend teaching about suicide prevention?

Less than 1 hour.....	0
1 Hour.....	1
2 Hours.....	2
3 Hours.....	3
4 Hours.....	4
5 Hours.....	5
6 Hours.....	6
7 Hours.....	7
8 Hours.....	8
9 Hours.....	9
10 Hours.....	10
11 or more hours.....	11

Violence Prevention

IF VIOLENCE PREVENTION WAS TAUGHT IN THE CLASS (Q3K IS “YES”), ANSWER Q43–Q46. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q47.

SHOW CARD 17

The next several questions are about instruction on the prevention of violence and intentional injuries, including topics such as bullying, fighting, or dating violence. As I read the topics listed on this card, please tell me if you taught about each one in the class.

43. When you taught about the prevention of violence and intentional injuries, did you teach about...

	Yes	No
a. Anger management?.....	1.....	2
b. Bullying?.....	1.....	2
c. What to do if someone is being bullied?.....	1.....	2

ANSWER D, E AND F FOR ELEMENTARY SCHOOL ONLY.
OTHERWISE, SKIP TO G.

d. Teasing?.....	1.....	2
e. Personal safety, for example, dealing with strangers?.....	1.....	2
f. Inappropriate touching?.....	1.....	2
g. Techniques to resolve interpersonal conflicts without fighting?.....	1.....	2
h. Prosocial behaviors such as cooperation, praise, or showing support for others?.....	1.....	2

ANSWER I–M FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO N.

i. Personal safety, for example avoiding becoming a victim of a crime?.....	1.....	2
j. Sexual harassment?.....	1.....	2
k. Dating violence?.....	1.....	2
l. Sexual assault and rape?.....	1.....	2
m. Gangs?.....	1.....	2
n. Recognizing signs and symptoms of people who are in danger of hurting others?.....	1.....	2

(Q43 continued)

	Yes	No
o. What to do if someone is thinking about hurting others?.....	1.....	2
p. Prejudice, discrimination, and bias?.....	1.....	2
q. Empathy, that is, identification with and understanding of another person's feelings, situation, or motives?.....	1.....	2
r. Perspective-taking, that is, taking another person's point of view?.....	1.....	2
s. Short-term consequences of violence?.....	1.....	2
t. Long-term consequences of violence?.....	1.....	2

SHOW CARD 18

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

44. Did you teach about...

	Yes	No
a. The influence of families on behaviors related to violence?.....	1.....	2
b. The influence of the media on behaviors related to violence?.....	1.....	2
c. Social or cultural influences on behaviors related to violence?.....	1.....	2
d. The influence of peers on behaviors related to violence?.....	1.....	2
e. How to find valid information or services to prevent violence?.....	1.....	2
f. Resisting peer pressure to engage in violent behaviors?.....	1.....	2
g. How students can influence, support, or advocate for others to prevent violence?.....	1.....	2
h. The relationship between alcohol or other drug use and violence?.....	1.....	2
i. The relationship between anger and violence?.....	1.....	2

45. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to violence prevention, for example through role playing?

Yes.....1

No.....2

46. How many hours did you spend teaching about violence prevention? Please do not include hours spent teaching about suicide prevention.

Less than 1 hour.....0

1 Hour.....1

2 Hours.....2

3 Hours.....3

4 Hours.....4

5 Hours.....5

6 Hours.....6

7 Hours.....7

8 Hours.....8

9 Hours.....9

10 Hours.....10

11 or more hours.....11

Injury Prevention and Safety

IF INJURY PREVENTION AND SAFETY WERE TAUGHT IN THE CLASS (Q3L IS “YES”), ANSWER Q47–Q50. OTHERWISE, SKIP TO THE INTRODUCTION TO Q51.

SHOW CARD 19

Next, I am going to ask about instruction on ways to prevent unintentional injuries like those from car crashes, fires, or drownings. As I read the topics listed on this card, please tell me if you taught about each one in the class.

47. When you taught about injury prevention and safety, did you teach about...

	Yes	No
a. Fire safety?	1.....	2
b. Water safety?.....	1.....	2
c. Emergency preparedness?.....	1.....	2
d. Pedestrian safety?.....	1.....	2
e. Motor vehicle occupant safety such as seatbelt use?.....	1.....	2

ASK F FOR MIDDLE AND HIGH SCHOOLS ONLY

f. State laws related to teen driving?.....	1.....	2
g. Use of protective equipment for biking, skating, or other sports?.....	1.....	2
h. First aid?.....	1.....	2
i. Cardiopulmonary resuscitation, or CPR?.....	1.....	2
j. Poisoning prevention?.....	1.....	2

ANSWER K FOR ELEMENTARY SCHOOL ONLY.
OTHERWISE, SKIP TO THE INTRODUCTION TO Q48.

k. Playground safety?.....	1.....	2
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SHOW CARD 20

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

48. Did you teach about...

	Yes	No
a. The influence of families on behaviors related to safety?.....	1.....	2
b. The influence of the media on behaviors related to safety?.....	1.....	2
c. The influence of technology on behaviors related to safety?.....	1.....	2
d. Social or cultural influences on behaviors related to safety?.....	1.....	2
e. The influence of peers on behaviors related to safety?.....	1.....	2
f. How to find valid information or services to prevent injuries?.....	1.....	2
g. Resisting peer pressure that would increase risk of injuries?.....	1.....	2
h. How students can influence, support, or advocate for others to prevent injuries?.....	1.....	2
i. The relationship between alcohol or other drug use and injuries?.....	1.....	2

49. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to injury prevention and safety, for example through role playing?

Yes.....	1
No.....	2

50. How many hours did you spend teaching about injury prevention and safety?

- Less than 1 hour.....0
- 1 Hour.....1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Personal Health and Wellness

Now I'd like to ask you a few questions about instruction on personal health and wellness in this class.

SHOW CARD 21

As I read the topics listed on this card, please tell me if you taught about each one in the class.

51. Did you teach about...

	Yes	No
a. Hand washing or hand hygiene?.....	1.....	2
b. Dental and oral health?.....	1.....	2
c. Consumer health, such as choosing sources of health-related information, products, and services wisely?.....	1.....	2
d. Environmental health, such as how air and water quality can affect health?.....	1.....	2
e. Growth and development?.....	1.....	2
f. Immunizations?.....	1.....	2
g. Sun safety or skin cancer prevention?.....	1.....	2
h. The difference between infectious and chronic diseases?.....	1.....	2
i. How common infectious illnesses like the flu are transmitted?.....	1.....	2
j. How to cover your mouth or nose when coughing or sneezing?.....	1.....	2
k. The importance of staying at home when sick?.....	1.....	2
l. Benefits of rest and sleep?.....	1.....	2
m. Ways to prevent vision and hearing loss?.....	1.....	2
n. The importance of health screenings and checkups?.....	1.....	2
o. How positive health behaviors can benefit people throughout the life span?.....	1.....	2
p. Potential health and social consequences of popular fads and trends?.....	1.....	2

SHOW CARD 22

52. Did you teach about...

	Yes	No
a. The influence of families on behaviors related to personal health and wellness?.....	1.....	2
b. The influence of the media on behaviors related to personal health and wellness?.....	1.....	2
c. Social or cultural influences on behaviors related to personal health and wellness?.....	1.....	2
d. The influence of peers on behaviors related to personal health and wellness?.....	1.....	2
e. How to find valid information or services to promote personal health and wellness?.....	1.....	2
f. How students can influence, support, or advocate for others to promote personal health and wellness?.....	1.....	2

Teaching Techniques

Now, I would like to ask a few more general questions about the class. Please remember to answer these questions about this class only. The next questions ask about the use of various teaching methods.

IF THIS IS AN ONLINE HEALTH EDUCATION CLASS, SKIP TO Q54.

53. How often did you use...

	Never	Rarely	Some- times	Almost Always or Always
a.....Audiovisual media, such as DVDs?.....				
2.....	3.....	4		
b.....Group discussions?.....	1.....	2.....	3	
.....	4			
c.....Cooperative group activities?.....				
2.....	3.....	4		
d.....Role play, simulations, or practice?.....				
2.....	3.....	4		
e.....Visual, performing, or language arts?.....				
2.....	3.....	4		
f.....Pledges or contracts for changing behavior or abstaining from a behavior?.....	1.....	2.....	3.....	4
g.....Guest speakers?.....	1.....	2.....	3	
.....	4			
h.....Peer teaching?.....	1.....	2.....	3	
.....	4			
i.....The Internet?.....	1.....	2.....	3	
.....	4			
j.....Health education programs available through videoconferencing or other distance learning methods?.....	1.....	2.....	3.....	4
k.....Student logs or journals?.....	1.....	2.....	3	
.....	4			
l.....Games to reinforce concepts?.....				
2.....	3.....	4		
m.....Field trips as a method of instruction?.....				
2.....	3.....	4		

SKIP TO THE INTRODUCTION TO Q55

54. How often did you use...

	Never	Rarely	Some- times	Almost Always or Always
a. Group discussions?.....	1.....	2.....	3.....	4
b.....Cooperative group activities?.....	2.....	3.....	4	
c.....Role play, simulations, or practice?.....	2.....	3.....	4	
d.....Visual, performing, or language arts?.....	2.....	3.....	4	
e.....Pledges or contracts for changing behavior or abstaining from a behavior?.....	1.....	2.....	3.....	4
f.....Guest speakers?.....	1.....	2.....	3	4
g.....Peer teaching?.....	1.....	2.....	3	4
h.....Student logs or journals?.....	1.....	2.....	3	4
i.....Games to reinforce concepts?.....	2.....	3.....	4	

The next questions ask about the use of methods to highlight diversity or the values of various cultures.

55. When teaching the class did you...

	Yes	No	N/A
a.....Use textbooks or curricular materials reflective of various cultures?.....	1.....	2	
b.....Use textbooks, curricular materials, or other teaching techniques designed for students with limited English proficiency?.....	1.....	2.....	3
c.....Ask students or families to share their own cultural experiences related to health topics?.....	1.....	2	
d.....Teach about cultural differences and similarities?.....	1.....	2	

e.....Modify teaching methods to match
students' learning styles, health beliefs,
or cultural values?.....1.....2

56. Did you ask students to...

	Yes	No
a. Perform volunteer work at a hospital, a local health department, or any other local organization that addresses health issues?.....	1.....	2
b. Participate in or attend a community health fair?.....	1.....	2
c. Gather information about health services that are available in the community, such as health screenings?.....	1.....	2
d. Visit a store to compare prices of health products?.....	1.....	2
e. Identify potential injury sites at school, home, or in the community?.....	1.....	2
f. Identify advertising in the community designed to influence health behaviors?.....	1.....	2
g. Advocate for a health-related issue?.....	1.....	2

57. Did you...

	Yes	No
a. Provide families of all students in the class with information on the class?.....	1.....	2
b. Give students homework or projects that involve family members?.....	1.....	2
c. Invite families of all students in the class to attend the class or other health education activities, such as a health fair or field trip?.....	1.....	2
d. Provide strategies to help students promote the health of family members?.....	1.....	2
e. Collect suggestions from students about the class?.....	1.....	2
f. Collect suggestions from students' families about the class?.....	1.....	2

The next question asks about student assessment in this class.

58. Did you assess students based on...

	Yes	No
a. Their attendance?.....	1.....	2
b. Their level of participation?.....	1.....	2
c. Their attitude?.....	1.....	2
d. Their performance on knowledge tests?.....	1.....	2
e. Their final scores on skills performance tests?.....	1.....	2
f. Their improvement in skills performance tests?.....	1.....	2
g. Their scores on a portfolio?.....	1.....	2
h. Their demonstration of self-management skills, such as goal-setting or self-assessment?.....	1.....	2

ANSWER Q59, Q60, AND Q61 FOR ELEMENTARY SCHOOL ONLY. OTHERWISE, SKIP TO THE INTRODUCTION TO Q62.

59. Did you make time for students to wash their hands using a bathroom or classroom sink..

	Yes	No
a. Before lunch?.....	1.....	2
b. Before snacks?.....	1.....	2
c. After recess?.....	1.....	2

60. Did you make time for students to use hand sanitizers...

	Yes	No	Students do not have access to hand sanitizers
a. Before lunch?.....	1.....	2.....	3
b. Before snacks?.....	1.....	2.....	3
c. After recess?.....	1.....	2.....	3

61. Does the classroom supply list for students include hand cleaning products?

Yes.....1

No.....2

My next questions ask about teaching students with long-term physical, medical, or cognitive disabilities. Examples of such disabilities include Down syndrome, learning disabilities, and conditions that require permanent use of a wheelchair.

62. Were there any students with long-term physical, medical, or cognitive disabilities in the class?

Yes.....1

No.....2

→SKIP TO THE
INTRODUCTION TO Q64

63. Was there...

Yes No

a. A special education teacher with whom you coordinated assignments for students with disabilities?.....1.....2

b. A teacher or aide who came in to assist with the students with disabilities?.....1.....2

c. Assigned note takers or readers for class work?.....1.....2

d. Simplified instructional content or variations in the amount or difficulty of material taught?.....1.....2

e. More skill modeling, practicing, or repetition?.....1.....2

f. Preferential seating for the students with disabilities?.....1.....2

g. Modified assessment?.....1.....2

Respondent Background

My last set of questions asks about your teaching experience and educational background.

64. Counting this year as a full year and including years spent teaching health education topics or courses at any other schools, how many years of experience do you have teaching health education topics or courses?

_____ Years

IF THIS IS AN ONLINE HEALTH EDUCATION CLASS, SKIP TO Q66.

65. Have you ever taught an online or distance health education class for any of grades K-12?

Yes.....1

No.....2

66. Do you coach an interscholastic sport?

Yes.....1

No.....2

67. Do you have an undergraduate degree?

Yes.....1

No.....2 →SKIP TO Q73

68. What did you major in?
MARK ALL THAT APPLY

Health education.....1

Physical education.....2

Other education.....3

Nursing.....4

Biology or other science.....5

Other (Specify).....6

69. Did you have an undergraduate minor?

Yes.....1

No.....2 →SKIP TO Q71

70. What did you minor in?
 MARK ALL THAT APPLY

- Health education.....1
- Physical education.....2
- Other education.....3
- Nursing.....4
- Biology or other science.....5
- Other (Specify).....6

71. Do you have a graduate degree?

- Yes.....1
- No.....2 →SKIP TO Q73

72. In what area or areas?
 MARK ALL THAT APPLY

- Health education.....1
- Physical education.....2
- Other education.....3
- Nursing.....4
- Biology or other science.....5
- Other (Specify).....6

73. Currently, are you certified, endorsed, or licensed by the state to teach health education in...

	Yes	No	State does not offer certification, licensure, or endorsement to teach health education at this level
a. Elementary school?.....1.....2.....3			
b.....Middle school?.....1.....2 3			
c.....High school?.....1.....2 3			

ANSWER Q74 FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO THE INTRODUCTION TO Q75.

74. Are you a Certified Health Education Specialist, or CHES?

- Yes.....1
- No.....2

Now I'd like to ask you about professional development you may have received or would like to receive. Professional development might include workshops, conferences, continuing education, graduate courses, or any other kind of in-service.

SHOW CARD 23

As I read the list of topics on this card, please tell me if you received any professional development on each topic.

75. During the past two years, did you receive any professional development on...

	Yes	No
a. Alcohol or other drug use prevention?.....	1.....	2
b. Tobacco use prevention?.....	1.....	2
c. Nutrition and dietary behavior?.....	1.....	2
d. Physical activity and fitness?.....	1.....	2
e. Pregnancy prevention?.....	1.....	2
f. HIV, or human immunodeficiency virus, prevention?.....	1.....	2
g. Other STD, or sexually transmitted disease, prevention?.....	1.....	2
h. Human sexuality?.....	1.....	2
i. Emotional and mental health?.....	1.....	2
j. Suicide prevention?.....	1.....	2
k. Violence prevention, for example bullying, fighting, or dating violence prevention?.....	1.....	2
l. Injury prevention and safety?.....	1.....	2
m. Asthma?.....	1.....	2
n. Infectious disease prevention, including foodborne illness and flu prevention?.....	1.....	2

76. Which of these topics would you like to receive further professional development on?
 MARK ALL THAT APPLY

- Alcohol or other drug use prevention.....1
- Tobacco use prevention.....2
- Nutrition and dietary behavior.....3
- Physical activity and fitness.....4
- Pregnancy prevention.....5
- HIV, or human immunodeficiency
 virus, prevention.....6
- Other STD, or sexually transmitted
 disease, prevention.....7
- Human sexuality.....8
- Emotional and mental health.....9
- Suicide prevention.....10
- Violence prevention, for example bullying,
 fighting, or dating violence prevention.....11
- Injury prevention and safety.....12
- Asthma.....13
- Infectious disease prevention, including
 foodborne illness and flu prevention.....14
- None of these.....15

SHOW CARD 24

As I read the list of topics on this card, please tell me if you received any professional development on each one during the past two years.

77. During the past two years, did you receive any professional development on...

	Yes	No
a. Teaching students with long-term physical, medical, or cognitive disabilities?.....	1.....	2
b. Teaching students of various cultural backgrounds?.....	1.....	2
c. Teaching students with limited English proficiency?.....	1.....	2
d. Using interactive teaching methods, such as role plays or cooperative group activities?.....	1.....	2
e. Using peer educators for health education?.....	1.....	2
f. Encouraging family or community involvement?.....	1.....	2
g. Teaching skills for behavior change?.....	1.....	2
h. Classroom management techniques, such as social skills training, environmental modification, conflict resolution and mediation, and behavior management?.....	1.....	2
i. Assessing or evaluating students in health education?.....	1.....	2
j. Health education standards?.....	1.....	2
k. Teaching online or distance education courses?.....	1.....	2
l. Transforming traditional face-to-face courses into an online format?.....	1.....	2
m. Using technology such as computers for health education?.....	1.....	2

78. Which of these topics would you like to receive further professional development on?
 MARK ALL THAT APPLY

- Teaching students with physical, medical,
 or cognitive disabilities.....1
- Teaching students of various
 cultural backgrounds.....2
- Teaching students with limited
 English proficiency.....3
- Using interactive teaching methods,
 such as role plays or cooperative
 group activities.....4
- Using peer educators for health education.....5
- Encouraging family
 or community involvement.....6
- Teaching skills for behavior change.....7
- Classroom management techniques, such as
 social skills training, environmental
 modification, conflict resolution
 and mediation, and behavior management.....8
- Assessing or evaluating students
 in health education.....9
- Health education standards.....10
- Teaching online or distance education courses.....11
- Transforming traditional face-to-face courses
 into an online format.....12
- Using technology such as computers
 for health education.....13
- None of these.....14

79. My supervisor may wish to call you to ask about how I conducted this interview.
 Would you please tell me a telephone number where we might reach you starting with the
 area code?

() -

- 1) Daytime or
- 2) Evening/weekend

Thank you very much for taking the time to complete this interview.