

## HMRE Program Observation Checklist

	Program Name:	Observer Name:		
	Session duration:	Strategies observed (check all that apply):		
	Time of day session took place (AM/PM):			
	# of staff:	Lecture		Small-group activity
	Staff are peers/near peers (Yes/No) :	Video		Social media
	Staff are adults (Yes/No):	Role-play		Internet
	# of participants:	Class discussion		Other (describe):
	Group is predominantly male/predominantly female/mixed:	Small-group discussion		

A.	Staff is representative of [observed] population served (i.e., gender, race/ethnicity, language)	Yes	No	Notes
1	Gender: staff represented all genders present in the group.			
2	Race/ethnicity: staff were from the same racial and/or ethnic background as the predominant groups of youth in the program.			
3	Language: staff were fluent in the language that program participants spoke.			
B.	Program space	Yes	No	
1	Program space was clean and well-maintained.			
2	Meeting space is informal. This means that participants sit in a circle or gather in different parts of the room, rather than sitting in rows, participants can get up and move around, the meeting space is colorful and has youth-friendly posters and other materials around the room.			
3	There was enough furniture for the number of participants and type of activities.			

C.	HMRE topics covered during this session	Information was presented		Notes related to topic?
		Major focus <i>(topic is the main focus of the lesson, or ties heavily into the lesson, or is brought up repeatedly throughout the session, and/or leads to a focused discussion when raised)</i>	Minor focus <i>(topic is mentioned once or twice, but is not the main focus on the lesson)</i>	
	Healthy romantic relationships			
	Sexual activity			
	Violence/abuse prevention - including physical, sexual, and emotional/psychological			
	Gender and sexuality			
	Parenting/co-parenting			
	Communication			
	Social skills			
	Conflict management			
	Financial management			
	Career goals			
	Educational goals			
	Housing			
	Marriage and cohabitation			
	Extended family relationships			
	Any skills were practiced (Yes/No)			
	If able to specify, note the types of skills practiced:			

D.	Physical and psychological safety	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes	
<b>SESSION</b>								
	1 The emotional climate of the session was predominantly positive. This was characterized by teamwork, inclusiveness, and an absence of negative youth and staff behaviors such as derogatory comments or bullying.							
<b>STAFF</b>								
	2 Staff interacted with youth in a respectful manner.	NEVER	RARELY	OFTEN	ALWAYS			
	3 Staff members proactively resolved conflicts among youth. Staff helped youth to examine the relationship between their actions and subsequent consequences.	NEVER	RARELY	OFTEN	ALWAYS			
	4 Staff members maintained a safe and respectful environment. There was mutual respect for, and inclusion of, others of different religions, ethnicities, classes, genders, abilities, appearances, and sexual orientations.							
	5 Staff members enforced ground rules for program participation.	NEVER	RARELY	OFTEN	ALWAYS			
	6 If anyone made derogatory comments about race, ethnicity, gender, sexual orientation, religion, or disability, instructors addressed it immediately and made it clear that such behavior is unacceptable.	NEVER	RARELY	OFTEN	ALWAYS			
<b>D. Physical and psychological safety</b>								
	7 Staff members reviewed or referenced ground rules for program participation.	Yes	No					

E. Appropriate structure		Yes	No	Notes				
<b>SESSION</b>								
1 Session started within 5 minutes of scheduled time.								
2 Session ended within 5 minutes of scheduled time.								
<b>STAFF</b>								
3 The session had a staff to participant ratio of 1:15.								
4a Staff warmly greeted (at least 50% of) youth.								
4b Staff greeted (at least 50% of) youth by name.								
4c Staff smiled at (at least 50% of) youth as they entered.								
<b>YOUTH</b>								
5a Participants received incentives for participation.								
5b List the types of incentives								
5c Participants received refreshments.								
5d Refreshments were healthy.								
E. Appropriate structure		Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes	
<b>SESSION</b>								
6a All necessary materials were prepared in advance.								
6b Materials were available in sufficient quantities.								
7 There was sufficient time to complete the lesson.								
8 If the program serves a specific target population. (e.g., foster youth, juvenile justice, etc.), the content was inclusive of the population								
9 Program content appeared to be developed with youth in mind (versus adults). This means scenarios were youth-friendly, activities were catered to youth versus adults, and content was at an appropriate developmental and comprehension level for youth in the session.								
10 Youth appeared to be able to understand the materials.								
E. Appropriate structure		Yes	No	Notes				
11 Staff assigned homework.								

E.	Appropriate structure	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
	<b>STAFF</b>						
12	Staff explained the goals of and objectives for the lesson clearly.	NOT EXPLAINED	EXPLAINED BUT NOT CLEAR	EXPLAINED AND CLEAR, BUT NOT RELATED TO WHAT WAS DONE	EXPLAINED AND CLEAR, RELATED TO WHAT WAS DONE		
13	Staff stated expectations for participation at the beginning of activities.	NEVER	RARELY	OFTEN	ALWAYS		
14	Staff explained the rationale for all rules or requests.	NEVER	RARELY	OFTEN	ALWAYS		
15	Staff explicitly drew connections between the current lesson and previous lessons.						
16	Staff delivered content in an engaging manner. This means activities that involved skill-building included guided practice for at least half of the skill-building time; staff provided structured opportunities to discuss what the youth were doing in the session and what they were thinking about (e.g., small group feedback); activities balanced concrete experiences (e.g., field trip or creative writing) with abstract learning (e.g., lecture, diagrams, or group discussion).	NO ENGAGING PRACTICES	ONE OF THREE ENGAGING PRACTICES	TWO OF THREE ENGAGING PRACTICES	ALL THREE ENGAGING PRACTICES		
17	Staff used technology and/or social media to engage youth and/or deliver content. (If technology and/or social media is used, note what was used, and how)	NO TECH AVAILABLE	NO TECH USED	TO ENGAGE OR DELIVER	TO ENGAGE AND DELIVER		
18	Staff were knowledgeable about the program. (This means staff were very familiar with the concepts and answered questions with ease)	ANSWERED ALMOST NO QS	ANSWERED FEW QS	ANSWERED MOST QS	ANSWERED ALL QS (ACCURATELY)		
19	Staff delivered the curriculum with confidence. (This means staff did not hesitate in addressing questions and concerns. Staff were well organized and not nervous)	MANY NOTES AND DISORGANIZED	MANY NOTES AND/OR DISORGANIZED	FEW NOTES AND WELL ORGANIZED	NO NOTES AND WELL ORGANIZED		
	<b>YOUTH</b>						
20	Youth were engaged with the content and materials	NO YOUTH	SOME YOUTH	MOST YOUTH	ALL YOUTH		
21	Youth actively participated in discussions and activities.						
22	Youth had a chance to ask questions about topics or issues that came up during the session.						
23	Youth engaged in positive, friendly interactions with each other.	NEVER	RARELY	OFTEN	ALWAYS		

F.	Supportive relationships	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
	<b>STAFF</b>						
1	Staff responded to youth's questions in a nonjudgmental manner.	NEVER	RARELY	OFTEN	ALWAYS		
2	Staff appeared to be comfortable discussing sensitive topics, such as sexuality and relationships, in a nonjudgmental manner.	NEVER	RARELY	OFTEN	ALWAYS		
3	Staff members modeled healthy relationships in their interactions with youth (for example, communication and listening skills, conflict management skills, and social skills.)						
4	Staff engaged in conversations with youth and asked youth questions in a supportive manner.						
5	Staff members encouraged all youth to participate in a respectful manner.						
6	Staff respected participants' right to privacy when discussing personal or sensitive topics.	NEVER	RARELY	OFTEN	ALWAYS		
7	Staff maintained professional boundaries when they interacted with youth.	NEVER	RARELY	OFTEN	ALWAYS		
	<b>YOUTH</b>						
8	Youth freely engaged in conversations with staff.						

G.	Opportunities to belong	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
	<b>SESSION</b>						
1	Program materials (e.g., videos, posters, handouts, recruitment materials, etc.) were representative of the youth, including representations of LGBTQ youth, youth with disabilities, and youth from various racial and ethnic backgrounds, when relevant.	NEITHER	MATERIALS ONLY	CONTENT ONLY	MATERIALS AND CONTENT		
2	Staff and materials used LGBTQ-inclusive terms to describe relationships. (See note below)	NO INCLUSIVE TERMS USED	USED INCONSISTENTLY	INCLUSIVE LANGUAGE	AFFIRMATIVE LANGUAGE		
3	Materials and content were available in languages other than English when appropriate.						
4	The staff's efforts to create a "group identity" were apparent. (e.g., shared traditions, shared language, or group name)						
	<b>STAFF</b>						
5	Staff asked youth for ideas and suggestions.						
6	Staff provided opportunities for youth to get to know one another through icebreakers or other team-building activities.						
7	Staff explicitly recognized the achievements and/or contributions of at least some participants.						
G.	<b>Opportunities to belong</b>	Yes	No				
8	Staff provided opportunities for youth to work together.						
G.	<b>Opportunities to belong</b>	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
	<b>YOUTH</b>						
9	Youth encouraged one another's participation in activities.						
10	Youth held one another accountable for meeting program expectations.						
11	Youth use ownership language, e.g. refer to the program as "ours", shared jokes, gestures, and traditions.	NEVER	RARELY	OFTEN	ALWAYS		

Note on "Inclusive Language" and "Affirmative Language": Inclusive language is when facilitators avoid using heteronormative terms that might make LGBTQ youth feel left out. For example, staff might say "partner" instead of boyfriend/girlfriend or "they" instead of he/she. The intention is not to exclude LGBTQ youth. Affirmative language goes a step further and explicitly addresses LGBTQ youth and their needs. For example, affirmative programs might use LGBTQ individuals/couples in examples of positive relationships. They might include sexual health information that is particularly relevant to LGBTQ populations to ensure that LGBTQ youth find the content to be directly related their own relationships, like including information about anal sex along with information about vaginal sex.



H.	Positive social norms	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
	<b>STAFF</b>						
1	When discussing relationships, staff members valued diverse relationships and family types.						
2	Staff members encouraged youth to engage in respectful discussions, even when they disagreed. (This can be N/A, if youth engage respectfully without encouragement or reinforcement for staff)						
3	Staff encouraged youth to consider how to engage with social media and other forms of communication in a respectful manner.						
4	Staff encouraged youth to seek help when needed, including issues around abuse and mental health. (This can be N/A, if the issue does not concern the safety of youth)						
I.	Support for efficacy and mattering	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
1	Staff provided opportunities for youth to take a leadership role.						
2	Staff provided opportunities for youth assist their peers when appropriate. (This can be N/A, if there was not an opportunity for peers to assist each other)						
3	Staff encouraged youth to consider how to make a difference in their own community. (This can N/A, if lesson content does not lend itself to talk about how it relates to community involvement)						
4	Staff engaged youth in conversations about achieving their goals and referred youth to relevant resources when appropriate.						
5	Staff provided youth with opportunities to reflect on what they have learned. (This can be N/A, but note why--i.e. ran out of time, homework wasn't given, etc.)						
6	Staff allowed youth to make at least one choice about the process related to the activities during the program session. (e.g. youth decide who presents, order of activities, who leads an activity, what materials to use)						

J.	Opportunities for skill-building	Strongly disagree	Disagree	Agree	Strongly agree	N/A	Notes
1	Staff made explicit mention of the skills that were targeted.						
2	Staff broke difficult tasks into smaller, easier steps.						
3	Staff provided opportunities for most youth to practice skills during the lesson.						
4	Staff responded appropriately to youth who were struggling.						
5	Staff helped youth make connections between the skills that were taught and their ability to achieve their goals related to relationships, education, and careers.						
6	Staff discussed how youth can use the skills that were taught in relevant, real-world situations.						
K.	Integration of family, school, and community	Strongly disagree	Disagree	Agree	Strongly agree	N/A	
1	Staff referenced other relevant community resources/programs.						
2	Staff helped youth to make connections between program content and their own lives.						
3	Staff encouraged youth to have discussions with family members or adult caregivers about the program content.						