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MATHEMATICA
Policy Research

Educator Questionnaire

Self-Regulation Approaches and Resources in Healthy
Marriage programs (SARHM)

A. Self-regulation development

The following items describe beliefs people have about self-regulation.

A1. Please mark whether you agree or disagree with the following statements:

SELECT ONE RESPONSE
PER ROW

	AGREE	DISAGREE
a. Self-regulation is something people are born with and is impossible to change later in life.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Self-regulation is linked with positive outcomes in several different areas of life, including education, employment, and health.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Self-regulation includes being able to see things from other points of view.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Changes in brain development during adolescence and young adulthood make it an important time for supporting self-regulation skill development.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. After children start high school, there is very little parents and other adults can do to help them develop self-regulation skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Teachers and mentors don't spend enough time with children to have an impact on their self-regulation skill development.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. When people have an opportunity to practice how they will behave in a situation ahead of time, it is more likely they will behave that way when the time comes.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Brain development is complete by adolescence (around 14 years old).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Poverty and stress can negatively affect children's development of self-regulation skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. One way children and adolescents can improve their self-regulation skills is by watching adults use their self-regulation skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Friends do not have much impact on the self-regulation skill development of adolescents and young adults.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l. Adolescents are old enough to take responsibility for achieving their goals on their own.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>

B. Staff self-regulation

The following items ask you to think about your own self-regulation skills. All of your responses will remain confidential.

B1. Please indicate how often the following statements apply to you:

SELECT ONE RESPONSE PER ROW

	Almost never	Sometimes	About half of the time	Most of the time	Almost always
a. When I'm stressed, I have difficulty getting work done.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. When I'm stressed, I have difficulty thinking about anything else.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. When I'm stressed, I can still get work done.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. When I'm stressed, I have difficulty concentrating.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. When I'm stressed, I believe that I will remain that way for a long time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. I experience my emotions as overwhelming and out of control..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. When I'm upset, I feel like I can remain in control of my behaviors.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. When I'm upset, I know that I can find a way to eventually feel better.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. When I'm upset, I start to feel very bad about myself.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. When I'm upset, I believe wallowing in it is all I can do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. When I'm upset, my emotions feel overwhelming.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004

B2. Please indicate how well the following statements describe you:

SELECT ONE RESPONSE PER ROW

	Almost never	Sometimes	About half of the time	Most of the time	Almost always
a. I develop step by step plans to reach my goals.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. I have goals in my life.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. If I set goals, I take action to reach them.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. It is important to me that I reach my goals.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. I know how to make my plans happen.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Other people in my life support me in achieving my goals.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Adapted from Goal Orientation Scale; Lippman et al. 2014.

C. Staff co-regulation

When answering the following items, please think about what you do with youth in [HMRE program name].

C1. Please indicate your level of agreement with each of the statements below:

SELECT ONE RESPONSE PER ROW

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. Working on improving youths' self-regulation diverts attention from important class content.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. The best support for self-regulation is provided by a specialized team of external care providers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. I cannot respond to all youth in my program who need help with self-regulation skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. In this program, youth must primarily be allowed to be themselves and discover themselves.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. My main task in this program is to assist young people on their road to adulthood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. I regularly assess the emotional, cognitive, and behavioral self-regulation development of youth in the program.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. I talk to youth about their self-regulation development.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. I try to help youth find solutions for their self-regulation issues.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. In my lessons, I try to explicitly foster the self-regulation development of youth.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013

C2. Please indicate your opinion about each of the statements below:

SELECT ONE RESPONSE PER ROW

	Nothing	Very Little	Some Influence	Quite a Bit	A Great Deal
a. How much can you do to control disruptive behavior in your workshops?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. How much can you do to get youth to follow rules?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. How much can you do to calm a young person who is disruptive and noisy?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. How much can you do to keep a few problem youth from ruining an entire lesson?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

SELECT ONE RESPONSE PER ROW

	Very poorly	Poorly	Adequately	Pretty well	Very well
e. How well can you respond to defiant youth?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. How well can you make your expectations clear about youth behavior?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. How well can you establish routines to keep activities running smoothly?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Adapted from Teacher Sense of Efficacy Scale; Tshannen-Moran and Hoy 2001

C3. Please use the scale below to indicate how you typically respond to the behavior of youth in your program.

a. When youth misbehave.....	I raise my voice or yell 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	I speak to them calmly 5 <input type="checkbox"/>
b. When I am upset or under stress.....	I am picky and on youths' backs 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	I am no more picky than usual 5 <input type="checkbox"/>
c. When there is a problem with youth.....	Things build up and I do things I don't mean to do 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Things don't get out of hand 5 <input type="checkbox"/>
d. When I give youth a threat or warning...	I don't carry it out 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	I always do what I said 5 <input type="checkbox"/>
e. When youth don't do what I ask.....	I let it go 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	I take some other action 5 <input type="checkbox"/>
f. When I tell youth not to do something...	I let them do it anyway 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	I stick to what I said 5 <input type="checkbox"/>

Adapted from Parenting Scale for Adolescents; Irvine et al. 1999

D. Program Climate

Instructions: The following items ask you to reflect on [HMRE program name].

D1. How strongly do you agree or disagree with the following statements about your program?

SELECT ONE RESPONSE PER ROW

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. When we make changes to the program, we follow-up as a group to make sure it's working.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. The resources at this program are adequate to support youths' learning and development.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Staff and supervisors at this program feel responsible to help each other do their best.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Staff at this program feel that it is part of their job to prepare youth to succeed outside of the program.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. The resources at this program are adequate to support youth with social or emotional problems.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Staff in this program know where to refer youth with social or emotional problems.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. This program provides the materials, resources, and training necessary for me to support youths' social or emotional needs.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. I can turn to my supervisor for advice if I need help supporting youths' social or emotional needs.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. I can turn to other staff in program for advice if I need help supporting youths' social or emotional needs.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. This program places a priority on teaching youth strategies to manage their stress levels.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. This program places a priority on addressing youths' social or emotional needs.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Adapted from ED School Climate Survey; U.S. Department of Education 2018

D2. Please read each statement carefully and then choose the answer that most accurately describes your program.

SELECT ONE RESPONSE PER ROW

	Never	Rarely	Sometimes	Often	Always
The next three questions ask you to think about how youth feel in your program.					
In our program...					
a. Youth participate without fear of being teased or laughed at.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. The resources at this program are adequate to support youths' learning and development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Youth do not say mean things to each other.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The next three questions ask you to think about how your program is set up.					
In our program...					
d. Youth help create the rules and group norms of the program.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Youth are told about program expectations and how to act.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Program expectations are enforced fairly for all youth.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The next three questions ask you to think about relationships with others in your program.					
In our program...					
g. Staff show interest in what youth are doing and saying.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Youth are willing to help each other.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Staff greet and talk to youth when they arrive.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The next four questions ask you to think about how youth have chances to be part of your program.					
In our program...					
j. Youth are free to be themselves.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Youth feel accepted by other program participants.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Youth feel accepted by program staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Youth make new friends.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The next three questions ask you to think about how youth treat each other in your program.					
In our program...					
n. Youth respect one another.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

SELECT ONE RESPONSE PER ROW

	Never	Rarely	Sometimes	Often	Always
o. Youth treat each other fairly.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
p. Youth are kind to one another.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The next three questions ask you to think about how youth learn in your program.					
In our program...					
q. Youth learn different ways to talk to each other.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
r. Youth learn how to make good decisions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
s. Youth learn about different perspectives.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The next three questions ask you to think about how your program prepares youth for the future.					
In our program...					
t. Youth learn skills that will help them with their future education and employment.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
u. Youth learn skills that will help in their future relationships.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
v. Youth learn that their actions today matter for their well-being in the future.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Adapted from Youth Program Self-Assessment; Borden 2015

Thank you for taking the time to complete this survey.