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Facilitator Pre-Training Survey

DRAFT

THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the Administration for Children and Families with information to help refine and guide program development in the area of adolescent pregnancy prevention. Public reporting burden for the collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are OMB #: 0970-0356, Exp: 02/29/2024. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Tiffany Waits at twaits@mathematica-mpr.com.

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Thank you in advance for taking this survey! This study is sponsored by the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services and is being conducted by Mathematica. The purpose of this short survey is to learn about your experience in the co-regulation training. The information you provide will help ACF learn about your experiences attending the co-regulation training and how you will use the training material.

Your participation in this survey is voluntary. There are no risks or benefits associated with completing the survey, which should take about 10 minutes. We will not collect any personal information (for example, your name, email, or phone number) as part of the survey. Your answers will remain private, except as required by law, and no staff at your organization will see your individual responses. We hope you answer all survey questions, but you may skip any question you do not want to answer.

If you have any questions or comments about this information collection, contact Tiffany Waits, the survey director, at twaits@mathematica-mpr.com or (202) 264-3498. If you have any questions or concerns about your rights as a study participant, please contact the Health Media Lab Institutional Review Board at (202) 246-8504.

If you agree to participate in this survey, click NEXT to begin.

1. How long have you been working as a facilitator for group-based youth-serving programs at [SITE]?

- m Less than three months.....1
- m Between three and 12 months.....2
- m Between 1 and 2 years.....3
- m Between 2 and 5years.....4
- m More than 5 years.....5

2. How many years of experience do you have...

	No experience	Less than a year	Between 1 and 2 years	Between 2 and 5 years	More than 5 years
a. Working with youth in any capacity	1 m	2 m	3 m	4 m	5 m
b. Teaching groups of youth	1 m	2 m	3 m	4 m	5 m
c. Delivering sexual risk avoidance programming	1 m	2 m	3 m	4 m	5 m

3a. The list below provides different topics relevant to youth development programs. Please indicate any topics where you have received training. Do not include your participation in this SRAE training.

Select all that apply

- Student engagement or participation.....1
- Youth self-regulation.....2
- Co-regulation.....3
- Facilitation of or teaching groups of youth.....4
- SRAE program delivery.....5
- [Other].....6
- Specify:6b

3b. Please share more about the other topics for which you have received training.

4. How many times have you taught the complete Love Notes curriculum to youth?

- m I have never taught the complete Love Notes curriculum to youth.....1
- m 1-3 times.....2
- m 4-6 times.....3
- m 7-9 times.....4
- m 10 or more times.....5

5. Please rate your current level of knowledge about the following topics. Self-regulation is the act of managing thoughts and feelings to behave in ways that helps one to reach their goals.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
a. I know the domains of self-regulation.	1 m	2 m	3 m	4 m	5 m
b. I know how self-regulation develops during adolescence.	1 m	2 m	3 m	4 m	5 m
c. I know about factors that impact the development of self-regulation in youth.	1 m	2 m	3 m	4 m	5 m
d. I know about the role of adults in supporting the development of self-regulation in youth.	1 m	2 m	3 m	4 m	5 m
e. I know ways to teach or support the development of self-regulation skills in youth.	1 m	2 m	3 m	4 m	5 m

6. The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
a. Self-regulation is something people are born with and is impossible to change later in life.	1 m	2 m	3 m	4 m	5 m
b. Self-regulation is linked with positive outcomes in several different areas of life, including education, employment, and health.	1 m	2 m	3 m	4 m	5 m
c. Self-regulation includes being able to see things from other points of view.	1 m	2 m	3 m	4 m	5 m
d. Brain development during adolescence and young adulthood makes it an important time for supporting self-regulation skill development.	1 m	2 m	3 m	4 m	5 m
e. After youth start high school, there is very little parents and other adults can do to help them develop self-regulation skills.	1 m	2 m	3 m	4 m	5 m
f. Teachers and mentors don't spend enough time with youth to have an impact on their self-regulation skill development.	1 m	2 m	3 m	4 m	5 m

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
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 m	2 m	3 m	4 m	5 m
h. Brain development is complete by adolescence (around 14 years old).	1 m	2 m	3 m	4 m	5 m
i. Poverty and stress can negatively affect youth's development of self-regulation skills.	1 m	2 m	3 m	4 m	5 m
j. Friends do not have much impact on the self-regulation skill development of their peers.	1 m	2 m	3 m	4 m	5 m
k. Adolescents are old enough to take responsibility for achieving their goals on their own.	1 m	2 m	3 m	4 m	5 m

7. The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you. No one from your organization will see your responses to questions in this survey.

	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 m	2 m	3 m	4 m	5 m
b. When I'm stressed, I have difficulty thinking about anything else.	1 m	2 m	3 m	4 m	5 m
c. When I'm stressed, I can still get work done.	1 m	2 m	3 m	4 m	5 m
d. When I'm stressed, I have difficulty concentrating.	1 m	2 m	3 m	4 m	5 m
e. When I'm stressed, I believe that I will remain that way for a long time	1 m	2 m	3 m	4 m	5 m
f. I experience my emotions as overwhelming and out of control	1 m	2 m	3 m	4 m	5 m
g. When I'm upset, I feel like I can remain in control of my behaviors.	1 m	2 m	3 m	4 m	5 m
h. When I'm upset, I know that I can find a way to eventually feel better.	1 m	2 m	3 m	4 m	5 m
i. When I'm upset, I start to feel very bad about myself.	1 m	2 m	3 m	4 m	5 m
j. When I'm upset, I believe wallowing in it is all I can do.	1 m	2 m	3 m	4 m	5 m
k. When I'm upset, my emotions feel overwhelming.	1 m	2 m	3 m	4 m	5 m

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

8. When answering the following items, please think about what you typically do when teaching youth. Please indicate your level of agreement with each of the statements below.

If you do not have experience teaching groups of youth, check this box to continue to the next question.

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

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

Thank you for sharing your experiences with us today.