

## **Appendix C**

### **Research Questions, Sources, and Item Crosswalk**

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**Table C.1. Study Primary Research Questions**

**Research Questions**

1. Does the use of the co-regulation facilitation strategy appear to support improvement in facilitation?
2. Does use of the co-regulation facilitation strategy appear to support improvement in youth proximal outcomes?

**Table C.2. Survey Instrument Crosswalk and Sources**

<b>Survey question number</b> Pre = Facilitator pre-training survey Post = Facilitator post-training survey F/U = Facilitator follow-up survey	<b>Item Wording</b>	<b>Primary Research Question</b>	<b>Domain</b>	<b>Source</b>
Pre1	How long have you been working as a facilitator for group-based youth-serving programs at [SITE]?	RQ1	Facilitator experience	New
Pre2a	How many years of experience do you have... Working with youth in any capacity	RQ1	Facilitator experience	New
Pre2b	How many years of experience do you have... Teaching groups of youth	RQ1	Facilitator experience	New
Pre2c	How many years of experience do you have... Delivering sexual risk avoidance programming	RQ1	Facilitator experience	New
Pre3a	The list below provides different topics relevant to youth development programs. Please indicate any topics where you have received training.	RQ1	Facilitator experience	New
Pre3b	Please share more about the other topics for which you have received training.	RQ1	Facilitator experience	New
Pre4	How many times have you taught the complete Love Notes curriculum to youth?	RQ1	Facilitator experience	New
Pre5a Post1a	Please rate your current level of knowledge about the following topics: I know the domains of self-regulation.	RQ1	Facilitator beliefs and knowledge	New
Pre5b Post1b	Please rate your current level of knowledge about the following topics: I know how self-regulation develops during adolescence.	RQ1	Facilitator beliefs and knowledge	New
Pre5c Post1c	Please rate your current level of knowledge about the following topics: I know about factors that impact the development of self-regulation in youth.	RQ1	Facilitator beliefs and knowledge	New
Pre5d Post1d	Please rate your current level of knowledge about the following topics: I know about the role of adults in supporting the development of self-regulation in youth.	RQ1	Facilitator beliefs and knowledge	New

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Pre5e Post1e	Please rate your current level of knowledge about the following topics: I know ways to teach or support the development of self-regulation skills in youth.	RQ1	Facilitator beliefs and knowledge	New
Pre6a F/U2a	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Self-regulation is something people are born with and is impossible to change later in life.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6b F/U2b	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Self-regulation is linked with positive outcomes in several different areas of life, including education, employment, and health.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6c F/U2c	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Self-regulation includes being able to see things from other points of view.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6d F/U2d	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Brain development during adolescence and young adulthood makes it an important time for supporting self-regulation skill development.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6e F/U2e	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: After youth start high school, there is very little parents and other adults can do to help them develop self-regulation skills.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6f F/U2f	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Teachers and mentors don't spend enough time with youth to have an impact on their self-regulation skill development.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)

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Pre6g F/U2g	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: 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.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6h F/U2h	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Brain development is complete by adolescence (around 14 years old).	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6i F/U2i	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Poverty and stress can negatively affect youth's development of self-regulation skills.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6j F/U2j	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Friends do not have much impact on the self-regulation skill development of their peers.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre6k F/U2k	The following questions describe beliefs people have about self-regulation. Please mark your level of agreement with the following statements: Adolescents are old enough to take responsibility for achieving their goals on their own.	RQ1	Facilitator beliefs and knowledge	SARHM Educator Questionnaire (OMB # 0970-0355)
Pre7a F/U3a	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm stressed, I have difficulty getting work done.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004

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Pre7b F/U3b	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm stressed, I have difficulty thinking about anything else.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7c F/U3c	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm stressed, I can still get work done.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7d F/U3d	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm stressed, I have difficulty concentrating.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7e F/U3e	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm stressed, I believe that I will remain that way for a long time.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7f F/U3f	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: I experience my emotions as overwhelming and out of control.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004

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Pre7g F/U3g	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm upset, I feel like I can remain in control of my behaviors.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7h F/U3h	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm upset, I know that I can find a way to eventually feel better.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7i F/U3i	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm upset, I start to feel very bad about myself.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7j F/U3j	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm upset, I believe wallowing in it is all I can do.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004
Pre7k F/U3k	The following items ask you to think about your own self-regulation skills. Please indicate how often the following statements apply to you: When I'm upset, my emotions feel overwhelming.	RQ1	Facilitator beliefs and knowledge	Adapted from Difficulties in Emotional Regulation Scale; Gratz and Roemer 2004



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Pre8a F/U4a	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: Working on improving youths' self-regulation diverts attention from important class content.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8b F/U4b	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: The best support for self-regulation is provided by a specialized team of external care providers (for example, school counselors, mental health care providers).	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8c F/U4c	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: I cannot respond to all youth in my classroom who need help with self-regulation skills.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8d F/U4d	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: In my classroom, youth must primarily be allowed to be themselves and discover themselves.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8e F/U4e	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: My main task in this program is to assist young people on their road to adulthood.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013

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Pre8f F/U4f	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: I regularly assess the emotional, cognitive, and behavioral self-regulation development of youth in the program.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8g F/U4g	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: I talk to youth about their self-regulation development.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8h F/U4h	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: I try to help youth find solutions for their self-regulation issues.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Pre8i F/U4i	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: In my lessons, I try to explicitly foster the development of self-regulation for youth.	RQ1	Facilitator beliefs and knowledge	Adapted from Socio-Emotional Guidance Questionnaire; Jacobs et al. 2013
Post2a F/U1a	Thinking about the class sessions where you teach youth, please respond to the following statements: I feel comfortable using co-regulation strategies in an upcoming class.	RQ1	Facilitator confidence	New
Post2b F/U1b	Thinking about the class sessions where you teach youth, please respond to the following statements: Using co-regulation strategies will improve my teaching.	RQ1	Facilitator beliefs and knowledge	New
Post2c F/U1c	Thinking about the class sessions where you teach youth, please respond to the following statements: Using co-regulation strategies will make my job easier.	RQ1	Facilitator beliefs and knowledge	New

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Post2d F/U1d	Thinking about the class sessions where you teach youth, please respond to the following statements: Using co-regulation strategies will make my teaching more complicated.	RQ1	Facilitator beliefs and knowledge	New
Post2e F/U1e	Thinking about the class sessions where you teach youth, please respond to the following statements: Using co-regulation strategies will create more work for me.	RQ1	Facilitator beliefs and knowledge	New
Post2f F/U1f	Thinking about the class sessions where you teach youth, please respond to the following statements: I will have the support I need to use co-regulation strategies in upcoming classes.	RQ1	Facilitator beliefs and knowledge	New
Post2g F/U1g	Thinking about the class sessions where you teach youth, please respond to the following statements: I believe using co-regulation strategies could increase youth's engagement with the content.	RQ1	Facilitator beliefs and knowledge	New
Post3a	Thinking about your experiences during the co-regulation training, please respond to the following statements: I understood the content presented during the training.	RQ1	Training satisfaction	New
Post3b	Thinking about your experiences during the co-regulation training, please respond to the following statements: The topics discussed will be useful for my teaching.	RQ1	Training satisfaction	New
Post3c	Thinking about your experiences during the co-regulation training, please respond to the following statements: I had trouble paying attention during the training.	RQ1	Training satisfaction	New
Post3d	Thinking about your experiences during the co-regulation training, please respond to the following statements: The training was engaging.	RQ1	Training satisfaction	New
Post3e	Thinking about your experiences during the co-regulation training, please respond to the following statements: I will use the content presented during training when I teach.	RQ1	Training satisfaction	New

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Post3f	Thinking about your experiences during the co-regulation training, please respond to the following statements: I am satisfied with the training.	RQ1	Training satisfaction	New
Post4	What was the most important thing you learned during this training?	RQ1	Training satisfaction	New
Post5	What was the most helpful part of this training?	RQ1	Training satisfaction	New
Post6	What was the least helpful part of the training?	RQ1	Training satisfaction	New