
Appendix C

Research Questions, Sources, and Item Crosswalk

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Table C.1. Study Primary Research Questions

| Research Questions |
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| 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

| Survey question number Pre = Facilitator pre-training survey Post = Facilitator post-training survey F/U = Facilitator follow-up survey | Item Wording | Primary Research Question | Domain | Source |
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| 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 |