



MEASURING CO-REGULATION: A DRAFT TOOL FOR OBSERVING EDUCATORS IN YOUTH-SERVING PROGRAMS

What is this brief about?

This brief describes a draft observation tool that was developed and piloted as part of a formative study to translate theory about co-regulation into practice in youth-serving Healthy Marriage and Relationship Education (HMRE) programs. Co-regulation is the interactive process of adult support for youth self-regulation. The tool was designed as a part of the formative study to measure educators' co-regulation during group sessions, including their use of specific, theory-based co-regulation strategies. By sharing the draft observation tool and our recommendations for next steps, this brief seeks to advance emerging lessons about the importance of co-regulation for youth-serving programs. This brief is part of a series of reports and briefs on the SARHM project, which can be accessed [online](#).

Who is it for?

- **Evaluators and researchers who are interested in observational measures of co-regulation.** Lessons from the pilot offer next steps for continuing to develop a valid and reliable tool.
- **Program managers and supervisors of youth-serving programs.** Lessons suggest best practices for observing educators to enhance their co-regulation and facilitation skills.

Note: The draft observation tool included in the appendix represents an initial step toward creating a measure of co-regulation that programs can use; additional development and testing is necessary to refine its validity and reliability.



Self-regulation—the process of managing thoughts and feelings to enable goal-directed behavior, such as by expressing emotions, solving problems, and delaying gratification—plays an important role in supporting well-being across the lifespan (Buckner et al., 2003; Greenberg, 2006; Moffitt et al., 2011). Caring adults, such as parents, teachers, and mentors, are vital to the development of self-regulation from infancy through young adulthood (Eisenberg et al., 1998; Kopp, 1989). Adults promote self-regulation development through a supportive process known as co-regulation (Murray et al., 2019). To provide co-regulation, adults integrate three types of support: (1) developing warm, responsive relationships with youth; (2) creating supportive, safe environments; and (3) coaching and modeling self-regulation skills (Rosanbalm & Murray, 2017; see box above, **What Is Co-Regulation?**).

By applying a theory-based co-regulation framework to program facilitation, adults (who we refer to as “educators”) can support the self-regulation development of the youth they serve. To make the application of theory more concrete and measurable, the SARHM project developed a set of strategies for educators to use in group sessions. For more information on the project, see the box below, **Self-Regulation Training Approaches and Resources to Improve Staff Capacity for Implementing Healthy Marriage Programs for Youth (SARHM)**. Examples of observable co-regulation strategies include: (1) acknowledging young peoples’ specific, individual efforts and contributions to lessons to build supportive relationships, (2) having youth set group norms that create emotionally safe environments, and, (3) coaching youth in emotion management practices, like taking breaks when content is particularly intense. Although many educators are likely practicing elements of co-regulation in their interactions with youth, educators’ influence

What Is Co-Regulation?

Co-regulation is the supportive process between caring adults and youth that fosters self-regulation development. It is characterized by the integration of three kinds of support:

1. Building warm, responsive relationships by displaying care and affection, recognizing and responding to needs, and providing support in times of stress.
2. Structuring the environment by buffering against conditions that make self-regulation difficult, creating consistency and predictability, and ensuring physical and emotional safety.
3. Coaching self-regulation skills by modeling how to manage thoughts, feelings, and behavior; teaching strategies to cope with intense emotion; and creating opportunities for practice, reflection, and ongoing support.

Strong evidence suggests that parents, guardians, teachers, and mentors can improve the development of self-regulation by providing these kinds of support for youth in age-appropriate ways. For more information about co-regulation strategies and behaviors developed and tested in SARHM, see [Baumgartner et al., \(2020\)](#), Frei et al. (2021a), and Frei et al. (2021b).



Self-Regulation Training Approaches and Resources to Improve Staff Capacity for Implementing Healthy Marriage Programs for Youth (SARHM)

The SARHM project was a formative study that aimed to increase the capacity of practitioners in youth-serving Healthy Marriage and Relationship Education (HMRE) programs to promote self-regulation development among youth in their programs. HMRE programs are federally funded by the Office of Family Assistance (OFA) within the Administration for Children and Families (ACF) to help youth develop skills to form and maintain healthy relationships. SARHM translated theory about co-regulation, an interactive process of adult support for youth self-regulation development, into practice for youth-serving HMRE programs by developing a set of co-regulation strategies aligned with an evidence-informed framework that described how adults can support youth self-regulation development. The project team partnered with two youth-serving HMRE programs to conduct formative, rapid-cycle evaluations to develop and pilot test co-regulation training and strategies for HMRE practitioners to improve adolescents' self-regulation. In order to measure educators' use of co-regulation in group sessions, the project team also developed and pilot tested draft measurement tools in three additional, federally funded youth-serving HMRE programs. This brief describes one measure that was part of the pilot test—a co-regulation observation tool. The project was funded by OFA and overseen by the Office of Planning, Research, and Evaluation (OPRE). For more information about SARHM, see the [project final report](#) (Baumgartner et al., 2020).

may be more powerful when they are trained to apply specific co-regulation strategies in a group session. To ensure proper implementation, it is important for programs to have a way to assess educators' application of co-regulation strategies. Observations conducted using a standardized tool provide insight into how educators engage with youth and the extent to which they recognize and act on opportunities to support youth self-regulation. Observations also provide a picture of the group environment, including students' reactions to the educator, to one another, and to the overall tone of the session, that educator or youth self-reports cannot provide. Conducting observations may also signal to educators that program supervisors and managers are invested in how the program is delivered, rather than just whether the content is covered, and that co-regulation is important for strong facilitation.

This brief has four main sections. The first section describes the draft observation tool. The second section discusses the pilot test of the tool. The third section shares findings from the pilot test. The fourth and final section provides recommendations for next steps for the continued refinement of the tool and highlights key lessons learned.



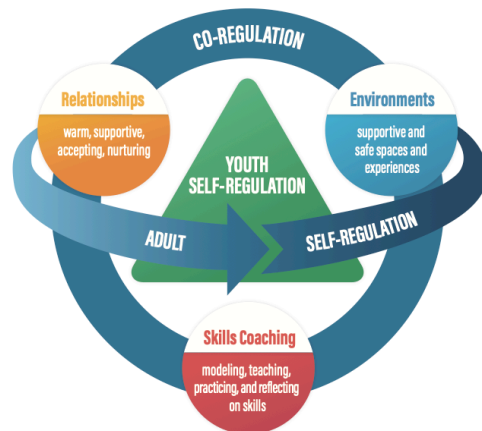
DEVELOPING THE CO-REGULATION OBSERVATION TOOL

The co-regulation observation tool is designed for youth-serving program practitioners, including program supervisors, managers, and educators, as well as researchers and evaluators interested in assessing educator co-regulation. The SARHM team developed the tool for use by evaluators and practitioners, whether a program is using the co-regulation strategies developed for SARHM or not. In its current form, the draft tool represents an initial step toward creating a measure of co-regulation that programs can use. As described later in this brief, much more work is needed to develop an observational measure of co-regulation that is considered both *valid* (accurately captures co-regulation behaviors) and *reliable* (provides consistent ratings over time and across observers).

The SARHM team developed the draft observation tool in concert with other SARHM formative research activities (for more information, see [Baumgartner et al., 2020](#)). The steps for developing the tool included the following:

- First, the SARHM team reviewed key ACF publications, such as [OPRE's Self-Regulation and Toxic Stress Series](#), to develop a co-regulation conceptual framework that depicts the relationship between co-regulation and youth self-regulation development (Figure 1). In this framework that merges existing models of self-regulation (Murray et al., 2019) and co-regulation (Rosanbalm & Murray, 2017), three dimensions of co-regulation support (relationships, environment, and skills coaching) encircle the three types of youth self-regulation (behavior, cognitive, and emotional) represented by a triangle. Adult self-regulation is pictured as an encompassing arrow because it influences the quality of co-regulation support over time, and youth self-regulation development.
- Second, the research team conducted two parallel literature searches. One search informed a list of supportive strategies that youth-serving HMRE practitioners could use to develop warm, responsive relationships with youth; create a safe, supportive environment; and coach and model self-regulation skills. The other search identified existing measures of self- and co-regulation to inform the development of tools to assess the domains of co-regulation in youth-serving HMRE programs, including the use of specific co-regulation strategies. After compiling literature search results and creating draft strategies and measurement tools, the SARHM team consulted with an expert panel.
- Third, two youth-serving HMRE programs implemented a set of co-regulation strategies and used a draft of the observation tool to measure use of the strategies. The SARHM

Figure 1. SARHM Co-Regulation Framework





team gathered feedback from observers in these programs about the feasibility of using the tool.

- Fourth, the SARHM team, with input from the expert panel, adapted the tool for youth-serving HMRE programs that had not been trained on the co-regulation strategies. This second version of the observation tool keeps the same structure and captures all of the co-regulation domains. Items reflect supportive strategies that youth-serving HMRE educators could use, but do not refer to specific strategies developed for SARHM.
- Last, three youth-serving HMRE programs pilot tested the second version of the observation tool in their group sessions (which are referenced in the tool as “workshops”). The focus of this brief is on the pilot test of the second version of the observation tool.

The draft observation tool contains four sections:

- Section A focuses on the start of the workshop, when youth begin to arrive and through the first 10 minutes of content delivery.
- Section B consists of a series of timed observation cycles. Observers watch the workshop interactions for 15 minutes and then spend 5 minutes responding to items in the tool about the educator’s application of co-regulation strategies. The number of observation cycles per workshop varies depending on the overall length of the group session. For example, a 90-minute workshop would include three observation cycles.
- Section C focuses on the final 10 minutes of the workshop, when educators typically wrap up the day’s lesson.
- Section D asks observers to answer questions that relate to the educator’s application of co-regulation strategies throughout the entire workshop. Each section of the tool contains items about the ways in which educators supported youths’ self-regulation development. For example, in Section A, observers are asked whether the educator welcomed each youth as they entered the classroom and whether the educator appeared warm and friendly as youth walked in. These behaviors are important for forming warm relationships with youth and generating a safe and supportive classroom environment. In Section D, observers are asked to estimate the amount of time an educator spent practicing emotion regulation, behavior regulation, and cognitive regulation skills. Demonstrating self-regulation skills and providing youth with opportunities to practice them may improve youths’ skill mastery in ways that simply telling youth to use a skill will not.

Example: Observation Tool, Section A (Beginning the Workshop)

Did the educator appear warm and friendly as the youth walked in (for example, smiled at youth, made eye contact with youth, shook hands with youth, body language was relaxed, etc.)?

- Mostly warm and friendly
- Somewhat warm and friendly
- Distracted and/or unfriendly
- Not applicable



Most of the items in the tool ask observers to count how many times they observe a co-regulation support or to rate educators' use of a strategy on a scale from "less" to "more." For example, in Section B, observers are asked to count how many times during the 15-minute observation cycle the educator provided specific verbal praise to youth or encouraged youth to participate in class discussions or activities. As seen in the example on this page, to help observers with their ratings, a brief description of the strategies is included after the item. The observation tool also includes space for observers to take detailed notes to support their ratings.

Example: Observation Tool, Version A, Section B (Observation Cycle)

How many times during the cycle did the educator do the following:

- Provide specific verbal praise to individual youth (for example, "I appreciate how you shared your opinion during group discussion")

To accommodate different ways of delivering HMRE programs, we created two versions of the tool: one for workshops led by a single educator (Version A) and another for workshops co-led by two educators (Version B). The tools were mostly the same, but the version for two educators asked observers to rate each educator separately on several of the items. We also developed a manual to guide observers as they conducted their observations. The manual included background information about self- and co-regulation, procedures and standards for using the observation tool, and detailed instructions about how to answer each item in the tool. Drafts of both versions of the tool that were used in the pilot test and the manual are included in the appendix.

PILOT TESTING THE OBSERVATION TOOL

To assess the adapted observation tool's performance across different program settings and with educators of different backgrounds, we worked with OFA and OPRE to recruit three federally funded HMRE programs that served youth between ages 14 and 24 (see box below, **Characteristics of the HMRE Programs that Participated in the Pilot Test**). Although the pilot test was small, we chose programs that were geographically and culturally diverse, served youth with a range of racial and ethnic backgrounds, and operated in school and community

Characteristics of the HMRE Programs that Participated in the Pilot Test

- **Strong Families Strong Wyoming** offered HMRE classes statewide in high schools and community settings. Thirteen educators and five observers participated in the pilot.
- **Auburn University's Alabama Healthy Marriage and Relationship Education Initiative** offered classes to high school students in two counties, one of which was urban and one of which was rural. Eleven educators and three observers participated in the pilot.
- **Family Resources, Inc.**, offered HMRE classes in two Florida counties in high school and community settings. Seven educators and four observers participated in the pilot.



locations, in order to test the external validity of the tool among a range of individuals and settings.

Each program identified three to five staff members to serve as observers (including program directors, managers, supervisors, or experienced educators). They also identified a separate group of educators to be observed during the pilot. Across the three programs, 12 observers and 31 educators participated in the pilot test. In addition to having their workshops observed, educators completed a questionnaire at the beginning of the pilot test period to assess their knowledge and beliefs about youth self-regulation and their own self- and co-regulation behaviors. They also completed a workshop evaluation form after each day of program delivery to report the co-regulation behaviors they implemented during that day's workshops. We used both the educator questionnaire and the workshop evaluation form to compare educators' self-reported co-regulation to observers' reports of educators' behaviors.

To help observers learn how to use the tool, we conducted a two-day, in-person training at each program site. Observer training is important to ensure that observers understand what co-regulation is and how to identify the use of co-regulation behaviors in the classroom using the observation tool. In addition, different observers may view the same behaviors or situations differently. To maximize the tool's usefulness, it is important for all observers to rate the same behaviors or situations the same way. On the first day of the training, observers learned about the concepts of self- and co-regulation. Next, observers reviewed each item in the observation tool and the accompanying information in the manual. Trainers used a mix of written scenarios, role plays, and video clips to practice using the tool. On the second day of the training, observers conducted practice observations of actual HMRE workshops. At two of the programs, these practice observations occurred in person, while at one program, they occurred via a live video feed. After the practice observations, observers discussed how they coded each item, in order to build consensus and consistency in their use of the tool.

To pilot test the tool, each program completed about 30 observations over a three-month period. Most of the time, observers worked in pairs.¹ Observers filled out paper versions of the tool and scanned and emailed the completed tools to us. At the end of the pilot period, observers provided us with open-ended feedback on their experience using the tool. By seeing which items the pairs of observers scored differently and listening to their feedback on the tool, we were able to identify what kinds of revisions to the tool were needed (e.g., items to drop or reword to be easier to understand).

¹ 78 of 93 total workshop observations—about 84 percent—were paired.



FINDINGS FROM THE PILOT TEST

Over the pilot period, observers conducted a total of 93 observations. We used the information collected during these observations to understand how well the tool worked and whether educators appeared to support youth self-regulation as they delivered HMRE workshops. We also used observers' feedback to understand their experience using the tool and identify ways to improve the items and procedures. We summarize key findings from the pilot test below.

- **Observers demonstrated moderate to substantial levels of agreement in their ratings.** Paired observers were generally consistent in their ratings of observations. To calculate reliability, we used Cohen's Kappa statistic, which estimates the average level of agreement between paired observers, with a score of 1 equal to perfect agreement. We calculated Kappa for each program and found that the scores ranged from a low of 0.56 ("moderate" agreement) to a high of 0.68 ("substantial" agreement).² We also calculated agreement for each section and each item of the tool and found that some sections and items demonstrated greater reliability than others. For example, paired observers often disagreed on an item that asked about how quickly educators got students back on track after a disruption (see example on this page). Although the criteria for choosing an answer were included in the manual, this finding suggests that it may be helpful to include more guidance in the tool itself about how to define different quantities of time, such as "quickly" and "a little time," or by giving specific guidance in minutes.
- **Observers' reports and educators' self-reports of co-regulation were weakly correlated.** Observers generally saw fewer instances of educators implementing co-regulation than were reported by educators. This may indicate a problem with the tool's concurrent validity, in that educators and observers had different perceptions of what co-regulation entails or that educators may have intended to support youth self-regulation but, in practice, did not do so in an observable way. This suggests programs could benefit from additional training and clarity on how to effectively apply a co-regulation framework when working with youth. However, differences between educators' and observers' reports may also reflect the fact that educators did not always report on the same workshops that were observed. Educators completed one self-evaluation form

Example: Observation Tool, Version A, Section B (Observation Cycle)

If you indicated that any disruptions occurred, how long did it take the educator to get class back on track?

- The educator quickly got the class back on track.
- The educator got the class back on track, but it took a little time.
- It took a long time or the class never got back on track.

² According to Sim and Wright (2005), the following benchmarks can be applied for interpretation of Kappa: ≤ 0 = poor, $.01-.20$ = slight, $.21-.40$ = fair, $.41-.60$ = moderate, $.61-.80$ = substantial, and $.81-1$ = almost perfect.



each day they taught, even if they taught multiple workshop sessions in a day. Observers may not have seen all of the workshops.

- **The observation tool made observers more aware of the use of co-regulation in their programs.** In their feedback after the pilot test, observers noted that the tool increased their awareness of educators' use of co-regulation and gave them new insights into what educators could be doing to improve facilitation of workshops. For example, one observer said she noticed missed opportunities for educators to use co-regulation to help youth calm down, such as suggesting youth could take a deep breath instead of "shushing" them. Observers also reported that the two-day training was extremely helpful for preparing them to use the tool. They indicated they would have appreciated even more opportunities to practice using the tool to observe video clips of facilitators and live workshops before the pilot test began.
- **Observers reported that some of the tool's procedures were challenging.** Most observers said that the tool was generally easy to use after a period of adjustment. However, they noted a couple of challenges related to the procedures for using the tool. First, they had trouble with the timing of some of the sections. For example, the instructions for Section A ask observers to begin observing 10 minutes before the workshop. In school-based settings, observers noted that most workshops are delivered back-to-back, and observers could not go into classrooms until the workshop started. A second challenge was related to the tool's usability. Observers found it was mentally taxing to keep so many behaviors to rate in mind, take notes, and record ratings for the entire workshop, which sometimes lasted 90 minutes. Although observers noted that conducting observations got easier over time, they felt that reducing the number of behaviors to rate or the amount of time spent observing educators would simplify and improve the tool.
- **Observers had concerns about the cultural relevance of some items.** When asked for suggestions on how to improve the tool, some observers commented that it would be helpful to allow communities or programs to make culturally-appropriate adaptations to the measure. For example, one item in the tool asked how many times educators provided specific, individualized praise to youth. Two observers mentioned that this item might not always be culturally relevant. They noted that in some cultures, direct and individualized praise is considered disrespectful, and this feeling of disrespect could be compounded by some adolescents' developmentally-appropriate desire not to be singled out.



LESSONS LEARNED AND NEXT STEPS

The findings from the pilot test suggest additional steps that are needed to refine and further test the tool before it can be used by programs to reliably measure co-regulation practices in group sessions.

- **Revise items that observers found especially challenging to answer.** When revising the items, researchers should think about how to strike a balance between gathering detailed information on educators' behaviors and making the items easy for observers to interpret and answer reliably. For example, observers found it challenging to reliably rate educators' level of warmth and friendliness. These items should be revised to capture more objective behaviors that educators use to connect with youth, such as using humor or smiling at youth. When making revisions, researchers should also consider the cultural relevance of the items for the context in which they plan to use the tool. This will enhance the tool's external validity.
- **Simplify the observation procedures.** Refinements to the tool should also include streamlining some of the observation procedures. For example, observers found it difficult to begin their observations 10 minutes prior to the start of the workshop, especially in school settings. However, the literature on co-regulation suggests that the interactions between educators and youth as youth enter the workshop are important for building rapport and setting the tone of the workshop. It will be important to talk with program staff about how to modify the instructions to make it feasible for observers to rate these interactions in different settings.
- **Conduct further pilot and field testing of the tool.** Another important step will be to conduct further pilot testing of revisions in an ongoing, iterative process. Future pilot tests could include testing different observation procedures or co-regulation strategies or testing the tool with different types of youth-serving programs. Pilot testing should also include collecting feedback from observers and educators to better understand how the tool aligns with their goals. After these pilot tests are complete, a next step would be to conduct a field test with more youth-serving programs to further assess the tool's reliability and validity. Eventually, the tool could be used to assess the relationship between educators' observed co-regulation skills and youths' self-regulation outcomes. To maximize the applicability of this future tool, it will be important to test it across diverse settings and populations, making adaptations to the tool as needed to ensure its cultural relevance.
- **Develop an expanded training and certification process for observers.** Observers found the two-day training prior to the pilot test helpful and said they wished they had more opportunities to practice. In addition to expanding the training, it will be important to certify future observers by having them rate video clips or a live session and having a certified trainer compare their responses to an answer key.

Through the process of developing and pilot testing the observation tool, we also identified several lessons about how to develop observational measures and conduct observations of educators' behaviors, including their co-regulation skills.



- **Determine what you are most interested in measuring.** Focusing on a narrow set of behaviors will minimize observers' fatigue and improve their ability to accurately rate the behaviors. For example, in our pilot test, observers reported that they found it taxing to take notes on so many different behaviors for the entirety of the workshop, which sometimes lasted 90 minutes. To decide which behaviors to focus on, it is important to think about the objectives of the program and how certain observable behaviors can support the objectives.
- **Clearly define the facilitation strategies you hope to observe and provide relevant examples.** By clearly defining observable behaviors and providing numerous examples, observers will be able to rate items consistently over time and across observers. For example, we created a manual for the pilot which listed behaviors associated with each item in the tool. To help observers assess behaviors, we gave specific examples of what to look for and what a high score would look like and contrasted those with behaviors that would yield a low score.
- **Build consensus about how to measure the behaviors through training/certification.** It is important for observers to use the tool in the same way. This builds a shared understanding of what counts as evidence of a behavior. Without building this consensus, different observers may interpret the items differently, and this will make it difficult to understand the results or assess progress over time. For the pilot test of the co-regulation tool, we conducted a two-day training, which gave observers an opportunity to review the tool and develop a shared understanding of the items.
- **Have observers practice together.** Before actually using the tool to assess educators' behaviors, observers should practice by observing workshops together. If they disagree about how to rate a behavior, they should discuss and come to an agreement on how they will rate that behavior going forward. It is important to document any rules or decisions the group makes for observers to follow in the future. Our training included practice using the observation tool in both video and real workshop settings.

SUMMARY

The goal of SARHM was to improve the implementation of youth-serving HMRE programs by translating theory about youth self-regulation development into co-regulation strategies and resources for practitioners. Enhancing practitioner capacity for co-regulation may ultimately lead to improvements in youth outcomes related to forming and maintaining healthy relationships and achieving their goals. In order to do this, youth-serving programs need a way to assess co-regulation in practice.

This brief summarized the development and pilot test of a draft observation tool to measure co-regulation between educators and youth. The results of the pilot test suggest that it is possible to successfully train program staff who had little prior knowledge of co-regulation to observe and assess educators' co-regulation behaviors. On average, paired observers were able to achieve a moderate level of agreement with each other on their ratings. Though some adjustment was required, observers generally found the tool easy to use. However, they noted that some of the procedures were challenging and some items were difficult to answer or not relevant to all



participant backgrounds. Moving forward, evaluators and practitioners should work together to refine and further test the tool to improve its reliability and validity.

SUMMARY OF LESSONS LEARNED AND NEXT STEPS FOR RESEARCHERS AND PRACTITIONERS

RESEARCHERS: Next steps for refining and testing the observation tool	PRACTITIONERS: Best practices for conducting observations in youth programs
Revise challenging items so they can be interpreted and answered reliably, while still gathering detailed information about behaviors	Identify a small set of behaviors to measure so that observers will be able to accurately rate them
Simplify observation procedures and instructions with input from program staff	Define observable behaviors with examples , so that observers can rate them consistently over time
Continue and expand pilot testing to determine whether the observation tool measures what it is supposed to measure in varied settings	Ensure observers agree on what counts as evidence of a behavior so they use the observation tool in the same way
Enhance training for observers with more opportunities for practice and a certification process	Practice observing together to refine standard observation procedures, and keep a record of decisions about how best to rate behaviors



OTHER SARHM RESOURCES

Youth-serving programs that are interested in promoting co-regulation between educators and youth may also benefit from additional information on practices that educators can use to support youth self-regulation.

In collaboration with the SARHM project team, OPRE has published the following resources:

- *Building Staff Co-Regulation to Support Healthy Relationships in Youth: A Guide for Practitioners*, which serves as a resource for program supervisors wishing to integrate co-regulation theory into their service delivery (Frei, 2021a).
- *Co-Regulation in Practice Series*, which offers a set of promising, science-based co-regulation strategies for youth-serving programs (Frei, 2021b).
- [SARHM: Final Report](#), a comprehensive resource about the project and the formative rapid-cycle evaluation of co-regulation strategies (Baumgartner et al., 2020).
- [Self-Regulation and Toxic Stress Series](#), a variety of OPRE-sponsored resources and reports containing foundational information about the science of self-regulation and the effects of toxic stress on its development and enactment.

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APPENDIX

This appendix contains the training manual used to teach educators to conduct observations of co-regulation in the field as well as two versions of a draft observation measure. The measure was developed and piloted as part of a formative study to translate theory about co-regulation into practice in youth-serving Healthy Marriage and Relationship Education (HMRE) programs. It is designed for youth-serving program practitioners, including program supervisors, managers, and educators, as well as researchers and evaluators interested in assessing educator co-regulation. As this tool was part of a pilot project, it requires additional development and testing to refine its feasibility and reliability.

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SARHM

Educator Observation Manual

January 2019

OVERVIEW

This Educator Observation Tool is designed to capture the strategies that educators in healthy marriage and relationship education (HMRE) programs may use to help adolescents and young adults manage their thoughts, feelings, and behaviors in order to achieve their goals. This tool is intended for use across program settings, including in-school programs, after-school programs, and community-based programs. Version A of the tool is designed for workshops that are led by a single educator or one educator and an assistant, while Version B of the tool is designed for workshops that are co-led by two educators.

Managing thoughts, feelings, and behaviors for the purpose of achieving goals is called “self-regulation.” The process through which adults support youth in managing their thoughts, feelings, and behaviors is sometimes called “co-regulation.” Co-regulation involves developing warm and responsive relationships with youth, creating supportive environments in which youth feel safe to be themselves, and coaching and modeling positive self-regulation skills around youth. There are many ways in which educators may support youth in managing their thoughts, feelings, and behaviors, such as by connecting with youth individually, creating a friendly and welcoming atmosphere in the classroom, collaboratively creating classroom norms that encourage good choices, and coaching strategies to help youth manage stress and distress. This observation tool is a way to measure whether educators use these and other skills to support youth’s self-regulation while they are facilitating HMRE workshops for youth. Observing educator behaviors provides programs the opportunity to identify strengths and areas of need in an effort to better support youths’ self-regulation development.

As an observer, you are responsible for rating educators’ use of strategies to support youth self-regulation as well as features of the classroom environment that are known to be linked with self-regulation skills development. Each observation will focus on a single HMRE workshop. The length of the observation will vary depending on the length of the workshop. During the observation, you will complete the four sections in the observation tool:

- Section A focuses on the beginning of the workshop;
- Section B consists of a series of timed observation cycles;
- Section C focuses on the end of the workshop;
- Section D asks you to summarize the workshop as a whole.

Detailed instructions for completing each section are located in this manual as well as on the rating form.

Before you begin your first observation, please read this manual. The manual provides information about how to do the observation as well as detailed instructions, definitions, and frequently asked questions (FAQs) for each section of the observation tool. Sometimes different observers have different opinions about what rating to choose. It is important that all observers rate the same situation in the same way in order to be able to compare across settings. The manual provides the criteria that you should use in your rating. You should review these criteria carefully so that you can apply them correctly as you select your ratings. You do not need to memorize all of the definitions for each item; rather, you should use this manual as a reference as you complete your observations to confirm that you are selecting the appropriate ratings.

OVERALL OBSERVATION PROCEDURES	
1	Identify the workshop you will be observing and arrive at least 10 minutes before the workshop begins. Choose the correct version of the observation tool (A or B). Note the number of educators leading the workshop you are observing. If one educator is leading the workshop, use version A of the observation tool. If two educators are co-leading the workshop, use version B of the observation tool.
2	Ask educator(s) for key pieces of information before the workshop starts. Quickly ask to confirm the program site, curriculum name, the name of the lesson the educator(s) plans to cover, and the projected start and end times of the workshop.
3	Fill out the information on the cover of your observation tool. Remember to record your observer ID, the date of the observation, the time the workshop is scheduled to begin and end, the educator ID, the site where the program is delivered, the curriculum name, and names and/or numbers of the lessons delivered. If you are unsure of any of these details, quickly ask the educator(s) to confirm before the session starts.
4	Position yourself so that you are out of the way but can see. Make sure you are able to see the youth and the educator(s). You will need be able to observe educator and youth interactions and monitor the class for youth who are disengaged, upset, or off-task. At the same time, it is important not to disrupt the workshop. Feel free to ask the educator if there is a place s/he prefers you sit.
5	Throughout the workshop, use the notes pages on the right-hand side of the observation tool to record relevant information. Notes pages have been provided for you to record information necessary to select your ratings. High-quality notes provide additional context and important justification for the ratings that you choose. The notes pages also include reminders about the sorts of behaviors and information you should be looking for and taking notes on throughout the workshop. For example, it may be useful to keep tallies of the number of youth who participate in class discussions or the number of times the educator(s) praises youth.
6	Once youth start walking into the workshop, complete Section A: Beginning the Workshop. Observe youth-educator interactions as youth walk in. Between observing greetings, observe how the room is set up and whether there are any rules or norms posted in the room. The workshop officially “starts” when the educator(s) begins delivering the lesson. 10 minutes after the workshop starts, count the number of youth present in the workshop.
7	After the first 10 minutes of the workshop, begin Section B: Observation Cycles. Each observation cycle should last 15 minutes, followed by 5 minutes to record your responses. You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Please complete your final observation at least 15 minutes prior to the end of the workshop and finish recording your responses at least 10 minutes prior to the end of the workshop.
8	During the last 10 minutes of the workshop, complete Section C: Ending the Workshop. Count the number of youth present, note whether the educator(s) summarized the skills presented in the workshop, and whether the educator(s) encouraged youth to plan to apply these skills outside of the workshop.
9	Immediately after the workshop ends, complete Section D: Workshop Overview. To answer questions in this section, review your notes from across the observation. If your observation was of two educators, please be careful to answer the educator-specific questions for each educator. When answering the non-educator specific questions, please think about the experience of the youth in the class, considering both educators.

FREQUENTLY ASKED QUESTIONS (FAQs)	
<i>What if there are two educators in the room? Should I use observation tool A or B?</i>	If one educator is leading the workshop and the other is serving as an assistant, use version A of the tool. If the two educators are co-leading the workshop, use version B of the tool. Only use version B if each educator plans to facilitate half or nearly half of the workshop. If you are unsure of how the educators plan to divide responsibilities, ask them before the workshop begins.
<i>What if the educator doesn't cover everything they planned to? Do I need to update the information on the first page of the tool?</i>	No, just complete all the items on the first page at the start of the workshop. If the workshop ends earlier or later than planned or the educator doesn't cover all the lessons they planned to, note this in the first notes section in the observation tool.

SECTION A. BEGINNING THE WORKSHOP

KEY DEFINITIONS

A1	Did the educator welcome each youth as they entered the classroom?	<p>Look for the educator to individually greet youth as they enter the classroom. Greetings might be verbal or non-verbal such as by making eye contact, waving, nodding, or otherwise acknowledging youth. Greeting each youth can help educators build warm relationships with youth. How youth are greeted as they enter the room is important for establishing the tone of the workshop.</p> <p>1. Educator welcomed each youth. All youth were greeted by the educator.</p> <p>2. Educator welcomed most, but not each, youth. More than half of youth were greeted by the educator.</p> <p>3. Educator welcomed a few youth. Less than half of youth were greeted by the educator.</p> <p>4. Educator did not welcome any youth. No youth were greeted by an educator.</p> <p>If there are two educators, please note these behaviors for each educator and complete A1a and A1b accordingly.</p>
A2	Did the educator appear warm and friendly as youth walked in?	<p>Look for the educator to display warm and friendly behaviors such as smiling at youth, making eye contact with youth, shaking hands with youth, having relaxed body language around youth, etc. Look for the educator to focus on the youth as they walk in rather than attending to other things such as preparing for the lesson.</p> <p>1. Very warm and friendly. The educator was focused on youth the entire time youth were walking in and displayed many warm and friendly behaviors.</p> <p>2. Somewhat warm and friendly. The educator was focused on youth part of the time youth were walking in and the educator displayed some warm and friendly behaviors.</p> <p>3. Distracted and/or unfriendly. The educator was distracted or focused on other things as youth walked in and/or the educator failed to display any warm and friendly behaviors as youth walked in.</p> <p>4. Not applicable. The educator was not present as youth walked in.</p> <p>If there are two educators, please note these behaviors for each educator and complete A2a and A2b accordingly.</p>
A3	How is the room set up?	If participants do not face the front of the room or each other, mark "other" and describe how the room is set up in the space provided.
A4	How many youth were in attendance at the start of the workshop?	Count the number of youth who were in the workshop at the 10-minute mark, to allow for some latecomers to arrive. You should not update A4 if a new youth enters after you conduct your count at the 10-minute mark.
A5	Did the educator ask youth to talk or think about skills learned in previous workshops?	<p>Mark "yes" if the educator asked youth to discuss or reflect on content from a previous workshop during the first 10 minutes of the workshop. Mark "no" if the educator did not mention content from a previous workshop during the first 10 minutes, or if the educator mentioned such content but did not allow time for youth to discuss or reflect on the content.</p> <p>If there are two educators, mark "yes" if at least one educator asked youth to discuss or reflect on content from a previous workshop.</p>
A6	Are class norms posted in a visible location in the room?	Mark "yes" if you observe class norms posted in a visible location in the classroom. If posting norms is not possible because of the location, mark "yes" if youth have a copy of the norms or are able to reference them visually in some other way. Make a note of how they are able to see or reference the norms.

SECTION A: FAQs	
<i>What do I do if I arrive after the youth have entered the class?</i>	You should have arranged to be in the room at least 10 minutes before youth entered the room, but if you arrive late and are not able to observe greetings, put NA on the observation tool and write notes explaining why you missed the information.
<i>If a group of youth walk in at the same time and the educator says hi to the group, does that count as greeting all youth in that group?</i>	Yes, if an educator says hi to a group of youth who walk in together, this counts as greeting all of the youth in that group.
<i>What if an educator is very warm with some youth but is not warm or is negative with other youth?</i>	We want to capture the educators' overall demeanor AND variation across youth. So 'very warm and friendly' means they were friendly with all or all but one youth. If they did not have verbal, warm interactions with almost every youth, then they could not qualify as "very warm and friendly."
<i>What if youth arrive late? Should observers consider how the educator greets these youth when rating A1 and A2?</i>	If youth arrive within the first 10 minutes of the observation, while you are still coding Section A, you should consider whether and how educators greet them when coding A1 and A2. However, if youth arrive after 10 minutes of class have passed and you've started Section B, please indicate this in your notes but do not go back and revise your responses to A1 and A2.

SECTION B. OBSERVATION CYCLES

KEY DEFINITIONS

B1	Please estimate the percentage of time spent on the following activities.	<p>a. Lecture. Information presentation, such as reading from a slide or presenting curriculum content that lasts longer than 30 seconds. If during the lecture, the educator or youth asked a question that was answered without generating discussion, count that time here. If the question generated a discussion, count the time spent discussing the answer under full class activity.</p> <p>b. Full class discussion/activity. Driven by questions or instructions posed to the full group by the educator.</p> <p>c. Small group discussion/activity. Any activity in which youth break into small groups to do something, such as having a discussion, completing a worksheet together, or creating something to present to the larger group. Include in this count any time spent presenting the activity back to the full class.</p> <p>d. Video/other media. Presentation of a video or a song, in which the class is watching but not participating.</p> <p>e. Individual activity. Handouts or a writing exercise that youth do by themselves. Include in this count any time spent going over the information as a whole class.</p>
B2a	Did the cycle include any full class discussions or activities?	Mark “yes” if you observed any full class discussions or activities. Mark “no” if no full class discussions or activities occurred during the observation cycle. The educator giving instructions to the class prior to a small-group or individual activity does not count as a full-class discussion or activity.
B2b	If yes, how many youth participated in these discussions and activities?	Youth participation can include verbal and non-verbal behaviors such as answering questions, youth raising their hand, or youth nodding along. When you observe full class discussions and activities, count the number of youth that participate. If there are multiple full class discussions or activities, note the number of unique youth that participate across all discussions/activities. For example, if there are two class discussions during the cycle, and 5 youth participate in the first discussion and 5 different youth participate in the second discussion, enter 10 youth.
B3	How many times during the cycle did the educator do the following:	<p>This question is a count of the co-regulation strategies that may be used by educators. Please indicate the number of times you observed the educator doing each of the following:</p> <p>a. Provided general verbal praise to youth. General praise includes non-specific comments such as “Good job!” or “Nice effort!”. General praise may be directed toward the group or toward individual youth.</p> <p>b. Provided specific verbal praise to multiple youth. Specific verbal praise mentions details of the behavior being praised, such as “I appreciate how you all shared your opinions during group discussion.” Do not count something as specific verbal praise if it does not name the behavior or effort. Select this strategy if the specific praise was directed toward a group of youth.</p> <p>c. Provided specific verbal praise to individual youth. Select this strategy if the specific praise was directed toward an individual youth, rather than a group. Do not count something as specific praise if it does not name the behavior.</p> <p>d. Encouraged youth who were not engaged to participate in class discussions and activities. Pay attention to instances where youth are not engaged in class discussions or activities and note whether the educator did anything to encourage participation. This can include calling on youth who are not paying attention or have not contributed to class discussions.</p> <p>e. Encouraged different perspectives or different ways for youth to participate in class. Note instances where the educator encouraged youth to share diverse opinions or perspectives, as well as instances where the educator provided different ways for youth to participate in class. For example, the educator might ask to hear from someone who has</p>

B3 <i>cont</i>	How many times during the cycle did the educator do the following:	<p>an opposing view on a subject. The educator might also offer for shy or quieter youth to share their ideas in a written way or in a small group, or select these youth to serve as a scribe or participate in role-play.</p> <p>f. Provided opportunities for youth to take a short break, if needed. Pay attention to instances where youth seem overwhelmed, are getting restless, worked up, or not paying attention and note whether the educator encouraged them to take a break to refocus. This may include asking youth to put their head down or leave the classroom for a few minutes. Also, count if the educator proactively told youth that they can take a break if needed.</p> <p>g. Encouraged youth to take a few deep breaths to refocus. Note instances where the educator encouraged individual youth or the whole class to take a deep breath or use breathing exercises to refocus.</p> <p>h. Encouraged youth to notice what they are feeling. Note instances where the educator asked youth how they are feeling or encouraged youth to pause what they are doing to notice how they are feeling. For instance, does the conversation or scenario being discussed make them angry, scared, or excited? Is their jaw clenched, their heart pounding, or their chest tight?</p> <p>i. Provided opportunities for youth to practice skills in class, including by role playing. Note instances where youth were given time to practice the skills in class, such as saying “no” to peer pressure or navigating disagreements in a healthy way. This may include role-playing, visualizing, or modeling the skill for their peers.</p> <p>j. Encouraged youth to plan how they will use a certain skill. Note instances where the educator asked youth to brainstorm concrete, detailed plans for how they will use the skills presented in class in the future. For example, youth may be encouraged to think about how they will respond if a friend asks them to do something they don’t want to do, or if they witness dating violence.</p> <p>k. Revisited norms established by the class. If the class has established group norms or expectations for how to behave, note instances where the educator reminded youth to follow the norms. For example, the educator may remind youth to listen while their peers are talking or to be respectful of others’ opinions. If the class has not developed norms as a group, then these types of reminders would not count as revisiting norms established by the class.</p>
B4	How many times did the following disruptions occur during the cycle?	<p>Count the number of times each type of disruption occurred in the cycle:</p> <p>a. Side conversations among participants. Conversations among youth that are not part of the activity/discussion occurring in class.</p> <p>b. Cell phone use. May include cell phone notifications (e.g., phone ringing or text beeping through).</p> <p>c. Emotional outbursts by participants. May include laughter/giggling, name calling, yelling, or other emotional behavior that detracts from the lesson/discussion.</p> <p>d. Disruptions by other adults. May include other adults entering the classroom to ask the educator a question or pull youth out of class.</p> <p>e. Late arrivals or early departures. Youth arriving to class after the lesson has started or leaving before the lesson has finished.</p> <p>f. Other. May include technological issues, school announcements, fire alarms, etc.</p>

B5	If you indicated that any disruptions occurred in #4, how did the educator respond?	<p>For each observed disruption, note how the educator responded. If multiple disruptions occurred during the cycle, rate the educator according to his/her least favorable response. For example, if the educator appeared calm and composed after two disruptions but very flustered or irritated after a third disruption, select “the educator appeared very flustered or irritated”. Record information about the other responses in the notes.</p> <p>1. The educator appeared calm and composed. The educator did not display any aggravation or raise their voice when addressing the disruption(s). The educator may have also ignored the disruption(s) and simply moved ahead with the lesson.</p> <p>2. The educator appeared a little flustered or irritated. An educator may indicate that they are flustered or irritated by rolling their eyes, sighing, raising their voice, using an annoyed tone, losing their train of thought, or struggling to move the lesson forward. If the educator displayed these behaviors in response to any disruption but they were subtle (i.e., someone who wasn’t specifically looking for these behaviors may have missed them), select this rating.</p> <p>3. The educator appeared very flustered or irritated. If the educator displayed signs of being flustered or irritated (for example, making negative comments or shaming youth) in response to any disruption and these signs were overt (i.e., the signs would be difficult to miss), select this response.</p> <p>4. Not applicable (no disruptions occurred during the cycle)</p>
B6	If you indicated that any disruptions occurred in #4, how long did it take the educator to get the class back on track?	<p>For each observed disruption, note about how long it took for the educator to get youth back on track. If multiple disruptions occurred during the cycle, rate the educator according to his/her longest/most challenging time getting the class back on track. Record information about the amount of time needed to get the class back on track after the other disruptions in the notes.</p> <p>1. The educator quickly got the class back on track. Select this rating if the educator got the class back on track immediately or within a few seconds. Also select this response if the educator simply ignored the disruption and moved on with the lesson, and youth did the same.</p> <p>2. The educator got the class back on track, but it took a little time. Select this rating if the educator did not get the class back on track immediately, but did so within two minutes.</p> <p>3. It took a long time for the educator to get the class back on track or the class never got back on track. Select this rating if it took longer than two minutes for the educator to get the class back on track.</p> <p>4. Not applicable (no disruptions occurred during the cycle)</p>

SECTION B: FAQs	
<i>Why do I need to select the least favorable rating when indicating how the educator responded to multiple disruptions?</i>	If an educator becomes irritated or flustered in response to a disruption, youth are likely to remember this even if the educator responded calmly most of the time. Likewise, if a disruption greatly interrupts the flow of the class, youth are likely to remember this even if other disruptions occurred that did not interrupt the class.

SECTION C. ENDING THE WORKSHOP		
KEY DEFINITIONS		
C1	How many youth were present at the end of the workshop?	10 minutes before the end of the workshop, count the number of youth in the group.
C2	Did the educator summarize the skills presented in the workshop?	<p>Mark “yes” if the educator reviewed any of the skills or main points presented during the workshop at the end of class. Mark “no” if the educator did not review any of these skills.</p> <p>If there are two educators, mark “yes” if at least one educator summarized the skills presented in the workshop.</p>
C3	At the end of the workshop, did the educator encourage youth to plan how to apply the skills presented in the workshop in their own lives?	<p>Mark “yes” if the educator asked youth to think about or discuss how they would use any of the skills presented in the workshop at the end of class. Also, mark “yes” if the educator encouraged youth to use the skills learned in the workshop. For example, the educator may say “remember your plans to do x, y, z this week” or “I’ll be interested to hear how x, y, z goes for you this week.” Mark “no” if the educator did not ask youth to think about or discuss how they would use these skills.</p> <p>If there are two educators, mark “yes” if at least one educator encouraged youth to plan how to apply the skills presented in the workshop in their own lives.</p>

SECTION C: FAQs	
<i>What do I do if youth leave or enter the room after I do my count?</i>	You do not need to adjust the number of youth counted if any youth leave or enter the workshop after you complete the count.
<i>What if the educator summarizes some skills but not others?</i>	Indicate “yes” if the educator summarizes any of the skills presented in the workshop.

SECTION D. WORKSHOP OVERVIEW

KEY DEFINITIONS

D1	How much time was devoted to teaching or practicing skills for managing emotions during the workshop?	<p>Thinking across the entire workshop, consider what portion of time was devoted to talking about or giving youth an opportunity to practice skills to regulate their emotions. These skills may include self-calming strategies, labeling, expressing, and managing feelings, or taking a few deep breaths.</p> <ol style="list-style-type: none"> 1. No time. The educator did not address this during the workshop. 2. A little time. The educator spent at least some time on this but less than 10 minutes. 3. Some time. The educator spent at least 10 minutes but less than 30 minutes on this. 4. A lot of time. The educator spent 30 minutes or more on this.
D2	How much time was devoted to teaching or practicing skills for managing thoughts and making future plans during the workshop?	<p>Thinking across the entire workshop, consider what portion of time was devoted to talking about, or giving youth an opportunity to practice making, concrete, detailed plans for managing their thoughts or behaviors in the future. These skills may include goal-setting, problem-solving, decision-making, or activities where youth are asked to be flexible or consider others' perspectives.</p> <ol style="list-style-type: none"> 1. No time. The educator did not address this during the workshop. 2. A little time. The educator spent at least some time on this but less than 10 minutes. 3. Some time. The educator spent at least 10 minutes but less than 30 minutes on this. 4. A lot of time. The educator spent 30 minutes or more on this.
D3	How much time was devoted to teaching or practicing skills for managing or engaging in healthy behaviors during the workshop?	<p>Thinking across the entire workshop, consider what portion of time was devoted to talking about, or giving youth an opportunity to practice, concrete, detailed skills for managing or engaging in healthy behaviors. These skills may include putting off short-term gains for something better that will take longer to achieve, organization of time and materials, communication and conflict resolution, taking a time out, asking others for help, or other skills related to making and maintaining friendships.</p> <ol style="list-style-type: none"> 1. No time. The educator did not address this during the workshop. 2. A little time. The educator spent at least some time on this but less than 10 minutes. 3. Some time. The educator spent at least 10 minutes but less than 30 minutes on this. 4. A lot of time. The educator spent 30 minutes or more on this.
D4	Which best describes youths' level of participation during the workshop?	<p>When answering this question, consider all of the activities and discussions that occurred during the workshop. If youth participated in at least one activity or discussion, count them as having participated.</p>

D5	Which best describes the tone of the workshop?	<p>When answering this question, consider the contribution of the educator and youth to the tone of the classroom. Examples of negative or disrespectful behaviors by the educator may include criticizing youth, using sarcasm, or making fun of youth. Examples of positive or respectful behaviors by the educator may include praising youth, responding to youth in a warm and friendly manner, or acknowledging and supporting diverse perspectives. Examples of negative or disrespectful behaviors by youth may include interrupting the educator; criticizing or making fun of others or not paying attention while others are talking. Examples of positive or respectful behaviors by youth may include paying attention; praising or supporting others; or making eye contact and actively listening while others are talking.</p> <p>1. Consistently negative and disrespectful. The educator or youth demonstrated negative behaviors for most or all of the workshop. Consider the extent that the negative or disrespectful behaviors influenced the overall tone of the workshop. If the negative behaviors of the educator or youth imparted a negative tone throughout most or all of the workshop, rate this observation a '1'.</p> <p>2. Somewhat negative and disrespectful. The educator or youth demonstrated negative behaviors for about half of the workshop, or the negative behaviors of the educator or youth imparted a negative tone for about half of the workshop.</p> <p>3. Mostly positive and respectful. The educator or youth demonstrated a few negative behaviors, but they occurred during less than half of the workshop. During most of the workshop, the educator and youth demonstrated positive, respectful behaviors.</p> <p>4. Consistently positive and respectful. The educator and youth demonstrated many supportive, warm, and friendly behaviors during the workshop. The educator and youth engaged in almost no negative or disrespectful behaviors during the workshop.</p>
D6	How often did the educator encourage youth to take a short break, if needed?	<p>Think of all of the instances during the workshop where youth appeared restless, worked up, or were not paying attention. How often did the educator encourage them to take a break to refocus? This may include asking youth to put their head down or to leave the classroom for a few minutes. It may also include proactively reminding youth that they can take a short break if they need to. Please use your responses during the observation cycles to help determine this rating.</p> <p>1. Never. The educator never did this.</p> <p>2. Rarely. The educator encouraged youth to take a short break less than half the time that youth were restless or upset.</p> <p>3. Sometimes. The educator encouraged youth to take a short break at least half, but not all the times, youth were restless or upset.</p> <p>4. All of the time. The educator encouraged youth to take a short break every time they were restless or upset.</p> <p>5. Not applicable (youth did not appear restless or upset).</p> <p>If there are two educators, please provide separate responses for each educator in D6a and D6b.</p>
D7	How often did the educator make a point to involve youth who weren't engaged?	<p>Think of all of the instances during the workshop where youth appeared distracted or disengaged. How often did the educator make a point to involve these youth? This may include calling on youth, encouraging youth to participate in a role-playing exercise, asking youth to help lead a discussion, or connecting individually with youth. Please use your responses during the observation cycles to help determine this rating.</p> <p>1. Never. The educator never did this.</p> <p>2. Rarely. The educator made a point to involve youth less than half the time they were disengaged.</p> <p>3. Sometimes. The educator made a point to involve youth at least half, but not all the times, they were disengaged.</p> <p>4. All of the time. The educator made a point to involve youth every time they were disengaged.</p> <p>5. Not applicable (youth were always engaged).</p> <p>If there are two educators, please provide separate responses for each educator in D7a and D7b.</p>

D8	How prepared was the educator to deliver the workshop?	<p>1. Very unprepared. Select this rating if the educator's lack of organization or preparedness (for example, arriving late, forgetting to bring materials or supplies, or forgetting to rehearse the lesson) greatly interfered with his or her ability to deliver the workshop as intended. For instance, the educator arrived late and had to cut some of the content of the lesson.</p> <p>2. Somewhat unprepared. Select this rating if the educator's lack of organization or preparedness had a minor impact on his or her ability to deliver the workshop as intended. For instance, the educator forgot materials for an activity, but was able to modify the activity.</p> <p>3. Mostly prepared. Select this rating if the educator's lack of organization or preparedness did not have any impact on his or her ability to deliver the workshop as intended. For instance, the educator forgot to bring a material but it had no impact on the lesson.</p> <p>4. Completely prepared. Select this rating if the educator arrived on time, brought all necessary materials, and delivered the workshop in a well-rehearsed manner.</p> <p>If there are two educators, please provide separate responses for each educator in D8a and D8b.</p>
D9	How well did the educator manage his/her emotions during the workshop?	<p>Think about the educator's demeanor throughout the entire workshop. Indicate how many times the educator failed to remain composed (for instance by raising their voice, rolling their eyes, criticizing youth, or displaying other forms of aggravation or irritation). Please use your responses during the observation cycles to help determine this rating.</p> <p>1. Multiple times. The educator had trouble remaining composed on four or more occasions.</p> <p>2. A few times. The educator had trouble remaining composed two or three times during the workshop.</p> <p>3. Most of the workshop. The educator had trouble remaining composed on one occasion.</p> <p>4. All of the workshop. The educator remained composed throughout the entire workshop.</p> <p>If there are two educators, please provide separate responses for each educator in D9a and D9b.</p>
D10	How attentive was the educator to youths' feelings during the workshop?	<p>Think about instances where youth shared their feelings during the workshop. Did the educator encourage youth to describe, label, or share their feelings or verbally acknowledge youth when they shared their feelings? For example, by saying things like "How did you feel when that happened?" or "It sounds like you are feeling really stressed right now....", or "Thank you for sharing that you noticed yourself getting angry. Noticing how we feel is really important information to think about."</p> <p>1. Not at all attentive. The educator never encouraged youth to share their feelings or acknowledged youth when they shared their feelings.</p> <p>2. Occasionally paid attention. The educator encouraged youth to share their feelings or acknowledged youths' feelings at least once, but missed many other opportunities to do so.</p> <p>3. Mostly paid attention. The educator encouraged youth to share their feelings or acknowledged youths' feelings most of the time, but missed the opportunity two or three times.</p> <p>4. Highly attentive. The educator encouraged youth to share their feelings or acknowledged youths' feelings all or almost all of the time.</p> <p>If there are two educators, please provide separate responses for each educator in D10a and D10b.</p>

D11	How well did the educator validate youths' experiences and perspectives during the workshop?	<p>Think about instances where youth shared experiences during the workshop. Did the educator listen and respond in a non-judgmental manner, for instance by saying things like, "It's not easy to talk about things like that," "I appreciate how you shared your perspective with the class," "When we are able to listen to and appreciate others' opinions, even if we don't agree with them, it's a sign of respect" or "Does anyone have a different idea about what you could say or do in this situation?"</p> <p>1. Rarely or never. The educator never validated youths' experiences and perspectives or only did so once during the workshop.</p> <p>2. Occasionally. The educator validated youths' experiences and perspectives two or three times but missed many opportunities to do so.</p> <p>3. Mostly. The educator validated youths' experiences and perspectives most of the time but missed two or three opportunities to do so.</p> <p>4. Consistently. The educator validated youths' experiences and perspectives throughout the workshop all or almost all of the time.</p> <p>If there are two educators, please provide separate responses for each educator in D11a and D11b.</p>
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SECTION D: FAQs	
<i>What if youths' participation varies across the observation?</i>	This item is about participation in the workshop as a whole, not about each activity. So if all youth participated in at least one activity/discussion, this should be coded as #4.
<i>What if there are one or two youth who demonstrate negative behaviors throughout the workshop but the rest of the youth are positive and respectful?</i>	Consider the extent to which the negative behavior of youth influenced the overall tone of the workshop. If these were mostly isolated incidents in an otherwise positive workshop, rate the observation a '3.' If the negative behaviors imparted a negative tone on about half the workshop, rate the observation a '2.' If the negative behaviors of youth imparted a negative tone throughout most or all of the workshop, rate this observation a '1'.

Draft Educator Observation Tool – Version A for one educator

The purpose of this tool is to collect observation data on educators' use of co-regulation strategies during group workshops. The duration of each observation will depend on the length of the group session. Participation in this information collection is voluntary, and the observation data collected will be kept private to the extent permitted by law.

This draft observation tool was developed and piloted as part of a formative study to translate theory about co-regulation into practice in youth-serving Healthy Marriage and Relationship Education (HMRE) programs.¹ It is designed for youth-serving program practitioners, including program supervisors, managers, and educators, as well as researchers and evaluators interested in assessing educator co-regulation. As this tool was part of a pilot project, it requires additional development and testing to refine its feasibility and reliability.

This tool is designed for observations of workshops that are led by one educator. If one educator is leading the workshop and another educator is serving as an assistant, please focus your observation on the lead educator. If two educators are co-leading the workshop, please complete Version B of this tool.

The tool is divided into four sections. The first section focuses on the beginning of the workshop. The second section consists of a series of timed observation cycles. Each cycle should last 15 minutes, followed by 5 minutes to record your observations. The third section focuses on the end of the workshop. Finally, the fourth section asks you to assess various dimensions of the workshop as a whole. As you conduct your observation, please use the margins, scratch paper, and the notes field to write notes on your observations. This will help you determine what ratings to assign.

¹ The OMB number for this information collection is 0970-0355 and the expiration date is 05/31/2021.

Please do not include any personal information, such as your name or contact information, or the educator's name or contact information, on this form. Before beginning the observation, please fill-out the following information:

Observer ID #: _____	Educator ID #: _____
Today's Date: __ _ / __ _ / __ _ _ _ MM DD YY	Program Site: _____
Workshop Start Time: __ _ : __ _ AM PM	Curriculum Name: _____
Workshop End Time: __ _ : __ _ AM PM	Lessons covered during session: _____ _____

Please record below any additional information about the actual start and end times of the workshop, the lessons that were covered, or other general information that may be relevant for

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A. Beginning the Workshop

Section Start Time: |__|__|:|__|__|

Section Stop Time: |__|__|:|__|__|

Starting 10 minutes before the workshop (as applicable) through the first 10 minutes of the workshop, please record the following information. Select only one response for each item.

<p>1. Did the educator welcome each youth as they entered the classroom?</p> <p><i>(For example, greeted each youth as they walked in instead of focusing on other tasks, talking with other staff, etc.)</i></p>	<p>1 <input type="checkbox"/> The educator welcomed each youth as they entered the classroom</p> <p>2 <input type="checkbox"/> The educator welcomed most, but not each, youth as they entered the classroom</p> <p>3 <input type="checkbox"/> The educator welcomed a few youth as they entered the classroom</p> <p>4 <input type="checkbox"/> The educator did not welcome any youth as they entered the classroom</p>
<p>2. Did the educator appear warm and friendly as youth walked in?</p> <p><i>(For example, smiled at youth, made eye contact with youth, shook hands with youth, body language was relaxed, etc.)</i></p>	<p>1 <input type="checkbox"/> The educator appeared mostly warm and friendly</p> <p>2 <input type="checkbox"/> The educator appeared somewhat warm and friendly</p> <p>3 <input type="checkbox"/> The educator appeared distracted and/or unfriendly</p> <p>4 <input type="checkbox"/> Not applicable</p>
<p>3. How is the room set up?</p>	<p>1 <input type="checkbox"/> Participants all face the front of the room</p> <p>2 <input type="checkbox"/> Participants face each other</p> <p>3 <input type="checkbox"/> Other (Specify: _____)</p>
<p>4. How many youth were in attendance at the start of the workshop?</p> <p><i>(Count the number of youth who were in the classroom at the 10 minute mark, to allow for some latecomers to arrive.)</i></p>	<p> __ __ Number of youth</p>
<p>5. Did the educator ask youth to talk or think about skills learned in previous workshops?</p> <p><i>(For example, asked youth to discuss a time they used a skill or how they applied a skill to a particular situation, etc.)</i></p>	<p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p>
<p>6. Are class norms posted in a visible location in the room?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p>

A. Beginning the Workshop

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note what the educator was doing as youth entered the classroom (Item 1).
- Note the educator's demeanor as youth entered the classroom (Item 2).
- Note whether and how the educator asked youth to talk or think about skills used in previous workshops (Item 5).
- If applicable, note where class rules or norms are posted (Item 6).

B.1. Observation Cycle 1

Cycle Start Time: |_|_|:|_|_|

Cycle Stop Time: |_|_|:|_|_|

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses. You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Please complete your final observation cycle at least 10 minutes prior to the end of the workshop.

1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.	_ _ _ % _ _ _ % _ _ _ % _ _ _ % _ _ _ % _ _ _ %	a. Lecture b. Full class discussion/activity c. Small group discussion/activity d. Video/other media e. Individual activity f. Total (should equal 100%)
2a. Did the cycle include any full class discussions or activities? 2b. If yes, how many youth participated in these discussions and activities?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No b. _ _ Number of youth	
3. How many times during the cycle did the educator do the following:	a. _ _ Provided general verbal praise to youth (For example, “good job” or “nice effort”) b. _ _ Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”) c. _ _ Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”) d. _ _ Encouraged youth who were not engaged to participate in class discussions and activities e. _ _ Encouraged different perspectives or different ways for youth to participate in class f. _ _ Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.) g. _ _ Encouraged youth to take a few deep breaths to refocus h. _ _ Encouraged youth to notice what they are feeling	

B.1. Observation Cycle 1

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).

- For full class activities, keep a tally of each youth that participates (Item 2).

- For each co-regulation strategy listed in B3, note how the educator used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. Provided general verbal praise to youth**

 - b. Provided specific verbal praise to multiple youth**

 - c. Provided specific verbal praise to individual youth**

 - d. Encouraged youth who were not engaged to participate in class discussions and activities**

 - e. Encouraged different perspectives or different ways for youth to participate in class**

 - f. Provided opportunities for youth to take a short break**

 - g. Encouraged youth to take a few deep breaths to refocus**

 - h. Encouraged youth to notice what they are feeling**

B.1. Observation Cycle 1	
3. How many times during the cycle did the educator do the following: (continued)	i. <input type="text"/> Provided opportunities for youth to practice skills in class, including by role playing j. <input type="text"/> Encouraged youth to plan how they will use a certain skill k. <input type="text"/> Revisited norms established by the class
4. How many times did the following disruptions occur during the cycle:	a. <input type="text"/> Side conversations among participants b. <input type="text"/> Cell phone use c. <input type="text"/> Emotional outbursts by participants d. <input type="text"/> Disruptions by other adults e. <input type="text"/> Late arrivals or early departures f. <input type="text"/> Other disruptions (Specify: _____)
5. If you indicated that any disruptions occurred in #4, how did the educator respond?	1 <input type="checkbox"/> The educator appeared calm and composed 2 <input type="checkbox"/> The educator appeared a little flustered or irritated 3 <input type="checkbox"/> The educator appeared very flustered or irritated 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)
6. If you indicated that any disruptions occurred in #4, how long did it take the educator to get the class back on track?	1 <input type="checkbox"/> The educator quickly got the class back on track 2 <input type="checkbox"/> The educator got the class back on track, but it took a little time 3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)

B.1. Observation Cycle 1

i. Provided opportunities for youth to practice skills in class

j. Encouraged youth to plan how they will use a certain skill

k. Revisited norms established by the class

- Note any disruptions that occurred during the cycle. Also note how the educator responded to the disruption and how long it took for the class to get back on track (Items 4-6).

B.2. Observation Cycle 2

Cycle Start Time: |__|__|:|__|__|

Cycle Stop Time: |__|__|:|__|__|

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses. You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Please complete your final observation cycle at least 10 minutes prior to the end of the workshop.

<p>1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.</p>	<table> <tr> <td> __ __ %</td> <td>a. Lecture</td> </tr> <tr> <td> __ __ %</td> <td>b. Full class discussion/activity</td> </tr> <tr> <td> __ __ %</td> <td>c. Small group discussion/activity</td> </tr> <tr> <td> __ __ %</td> <td>d. Video/other media</td> </tr> <tr> <td> __ __ %</td> <td>e. Individual activity</td> </tr> <tr> <td> __ __ %</td> <td>f. Total (should equal 100%)</td> </tr> </table>	__ __ %	a. Lecture	__ __ %	b. Full class discussion/activity	__ __ %	c. Small group discussion/activity	__ __ %	d. Video/other media	__ __ %	e. Individual activity	__ __ %	f. Total (should equal 100%)
__ __ %	a. Lecture												
__ __ %	b. Full class discussion/activity												
__ __ %	c. Small group discussion/activity												
__ __ %	d. Video/other media												
__ __ %	e. Individual activity												
__ __ %	f. Total (should equal 100%)												
<p>2a. Did the cycle include any full class discussions or activities?</p> <p>2b. If yes, how many youth participated in these discussions and activities?</p>	<p>1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No</p> <p>b. __ __ Number of youth</p>												
<p>3. How many times during the cycle did the educator do the following:</p>	<p>a. __ __ Provided general verbal praise to youth (For example, "good job" or "nice effort")</p> <p>b. __ __ Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")</p> <p>c. __ __ Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")</p> <p>d. __ __ Encouraged youth who were not engaged to participate in class discussions and activities</p> <p>e. __ __ Encouraged different perspectives or different ways for youth to participate in class</p> <p>f. __ __ Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)</p> <p>g. __ __ Encouraged youth to take a few deep breaths to refocus</p> <p>h. __ __ Encouraged youth to notice what they are feeling</p>												

B.2. Observation Cycle 2

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).
- For full class activities, keep a tally of each youth that participates (Item 2).
- For each co-regulation strategy listed in B3, note how the educator used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. Provided general verbal praise to youth
 - b. Provided specific verbal praise to multiple youth
 - c. Provided specific verbal praise to individual youth
 - d. Encouraged youth who were not engaged to participate in class discussions and activities
 - e. Encouraged different perspectives or different ways for youth to participate in class
 - f. Provided opportunities for youth to take a short break
 - g. Encouraged youth to take a few deep breaths to refocus
 - h. Encouraged youth to notice what they are feeling

B.2. Observation Cycle 2	
3. How many times during the cycle did the educator do the following: (continued)	i. <input type="text"/> Provided opportunities for youth to practice skills in class, including by role playing j. <input type="text"/> Encouraged youth to plan how they will use a certain skill k. <input type="text"/> Revisited norms established by the class
4. How many times did the following disruptions occur during the cycle:	a. <input type="text"/> Side conversations among participants b. <input type="text"/> Cell phone use c. <input type="text"/> Emotional outbursts by participants d. <input type="text"/> Disruptions by other adults e. <input type="text"/> Late arrivals or early departures f. <input type="text"/> Other disruptions (Specify: _____)
5. If you indicated that any disruptions occurred in #4, how did the educator respond?	1 <input type="checkbox"/> The educator appeared calm and composed 2 <input type="checkbox"/> The educator appeared a little flustered or irritated 3 <input type="checkbox"/> The educator appeared very flustered or irritated 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)
6. If you indicated that any disruptions occurred in #4, how long did it take the educator to get the class back on track?	1 <input type="checkbox"/> The educator quickly got the class back on track 2 <input type="checkbox"/> The educator got the class back on track, but it took a little time 3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)

B.2. Observation Cycle 2

i. Provided opportunities for youth to practice skills in class

j. Encouraged youth to plan how they will use a certain skill

k. Revisited norms established by the class

- Note any disruptions that occurred during the cycle. Also note how the educator responded to the disruption and how long it took for the class to get back on track (Items 4-6).

B.3. Observation Cycle 3

Cycle Start Time: | | : | | : | |

Cycle Stop Time: | | : | | : | |

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses. You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Please complete your final observation cycle at least 10 minutes prior to the end of the workshop.

1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.	% a. Lecture % b. Full class discussion/activity % c. Small group discussion/activity % d. Video/other media % e. Individual activity % f. Total (should equal 100%)
2a. Did the cycle include any full class discussions or activities? 2b. If yes, how many youth participated in these discussions and activities?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No b. Number of youth
3. How many times during the cycle did the educator do the following:	a. Provided general verbal praise to youth (<i>For example, "good job" or "nice effort"</i>) b. Provided specific verbal praise to multiple youth (<i>For example, "I appreciate how you all shared your opinions during group discussion"</i>) c. Provided specific verbal praise to individual youth (<i>For example, "I appreciate how you shared your opinion during group discussion"</i>) d. Encouraged youth who were not engaged to participate in class discussions and activities e. Encouraged different perspectives or different ways for youth to participate in class f. Provided opportunities for youth to take a short break, if needed (<i>For example, putting their head down, leaving the classroom for a few minutes, etc.</i>) g. Encouraged youth to take a few deep breaths to refocus h. Encouraged youth to notice what they are feeling

B.3. Observation Cycle 3

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).
- For full class activities, keep a tally of each youth that participates (Item 2).
- For each co-regulation strategy listed in B3, note how the educator used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. Provided general verbal praise to youth
 - b. Provided specific verbal praise to multiple youth
 - c. Provided specific verbal praise to individual youth
 - d. Encouraged youth who were not engaged to participate in class discussions and activities
 - e. Encouraged different perspectives or different ways for youth to participate in class
 - f. Provided opportunities for youth to take a short break
 - g. Encouraged youth to take a few deep breaths to refocus
 - h. Encouraged youth to notice what they are feeling

B.3. Observation Cycle 3	
3. How many times during the cycle did the educator do the following: (continued)	i. <input type="text"/> Provided opportunities for youth to practice skills in class, including by role playing j. <input type="text"/> Encouraged youth to plan how they will use a certain skill k. <input type="text"/> Revisited norms established by the class
4. How many times did the following disruptions occur during the cycle:	a. <input type="text"/> Side conversations among participants b. <input type="text"/> Cell phone use c. <input type="text"/> Emotional outbursts by participants d. <input type="text"/> Disruptions by other adults e. <input type="text"/> Late arrivals or early departures f. <input type="text"/> Other disruptions (Specify: _____)
5. If you indicated that any disruptions occurred in #4, how did the educator respond?	1 <input type="checkbox"/> The educator appeared calm and composed 2 <input type="checkbox"/> The educator appeared a little flustered or irritated 3 <input type="checkbox"/> The educator appeared very flustered or irritated 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)
6. If you indicated that any disruptions occurred in #4, how long did it take the educator to get the class back on track?	1 <input type="checkbox"/> The educator quickly got the class back on track 2 <input type="checkbox"/> The educator got the class back on track, but it took a little time 3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)

B.3. Observation Cycle 3

i. Provided opportunities for youth to practice skills in class

j. Encouraged youth to plan how they will use a certain skill

k. Revisited norms established by the class

- Note any disruptions that occurred during the cycle. Also note how the educator responded to the disruption and how long it took for the class to get back on track (Items 4-6).

B.4. Observation Cycle 4

Cycle Start Time: |__|__|:|__|__|

Cycle Stop Time: |__|__|:|__|__|

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses. You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Please complete your final observation cycle at least 10 minutes prior to the end of the workshop.

1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.	<table> <tr> <td> __ __ %</td> <td>a. Lecture</td> </tr> <tr> <td> __ __ %</td> <td>b. Full class discussion/activity</td> </tr> <tr> <td> __ __ %</td> <td>c. Small group discussion/activity</td> </tr> <tr> <td> __ __ %</td> <td>d. Video/other media</td> </tr> <tr> <td> __ __ %</td> <td>e. Individual activity</td> </tr> <tr> <td> __ __ %</td> <td>f. Total (should equal 100%)</td> </tr> </table>	__ __ %	a. Lecture	__ __ %	b. Full class discussion/activity	__ __ %	c. Small group discussion/activity	__ __ %	d. Video/other media	__ __ %	e. Individual activity	__ __ %	f. Total (should equal 100%)				
__ __ %	a. Lecture																
__ __ %	b. Full class discussion/activity																
__ __ %	c. Small group discussion/activity																
__ __ %	d. Video/other media																
__ __ %	e. Individual activity																
__ __ %	f. Total (should equal 100%)																
2a. Did the cycle include any full class discussions or activities? 2b. If yes, how many youth participated in these discussions and activities?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No b. __ __ Number of youth																
3. How many times during the cycle did the educator do the following:	<table> <tr> <td>a. __ __ </td> <td>Provided general verbal praise to youth (For example, "good job" or "nice effort")</td> </tr> <tr> <td>b. __ __ </td> <td>Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")</td> </tr> <tr> <td>c. __ __ </td> <td>Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")</td> </tr> <tr> <td>d. __ __ </td> <td>Encouraged youth who were not engaged to participate in class discussions and activities</td> </tr> <tr> <td>e. __ __ </td> <td>Encouraged different perspectives or different ways for youth to participate in class</td> </tr> <tr> <td>f. __ __ </td> <td>Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)</td> </tr> <tr> <td>g. __ __ </td> <td>Encouraged youth to take a few deep breaths to refocus</td> </tr> <tr> <td>h. __ __ </td> <td>Encouraged youth to notice what they are feeling</td> </tr> </table>	a. __ __	Provided general verbal praise to youth (For example, "good job" or "nice effort")	b. __ __	Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")	c. __ __	Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")	d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities	e. __ __	Encouraged different perspectives or different ways for youth to participate in class	f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)	g. __ __	Encouraged youth to take a few deep breaths to refocus	h. __ __	Encouraged youth to notice what they are feeling
a. __ __	Provided general verbal praise to youth (For example, "good job" or "nice effort")																
b. __ __	Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")																
c. __ __	Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")																
d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities																
e. __ __	Encouraged different perspectives or different ways for youth to participate in class																
f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)																
g. __ __	Encouraged youth to take a few deep breaths to refocus																
h. __ __	Encouraged youth to notice what they are feeling																

B.4. Observation Cycle 4

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).
- For full class activities, keep a tally of each youth that participates (Item 2).
- For each co-regulation strategy listed in B3, note how the educator used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. Provided general verbal praise to youth
 - b. Provided specific verbal praise to multiple youth
 - c. Provided specific verbal praise to individual youth
 - d. Encouraged youth who were not engaged to participate in class discussions and activities
 - e. Encouraged different perspectives or different ways for youth to participate in class
 - f. Provided opportunities for youth to take a short break, if needed
 - g. Encouraged youth to take a few deep breaths to refocus
 - h. Encouraged youth to notice what they are feeling

B.4. Observation Cycle 4	
3. How many times during the cycle did the educator do the following: (continued)	i. <input type="text"/> Provided opportunities for youth to practice skills in class, including by role playing j. <input type="text"/> Encouraged youth to plan how they will use a certain skill k. <input type="text"/> Revisited norms established by the class
4. How many times did the following disruptions occur during the cycle:	a. <input type="text"/> Side conversations among participants b. <input type="text"/> Cell phone use c. <input type="text"/> Emotional outbursts by participants d. <input type="text"/> Disruptions by other adults e. <input type="text"/> Late arrivals or early departures f. <input type="text"/> Other disruptions (Specify: _____)
5. If you indicated that any disruptions occurred in #4, how did the educator respond?	1 <input type="checkbox"/> The educator appeared calm and composed 2 <input type="checkbox"/> The educator appeared a little flustered or irritated 3 <input type="checkbox"/> The educator appeared very flustered or irritated 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)
6. If you indicated that any disruptions occurred in #4, how long did it take the educator to get the class back on track?	1 <input type="checkbox"/> The educator quickly got the class back on track 2 <input type="checkbox"/> The educator got the class back on track, but it took a little time 3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)

B.4. Observation Cycle 4

i. Provided opportunities for youth to practice skills in class

j. Encouraged youth to plan how they will use a certain skill

k. Revisited norms established by the class

- Note any disruptions that occurred during the cycle. Also note how the educator responded to the disruption and how long it took for the class to get back on track (Items 4-6).

C. Ending the Workshop

Section Start Time: |__|__|:|__|__|

Section Stop Time: |__|__|:|__|__|

During the final 10 minutes of the workshop, please record the following information:

1. How many youth were present at the end of the workshop?	__ __ Number of youth
2. Did the educator summarize the skills presented in the workshop?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No
3. At the end of the workshop, did the educator encourage youth to plan how to apply the skills presented in the workshop in their own lives?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No

C. Ending the Workshop

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note whether and how the educator summarized the skills presented in the workshop (Item 2).
- Note whether and how the educator encouraged youth to plan how to apply the skills presented in the workshop to their own lives (Item 3).

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D. Workshop Overview

Section Start Time: |__|__|:|__|__|

Section Stop Time: |__|__|:|__|__|

Immediately after the workshop ends, please answer the following questions. Select only one response for each item.

<p>1. How much time was devoted to teaching or practicing skills for managing emotions during the workshop?</p> <p><i>(For example, self-calming strategies; labeling, expressing, and managing feelings; cognitive reframing)</i></p>	<p>1 <input type="checkbox"/> No time</p> <p>2 <input type="checkbox"/> A little time</p> <p>3 <input type="checkbox"/> Some time</p> <p>4 <input type="checkbox"/> A lot of time</p>
<p>2. How much time was devoted to teaching or practicing skills for managing thoughts and making future plans during the workshop?</p> <p><i>(For example, goal-setting and monitoring progress; problem-solving; decision-making; taking others' perspectives)</i></p>	<p>1 <input type="checkbox"/> No time</p> <p>2 <input type="checkbox"/> A little time</p> <p>3 <input type="checkbox"/> Some time</p> <p>4 <input type="checkbox"/> A lot of time</p>
<p>3. How much time was devoted to teaching or practicing skills for managing and engaging in healthy behaviors during the workshop?</p> <p><i>(For example, conflict resolution; taking a time out; asking others for help; delay of gratification; pro-social skills; organization of time and materials)</i></p>	<p>1 <input type="checkbox"/> No time</p> <p>2 <input type="checkbox"/> A little time</p> <p>3 <input type="checkbox"/> Some time</p> <p>4 <input type="checkbox"/> A lot of time</p>
<p>4. Which best describes youths' level of participation during the workshop?</p>	<p>1 <input type="checkbox"/> Most youth did not participate in activities and discussions</p> <p>2 <input type="checkbox"/> About half of youth participated in activities and discussions</p> <p>3 <input type="checkbox"/> Most youth participated in activities and discussions</p> <p>4 <input type="checkbox"/> All youth participated in activities and discussions</p>
<p>5. Which best describes the tone of the workshop?</p>	<p>1 <input type="checkbox"/> The tone of the workshop was consistently negative and disrespectful <i>(for example, youth bullied each other or the educator criticized youth)</i></p> <p>2 <input type="checkbox"/> The tone of the workshop was somewhat negative and disrespectful</p> <p>3 <input type="checkbox"/> The tone of the workshop was mostly positive and respectful</p> <p>4 <input type="checkbox"/> The tone of the workshop was consistently positive and respectful <i>(for example, youth responded to each other in a supportive manner and the educator was warm and friendly toward youth)</i></p>

D. Workshop Overview

Please use the space provided to record any justifications or examples to support your rating choices for each item.

1.

2.

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4.

5.

D. Workshop Overview

Immediately after the workshop ends, please answer the following questions. Select only one response for each item.

6. How often did the educator encourage youth to take a short break if needed?	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> All of the time 5 <input type="checkbox"/> Not applicable (youth did not appear restless or upset)
7. How often did the educator make a point to involve youth who weren't engaged?	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> All of the time 5 <input type="checkbox"/> Not applicable (all youth were engaged in the workshop)
8. How prepared was the educator to deliver the workshop?	1 <input type="checkbox"/> Very unprepared (<i>for example, arrived late, forgot to bring materials or supplies, etc.</i>) 2 <input type="checkbox"/> Somewhat unprepared 3 <input type="checkbox"/> Mostly prepared 4 <input type="checkbox"/> Completely prepared (<i>for example, arrived on time, brought all necessary materials and supplies, etc.</i>)
9. How well did the educator manage his/her emotions during the workshop?	1 <input type="checkbox"/> Multiple times during the workshop, the educator had trouble remaining calm and composed 2 <input type="checkbox"/> A few times during the workshop, the educator had trouble remaining calm and composed 3 <input type="checkbox"/> For most of the workshop, the educator remained calm and composed 4 <input type="checkbox"/> For all of the workshop, the educator was calm and composed
10. How attentive was the educator to youths' feelings during the workshop?	1 <input type="checkbox"/> The educator was not at all attentive to youths' feelings 2 <input type="checkbox"/> The educator occasionally paid attention to youths' feelings, but missed many opportunities to do so 3 <input type="checkbox"/> The educator mostly paid attention to youths' feelings, but missed a few opportunities to do so 4 <input type="checkbox"/> The educator was highly attentive to youths' feelings
11. How well did the educator validate youths' experiences and perspectives during the workshop?	1 <input type="checkbox"/> The educator rarely or never validated youths' experiences and perspectives 2 <input type="checkbox"/> The educator occasionally validated youths' experiences and perspectives, but missed many opportunities to do so 3 <input type="checkbox"/> The educator mostly validated youths' experiences and perspectives, but missed a few opportunities to do so 4 <input type="checkbox"/> The educator consistently validated youths' experiences and perspectives

D. Workshop Overview

6.

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Draft Educator Observation Tool – Version B for two educators

The purpose of this tool is to collect observation data on educators' use of co-regulation strategies during group workshops. The duration of each observation will depend on the length of the group session. Participation in this information collection is voluntary, and the observation data collected will be kept private to the extent permitted by law.

This draft observation tool was developed and piloted as part of a formative study to translate theory about co-regulation into practice in youth-serving Healthy Marriage and Relationship Education (HMRE) programs.¹ It is designed for youth-serving program practitioners, including program supervisors, managers, and educators, as well as researchers and evaluators interested in assessing educator co-regulation. As this tool was part of a pilot project, it requires additional development and testing to refine its feasibility and reliability.

This tool is designed for observations of workshops that are co-led by two educators. If one educator is leading the workshop, or if one educator is leading the workshop and another educator is serving as an assistant, please complete Version A of this tool.

The tool is divided into four sections. The first section focuses on the beginning of the workshop. The second section consists of a series of timed observation cycles. Each cycle should last 15 minutes, followed by 5 minutes to record your observations. The third section focuses on the end of the workshop. Finally, the fourth section asks you to assess various dimensions of the workshop as a whole. As you conduct your observation, please use the margins, scratch paper, and the notes field to write notes on your observations. This will help you determine what ratings to assign.

¹ The OMB number for this information collection is 0970-0355 and the expiration date is 05/31/2021.

Please do not include any personal information, such as your name or contact information, or educators' names or contact information, on this form. Before beginning the observation, please fill-out the information below. Designate one educator as Educator A and the other educator as Educator B.

Observer ID #: _____	Educator A ID #: _____ Educator B ID #: _____
Today's Date: __ __ / __ __ / __ __ __ __ MM DD YY	Program Site: _____
Workshop Start Time: __ __ : __ __ AM PM Workshop End Time: __ __ : __ __ AM PM	Curriculum Name: _____ Lessons covered during session: _____ _____

Please record below any additional information about the actual start and end times of the workshop, the lessons that were covered, or other general information that may be relevant for understanding the ratings.

DRAFT

A. Beginning the Workshop

Section Start Time: |__|__|:|__|__|

Section Stop Time: |__|__|:|__|__|

Starting 10 minutes before the workshop (as applicable) through the first 10 minutes of the workshop, please record the following information. Select only one response for each item.

<p>1a. Did Educator A welcome each youth as they entered the classroom?</p> <p><i>(For example, greeted each youth as they walked in instead of focusing on other tasks, talking with other staff, etc.)</i></p>	<p>1 <input type="checkbox"/> The educator welcomed each youth as they entered the classroom</p> <p>2 <input type="checkbox"/> The educator welcomed most, but not each, youth as they entered the classroom</p> <p>3 <input type="checkbox"/> The educator welcomed a few youth as they entered the classroom</p> <p>4 <input type="checkbox"/> The educator did not welcome any youth as they entered the classroom</p>
<p>2a. Did Educator A appear warm and friendly as youth walked in?</p> <p><i>(For example, smiled at youth, made eye contact with youth, shook hands with youth, body language was relaxed, etc.)</i></p>	<p>1 <input type="checkbox"/> The educator appeared mostly warm and friendly</p> <p>2 <input type="checkbox"/> The educator appeared somewhat warm and friendly</p> <p>3 <input type="checkbox"/> The educator appeared distracted and/or unfriendly</p> <p>4 <input type="checkbox"/> Not applicable</p>
<p>1b. Did Educator B welcome each youth as they entered the classroom?</p> <p><i>(For example, greeted each youth as they walked in instead of focusing on other tasks, talking with other staff, etc.)</i></p>	<p>1 <input type="checkbox"/> The educator welcomed each youth as they entered the classroom</p> <p>2 <input type="checkbox"/> The educator welcomed most, but not each, youth as they entered the classroom</p> <p>3 <input type="checkbox"/> The educator welcomed a few youth as they entered the classroom</p> <p>4 <input type="checkbox"/> The educator did not welcome any youth as they entered the classroom</p>
<p>2b. Did Educator B appear warm and friendly as youth walked in?</p> <p><i>(For example, smiled at youth, made eye contact with youth, shook hands with youth, body language was relaxed, etc.)</i></p>	<p>1 <input type="checkbox"/> The educator appeared mostly warm and friendly</p> <p>2 <input type="checkbox"/> The educator appeared somewhat warm and friendly</p> <p>3 <input type="checkbox"/> The educator appeared distracted and/or unfriendly</p> <p>4 <input type="checkbox"/> Not applicable</p>
<p>3. How is the room set up?</p>	<p>1 <input type="checkbox"/> Participants all face the front of the room</p> <p>2 <input type="checkbox"/> Participants face each other</p> <p>3 <input type="checkbox"/> Other (Specify: _____)</p>

A. Beginning the Workshop

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note what each educator was doing as youth entered the classroom (Item 1).
- Note each educator's demeanor as youth entered the classroom (Item 2).

DRAFT

A. Beginning the Workshop	
<p>4. How many youth were in attendance at the start of the workshop?</p> <p><i>(Count the number of youth who were in the classroom at the 10 minute mark, to allow for some latecomers to arrive.)</i></p>	<p> _ _ Number of youth</p>
<p>5. Did at least one of the educators ask students to talk or think about skills learned in previous workshops?</p> <p><i>(For example, asked youth to discuss a time they used a skill or how they applied a skill to a particular situation, etc.)</i></p>	<p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p>
<p>6. Are class norms posted in a visible location in the room?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p>

A. Beginning the Workshop

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note whether and how the educators asked students to talk or think about skills used in previous workshops (Item 5).
- If applicable, note where class rules or norms are posted (Item 6).

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B.1-A. Observation Cycle 1 for Educator A

Cycle Start Time: | | : | | : | |

Cycle Stop Time: | | : | | : | |

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses.

You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Aim to complete your final observation cycle at least 10 minutes prior to the end of the workshop.

Please complete at least one observation cycle for each educator. To the extent possible, your observation should focus on the educator who is leading the lesson at the time of the observation. If both educators are leading the lesson, select one educator to observe; you can then switch to the other educator for the next observation cycle.

<p>1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.</p>	<table> <tr> <td> %</td> <td>a. Lecture</td> </tr> <tr> <td> %</td> <td>b. Full class discussion/activity</td> </tr> <tr> <td> %</td> <td>c. Small group discussion/activity</td> </tr> <tr> <td> %</td> <td>d. Video/other media</td> </tr> <tr> <td> %</td> <td>e. Individual activity</td> </tr> <tr> <td> %</td> <td>f. Total (should equal 100%)</td> </tr> </table>	%	a. Lecture	%	b. Full class discussion/activity	%	c. Small group discussion/activity	%	d. Video/other media	%	e. Individual activity	%	f. Total (should equal 100%)
%	a. Lecture												
%	b. Full class discussion/activity												
%	c. Small group discussion/activity												
%	d. Video/other media												
%	e. Individual activity												
%	f. Total (should equal 100%)												
<p>2a. Did the cycle include any full class discussions or activities?</p> <p>2b. If yes, how many youth participated in these discussions and activities?</p>	<p>a. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Number of youth</p>												
<p>3. How many times during the cycle did Educator A do the following:</p>	<p>a. Provided general verbal praise to youth (For example, "good job" or "nice effort")</p> <p>b. Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")</p> <p>c. Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")</p> <p>d. Encouraged youth who were not engaged to participate in class discussions and activities</p> <p>e. Encouraged different perspectives or different ways for youth to participate in class</p> <p>f. Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)</p>												

B.1-A. Observation Cycle 1 for Educator A

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).

- For full class activities, keep a tally of each youth that participates (Item 2).

- For each co-regulation strategy listed in B3, note how Educator A used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. **Provided general verbal praise to youth**
 - b. **Provided specific verbal praise to multiple youth**
 - c. **Provided specific verbal praise to individual youth**
 - d. **Encouraged youth who were not engaged to participate in class discussions and activities**
 - e. **Encouraged different perspectives or different ways for youth to participate in class**
 - f. **Provided opportunities for youth to take a short break**

B.1-A. Observation Cycle 1 for Educator A

<p>3. How many times during the cycle did Educator A do the following: <i>(continued)</i></p>	<p>g. __ __ Encouraged youth to take a few deep breaths to refocus</p> <p>h. __ __ Encouraged youth to notice what they are feeling</p> <p>i. __ __ Provided opportunities for youth to practice skills in class, including by role playing</p> <p>j. __ __ Encouraged youth to plan how they will use a certain skill</p> <p>k. __ __ Revisited norms established by the class</p>
<p>4. How many times did the following disruptions occur during the cycle:</p>	<p>a. __ __ Side conversations among participants</p> <p>b. __ __ Cell phone use</p> <p>c. __ __ Emotional outbursts by participants</p> <p>d. __ __ Disruptions by other adults</p> <p>e. __ __ Late arrivals or early departures</p> <p>f. __ __ Other disruptions (Specify: _____)</p>
<p>5. If you indicated that any disruptions occurred in #4, how did Educator A respond?</p>	<p>1 <input type="checkbox"/> The educator appeared calm and composed</p> <p>2 <input type="checkbox"/> The educator appeared a little flustered or irritated</p> <p>3 <input type="checkbox"/> The educator appeared very flustered or irritated</p> <p>4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)</p>
<p>6. If you indicated that any disruptions occurred in #4, how long did it take Educator A to get the class back on track?</p>	<p>1 <input type="checkbox"/> The educator quickly got the class back on track</p> <p>2 <input type="checkbox"/> The educator got the class back on track, but it took a little time</p> <p>3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track</p> <p>4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)</p>

B.1-A. Observation Cycle 1 for Educator A

- g. Encouraged youth to take a few deep breaths to refocus**
 - h. Encouraged youth to notice what they are feeling**
 - i. Provided opportunities for youth to practice skills in class**
 - j. Encouraged youth to plan how they will use a certain skill**
 - k. Revisited norms established by the class**
- Note any disruptions that occurred during the cycle. Also note how Educator A responded to the disruption and how long it took for the class to get back on track (Items 4-6).

B.1-B. Observation Cycle 1 for Educator B

Cycle Start Time: |__|__|:|__|__|

Cycle Stop Time: |__|__|:|__|__|

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses.

You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Aim to complete your final observation cycle at least 10 minutes prior to the end of the workshop.

Please complete at least one observation cycle for each educator. To the extent possible, your observation should focus on the educator who is leading the lesson at the time of the observation. If both educators are leading the lesson, select one educator to observe; you can then switch to the other educator for the next observation cycle.

1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.	<table> <tr> <td> __ __ %</td> <td>a. Lecture</td> </tr> <tr> <td> __ __ %</td> <td>b. Full class discussion/activity</td> </tr> <tr> <td> __ __ %</td> <td>c. Small group discussion/activity</td> </tr> <tr> <td> __ __ %</td> <td>d. Video/other media</td> </tr> <tr> <td> __ __ %</td> <td>e. Individual activity</td> </tr> <tr> <td> __ __ %</td> <td>f. Total (should equal 100%)</td> </tr> </table>	__ __ %	a. Lecture	__ __ %	b. Full class discussion/activity	__ __ %	c. Small group discussion/activity	__ __ %	d. Video/other media	__ __ %	e. Individual activity	__ __ %	f. Total (should equal 100%)
__ __ %	a. Lecture												
__ __ %	b. Full class discussion/activity												
__ __ %	c. Small group discussion/activity												
__ __ %	d. Video/other media												
__ __ %	e. Individual activity												
__ __ %	f. Total (should equal 100%)												
2a. Did the cycle include any full class discussions or activities? 2b. If yes, how many youth participated in these discussions and activities?	a. <input type="checkbox"/> Yes <input type="checkbox"/> No b. __ __ Number of youth												
3. How many times during the cycle did Educator B do the following:	<table> <tr> <td>a. __ __ </td> <td>Provided general verbal praise to youth (For example, "good job" or "nice effort")</td> </tr> <tr> <td>b. __ __ </td> <td>Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")</td> </tr> <tr> <td>c. __ __ </td> <td>Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")</td> </tr> <tr> <td>d. __ __ </td> <td>Encouraged youth who were not engaged to participate in class discussions and activities</td> </tr> <tr> <td>e. __ __ </td> <td>Encouraged different perspectives or different ways for youth to participate in class</td> </tr> <tr> <td>f. __ __ </td> <td>Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)</td> </tr> </table>	a. __ __	Provided general verbal praise to youth (For example, "good job" or "nice effort")	b. __ __	Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")	c. __ __	Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")	d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities	e. __ __	Encouraged different perspectives or different ways for youth to participate in class	f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)
a. __ __	Provided general verbal praise to youth (For example, "good job" or "nice effort")												
b. __ __	Provided specific verbal praise to multiple youth (For example, "I appreciate how you all shared your opinions during group discussion")												
c. __ __	Provided specific verbal praise to individual youth (For example, "I appreciate how you shared your opinion during group discussion")												
d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities												
e. __ __	Encouraged different perspectives or different ways for youth to participate in class												
f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)												

B.1-B. Observation Cycle 1 for Educator B

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).

- For full class activities, keep a tally of each youth that participates (Item 2).

- For each co-regulation strategy listed in B3, note how Educator B used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. **Provided general verbal praise to youth**
 - b. **Provided specific verbal praise to multiple youth**
 - c. **Provided specific verbal praise to individual youth**
 - d. **Encouraged youth who were not engaged to participate in class discussions and activities**
 - e. **Encouraged different perspectives or different ways for youth to participate in class**
 - f. **Provided opportunities for youth to take a short break**

B.1-B. Observation Cycle 1 for Educator B	
3. How many times during the cycle did Educator B do the following: <i>(continued)</i>	g. __ __ Encouraged youth to take a few deep breaths to refocus h. __ __ Encouraged youth to notice what they are feeling i. __ __ Provided opportunities for youth to practice skills in class, including by role playing j. __ __ Encouraged youth to plan how they will use a certain skill k. __ __ Revisited norms established by the class
4. How many times did the following disruptions occur during the cycle:	a. __ __ Side conversations among participants b. __ __ Cell phone use c. __ __ Emotional outbursts by participants d. __ __ Disruptions by other adults e. __ __ Late arrivals or early departures f. __ __ Other disruptions (Specify: _____)
5. If you indicated that any disruptions occurred in #4, how did Educator B respond?	1 <input type="checkbox"/> The educator appeared calm and composed 2 <input type="checkbox"/> The educator appeared a little flustered or irritated 3 <input type="checkbox"/> The educator appeared very flustered or irritated 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)
6. If you indicated that any disruptions occurred in #4, how long did it take Educator B to get the class back on track?	1 <input type="checkbox"/> The educator quickly got the class back on track 2 <input type="checkbox"/> The educator got the class back on track, but it took a little time 3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)

B.1-B. Observation Cycle 1 for Educator B

- g. Encouraged youth to take a few deep breaths to refocus**
 - h. Encouraged youth to notice what they are feeling**
 - i. Provided opportunities for youth to practice skills in class**
 - j. Encouraged youth to plan how they will use a certain skill**
 - k. Revisited norms established by the class**
- Note any disruptions that occurred during the cycle. Also note how Educator B responded to the disruption and how long it took for the class to get back on track (Items 4-6).

B.2-A. Observation Cycle 2 for Educator A

Cycle Start Time: |__|__|:|__|__|

Cycle Stop Time: |__|__|:|__|__|

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses.

You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Aim to complete your final observation cycle at least 10 minutes prior to the end of the workshop.

Please complete at least one observation cycle for each educator. To the extent possible, your observation should focus on the educator who is leading the lesson at the time of the observation. If both educators are leading the lesson, select one educator to observe; you can then switch to the other educator for the next observation cycle.

1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.	<table> <tr> <td> __ __ __ %</td> <td>a. Lecture</td> </tr> <tr> <td> __ __ __ %</td> <td>b. Full class discussion/activity</td> </tr> <tr> <td> __ __ __ %</td> <td>c. Small group discussion/activity</td> </tr> <tr> <td> __ __ __ %</td> <td>d. Video/other media</td> </tr> <tr> <td> __ __ __ %</td> <td>e. Individual activity</td> </tr> <tr> <td> __ __ __ %</td> <td>f. Total (should equal 100%)</td> </tr> </table>	__ __ __ %	a. Lecture	__ __ __ %	b. Full class discussion/activity	__ __ __ %	c. Small group discussion/activity	__ __ __ %	d. Video/other media	__ __ __ %	e. Individual activity	__ __ __ %	f. Total (should equal 100%)
__ __ __ %	a. Lecture												
__ __ __ %	b. Full class discussion/activity												
__ __ __ %	c. Small group discussion/activity												
__ __ __ %	d. Video/other media												
__ __ __ %	e. Individual activity												
__ __ __ %	f. Total (should equal 100%)												
2a. Did the cycle include any full class discussions or activities? 2b. If yes, how many youth participated in these discussions and activities?	a. <input type="checkbox"/> Yes <input type="checkbox"/> No b. __ __ Number of youth												
3. How many times during the cycle did Educator A do the following:	<table> <tr> <td>a. __ __ </td> <td>Provided general verbal praise to youth (For example, “good job” or “nice effort”)</td> </tr> <tr> <td>b. __ __ </td> <td>Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”)</td> </tr> <tr> <td>c. __ __ </td> <td>Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”)</td> </tr> <tr> <td>d. __ __ </td> <td>Encouraged youth who were not engaged to participate in class discussions and activities</td> </tr> <tr> <td>e. __ __ </td> <td>Encouraged different perspectives or different ways for youth to participate in class</td> </tr> <tr> <td>f. __ __ </td> <td>Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)</td> </tr> </table>	a. __ __	Provided general verbal praise to youth (For example, “good job” or “nice effort”)	b. __ __	Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”)	c. __ __	Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”)	d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities	e. __ __	Encouraged different perspectives or different ways for youth to participate in class	f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)
a. __ __	Provided general verbal praise to youth (For example, “good job” or “nice effort”)												
b. __ __	Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”)												
c. __ __	Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”)												
d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities												
e. __ __	Encouraged different perspectives or different ways for youth to participate in class												
f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)												

B.2-A. Observation Cycle 2 for Educator A

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).

- For full class activities, keep a tally of each youth that participates (Item 2).

- For each co-regulation strategy listed in B3, note how Educator A used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. **Provided general verbal praise to youth**

 - b. **Provided specific verbal praise to multiple youth**

 - c. **Provided specific verbal praise to individual youth**

 - d. **Encouraged youth who were not engaged to participate in class discussions and activities**

 - e. **Encouraged different perspectives or different ways for youth to participate in class**

 - f. **Provided opportunities for youth to take a short break**

B.2-A. Observation Cycle 2 for Educator A

<p>3. How many times during the cycle did Educator A do the following: <i>(continued)</i></p>	<p>g. <input type="text"/> <input type="text"/> Encouraged youth to take a few deep breaths to refocus</p> <p>h. <input type="text"/> <input type="text"/> Encouraged youth to notice what they are feeling</p> <p>i. <input type="text"/> <input type="text"/> Provided opportunities for youth to practice skills in class, including by role playing</p> <p>j. <input type="text"/> <input type="text"/> Encouraged youth to plan how they will use a certain skill</p> <p>k. <input type="text"/> <input type="text"/> Revisited norms established by the class</p>
<p>4. How many times did the following disruptions occur during the cycle:</p>	<p>a. <input type="text"/> <input type="text"/> Side conversations among participants</p> <p>b. <input type="text"/> <input type="text"/> Cell phone use</p> <p>c. <input type="text"/> <input type="text"/> Emotional outbursts by participants</p> <p>d. <input type="text"/> <input type="text"/> Disruptions by other adults</p> <p>e. <input type="text"/> <input type="text"/> Late arrivals or early departures</p> <p>f. <input type="text"/> <input type="text"/> Other disruptions (Specify: _____)</p>
<p>5. If you indicated that any disruptions occurred in #4, how did Educator A respond?</p>	<p>1 <input type="checkbox"/> The educator appeared calm and composed</p> <p>2 <input type="checkbox"/> The educator appeared a little flustered or irritated</p> <p>3 <input type="checkbox"/> The educator appeared very flustered or irritated</p> <p>4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)</p>
<p>6. If you indicated that any disruptions occurred in #4, how long did it take Educator A to get the class back on track?</p>	<p>1 <input type="checkbox"/> The educator quickly got the class back on track</p> <p>2 <input type="checkbox"/> The educator got the class back on track, but it took a little time</p> <p>3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track</p> <p>4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)</p>

B.2-A. Observation Cycle 2 for Educator A

- g. Encouraged youth to take a few deep breaths to refocus**
 - h. Encouraged youth to notice what they are feeling**
 - i. Provided opportunities for youth to practice skills in class**
 - j. Encouraged youth to plan how they will use a certain skill**
 - k. Revisited norms established by the class**
- Note any disruptions that occurred during the cycle. Also note how Educator A responded to the disruption and how long it took for the class to get back on track (Items 4-6).

B.2-B. Observation Cycle 2 for Educator B

Cycle Start Time: |__|__|:|__|__|

Cycle Stop Time: |__|__|:|__|__|

Before you begin your first observation cycle, please familiarize yourself with the information in this section. Each observation cycle should last around 15 minutes, followed by 5 minutes to record your responses.

You should complete as many observation cycles as possible during the workshop. For example, if the workshop is 1 hour long, you should aim to complete at least 2 cycles. If the workshop is 90 minutes long, you should aim to complete at least 3 cycles. Aim to complete your final observation cycle at least 10 minutes prior to the end of the workshop.

Please complete at least one observation cycle for each educator. To the extent possible, your observation should focus on the educator who is leading the lesson at the time of the observation. If both educators are leading the lesson, select one educator to observe; you can then switch to the other educator for the next observation cycle.

1. Please estimate the percentage of time spent on the following activities. Percentages should sum to 100.	<table> <tr> <td> __ __ __ %</td> <td>a. Lecture</td> </tr> <tr> <td> __ __ __ %</td> <td>b. Full class discussion/activity</td> </tr> <tr> <td> __ __ __ %</td> <td>c. Small group discussion/activity</td> </tr> <tr> <td> __ __ __ %</td> <td>d. Video/other media</td> </tr> <tr> <td> __ __ __ %</td> <td>e. Individual activity</td> </tr> <tr> <td> __ __ __ %</td> <td>f. Total (should equal 100%)</td> </tr> </table>	__ __ __ %	a. Lecture	__ __ __ %	b. Full class discussion/activity	__ __ __ %	c. Small group discussion/activity	__ __ __ %	d. Video/other media	__ __ __ %	e. Individual activity	__ __ __ %	f. Total (should equal 100%)
__ __ __ %	a. Lecture												
__ __ __ %	b. Full class discussion/activity												
__ __ __ %	c. Small group discussion/activity												
__ __ __ %	d. Video/other media												
__ __ __ %	e. Individual activity												
__ __ __ %	f. Total (should equal 100%)												
2a. Did the cycle include any full class discussions or activities? 2b. If yes, how many youth participated in these discussions and activities?	a. <input type="checkbox"/> Yes <input type="checkbox"/> No b. __ __ Number of youth												
3. How many times during the cycle did Educator B do the following:	<table> <tr> <td>a. __ __ </td> <td>Provided general verbal praise to youth (For example, “good job” or “nice effort”)</td> </tr> <tr> <td>b. __ __ </td> <td>Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”)</td> </tr> <tr> <td>c. __ __ </td> <td>Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”)</td> </tr> <tr> <td>d. __ __ </td> <td>Encouraged youth who were not engaged to participate in class discussions and activities</td> </tr> <tr> <td>e. __ __ </td> <td>Encouraged different perspectives or different ways for youth to participate in class</td> </tr> <tr> <td>f. __ __ </td> <td>Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)</td> </tr> </table>	a. __ __	Provided general verbal praise to youth (For example, “good job” or “nice effort”)	b. __ __	Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”)	c. __ __	Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”)	d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities	e. __ __	Encouraged different perspectives or different ways for youth to participate in class	f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)
a. __ __	Provided general verbal praise to youth (For example, “good job” or “nice effort”)												
b. __ __	Provided specific verbal praise to multiple youth (For example, “I appreciate how you all shared your opinions during group discussion”)												
c. __ __	Provided specific verbal praise to individual youth (For example, “I appreciate how you shared your opinion during group discussion”)												
d. __ __	Encouraged youth who were not engaged to participate in class discussions and activities												
e. __ __	Encouraged different perspectives or different ways for youth to participate in class												
f. __ __	Provided opportunities for youth to take a short break, if needed (For example, putting their head down, leaving the classroom for a few minutes, etc.)												

B.2-B. Observation Cycle 2 for Educator B

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note the approximate start and stop time for each type of activity (Item 1).

- For full class activities, keep a tally of each youth that participates (Item 2).

- For each co-regulation strategy listed in B3, note how Educator B used the strategy. If you are unsure of how to categorize a given interaction or occurrence, note this as well. You can also use tallies to help keep track of how many times a particular strategy is used (Item 3).
 - a. **Provided general verbal praise to youth**

 - b. **Provided specific verbal praise to multiple youth**

 - c. **Provided specific verbal praise to individual youth**

 - d. **Encouraged youth who were not engaged to participate in class discussions and activities**

 - e. **Encouraged different perspectives or different ways for youth to participate in class**

 - f. **Provided opportunities for youth to take a short break**

B.2-B. Observation Cycle 2 for Educator B	
3. How many times during the cycle did Educator B do the following: <i>(continued)</i>	g. <input type="text"/> <input type="text"/> Encouraged youth to take a few deep breaths to refocus h. <input type="text"/> <input type="text"/> Encouraged youth to notice what they are feeling i. <input type="text"/> <input type="text"/> Provided opportunities for youth to practice skills in class, including by role playing j. <input type="text"/> <input type="text"/> Encouraged youth to plan how they will use a certain skill k. <input type="text"/> <input type="text"/> Revisited norms established by the class
4. How many times did the following disruptions occur during the cycle:	a. <input type="text"/> <input type="text"/> Side conversations among participants b. <input type="text"/> <input type="text"/> Cell phone use c. <input type="text"/> <input type="text"/> Emotional outbursts by participants d. <input type="text"/> <input type="text"/> Disruptions by other adults e. <input type="text"/> <input type="text"/> Late arrivals or early departures f. <input type="text"/> <input type="text"/> Other disruptions (Specify: _____)
5. If you indicated that any disruptions occurred in #4, how did Educator B respond?	1 <input type="checkbox"/> The educator appeared calm and composed 2 <input type="checkbox"/> The educator appeared a little flustered or irritated 3 <input type="checkbox"/> The educator appeared very flustered or irritated 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)
6. If you indicated that any disruptions occurred in #4, how long did it take Educator B to get the class back on track?	1 <input type="checkbox"/> The educator quickly got the class back on track 2 <input type="checkbox"/> The educator got the class back on track, but it took a little time 3 <input type="checkbox"/> It took a long time for the educator to get the class back on track or the class never got back on track 4 <input type="checkbox"/> Not applicable (no disruptions occurred during the cycle)

B.2-B. Observation Cycle 2 for Educator B

- g. Encouraged youth to take a few deep breaths to refocus**
 - h. Encouraged youth to notice what they are feeling**
 - i. Provided opportunities for youth to practice skills in class**
 - j. Encouraged youth to plan how they will use a certain skill**
 - k. Revisited norms established by the class**
- Note any disruptions that occurred during the cycle. Also note how Educator B responded to the disruption and how long it took for the class to get back on track (Items 4-6).

C. Ending the Workshop

Section Start Time: |_|_|:|_|_|

Section Stop Time: |_|_|:|_|_|

During the final 10 minutes of the workshop, please record the following information:

1. How many youth were present at the end of the workshop?	_ _ Number of youth
2. Did at least one of the educators summarize the skills presented in the workshop?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No
3. At the end of the workshop, did at least one of the educators encourage youth to plan how to apply the skills presented in the workshop in their own lives?	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No

C. Ending the Workshop

When completing this section, please take into consideration the items below and record your notes in the blank space that follows.

- Note whether and how the educators summarized the skills presented in the workshop (Item 2).
- Note whether and how the educators encouraged youth to plan how to apply the skills presented in the workshop to their own lives (Item 3).

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D. Workshop Overview

Section Start Time: |__|__|:|__|__|

Section Stop Time: |__|__|:|__|__|

Immediately after the workshop ends, please answer the following questions. Select only one response for each item.

<p>1. How much time was devoted to teaching or practicing skills for managing emotions during the workshop?</p> <p><i>(For example, self-calming strategies; labeling, expressing, and managing feelings; cognitive reframing)</i></p>	<p>1 <input type="checkbox"/> No time</p> <p>2 <input type="checkbox"/> A little time</p> <p>3 <input type="checkbox"/> Some time</p> <p>4 <input type="checkbox"/> A lot of time</p>
<p>2. How much time was devoted to teaching or practicing skills for managing thoughts and making future plans during the workshop?</p> <p><i>(For example, goal-setting and monitoring progress; problem-solving; decision-making; taking others' perspectives)</i></p>	<p>1 <input type="checkbox"/> No time</p> <p>2 <input type="checkbox"/> A little time</p> <p>3 <input type="checkbox"/> Some time</p> <p>4 <input type="checkbox"/> A lot of time</p>
<p>3. How much time was devoted to teaching or practicing skills for managing and engaging in healthy behaviors during the workshop?</p> <p><i>(For example, conflict resolution; taking a time out; asking others for help; delay of gratification; pro-social skills; organization of time and materials)</i></p>	<p>1 <input type="checkbox"/> No time</p> <p>2 <input type="checkbox"/> A little time</p> <p>3 <input type="checkbox"/> Some time</p> <p>4 <input type="checkbox"/> A lot of time</p>
<p>4. Which best describes youths' level of participation during the workshop?</p>	<p>1 <input type="checkbox"/> Most youth did not participate in activities and discussions</p> <p>2 <input type="checkbox"/> About half of youth participated in activities and discussions</p> <p>3 <input type="checkbox"/> Most youth participated in activities and discussions</p> <p>4 <input type="checkbox"/> All youth participated in activities and discussions</p>
<p>5. Which best describes the tone of the workshop?</p>	<p>1 <input type="checkbox"/> The tone of the workshop was consistently negative and disrespectful <i>(for example, youth bullied each other or the educator criticized youth)</i></p> <p>2 <input type="checkbox"/> The tone of the workshop was somewhat negative and disrespectful</p> <p>3 <input type="checkbox"/> The tone of the workshop was mostly positive and respectful</p> <p>4 <input type="checkbox"/> The tone of the workshop was consistently positive and respectful <i>(for example, youth responded to each other in a supportive manner and the educator was warm and friendly toward youth)</i></p>

D. Workshop Overview

Please use the space provided to record any justifications or examples to support your rating choices for each item.

1.

2.

3.

4.

5.

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D. Workshop Overview

Immediately after the workshop ends, please answer the following questions. Select only one response for each item.

Please answer the following items for Educator A

6a. How often did Educator A encourage youth to take a short break if needed?	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> All of the time 5 <input type="checkbox"/> Not applicable (youth did not appear restless or upset)
7a. How often did Educator A make a point to involve youth who weren't engaged?	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> All of the time 5 <input type="checkbox"/> Not applicable (all youth were engaged in the workshop)
8a. How prepared was Educator A to deliver the workshop?	1 <input type="checkbox"/> Very unprepared (<i>for example, arrived late, forgot to bring materials or supplies, etc.</i>) 2 <input type="checkbox"/> Somewhat unprepared 3 <input type="checkbox"/> Mostly prepared 4 <input type="checkbox"/> Completely prepared (<i>for example, arrived on time, brought all necessary materials and supplies, etc.</i>)
9a. How well did Educator A manage his/her emotions during the workshop?	1 <input type="checkbox"/> Multiple times during the workshop, the educator had trouble remaining calm and composed 2 <input type="checkbox"/> A few times during the workshop, the educator had trouble remaining calm and composed 3 <input type="checkbox"/> For most of the workshop, the educator remained calm and composed 4 <input type="checkbox"/> For all of the workshop, the educator was calm and composed
10a. How attentive was Educator A to youths' feelings during the workshop?	1 <input type="checkbox"/> The educator was not at all attentive to youths' feelings 2 <input type="checkbox"/> The educator occasionally paid attention to youths' feelings, but missed many opportunities to do so 3 <input type="checkbox"/> The educator mostly paid attention to youths' feelings, but missed a few opportunities to do so 4 <input type="checkbox"/> The educator was highly attentive to youths' feelings
11a. How well did Educator A validate youths' experiences and perspectives during the workshop?	1 <input type="checkbox"/> The educator rarely or never validated youths' experiences and perspectives 2 <input type="checkbox"/> The educator occasionally validated youths' experiences and perspectives, but missed many opportunities to do so 3 <input type="checkbox"/> The educator mostly validated youths' experiences and perspectives, but missed a few opportunities to do so 4 <input type="checkbox"/> The educator consistently validated youths' experiences and perspectives

D. Workshop Overview

6a.

7a.

8a.

9a.

10a.

11a.

D. Workshop Overview

Immediately after the workshop ends, please answer the following questions. Select only one response for each item.

Please answer the following items for Educator B

6b. How often did Educator B encourage youth to take a short break if needed?	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> All of the time 5 <input type="checkbox"/> Not applicable (youth did not appear restless or upset)
7b. How often did Educator B make a point to involve youth who weren't engaged?	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> All of the time 5 <input type="checkbox"/> Not applicable (all youth were engaged in the workshop)
8b. How prepared was Educator B to deliver the workshop?	1 <input type="checkbox"/> Very unprepared (for example, arrived late, forgot to bring materials or supplies, etc.) 2 <input type="checkbox"/> Somewhat unprepared 3 <input type="checkbox"/> Mostly prepared 4 <input type="checkbox"/> Completely prepared (for example, arrived on time, brought all necessary materials and supplies, etc.)
9b. How well did Educator B manage his/her emotions during the workshop?	1 <input type="checkbox"/> Multiple times during the workshop, the educator had trouble remaining calm and composed 2 <input type="checkbox"/> A few times during the workshop, the educator had trouble remaining calm and composed 3 <input type="checkbox"/> For most of the workshop, the educator remained calm and composed 4 <input type="checkbox"/> For all of the workshop, the educator was calm and composed
10b. How attentive was Educator B to youths' feelings during the workshop?	1 <input type="checkbox"/> The educator was not at all attentive to youths' feelings 2 <input type="checkbox"/> The educator occasionally paid attention to youths' feelings, but missed many opportunities to do so 3 <input type="checkbox"/> The educator mostly paid attention to youths' feelings, but missed a few opportunities to do so 4 <input type="checkbox"/> The educator was highly attentive to youths' feelings
11b. How well did Educator B validate youths' experiences and perspectives during the workshop?	1 <input type="checkbox"/> The educator rarely or never validated youths' experiences and perspectives 2 <input type="checkbox"/> The educator occasionally validated youths' experiences and perspectives, but missed many opportunities to do so 3 <input type="checkbox"/> The educator mostly validated youths' experiences and perspectives, but missed a few opportunities to do so 4 <input type="checkbox"/> The educator consistently validated youths' experiences and perspectives

D. Workshop Overview

6b.

7b.

8b.

9b.

10b.

11b

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