Annotated Survey Examples: Process and Outcome Indicators

Second Step Family Seminar

Final Feedback Form

1. How many of these Family Seminar sessions did you attend?
   - Only this one
   - 4-5 sessions
   - 2-3 sessions
   - All 6 sessions

2. Since the first session you attended, how many times have you used these Second Step skills with your child (or children)?
<table>
<thead>
<tr>
<th>Skill</th>
<th>Never</th>
<th>Once</th>
<th>Two or more times</th>
<th>Not Applicable: I did not attend the session that covered that skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeled empathetic behavior for my child(ren)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>Praised my child(ren) for being empathetic</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>Problem-solving steps</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>Family meeting for problem-solving</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>Anger management steps</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>NA</td>
</tr>
</tbody>
</table>

3. How likely are you to keep using or start using these Second Step skills with your child (or children) during the rest of this school year?

4. As a result of this seminar, I am better prepared to help my child(ren)...
5. How confident are you that you can reinforce (back up) at home what your child is learning from Second Step in school?

- 4: Very Confident
- 3: Somewhat Confident
- 2: Not sure
- 1: Not at all confident

Outcome: Skill/Ability

6. This seminar was worth my time.

- 4: Strongly Agree
- 3: Agree
- 2: Disagree
- 1: Strongly Disagree

Process: Participant Satisfaction

7. The facilitators…

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Were well prepared</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. Were interested in helping me learn</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. Related Second Step ideas to real-life situations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. Gave clear explanations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Process: Participant Satisfaction

8. How well did this program fit your family’s needs? How could this program better fit what your family needs right now?

Process: Appropriateness

9. What suggestions do you have for improving this program?

Process: Suggestions for Improvement

10. How many children do you have? ________

11. How old are your children? (check all that apply)

- 0-5 years old
- Kindergarten-4th Grade
- 5th-6th Grade
- 6th-7th Grade
- 7th-8th Grade
- 8th-9th Grade
- 9th-12th Grade

Process: Reach Description (Participant Characteristics)

Thank you!
Flirting or Hurting? Post-Program Survey

1. Grade Level: ______
2. Gender: 1 male 2 female

3. How often does sexual harassment happen at your school (among students)?
   1 Never 2 Rarely 3 Not Sure 4 Sometimes 5 Often

4. If I saw a student sexually harassing another student, I would (choose all that apply):
   1 Tell an adult who I thought would help
   2 Do nothing because it’s none of my business
   3 Laugh and walk away
   4 Tell the harasser to stop

5. How much do you agree or disagree with these statements? Circle one answer per row
   a. If a girl wears a short skirt or tight jeans, she is asking to be sexually harassed.
   b. Writing dirty things about someone on a bathroom wall at school is sexual harassment.
   c. As long as you’re just joking, it’s OK to touch someone without their permission.
   d. Sexual harassment in school can make it difficult for a student to get a good education.

Think about what you knew BEFORE doing these two Flirting or Hurting sessions, and how much you know now AFTER you’ve been through the sessions.

6. Before this program...
   Circle one number per row

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>Definitely Yes</th>
<th>Probably Yes</th>
<th>Probably Not</th>
<th>Definitely Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understood what sexual harassment was.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. I understood that sexual harassment could be very harmful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. I knew what to do if someone sexually harassed me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. I safely intervened if I ever saw someone being harassed or teased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
7. Now, as a result of this program... Circle one number per row

<table>
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<th>Probably Not</th>
<th>Definitely Not</th>
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8. List two things you could do if someone was sexually harassing you:

1. 
2. 

9. What suggestions do you have for improving this program?


Thank you!