

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment L:

Parent Program Fidelity 6th Grade Session 1

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Parent Curriculum – 6th Grade, Session 1 – Why Do Parents Matter?

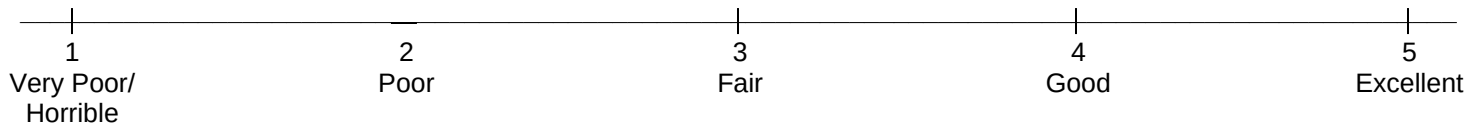
Session Log

| | | |
|------------------------------------|-----------------------|----------------|
| Implementer Name: Last Name: _____ | First Name _____ | Initial: _____ |
| Implementer Survey ID: _____ | School Number: _____ | |
| Program Year: _____ | Session Number: _____ | |

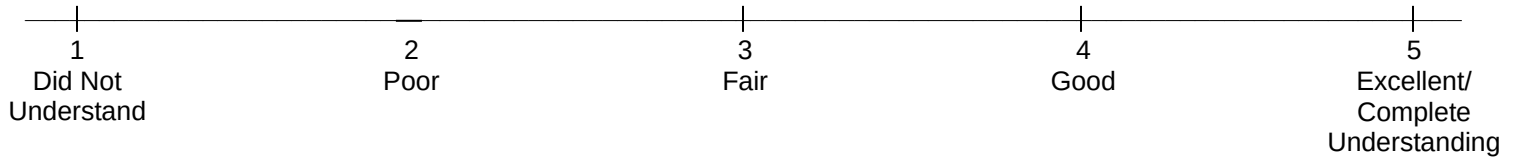
Please indicate if you completed the following activities:

| Activity | Yes | Yes w/ changes | No |
|--|--------------------------|--------------------------|--------------------------|
| 1. Welcomed participants and facilitated introductions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Introduced Parents Matter! for Dating Matters™ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Distributed parent handbooks and explained how they will be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Explained how proverbs and quotations will be used in the six sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Facilitated overview and discussion of goals for Parents Matter! for Dating Matters™ using Slides 1-5 and Posters 1-3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Introduced overview of the sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Facilitated discussion of general ground rules and expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Completed Icebreaker, Part 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Completed Icebreaker, Part 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Presented and discussed Video 1: “Kids Discuss Their Goals in Life” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Introduced and explained the “Pyramid Of Success” using Slides 6-7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Facilitated discussion on the changes that occur during adolescence using Slides 8-13 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Introduced the Buddy Concept | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Presented and discussed Video 2: “Pressures Children Will Face” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Facilitated the node linking map activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Presented and discussed Video 3: “HIV-Positive Youth” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Facilitated a discussion on what parents can do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Presented and discussed Video 4: “Day in the Life of a Child” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Facilitated discussion on the importance of focusing on children 9- to 12-years-old using Slides 14-18 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Reviewed the rationale for the intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Provided a session review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Introduced and explained homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Closed session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if any of the following challenges interfered with your ability to implement the session. *Check all that apply.*



3. How well do you think the parents understood the session material?



4. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packed; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 90 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment M:

Parent Program Fidelity 6th Grade Session 2

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Parent Curriculum – 6th Grade, Session 2 – Parenting Positively

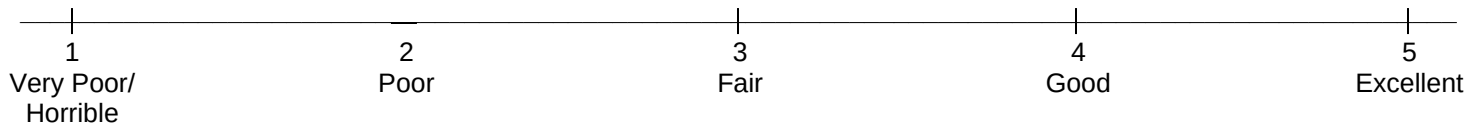
Session Log

Implementer Name: Last Name: _____ First Name _____ Initial: _____
 Implementer Survey ID: _____ School Number: _____
 Program Year: _____ Session Number: _____

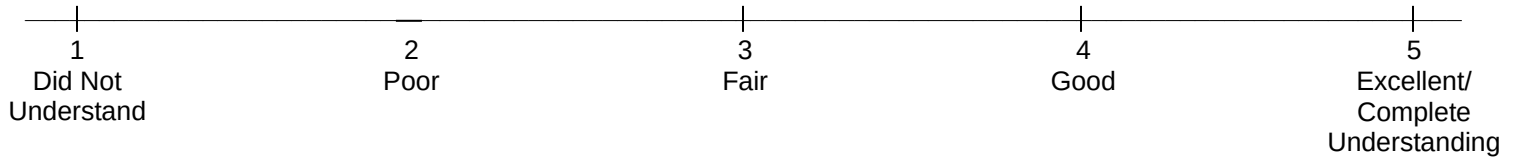
Please indicate if you completed the following activities:

| Activity | Yes | Yes w/ changes | No |
|---|--------------------------|---------------------------|--------------------------|
| 1. Welcomed participants back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Facilitated an icebreaker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Delivered a review and introduction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Briefly reviewed general ground rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Facilitated a review of Session 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Facilitated a review of homework assignments from Session 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Introduced Session 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Presented and discussed Video 5: “How Are Your Parents Important to You?” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Facilitated discussion on effective parenting practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Facilitated discussion on strategies for strengthening the parent-child relationship using Slides 1-4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Presented and discussed Video 6: “Parent and Child Interactions” (with pauses for discussion) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Facilitated discussion on characteristics of good communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Reviewed good communication skills using Slides 5-8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Facilitated opportunity for participants to practice good communication skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Facilitated discussion on supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Presented and discussed Video 7: “Child Supervision” (with pauses for discussion) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Facilitated discussion on the personal supervision plan, using Slide 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Introduced and explained homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Provided a session review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Closed session, referring to Poster 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if any of the following challenges interfered with your ability to implement the session. Check all that apply.



4. How well do you think the parents understood the session material?



8. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packed; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 90 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment N:

Parent Program Fidelity 6th Grade Session 3

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Parent Curriculum – 6th Grade, Session 3 – Parents Are Educators

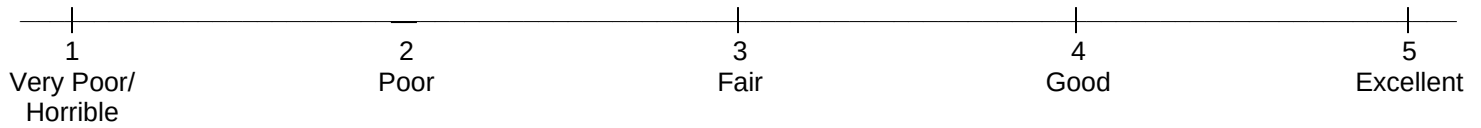
Session Log

| | | |
|------------------------------------|-----------------------|----------------|
| Implementer Name: Last Name: _____ | First Name _____ | Initial: _____ |
| Implementer Survey ID: _____ | School Number: _____ | |
| Program Year: _____ | Session Number: _____ | |

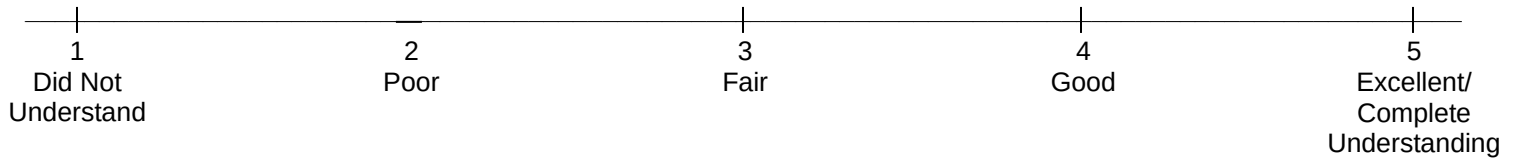
Please indicate if you completed the following activities:

| Activity | Yes | Yes w/ changes | No |
|---|--------------------------|--------------------------|--------------------------|
| 15. Welcomed participants back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Facilitated icebreaker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Completed Introduction and Review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Facilitated brief review of ground rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Facilitated review of homework assignment from Session 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Facilitated a review of Session 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Facilitated discussion to reinforce the importance of supervision and parental influence using Posters 7-9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Introduced Session 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Presented and discussed Video 8: “Teens Discuss Sex” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Facilitated discussion on the realities of adolescent sexual relationships and behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Implemented participant activity on adolescent relational and sexual behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Reviewed and discussed additional facts about adolescent sexual behavior using Slides 2-3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Introduced and discussed why parents should be relationship and sex educators for their children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Presented and discussed Video 9: “Teachable Moments” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Facilitated a discussion on the role of parents as relationship and sex educators using Slides 4-9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Presented and discussed Video 10: “Talking About Sex” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Facilitated discussion on what it means to be sexually healthy using Slides 10-11 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Facilitated discussion on what parents can do to help their adolescent become sexually healthy using Slides 12-15 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Introduced and explained homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Provided a session review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Closed session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Overall, how do you think the session went today, in terms of your facilitation and the participation of parents?



5. How well do you think the parents understood the session material?



12. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packet; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 90 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment O:

Parent Program Fidelity 6th Grade Session 4

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Parent Curriculum – 6th Grade, Session 4 – I Think I Can, I Know I Can

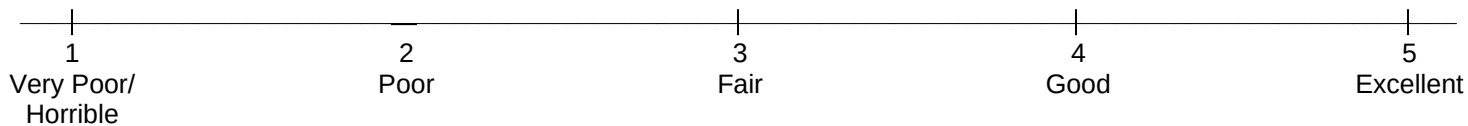
Session Log

Implementer Name: Last Name: _____ First Name _____ Initial: _____
 Implementer Survey ID: _____ School Number: _____
 Program Year: _____ Session Number: _____

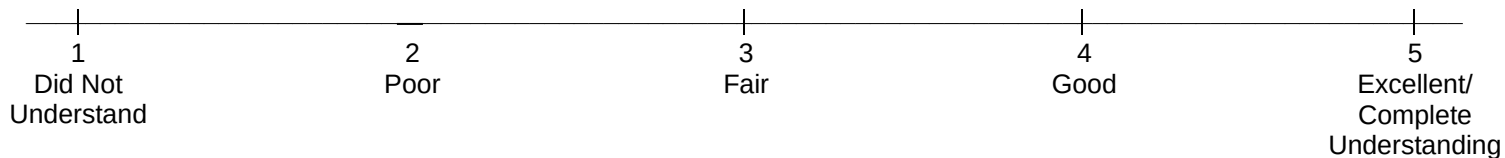
Please indicate if you completed the following activities:

| Activity | Yes | Yes w/ changes | No |
|--|--------------------------|--------------------------|--------------------------|
| 29. Completed Welcome and Review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Welcomed participants to the session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Briefly reviewed the general ground rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Facilitated a review of the homework assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Facilitated a review of the key concepts discussed in Session 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Segued to a discussion on how parents communicate messages through their behavior using the provided statement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Opened the session by referring to Posters 10-12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Facilitated exercise and discussion on the difficulties associated with discussing relationships and sexual issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Facilitated exercise on difficult sex-related questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Facilitated discussion on difficult sex-related questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Completed optional small group interaction (time permitting) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Introduced a discussion on the importance of parents communicating relationship and sexual values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Facilitated small group activities using the discussion topics provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Facilitated discussion on the five tools for talking with children about relationships and sex using Slides 1-4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Implemented the exercise, “Examples of Parent-Child Communication About Relationships and Sex” using Video 11: “Teachable Moments” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Implemented the role-play, “Discussing More Difficult Topics” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Facilitated discussion to assist parents in figuring out what to say (i.e., topics parents should discuss) using Slides 5-6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Facilitated discussion on when parents should talk to their children about being ready for relationships and sex, with reference to Poster 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Facilitated discussion on when parents should talk to their children about being ready for relationships and sex, with reference to Poster 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Introduced and explained homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Provided a session review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Closed session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if any of the following challenges interfered with your ability to implement the session. *Check all that apply.*



6. How well do you think the parents understood the session material?



16. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packet; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 90 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment P: Parent Program Fidelity 6th Grade Session 5

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Parent Curriculum – 6th Grade, Session 5 – Parents Are Role Models

Session Log

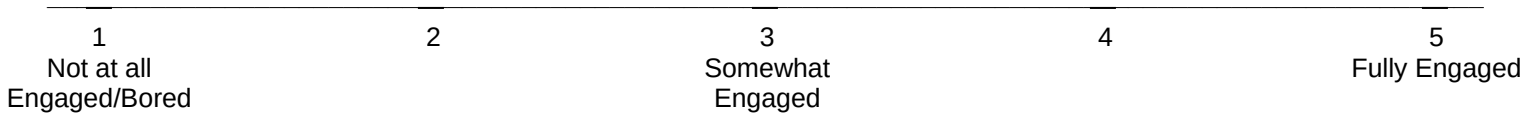
| | | |
|---|------------------------------|-----------------------|
| Implementer Name: Last Name: _____ | First Name _____ | Initial: _____ |
| Implementer Survey ID: _____ | School Number: _____ | |
| Program Year: _____ | Session Number: _____ | |

Please indicate if you completed the following activities:

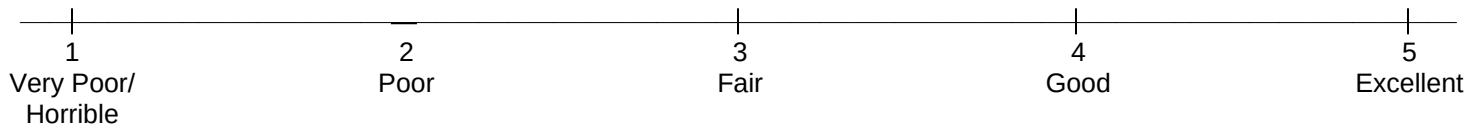
| Activity | Yes | Yes w/ changes | No |
|---|--------------------------|--------------------------|--------------------------|
| 41. Completed Welcome and Review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Welcomed participants back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Briefly reviewed the general ground rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Facilitated brief review of Session 4 using Slides 1-4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Facilitated a review of the homework assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Introduced session 5, with reference to Posters 13-14 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Presented and discussed Video 12: “Children See, Children Do” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Facilitated discussion on healthy and unhealthy relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Discussed healthy and unhealthy relationships using Slides 1-2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Implemented continuum activity, which was designed to assist in understanding healthy and unhealthy relationship behaviors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Discussed teen dating violence (one type of unhealthy relationship) using Slides 3-4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Presented and discussed Video 13: “Causing Pain: Real Stories of Dating Abuse and Violence” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Facilitated discussion on the realities of unhealthy relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Implement the participant activity on facts associated with teen dating violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Reviewed additional information about teen dating violence and unhealthy relationships using Slides 5-8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Facilitated discussion on why parents should be relationship and sex educators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Introduced the review and discussion of the importance of parents as relationship and sex educators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Implemented a role-play exercise to assist parents in feeling more comfortable addressing difficult topics with their children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Facilitated a review of previous information on why parents are the best relationship and sex educators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. Facilitated discussion on what parents can do to help their children have healthy relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Referred parents to page 63 in the Parent Handbook for resources on teen dating violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Provided a session review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. Introduced and explained homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please think about today's session and tell us your answers to the following questions. Circle the number that shows your opinion about each question.

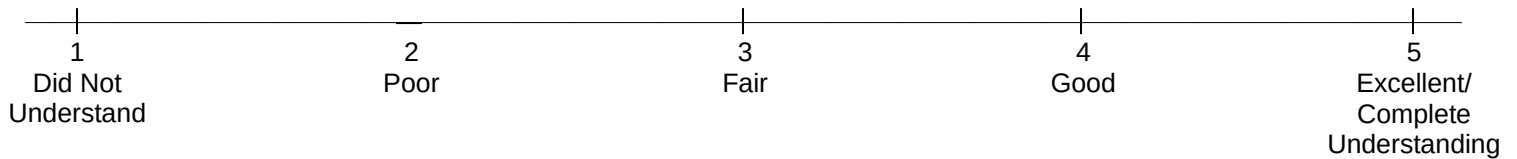
25. How engaged were the parents in the session?



26. Overall, how do you think the session went today, in terms of your facilitation and the participation of parents?



7. How well do you think the parents understood the session material?



20. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packed; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 90 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment Q:

Parent Program Fidelity 6th Grade Session 6

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Parent Curriculum – 6th Grade, Session 6 – Moving Forward

Session Log

Implementer Name: Last Name: _____ First Name _____ Initial: _____
 Implementer Survey ID: _____ School Number: _____
 Program Year: _____ Session Number: _____

Please indicate if you completed the following activities:

| Activity | Yes | Yes w/ changes | No |
|---|--------------------------|---------------------------|--------------------------|
| 52. Completed Welcome and Review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a) Welcomed the children and their parents to the session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Oriented children to their room and the session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Briefly reviewed the ground rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Facilitated a brief review of Session 5 using Slide 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Completed a review of the homework assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Discussed Posters 15-17 and their relevance for the session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Reviewed the characteristics of effective parent-child communication using Slides 2-5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. Implemented parent-child activity on communication practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Facilitated discussion on peer pressure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Facilitated discussion on the four-step parenting plan for peer pressure, using Slides 6-7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Facilitated peer pressure situations role-play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Implemented parent-child exercise by showing and discussing Video 14: "The Pressures Teens Face" | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Provided a review of topics covered over the six weeks of the group using Slides 8-17 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Reviewed the information in the Parent Handbook to which parents can refer for future reference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Closed the session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if any of the following challenges interfered with your ability to implement the session. *Check all that apply.*

| | |
|---|--------------------------|
| 41. Not enough time. | <input type="checkbox"/> |
| 42. I did not have the needed materials. | <input type="checkbox"/> |
| 43. Parents did not appear to understand the session. | <input type="checkbox"/> |
| 44. I was uncomfortable discussing some of the topics. | <input type="checkbox"/> |
| 45. Parents were uncomfortable discussing some of the topics. | <input type="checkbox"/> |
| 46. Some part of the session was difficult for parents (i.e., role plays, discussing relationship issues and topics, homework). | <input type="checkbox"/> |
| 47. Other more pressing session demands. | <input type="checkbox"/> |
| 48. Other – please specify _____ | <input type="checkbox"/> |

Describe any changes you made to the session activities.

Please think about today’s session and tell us your answers to the following questions. Circle the number that shows your opinion about each question.

31. How engaged were the parents in the session?

| | | | | |
|-----------------------------|---|---------------------|---|---------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all Engaged/Bored | | Somewhat Engaged | | Fully Engaged |

