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Attachment V:

Student 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

| Activity | Yes | Yes w/ changes | No |
|---|--------------------------|---------------------------|--------------------------|
| 1. Briefly reviewed Session 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Explained that Session 2 will cover our feelings and how we recognize and respond to them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Gave instructions for Activity 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Allowed student to name different feelings people can have | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Listed students' feelings suggestions on the board | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Discussed comfortable and uncomfortable feelings and how they can vary based on the person or the situation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Discussed how one's bodily clues can help identify one's own feelings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Gave instructions for Activity 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Allowed students to act out feelings and guess feelings using body language clues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Discussed how different body language clues can represent the same feelings AND how the same body language clues can represent different feelings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Gave instructions for Activity 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Allowed student to complete Text Talk handout | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Discussed the possibility of misinterpreting feelings through text messages and/or emails | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Recapped Session 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Previewed the concept of handling uncomfortable feelings in Session 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Describe any changes you made to the session activities (please identify which activity you are describing by number).

Please indicate if you experienced any of these challenges that interfered with implementing today's session. *Check all that apply.*

| | |
|--|--------------------------|
| 1. Not enough time | <input type="checkbox"/> |
| 2. I did not have the needed materials | <input type="checkbox"/> |
| 3. I was uncomfortable discussing some of the topics | <input type="checkbox"/> |
| 4. Students were uncomfortable discussing some of the topics | <input type="checkbox"/> |
| 5. Some part of the session was difficult for students (e.g., role plays, reading aloud, worksheets) | <input type="checkbox"/> |
| 6. Classroom behavior management issues | <input type="checkbox"/> |
| 7. Other more pressing classroom demands | <input type="checkbox"/> |
| 8. Other – please specify _____ | <input type="checkbox"/> |

Please check the extent to which the students were engaged in today’s lesson on the following measures:

| Most students... | Strongly Agree | Agree | Don’t Know | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asked relevant questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Suggested solutions to scenario problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responded correctly to questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distracted other students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Participated extensively in discussions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discouraged other students from participating. | <input type="checkbox"/> | <input type="checkbox"/> | <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.

1. How well do you think the students understood the session material?

- 1 *Not at all*
- 2 *A little*
- 3 *A lot*
- 4 *Completely*

2. How well did the session material fit into the allotted time period?

- 1 *Session was too packed/not enough time to complete all activities*
- 2 *Session was somewhat packed/able to complete most but not all*
- 3 *Session was just right*
- 4 *Not enough material/session ended before class period completed*