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Attachment AA:

Student Program Fidelity 7th 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

Please indicate if you completed the following activities:

| Activity | Yes | Yes w/ changes | No |
|---|--------------------------|--------------------------|--------------------------|
| 1. Introduced the Dating Matters curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Explained that the Dating Matters program will continue next year in 8 th grade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Acknowledged that students may or may not be dating and indicated that either is fine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Distributed Student Handbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Collectively established ground rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Made sure the following were included in the ground rules: <ul style="list-style-type: none"> • Be respectful of other people and their feelings. • Treat others in the way you would want to be treated—try to imagine yourself in their shoes. • If you disagree about something, focus on the ideas that you disagree with, not the person himself/herself. Remember, it is okay to agree to disagree! • Everything that is said in the room is confidential. This means you should not repeat what your classmates say outside of this room. • If you share a personal story, avoid using the names of teachers, students, or other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Allowed students to brainstorm different terms for “dating,” from casual to serious relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Reinforced that the word “dating” refers to all types of relationships in the Dating Matters program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Allowed students to brainstorm healthy relationship behaviors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Allowed students to complete the worksheet in Activity 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Read the R.E.S.P.E.C.T. M.E. Rights aloud as a class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Recapped Session 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Previewed the concept of unhealthy and unsafe relationship behaviors for Session 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Describe any changes you made to the session activities (please identify which activity you are

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*