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Attachment NN: Student Program Fidelity 8th Grade Session 7 (Comprehensive)

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. Asked students for examples of feelings (beyond mad, sad, or happy) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pointed out to students why knowing your feelings is important and helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Point out that students that feeling angry is OK, but how you deal with anger that is important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Discussed 'hot buttons' | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Explained to students that knowing what their hot buttons are can help them control their anger | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Described 'intermediate' anger and 'pent-up' anger | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Facilitated exercise - students wrote or said what their cues and responses to both immediate and pent-up anger are | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Pointed out that responses to anger are never uncontrollable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Discussed ways to diffuse anger in the first few seconds after getting angry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Pointed out to students that once they have calmed down, they can use the Safe Dates communication skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Pointed out that feeling anger can be good because it tells us about a situation we may need to change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Facilitated students talking about a time that they were angry and brainstorm good ways they could have responded | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Gave the students the Feelings handout and Feelings diary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Concluded session | <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*