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Attachment AAA: Student Curricula Implementer Focus Group Guide

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

School ID number: _____
Date: _____

SOURCE: Focus group questions were drawn from the work of Taylor and Stein (2008) in New York City from 2008 to 2010. Taylor B and N. Stein (2008). Dating Violence Prevention Programs in New York City Middle Schools: A Multi-Level Experiment. Grant 2008-MU-MU-0010 from the National Institute of Justice.

1. Do you work in the school or are you being brought into the school as an external implementer?
2. What is your role in the school (Full-time? Part-time? Teacher? Counselor? Lunchtime/extracurricular responsibilities?)
3. Did you teach the curriculum to all three grade levels or only one or two (which)?
4. How would you rate the students' level of engagement/interest overall?
(Rate from 1-10, with 10 being the highest level of interest/engagement).
5. How would you rate the students' level of engagement/interest with <insert particular activity/activities>?
6. Which activities/lessons worked the best? Why do you think?
7. Which activities/lessons were harder to get them involved in & why?
8. Did you notice a difference in how the 6th, 7th and 8th graders responded to the activities (if you train multiple grades)?
9. Do you think we should revise the activities/lessons for the students in a particular grade?
10. What do you think the key concepts of the lessons/interventions are? Please just toss out some words/concepts....
11. Do you think these concepts (which ones?) were understood by the students?
12. Describe any factors that enhanced the implementation of the session.
13. Describe any additional barriers or factors that disrupted the delivery of the session.
14. What are the key lessons you learned that could be shared to support replication and future implementation of this curriculum?

The following discussion questions are relevant to Implementers who are also present in the daily school community. Descriptive examples of any of the following are welcome.

15. Since completing the lessons/interventions, have you observed a change in students in your school/community along the following lines that might be attributed to the student curriculum:
 - a. Exhibiting verbal or physical controlling and/or harassing behaviors?
 - b. Any differences in the interactions between male and female students?
 - c. A change in the frequency or substance of bystander interventions?
 - d. Greater willingness to discuss or to seek help (e.g., teachers/counselors/administrators/other students) about dating violence and/or harassment issues?
16. More broadly, have you noticed any changes in student conduct since beginning the lessons/interventions? Do you think the lessons/interventions are responsible, either directly or indirectly, for any positive or negative changes in the students?
17. Is there anything in general that you would like to add about the whole experience of being part of a research project? Feel free to comment either about the students, or your experiences/perceptions/observations.