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Attachment JJJ: Student Program Fidelity 8th Grade Session 8 (Standard)

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

Student Curriculum – 8th Grade, Session 8 – Equal Power Through Communication

Attendance Log

Implementer Name: _____	Implementer ID: _____
School ID: _____	Session ID: _____
Classroom ID: _____	Program Year: _____

Please have each student sign initials next to their name to indicate attendance to the session

Student Names (Pre-Typed)	Student ID (pre-typed)	Student Initials for Present

Student Curriculum – 8th Grade, Session 8 – Equal Power Through Communication

Implementer Name: _____	Implementer ID: _____
School ID: _____	Session ID: _____
Classroom ID: _____	
Program Year: _____	Time lesson began: _____
Date: _____	Time lesson ended: _____

Please indicate if you completed the following activities:

Activity	Yes	Yes w/ changes	No
1. Reviewed the 8 communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Asked students what each skill means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Pointed out that sometimes these skills may not be useful on their own when there is unequal power in the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Facilitated role play - two students acted out the LaToya and Marcus script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Asked students about the communication skills used in the LaToya and Marcus script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Facilitated exercise where students practice the communication skills to address conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Discussed the Lucy & Chang scenario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asked students what Lucy can do if Chang is not going to cooperate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Discussed the Tyler & Rachel scenario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Asked students what Tyler can do if Rachel is not going to cooperate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Pointed out that good communication can help keep power equal in relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Pointed out that communication skills may not help in relationships that are already abusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 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 complete*