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

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***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/<br>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:**

| <b>Most students...</b>                        | <b>Strongly Agree</b>    | <b>Agree</b>             | <b>Don't Know</b>        | <b>Disagree</b>          | <b>Strongly Disagree</b> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 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*