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Attachment JJ: Student Program Fidelity 8th Grade Session 3 (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

Student Curriculum – 8th Grade, Session 3 – Why Do People Abuse

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 3 - Why Do People Abuse

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. Reminded students of ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discussed Scenario 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Pointed out that controlling behaviors are abusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discussed Scenario 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pointed out that abusers sometimes want victims to be dependent on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Discussed Scenario 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Pointed out that often the abuser tries to make the victim feel that the abuse is his/her fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asked students to generate other reasons for why people may abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Discussed the short- and long-term consequences of behaviors on Handouts 7a, b, and c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Showed students a list of warning signs or red flags of being a victim or abuser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gave students a handout of red flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Pointed out that violence and abuse is a choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Pointed out that abuse is never the victim's fault	<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:

<i>Most students...</i>	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*