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## Attachment III: Student Program Fidelity 8th Grade Session 7 (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

**Student Curriculum – 8th Grade, Session 7 – How We Feel, How We Deal**

**Attendance Log**

<b>Implementer Name:</b> _____	<b>Implementer ID:</b> _____
<b>School ID:</b> _____	<b>Session ID:</b> _____
<b>Classroom ID:</b> _____	<b>Program Year:</b> _____

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 7 – How We feel, How We Deal**

<b>Implementer Name:</b> _____	<b>Implementer ID:</b> _____
<b>School ID:</b> _____	<b>Session ID:</b> _____
<b>Classroom ID:</b> _____	
<b>Program Year:</b> _____	<b>Time lesson began:</b> _____
<b>Date:</b> _____	<b>Time lesson ended:</b> _____

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. Pointed 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:**

<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*