

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-XXXX).

Attachment X:

Student Program Fidelity 6th Grade Session 4

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

Activity	Yes	Yes w/ changes	No
1. Briefly reviewed Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explained that Session 4 will cover the different styles of communication and ways to handle problems or conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Introduced the three styles of communication (aggressive, passive and assertive) and instructed students to review the Communication Styles handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Allowed student volunteers to demonstrate the three styles of communication in Activity 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Discussed the concept of power in a relationship and how it relates to the three styles of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Allowed student volunteers to read the S.A.F.E. Skills aloud to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. As a class, applied each of the S.A.F.E. Skills using the Scenario given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Gave instructions for Activity 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Allowed students to create and present role plays that demonstrated assertive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Instructed students to check whether each assertive role play contained all four S.A.F.E. Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Discussed strategies for solving conflicts when the other person is not using S.A.F.E. Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Recapped Session 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Previewed the concept of unhealthy and unsafe relationships in Session 5	<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 complete*