

FIDELITY MEASURE for the *Honest, Open, Proud* program

MANUAL LESSONS 1-5

LESSON 1

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Lesson

- (1)___ Facilitators provided their names and asked participants for their first names (no last name or title)
- (2)___ Facilitators stated overall purpose of the *Honest, Open, Proud* program
- (3)___ Facilitator reviews ground rules (posted in room)

Setting the Tone (page 5-6 *Page numbers refer to the Facilitator Manual*)

- (4)___ Confidentiality- what is said in the room, stays in the room
- (5)___ Stated that everyone's opinion counts
- (6)___ Stated that we respect each other
- (7)___ Asked participants if there are any other ground rules (consensus should be sought if extra rules are proposed.)
- (8)___ Pointed out definitions in Appendix
- (9)___ Inform group of mandated reporting status of facilitator
- (10)___ Discuss which adults can support them in-between sessions if distressed

Lesson 1: The Story I Tell Myself (page 7)

- (11)___ Provided Lesson 1 general overview
- (12)___ Stated focus 1 - Understanding hurtful and helpful attitudes about mental health challenges and identifying their own helpful and hurtful attitudes (self-talk)
- (13)___ Stated focus 2 - Practicing ways to challenge hurtful self-talk as they think about talking with others

Lesson 1, Part 1: Helpful and Hurtful Self-Talk (page 7)

- (14)___ Stated learning objective 1 (Participants will look at how two people describe their mental health challenges and path of recovery to discover some important beliefs they hold about themselves.)
- (15)___ Stated learning objective 2 (Participants will identify their personally helpful and hurtful self-talk.)

(16)___ Instructed participants to read the two stories about living with bipolar disorder (Maggie and Darryl)

Worksheet 1.1: Analyzing a Story for Hurtful and Helpful Self-Talk

(17)___ Asked participants to find a partner and follow instructions for *Worksheet 1.1 page one (only)* in their workbook

(18)___ Led discussion on hurtful and helpful self-attitudes by asking for examples from what the pairs wrote in the four boxes on *Worksheet 1.1*

(19)___ Highlighted important points from the manual version of the worksheet, if the youth did not mention them

(20)___ Before asking youth to complete the rest of Worksheet 1.1, led them in the Hurting Myself with Self-Stigma exercise

(21)___ Asked participants to complete page 2 of Worksheet 1.1 – Your Self-Talk Puzzle

(22)___ Introduced the concept of beliefs they hold about themselves using prompt questions on page 10

Lesson 1, Part 2: Challenging Personally Hurtful Stigma (page 13)

(23) ___ Stated learning objective 1 (*Participants will explore a five-step process to challenge personally hurtful stigma*)

(24) ___ Stated learning objective 2 (*Participants will apply the five-step process to their personally hurtful beliefs*)

(25) ___ Explained the Five Steps for Challenging Personally Hurtful Stigma using Maggie’s example

(26) ___ Reviewed the Five Steps using Darryl’s example as written on Table 1A

Worksheet 1.2: Changing Our Attitudes Exercise

(27) ___ Asked participants to complete Worksheet 1.2 using a hurtful belief from their Self-Talk Puzzle

(28) ___ Offered that the group members could offer evidence against their assumption and/or they can gather evidence after the session from the people they named on their worksheet

Closing Lesson One

(29) ___ Summarized Lesson One and previewed Lesson Two

(30) ___ Led participants in a grounding exercise

(31) ___ Reminded participants of confidentiality ground rule

(32) ___ Reminded participants of goal of HOP

(33)___ Reminded participants of adult they can contact in case they should feel distressed

To determine fidelity score for this Lesson: count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON ONE _____ / 33

Then divide this number by the total (33) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON ONE _____ %

Here is an example: Facilitation team got 29 checks out of the 33 total; 29 divided by 33 is .879
.879 x 100 = 87.9%

Facilitation team showed 87.9% of total tasks for Lesson One

LESSON 2

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Lesson

- (1) ___ Facilitators provided their names and asked participants for their first names (no last name or title)
- (2) ___ Facilitators stated overall purpose of the *Honest, Open, Proud* program
- (3) ___ Facilitator reviewed ground rules (posted in room)

Lesson 2: Disclosure Options (page 19)

- (4) ___ Provided Lesson 2 general overview
- (5) ___ Stated focus 1 - Weighing the costs and benefits of disclosing so that youth can decide whether or not to disclose.
- (6) ___ Stated focus 2 - Five levels of disclosure and then guide youth through considering the costs and benefits associated with each level.
- (7) ___ Stated focus 3 - How the decision to disclose might look different in the different settings of their life.
We clarify the differences in disclosing face to face versus over social media.

Lesson 2, Part 1: Considering the Pros and Cons of Disclosing (page 19)

- (8) ___ Stated learning objective 1 (There are both benefits and costs to disclosure.)
- (9) ___ Stated learning objective 2 (The youth are the only ones who can weigh them to decide whether it is worth disclosing.)
- (10) ___ Stated learning objective 3 (Costs and benefits differ depending on the setting; for example, in a classroom versus among their close circle of friends.)
- (11) ___ Led participants in a brief icebreaker

Costs and Benefits of Disclosing Mental Health Challenges Worksheet 2.1

- (12) ___ Asked participants to read *Worksheet 2.1* in pairs

- (13)___ Asked pairs to share some answers from their worksheet with the group and made a master list for all to see
- (14) ___ Pointed out that the lists of benefits for disclosing and costs of not disclosing create a list of REASONS one might choose to disclose
- (15) ___ Explained that each person may have different ideas about which of these are most important to them in guiding their decisions to disclose or not.
- (16)___ Explained difference between short-term and long-term costs and benefits (The impact of costs and benefits are sometimes relatively immediate; at other times, the impact is delayed.)
- (17)___ Discussed Darryl’s completed worksheet (*Table 2.A: Example for Darryl*)
- (18)___ Reviewed Five Points to Remember on page 23-24

Worksheet 2.2: My Costs and Benefits Worksheet for Disclosing Mental Health Challenges and Recovery

- (19)___ Explained that the purpose of Worksheet 2.2 is to yield a decision about whether or not to disclose your mental health challenge in a specific setting. Choose a setting that you are considering some level of disclosure.
- (20)___ Explained strategies for listing costs and benefits and starring the most important ones.
- (21) ___ Instructed participants how to fill in the box, “What is your goal in disclosing?” (Look at the reasons listed from Worksheet 2.1)
- (22)___ Instructed participants how to fill in the box, “What do you expect will happen after disclosing?” (Discussed that people have hopes about how the person will respond.)
- (23)___ Instructed participants to put a check-mark in the box indicating their decision after completing the other parts of the worksheet.) Explained how some people may need to postpone their decision

Lesson 2, Part 2: Levels and Settings for Disclosure (page 26)

- (24) ___ Stated learning objective 1 (People disclose their experiences with mental health challenges and steps they take to live in recovery in different ways.)
- (25) ___ Stated learning objective 2 (Understand the costs and benefits of disclosing in the five different levels.)
- (26) ___ Stated learning objective 3 (The costs and benefits youth identify will likely vary by setting.)
- (27) ___ Stated learning objective 4 (Discuss using social media to disclose to someone versus disclosing face to face.)
- (28) ___ Explained Five Levels of Disclosure Table 2.C
- (29) ___ Facilitated activity on whiteboard or flipchart paper to apply levels to Maggie (page 27-29)

Cost and Benefits of the Five Levels of Disclosure for Me Worksheet 2.3

(30) ___ Instructed participants to complete Worksheet 2.3 for themselves and a group they are a part of.

(31) ___ Asked participants to discuss their Worksheet answers with another participant

Social Media Disclosure Worksheet 2.4

(32) ___ Introduced Worksheet 2.4 with a discussion categories of social media and some costs and benefits of disclosing for each category.

(33) ___ Instructed participants to identify the media they use most on the worksheet

(34) ___ Instructed group to split into pairs and work on the rest of the worksheet with a partner

Closing Lesson Two

(35) ___ Summarized Lesson Two and previewed Lesson Three

(36) ___ Led participants in a grounding exercise

(37) ___ Reminded participants of confidentiality ground rule

(38) ___ Reminded participants of goal of HOP

(39) ___ Reminded participants of adult they can contact in case they should feel distressed

To determine fidelity score for this Lesson: count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON TWO _____ / 39

Then divide this number by the total (39) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON TWO _____%

Here is an example: Facilitation team got 35 checks out of the 39 total; 35 divided by 39 is .897
.897 x 100 = 89.7%

Facilitation team showed 89.7% of total tasks for Lesson Two

LESSON 3

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Lesson

(1) ___ Facilitators provided their names and asked participants for their first names (no last name or title)

(2) ___ Facilitators stated overall purpose of the *Honest, Open, Proud* program

(3) ___ Facilitator reviewed ground rules (posted in room)

Lesson 3: Disclosure Decisions (page 34)

(4) ___ Provided Lesson 3 general overview

(5) ___ Stated focus 1 - Review the levels of disclosure through a game.

(6) ___ Stated focus 2 - The process of selecting a person to whom youth are considering disclosing and how to tell if they will be safe to talk to.

(7) ___ Stated focus 3 - How others might respond to youth's disclosure.

(8) ___ Stated focus 4 – Helpful information about situations where someone might ask youth to disclose and when youth may feel pressure to do so.

Lesson 3, Part 1: Disclosure Decisions Practice Game (page 34)

(9) ___ Gave 5-step instructions to the participants for the Decisions Disclosure Game

(10) ___ Facilitated each small group to share one example that they discussed, including what level(s) of disclosure they found to be safe/appropriate, why, and what would be needed in order to move to new levels of disclosure.

Lesson 3, Part 2. To Whom Might You Disclose? (page 42)

(11) ___ Stated learning objective 1 (Learn how to identify a good person to whom youth might disclose.

(12) ___ Stated learning objective 2 (Understand the procedure for “testing out” the person before disclosing.)

(13) ___ Explained functional relationships for disclosure.

(14) ___ Led brainstorm on characteristics of people who would be likely to be able to offer support and understanding.

(15) ___ Wrote characteristics on flip chart paper or whiteboard.

- (16) ___ Facilitators role-played the Stoplight Assessment with cards or hand gestures
- (17) ___ Suggested youth practice testing someone for disclosure in the next week.

Lesson 3. Part 3. How Might Others Respond to Your Disclosure? (page 50)

- (18) ___ Stated learning objective 1 (Explore the different ways people may respond to your disclosure.)
- (19) ___ Stated learning objective 2 (Consider how you might feel about the different responses.)
- (20) ___ Walked through Table 3.A - reactions to disclosure.
- (21) ___ Asked the youth to give two examples of what each response may sound like. Wrote the responses on a flip chart or white board.

React to Responses Activity

- (22) ___ Walked through 4-step instructions for this activity.
- (23) ___ Discussed ways to manage hurtful responses.
- (24) ___ Pointed to pros for disclosure and cons for not disclosing from lesson 2 to help formulate responses.
- (25) ___ Asked participants to reflect on ways their disclosure might affect the important people in their life and how the setting might impact that.
- (26) ___ Asked youth to consider whose opinions they give the most weight to.
- (27) ___ Reviewed the Protections Against Unwanted Disclosure from their Workbook.

Closing Lesson Three

- (28) ___ Summarized Lesson Three and previewed Lesson Four suggesting they read pages 27-30 and draft their story using pages 31-33 in their workbook (had copies to handout if keeping the workbooks between sessions).
- (29) ___ Stressed that no one will be forced to share their story during Lesson Four.
- (30) ___ Told participants that they can bring an inspirational picture related to their strengths to assist them in telling their story.
- (31) ___ Led participants in a grounding exercise
- (32) ___ Reminded participants of confidentiality ground rule
- (33) ___ Reminded participants of goal of HOP
- (34) ___ Reminded participants of adult they can contact in case they should feel distressed

To determine fidelity score for this Lesson: count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON THREE _____ / 34

Then divide this number by the total (34) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON THREE _____%

Here is an example: Facilitation team got 32 checks out of the 34 total; 32 divided by 34 is .941
.941 x 100 = 94.1%

Facilitation team showed 94.1% of total tasks for Lesson Three

LESSON 4

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Lesson

- (1)___ Facilitators provided their names and asked participants for their first names (no last name or title)
- (2)___ Facilitators stated overall purpose of the *Honest, Open, Proud* program
- (3) ___ Facilitator reviewed ground rules (posted in room)

Lesson 4: Telling Your Story (page 56)

- (4)___ Provided Lesson 4 general overview
- (5)___ Stated focus - How to tell your story – practice methods for selective and/or broadcast sharing

Lesson 4, Part 1 How to Tell Your Story

- (6) ___ Stated learning objective 1 (Consider different ways for youth to tell their story.)
- (7) ___ Stated learning objective 2 (Read through an example of one person’s story.)
- (8) ___ Stated learning objective 3 (Discuss what word each will use to talk about their mental health challenge.)
- (9) ___ Stated learning objective 4 (Use the provided guide to construct their story.)
- (10) ___ Stated learning objective 5 (Understand the values and issues related to public speaking.)
- (11) ___ Facilitator reviewed different ways to tell your story.
- (12) ___ Reminded participants of two main keys: Consider your “whys” or the goals for your disclosure and Use your counters to avoid sharing hurtful self-talk.
- (13) ___ Reminded group that there is no requirement to share their story.
- (14) ___ Led participants to read or view Grenesha’s story
- (15) ___ Facilitated discussion about Grenesha’s story using 4 questions on page 59.

(16) ___ Led group to brainstorm and analyze words used to talk about mental health challenges. Encouraged them to make personal choice of words they will use to talk about themselves.

A Guide to Setting Up a Story Worksheet 4.1

(17) ___ Instructed participants to select a person and setting for completion of this worksheet.

(18) ___ After completing worksheet, instructed participants to circle what is important to share and put line through what they will not share.

(19) ___ Instructed the participants on the 5 guidelines for participating in the story sharing. (page 62)

(20) ___ Facilitated the participants through the story sharing.

Quality of Experience Worksheet 4.2

(21) ___ Instructed group on use of the Quality of Experience Worksheet 4.2

Closing Lesson Four

(22) ___ Summarized Lesson Four and previewed Lesson Five

(23) ___ Led participants in a grounding exercise

(24) ___ Reminded participants of confidentiality ground rule

(25) ___ Reminded participants of goal of HOP

(26) ___ Reminded participants of adult they can contact in case they should feel distressed

To determine fidelity score for this Lesson: count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON FOUR _____ / 26

Then divide this number by the total (34) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON FOUR _____%

Here is an example: Facilitation team got 20 checks out of the 26 total; 20 divided by 26 is .769
.769 x 100 = 76.9%

Facilitation team showed 76.9% of total tasks for Lesson Four.

LESSON 5

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Lesson

- (1) ___ Facilitators provided their names and asked participants for their first names (no last name or title)
- (2) ___ Facilitators stated overall purpose of the *Honest, Open, Proud* program
- (3) ___ Facilitator reviewed ground rules (posted in room)

Lesson 5: Moving Forward (page 66)

- (4) ___ Provided Lesson 5 general overview

Lesson 5, Part 1: Honest, Open, Proud through SOLIDARITY and Peer Support

- (5) ___ Stated learning objective 1 (Solidarity with peers may make disclosure easier.)
- (6) ___ Stated learning objective 2 (There are many types and characteristics of peer services.)
- (7) ___ Introduced and instructed on meaning of Mental Health Unity logo.
- (8) ___ Gave definition of solidarity.

Where do I go to find peer support? Worksheet 5.1

- (9) ___ Instructed participants to list ideas of peer programs and where to go for adult support on Worksheet 5.1 in their workbooks.
- (10) ___ Created master list in flip chart or whiteboard.

Lesson 5, Part 2. Putting it All Together

- (11) ___ Stated learning objective 1 (Summarize insights from the worksheets provided in this workbook.)
- (12) ___ Stated learning objective 2 (Decide how you would like to move forward with the issue of disclosure.)

Insights and Future Directions Worksheet 5.2

- (13) ___ Instructed participants to complete Worksheet 5.2 and discuss with a partner.
- (14) ___ When complete, asked participants if they wrote down anything they would like to discuss with the group.

(15) ___ Led discussion on any comments or questions from the group.

Closing Lesson Five

(16) ___ Summarized Lesson Five and previewed Booster

(17) ___ Led participants in a grounding exercise

(19) ___ Reminded participants of confidentiality ground rule

(20) ___ Reminded participants of goal of HOP

(21) ___ Reminded participants of adult they can contact in case they should feel distressed

To determine fidelity score for this Lesson: count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON FIVE _____ / 21

Then divide this number by the total (34) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON FIVE _____%

Here is an example: Facilitation team got 20 checks out of the 21 total; 20 divided by 21 is .952
.952 x 100 = 95.2%

Facilitation team showed 95.2% of total tasks for Lesson Five.

TOTAL FIDELITY FOR LESSONS 1 - 5

Add all the fidelity checks earned and divide by the total possible fidelity checks.

___ + ___ + ___ + ___ + ___ = ___ / 153

TOTAL FIDELITY PERCENTAGE FOR LESSONS 1 - 5

_____%

FIDELITY MEASURE for the *Honest, Open, Proud - High School program* BOOSTER

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting The Lesson

- (1)___ Facilitators provided their names and asked participants for their first names (no last name or title)
- (2)___ Facilitators stated overall purpose of the *Honest, Open, Proud* program
- (3) ___ Facilitator reviewed ground rules (posted in room)
- (4) ___ Asked participants if there are any questions or comments before starting the Booster Session

Part 1: The Decision to Disclose (page 84)

- (5) _____ Provided Booster Part 1 general overview (Disclosing is the right decision for some people, but not for everyone. This section is designed to review your decision to disclose since completing the *Honest, Open, Proud* baseline program about one month ago.)
- (6)_____ Stated Learning Objective 1 (We review previous intentions to disclose your mental health challenges, including to whom, when, and where you decided to disclose as well as what you expected from the disclosure.)
- (7)_____ Stated Learning Objective 2: (We discuss whether you disclosed and help you evaluate how the experience went and how it may affect future disclosures.)

Intension to Disclose- Who? When? Where? What? Worksheet 1.1 (Page 85)

- (8) ___ Reviewed people that might be suitable for disclosure (e.g., functional, supportive, empathic)
- (9) ___ Instructed participants to complete Worksheet 1.1 and then discuss in pairs.

Did You Disclose? How Did It Go? Worksheet 1.2 (page 87)

- (10) ___ Explained how to rate and calculate experience of disclosure in *Worksheet 1.2*.
- (11) ___ Asked participants who did not disclose to fill out the worksheet “AS IF” they had done so.
- (12) ___ Made sure that participants that did not disclose paired up with participants who did disclose for discussion.

Part 2: Peer Support Programs and Adult Support (page 89)

- (13) _____ Provided Booster Part 2 general overview (Some people find it helpful to seek a peer support

group to share experiences and struggles and to overcome the fear of disclosure. As a reminder, peer support and adult support services, which can include self-help and mutual assistance programs, may make disclosure easier because a person is joining together with others for support. This includes those who have already disclosed and those who are still thinking about disclosing. This section assesses your experiences with peer support programs and supportive adults since completing the *Honest, Open, Proud* baseline program.)

(14)___ Stated task 1 (We discuss the meaning of peer support and identify pros and cons of peer support programs and supportive adults. At the same time, we help you rate the quality of your peer support or adult support experience)

Did You Pursue Any Peer Support Programs or Adult Supports? Worksheet 2.1 (Page 90)

(15)___ Instructed participants to evaluate their peer support experiences in worksheet 2.1.

(16)___ Asked participants if anyone would like to share their experience with the group.

(17)___ Led a discussion using similar questions as those on Worksheet 2.1 on experiences of reaching out for adult support.

Part 3: What Has Changed? (Page 91)

(18)___ Provided Booster Part 3 general overview (Experiences since completing the *Honest, Open, Proud* baseline program may have reshaped your thoughts about disclosing. In this section we:)

(19)___ Stated Learning Objective 1 (Reassess the costs and benefits for disclosure and compare them to what you brainstormed one month ago.)

(20)___ Stated Learning Objective 2 (Evaluate what worked and did not work when telling your story and decide how you might change the story.)

Worksheet 3.1: Revisiting the Costs and Benefits for Disclosing My Mental Illness (page 92)

(21)___ Instruct participants to list EVERY cost and benefit they have, even if they included it in the baseline program.

(22)___ Reminded participants what costs and benefits represent.

(23)___ Instructed participants not to dismiss any cost or benefit, even if it seems silly.

(24)___ Instructed participants to put a star (*) next to any that are especially important.

(25)___ Handed back *Worksheet 1.3* from the baseline HOP workbook after they finished filling out this worksheet.

(26)___ Instructed participants to make comparisons between the two worksheets.

(27)___ Asked participants to share any new costs and benefits with the group.

Worksheet 3.2 How Has Your Story Changed? (page 95)

- (28)___ Reviewed the template for formulating a coming out story.
- (29)___ Handed back *Worksheet 4.1* form the baseline HOP Workbook so participants could review their original story before starting *Worksheet 3.2* in the booster
- (30)___ Instructed participants that Section I of *Worksheet 3.2* should only be completed if they have already disclosed.
- (31)___ Instructed participants who did not disclose to skip Section I and go straight to Section II.
- (32)___ Asked participants to discuss their ideas and changes with the group before answering the last question on the worksheet.

Worksheet 3.3: A Guide to Setting Up a Story About Your Experiences with Mental Illness

- (33)___ Instructed participants to use *Worksheet 3.3* as a way to rewrite their story using the changes they made in *Worksheet 3.2*.

Booster Parts 1-3 Conclusion

- (34)___ Asked participants if they have any questions or comments
- (35)___ Asked participants if they have any concerns
- (36)___ Asked participants how they thought the follow-ups went
- (37)___ Thanked participants for contributing to the booster
- (38)___ Facilitated a final discussion about disclosure with the group
- (39)___ Allowed participants to voice any final thoughts and fears and discuss the possibilities about disclosure in the future
- (40)___ Reminded participants of contact information in case they feel distressed

To determine fidelity score for this Lesson, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR BOOSTER _____ / 40

Then divide this number by the total (40) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR BOOSTER _____%

Here is an example:

Facilitator A got 36 checks out of the 40 total; 36 divided by 40 is .9

.9 x 100 = 90%

Facilitator A showed 90% of total tasks for Booster Session

TOTAL FIDELITY FOR LESSON 1-5 _____ / 153 = _____ %

TOTAL FIDELITY FOR BOOSTER _____ / 40 = _____ %

TOTAL HOP FIDELITY _____ + _____ / 193 = _____ %