

PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

Program Name: *Draw the Line/Respect the Line*

Developers: ETR Associates (Education, Training and Research)

Program Description and Overview:

This comprehensive, research-evaluated curriculum promotes abstinence by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD and pregnancy. Using fun, interactive approach, *Draw the Line/Respect the Line* shows students how to set personal limits and meet challenges to those limits. This 19-lesson curriculum is designed to be used either by a classroom teacher or trained family life educator. Grade 6 features limit setting and refusal skills in a nonsexual context. Grade 7 examines consequences of unplanned sex, information about sexually transmitted disease, and applying refusal skills in a party context. Grade 8 features practice of refusal skills in dating contexts, and a condom demonstration.

Core Components

Content Components

Sixth Grade Content (5 Lessons):

- Functional knowledge (e.g., information that is directly tied to behavior such as the concept of limits and how to respect limits).
- Attitudes and beliefs (e.g., activities that foster positive attitudes toward drawing and respecting personal limits)
- Norms (e.g., activities such as role plays to reinforce the norm of drawing and respecting limits).
- Skills, including refusal skills and respecting limits.
- Parent-child communication (e.g., homework activities to encourage parent-child discussion of cultural and family values and pressure situations for young people).

Seventh Grade Content (7 Lessons):

- Functional knowledge (e.g., behaviorally-relevant information such as signs and situations that could lead to sex, emotional and social consequences of having sex versus not having sex, pressure situations teens face around sex, STD facts).
- Attitudes and beliefs (e.g., activities that foster positive attitudes toward not having sex and drawing the line).
- Norms (e.g., activities such as role plays to reinforce the norm of choosing not to have sex and having and respecting limits).
- Skills, including refusal skills and inter- as well as intra-personal skills to get out of risky situations that may lead to sex.
- Parent-child communication (e.g., homework activities to encourage parent-child discussion of intentions to avoid having sex and getting out of risky situations).

Eighth Grade Content (7 Lessons):

- Functional knowledge (e.g., behaviorally-relevant information such as facts about HIV and other STD, proper steps of condom use, situations that could make it difficult to stick with personal limits, what behaviors increase risk of HIV).
- Attitudes and beliefs (e.g., activities that foster positive attitudes toward not having sex, important reasons for sticking with personal limits, and overcoming barriers to sticking with limits).

- Norms (e.g., activities such as role plays to reinforce the norm of choosing not to have sex, using condoms and other protection if having sex, and having and respecting limits).
- Skills, including refusal skills, condom use skills, and intra-personal skills to stick with limits.
- Parent-child communication (e.g., homework activity to encourage parent-child discussion of HIV and its impact on those who are affected by HIV).

Pedagogy Components

- Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.
- Implement all activities in sequence using the interactive strategies included in the lessons, which were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.
- Use the varied pedagogical techniques (e.g., mini-lectures, brainstorming, games, small group work, role plays) and maintain the interactive nature of the activities to engage youth and facilitate learning.
- Review learning from prior classes to enhance mastery of material.
- Use the embedded skill development approach that explains and models the skills, provides large group and individual practice, and offers corrective feedback.
- Use question box technique as noted to invite anonymous questions.
- Use videos and guest speakers to enhance selected lessons. Replacement videos can be used if they are selected to meet the objectives of the lessons.
- Assign and encourage student homework, which is the primary vehicle for encouraging parent-child communication on key topics.
- State key messages about important values and sexual behaviors clearly and reemphasize them repeatedly. The key message is that young people should determine how far they will go sexually ("Draw the Line") and then stick to that limit and respect others' limits ("Respect the Line"). Abstinence is the safest choice; condoms are safer than unprotected sex.

Implementation Components

- The classes should be scheduled so that most youth participate in most classes.
- All 19 classes should be taught.
- All classes should be taught in sequence, five in the 6th grade, seven in the 7th grade and seven in the 8th grade.
- Ideally, classes should be taught 2–3 times per week.
- At least 45 minutes should be available for each class.
- The ideal class size is from 10 to 35 youth.
- Educators for Draw the Line/Respect the Line should have good rapport with youth and be trained. They should be familiar with the Draw the Line/Respect the Line content, comfortable discussing the material, and experienced teaching skills-based programs.
- If the curriculum is implemented in a school setting, appropriate approval should be obtained from the school and parents. If implemented in non-school settings, appropriate approval should be obtained from the host organization and parents, and steps necessary to recruit and retain the ideal group size for the full length of implementation should be taken.

Target Population

Target population evaluated

- In the research study, 19 schools were randomly assigned to either receive the curriculum, or continue with usual classroom activities regarding HIV, other STD and pregnancy prevention. Ten schools received the curriculum, provided by specially trained family life educators. *Draw the Line* is sensitive to the needs of Latino youth. It was implemented in schools with large numbers of Latino youth, and these youth were consulted frequently during development.

Potential additional target populations noted by developers

- Grades 7 to 9 in some communities.
- Special needs (special education, bilingual)

Program Setting

Program setting evaluated

- School-based / Classroom

Potential additional program settings noted by developers

- Non-school settings

Program Duration

The classes are scheduled such that most youth participate in 19 classes. All classes are taught in sequence, 5 in the 6th grade, 7 in the 7th grade and 7 in the 8th grade.

Curriculum Materials

Curriculum materials are available from ETR Associates at <http://www.etr.org/pub>.

Adaptations

The [Draw the Line/Respect the Line adaptation kit](#) provides guidelines and specific possible adaptations that people might like to make during implementation and how those adaptations might affect effectiveness.

Basic allowable adaptations

- Lengthening each class
- Implementing *DTL/RTL* with educators who are not the same race/ethnicity or gender as the learners
- Having regular classroom teachers teach the curriculum instead of specially trained outside educators
- Changing the title and tailoring the content
- Updating any statistics or facts
- Adding more debriefing or processing questions
- Reinforcing information with additional visual material

Program Focus

DTL/RTL focuses on HIV, STD and pregnancy prevention.

Research Evidence

Study Citation: Coyle, K. K., Kirby, D. B., Marin, B. V., Gomez, C. A., & Gregorich, S. E. (2004). Draw the Line/Respect the Line: A randomized trial of a middle school intervention to reduce sexual risk behaviors. *American Journal of Public Health, 94*, 843–851.

Study Setting: Nineteen ethnically diverse public middle schools in northern California

Study Sample: A cohort of 2,829 sixth graders followed for 36 months

- Average age 11.5 years at baseline
- 59.3% Hispanic, 16.5% white, 15.9% Asian, 5.2% African American, and 3.1% some other race or ethnicity
- 50.1 % female and 49.9% male

Setting: Cluster randomized trial. Ten schools were randomly selected to implement *Draw the Line/Respect the Line* and nine were randomly selected for a control group that continued their regular school programming. Surveys were administered before the program in spring of sixth grade (baseline) and then annually in spring of seventh, eighth, and ninth grades.

Study Rating: The study met the review criteria for a **high** study rating.

Study Findings: During the second year of the program in the spring of seventh grade:

- Boys participating in the intervention were significantly less likely to report ever having had sexual intercourse and having had sexual intercourse during the previous 12 months. They reported a lower frequency of sexual intercourse and having had fewer partners in the previous 12 months.
- The study found no statistically significant program impacts for girls on any of these outcomes.

At the end of the program in the spring of eighth grade:

- Boys participating in the intervention were significantly less likely to report ever having had sexual intercourse and having had sexual intercourse during the previous 12 months. They reported a lower frequency of sexual intercourse and having had fewer sexual partners in the previous 12 months.
- The study found no statistically significant program impacts for girls on any of these outcomes.

A year after the program ended in the spring of ninth grade:

- Boys participating in the intervention were significantly less likely to report ever having had sexual intercourse and having had sexual intercourse during the previous 12 months.
- Program impacts on frequency or sexual intercourse and number of sexual partners were no longer statistically significant for boys.
- The study found no statistically significant program impacts for girls on any of these outcomes.

The study also examined program impacts on measures of knowledge, attitudes, normative beliefs, self-efficacy, sexual limits, coercive behavior, and unwanted sexual advances. Findings for these outcomes were not considered for the review because they fell outside the scope of the review.

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