

Draw the Line/Respect the Line Adaptation Kit

Tools and Resources for Making Informed Adaptations to
Draw the Line/Respect the Line

Karin Coyle, PhD
Regina Firpo-Triplett, MPH
Julie Taylor
Pat Rex, MA



Funding was made possible by the Office of Adolescent Health
through a partnership with JBS International, Inc.
Contract #HHSP23320095638WC.



© 2011 by ETR Associates

4 Carbonero Way

Scotts Valley, CA 95066-4200

Suggested Citation

Coyle, K., Firpo-Triplett, R., Taylor, J., & Rex, P. (2011). *Draw the Line/Respect the Line* adaptation kit. Scotts Valley, CA: ETR Associates.

About ETR Associates

ETR Associates (Education, Training and Research Associates), established in 1981, is a national, nonprofit organization whose mission is to maximize the physical, social, and emotional health of all individuals, families, and communities by advancing the work of health, education, and social service providers through high-quality research, publications, information resources, training, and programs.

ETR's Program Services Division offers comprehensive services for the development, implementation, evaluation, and dissemination of critical public health initiatives. The division works directly with community-based programs, state and local education agencies, health care providers, health educators, and public health organizations.

ETR's Publishing Division produces authoritative health education and health promotion resources that empower young people and adults to lead healthier lives. Thousands of ETR pamphlets, books, and other materials are used in hundreds of health care settings, schools, and workplaces across the United States and around the world. For more information about ETR, visit www.etr.org.

About the Office of Adolescent Health

The Office of Adolescent Health (OAH) coordinates adolescent health promotion and disease prevention programs and initiatives across the U.S. Department of Health and Human Services (HHS). OAH was established through the Consolidated Appropriations Act of 2010, within the Office of the Assistant Secretary for Health. OAH collects and disseminates information on adolescent health to the public and to health professionals. It works in partnership with other HHS agencies to support evidence-based approaches to improve the health of adolescents and monitors trends in adolescent health.

OAH is responsible for implementing and administering a discretionary grant program to support evidence-based teen pregnancy prevention (TPP) approaches. Competitive grants were made to public and private entities to fund medically accurate and age-appropriate programs that reduce teen pregnancy. The program addresses rising teen pregnancy rates by supporting both the replication of evidence-based models and demonstration programs to develop and test additional models and innovative strategies. Under the Affordable Care Act (Public Law 111-148), OAH also administers the Pregnancy Assistance Fund (PAF), a competitive grant program. PAF funds states and tribes to provide pregnant and parenting adolescents and women with a seamless network of supportive services to help them complete high school or postsecondary degrees and gain access to health care, child care, family housing, and other critical support. PAF funds are also used to improve services for pregnant women who are victims of domestic violence, sexual violence, sexual assault and stalking. For more information about OAH, visit www.hhs.gov/ash/oah/index.html.

About JBS International, Inc.

JBS International, Inc. (JBS), is a women-owned business that offers a broad and diverse set of management and information technology (IT) services to public- and private-sector clients. Established in 1985, JBS has worked with clients to successfully design solutions that focus on opportunities and address challenges—always with an emphasis on understanding the specific health, social, and educational needs of people across the lifespan and from all walks of life. JBS's work includes health IT, research and evaluation, international public health, policy analysis, and communications services. As part of Contract #HHSP23320095638WC with the Office of Adolescent Health, it contracted with ETR's Center for Sexual and Reproductive Health Promotion to develop this kit. For more information about JBS, visit www.jbsinternational.com.

Table of Contents

Acknowledgments	vii
Overview	1
How to Use this Kit	7
<i>Draw the Line/Respect the Line</i> BDI Logic Model	13
Snapshot of DTL/RTL's BDI Logic Model	16
Comprehensive BDI Logic Model.....	17
<i>Draw the Line/Respect the Line</i> Core Components	29
Core Content Components	31
Core Content Components in Depth	33
Core Content Components in Depth Table	35
Core Pedagogical Components	39
Core Pedagogical Components in Depth.....	40
Core Pedagogical Components Table	41
Core Implementation Components	45
Core Implementation Components in Depth.....	46
Core Implementation Components Table	47
<i>Draw the Line/Respect the Line</i> Green/Yellow/Red Light Adaptations	49
General Adaptations	51
Lesson-Specific Adaptations.....	55
<i>Draw the Line/Respect the Line</i> Implementation Fidelity Tool	63
Part 1: Implementation Fidelity Tool—Grade 6	67
Part 2: Implementation Fidelity Tool—Grade 6	73
Part 1: Implementation Fidelity Tool—Grade 7	77
Part 2: Implementation Fidelity Tool—Grade 7	85
Part 1: Implementation Fidelity Tool—Grade 8.....	89
Part 2: Implementation Fidelity Tool—Grade 8.....	97
Glossary	101
Notice of Right to Reproduce Materials	107

Acknowledgments

A team of knowledgeable and highly experienced people was involved in the development and review of the *Draw the Line/Respect the Line* Adaptation Kit. Much of the content was developed by two of the co-authors of the curriculum, Karin Coyle, PhD, and Douglas Kirby, PhD, with significant contributions by other team members including Regina Firpo-Triplett, Pat Rex, and Julie Taylor. Finally, Rebecca Rubin contributed her materials design skills to make the kit user friendly.

Thanks also to Melissa Sellevaag and Veronica Whycoff of JBS International, Inc., the organization that, under a contract with the U.S. Department of Health and Human Services (HHS) Office of Adolescent Health (OAH), subcontracted with ETR to develop this and other adaptation kits, for their assistance and timely responses. A special thanks to JBS editor Wendy Caron for her thorough and high-quality editing job.

This Adaptation Guidance Project would not have been possible without support and funding from the HHS OAH. Thanks to Tish Hall and Allison Roper at OAH for overseeing this project.

And finally, many thanks to the Centers for Disease Control and Prevention (CDC) Division of Reproductive Health/ETR Associates' Adaptation Guidance Project, which laid the groundwork for creating adaptation kits for specific evidence-based programs. The project created the template for the adaptation kits and developed and popularized the green/yellow/red light adaptation framework, as well as the content, pedagogical, and implementation core component categories. Many researchers, developers, practitioners, and staff members contributed to the project. A special thanks to the CDC Project Officer, Taleria R. Fuller, PhD, for her guidance and commitment to the project and this important body of work.

We hope you find the *Draw the Line/Respect the Line* Adaptation Kit a useful tool as you customize the program for the youth you serve in your communities. This kit was created for you, and we welcome your feedback. Please send your feedback to juliet@etr.org.

Draw the Line/Respect the Line Overview

Draw the Line/Respect the Line (DTL/RTL) is a three-part program for students in grades 6, 7, and 8 designed to encourage youth to delay having sexual intercourse to reduce the incidence of sexually transmitted diseases (STDs), including HIV/AIDS, and pregnancy. This abstinence-focused program also emphasizes developing young people's interpersonal and intrapersonal skills so that they can set sexual limits. For sexually experienced teens, the program focuses on reducing sexual activity and encouraging condom use.

Target Audience

The target audience is middle school students of all races/ethnicities.

Implementation of the Curriculum

DTL/RTL is designed for grades 6–8 or for participants between ages 11 and 13; the content is developmentally tailored for these grade levels. It was designed as a school-based program but can be implemented in either school or non-school settings.

Length

The DTL/RTL curriculum consists of 19 lessons; each is intended to be implemented during a 45–50-minute standard classroom timeframe. There are five grade 6 lessons, seven grade 7 lessons, and seven grade 8 lessons.

6th Grade Curriculum

The grade 6 curriculum includes five lessons that primarily focus on setting limits and refusal skills in non-sexual situations. Homework activities encourage parent–child discussion of cultural and family values and pressure situations for young people.

Lesson 1 introduces the concept of what it means to “draw the line.” Activities encourage youth to personalize this concept.

Lesson 2 builds on Lesson 1. Participants identify strategies for communicating their message.

Lesson 3 builds on the previous lessons by having participants engage in roleplaying and communicate where they draw the line.

Lesson 4 highlights how to handle high-pressure situations and use effective communication skills.

Lesson 5 discusses the role that friends play in respecting the line. Roleplay scenarios are used to practice showing respect for another person's limits.

7th Grade Curriculum

The grade 7 curriculum includes seven lessons that shift the focus to sexual situations; students learn about the consequences associated with sexual intercourse and are encouraged to set limits regarding sex. Students are also taught intrapersonal and interpersonal skills to help them maintain limits and respect the limits of others. Homework activities encourage parent–child discussion of intentions to avoid having sex and getting out of risky situations.

Lesson 1 is an overview of what students have already learned about drawing the line and what they will learn in the grade 7 program. Activities focus on what makes it difficult to draw the line when placed in high-pressure situations.

Lesson 2 focuses on the consequences of having sex.

Lesson 3 helps students identify ways to handle risky situations. Activities encourage students to become aware of situations that could lead to sex.

Lesson 4 uses roleplaying exercises to focus on drawing the line in risky sexual situations.

Lesson 5 provides information on STDs, their symptoms, and ways to avoid transmission.

Lesson 6 addresses sexual pressure. Activities include a mock talk show and roleplaying to practice assisting friends in resisting sexual pressure.

Lesson 7 uses activities to review key steps for drawing the line and respecting the line.

8th Grade Curriculum

The grade 8 curriculum includes seven lessons that develop students' practical skills. In these lessons, students learn how to use condoms and practice refusal skills in dating contexts. Homework activities encourage parent–child discussion of HIV and its impact on those who are affected by HIV.

Lesson 1 includes a true story about a young woman with HIV. Students read this story and then make personal promises about how they will draw the line to reduce their risk for HIV, other STDs, and unplanned pregnancy.

Lesson 2 consists of the Draw the Line Challenge Game, which is designed to review and present important information about how to prevent HIV and other STDs.

Lesson 3 discusses the challenges of sticking with personal limits.

Lesson 4 allows students to practice upholding their limits using roleplaying exercises.

Lesson 5 is devoted to a guest speaker who shares his or her experiences living with HIV/AIDS.

Lesson 6 includes a student discussion of how to reduce the risk of HIV, STDs, and pregnancy and a teacher demonstration of how to properly use condoms.

Lesson 7 closes out the program by asking students to identify things that can help them maintain their limits.

Types of Activities

Lessons are highly interactive and involve a diversity of activities, including small- and large-group discussions, paired and small-group skills practices, stories, and individual activities.

Theoretical Framework

Research shows that curricula are most effective if they are based on a sound theoretical framework. DTL/RTL draws on two social science theories: Social Cognitive Theory (SCT) and Social Inoculation Theory (SIT).

SCT views individual behavior change as a result of social processes—that is, behavior change is influenced by interactions with other people (particularly influential individuals) and one's social environment. It is based on the premise that behavior change occurs through acquiring knowledge, changing outcome expectations, developing skills, building self-efficacy, and creating social supports for the desired behavior change.

In DTL/RTL, the tenets of SCT are apparent through homework activities that promote parent–child discussions, guest speakers (as influential individuals who share their experiences living with HIV), and roleplays and skills practice that help students prepare for familiar real-life situations.

According to SIT, social inoculation works much like medical inoculation. Just as exposure to a weakened form of a virus can strengthen the body's resistance to a more virulent form, exposing someone to

weakened counter-arguments triggers a process of counter-arguing that eventually helps one resist stronger, more persuasive arguments. To build motivation to resist, the person must first recognize his or her vulnerability to attack and then prepare defenses against future attack.

SIT is incorporated into activities throughout the DTL/RTL curriculum—activities that make youth aware of their vulnerability (e.g., discussions of the consequences of having sex or the difficulty of resisting high-pressure situations) and those that “inoculate” youth by giving them resistance strategies and opportunities to practice.

Unique Features of the Curriculum

- The program was designed to be taught over multiple years (grades 6, 7, and 8) with comprehensive lessons that build on one another.
- The trained educators who implement the program have “office hours” outside classroom time, during which students can meet with the educators individually or in small groups.
- The 3-year curriculum includes sessions that discuss how to avoid alcohol, tobacco, and other drugs as well as sexuality education.

Ordering a Copy of *Draw the Line/Respect the Line*

DTL/RTL is available in a variety of options—as standard, basic, and complete sets for individual grades or for all three grades. To receive more information and to order DTL/RTL, contact ETR Associates by phone at (800) 321-4407 or on the Internet at www.etr.org/pub.

Evaluation Facts

Intervention

DTL/RTL was evaluated in three school districts in urban northern California between 1997 and 1999.

Research Design

DTL/RTL was evaluated using an experimental random-assignment design. Nineteen public middle schools from three urban school districts in northern California were randomly assigned either to the DTL/RTL program or to the control group. The evaluation included 2,829 participants and control group members. The evaluation study was completed between spring 1997 and spring 1999. Students in 10 intervention schools received the DTL/RTL program, and students in 9 control group schools received their school’s regular HIV/sex education curriculum. Between 87 and 90 percent of students completed the follow-up questionnaires.

The evaluation included youth in grades 6, 7, and 8. Participants’ average age was 12 years. Program participants were 59 percent Hispanic, 17 percent White, 16 percent Asian, 5 percent African American, and 3 percent Other. Half of the participants were boys and half were girls. Five percent of program participants were sexually experienced before the intervention.

Findings

From grades 6 through 9, boys from the DTL/RTL schools were significantly less likely to report having initiated sexual activity than boys from the control schools, and the magnitude of this difference increased with time. The program had no impact on girls in this regard.

At every follow-up, boys from the DTL/RTL schools were significantly less likely to have engaged in sex during the past 12 months than boys from the control group schools. Furthermore, at the grade 8 follow-up, boys from the DTL/RTL schools reported having engaged in sex significantly less frequently and with

fewer partners over the past year than boys from control group schools. The program had no impact on any of these outcomes for girls.

Both boys and girls from DTL/RTL schools had greater HIV and condom-related knowledge than control group students, and this difference remained significant through the grade 9 follow-up.

The program had no impact on condom use by students of either gender.

Research 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*(5), 843–851.

About the Program Developers

Draw the Line/Respect the Line was developed by a collaborative team including investigators and educators from ETR Associates and the Center for AIDS Prevention Studies, University of California, San Francisco. Authors of the program include Barbara Marin, PhD, Karin Coyle, PhD, Jennifer Cummings, Cherri Gardner, MA, Cynthia Gomez, PhD, and Douglas Kirby, PhD. Dr. Coyle is the developer with whom the adaptation team worked most closely.

Draw the Line/Respect the Line
How to Use this Kit

What is the purpose of the DTL/RTL Adaptation Kit?

The goal in developing the *Draw the Line/Respect the Line* (DTL/RTL) Adaptation Kit is to provide practitioners with practical tools and resources to guide them in maintaining fidelity to DTL/RTL's core components and in making effective adaptations. Most practitioners will make adaptations to evidence-based curricula such as DTL/RTL to have the activities resonate better with the particular group they are serving. This is good practice and is encouraged. Adaptations made with a clear understanding of the curriculum's core components are most effective. This kit was developed to inform practitioners of the DTL/RTL design, its core components, and the types of adaptations that are considered safe and unsafe.

What tools are found in the DTL/RTL Adaptation Kit and how were they developed?

All of the adaptation tools found in this kit underwent extensive reviews by frontline practitioners in the field, behavioral scientists, and DTL/RTL's chief developer, Karin Coyle, PhD. The tools and the steps used to develop them are described below.

- 1. Behavior-Determinant-Intervention (BDI) Logic Model:** After a careful and thorough analysis of DTL/RTL's activities, the team built a BDI logic model for the program. The BDI logic model is a program-planning tool that guides program developers through four sequential and clearly linked steps starting with (1) establishing a health goal, (2) identifying and selecting the individual or group behaviors directly related to that health goal, (3) identifying and selecting the determinants (also referred to as risk and protective factors) related to those behaviors, and (4) developing intervention activities directly related to those determinants. In effect, a BDI logic model illustrates the developer's theory of change—that is, what factors (determinants) need to be changed to get teens to change their sexual behaviors. A complete BDI logic model for DTL/RTL is found in this kit, as well as a BDI logic model snapshot.
- 2. Core Components:** With the BDI logic model complete, the team was able to better identify DTL/RTL's core content, pedagogical, and implementation components. Core components are the essential pieces of a curriculum that are responsible for its effectiveness. Tables describing the core content, pedagogical, and implementation components are found in this kit.
- 3. Green/Yellow/Red Light Adaptations:** With the core components complete, the team was then able to develop a tool called green/yellow/red light adaptations. As the metaphor suggests, this tool tells practitioners what kinds of adaptations are safe (green), which should be made with caution (yellow), and which should be avoided (red). The first part of this tool describes green, yellow, and red light adaptations as they apply generally to DTL/RTL. The second part contains tables that describe green, yellow, and red light adaptations for each lesson in DTL/RTL.
- 4. Implementation Fidelity Tool:** Using the core components tables and the green, yellow, and red light adaptation tables, the team developed a tool that assesses whether the core components of DTL/RTL are actually implemented. It is divided into two parts for each grade. Part 1 assesses whether each activity in each class was implemented completely, was implemented with changes, or was not implemented at all. Part 2 assesses whether other important components were implemented.
- 5. Glossary:** A glossary of terms is included at the end of this kit.

How do I know if this is the best program for my population?

An assessment of the youth you are going to serve and your organization's capacity will yield important data that you can use to choose the program that is the best match for your youth and help limit the number of adaptations you may need to make.

When deciding if DTL/RTL is the best program for your youth, ask yourself:

- Is your population similar to the population for which DTL/RTL was designed and tested in terms of age and developmental level? Is the setting in which you will be conducting the lessons similar to the setting in which DTL/RTL was tested? DTL/RTL was designed for middle school students. Offering the curriculum to youth who are in a different stage of development and/or level of sexual experience—older, high school students, for example—may not be as effective.
- Are the health goals and the behaviors that DTL/RTL focuses on a good fit for your student population? DTL/RTL focuses on preventing unintended pregnancy, HIV, and other STDs. If you wish to address another health goal—such as reducing alcohol or drug use—implementing a program that focuses specifically on that goal would most likely reduce the number of adaptations you would need to make.

How do I use the DTL/RTL Adaptation Kit?

This kit was designed with flexibility in mind. There is no particular order in which you must use these tools. One suggestion is that you review the tools as they were developed (and as they are presented in this kit) and take what you need from them. For example, if you are interested in an underlying theory of change used by DTL/RTL and how the curriculum was put together, look at the logic model. If you are interested in knowing what parts of DTL/RTL contribute to its effectiveness, review the core content, pedagogical, and implementation components. If you want to make changes, additions, deletions, or adaptations to DTL/RTL, look at the green/yellow/red light adaptations tables. If you do not find the exact kind of adaptation that you want, go to the core components tables and make sure that the adaptation does not compromise or delete a core component. If you are looking for a process-monitoring tool, the implementation fidelity tool is a good choice. Finally, if you need definitions for any of the terms used in this kit, see the glossary beginning on page 101.

The following table illustrates the different purposes of the tools in the adaptation kit.

	BDI Logic Model	Core Components	Green/Yellow/Red Light Adaptations	Implementation Fidelity Tool	Glossary
I want to better understand the underlying theory of change used by DTL/RTL and how the curriculum was put together.	✓				
I want to understand what parts of DTL/RTL are essential.		✓			
I want to make effective adaptations to DTL/RTL without compromising fidelity.		✓	✓		
I need to monitor and track my implementation fidelity and adaptations.				✓	
I need a better understanding of the concepts and terms used in this kit.					✓

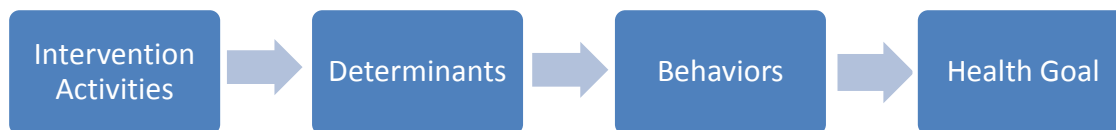
For more information about this adaptation kit, please contact the Project Director, Julie Taylor, at juliet@etr.org.

Draw the Line/Respect the Line
BDI Logic Model

What is a BDI logic model?

The Behavior-Determinant-Intervention (BDI) logic model is a program-planning and analysis tool developed by Douglas Kirby.¹ A BDI logic model graphically shows the links or connections among the *health goal* of a curriculum or program, the adolescent sexual *behaviors* directly related to that health goal (e.g., condom use), the *determinants*² or risk and protective factors (e.g., knowledge, attitude, skills) that influence those sexual behaviors, and the *intervention activities* specifically designed to change those determinants (e.g., roleplays, large-group discussion).

The BDI logic model graphically depicts the developer's theory of change for a program—that is, what needs to be changed for teens to engage in healthy sexual behaviors.



For more information about BDI logic models, visit

<http://www.etr.org/recapp/documents/BDILOGICMODEL20030924.pdf>.

How do I use the DTL/RTL BDI logic model?

The *Draw the Line/Respect the Line* (DTL/RTL) BDI logic model is a useful tool for practitioners preparing to implement and/or adapt the curriculum. The logic model can help you better understand the rationale/logic behind the learning activities found in DTL/RTL by seeing how these activities were intentionally designed to change important determinants of adolescent sexual behavior. This understanding will help you implement DTL/RTL with greater fidelity and purpose. If you better understand the link between learning activities and determinants, you are more likely to recognize their value.

The BDI logic model is the foundation for identifying DTL/RTL's core content and pedagogical components. If you are considering adaptations to DTL/RTL, the BDI logic model can serve as a map to guide adaptations so that changes or additions are consistent and responsive to the logic presented in the model and the core content and pedagogical components derived from it.

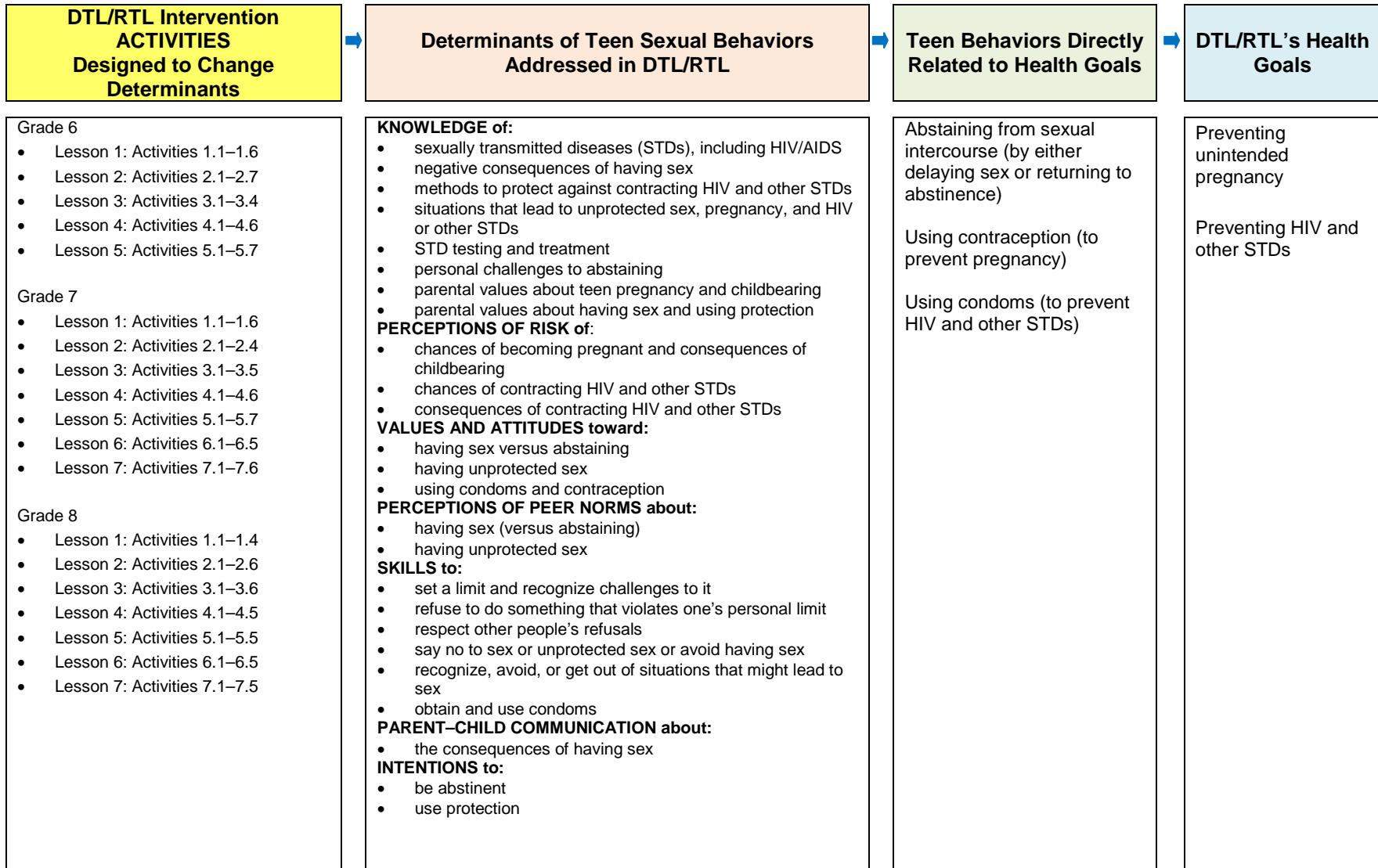
DTL/RTL's BDI logic model snapshot is presented first to offer an overview of the logic in the DTL/RTL curriculum. Immediately following, you will find the comprehensive version of DTL/RTL's BDI logic model.

For definitions of the determinants listed in DTL/RTL's logic model, see *determinants* in the glossary at the end of this kit.

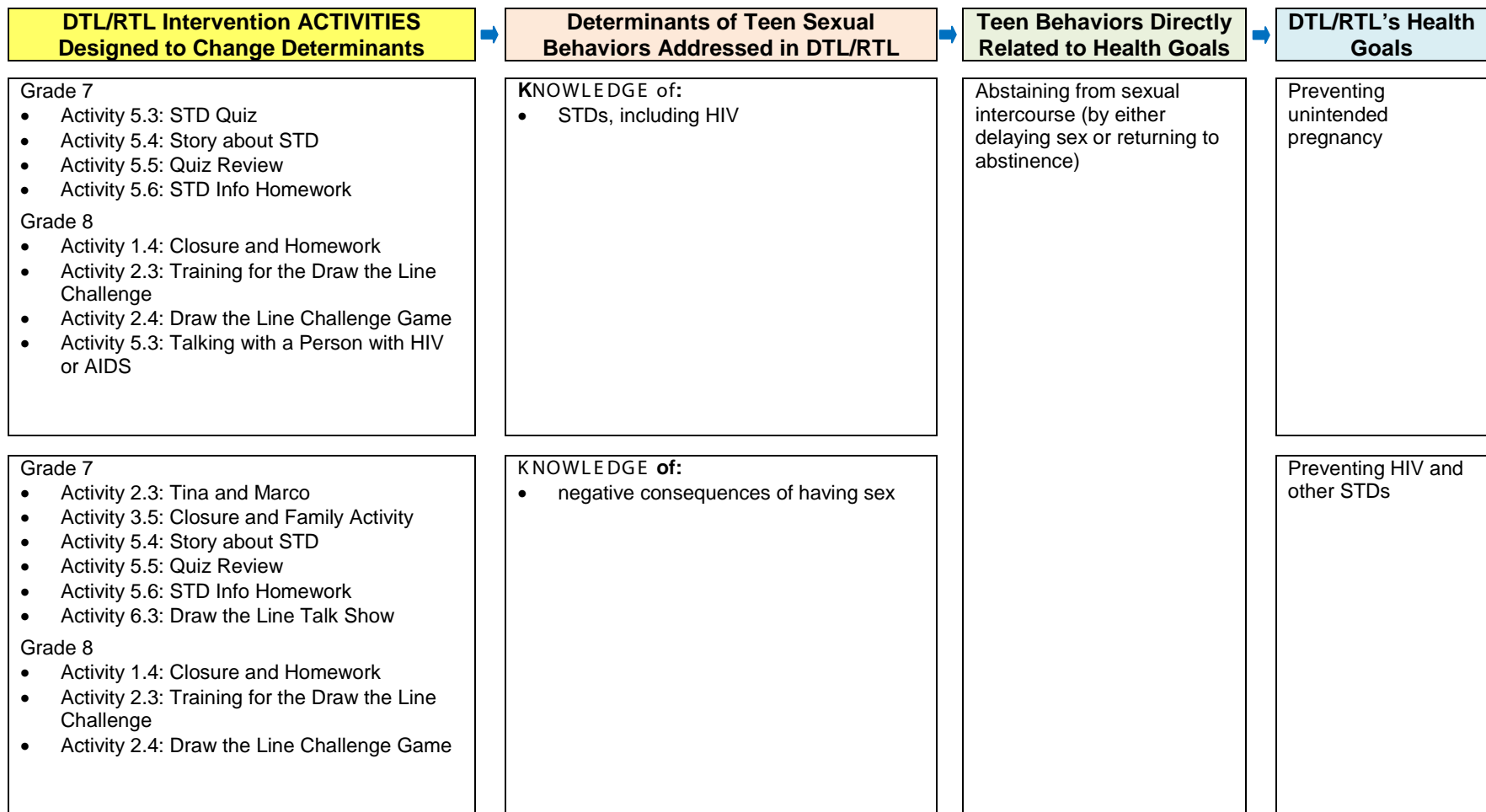
¹ Kirby, D. (2004). *BDI logic models: A useful tool for designing, strengthening and evaluating programs to reduce adolescent sexual risk-taking, pregnancy, HIV and other STDs*. Santa Cruz, CA: ETR Associates.

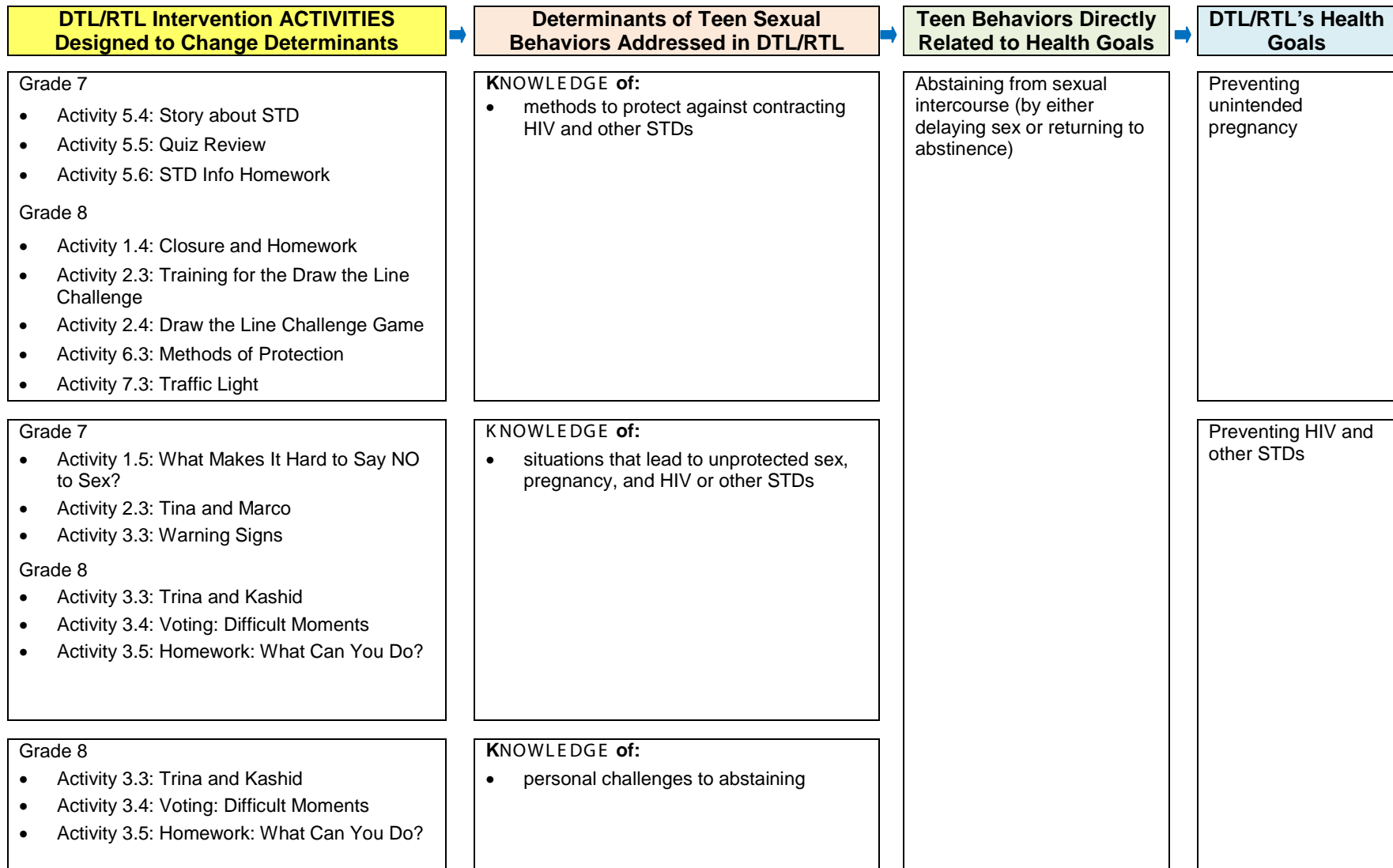
² Determinants of behaviors are sometimes also called *risk factors* and *protective factors*. For definitions, see the glossary at the end of this kit.

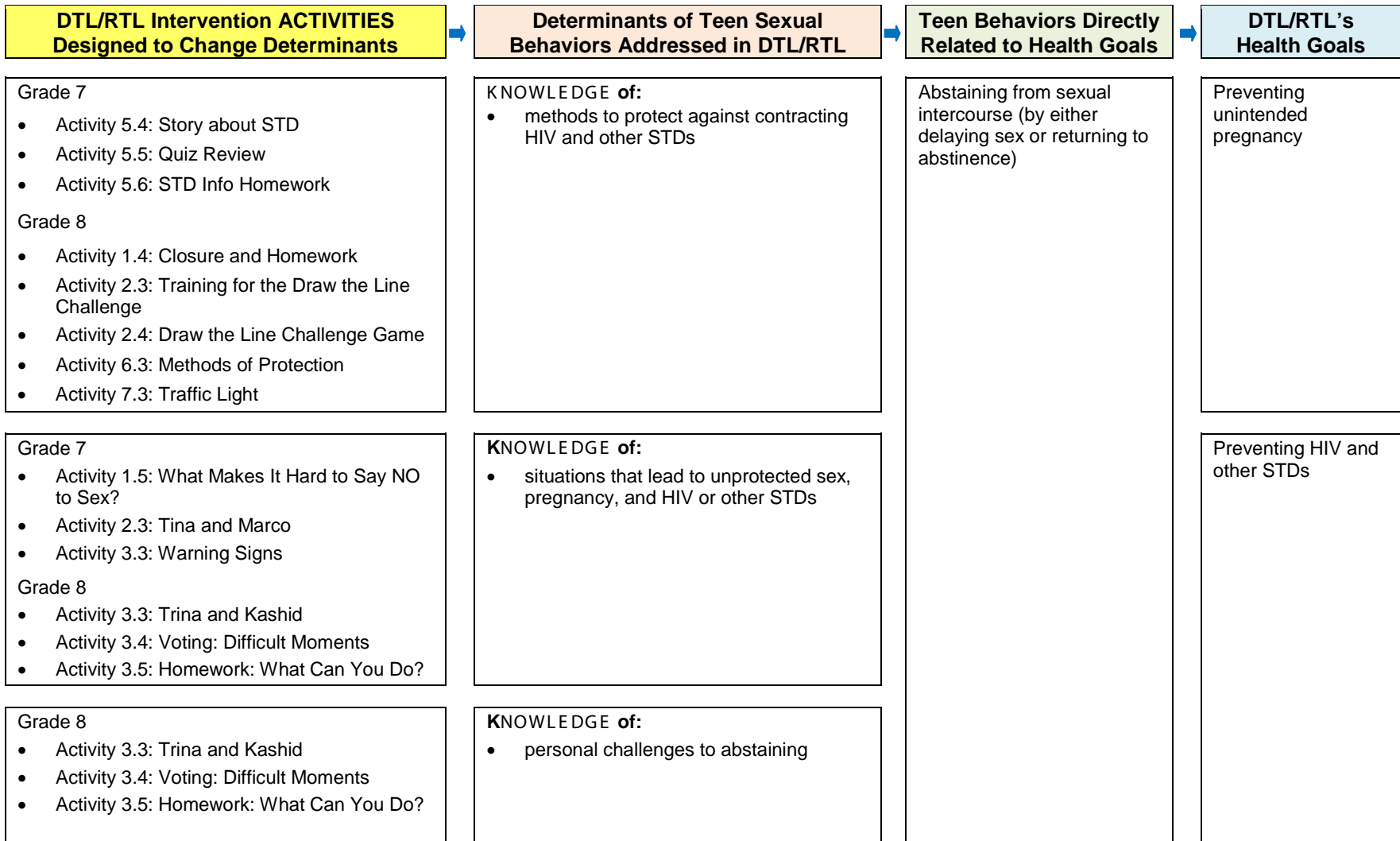
Snapshot of DTL/RTL's BDI Logic Model

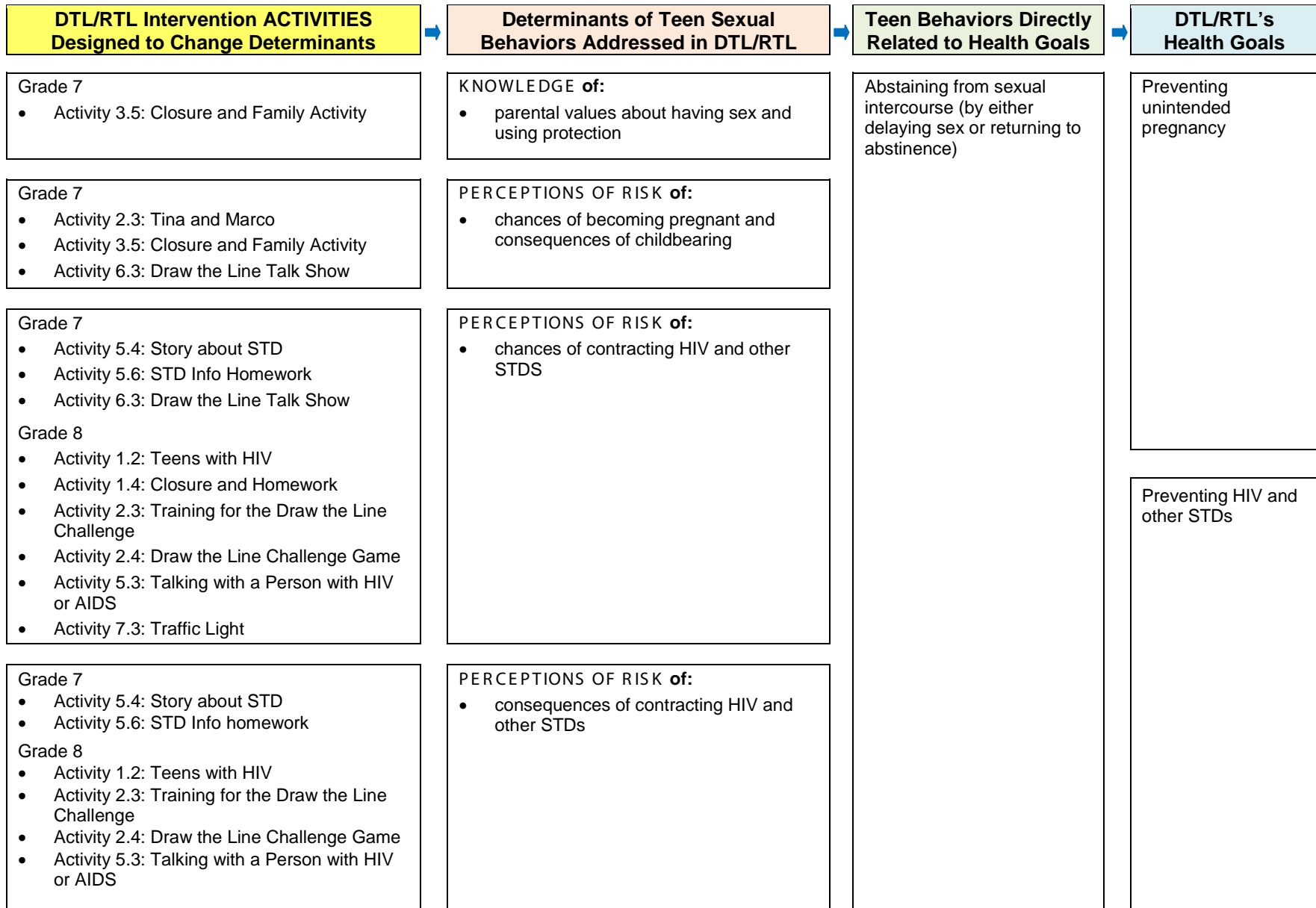


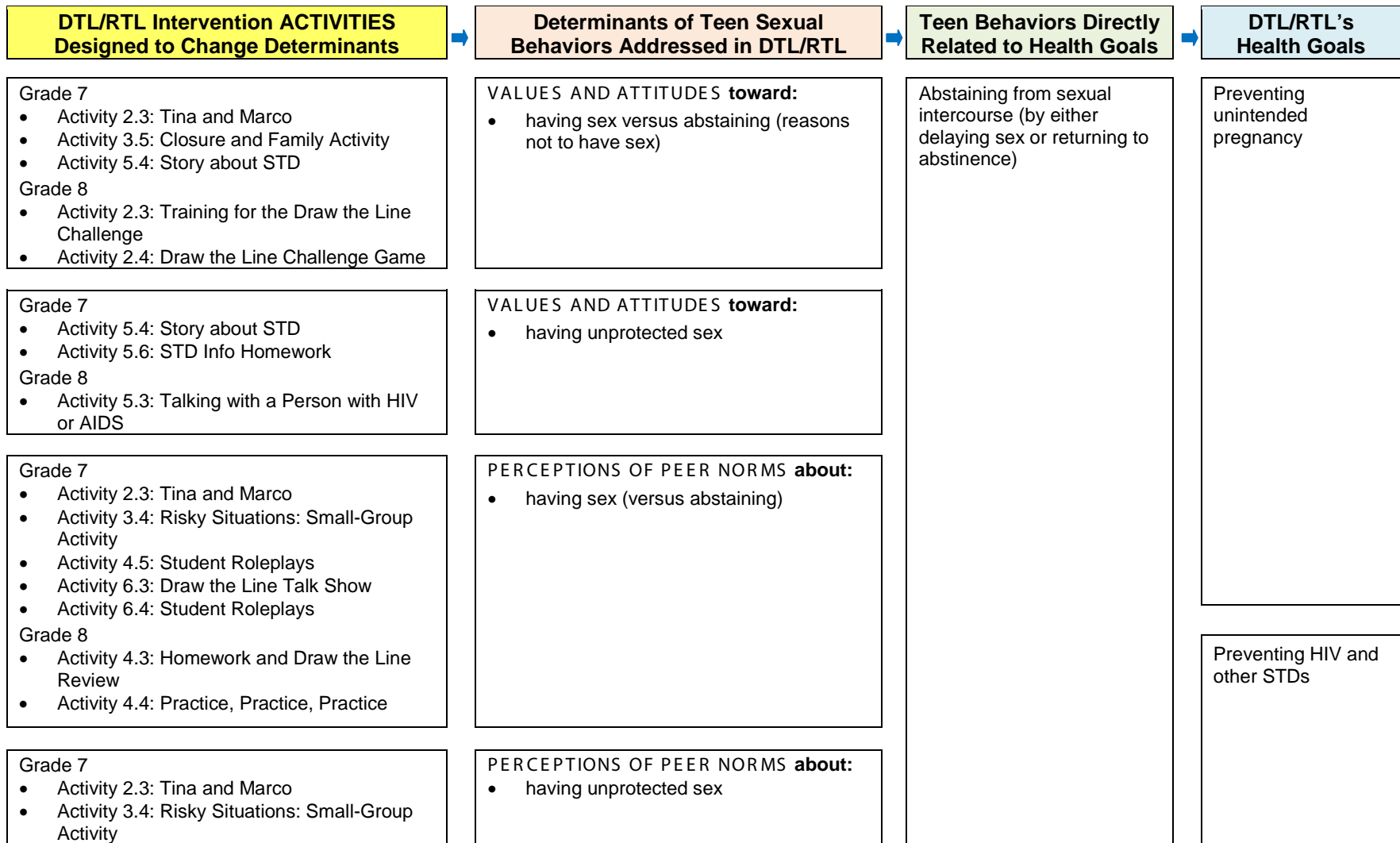
Comprehensive BDI Logic Model

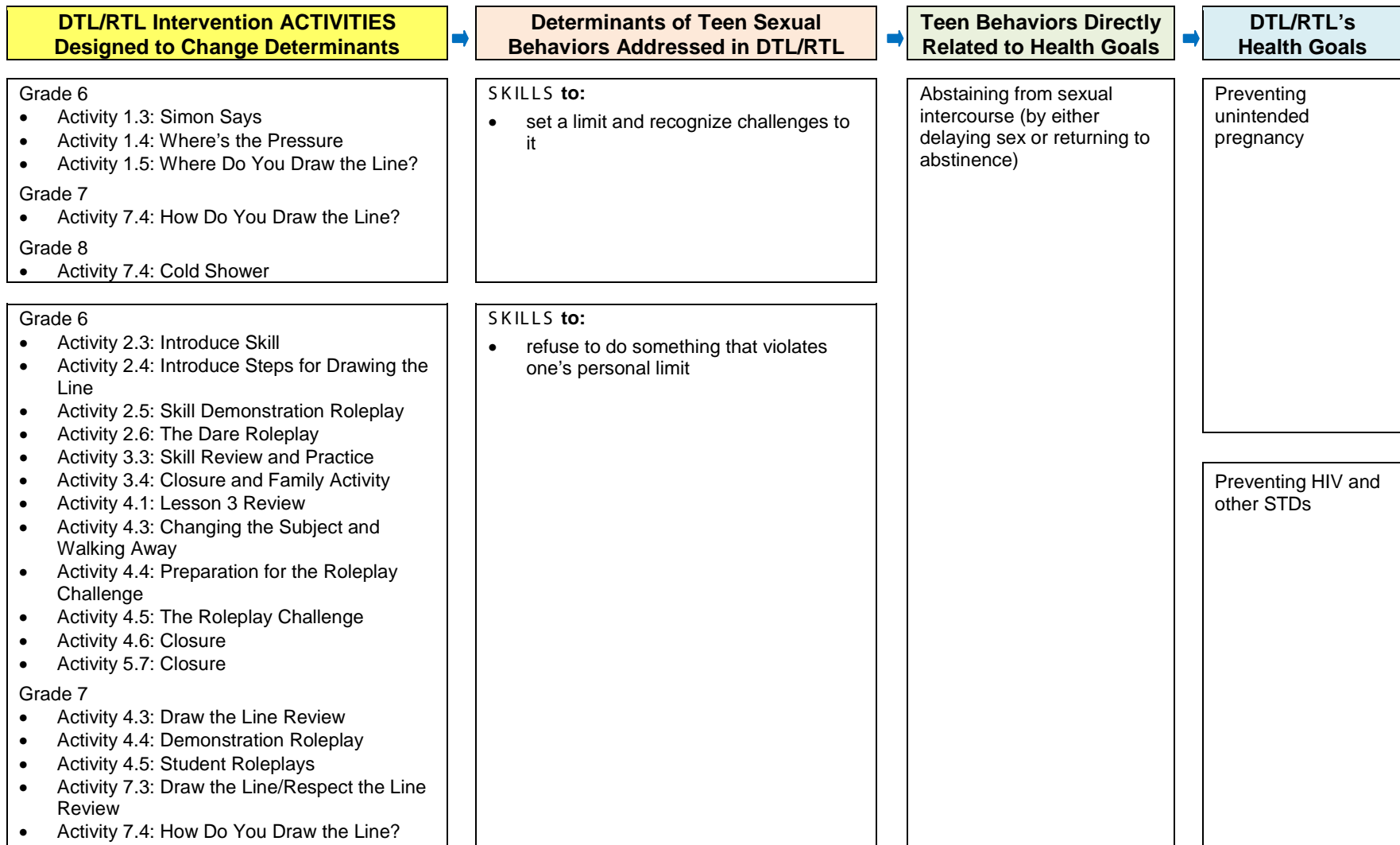


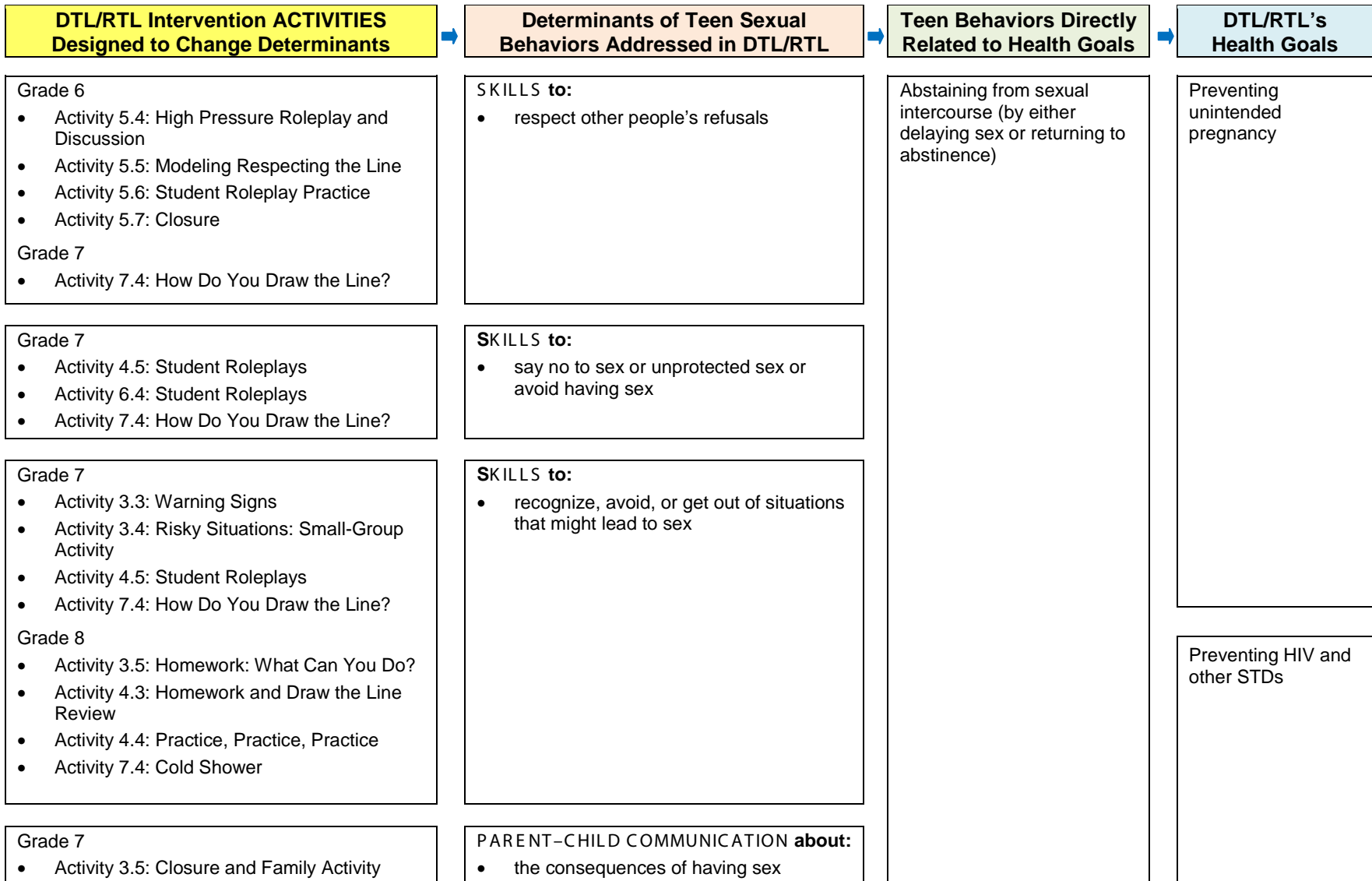


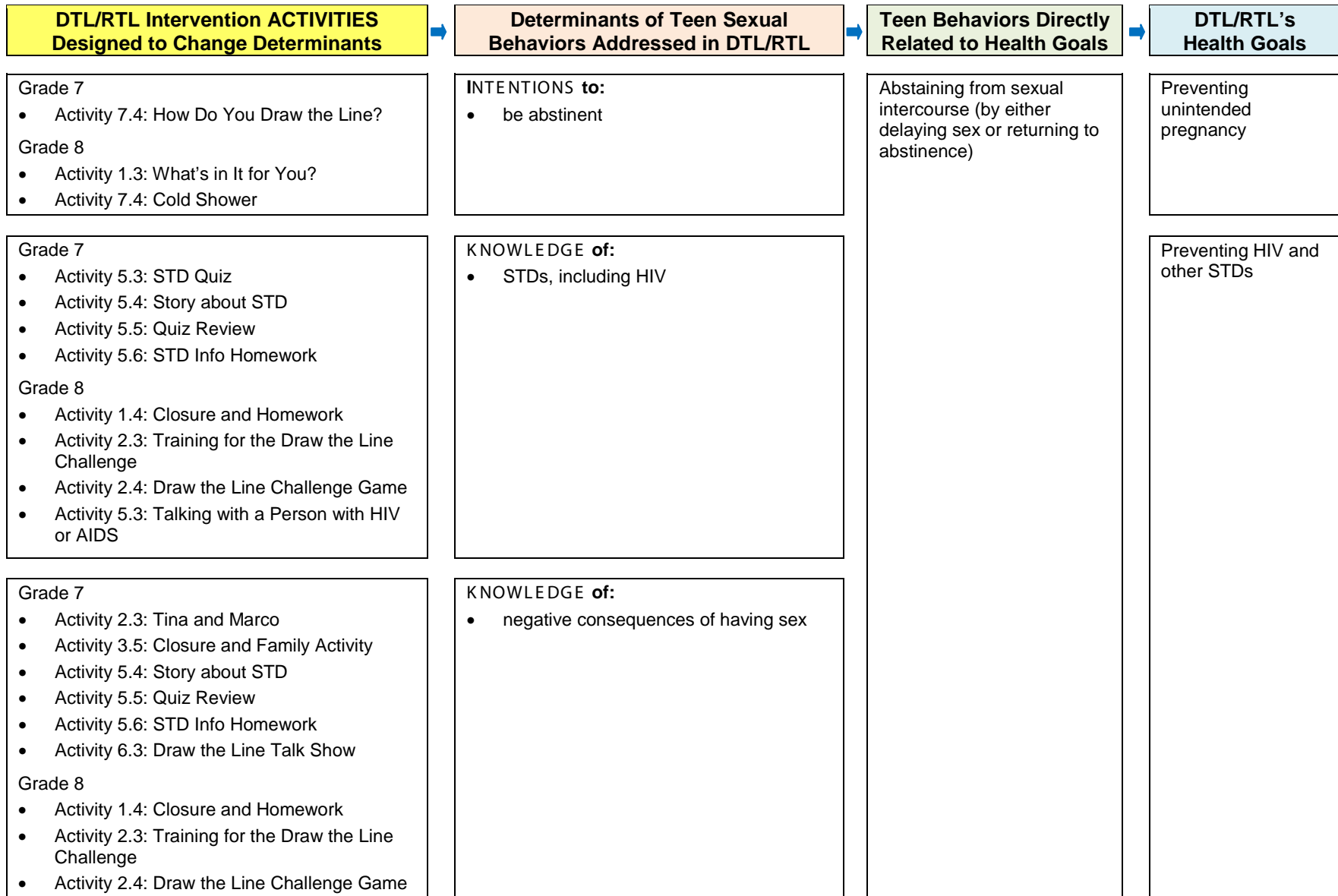


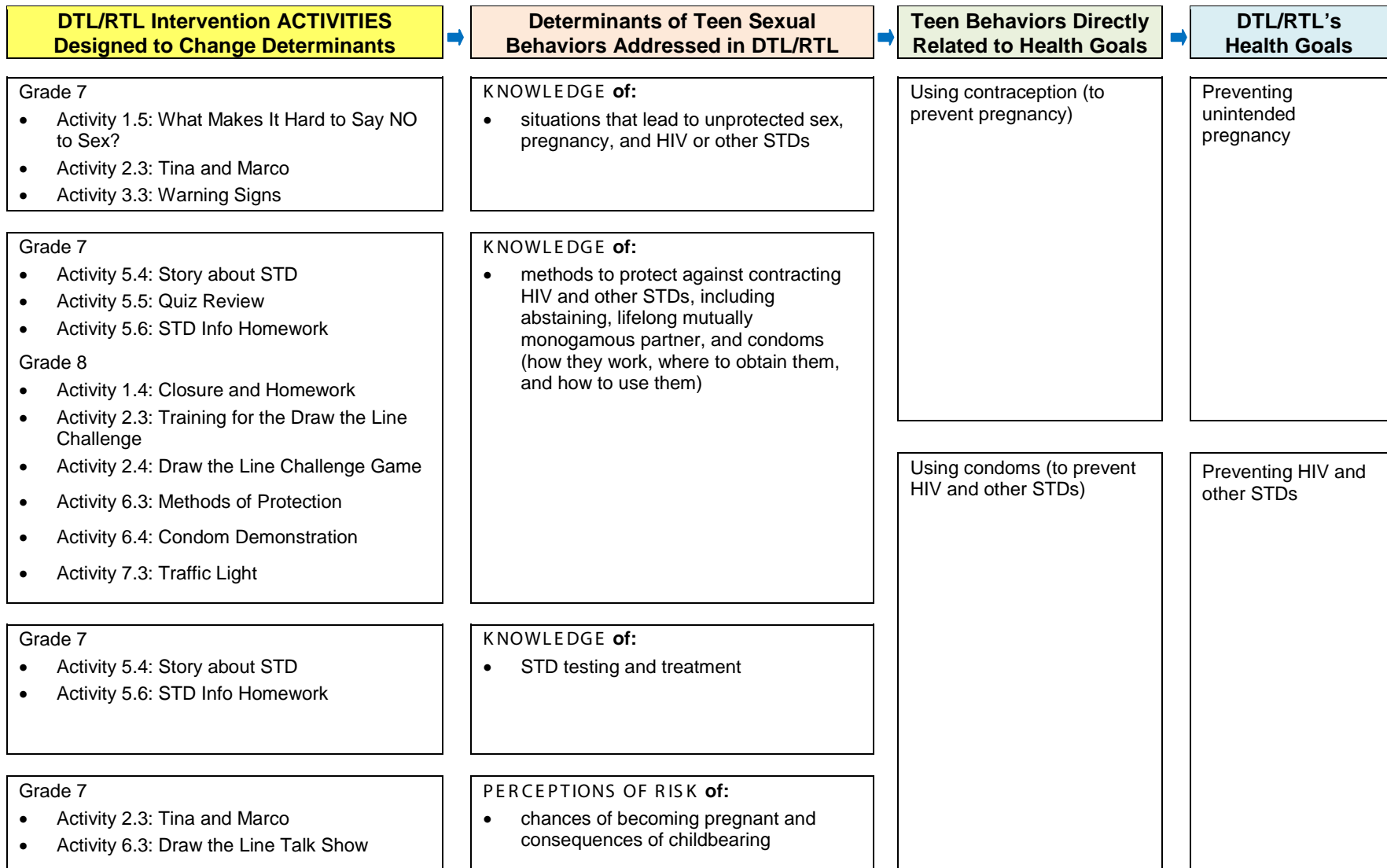


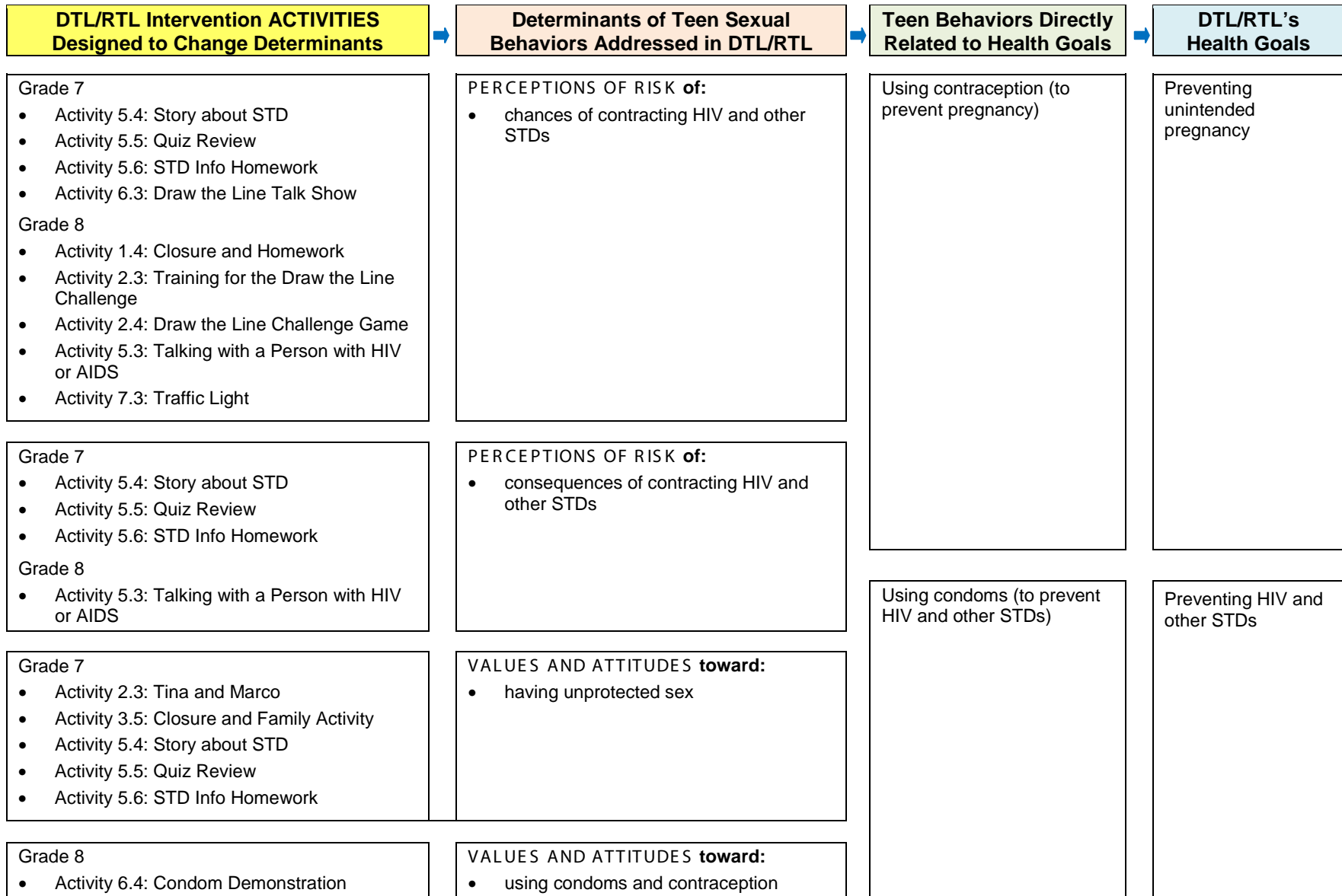


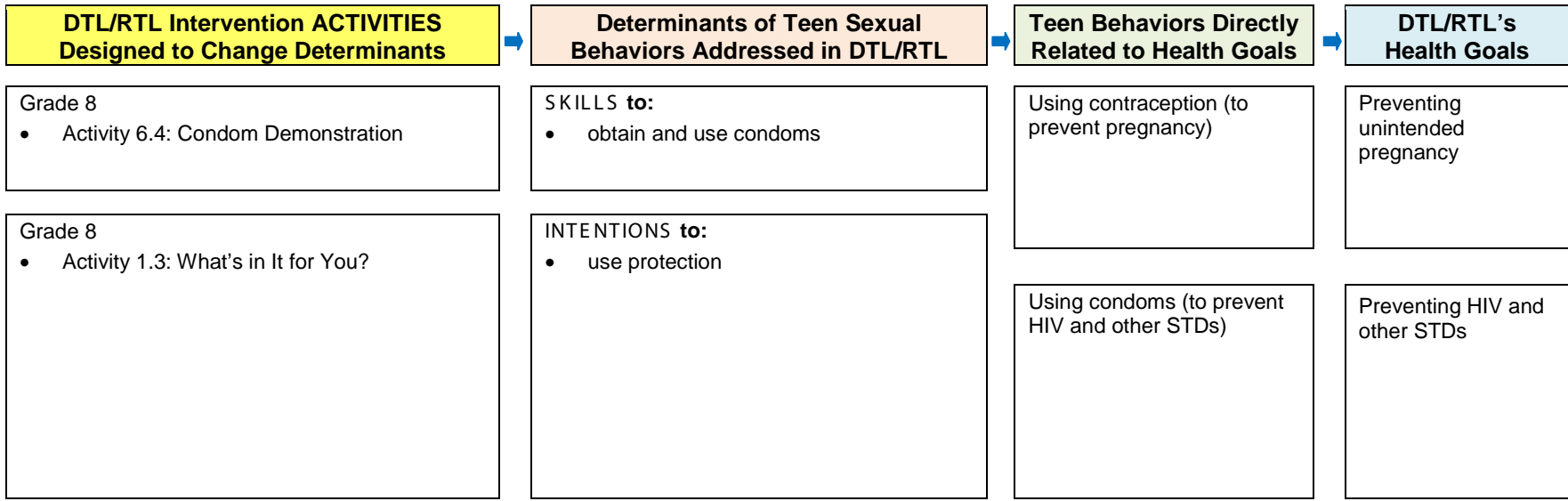












Draw the Line/Respect the Line
Core Components

Core Content Components

What are core content components?

Core content components are the essential parts of a program that relate to *what* is being taught—that is, the knowledge, attitudes, and skills addressed in the program’s learning activities that are most likely to change sexual behaviors. The core content components of a program generally map with the determinants (or risk and protective factors) addressed by the program.³

Core content components are one of three groups of components considered critical to a program’s effectiveness. The other two are core pedagogical components (the important teaching methods and strategies) and core implementation components (the program’s essential logistical elements). These components are described in the following sections.

Which health behavior change theories inform DTL/RTL’s core content components?

The guiding theories behind *Draw the Line/Respect the Line* (DTL/RTL) are Social Cognitive Theory (SCT) and Social Inoculation Theory (SIT). These theories identify the specific sexual risk and protective factors that affect sexual behavior and that were targeted throughout the program.

DTL/RTL’s Core Content Components at-a-Glance

The list below gives you an overview of the core content components of the DTL/RTL curriculum. An overview may be especially helpful when making a decision about a program’s fit with your target population and your organization’s capacity. For more detailed information about the core content components listed here, see the Core Content Components in Depth Table beginning on page 35.

KNOWLEDGE of:

- sexually transmitted diseases (STDs), including HIV/AIDS
- negative consequences of having sex
- methods to protect against contracting HIV and other STDs
- situations that lead to unprotected sex, pregnancy, and HIV or other STDs
- STD testing and treatment
- personal challenges to abstaining
- parental values about teen pregnancy and childbearing
- parental values about having sex and using protection

VALUES AND ATTITUDES toward:

- having sex versus abstaining
- having unprotected sex
- using condoms and contraception

SKILLS to:

- set a limit and recognize challenges to it
- refuse to do something that violates one’s personal limit
- respect other people’s refusals
- say no to sex or unprotected sex or avoid having sex
- recognize, avoid, or get out of situations that might lead to sex
- obtain and use condoms

³ The determinants addressed in the DTL/RTL curriculum are listed in the section on the BDI logic model. Definitions of these determinants are listed in the glossary at the end of this kit.

PERCEPTION OF RISK of:

- chances of becoming pregnant and consequences of childbearing
- chances of contracting HIV and other STDs
- consequences of contracting HIV and other STDs

PERCEPTION OF PEER NORMS about:

- having sex (versus abstaining)
- having unprotected sex

PARENT–CHILD COMMUNICATION about:

- the consequences of having sex

INTENTIONS to:

- be abstinent
- use protection

Core Content Components in Depth

Why should I use DTL/RTL's Core Content Components Table?

The following table provides an in-depth look at DTL/RTL's core content components and is a useful tool for practitioners preparing to implement and/or adapt the curriculum. By connecting activities to core content components and the underlying theories of behavior change, the table can help you better understand why DTL/RTL's developers included activities that focus on certain topics. The topics covered in DTL/RTL are not random—they were purposely selected to reflect SCT and SIT.

DTL/RTL's core content components are described in depth in a three-column table. The *first column* lists core content components organized by category. You will notice that these categories map with the determinants of sexual behavior presented in the Behavior-Determinant-Intervention (BDI) logic model.

The *second column* provides justifications or rationales for why these are considered core content components. The justifications are clearly linked to the health behavior change theories that form the foundation for DTL/RTL.

The *third column* lists activity examples from the DTL/RTL curriculum that illustrate the core content components listed in the first column. These are examples only, not an exhaustive list. For a list of each activity and the core content components it addresses, see the BDI logic model.

Understanding the link between the theories and the activities will help you implement DTL/RTL with greater fidelity and purpose. If you are considering making adaptations to DTL/RTL, you must not delete or compromise the core content components listed in this table because doing so will weaken the theory of change that has been rigorously evaluated and shown to be effective at changing youth sexual behavior. If you are considering yellow light adaptations, you may add core content components to the list provided they do not compromise the core content components listed in the table.

Core Content Components in Depth Table

Core Content Component	Justification	Curriculum Examples
<p>KNOWLEDGE of:</p> <ol style="list-style-type: none"> 1. STDs, including HIV 2. negative consequences of having sex 3. methods to protect against contracting HIV and other STDs 4. situations that lead to unprotected sex, pregnancy, and HIV or other STDs 5. STD testing and treatment 6. personal challenges to abstaining 7. parental values about teen pregnancy and childbearing 8. parental values about having sex and using protection 	<p>SCT is one of the two social science theories that inform DTL/RTL. SCT places individual behaviors in a social context—that is, the physical and social environment shapes an individual’s ability to change behavior.</p> <p>SCT suggests that, before people can change the behaviors that put them at risk for unplanned pregnancy, HIV, and other STDs, they first need basic information about STDs. They also need to know about the negative consequences of having sex, how to avoid unsafe situations, and how to protect themselves. DTL/RTL provides this information in a variety of interactive ways, including discussions, games, homework assignments, and guest speakers.</p>	<ul style="list-style-type: none"> • Grade 7, Activity 2.3: Tina and Marco (story that enables students to identify, discuss, and personalize the consequences of having and not having sex) • Grade 7, Activity 3.3: Warning Signs (activity in which students identify warning signs that a situation could lead to sex) • Grade 7, Activity 3.5: Closure and Family Activity (includes a homework assignment in which the student and an adult discuss how a pregnancy would change the student’s life) • Grade 7, Activity 5.3: STD Quiz (short quiz on STDs with answers in next activity) • Grade 7, Activity 5.6: STD Info Homework (as a homework assignment, students use toll-free number or website to find information about STDs; includes homework worksheet and STD Fact Sheet) • Grade 8, Activity 2.4: Draw the Line Challenge Game (game to review and learn information about HIV and other STDs and how they can be prevented) • Grade 8, Activity 3.4: Voting: Difficult Moments (activity that helps students recognize situations that make it difficult to stick to a limit) • Grade 8, Activity 6.3: Methods of Protection (overview of the extent to which selected methods of protection prevent HIV, other STDs, and pregnancy)

Core Content Component	Justification	Curriculum Examples
<p>VALUES AND ATTITUDES toward:</p> <ol style="list-style-type: none"> 1. having sex versus abstaining 2. having unprotected sex 3. using condoms and contraception 	<p>Students' attitudes about sexual behavior influence decision making. Activities that foster positive attitudes toward not having sex, sticking to one's personal limits, respecting others' limits, and overcoming barriers to sticking with limits are key protective factors that are incorporated in lessons throughout the DTL/RTL curriculum.</p>	<ul style="list-style-type: none"> • Grade 7, Activity 2.3: Tina and Marco (story that enables students to identify, discuss, and personalize the consequences of having and not having sex) • Grade 8, Activity 5.3: Talking with a Person with HIV or AIDS (guest speaker shares what it's like to live with HIV or AIDS) • Grade 8, Activity 6.4: Condom Demonstration (students observe and identify steps for proper condom use)
<p>SKILLS to:</p> <ol style="list-style-type: none"> 1. set a limit and recognize challenges to it 2. refuse to do something that violates one's personal limit 3. respect other people's refusals 4. say no to sex or unprotected sex or avoid having sex 5. recognize, avoid, or get out of situations that might lead to sex 6. obtain and use condoms 	<p>SCT suggests that people learn new behaviors and skills at least in part by observing the behaviors of others and gaining skills (such as the ability to say no to sexual pressure or to recognize risky situations) through practice.</p> <p>Honing one's abilities to recognize and defend against risky behavior is also one of the tenets of the other theory on which DTL/RTL is built—SIT.</p> <p>Skill building is included in activities such as games, roleplaying, demonstrations, and homework assignments; these activities help students identify and deal with risky situations, set and stick to personal limits, respect others' limits, and protect themselves.</p>	<ul style="list-style-type: none"> • Grade 6, Activity 1.3: Simon Says (game that demonstrates the importance of sticking to your personal limit) • Grade 6, Activity 4.5: The Roleplay Challenge (students roleplay in pairs using the Steps for Drawing the Line) • Grade 7, Activity 7.4: How Do You Draw the Line? (using a worksheet, students practice respecting others' limits and identifying and dealing with situations that could lead to sex) • Grade 8, Activity 3.5: Homework: What Can You Do? (students choose a difficult situation on which to work) • Grade 8, Activity 4.4: Practice, Practice, Practice (students practice communicating limits) • Grade 8, Activity 6.4: Condom Demonstration (students observe and identify steps for proper condom use)
<p>PERCEPTION OF RISK of:</p> <ol style="list-style-type: none"> 1. chances of becoming pregnant and consequences of childbearing 2. chances of contracting HIV and other STDs 3. consequences of contracting HIV or other STDs 	<p>For a curriculum to influence attitudes and behaviors, students must perceive some personal risk from their behaviors. SCT holds that part of the motivation in adopting a new behavior or skill is the anticipated benefit of doing so. Perception of risk plays an important role in making the perceived benefit both personal and worthwhile.</p>	<ul style="list-style-type: none"> • Grade 7, Activity 3.5: Closure and Family Activity (includes a homework assignment in which the student and an adult discuss how a pregnancy would change the student's life)

Core Content Component	Justification	Curriculum Examples
<p>PERCEPTION OF RISK <i>(continued)</i></p>	<p>The perception of risk is incorporated into DTL/RTL activities that make youth aware of their vulnerability (e.g., discussions of the consequences of having sex or the difficulty of resisting high-pressure situations) and the benefits of avoiding risky behavior.</p>	<ul style="list-style-type: none"> Grade 7, Activity 6.3: Draw the Line Talk Show (using a talk show format, students review information about STDs, identify consequences of having sex, and identify ways to handle sexual pressures without having sex) Grade 8, Activity 1.2: Teens with HIV (story and discussion to personalize the motivation for drawing the line) Grade 8, Activity 5.3: Talking with a Person with HIV or AIDS (guest speaker shares what it's like to live with HIV or AIDS)
<p>PERCEPTION OF PEER NORMS about:</p> <ol style="list-style-type: none"> having sex (versus abstaining) having unprotected sex 	<p>SCT sees individual behavior change as occurring within a social context, influenced by others in an individual's social environment. Therefore, people need both awareness about the social norms that influence them and access to support systems and role models within their social environments to support their new and risk-reducing behaviors.</p> <p>Activities such as roleplays and discussions reinforce the norms of choosing not to have sex, using condoms and other protection if having sex, and having and respecting limits.</p>	<ul style="list-style-type: none"> Grade 7, Activity 3.4: Risky Situations: Small-Group Activity (students practice developing ways out of situations that might lead to sex) Grade 7, Activity 6.4: Student Roleplays (roleplay in which students help friends who are facing pressure in a sexual situation) Grade 8, Activity 4.3: Homework and Draw the Line Review (activity in which students share their ideas on how to handle the six most difficult situations identified by class vote in the previous lesson)
<p>PARENT-CHILD COMMUNICATION about:</p> <ol style="list-style-type: none"> the consequences of having sex 	<p>Parents and key adults are primary influences in teen decision making, and parent-child communication is an important protective factor against risky sexual behavior. DTL/RTL addresses this determinant through homework assignments that encourage parent-child discussion of cultural and family values, intentions to avoid having sex and to get out of risky situations, and the negative consequences of risky sexual behavior.</p>	<ul style="list-style-type: none"> Grade 6, Activity 1.6: Closure and Family Activity (review of day's lesson and homework assignment to discuss values with an older family member) Grade 6, Activity 3.4: Closure and Family Activity (review of day's lesson and homework assignment to discuss with an older family member pressures facing teens) Grade 7, Activity 3.5: Closure and Family Activity (review of day's lesson and homework assignment to discuss with an older family member the consequences of getting pregnant)

Core Content Component	Justification	Curriculum Examples
<p>INTENTIONS to:</p> <ol style="list-style-type: none"> 1. be abstinent 2. use protection 	<p>Intentions are a precursor to behavior. As students discuss and explore their intentions to delay sex or use protection, they prepare to make decisions and behave in a certain way. In DTL/RTL, students' intentions to be abstinent and use protection are bolstered in a variety of interactive ways—through practice dealing with situations that could lead to sex, by making personal commitment statements, and even by drawing pictures to help them remember why they should stick to their commitments.</p>	<ul style="list-style-type: none"> • Grade 7, Activity 7.4: How Do You Draw the Line? (using a worksheet, students practice respecting others' limits and identifying and dealing with situations that could lead to sex) • Grade 8, Activity 1.3: What's in It for You? (students decide where they draw the line and prepare personal commitment statements) • Grade 8, Activity 7.4: Cold Shower (activity in which students illustrate the most important reason for sticking with their limits)

Core Pedagogical Components

What are core pedagogical components?

Core pedagogical components are the essential parts of a program that relate to *how* its content is taught. Core pedagogical components identify the teaching methods, strategies, and youth–facilitator interactions that contribute to the program’s effectiveness. Along with core content and implementation components, they are considered critical to the program’s effectiveness.

What does “pedagogy” mean?

Pedagogy is the science and art of teaching. The pedagogy used in a curriculum such as DTL/RTL refers to the methods, strategies, and techniques facilitators use to effectively transmit knowledge, values, and skills to youth participants. For example, most people have experienced what it is like to listen to a lecture. Lecture is a pedagogical method that has its place in learning but is generally not considered the most effective method for teaching about pregnancy or HIV prevention.

DTL/RTL’s Core Pedagogical Components at-a-Glance

The list below gives you an overview of the core pedagogical components of the *Draw the Line/Respect the Line* curriculum. An overview may be especially helpful when making a decision about a program’s fit with your target population and your organization’s capacity. For more detailed information about the core pedagogical components listed here, see the Core Pedagogical Components Table beginning on page 41.

Creating the Learning Environment

- Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants

Implementing the Learning Activities

- Implement all activities in sequence
- Use the varied pedagogical techniques (e.g., short lectures, brainstorming, games, small-group work, roleplays) and maintain the interactive nature of the activities to engage youth and facilitate learning
- Review learning from prior lessons and summaries at ends of lessons to enhance mastery of material and reinforce learning
- Use the embedded skill development approach that explains and models the skills, provides large-group and individual practice, and offers corrective feedback
- Use the question box technique as noted to invite anonymous questions
- Assign and encourage student homework, which is the primary vehicle for encouraging parent–child communication on key topics

Stating Key Messages

- State key messages about important values and sexual behaviors clearly and reemphasize them repeatedly. These key messages are:
 - 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

Core Pedagogical Components in Depth

Why should I use DTL/RTL's Core Pedagogical Components Table?

The following table provides an in-depth look at DTL/RTL's core pedagogical components and is a useful tool for practitioners preparing to implement and/or adapt the curriculum. The table can help you better understand the reasoning behind the teaching methods used in DTL/RTL and how to best prepare for DTL/RTL implementation. This table will also help you understand the content knowledge, facilitation skills, and comfort level you will need to implement DTL/RTL effectively, which will help you implement the curriculum with greater fidelity. If you are considering making adaptations to DTL/RTL, you must not delete or compromise the core pedagogical components listed in this table.

DTL/RTL's core pedagogical components are described on the following pages in a three-column table. The *first column* lists core pedagogical components.

The *second column* provides justifications or rationales for why these pedagogical practices are considered core components. These justifications come from descriptions found in the curriculum, published journal articles about the curriculum, and discussions with DTL/RTL's developers.

The *third column* lists examples or descriptions of each core pedagogical component from the DTL/RTL curriculum. These are examples only, not an exhaustive list.

Core Pedagogical Components Table

Core Pedagogical Components	Justification	Curriculum Examples
<p>Providing Program Introduction An overview of DTL/RTL at the beginning of each grade includes ground rules (see below), program overview, and the creation of name tents.</p>	<p>The program overview introduces the curriculum and, in grades 7 and 8, provides a brief review of what students already know or have learned about drawing/respecting the line, which helps students personalize the learning experience.</p>	<ul style="list-style-type: none"> Grade 6, Activity 1.1, pp. 13–14: Introduction and Plan for the Day Grade 7, Activity 1.1, pp. 15–16: Introduction and Plan for the Day Grade 8, Activity 1.1, pp. 15–16: Introduction and Class Rules
<p>Establishing Class Rules (or Ground Rules)</p>	<p>Students need to feel reasonably safe and comfortable asking questions, completing roleplays, and participating in other activities. Ground rules contribute to good classroom management and to a safe environment where learners feel comfortable discussing sexual topics.</p>	<ul style="list-style-type: none"> Grade 7, Activity 1.2, p. 17: Class Rules Grade 8, Activity 1.1, pp. 15–16: Introduction and Class Rules
<p>Conducting Activities in Sequence</p>	<p>Many activities build on one another and have appropriate transitions between them. Also, skill-building activities are structured according to the skill development process of first explaining and modeling the skill, then providing large-group and individual practice, and finally offering corrective feedback.</p>	<ul style="list-style-type: none"> Grade 8, Activity 4.3, pp. 55–57: Homework and Draw the Line Review (which reviews students' solutions for dealing with difficult situations) followed by Activity 4.4, pp. 58–59: Practice, Practice, Practice (which allows students to practice communicating their limits)
<p>Using Review and Summary Activities Each lesson begins with a review of key points from the previous lesson and ends with a summary of what was covered in the lesson.</p>	<p>The review at the beginning of each lesson reminds students of the previous class and sets them up for new learning. The summary at the end helps them recognize and remember the key points from the lesson. People often need to hear new information or skills multiple times before they can remember or integrate new learning.</p>	<ul style="list-style-type: none"> Grade 6, Activity 4.1, p. 53: Lesson 3 Review and Activity 4.6, p. 63: Closure Grade 8, Activity 6.1, pp. 77–78: Lesson 5 and Homework Review and Activity 6.5, pp. 85–86: Closure and Question Box
<p>Employing Interactive Strategies DTL/RTL uses a variety of interactive strategies that address multiple learning styles (brainstorming, games, small-group work, roleplays) to engage students and personalize the learning.</p>	<p>Interactive activities are more effective at involving young people, getting them to personalize information, and actually changing their behavior than are passive non-interactive activities. Also, individuals learn in different ways. Some learn more by watching; others learn by doing; and still others learn by listening. Using a variety of styles appeals to different types of learners and keeps the flow and pace interesting and fun for youth.</p>	<ul style="list-style-type: none"> Grade 7, Activity 3.4, p. 41: Risky Situations: Small-Group Activity (small groups practice developing ways out of situations that might lead to sex) Grade 8, Activity 7.4, p. 97: Cold Shower (students draw pictures to illustrate reasons to stick to their personal limits)

Core Pedagogical Component	Justification	Curriculum Examples
Providing Condom Demonstration	Studies have shown that when condom demonstrations are deleted from a curriculum, condom use is less likely to increase. Also, a condom demonstration is likely to be more effective with visual learners than a short lecture. If, however, the condom demonstration violates school guidelines, it may be replaced with a short lecture or video that provides the same information.	<ul style="list-style-type: none"> Grade 8, Activity 6.4, pp. 82–84: Condom Demonstration (demonstration of steps for proper condom use)
Conducting Roleplays	Roleplays give students the much-needed opportunity to learn about and practice new skills until they can use them effectively and comfortably. Learners are more likely to adopt skills when they clearly understand the components of the skill, know what the skill's objectives are in real life, and have had an opportunity to practice and master the skill. These steps are essential ingredients of behavior change.	<ul style="list-style-type: none"> Grade 6, Activity 4.5, pp. 60–62: The Roleplay Challenge Grade 7, Activity 6.4, pp. 79–80: Student Roleplays Grade 8, Activity 4.4, pp. 58–59: Practice, Practice, Practice
Including Homework Assignments	Most of the homework assignments encourage parent-child communication on key topics. These include cultural and family values, intentions to avoid having sex and to get out of risky situations, and the negative consequences of risky sexual behavior. Other homework assignments provide students with opportunities to gather information or personalize what they have learned.	<ul style="list-style-type: none"> Grade 6, Activity 1.6, pp. 23–24: Closure and Family Activity (review of day's lesson and homework assignment to discuss values with an older family member) Grade 7, Activity 5.6, pp. 70–71: STD Info Homework (students use a website or a toll-free number to learn more about STDs) Grade 8, Activity 5.4, p. 71: Homework: Rethinking My Feelings (as a follow-up to a presentation by a guest speaker, students reexamine their feelings about people living with HIV or AIDS)
Using Anonymous Question Box The grades 7 and 8 lessons make use of a question box.	The anonymous question technique allows students to ask sensitive questions they might not otherwise ask because they are embarrassed or afraid of being perceived as too naive or too experienced.	<ul style="list-style-type: none"> Grade 7, Activity 1.6, pp. 22–23: Question Box and Closure Grade 8, Activity 2.5, pp. 34–35: Asking Questions

Core Pedagogical Component	Justification	Curriculum Examples
<p>Being Comfortable with Topic and Demonstrations</p>	<p>The teacher must be comfortable discussing the material and providing demonstrations. Youth are very savvy at interpreting nonverbal cues that communicate embarrassment, avoidance, or shame. This type of communication sends the wrong message to youth about sexuality. To avoid putting the teacher or themselves in an uncomfortable position, students may shut down. Alternatively, some students may interpret discomfort as a weakness and use it to act out or create distractions.</p>	<ul style="list-style-type: none"> Grade 7, Activity 5.4, pp. 67–68: Story about STD Grade 8, Activity 6.4, pp. 82–84: Condom Demonstration (demonstration of steps for proper condom use)
<p>Using a Guest Speaker</p>	<p>In grade 8, students have an opportunity to hear what it's like to live with HIV or AIDS from a guest speaker and to ask questions. This experience helps students identify and personalize the chances and consequences of contracting HIV or AIDS.</p>	<ul style="list-style-type: none"> Grade 8, Activity 5.3, pp. 69–70: Talking with a Person with HIV or AIDS
<p>Giving Clear and Consistent Messages</p>	<p>An important characteristic of effective HIV prevention and sex education curricula is that they have clear and appropriate messages. DTL/RTL's primary message is that postponing sexual activity is the best choice for youth in middle school. The program, therefore, encourages students to set limits on sexual activity, not to have intercourse, and not to risk intercourse by getting into situations where sex is possible or tempting. A secondary message is that condoms are a safer choice than unprotected sex.</p>	<ul style="list-style-type: none"> These messages are emphasized in nearly every activity.

Core Implementation Components

What are core implementation components?

Core implementation components are the essential logistical elements of a program that lead to an environment that is conducive to learning. These include program setting, facilitator-to-youth ratio, and the dosage and sequence of sessions. Core implementation components (along with core content and pedagogical components) are considered critical to the program's effectiveness.

DTL/RTL's Core Implementation Components at-a-Glance

The list below gives you an overview of the core implementation components of the *Draw the Line/Respect the Line* curriculum. An overview may be especially helpful when making a decision about a program's fit with your target population and your organization's capacity. For more detailed information about the core implementation components listed here, see the Core Implementation Components Table beginning on page 47.

Implementation Schedule

- Ideally, lessons should be taught 2–3 times per week.
- All 19 lessons should be taught in sequence, 5 in grade 6, 7 in grade 7, and 7 in grade 8.
- Lessons should last at least 45 minutes.
- The ideal class size is between 10 and 35 youth.

Preparation

- If implemented in a school setting, appropriate approval should be obtained from the school and parents. If implemented out of school, appropriate approval should be obtained from the host organization and parents, and steps should be taken to successfully recruit youth.
- The educators should be adequately trained and experienced to teach the content, implement the interactive activities, lead roleplays, and discuss the sexual topic comfortably.

Audience and Setting

- DTL/RTL should be implemented in a school setting or in after-school setting where the instruction resembles the instruction in the classroom.
- DTL/RTL was designed for grades 6–8 or for participants between ages 11 and 13; the content is developmentally tailored for these grade levels.

Core Implementation Components in Depth

Why should I use DTL/RTL's Core Implementation Components Table?

The following table provides an in-depth look at the program's core implementation components and is a useful tool for practitioners preparing to implement and/or adapt the curriculum. The table can help you better understand how to set the stage and prepare for DTL/RTL implementation and, as a result, implement the curriculum with greater fidelity. If you are considering making adaptations to DTL/RTL, you must not delete or compromise the core implementation components listed in the table. If you are considering yellow light adaptations, you may add core implementation components to the list provided they do not compromise the components listed in the table.

DTL/RTL's core implementation components are described on the following pages in a two-column table. The *first column* lists core implementation components. The *second column* provides justifications or rationales for why these implementation practices are core components. These justifications come from descriptions found in the curriculum, published journal articles about the curriculum, and discussions with the curriculum's developers.

Core Implementation Components Table

Core Implementation Components	Justification
DTL/RTL was designed for grades 6–8 or for participants between ages 11 and 13.	What is most important is that the curriculum be appropriate to the sexual experience of the learners. If the learners are too young, the information may not delay their initiation of sex because they would not be having sex anyway. If they are too old, they are likely to be sexually experienced already and the activities encouraging them to delay sex or not to have sex may be less effective.
DTL/RTL activities should be implemented two or three times per week.	Teaching the lessons two or three times per week is ideal. If lessons are taught only one day per week, learners may forget material from the previous week. Lessons taught every day may not give students adequate time between sessions to reflect on what they are learning.
The ideal group size for DTL/RTL is between 10 and 35 youth who attend consistently.	If fewer than 10 learners are in the class at a time, some of the activities may not be effective. If there are too many students (e.g., more than 35), the class size may be difficult to control during some activities such as roleplaying and some of the activities might not be covered in the allotted time. The majority of students should participate in most classes. Those who do not attend consistently will miss important activities, lessons, and skills practice that are needed for subsequent classes. Therefore, the program will most likely not be as effective as it could be.
DTL/RTL should be implemented in a school setting or in an after-school setting if the instruction resembles classroom instruction.	DTL/RTL was evaluated in a school classroom setting, but it may be effective in after-school settings if most learners attend all classes and participate in activities and they are not disrupted by other events or people coming into or out of the room. Incentives may be needed to encourage most participants to complete homework assignments. It is also important that necessary steps are taken to recruit youth for an after-school program. Otherwise, there may not be enough youth participating and the program will not be effective.
Sessions should be at least 45 minutes long.	DTL/RTL was designed for 45-minute or longer sessions. If classes are shortened, then activities must be cut or time for discussion, reflection, personalization, review, and so forth must be shortened. Any of these changes can reduce effectiveness.

Core Implementation Components	Justification
<p>All 19 lessons should be taught in sequence: 5 in grade 6, 7 in grade 7, and 7 in grade 8.</p>	<p>DTL/RTL's classes and activities are presented in a particular order with each lesson building on the previous one and each year building on the previous year. The first year focuses on setting limits and learning skills to maintain and enforce those limits. The second year applies the skills to set and enforce limits to sexual relations; it is designed to increase awareness of the risk of pregnancy, HIV, and other STDs from sexual activity. The third year reinforces perceptions of risk and refusal skills and introduces condoms as a method of protection.</p>
<p>Approvals from the school or host organization and parents should be obtained before beginning the curriculum.</p>	<p>Sexuality education is a controversial topic. Thus, it is important to fully inform the school or host organization about the curriculum and its contents and to obtain appropriate approval. Not doing so may cause the program to be terminated. Also, parents should be notified that their children are receiving sex education. This is particularly important for DTL/RTL because it includes homework assignments to talk to parents or other trusted adults about sexual behavior.</p>
<p>The educators implementing DTL/RTL should be adequately trained and experienced so that they are knowledgeable about the curriculum and comfortable leading interactive activities such as roleplays and discussing sexual topics.</p>	<p>Unless teachers have considerable experience with a very similar curriculum, they may not be familiar with the content, may not know how to implement particular DTL/RTL activities, may not be skilled at implementing participatory activities such as roleplaying, or may not be comfortable discussing the sexual topics. Proper training can help meet all of these needs.</p>

Draw the Line/Respect the Line
Green/Yellow/Red Light Adaptations

This section details the ways in which the *Draw the Line/Respect the Line* (DTL/RTL) curriculum may be adapted and customized, both in general and by specific activity.

Curriculum developers recognize that evidence-based interventions such as DTL/RTL can and should be adapted to better meet the needs of specific populations. However, when these adaptations move beyond “tweaking” to significantly affect a program’s core content, implementation, or pedagogical components, they become a reinvention, not an adaption, of the program. Reinventions generally require much higher level investments of time and effort to maintain the effectiveness of the intervention and fidelity to its goals.

The adaptations discussed in this kit fall into three categories: green (go for it), yellow (proceed with caution and guidance), and red (avoid). For the most part, the adaptations in the red category are the ones that require major revisions to ensure that the reinvented program addresses the same risk behaviors and that results are similar to those of the original intervention.

General Adaptations

The general adaptations listed below pertain to DTL/RTL as a whole rather than to specific lessons or activities. The list of general adaptations is followed by a table that lists specific green, yellow, and red light adaptations for each lesson.

General Green Light Adaptations: Go for It!

- Lengthening each class to 55 minutes or more to increase discussion and debriefing times WITHOUT cutting the number of classes in each grade level**
Lengthening classes allows more time for review of previous lessons, discussions, questions, personalization activities, roleplay practice, and other activities.
- Using educators who are not the same race/ethnicity or gender of the students**
- Having regular classroom teachers teach the curriculum instead of specially trained outside educators**
When DTL/RTL was evaluated, it was taught by trained educators. However, well-trained teachers who can relate to youth should be able to implement DTL/RTL without loss of effectiveness.
- Changing the title so that it better reflects the students/community**
If another name resonates better with the youth being served than *Draw the Line/Respect the Line*, then you can change the name. However, the original title should be acknowledged in all publications.
- Tailoring the content so that it is more appropriate for different populations and/or learning styles (e.g., adding more visual aids, modifying names or settings in roleplays)**
Tailoring the content for your particular learners can increase its effectiveness, if done carefully. You can make minor adaptations (e.g., changing characters’ names or locations in roleplays) to help your learners relate to the content, provided you do not change the basic ideas and skills in the activities.
- Updating statistics and facts**
Updating statistics and facts about youth sexual behavior, the risk of pregnancy and sexually transmitted diseases (STDs), the effectiveness of condoms or other methods of contraception, and other information is encouraged both to keep the curriculum up to date and to increase its accuracy.

General Yellow Light Adaptations: Proceed with Caution (and Guidance)

- **Changing the setting from a school to an after-school program**

DTL/RTL was evaluated in a school classroom setting, but it may be effective in after-school settings if the instruction resembles the instruction in the classroom—that is, if most learners attend all classes and participate in activities, if they are attentive, and if they are not disrupted by other events or people coming into or out of the room. Incentives may be needed to encourage youth to complete homework assignments. Also, to ensure that a sufficient number of youth participate, an effective recruitment process is important.
- **Implementing DTL/RTL with youth younger than 10 or older than 14**

DTL/RTL was designed for grades 6–8 for participants between ages 11 and 13, and the content is developmentally tailored for these grade levels. It could be used with slightly older youth (i.e., beginning in grade 7 instead of grade 6) in some communities provided it is appropriate to the sexual experience of the learners.
- **Teaching DTL/RTL only 1 day per week or 4 or 5 days per week or in a block schedule format**

Reducing or increasing the frequency of lessons from the ideal of two to three lessons per week may reduce the program’s effectiveness. If lessons are taught only 1 day per week, learners may need additional time to review material from the previous week. If lessons are taught every day, they may require additional time for reflection. Also, learners may become less attentive and will have little or no time for reflection between sessions when back-to-back lessons are taught in block schedules.
- **Changing the sequence of the lessons or the activities within each lesson**

The grade levels, lessons, and activities in DTL/RTL were carefully constructed to follow a particular order and build on one another. Changing the sequence could reduce the curriculum’s effectiveness.
- **Implementing with groups that are too small (6–8) or too large (35+)**

The ideal class size is between 10 and 35 students. With too few students, the class may lack the level of energy needed to keep the activities interesting and lively, and too many students may be hard to control or attend to in the time allotted.
- **Using peers to help implement the curriculum**

Using peers to help implement activities can improve effectiveness if the peers are properly selected and trained as appropriate and if they are chosen to help with appropriate activities (e.g., modeling a roleplay).
- **Adding video to supplement the content of the lessons**

Adding videos can increase effectiveness if they do not replace other activities or shorten time allocated for other activities.
- **Adding other health goals that contradict, compete with, or dilute the program’s focus**

If students are given messages about many behaviors (e.g., sexual behavior, tobacco use, alcohol use, drug use, nutrition, exercise, violence), the impact of the message about any one of these behaviors may be diluted by the other messages; students may become less attentive and less open to the messages about sexual behavior.
- **Adding activities to address additional risk and protective factors**

After conducting an assessment of youth, you may learn that other important determinants of sexual risk-taking behavior are not addressed in DTL/RTL that should be addressed. For example, you may

learn that your students have very little knowledge about basic reproductive anatomy and physiology and would benefit from having this foundation before talking about sexual intercourse and condom use. Or, if alcohol use is prevalent among the group, you may want to add activities to address this problem. Although it is possible to add activities to address other topics, adding too many new activities or sessions could make the program too long and cause retention problems. And, of course, if you add activities to address additional risk and protective factors, you should determine whether the activities can have a marked impact on that new factor and whether that factor has a marked impact on the sexual risk behavior. A curriculum or health behavior theory specialist can assess how much additional time is appropriate to add for the activities and how the activities might be designed. In any case, you must exercise extreme caution when adding activities; trying to accomplish too many objectives with one program can dilute DTL/RTL's positive outcomes (and may tilt your adaptation from "tweaking" to "reinvention").

- **Replacing the condom demonstration with a short lecture on how to use condoms**
Because the condom demonstration is visual, it is probably more effective than a short lecture. If the condom demonstration violates school guidelines, then it can be replaced with a short lecture or video providing the same information.
- **Tailoring lessons so that short lectures are substituted for interactive activities and/or roleplay skills practice**
Many studies indicate that interactive activities are more effective than passive, noninteractive activities at involving youth, getting them to personalize information, and actually changing their behavior.

General Red Light Adaptations: Avoid

- **Eliminating lessons or activities (e.g., lesson introductions and summaries, skills practice, condom demonstration)**
DTL/RTL is structured into 19 lessons. Research studies of other curricula demonstrate that deleting activities or lessons can reduce their effectiveness. As demonstrated by the logic model, every activity is designed to affect an important risk and protective factor that, in turn, affects sexual risk behavior. Omitting one or more of the classes will dilute the program's ability to address one or more of these factors and, therefore, will reduce its overall effectiveness.
- **Shortening each class to less than 45 minutes**
DTL/RTL was designed for 45-minute or longer lessons. It is not possible to cover all of the material in a lesson in a shorter amount of time without cutting activities or time for discussion, reflection, personalization, and review. Any of these changes can reduce effectiveness.
- **Failing to notify authorities and parents and obtain appropriate approvals**
Sexuality education is a controversial topic, so it is important to fully inform the school or the host organization and parents about the curriculum and its contents and to obtain appropriate approvals. Parental notification is particularly important for DTL/RTL because many of the homework assignments focus on parent–child communication about values and sexual behavior.
- **Failing to adequately train DTL/RTL implementers**
Unless teachers have considerable experience with a very similar curriculum, they may not be familiar with the content, may not be skilled at implementing interactive activities such as roleplays, or may not be comfortable discussing sexual topics, all of which can detract from the effectiveness of

the curriculum. Proper training can ensure that teachers have the skills they need to implement the curriculum effectively.

- **Not implementing the appropriate classroom management techniques (e.g., ground rules, praise and reinforcement, clear instructions for individual and group work)**
Students need to feel reasonably safe and comfortable asking questions, completing roleplays, and participating in other activities. Ground rules and other classroom management techniques contribute to a safe environment, which is critical to the effectiveness of the program. Without appropriate classroom management, activities may become chaotic and students may not be as attentive as they should be or may not participate fully.
- **Failing to reinforce messages about setting and sticking to personal limits and respecting others' limits**
Emphasizing a clear message about behavior is one of the most important characteristics of effective programs. Therefore, it is very important to emphasize the message of DTL/RTL, namely, that young people should set limits and stick to those limits. Abstinence is the safest choice; condoms are safer than unprotected sex.
- **Implementing DTL/RTL in an after-school program without using effective methods to recruit youth**
Without effective recruitment strategies, there may be too few students in the class, and, as a result, some of the activities may not be effective.
- **Implementing DTL/RTL in a setting/manner so youth don't consistently attend lessons**
Classes must be implemented in locations and at times that allow most youth to participate in most classes. Otherwise, they will miss important activities and sessions that provide the information, lessons, and skills practice they need in subsequent classes.

Lesson-Specific Adaptations

The lesson-specific adaptations in the Green and Yellow columns are options the developers and curriculum reviewers agree do not jeopardize the intended outcomes. The Red column includes explanations for why some lessons—or significant elements of them—should *not* be adapted. As with the general adaptations above, the adaptations listed in the Red column should be avoided.

Grade 6

Grade 6 Lesson	Green	Yellow	Red
Lesson 1: Draw the Line/Respect the Line	<ul style="list-style-type: none"> ✓ If the word “rules” has a negative connotation, the educator can substitute “group agreements” for “class rules.” ✓ Educators can modify the statements in the Simon Says game to make them more appropriate for their youth, provided statements include actions that are BOTH easy and a little uncomfortable to do; the goal is to select activities that allow students to make decisions on where they draw the line. ✓ Educators can modify the activities on Worksheet 1.5 so that they are relevant for the youth they serve provided the list includes low-, medium-, and high-risk situations that are non-sexual (sexual limits are introduced in grade 7). ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and so forth. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. Deleting or changing the order of activities may reduce the effectiveness of the curriculum. ✓ Shortening the lesson to less than 45 minutes. ✓ Changing the group discussion and interactive parts of the lesson to a lecture format.
Lesson 2: Steps for Drawing the Line—Part 1	<ul style="list-style-type: none"> ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, questions, debriefing, and personalizing activities. ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the settings, details of the situation, and so forth, provided the roleplay demonstrates a situation in which youth have to say no in pressure situations. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the brainstorming, roleplay activities, or individual work to a lecture format. ✓ Changing Steps 1 and 2 for Drawing the Line.

Grade 6 Lesson	Green	Yellow	Red
Lesson 3: Steps for Drawing the Line— Part 2	<ul style="list-style-type: none"> ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, questions, debriefing, and personalizing activities. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the pair skills practice or large-group discussion to a lecture format. ✓ Changing Steps 3 and 4 for Drawing the Line.
Lesson 4: The Roleplay Challenge	<ul style="list-style-type: none"> ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the names of the Carlos and Amanda characters. ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the setting and/or the details of the situation provided the roleplay demonstrates a situation in which youth have to say no in pressure situations using the Steps for Drawing the Line. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and roleplay practice. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the 4 steps for Drawing the Line. ✓ Changing the roleplay activity to a lecture format. Roleplay is an effective method of teaching skills and improving confidence.
Lesson 5: Friends Respect the Line	<ul style="list-style-type: none"> ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the settings, details of the situation, and so forth provided the roleplays require youth to respond in a way that shows respect for another person's limits. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and personalizing information. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the roleplay activity to a lecture format. Roleplay is an effective method of teaching skills and improving confidence.

Grade 7

Grade 7 Lesson	Green	Yellow	Red
Lesson 1: Welcome	<ul style="list-style-type: none"> ✓ If the word “rules” has a negative connotation, the educator can substitute “group agreements” for “class rules.” ✓ Educators can change the names of the James and Alana characters in Worksheet 1.5 to make them more relevant to the youth they serve. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and so forth. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. Deleting or changing the order of activities may reduce the effectiveness of the curriculum. ✓ Shortening the lesson to less than 45 minutes. ✓ Changing the interactive parts of the lesson to a lecture format.
Lesson 2: Reasons for Not Having Sex	<ul style="list-style-type: none"> ✓ Educators can change the names of the Tina and Marco characters to make them more relevant to the youth they serve. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, questions, debriefing, and personalizing activities. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the interactive worksheets and individual work to a lecture format.
Lesson 3: Handling Risky Situations	<ul style="list-style-type: none"> ✓ Educators can change the names of the Tina and Marco characters to make them more relevant to the youth they serve. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, questions, debriefing, and personalizing activities. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the interactive worksheets and small-group work to a lecture format. ✓ Changing the Warning Sign Scenarios so that they don't reflect situations that illustrate increased risk.

Grade 7 Lesson	Green	Yellow	Red
Lesson 4: Drawing the Line in Situations That Could Lead to Sex	<ul style="list-style-type: none"> ✓ Educators can change the names of the Samuel and Elena characters to make them more relevant to the youth they serve. ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the settings, details of the situation, and so forth, provided the roleplays demonstrate a situation in which youth have to say no to sexual advances using the Steps for Drawing the Line. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and roleplay practice. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the 4 steps for Drawing the Line. ✓ Changing the roleplay activities to a lecture format. Roleplay is an effective method of teaching skills and improving confidence.
Lesson 5: STD Facts	<ul style="list-style-type: none"> ✓ Updating statistics and facts about STDs is encouraged to keep the curriculum accurate; updating the STDs covered to reflect current trends is also acceptable. ✓ Educators can change the names in Shannon's story to make them more relevant to the youth they serve. ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the settings, details of the situation, and so forth, provided the roleplays demonstrate a situation where both a boy and a girl have to say no to sexual advances using the Steps for Drawing the Line. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and personalizing information. 	<ul style="list-style-type: none"> ✓ Adding an up-to-date video about STDs in place of Shannon's Story, provided it does not replace other activities or shorten the time allocated to the activities already in the lesson. ✓ Adding age-appropriate information about reproductive anatomy and physiology might be beneficial if youth do not have this information. However, the educator should be careful not to add too many topics that could make the course too long and cause retention problems. 	<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the STD Quiz and/or Story About STD to a lecture format.

Grade 7 Lesson	Green	Yellow	Red
Lesson 6: STD and Relationships	<ul style="list-style-type: none"> ✓ Educators can change the names of the Serena, Christina, Carl, and Hector characters in the Talk Show script, role cards, and student roleplays to make them more relevant to the youth they serve. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and roleplay practice. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the Talk Show and roleplay activities to a lecture format.
Lesson 7: Making a Commitment			<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the Draw the Line Review and practice to a lecture format.

Grade 8

Grade 8 Lesson	Green	Yellow	Red
Lesson 1: HIV and Teens	<ul style="list-style-type: none"> ✓ If the word “rules” has a negative connotation, the educator can substitute “group agreements” for “class rules.” ✓ Updating statistics and facts about HIV is encouraged to keep the curriculum up to date and accurate. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and so forth. ✓ Using a video that features interviews with young people who have HIV/AIDS in addition to or instead of Worksheet 1.2 (My Story). 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. Deleting or changing the order of activities may reduce the effectiveness of the curriculum. ✓ Dropping the discussion of mandated reporting. ✓ Shortening the lesson to less than 45 minutes. ✓ Changing the interactive parts of the lesson to a lecture format.
Lesson 2: Draw the Line Challenge	<ul style="list-style-type: none"> ✓ Educators can change the names in the Situation Category of the Challenge Game to make them relevant to the youth they serve. ✓ Updating the answers about HIV and other STDs in the Draw the Line Challenge Game is encouraged to keep the information accurate. The latest information can be found at www.cdc.gov. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, questions, debriefing, and personalizing activities. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the Draw the Line Challenge Game to a lecture format about HIV.

Grade 8 Lesson	Green	Yellow	Red
<p>Lesson 3: Difficult Moments</p>	<ul style="list-style-type: none"> ✓ Educators can change the names of the Trina and Kashid characters to make them more relevant to the youth they serve. ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the settings, details of the situation, and so forth, provided the roleplays demonstrate a situation where youth have to say no to sexual advances using the Steps for Drawing the Line. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, questions, debriefing, and personalizing activities. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the interactive discussions and activities to a lecture format.
<p>Lesson 4: Sticking to Your Limit</p>	<ul style="list-style-type: none"> ✓ Educators can change the names of the Kia, Riko, Carlile, and Skyler characters to make them more relevant to the youth they serve. ✓ Educators can make the roleplay situations more relevant to the youth they serve by changing the settings, details of the situation, and so forth, provided the roleplays demonstrate a situation in which youth have to say no to sexual advances using the Steps for Drawing the Line. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and roleplay practice. ✓ Adding an activity in which youth practice using a condom, provided the activity is approved by your school or youth-serving organization. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the 4 steps for Drawing the Line. ✓ Changing the interactive activities and skills practice to a lecture format. Roleplay is an effective method for practicing skills and improving confidence. ✓ Dropping the Observer Checklist as a way to provide feedback on the skills practice roleplays.

Lesson	Green	Yellow	Red
Lesson 5: Talking with a Person Who Has HIV	<ul style="list-style-type: none"> ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for discussion, debriefing, questions, and personalizing information. 	<ul style="list-style-type: none"> ✓ If a speaker with HIV is not available in your community, educators can substitute a video of a speaker who is HIV positive. In selecting the video, the educator should make sure the content in the video enables youth to hear what it is like to live with HIV. ✓ The questions on Worksheet 5.4 will need to be slightly modified if a video is used instead of a speaker. 	<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson.
Lesson 6: Reduce Your Risk	<ul style="list-style-type: none"> ✓ Educators can change the names in Herman Uses a Condom story to make them more relevant to the youth they serve. ✓ Updating the information about methods of contraception is encouraged. The latest information can be found at your local health department or family planning clinic. ✓ Lengthening the lesson to 50 or 55 minutes can allow more time for youth to personalize what they have learned about setting and keeping limits. 	<ul style="list-style-type: none"> ✓ The condom demonstration is probably more effective than a short lecture on how to use condoms because it is visual. However, if the condom demonstration violates school guidelines, it can be replaced with a short lecture providing the same information. 	<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Dropping the discussion of contraceptive methods. ✓ Changing the interactive discussion and small-group work to a lecture format.
Lesson 7: Staying Safe	<ul style="list-style-type: none"> ✓ Educators should become knowledgeable about the risky sexual behaviors of youth in their community and add information about these behaviors to the HIV Risk Behavior Cards. Educators should be sensitive to school district policy regarding which behaviors to include and discuss. 		<ul style="list-style-type: none"> ✓ Dropping an activity or changing the order in which it is taught in the lesson. ✓ Changing the Cold Shower and Traffic Light HIV review activity to a lecture format.

Draw the Line/Respect the Line
Implementation Fidelity Tool

What is the purpose of this tool?

This implementation fidelity tool assesses whether the core components of *Draw the Line/Respect the Line* (DTL/RTL) are actually implemented. It is divided into two parts for each grade. Part 1 assesses whether each activity in each class was implemented completely, implemented with modifications, or not implemented at all. Modifications might include changing the order of the lesson, adding new content or activities, or changing the way you teach something (e.g., making something into a game, using pairs instead of small groups for an activity, or shortening/truncating an activity because of lack of time). Part 2 assesses whether other important components were implemented: specifically, components involving audience and setting, implementation schedules, program educators, preparation, and pedagogy (teaching strategies).

Scoring Considerations

Part 1. One simple method for scoring Part 1 is to calculate three percentages:

- The percentage of all activities that were implemented completely
- The percentage of all activities implemented with changes
- The percentage of all activities not implemented

A review of the changes made or activities not implemented may reveal issues that need to be addressed. For example, if the last activities in each class are commonly skipped, then timing or classroom management issues may need to be addressed (e.g., the class may be starting late each day, an educator may benefit from coaching on how to move through the activities within the allotted time, or there may be class management issues contributing to timing). If activities requiring special educator skills or comfort with content are commonly modified or skipped, then additional training and support for the educators may be needed.

Part 2. Even if all the activities are implemented completely, curriculum effectiveness may be affected by the quality of implementation or if other core components are not implemented (e.g., if the curriculum is implemented with youth who are either too young or too old or if classroom management issues reduce its effectiveness). Part 2 includes a series of questions to assess these other core components. The simplest approach to assessing Part 2 responses is to examine each item and to use the information to describe the overall implementation. The description should be included with the summary percentages from Part 1 and any pre- or post-test data on the effectiveness of the program on youth. The purpose of this tool is to assess the fidelity or quality of implementation of the *Draw the Line/Respect the Line* curriculum.

After completing several logs over time, you might want to look at all of them simultaneously to identify patterns in implementation or adaptations. For example, after reviewing several completed logs, you might identify multiple adaptations made because of inadequate time to complete activities, facilitator discomfort with a particular teaching method, and/or classroom management/behavior issues. Identifying these types of patterns can guide you in thinking about support you need to better implement DTL/RTL in the future.

Most important, use the data you gather from these logs to validate what worked well for you with regard to your implementation and adaptation of DTL/RTL and to strengthen the areas that did not work as well.

Part 1: Implementation Fidelity Tool—Grade 6

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 6 Lesson 1: Draw the Line/ Respect the Line		Did you complete each activity below?						
		Activity 1.1: Introduction & Plan for the Day	Activity 1.2: Dicho (Saying) for the Day	Activity 1.3: Simon Says	Activity 1.4: Where's the Pressure?	Activity 1.5: Where Do You Draw the Line?	Activity 1.6: Closure and Family Activity	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 6

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 6 Lesson 2: Steps for Drawing the Line—Part 1		Did you complete each activity below?							
		Activity 2.1: Lesson 1 and Homework Review	Activity 2.2: Plan for the Day	Activity 2.3: Introduce Skill	Activity 2.4: Introduce Steps for Drawing the Line	Activity 2.5: Skill Demonstration Roleplay	Activity 2.6: The Dare Roleplay	Activity 2.7: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 6

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 6 Lesson 3: Steps for Drawing the Line—Part 2		Did you complete each activity below?				
		Activity 3.1: Plan for the Day	Activity 3.2: Dicho (Saying) for the Day	Activity 3.3: Skill Review and Practice	Activity 3.4: Closure and Family Activity	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w changes	<input type="checkbox"/> Yes w changes	<input type="checkbox"/> Yes w changes	<input type="checkbox"/> Yes w changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 6

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 6 Lesson 4: The Roleplay Challenge		Did you complete each activity below?						
		Activity 4.1: Lesson 3 Review	Activity 4.2: Plan for the Day	Activity 4.3: Changing the Subject and Walking Away	Activity 4.4: Preparation for the Roleplay Challenge	Activity 4.5: The Roleplay Challenge	Activity 4.6: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 6

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 6 Lesson 5: Friends Respect the Line		Did you complete each activity below?							
		Activity 5.1: Homework Review	Activity 5.2: Plan for the Day	Activity 5.3: Dicho (Saying) for the Day	Activity 5.4: High Pressure Roleplay and Discussion	Activity 5.5: Modeling Respecting the Line	Activity 5.6: Student Roleplay Practice	Activity 5.7: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 2: Implementation Fidelity Tool—Grade 6

Directions: Please complete the following questions immediately after you have taught all the lessons you will be teaching.

A. Audience and Setting

1. Was *Draw the Line/Respect the Line* implemented in schools?
 Yes, in regular school classes
 Yes, in an after-school program
 No, in a clinic
 No, in a community organization serving young people
 No, in another location
2. In what grade(s) was *Draw the Line/Respect the Line*: Grade 6 implemented? (If it was implemented after school, in what grades were the participants? Check all that apply.)
 5th 6th 7th 8th other

B. Implementation Schedule

1. In general, how many times per week were classes taught?
 1 time per week
 2 times per week
 3 times per week
 4 times per week
 5 times per week
2. Were any of the lessons implemented in back-to-back block sessions? Yes No
a. If yes, which ones? _____
3. Were all classes taught in sequence? Yes No
a. If no, please describe the sequence: _____
4. How long did each class last, on average? _____ minutes
5. How many participants typically attended each class? _____ participants
6. What percentage of the participants attended each class? _____%

C. Program Educators

1. What is your experience with DTL/RTL?

Before you taught DTL/RTL this time, had you . . .	Yes	No
a) Been trained to implement DTL/RTL?		
b) Reviewed all the activities in the curriculum?		
c) Taught or practiced teaching most of the activities?		

2. What is your experience with similar programs?

Before you taught DTL/RTL this time, had you . . .	Yes	No
a) Taught other sex education curricula that covered abstinence, condoms, and contraception?		
b) Taught other skills-based programs that required students to practice skills using roleplays?		

D. Preparation

1. Did your school (or organization in which you implemented this program) approve its implementation before the program was taught? Yes No
2. Did parents receive a permission form for this program?
 Yes No

E. Pedagogy (Teaching Strategies)

1. When you taught *Draw the Line/Respect the Line* this time, how comfortable were you talking about the sexual topics in this program?
- Very uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Very comfortable
2. How confident did you feel delivering these lessons?
- Not very confident
- Somewhat confident
- Very confident

3. Please circle one option for each question.

	Not at All		Somewhat		A Great Extent
a) To what extent did classroom management issues detract from your ability to teach the lesson as written?	1	2	3	4	5
b) To what extent were you able to engage students in the participatory activities?	1	2	3	4	5
c) To what extent did participants practice the roleplays as specified in the curriculum (e.g., everyone practiced refusal skills and students used the observer checklists)?	1	2	3	4	5
d) To what extent were you able to emphasize clearly and repeatedly the message that youth should determine how far they will go sexually and then stick to that limit and respect others' limits?	1	2	3	4	5

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 1: Welcome		Did you complete each activity below?						
		Activity 1.1: Introduction and Plan for the Day	Activity 1.2: Class Rules	Activity 1.3: <i>Draw the Line</i> Logo	Activity 1.4: Dicho (Saying) for the Day	Activity 1.5: What Makes it Hard to Say NO to Sex?	Activity 1.6: Question Box and Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 2: Reasons for Not Having Sex		Did you complete each activity below?				
		Activity 2.1: Lesson 1 Review	Activity 2.2: Plan for the Day	Activity 2.3: Tina and Marco	Activity 2.4: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 3: Handling Risky Situations		Did you complete each activity below?					
		Activity 3.1: Lesson 2 Review	Activity 3.2: Plan for the Day	Activity 3.3: Warning Signs	Activity 3.4: Risky Situations: Small-Group Activity	Activity 3.5: Closure and Family Activity	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 4: Drawing the Line in Situations that Could Lead to Sex		Did you complete each activity below?						
		Activity 4.1: Lesson 3 and Homework Review	Activity 4.2: Plan for the Day	Activity 4.3: <i>Draw the Line</i> Review	Activity 4.4: Demonstration Roleplay	Activity 4.5: Student Roleplays	Activity 4.6: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 5: STD Facts		Did you complete each activity below?							
		Activity 5.1: Lesson 4 Review	Activity 5.2: Plan for the Day	Activity 5.3: STD Quiz	Activity 5.4: Story About STD	Activity 5.5: Quiz Review	Activity 5.6: STD Info Homework	Activity 5.7: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 6: STD and Relationships		Did you complete each activity below?					
		Activity 6.1: Homework Review	Activity 6.2: Plan for the Day	Activity 6.3: <i>Draw the Line</i> Talk Show	Activity 6.4: Student Roleplays	Activity 6.5: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 7

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 7 Lesson 7: Making a Commitment		Did you complete each activity below?						
		Activity 7.1: Plan for the Day	Activity 7.2: Dicho (Saying) for the Day	Activity 7.3: <i>Draw the Line/Respect the Line Review</i>	Activity 7.4: How Do You Draw the Line?	Activity 7.5: Question Box	Activity 7.6: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 2: Implementation Fidelity Tool—Grade 7

Directions: Please complete the following questions immediately after you have taught all the lessons you will be teaching.

A. Audience and Setting

1. Was *Draw the Line/Respect the Line* implemented in schools?
 Yes, in regular school classes
 Yes, in an after-school program
 No, in a clinic
 No, in a community organization serving young people
 No, in another location
2. In what grade(s) was *Draw the Line/Respect the Line*: Grade 7 implemented? (If it was implemented after school, in what grades were the participants? Check all that apply.)
 6th 7th 8th 9th other

B. Implementation Schedule

1. In general, how many times per week were classes taught?
 1 time per week
 2 times per week
 3 times per week
 4 times per week
 5 times per week
2. Were any of the lessons implemented in back-to-back block sessions? Yes No
a. If yes, which ones? _____
3. Were all classes taught in sequence? Yes No
a. If no, please describe the sequence: _____
4. How long did each class last, on average? _____ minutes
5. How many participants typically attended each class? _____ participants
6. What percentage of the participants attended each class? _____%

C. Program Educators

1. What is your experience with *DTL/RTL*?

Before you taught DTL/RTL this time, had you . . .	Yes	No
a) Been trained to implement DTL/RTL?		
b) Reviewed all the activities in the curriculum?		
c) Taught or practiced teaching most of the activities?		

2. What is your experience with similar programs?

Before you taught DTL/RTL this time, had you . . .	Yes	No
a) Taught other sex education curricula that covered abstinence, condoms, and contraception?		
b) Taught other skills-based programs that required students to practice skills using roleplays?		

D. Preparation

1. Did your school (or organization in which you implemented this program) approve its implementation before the program was taught? Yes No
2. Did parents receive a permission form for this program? Yes No

E. Pedagogy (Teaching Strategies)

1. When you taught *Draw the Line/Respect the Line* this time, how comfortable were you talking about the sexual topics in this program?
- Very uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Very comfortable
2. How confident did you feel delivering these lessons?
- Not very confident
- Somewhat confident
- Very confident

3. Please circle one option for each question.

	Not at All		Somewhat		A Great Extent
a) To what extent did classroom management issues detract from your ability to teach the lesson as written?	1	2	3	4	5
b) To what extent were you able to engage students in the participatory activities?	1	2	3	4	5
c) To what extent did participants practice the roleplays as specified in the curriculum (e.g., everyone practiced refusal skills and students used the observer checklists)?	1	2	3	4	5
d) To what extent were you able to emphasize clearly and repeatedly the message that youth should determine how far they will go sexually and then stick to that limit and respect others' limits?	1	2	3	4	5

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 1: HIV and Teens		Did you complete each activity below?				
		Activity 1.1: Introduction and Class Rules	Activity 1.2: Teens with HIV	Activity 1.3: What's in It for You?	Activity 1.4: Closure and Homework	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 2: <i>Draw the Line</i> Challenge		Did you complete each activity below?						
		Activity 2.1: Lesson 1 and Homework Review	Activity 2.2: Plan for the Day	Activity 2.3: Training for the <i>Draw the Line</i> Challenge	Activity 2.4: <i>Draw the Line</i> Challenge Game	Activity 2.5: Asking Questions	Activity 2.6: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 3: Difficult Moments		Did you complete each activity below?						
		Activity 3.1: Lesson 2 Review	Activity 3.2: Plan for the Day	Activity 3.3: Trina and Kashid	Activity 3.4: Voting: Difficult Moments	Activity 3.5: Homework: What Can You Do?	Activity 3.6: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 4: Sticking to Your Limit		Did you complete each activity below?					
		Activity 4.1: Lesson 3 Review	Activity 4.2: Plan for the Day	Activity 4.3: Homework and <i>Draw the Line</i> Review	Activity 4.4: Practice, Practice, Practice	Activity 4.5: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 5: Talking with a Person Who Has HIV		Did you complete each activity below?					
		Activity 5.1: Lesson 4 Review	Activity 5.2: Plan for the Day	Activity 5.3: Talking with a Person with HIV or AIDS	Activity 5.4: Homework: Re-Thinking My Feelings	Activity 5.5: Closure	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 6: Reduce Your Risk		Did you complete each activity below?					
		Activity 6.1: Lesson 5 and Homework Review	Activity 6.2: Plan for the Day	Activity 6.3: Methods of Protection	Activity 6.4: Condom Demonstration	Activity 6.5: Closure and Question Box	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught: / /	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	<input type="checkbox"/> Yes w/ changes <input type="checkbox"/> No	

Part 1: Implementation Fidelity Tool—Grade 8

Directions: To minimize recall errors, complete the appropriate section of Part 1 immediately after teaching a lesson. For each activity in the lesson, indicate whether you completed it as described in the curriculum, modified it, or did not complete it.

Grade 8 Lesson 7: Staying Safe		Did you complete each activity below?					
		Activity 7.1: Lesson 6 Review	Activity 7.2: Plan for the Day	Activity 7.3: Traffic Light	Activity 7.4: Cold Shower	Activity 7.5: Good-Bye	If you made any changes, describe them here.
Group 1	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 2	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 3	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	
Group 4	# of students:	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
	Date taught:	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	<input type="checkbox"/> Yes w/ changes	
	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	

Part 2: Implementation Fidelity Tool—Grade 8

Directions: Please complete the following questions immediately after you have taught all the lessons you will be teaching.

A. Audience and Setting

1. Was *Draw the Line/Respect the Line* implemented in schools?
 - Yes, in regular school classes
 - Yes, in an after-school program
 - No, in a clinic
 - No, in a community organization serving young people
 - No, in another location
2. In what grade(s) was *Draw the Line/Respect the Line: Grade 8* implemented? (If it was implemented after school, in what grades were the participants? Check all that apply.)
 - 7th 8th 9th 10th other

B. Implementation Schedule

1. In general, how many times per week were classes taught?
 - 1 time per week
 - 2 times per week
 - 3 times per week
 - 4 times per week
 - 5 times per week
2. Were any of the lessons implemented in back-to-back block sessions? Yes No
 - a. If yes, which ones? _____
3. Were all classes taught in sequence? Yes No
 - a. If no, please describe the sequence: _____
4. How long did each class last, on average? _____ minutes
5. How many participants typically attended each class? _____ participants
6. What percentage of the participants attended each class? _____%

C. Program Educators

1. What is your experience with DTL/RTL?

Before you taught DTL/RTL this time, had you . . .	Yes	No
a) Been trained to implement DTL/RTL?		
b) Reviewed all the activities in the curriculum?		
c) Taught or practiced teaching most of the activities?		

2. What is your experience with similar programs?

Before you taught DTL/RTL this time, had you . . .	Yes	No
a) Taught other sex education curricula that covered abstinence, condoms, and contraception?		
b) Taught other skills-based programs that required students to practice skills using roleplays?		

D. Preparation

1. Did your school (or organization in which you implemented this program) approve its implementation before the program was taught? Yes No
2. Did parents receive a permission form for this program? Yes No

E. Pedagogy (Teaching Strategies)

1. When you taught *Draw the Line/Respect the Line* this time, how comfortable were you talking about the sexual topics in this program?
- Very uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Very comfortable
2. How confident did you feel delivering these lessons?
- Not very confident
- Somewhat confident
- Very confident

3. Please circle one option for each question.

	Not at All		Somewhat		A Great Extent
a) To what extent did classroom management issues detract from your ability to teach the lesson as written?	1	2	3	4	5
b) To what extent were you able to engage students in the participatory activities?	1	2	3	4	5
c) To what extent did participants practice the roleplays as specified in the curriculum (e.g., everyone practiced refusal skills and students used the observer checklists)?	1	2	3	4	5
d) To what extent were you able to emphasize clearly and repeatedly the message that youth should determine how far they will go sexually and then stick to that limit and respect others' limits?	1	2	3	4	5

Glossary

Adaptation

A process of making changes to an evidence-based program to make it more suitable for a particular population and/or an organization's capacity. Informed or desirable adaptations are those that do not compromise or delete the program's core components.

BDI Logic Model

Behavior-Determinant-Intervention Logic Model. A program-planning tool that guides program developers through four sequential and clearly linked steps: (1) establishing a health goal; (2) identifying and selecting the individual or group behaviors directly related to that health goal; (3) identifying and selecting the determinants related to those behaviors; and (4) developing intervention activities directly related to those determinants.

Brainstorming

A great way to generate ideas and lists. In brainstorming, all ideas are valid and recorded. For example, a facilitator may ask a group of youth, "What are some reasons young people have sex?" All answers to this question are accepted and recorded. This technique encourages broad participation and helps students consider all possibilities.

Core Components

Program characteristics that must be kept intact when the intervention is being replicated or adapted for it to produce program outcomes similar to those demonstrated in the original evaluation research. Core components can be organized into three categories: content, pedagogical, and implementation.

Core Content Components

Relate to *what* is being taught, specifically the knowledge, attitudes, values, norms, and skills addressed in the program's learning activities that are most likely to change sexual behaviors.

Core Implementation Components

Relate to some of the *logistics* responsible for an environment conducive to learning, such as program setting, facilitator–youth ratio, and dosage and sequence of sessions.

Core Pedagogical Components

Relate to *how* the content is taught, including the teaching methods, strategies, and youth–facilitator interactions that contribute to the program's effectiveness.

Demographics

Social and vital statistics associated with a particular population. Examples of variables typically described by demographics include age, gender, socioeconomic status, ethnicity/race, immigration status, and sexual orientation.

Demonstrations

Hands-on practice of a skill or an activity. A classic example of a demonstration in sexuality education is asking students to properly put a condom on an object/model that resembles a penis.

Determinants (also known as Risk and Protective Factors)

The psychosocial and environmental factors that have a causal influence on sexual behaviors. Determinants can include factors such as knowledge, attitudes, skills, or conditions. Determinants include both *risk* factors (e.g., “being in love” is a risk factor for having sex) and *protective* factors (e.g., a positive attitude about condoms is a protective factor for using condoms during sex).

Determinants Found in *Draw the Line/Respect the Line*

Attitude

A state of mind, feeling, or disposition. Attitudes are often expressed in the way people think, feel, and act. They demonstrate an individual's opinions, dispositions, perspectives, or positions on a particular issue or topic. Attitudes are somewhat different from values.

Communication with a Parent or Adult

The act of giving, receiving, and understanding messages between a parent/adult and a teen. Messages may include information or education, value sharing, support or encouragement, and advice. Messages may be relayed via oral, written, or nonverbal methods.

Intentions

A decision, determination, or plan to behave in a particular way in specific situations. Even if a person intends to do something, it does not mean that he or she will actually do it. For example, a person who is thinking about quitting smoking intends or plans to quit but may or may not actually follow through on that intention.

Knowledge

The awareness and understanding of information, statistics, facts, principles, frameworks, characteristics/descriptions, causes, and consequences related to a problem (e.g., unintended pregnancy or HIV infection).

Perception of Peer Norms

What someone *believes* to be the social norms for his or her peer group. If, for example, a young man believes that most of his peers do not use condoms, for that young man the perceived peer norm is the nonuse of condoms. Misperceptions of norms occur when there is a discrepancy between the actual norm and the perceived norm. For example, adolescents typically have misperceptions about the normative age of sexual initiation, believing that it is earlier than it actually is.

Perception of Risk

An individual's understanding and belief about the likelihood that he or she could experience negative consequences, such as unintended pregnancy or a sexually transmitted disease (STD)/HIV, by engaging or not engaging in certain behaviors (e.g., having sex with a condom, having sex without a condom). Perception of risk may reflect perceived susceptibility or vulnerability, severity, and seriousness of some possible outcome.

Skill

The ability to do something adequately or well (e.g., to use a condom correctly, refuse sex, or negotiate condom use with a partner). Having the skill to do something means that the individual understands the correct steps required for executing the action and knows how to execute those steps. However, knowing how to do something does not mean that a person will behave or act in the desired way in real-life situations.

Values

Principles or beliefs that serve as guidelines in helping people make decisions about behaviors or life choices. They reflect what an individual believes about the “rightness” or “wrongness” of things. Values tell us what a person believes about something.

Evidence-Based Program (EBP) (also known as Evidence-Based Intervention [EBI])

A program that has been rigorously evaluated and shown to change sexual risk-taking behavior (e.g., increase condom use or delay the onset of sexual activity).

Fidelity

The faithfulness with which a program is implemented—that is, how well the program is implemented without compromising the core content, pedagogical, and implementation components essential to the program’s effectiveness.

Getting to Outcomes (GTO)

A 10-step program-planning model: (1) conduct a needs and resources assessment; (2) set program goals; (3) explore science-based programs; (4) select a science-based program for fit with target population; (5) assess organizational capacity to implement selected program; (6) plan for program implementation; (7) implement program and conduct process evaluation; (8) conduct outcome evaluation; (9) conduct continuous quality improvement; and (10) sustain effective programs.

Green Light Adaptations

Adaptations that do not compromise the core components and internal logic of an evidence-based program. In fact, many of the green light adaptations are encouraged. For example, most evidence-based programs can be improved by changing the names or situational contexts in roleplays and updating reproductive health information and statistics to better address the youth who will participate in the program. Green light adaptations generally do not require a lot of time or resources. Practitioners can feel comfortable making these types of changes.

Guest Speakers

Invited speakers from the community who have a special area of expertise or experience and are skilled at talking with youth. Guest speakers can be an interesting way for youth to learn about different issues (e.g., inviting a guest speaker who has been living with HIV to share his or her experience with the group).

Large-Group Discussion

Discussions that are generally led by a facilitator. Information to be discussed is presented through lecture, video, skit, and so forth. After this information is presented, the facilitator leads a discussion that allows for recall, analysis, generalization, and personalization of the information. For example, to start a discussion (introduction), a teacher might present some statistics about STDs and teenagers and then ask the youth some questions about the statistics (recall). Youth discuss why STD rates are so high for youth (analysis). They then list the ways they can prevent STDs (generalization) and how they will use this new information in their lives (personalization).

Lecture

A prepared oral presentation that may or may not use visual aids (e.g., charts, diagrams, slides). A lecture is generally used to present factual material in a direct and logical manner to inform, entertain, or inspire an audience. Lectures appeal to those people who learn by listening.

Needs and Resource Assessment

A systematic gathering of information that describes in detail the target population and community resources that serve the population.

Pedagogy

The science and art of teaching. Refers to the instructional methods, learning activities, and student–teacher interactions that build knowledge and students’ skills.

Protective Factor

Any factor or quality associated with increased protection from a disease or condition. For example, self-efficacy to use condoms is a protective factor for actual use of condoms.

Red Light Adaptations

Adaptations that substantially compromise the core components of an evidence-based program. These adaptations include changes such as shortening the program, reducing or diminishing activities that allow

youth to personalize information and practice skills, and eliminating or reducing condom practice activities. Red light adaptations should be avoided, and practitioners should stop and rethink these types of proposed changes.

Risk Factor

Any factor associated with an increased risk of a disease or condition. For example, social norms that support sex are a risk factor for adolescent pregnancy.

Roleplays

Scripted and unscripted opportunities for youth to practice skills. For example, after learning the steps for refusal, youth might act out a roleplay in which they actually apply the steps to a hypothetical situation.

Sexual Behaviors

Sexual activity or patterns of sexual activity. Voluntary, mutually satisfying sexual behavior can enhance relationships and have positive physical and emotional effects, such as reducing stress and enhancing a sense of competence and support. Effective sexual health programs generally focus on reducing risky sexual behavior that can lead to unintended pregnancy, STDs, and HIV. Effective programs do this by focusing on two or more of the following: (1) delaying the onset of sexual intercourse; (2) increasing the correct use of condoms; (3) increasing the correct use of contraception; (4) decreasing the number of sexual partners; (5) increasing testing for and treatment of STDs; (6) increasing vaccination against HPV and hepatitis B; (7) decreasing the frequency of sex; (8) decreasing the frequency of sex with concurrent partners or with partners who have concurrent partners; and (9) increasing the time gap between sexual partners.

Small-Group Discussions

Discussions with a small number of participants that allow for more youth to feel involved and express their ideas. Generally, the small group is given a set of guidelines or instructions for completing a task together (e.g., generate a list of reasons why teenagers have sex and write those reasons on flipchart paper). Small groups report their work to the larger group.

Target or Priority Population

The group of people chosen for intervention activities.

Worksheets

Individual or small-group assignments that require youth to think about the topic at hand and review important/critical points. Worksheets are better used when the product is authentic. For example, asking youth to write a letter to a friend about preventing HIV is more authentic than asking youth to answer 10 straightforward questions about HIV prevention methods.

Yellow Light Adaptations

Adaptations between green and red light adaptations that should be made with caution. Yellow light adaptations are more complex than green light adaptations and generally require more time and resources. They may include changes such as adding activities, changing the sequence of activities, or replacing videos. These changes have the potential to compromise the program's core components and, as a result, diminish its effectiveness. When practitioners are considering these types of adaptations, it's best to work with a skilled curriculum developer and someone who understands behavioral health and health education theory.

NOTICE of RIGHT to REPRODUCE MATERIALS

These materials were produced for the **U.S. Department of Health and Human Services, Office of Adolescent Health** by **ETR Associates** of Scotts Valley, CA (www.etr.org), under a subcontract with JBS International, Inc., based on original research by Karin Coyle, PhD. OAH and ETR invite unrestricted and cost-free access to and reproduction and distribution of these materials, under the following conditions:

- All electronic or printed copies of these materials, in whole or in part, shall contain this Notice of Right to Reproduce Materials or equivalent. In particular, such copies shall acknowledge the source of the materials as OAH, ETR Associates, and Karin Coyle, PhD.
- The content of the materials shall not be edited, rewritten, or reconfigured in any manner without the express written permission of OAH, ETR, and the original authors. Any requests for such permission should be addressed to Julie Taylor at juliet@etr.org; ETR will assume responsibility for obtaining permission from the other party or parties.

These materials are available free of charge, online at www.etr.org/recapp and at www.hhs.gov/ash/oah. They may also be disseminated through other websites and within curriculum packages that are sold with the expressed written permission of OAH and ETR.

Your comments on these documents are welcomed at any time. Please send them to Julie Taylor at juliet@etr.org.

