

Draw the Line

Respect the Line

Adaptation Guidelines



**Advancing Science
Reducing Risk
Improving Lives**

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Adaptation Guidelines

Whereas the core components for *Draw the Line/Respect the Line (DTL/RTL)* specify the important components and qualities of *Draw the Line/Respect the Line* that must be implemented to insure that it is effective, these guidelines specify possible adaptations that people might like to make during implementation and how those adaptations might impact effectiveness. They fall into three categories: “Green light” adaptations are minor adjustments that are encouraged, either because they will not reduce effectiveness or because they might even improve effectiveness. “Yellow light” adaptations are those that should be implemented thoughtfully with caution and possibly guidance. These may be minor or more extensive. They might not reduce effectiveness in some situations, but could reduce effectiveness in other situations. “Red light” adaptations are those that should not be implemented, because typically they will reduce effectiveness. These are considered major adaptations.


In the table on the following pages, possible adaptations are color coded (green, yellow and red) with an accompanying explanation describing the conditions under which an adaptation may be made or reasons why it should not be made

Audience and Setting


Core Component: *Draw the Line/Respect the Line* can be implemented in either school or non-school settings.

YELLOW 	Adaptation: Shifting from an in-school classroom format to a voluntary after-school format
	Rationale and Guidance: <i>DTL/RTL</i> 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 and retention is high. For example, it may be effective if most learners attend all classes and participate in all activities, they are attentive and participate in activities, and they are not disrupted by other events or people coming into or going out of the room. However, incentives may be needed to encourage most participants to complete some assignments (e.g., homework assignments).

Core Component: *Draw the Line/Respect the Line* is designed for grades 6–8 or for participants age 11–13 and the content is developmentally tailored for these grade levels. It could be used for grades 7–9 in some communities.

YELLOW 	Adaptation: Implementing <i>DTL/RTL</i> with students who are not yet in the 6th grade (or not yet 10) or who are in high school (or are about 14 or older)
	Rationale and Guidance: What is most important is that the curriculum be appropriate to the sexual experience of the learners. It will not increase sexual risk behavior by being implemented with learners who are either too young or too old. However, if the learners are too young, it may not delay their initiation of sex, because they would not be having sex anyway. If the learners are too old, they are likely to already be sexually experienced and the activities encouraging them to delay sex or not have sex may be less effective with them.

Core Component: *Draw the Line/Respect the Line* can be implemented in either school or non-school settings.

RED 	Adaptation: Trying to implement <i>DTL/RTL</i> after school without taking steps necessary to recruit youth
	Rationale and Guidance: If necessary steps to recruit youth are not completed, then too few youth may participate and the program will not be effective.

Implementation Schedule & Overall Structure

Core Component: Classes should last at least 45 minutes.

GREEN	Adaptation: Lengthening each class to 55 minutes or more without cutting the number of classes
	Rationale and Guidance: Lengthening classes can allow more time for review of previous lessons, discussion, questions, roleplay practice, personalization activities and other activities. This may increase effectiveness.

Core Component: Ideally, classes should be taught 2–3 times per week.

YELLOW	Adaptation: Teaching the program only 1 day per week or 4 or 5 days per week instead of 2–3 times per week.
	Rationale and Guidance: If classes are taught only 1 day per week, learners may forget material from the previous week and need more time for review. If classes are taught every day, then there may not be adequate time for reflection between classes.

Core Component: All classes are taught in sequence, 5 in the 6th grade, 7 in the 7th grade and 7 in the 8th grade.


YELLOW	Adaptation: Changing the sequences of classes
	Rationale and Guidance: The classes and activities presented in <i>DTL/RTL</i> are presented in a particular order with each class building upon the previous one and each year building upon 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.

Core Component: Classes should last at least 45 minutes.


YELLOW	Adaptation: Teaching classes back-to-back in block schedules
	Rationale and Guidance: <i>DTL/RTL</i> was designed for 45-minute segments. When classes are taught back-to-back in block schedules, learners may become less attentive and will have less time for reflection between classes.

Implementation Schedule & Overall Structure *continued*


Core Component: The ideal class size is between 10 and 35 youth.

YELLOW 	Adaptation: Implementing the program with fewer than 10 learners or more than 35 learners.
	Rationale and Guidance: If there are fewer than 10 learners in the class at a time, then some of the activities may not be effective. If there are too many students, it may be very difficult to fully engage all learners during some participatory activities (such as roleplaying).


Core Component: The classes are scheduled so that most youth participate in most classes.

RED 	Adaptation: Implementing the program in any setting or manner so that many participants do not attend consistently
	Rationale and Guidance: If <i>DTL/RTL</i> is implemented so that many students do not attend most classes consistently, then they will miss important activities, understandings and skills that are needed for subsequent classes. Thus, the program may be less effective.

Core Component: All 19 classes should be taught.


RED 	Adaptation: Teaching fewer than the 19 classes and the activities within them
	Rationale and Guidance: <i>DTL/RTL</i> is structured in 19 classes. Research studies of other curricula demonstrate that deleting activities or classes 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 would dilute the program's ability to address one or more of these factors, and, therefore, reduce its overall effectiveness.

Core Component: Classes should last at least 45 minutes.


RED 	Adaptation: Shortening each class to less than 45 minutes.
	Rationale and Guidance: <i>DTL/RTL</i> was designed for 45-minute or longer classes. If classes are shortened, then either activities must be cut or time for discussion, reflection, personalization, review, etc. must be shortened. Any of these changes can reduce effectiveness.

Program Leaders


Core Component: Teachers for *Draw the Line/Respect the Line* should have good rapport with youth and be trained. They should be familiar with the *Draw the Line/Respect the Line* content, comfortable discussing the material, and experienced teaching skills-based programs.

GREEN 	Adaptation: Implementing <i>DTL/RTL</i> with educators who are not the same race/ethnicity or gender as the learners
	Rationale and Guidance: Although some curricula are written for particular racial/ethnic or gender groups and their effectiveness might be improved by matching on race/ethnicity or gender, <i>DTL/RTL</i> is written for young people of all races/ethnicities and genders, including mixed classrooms, and neither the race/ethnicity nor gender needs to match that of the students.


Core Component: Teachers for *Draw the Line/Respect the Line* should have good rapport with youth and be trained. They should be familiar with the *Draw the Line/Respect the Line* content, comfortable discussing the material, and experienced teaching skills-based programs.

GREEN 	Adaptation: Having regular classroom teachers teach the curriculum instead of specially trained outside educators
	Rationale and Guidance: When <i>DTL/RTL</i> was evaluated, it was taught by trained educators. However, if teachers are well trained and can relate to youth, they should be able to implement <i>DTL/RTL</i> without loss of effectiveness.


Core Component: Teachers for *Draw the Line/Respect the Line* should have good rapport with youth and be trained. They should be familiar with the *Draw the Line/Respect the Line* content, comfortable discussing the material, and experienced teaching skills-based programs.

YELLOW 	Adaptation: Implementing <i>DTL/RTL</i> with classroom teachers or educators who do not have all the qualities often deemed important in educators, e.g., ability to connect with youth, credibility with youth on this topic, experience teaching a skills-based curriculum, comfort talking about sexuality, and considerable background knowledge about adolescent sexuality
	Rationale and Guidance: <i>DTL/RTL</i> has been found to be effective with well-trained educators who had rapport with young people. It is commonly believed that these desired qualities in educators do increase effectiveness, but <i>DTL/RTL</i> may still be effective if the educators lack one or more of these qualities but are well trained.

Core Component: Teachers for *Draw the Line/Respect the Line* should have good rapport with youth and be trained. They should be familiar with the *Draw the Line/Respect the Line* content, comfortable discussing the material, and experienced teaching skills-based programs.

YELLOW 	Adaptation: Using peers to help implement the curriculum
	Rationale and Guidance: Using peers to help implement activities can improve effectiveness if they are properly selected and trained appropriately, and if they are chosen to help with appropriate activities (e.g., modeling a roleplay).

Core Component: Teachers for *Draw the Line/Respect the Line* should have good rapport with youth and be trained. They should be familiar with the *Draw the Line/Respect the Line* content, comfortable discussing the material, and experienced teaching skills-based programs.

RED 	Adaptation: Replacing the adult facilitator with peer facilitators
	Rationale and Guidance: <i>DTL/RTL</i> was not designed to be taught by peer educators, and all of its evaluations have involved adult educators.

Preparation

Core Component: If *DTL/RTL* is 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 necessary to successfully recruit youth should be implemented.

RED



Adaptation: **If implementing in a school setting, not informing the school about the contents of the curriculum and not obtaining appropriate approval from the school**

Rationale and Guidance: Sexuality education is a controversial topic. Thus, it is important to fully inform the school about the curriculum and its contents and to obtain appropriate approval from the school authorities. Not doing so may cause the program to be terminated.

Core Component: If *DTL/RTL* is 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 necessary to successfully recruit youth should be implemented.

RED



Adaptation: **If implementing out of school, not informing the host organization about the contents of the curriculum and not obtaining appropriate approval from the host organization**

Rationale and Guidance: Sexuality education is a controversial topic. Thus, it is important to fully inform the host organization about the curriculum and its contents and to obtain appropriate approval from that organization. Not doing so may cause the program to be terminated.

Core Component: If *DTL/RTL* is 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 necessary to successfully recruit youth should be implemented.


RED




Adaptation: **Implementing *DTL/RTL* without obtaining appropriate approval from parents**

Rationale and Guidance: Because sexuality education is a controversial topic, parents should be notified that their teens 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 teen sexual behavior.

Core Component: The educators should be adequately trained and experienced in order to teach the content, to implement the interactive activities, to lead roleplays and to discuss the sexual topics comfortably.


 RED	Adaptation: Failing to train the educators to teach the content, to implement the interactive activities and to discuss the sexual topics comfortably
	Rationale and Guidance: Unless teachers have considerable experience with a very similar curriculum, they may not be familiar with the content, may not know how to implement the particular <i>DTL/RTL</i> 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.

Core Component: The educators should be adequately trained and experienced in order to teach the content, to implement the interactive activities, to lead roleplays and to discuss the sexual topics comfortably.


 RED	Adaptation: Failing to obtain needed materials
	Rationale and Guidance: If needed materials are not obtained or prepared, then some activities cannot be implemented.

Core Content Areas


Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

GREEN 	Adaptation: Changing the title
	Rationale and Guidance: If the name <i>Draw the Line/Respect the Line</i> could be replaced (or combined) with another name that resonates better with the youth being served, that adaptation is acceptable. However, the original title should be acknowledged in all publications.


Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

GREEN 	Adaptation: Tailoring the content (e.g., for visual learners or particular gender or racial/ethnic groups)
	Rationale and Guidance: Tailoring the content for your particular learners could increase its effectiveness, if done carefully. You can use optional posters and pamphlets for a more visual presentation of the material. You can make other minor adaptations in order to help your learners relate to the content, provided you do not change the basic ideas and skills in the activities.


Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

GREEN 	Adaptation: Updating any statistics or facts
	Rationale and Guidance: Updating statistics and facts about youth sexual behavior, the risk of pregnancy and STDs, the effectiveness of condoms or other methods of contraception or other things is encouraged both to keep information up-to-date and to increase its accuracy.


Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

YELLOW 	Adaptation: Adding videos to augment lessons
	Rationale and Guidance: Adding videos that support the messages of the curriculum can increase effectiveness if they do not replace other activities or shorten time allocated to other activities.


Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

YELLOW 	Adaptation: Adding other health goals that contradict, compete with or dilute the program's focus
	Rationale and Guidance: If learners are given messages about many behaviors, e.g., sexual behavior, tobacco use, alcohol use, drug use, nutrition, exercise, violence, etc., the impact of the message about any one of these behaviors may be diluted by the messages about all the other behaviors, and learners may become less attentive and less open to the messages about sexual behavior.


Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

YELLOW 	Adaptation: Adding activities to address additional risk and protective factors
	Rationale and Guidance: After conducting an assessment of youth, you may learn there are other important determinants of sexual risk-taking behavior that are not addressed in <i>DTL/RTL</i> and that you believe should be addressed. For example, you may learn that alcohol and/or other drug use is quite prevalent among your group of youth, and you may want to add activities to strengthen avoiding drug and alcohol use. It is possible to add activities to address other risk and protective factors, but it is important to focus on risk and protective factors highly related to the sexual risk behavior and factors that can be changed through prevention programs. It is ideal to engage a prevention science specialist if making these types of adaptations.

Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

GREEN 	Adaptation: Adding reproductive health lessons before the program starts
	Rationale and Guidance: The program is designed to be implemented with learners who have had some basic instruction in reproductive anatomy, physiology and puberty. If learners have not had this instruction, they may benefit from being given this foundation before talking about sexual intercourse, preventing pregnancy, condoms and contraceptive use. Any additional instruction should be limited to a few lessons to avoid making the program too long. Additionally, these lessons should not take away from the time available for the program and should be taught before the program lessons.

Core Component: The following topics specified in the core components should be covered: functional knowledge, attitudes and beliefs, norms, skills and parent-child communication.

RED 	Adaptation: Not teaching all the content areas in order to save time or to avoid any possible controversy
	Rationale and Guidance: Research studies of other curricula demonstrate that deleting activities or content areas can reduce their effectiveness. This is especially true of topics such as condoms or other forms of contraception. 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 content areas would dilute the program’s ability to address one or more of these factors, and, therefore, reduce its overall effectiveness.

Core Teaching Strategies (Pedagogy)

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN	Adaptation: Adding more debriefing or processing questions
	Rationale and Guidance: Adding more debriefing or processing questions may increase effectiveness, provided learners do not become bored and doing so does not detract from other activities.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN	Adaptation: Reinforcing information with additional visual material
	Rationale and Guidance: Because some students learn best visually, providing additional visual reinforcement may increase effectiveness, provided doing so does not replace other learning strategies.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


YELLOW	Adaptation: Tailoring instructional methods
	Rationale and Guidance: Current <i>DTL/RTL</i> instructional methods are designed to improve particular risk and protective factors and use effective teaching strategies. Using alternative teaching strategies may reduce learning or personalization.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


YELLOW	Adaptation: Replacing the condom demonstration with a mini-lecture on how to use condoms
	Rationale and Guidance: The condom demonstration is probably more effective than a mini-lecture on how to use condoms because it is more visual. However, if the condom demonstration violates school guidelines, then it can be replaced with a mini-lecture or video providing the same information.

Core Teaching Strategies (Pedagogy) *continued*


Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN 	Adaptation: Customizing roleplays
	<p>Rationale and Guidance: <i>DTL/RTL</i> uses roleplays in several places to demonstrate or allow youth to practice a skill. You may change names, settings, language, and even some of the details of the roleplay, as long as the meaning and skill practice elements do not change. Assessment data gathered from your students can help guide these types of adaptations. For example, you can get their suggestions for wording or ideas for places where they usually socialize.</p> <p>The sequence of skill-building activities, number of repetitions, pattern of modeling, and opportunity to practice and receive feedback should not be altered.</p>

Core Component: Create a safe and effective learning environment in the classroom by establishing group agreements and including mechanisms for asking sensitive questions and actively involving participants.

RED 	Adaptation: Not creating group agreements
	<p>Rationale and Guidance: Creating group agreements is important to the effectiveness of <i>DTL/RTL</i>. Students need to feel reasonably safe and comfortable asking questions, completing roleplays and participating in other activities. Agreements contribute to good classroom management, to a safe environment and to learners' feelings of safety and comfort when interacting during the lessons.</p>

Core Component: Create a safe and effective learning environment in the classroom by establishing group agreements and including mechanisms for asking sensitive questions and actively involving participants.

RED 	Adaptation: Not maintaining good classroom management and a safe environment
	<p>Rationale and Guidance: Good classroom management and a safe environment are critical to the effectiveness of <i>DTL/RTL</i>. Without them, activities may become chaotic, students may not be as attentive and students may not participate fully or personalize important messages.</p>

Core Teaching Strategies (Pedagogy) *continued*

Core Component: Create a safe and effective learning environment in the classroom by establishing group agreements and including mechanisms for asking sensitive questions and actively involving participants.

RED



Adaptation: **Not using praise and reinforcement**

Rationale and Guidance: Learners may feel uncomfortable discussing sexual topics, doing roleplays and participating in other interactive activities. Thus, giving them appropriate praise and reinforcement is important to promote engagement in the lessons.

Core Component: All activities are taught in sequence within each lesson.

RED



Adaptation: **Changing the order of activities within each lesson**

Rationale and Guidance: Many of the activities build upon one another and have appropriate transitions from one activity to another. Changing the order affects flow and effectiveness.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED




Adaptation: **Rushing through or skipping review and summary activities**

Rationale and Guidance: At the beginning of each class, the teacher is prompted to review key points from the previous lesson. This recap helps remind learners of the previous class and sets them up for new learning. At the end of each class, the teacher is prompted to review key points from that lesson. This helps learners 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 the new learning. Rushing through or deleting these activities can reduce effectiveness.


Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

RED 	Adaptation: Not implementing each activity as specified
	Rationale and Guidance: Certain types of instructional methods are particularly effective in changing the risk and protective factors. For example, roleplaying is a particularly effective method of teaching skills and improving confidence in those skills. <i>DTL/RTL</i> uses instructional methods that are well designed to change the designated risk and protective factors. Using other teaching methods, especially less interactive methods, may reduce the impact on those risk and protective factors.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED 	Adaptation: Replacing interactive activities with lectures or other noninteractive activities
	Rationale and Guidance: Multiple studies indicate that interactive activities are more effective at involving young people, getting them to personalize information and actually changing their behavior than passive noninteractive activities.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.


RED 	Adaptation: Failing to use visual materials
	Rationale and Guidance: Many students learn best visually. Failing to use visual materials can reduce <i>DTL/RTL</i> effectiveness.

Core Teaching Strategies (Pedagogy) *continued*


Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

 RED	Adaptation: Deleting condom activities, such as not doing the condom demonstration at all
	Rationale and Guidance: Studies have demonstrated that when condom activities are deleted from curricula, they are less likely to increase condom use. Further, these activities address theory-based risk and protective factors, such as attitudes and norms toward condom use and condom use skills and self-efficacy. Therefore, the condom and contraceptive activities should not be deleted.

Core Component: All roleplaying activities are implemented so that all skills are explained, modeled and participants repeatedly practice those skills.

 RED	Adaptation: Not implementing all the roleplay activities
	Rationale and Guidance: Some of the roleplays teach different skills. If the different skills are not taught, then the curriculum may be less effective. In addition, youth must have an opportunity to practice these skills, especially refusal skills, until they can use them effectively and comfortably. If not all roleplays are taught, then students will be less likely to master those skills and to use them in real life.

Core Component: All roleplaying activities are implemented so that all skills are explained, modeled and participants repeatedly practice those skills.

 RED	Adaptation: Reducing opportunities for skill practice (e.g., roleplays)
	Rationale and Guidance: Learners are more likely to adopt skills when they are clear about the components of the skill, know what the skill looks like in real life, and have had an opportunity to practice and master the skill. These steps are essential ingredients of behavior change. It is not sufficient to simply present the steps of the skill and model it for youth. <i>DTL/RTL</i> teaches several important skills, including skills to set limits and refusal skills. Learners must have an opportunity to practice these skills until they can use them effectively and comfortably, and must receive positive feedback as they improve on and master each skill.

Core Component: Messages about important values and sexual behaviors are stated clearly and emphasized repeatedly. The key message is that youth 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.

RED



Adaptation: Failing to emphasize a clear message about behavior

Rationale and Guidance: 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.