Draw the Line
Respect the Line

Implementation
Fidelity Log

Grade 6

ETR
Advancing Science
Reducing Risk
Improving Lives
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Purpose

This implementation fidelity tool assesses whether the core components of *Draw the Line/Respect the Line (DTL/RTL)* are actually implemented. Part 1 of this implementation fidelity tool assesses whether each activity in each class was implemented completely, implemented with changes or not implemented at all. Part 2 of this tool assesses whether other important components were implemented, specifically, components involving audience and setting, implementation schedule, program educators, preparation and pedagogy (teaching strategies).

Scoring Considerations

Part 1.

One simple method of 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, and
- The percentage of all activities not implemented.

A review of the changes made or activities not implemented at all may reveal issues to address. For example, if the last activities in each class are commonly skipped, then there may be timing or classroom management issues to address (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 if other core components or qualities are not implemented (e.g., if the curriculum is implemented with young people 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 separately, and to use the information to describe the implementation overall. The description should be included with the summary percentages from Part 1 and any pretest-posttest data on the effectiveness of the program on youth.
Draw the Line/Respect the Line Implementation Fidelity Tool – Grade 6

Your name: ___________________________________________________________________________

Name of your organization: __________________________________________________________________

Purpose of this Tool:

The purpose of this tool is to assess the fidelity or quality of implementation of the Draw the Line/Respect the Line curriculum.

Directions:

Please complete the appropriate section of Part 1 after you teach each of the lessons in the curriculum for each classroom or group. It is best to complete the form right after teaching a lesson to minimize recall errors. Please complete Part 2 immediately after you have taught all the lessons for a given class or location.

Part 1:

For each of the activities in this lesson, please indicate whether you completed it as described in the curriculum, modified it, or did not complete it. 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:

Please complete the questions immediately after you have taught all the lessons you will be teaching.
## Part 1:
### Lesson 1: Draw the Line/Respect the Line

<table>
<thead>
<tr>
<th>Activity 1.1: Introduction and Plan for the Day</th>
<th>Activity 1.2: Dicho (Saying) for the Day</th>
<th>Activity 1.3: Simon Says</th>
<th>Activity 1.4: Where’s the Pressure?</th>
<th>Activity 1.5: Where Do You Draw the Line?</th>
<th>Activity 1.6: Closure and Family Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1</td>
<td></td>
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<tr>
<td>Date taught:</td>
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<tr>
<td>Group 2</td>
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<tr>
<td>Date taught:</td>
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<tr>
<td>Group 3</td>
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<tr>
<td>Date taught:</td>
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<tr>
<td>Group 4</td>
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<tr>
<td>Date taught:</td>
<td>/ /</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you made any changes, please describe them here. (If you need more space, attach a separate sheet)
### Part 1: Lesson 2 : Steps for Drawing the Line—Part 1

#### Did you complete each activity below?

<table>
<thead>
<tr>
<th>Activity 2.1: Lesson 1 and Homework Review</th>
<th>Activity 2.2: Plan for the Day</th>
<th>Activity 2.3: Introduce Skill</th>
<th>Activity 2.4: Introduce Steps for Drawing the Line</th>
<th>Activity 2.5: Skill Demonstration Roleplay</th>
<th>Activity 2.6: The Dare Roleplay</th>
<th>Activity 2.7: Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
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<tr>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
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<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

If you made any changes, please describe them here.

(If you need more space, attach a separate sheet)

#### Group 1
- **# of students:**
- **Date taught:** / /
- Yes completely
- Yes with changes
- No

#### Group 2
- **# of students:**
- **Date taught:** / /
- Yes completely
- Yes with changes
- No

#### Group 3
- **# of students:**
- **Date taught:** / /
- Yes completely
- Yes with changes
- No

#### Group 4
- **# of students:**
- **Date taught:** / /
- Yes completely
- Yes with changes
- No
### Part 1:
#### Lesson 3: Steps for Drawing the Line—Part 2

**Did you complete each activity below?**

<table>
<thead>
<tr>
<th>Activity 3.1: Plan for the Day</th>
<th>Activity 3.2: Dicho (Saying) for the Day</th>
<th>Activity 3.3: Skill Review and Practice</th>
<th>Activity 3.4: Closure and Family Activity</th>
<th>If you made any changes, please describe them here.</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students:</td>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
<td>Yes completely</td>
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<tr>
<td></td>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
<td>Yes with changes</td>
</tr>
<tr>
<td>Date taught:</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Group 1**

- # of students: [ ]
- Date taught: / /

**Group 2**

- # of students: [ ]
- Date taught: / /

**Group 3**

- # of students: [ ]
- Date taught: / /

**Group 4**

- # of students: [ ]
- Date taught: / /
Part 1: Lesson 4: The Roleplay Challenge

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you complete each activity below?</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Group 1</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Date taught: / /</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Group 2</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Date taught: / /</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Group 3</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
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<tr>
<td>Date taught: / /</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Group 4</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes complete</td>
<td>Yes with changes</td>
<td>Yes completely</td>
</tr>
<tr>
<td>Date taught: / /</td>
<td>Yes completely</td>
<td>Yes with changes</td>
<td>Yes complete</td>
<td>Yes with changes</td>
<td>Yes complete</td>
</tr>
</tbody>
</table>

If you made any changes, please describe them here. (If you need more space, attach a separate sheet)
### Part 1:
**Lesson 5: Friends Respect the Line**

#### Did you complete each activity below?

<table>
<thead>
<tr>
<th>Activity 5.1: Homework Review</th>
<th>Activity 5.2: Plan for the Day</th>
<th>Activity 5.3: Dicho (Saying) for the Day</th>
<th>Activity 5.4: High Pressure Roleplay and Discussion</th>
<th>Activity 5.5: Modeling Respecting the Line</th>
<th>Activity 5.6: Student Roleplay Practice</th>
<th>Activity 5.7: Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes completely</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes completely</td>
</tr>
<tr>
<td>☐ Yes completely</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
<td>☐ Yes with changes</td>
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<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

If you made any changes, please describe them here.

(If you need more space, attach a separate sheet)

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**Group 1**

- **# of students:**
- **Date taught:** / /

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**Group 2**

- **# of students:**
- **Date taught:** / /

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**Group 3**

- **# of students:**
- **Date taught:** / /

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**Group 4**

- **# of students:**
- **Date taught:** / /
**Part 2**

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

### Implementation: Audience and Setting

1. Was *Draw the Line/Respect the Line* implemented in schools?
   - [ ] Yes, in regular school classes
   - [ ] Yes, after school
   - [ ] 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* implemented? (If it was implemented after school, in what grades were the participants? Check all that apply.)
   - [ ] 5th
   - [ ] 6th
   - [ ] 7th
   - [ ] 8th
   - [ ] other

### Implementation: 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 back-to-back in 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 percent of the participants attended each class? _______%

### Program Educators

1. What is your experience with *DTL/RTL*?
   
   *Before you taught DTL/RTL this time had you...*
   
   a) Been trained to implement *DTL/RTL*?  [ ] Yes  [ ] No
   
   b) Reviewed all the activities in the curriculum?  [ ] Yes  [ ] No
   
   c) Taught or practiced teaching most of the activities?  [ ] Yes  [ ] No
2. What is your experience with other similar programs?

Before you taught DTL/RTL this time, had you...

a) Taught other sex education curricula that covered abstinence, condoms and contraception?  Yes  No

b) Taught other skills-based programs that required students to practice skills using roleplays?  Yes  No

Preparation

1. Did your school (or organization in which you implemented this program) approve its implementation before the program was taught?  Yes  No

2. Were parents notified that their teens were going to participate in this program?  Yes  No

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 comfortable
   - Somewhat uncomfortable
   - Very comfortable

Please circle one option for each of the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Very Confident</th>
<th>Somewhat</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How confident did you feel delivering these lessons?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. To what extent did classroom management issues detract from your</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ability to teach the lesson as written?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. To what extent were you able to engage students in the participatory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>activities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. To what extent did participants practice the roleplays as specified</td>
<td></td>
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<td></td>
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<tr>
<td>in the curriculum (i.e., everyone practiced refusal skills, students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>used the observer checklists and students gave each other feedback)?</td>
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<tr>
<td>6. To what extent were you able to emphasize clearly and repeatedly the</td>
<td></td>
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</tr>
<tr>
<td>message that participants should avoid unprotected intercourse, either</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>by not having sex or by using contraception?</td>
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</tbody>
</table>

7. What additional information or skills do you need to help strengthen your implementation of Draw the Line/Respect the Line?