

## PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

- Intervention Name:** *Draw the Line/Respect the Line*
- Developer:** Barbara Van Oss Marin, PhD; Romy Benard; and Karin Coyle, PhD
- Program Description:** The *Draw the Line/Respect the Line* program is designed to help sixth-, seventh- and eighth-grade students in postponing sexual activity and using protection if they are sexually active. The curriculum addresses social pressures on sexual behaviors and provides modeling of and practice with communication and negotiation skills.

### **Component 1: Classroom Modules**

This component includes separate classroom modules for the sixth, seventh, and eighth grades. The sixth-grade module includes five lessons focused on limit-setting and refusal skills in nonsexual situations. The seventh-grade module includes eight lessons focusing on sexual situations. Students learn about the consequences associated with sexual intercourse and are encouraged to set limits regarding sex. The eighth-grade module includes seven lessons that develop students' practical skills (for example, learning how to use condoms and practicing refusal skills in dating contexts). Lessons are interactive and involve a range of activities, including small- and large-group discussions, paired and small-group skill practices, and storytelling.


### **Component 2: Teacher Consultations**

This component includes "office hours," or specified times outside of the classroom, for teachers to meet with students individually or in small groups. Office hours provide students the opportunity to engage with a caring adult, get help solving any interpersonal problems, or get answers to questions. Teachers also may provide resources for students who need assistance in crisis situations.

### **Component 3: Homework**

This component includes assigned homework requiring parent or other adult participation and support.

- Target Population:** Available information describes the classroom modules as reinforcing one another, suggesting targeting of the program to adolescents in sixth grade for the full (three-year) intervention. Each classroom module is available separately, however, allowing the option of targeting adolescents in any combination of sixth, seventh, or eighth grade.

**Curriculum Materials:** Curriculum materials can be purchased online at <http://pub.etr.org/ProductDetails.aspx?id=10000&itemno=A003>.  


**Training and TA:** The program is delivered by school teachers or health educators. Classroom teachers implementing the intervention should be skilled in using interactive teaching methods and guiding group discussions.

### **Research Evidence**

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

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

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

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

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

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

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

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

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

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

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

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

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