

NWX-OS-OGC-RKVL

Moderator: Jaclyn Ruiz

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Jaclyn Ruiz: Today we'll be interviewing Dr. Karin Coyle as part of our Developer Interview Series. The Office of Adolescent Health will be hosting a series of interviews with developers of those programs identified by the Department of Health and Human Services Teen Pregnancy Prevention Evidence Review as having shown effectiveness in reducing teen pregnancy, sexually transmitted infections or sexual risk behaviors.

The goal of these interviews is to ask developers some of the most frequently asked questions by OAH grantees. The Webinar series was developed as a technical assistance product for use with OAH grant programs to provide additional guidance on selecting, planning and implementing an evidence-based program for teen pregnancy prevention.

This Webinar should not be used on its own but as a complement to various other resources available online. Additional resources are identified later in this PowerPoint presentation. Please note that that inclusion on the HHS/TPP evidence review does not imply endorsement from OAH and that programs selection is up to grantees.

As I mentioned today we are interviewing Dr. Karin Coyle. Dr. Coyle is a research - is a senior research scientist at ETR and specializes in the development and evaluation of sexual health education programs particularly for young people in middle or high school settings.

Her current work focuses on using blended learning for sexual health education and promoting healthy relationships as a pathway for reducing pregnancy and disease. Welcome Dr. Coyle.

Karin Coyle: Thank you.

Jaclyn Ruiz: Can you please briefly describe your program Draw the Line/Respect the Line.

Karin Coyle: Sure. Draw the Line/Respect the Line is a developmentally tailored school-based program for middle school use grades six through eight. It's designed to delay sexual initiation and reduce frequency of sex as well as increase condom use among young people who are having sex.

Our components include lessons at grades six, seven and eight, nineteen lessons total, the focus on skills for drawing and respecting personal boundaries, a focus on norm and parent/guardian homework activities. The lessons are delivered in a classroom. Some of the lessons use videos so users would need audiovisual equipment to implement the program.

Jaclyn Ruiz: Thank you for that information. Can you talk a little bit about your previous evaluation results?

Karin Coyle: Sure. The initial study was done in an urban suburban area in California. The majority of the population was Hispanic. And in that study we found that we delayed the initiation of vaginal sex among boys who had not yet had sex at pretest. And that effect lasted through the 36-month follow-up.

We increased knowledge in sexual limits and reduced exposure to situations that could lead to sex for boys. There were no significant differences on those

variables for girls except regarding increasing positive peer norms around delaying sex.

Jaclyn Ruiz: And can you talk a little bit more about your - the evaluated population versus maybe any other populations that this intervention may be applicable for.

Karin Coyle: Sure. The evaluated population was a diverse multiple race ethnic population although primarily Hispanic. It was tested with all teens regardless of their sexual experience.

Schools were urban and suburban. It has been used in mixed and single gender classrooms, diverse classrooms. It's been used in urban, suburban and rural settings and also low income settings again with a range of young people regardless of their sexual experience.

Jaclyn Ruiz: And I know you already sort of touched on this a little bit but I was wondering if you could expand upon implementing the program with mixed gender groups even though the outcomes show that there are, at least outcomes that you identified, the most part I think were for boys. And then you did identify one that was for girls. And I was wondering if you could maybe expand upon those particular evaluation results.

Karin Coyle: Yes. The program was indeed more effective with boys than girls from a behavioral standpoint. We still - we get this question a lot about what do we do with these mixed results. We still encourage its use in mixed gender classrooms with some encouraging focus to make some adaptations which I know we'll discuss later.

But in some follow-up work with the data we discovered that with the girls a sizeable proportion of the young girls had relationships with older partners

that were high school aged. And the intervention we feel did not address the pressures from being in relationships with older partners.

So if it were used in a mixed gender classroom, one, it will cause no harm. I mean there's no harm in that. There may be some gains in terms of perceived peer norms for delaying sex. That just didn't tilt to a change in behavior for girls. But adding and addressing some of these other determinates or risk factors for girls might help boost the impact.

Jaclyn Ruiz: Thank you. And then you mentioned that the program was evaluated in urban and suburban middle schools. Any other settings that you think may be applicable for the program?

Karin Coyle: It is applicable in rural middle schools but it really is a school based program and difficult to use in non-school settings because of the developmental kind of staged approach across three years.

Jaclyn Ruiz: And so we've already sort of touched a little bit about some adaptations that are potential for this program. And while adaptations require OAH prior approval and at times approval by the developer it can be helpful for organizations to get a sense of previous adaptations that have been successfully implemented.

Can you expand upon some adaptations that you know have been implemented and sort of your thought behind some adaptations that are potential adaptations?

Karin Coyle: Yes. At ETR we use a green, yellow, red light paradigm to describe adaptations and have adaptation guidelines link for Draw the Line as provided on this slide.

We view green light as minor adaptations that are really designed to optimize the curriculum for a learning group or a group of young people recognizing the - every setting is going to have different characteristics, so things like changing language, changing terms, adjusting the role play scenarios, weaving in use of technology into the role play scenarios. All of those types of adaptations we view as optimizing the instruction and are encouraged.

The adaptation I just discussed about adding content, it could be green or yellow. We want to be careful in where and how that content gets added. But for girls in addressing that particular determinant in terms of the challenge of drawing a line in a context of imbalanced power in a relationship is an important addition and that would be an adaptation that we would encourage as well.

Jaclyn Ruiz: And so if a grantee wanted more information about that particular adaptation does the adaptation resource you cite here, does that provide some of that information?

Karin Coyle: There is some in there. ETR also has - there is a helpdesk where grantees or users can submit questions and then we will address those and post them for all users. So that's another avenue if there's not enough detail for someone in the adaptation guidelines.

Jaclyn Ruiz: Okay. Great. Do you have any staffing consideration - or recommendations, I'm sorry, for implementation of the program?

Karin Coyle: Yes. The staffing generally, one, educator per class and in the study and other users that educator typically is teaching multiple classes concurrently. The program can be taught by classroom teachers, health or science teachers or a CBO visiting health educator. Either model is viable.

The characteristics of the educator that are important include rapport with young people, experience with the interactive activities, the role play, the pair activities, those types of things. Experience and comfort with sexuality education. And we encourage training for implementation.

Jaclyn Ruiz: And talking about training do you want - can you expand upon the training opportunities that are available?

Karin Coyle: Yes. ETR offers a range of training options to support high-quality implementation with fidelity. Those are listed from training of educators to boosters to training of trainers.

We also offer technical assistance and then address questions through the help desk on our evidence-based program Web site. And so users are encouraged to review more details about those training options and seek out guidance through the online resources.

Jaclyn Ruiz: And can you describe some of the implementation challenges that you're aware of and any possible strategies that you know that organizations have used to overcome those challenges.

Karin Coyle: Yes. The most common challenge is the implementation across all three years. So we've gotten multiple, multiple questions about that - can I combine it into one year, et cetera. So that's an important factor to consider when deciding on what program might be a fit for your setting.

It really is important to implement across the three years. Strategies for success in that, looking at and working with school sites on what classroom these lessons can be dropped into - the 6th grade, it's five lessons, and seven in the 7th, seven in the 8th. So it's not particularly long in any given year, but

it is important, the developmental staging and the boost each year is important in terms of the model.

Cohort retention is a challenge and that's why we don't encourage users to use a program like this in a community-based setting because of the three-year and the need to retain.

The other common challenge that we get is concerns about the condom instruction at grade eight. And that, it was important to recognize that condoms are demonstrated, the young people are not asked to practice at the 8th grade but they are demonstrated and it's important for potential grantees or users to think about that and seek out and understand what required restrictions are in play and the settings in which they'll work.

There are some allowable alternatives for a condom demonstration where, you know, maybe there's not a physical condom being used, but there's a PowerPoint showing the steps, et cetera. So those would be conversations to be had both with us and with OAH about allowable alternatives for that 8th grade condom instruction.

Jaclyn Ruiz: Thank you for adding that bullet. Because I know sometimes that becomes a concern for grantees. So it's good for them to know that information up front. Do you have any recent or planned revisions to the program?

Karin Coyle: The program goes through regular updates and it will continue to do that both for factual updates and source citations and then updating and reprioritizing birth control.

Jaclyn Ruiz: All right, thank you. And so on Slides 13 and 14, you will find more information and resources for Draw the Line/Respect the Line.

And we hope that these resources, in conjunction with today's Webinar, will provide a comprehensive understanding of this evidence-based teen pregnancy prevention program and will assist in making not only an informed decision on which evidence-based programs to select for your community, but how to best prepare for and implement this program.

Any final words, Karin?

Karin Coyle: The only thing I failed to mention earlier is this program - the materials are available in English and Spanish, and that during the study the educators were bilingual, bi-cultural and taught in, you know, used a mix of English and Spanish.

Jaclyn Ruiz: Thank you for that additional information. That's actually really helpful. So I want to thank you again for taking the time today to put this information together and present it to our grantees. I know that they'll find this information incredibly helpful.

Karin Coyle: Thank you.

END OF Draw the Line/Respect the Line