

The Characteristics of Effective Teen Pregnancy HIV, and STI Programs

Produced by the Healthy Teen Network in partnership with the Alabama Campaign to Prevent Teen Pregnancy and the Alabama Department of Public Health

Faculty

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Objectives

- Describe how the research was conducted to identify the characteristics of effective teen pregnancy prevention programs
- Name the three categories of characteristics

Objectives

- Describe how to use the Tool to Assess the Characteristics of Effective Programs to assess or develop a program

Evidence-Based Approaches Include Both

Evidence-Based Programs

- Been proven to be effective in changing behavior
- Published in peer-reviewed journals

Evidence-Based Approaches Include Both

Promising Programs

- Have not been through rigorous evaluation
- Contain most if not all of the characteristics of effective programs

How many of you have heard of the “Ten Characteristics of Effective Programs” by Dr. Douglas Kirby in 1994?

The New Characteristics Research

- In 2005, Family Health International funded Dr. Doug Kirby to
 - Conduct a worldwide search for rigorously evaluation HIV prevention and sex education programs and describe their impact
 - Examine effective programs for common characteristics

Written Products

- Kirby, D. Laris, B.A. & Rolleri, L. (2006). Sex and HIV Program for Youth. Their Impact and Important Characteristics. Washington DC:

www.etr.org/recapp/programs

Written Products

- Kirby, D. Rolleri, L. & Wilson, M.M. (2007). A Tool to Assess the Characteristics of Effective Sex and HIV Education Programs. Washington DC:

www.healthyteennetwork.org

Written Products

- Kirby, D. Laris, BA & Rolleri, L. (2007). The Impact of Sex and HIV Education Programs in Schools and Communities on Sexual Behaviors Among Adolescents and Young Adults. Journal of Adolescent Health (40) 2007, pp. 206-217.

Program Criteria

- Goals of program were
 - Reduce STD/HIV (52%)
 - Reduce unintended pregnancy (17%)
 - Both goals (31%)

Program Criteria

- Addressed sexual behaviors directly related to
 - Delay initiation of sex or abstain from sexual intercourse
 - Increase the use of contraception including condoms
 - Decrease the number of sexual partners
 - Decrease the frequency of sex

Program Criteria

- Targeted young people up to 25
- Were curriculum-based with structured activities involving groups of youth (not one-on-one interaction or youth development)
- Were implemented in schools or community settings anywhere in the world

Evaluation Study Criteria

- Used an experimental or quasi-experimental evaluation design
- Had a sample size of 100 or larger
- Measured impact on initiation of sex for at least 6 months and other behaviors for at least 3 months
- Were published in 1990 or later

Conclusions About the Impact of Sex and STD/HIV Education Programs

- Abstinence programs have little evidence of positive impact
 - Some are not effective
- Sex/HIV education programs
 - Do not increase sexual activity

Conclusions About the Impact of Sex and STD/HIV Education Programs

- Some sex/HIV education programs
 - Delay initiation of intercourse
 - Reduce number of sexual partners or
 - Increase use of condoms/contraception
- Some do all three

Conclusions About the Impact of Sex and STD/HIV Education Programs

- Emphasis upon abstinence, fewer partners and condoms/contraception are compatible, not conflicting
- Programs are quite robust, effective with multiple groups
 - Males and females

Conclusions About the Impact of Sex and STD/HIV Education Programs

- All major ethnic groups in the U.S.
- Sexually experienced and inexperienced
- Youth in advantaged and disadvantaged communities

Conclusions About the Impact of Sex and STD/HIV Education Programs

- Programs may be especially effective
 - With higher risk youth in disadvantaged communities
 - In communities where they address a salient issue

Conclusions About the Impact of Sex and STD/HIV Education Programs

- Sex education programs
 - Are not a complete solution
 - Can reduce sexual risk by roughly one-third
 - Can be an effective component in a more comprehensive initiative

Are Programs Effective When They Are Replicated By Others?

Replications of Studies: Preliminary Conclusions

- Curricula can remain effective when implemented with fidelity by others
 - Fidelity = All activities, similar structure
- Substantially shortening programs may reduce behavioral impact

Replications of Studies: Preliminary Conclusions

- Deleting condom activities may reduce impact on condom use
- Moving from voluntary after-school format to school classroom may reduce effectiveness

The Numbers

- 83 programs met the criteria
- 54 (65%) programs had an impact on at least one sexual behavior
- 8 programs had the strongest evidence for behavior change
- 19 of the 28 curricula were obtained from program developers

Three Categories

- Program Development
- Program Content
- Program Implementation

Category 1: Program Content

1. Involved multiple people with different backgrounds to design curriculum
 - Theory
 - Research on adolescent sexual behavior
 - Educational theory and curriculum design

Category 1: Program Content

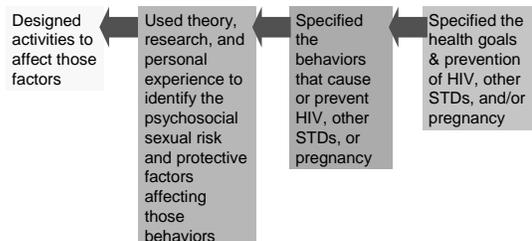
- Experience teaching youth about sex
- Cultural knowledge
- Evaluation

Category 1: Program Content

2. Assessed relevant needs and assets of target group
 - Reviewed quantitative data such as STD or pregnancy rates, survey data on sexual behavior, etc.
 - Conducted focus groups with youth
 - Interviewed professionals working with youth

Category 1: Program Content

3. Used logic model approach



Category 1: Program Content

4. Designed activities consistent with community values and resources available (staff time, staff skills, facility space, and supplies)
5. Pilot-tested the program

Category 2: Program Content

6. Focused on clear health goals
 - The prevention of STDs/HIV and/or pregnancy
- Talked about these health goals including susceptibility and negative consequences
- Gave a clear message about these goals

Category 2: Program Content

- Identified behaviors leading to the health goal (see next characteristics)
7. Focused narrowly on specific behaviors leading to these health goals

Category 2: Program Content

- Behaviors
 - Delay onset of sexual intercourse
 - Increase the use of contraception, including condoms
 - Decrease the frequency of sex
 - Decrease the number of sexual partners
 - Increase screening and treatment of STDs/HIV

Category 2: Program Content

- What was the clear message about behavior?
 - Emphasized abstinence as safest and best approach
 - Encouraged condom/contraceptive use for those having sex

Category 2: Program Content

- Sometimes also emphasized other values
 - Be proud, be responsible, respect yourself, stick to your limits, remain in control (for women)

Category 2: Program Content

- 8. Addressed multiple sexual psychosocial risk and protective factors affecting sexual behaviors
 - In the area of sexuality, psychosocial factors often refer to internal cognitive factors that relate with the environment
 - Knowledge about HIV prevention

Category 2: Program Content

- Values about sex
- Perception of peer norms about abstinence
- Attitudes about using condoms
- Self-efficacy to engage in or refrain from various sexual behaviors

Category 2: Program Content

- Seven major types of risk and protective factors
 - Knowledge about the risks of having sex, pregnancy, STD and/or HIV, and methods to avoid these outcomes
 - Perception of risk, including susceptibility and severity of risk

Category 2: Program Content

- Personal values and peer norms about sex
- Attitudes and peer norms about condoms and contraception
- Skills (refusal, condom use, condom negotiation) and self-efficacy to use those skills

Category 2: Program Content

- Communication with parents and adults
- Intention to avoid sexual risk-taking behaviors

Category 2: Program Content

- 9. Created a safe social environment
 - Group agreements – especially no “put downs”
 - Introductions
 - Snacks
 - Breaks
 - Parking lot

Category 2: Program Content

10. Included multiple activities to change each of the targeted risk and protective factors
- Each risk and protective factor has **MULTIPLE ACTIVITIES** designed to address it

Category 2: Program Content

11. Used instructionally sound teaching methods that
- Actively involved the participants
 - Helped participants personalize the information
 - Were designed to change each group risk and protective factors

Category 2: Program Content

12. Used activities, teaching methods, and messages that were appropriate to
- Youth's culture
 - Developmental age
 - Sexual appearance

Category 2: Program Content

13. Covered topics in a logical sequence
- Basic information about HIV, STD, or teen pregnancy, including susceptibility and severity of HIV and other STDs
 - Knowledge, values, and social norms about these behaviors
 - Skills needed to adopt these behaviors

Category 2: Program Content

14. Secured at least minimal support from appropriate authorities
15. Selected educators with desired characteristics
- Important selection criteria
 - Could relate to youth

Category 2: Program Content

- Had experience with health education
- Virtually all studies trained educators

Category 2: Program Content

16. If needed, implemented activities to recruit youth and overcome barriers to their involvement

- Publicized the program
- Obtained parental consent
- Arranged for transportation
- Assured safety
- Implemented at convenient times
- Provided incentives to participate (food)

Category 2: Program Content

17. Implemented virtually all activities with reasonable fidelity

- Green/yellow/red light adaptations

What is the TAC?

How can this new research on the characteristics of effective programs be used?

- By utilizing the Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs, or TAC for short, which was developed to help practitioners apply the research in a user-friendly way to improve programs

Major Sections of the TAC

- Pages 1-3 Background Information
- Pages 4-6 Why Would You Use the TAC?
Assess, Adapt, Develop, Implement
- Pages 6-8 Preparation Steps
- Page 8 Four Steps to Assessing Each Characteristic
Read, Answer, Summarize, and Report
- Pages 11-50 Characteristics Assessment
- Pages 51-55 Characteristics Summary Table
- Pages 57-61 Resources
- Pages 63-66 Glossary

How Might You Use the TAC?

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Healthy Teen Network is a national membership organization focused preventing teen pregnancy and also supporting young families