

Defining and Identifying What Works in Teen Pregnancy Prevention

**Satellite Conference and Live Webcast
Wednesday, June 30, 2010
2:00 - 3:00pm Central Time**

**Produced by the Alabama Department of Public Health
Video Communications and Distance Learning Division**

Faculty

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Training Objectives

- Define evidence-based teen pregnancy prevention programs
- Identify characteristics of effective programs
- Describe the steps in developing a BDI Logic Model

Training Objectives

- Describe program fidelity and adaptation
- Identify resources for determining appropriate prevention programs for specific settings

The 2008 Numbers and the Potential Impact on Alabama Communities

Alabama Statistics 2008

- Total pregnancies by age group
 - 281 (ages <15)
 - 3,682 (ages 15-17)
 - 8,294 (ages 18-19)
- Total: 12,257
- Rate: 39.2

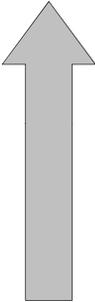
Alabama Statistics 2008

- Total births by age group
 - 159 (ages <15)
 - 2,518 (ages 15-17)
 - 5,890 (ages 18-19)
- Total: 8,567

Some Related News. . .

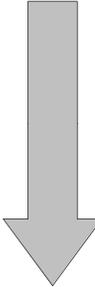
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Some Related News. . .



- % who have ever had sex
- % who had sex before age 13
- % sexually active in past 3 months
- % who were ever forced to have sex
- % who experienced dating violence

Some Related News. . .



- % who used a condom at last sex
- % who used the birth control pill at last sex

Selected Social Issues Affected by Teen Pregnancy and Childbearing

- Educational achievement
- Welfare dependency and poverty
- Child well-being

Defining Evidence-Based Programs

Evidence-Based Programs

- Also referred to as
 - Research Proven Programs
 - Science-based Programs
 - Best Practice Programs
- Rigorously evaluated to show behavior change

What Do We Mean by Rigorous Evaluation?

- The study uses an experimental or quasi-experimental design
- The study uses a sample size that is appropriate (or adequate)

What Do We Mean by Rigorous Evaluation?

- The study measures knowledge, attitudes, and behaviors
 - Delay of sexual onset
 - Decrease frequency of sex
 - Increase condom use and/or contraceptive use
 - Decrease in number of partners

What Do We Mean by Rigorous Evaluation?

- The study measures program effects over time
- The study uses sound research methods and processes

Characteristics of Effective Programs

Characteristic #1

- Have a specific, narrow focus on behavior
 - Effective programs tend to focus on specific behavioral goals such as delaying first sex or using contraception
 - Typically, they do not spend significant time on such topics as gender roles, dating, or being a parent

Characteristic #2

- **Based on theoretical approaches that have been effective in influencing other risky health-related behavior**
 - **Includes such theories as reasoned action, cognitive behavior theory, and theory of planned behavior**

Characteristic #2

- **These theories help identify the particular risk and protective factors that the curricula try to change, which in turn may lead to voluntary change in sexual or contraceptive behavior**

Characteristic #3

- **Provide clear messages about sex and protection against STDs or pregnancy**
 - **A particularly important characteristic in distinguishing between effective and ineffective programs**

Characteristic #3

- **Activities directed towards convincing students that not having sex or using contraception consistently and carefully is the right thing to do, as opposed to simply laying out the pros and cons of different sexual choices**

Characteristic #4

- **Provide basic, not detailed, information**
 - **Emphasize the basic facts that young people need to avoid unprotected sex, instead of detailing all the different methods of contraception and STDs**

Characteristic #4

- **Also, present information that might lead to positive changes in beliefs and attitudes, and what are perceived as values – the “norms” of their friends**

Characteristic #5

- **Address peer pressure**
 - **Discuss situations that might lead to unwanted sex or “lines” that are often used to get someone to have sex**
 - **Also address beliefs and misconceptions among teens, such as “everyone is doing it”**

Characteristic #6

- **Teach communication skills**
- **Provide information about communication, negotiation, and refusal skills**
- **Demonstrate those skills and then provide repeated practice in those skills**
 - **Ex.: How to say no to sex or sex without contraception**

Characteristic #7

- **Include activities that are interactive**
 - **Help teens personalize the information through engaging games, simulations, small group discussions, videos, role-playing, and written exercises**
 - **Some programs use peer educators or videos featuring people with whom students can identify**

Characteristic #8

- **Reflect the age, sexual experience, and culture of the young people in the program**
 - **Because few young adolescents have had sex, curricula for middle school students tends to focus on postponing sexual involvement**

Characteristic #8

- **For high school students, who tend to have more sexual experience, programs usually emphasize avoiding unprotected sex, stressing that abstinence is only 100% sure bet, and that contraception should be used every time if they do have sex**

Characteristic #9

- **Last longer than several hours**
 - **Because having a real influence on behavior is a difficult task, programs that are only a few hours cannot markedly change the risk and protective factors affecting sexual behavior**

Characteristic #9

- Programs that last 14 or more hours and that have a greater number of different activities have a greater effect

Characteristic #10

- Carefully select leaders and train them
 - Place a high premium on recruiting teachers and/or peer leaders who believe in the program, and provide them with training

Characteristic #10

- Training sessions are generally from six hours to three days and provide them with both information and teaching strategies

BDI Logic Model

What Are Logic Models?

- A logic model is a tool that helps program developers identify the causal pathways between health goals and interventions in a strategic, purposeful and scientific way



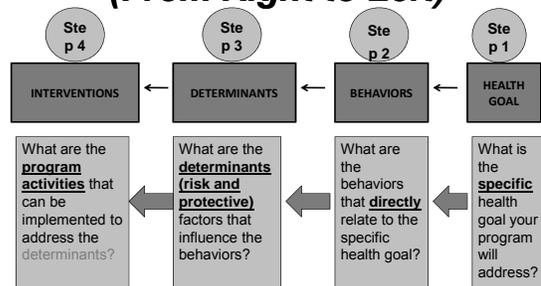
What Are Logic Models?

- Logic models also point program developers to the outcome and process indicators to be measured and evaluated

What Is a BDI Logic Model?

- The Behavior-Determinant-Intervention (BDI) Logic Model is one of many logic models
- The BDI Logic Model was developed by ETR's Douglas Kirby, PhD, for use in the public health field
- It uses social learning theory as a guide in program outcome

How Is a BDI Logic Model Created? (From Right to Left)



Program Fidelity

What Do We Mean by "Program Fidelity?"

- Fidelity is the faithfulness with which a curriculum or program is implemented
 - How well the program is implemented without compromising its core content, pedagogical and implementation components which are essential for the program's effectiveness

What Do We Mean by "Program Fidelity?"

- How well are we following the program's "recipe?"

What Are Core Components?

- Core components define program characteristics that must be kept intact when the intervention is being replicated or adapted, in order for it to produce program outcomes similar to those demonstrated in the original evaluation research

What Are Core Components?

- Core components can be organized into three categories
 - Content
 - Pedagogy
 - Implementation

What Is Adaptation?

- Adaptation is the process of making changes to a program in order to make it more suitable for a particular population and/or an organization's capacity without compromising or deleting its core components

Common Reasons for Adaptation

- Fit the culture/ language/literacy of the priority population
 - Change activities that have not worked well in the past
 - Respond to community values*
 - Comply with policies of the implementing agency
- * Most frequently mentioned

Common Reasons for Adaptation

- Meet facilitator comfort level regarding content or pedagogy
 - Address time constraints*
 - Reduce program costs
 - Adopt a greater sense of ownership of the curriculum
- * Most frequently mentioned

Resources

Resource Materials

- Science and Success
 - <http://www.advocatesforyouth.org/storage/advfy/documents/sciencesuccess.pdf>
 - <http://www.advocatesforyouth.org/storage/advfy/documents/ss%20clinical%20service.pdf>

Resource Materials

- **Emerging Answers**
 - http://www.thenationalcampaign.org/EA2007/EA2007_full.pdf
- **What Works to Prevent Teen Pregnancy**
 - <http://www.thenationalcampaign.org/resources/pdf/pubs/WhatWorks.pdf>

Resource Materials

- **Tools to Assess Characteristics of Effective Programs**
 - <http://healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7BAC34F932-ACF3-4AF7-AAC3-4C12A676B6E7%7D.PDF>

Resources

Alabama Campaign to Prevent Teen Pregnancy
412 N. Hull Street
Montgomery, AL 36104
334-265-8004
www.acptp.org

Resources

Advocates for Youth
2000 M Street NW, Suite 750
Washington, DC 20036
202.419.3420
www.advocatesforyouth.org

Resources

Healthy Teen Network
1501 Saint Paul St., Ste. 124
Baltimore, MD 21202
410-685-0410
www.healthyteennetwork.org

ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066
831-438-4060
www.programservices.etr.org