



Healthy Teen Network

MAKING A DIFFERENCE IN THE LIVES  
OF TEENS AND YOUNG FAMILIES

# What's in Your Toolbox?

A Collaborative Learning Series on  
Getting to Outcomes, Steps 3 & 4

**leadership,**  
education,  
training, **resources,**  
**advocacy,**  
information and  
**support**

# About Healthy Teen Network

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



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# Welcome!

- Deb Chilcoat,  
Senior Training and Technical Assistance Manager
- Vanessa Geffrard  
Training and Technical Assistance Associate



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This webinar series is made possible by the  
Centers for Disease Control Division of  
Reproductive Health

**Thank You!**

# Objectives

- List at least one challenge and one success using the tools for Step 1 and Step 2
- Identify at least three tasks to be completed in Step 3 and Step 4
- Use the tools associated with Step 3 and Step 4
- Articulate at least one strategy to implement Step 3 and Step 4

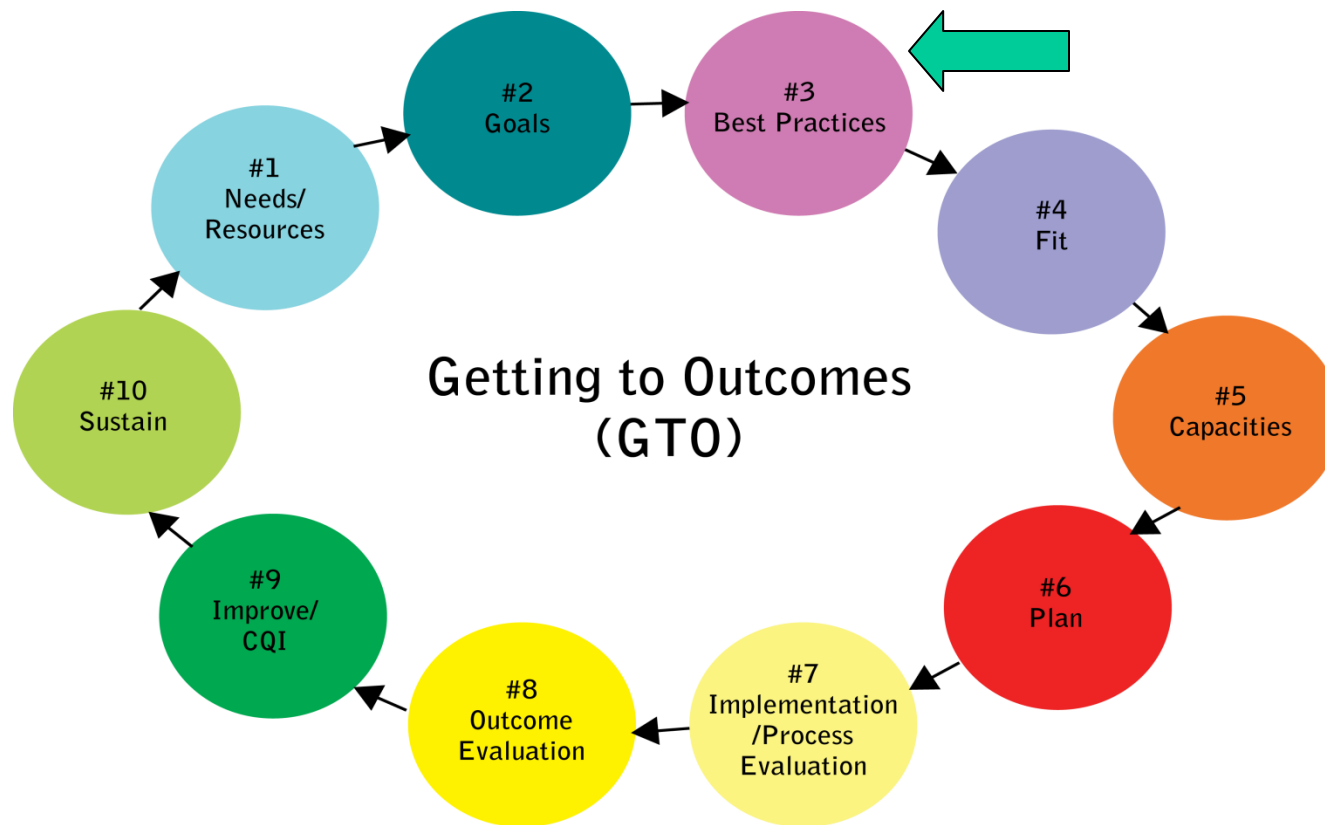


# Homework Review

- *[Notes on uploaded work]*
- What were some of your experiences working on Steps 1 and 2?
- What were your experiences using iGTO?

# GTO Step 3: Best Practices

- Reviewing effective programs
- Informing the work with research



**Poll:**

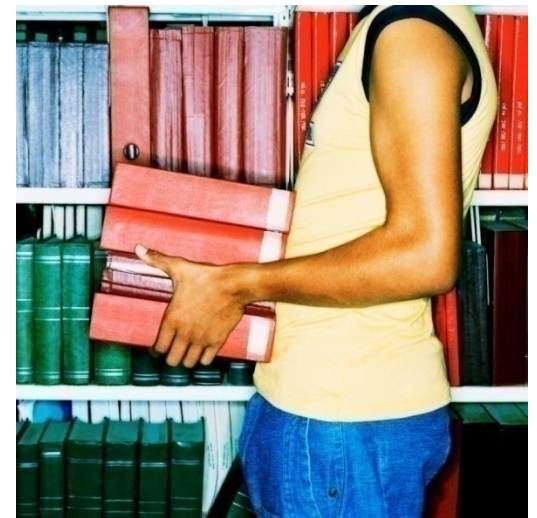
**“I have used an evidence- or science-based program in the past.”**





# The Case for the EBP?

- Already proven effective
- Gives partners confidence about the programming
- Makes good use of staff time when working toward outcomes



# Best Practices: Fidelity and Adaptations

- Fidelity: Using programs as they were written and evaluated
- Adaptations:
  - Green: “Go Ahead”
  - Yellow: “Proceed with Caution”
  - Red: “Stop, Don’t Do It”

# Characteristics of Effective Programs

THE PROCESS OF DEVELOPING THE CURRICULUM	THE CONTENTS OF THE CURRICULUM ITSELF	THE PROCESS OF IMPLEMENTING THE CURRICULUM
<ol style="list-style-type: none"> <li>1. Involved multiple people with expertise in theory, research, and sex and STD/HIV education to develop the curriculum</li> <li>2. Assessed relevant needs and assets of the target group</li> <li>3. Used a logic model approach that specified the health goals, the types of behavior affecting those goals, the risk and protective factors affecting those types of behavior, and activities to change those risk and protective factors</li> <li>4. Designed activities consistent with community values and available resources (e.g., staff time, space, materials)</li> </ol>	<p><b>CURRICULUM GOALS AND OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>6. Focused on clear health goals—the prevention of STD/HIV, pregnancy, or both</li> <li>7. Focused narrowly on specific types of behavior leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), gave clear messages about these types of behavior, and addressed situations that might lead to them and how to avoid them</li> <li>8. Addressed sexual psychosocial risk and protective factors that affect sexual behavior (e.g., knowledge, perceived risks, values, attitudes, perceived norms, and self-efficacy) and changed them</li> </ol> <p><b>ACTIVITIES AND TEACHING METHODOLOGIES</b></p> <ol style="list-style-type: none"> <li>9. Created a safe social environment for young people to participate</li> </ol>	<ol style="list-style-type: none"> <li>14. Secured at least minimal support from appropriate authorities, such as departments of health, school districts, or community organizations</li> <li>15. Selected educators with desired characteristics (whenever possible), trained them, and provided monitoring, supervision, and support</li> <li>16. If needed, implemented activities to recruit and retain teens and overcome barriers to their involvement (e.g., publicized the program, offered food or obtained consent)</li> <li>17. Implemented virtually all activities with responsibility</li> </ol>

# Characteristics of Effective Programs

- Process of Curricula Development:
  - Involved multiple experts in the program's development
  - The priority group's needs were assessed
  - A logic model was designed to plan the program's activities based on research and goals
  - The program was designed to be consistent with the community's values
  - The program was pilot tested.

# Characteristics of Effective Programs

- Curricula's Content:
  - Program is focused on clear health goals
  - Activities focus on behaviors directly related to specific sexual health behaviors that lead to pregnancy, STIs, HIV
  - They address psychosocial sexual health determinants (risk and protective factors) that affect sexual health.
  - The program creates a safe social environment
  - The program includes multiple activities aimed at changing each determinant addressed.
  - Employed instructionally sound teaching methods
  - Included methods that are relevant to the participants, culture, age and sexual experience
  - The activities are conducted in a logical sequence

# Characteristics of Effective Programs

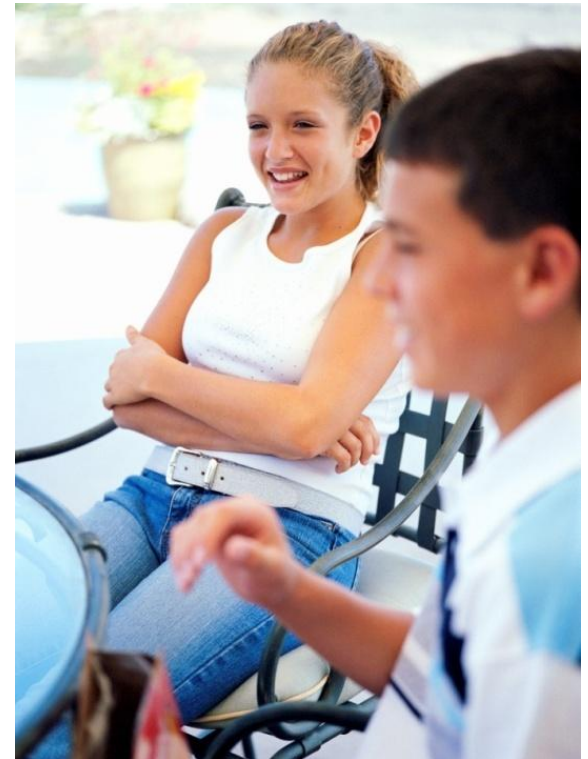
- Implementation of Programs:
  - The programming received at least minimal support from appropriate authorities
  - Appropriate facilitators are selected, trained, monitored, supervised and supported.
  - Activities are implemented to recruit and retain youth and to publicize the program.
  - The program is implemented with reasonable fidelity

**Poll – “Our organization is in the process of selecting an EBP for this project.”**



# List of EBPs

- OAH's list of 28 programs
- Other lists:
  - DEBI (CDC)
  - "Science & Success" (Advocates for Youth)
  - "What Works" (National Campaign)





# Tools – Checklist for Prospective Programs

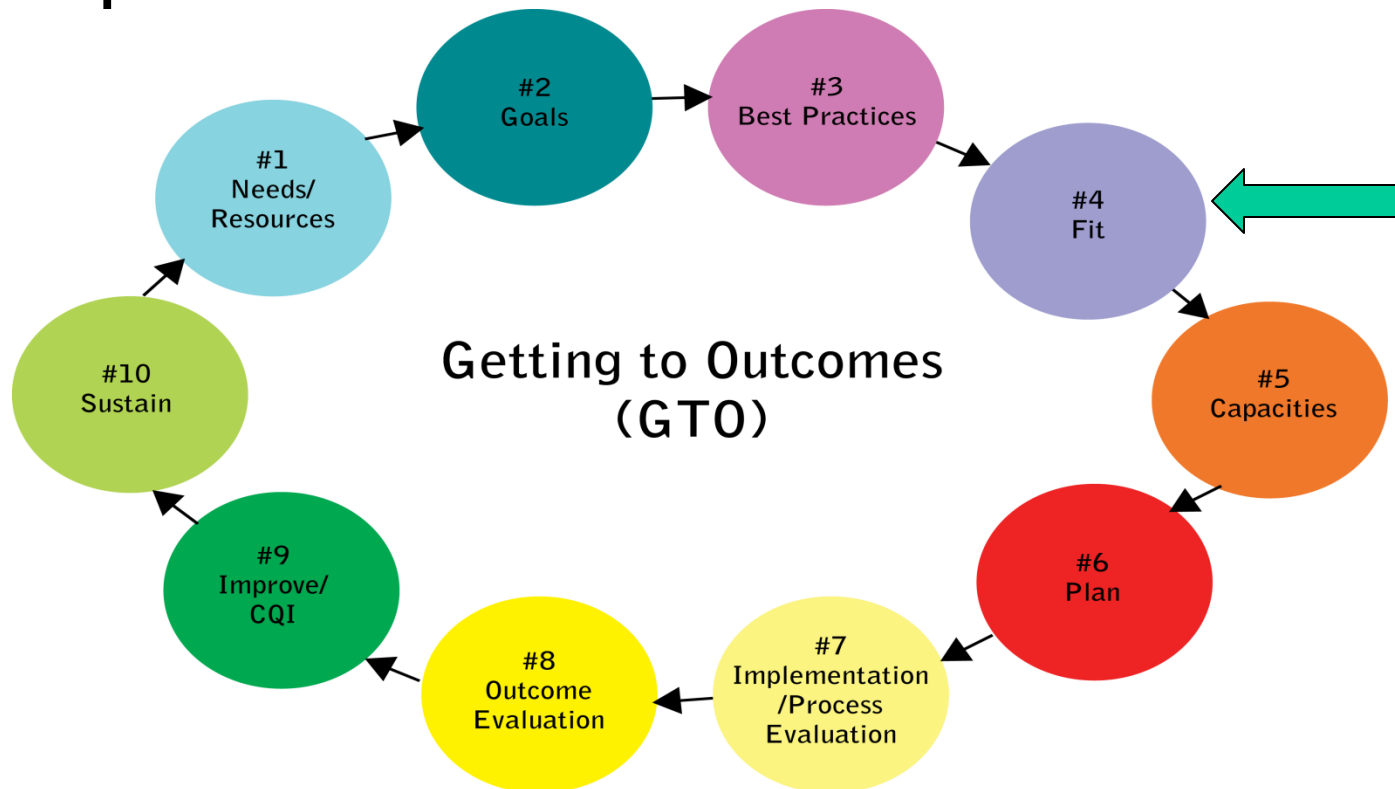
SBP features compared to our goals	Program does this? Yes / No	What would we need to change to make the program fit our needs?
Focuses clearly on our identified health goals (e.g., STD/HIV and/or pregnancy prevention)		
Focuses narrowly on the specific behaviors we've identified to lead to the health goals (e.g., abstaining from sex or using condoms or other contraceptives), gives clear messages about these behaviors, and addresses situations that might lead to them and how to avoid them.		
Addresses the determinants (risk & protective factors) we selected in Step 2 (e.g., knowledge, perceived risks, values, attitudes, perceived norms, and self-efficacy).		
Creates a safe social environment for youth to participate.		
Includes multiple activities to change each of the targeted determinants.		
Employs teaching methods that we could implement to actively involve participants, would help them personalize the information, and would change each determinant.		
Employs activities, instructional methods and behavioral messages appropriate to our target population's culture, developmental age, and sexual experience.		
Covers topics in a logical sequence that we could implement.		

# Tools – Checklist for Existing Programs

Characteristics of effective programs	Program does this? Yes / No	How could we incorporate this characteristic into our existing program?
1. Focuses on clear health goals –prevention of STI/HIV and/or pregnancy		
2. Focuses on specific behaviors leading to our health goals (e.g., abstaining from sex or using condoms or other contraceptives). Gives clear messages about them and addresses situations that might lead to them with ways to avoid them.		
3. Addresses multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms, and self-efficacy).		
4. Creates a safe social environment for youth to participate.		
5. Includes multiple activities to change each of the targeted risk and protective factors.		
6. Employs sound teaching methods that actively involve the participants, helps participants personalize the information, and designed to change each group of risk and protective factors.		
7. Employs activities, instructional methods and behavioral messages appropriate to the youths' culture, developmental age, and sexual experience.		
8. Covers topics in a logical sequence.		

# GTO Step 4: Fit

- Further narrows the “short list”
- Deeper into feasibility and potential adaptations



# GTO Step 4: Fit

- Review for:
  - Values – Youth, Community, Organizational
  - Youth Sexual Behavior
  - Organizational and Government Policy
  - Program Length/Intensity

# Tools – *Program Fit Assessment*

Does the program or strategy...	Yes / No	What steps (adaptations) can be taken to increase the fit?	Green/Yellow/Red Light
<b>Fit with the youth's...</b>			
Literacy and/or education level?			
Age?			
Gender?			
Culture?			
LGBT?			
Special circumstances (foster care, juvenile delinquents, etc.)?			
<b>Fit with the organization's...</b>			
Mission?			
Board support?			
Staff support?			
Leadership support?			
Context/setting?			
Program dosage?			
<b>Fit with stakeholder's...</b>			
Other programs?			
Readiness for prevention intervention?			
Priorities and values?			

# Tools – *Culturally Appropriate Program Checklist*

	Yes / No	If no, this is what we plan to do
<p><b>Community relevance</b> Have you verified the relevance of the materials you plan to use (e.g., applicable, understandable, specific), or have you modified them to make them more relevant?</p>		
<p><b>Informed review</b> Have the curriculum and materials been reviewed by members of the community or knowledgeable others?</p>		
<p><b>Cultural sensitivity throughout</b> Is the curriculum culturally sensitive throughout and not just in certain sections?</p>		
<p><b>Social infrastructure considerations</b> Does the program take into account language, environment, values, socioeconomic status of the community members in its materials and programming?</p>		
<p><b>Staff experience</b> Are all your program staff members knowledgeable? Do they have expertise working with the community?</p>		
<p><b>Cultural competence training</b> Has the program staff received specialized training in cultural competence?</p>		

# Tool – General Adaptation Guidance

DRAFT

## General Adaptation Guidance: A Guide to Adapting Evidence-Based Sexual Health Curricula

For more information, contact:

Regina Firpo-Triplett, MPH, CHES  
ETR Associates  
reginaf@etr.org  
www.etr.org/recapp

Taleria R. Fuller, PhD  
CDC Division of Reproductive Health  
tfuller@cdc.gov  
www.cdc.gov/TeenPregnancy/index.htm

More information about adaptation guidelines is also available online under “Making Adaptations” in the Evidence-Based Programs section of ReCAPP (Resource Center for Adolescent Pregnancy Prevention), [www.etr.org/recapp](http://www.etr.org/recapp)



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# Homework!

- As a team (each organization) populate the tools from Steps 3 & 4. Preferably using your own data, but you can use the case study if you like.
- Upload the data onto the *iGTO Training Site*.
- DUE DATE: 1 day before the next webinar. Be prepared to share your experience.



# Slide Held for Duane on iGTO

# Share & Share Alike

- Chris Rollison, Training and TA Provider, SC Campaign to Prevent Teen Pregnancy
- What it has been like to work through this part of GTO.
  - Successes
  - Challenges
  - Lessons learned



# Questions? Concerns? Thoughts?

# Closing

- Homework: Uploaded by the next webinar
- Read Steps 3 & 4 in the GTO Manual

## **Next Webinar:**

October 6<sup>th</sup>

2:00 Eastern

**Thank You!**