



Reviewing Materials for Medical Accuracy, Age Appropriateness, and Inclusivity

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Tier 1 Orientation Meeting
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- Review all program materials for use in the project for medical accuracy, age appropriateness, and inclusivity of LGBTQ youth.
- Medical Accuracy:
 - Do an initial review of the materials for medical accuracy prior to submitting to OAH for final review.
 - Submit all program materials prior to use in the project to OAH for a medical accuracy review.
 - Verify that all modifications have been made and accepted by OAH.
- Age Appropriateness and Inclusivity:
 - Inform OAH of their review process, results, and changes made to ensure that all materials are age appropriate and inclusive of LGBTQ youth.
- Finalize all materials prior to implementation.

- Initial Review for medical accuracy by Grantee
- Submit list of program materials to OAH PO
- OAH Reviews materials
- OAH notifies grantee in writing if they can begin implementation
- If modifications are necessary...
- Resubmit modifications to OAH for further review
- OAH notifies grantee in writing they can begin implementation

- September 3, 2015: Medical Accuracy Review Webinar (<http://www.hhs.gov/ash/oah/resources-and-publications/webinars.html>)
 - [Slides](#)
 - [Audio](#)
 - [Transcript](#)
 - [FAQs](#)
 - [Resources](#)
 - [Review Form](#)
- Medical Accuracy Review Guidance** - In your binder
 - **Coming soon to the OAH website



- What is age appropriate?
 - OAH defines age appropriate as, “Topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.”
- Why is age appropriateness important?
 - Selecting an age-appropriate program ensures that the content and teaching methods are a good fit for the youth you serve, thereby increasing the chances that the program will have a positive impact on sexual health for youth in your community.

- Identify a program review coordinator to organize and facilitate review process
- Identify tool (or criteria) for assessing materials for age appropriateness
- Recruit a program review committee to review materials for age appropriateness
- Committee reviews materials for age appropriateness using assessment tool (or criteria)
- Committee discusses final assessment of materials and decides if potential adaptations are needed to address any concerns identified by committee.
- TPP Program Director (or review coordinator) reports to OAH overview of review process, results of review, and any adaptations made per reporting template.

Age Appropriate Review Resources

- A Practical Guide for Assessing Age Appropriateness Among Teen Pregnancy Prevention Programs
- Reporting Template

Checklist for Assessing Age Appropriateness Among Teen Pregnancy Prevention Programs

Phase 1 Checklist

- Identify a program review coordinator.
- Program review coordinator:
 - o Prepares a summary of the population being served, program delivery setting, needs and resource assessment, and TPP curricula.
 - o Identifies potential assessment tools, such as the [HECAT Sexual Health Curriculum module](#), that can be used or adapted to guide the assessment process.
 - o Recruits a team of program reviewers from the serving adults. Consider recruiting members for accuracy, and cultural and linguistic appropriateness.
 - o Orients reviewers to their roles and responsibilities.
- Review committee meets and:
 - o Reviews overview of the TPP program and the assessment process.
 - o Reviews and selects an assessment tool.
 - o Identifies aspects of age appropriateness that need to be addressed.
 - o Makes necessary revisions to the assessment tool and scoring.

Phase 2 Checklist

- The program review coordinator reviews the process and selects assessment tools.
- Reviewers are provided with the assessment tool and materials.
- Reviewers are assigned a curriculum and materials to review.
- Phase 3 meeting is scheduled within one week of completion of the review process.

Phase 3 Checklist

- Review scores and discuss: 1) low scores and 2) areas for improvement.
- If reviewers identify aspects of the curriculum that need to be addressed, discuss those concerns (*adaptations needed*).
- Consider communicating with other OAH grantees about adaptations.
- If potential adaptations were identified, consider contacting the developer/distributor to discuss potential adaptations.
- Make a recommendation to implement the program with those adaptations, or to continue examining other program options.
- Submit major adaptations to OAH for approval.
- If a recommendation is made to implement the program with those adaptations to ensure that they are acceptable to youth participants and community stakeholders.



REVIEW PROCESS

Review Completed Date:
Review Coordinator (include title held in grantee organization):
List of Reviewers (include discipline and/or area of expertise):
Process:

AGE APPROPRIATENESS ISSUES

Text

Issue 1

- Page Number:
- Paragraph or Exhibit:
- Topic(s):
- Age appropriateness issue:
- Recommendation:

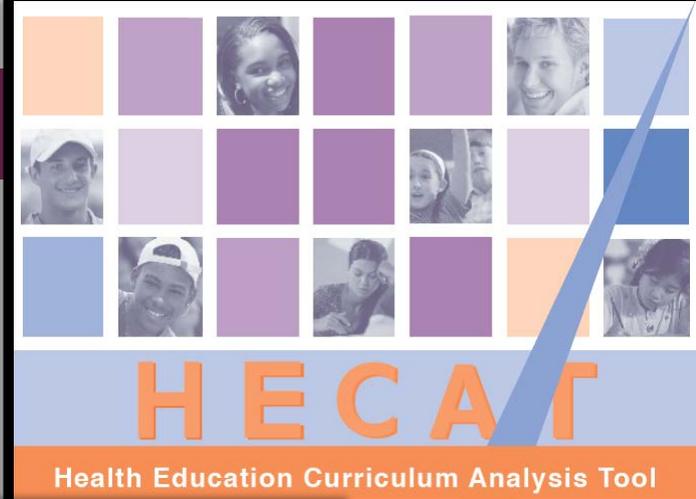
Video

Issue 1

- Minute Number:
- Description of Scene:
- Medical Topic(s):
- Age appropriateness issue:
- Recommendation:

GENERAL COMMENTS

What is the HECAT?



- Contains guidance, tools, and resources for a school district to carry out a clear, complete, and consistent analysis of health education curricula
- Gives analysis results that a school district can use to
 - Improve an existing curriculum
 - Select a commercially-packaged curriculum
 - Develop or revise a locally-developed curriculum

Sexual Health Standard 1: Knowledge Expectations, Grades 6-8

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

Grades 6-8 Knowledge Expectations (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum.

By the end of grade 8, students will be able to:

- SH1.8.26 Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus). (#B0 3)
- SH1.8.27 Summarize basic male and female reproductive body parts and their functions. (#B0 3, 4 & 6)
- SH1.8.28 Describe conception and its relationship to the menstrual cycle. (#B0 4)
- SH1.8.29 Identify the emotional, social, physical and financial effects of being a teen parent. (#B0 4)
- SH1.8.30 Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives. (#B0 4)
- SH1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy. (#B0 4)
- SH1.8.32 Describe ways sexually active people can reduce the risk of pregnancy. (#B0 4)
- SH1.8.33 Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance. (#B0 7)
- SH1.8.34 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (#B0 7)
- SH1.8.35 Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (#B0 7)
- SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (#B0 7)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

4 = all of the knowledge expectations. (100%)
3 = most of the knowledge expectations. (67-99%)
2 = some of the knowledge expectations. (34-66%)
1 = a few of the knowledge expectations. (1-33%)
0 = none of the knowledge expectations. (0)

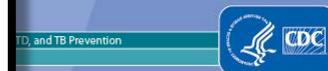
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TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

2012 HECAT: Sexual Health Curriculum SH-7



2012

Why the HECAT?

- CDC spent 5 years developing this tool and recently revised it in 2012
- Reflects current research and up-to-date health education professional practice.
- Guided by advisory panel of experts in:
 - children and adolescent development and learning
 - school health education
 - public and school health education practice
 - health education standards and assessment
 - school curriculum design and classroom instruction
 - health risk behavioral research and practice

The HECAT can be used by:

- State agency staff
- Curriculum committees or educators at school districts, schools or community-based organizations
- Other curriculum developers
- Institutions of higher education and other pre-service teacher training programs

Considerations for Age Appropriateness

A Practical Guide for Assessing Age Appropriateness Among Teen Pregnancy Prevention Programs



What is age appropriateness?

Age appropriateness addresses the relevance and suitability of topics, messages, and teaching methods in relation to the age or developmental level of their intended audience. There are multiple dimensions to consider when defining age appropriateness including social, emotional, cognitive, and physical development. It is important to keep in mind that youth who are the same age or in the same grade may be at different developmental levels.

Part of the process of identifying and selecting a teen pregnancy prevention (TPP) program that is applicable to and suitable for a particular population and setting is ensuring that the program content and materials are age appropriate for *all* youth to whom the program will be delivered.

Age appropriateness is more than the social, emotional, cognitive, and physical development appropriateness of program content. It also includes the instructional strategies and teaching methods used in the program.

Why assess for age appropriateness?

Selecting an age-appropriate program ensures that the content and teaching methods are a good fit for the youth you serve, thereby increasing the chances that the program will have a positive impact on sexual health for youth in your community. It is critical to review all TPP curricula and materials to ensure age appropriateness prior to implementation and to make adjustments as needed.

This guide includes checklists with a summary of the steps necessary for each phase. At the end of the guide, there is a list of additional resources to help you through the assessment process.

How to use this guide

This guide outlines a process that you can use to assess if the TPP curricula and materials you plan to implement are age appropriate for the youth being served in your community. It is divided into three sections corresponding with "before," "during," and "after" the program. Much of the information in this guide has been adapted from the [Education Curriculum Analysis Tool](#) (HECAT) – which the Centers for Disease Control and Prevention for curricula in school settings – to be applicable for TPP programs in various settings.



*Who should be involved?
Turn to page 3*

There are many aspects of age appropriateness, and not all assessment tools will touch on every one. Be sure the assessment tool and discussion considers the following topics:

- The target population's physical development
- The target population's social development
- The initiation of relevant behaviors in the target population
- Reading level of instructional materials – and of youth to be served
- Clarity and interpretability of graphics and visual materials
- Appropriateness of teaching methods
- Youth's current knowledge, skills, and behaviors related to sexual health
- Community norms related to sexual health
- Relevance of curriculum content to youth in the target population

Questions?



- What is inclusivity?
 - LGBTQ inclusivity means that programs are sensitive toward, responsive to, and do not exclude the diverse experiences and needs of LGBTQ youth and families.
- Why is inclusivity important?
 - LGBTQ youth are at a higher risk for teen pregnancy.
 - Less sexual risk taking among participants who experienced an HIV/AIDS curriculum inclusive of LGBTQ youth.
 - Establishing an environment in which LGBTQ youth feel comfortable and valued is ultimately beneficial for *all* youth.
- Complementary Resources
 - Understanding LGBTQ Youth & Ensuring Inclusivity in Teen Pregnancy Prevention Programs (*fact sheet*)
 - Why LGBTQ Inclusivity Matters for Teen Pregnancy Prevention & How to Get Started (*webinar to be posted on OAH website*)

- OAH expects grantees to:
 - Implement TPP programs in environments that are positive, safe, supportive, and healthy for all youth and their families. This includes, ensuring the TPP program is inclusive of all youth, including LGTBQ youth.
 - Ensure TPP program materials are inclusive of LGBTQ youth.

- Identify a program review coordinator to organize and facilitate review process
- Recruit a program review committee to review the overall TPP program as well as the program materials for inclusivity
- Committee reviews TPP program to identify
 - Areas where the program is doing well and should continue
 - Areas where improvements are needed to ensure the program is inclusive of LGBTQ youth and families
- Committee identifies improvements to be made to the overall TPP program as well as modifications to be made to program materials to ensure inclusivity.

LGBTQ Inclusivity Review Resources



A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs

What is “Inclusivity”?

LGBTQ inclusivity refers to the degree to which programs are sensitive toward, responsive to, and encompassing of, the diverse experiences and needs of LGBTQ youth and families. Inclusivity is best envisioned on a spectrum. On one end, at the most fundamental level, is an *inclusive* program that has made efforts to include LGBTQ youth. On the other end, at the most affirming level, is an *affirming* program, which validates, supports, respects, and values the identities of all youth. Establishing a program in which LGBTQ youth feel comfortable and valued is beneficial for all youth. For example, students who receive LGBTQ-inclusive curricula in school report a sense of belonging at school.¹ While assessing how you may seem like an overwhelming task, the LGBTQ Inclusion Assessment Tool, which is located at the end of this program in the six key areas listed below.



- ### Six LGBTQ Inclusion Constructs
1. **Organizational policies and practices:** the policies, procedures, and other staff-related resources that facilitate the inclusion of LGBTQ individuals
 2. **Points of entry:** the avenues and means through which LGBTQ youth are recruited and greeted upon arrival
 3. **Physical space:** the characteristics of the environment in which the program takes place
 4. **Staff competency:** a reflection of the knowledge, skills, and attitudes of the staff related to working with LGBTQ youth
 5. **Language:** the terminology used both by the program and the facilitator(s)
 6. **Content:** the accuracy and applicability of the program content to LGBTQ youth

¹ Bridge, H., K. Sinclair, C. Leub, S. T. Russell, 2011. (Gay-Straight Alliance Network and California Safe Schools Coalition Network).

LGBTQ Inclusivity Review Form Proposed for Use by Teen Pregnancy Prevention (TPP) Grantees

Grantee Organization:
Name of TPP Program/Project:
Grantee #:
OAH Project Officer Name:

For Use in:
 TIER 1A (Capacity Building) TIER 2A (Early Innovation)
 TIER 1B (Replicating EBP) TIER 2B (Rigorous Evaluation)

TPP Curriculum/Material Name:
Edition:
Author:
Publisher:
Copyright Date:
Target Audience and Setting for program implementation:
Components (e.g. workbook, handout, facilitator manual, etc.):

WHAT IS INCLUSIVITY?

LGBTQ inclusivity refers to the degree to which programs are sensitive toward, responsive to, and encompassing of the diverse experiences and needs of LGBTQ youth and families. Inclusivity is best envisioned on a spectrum. On one end, at the most fundamental level, is an *inclusive* program, a program that has made efforts to include LGBTQ youth. On the other end, at the most affirming level, is an *affirming* program, which validates, supports, respects, and values the identities of all youth.

REVIEW FOR INCLUSIVITY

TPP programs must be reviewed to ensure that the program, including the curriculum and materials, are inclusive and responsive to the needs of LGBTQ youth and families. OAH developed a guide and assessment tool to assist Grantees in assessing the LGBTQ inclusivity of their TPP program. The assessment tool covers six constructs: 1) Organizational policies and practices; 2) Points of entry; 3) Physical space; 4) Staff competency; 5) Language and; 6) Program content. Grantees are expected to utilize the tool to assess their TPP program. The two constructs covering language and program content (constructs 5 and 6 as numbered above) specifically address TPP curriculum and related materials. After the assessment, Grantees are expected to:

- Use the Language and Program Content constructs in the assessment tool to review TPP curriculum and related materials and make the appropriate changes to ensure that all materials are inclusive and responsive to LGBTQ youth. If the material (or components of the material) being reviewed is identified by the review committee as not being

- A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs
- Reporting Template

Ensuring Your TPP Program is Inclusive

- OAH expects grantees to ensure their **TPP Program** is inclusive of LGBTQ youth.
- Use assessment tool to assess program along 5 of the 6 constructs*.
- Address issues identified by the review committee prior to full implementation of the program.

LGBTQ Inclusion Assessment Tool for Teen Pregnancy Prevention Programs

OAH TPP grantees are expected to review all program materials for use in the project for inclusivity of LGBTQ youth prior to use in the grant. Grantees should inform OAH of their review process, results, and changes made to ensure that all materials are inclusive of LGBTQ youth. The process and accompanying tool in this guide will assist you in fulfilling this requirement.

Six LGBTQ Inclusivity Constructs

1. Organizational policies and practices
2. Points of entry
3. Physical space
4. Staff competency
5. Language
6. Content

Organizational Policies and Practices (12 items)

Organizational Policies and Practices reflect the extent to which program participants, facilitators, and other staff are held responsible for their actions and statements regarding LGBTQ individuals.

Describes us well	Almost there	Just getting started	Doesn't describe us
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Referrals

1. The organizations included on our referral list are inclusive of LGBTQ youth.

Points of Entry (8 items)

Points of entry include the avenues and means by which youth get to your program, including recruitment strategies (e.g., outreach materials), as well as the manner in which youth are greeted upon arrival.

Describes us well	Almost there	Just getting started	Doesn't describe us
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Outreach Materials

1. Our outreach materials include positive images and representations of LGBTQ individuals.
2. Our outreach materials include positive references to diverse sexual orientations and gender identities and relationship types.

Outreach to and Engagement of Youth

Physical Space* (4 items)

Physical space includes the characteristics of the room(s) and building(s) in which your program takes place.

Describes us well	Almost there	Just getting started	Doesn't describe us
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Inclusive Images

1. Posters and other images on the walls represent a diverse group of youth, including LGBTQ youth.
2. Posters and other images that represent LGBTQ youth include individuals of various racial and ethnic groups.

Posted Expectations

3. Posters and other displayed signs explicitly prohibit bullying and harassment and promote respect for diversity (e.g. signs include phrases like "safe zone," "I am an ally," or other messages that convey acceptance and support for LGBTQ youth).

Restroom Facilities

4. The space contains gender-neutral, single-stall restrooms that provide privacy and respect for all youth OR has a visible written policy (or one that is verbally reviewed during each session) that does not force a youth to use a restroom that conflicts with the youth's gender identity.

* Staff Competency (10 items)

Staff competency is a reflection of the cultural competence of the program facilitator(s) and other staff related to working with LGBTQ youth.

Describes us well	Almost there	Just getting started	Doesn't describe us
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Staff Orientation

1. New staff receive training on strategies for creating a safe and supportive environment for LGBTQ youth prior to working with youth.

*Construct focusing on "Content" should be addressed during program materials review.

Ensuring TPP Program Materials are Inclusive

- OAH expects grantees to ensure their TPP program **materials** are inclusive of LGBTQ youth.
- Use assessment tool to assess materials along the *Language* and *Program Content* constructs.
- Address issues identified by the review committee prior to full implementation of the program.

Language (11 items)

Language refers to the terminology used in both the program materials and by the program facilitator(s).	Describes us well	Almost there	Just getting started	Doesn't describe us
Gender-neutral Terminology				
1. Program <u>staff</u> use gender-neutral terms or confirm with youth which pronouns they prefer rather than make assumptions based on appearance or some other characteristic.				
2. Program <u>staff</u> use terms like "everyone," rather than "ladies" or "boys" during group discussions/activities.				
3. Program <u>materials</u> (e.g., videos, handouts, lessons, pre- and post-tests) use terms like "everyone," rather than "ladies" or "boys."				
4. Program <u>staff</u> use terms like "partner," "spouse," or "significant other" rather than "boyfriend" or "wife" when discussing relationships.				
5. Program <u>materials</u> use terms like "partner," "spouse," or "significant other" rather than "boyfriend" or "wife" when discussing relationships.				
Posted Expectations				
6. Program staff use gender-neutral and inclusive language during all interactions with youth and colleagues, not just during program activities.				
7. Program staff support one another in consistently using gender-neutral and inclusive language by checking-in with their colleagues when they are unsure and making suggestions when they observe a missed opportunity.				
Anatomy				
8. Program <u>staff</u> use gender-neutral terms when discussing body parts and sexual behavior (e.g., "a penis" rather than "a man's penis").				
9. Program <u>materials</u> use gender-neutral terms when discussing body parts and/or the owners of those body parts (e.g., "a penis" rather than "a man's penis").				
10. Program <u>staff</u> discuss alternative, gender neutral terms for birth control/prophylactics (e.g., "external" condom also known as the "male" condom).				

Program Content (6 items)

Program content pertains to the accuracy and applicability of the program's actual substance or subject matter to LGBTQ youth.	Describes us well	Almost there	Just getting started	Doesn't describe us
Positive LGBTQ Portrayals				
1. Program materials (e.g., videos, handouts) and/or activities (e.g., role plays) include positive examples of diverse LGBTQ relationships.				
2. Program materials focus on high-risk behaviors as opposed to labeling people or populations as high-risk.				
LGBTQ-relevant Information				
3. Program materials address the specific sexual health needs of LGBTQ youth (e.g., the role of stigma and discrimination in health disparities).				
4. Program materials acknowledge that not all safer sex methods will work in the same ways for same-sex partners or transgender people (e.g., transgender people who have accessed hormonal or surgical interventions as part of a medical transition).				
5. Program materials discuss pregnancy risk for all youth, including LGBTQ youth, and help youth assess risk based on their behaviors as opposed to their gender identities and sexual orientations.				
LGBTQ Diversity				
6. Program materials include diverse representations of LGBTQ youth (e.g., race/ethnicity, socioeconomic status, ability, age, religion, color).				

Reporting to OAH

Grantees required to report:

- Process used for reviewing the TPP program and materials
- Results of the review
- Changes made based on the review

REVIEW OF TPP PROGRAM FOR INCLUSIVITY

Please identify the issues you will improve upon per each construct and your plan for addressing these issues. Please note that some items under the "Language" construct pertain to TPP curriculum and materials. Those items should be reported on under "Inclusivity Issues." All items identified under the construct "Program content" should also be reported under "Inclusivity Issues."

Construct	Issue identified	Strategy/Activity to address issue
Organizational policies and practices		
	Year 1	
	Year 2	
	Year 3	
	Year 4	
	Year 5	
Points of entry		
	Year 1	
	Year 2	
	Year 3	
	Year 4	
	Year 5	
Physical space		
	Year 1	
	Year 2	
	Year 3	
	Year 4	
	Year 5	
Staff competency		
	Year 1	
	Year 2	
	Year 3	
	Year 4	
	Year 5	
Language		

REVIEW PROCESS

Please provide a brief overview of the review process utilized by your organization to assess the inclusivity of your TPP program and, more specifically, the inclusivity of the TPP curriculum and related materials under consideration.

Review Completed Date:

Review Coordinator (include title held in grantee organization):

List of Reviewers (include discipline and/or area of expertise):

Process:

REVIEWER RECOMMENDATION

After you have completed your review of the material, please check your recommendation for this curriculum/material:

- Is inclusive and responsive to the needs of LGBTQ youth within target population
- Is inclusive and responsive to the needs of LGBTQ youth within target population with modifications (Recommended modifications described in the Inclusivity Issues section below)
- Is NOT inclusive and responsive to the needs of LGBTQ youth within target population and materials cannot be modified to ensure inclusivity.

INCLUSIVITY ISSUES

Text

Issue 1

- Page Number:
- Paragraph or Exhibit:
- Topic(s):
- Inclusivity issue:
- Recommendation:

Video

Issue 1

- Minute Number:
- Description of Scene:
- Topic(s):
- Inclusivity issue:
- Recommendation:

Questions?

