

NWX-OS-OGC-RKVL

Moderator: Jaclyn Ruiz
March 4, 2015
8:00 am CT

Coordinator: Welcome and thank you for standing by. At this time, all participants will be on an open and interactive line for the duration of today's call. Today's call is being recorded. If you have any objections, you may disconnect at this time. Now I'll turn the conference over to Ms. Jaclyn Ruiz. Ma'am, you may begin.

Jaclyn Ruiz: Thank you. 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 with OAH grant programs to provide additional guidance on selecting, planning and implementing an evidence-based program for teen pregnancy prevention.

The Webinar should not be used by itself but as a complement to various other resources available online. Additional resources are identified later in this PowerPoint presentation. Please note that included (on) HHS TPP Evidence Review does not imply endorsement from OAH and that program selection is up to the grantee.

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

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

Karin Coyle: Good morning.

Jaclyn Ruiz: Can you please briefly describe your program All4You?

Karin Coyle: Sure. All4You is multi-session school-based program for young people in alternative-school settings. Its primary goal is to reduce the number of students who have unprotected sexual intercourse by doing initiation or increasing the use of condoms and other protections.

The key components of All4You include the skills and norms based classroom lessons, the service learning visits for one of the two versions of the program, and the use of in-class peer leaders. The lessons are delivered by trained educators in a classroom setting and the program includes a few videos so users would need access - have access to audio-visual equipment.

Jaclyn Ruiz: And can you give some indication for why an organization should decide to either do the service-learning component or not do the service-learning component?

Karin Coyle: Sure. There are actually two versions of the program. One has the service-learning visits in it where we're referring to that as All4You. And the second version that doesn't include the service-learning component and that one's being referenced as All4You2.

The service-learning component is one of the most challenging. And we'll talk about adaptations later. So sites that may have limited options for service-learning visits might want to consider the second version of the program. Sites that are restricted to shorter class periods - the traditional 45 to 50-minute class periods - might benefit from using the second version over the first version. Those would be two key differences between the two programs.

Jaclyn Ruiz: And can you talk any about the effectiveness of both programs?

Karin Coyle: Yes. Both programs we did - we have two studies that we looked at the impact of both programs and both programs were found to have short-term effects - that the short-term six-month follow-up in reducing vaginal intercourse without a condom.

We also saw several other sexual behavioral effects such as reducing the frequency of sexual intercourse and increasing the use of condoms during last intercourse. That was with the All4You1 study which included service learning. And then also reducing the likelihood of being in risky situations that may lead to sex. That was an important outcome in the second study.

Jaclyn Ruiz: Can you talk a little bit about the populations that the program was evaluated with as well as any other program that you think may be applicable for intervention with this program?

Karin Coyle: Both studies used an urban and suburban population. These were both done in alternative schools. The first study used county-run alternative schools and the second was done in district-run alternative schools or continuation schools.

The populations were very diverse racially and ethnically. And the majority of the young people in both studies were already sexually active at baseline. The programs have been used in mixed and single-gender classrooms again with diverse groups of youth.

All4You, the first version, has been used in a rural setting as well and all of the settings that we used in the study were very low-income high-poverty areas. And again the ideal is that the program is used with youth in alternative-school settings. We can talk about adaptations in a bit - about using it in other types of settings.

Jaclyn Ruiz: Okay. So we talked a little bit about the population, about the setting and actually it's a good segue into the adaptation piece. So 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 any of these adaptations?

Karin Coyle: Sure. We encourage adaptations to optimize the instruction for specific racial and ethnic groups such as changing the language or changing the context of the role plays, et cetera.

So those types of changes we call minor adaptations or green light - green, yellow, red light paradigm where green is optimized, yellow means you need to be a little more cautious and have more conversations about those potential adaptations and a red-light adaptation would be a major adaptation that would be discouraged.

So certainly adjusting the content, the language, again the role-play scenarios, weaving in use of technology in communications - those types of adaptations - changing names are all considered ways to optimize the content for your population and are encouraged.

Using the program in other settings - we have had users ask us about trying All4You in community-based settings such as after school, Boys or Girls Clubs - settings such as that. And it could be used in those types of settings if there were no issues with retention.

We certainly want to maximize exposure to the intervention. These are both multi-session programs - one has 14 sessions, one has 15. And you would need a setting where you could ensure the young people would return for the majority of the lesson. So that's an important adaptation issue to consider.

We've also had people ask us about using All4You in a mainstream school setting. That has been - that would hinge on a yellow-light adaptation and in some cases it has proven that it's just not possible for users. So that's something that they'd have to really analyze and discuss.

The first program - the lesson link varies from 70 minutes to 140 minutes and so in a school setting - mainstream-school setting with more structured short periods - 45 or 50 minute periods - that trying to adapt and morph the program into that setting has been difficult. So that's another yellow-light adaptation.

Jaclyn Ruiz: And, actually I do have a question that I didn't ask. Actually let me ask a question that's sort of already come up on this slide. Has the program been translated into any other languages?

Karin Coyle: Currently no. It is available in English. Users may have done minor translations but currently it is available only in English.

Jaclyn Ruiz: Okay. And then I remember I had another question and unfortunately it slipped my mind so hopefully it will come back. But in the meantime, can you describe any staffing recommendations that you may have?

Karin Coyle: Sure. The staffing requires a trained educator to deliver the lessons. For the first program, the All4You program at the service visit if that educator is an outside educator then the - you also need to ensure that the classroom teacher attends those service visits with the educator.

And then the teachers can be or facilitators can either be classroom teachers or CBO based visiting health educators. Either model is viable with either program.

In terms of key characteristics, it's important for the facilitators and educators to have good rapport with the young people, have experience using interactive activities. It's very role play and sort of hands-on activity heavy.

Ideally experience with service learning. That is a unique instructional strategy that requires some special care in carrying or - carrying that particular component out. Experience and comfort with sexuality and we encourage that educators be trained to implement the program.

Jaclyn Ruiz: And that helps us lead into the next slide regarding training considerations. What training opportunities are there for this program?

Karin Coyle: ETR offers a range of training options to support high quality implementation with fidelity and on the slide there are a number of training options and those are available descriptions for those options are available on ETR's Web site. We also provide technical assistance and are happy to answer questions from users about the program and handle those by email.

Jaclyn Ruiz: Can you describe some implementation challenges that you're aware of and any possible strategies that you've known organizations to utilize to overcome those challenges?

Karin Coyle: Sure the most common challenge with All4You, the first version with the service-learning component, centers on the logistics for the service-learning visit. This was true for us even in the initial study.

It was time-consuming to find service sites for young people because we do the service in a group context and to find sites that would engage youth. It's very important that the youth are engaged in the service and are not just during a rote task. But the purpose of that is to practice communication skills and alike.

So that was - this is - that component is very challenging in finding those sites that will be youth friendly, offer a variety of options for the young people because of the group size and that meet the hours when the educator needs to take the students there, et cetera.

What we found to address that challenge is 1 - allowing a lot of lead time in terms of finding those sites and the educators did a tremendous amount of

scanning in the community looking and going and visiting service sites to get options and then discuss those with the class when they - at the beginning of the program.

The other challenge - common challenge is exposure or dosage and some of that was a function of the population itself. In the alternative-school settings the population often misses school. The results - we talked about the impact - the short-term impact on condom use. The results include everybody regardless of exposure.

So we used an intend to treat principle where everybody's included and we did not do dose analyses but dosage is a big challenge and so some of the solutions there thinking about and working with the sites are there particular days that are higher in attendance then try to implement on those days.

In some case you might need to compress the implementation into an everyday for a shorter period of time if that's going to maximize attendance and reduce the number of young people that you lose.

There is a down side to compressing implementation and that is you're reducing the amount of practice time and the independent practice that could happen outside of class and be discussed later but that's one potential solution.

Jaclyn Ruiz: Thank you for that information. Can you discuss any recent or planned revisions for the program?

Karin Coyle: Sure. We're updating all the birth control information and reprioritizing it so that most effective is emphasized first, updating the facts and citing the sources.

And then the second option, what we're calling All4You2, that's the most significant, will be available later this year. And that is the classroom based only version. It does not have the service learning component.

Jaclyn Ruiz: Thank you for that information. So on Slide 13 and 14 you'll find additional resources on All4You. 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 you in making not only an informed decision on which evidence-based program to select for your community but how to best prepare for and implement this program.

Karin, do you have any final words you'd like to add?

Karin Coyle: Not at this time. Thank you.

Jaclyn Ruiz: All right. Thanks so much. And we also just want to thank you again for taking time out today to put this information together and present it to our grantees. We know that they'll find this information incredibly helpful. So thank you again.

Karin Coyle: Thanks.

END OF ALL4YOU!