

A WORD FROM THE EXPERTS

Reducing the Risk

Interviews with Developers of Evidence-Based Programs for Teen Pregnancy Prevention



This webinar was developed by Child Trends under contract #GS-10F-0030R for the Office of Adolescent Health; US Department of Health and Human Services as a technical assistance product for use with OAH grant programs.



Inclusion on the HHS Teen Pregnancy Prevention Evidence Review does not indicate HHS or OAH endorsement of a program model.



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Program goals:

- Delay onset of intercourse
- Reduce rates of unprotected sex
- Increase parent-child communication

Target population:

- 13-18 year olds

Key components:

- Skill practice role plays
- Positive social norms
- Reproductive health services homework
- Parent homework assignments

Delivery methods:

- Educator led classes in high school

■ Study #1¹

- ✓ Population: California Schools
- ✓ Findings:
 - ✓ Delayed the onset of intercourse at 18 months among sexually inexperienced students by 24%
 - ✓ Reduced the rate of unprotected intercourse by 40%
 - ✓ Increased teens' knowledge and communication with parents regarding abstinence and contraception



¹Kirby, D., R. Barth, N. Leland and J. V. Fetro. 1991. Reducing the Risk: Impact of a new curriculum on sexual risk-taking. Family Planning Perspectives 23 (6): 253-263

Previous evaluation results

■ Study #2²

- ✓ Population: Arkansas schools

- ✓ Findings:

- ✓ Delayed the initiation of vaginal sex among youth who had not had sex at pretest
- ✓ Increased condom use among those youth who did initiate sex



²Hubbard, B. M., M. L. Giese and J. Rainey. 1998. A replication of Reducing the Risk, a theory- based sexuality curriculum for adolescents. *Journal of School Health* 68(6): 243-247.

Previous evaluation results

■ Study #3³

- ✓ Population: Kentucky schools
- ✓ Findings:
 - ✓ Delayed the initiation of sex among youth who had not had sex at pretest
 - ✓ Increased condom use among those youth who did initiate sex
 - ✓ The entire curriculum was equally effective as the modified “high sensation-seeking” version



³Zimmerman, R. S., P. Cupp, L. Donohew, C. Sionéan, S. Feist-Price and D. Helme. 2008. Effects of a school-based, theory-driven HIV and pregnancy prevention curriculum. Perspectives on Sexual and Reproductive Health 40(1): 41–51.

- Target populations served
 - Mixed and single gender classrooms
 - Ethnic and racially diverse groups
 - Urban, suburban, rural, low-income, several languages
 - Setting have included:
 - Schools
 - After school programs
 - CBO weekend retreats
 - Juvenile justice facilities

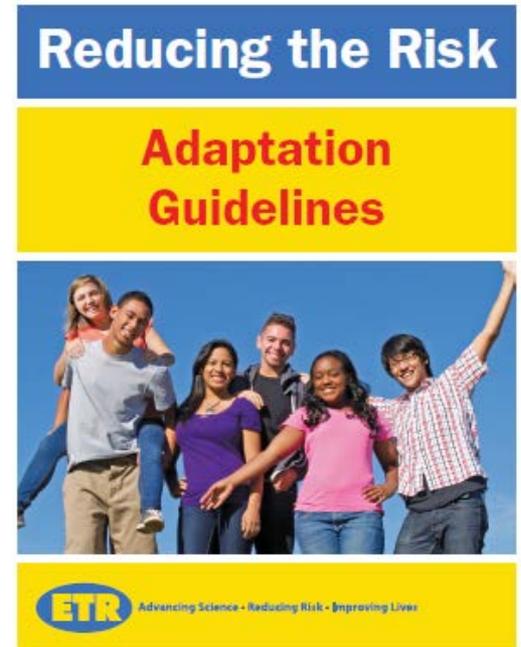


- Evaluated settings & populations
 - Mixed gender classes in schools
 - Ethnic and racially diverse groups
 - English language
 - Urban, suburban, and rural communities representing a variety of income levels



- Potential adaptations
 - Settings
 - Out of school (yellow light)
 - Cultural relevance
 - Specific ethnic/racial groups (green light)
 - Language
 - Translate to other languages (green light)
 - Target population
 - Younger or older youth (yellow light)

Note: TPP grantees must obtain prior approval OAH for any adaptations

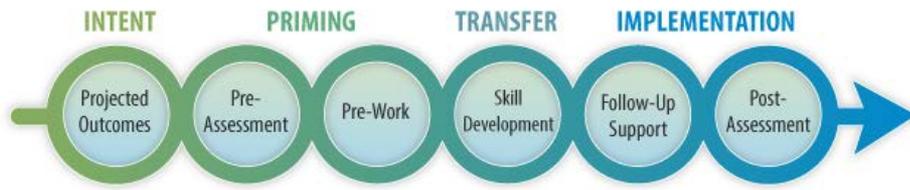


http://www.etr.org/ebi/assets/File/Adaptations/RTR_Adaptation_Guidelines_013015.pdf

- Staffing considerations
 - 1 educator per class
 - Multiple classes concurrently
 - Classroom teachers (health and science teachers have been particularly confident) OR CBO-based visiting health educators
 - Characteristics of educators:
 - Connections with youth,
 - Experience with interactive activities (role plays),
 - Experience/comfort with sexuality education
 - Been trained to implement RTR



■ ETR Distributive Learning Process



■ Training services (packages or a la carte)

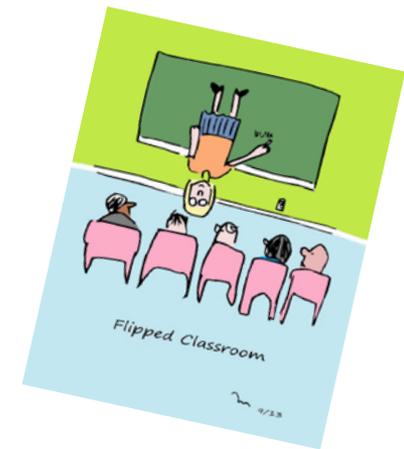
- Training of Educators (TOEs)
- EBP Boosters
- Training of Trainers (TOTs)
- Program Enrichment Training
- Tailored TA/Consultation
- RTRworks! – Online training/implementation support
- More information: <http://www.etr.org/ebi/training-ta/>

- Common challenges
 - Seemingly repetitive role plays
 - Controversial information gathering activities
 - Scheduling all of the sessions
- Strategies for success
 - Training provides educators rationale for each role play
 - Less controversial alternatives
 - Using block periods



■ Recent or planned curriculum revisions

- Blended RTR is under development with funding from the Grove Foundation and NIMH (#1R43MH105294).
 - Flipped Classroom Blended Learning Version
 - Shortens class time and optimizes learning with online assignments
 - Available 2018-19
- The next edition of RTR
 - Updated and reprioritized birth control information
 - Updated facts and their source citations



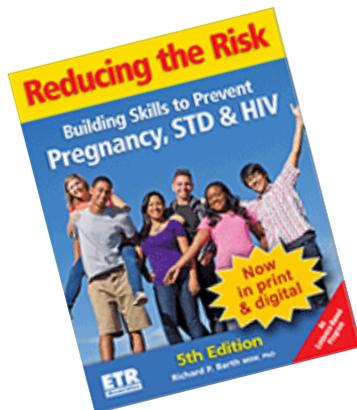
- **HHS Teen Pregnancy Prevention Evidence Review**
 - <http://tppevidencereview.aspe.hhs.gov/>
- **Link to implementation report**
 - <http://tppevidencereview.aspe.hhs.gov/document.aspx?rid=3&sid=182&mid=1>
- **ETR's Reducing the Risk**
 - <http://www.etr.org/ebi/programs/reducing-the-risk/>
- **ETR's Evidence-Based Program Center**
 - <http://www.etr.org/ebi/>
- **ETR's Training and TA Packages**
 - <http://www.etr.org/ebi/training-ta/#packages>

Thank you!

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Advancing Science
Reducing Risk
Improving Lives

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Questions?

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