

7th Annual MCH Summer Institute

# Using Evidence-Based Strategies to Address Disparities in Teen Pregnancy

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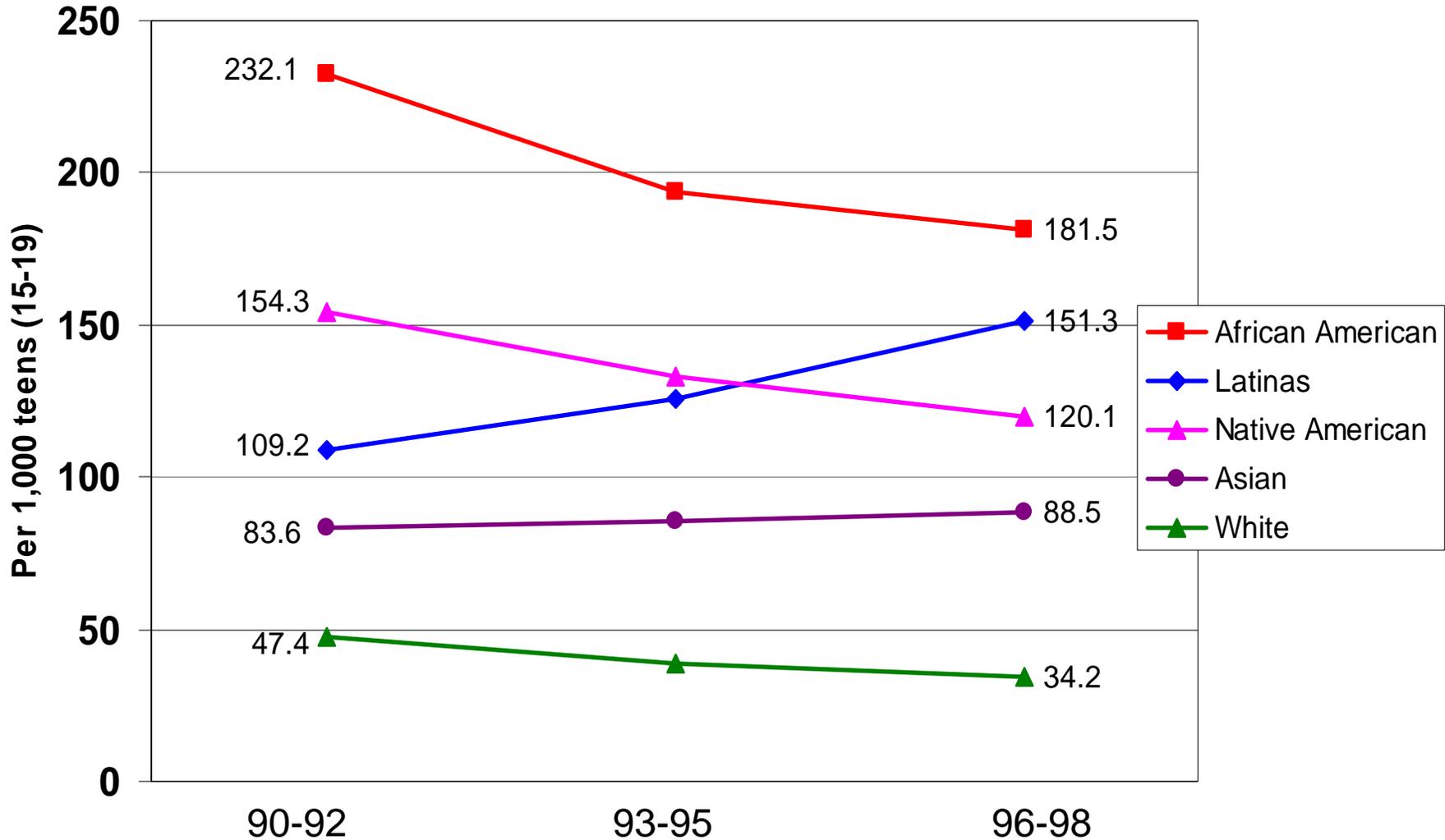
# Minnesota State Plan to Prevent Teen Pregnancy

- State Plan Task Force
- *A Work in Progress: Minnesota's Plan for Teen Pregnancy Prevention and Teen Parenting*
- Centers for Disease Control and Prevention Grant
  - ◆ MOAPPP
  - ◆ State Plan Task Force
  - ◆ University of Minnesota National Teen Pregnancy Prevention Research Center (PRC)



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# Minnesota Teen Pregnancy Rates 1990-1998



# 8 State Plan Recommendations

## ONE

Use data and evaluation to inform program planning & continuous improvement



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# How to use **Evidence-based** Strategies

1. Replicate scientifically evaluated programs with fidelity and with appropriate audience.
2. Incorporate the characteristics of scientifically evaluated programs.

# 10 Characteristics of Effective Sex & HIV Education Programs

*The most effective education programs share 10 common characteristics.*

## **These programs:**

- 1 Focus on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection.
- 2 Are based on theoretical approaches that have been demonstrated to influence other health-related behaviors & target specific sexual antecedents.
- 3 Deliver & consistently reinforce a clear message about abstaining from sexual activity and /or using condoms or other forms on contraception.
- 4 Provide basic, accurate information about the risks of teen sexual activity & about ways to avoid intercourse or use methods of protection against pregnancy & STDs.
- 5 Include activities that address social pressures that influence sexual behavior.
- 6 Provide examples of & practice with communication, negotiation & refusal skills.
- 7 Employ teaching methods designed to involve participants & have them personalize the information.
- 8 Incorporate behavioral goals, teaching methods, & materials that are appropriate to the age, sexual experience & culture of the students.
- 9 Last a sufficient length of time (i.e., more than a few hours).
- 10 Select teachers or peer leaders who believe in the program & provide adequate training.

# How to use **Evidence-based** Strategies

1. Replicate scientifically evaluated programs with fidelity and with appropriate audience.
2. Incorporate the characteristics of scientifically evaluated programs.
3. Develop programs to address known antecedents (risk and protective factors) related to teen pregnancy, and using logic models to show how interventions affect selected antecedents, which in turn create desired outcomes.

# ETR Associates

## Using a BDI Logic Model to Develop Teen Pregnancy Prevention Programs

[www.etr.org/recapp](http://www.etr.org/recapp)

**Selected Overheads Created by:**

Douglas Kirby, Ph.D., ETR Associates

April, 2003

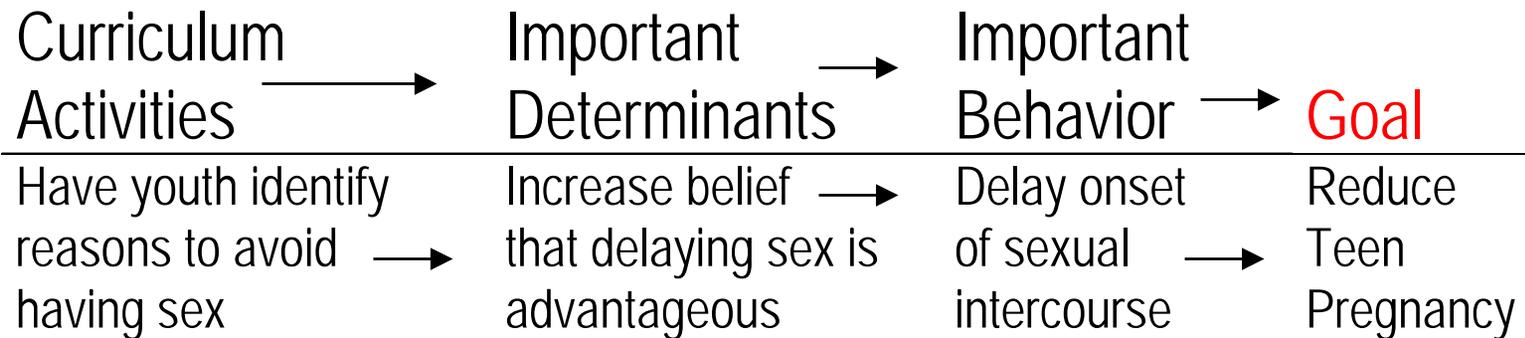
\* Some of these slides are based upon material in *Emerging Answers*, published by the National Campaign to Prevent Teen Pregnancy in May, 2001.

# Logic Models Can:

- 1.** Make explicit the implicit theories behind programs
- 2.** Link key program activities to key determinants of important behaviors, the behaviors themselves and outcome goals
- 3.** Encourage program designers and implementers to recognize the complexity of reality, but also focus on the most important program elements and outcomes
- 4.** Provide guidance to evaluators on which process and outcome indicators to measure
- 5.** Provide the foundation for the cumulative building of theory and understanding of what works and why it works

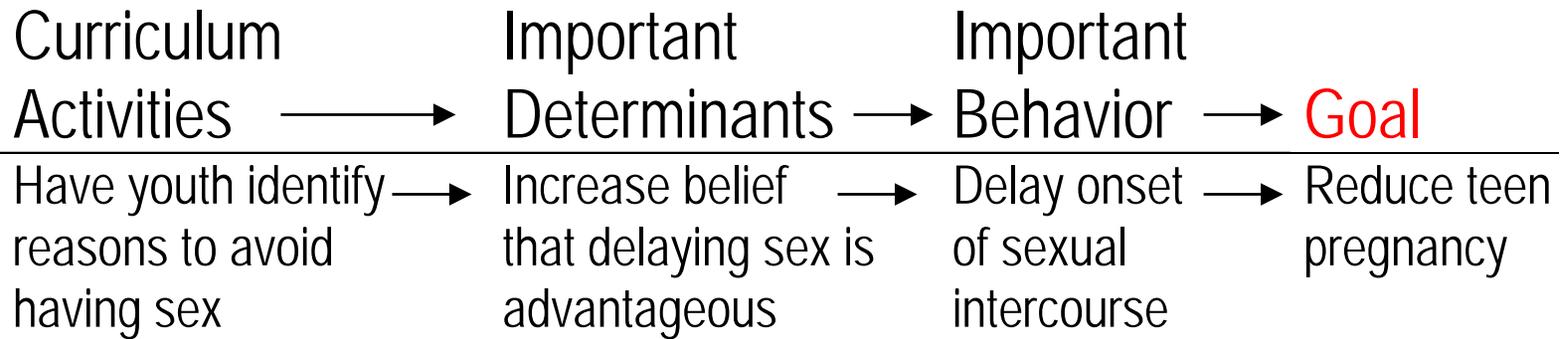
## Example

A BDI Logic Model that identifies specific activities in a sex education curriculum



# Example

A BDI Logic Model that identifies specific activities in a sex education curriculum



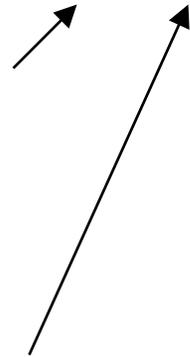
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→ Collect data from school showing that most peers their age have not had sex

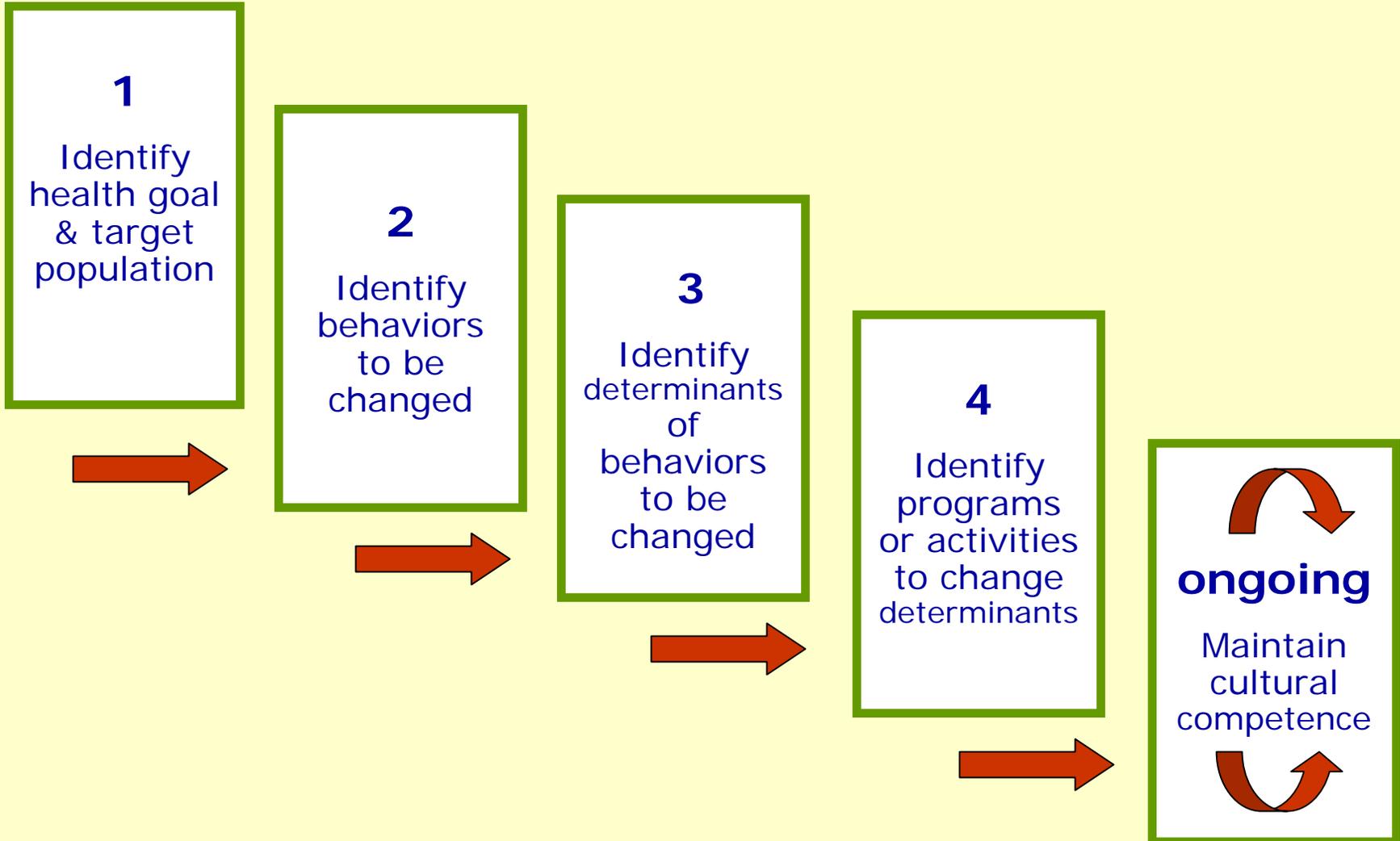
→ Increase belief that peers do not have sex

→ Practice refusing sex or high risk situations in role plays

→ Increase self-efficacy to refuse having sex



# Logic Model Practice



# Criteria for Selecting Determinants

- To what extent does the risk or protective factor actually CHANGE the selected behavior?
  - ◆ Examine how strong is the evidence/research
- To what extent can your intervention feasibly CHANGE the risk or protective factor?
  - ◆ Examine how strong is the evidence/research

# Resources

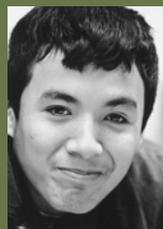
**Emerging Answers:** [www.teenpregnancy.org](http://www.teenpregnancy.org)

*Kirby, D. (2001). Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy Washington, DC: National Campaign to Prevent Teen Pregnancy.*

**ETR Associates:** [www.etr.org/recapp](http://www.etr.org/recapp)

ReCAPP (Resource Center for Adolescent Pregnancy Prevention)

- BDI Logic Model Training and Resources
- Risk and Protective Factors
- Evaluated Curricula and Programs



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## Contact Information

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