



## **Teen Pregnancy Prevention Program**

### **State Personal Responsibility Education Program (PREP)**

#### **Adult Preparation Subjects – Resource Guide**

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## Adult Preparation Subjects - Overview

On March 23, 2010 the President signed into law the Patient Protection and Affordable Care Act. This Act amended Title V of the Social Security Act to include a new State formula grant program, the Personal Responsibility Education Program (PREP). PREP funds are to be used to educate adolescents on both abstinence and contraception to prevent pregnancy and sexually transmitted infections, and at least three adulthood preparation subjects.

These adult preparation subjects are:

1. Adolescent Development
2. Educational and Career Success
3. Financial Literacy
4. Healthy Life Skills
5. Healthy Relationships
6. Parent-Child Communication

This Resource Guide provides information regarding these six adulthood preparation subjects and is intended to serve as a resource to States as PREP programs are implemented. Each adult preparation subject section may be considered stand-alone guidance, though the topics overlap in many ways. This information is necessarily limited in scope; the Resource Guide does not exhaust every sub-topic related to the broad concept of adult preparation. Each section includes tips, resources, and “additional information” to provide States further guidance. A summary chart is also included which identifies the key takeaway messages for each topic.

### Adult Preparation Subjects: Takeaway Summary Table

Adult Topic Tip Sheet	Key Takeaway Messages	Who needs to hear it?
<b>Adolescent Development</b>	Successful adolescent development is now viewed as a product of preparation and capacity building (e.g., building resilience) and not simply managing problems or removing barriers	Instructors, administrators, policy makers, youth development (YD) advocates, community-based organizations (CBOs), faith-based organizations (FBOs), clinical providers, youth-serving coalitions
	Many well-developed interventions are based on theories that have been tested and validated among school-aged youth	Professional development trainers, YD advocates, CBOs, FBOs, youth-serving coalitions
	Teens “try on” many identities (identity surfing) -- mentoring and interaction with positive adults model pro-social lifestyles that teens can draw on	CBOs, FBOs, youth-serving coalitions parents, teachers, school / program administrators
<b>Education and Career Success</b>	Though most programs target older teens, targeting educational and career focused programs to younger teens (i.e. under age 18) can be effective	Instructors, administrators, policy makers
	Career success and job placement is a goal of many types of programs (drop-out prevention, cooperative education, career beginnings)—there may be agencies with whom grantees can partner	Instructors, administrators, policy makers, YD coalitions
<b>Financial Literacy</b>	Partner with others who offer financial education	Administrators, instructors,
	Consider offering these types of sessions at the beginning or end of TPP programs	Curriculum and instruction staff, instructors
	Focus on an array of skills with sufficient complexity to go beyond “money handling”	Instructors, administrators
<b>Healthy Life Skills</b>	Specific skills and everyday demands vary throughout the course of adolescence and across different socio-cultural groups	Instructors, administrators, trainers, parents
	There are many well-developed interventions focused on life skills training	Curriculum and instruction staff
<b>Healthy Relationships</b>	Programs on teen relationships typically focus on <i>what to avoid in relationships</i> , but seldom include skill-building to form healthy relationships.	Instructors, administrators, parents
	It is very important for programs to focus on relationship building activities other than having sex	Instructors, professional developers
	Active learning that focuses on strengths, is inclusive and tolerant, and involves parent input and peer educators, and other youth-serving adults, may be key to success	Instructors, school and program administrators, policy makers, YD advocates, CBOs, youth-serving coalitions
<b>Parent-Child Communication</b>	There is a wide variety of approaches to reaching parents and helping them talk with their children about sexuality	Instructors, administrators, parents
	Of the 28 evidence-based models approved by HHS, seven have parent components	State and curriculum and instruction staff
	Instructional programs that effectively reach teens incorporate homework assignments to talk with parents in sex education classes	Instructors, administrators, policy makers, school district curriculum and instruction staff



## Adolescent Development

Positive youth development programming is commonly framed by the “5 C’s”: competence, confidence, connections, character, and caring/compassion. By incorporating the 5 C’s, adolescents are allowed to develop core assets through experience, learning, and practice of skills that will lead to healthy adolescent development.<sup>1,2</sup> Adolescents conceptualize the transition to adulthood as a process that occurs over time rather than a set of predefined events or accomplishments (e.g., marriage, graduation).<sup>3</sup>

### Definition

Adolescent development extends beyond the physiological changes that occur in adolescence to also encompass cognitive, emotional, social, sexual, identity formation, and spiritual change and growth. Adolescent development, the transition to adulthood, can occur between ages eight to twenty-four.<sup>4</sup> Changing social structure and life demands have catalyzed a paradigm shift in what it takes for adolescents to become “successful” adults. In other words, there has been a significant move toward understanding successful development as a product of preparation and capacity building rather than as simply the absence or management of problems.<sup>5,6</sup>

### What are some examples of activities related to Adolescent Development?

Professionals have developed a wide variety of approaches to providing positive youth development programming for adolescents. The nature of healthy development competencies can vary by community/environment. The activities below have been utilized in a variety of settings with diverse youth populations.

Types of activities	Concepts
Youth Empowerment	Empowerment and self-efficacy can be introduced via supportive relationships with program instructors and other adults or mentors in the community. These relationships offer adolescents the opportunity to develop and adopt positive values and behaviors through the concept of modeling. Given that adolescent development occurs as a process over time, establishing supportive relationships is especially valuable because they can be sustained beyond the prescribed length of the program.
Fostering a group or community identity	Group and community identities can promote self-efficacy and motivation through establishing positive values and attitudes towards desired developmental outcomes. This can be achieved through group activities and discussions around community identity and values, personal expectations, and positive outcomes of healthy behaviors. These activities can have positive social influences in promoting a social norm of healthy development.

<sup>1</sup> McNeely, C.A. and Blanchard, J. (2009) *Guide to Healthy Adolescent Development: The Teen Years Explained*. Baltimore, MD: Johns Hopkins University Center for Adolescent Health.

<sup>2</sup> Roth, J. and Brooks-Gunn, J. (2003) Youth Development Programs: Risk, Prevention, and Policy. *Journal of Adolescent Health* 32(3): 170-182.

<sup>3</sup> Arnett, J.J. (2003) Conceptions of the transition to adulthood among emerging adults in American ethnic groups. *New Directions for Child and Adolescent Development* Summer (100): 63-75.

<sup>4</sup> McNeely, C.A. and Blanchard, J. (2009) *Guide to Healthy Adolescent Development: The Teen Years Explained*. Baltimore, MD: Johns Hopkins University Center for Adolescent Health.

<sup>5</sup> Cheon, J.W. (2008) Best Practice in Community-Based Prevention for Youth Substance Reduction: Towards strengths-based positive development policy. *Journal of Community Psychology* 36(6): 761-779.

<sup>6</sup> Roth, J. and Brooks-Gunn, J. (2003) Youth Development Programs: Risk, Prevention, and Policy. *Journal of Adolescent Health* 32(3): 170-182.

Gender-based empowerment and community awareness	Led by peer educators, participatory exercises and activities discussing gender and culture, and sharing sexual health information, promote healthy developmental attitudes. These activities, including role-playing and rehearsal, help individuals internalize positive values. <sup>7</sup>
Mentorship	Mentorship offers multiple advantages to youth. The establishment of a stable, long-lasting bond instills a norm of healthy relationships with others. The adult mentor may also act as a spokesperson on the adolescent's behalf, particularly with regards to employment and continuing education. Mentors and program facilitators should come from the community and can serve as role models, improving outcome expectancy and self-efficacy. A balance should be struck between offering guidance and respecting the adolescent's growing autonomy.
Connections to the community	Engaging youth in the design and implementation of community engagement projects allows youth to strengthen their connection to the community, which in turn supports healthy development. Partnering with community organizations or stakeholders enhances the cultural tailoring of the program and also provides a network with which the youth can identify, and perhaps find mentors, as they travel through adolescence, even after the formal programming is complete.

### Evidence-Based Programs that address Adolescent Development

Based on a literature review of evidence-based adolescent development programming, one of the 28 evidence-based teen pregnancy prevention program models identified in the PREP Request for Applications (RFA) includes a significant healthy adolescent development component. Information about this program can be found at <http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>.

Evidence-Based Models	Adolescent Development Activity
Aban Aya Youth Project <sup>9</sup>	Sessions focus on teaching cognitive-behavioral skills to increase self-esteem and empathy, manage stress and anxiety, develop interpersonal relationships, resist peer pressure, and develop decision-making, problem-solving, conflict-resolution, and goal-setting skills.

In addition to the evidence-based teen pregnancy prevention program model described above, the literature review identified several other evidence-based programs that include or focus on healthy adolescent development. These programs are described below.<sup>9,10</sup>

<sup>7</sup> DiClemente, R.J., et al (2004) Efficacy of an HIV prevention intervention for African American adolescent girls: a randomized controlled trial. *Journal of the American Medical Association* 292(2): 171-179.

<sup>8</sup> Cheon, J.W. (2008) Best Practice in Community-Based Prevention for Youth Substance Reduction: Towards strengths-based positive development policy. *Journal of Community Psychology* 36(6): 761-779.

<sup>9</sup> Ibid.

<sup>10</sup> Steiner-Adair, C., et al (2002) Primary Prevention of Risk Factors for Eating Disorders in Adolescent Girls: Learning from Practice. *International Journal of Eating Disorders* 32(4): 401-411.



Models	Adolescent Development Activity
Woodrock Youth Development Project (Woodrock YD)	Multiple-component program for minority youth in elementary and middle school. Program sessions address social skills, drug resistance skills, self-esteem, peer-mentoring, race relations, knowledge of the harmful effects of alcohol, tobacco and drugs, attitudes about the use of alcohol and other drugs, aggressive attitudes and behavior, and school attendance.
Project Towards No Drugs (Project TND)	Multiple session program for youth ages 14-19 attending regular and alternative schools. Sessions address attitudes, beliefs, expectations, and desires regarding drug use as well as cognitive misperceptions around drug use. Sessions focus on motivational factors, skills, and decision making.
Across Age	Multiple component program for youth ages 9-13. Lessons focus on stress management, problem-solving skills, decision-making skills, self-esteem, substance and health information, peer-resistance skills and ways to strengthen relationships with adults and peers.
Project Northland	Multiple level program (school, parent and community-wide) for youth in middle and high school. Program sessions include information about community dynamics related to alcohol use prevention, long-term health consequences of alcohol use, immediate social consequences of alcohol use, peer-pressure, leadership, communication skills and body-image.
Full of Ourselves: Advancing Girl-Power, Health and Leadership	Multiple session program for girls that focuses on self-esteem, body acceptance, healthier eating, exercise habits, advanced leadership, media literacy skills, coping skills, peer-pressure and cultural pressures.

**Tips on incorporating Adolescent Development Activities**

- Incorporate self-esteem, empowerment, and self-determination concepts.
  - Program leaders should exhibit positive attitudes.
  - Exercises may include identifying individual strengths, goals, and sources of community pride.
- Utilize a strengths-based approach (focus on capacity and opportunity).
  - Program curricula and facilitators should emphasize opportunities for growth and improvement.
  - Emphasize capacity-building, opportunities, and goal-setting rather than activities grounded in avoiding specific problem behaviors.
- Tailor the program to the culture and/or gender of participants in an appropriate way.
  - Involve community members (e.g., teachers, parents, community leaders).
  - Conduct group discussions and activities that help establish a social norm of healthy attitudes and values towards a given health behavior or decision.
  - Identify particular strengths, challenges, attitudes, and values of the intervention group. This can be done through reflection exercises, group discussions, and brainstorming.
- Incorporate mentors.
  - Mentors should be models of successful transition to adulthood, relative to the program participant (e.g., college students or young adults to mentor high school students).
  - Mentors should come from within the community.
- Foster sustainable support systems through mentors, family, community involvement.
  - Mentors, family members, teachers, and peers serve as role models to reinforce values and goals.

- Involvement with community or school organizations through the learning process establishes supportive connectivity that is sustained beyond the length of the program.
- Involve school and/or community members in program implementation - activities may include community service outreach and volunteering.
- Conduct booster, or follow-up, programs.
  - “Refresher” courses can be taught at 6-month or one-year intervals following completion of original program.
  - Follow-up programming can be altered to align with the group’s progressing developmental stage.
- Improve monitoring and evaluation of programs.
  - Collection and analysis of process and outcome indicators help identify individual program strengths and challenges.
  - Installment of follow-up programming can greatly contribute to the quality of data to assess long-term effects of the program.

### Online Resources

- Adolescent Girls <http://www.catherinesteineradair.com/full-of-ourselves.php>
- Transition to Adulthood [http://www.childtrends.org/what\\_works/clarkwww/clarkwww\\_intro.asp](http://www.childtrends.org/what_works/clarkwww/clarkwww_intro.asp)
- Adolescent Development [http://www.childtrends.org/what\\_works/clarkwww/clarkwww\\_intro.asp](http://www.childtrends.org/what_works/clarkwww/clarkwww_intro.asp)
- Personal and Social Skills <http://www.casel.org/downloads/ASP-Full.pdf>

## Educational and Career Success

A wide variety of programs exist that are designed to improve educational attainment for teens in the United States. Programs that focus on career success tend to focus on improving such measures as increasing job placement, increasing wages, and decreasing dependence on public assistance. While some of these programs, particularly those focused on career success, might seem more applicable for older youth, research has found that targeting educational and career focused programs to younger teens (i.e. under age 18) can be particularly effective in improving young peoples' success in both areas.<sup>11</sup>

### Definition

Education and career success programs focus on developing such skills as employment preparation, job seeking, independent living, financial self-sufficiency, and work-place productivity. These programs generally seek to improve academic performance, increase school attendance, increase school engagement and/or increase school completion.

### What are some examples of activities related to Educational and Career Success?

Research suggests the following activities effectively improve educational and career success.<sup>12,13</sup>

Types of activities	Concepts
Mentorship	In general youth, involved in a mentoring program are matched to a caring, responsible adult who has agreed to serve in the role of mentor and provide guidance to the youth over a certain period of time. The adult mentor is usually not related to the youth that they are working with and are connected to the youth through a community-, school-, or faith-based program.
Case Management	Case management is generally conducted by a trained professional who serves as the case manager for the youth and, based on an assessment of the youth's strengths and needs, helps provide coordinated services and ongoing support and guidance. Progress toward particular outcomes is generally tracked over time.
Academic support and/or homework help	Programs provide specific time to work on homework and address academic issues. These programs might also incorporate a one-on-one tutoring component for youth to provide individualized assistance to help meet their academic needs.
Activities focused on building skills related to academic and employment success	Address helping youth determine how to make better decisions about their academic choices such as completing high school, obtaining a GED, or vocational and/or trade school. Focus on improving employment outcomes by providing basic job skills for high demand jobs such as word processing.
Transition Planning for Teens with Individualized Education Plans	Teens with special needs, including those with individualized education plans, are eligible to receive transition planning which can help reduce their risk for poor outcomes such as incarceration and unemployment. Among the other general topics that are covered, transition planning could specifically cover the topics of job and vocational readiness.

### Evidence-Based Programs that address Education and Career Success

<sup>11</sup> Hadley, A.M., and Hair, E.C. (2010) What Works for Older Youth During the Transition to Adulthood: Lessons from Experimental Evaluations of Programs and Interventions, *Child Trends Fact Sheet 1*. Washington, DC: Child Trends.

<sup>12</sup> Ibid.

<sup>13</sup> Ling, T. (2008) What Works for Education: Lessons from Experimental Evaluations of Programs and Social Interventions to Enhance Educational Outcomes, *Child Trends Fact Sheet 1*. Washington, DC: Child Trends.



Based on a survey of the program developers of the 28 evidence-based teen pregnancy prevention models identified in the PREP Request of Applications (RFA), the programs listed below include educational and career success topics. More information about these programs can be found at <http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>.

- Aban Aya Youth Project
- Children’s Aid Society (CAS) – Carrera Program
- FOCUS
- Teen Outreach Program

In addition, there are a variety of other programs that have been developed with the goal of improving students’ educational outcomes and career prospects. Some of these focus on keeping students in school (i.e. dropout prevention) and others focus on improving student performance in specific areas such as math and reading. The U.S. Department of Education Institute of Education Sciences has an online “What Works Clearinghouse” that provides information about these various programs (see Online Resources). The programs described below include education and career success components.

Programs	Education and Career Success Program Descriptions
Dropout Prevention	The What Works Clearinghouse has identified 28 programs that focus on preventing young people from dropping out of school. In general these programs tend to last a year or more and frequently include mentoring and tutoring components. Some of these programs (such as Job Corp, JOBSTART, New Chance, Summer Training and Education Program, and YouthBuild) focus on job training skills as well.
Career Beginnings	2-year program for high school students; includes mentoring, curriculum and workshops designed to provide academic support, and a workforce development component that takes place in the summer after 11 <sup>th</sup> grade.
Upward Bound	Designed to prepare participants for college; consists of traditional academic instruction and includes tutoring, mentoring, cultural enrichment, work study and counseling.

### Tips on incorporating Educational and Career Success Activities

- Incorporate a mentoring component into the curriculum-based program.
- Consider providing students time to complete homework.
- Recruit supportive adults to provide onsite tutoring to participants to assist with homework.
- Consider identifying a school or community partner engaged in educational and career success activities to incorporate these activities into curriculum-based program.

### Online Resources

- College Preparation <http://studentaid.ed.gov/PORTALSWebApp/students/english/checklist.jsp>
- Going to college <http://www.mymoney.gov/category/topic1/going-college.html>
- U.S. Department of Education Institute of Education Sciences, What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>
- Dropout Prevention <http://ies.ed.gov/ncee/wwc/reports/Topicarea.aspx?tid=06>
- HRSA MCHB Division of Services for Children with Special Health Needs (DSCSHCN) Resource Center [http://www.syntiro.org/hrtw/tools/check\\_transition.html](http://www.syntiro.org/hrtw/tools/check_transition.html)

## Financial Literacy

While there are a number of financial education programs available for teens, few of them have been rigorously evaluated. Financial education programs vary widely in terms of the program setting, the program intensity, and the duration of the program. Educational materials also vary, ranging from brief brochures to more intensive computer-based educational games.

### Definition

Financial education is the term used to capture efforts to improve financial literacy, and generally includes those programs that seek to improve knowledge, attitudes, and behavior related to personal finance. While experts do not agree on a uniform definition of the term financial literacy, in general, the term implies a level of basic knowledge or competence about financial concepts such as the ability to balance a checkbook, manage a credit card, prepare a budget, take out a loan, and buy insurance.<sup>14,15</sup>

### What are some examples of activities related to Financial Literacy?

The United State Treasury Office of Financial Education has identified the following eight elements of successful financial education programs.<sup>16</sup>

Components	Elements
Content	<ol style="list-style-type: none"> <li>1. Focus on basic savings, credit management, home ownership and/or retirement planning</li> <li>2. Tailor to the target audience, taking into account language, culture, age and experience</li> </ol>
Delivery	<ol style="list-style-type: none"> <li>3. Offer a program through a local distribution channel that makes effective use of community resources and contacts</li> <li>4. Follow up with participants to reinforce the message and ensure that participants are able to apply the skills taught</li> </ol>
Impact	<ol style="list-style-type: none"> <li>5. Establish specific program goals and uses performance measures to track progress toward meeting those goals</li> <li>6. Demonstrate a positive impact on participants' attitudes, knowledge or behavior through testing, surveys or other objective evaluation.</li> </ol>
Sustainability	<ol style="list-style-type: none"> <li>7. Utilize a model that can be easily replicated on a local, regional or national basis so as to have broad impact and sustainability</li> <li>8. Utilize a model that is built to last as evidenced by factors such as continuing financial support, legislative backing or integration into an established course of instruction</li> </ol>

### Evidence-Based Programs that address Financial Literacy

Based on a survey of the program developers of the 28 evidence-based teen pregnancy prevention models identified in the PREP Request of Applications, the program below includes financial literacy topics. More information available: <http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>.

- The Children's Aid Society (CAS) Carrera Program

While there are a number of financial education programs available for teens, few of them have been rigorously evaluated. The following programs have been evaluated with positive outcomes.

<sup>14</sup> Ferrari, T.M. (2007) *Review of Literature in Support of the Real Money, Real World Statewide Evaluation*. Ohio: The Ohio State University Extension.

<sup>15</sup> McCormick, M.H. (2008) *The Effectiveness of Youth Financial Education: A Review of the Literature*. Washington, DC: The New American Foundation.

<sup>16</sup> US Department of Treasury (2004) *Treasury Launches Financial Education Newsletter and Outlines Elements of a Successful Financial Education Program*. Washington, DC: US Department of Treasury. <http://www.treasury.gov/press-center/press-releases/Pages/js1111.aspx>.

Programs	Financial Literacy Program Descriptions
High School Financial Planning Program	Developed by the National Endowment for Financial Education (NEFE), this program consists of seven units and can be offered in a variety of settings. <sup>17</sup>
Money Talks	Developed based on input from teens, this program consists of a series of 15 units divided into four modules focused on increasing teens' financial knowledge and improving financial behavior. <sup>18</sup> Free curriculum: <a href="http://www.moneytalks4teen.org">www.moneytalks4teen.org</a> .
Real Money, Real World	Six lesson curriculum for middle school and high school students; developed by a team from the Ohio State University Extension 4-H Youth Development program and is designed to be conducted in school. <sup>19</sup>

### Tips on incorporating Financial Literacy Activities

- Incorporate an effective financial literacy program at the beginning or end of other evidence-based programs so as not to interfere with the core components of the evidence-based program.
- Review the list of available resources on financial literacy and offer a session to explore those resources with participating youth.
- Partner with an organization in the community implementing a financial literacy program and develop a strategy for offering this program to PREP youth.
- Ensure financial literacy programs demonstrate relevance to participating students in order to engage and motivate them.
- Financial literacy components should give students skills beyond handling cash. They should be designed to provide information on and increase awareness of the relationship between money, work, investments, credit cards, bill payment, retirement planning, taxes, and more.

### Online Resources

- Jump\$tart Coalition for Personal Financial Literacy <http://jumpstart.org/>
- Institute for Financial Literacy <http://www.financiallit.org/>
- National Endowment for Financial Education [www.nefe.org](http://www.nefe.org)
- United States Financial Literacy and Education Commission [www.mymoney.gov](http://www.mymoney.gov)
  - Going to College: <http://www.mymoney.gov/category/topic1/going-college.html>
  - Youth Focus: <http://www.mymoney.gov/category/topic1/youth.html>
- Treasury DirectKIDS <http://www.treasurydirect.gov/kids/kids.htm>
- Money Management for Teens <http://www.fdic.gov/consumers/consumer/news/csum06/index.html>
- Junior Achievement (JA) <http://www.ja.org/programs/programs.shtml>

<sup>17</sup> Danes, S. (2004) *Evaluation of the NEFE High School Financial Planning Program@ 2003-2004*. University of Minnesota.

<sup>18</sup> Varcoe, K.P. et al (2005) Using a Financial Education Curriculum for Teens. *Financial Counseling and Planning* 16(1): 63-71.

<sup>19</sup> Bateson, L.A. (2009) A Follow-up Study of Ohio State University Extension's Youth Financial Literacy Program Real Money, Real World, Behavioral Changes of Program Participants, *Human and Community Resources*. Ohio State University.

### Healthy Life Skills

Healthy Life Skills training can be effectively incorporated into a range of adolescent development programs from teen pregnancy to substance abuse to eating disorders to educational attainment. Research has found that healthy life skills are more readily adopted when complemented by a specifically targeted health outcome or behavior change.

#### Definition

The World Health Organization (WHO) defines life skills as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. Specific skills and everyday demands may vary throughout the course of adolescence and across different socio-cultural groups. Life skills include, but are not limited to, communication, decision-making, coping, self-management, goal-setting, and avoidance of unhealthy behaviors.

#### What are some examples of activities related to Healthy Life Skills?

Professionals have developed a variety of approaches to promoting healthy life skills for adolescents. The activities below have been utilized in a variety of settings with diverse youth populations.

Types of activities	Concepts
Self-Efficacy and Motivation	Self-efficacy and motivation play instrumental roles in goal-setting and the mastery of skills. The process of successfully attaining new life skills is enhanced when individuals can readily conceptualize themselves applying these skills with competence (i.e., self-efficacy). Teaching life skills can have negative effects if the individual fears failure or doubts that such skills are attainable or relevant. Programs should include encouraging and well-trained instructors, preferably peers from within the community, who employ participatory teaching/learning methods. Group discussion, behavior modeling by instructors, and activities to practice life skills can motivate and improve self-efficacy. Group discussion can have positive social influences in promoting a social norm of healthy attitudes, values, and behaviors.
Strengths-Based programming	The strengths-based approach is tied closely to the promotion of self-efficacy (above). It frames adolescents as sources of opportunity rather than problems to be managed. Instructors convey confidence in participants to master the skills and achieve positive health outcomes. Positive attitudes towards the value of these skills and the participants’ ability to effectively employ these skills increase the chance that the participants will adopt and retain them.
Interactive Learning/Apply Skills Outside of Classroom	Cognitive behavioral skills are introduced and reinforced with interactive learning/teaching and application of life skills outside of the classroom setting. Participatory methods, such as role-playing or skills rehearsal improve mental preparedness of students to employ these skills in real situations. Participatory methods speak to the effective balance of guiding and supporting, while still observing the individual’s growing independence/autonomy. Participatory learning activities also foster individual self-perception and relationship-building within the group.

Community-involved approaches	An example of interactive community-involved learning is service and volunteer outreach. Interaction in the community sphere (i.e., outside of the classroom setting) also fosters connectivity with support systems that are sustained beyond the length of the program. Mentors, family members, teachers, and peers can serve as role models, improving outcome expectancy and self-efficacy. These bonds also function as sustainable healthy development resources beyond the time span of the program.
Age-appropriate skills-based programming	Adolescent development can span from age eight to age twenty-four. This wide time span is composed of multiple age groups and life experiences. Skills-based programming ought to be appropriately timed with respect to these shifting stages. For example, healthy relationships may be appropriately introduced throughout the span of adolescence, whereas educational goal-setting may be most appropriate in the high school years.

### Evidence-Based Programs that address Healthy Life Skills

A literature review was conducted to identify evidence-based programs that include healthy life skills components. These programs are described below.<sup>20,21</sup>

Programs	Healthy Life Skills Activity
Botvin's Life Skills Training Program (LST) <sup>22,23</sup>	Multiple session program for youth in 7 <sup>th</sup> grade (15 classes) and booster sessions during the 8 <sup>th</sup> (10 classes) and 9 <sup>th</sup> (5 classes) grades, for a total of 30 class sessions. The sessions focus on general social skills and drug resistance skills. The program teaches a variety of cognitive-behavioral skills for building self-esteem, resisting peer pressure and media influences, managing anxiety, communicating effectively, developing personal relationships and asserting one's rights. This material is taught using a variety of interactive teaching methods including group discussion, demonstration, modeling, and homework.
Reconnecting Youth: A Peer Group Approach to Building Life Skills (RY) <sup>24</sup>	Program for youth in grades 9th through 12th who are at risk for school dropout. The multiple sessions help youth increase personal competencies personal social support resources which result in increased school performance, decreased drug involvement and decreased emotional distress.
American Indian Life skills Development/Zuni Life Skills Development <sup>25,26</sup>	Multiple session program for American Indian and Alaska Native youth ages 13-17. Sessions cover topics such as building self-esteem, identifying emotions and stress, increasing communication

<sup>20</sup> Cheon, J.W. (2008) Best Practice in Community-Based Prevention for Youth Substance Reduction: Towards strengths-based positive development policy. *Journal of Community Psychology* 36(6): 761-779.

<sup>21</sup> Steiner-Adair, C., et al (2002). Primary Prevention of Risk Factors for Eating Disorders in Adolescent Girls: Learning from Practice *International Journal of Eating Disorders* 32(4): 401-411.

<sup>22</sup> National Center for Mental Health Promotion and youth Violence Prevention. (2010). Botvin's Life Skills Training. Education Development Center, Inc.

<sup>23</sup> Griffin, K., et al (2006). Effects of a School-based Drug Abuse Prevention Program for Adolescents on HIV Risk in Young Adulthood. *Prevention Science* 7(1).

<sup>24</sup> Eggert, L. L., et al (1990). Effects of a school-based prevention program for potential high school dropouts and drug abusers. *International Journal of the Addictions* 25(7): 773-801.

<sup>25</sup> LaFromboise, T., & Howard-Pitney, B. (1995) The Zuni Life Skills Development curriculum: Description and evaluation of a suicide prevention program. *Journal of Counseling Psychology* 42(4).

<sup>26</sup> LaFromboise, T., & Lewis, H. (2008) The Zuni Life Skills Development Program: A School/Community-Based Suicide Prevention Intervention. *Suicide and Life Threatening Behavior* 38(3): 343-353.

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	and problem-solving skills, recognizing and eliminating self-destructive behavior, learning about suicide, role-playing around suicide prevention, and setting personal and community goals. Lessons are interactive and incorporate situations and experiences relevant to adolescent life, such as dating, rejection, divorce, separation, unemployment, and problems with health and the law.
IPSY Life Skills Training <sup>27</sup>	Multiple session program developed for youth in 5 <sup>th</sup> grade (15 units) with two booster sessions in 6 <sup>th</sup> (7 units) and 7 <sup>th</sup> (7 units) grades. Sessions focus on substance use and abuse prevention skills, stress-management, and problem-solving skills through interactive modules focusing on positive relationships, positive attitudes to school, and communication skills. <a href="http://www2.uni-jena.de/svw/devpsy/cads/projects/ipsy.pdf">http://www2.uni-jena.de/svw/devpsy/cads/projects/ipsy.pdf</a>
Transition to Independence Process (TIP) Model <sup>28, 29</sup>	Multiple session program for youth and young-adults (ages 14-29), their families and other informal key players. Sessions encourage participants to explore their interests and futures as related to employment and career, education, living situation, personal effectiveness/well-being and community-life functioning. Sessions include dating skills, development and maintenance of intimate relationships, assertiveness skills, and conflict resolution skills, coping with stress skills, management of anger, spiritual wellbeing, advocacy for one's rights, cyberspace safety and self-management. <a href="http://www.tipstars.org/">http://www.tipstars.org/</a>

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### Tips on incorporating Healthy Life Skills Activities

- Incorporate self-efficacy, self-esteem, and self-determination concepts.
  - Program leaders must display positive attitudes and engage participants.
  - Group discussion and activities help promote healthy attitudes and values.
  - Exercises may include identifying individual strengths, goals, and sources of community pride.
- Utilize a strengths-based approach.
  - Program curricula and facilitators should emphasize opportunities for growth and improvement rather than focusing on challenges.
  - Approach youth with compassion as sources of opportunity; emphasize positive opportunities.
- Provide youth with opportunities to apply life skills to real-world scenarios.
  - Active/participatory learning program activities
  - Role-playing, skills rehearsal, group discussion, story-telling, case study analysis, and volunteer activities in the community wherein students can apply skills.
  - Skill rehearsal activities should also be relevant to the specific program purpose. For example, in adolescent sexual health programs, negotiation and interpersonal skills are of particular significance.
- Family members, teachers, and peers can serve as role models and continue to reinforce the skills learned after the program is finished.
  - Involvement with community or school organizations through the learning process establishes supportive connectivity that is sustained beyond the length of the program.
- Implement booster, or follow-up, programs.

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<sup>27</sup> Wenzel, V., et al (2009) The life skills program IPSY: Positive influences on school bonding and prevention of substance misuse. *Journal of Adolescence* 32(6): 1391–1401.

<sup>28</sup> National Network on Youth Transition (2009) Overview of the TIP Model. <http://tip.trustedts.com/Home/OverviewofTIPModel.aspx>

<sup>29</sup> Transition planning for youth in foster care and youth with special needs is particularly challenging. A study in Philadelphia reported that "50% of children in foster care experience some kind of developmental delay, an incidence that is four to five times greater than that in the overall population." *Aged-Out and Homeless in Philadelphia*. [www.philasafesound.org](http://www.philasafesound.org).

- Booster sessions can address the wide span of adolescent development and improve the long-term assessment of programming. Follow-up programming curricula can also be altered to align with the progressing developmental stage of the group.
- “Refresher” courses, perhaps abridged versions of the original curricula, can be taught at 6-month or one-year intervals following the completion of the original program course.
- Strategize ways to maintain contact with youth after initial implementation and recruit them for booster sessions.
- Understand appropriate timing.
  - Life skills should be taught in anticipation of when they will be employed, but not so far in advance that they are not relevant.
- Monitor and evaluate programs.
  - Demonstrate the efficacy of the program.
  - Provide opportunity for continued quality improvement and fidelity monitoring.

### Online Resources

- Botvin’s Lifeskills Training Program <http://www.lifeskillstraining.com/>
- Mental health and substance abuse prevention <http://www.reconnectingyouth.com;>  
<http://www2.uni-jena.de/svw/devpsy/cads/projects/ipsy.pdf>
- Youth transitioning to adulthood <http://www.tipstars.org/>
- American Indian teens <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=81>
- World Health Organization  
[http://www.who.int/school\\_youth\\_health/media/en/sch\\_skills4health\\_03.pdf](http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf)

## Healthy Relationships

Many existing school- or community-based programs designed to prevent pregnancy and STIs (including HIV) for youth focus on general sexual behaviors (e.g., delay sex, use condoms and other protection), but typically do so outside the context of adolescent relationships. Since most teenagers have their first sexual encounters within the context of dating relationships, it is important to teach youth how to build and navigate healthy relationships and end unhealthy ones.<sup>30</sup> Programs that include a relationship component typically focus on what to avoid in relationships, but seldom include instruction on the skills needed to form healthy relationships. Without a clear understanding of what makes a relationship healthy and when and how to seek help if they are in unhealthy relationships, youth may stay in relationships that put them at emotional and physical risk. Lessons learned about healthy and unhealthy relationships have implications that can impact young people's life-long physical and emotional health and well-being.

### Definition

Relationships are interactions between people that are ongoing, voluntary, and mutually acknowledged. Healthy relationships are those relationships that are based on trust, honesty, and respect. Romantic relationships involve a unique dimension that is marked by affection, which is oftentimes physical and may or may not involve sex.<sup>31</sup> Factors associated with healthy and unhealthy relationships include<sup>32</sup>:

Healthy	Unhealthy
Trust	Cheating
Honesty	Dishonesty
Support	Controlling
Open and honest communication	Older partner
Flexibility	Jealousy
Fun	Emotional and/or physical abuse
Enjoyment	Selfishness
Respect	Over-dependency
Equality	Relationship revolves only around sex
Limit setting	Disrespect

### What are some examples of activities related to Healthy Relationships?

Relationship development is a promising avenue for preventing sexual risk taking, pregnancy, and STIs (including HIV), but it is a fairly new approach with limited data to support its effectiveness. However, it is important for programs to focus on relationship-building activities other than having sex, and to help youth identify factors that may contribute to risk behaviors. Some examples of potential topics to encourage the development of healthy relationships are:

- Information about gender-based stereotypes (including sexual double standards)
- How to show caring and affection without having sex
- Conflict management skills
- Parent-child communication
- Communication skills
- Limit setting, and navigating different limits in relationships
- Skills to develop healthy relationships
- Identifying unhealthy relationships

<sup>30</sup> Manning, W.D., et al (2000) The relationship context of contraceptive use at first intercourse *Family Planning Perspectives* 32: 104-110.

<sup>31</sup> Collins, W. A. (2003) More than myth: The developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence*, 13(1): 1-24.

<sup>32</sup> Centers for Disease Control and Prevention, "Healthy and Unhealthy Relationships," Atlanta, GA: Centers for Disease Control and Prevention. [http://www.cdc.gov/chooserespect/understanding\\_dating\\_violence/healthy\\_vs\\_unhealthy\\_relationships.html](http://www.cdc.gov/chooserespect/understanding_dating_violence/healthy_vs_unhealthy_relationships.html).

- Skills to safely end unhealthy relationships

### Evidence-Based Programs that address Healthy Relationships

Based on an examination of the 28 evidence-based teen pregnancy prevention program models identified in the PREP Request for Applications (RFA), the following programs include healthy relationship topics. While the evidence base for healthy relationships is not yet extensive, these programs incorporate some of the strategies recommended for building skills around developing healthy relationships to reduce sexual risk-taking behaviors. More information about these programs can be found at <http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>.

Evidence-based Models <sup>33</sup>	Healthy Relationships Activity
Sisters Informing, Healing, Living, and Empowering (SiHLE)	Single session on power and relationships; participants learn the difference between healthy and unhealthy relationships and reinforce the messages of assertive communication, correct condom use, and gender and ethnic pride.
Program TALC (Teens and Adults Learning to Communicate)	Multiple sessions for parents and their children to address maintaining positive family relationships and avoiding risky behaviors such as sexual activity and teen pregnancy.
Teen Outreach Program (TOP)	Multiple sessions for students that include communication/skill assertiveness, understanding and clarifying values, relationships, goal-setting, influences and decision-making.

### Tips on incorporating Healthy Relationship Activities

- Involve parents in the conversation about building healthy relationships so young people are aware of the values their parents wish to convey to them about healthy relationships.
- Utilize interactive formats for program activities.
- Use booster sessions to continue to support healthy relationship messages that are developmentally appropriate.
- Include families, health care workers, media, and community-based organizations (CBOs) that serve youth to reinforce messages about healthy relationships.
- Incorporate peer education into programs – peers are an important influence in shaping adolescent attitudes.
- Be inclusive by considering developmental level, culture, sexual orientation, and prior dating experience.

### Online Resources

- The Dibble Institute <http://www.buildingrelationshipskills.org/>
- Planned Parenthood <http://www.plannedparenthood.org/health-topics/relationships/your-relationship-good-you-19922.htm>
- Scarleteen [http://www.scarleteen.com/article/boyfriend/does\\_your\\_relationship\\_need\\_a\\_checkup](http://www.scarleteen.com/article/boyfriend/does_your_relationship_need_a_checkup)
- Sexuality Information and Education Council of the United States (SIECUS) SexEd Library <http://www.sexedlibrary.org/index.cfm?pagelD=724>
- Stayteen.org <http://www.stayteen.org/article/unhealthy-relationships-seeing-past-stereotypes>

<sup>33</sup> SIECUS (2002) Innovative Approaches to Increase Parent-Child Communication about Sexuality: Their Impact and Examples from the Field. [http://www.siecus.org/\\_data/global/images/innovative\\_approaches.pdf](http://www.siecus.org/_data/global/images/innovative_approaches.pdf)



- Teensource.org <http://teensource.org/pages/relationships-communication/healthy-vs-unhealthy-relationships.html>

## Parent-Child Communication

Over the past several decades, research has shown a positive association between increased parent-child communication about sex and adolescents adopting safer sexual behaviors, such as delaying initiation of sex, increasing condom use, increasing partner communication, and having fewer partners. Specifically, when parents have conversations with their children about sex and contraception before the children become sexually active, the initiation of sex may be delayed and the use of condoms or other contraceptives increased. The existing research suggests that these behavioral effects are most likely when the teen is a daughter, when the parent is the mother (as opposed to the father), when the teens and their parents feel connected to one another, when the parents disapprove of teens having sex or support contraceptive use, and when parents can discuss sexuality in an open and comfortable manner.

### Definition

Positive communication between parents and children greatly helps young people to establish individual values and to make healthy decisions. Positive parent-child communication can help adolescents have healthy and responsible sexual decision-making by providing accurate information and by creating open lines of communication. If children receive a negative message about sexuality from their parents, they will be less likely to turn to their parents to discuss sexual matters as they get older. In this way, open parent-child communication may be an effective prevention tool.

### Factors Impacting Parent Child Communication

- Parents' knowledge of the content (sexuality, sexual risk behaviors, development)
- Parents' attitudes and beliefs about adolescent sexuality
- Parents' communication skills
- Parents' openness and comfort talking about sexuality
- Parents' modeling of their own sexual behavior
- Content and timing of the discussion
- Adolescent's ability or willingness to hear and retain what parents say

### What are some examples of activities related to Parent Child Communication?

Professionals have developed a wide variety of approaches to reach parents and to help them talk with their children about sexuality in an effort to help reduce adolescent sexual risk-taking. The current evidence suggests that the programs with the most effective reach are those that incorporate homework assignments in sex education classes to talk with parents. Those that are most effective at increasing communication are those that bring parents and teens together and have them actually communicate with each other.

Types of programs or activities	Activities
Sexuality education homework assignments (to complete or discuss with parents/adults)	Develop homework assignments to enhance the goals of sexuality education curriculum and promote opportunities for families to practice skills, share values, and reinforce "facts" about sexuality.
Programs for parents and their children (single or multi-session groups)	Provide parents/caregivers and their children with opportunities to practice communicating about sexuality issues.
Programs for parents only (single or multi-session groups or workshops)	Provide opportunities for parents/caregivers to gain the knowledge and skills they need to effectively communicate with their children about sexuality.
Programs for parents of students in sexuality education classes	Involve parents and caregivers in their children's school-based sexuality education program.
Home-based programs for parents and their children (home visits)	Develop fun, educational approaches that encourage family involvement and provide

	opportunities for sharing information and values.
Media campaigns (videos, radio, newspaper, TV, fliers, newsletters)	Create a national, state, or local campaign or program that encourages parent-child communication about sexuality; provide resources and services to help parents and caregivers communicate with their children about sexuality in a way that is easily accessible and convenient.

### Evidence-Based Programs that address Parent-Child Communication

Based on an examination of the 28 evidence-based teen pregnancy prevention program models identified in the PREP Request for Applications (RFA), the following programs include parent-child communication topics, incorporating a variety of strategies. More information about these programs can be found at <http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>.

Evidence-based Models	Parent-Child Communication Activity
Aban Aya Youth Project	Parent training workshop
Children's AID Society	Home-based programs for parents and children Parent orientation
It's Your Game: Keep it Real	Sexuality education homework assignments
Project TALC	Multiple sessions for parents only Multiple sessions for parents and their children together
Promoting Health Among Teens	Sexuality education homework assignments
Raising Healthy Children	Training for parents
Reducing the Risk	Sexuality education homework assignments

In addition to the evidence-based teen pregnancy prevention program models described above, there are several other evidence-based programs that include or focus on parent-child communication. Many more innovative approaches and strategies have been used to address parent child communication but have not yet been rigorously evaluated.<sup>34</sup>

Teen pregnancy interventions <sup>35</sup>	Multi-component programs <sup>36</sup>	Parent education programs <sup>4</sup>
Focus on Kids plus IMPACT Keepin' It R.E.A.L. R.E.A.L. Men Safer Choices	Dare To Be You Early Risers "Skills for Success" Families and Schools Together (FAST) Fast Track The Incredible Years Linking The Interests Of Children And Families (LIFT) Positive Action Preventative Treatment Program Schools And Families Educating Children (SAFE CHILDREN)	Creating Lasting Connections Families in Action Family Matters Guiding Good Choices Multidimensional Family Therapy Stars (Start Taking Alcohol Risks Seriously) for Families Strengthening Families 10-14 Parenting With Love And Limits

<sup>34</sup> SIECUS (2002) Innovative Approaches to Increase Parent-Child Communication about Sexuality: Their Impact and Examples from the Field. [http://www.siecus.org/\\_data/global/images/innovative\\_approaches.pdf](http://www.siecus.org/_data/global/images/innovative_approaches.pdf)

<sup>35</sup> The National Campaign to Prevent Teen and Unplanned Pregnancy: Interventions with Evidence of Success <http://www.thenationalcampaign.org/resources/programs.aspx#search>. Interventions demonstrated evidence of success in delaying the initiation of sex, improving contraceptive use, and/or decreasing teen pregnancy.

<sup>36</sup> Adapted from *WHAT WORKS, WISCONSIN Evidence-based Parenting Program Directory*, 2009 <http://whatworks.uwex.edu/attachment/Directoryofeb.pdf>. The criterion for inclusion was being listed on at least one or more national registries of evidence-based programs.

## Tips on incorporating Parent-Child Communication Activities

- Increase parents' knowledge and awareness of sexuality and sexual risk topics.
- Help parents clarify the values they wish to convey to their children.
- Improve parents' skills in talking about sexuality.
- Increase parents' comfort talking about sexuality while acknowledging that it is natural and acceptable to feel uncomfortable.
- Provide structured opportunities for young people and their parents to talk together.
- Recognize that mothers often talk more with their children and fathers have an important role to play, especially with boys.
- Utilize interactive formats for parents and adolescents to practice communicating.
- Use booster sessions to continue to support communication efforts.
- Plan for incentives when asking parents to come to meetings or special courses.
- Measure impacts over time.
- Measure both teen and parent responses to assess agreement.

## Online Resources

- Resource Center for Adolescent Pregnancy Prevention (ReCAPP): Activities for parents, youth and educators; research and parent-child communications and connectedness resources  
<http://www.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesHome>  
<http://www.etr.org/recapp/index.cfm?fuseaction=pages.currentresearchhome>
- Innovative Approaches to Increase Parent-Child Communication about Sexuality  
[http://www.siecus.org/\\_data/global/images/innovative\\_approaches.pdf](http://www.siecus.org/_data/global/images/innovative_approaches.pdf);
- Readings on Teenagers and Sex Education  
[www.alangutmacher.org/pubs/compilations/2004/06/30/readings04-1.pdf](http://www.alangutmacher.org/pubs/compilations/2004/06/30/readings04-1.pdf);
- Emerging Answers 2007 [www.thenationalcampaign.org/EA2007/EA2007\\_full.pdf](http://www.thenationalcampaign.org/EA2007/EA2007_full.pdf)