

Studies of Interventions to Increase Parent-Child Communication about Sexuality-Related Issues

Study Information	Sample Description		Study			Results	
Program(s)/ Author(s)/ Publication Date(s)	Location/ SES/**	Age/ Grade/ Gender/ Ethnicity	Program Description	Design	Analytic Methods	Change in Outcome*	Additional Comments
Programs for Parents and their Children							
<i>Growing Together</i> Nicholson, Postrado ¹ 1991	Dallas, TX; Memphis, TN; Omaha, NE; Wilmington, DE Low SES Baseline: N=201	Mean age=12.4 years Not reported F=100% Bl=74% Wh=15% Other=11%	Setting: Girls Clubs. Sessions: Five two-hour classes. Content: Designed to help parents communicate with their daughters. Included facts about adolescent sexuality, values about dating, and relationships. Methods: Interactive exercises; practice communicating with their own daughters and others.	Quasi-experimental. Girls and parents who volunteered to participate in programs within the four Girls Clubs constituted the program group, while those who chose not to participate constituted the comparison group. Questionnaire data were collected at baseline and one and two years later.	Multiple-logistic analysis, controlling for background and baseline characteristics. There were few differences between groups at baseline.	Initiate intercourse: 0	The strength of this design was reduced by the lack of random assignment, probable self-selection effects, and relatively small sample sizes. The comparison group was about 2.5 times more likely to initiate intercourse. This was almost significant (p=.054), but not quite.
<i>In-Between and Family Life Education: A Problem Solving Curriculum for Adolescents</i> Hamrick ² 1985	Memphis, TN Mixed SES N=185 parents N=215 youth	Ages=10–14 years Not reported M=43% F=57% Wh=77% Bl=16% Other=7%	Setting: Community centers, churches, and a school. Sessions: Multiple sessions over eight weeks. Content: Included both cognitive and affective activities, including trigger films.	Quasi-experimental. There were five different groups: adolescents only, parents only, parents and adolescents together, parents and adolescents separate, parents and adolescents first separate and then together, and control group. A communication inventory was administered to parents during the program and two months after.	Three-way analysis of co-variance. Student-Newman-Keuls multiple range test was used to locate differences.	Youths' knowledge: + Parents' knowledge: + Parent-child communication: +	This was a weak design, because each type of program included only one group from different kinds of organizations. Thus, they differed at baseline. The greatest increases in parent-child communication occurred in those groups in which both parents and adolescents were involved.
<i>Let's Talk</i> ETR Associates ³ 1993	Monterey County, CA Low SES N=71 parents N=80 youth	Mean age=11 years Grade 1 or Grade 2=9% Grade 3=9% Grade 4=21% Grade 5=20% Grade 6=18% Grade 7=18% Grade 8 or Grade 9=5% M=50% F=50% Wh=14% Bl=8% His=76% Asn=1%	Setting: Community centers, churches, school, and homes. Sessions: One three-hour workshop. Content: Facilitated parent-child communication during the workshop: small and large group exercises, games, films.	Quasi-experimental. Questionnaires were administered in English and Spanish at pre-test and three months later.	T-tests were used.	Parent attitudes: 8 different attitudes: 0 7 different attitudes: + Parent-child communication about sexual topics: Parent reports: + Child reports: + Children's knowledge: +	Without any control group, small sample sizes, and poor follow-up rate, this was a weak design.

* Changes in outcome for group receiving intervention:

No significant change = 0; Significant desirable change = +; Significant undesirable change = -

** Socioeconomic Status (SES)

Study Information	Sample Description		Study			Results	
Program(s)/ Author(s)/ Publication Date(s)	Location/ SES/**	Age/ Grade/ Gender/ Ethnicity	Program Description	Design	Analytic Methods	Change in Outcome*	Additional Comments

Programs for Parents and their Children (Continued)

<i>Parent/Child Program</i> Kirby ⁴ 1984	St. Joseph, MO Mixed SES Younger youth sample N=114 Older youth sample N=148	Younger group: 9–12 years Older group: 13–17 years Not reported Not reported Not reported	Setting: Community youth-serving organizations. Sessions: Five two-hour sessions for younger youth and parents; six two-hour sessions for older youth and parents; all separate by gender. Content: Covered basic sexuality education topics (e.g., anatomy, reproduction, pregnancy, parenthood, dating, sexual decision-making, birth control, and teenage pregnancy). Personal values, communication, and decision-making skills were emphasized. Group activities, mini-lectures, and games were structured to allow parents and youth to have fun together and learn.	Quasi-experimental. Matched questionnaire data collected before the course, at the end, and three to five months later. Comparison group for older group only. Younger group: Intervention: N=114 Older group: Intervention: N=83 Comparison: N=65	T-tests were used.	Younger youth: Parent-child communication about sex and birth control: Frequency: + Length: 0 Comfort: + Knowledge: + Older youth: Parent-child communication about sex and birth control: Frequency: + Knowledge: + Clarity of personal sexual values: + Attitude toward premarital sex: + Importance of birth control: + Perceived sexual decision-making skills: 0	The course was an exemplary course. However, the study employed a weak design with relatively small sample sizes.
<i>Project Taking Charge</i> Jorgensen, Potts, Camp ⁵ 1993	Wilmington, DE; West Point, MS Low SES N=91	Mean age= 14.4 years 7th graders M=47% F=53% Wh=45% Bl=43% His=7% Other=5%	Setting: Home economics classes. Sessions: 30. Content: Classroom component: self-development, anatomy and physiology, pregnancy, STDs, importance of abstinence prior to marriage, vocational goal setting, family values and family communication. Evening component: three sessions for parents, their adolescent children and the teachers included communication exercises, values exploration, adolescent sexuality, pregnancy and STDs.	Experimental. Two home economics classes in each of two schools were randomly assigned to intervention and comparison groups. Comparison group received no sexuality education program. Matched questionnaire data were collected at baseline, at the end of the six-week course and six months post-intervention. Intervention post-test: N=52 Comparison post-test: N=39	One-way analysis of variance.	Frequency and comfort of parent-child communication about sex (combined measure): 0	The sample size was small and therefore the analyses had little statistical power. Neither the adolescents nor parents reported significant improvements in communication at post-test. Only the adolescents completed the follow-up tests and reported no significant change.

Programs for Parents Only

Untitled Davis, Koblinsky, Sugawara ⁶ 1986	Northwest rural areas Mixed SES N=88	Ages: 22–38 years F=100% Wh=100%	Setting: Community college. Sessions: One two-hour session. Content: Designed to increase perceived importance of responding, to children's curiosity and parents' comfort and skills handling children's questions and behavior. Used lectures, role-play activities, small group discussions, and modeling of skills.	Experimental. Classes of mothers in parent education programs were randomly assigned to intervention and control groups. Baseline and one-month questionnaire data collected.	Chi-square tests and analysis of covariance with baseline scores as covariates.	Mean ages of children at which mothers expect to introduce topics: + Communication skills: + Frequency of communication about some topics: + Comfort discussing sexual topics: 0	The strength of the design was enhanced by the random assignment, but weakened by the short-term follow-up and small sample size.
---	--	--	--	---	---	---	---

* Changes in outcome for group receiving intervention:

No significant change = 0; Significant desirable change = +; Significant undesirable change = -

** Socioeconomic Status (SES)

Study Information	Sample Description		Study			Results	
Program(s)/ Author(s)/ Publication Date(s)	Location/ SES/**	Age/ Grade/ Gender/ Ethnicity	Program Description	Design	Analytic Methods	Change in Outcome*	Additional Comments

Programs for Parents Only (Continued)

Untitled Lefkowitz, Sigman, Au ⁷ 2000	Los Angeles, CA Mixed SES N=40	Child: Mean age=12.6 years Not reported M=50% F=50% Wh=45% Bl=15% His=30% Other=10% Parent: Mean age=43 years M=0% F=100%	Setting: Community. Sessions: Two one-hour training sessions. Content: Focused on effective communication strategies, e.g., listening, encouraging, taking turns, asking open-ended questions, using probing questions and supportive answers, and not dominating or lecturing. Used audio tapes and role-playing exercises.	Experimental. Mother-child dyads were randomly assigned to intervention or delayed intervention (control) groups. Intervention N=20 Control N=20	Two-way analysis of variance first for all children, then by gender.	Time mother spent speaking: + Asks questions about: Sexuality: 0 AIDS: 0 Asks open-ended questions about: Sexuality: + AIDS: + Shows warmth/support during conversations about: Sexuality: 0 AIDS: 0 Is non-judgmental regarding: Sexuality: 0 AIDS: + Frequency of communication about AIDS or birth control: Mother: 0 Child: + # sexuality topics discussed: Mother: 0 Child: 0 Length of time: + Comfort discussing topics: Mother: 0 Child: +	Parent-child communication was measured three ways: parent and child self-reports on frequency and style, daily self-reports on content and comfort, and observational measures of communication style and content.
--	--------------------------------------	---	---	---	--	--	---

Programs for Parents of Students in Sexuality Education Classes

<i>Postponing Sexual Involvement/ ENABL</i> Kirby, Korpi, Barth, Cagampan ⁸ 1995	Dispersed throughout California Varied SES N=7,753	Ages:12–13 years 7th and 8th graders M=42% F=58% Wh=38% His=31% Bl=9%	Setting: Schools. Sessions: Mostly one. Content: Typically designed to orient parents to the <i>PSI</i> curriculum that their children will receive; occasionally gave additional information about adolescent sexuality and skills to talk with teens.	Experimental. Random assignment of entire schools, classrooms, or individual youths. In part of the study, students were randomly assigned to adult-taught <i>PSI</i> , peer-taught <i>PSI</i> , or a control group. Matched questionnaire data were collected at baseline, three and 17 months post-intervention. Intervention post-test: N=3,697 Comparison post-test: N=4,056	T-tests between intervention and comparison groups using change scores.	Communication about sex with parents: 0 Initiation of intercourse: 0 Frequency of intercourse in previous 3 months: 0 Frequency of intercourse in previous 12 months: 0 Number of sexual partners: 0 Use of condoms: 0 Use of birth control pills: 0	The evaluation was very rigorous; it had random assignment, large sample sizes, long-term follow-up, and appropriate statistical analyses. It also examined the impact of <i>PSI</i> implemented in either community settings, individual classrooms, or entire schools. However, only 19% of the parents of the students in the intervention group participated in a parent activity.
---	--	---	--	--	---	--	--

Sexuality Education Homework Assignments

<i>Families in Touch: Understanding AIDS</i> Crawford, Jason, Riordan, Kaufman, Salina, Sawalski, Ho, Zolik ⁹ 1990	Chicago, IL Mixed SES N=151	Mean age=12.9 years 8th=100% M=40% F=60% Wh=34% Bl=33% His=20% Other=13%	Setting: Media, home, and school. Sessions: Six five-10 minute segments on television. Content: There were three components: 1) written material given to the students and describing the television program, 2) the television programs on AIDS, 3) a 16-page supplement to the Sunday newspaper. The program provided factual information on AIDS and transmission and suggested interactive exercises for parents and children to help them initiate conversations, clarify values, and develop decision-making strategies. The written materials discussed AIDS and described ways for parents to discuss it with their children.	Experimental. Students and their parents by school were randomly assigned to condition. Questionnaire data were collected one week before and one week after the media program. Intervention N=93 Control N=58	Repeated measures analysis of variance.	Parent-child communication about sexual issues: + Knowledge about AIDS: +	The duration of time between the pre-test and post-test (about three weeks) was very short, and thus measured very short term effects. About 79% of the intervention group but only 9% of the control group read the paper supplement.
---	-----------------------------------	---	---	--	---	--	---

* Changes in outcome for group receiving intervention:

No significant change = 0; Significant desirable change = +; Significant undesirable change = -

** Socioeconomic Status (SES)

Study Information	Sample Description		Study		Results		
Program(s)/ Author(s)/ Publication Date(s)	Location/ SES/ ** Post Sample (N)	Age/ Grade/ Gender/ Ethnicity	Program Description	Design	Analytic Methods	Change in Outcome *	Additional Comments

Sexuality Education Homework Assignments (Continued)

<p><i>Managing Pressures before Marriage (MPM)</i></p> <p>Blake, Simkin, Ledsky, Perkins, Calabrese^o</p> <p>2001</p>	<p>Rochester, NY</p> <p>Middle class suburbs</p> <p>N=351</p>	<p>Not reported</p> <p>8th=100%</p> <p>M=52% F=48%</p> <p>Wh=85% Other=15%</p>	<p>Setting: Homework assignments completed at home with parents in conjunction with an in-school abstinence-until-marriage program.</p> <p>Sessions: Five assignments.</p> <p>Content: Social learning and social cognitive theory were used to involve parents in reinforcing the information and skills taught in the classroom and to clearly describe and model desired behaviors.</p>	<p>Experimental.</p> <p>Nineteen classrooms were randomly assigned to receive either the classroom instruction only or the classroom instruction plus parent homework assignments.</p> <p>Matched pre-test and post-test surveys were administered to students just before the intervention and seven weeks later.</p> <p>Intervention N=190 Control N=161</p>	<p>Repeated measures analysis of variance, and analysis of covariance, controlling for baseline scores. Both analyses controlled for clustering.</p>	<p>Frequency of parent-child communication about sexual topics: + Comfort with parent-child communication about sexual topics: 0</p> <p>Knowledge: 0 Sexual attitudes: 0 Self-efficacy for refusing high risk behaviors: + Intention to have intercourse: 0 Intention to have intercourse before completing high school: + Sexual opportunities: 0 Avoided or refused sexual situations: 0 Ever had intercourse: 0 Had intercourse recently: 0</p>	<p>This is one of the few studies with an experimental design and a reasonable sample size. Further, it included in the treatment group those students randomly assigned to it, even if they did not do the homework assignment and it controlled for clustering. This makes it one of the strongest analyses. However, the short time between pre-test and post-test limits its implications.</p> <p>A substantial percentage of youth did not complete all the homework assignments. The program had a greater impact upon those youth who completed more parent-child activities, but there were clear self-selection effects.</p>
<p><i>Reaching Adolescents and Parents (RAP)</i></p> <p>Anderson, Koniak-Griffin, Keenan, Uman, Duggal, Caseyⁿ</p> <p>1999</p>	<p>Los Angeles County</p> <p>Mixed SES</p> <p>N=251</p>	<p>Ages: 9–11 years=84% 12–14 years=16%</p> <p>Not reported</p> <p>M=40% F=60%</p> <p>Wh=13% Bl=21% His=46% Other=20%</p>	<p>Setting: Summer and after-school programs and in-school classes.</p> <p>Sessions: Eight total, six for youth alone, one for youth and parents, and one for parents alone.</p> <p>Content: Based on cognitive behavior theory. Activities designed to increase knowledge, ensure personalization of that knowledge, and provide practice in problem-solving, decision-making, and refusal skills. One of the sessions for parents involved discussion of "bridges and barriers" to communication.</p>	<p>Experimental.</p> <p>Naturally occurring community groups were randomly assigned to treatment or delayed treatment conditions.</p> <p>Intervention N=185 Control N=66</p>	<p>Repeated measures analysis of covariance. No adjustment for clustering.</p>	<p>Parent-child communication about sexuality: post: + 12 months: 0</p>	<p>Although the program included two sessions for parents, most of the program was for youth only. Because the study measured the impact of the entire program, only the impact upon parent-child communication (which was more likely caused by the parent component) is provided.</p> <p>Only 70 parents attended the parent sessions.</p>
<p><i>Reducing the Risk</i></p> <p>Kirby, Barth, Leland, Fetro²</p> <p>1991</p>	<p>Urban and rural areas throughout California</p> <p>Varied SES</p> <p>N=758</p>	<p>Not reported</p> <p>9th=27% 10th=56% 11th=9% 12th=6%</p> <p>M=47% F=53%</p> <p>Wh=62% His=20% Asn=9% Am Ind=2% Bl=2% Other=5%</p>	<p>Setting: Health education classes.</p> <p>Sessions: 15.</p> <p>Content: Cognitive behavioral theory, social inoculation theory; strong emphasis on avoiding unprotected intercourse either by avoiding intercourse or using protection.</p> <p>Methods: Experiential; many role-plays to build skills and self-efficacy.</p>	<p>Quasi-experimental.</p> <p>Partial random assignment of classrooms to intervention or comparison groups.</p> <p>Comparison group received existing sexuality education programs of equal length.</p> <p>Matched questionnaire data were collected at baseline, six-months, and 18-months post-intervention.</p> <p>Intervention post-test: N=429 Comparison post-test: N=329</p>	<p>Chi-square or t-tests between intervention and comparison groups at six and 18 months.</p> <p>Initial equivalence of intervention/ comparison established with t- or chi-square tests.</p>	<p>Teen reported parent-child communication about abstinence and contraception: +</p> <p>See "Additional Comments"</p>	<p>The entire curriculum had other effects upon adolescent sexual behavior, but aside from the changes in parent-child communication, these cannot be attributed to the parent-child homework assignments and are therefore not included here.</p>

* Changes in outcome for group receiving intervention:

No significant change = 0; Significant desirable change = +; Significant undesirable change = -

** Socioeconomic Status (SES)

Study Information	Sample Description		Study		Results	Change in Outcome*	Additional Comments
	Program(s)/ Author(s)/ Publication Date(s)	Location/ SES/** Post Sample (N)	Age/ Grade/ Gender/ Ethnicity	Program Description	Design		

Sexuality Education Homework Assignments (Continued)

<p><i>Youth AIDS Prevention Project (YAPP)</i></p> <p>Levy, Perhats, Weeks, Handler, Zhu, Flay³</p> <p>1995</p> <p>Weeks, Levy, Gordon, Handler, Perhats, Flay⁴</p> <p>1997</p>	<p>Chicago, IL</p> <p>Low-income, high-risk areas</p> <p>N=1,669</p>	<p>Not reported</p> <p>7th graders</p> <p>M=49% F=51%</p> <p>Bl=59% Wh=24% His=13% Other=4%</p>	<p>Setting: School classrooms.</p> <p>Sessions: In addition to the 10 sessions in 7th grade and five in the 8th grade for all students, there were two homework assignments in the 7th grade and one in the 8th. Also separate meetings for parents.</p> <p>Content: Discussed sexuality, teen pregnancy, drug use, educational plans, and future goals.</p> <p>Methods: Parents received pamphlets on how to answer their children's questions. In the parent-student assignments, parents and students interviewed each other.</p>	<p>Experimental.</p> <p>Fifteen school districts were randomly assigned to the first treatment group, which included classroom instruction plus parent activities; a second treatment group, which received classroom instruction; and the control group, which received the standard AIDS curriculum.</p> <p>Matched questionnaire data were collected before the intervention in the 7th grade, after the intervention booster in the 8th grade, and in the 9th grade.</p> <p>Intervention post-test: N=1,001 Control post-test: N=668</p>	<p>Significance tests showed no differences between groups at pre-test.</p> <p>Three-way ANOVAs controlling for race and gender, and logistic regression controlling for race and gender. Also random-effects regression to handle some missing data.</p>	<p>Knowledge: 0</p> <p>Comfort talking with parents about intercourse: 0</p> <p>Importance of parents' feelings about intercourse: -</p> <p>Perception of how upset parents would be if they had intercourse: 0</p> <p>Initiation of intercourse: 0</p> <p>Frequency of sexual activity: 0</p> <p>Number of sexual partners: 0</p> <p>Intent to use condoms: 0</p> <p>Ever used condoms: 0</p> <p>Condom use last intercourse: 0</p> <p>Use of condoms and foam: -</p>	<p>Large groups of students were randomly assigned (school districts), but analyses were conducted at the individual level.</p> <p>Attrition rates were high (56%) by 9th grade.</p> <p>Post-test may have occurred shortly after the 8th grade intervention, not allowing for a decline in the impact or for a possible delay in initiation of intercourse to be measured.</p> <p>Overall, this is one of the strongest designs.</p> <p>It is noteworthy that most of the results were not significant, and of those that were significant, all were in the undesired direction.</p> <p>However, the intervention was very modest.</p>
---	--	---	--	--	---	--	---

College Sexuality Education Courses for Adults

<p>Untitled</p> <p>King, Parisi, O'Dwyer⁵</p> <p>1993</p>	<p>University of New Orleans, LA</p> <p>College educated</p> <p>N=102</p>	<p>Parents of children aged five years or older</p> <p>M=36% F=64%</p> <p>Not reported</p>	<p>Setting: University freshman college class on human sexuality.</p> <p>Sessions: 42 class periods.</p> <p>Content: Included a wide variety of topics, including a chapter on "Talking with your child about sex."</p>	<p>Quasi-experimental post-test only design.</p> <p>Parents who completed the sexuality education class two to three years earlier were compared with parents just beginning to take the class.</p> <p>Intervention N=52 Comparison N=50</p>	<p>Bivariate tests of significance.</p>	<p>Discussed sexuality topics with their children: +</p>	<p>With no pre-tests, this was a weak design.</p> <p>However, the effects on communication were very large.</p>
--	---	--	--	--	---	--	---

Home-Based Programs for Parents and their Children

<p><i>Facts and Feelings</i></p> <p>Miller, Norton, Jenson, Lee, Christopherson, King⁶</p> <p>1993</p>	<p>Northern Utah</p> <p>Upper-middle SES</p> <p>N=503</p>	<p>Ages:12-14 years</p> <p>7th and 8th graders</p> <p>Not reported</p> <p>Wh=95% Mormon=86%</p>	<p>Setting: Home-based video.</p> <p>Sessions: Six units, each including a 15- to 20-minute video and written materials.</p> <p>Content: The video provided information, modeled parent-child communication, and emphasized sexual values consistent with abstinence. The written materials suggested questions and topics for discussion. Together they covered changes in puberty, facts about reproduction, parent-teen communication, values and sexual behavior, sexuality in the media, decision-making skills, and communication skills.</p> <p>Phone calls were made bi-weekly to encourage use of the materials.</p>	<p>Experimental.</p> <p>Families were randomly assigned to three groups: the first intervention group, which received the videos and mailed newsletters; the second intervention group, which received the videos only; and the control group, which received nothing.</p> <p>Matched questionnaire data were collected from teens and parents at baseline, after three months, and after one year.</p> <p>Intervention group one post-test: N=120 Intervention group two post-test: N=122 Control group post-test: N=261</p>	<p>Repeated measures analysis of variance.</p>	<p>Parent: Abstinence values: + Reported frequency of communication about sexuality with teen: + Knowledge: +</p> <p>Teen: Knowledge: 0 Abstinence values: 0 Norms about pressuring people to have intercourse: 0 Reported frequency of communication about sexuality with parents: + Skills to avoid intercourse: 0 Families' sexual values: 0 Impact of family values: 0 Peers' sexual values: 0 Impact of peer values: 0 Chance of having intercourse: 0 Initiation of intercourse: 0</p>	<p>This was a strong design. However, only 3-5% of the youths in any group initiated intercourse during the elapsed year. Thus, it was difficult to produce an impact on this outcome. However, there was not a significant impact upon youths' intent to have intercourse during the following year or until marriage.</p>
---	---	---	--	---	--	--	---

* Changes in outcome for group receiving intervention:

No significant change = 0; Significant desirable change = +; Significant undesirable change = -

** Socioeconomic Status (SES)

Study Information	Sample Description					Results		
Program(s)/ Author(s)/ Publication Date(s)	Location/ SES/**	Age/ Grade/ Gender/ Ethnicity	Program Description	Design	Analytic Methods	Change in Outcome*	Additional Comments	

Home-Based Programs for Parents and their Children (Continued)

<p><i>Family/Media AIDS Prevention Project</i></p> <p>Winett, Anderson, Moore, Sikkema, Hook, Webster, Taylor, Dalton, Ollendick, Eisler²⁷</p> <p>1992</p>	<p>Roanoke, VA</p> <p>Varied SES</p>	<p>Ages=12–14 years</p> <p>Not reported</p> <p>M=59% F=41%</p> <p>Not reported</p>	<p>Setting: Home video program.</p> <p>Sessions: Four videos, total length=120 minutes.</p> <p>Content: The videos provided information about the causes and prevention of STD and HIV, modeled family and teen problem-solving skills and teen assertiveness skills, and provided situations for the teens and family to practice. Participants were told to practice and were paid.</p>	<p>Experimental.</p> <p>Families were randomly assigned to receive the video program or not to.</p> <p>Matched questionnaire data were collected at baseline, two weeks later, and six months later. To measure skills, structured role plays were video taped and scored.</p> <p>N=45 families</p>	<p>Repeated measures analysis of covariance, with baseline scores as co-variables.</p>	<p>Knowledge: +</p> <p>Family Problem-Solving Skills: +</p> <p>Teen Assertiveness Skills: 0</p> <p>Teen Problem-Solving Skills: 0</p>	<p>Because the study subjects were paid, they may have been more likely to complete the program activities. Thus, the effects observed in this study might not occur if others received the video.</p> <p>Teen assertiveness and problem-solving skills were significant at p<.10 level.</p>	
<p><i>Family/Media AIDS Prevention Project</i></p> <p>Winett, Anderson, Moore, Taylor, Hook, Webster, Neubauer, Harden, Mundy²⁸</p> <p>1993</p>	<p>Roanoke, VA</p> <p>Varied SES</p>	<p>Ages=12–14 years</p> <p>Not reported</p> <p>M=55% F=45%</p> <p>Not reported</p>	<p>Setting: Home video program.</p> <p>Sessions: Two videos, total length=135 minutes.</p> <p>Content: The videos provided information about the causes and prevention of STD and HIV, identified and modeled family and teen problem-solving skills and teen assertiveness skills, and provided situations for the teens and family to practice. The tapes paused for family members to complete workbooks. Families were asked to practice at least three times in two weeks. Families received booster workbooks with risk scenarios three months later.</p>	<p>Experimental.</p> <p>Families were randomly assigned to receive the video with information and skills training or to receive the video with information only.</p> <p>Matched questionnaire data were collected at baseline, two weeks, and four months later. To measure skills, structured role plays were videotaped and scored.</p> <p>N=69 families</p>	<p>Repeated measures analysis of covariance, with baseline scores as co-variables.</p>	<p>Knowledge: +</p> <p>Family Problem-Solving Skills: +</p> <p>Teen Assertiveness Skills: 0</p> <p>Teen Problem-Solving Skills: 0</p>		

Grassroots Community Organizing

<p><i>Plain Talk</i></p> <p>Grossman, Pepper²⁹</p> <p>1999</p>	<p>Atlanta, GA; New Orleans, LA; San Diego, CA</p> <p>Low SES</p> <p>N=1,268</p>	<p>Ages: 12–13 years=32% 14–16 years=41% 17–18 years=27%</p> <p>Not reported</p> <p>M=50% F=50%</p> <p>Bl=58% His=40% Other=2%</p>	<p>Setting: Three communities.</p> <p>Content: Designed to: (1) create a consensus among adults about the need to protect sexually active youth by encouraging contraceptive use; (2) provide parents and other community adults with the knowledge and skills to communicate more effectively with teens about sexual behavior and contraception; and (3) improve access to reproductive health care, including contraception. A clinic was opened in one community, an adolescent clinic opened in the evening in a second, and a clinic increased its hours in the third. Community events were implemented and reproductive health information provided.</p>	<p>Quasi-experimental.</p> <p>Cross-sectional survey data were collected before the intervention and again three years later (one site) or four years later (two sites).</p>	<p>Logistic regression.</p>	<p>Among sexually inexperienced youth: adult-youth communication about: Birth control: 0 Pregnancy: 0 STDs: 0</p> <p>Among sexually experienced youth: adult-youth communication about: Birth control: 0 Pregnancy: + STDs: +</p> <p>Use of birth control at first intercourse: All: 0 Girls: 0 Boys: 0</p> <p>Use of birth control at last intercourse: All: 0 Girls: 0 Boys: 0</p>	<p>This was a challenging design, because it attempted to measure the impact of the campaign upon all sexually active youth in the communities, not just upon those who observed the campaign.</p> <p>The strength of the evidence was reduced by the long period of time between pre- and post- surveys and inability to control well for the many other changes that took place both nationally and locally during that time (e.g., changes in local school health education programs, state-wide pregnancy prevention initiatives, welfare reform, national teen sexual behavior, and national teen pregnancy rates). Pre- and post- surveys were also conducted at different times of the year.</p>	
---	--	--	--	--	-----------------------------	--	---	--

* Changes in outcome for group receiving intervention:

No significant change = 0; Significant desirable change = +; Significant undesirable change = -

** Socioeconomic Status (SES)

References: Chart

- 1.** H. J. Nicholson and L. T. Postrado, *Girls Incorporated Preventing Adolescent Pregnancy: A Program Development and Research Project* (New York: Girls Incorporated, 1991).
- 2.** M. H. Hamrick, "Parent, Adolescent FLE: An Evaluation of Five Approaches," *Family Life Educator*, 1985, vol. 4, no. 1, pp. 12-15.
- 3.** ETR Associates, *Final Report of the Let's Talk Program Evaluation* (Scotts Valley, CA: ETR Associates, 1993).
- 4.** D. Kirby, *Sexuality Education: An Evaluation of Programs and Their Effects* (Santa Cruz, CA: ETR/Network Publications, 1984).
- 5.** S. R. Jorgensen, V. Potts, and B. Camp, "Project Taking Charge: Six-Month Follow-Up of a Pregnancy Prevention Program for Early Adolescents," *Family Relations*, 1993, vol. 42, no. 4, pp. 401-06.
- 6.** S. L. Davis, S. A. Koblinsky, and A. I. Sugawara, "Evaluation of a Sex Education Program for Parents of Young Children," *Journal of Sex Education & Therapy*, 1986, vol. 12, no. 1, pp. 32-6.
- 7.** E. S. Lefkowitz, M. Sigman, and T. K. Au, "Helping Mothers Discuss Sexuality and AIDS with Adolescents," *Child Development*, 2000, vol. 71, no. 5, pp. 1383-94.
- 8.** D. Kirby, M. Korpi, R. Barth, and H. Cagampang, *Evaluation of Education Now and Babies Later (ENABL)*, Final Report (Berkeley, CA: University of California, School of Social Welfare, 1995).
- 9.** I. Crawford, L. A. Jason, N. Riordan, J. Kaufman, D. Salina, L. Sawalski, F. C. Ho, and E. Zolik, "A Multimedia-Based Approach to Increasing Communication and the Level of AIDS Knowledge within Families," *Journal of Community Psychology*, 1990, vol. 18, pp. 361-73.
- 10.** S. M. Blake, L. Simkin, R. Ledsky, C. Perkins, and J. M. Calabrese, "Effects of a Parent-Child Communications Intervention on Young Adolescents' Risk for Early Onset of Sexual Intercourse," *Family Planning Perspectives*, 2001, vol. 33, no. 2, pp. 52-61.
- 11.** N. L. R. Anderson, D. Koniak-Griffin, C. K. Keenan, G. Uman, B. R. Duggal, and C. Casey, "Evaluating the Outcomes of Parent-Child Family Life Education," *Scholarly Inquiry for Nursing Practice: An International Journal*, 1999, vol. 13, no. 3, pp. 211-34.
- 12.** D. Kirby, R. P. Barth, N. Leland, and J. V. Fetro, "Reducing the Risk: Impact of a New Curriculum on Sexual Risk-Taking," *Family Planning Perspectives*, 1991, vol. 23, no. 6, pp. 253-63.
- 13.** S. R. Levy, C. Perhats, K. Weeks, A. S. Handler, C. Zhu, and B. R. Flay, "Impact of a School-Based AIDS Prevention Program on Risk and Protective Behavior for Newly Sexually Active Students," *Journal of School Health*, 1995, vol. 65, no. 4, pp. 145-51.
- 14.** K. Weeks, S. R. Levy, A. K. Gordon, A. Handler, C. Perhats, and B. R. Flay, "Does Parental Involvement Make a Difference? The Impact of Parent Interactive Activities on Students in a School-Based AIDS Prevention Program," *AIDS Education and Prevention*, 1997, vol. 9, Supplement A, pp. 90-106.
- 15.** B. M. King, L. S. Parisi, and K. R. O'Dwyer, "College Sexuality Education Promotes Future Discussions about Sexuality between Former Students and Their Children," *Journal of Sex Education and Therapy*, 1993, vol. 19, no. 4, pp. 285-93.
- 16.** B. C. Miller, M. C. Norton, G. O. Jenson, T. R. Lee, C. Christopherson, and P. K. King, "Impact Evaluation of Facts & Feelings: A Home-Based Video Sex Education Curriculum," *Family Relations*, 1993, vol. 42, no. 4, pp. 392-400.
- 17.** R. A. Winett, E. S. Anderson, J. F. Moore, K. J. Sikkema, R. J. Hook, D. A. Webster, C. D. Taylor, J. E. Dalton, T. H. Ollendick, and R. M. Eisler, "Family/Media Approach to HIV Prevention: Results with a Home-Based, Parent-Teen Video Program," *Health Psychology*, 1992, vol. 11, no. 3, pp. 203-6.
- 18.** R. A. Winett, E. S. Anderson, J. F. Moore, C. D. Taylor, R. J. Hook, D. A. Webster, T. E. Neubauer, M. C. Harden, and L. L. Mundy, "Efficacy of a Home-Based Human Immunodeficiency Virus Prevention Video Program for Teens and Parents," *Health Education Quarterly*, 1993, vol. 20, no. 4, pp. 555-67.
- 19.** J. Grossman and S. Pepper, *Plain Talk and Adolescent Sexual Behavior* (Philadelphia: Public/Private Ventures, 1999).