



## It's Your Game: Keep It Real

**HIV, STI, and Pregnancy Prevention  
for Middle School Youth: The "It's Your Game"  
curriculum website**

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## IYG TEAM

**COMMUNITY  
COLLABORATION:**  
CAG, YAG, HISD, PP



**UT SPH  
RESEARCH &  
DEVELOPMENT**



Susan Chris Melissa Ross Liliana Melanie Belinda Kimberly  
Tortolero MarkhamPeskin, Shegog Escobar Thiel Flores Johnson  
Chaves


Shellie Tyrrell, Robert Addy, Elizabeth Baumler and a cast of thousands

**PRODUCTION**

Jeff McLaughlin, Radiant/SCI  
Brian White Illustration  
Clifton Camera Works



**FUNDING SUPPORT** NIMH, CDC, City of Houston.



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## OVERVIEW

1. The challenge.
2. It's Your Game (IYG) development
3. IYG Website virtual tour
4. Next steps



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How is Texas doing in adolescent sexual health?

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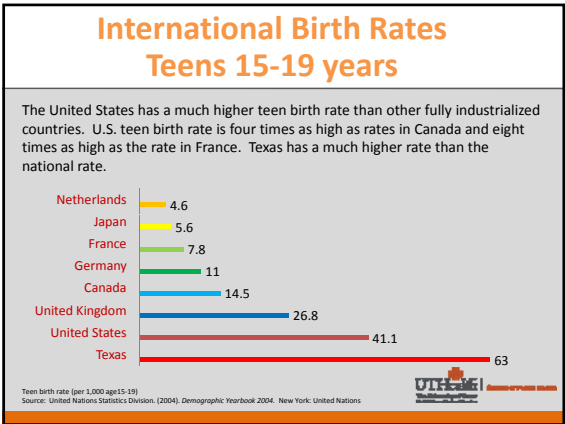
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### Outcomes Sexually Transmitted Infections

Texas ranks 4<sup>th</sup> among U.S. states for reported number of AIDS cases among adolescents.

**Reported AIDS Cases among Adolescents 13 to 19 Years of Age, 2006—United States and Dependent Areas**  
N=581

Source: CDC. Slide Set: HIV/AIDS Surveillance in Adolescents and Young Adults (through 2006). Available at: <http://www.cdc.gov/hiv/topics/surveillance/resources/slides/adolescents/index.htm>

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### Sexual Behavior

Sexual behaviors among 7<sup>th</sup> grade students in 2004

Source: Mathem, C.M., Peikin, M.J., Adley, R.C., Bramler, E.B., Tortolero, S. (2009) Patterns of vaginal, oral, and anal sexual intercourse in an urban seventh grade population. Journal of School Health, 79(4):329-335.

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### Focus: Comprehensive sexual health education in schools

- Most schools in Texas do not implement effective sexual health programs
- One in three teens do not get formal education about birth control
- 46% of males and 38% of females received no instruction about birth control methods prior to first sex
- Barriers to implementation: concerns about negative community reaction, unclear policies, lack of teacher skills

Source: Texas Freedom Education Network, 2009; Abma, J.C., Martinez, G.M., Mosher, W.D., Dawson, B.S. (2004). Teenagers in the United States: Sexual activity, contraceptive use, and unintended pregnancy. Vital and Health Statistics, Series 23, No. 24. Lantry, 1999; Schaafna, 2004; Levaque, 2000.

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**UTHealth School of Public Health  
Center for Health Promotion & Prevention Research &  
Prevention Research Center**

**Behavioral science theory to...  
silicon chip to ...  
clinic and community ...**

<p><b>"Watch-Discover-Think Then Act"</b> <i>(PI. Gold, Bartholomew)</i> Simulation of asthma management for pediatric patients.</p>	<p><b>"Stop Asthma."</b> <i>(PI. Abramson, Bartholomew)</i> Decision support for pediatricians.</p>	<p><b>"It's Your Game"</b> <i>(PI. Tortolero)</i> <b>All About Youth"</b> <i>(PI. Markham)</i> HIV/pregnancy prevention for middle school.</p>
<p><b>"ASPIRE"</b> <i>(PI. Prokoren, Keider)</i> Smoking prevention/cessation for high school.</p>	<p><b>"Headbutt"</b> <i>(PI. McAlister)</i> Smoking prevention for middle schools.</p>	<p><b>"It'sYourGame.org"</b> <i>(PI. Perkins)</i> On-line HIV/pregnancy prevention for middle school.</p>
<p><b>"HeadsUp Virtual Molecular Biology Lab"</b> <i>(PI. Murray)</i> Making a virtual transgenic mouse model for AP science students.</p>	<p><b>"Peacetest.org"</b> <i>(PI. McAlister)</i> Violence prevention for the community.</p>	<p><b>"-+ CLICK"</b> <i>(PI. Markham)</i> On-line chronic disease management for HIV infected youth.</p>
		<p><b>"En Vivo"</b> <i>(PI. Keider)</i> Web-based motivational enhancement for reduced screen-time in Hispanic youth.</p>

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**Goals of IYG**

- ✓ Delay sexual initiation
- ✓ Reduce risk among students who are sexually active

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**IT'S YOUR GAME KEEP IT REAL**

## Results

**DOES IT WORK?**  
IYG STUDENTS HAD...

- Delayed Oral Sex by 50%
- Delayed Vaginal Sex by 29%
- Delayed Anal Sex by 66%

Tortolero et al. (2009)



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**IT'S YOUR GAME KEEP IT REAL**

## IYG Program Components

7<sup>th</sup> and 8<sup>th</sup> grade curriculum  
• 12 lessons each grade level

Multiple modalities

- ✓ Classroom lessons (role play, discussion)
- ✓ Journaling
- ✓ Individualized computer-based component
- ✓ Selected activities tailored by gender, sexual experience



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**IT'S YOUR GAME KEEP IT REAL**

## Development of IYG

- Used Intervention Mapping, a detailed process which incorporates both theoretical and empirical evidence
- Based on social cognitive models
- Input from community advisory board  
School district personnel, principals, school nurse, parents, community agency representatives, pediatricians, sexuality experts
- Input from teen advisory board (12-15 year old teens)



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 **Development:  
Intervention Mapping Process\***

- Step 1: Needs Assessment
- Step 2: Specify Program Objectives
- Step 3: Select Theory-based Methods & Practical Strategies
- Step 4: Develop Program Products
- Step 5: Specify Adoption & Implementation
- Step 6: Specify Evaluation Plan

\* Bartholomew, Parcel, Kok, Gottlieb, 2006



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 **Step 1: Needs Assessment**

- Surveillance data
  - Sexual behavior, HIV, STI, teen pregnancy
- Literature review (previous studies, theory)
- Community input:
  - Student & Parent Focus Groups
  - Community Advisory Board
  - Teen Advisory Board



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 **Step 2:  
IYG Behavioral Objectives**

- ❖All students will:
  - ✓ Not have sex
  - ✓ Have healthy relationships with their friends, girlfriends and boyfriends
- ❖Students who are sexually active will:
  - ✓ Use condoms consistently and correctly when having sex.
  - ✓ Use an effective method of birth control along with condoms when having sex.
  - ✓ Get tested for HIV, STIs, pregnancy



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**IT'S YOUR GAME... KEEP IT REAL**

### Partial Matrix for: Students Will Not Have Sex

Performance Objectives	Knowledge	Skills	Normative Beliefs
1. Communicate your personal limits regarding sex to partner	<ul style="list-style-type: none"> <li>Describe what is a personal limit</li> <li>List ways to communicate personal limits to partner</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to communicate your personal limits to friends/partner</li> </ul>	<ul style="list-style-type: none"> <li>Significant others approve of communicating personal limits about sex</li> </ul>
2. Avoid high-risk situations which could lead to unwanted sex (e.g., alcohol, drugs)	<ul style="list-style-type: none"> <li>List risky situations (places, peers, times)</li> <li>Identify strategies to avoid/get out of risky situations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to identify risky situations</li> <li>Demonstrate ability to avoid/get out of risky situations</li> </ul>	<ul style="list-style-type: none"> <li>Significant others approve and respect your decision to avoid risky situations</li> </ul>
3. Refuse sex	<ul style="list-style-type: none"> <li>Describe characteristics of effective refusal skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to use refusal skills in multiple situations</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that other teens use refusal skills to keep from having sex</li> </ul>

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**IT'S YOUR GAME... KEEP IT REAL**

### Step 3: Methods and Strategies

Psychosocial Factors	Methods	Example Strategies
Knowledge	<ul style="list-style-type: none"> <li>Information Transfer</li> </ul>	Quizzes & games about puberty, sex, reproduction, condoms
Skills & Self-efficacy	<ul style="list-style-type: none"> <li>Guided Practice with Feedback</li> </ul>	<b>Role Plays</b> <ul style="list-style-type: none"> <li>Identifying &amp; avoiding risky situations</li> <li>Using refusal skills</li> </ul> <b>Demonstrations</b> <ul style="list-style-type: none"> <li>Correct condom use</li> </ul>
Normative Beliefs	<ul style="list-style-type: none"> <li>Modeling</li> </ul>	<b>Peer Video</b> <ul style="list-style-type: none"> <li>Other students saying chosen not to have sex, important to use condoms</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>Anticipated Regret</li> <li>Goal Setting</li> </ul>	<b>Journal Activity</b> ( <i>My #1 reason not to have sex is...because if I have sex...</i> )

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**IT'S YOUR GAME... KEEP IT REAL**

### Theme: It's Your Game...Keep It Real

- ❖ "Game" = Life
- ❖ "Real" = Telling it like it is, being respectful, being responsible, doing the right thing, being yourself, being healthy and happy
- ❖ How do you keep your game real?
  - Respecting yourself and respecting others
  - Playing by your rules

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## IYG Decision-Making Paradigm

**Select** your personal rules ahead of time

**Detect** signs or situations that could challenge your rules (risky situations)

**Protect** your rules  
Avoid risky situations ahead of time  
Refusal skills and alternative actions

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## Scope & Sequence

Level 1 (7th Grade)			Level 2 (8th Grade)		
Lesson	Lesson Topic	Delivery	Lesson	Lesson Topic	Delivery
1	Pre-Game Show	Classroom	1	Pre-Game Show	Classroom
2 & 3	Healthy Friendships	Classroom Computer	2	Consequences of Pregnancy	Classroom
4 & 5	Setting Personal Limits & Detecting Risky Situations (general)	Classroom Computer	3 & 4	Consequences of STI/HIV Pregnancy	Computer Classroom
6 & 7	Refusal Skills (general)	Classroom	5	Risk Reduction Strategies	Computer
8	Know your Body	Computer	6 & 7	Setting Personal Limits & Detecting Risky Situations (related to sex)	Classroom Computer
9	Setting Personal Limits (related to sex)	Classroom	8 & 9	Healthy Relationships	Computer
10 & 11	Refusal Skills (related to sex)	Classroom Computer	10	Refusal Skills (related to sex)	Classroom
12	Post Game Show	Classroom	11	Computer Free Time	Computer
			12	Post Game Show	Classroom

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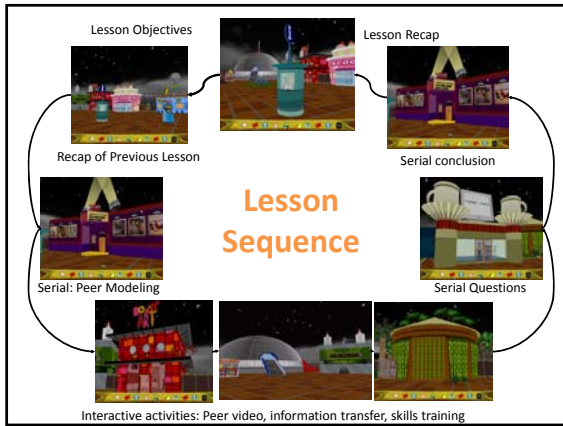
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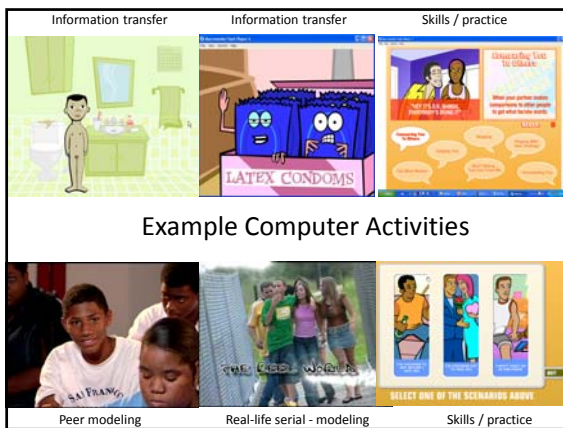
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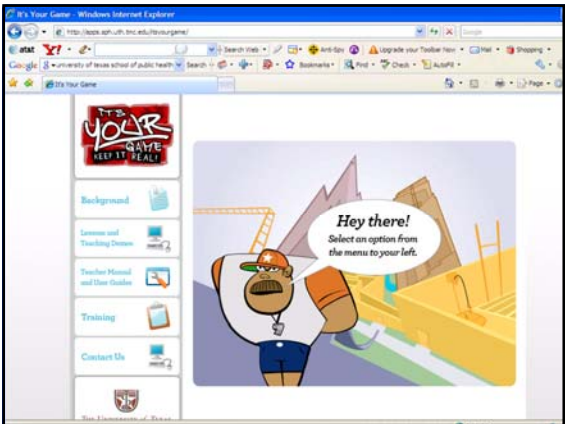
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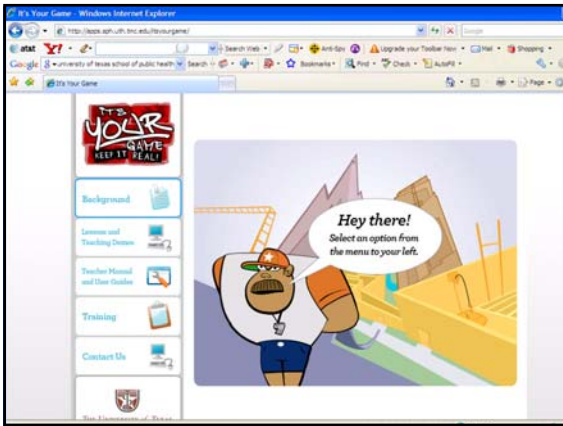
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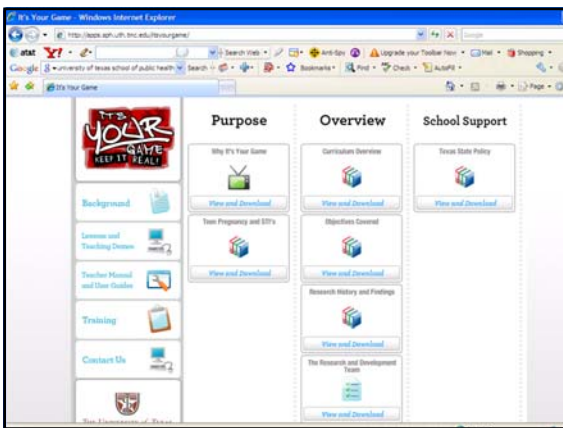
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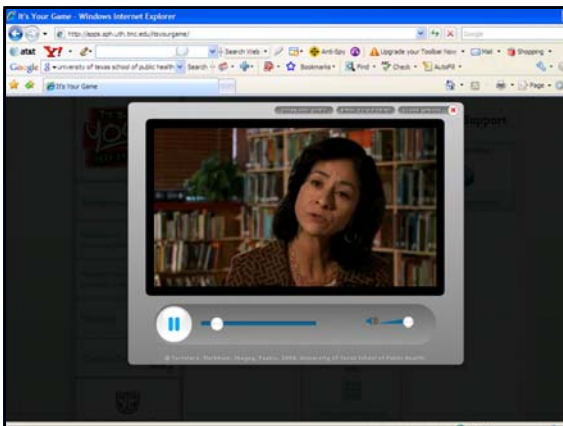
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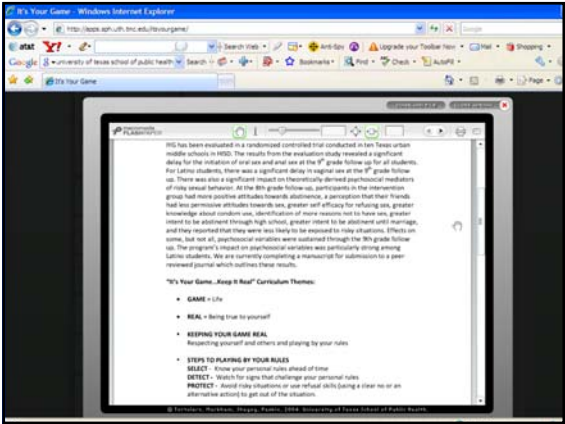
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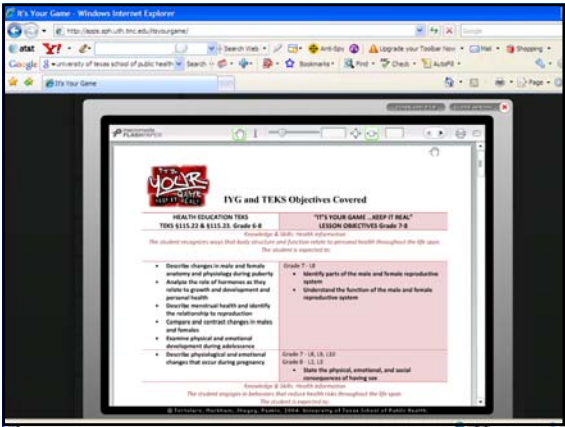
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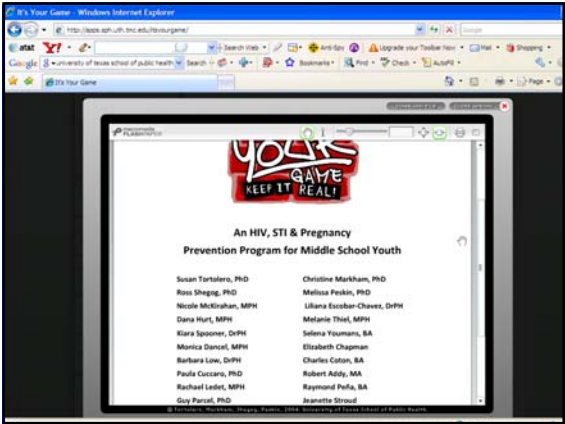
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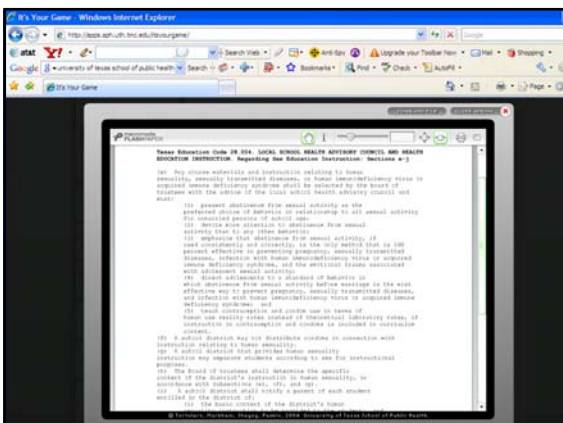
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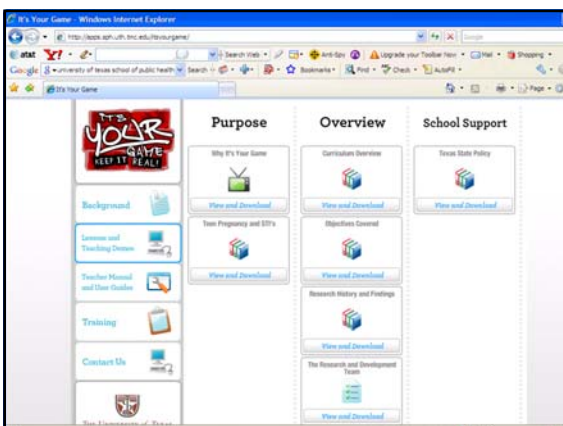
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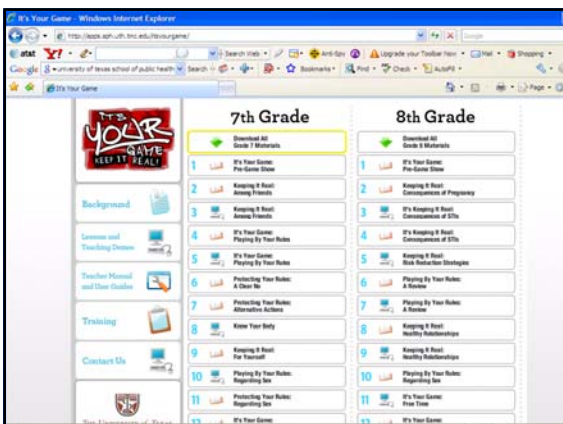
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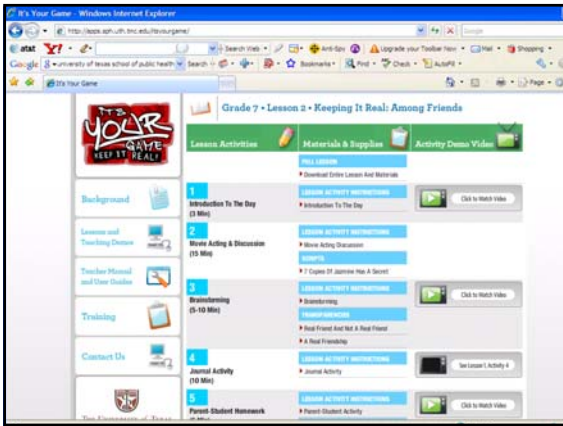
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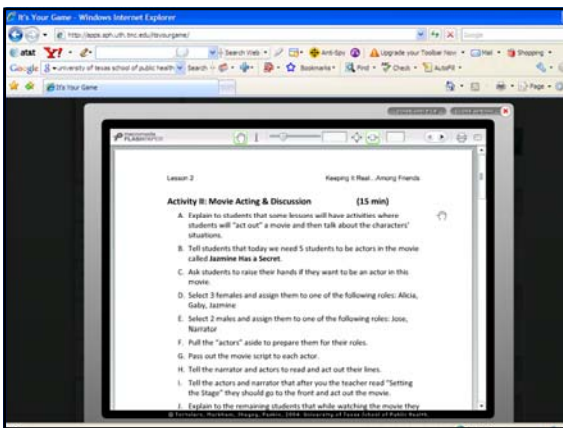
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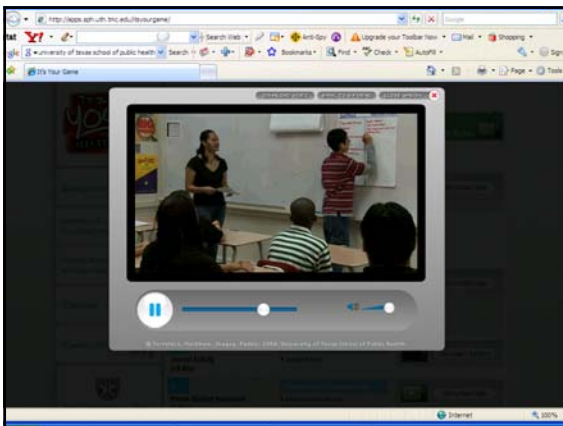
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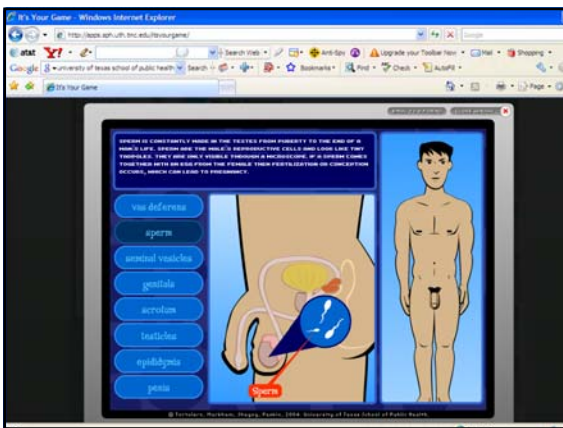
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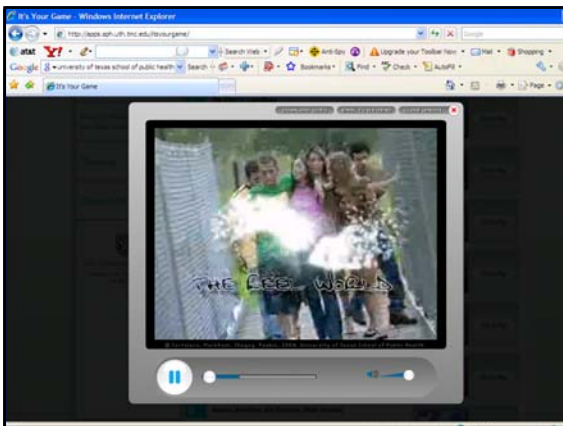
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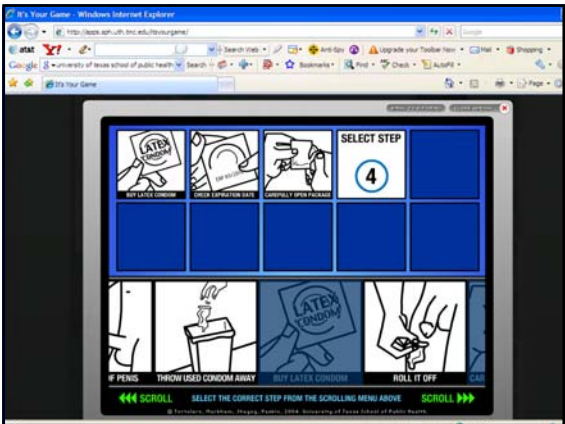
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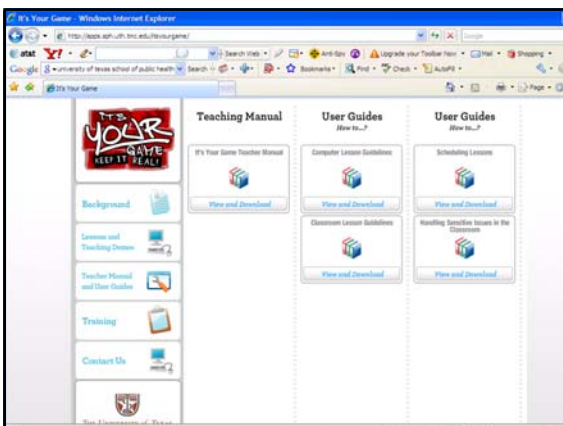
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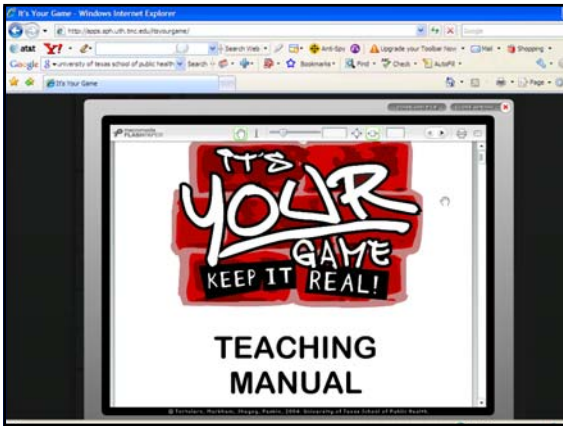
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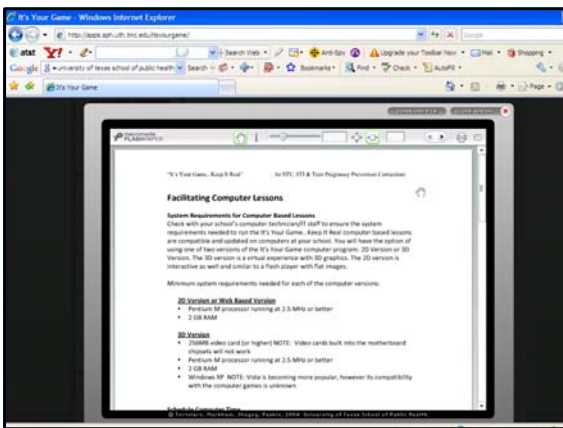
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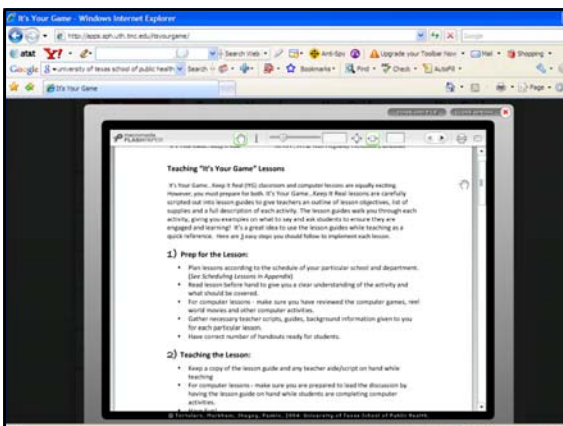
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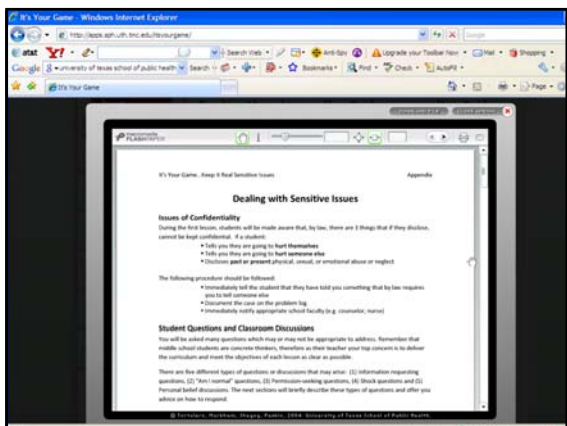
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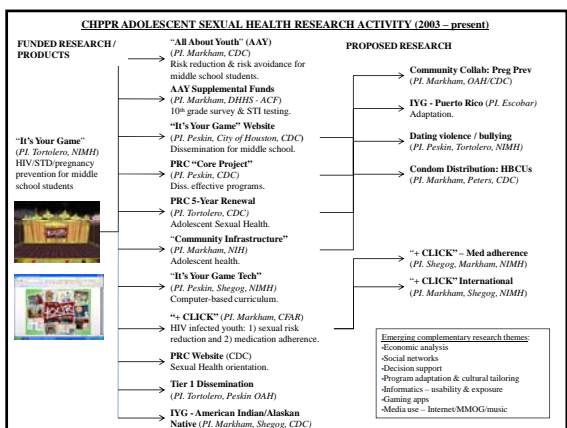
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