

HIV School-Level Impact Measures (SLIMs) Addressed by Survive Outside

The table below lists the HIV SLIMs and shows which of the SLIMs are addressed through the Survive Outside interventions. The three interventions for which Survive Outside offers training and technical assistance are: (1) the One-On-One HIV Risk Reduction Counseling Session; (2) the HIV Video Discussion Group; and (3) the evidence-based curriculum.

HIV SLIM	1-1	Video	Curriculum
HIV 1. The percentage of schools that address all of the following in a required course taught during grades 6, 7, or 8:			
The differences between HIV and AIDS.		X	X
How HIV and other STD are transmitted.		X	X
How HIV and other STD are diagnosed and treated.			
Health consequences of HIV, other STD, and pregnancy.	X	X	X
The benefits of being sexually abstinent.	X	X	X
How to prevent HIV, other STD, and pregnancy.	X	X	X
How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	X	X	X
The influences of media, family, and social and cultural norms on sexual behavior.			X
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.			X
Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	X		X
Compassion for persons living with HIV or AIDS.		X	X
HIV 2. The percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:			
The relationship among HIV, other STD, and pregnancy.		X	X
The relationship between alcohol and other drug use and risk for HIV, other STD, and pregnancy.			
The benefits of being sexually abstinent.	X	X	X
How to prevent HIV, other STD, and pregnancy.	X	X	X
How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	X	X	X
The influences of media, family, and social and cultural norms on sexual behavior.			X
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.			X
Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.			X
HIV 3. The percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:			
Efficacy of condoms, that is, how well condoms work and do not work in reducing the risk of STD transmission, including HIV.	X	X	X
The importance of using condoms consistently and correctly in reducing the risk of STD transmission, including HIV.	X	X	X
How to obtain condoms.	X	X	X
HIV 4. The percentage of schools that deliver HIV, STD, or pregnancy prevention programs (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth) by doing all of the following:			
Providing curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities.		X	X
Providing curricula or supplementary materials in the primary languages of the youth and families.			
Facilitating access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community.	X	X	X
Facilitating access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community.	X	X	X
Requiring professional development for school staff on HIV, STD, and pregnancy prevention issues and resources for these youth.	X	X	X
HIV 5. The percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, or teen pregnancy prevention.	X	X	X
HIV 6. The percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, or teen pregnancy prevention policies and programs.			
HIV 7. The percentage of schools in which the lead health education teacher received professional development during the last two years on all of the following:			
Describing how widespread HIV and other STD infections are and the consequences of these infections.	X	X	X
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs.	X	X	X
Identifying the populations of youth who are at high risk of being infected with HIV and other STDs.	X	X	X
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth.	X	X	X
HIV 8. The percentage of schools in which the lead health education teacher received professional development during the past two years on at least six of the following:			
Teaching HIV prevention to students with physical, medical, or cognitive disabilities.			
Teaching HIV prevention to students of various cultural backgrounds.	X	X	X
Using interactive teaching methods for HIV prevention education, such as role plays or cooperative group activities.		X	X
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills.	X	X	X
Teaching about health-promoting social norms and beliefs related to HIV prevention.	X	X	X
Strategies for involving parents, families and others in student learning of HIV prevention education.			
Assessing students' performance in HIV prevention education.			
Implementing standards-based HIV prevention education curricula and student assessment.			
Using technology to improve HIV prevention education instruction.			
Teaching HIV prevention to students with limited English proficiency.			
Addressing the community concerns and challenges related to HIV prevention education.	X	X	X
HIV 9. The percentage of schools that have a policy or policies that address all of the following issues:			
Attendance of students with HIV infection.			
Procedures to protect HIV-infected students and staff from discrimination.			
Maintaining confidentiality of HIV-infected students and staff.			