

BART =

Becoming a Responsible Teen

Summary of Core Components

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Summary of Core Components

Core components are important parts of a program that should be implemented for that program to be effective. They may involve the implementation of the program, including the audience and setting, the implementation schedule, the program leaders and preparation. Core components also include the content of the program activities and the teaching methods (pedagogy) used to cover that content.

This is a summary of the core components in *Becoming a Responsible Teen*.

IMPLEMENTATION

Audience and Setting

- ◆ The curriculum is designed for an after-school or non-school setting.
- ◆ The curriculum is designed for participants who are the appropriate age (i.e., 14–18) or in the appropriate grades (i.e., grades 9–12).
- ◆ The curriculum is designed to support ethnic pride within a group with a shared identity, such as African-American youth. It can be used for other ethnic/racial groups with green-light adaptations.

Implementation Schedule

- ◆ All 8 classes should be taught.
- ◆ All classes should be taught in sequence, once a week for 8 weeks.
- ◆ Classes should last 90 to 120 minutes.
- ◆ The classes should be taught so that most youth attend most classes.
- ◆ Each *BART* implementation group should include 5–15 youth participants from a given ethnic/racial group or some other form of shared identity.

Program Leaders

- ◆ Two co-leaders, one male and one female, who reflect the composition of the group, should facilitate the classes.
- ◆ The educators should be trained to implement the curriculum and should be sufficiently experienced implementing it in order to teach the content, facilitate the interactive activities and discuss the sexual topics comfortably.
- ◆ The educators should have credibility with youth.

Preparation

- ◆ A private meeting space should be secured for implementing *BART* and the leaders should be present at all times.
- ◆ Appropriate approval should be obtained from the host organization.
- ◆ The educators should review preparation needs and obtain needed materials (e.g., videos, data, etc.).

IMPLEMENTATION

- ◆ Steps necessary to successfully recruit youth must be implemented. The facilitators should promote attendance by increasing awareness of the program, communicating to youth that they are happy to see them, making reminder phone calls, providing teasers at the end of each session, and/or completing other activities that will encourage youth to attend.
- ◆ Parents should be informed about the program and provide consent and support for their teens' participation in the program.

CONTENT

- ◆ All the activities should be implemented. In terms of content, this means that all the topics in Table 1 are covered.

PEDAGOGY (TEACHING STRATEGIES)

All the activities should be implemented as designed, using the teaching strategies specified. In terms of pedagogy, this means that facilitators:

- ◆ Create a safe and effective learning environment in the classroom by establishing group agreements and including mechanisms for asking sensitive questions and actively involving participants.
- ◆ Teach all activities in sequence within each lesson.
- ◆ Address multiple learning styles and use different experiential activities, including videos, worksheets, roleplays and skill practice.
- ◆ Implement all activities using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.
 - Elicit information, opinions and ideas from youth whenever possible (instead of relying on lecturing).
 - Use praise and reinforcement.
 - Tailor language to reflect African-American culture.
 - Encourage youth to think about, discuss and apply what they've learned from outside the classroom.
 - Reinforce learning with reviews and repetition.
 - Present material visually.
 - Separate girls and boys by gender when focusing on skill development.
 - Use four steps to teach skills: (1) explain the steps to using the skill; (2) demonstrate correct use of the skill; (3) allow time for youth to practice; and (4) provide youth feedback.
 - Provide ample time to practice skills.
 - Help participants personalize information about risk.

- ◆ Give participating youth a *BART* T-shirt or other items with *BART* logo at the completion of the program.
- ◆ Clearly state messages about important values and sexual behaviors and emphasize repeatedly. They emphasize cultural pride and responsibility. They also emphasize that abstinence is safest, but if you are sexually active, know how risky your behavior is and use condoms or engage in lower-risk activities.

Table 1: Content Areas

Knowledge About:	<ul style="list-style-type: none"> ◆ HIV (definitions, transmission, testing and prevention) ◆ how drugs and alcohol use may influence sexual decision making ◆ correct and consistent condom use ◆ problem-solving skills ◆ communication styles (assertive, passive and aggressive) ◆ avoiding situations that could lead to unhealthy sexual decisions
Perception of Risk Related to:	<ul style="list-style-type: none"> ◆ susceptibility to HIV ◆ consequences of HIV (how life would be altered)
Values About:	<ul style="list-style-type: none"> ◆ preventing HIV and promoting safer sex ◆ communicating with a partner about safer sex ◆ using knowledge and skills gained through <i>BART</i> to make a difference to family members, friends and peers ◆ reinforcing African-American values that support individual responsibility/pride and caring for the greater community
Attitudes About:	<ul style="list-style-type: none"> ◆ talking about HIV and sex ◆ HIV prevention and safer sex, including condom use ◆ obtaining condoms ◆ using effective (assertive) communication ◆ people who have HIV ◆ protecting oneself and others from HIV ◆ making a difference by sharing with others information and skills related to preventing HIV
Social/Peer Norms About:	<ul style="list-style-type: none"> ◆ supporting the prevention of HIV and promoting safer sex (including condom use) ◆ promoting use of effective (assertive) communication ◆ refusing sex
Skills and Self-Efficacy Related to:	<ul style="list-style-type: none"> ◆ obtaining condoms and using them correctly ◆ negotiating condom use ◆ using effective (assertive) communication ◆ refusing sex ◆ communicating about HIV prevention to others ◆ preventing risky situations and handling these situations should they arise
Intentions to:	<ul style="list-style-type: none"> ◆ avoid behaviors that could lead to HIV
Communication with:	<ul style="list-style-type: none"> ◆ parents or other adults about what has been learned in <i>BART</i> and identifying adults who can support them in learning about and preventing HIV infection