

Characteristics Summary Table*

Name of Curriculum: ALL4YOU!

For more detailed information about this program, visit the [All4You!](#) page at ETR's [Program Success Center](#) website.

| Category 1 | |
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| Characteristic | All4You! |
| 1. Involved multiple people with different backgrounds in theory, research and sex and STD/HIV education to develop the curriculum. | Developed by a multidisciplinary team of experts including Dr. Karin Coyle, Jeffery Douglas, Cherri Gardner, Lisa Sterner, James Walker and Vicki Williams. |
| 2. Assessed relevant needs and assets of target group. | <p>Developers assessed needs and assets of the target group during the development process (e.g., through focus groups, reviewing existing data on alternative school youth, interviews with teachers, etc.), and this step is encouraged as part of planning for implementation.</p> <p><i>All4You!</i> aims to prevent HIV, other STD and pregnancy among students ages 14–18 in alternative education settings. The curriculum was specifically developed for use in alternative schools.</p> <p>The primary goal is to reduce the number of students who have unprotected sexual intercourse, which is associated with increased risk of HIV, other STD and unplanned pregnancy. The program also aims to change key determinants related to sexual risk taking, such as attitudes, beliefs and perceived norms.</p> |
| 3. Used a logic model approach to develop the curriculum that specified the health goals, the behaviors affecting those health goals, the risk and protective factors affecting those behaviors, and the activities addressing those risk and protective factors. | See the program Logic Model . |
| 4. Designed activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies). | <p>Developers collected information on community values and resources as part of the development process to align the program with these factors, and this step is encouraged as part of planning for implementation.</p> <p>The <i>All4You!</i> program consists of two primary instructional components: skills-based classroom lessons and service-learning visits in the community. These are integrated and delivered as a 14-session program (about 26 hours total).</p> |

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* Kirby, D., Rolleri, L. & Wilson, M. M. (2007). *Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs*. ETR and Healthy Teen Network.

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| 5. Pilot-tested the program. | <i>All4You!</i> was pilot tested in an alternative school setting as part of the development process (e.g., testing curriculum activities and revising as needed based on observations and feedback). Educator review and student feedback were used throughout the process to improve the lessons and make them relevant. |

| Category 2 | |
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| Characteristic | All4You! |
| 6. Focused on clear health goals — the prevention of STD/HIV and/or pregnancy. | <i>All4You!</i> focuses on preventing HIV, other sexually transmitted infections, and reducing unplanned pregnancy. See the program Logic Model . |
| 7. Focused narrowly on specific behaviors leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), gave clear messages about these behaviors, and addressed situations that might lead to them and how to avoid them. | <i>All4You!</i> focuses on reducing the number of students who have unprotected sexual intercourse, which is associated with increased risk of HIV, other STD and unplanned pregnancy. The curriculum addresses two ways of reducing unprotected sexual intercourse—choosing not to have sex or using condoms consistently and correctly, along with an effective method of birth control for pregnancy prevention. The program also aims to change key determinants related to sexual risk taking, such as attitudes, beliefs and perceived norms. See the program Logic Model . |
| 8. Addressed multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms and self- efficacy). | <i>All4You!</i> is based on Social Cognitive Theory, the Theory of Planned Behavior and Social Development Theory, which suggest behavior is influenced by a variety of factors including personal factors (e.g., knowledge, personal values, attitudes and beliefs, perceived self-efficacy, intentions); environmental factors (e.g., influential role models, social or normative support); and behavioral influences (e.g., existing behavioral patterns, opportunities for meaningful involvement). These theories also address how individuals learn, emphasizing that people can learn from a variety of experiences, including directly through education and experience, and indirectly through observation of others’ behaviors. <i>All4You!</i> draws on these theories to address multiple risk and protective factors affecting sexual behaviors, including sexual determinants (e.g., attitudes and beliefs regarding condom use) and non-sexual determinants (e.g., optimism and hope for the future). See the program Logic Model . |

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| 9. Created a safe social environment for youth to participate. | The program begins with activities to create group agreements. Students also nominate Peer Leaders. The use of same-age peers as classroom facilitators along with the classroom teacher has been found to be an effective means of educating teens about important health issues. Peer Leaders help with recording and reporting small-group activities, modeling and demonstrating various skills, and assisting with the small-group roleplays to ensure that all participants have a chance to practice and observe during each roleplay. Additionally, the first lesson includes an ice-breaker to further foster a safe social environment. |
| 10. Included multiple activities to change each of the targeted risk and protective factors. | All4You! is delivered through mini-lectures, brainstorming, games, small-group work, role-plays, guest speakers, videos, reflection activities, and service-learning visits. The program Logic Model shows how the various activities relate to the targeted risk and protective factors. |
| 11. Employed instructionally sound teaching methods that actively involved the participants, that helped participants personalize the information, and that were designed to change each group of risk and protective factors. | A variety of interactive strategies are used to influence risk and protective factors and ensure student engagement, participation and personalization. As a result of participating in the program students will acquire functional knowledge regarding STDs, including behaviors that increase risk and behaviors to prevent them; understanding of the influence of multiple partners on STI transmission and the physical and emotional consequences of sexual activity; negotiation and refusal skills; skills for identifying and handling risky situations, establishing healthy relationships and ending relationships in healthy ways; contraception and condom use skills; strategies for overcoming barriers to preventing HIV, other STI and pregnancy; and knowledge of resources for HIV/STI and pregnancy testing and treatment. The program Logic Model shows how the various activities relate to the targeted risk and protective factors. |

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| 12. Employed activities, instructional methods and behavioral messages that were appropriate to the youths' culture, developmental age and sexual experience. | All4You! was developed and evaluated with young people in alternative education settings at the high school level (ages 14–18). The instructional strategies and messages were designed and tested with this population, and were well received by young people from diverse backgrounds. |
| 13. Covered topics in a logical sequence. | See the program Logic Model . |

| Category 3 | |
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| Characteristic | All4You! |
| 14. Secured at least minimal support from appropriate authorities such as ministries of health, school districts or community organizations. | This characteristic would be addressed during program implementation by the project team. ETR's Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs. |
| 15. Selected educators with desired characteristics (whenever possible), trained them and provided monitoring, supervision and support. | This characteristic would be addressed during program implementation by the project team. ETR offers training on all of our sexual health programs through our Professional Learning Services. For more information visit our Training and TA pages. |
| 16. If needed, implemented activities to recruit and retain youth and overcome barriers to their involvement (e.g., publicized the program, offered food or obtained consent). | This characteristic would be addressed during program implementation by the project team. ETR's Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs. |
| 17. Implemented virtually all activities with reasonable fidelity. | ETR offers Fidelity Logs for our programs, see the Adaptation Guidelines and Tools tab on the All4You! page . |

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