

Postponing Sexual Involvement (c) Public Health & Prevention: School-based Literature review updated April 2012.

As part of WSIPP's research approach to identifying evidence-based programs and policies, WSIPP determines "what works" (and what does not work) to improve outcomes using an approach called meta-analysis. For detail on our methods, see our [Technical Documentation](#). At this time, WSIPP has not yet calculated benefits and costs for this topic.

Program Description: Postponing Sexual Involvement (PSI) is a two-stage program typically offered to 8th-and 9th-grade students. The program consists of five classes on human sexuality taught by a classroom teacher, followed by five classes on refusal skills taught by trained peer educators (11th- and 12th-grade students).

Meta-Analysis of Program Effects

Outcomes measured	No. of effect sizes	Treatment N	Adjusted effect size and standard error			Unadjusted effect size (random effects model)	
			ES	SE	Age	ES	p-value
Initiation of sexual activity	4	3381	-0.004	0.038	14	-0.200	0.094

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

- Aarons, S.J., Jenkins, R.R., Raine, T.R., El-Khorazaty, M.N., Woodward, K.M., Williams, R.L., . . . Wingrove, B.K. (2000). Postponing sexual intercourse among urban junior high school students-a randomized controlled evaluation. *Journal of Adolescent Health, 27*(4), 236-247.
- Howard, M., & McCabe, J.A. (1992). An information and skills approach for younger teens: Postponing Sexual Involvement program. In B. C. Miller, J. J. Card, R. L. Paikoff, & J. L. Peterson (Eds.), *Preventing adolescent pregnancy: Model programs and evaluations* (pp. 83- 109). Thousand Oaks, CA: Sage.
- Kirby, D., Korpi, M., Barth, R.P., & Cagampang, H.H. (1997). The impact of the Postponing Sexual Involvement curriculum among youths in California. *Family Planning Perspectives, 29*(3), 100-108.
- Mellanby, A.R., Phelps, F.A., Crichton, N.J., & Tripp, J.H. (1995). School sex education: An experimental programme with educational and medical benefit. *British Medical Journal, 311*(7002), 414-417.

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