Recording Modifications to EBP Core Components
in the CAPP & PREP Online Reporting Systems

rev. 2023

Are you modifying **content**, **teaching strategies**, and/or **implementation**? The following guidelines and examples show how to correctly identify and record modifications to evidence-based programs. Use this sheet when entering information into:

- **Planning Tool for Creating a Master List of Adaptations**
  https://actforyouth.net/providers/capp/tools-index.cfm (See the planning tool for your EBP in the Evidence-Based Programs section of the Tools Index, or on the page for your EBP)

- **CAPP Online Reporting System (ORS)**
  https://actforyouth.net/providers/capp/evaluation/ors.cfm

- **PREP Online Reporting System (ORS)**
  https://actforyouth.net/providers/prep/ors.cfm

Modifying and Updating CONTENT

Updates to Educational Material
Mark updates (such as examples below) as:

(x) **Updates**
- Updated STI statistics or added local statistics (MPC 2020/2021, Module 5 Activity A)
- Added emergency contraception to birth control methods activity (MPC 2020/2021, M6.C)

Content Modification
Content modifications include changing language or subject matter, adding information, and partial omissions. These should be marked as:

(x) **Modifications**
  (x) **Content**

- Change question: "Why are they here?" to "Share something positive about yourself." (MPC 2020/2021, M1.B)
- Change some of the myth and fact statements to make them more inclusive of transgender youth (MPC 2020/2021, M6.A)
- Changed language of "verbal intercourse" to describing being at a party, imagining that talking with people could mean that they infect them with an STD (MPC 2020/2021, M5.B)
- Add condom steps palm card and information about where to get condoms (MPC 2020/2021, M7.A)
- For Caller 6 scenario include a brief conversation about consent and how intoxicated people cannot consent to having sex (BPBR 2016, M4.B)
- Use scenarios that apply to all male group, omit others (BPBR 2016 M4.B)

Modifying TEACHING STRATEGY (Pedagogy)

Teaching strategy modifications include altering teaching techniques and skipping practice opportunities. This should be marked as:

(x) **Modifications**
    (x) **Teaching Strategies**

- Calling Koko: Got through 2 scenarios [out of 6] (BPBR 2016, M4.B)
- Did not show condom animation video. Verbally explained the condom steps (MPC 2020/2021, M7.A)
- Re-introduced a list of agreements done earlier in the classroom. Confirmed agreements (MPC 2020/2021, M1.C)
- Created a new handout that displays the timeline better (MPC 2020/2021, M1.F)
- Distribute cards (myth/fact), read statement to students, students respond by holding up myth or fact side of card (MPC 2020/2021, M6.A)
- Brought in birth control kit to show methods (MPC 2020/2021, M6.C)
- Hold up activity cards one by one, ask class where they would put them on the traffic light continuum (MPC 2020/2021, M2.D)
- Don't use posters; SWAT is written on the white board and each step is thoroughly explained. Students are asked to give examples on how to say no effectively. We use the SWAT written on the board with the facilitator asking observer checklist questions (MPC 2020/2021, M7.E)

Modifying Content AND Teaching Strategy

In some cases, changes made in one activity involve both content and teaching strategy modifications. Both kinds of modifications should be marked, and descriptions for each should be described separately. This would be marked as:

(x) **Modifications**
    (x) **Content**
    (x) **Teaching Strategies**

- (Content): Change some of the myth and fact statements to make them more inclusive of transgender youth (MPC 2020/2021, M6.A)
  plus
- (Teaching Strategy) Distribute myth/fact cards, read statement to students, students respond by holding up myth or fact side of card (MPC 2020/2021, M6.A)

Modifying IMPLEMENTATION

These changes are **recorded in the comment/note section of the ORS** and **explained in the "Describe what you want to change and why" section of the Planning Tool**. To describe an implementation change in the ORS, mark the activity "exactly as described" (if there are no content or teaching strategy changes), then record how you modified implementation in the "notes regarding this session" section.

These modifications include:
- changes in sequence of activities
- adding activities during EBP implementation
- changing the composition of the participant group (for example, dividing a group into same-gender groups for certain activities)