

# What About Adaptations?

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SRAE WEBINAR

FEBRUARY 11, 2020

# Agenda



- Understanding EBP fidelity and adaptations
- Learning about adaptation framework and process
- Recording of adaptations in the ORS
- Questions & Concerns



Remember the promise of EBPs?



# EBPs are Effective!

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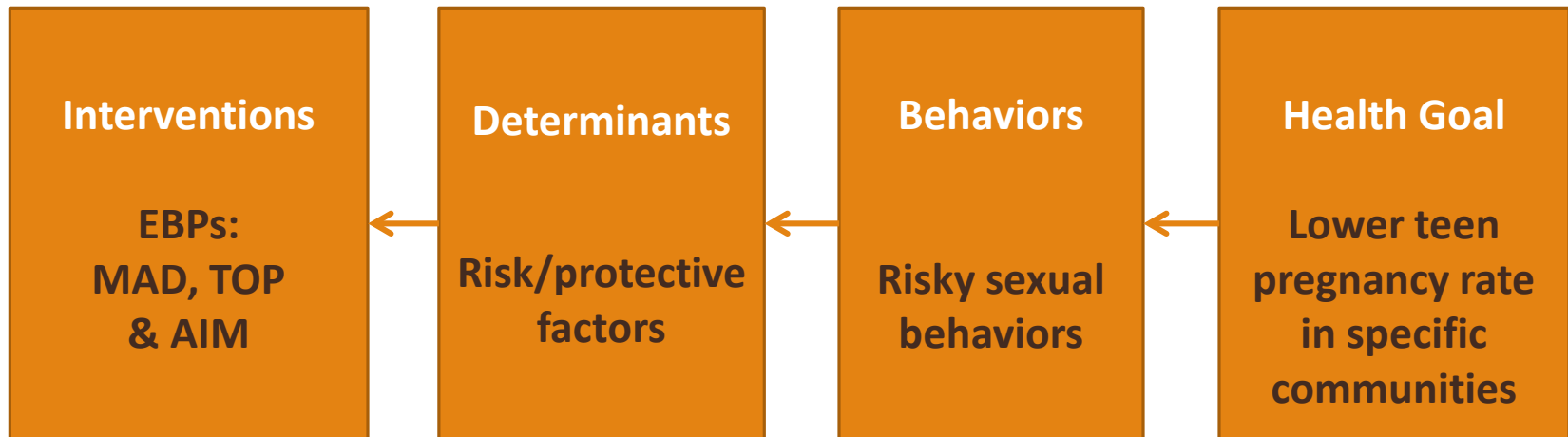
Research shows a link between program activities and desired outcomes

- reduce risky sexual behavior
- delay onset of sexual behavior
- ↑ confidence that abstinence will prevent pregnancy and HIV



# To Reach Our Goal

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# Protective Factors Commonly Addressed in EBPs

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1. Knowledge (including knowledge of sexual issues, HIV, other STDs, and pregnancy)
2. Perception of HIV risk
3. Personal values about sex and abstinence
4. Attitudes toward condoms (pro and con)
5. Perception of peer norms and behavior about sex
6. Individual ability to refuse sex and use condoms

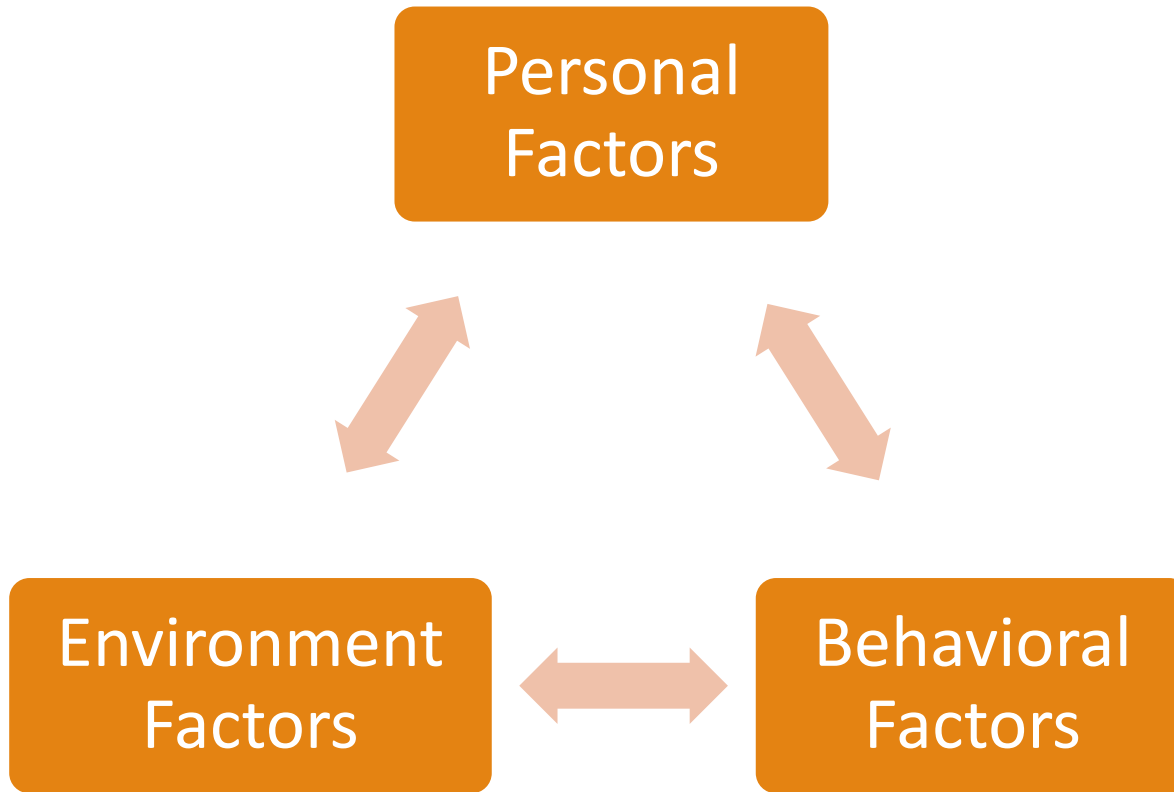
# Protective Factors Commonly Addressed in EBPs

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7. Intent to abstain from sex or restrict use or number of partners
8. Communication with parents or other adults about sex, condoms, and contraception
9. Individual ability to avoid STI/HIV risk and risk behaviors
10. Avoidance of places and situations that might lead to sex
11. Intent to use a condom

# Social and Cognitive Learning Theory

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# Core Components

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Content components are what is being taught

Pedagogical components are how the content is taught

Implementation components are how the program is conducted in the setting

**Fidelity – staying true to its core components**



Why talk about adaptations?



# What are Adaptations?

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Evidence-based programs are deliberately modified:

- ✓ Program components have been changed or deleted
- ✓ Changes in teaching or implementation methods
- ✓ Cultural or other modifications

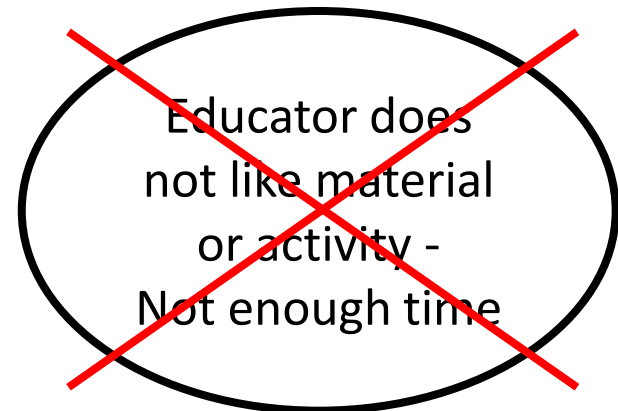


# Why Would We Want to adapt?

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EBPs are not perfect!

- Material might be outdated
- Culturally not adequate or relevant
- Adjustment to different settings
- Not available or adequate for youth groups with special needs or characteristics

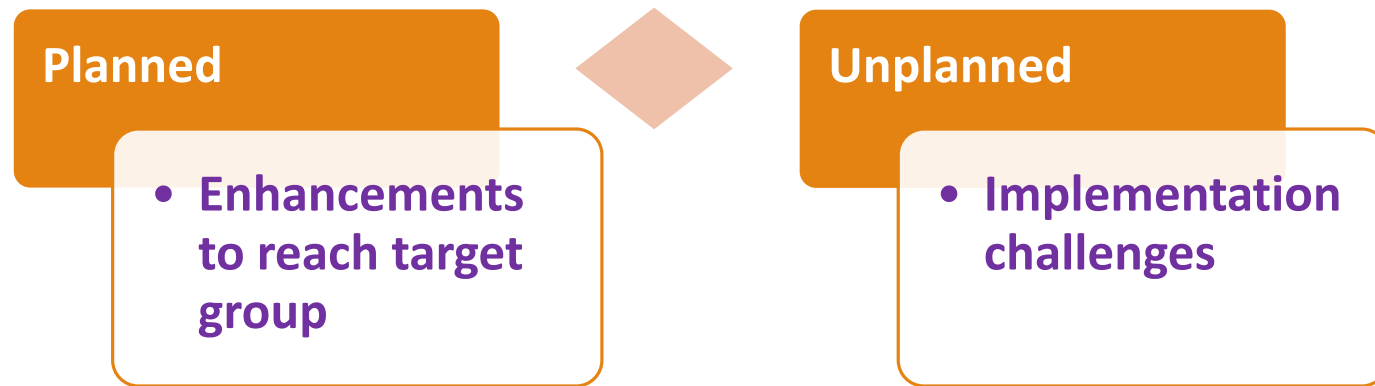




# The Challenge

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If adaptations need to be made, they have to be made carefully without dismantling the core components.



# EBP Guidelines Differ

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## **LICENSED: TOP & AIM**

Adaptations have to be approved by developers

Discuss adaptation request with your TA provider

## **UNLICENSED:**

## **MAKING A DIFFERENCE (MAD)**

Use adaptation framework

Plan adaptations/ create master list of adaptations

Adaptations have to be approved by ACT for Youth

# Green-Yellow-Red Adaptations

Updating and/or customizing statistics and other reproductive health information.

Customizing role play scenarios (e.g., using wording more reflective of youth being served).

Making activities more interactive, appealing to different learning styles.

Tailoring learning activities and instructional methods to youth culture, developmental stage, gender, sexual orientation.

Changing session order or sequence of activities.

Adding activities to reinforce learning or to address additional risk and protective factors.

Modifying condom activities.

Replacing videos (with other videos or activities) or replacing activities with videos.

Implementing program with a different population or in a different setting.

Shortening a program.

Reducing / eliminating activities that personalize risk or practice skills.

Contradicting, competing with, or diluting the program's goals.

Minimizing / eliminating strategies that promote effective classroom management.

Replacing interactive activities with lectures or individual work.



Which adaptations are on your mind?



# Adaptations: EBP Enhancement

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Updates of medical or statistical information

Enhanced visuals

▶ posters, power point slides

Increased youth involvement

Modification of activities to improve youth engagement

▶ review with posters vs. game show

Language changes to adjust to youth language and culture

Modified video debriefing

# Using technology in EBP delivery



Use for:

- Instructions for activities
- Myths/Facts
- Posters

Use to increase,  
not decrease  
youth engagement

# Adaptations: Specific Youth Population

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Language and activity changes to be more inclusive for LGBTQ youth

- ▶ **Sample activity: Myths and Facts**

Activity changes to accommodate youth with special needs

- ▶ **video debriefing (repeats, in sections)**



# Why Create a Master List?

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Many adaptations can be predicted and planned for

It provides guidance to all educators implementing the program

Documentation is critical for tracking fidelity

It saves time!!!

Keep in mind: All planned adaptations have to be approved by ACT for Youth

# Master List Planning Tool

MAKING A DIFFERENCE!

## Planning Tool for Creating Master List of Adaptations

Agency Name:

Date:

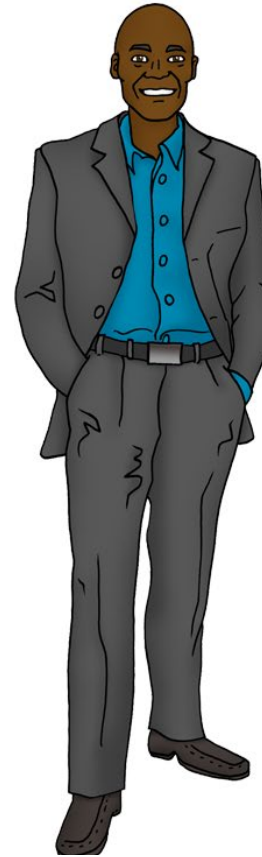
### Module 1: Getting to Know You and Steps to Making Your Dreams Come True

Activity	Check off what you are planning to do	Describe <u>what</u> you want to change and <u>why</u>	Approved
A: Welcome and Program Overview	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
B: Talking Circle	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
C: Creating Group Agreements	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
D: <i>Making a Difference! Be Proud! Be Responsible!</i> Brainstorm	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		

[http://www.actforyouth.net/sexual\\_health/community/srae/mad.cfm](http://www.actforyouth.net/sexual_health/community/srae/mad.cfm)



Chat - Any questions?



Who creates the master list?

# Creating a Master List

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SRAE Coordinator + Educators



Sent to ACT TA provider for review and approval



Once approved & on file it can be referred to in ORS





Recording in the ORS



## Online Reporting System

Logged in as **ACT For Youth**

### Tips for best user experience:

Use one of these browsers:

- Internet Explorer
  - Edge
  - Chrome
  - Safari
- Firefox is NOT supported

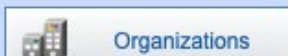
Do NOT use your browser's "back" button, use only the navigation displayed on the web site.

To cut/copy/paste, use your browser's Edit menu, OR use keyboard shortcuts. Right clicking will not work for cut/copy/paste.

This web site requires a consistent Internet connection. If your speeds are variable, you may experience pauses as data is passed to and from the server.

Click the link below to check out the Online Reporting System overview webpage for information on using this system and to access optional tools for data collection.

[Online Reporting System Overview](#)



**UPDATE CYCLE**

- Record a session
- Revise existing cycle / participants
- Add a new participant
- Review & submit cycle

### Definitions:

A youth programming cycle is defined as the full set of activities with a unique group of youth participants. This may be an EBP (component 1), an EBP plus adult-supervised activities (components 1 and 2), or a series of adult-supervised activities (component 2).

A session is one time the group of youth participants comes together; it is defined by a date. You may facilitate activities from more than one module in a session. You should NOT have more than one session with the same date in a single cycle.

### Reminders:

-Record the unique cycle name you create; you will need this to find and enter additional information about the cycle.

-Implementation data need to be submitted within two weeks of the end of a cycle.

**Record attendance:**

Participant #	Age	Gender	Attended?
1	11	Female	<input checked="" type="checkbox"/>
2	12	Female	<input checked="" type="checkbox"/>
3	12	Male	<input checked="" type="checkbox"/>
4	13	Female	<input checked="" type="checkbox"/>
5			<input checked="" type="checkbox"/>

**MAD****Select module(s) implemented on this date:**

Module	Implemented?
1 Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/>
2 Understanding Adolescent Sexuality and Abstinence	<input checked="" type="checkbox"/>
3 The Consequences of Sex: HIV Infection	<input type="checkbox"/>
4 Attitudes, Beliefs and Giving Advice About HIV/STDS and	<input type="checkbox"/>
5 The Consequences of Sex: STDS	<input type="checkbox"/>
6 The Consequences of Sex: Pregnancy	<input type="checkbox"/>
7 Responding to Peer Pressure and Partner Pressure	<input type="checkbox"/>
8 Roleplays: Refusal and Negotiation Skills	<input type="checkbox"/>

**Select activities completed on this date:**

Module	Select Activities Implemented	Please indicate whether the activity was completed exactly as described in the facilitator's curriculum, implemented with modifications, or skipped.
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> A Welcome and Program Overview	
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> B Talking Circle	
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> C Creating Group Agreements	
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> D Making a Difference! Be Proud! Be Responsible! Brainstorm	
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> E Brainstorming About Young People and Sex	
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> F Goals and Dreams Timeline	

Notes regarding this session (optional):

Save

+ Save &amp; new session

Save &amp; close

Start Date: 2/10/2020

**Record attendance:**

Participant #	Age	Gender	Attended?
1	11	Female	<input checked="" type="checkbox"/>
2	12	Female	<input checked="" type="checkbox"/>
3	12	Male	<input checked="" type="checkbox"/>
4	13	Female	<input checked="" type="checkbox"/>
5			<input checked="" type="checkbox"/>

**MAD**

**Select module(s) implemented on this date:**


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6 The Consequences of Sex: Pregnancy	<input type="checkbox"/>
7 Responding to Peer Pressure and Partner Pressure	<input type="checkbox"/>
8 Roleplays: Refusal and Negotiation Skills	<input type="checkbox"/>

**Select activities completed on this date:**

**Be sure to answer the additional implementation questions where you see the red "edit" icon** 


Please indicate whether the activity was completed exactly as described in the facilitator's curriculum, implemented with modifications, or skipped.



Module	Select Activities Implemented
1 Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/> A Welcome and Program Overview Implementation was: <input checked="" type="radio"/> Exactly as Described <input type="radio"/> With Modifications <input type="radio"/> Skipped
1 Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/> B Talking Circle Implementation was: <input checked="" type="radio"/> Exactly as Described <input type="radio"/> With Modifications <input type="radio"/> Skipped
1 Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/> C Creating Group Agreements Implementation was: <input checked="" type="radio"/> Exactly as Described <input type="radio"/> With Modifications <input type="radio"/> Skipped
1 Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/> D Making a Difference! Be Proud! Be Responsible! Brainstorm Implementation was: <input type="radio"/> Exactly as Described <input checked="" type="radio"/> With Modifications <input type="radio"/> Skipped
1 Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/> E Brainstorming About Young People and Sex Implementation was: <input type="radio"/> Exactly as Described <input checked="" type="radio"/> With Modifications <input type="radio"/> Skipped 
1 Getting to Know You and Steps to Making Your Dreams Come True	<input type="checkbox"/> F Goals and Dreams Timeline

Notes regarding this session (optional):

Select activities completed on this date:

Be sure to answer the additional implementation questions where you see the red "edit" icon 

Module

Select Activities Implemented


Please indicate whether the activity was completed exactly as described in the facilitator's curriculum, implemented with modifications, or skipped.



1	Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/>	A Welcome and Program Overview Implementation was: <input checked="" type="radio"/> Exactly as Described <input type="radio"/> With Modifications <input type="radio"/> Skipped
1	Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/>	B Talking Circle Implementation was: <input checked="" type="radio"/> Exactly as Described <input type="radio"/> With Modifications <input type="radio"/> Skipped
1	Getting to Know You and Steps to Making Your Dreams Come True	<input checked="" type="checkbox"/>	C Creating Group Agreements
1	Getting to Know You and Steps to Making Your Dreams Come True		
1	Getting to Know You and Steps to Making Your Dreams Come True		
1	Getting to Know You and Steps to Making Your Dreams Come True		
1	Getting to Know You and Steps to Making Your Dreams Come True		

**ADAPTATION DETAIL**

- Material was updated
- Content was modified
- Teaching strategy was modified



Notes regarding this session (optional):



Adaptations in implementation

# How is the Program Delivered?

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## IMPLEMENTATION FACTORS

Characteristics (number/length of modules, sequence, videos)

Educator requirements

Target audience

Group composition

Setting

Delivery timetable

## RECORDING ADAPTATIONS

Not reflected in ORS check-off options (these are only for content and teaching strategies)

Use comment boxes to explain

Some factors are reflected in attendance, demographics and setting information

# Implementation/Fidelity

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## TOP

- Facilitators trained by licensed training team
- 1 facilitator to 25 youth max.
- 25 lessons (12 of the original curriculum)
- Program delivered over 9 months
- 20 hours of community service learning

## AIM

- Facilitators trained by licensed training team
- 2 facilitators implement program at all times
- All sessions delivered twice a week
- Sessions 5 & 6 have to be made up if missed





Any questions?

# Contact: TA Team

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Marisol

[md696@cornell.edu](mailto:md696@cornell.edu)

Jenny

[jtp75@cornell.edu](mailto:jtp75@cornell.edu)

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Heather

[haw48@cornell.edu](mailto:haw48@cornell.edu)

Brian

[bam292@cornell.edu](mailto:bam292@cornell.edu)

Jutta

[jd81@cornell.edu](mailto:jd81@cornell.edu)

Mandy

[ald17@cornell.edu](mailto:ald17@cornell.edu)

-----

Michele

[ml782@cornell.edu](mailto:ml782@cornell.edu)

Jenny

[jtp75@cornell.edu](mailto:jtp75@cornell.edu)



Thank you!