General Adaptations

This document includes examples of adaptations that have been previously implemented by OAH grantees. Grantees should keep in mind that <u>all</u> potential adaptations should be discussed with their project officer, and may need OAH approval. Potential adaptations involving medical information will require a medical accuracy review and need to be approved by OAH.

Program Content

- *Activities that are directly related to the program's content*
    - <u>Anatomy/STD information</u>
        - Include additional information about sexually transmitted infections.
        - Provide participants with additional sessions that focus on anatomy, puberty, abstinence, and birth control.
    - <u>Language</u>
        - Change "Group Rules" to "Group Agreements" to create a sense of ownership.
        - Use language that does not make assumptions about youth's sexual behaviors or sexual orientation.
        - Tailor learning materials and make the language inclusive of LGBTQ youth and culturally appropriate for all participants (e.g., use gender neutral names for role plays).
        - Translate materials to be culturally relevant for participants/students whose first language is not English.*
    - <u>Community context</u>
        - Include an overview of local and national teenage pregnancy statistics.
    - <u>Technology</u>
        - Add video clips that provide information about HIV/AIDS, STDs, and pregnancy.
        - Use text messaging to retain and engage participants (e.g., send participants text messages to reinforce the curriculum's messages).
        - Use text messages to help engage participants (e.g., adapt role plays to use text messages to be culturally relevant to participants).
        - Use social media to retain and recruit participants (e.g., create a Facebook/Twitter page to provide participants with information about the program).
- *Activities that are not directly related to the program's content*
    - <u>Opportunity to belong</u>
        - Add icebreakers and energizers to make the program's activities more interactive for participants when appropriate.

Program Delivery

- *Setting*
  - Implement the program outside of the evaluated setting (e.g., implement in a faith-based organization rather than in an after-school program).*
- *Population*
  - Expand recruitment criteria to include participants outside the evaluated target population when appropriate.*
- *Materials*
  - Enlarge and laminate program posters.
- *Length/class size/other*
  - Extend the length of sessions to provide more time for group activities or group processing.*
  - Add additional sessions to complete make up days due to inclement weather.
  - Add an orientation module at the beginning for data collection, pre-test, and introductions. It can be difficult to accomplish these activities in conjunction with the implementation of the curriculum.

- **Minor adaptations** are those that do not significantly affect the core components.
- **Major adaptations** are those that significantly change the core components. Major adaptations can compromise fidelity and may reduce the impact of the program on intended outcomes.

*Indicates a major adaptation