

Scenario 1:

You have an agreement with a school to run your evidence-based teen pregnancy prevention program, and you have successfully recruited a cohort of youth to participate when the new semester begins. Per school policy, each student must be opted into the program by obtaining a signature from a parent or guardian, but with only two weeks remaining until your scheduled first session, you have only received parental consent from about half of the students. You know from a past needs assessment that the broader community with which you are working is generally supportive of efforts to address teen pregnancy. You also know that about 20 percent of students in this particular school speak a language other than English at home.

Scenario 2:

In the context of a discussion during one of your lessons, a student in your class uses a derogatory term to refer to a group of other students he is telling a story about. The other students in the classroom do not react to his using the epithet, and no one speaks up to correct him. You have established ground rules for your classroom that address respect, and this incident clearly violates them. You want to take this opportunity to correct the student's language.

Scenario 3:

The evidence-based program you are implementing uses a video for one of the lessons, but it hasn't been updated since the program was originally developed about twelve years ago. The video was also originally developed for an urban environment and depicts several city scenes. However, you're working in a mostly suburban community. The developer has not given you permission to omit or replace the video, but the youth in your classroom do not seem to be paying attention, and they laugh and joke about the actors' clothing and speech. According to the fidelity monitoring logs, about half of the facilitators for this program are completing this particular lesson with no major hiccups, and the other half are having some difficulty getting through it in one session.

Scenario 4:

You are interested in approaching a faith-based organization in your community, and one particular congregation has a very active youth group. This particular group does not traditionally address teen pregnancy prevention using an evidence-based program, but you would like to partner with the congregation in some way and possibly recruit teens from within the congregation to participate in your project.

Scenario 5:

You worked with a school district to gain approval to implement an evidence-based teen pregnancy prevention program, and you've been given permission to work in four different schools throughout the district. When you begin work with one of the selected schools, you quickly discover that this particular principal is resistant, because he "didn't realize the curriculum included a condom demonstration." The principal cites fear of parental backlash for his reservations, and is not convinced that the lessons about condom use are necessary since, in his words, "teen pregnancy isn't a problem at this school."

Scenario 6:

After two successful cycles, you are expanding your project to deliver your evidence-based teen pregnancy prevention program to a site that will serve all boys in an after-school setting. Two of your well-qualified facilitators are available to take on an additional site – one man and one woman – and you must assign it to one of them. Both facilitators have received the same level of training on this specific project, but the woman facilitator has a few more years of classroom experience than the male facilitator. Also, fidelity monitoring logs show that the woman facilitator completed more sessions than the male facilitator in the first two cycles of delivering the program.