

# Taking the Mystery Out of Adaptation

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# Introduce Yourself

- ✓ Name
- ✓ Agency
- ✓ Selected Program Model
- ✓ Adaption Question or Concern





- Identify common terms
- Review adaptation process
- Differentiate green, yellow, red light adaptations
- Identify solutions to common adaptation challenges



# Agenda

- Overview Adaptation Process
- Review Terms
- Green, Yellow, Red Light  
General Guidance
- Using Tools to Address  
Adaptation Challenges

# What Is Adaptation?

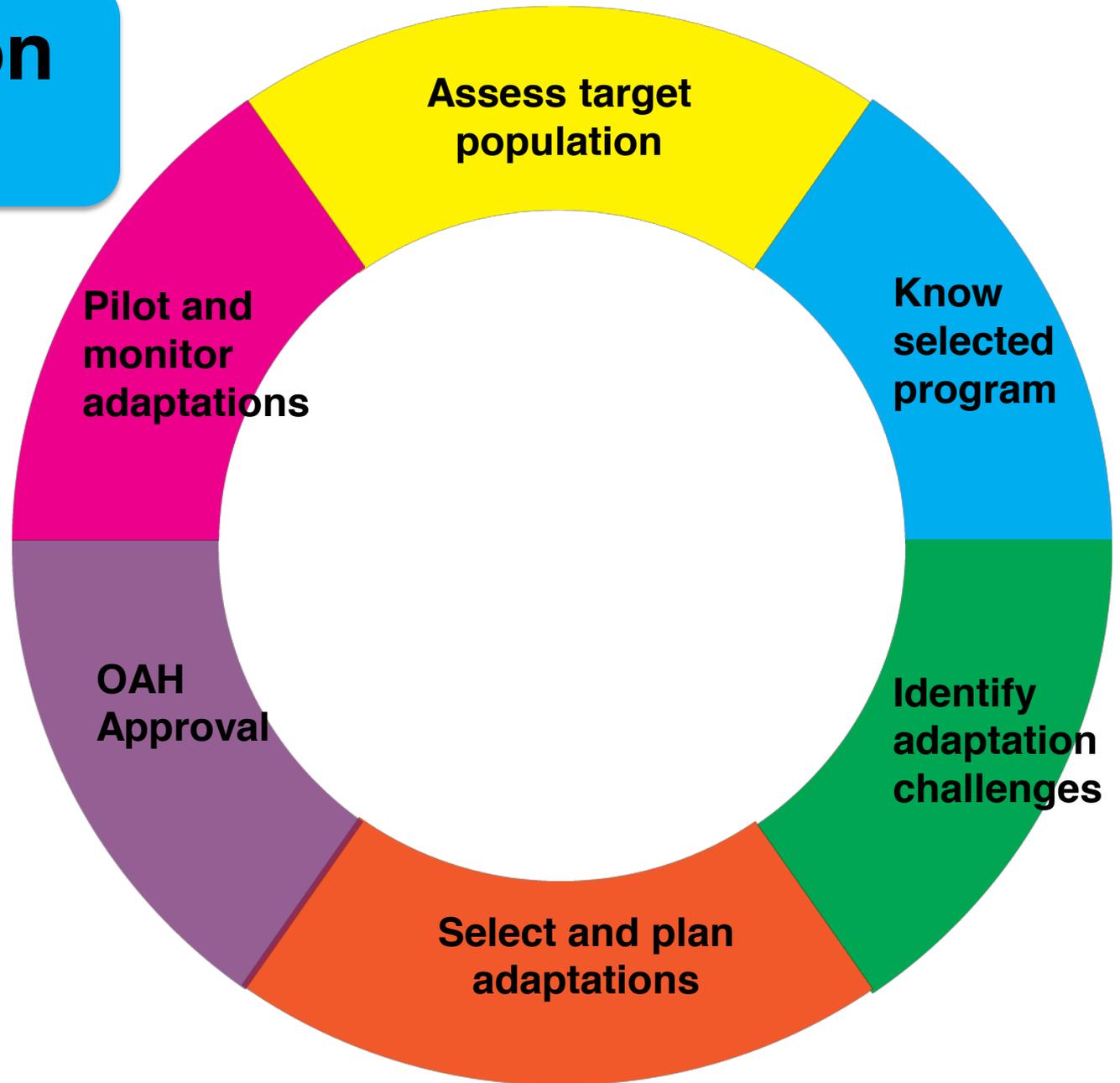
Making the program model more suitable for a population or an organization's capacity **without** compromising or deleting core components



# Unsuitable Adaptation Motives

- ✓ Make it easier or more convenient to implement
- ✓ Sticking to what is fun, familiar
- ✓ Dropping controversial topics
- ✓ Because educators lack training

# Adaptation Process



# Spontaneous Adaptations

- ✓ Activities take longer
- ✓ Need to provide more background information
- ✓ Youth don't relate to the role play scenarios
- ✓ Unexpected scheduling conflicts
- ✓ Video or DVD machine doesn't work
- ✓ Speaker falls through; need to use video alternative to live speaker



**Don't forget to  
record spontaneous  
adaptations in your  
fidelity monitoring  
logs!!**

# Planned Adaptations and Pilots

- ✓ Make planned adaptations based on assessment
- ✓ Pilot test model with program population
- ✓ Identify additional adaptations from pilot results
- ✓ Pilot additional adaptations with subgroups
- ✓ Submit proposed adaptations to OAH

# OAH Adaptation Approval Process

## ✓ What?

- Includes all changes not in original research

## ✓ When?

- After pilot and before fall 2011 implementation
- Ongoing, as more adaptation challenges arise (for Tier 1 A/B only)

## ✓ How?

- Grantee sends letter to OAH requesting approval
- OAH sends approval/disapproval documentation
- Eliminate or resubmit denied adaptations

# Adaptations and Evaluation

1. Grantees with formal evaluations (Tier 2 and Tier 1 C/D) should make any adaptations prior to implementation.
2. Program evaluation tools are designed post-pilot and pre-implementation.
3. Baseline tool should equal subsequent evaluation tools.
4. Keep adaptations to a minimum after baseline.
5. Record and submit all adaptations to OAH.

# Navigating Toward Program Goals



# Core Components

Characteristics that must  
be kept intact in order to  
replicate outcomes



# The WHAT – Core Content

- ✓ Knowledge
- ✓ Perception of risk
- ✓ Attitudes/values/norms
- ✓ Skills



# The HOW Core – Pedagogy



- ✓ Role plays
- ✓ Videos
- ✓ Small group work
- ✓ Homework with parents

# Logistics – Core Implementation

- ✓ Number of youth per class
- ✓ Length of each session
- ✓ Coed or single sex groups
- ✓ Use peer educators



# Adaptation Guidance



# Green Light – Go

- ✓ Better fit for population
- ✓ Current and relevant



# Green Light – Examples

- ✓ Updating statistics
- ✓ Customizing role play names or settings



# Yellow Light – Caution

- ✓ Consult detailed adaptation tools
- ✓ Consult with developer



# Yellow Light Examples

- ✓ Replacing a video
- ✓ Adding a lesson to reinforce learning



# Red Light – Stop

These remove key aspects and will weaken effectiveness.



# Red Light Examples

- ✓ Shortening program
- ✓ Dropping practice activities



# You Decide – G, Y, R

Tailoring role plays to make characters more relevant



Dropping role play skill practice



Replacing speaker with a video



Implementing a school program in a YWCA



# You Decide – G, Y, R

Making activities more interactive



Updating statistics



Adding lessons on alcohol use



Replacing brainstorm activities with a mini-lecture on the topic



Replacing condom practice with a condom demo by the facilitator



# Using Tools



# Practice Instructions

1. Form groups by intervention.
2. Discuss adaptation challenges.
3. Use tools to work through ways to address challenges.
4. Is it a G, Y or R light?
5. Outline a plan.



# What did you learn?

- ✓ What new ideas did you learned?
- ✓ Did anything you learned change your mind?
- ✓ How did your confidence level change?





# Adaptation Resources

**CDC/DRH Kits:** Complete CDC-ETR Adaptation Kits on ETR's ReCAPP website: [www.etr.org/recapp](http://www.etr.org/recapp)



- ✓ *Becoming a Responsible Teen (BART)* by J. St. Lawrence
- ✓ *Reducing the Risk (RTR)* by R. Barth
- ✓ *Safer Choices* by K. Coyle
- ✓ Future Kit: *Sistas Informing, Healing, Living, Empowering (SIHLE)* by R. J. DiClemente

## **OAH kits currently in development:**

- ✓ *Draw the Line/Respect the Line (DTL)* by K. Coyle
- ✓ *All4You!* by K. Coyle
- ✓ *Safer Sex Intervention* by L. Shrier

# SURVEY

VERY SATISFIED

SATISFIED

8 9

**Thank you!**  
**Please complete evaluations.**