

# Reducing the Risk

## Potential Adaptations

*This document includes examples of adaptations that have been previously implemented by OAH grantees. Grantees should keep in mind that all 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.*

*Adaptation Kits (from ETR) for individuals/organizations implementing Reducing the Risk.*

Adaptation Kit 1: [Summary of Core Components](#)

Adaptation Kit 2: [Adaptation Guidelines](#)

Adaptation Kit 3: [Adaptation Kit](#)

## Program Content

- *Activities that are directly related to the program's content*
  - Anatomy/STD Information
    - Add a lesson on anatomy and puberty prior to presenting information about contraceptives and STDs.
    - Share additional harm-reduction techniques with students in Lesson 12, Activity 1 and discuss after the group STD presentations.
    - Include information on STDs like Trichomoniasis.
  - Cultural relevance
    - Modify names, settings, language, and minor details in role plays.
  - Tailoring the content for visual learners
    - Add a birth control PowerPoint presentation to the birth control lesson.
  - Opportunities for skill-building
    - Create a comic strip for Lesson 2 Activity 2 that focuses on communicating abstinence.\*
    - Allow facilitators the option to use PowerPoint slides to introduce verbal and nonverbal refusal skills in Lesson 3, Activity 3 to increase student engagement.
    - Use doubt-buster worksheet for Lesson 15, Activity 2 to combat participant's doubts that may get in the way of using condoms and the ability to remain abstinent when facing the temptation or pressure to have sex.
    - Instruct students to list at least five alternatives for each action listed in Lesson 10, Activity 2 and modify Group Handout 10.1 to add clarity.
    - Instruct students to complete Time for a Condom (Role Play 11.2), on their own, prior to assigning them to groups.
    - Present the role-play activity in Lesson 14, Activity 2 as a competition between groups to increase participant engagement in creating a fully scripted role play.

- To increase student participation, ask students to write one refusal statement for each question on their quiz (Quiz 4.1) or on post-its. The health educators then have the option to have students switch quizzes or post-it notes with a classmate or have students, by groups, place their post-it notes on the white board. The health educators will read the refusal statements from the post-its and discuss the information with the class.
    - During Lesson 6, Activity 2, health educators may introduce an additional activity to make Activity 6.2 more interactive. The health educators may use the yellow and red alerts, listed in the Signs of Sex, Signs of Caution (Teacher Reference 6.1), and as a class, students decide which alert (yellow or red) each sign falls-under. After reviewing the signs, the health educators can discuss alternative action plans.
    - Have participants complete homework assignments in class. Having the students complete the worksheet in class may increase participation and may help with any questions they might have.
    - Use peer educators to provide support for lead facilitators. Provide additional support for lead facilitator and add peer involvement to the program.\*
  - Community Context
    - Include local and county statistics to “Facts About Abstinence” lecture.
  - Integration of family, school, and community efforts
    - Include an informational session for parents.
- *Activities that are not directly related to the program’s content*
  - Opportunity to belong
    - Introduce ice breakers and energizer activities.

## Program Delivery

- *Length/class size/other*
  - In Lesson 2, Activity 4, have the facilitators lead a group discussion, with the class, of the reasons many teens do not have sex and process student responses about why abstaining from sex is a valid option.
  - Extend the session length of *Reducing the Risk* from 60 minutes to 90 minutes to fit into longer class periods. For schools with 90 minutes classes, implement two-45 minutes sessions.\*
- *Setting*
  - Implement in an after school setting.\*

- **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*