

# Teen Outreach Program (TOP)

## Potential Adaptions

*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.*

*To get a copy of TOP's adaptation guide, reach out to the Wyman Center.*

## Program Content

- *Activities that are directly related to the program's content*
  - Language
    - Change details and names for *TOP's Changing Scenes* role play to make them more relevant to the target population.
    - Change language throughout to be more inclusive. Examples include,
      - Using "male" or "female" when reviewing anatomy, rather than "boy/girl" or "man/woman".
      - Using "another sex" in place of the "opposite sex/gender."
    - Update the language for *TOP's Introduction to Assertiveness: Are You Assertive?* and have participants define aggressive, passive, and assertive.
  - Opportunity to belong
    - Create and maintain safe spaces for participants to share their values and beliefs.
    - Have participants draw a community mural to foster group cohesion during the "Defining Community" activity.
    - For the lesson on "Introduction to Values: Favorite Activities," the curriculum recommends a debrief and application exercise that prompts participants to complete the following open statement in their journals: "Our values can influence us to..." Instead of a journaling exercise, allow students to create a collage using magazine clippings and drawings, a poem, or a song.
    - Add developmentally appropriate icebreakers and energizers to *TOP* club lessons.
    - Provide *TOP* participants with summer activities to keep them occupied during the summer.
    - Ask participants to bring in their favorite poem, songs, and/or lyrics that reflect their values to share with the class during "Introduction to Values: Favorite Activities."
  - Opportunities for skill-building
    - Provide opportunities to process and discuss the impact of an unplanned pregnancy , like asking students to complete the statement "An unplanned pregnancy would..."

- Provide youth with the opportunity to detail times when they were assertive or were unable to be assertive during the *Introduction to Assertiveness: Are You Assertive?* activity.
- Use the R.O.P.E.S. exercise to develop group agreements. Each participant will say what agreements they want their *TOP* club to follow.
- Ask students to write their long-term goals and store them in a time capsule.
- Anatomy/STD information
  - Provide participants with anatomy drawings and diagrams for the *Introduction to Adolescent Development: Reproduction* activity.
  - Ask Subject Matter Experts to come in and provide information about HIV/AIDS and STDs.
- Integration of family, school, and community efforts
  - Instead of students conducting a survey or interview with adults in their community for the “Surveying Community Problems” activity, equip students with disposal cameras so that they can complete an individual or small group Photovoice/Fotovoz project.\*
  - Hire a part-time Parent Involvement Coordinator.
  - Provide a Case Manager to assist the families with social service needs.
- Technology
  - Establish a Facebook, Tumblr, Instagram, and/or Twitter page and a program website to communicate information to youth participants.
  - Use text messages to communicate with youth.

- **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*