General Adaptations

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.

Program Content

- Activities that are directly related to the program’s content
  - Anatomy/STD information
    - Include additional information about sexually transmitted infections.
    - Provide participants with additional sessions that focus on anatomy, puberty, abstinence, and birth control.
  - Language
    - 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.*
  - Community context
    - Include an overview of local and national teenage pregnancy statistics.
  - Technology
    - 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
  - Opportunity to belong
    - Add icebreakers and energizers to make the program’s activities more interactive for participants when appropriate.
Program Delivery

• Setting
  o Implement the program outside of the evaluated setting (e.g., implement in a faith-based organization rather than in an after-school program).*

• Population
  o Expand recruitment criteria to include participants outside the evaluated target population when appropriate.*

• Materials
  o Enlarge and laminate program posters.

• Length/class size/other
  o Extend the length of sessions to provide more time for group activities or group processing.*
  o Add additional sessions to complete make up days due to inclement weather.
  o 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