How Much Change is Too Much Change?
Preserving Fidelity While Making Informed Adaptations

Webinar
February 26, 2013

SCRIPT

Slide 1: (Mousumi) Welcome to the webinar presentation titled, “How Much Change is Too Much Change?” Preserving Fidelity while Making Informed Adaptations”. First, we would like to thank the Family and Youth Services Bureau (FYSB) for the opportunity to deliver this webinar to grantees.

Slide 2: (Mousumi) This presentation was developed by Healthy Teen Network. We would like to thank Mila Garrido, Senior Program Manager with HTN, for providing research assistance in developing this webinar.

Slide 3: (Mousumi) So let me go ahead and introduce myself and then I shall hand it over to my co-presenter. My name is Mousumi Banikya-Leaseburg and I am a Program Manager with Healthy Teen Network. I am a physician and public health practitioner with almost 15 years of experience in the field of reproductive and sexual health and working with youth populations and offering training and technical assistance to professionals working in the field. I thank you all for attending and hope that you will take away some practical tips from this webinar that you will be able to apply to your programs.

(Deb): Introduces herself

Slide 4: (Mousumi) Thank you, Deb! Now let us review the learning objectives. At the conclusion of this 90-minute Webinar, participants will be able to

- explain the importance of program fidelity and making appropriate adaptations through the use of the adaptation recipe metaphor;
- list strategies to gain staff buy-in for the use of fidelity monitoring logs; and
- describe strategies for developing fidelity monitoring logs and adaptation tracking tools.

And now I am going to hand it over to Deb to explain the functionality of the Adobe Connect Platform, which is the platform we are using to bring this webinar to you today.

Slide 5: (Deb) Thank you, Mousumi! Before getting started with the content part of the Webinar, we would like to familiarize participants with the Webinar platform, called Adobe Connect. There are a few interactive features that we will utilize during this Webinar.

Slide 6: (Deb) The 3 options that we will use today are the polling, chat and Q&A functions. For a polling question, a question with a series of answers will pop up in a box on your screen. Using your mouse please click on your answer choice. Then for the chat option, a chat box will appear on your screen. The presenter will ask a question and you can respond by using your keyboard to type in an answer into the chat box. (Presenter will point with the mouse/or circle the chat box on the screen). We also have a Q&A box where participants can ask questions of the presenters throughout the webinar. We will try our best to answer these questions as we can. (Presenter will point with the mouse/or circle the chat box on the screen)
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Slide 7: (Deb) So, we know that there are both Competitive and State Abstinence Grantees on the webinar today, but you all come from different states and territories across the country. So we would like to know who you are and where you are from, and this will also give us a chance to practice using the polling function.

Slide 8: (Deb) So here is our first poll question- “Are you with a grantee organization or a sub-awardee? (After all responses are in let grantees know the percent breakdown)

Now for our second poll question: Which part of the country are you from? (Let grantees know the percent breakdown)

Thank you for attending and we look forward to your participation in the webinar.

Slide 9: (Deb) As indicated in the introduction to this webinar, we will be covering information about Fidelity and Adaptation.

So let’s jump in by defining fidelity in the context of this project...

Slide 10: (Deb) Now using the chat function please type in words/ phrases/ sentences that describe fidelity or what you understand by the word fidelity (Presenter will give a summary of the responses/answers listed in the chat box and validate the responses.) (Definition of fidelity is provided on the next slide)

Slide 11: (Deb) Fidelity refers to the faithfulness with which a curriculum or program is implemented without compromising its core components (or essential elements). Programs were proven effective in research by doing them in a certain way with a particular population in a specific setting and by completing all the lessons or steps as they were written. Adherence to these elements constitutes fidelity.

Not only programs that were proven effective in research have to be concerned about issues of fidelity. Even a home-grown program has a formula/recipe that makes it effective.

Part of being able to maintain fidelity is to understand the program or curriculum’s core components.

Slide 12: (Deb) So what are core components? Core components are the characteristics that must be kept intact when a program is being replicated or adapted, in order for it to produce program outcomes similar to those demonstrated in the original evaluation research. They are the essential ingredients of a program/curriculum.

Core components form the foundation of the program.

Understanding the core components of a program is crucial to maintaining fidelity and for making appropriate adaptations. We will discuss adaptations later in the webinar.

Slide 13: (Deb) Content refers to the WHAT is being taught. Core content components involve the knowledge, attitudes, values, norms, and skills that are addressed in the program’s learning activities
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and that are most likely to delay or reduce sexual activity. Adherence, which means whether the program was delivered or implemented as it was designed, is often measured in relation to core content components. You need to keep most, if not all, the content the same because that is what determines knowledge gained.

Pedagogy refers to HOW the content is taught. Pedagogy core components involve teaching methods, strategies, and youth-facilitator interactions that contribute to program effectiveness. Quality of program delivery is the manner in which a facilitator delivers or implements a program (e.g., what were the facilitator’s credentials, enthusiasm, skills, etc.). Fidelity for this component would include the interactive processes used to provide info such as role-plays, class discussions, modeling, etc.

What activities are used, in what sequence, and at what dosage? In other words, what is the mix of activity lesson to lesson?

Slide 14: (Deb) Implementation refers to the logistics of conducting the program. Implementation core components involve the program setting, facilitator-youth ratio, dosage, sequence of sessions, and facilitator training and preparation including preparation of materials and supplies. This also includes exposure/dosage, which refers to the number of sessions implemented, length of each session, or the frequency with which program techniques are implemented, or amount of material received. Participant responsiveness refers to the extent to which participants are engaged in the program.

Slide 15: (Deb) Fidelity is like a good recipe with very precise ingredients, measures, and a very specific process. Following the recipe correctly is your best chance of getting similar results as the original study. As you can see here, the right ingredients and method lead to perfectly scrumptious chocolate chip cookies!

Slide 16: (Deb) However, lack of fidelity can be like not following a good recipe. No matter how great the original recipe is, if the ingredients and process are not followed as directed, the results might deviate. As you can see here, we have cookies that do not look appetizing and I bet would not taste as good as the first batch on the previous slide. With that, I would like to turn it over to Mousumi to continue our presentation.

Slide 17: (Mousumi) Thank you, Deb. The cookie metaphor is indeed a good way to explain the importance of fidelity. Fidelity improves the likelihood of replicating the positive program outcomes for participants. It also reduces the risk of diminished impact and unexpected consequences.

Slide 18: (Mousumi) So what are some strategies for maintaining fidelity? One is to select a program that meets your needs and that of your community or priority population. In general, the fewer changes that are made to a program, the more likely it is to have the desired effect on participants. It is important to select a program that fits with the needs of your population and matches the capacities and mission of your organization, in order to prevent having to make extensive adaptations to a program. Before purchasing a program or deciding to implement it, analyze the program, the curriculum, and any accompanying handouts or recruitment materials to determine whether they are appropriate for your audience and your organization.
Another strategy is to ensure that staff members are trained on and committed to program fidelity. Decisions about program selection, adaptation, and implementation should involve all relevant staff members, particularly those who will be staffing or facilitating the program. They need to be comfortable with the material and the style of interaction, and they also must commit to delivering the program as agreed.

A third strategy is to contact the program developer or developers. If you are able to contact the program developers, they may be able to provide you with key information about the theory and assumptions that influenced the program’s development (that is, why and how the program is expected to promote abstinence from sexual activity). Getting input from the program designer is one of the best ways to ensure that any adaptations made to the program are appropriate. (We will be talking more about adaptation in just a moment)

So, it is important to identify the core components of a program because those essential elements made the program what it is and altering them might compromise the effectiveness of the program. This information can be obtained not only from program developers but also from experts in the field.

Slide 19: (Mousumi) Practically speaking, this would mean

- training facilitators in program content, delivery methods, and core components;
- offering time for practice and feedback; and
- staying up to date with program revisions or changes.

Facilitators and managers should use tools provided by the program developer to monitor program implementation. Be vigilant in tracking how the program is implemented and address any unintentional variation from the original program design. This is particularly important if a program is handed off from one staff person to another and when a program is being implemented at multiple sites or by multiple staff members. We will be talking in more detail about fidelity monitoring and fidelity monitoring logs later in the presentation.

Slide 20: (Mousumi) We would now like to spend some time discussing adaptations and the adaptation process. Please use the chat box to type in what you understand by adaptation.

Summarize responses and move on to next slide with definition.

Slide 21: (Mousumi) (Animated slide) A process of making changes to a program to make it more suitable for a particular population or an organization’s capacity without compromising its core components.

Slide 22: (Mousumi) Although there may be compelling reasons to adapt a program, practitioners must be wary of making too many adaptations and of the kind of adaptations being made.

Adaptations are tempting. However, too many adaptations can lead to loss of fidelity. Also, some adaptations, however small they may seem, lead to fidelity of a program being compromised.
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Slide 23: (Mousumi) Now coming back to the recipe metaphor that Deb explained earlier, like a good recipe, sometimes you can get good results despite making some changes.

For example, you might add peanut butter or replace chocolate chips with butterscotch in a cookie recipe and still get scrumptious cookies. Also, sometimes we need to use different ingredients or a different process (e.g., cooking cookies at sea-level vs. high altitude). So certain adaptations can lead to equal and maybe even better outcomes.

Slide 24: (Mousumi) So why is adaptation important? One reason is that adaptations can be used to better meet the needs of the community where it is being implemented and can make a program fit better with a population, community, or organization. For example, adaptation can address cultural mismatch of a program or help fit a program within an organization’s capacity and resources while still benefitting the priority population.

Slide 25: (Mousumi) On this slide we can see a diagrammatic representation of the adaptation process. We know that attendees might be in different places in this process.

Step 1: is assessing your priority population. You want to make sure that you have assessed your priority population in terms of knowledge, attitudes, behaviors, and beliefs, as well as key stakeholders and community leaders to make sure that this program is a good fit for the values and needs of your population.

Step 2: is to get to know your selected program by reviewing the program components to see if it is a good fit with your population.

In doing Step 1 and 2, you will be able to identify some of the adaptation challenges that emerge (Step 3). Ask yourself, what are the things that have come up that are not a fit and might need updating or adapting?

Now I will turn it over to Deb to discuss the remaining steps.

(Deb) Step 4: entails selecting and planning the adaptations that you have identified as necessary and are actually going to try to make.

In Step 5, once your adaptations have been chosen, you may need to get approval from your Project Officer before implementing any of these changes. You will definitely need to keep a record of these.

Step 6: is piloting your adaptations to your program to ensure that they do work with your population, especially for larger, more significant changes. Sometimes you can even pilot smaller changes such as changing the scenarios in a role play.

Monitor the adaptations and how they work during implementation.

This diagram is drawn as a cycle because after Step 6, if it is determined that the adaptations did not result in the intended outcome, you may choose to return to Step 3, identifying adaptation challenges and proceed through the adaptation process again. You may even need to start over at Step 1, collecting
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more information about your target population and considering whether a different program would be a better fit.

Slide 26: (Deb) It is time for another poll! We are going to provide you with a series of adaptations and would like you to say whether they are acceptable or not. The answer choices will include yes, no and maybe. Which of the following are acceptable adaptations?

- changing order of activities (Maybe)
- updating statistical data (Yes)
- making activities more interactive (Maybe)
- replacing interactive activities with lecture or individual work (No)
- changing language – Translating and/or modifying vocabulary (Maybe)

(Acknowledge answers and share correct answer. Highlight that some people responded differently to the acceptability of the adaptations and some respondents selected “maybe.”)

The acceptability of an adaptation falls on a continuum. We will be discussing this in further detail in the next couple of slides.

Some other possibly acceptable adaptations include:

- Adding relevant, evidence-based content to make the program more appealing to participants
- Replacing cultural references
- Replacing images to show youth and families that look like the target audience

Unacceptable Adaptations include:

- Reducing the number or length of sessions or how long participants are involved
- Lowering the level of participant engagement
- Removing topics
- Changing the theoretical approach
- Eliminating key messages or skills learned
- Using staff or volunteers who are not adequately trained or qualified
- Using fewer staff members than recommended
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Slide 27: (Deb) In the next few slides, we will talking about the adaptation process and the different types of adaptations.

Slide 28: (Deb) Adaptations are categorized into 3 categories- green, yellow, and red. Think of them as the different colors of a traffic light and what the different colors represent. Green means go for it! These are appropriate adaptations and are encouraged so that programs better fit the priority population. Examples include:

- Updating statistics
- Changing the names or settings in role plays
- Making activities more interactive but keeping the information and/or skill building content the same
- Making words, images, and scenarios inclusive of all participants to increase engagement and effectiveness

Slide 29: (Deb) Yellow adaptations indicate caution! These should be made with caution because they may pose a threat to the core components. Care must be taken to adhere to the core components and minimize other issues. For example:

- Replacing a video with other activities or using supplemental videos to replace a lecture
- Adding a lesson to reinforce learning
- Changing session order or sequence of activities

When making such adaptations, it is recommended to consult detailed adaptation tools and/or an expert, such as the program developer.

Slide 30: (Deb) Red light adaptations mean stop! These adaptations remove or alter key aspects of the program that will result in weakening the program’s effectiveness. Examples include:

- Shortening program, i.e. removing lessons from the program
- Dropping practice activities (e.g., practicing refusal skills)
- Contradicting, competing with, or diluting the program’s goals

Red light adaptations are unacceptable and compromise the fidelity of the program.

Grantees that would like to implement a red light adaptation must formally submit a proposal for the red light adaptation and receive the Program Officer’s approval, in writing, before they can proceed with the adaptation.

Now I am going to turn it over to Mousumi to talk a little bit about getting buy-in
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Slide 31: (Mousumi) Thank you, Deb! Now we are going to discuss how to get people on your team to buy-in to the process of fidelity monitoring. Buy-in is important as it helps ensure that the fidelity information documented by the facilitators is complete and of the highest quality. This makes it easier to monitor implementation and make improvements if needed.

Slide 32: (Mousumi) First, let’s make sure everyone understands the concept of fidelity monitoring.

Fidelity Monitoring is a process used to document the extent to which you are:

- covering all topic areas and completing all activities laid out in the curriculum/program;
- delivering the curriculum/program content in the method specified (e.g., role play vs. reading assignment or small group vs. large group); and
- using the right type of staff as specified in the curriculum/program (e.g., nurse, teacher, peer).

Slide 33: (Mousumi) Now a fidelity monitoring log is an instrument used to systematically track if the core components of a program are being implemented the way they were meant to be implemented. It also helps to track any changes made to the program.

Slide 34: (Mousumi) So when do you use fidelity monitoring logs? Basically, all throughout the program.

So it is important to make the fidelity log a part of your planning process

2. During implementation a Fidelity Monitoring Log can

   a. Help you to determine if the program implementation is unfolding/occurring as planned
   b. It can help you to record in-flight changes. In-flight changes refer to unplanned adaptations that sometimes need to be made on the spur of the moment to facilitate program delivery. These may include youth getting sick in middle of a lesson, a fire drill, youth disclosing abuse, or becoming distressed and requiring more debriefing time, etc.
   c. It can also help you document which things are working and which are not working

3. Lastly, after implementation a fidelity monitoring log can help
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a. Determine lessons that require more or less time for implementation

b. Determine new or additional professional development so facilitators can implement activities/lessons effectively

c. Document fidelity, in-flight-changes, and adaptations that will help inform future implementations

d. Can help inform evaluation results (e.g., compare implementation of lessons with change in knowledge/attitudes about sex or intentions to have sex, etc.)

Although not obvious, fidelity monitoring logs can help contribute to sustainability, for instance, by providing evidence of an agency maintaining fidelity and experiencing expected results, which can in turn be shown to potential funders.

Slide 35: (Mousumi) Fidelity Monitoring helps program managers

- identify threats to fidelity as they unfold, for example time issues
- identify lapses in fidelity, for example if a facilitator skipped an activity
- uncover logistical challenges with implementation, eg. wireless internet connectivity problems when an online video is part of the curriculum
- monitor numbers reached;
- give feedback to help staff -for example document whether participants were engaged and interested and can offer suggestions to improve facilitation skills; and
- explain puzzling or unfavorable evaluation results, i.e., feedback loop to where and when things did not go as planned. For instance, if participants’ refusal skills did not show improvement, you may want to use the fidelity monitoring logs to explore whether activities related to this outcome were poorly implemented.

Slide 36: (Mousumi) Fidelity Monitoring helps facilitators

- document challenges to implementation;
- gain support to address barriers to implementation;
- remember the core components of the curriculum; and
- document their performance and offer information for self-assessment.

Now I am going to turn it over to Deb to ask the next 2 questions.

Slide 37: (Deb) Thank you Mousumi! In the chat box please provide your responses to the following question: What aspect of fidelity monitoring do you foresee being the most challenging for you?

(The following themes are likely to emerge-labor intensive, lack of time, too much paperwork, lack of buy-in or no support)
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(Read a few responses out loud and fill up the gaps. Presenters will also provide solutions for anticipated challenges such as:

- offering multiple formats for fidelity monitoring logs, e.g., pencil and paper, electronic
- offering incentives to facilitators for completing fidelity monitoring logs
- pilot-testing fidelity logs and soliciting feedback from facilitators)

Slide 38: (Deb) In the chat box, please provide your response to the question: What are some strategies that you have used to gain buy-in for fidelity monitoring among your staff?

(This may elicit responses from audience such as:

- Explained the importance of fidelity and fidelity monitoring logs
- Developed user-friendly tools
- Integrated into every day process

Presenter will read a few responses out loud and will fill up the gaps.)

Slide 39: (Mousumi) So what are some strategies to gain buy-in for fidelity monitoring? Making staff understand the importance of fidelity and fidelity monitoring logs increases the chances of buy-in. You can inform staff that fidelity and the use of fidelity monitoring tools

- are the best way to help youth;
- are the best way for facilitators to make a difference;
- improve likelihood of replicating the positive program outcomes for participants;
- reduce risk of diminished impact and unexpected outcomes; and
- provide a systematic way of tracking program fidelity.

You can then go on to inform them about the usefulness at various stages and for both program managers and facilitators that we mentioned in previous slides.

Slide 40 (Mousumi): The second strategy is to have a detailed fidelity monitoring plan, including:

- a plan for initial and ongoing training of staff and observers on using the tools;
- a description of how records will be submitted, organized, and stored;
- who will be responsible for checking timely documentation; and
- a process for reviewing fidelity monitoring tools soon after completion.
Having a well-chalked-out plan demystifies the process, increasing the likelihood of buy-in.

The third strategy is to share this plan with staff in the early stages of program implementation- Staff should know sooner than later what will be expected of them, who is responsible for what, and how much time they should allocate for this process in their daily schedule. This means there are no surprises and minimal resistance.

Slide 41: (Mousumi) The fourth strategy is making fidelity monitoring part of the everyday processes which makes it seem less cumbersome and increases the chances of buy-in. It also helps identify lapses in fidelity in a timely manner and makes staff feel more in control. Examples include creating a fidelity monitoring tool that also captures information such as lesson title, date and attendance for each facilitator to fill out at the conclusion of each lesson. Including review and discussion of fidelity monitoring logs as part of regular supervision meetings with staff is also a good way to employ this strategy.

Slide 42: (Mousumi) The final strategy is to develop simple tools or make adaptations to preexisting tools to make them more user-friendly.

- You can offer a variety of formats.
- Use check boxes versus open fields.
- Minimize duplicated information.

Fidelity monitoring tools should be user-friendly; otherwise, you are more likely to face resistance from staff for using these tools. Also, you are more likely to see errors in recording or incomplete records.

If staff are more used to filling out forms electronically, see if you can have an electronic version of the instrument, think about providing laptops or tablets, etc. On the flip side, not all staff are used to working on computers and a paper/pencil instrument might be more manageable and accessible.

By having easy-to-read and concise tools with check boxes, facilitators will feel less overwhelmed by the amount of paperwork fidelity logs create.

Information such as facilitator name, curricula, organization, etc. can be preprinted on the tools to make completing the tools less burdensome.

Pilot test tools with staff and collect feedback so they feel like they are a part of the planning process.

And with that I turn it over to Deb for the next part of the presentation.

Slide 43: (Deb) Thank you Mousumi! In this section we will discuss a little bit about developing your instruments.

Slide 44: (Deb) Now if you could please share with us via the chat function what are the elements that you think should be included in a fidelity monitoring log? (Expected responses include:
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- name of facilitator
- name of peer facilitator
- duration of session
- activities that were (or were not) completed as written
- number of participants, etc.

(Presenter will read out some of the responses and fill in the gaps.)

(If responses do not include the above mentioned expected responses, we will acknowledge the responses anyway and mention what should be in a fidelity monitoring log.)

Slide 45: (Deb) Presenter will discuss how to use a fidelity monitoring tool to collect fidelity monitoring data

- Track what you implemented during each session—Were the core components implemented, not implemented or implemented with changes?
- Note participants’ reactions—Did participants seem interested/engaged?
- Note planned and unplanned adaptations—What kind of adaptations were made? Were these planned or unplanned?
- Provide space for comments
- Make tools user friendly, concise, and fit with the environment in which the program is delivered: this makes them easy to fill out and appropriate for the environment, e.g. paper-pencil vs. online

Slide 46: (Deb) Now we are going to share an example of a fidelity monitoring log. This is for the PHAT or Promoting Health Among Teens curriculum. If you look at how it is designed you will see—(point out the different headings) space to enter date, attendance, length of session. Then there are check boxes to indicate participants’ reactions—whether they showed interest, whether they actively participated, and what the pace of the session felt like. Also there is space for additional comments on participant involvement and interest and for more subjective comments on what you think worked best and what would you like to change next time.

Slide 47: (Deb) Now here is the second example of a fidelity monitoring tool for Making a Difference. On Pages 2, 3 and 4 you will see space to enter date of session, length of session, and how many attendees were present. Notice the note that says to remove the participant’s name before submitting the log. We want to make sure to de-identify the data.

On Page 5 we start the curriculum specific part of the log where we start listing all the core components, note whether the lessons were conducted as planned, conducted with planned adaptations, or not done
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at all. Also we have space for the date and space to note any unplanned or in-flight adaptations explaining what they are and why the change was made or had to be made. And you will see all the core components listed in the subsequent pages.

Finally on Page 14 you will find questions asking about distribution of materials, kinds of challenges faced and additional comments regarding these challenges.

Now I am going to turn it over to Mousumi for the rest of the presentation.

Slide 48: (Mousumi) Thank you Deb! Ok, now it is time for another question. Using the chat function please type in what you think should be tracked when making changes to a program?

(Answers may include, but are not limited to

  • a description of change or adaptation
  • the reason for making a change
  • when and where the change will occur
  • the extent to which the change is a green light adaptation (i.e., maintains core components)

Presenters will acknowledge these responses and provide feedback.)

Slide 49: (Mousumi) Here I would like to introduce the concept of an adaptation tracker. An adaptation tracker is a systematic and effective way of documenting and keeping track of adaptations and recording changes made to fit unique cultural needs; and documenting innovative activities and materials.

Although adaptation trackers have not been routinely used in the past, it is an effective way of keeping track of adaptations. HTN developed one of the first adaptation trackers for Tribal grantees to record all the changes that were being made to programs to make them fit with their unique needs. For abstinence grantees, this should also prove valuable to demonstrate in detail how the needs of the priority population are being met and how despite certain adaptations, desired outcomes were achieved. This could also be a valuable document to provide to funders for continued or future funding.

Slide 50: (Mousumi) Here is an example of an adaptation tracker that HTN developed. Here we identified core components: content, pedagogy, implementation. Then we have provided space to

  • Describe the adaptation/proposed adaptation: What change do you want to make?
  • Describe the rationale for Adaptation: Why do you want to make this change?
  • Procedure (Describe how you plan to incorporate adaptation into the curriculum.)
  • Where will this adaptation occur in the lesson?
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• For new activities: How are the new lessons/activities linked to prior and subsequent lessons/activities?

• If your adaptation includes NEW materials, lessons or activities please provide a description.

Slide 51: (Mousumi) So today we learned several key points:

Maintaining fidelity to a program helps ensure the best chance of reaching the intended outcomes and adaptations made to the program, should be well informed, enhance the program and not jeopardize the theoretical framework and core components.

• Acceptability of adaptations fall on a spectrum. Some adaptations such as updating current statistics or medical advances are easily categorized as green light, whereas others such as introducing additional activities or rephrasing terminology can be deemed as yellow or even red light adaptations. Please remember that yellow light adaptations must be documented for your project officer and red light adaptations must receive formal Project Officer approval.

• Gaining buy-in by staff for monitoring tools is one of the first steps for successful collection of quality data. Tips to gain buy-in include reducing the burden on staff, communicating the importance of fidelity, for example, maintaining fidelity is the best way for facilitators to make a difference in their participants’ lives and is the best use of their time, and incentivizing the completion of fidelity monitoring tools.

• Strategies on how to develop fidelity monitoring logs and adaptation tracking tools include using and improving existing tools to best fit the needs of your staff and stakeholders, using the program and core components to determine which variables to collect, documenting rationale for adaptations and recording participant responses to changes.

Slide 52: (Mousumi) Before opening it up to questions I would like to point out that Slide 53 and 54 contain some great resources on Fidelity and Adaptation that all the grantees can use. Ok, and now we can open it up to questions.

Slide 53 and 54: Resources

Slide 55: (Mousumi and Deb) Thank you so much for your attendance, participation and attention! Our contact info is here. Please do not hesitate to contact us with questions. We hope this information will prove helpful in the great work you are doing!