STATE PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP)

FIDELITY MONITORING AND PROGRAM ADAPTATION

THURSDAY, JULY 21, 2011
3:00 – 4:30 PM EDT

US Department of Health & Human Services
Administration on Children, Youth and Families (ACYF)
Family And Youth Services Bureau (FYSB)
Teen Pregnancy Prevention Division
ASKING QUESTIONS DURING WEBINAR

• It is our expectation that the webinar will answer many questions and concerns of grantees. Additionally, every attempt will be made to answer questions posed by participants at the conclusion of the webinar.

• Questions may be typed in the question box at any time during and at the conclusion of the webinar.
WELCOME & INTRODUCTIONS

• FYSB
  • Marc Clark, Director, Teen Pregnancy Prevention Division
  • LeBretia White, Project Officer
  • Itege Bailey, Project Officer

• T/TA Program Support – Olé Professional Services
  • Valerie Boykin, PREP T/TA Project Manager
  • Jae’Mie Hughes, PREP Project Associate
  • Laura Caldwell-Aden, PREP T/TA Assistant Project Manager
Planned interventions are adaptations, not replications, because they:

- Have a “substantial emphasis” on both abstinence and contraception
- Include at least 3 adulthood preparation subjects
PRESENTER

- Amy V. Smith, MPH
  Director
  Center for Sexual and Reproductive Health Promotion (CSRHP)
  ETR Associates
Agenda

- Review Adaptation Terms
- Overview Adaptation Process
- Green, Yellow, Red Light Guidance
- Green, Yellow, Red Light Activity
- Fidelity Monitoring Process
- Tools and Resources
WEBINAR OBJECTIVES

• Define common adaptation and fidelity terms

• Explain the difference between green, yellow and red adaptations

• Apply the general green/yellow/red light guidelines to adaptation challenges

• Explain the steps to maintaining fidelity before, during and after implementation

• Demonstrate the use of fidelity monitoring logs

• ↓ Decrease stress and ↑ increase fun in planning adaptations and using fidelity logs
Stress Level now?

1 2 3 4 5

[Drawings of smiling and frowning faces]
FIDELITY

Faithfulness with which the program is implemented in its entirety without compromising core components.
ADAPTATION

Making the program model more suitable for a population and/or an organization’s structure without compromising or deleting core components
UNSUITABLE ADAPTATION MOTIVES

- Making it easier or more convenient to implement
- Sticking to what is fun, familiar
- Dropping controversial topics
- Improvising due to lack of training
NAVIGATING TOWARD PROGRAM GOALS
Adaptation Process

- Assess target population
- Know selected program
- Identify adaptation challenges
- Select and plan adaptations
- Pilot adaptations
- Monitor adaptations
**PLANNED ADAPTATIONS**

- Make planned adaptations based on assessment
- Pilot test model with program population
- Identify additional adaptations from pilot results
- Pilot additional adaptations with subgroups
- Document adaptations in fidelity monitoring logs during implementation
State Planning: Adulthood Preparation Subjects

- States must incorporate at least 3 of 6 legislatively mandated Adulthood Preparation Subjects including:
  - Healthy relationships
  - Healthy life skills
  - Adolescent development
  - Parent-child communication
  - Educational and career success
  - Financial literacy
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!!
CORE COMPONENTS

Key elements or defining characteristics of a program.

To maintain a program’s effectiveness, its core components must be kept intact.
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
THE LOGISTICS: CORE IMPLEMENTATION

- Number of youth per class
- Length of each session
- Coed or single sex groups
- Program setting
Green Yellow Red
Light Adaptations
Provides guidance on whether adaptations should...
The general green, yellow and red light adaptation guidelines presented here are **to be used when program-specific adaptation guidance is not available.**

The guidance included here is adapted from the CDC/ETR Adaptation Guidance Project which created program-specific adaptation kits for three curricula with the model developers.
GREEN LIGHT ADAPTATIONS

Safe to make the change:

• Update health data
• Customize role plays
• Make activities more interactive
• Tailor activities to youth
YELLOW LIGHT ADAPTATIONS

Investigate more or ask an expert:

- Change sequence or dosage
- Add activities to reinforce learning
- Add activities to address additional factors (e.g. drugs)
- Modify condom activities
- Replace or supplement videos
- Implement program with a different population or setting
RED LIGHT ADAPTATIONS

Avoid changes that may weaken outcomes:

• Activities that contradict, compete with, or dilute the program’s focus
• Failure to repeat/reinforce key messages
• Cutting key skill-building activities
• Shortening a program
• Eliminating classroom management strategies
• Replacing interactive activities with lectures or individual work
APPROACHES TO ADDRESSING ADULTHOOD PREPARATION SUBJECTS

• Implementation of Evidence-Based Program that incorporates Adulthood Preparation Subject(s)

• Adaptation of Evidence-Based Program to incorporate Adulthood Preparation Subject(s)

• Provision of Adulthood Preparation programming before or after Evidence-Based Program sessions
MEET EDDIE
EDUCATOR
EDDIE EDUCATOR’S ADAPTATION CHALLENGES:

1. Replace videos with modern TV clips?
2. Address local, prevalent myths?
3. Cut or eliminate condom demonstration?
4. Add 2 hour parent orientation evening?
5. Add information on (HPV) vaccine?
FIDELITY MONITORING

Enables documentation of program successes and challenges

Allows for feedback and continuous quality improvement

Identifies planned and unplanned adaptations
<table>
<thead>
<tr>
<th>Class</th>
<th># of Students:</th>
<th>Activity Pre 1: Nominating Peer Leaders</th>
<th>Activity Pre 2: Introduction and Field Trips Permission Forms</th>
<th>If you made any changes, please describe them here.</th>
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BART Session 4: Learning Assertive Communication Skills

Did you maintain fidelity to the core content and pedagogical components of Session 4?

<table>
<thead>
<tr>
<th>Did you cover each of the core CONTENT components in Session 4?</th>
<th>YES</th>
<th>NO</th>
<th>REMARKS</th>
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<tr>
<td>KNOWLEDGE about condoms</td>
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<td>ATTITUDES about safer sex and negotiation skills</td>
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<td>SKILLS to refuse sex</td>
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<td>SKILLS to negotiate condom use</td>
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<td>SOCIAL NORMS supporting safer sex, negotiating safer sex or refusal of sex</td>
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<td>KNOWLEDGE about problem-solving skills</td>
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<td>KNOWLEDGE about communication styles</td>
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<td>ATTITUDES about assertive communication</td>
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<td>SOCIAL NORMS about using assertive communication techniques</td>
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TOTAL % Fidelity (# YES / 9)

32
BART Session 4: Learning Assertive Communication Skills

Did you adapt any of the activities in Session 4?

<table>
<thead>
<tr>
<th>Please describe the adaptations you made to the activities below.</th>
<th>Was your adaptation planned or unplanned?</th>
<th>Describe the adaptation you made.</th>
<th>Why did you make this adaptation?</th>
<th>How effective was the adaptation?</th>
<th>Recommendation s for the next implementation.</th>
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<td>Correct Condoms Use Review</td>
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<td>Video: Are You with Me?</td>
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<td>Negotiating Safer Sex (alternate)</td>
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<td>Problem-Solving Skills</td>
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<td>Different Communication Styles</td>
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<td>Wrap-Up</td>
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BEFORE IMPLEMENTATION

- Identify and fully understand the program’s **core components** and read the curriculum in detail
  - Activities progress from beginning to end
  - Setting up a positive and safe learning environment
- Understand the program’s **theory** (i.e. how it works)
  - Logic models demonstrate link from program to outcomes
- Identify a **fidelity monitoring** tool that can be easily used by facilitators
  - How each lesson was conducted;
  - How much time it took to conduct each activity; and
  - What happened that impacted the length of time it took
BEFORE IMPLEMENTATION (cont.)

- Identify a **fidelity monitoring process form**
  - Demographic information and attendance
- Provide **fidelity monitoring training** for facilitators and observers
  - Understand the importance of fidelity and adaptation
  - Understand the proper use of fidelity monitoring tools
- Identify lessons or activities that will be **adapted**
- Develop a **fidelity monitoring plan** before implementation
**During Implementation**

- **Conduct the lessons.**
  - If feasible, have an observer take notes as the lessons progress.
- **Track what is implemented** on the progress form after each lesson.
- **Note planned and unplanned adaptations.**
- **Identify problems and successes** with implementation as they unfold.
- **Provide on-going training, technical assistance and supervision.**
**After Implementation**

- **Promptly collect** fidelity monitoring forms when completed
- Meet with the evaluator and a team of vested individuals to review fidelity monitoring forms at the end of each program cycle
- **Identify issues** impacting less than optimal outcomes
- Evaluate **process** and **measure success** of adaptations
  - Have adaptations improved the delivery of the sessions?
- Continually improve **quality**
  - Revise lesson plans based on fidelity monitoring and evaluation outcomes
CDC/ETR

Adaptation Kit Development Process

1. Activity-Determinant Matrix
2. BDI Logic Model
3. Core Components
4. Green, Yellow and Red Light Adaptations
5. Fidelity and Adaptation Monitoring Logs
6. Resource Lists
**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 (SSI)* by L. Shrier
**Stress Level now?**

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Questions may be typed in the chat box.
CONTACT INFORMATION

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Amy.smith@etr.org
THANK YOU!

Family and Youth Services Bureau