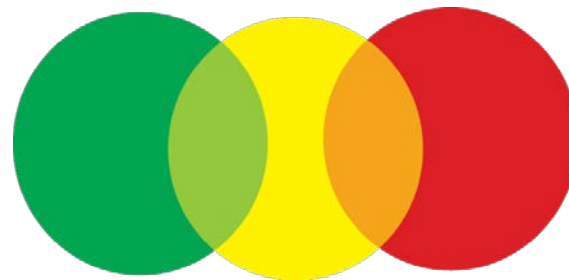


**STATE PERSONAL RESPONSIBILITY
EDUCATION PROGRAM (PREP)**

**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

FYSB TPP PROGRAMS BENEFIT FROM CREATIVITY

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

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



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

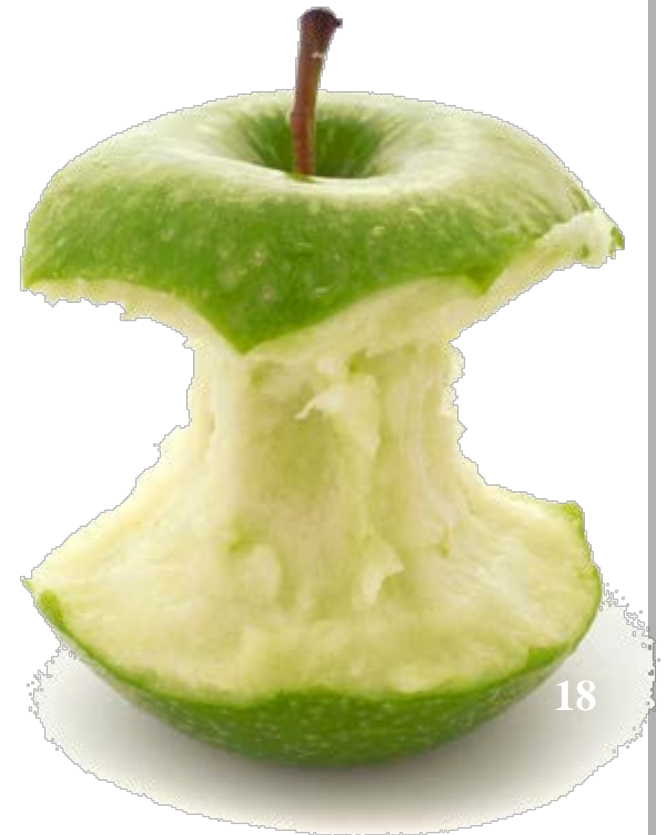


**Don't forget to record
spontaneous
adaptations in your
fidelity monitoring
logs!!**

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

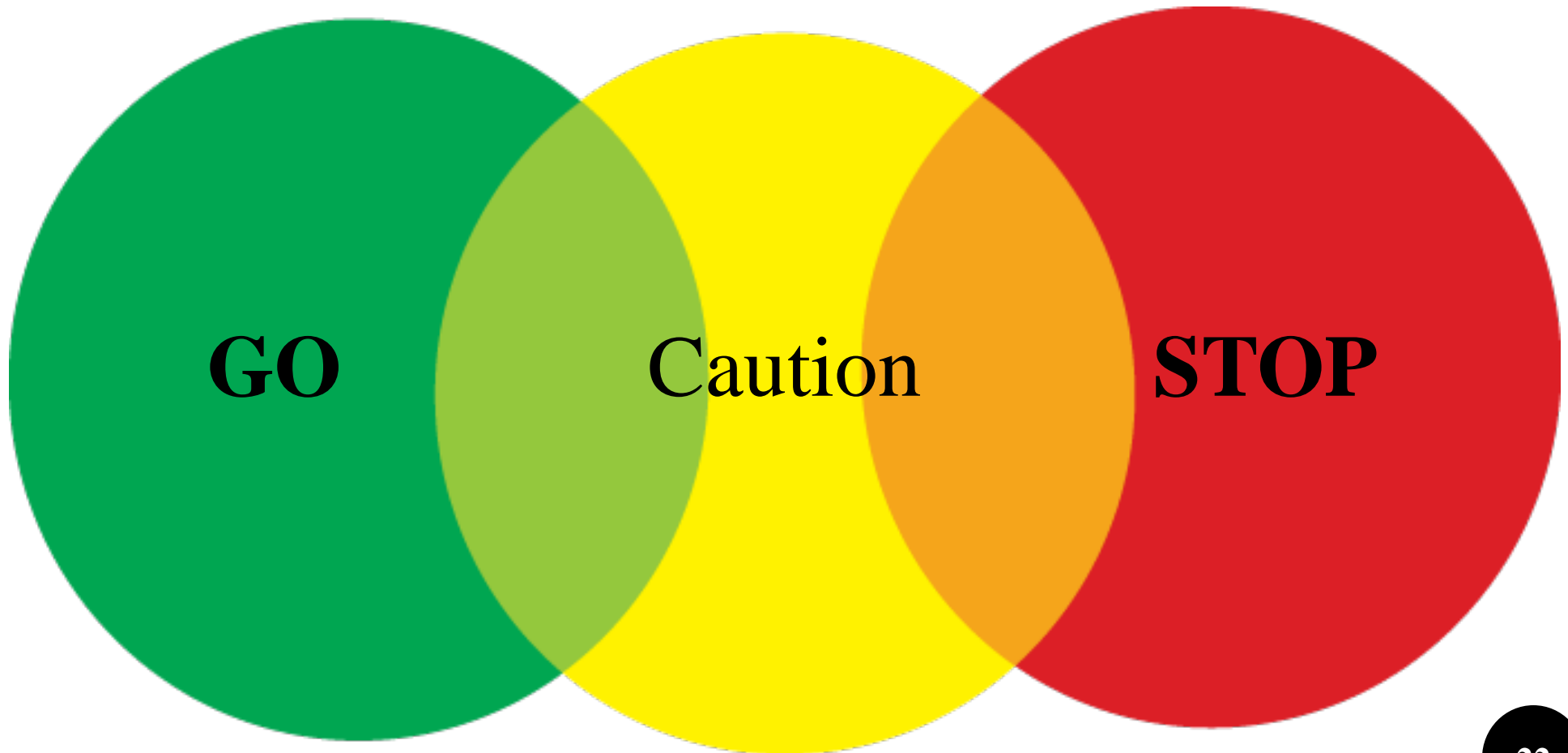


- Number of youth per class
- Length of each session
- Coed or single sex groups
- Program setting

GREEN YELLOW RED

LIGHT ADAPTATIONS

Provides guidance on whether adaptations should...



PLEASE NOTE

*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?

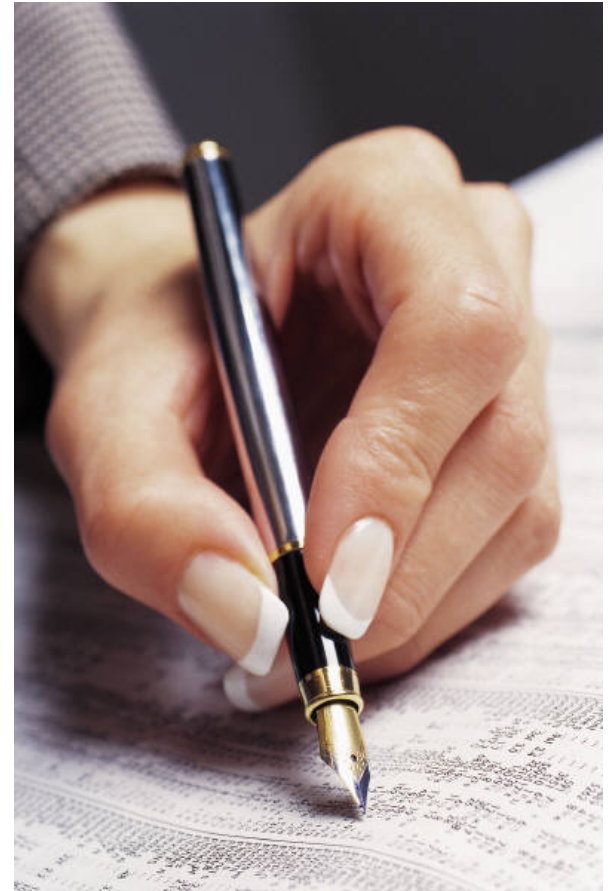


FIDELITY MONITORING

Enables documentation of program successes and challenges

Allows for feedback and continuous quality improvement

Identifies planned and unplanned adaptations



			Did you complete each activity below?		If you made any changes, please describe them here. (If you need more space, attach a separate sheet)
			Activity Pre 1: Nominating Peer Leaders	Activity Pre 2: Introduction and Field Trips Permission Forms	
Class 1	# of Students:		<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
			<input type="checkbox"/> Yes with changes	<input type="checkbox"/> Yes with changes	
Date taught:	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No		
Class 2	# of Students:		<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
			<input type="checkbox"/> Yes with changes	<input type="checkbox"/> Yes with changes	
Date taught:	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No		
Class 3	# of Students:		<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
			<input type="checkbox"/> Yes with changes	<input type="checkbox"/> Yes with changes	
Date taught:	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No		
Class 4	# of Students:		<input type="checkbox"/> Yes completely	<input type="checkbox"/> Yes completely	
			<input type="checkbox"/> Yes with changes	<input type="checkbox"/> Yes with changes	
Date taught:	/ /	<input type="checkbox"/> No	<input type="checkbox"/> No		

BART Session 4: Learning Assertive Communication Skills

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

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

BART Session 4: Learning Assertive Communication Skills

Did you adapt any of the activities in Session 4?

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

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



- *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?



1	2	3	4	5

QUESTIONS & ANSWERS

Questions may be typed in the chat box.

*Questions may be
typed in the question
box*

CONTACT INFORMATION

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