# all4You2!

## Preventing HIV, Other STD, and Young People in Alternative Education Settings

# Adaptation Guidelines

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# Adaptation Guidelines

The core components for *All4You2!* specify the important elements and qualities of the program that must be implemented to ensure that it is effective; these guidelines specify possible adaptations that people may consider and how those adaptations might impact effectiveness. They fall into three categories: "Green light" adaptations are minor adjustments that are encouraged, either because they will not reduce effectiveness or because they might even improve effectiveness. "Yellow light" adaptations are those that should be implemented thoughtfully with caution and possibly guidance. These may be minor or more extensive. They might not reduce effectiveness in some situations but could reduce effectiveness in other situations. "Red light" adaptations are those that should not be implemented because typically they will reduce effectiveness. They are considered major adaptations.

In the table on the following pages, possible adaptations are color coded (green, yellow and red) with accompanying explanations describing the conditions under which an adaptation may be made or reasons why it should not be made.

**Core Component:** The curriculum is designed for high-school-aged participants (i.e., ages 14–18, or grades 9-12).

**YELLOW**

| Adaptation: | Implementing *All4You2!* with students who are not yet in the 9th grade (or not yet 14) or who have graduated from high school (or are about 19 or older) |
|---|---|
| Rationale and Guidance: | What is most important is that the curriculum be appropriate to the sexual experience of the learners. Although it will not increase sexual risk behavior by being implemented with learners who are either too young or too old, the content may not be relevant to the developmental age of the learners, which may reduce its effectiveness. As an example, because the program initially was designed for high school youth in alternative settings, the content is focused on reducing unprotected sex, not just on refusing sex; this emphasis may not be as appropriate for middle school-aged youth. If the learners are too old, a few of the activities (e.g., roleplays in which participants are not yet ready to initiate sex) might not be quite as relevant to the participants. |

**Core Component:** *All4You2!* can be implemented in either school or non-school alternative education settings, if young people can be retained for most lessons in non-school settings. It can also be used in mainstream settings if the content is deemed appropriate.

**RED**

| Adaptation: | Trying to implement *All4You2!* in an out-of-school setting without taking steps necessary to recruit enough youth and retain them over time |
|---|---|
| Rationale and Guidance: | Group size is likely to impact the effectiveness of the program, particularly the skills-based component. If the class or group size is too small, curriculum activities requiring discussions, group interactions, and the like often are flat or simply fail to work as designed. |

## Implementation Schedule & Overall Structure

**Core Component:** Ideally, the program should be implemented 1–3 times per week for a period of 5–15 weeks.

| YELLOW | | Adaptation: | Teaching the program less than 1 day per week or 4 or 5 days per week instead of 1–3 times per week |
|---|---|---|---|
| | | Rationale and Guidance: | If classes are taught less than 1 day per week, instructors may have to spend additional time re-teaching material from the previous week. If classes are taught every day, then there may not be adequate time for reflection between classes. |

**Core Component:** All classes should be taught in sequence.

| YELLOW | | Adaptation: | Changing the sequence of classes |
|---|---|---|---|
| | | Rationale and Guidance: | The classes and activities presented in *All4You2!* are presented in a particular order and are designed sequentially, with each class building upon the previous one. Changing the order of the classes could decrease the understandability and mastery of these skills and information. |

**Core Component:** The ideal class size is between 10 and 20 students, but it can be used with classes of up to 30–35 students.

| YELLOW | | Adaptation: | Implementing the program with fewer than 10 learners or more than 20 learners |
|---|---|---|---|
| | | Rationale and Guidance: | If there are fewer than 10 learners in the class at a time, then some of the activities may not be effective (e.g., the STI handshake activity, group discussions or roleplay activities). If there are too many students (e.g., more than 20), it may be more difficult to fully engage all learners in some participatory activities (e.g., roleplaying). Larger groups also may impact the level of youth engagement. |

**Core Component:** All 15 sessions of the program should be implemented.

| RED | | Adaptation: | Implementing fewer than all 15 sessions |
|---|---|---|---|
| | | Rationale and Guidance: | *All4You2!* is structured in 15 classes. Research studies of other curricula demonstrate that deleting activities or classes can reduce their effectiveness. As demonstrated by the logic model, every activity is designed to affect an important risk and protective factor that, in turn, affects sexual risk behavior. Omitting one or more of the classes would dilute the program's ability to address one or more of these factors, and, therefore, would reduce its overall effectiveness. |

**Core Component:** The classes should be taught in a way that most youth attend most classes.

| | | |
|---|---|---|
| **RED** | **Adaptation:** | **Implementing the program in any setting or manner that significantly reduces consistent attendance** |
| | **Rationale and Guidance:** | If *All4You2!* is implemented such that many students do not attend the majority of the classes, they will miss important activities, understandings and skills that are needed for subsequent classes. Thus, the program will be less effective. |

**Program Leaders**

**Core Component:** Facilitators/teachers for the *All4You2!* curriculum should have good rapport with alternative school youth and be trained. They should be familiar with the *All4You2!* content, comfortable discussing the material, and experienced in teaching skills-based programs.

| | | |
|---|---|---|
| **GREEN** | **Adaptation:** | **Having specially trained outside educators teach the curriculum instead of regular classroom teachers** |
| | **Rationale and Guidance:** | When *All4You2!* was evaluated, it was taught by trained outside educators. However, if teachers are well trained, can relate to youth, have comfort talking about sexual topics and have the other qualities needed, then they should be able to implement *All4You2!* without loss of effectiveness. |

**Core Component:** Facilitators/teachers for the *All4You2!* curriculum should have good rapport with alternative school youth and be trained. They should be familiar with the *All4You2!* content, comfortable discussing the material, and experienced in teaching skills-based programs.

| | | |
|---|---|---|
| **GREEN** | **Adaptation:** | **Implementing *All4You2!* with educators who are not the same race/ethnicity or gender as the learners** |
| | **Rationale and Guidance:** | Although some curricula are written for particular racial/ethnic or gender groups and their effectiveness might be improved by matching on race/ethnicity or gender, *All4You2!* is written for young people of all race/ethnicities and genders, including mixed classrooms, and neither the race/ethnicity nor gender need to match that of the students. Nonetheless, educators who are culturally competent and sensitive are likely to be more successful than those who are not able to bridge cultural issues. |

**Core Component:** Facilitators/teachers for the *All4You2!* curriculum should have good rapport with alternative school youth and be trained. They should be familiar with the *All4You2!* content, comfortable discussing the material, and experienced in teaching skills-based programs.

| YELLOW | Adaptation: | Implementing *All4You2!* with educators who do not have all these qualities |
|---|---|---|
| | Rationale and Guidance: | The *All4You2!* study used trained educators with these qualities and experience, which investigators felt were essential to working successfully with youth. The program might still be effective if educators have most, but not all, of these qualities. For example, it might be effective if they do not have considerable experience in implementing skills-based activities but have good rapport with youth, are very capable and are well trained. |

**Core Component:** In-class peer leaders facilitate specified activities in the curriculum.

| RED | Adaptation: | Not using peers to help implement the curriculum |
|---|---|---|
| | Rationale and Guidance: | Using peers to help implement selected activities can improve the effectiveness of those activities, and they can be positive role models in the classroom, influencing norms. Thus, failing to use peer educators can reduce the effectiveness of the curriculum. |

**Core Component:** In-class peer leaders facilitate specified activities in the curriculum.

| RED | Adaptation: | Replacing the adult facilitator with peer facilitators |
|---|---|---|
| | Rationale and Guidance: | *All4You2!* was not designed to be taught by peer educators only, and its evaluation involved adult educators as the primary educators with in-class peer leaders as facilitators of selected activities. |

**Core Component:** Obtain approval and support from the school administrators and teachers for program implementation.

| RED | Adaptation: | **If implementing in a school setting, not informing the school about the contents of the curriculum; not obtaining appropriate approval from the school.** |
|---|---|---|
| | Rationale and Guidance: | Sexuality education is a controversial topic. Thus, it is important to fully inform the school about the curriculum and its contents and to obtain appropriate approval from the school authorities. |

**Core Component:** Obtain approval and support from the school administrators and teachers for program implementation.

| RED | Adaptation: | **If implementing out of school, not informing the host organization about the contents of the curriculum; not obtaining appropriate approval from the host organization.** |
|---|---|---|
| | Rationale and Guidance: | Sexuality education is a controversial topic. Thus, it is important to fully inform the host organization about the curriculum and its contents and to obtain appropriate approval from the proper authorities. |

**Core Component:** Obtain parental consent for program participation as required by schools/districts in which the program is implemented.

| RED | Adaptation: | **Implementing *All4You2!* without obtaining appropriate approval from parents.** |
|---|---|---|
| | Rationale and Guidance: | Sexuality education is a controversial topic. Thus, it is important to fully inform the parents of the program and what is covered in the lessons, and allow them to make decisions regarding their children's participation in a manner consistent with the requirements of the district or host organization. |

**Core Component:** Select and train facilitators/teachers to teach the content, implement the interactive activities, lead roleplays and discuss the sexual topics comfortably.

| RED | Adaptation: | Failing to train the educators to teach the content, to implement the interactive activities, and to discuss the sexual topics comfortably. |
|---|---|---|
| | Rationale and Guidance: | Unless teachers have considerable experience with a very similar curriculum, they may not be familiar with the content, may not know how to implement the particular *All4You2!* activities, may not be skilled at implementing participatory activities such as roleplaying, or may not be comfortable discussing the sexual topics. Proper training can help meet all of these needs. |

**Core Component:** Have youth nominate peer leaders for the program using the steps in the curriculum.

| RED | Adaptation: | Having the teacher or educator select the peer leaders instead of the participants. |
|---|---|---|
| | Rationale and Guidance: | In-class peer leaders are used as a strategy to influence norms. It is essential that students select peers to ensure they are nominating youth who they admire and respect rather than having the teacher or educator select students. This ensures the inclusion of informal leaders who may not normally be identified for these types of roles. The curriculum includes a step for the educator to review the nominations with the teacher and the nominated students. |

**Core Component:** Orient peer leaders to facilitate three types of activities: (1) recording and reporting small-group activities, (2) modeling and demonstrating various skills, and (3) assisting with small-group roleplays.

| RED | Adaptation: | Failing to orient the peer leaders. |
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| | Rationale and Guidance: | Peer leaders must be given some orientation about the roles they are going to play in order for them to fulfill those roles effectively. |

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**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

**GREEN**

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|---|---|
| **Adaptation:** | **Changing the title** |
| **Rationale and Guidance:** | The name *"All4You2!"* could be replaced (or combined) with another name that resonates better with the youth; however, it is important to continue to acknowledge the original program authors, publisher, and copyright restrictions. |

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**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

**GREEN**

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|---|---|
| **Adaptation:** | **Tailoring the content (e.g., for visual learners or particular gender or racial/ethnic groups)** |
| **Rationale and Guidance:** | Tailoring the content for your particular learners could increase its effectiveness, if done without making changes to the underlying concepts being taught. |

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**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

**GREEN**

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|---|---|
| **Adaptation:** | **Adding reproductive health lessons before the program starts** |
| **Rationale and Guidance:** | The program is designed to be implemented with participants who have had some basic instruction in reproductive anatomy, physiology, and puberty. If not, participants may benefit from having this foundation before talking about sexual intercourse, condom and contraceptive use, and preventing pregnancy. Any additional instruction should be limited to a few lessons to avoid making the program too long. Additionally, these lessons should not take away from the time available for the program. |

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**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

**GREEN**

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|---|---|
| **Adaptation:** | **Updating any statistics or facts** |
| **Rationale and Guidance:** | Updating statistics and facts about youth sexual behavior, the risk of pregnancy and STIs, the effectiveness of condoms or other methods of contraception or other similar items is encouraged, as it keeps the program current and increases its accuracy. |

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**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

| GREEN | | **Adaptation:** | **Updating/adapting myths held by young people** |
|---|---|---|---|
| | | **Rationale and Guidance:** | Because myths about sexual risk may vary from one community to another, determining which myths are most common in your community and with your potential learners and then addressing and refuting these myths can increase the effectiveness of *All4You2!*. |

**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

| GREEN | | **Adaptation:** | **Providing information about additional methods of contraception that are not on the list** |
|---|---|---|---|
| | | **Rationale and Guidance:** | If there is time, providing additional information about other methods of birth control can be helpful, especially for the female participants. |

**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

| YELLOW | | **Adaptation:** | **Adding other health goals that contradict, compete with or dilute the program's focus** |
|---|---|---|---|
| | | **Rationale and Guidance:** | If participants are given messages about many behaviors, e.g., sexual behavior, tobacco use, alcohol use, drug use, nutrition, exercise, violence, etc., the impact of the message about any one of these behaviors may be diluted by the messages about all the other behaviors, and learners may become less attentive and less open to the messages about sexual risk behavior. *All4You2!* can be effective when implemented as a unit in a larger health education course, but its effectiveness may be diminished if its lessons are interspersed throughout many other lessons with other health goals. |

**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

| YELLOW | Adaptation: | Adding activities to address additional risk and protective factors |
|---|---|---|
| | Rationale and Guidance: | After conducting an assessment of youth, you may learn there are other important determinants of sexual risk-taking behavior that are not addressed in *All4You2!* and that you believe should be addressed. For example, you may learn that alcohol and/or other drug use is quite prevalent among your group of youth, and you may want to add activities to strengthen avoiding drug and alcohol use. It is possible to add activities to address other risk and protective factors, but it is important to focus on risk and protective factors highly related to the sexual risk behavior and factors that can be changed through prevention programs. It is ideal to engage a prevention science specialist if making these types of adaptations. |

**Core Component:** Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, reflection and individual commitment.

| RED | Adaptation: | Not teaching all the content areas in order to save time or to avoid any possible controversy |
|---|---|---|
| | Rationale and Guidance: | Research studies of other curricula demonstrate that deleting activities or content areas can reduce their effectiveness. This is especially true of topics such as condoms or other forms of contraception.<br><br>As demonstrated by the logic model, every activity is designed to affect an important risk and protective factor that, in turn, affects sexual risk behavior. Omitting one or more of the content areas would dilute the program's ability to address one or more of these factors, and, therefore, reduce its overall effectiveness. |

# Core Pedagogical Adaptations

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| GREEN | **Adaptation:** | **Reinforcing information with additional visual material** |
|---|---|---|
| | **Rationale and Guidance:** | Because some students learn best visually, providing additional visual reinforcement may increase effectiveness, provided doing so does not replace other learning strategies. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| GREEN | **Adaptation:** | **Customizing roleplays** |
|---|---|---|
| | **Rationale and Guidance:** | *All4You2!* uses roleplays to demonstrate or allow youth to practice a skill. You may change names, settings, language, and even some of the details of the roleplay, as long as the meaning and skill practice elements do not change. Assessment data gathered from your students can help guide these types of adaptations. For example, you can get their suggestions for wording or ideas for places where they usually socialize.

However, the sequence of skill-building activities, number of repetitions, pattern of modeling, and opportunity to practice and receive feedback should not be altered. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| YELLOW | **Adaptation:** | **Tailoring instructional methods** |
|---|---|---|
| | **Rationale and Guidance:** | Current *All4You2!* instructional methods are designed to improve particular risk and protective factors and use effective teaching strategies. Using alternative teaching strategies may reduce learning or personalization.

However, teaching strategies can be changed slightly to address particular needs of the learners if done carefully with the end-point in mind. Research on other curricula has demonstrated that attempts to tailor curricula for special groups can be effective, if done knowledgably and carefully. For example, adding more visual materials is typically acceptable. As noted above, tailoring the language used in roleplays is also acceptable. |

**Core Component:** Use small gifts (e.g., pencils, pens) to provide visual cues to reinforce program messages.

| YELLOW | | Adaptation: | Choosing not to provide small gifts |
|---|---|---|---|
| | | Rationale and Guidance: | The small gifts are used to provide visual cues and reinforce program messages. These can also serve as conservation starters with peers. Eliminating this reinforcement could impact effectiveness. |

**Core Component:** Use music as noted to create a positive environment for youth participation.

| YELLOW | | Adaptation: | Failing to use music |
|---|---|---|---|
| | | Rationale and Guidance: | Music contributes to creating a safe and participatory environment. Students in the study commented that they enjoyed the background music, and it helped them feel more comfortable when completing some activities (e.g., roleplaying). Failure to use music should not reduce the effectiveness of the program, but this was not evaluated during the original study. |

**Core Component:** Use the question box technique to invite anonymous questions.

| YELLOW | | Adaptation: | Dropping the use of a question box to invite anonymous questions |
|---|---|---|---|
| | | Rationale and Guidance: | The question box provides participants with an opportunity to ask anonymous questions. This can be helpful to participants. If some other method is implemented to make sure that participants can ask questions that they might not be comfortable asking in the presence of others and have the questions answered, that may be acceptable. |

**Core Component:** Use videos as specified in selected lessons.

| YELLOW | | Adaptation: | Adding videos to augment lessons |
|---|---|---|---|
| | | Rationale and Guidance: | Additional videos that support the messages of the curriculum can increase effectiveness if they do not replace other activities or shorten time allocated to other activities. |

**Core Component:** Use pamphlets as specified in selected lessons to provide succinct content summaries for reference outside the classroom.

| YELLOW | | Adaptation: | Not providing pamphlets or fact sheets |
|---|---|---|---|
| | | Rationale and Guidance: | These can be particularly helpful to participants as a source of answers to later questions or to find needed services from community organizations (e.g., needed reproductive health services). Selected pamphlets are included with the program materials and should be distributed as noted in the curriculum. Sites can use substitute pamphlets or information sheets that provide the same information. |

**Core Component:** Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.

| RED | | Adaptation: | Not creating group agreements |
|---|---|---|---|
| | | Rationale and Guidance: | Creating group agreements is important to the effectiveness of *All4You2!* Students need to feel reasonably safe and comfortable asking questions, completing roleplays and participating in other activities. Group agreements contribute to classroom management, a safe environment and learners' feelings of safety and comfort. |

**Core Component:** Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.

| RED | | Adaptation: | Not maintaining good classroom management and a safe environment |
|---|---|---|---|
| | | Rationale and Guidance: | Good classroom management and a safe environment are critical to the effectiveness of *All4You2!* Without them, activities may lose impact, students may not be as attentive, and/or students may not participate fully or have a chance to hear and internalize key messages. |

**Core Component:** Create a safe and effective learning environment by establishing group agreements, including mechanisms for asking sensitive questions and actively involving participants.

| RED | | Adaptation: | Not using praise and reinforcement |
|---|---|---|---|
| | | Rationale and Guidance: | Learners may feel uncomfortable discussing sexual topics, doing roleplays, participating in the service learning component and participating in other interactive activities. Thus, giving them appropriate praise and reinforcement is particularly important. |

**Core Component:** Teach all activities in sequence within each lesson.

| RED | | | |
|---|---|---|---|
| | | **Adaptation:** | **Changing the order of activities within each lesson** |
| | | **Rationale and Guidance:** | Many of the activities build upon one another and have appropriate transitions from one activity to another. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| RED | | | |
|---|---|---|---|
| | | **Adaptation:** | **Rushing through or skipping review and summary activities** |
| | | **Rationale and Guidance:** | At the beginning of each class, the teacher is prompted to review key points from the previous lesson. This recap helps remind participants of the previous class and provides a framework for new learning. At the end of each class, the teacher is prompted to review key points from that lesson. This review helps learners recognize and remember the key points from the lesson. People often need to hear new information or skills multiple times before they can remember or integrate the new learning. Rushing through or deleting these activities can reduce effectiveness. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| RED | | | |
|---|---|---|---|
| | | **Adaptation:** | **Not implementing each activity as specified** |
| | | **Rationale and Guidance:** | Certain types of instructional methods are particularly effective in changing the risk and protective factors. For example, roleplaying is a particularly effective method of teaching skills and improving confidence in those skills. *All4You2!* uses instructional methods that are well designed to change the designated risk and protective factors. Using other teaching methods, especially less interactive methods, may reduce the impact on those risk and protective factors. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| RED | | | |
|---|---|---|---|
| | | **Adaptation:** | **Replacing interactive activities with lectures or other non-interactive activities** |
| | | **Rationale and Guidance:** | Multiple studies indicate that interactive teaching strategies are more effective at involving young people, getting them to personalize information and actually changing their behavior than passive non-interactive activities. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.
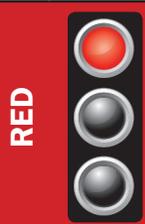
| RED | Adaptation: | Failing to use visual materials |
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| | Rationale and Guidance: | Many students learn best visually. Failing to use visual materials can reduce the effectiveness of *All4You2!* |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| RED | Adaptation: | Deleting condom activities, such as not doing the condom demonstration at all |
| --- | --- | --- |
| | Rationale and Guidance: | Studies have demonstrated that when condom activities are deleted from curricula, they are less likely to increase condom use. Further, these activities address theory-based risk and protective factors, such as attitudes and norms toward condom use and condom use skills and self-efficacy. Therefore, the condom and contraceptive activities should not be deleted. |

**Core Component:** Implement all activities using the interactive strategies included in the lessons.

| RED | Adaptation: | Replacing the condom demonstration and practice with a mini-lecture on how to use condoms |
| --- | --- | --- |
| | Rationale and Guidance: | The curriculum content in *All4You2!*—including the condom demonstration and practice—must be consistent with school district policy or sexuality education guidelines. However, removing condom activities from the curriculum would undermine one of its central messages available to students who are sexually active. As with any skill, learning how to use a condom requires practice. If you wish to see a change in behavior regarding condom use, you must include the condom demonstration and practice activities. |

**Core Component:** Review learning from prior classes to enhance mastery of material.

| RED | Adaptation: | Failing to review learning from prior classes |
| --- | --- | --- |
| | Rationale and Guidance: | Reviews of learning from previous classes help to highlight important points and to provide the foundation on which the next lesson begins. |

| **Core Component:** Implement all roleplaying activities. | |
|---|---|
| RED | **Adaptation:** **Eliminating roleplay activities** |
| | **Rationale and Guidance:** Some of the roleplays teach different skills. If all skills are not taught, then the curriculum may be less effective.<br><br>In addition, youth must have an opportunity to practice these skills until they can use them effectively and comfortably. If roleplays are eliminated students will be less likely to master those skills and to use them in real life. |

| **Core Component:** Use the embedded skill development approach that explains and models the skills, provides large-group and individual practice, and offers corrective feedback. | |
|---|---|
| RED | **Adaptation:** **Changing the approach to skill instruction** |
| | **Rationale and Guidance:** The skill development approach includes an explanation, illustration, and practice of a skill and the steps that make up that skill. Eliminating or altering this approach may reduce the effectiveness of the skill instruction. Indeed, if skills are not explained, modeled and then practiced, participants may not learn the skill as well, may not have as much confidence actually using the skill in real life and may not perceive that peers support norms consistent with the skills. |