

all ~~A~~ You!

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

Adaptation Guidelines

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Adaptation Guidelines

The core components for *All4You!* specify the important components and qualities of *All4You!* that must be implemented to ensure that it is effective. These guidelines specify possible adaptations that people might like to make during implementation and how those adaptations might impact effectiveness. They fall into three categories: “Green light” adaptations are those 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. 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.

In the table on the following pages, possible adaptations are color coded appropriately (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.

Audience and Setting

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

YELLOW 	Adaptation: Implementing All4You! 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, which may be more 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: *All4You!* can be implemented in non-school or school settings (either mainstream or alternative education) that can accommodate the scheduling requirements.

RED 	Adaptation: Implementing All4You! in a setting that cannot handle the scheduling requirements for the service component
	Rationale and Guidance: The scheduling requirements for the voluntary service component are demanding but critical. About two hours are typically needed for each service learning visit. That includes the visit itself, as well as preparation and transportation to and from it. If the period of time is shortened, then the visit itself may be too short to be effective.

Core Component: *All4You!* can be implemented in non-school or school settings (either mainstream or alternative education) that can accommodate the scheduling requirements.

RED 	Adaptation: Trying to implement All4You! 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: All 14 sessions (26 hours) of the program should be implemented.

GREEN 	Adaptation: Adding more service learning visits
	Rationale and Guidance: Some of the service learning programs that have been found to be effective have included more than 5 visits. Additional visits have the potential for increasing the effectiveness of this component, provided that the service site continues to offer engaging volunteer activities for students, that students continue to participate, and that students are engaged during the service in activities that allow them to develop positive relationships with staff and/or clients.

Core Component: Each classroom session requires approximately 70–90 minutes.

GREEN 	Adaptation: Lengthening each skill-based class beyond 90 minutes without cutting the number of classes
	Rationale and Guidance: Lengthening classes can allow more time for review of previous lessons, discussion, questions, roleplay practice, personalization of activities and other activities. This adaptation may increase effectiveness.

Core Component: Each classroom session requires approximately 70–90 minutes.

YELLOW 	Adaptation: Splitting the skill lessons over two 45-minute class periods
	Rationale and Guidance: This has to be done with careful planning so that there are appropriate reviews and transitions and adequate time for each activity.

Core Component: Ideally, classes should be taught 2–3 times per week for a period of 5–7 weeks.

YELLOW 	Adaptation: Teaching the program only 1 day per week or 4 or 5 days per week instead of 2–3 times per week
	Rationale and Guidance: If classes are taught 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.

Implementation Schedule & Overall Structure *continued*

Core Component: All classes should be taught in sequence.

YELLOW 	Adaptation: Changing the sequences of classes
	Rationale and Guidance: The classes and activities presented in <i>All4You!</i> 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 youth.

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 STD handshake activity, group discussions or roleplay activities). If there are too many students (i.e., more than 20), it may be difficult to manage some participatory activities (e.g., roleplaying) or the service learning visits. Larger groups also may impact the level of engagement.

Core Component: Both components (the 9-session skills-based sex and HIV/STD education component and the 5-session service learning component) should be implemented.

RED 	Adaptation: Implementing only the skills-based sex and HIV/STD education component
	Rationale and Guidance: The evaluation of <i>All4You!</i> measured the impact of both components combined. <i>All4You2!</i> provides an evidence-based option without the service learning visits.

Core Component: Both components (the 9-session skills-based sex and HIV/STD education component and the 5-session service learning component) should be implemented.

RED 	Adaptation: Implementing only the service learning component
	Rationale and Guidance: The evaluation measured the impact of both components combined, and it is not known whether the service learning component alone is effective.

Implementation Schedule & Overall Structure *continued*

Core Component: Both components (the 9-session skills-based sex and HIV/STD education component and the 5-session service learning component) should be implemented.

 RED	Adaptation: Going on field trips (e.g., to cultural museums) instead of completing the service learning visits as designed
	Rationale and Guidance: Field trips are very different from service learning. While they may have positive effects, studies have not yet demonstrated that field trips can reduce teen pregnancy, whereas there is evidence that well-implemented service learning programs can do so.

Core Component: Both components (the 9-session skills-based sex and HIV/STD education component and the 5-session service learning component) should be implemented.

 RED	Adaptation: Having participants do individual service learning instead of group service learning
	Rationale and Guidance: Individual voluntary service may be quite different from group voluntary service, and individual voluntary service was not evaluated in the study. Furthermore, some of the group preparatory and reflection activities in the curriculum may not be appropriate for individual service.

Core Component: All 14 sessions (26 hours) of the program should be implemented.

 RED	Adaptation: Implementing fewer than all 14 sessions
	Rationale and Guidance: <i>All4You!</i> is structured in 14 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: Each classroom session requires approximately 70–90 minutes.

 RED	Adaptation: Implementing each session in less than 70–90 minutes
	Rationale and Guidance: If sessions last much less than 70 minutes, activities will have to be either dropped or inadequately implemented. For example, there might not be adequate time for discussion and reflection.

Implementation Schedule & Overall Structure *continued*

Core Component: The classes should be taught so that most youth attend most classes.

 RED	Adaptation: Implementing the program in any setting or manner so that many participants do not attend consistently
	Rationale and Guidance: If <i>All4You!</i> is implemented so that many participants 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.

Core Component: Each service learning visit requires at least 140 minutes (including preparation and transportation time).

 RED	Adaptation: Trying to implement the service learning visits in less than 140 minutes
	Rationale and Guidance: Given the time required for preparation and transportation, if the period of time is less than 140 minutes, there will be too little time for the visit itself.

Program Leaders

Core Component: Educators/teachers for the *All4You!* curriculum should have good rapport with participants and be trained. They should be familiar with the *All4You!* content, comfortable discussing the material, experienced in teaching skills-based programs and, ideally, experienced implementing service learning.

 GREEN	Adaptation: Implementing <i>All4You!</i> 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, <i>All4You!</i> is written for young people of all races/ethnicities and genders, including mixed classrooms, and neither the race/ethnicity nor gender needs 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.

Program Leaders *continued*

Core Component: Educators/teachers for the *All4You!* curriculum should have good rapport with participants and be trained. They should be familiar with the *All4You!* content, comfortable discussing the material, experienced in teaching skills-based programs and, ideally, experienced implementing service learning.

GREEN 	Adaptation: Having specially trained outside educators teach the curriculum instead of regular classroom teachers
	Rationale and Guidance: When <i>All4You!</i> was evaluated, it was taught by trained outside educators. However, if teachers are well trained, can relate to youth, be comfortable talking about sexual topics and have the other qualities needed, then they should be able to implement <i>All4You!</i> without loss of effectiveness.

Core Component: Educators/teachers for the *All4You!* curriculum should have good rapport with participants and be trained. They should be familiar with the *All4You!* content, comfortable discussing the material, experienced in teaching skills-based programs and, ideally, experienced implementing service learning.

YELLOW 	Adaptation: Implementing <i>All4You!</i> with educators who do not have all these qualities
	Rationale and Guidance: The <i>All4You!</i> 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 or implementing service learning programs but have good rapport with youth, are very capable and are well trained.

Core Component: 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: Peer leaders facilitate specified activities in the curriculum.

RED 	Adaptation: Replacing the adult facilitator with peer facilitators
	Rationale and Guidance: <i>All4You!</i> was not designed to be taught only by peer educators, and its evaluation involved adult educators as the primary educators.

Program Leaders *continued*

Core Component: The classroom teacher or another school official attends all service visits with the *All4You!* facilitator/teacher.

RED 	Adaptation: Implementing the service visits without a classroom teacher or other school official
	Rationale and Guidance: For liability reasons, school teachers or other school officials must accompany students to the service visit.

Preparation

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 and the off-site service visits; 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. In addition, <i>All4You!</i> requires taking youth off-site for the service learning visits; this cannot be done without appropriate approvals from the school and parents.

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 and the service visits; 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. In addition, <i>All4You!</i> requires taking youth off-site for the service learning visits; this cannot be done without appropriate approvals from the school and parents.

Core Component: Obtain parental consent for both the lessons and the service learning visits.

RED 	Adaptation: Implementing <i>All4You!</i> without obtaining appropriate approval from parents
	Rationale and Guidance: Sexuality education is a controversial topic and participants will be taken offsite. Thus, it is important to fully inform the parents and obtain their approval for both components of <i>All4You!</i>

Preparation for Curriculum Component

Core Component: Locate and orient outside speakers living with HIV per the guidelines in the curriculum.

YELLOW 	Adaptation: Replacing outside speakers with videos
	Rationale and Guidance: HIV positive speakers can have a powerful influence on students and can address students' questions. However, if it is not possible to include HIV-positive speakers, then carefully chosen videos showing the impact of HIV on people's lives can be substituted. Ideally, the people in the video will be young adults to whom the participants can relate.

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 <i>All4You!</i> 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 that they are nominating youth whom 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
	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.

Preparation for Service Learning Component

Core Component: Identify service sites that have experience hosting youth volunteers, and provide opportunities for youth to engage with people and to get immediate reinforcement for their involvement.

RED 	Adaptation: Failing to identify sites with these qualities
	Rationale and Guidance: The effectiveness of the service learning component depends on the quality of the experience. This is affected by the nature of the service site, the interaction that takes place there and the reinforcement that the participants receive. If these experiences are not positive, then this component may not be effective.

Core Component: Establish an agreement with the volunteer site, specifying the needs and requirements of the activities.

RED 	Adaptation: Failing to establish an agreement with the volunteer site
	Rationale and Guidance: A clear agreement specifying all the needs and requirements of the activities is essential to minimizing unexpected events and ensuring that mutual expectations are met.

Core Component: Arrange transportation to and from the volunteer site.

RED 	Adaptation: Failing to arrange transportation when such transportation is needed
	Rationale and Guidance: If needed transportation is not arranged, service visits have to be cancelled, thereby reducing students' exposure to the service learning lessons.

Core Content Adaptations Pertaining to Both Components

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

GREEN		Adaptation: Changing the title
		Rationale and Guidance: The name <i>All4You!</i> 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.

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

GREEN		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.

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

YELLOW		Adaptation: Adding other health goals that contradict, compete with or dilute the program's focus
		Rationale and Guidance: If learners 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. <i>All4You!</i> 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 Content Adaptations Pertaining to Both Components *continued*

Core Component: Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, service learning, 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 <i>All4You!</i> 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, service learning, 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. 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 Content Adaptations Pertaining to Curriculum Component

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

GREEN



Adaptation: **Updating any statistics or facts**

Rationale and Guidance: Updating statistics and facts about youth sexual behavior, the risk of pregnancy and STDs, 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.

Core Component: Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, service learning, 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 *All4You!*

Core Component: Cover the topics specified in the core components that include the following: functional knowledge, attitudes and beliefs, norms, skills, service learning, 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 Content Adaptations Pertaining to Curriculum Component *continued*

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

GREEN 	Adaptation: Adding reproductive health lessons before the program starts
	Rationale and Guidance: The program is designed to be implemented with learners who have had some basic instruction in reproductive anatomy, physiology and puberty. If learners have not had this instruction, they may benefit from being given this foundation before talking about sexual intercourse, preventing HIV and condom use. 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 and should be taught before the program lessons.

Core Pedagogical Adaptations Pertaining to Both Components

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.

YELLOW 	Adaptation: Tailoring instructional methods
	Rationale and Guidance: Current <i>All4You!</i> 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 knowledgeably and carefully. For example, adding more visual materials is typically acceptable. As noted above, tailoring the language used in roleplays is also acceptable.

Core Pedagogical Adaptations Pertaining to Both Components *continued*

Core Component: Use small gifts (e.g., pencils, pens, dog tags) 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 conversation starters with their peers. Eliminating this reinforcement could impact effectiveness.

Core Component: Provide certificates to acknowledge students' completion of the program.

YELLOW 	Adaptation: Excluding certificates
	Rationale and Guidance: The participants devote a considerable amount of time helping others and participating in a special program. Acknowledging this effort is important.

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 <i>All4You!</i> 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 <i>All4You!</i> 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 Pedagogical Adaptations Pertaining to Both Components *continued*

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 learners 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. <i>All4You!</i> 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 Pedagogical Adaptations Pertaining to Both Components *continued*

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

	Adaptation: Replacing interactive activities with lectures or other noninteractive 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 noninteractive activities.

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

	Adaptation: Failing to use visual materials
	Rationale and Guidance: Many students learn best visually. Failing to use visual materials can reduce the effectiveness of <i>All4You!</i>

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

	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 Pedagogical Adaptations Pertaining to Curriculum Component

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

	Adaptation: Customizing roleplays
	Rationale and Guidance: <i>All4You!</i> 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 Pedagogical Adaptations Pertaining to Curriculum Component *continued*

Core Component: Use music 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 to enhance 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 or fact sheets 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 <i>the same</i> information.

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. 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.

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 <i>All4You!</i> —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: 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 Pedagogical Adaptations Pertaining to Curriculum Component *continued*

Core Component: State messages about important values and sexual behaviors clearly and emphasize repeatedly. The key message is that the only responsible alternatives for teenagers are to abstain from sexual activity or to use condoms or other forms of contraception.

RED 	Adaptation: Failing to emphasize a clear message about behavior
	Rationale and Guidance: Emphasizing a clear message about which behaviors are unsafe, safer and safest is one of the most important characteristics of effective programs. Therefore, it is very important to emphasize the message of <i>All4You!</i> , namely that people should avoid unprotected sex either by not having sex or by using condoms and other forms of contraception.

Core Pedagogical Adaptations Pertaining to Service Learning Component

Core Component: Conduct brief reflection activities immediately following the service learning visits and longer sessions at the outset of the following lesson (as structured in the curriculum).

GREEN 	Adaptation: Adding more debriefing or processing questions or activities
	Rationale and Guidance: Adding more debriefing or processing questions may increase effectiveness, provided learners do not become bored and doing so does not detract from the remainder of the lesson and does not require extensive written work.

Core Component: Conduct brief reflection activities immediately following the service learning visits and longer sessions at the outset of the following lesson (as structured in the curriculum).

RED 	Adaptation: Not conducting reflection activities immediately following the service
	Rationale and Guidance: <i>All4You!</i> includes both immediate reflection and a longer reflection that occurs in the lesson following each service visit. Both are essential to the success of the service learning component. The immediate reflection captures students' instant reactions and provides insights regarding the experience that can assist the educator in the subsequent reflection activities.

Core Pedagogical Adaptations Pertaining to Service Learning Component *continued*

Core Component: Conduct brief reflection activities immediately following the service learning visits and longer sessions at the outset of the following lesson (as structured in the curriculum).

 RED	Adaptation: Not conducting longer reflection activities at the outset of the following lesson
	Rationale and Guidance: <i>All4You!</i> includes both immediate reflection and a longer reflection that occurs in the lesson following each service visit. Both are essential to the success of the service learning component. The longer reflection activities provide the opportunity to explore more in depth the implications and lessons to be learned from the service experience.

Core Component: Prepare students for their service learning by informing students about what to expect when they arrive and how they will be contributing at the site.

 RED	Adaptation: Failing to give students adequate information about what to expect from the service learning experience
	Rationale and Guidance: Participants may have little or no experience with this type of voluntary service and thus may not know what to expect. Therefore, it is very important to inform them about what to expect so that they are more comfortable and act appropriately.

Core Component: Have adult chaperones monitor student engagement at the service sites, praising and prompting students' involvement.

 RED	Adaptation: Implementing the service learning visits without adult chaperones who encourage student involvement and provide praise
	Rationale and Guidance: The service learning visits may provide very new experiences for the participants. Some youth may be unsure of how to become involved or whether they are being helpful. Thus, having adults who prompt them and praise them can increase their interaction and make the service more meaningful for them.