

BART =

Becoming a Responsible Teen

Adaptation Guidelines

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Adaptation Guidelines

Whereas the core components for *Becoming a Responsible Teen (BART)* specify the important components and qualities of *BART* that must be implemented to insure 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 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 appropriately (green, yellow and red) with an accompanying explanation 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 to support ethnic pride within a group with a shared identity.

GREEN 	Adaptation: Implement <i>BART</i> with groups of Latino youth, or groups of youth with other shared identities
	Rationale and Guidance: <i>BART</i> was designed to build on the resilience youth can gain from shared identities with other youth. With minor adaptations to cultural references throughout the curriculum, <i>BART</i> can be used with Latino or other ethnic/racial groups. Additionally, the program can also be appropriate for multi-ethnic groups with other shared identities (e.g., regional affiliation, shared experiences) with corresponding minor adaptations.

Core Component: *BART* is designed to be implemented in non-school or after-school settings.

YELLOW 	Adaptation: Shifting from a non-school or after-school format to a school classroom format
	Rationale and Guidance: <i>BART</i> was evaluated in non-school settings, but it has also been implemented in school settings. It will probably be effective in school settings if the instruction resembles the instruction in non-school settings. For example, it needs to be implemented by two facilitators who know the community, its norms and health risks faced by young people, who can tailor the curriculum for the youth being served and who are trusted by the community and the participants.

Core Component: The curriculum is designed for participants who are the appropriate age (i.e., 14–18).

YELLOW 	Adaptation: Implementing <i>BART</i> with students who are not yet 14 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. It will not increase sexual risk behavior by being implemented with learners who are either too young or too old. However, if the learners are too young, it may not delay their initiation of sex, because they would not be having sex anyway. If the learners are too old, they are likely to already be sexually experienced and the activities encouraging them to delay sex or not have sex may be less effective with them.

Implementation Schedule & Overall Structure

Core Component: Sessions should last 90 to 120 minutes.

GREEN	Adaptation: Lengthening each session to more than 120 minutes without cutting the number of sessions
	Rationale and Guidance: Lengthening sessions can allow more time for review of previous lessons, discussion, questions, roleplay practice, personalization activities and other activities. However, 120 minutes should provide sufficient time.

Core Component: Ideally, sessions should be taught 1 time per week for 8 weeks.

YELLOW	Adaptation: Teaching the program less often than once per week or 2 or more times per week instead of once a week
	Rationale and Guidance: If sessions are taught less often than once per week, learners may forget material from the previous class. If sessions are taught 2 or more times per week, then there may not be adequate time for reflection between sessions.

Core Component: All sessions should be taught in sequence.

YELLOW	Adaptation: Changing the sequences of sessions
	Rationale and Guidance: The sessions and activities presented in <i>BART</i> are presented in a particular order and are designed sequentially, with each class building upon the previous one. A curriculum or learning theory specialist might be able to advise about appropriate ways to move sessions or activities, if necessary.

Core Component: Each *BART* implementation group should include 5–15 youth participants.

YELLOW	Adaptation: Implementing the program with fewer than 5 participants or more than 15 learners
	Rationale and Guidance: If there are fewer than 5 participants in the class at a time, then some of the activities may not be effective. If there are too many students (e.g., more than 15), it may be very difficult to control the learners' behavior during some participatory activities (e.g., roleplaying) or to give them as much individual attention.

Implementation Schedule & Overall Structure *continued*

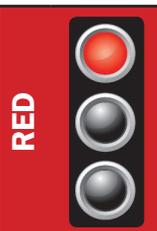
Core Component: All 8 sessions should be taught.

	Adaptation: Teaching fewer than the 8 sessions and the activities within them
	Rationale and Guidance: <i>BART</i> is structured in 8 sessions. Research studies of other curricula demonstrate that deleting activities or sessions 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 sessions would dilute the program's ability to address one or more of these factors, and, therefore, reduce its overall effectiveness.

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

	Adaptation: Implementing the program in any setting or manner so that many participants do not attend consistently
	Rationale and Guidance: If <i>BART</i> is implemented so that many participants do not attend most sessions consistently, then they will miss important activities, understandings and skills that are needed for subsequent sessions. Thus, the program will be less effective.

Core Component: Sessions should last 90 to 120 minutes.

	Adaptation: Shortening each class to less than 90 minutes
	Rationale and Guidance: <i>BART</i> was designed for 90-minute or longer sessions. If sessions are shortened, then either activities must be cut or time for discussion, reflection, personalization, review, etc. must be shortened. Any of these changes can reduce effectiveness.

Program Leaders

Core Component: Two co-leaders, one male and one female, who reflect the composition of the group, should facilitate the classes.

YELLOW 	Adaptation: Using two educators of the same gender
	Rationale and Guidance: It is preferable to have both a man and a woman demonstrate roleplays and take the lead in presenting materials and leading discussions.

Core Component: Two co-leaders, one male and one female, who reflect the composition of the group, should facilitate the classes.

YELLOW 	Adaptation: Using only one educator
	Rationale and Guidance: It is definitely preferable to have two people, especially a man and a woman, demonstrate roleplays and take the lead in presenting materials and leading discussions. However, the program can be implemented with only one educator.

Core Component: The educators should have credibility with youth.

YELLOW 	Adaptation: Using peers to help implement the curriculum
	Rationale and Guidance: Using peers to help implement activities can improve effectiveness, if they are properly selected and trained appropriately and if they are chosen to help with appropriate activities (e.g., modeling a roleplay).

Core Component: Two co-leaders, one male and one female, who reflect the composition of the group, should facilitate the classes.

RED 	Adaptation: Implementing <i>BART</i> with educators who do not reflect the ethnic/racial make-up of the youth
	Rationale and Guidance: Although <i>BART</i> was designed for African-American youth, its themes of building ethnic/racial connection and pride allow it to be applicable to other ethnic/racial groups. It is imperative that the co-leaders represent the ethnic/racial make-up of the youth.

Core Component: The educators should be trained to implement the curriculum and should be sufficiently experienced implementing it in order to teach the content, facilitate the interactive activities 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>BART</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: The educators should have credibility with youth.

RED 	Adaptation: Implementing <i>BART</i> with educators who do not relate well to youth or lack credibility in the eyes of youth
	Rationale and Guidance: Especially when programs are implemented with youth who attend voluntarily, it is critical that the educators be able to relate well with youth and have credibility.

Core Component: The educators should have credibility with youth.

RED 	Adaptation: Replacing the adult facilitator with peer facilitators
	Rationale and Guidance: <i>BART</i> was not designed to be taught by peer educators and all of its evaluations have involved adult educators.

Preparation

Core Component: A private meeting space should be secured for implementing *BART* and the leaders should be present at all times.

RED



Adaptation: **Implementing the program in a public meeting space where other people enter and leave**

Rationale and Guidance: If the meeting space is not private, activities may be disrupted, participants may be less attentive and participants may be less comfortable sharing information or participating in roleplays and other participatory activities.

Core Component: Appropriate approval should be obtained from the host organization.

RED



Adaptation: **Not informing the host organization about the contents of the curriculum and 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 that organization. Not doing so may cause the program to be terminated.

Core Component: The educators should review preparation needs and obtain needed materials (e.g., videos, data, etc.).

RED



Adaptation: **Implementing the curriculum without reviewing and obtaining needed materials**

Rationale and Guidance: If needed materials are not obtained or prepared, then some activities cannot be implemented. For example, videos are used and need to be obtained and reviewed before the class.

Core Component: Steps necessary to successfully recruit youth must be implemented. The facilitators should promote attendance by increasing awareness of the program, communicating to youth that they are happy to see them, making reminder phone calls, providing teasers at the end of each session and/or completing other activities that will encourage youth to attend.

RED 	Adaptation: Not taking necessary steps to recruit and retain participants
	Rationale and Guidance: If sufficient steps are not taken to recruit and retain participants, then the program cannot be effective with them.

Core Component: Parents should be informed about the program and provide consent and support for their teens' participation in the program.

RED 	Adaptation: Implementing <i>BART</i> without obtaining appropriate approval from parents
	Rationale and Guidance: Because HIV education can be a controversial and sensitive topic, parents should be notified that their teens are receiving HIV education.

Core Content Areas

Core Component: All the activities in the 8 sessions should be implemented.

GREEN



Adaptation: **Changing the title**

Rationale and Guidance: If the name *Becoming a Responsible Teen* could be replaced (or combined) with another name that resonates better with the youth being served, that adaptation is acceptable.

Core Component: All the activities in the 8 sessions should be implemented.

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 carefully. You can make other minor adaptations in order to help your learners to relate to the content, provided you do not change the basic ideas and skills in the activities.

Core Component: All the activities in the 8 sessions should be implemented.

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 things is encouraged both to keep information up-to-date and to increase its accuracy.

Core Component: All the activities in the 8 sessions should be implemented.

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 *BART*.

Core Component: All the activities in the 8 sessions should be implemented.

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 Component: All the activities in the 8 sessions should be implemented.

YELLOW 	Adaptation: Adding videos to augment lessons
	Rationale and Guidance: Adding 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: All the activities in the 8 sessions should be implemented.

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.

Core Content Areas *continued*

Core Component: All the activities in the 8 sessions should be implemented.

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>BART</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: All the activities in the 8 sessions should be implemented.

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 <i>BART</i> and other curricula demonstrate that deleting activities or content areas can reduce their effectiveness. This is especially true of topics such as condoms. As demonstrated by the logic model, every activity is designed to affect an important risk and protective factor that in turns 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 Teaching Strategies (Pedagogy)

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN 	Adaptation: Adding more debriefing or processing questions
	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 other activities.

Core Teaching Strategies (Pedagogy) *continued*

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

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: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

GREEN	Adaptation: Customizing roleplays
	Rationale and Guidance: <i>BART</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.

Core Component: Facilitators address multiple learning styles and use different experiential activities, including videos, worksheets, roleplays and skill practice.

YELLOW	Adaptation: Tailoring instructional methods
	Rationale and Guidance: Current <i>BART</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 slightly changed to address the particular needs of the learners if done very carefully. Tailoring the language used in roleplays is also acceptable.

Core Teaching Strategies (Pedagogy) *continued*

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

YELLOW 	Adaptation:	Replacing the condom demonstration with a mini-lecture on how to use condoms
	Rationale and Guidance:	The condom demonstration is probably more effective than a mini-lecture on how to use condoms because it is more visual. However, if the condom demonstration violates school guidelines, then it can be replaced with a mini-lecture or video providing the same information.

Core Component: Create a safe and effective learning environment in the classroom by establishing group agreements and 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>BART</i> . Students need to feel reasonably safe and comfortable asking questions, completing roleplays and participating in other activities. Agreements contribute to good classroom management, to a safe environment and to learners' feelings of safety and comfort.

Core Component: Create a safe and effective learning environment in the classroom by establishing group agreements and 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>BART</i> . Without them, activities may become chaotic, students may not be as attentive and students may not participate fully or personalize important messages.

Core Teaching Strategies (Pedagogy) *continued*

Core Component: Create a safe and effective learning environment in the classroom by establishing group agreements and 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 and participating in other interactive activities. Thus, giving them appropriate praise and reinforcement is important to promote engagement in the lessons.

Core Component: All activities are taught 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. Changing the order affects flow and effectiveness.

Core Component: All activities are taught in sequence within each lesson.

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 sets them up for new learning. At the end of each class, the teacher is prompted to review key points from that lesson. This 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 Teaching Strategies (Pedagogy) *continued*

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

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>BART</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 Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

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

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

RED 	Adaptation: Failing to use visual materials
	Rationale and Guidance: Many students learn best visually. Failing to use visual materials can reduce effectiveness.

Core Teaching Strategies (Pedagogy) *continued*

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

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: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

RED 	Adaptation: Not implementing all the roleplay activities
	Rationale and Guidance: Some of the roleplays teach different skills. If the different skills are not taught, then the curriculum may be less effective.

Core Component: All activities are implemented using the interactive strategies included in the lessons, as these teaching strategies and activities were designed to influence the theory-based risk and protective factors related to sexual risk behaviors.

RED 	Adaptation: Reducing opportunities for skill practice (e.g., roleplays)
	Rationale and Guidance: Learners are more likely to adopt skills when they are clear about the components of the skill, know what the skill looks like in real life, and have had an opportunity to practice and master the skill. These steps are essential ingredients of behavior change. It is not sufficient to simply present the steps of the skill and model it for youth. <i>BART</i> teaches several important skills, including refusal skills and delaying tactics. Learners must have an opportunity to practice these skills until they can use them effectively and comfortably, and must receive positive feedback as they improve on and master each skill.

Core Component: Messages about important values and sexual behaviors are stated clearly and emphasized repeatedly. They emphasize cultural pride and responsibility. They also emphasize that abstinence is safest, but if you are sexually active, know how risky your behavior is and use condoms or engage in lower risk activities.

RED 	Adaptation: Failing to emphasize a clear message about behavior
	Rationale and Guidance: Emphasizing a clear message about which behavior is safest and how to reduce risk is one of the most important characteristics of effective programs. Therefore, it is very important to emphasize the message.

Core Component: Participating youth receive a *BART* T-shirt or other items with *BART* logo at the completion of the program.

RED 	Adaptation: Failing to provide a <i>BART</i> T-shirt or other items with a <i>BART</i> logo
	Rationale and Guidance: These items reward participants, help them feel good about their participation, remind them of what they have learned and help them spread the word to others.