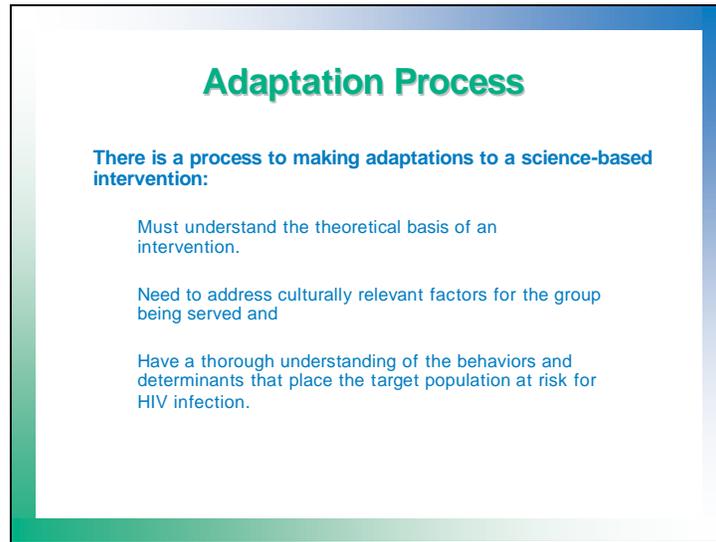


**Adaptation, Fidelity and
Reinvention**



Adaptation Process

There is a process to making adaptations to a science-based intervention:

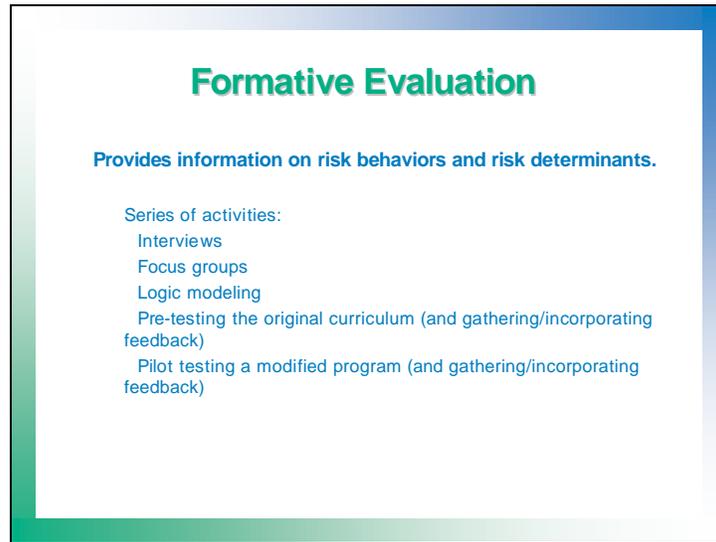
- Must understand the theoretical basis of an intervention.
- Need to address culturally relevant factors for the group being served and
- Have a thorough understanding of the behaviors and determinants that place the target population at risk for HIV infection.

There is a process to making adaptations to a science-based intervention.

Before any adaptation is made, it is important to understand the theoretical basis of an intervention. This will enable you to understand the components and make adaptations that are consistent with the goals of the intervention.

Additionally, agencies need to address culturally relevant factors for the group being served and have a thorough understanding of the behaviors and determinants that place the target population at risk for HIV infection.

This is accomplished with a formative evaluation (next slide).



Formative Evaluation

Provides information on risk behaviors and risk determinants.

Series of activities:

- Interviews
- Focus groups
- Logic modeling
- Pre-testing the original curriculum (and gathering/incorporating feedback)
- Pilot testing a modified program (and gathering/incorporating feedback)

This is accomplished with a formative evaluation.

A formative evaluation of the target population can provide your organization with the information necessary to effectively adapt Street Smart for your target population by providing information on risk behaviors and risk determinants.

A formative evaluation can be conducted through a series of activities, including interviews, focus groups with the target population, logic modeling, pre-testing the original curriculum, and pilot testing a modified program.

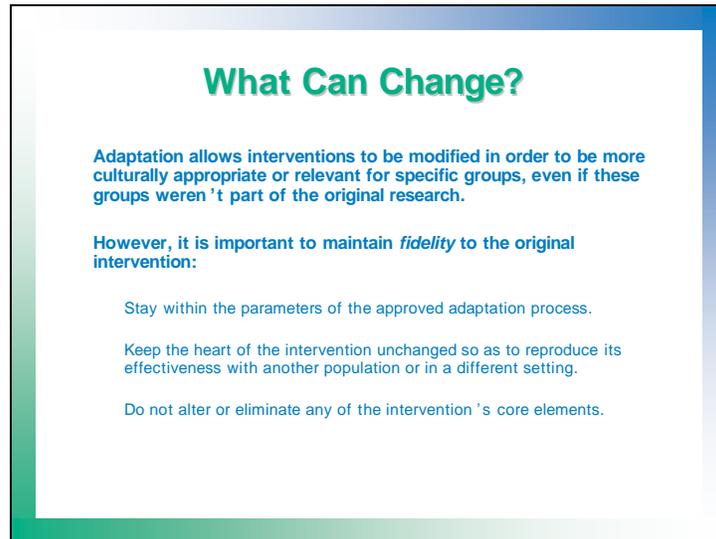
Many agencies and facilitators feel they know their target population well, and they are able to determine which of the elements of an intervention should be changed or modified to suit them. While this may or may not be true, it is of utmost importance that we make these determinations by collecting information from our population directly. Often what we think we know is strongly influenced by our own perceptions, opinions and judgments.

Components of Intervention

Two categories of components for interventions to consider when adapting an evidence-based intervention:

Core elements
&
Key characteristics

There are two categories of components for interventions to consider when adapting an evidence-based intervention:



What Can Change?

Adaptation allows interventions to be modified in order to be more culturally appropriate or relevant for specific groups, even if these groups weren't part of the original research.

However, it is important to maintain *fidelity* to the original intervention:

- Stay within the parameters of the approved adaptation process.
- Keep the heart of the intervention unchanged so as to reproduce its effectiveness with another population or in a different setting.
- Do not alter or eliminate any of the intervention's core elements.

Fidelity is the practice of staying within the parameters of the approved adaptation process. It keeps the heart of the intervention unchanged so as to reproduce its effectiveness with another population or in a different setting. To demonstrate fidelity to Street Smart, it is essential to not alter or eliminate any of the intervention's four core elements.

Core Elements

****Core elements cannot be altered or eliminated****

Street Smart has four core elements:

1. Enhancing affective and cognitive awareness, expression, and control;
2. Teaching HIV/AIDS risk hierarchy and its application to oneself;
3. Using peer support to train in recognizing triggers for personal risk;
4. Building skills in problem-solving, personal assertiveness, and HIV/AIDS risk reduction.

To reiterate, core elements are critical features of an intervention's intent and design. Because they are derived from the behavioral theory upon which the intervention is based, they are considered to be responsible for an intervention's effectiveness and cannot be altered or eliminated.

Fidelity to the Core Elements

The first core element of Street Smart is:

“enhancing affective and cognitive awareness, expression, and control.”

Group question: What are some of the Street Smart activities and/or exercises that help to fulfill this core element?

Future dreams
Self-defeating thoughts
Condom misconceptions
Pros and cons

This is achieved through addressing HIV/STI terms, future dreams, self-defeating thoughts, condom misconceptions, how drugs and alcohol affect actions, weighing pros and cons, coping styles, problem analysis, sexual values, self-talk, and goal setting.

Fidelity to the Core Elements 2

The second core element of Street Smart is:

“teaching HIV/AIDS risk hierarchy and its application to oneself.”

Group question: What are some of the activities and/or exercises that help fulfill this core element?

- Sex acts according to safety*
- Pros and cons of HIV testing*
- Correct use of condoms*

This is achieved through exercises to promote understanding of HIV/STI transmission and the relative safety of sex acts, familiarize youth with condoms and their correct use, understand the pros and cons of getting an HIV test, and provoke consideration of the consequences of behaviors and choices.

Fidelity to the Core Elements 3

The third core element of Street Smart is

“using peer support to train in recognizing triggers for personal risk”

Group question: What are some of the activities and/or exercises that help fulfill this core element?

- Thoughts and feelings that lead to unsafe acts*
- ID of circumstances that lead to unsafe acts*
- Analyzing problems*

This is achieved through exploring thoughts and feelings that lead to unsafe acts, recognizing those feelings, identifying circumstances that contribute to unsafe acts, analyzing problems, encouraging participants to give feedback on role-plays, and by expressing appreciation through the use of tokens.

Fidelity to the Core Elements 4

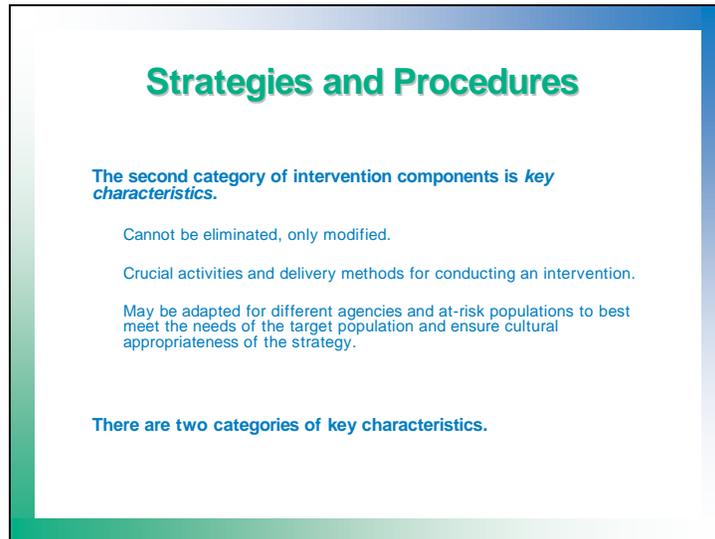
The last core element of Street Smart is

“building skills in problem solving, personal assertiveness, and HIV/AIDS harm reduction.”

Group question: What are some of the activities and/or exercises that help fulfill this core element?

Getting back in control again
Relaxation techniques
I statements

Youth are encouraged to set their own sexual limits, practice putting condoms on penile and vaginal models, participate in role-plays on the effects of drugs and alcohol, practice problem-solving steps, learn how to get back in control, try relaxation techniques, assess a partner’s risk, use “I” statements in assertive communication, switch negative thoughts to positive ones, and deal with rationalizations and slip-ups.



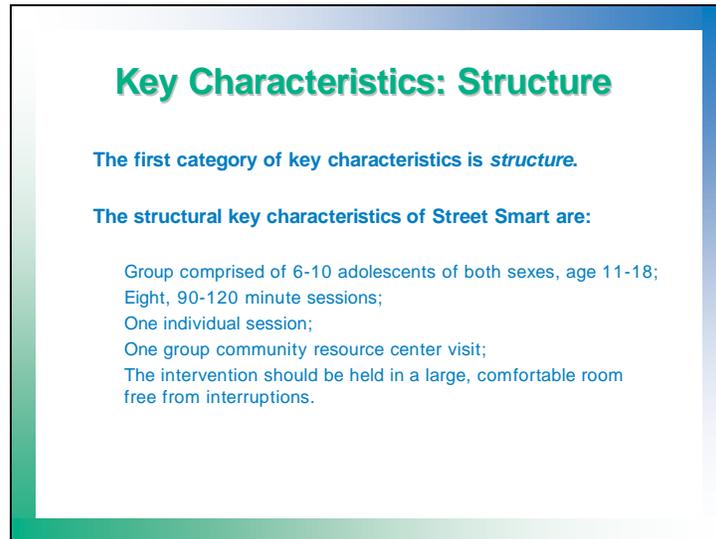
Strategies and Procedures

The second category of intervention components is *key characteristics*.

- Cannot be eliminated, only modified.
- Crucial activities and delivery methods for conducting an intervention.
- May be adapted for different agencies and at-risk populations to best meet the needs of the target population and ensure cultural appropriateness of the strategy.

There are two categories of key characteristics.

We know that the core elements of an intervention cannot be changed, but the key characteristics can be modified to best suit the needs of the implementing agency and the target population, but cannot be dropped altogether.



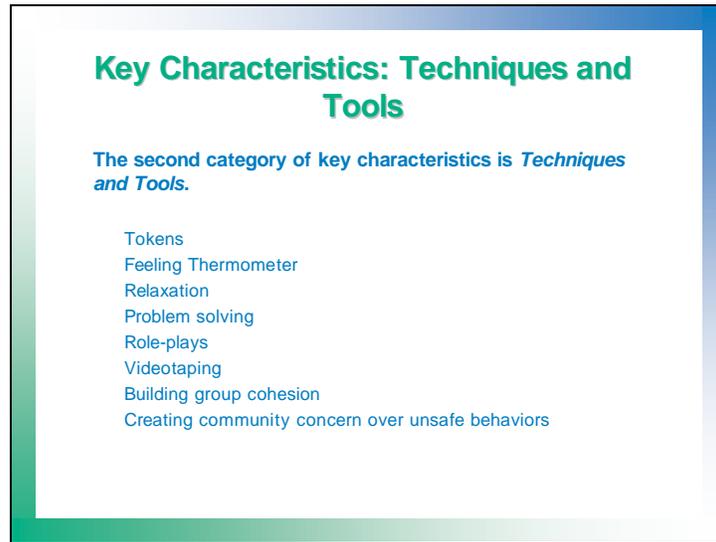
Key Characteristics: Structure

The first category of key characteristics is *structure*.

The structural key characteristics of Street Smart are:

- Group comprised of 6-10 adolescents of both sexes, age 11-18;
- Eight, 90-120 minute sessions;
- One individual session;
- One group community resource center visit;
- The intervention should be held in a large, comfortable room free from interruptions.

Some agencies may want to modify the way in which the intervention sessions are organized or delivered. For example, some agencies have asked if they can deliver all group level sessions over the course of a weekend in a retreat format. In cases such as these, it's important to work with your CBA provider to obtain guidance on how to pilot such and effort or to make major changes to the structure. Some structural changes are less intensive, such as an all male Street Smart cycle (e.g. young men who have sex with men). It is nonetheless still important that agencies work with their CBA provider or funder to make these modifications.

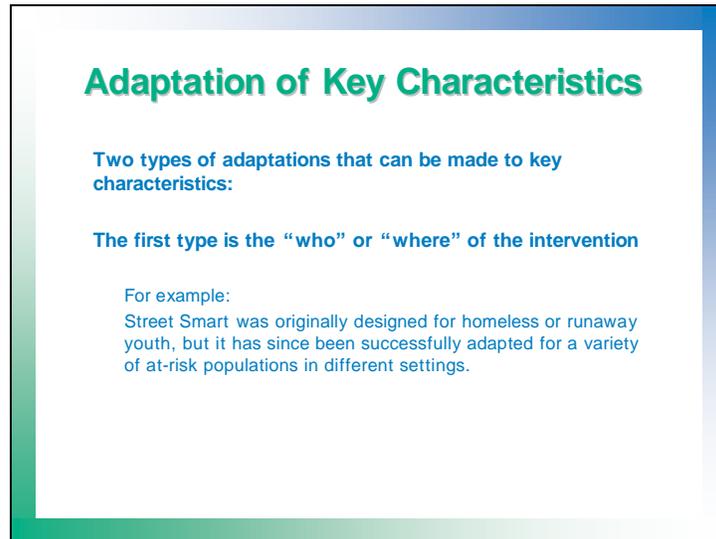


Key Characteristics: Techniques and Tools

The second category of key characteristics is *Techniques and Tools*.

- Tokens
- Feeling Thermometer
- Relaxation
- Problem solving
- Role-plays
- Videotaping
- Building group cohesion
- Creating community concern over unsafe behaviors

Adaptations to the key characteristics are very common, and in many cases can be done easily and seamlessly. Calling tokens by another name, such as “props” or “love” for example, or calling the Feeling Thermometer and “Emotionometer.” Changing names in role plays and problem solving scenarios to make them more culturally relevant is also common and encouraged. While adaptation of the Key Characteristics is important and useful, they cannot be abandoned altogether. So while you might change the setting of a relaxation exercise, you cannot decide that the relaxations aren’t useful to your group and therefore stop conducting them.



Adaptation of Key Characteristics

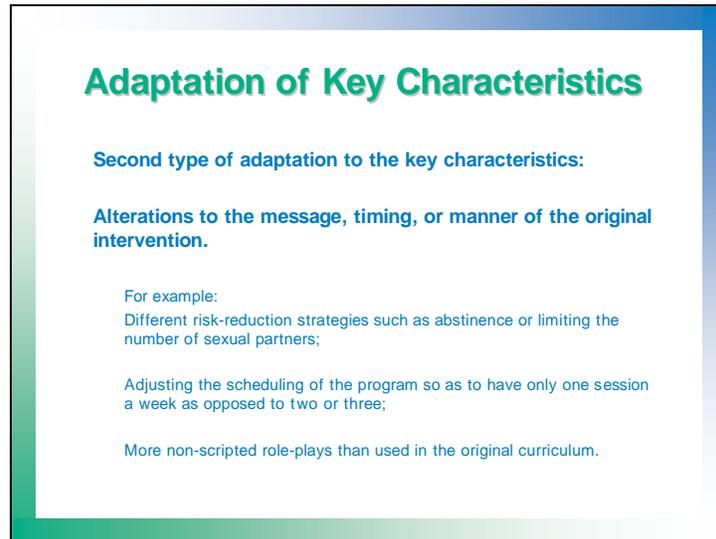
Two types of adaptations that can be made to key characteristics:

The first type is the “who” or “where” of the intervention

For example:
Street Smart was originally designed for homeless or runaway youth, but it has since been successfully adapted for a variety of at-risk populations in different settings.

There are two types of adaptations that can be made to key characteristics. The first type is modifying the “who” or “where” of the intervention by delivering the intervention to a different population or in a different setting than the one for which efficacy was originally demonstrated.

For example, Street Smart was originally designed for homeless or runaway youth, but it has since been successfully adapted for a variety of at-risk populations in different settings.



Adaptation of Key Characteristics

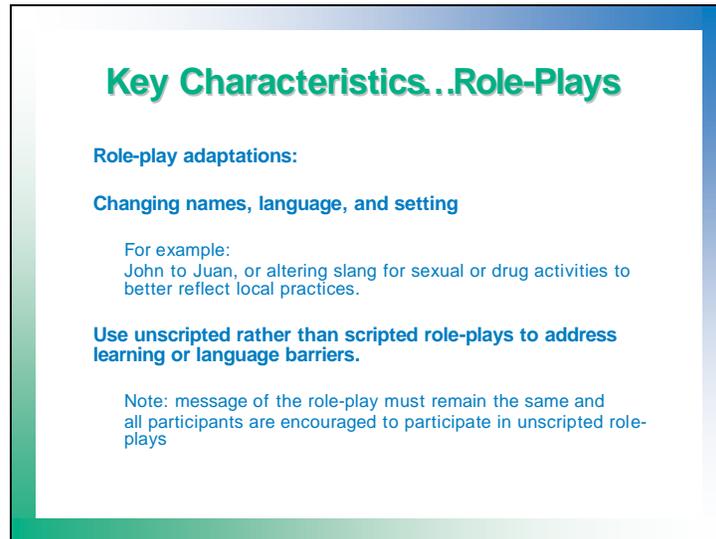
Second type of adaptation to the key characteristics:

Alterations to the message, timing, or manner of the original intervention.

For example:

- Different risk-reduction strategies such as abstinence or limiting the number of sexual partners;
- Adjusting the scheduling of the program so as to have only one session a week as opposed to two or three;
- More non-scripted role-plays than used in the original curriculum.

The second type of adaptation to the key characteristics involves making alterations to the message, timing, or manner of the original intervention. This may mean emphasizing different risk-reduction strategies such as abstinence or limiting the number of sexual partners; adjusting the scheduling of the program so as to have only one session a week as opposed to two or three; or including more non-scripted role-plays than used in the original curriculum.



Key Characteristics..Role-Plays

Role-play adaptations:

Changing names, language, and setting

For example:
John to Juan, or altering slang for sexual or drug activities to better reflect local practices.

Use unscripted rather than scripted role-plays to address learning or language barriers.

Note: message of the role-play must remain the same and all participants are encouraged to participate in unscripted role-plays

Role-play alterations, such as changing names, language, and setting so as to ensure the role-plays are culturally relevant for your target population. Examples of acceptable changes include changing references from John to Juan, or altering slang for sexual or drug activities to better reflect local practices.

Another role-play adaptation that organizations may choose to make is to use unscripted rather than scripted role-plays to address learning or language barriers. If this is the case, be sure that the message of the role-play stays the same and that all participants are encouraged to participate in unscripted role-plays, not just those with reading or language difficulties.

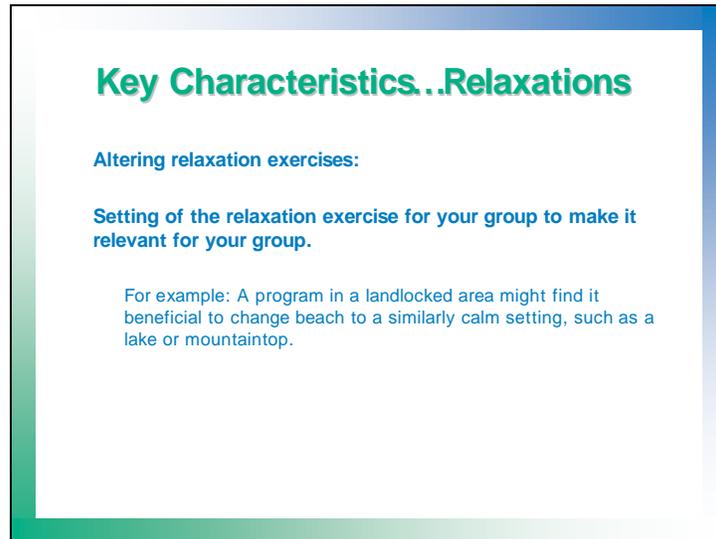
Key Characteristics..Problem Solving

Problem-solving adaptations:

(Similar to those for role-plays)

- Changes in names
- Language
- Drug references
- Setting

The adaptations for these exercises are similar to those for role-plays, including changes in names, language, drug references, and setting so as to ensure cultural relevance for your target population.



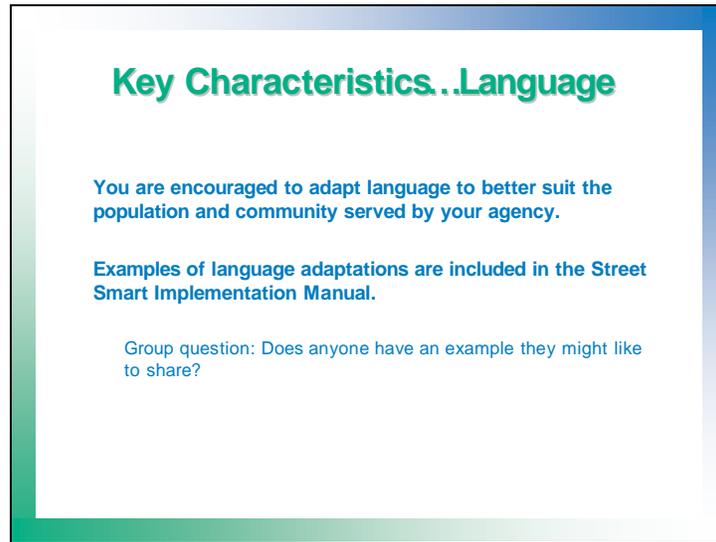
Key Characteristics...Relaxations

Altering relaxation exercises:

Setting of the relaxation exercise for your group to make it relevant for your group.

For example: A program in a landlocked area might find it beneficial to change beach to a similarly calm setting, such as a lake or mountaintop.

Another type of adaptation is altering relaxation exercises. In particular, you may find it helpful to alter the setting of the relaxation exercise for your group to make it relevant for your group. For example, a program in the Midwest or other landlocked area might find it beneficial to change the visualization of a beach relaxation to a similarly calm setting, such as a lake or even a mountaintop.



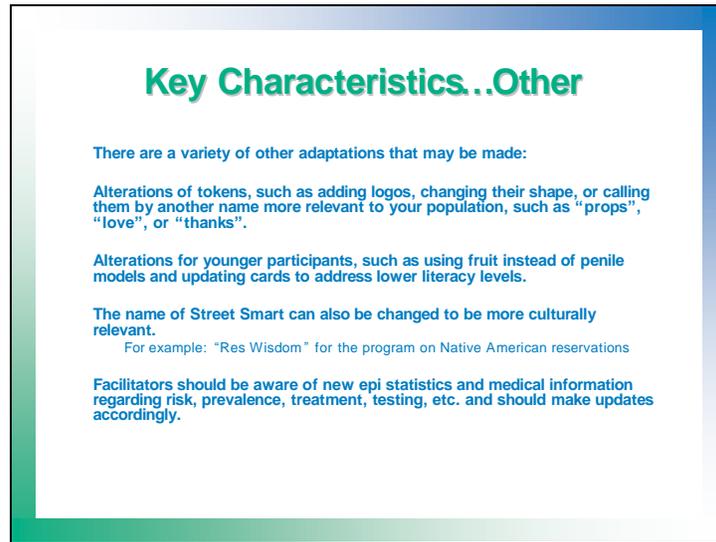
Key Characteristics..Language

You are encouraged to adapt language to better suit the population and community served by your agency.

Examples of language adaptations are included in the Street Smart Implementation Manual.

Group question: Does anyone have an example they might like to share?

As discussed with respect to role-plays and problem-solving exercises, you are encouraged to adapt language to better suit the population and community served by your agency. Examples of language adaptations are changes to lingo and slang such as changing “let’s have sex” to “let’s hook up.” More examples are also included in your Implementation Manual.



Key Characteristics..Other

There are a variety of other adaptations that may be made:

- Alterations of tokens, such as adding logos, changing their shape, or calling them by another name more relevant to your population, such as “props”, “love”, or “thanks”.
- Alterations for younger participants, such as using fruit instead of penile models and updating cards to address lower literacy levels.
- The name of Street Smart can also be changed to be more culturally relevant.
For example: “Res Wisdom” for the program on Native American reservations
- Facilitators should be aware of new epi statistics and medical information regarding risk, prevalence, treatment, testing, etc. and should make updates accordingly.

There are a variety of other adaptations that your organization may choose to undertake. Examples include alterations of tokens, such as adding logos, changing their shape, or calling them by another name more relevant to your population, such as “props”, “love”, or “thanks”.

Alterations may also be made to better suit younger participants, such as using fruit instead of penile models and updating cards to address lower literacy levels.

The name of Street Smart can also be changed to be more culturally relevant. An example of an effective name change is the use of “Res Wisdom” for the program on Native American reservations to both reflect the cultural emphasis upon wisdom as well as address the lack of “streets” on a reservation. Finally, facilitators should be aware of new statistics and medical information regarding HIV risk, prevalence, and treatment and should make updates accordingly.

Key Characteristics...Setting

Altering the setting of the intervention:

Originally designed to be conducted at shelters for runaways, but can be delivered in a variety of settings:

Group question: What are some examples of alternate settings?

- Drop-in shelters*
- Community-based centers that serve youth*
- Churches*

While the intervention was originally designed to be conducted at shelters for runaways, it can be delivered in a variety of settings, including drop-in shelters and community-based centers that serve youth.

Key Characteristics

Some key characteristics should only be altered after consulting with your funder or CBA provider.

Examples of such alterations include:

- Changing the group composition
- Altering the length of sessions
- Eliminating or altering same sex role-plays
- Altering worksheets and handouts
- Translating the program language (such as into Spanish from English)

Re-invention

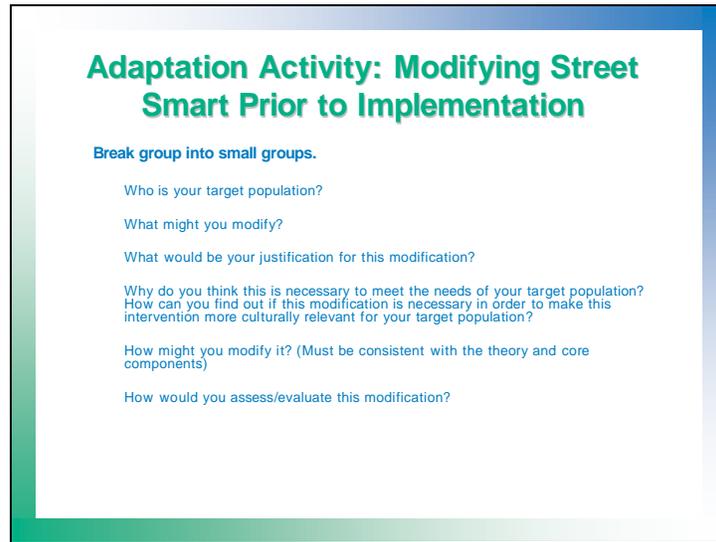
Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention.

For example: You cannot eliminate the core elements or key characteristics or make drastic changes, like dropping sessions, changing the format (“let’s do this session before that one”), or removing key characteristics altogether (“I don’t want to use tokens”).

In order to maintain fidelity to the intervention, you have to be careful not to re-invent it.

Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention.

For example, you cannot eliminate the core elements or key characteristics or make drastic changes, like dropping sessions, changing the format (“let’s do this as individual sessions”), or changing key characteristics (“I don’t want to use the tokens”).



Adaptation Activity: Modifying Street Smart Prior to Implementation

Break group into small groups.

- Who is your target population?
- What might you modify?
- What would be your justification for this modification?
- Why do you think this is necessary to meet the needs of your target population?
How can you find out if this modification is necessary in order to make this intervention more culturally relevant for your target population?
- How might you modify it? (Must be consistent with the theory and core components)
- How would you assess/evaluate this modification?

Now we are going to ask you to break into small groups; you can organize by target population or by agency affiliation (Assist participants to determine how they will break out. If there are differing target population focuses represented in the group, you may wish to organize small groups this way to generate a variety of adaptation ideas. However, if most participating agencies are working with similar or same target populations, then break groups out by agency). When you get into your groups, consider and discuss the questions here on this slide. You have 5 minutes to confer and then come back to discuss in the large group. (Refer participants to the guidance on fidelity and adaptation in the Pre-Implementation Section of the IM as necessary).

Slide 42

