



## Core Components, Fidelity, and Adaptation

Core components are the essential elements of a curriculum that should be included when implementing an evidence-based program to ensure it is effective. Core components include **implementation** (logistics), **content** (program information and activities), and **pedagogy** (teaching methods used to deliver the curriculum).

Some adaptations are included in the *Power Through Choices* curriculum. Included in this document are adaptations that may be considered when implementing *Power Through Choices*. These adaptations are characterized as Green, Yellow, or Red:

Green	the adaptation will not compromise core components and may be implemented
Yellow	the adaptation may compromise core components, proceed with caution and consult Healthy Teen Network
Red	the adaptation will compromise core components and should not be implemented
<b>Note:</b> Adaptations provided in this document are not exhaustive. For additional guidance on adaptations please consult Healthy Teen Network.	

Implementation	
Audience and Setting	
Curriculum is designed for adolescents between the ages of 13-18 who are system-involved	
Green	Substitute terms that describe the audience (e.g., foster care, out of home placement, system-involved, group home, foster parent, caseworker, and group home staff)
Yellow	Mixing younger and older adolescents in the same group Implementing with youth who are not system-involved Implementing with youth younger than 13 and older than 18
Red	
Can be implemented with any gender and in groups of all genders	
Green	
Yellow	Asking youth and/or facilitators to state their pronouns
Red	Using a gender binary system to organize, create, and assign groups Assuming gender of audience in the room
Best suited for small groups of 8-20	
Green	
Yellow	Groups smaller than 8 participants Groups larger than 20 participants Participants joining mid-way through implementation
Red	
Appropriate in a wide range of settings – spacious enough for small groups and moving around	
Green	
Yellow	Use in a school, community, or clinic setting Small, crowded spaces
Red	Spaces that are not private Spaces with high foot traffic by individuals not involved in implementation

Implementation	
Timeframe, Sessions, and Activities	
Implemented within 3-5 weeks; multiple sessions per week	
Green	
Yellow	Implement five days a week for two weeks Implementing two sessions in one day with a significant break in between
Red	Implement once a week for 10 weeks Implement retreat-style over a weekend
There are 10 Sessions, 90 minutes each	
Green	Adding teambuilding activities to Session 1 Use additional methods or activities for wrapping-up each session – as long as they are <u>review</u> activities and do not add additional learning activities or content
Yellow	Shortening sessions to less than 90 minutes Lengthening sessions to longer than 90 minutes
Red	Splitting individual sessions over multiple days
Implemented in order, with all activities included	
Green	
Yellow	Replace activities to accommodate youth's needs or facility's limitations (Possibly Red): Adding activities to sessions or character profiles to activities
Red	Implementing sessions out of sequence Omitting activities within sessions Eliminating sessions

Implementation	
Program Facilitators	
Curriculum should be implemented by a team of two facilitators	
Green	
Yellow	Implementing with one facilitator
Red	<p>Not having the same facilitators each session</p> <p>Custodial adults and system staff present, observing, or participating during implementation  <u>unless they have a line-of-sight supervision requirement</u></p> <p>Facilitator not familiar with <i>Power Through Choices</i></p>
Aptitude for working with youth and an understanding of the population of youth who are system-involved	
Green	
Yellow	A co-facilitator with limited aptitude for working with youth and an understanding of the population of system-involved youth
Red	Facilitators with limited aptitude for working with youth and an understanding of the population of system-involved youth
Training in adolescent sexual and reproductive health	
Green	
Yellow	A co-facilitator with limited training in adolescent sexual and reproductive health
Red	Facilitators with limited training in adolescent sexual and reproductive health
Set a welcoming tone that reflects respect, safety, trust, and genuineness	
Green	
Yellow	
Red	A facilitator who cannot set a welcoming tone that reflects respect, safety, trust, and genuineness

Program Facilitators (cont.)	
Provide positive and encouraging messages, and understand and be sensitive to issues of sexual abuse and other trauma which may be part of the life story of participants	
Green	
Yellow	
Red	A facilitator who cannot provide positive and encouraging messages, and understand and be sensitive to issues of sexual abuse and other trauma which may be part of the life story of participants

Implementation	
Preparation	
Understand agency and state regulations and mandates regarding the teaching of sexuality education and minor consent laws regarding sexual and reproductive health	
Green	
Yellow	Co-facilitator not familiar with regulations, mandates, and laws
Red	Facilitator not familiar with regulations, mandates, and laws
Obtain appropriate approval and consents, as necessary, prior to initiating the curriculum	
Green	
Yellow	
Red	Do not obtain appropriate approval and consents, as necessary, prior to initiating the curriculum
Custodial adults (i.e., parents, guardians, or foster parents) and/or key system staff (i.e., caseworkers, residential care staff, or probation officers) understand and support the curriculum's goals, objectives, and activities	
Green	
Yellow	
Red	Forgoing a curriculum overview with adults prior to implementation
Prepare and obtain needed materials prior to session activities	
Green	Reprint handout materials in another format (such as putting "Feeling Empowered!" handout on a wallet card)
Yellow	Adding <u>new</u> concepts, statements, character profiles, or behaviors to activity cards Not preparing sufficiently Substituting materials
Red	Not preparing at all Omitting materials

Content	
<p>Themes:</p> <ul style="list-style-type: none"> <li>• Self-empowerment</li> <li>• Impact of choices on an individual's future</li> </ul> <p><i>(Answers below apply to both themes.)</i></p>	
Green	
Yellow	Softening the themes
Red	<p>Omitting the themes</p> <p>Contradicting the themes</p> <p>Omitting the “powerful bird” logo explanation in Session 1 Discussion of the Program activity</p>
Communication styles	
Green	
Yellow	Adding/replacing statements in Session 2 Express Yourself activity that may be more reflective of participants' experience
Red	
Name and functions of human reproductive anatomy	
Green	Changing order of human reproductive anatomy presentations in Session 3 Reproductive Anatomy activity
Yellow	
Red	Omitting content about the bodies not represented in the audience in Session 3 Reproductive Anatomy activity
Process of fertilization and conception	
Green	
Yellow	
Red	Omitting content about the bodies not represented in the audience in Session 3 Fertilization, Conception and the Menstrual Cycle

Content (cont.)	
Menstrual cycle	
Green	Shortening discussion of menstrual cycle information with an audience of young men Stressing that ovulation can be unpredictable from one menstrual cycle to the next in Session 3 Fertilization, Conception and the Menstrual Cycle
Yellow	
Red	Omitting content about the bodies not represented in the audience
Various methods of contraception	
Green	
Yellow	Omitting the step of passing around the examples of each method in Session 4 Contraceptive Explanation activity
Red	Omitting methods of contraception from the discussion in Session 4 Contraceptive Explanation activity
Condom use	
Green	
Yellow	Having <u>all</u> participants practice with the internal condom (if time permits)
Red	
Common STIs, related symptoms, outcomes, and treatments	
Green	
Yellow	Updating with current statistics in the PowerPoint in Session 5 STIs: How Much Do You Know activity
Red	
HIV and STI transmission and prevention	
Green	Session 6 Risky Business activity: hang 1 to 4 category signs on wall, have the participants post the Risky Business Sexual Behavior Cards under the appropriate risk level
Yellow	Adding additional sexual behaviors and sexual activity to the Risky Business Sexual Behavior/Activity Cards in Session 6 Risky Business activity
Red	Omitting Risky Business Sexual Behavior/Activity Cards from the activity in Session 6 Risky Business



Content (cont.)	
Resources that provide free or low-cost adolescent sexual health services	
Green	
Yellow	Creating a pamphlet identifying free or low-cost adolescent sexual health services in the community Inviting an adolescent sexual health care provider to visit the group
Red	
Rights in accessing sexual and reproductive health care services	
Green	
Yellow	
Red	Intentionally omitting or miscommunicating minors' rights to access sexual and reproductive health care services

Content	
Behavioral Beliefs	
Aspirations for the future and an understanding that in order to achieve a personal goal, a number of choices are made to reach that goal	
Green	
Yellow	
Red	
Using condoms and contraception can prevent HIV, STIs, and pregnancy	
Green	
Yellow	
Red	
Outcomes of the events in life can be controlled by oneself	
Green	
Yellow	
Red	
Contact a health care provider	
Green	
Yellow	
Red	Omitting “Questions for a Sexual Health Care Provider” from the activity in Session 7 Sexual Health Care Providers
Communicate effectively with partners, adults, and health care providers	
Green	
Yellow	Adding or adapting statements in Session 2 Express Yourself activity
Red	Focusing on one communication style and omitting others in Session 2 Express Yourself activity

Behavioral Beliefs (cont.)	
Reasons some teens choose to have sex or to abstain	
Green	
Yellow	
Red	Omitting brainstorming activity in Session 1 Reasons Why
Degree of risk associated with various sexual behaviors	
Green	
Yellow	Adding additional Risky Business Sexual Behavior/Activity Cards to the activity in Session 6 Risky Business
Red	Omitting Session 6 Risky Business activity
Effectiveness of condoms in preventing pregnancy and HIV and STIs	
Green	
Yellow	
Red	Omitting discussion questions

Content	
Perception of Risk	
Risk of pregnancy, HIV/STIs	
Green	
Yellow	Updating with current statistics in the STI PowerPoint in Session 5 STIs: How Much Do You Know? activity
Red	Omitting the STI PowerPoint in Session 5 STIs: How Much Do You Know? activity Omitting mini-lecture on effectiveness of condoms and other contraceptive methods in protecting against pregnancy, STIs, and HIV in Session 4 Contraceptive Explanation activity

Content	
Skills and Self Efficacy	
Ability to communicate with partner and adults about sexual activity, pregnancy, and HIV/STI prevention	
Green	Offer an incentive for anyone completing and returning the Session 6 Finding Adult Resources Worksheet 6B (homework)
Yellow	
Red	
Ability to avoid unwanted sex	
Green	
Yellow	
Red	
Ability to use condoms/other contraception	
Green	
Yellow	
Red	
Ability to communicate about sexual health with trusted adults	
Green	
Yellow	
Red	
Ability to access condoms/contraception	
Green	
Yellow	
Red	

Skills and Self Efficacy (cont.)	
Ability to access sexual health services	
Green	
Yellow	
Red	

Pedagogy	
Brainstorming	
Brainstorming to rapidly generate ideas about a particular question/topic during a brief period of time	
Green	
Yellow	
Red	Replacing brainstorming activities with facilitator-generated list of ideas Evaluating, criticizing, or commenting on ideas generated by participants during brainstorm activities
Large Group Discussion	
Large group discussion	
Green	
Yellow	
Red	
Mini-lecture	
Mini-lecture to deliver specific knowledge	
Green	
Yellow	Creating a PowerPoint with key concepts to reinforce mini-lecture content Creating a handout with key concepts to reinforce mini-lecture content
Red	Replacing mini-lecture activity with large group discussion or brainstorming
Problem-solving	
Problem-solving activities to teach content in a fun/interactive way and provide opportunities to practice what has been learned	
Green	Pairing participants and allowing them to work together using one Bingo Card in the Session 10 Sex Bingo activity For individuals' with reading challenges, allowing group to shout out correct answers to bingo questions, then mark bingo cards in Session 10 Sex Bingo activity
Yellow	
Red	

Role-Play & Skill Practice	
Role-play and skill practice to use a new skill in a safe situation without fear of failure	
Green	Changing names of role-play and scenario characters Add images of characters
Yellow	Allowing youth not involved in role-play to provide assistance to role-play “actors” if they are unable to come up with responses
Red	Omitting role-play activities Facilitator assumes the role of a character during role-play activities
Small Group Work	
Small group work to encourage each person to participate and help develop positive interpersonal skills needed to achieve a common goal	
Green	
Yellow	Replacing small group work with large group discussion when implementing with groups of 5-6 participants
Red	