



ADAPTING EVIDENCE-BASED PROGRAMS: SCENARIOS

There are many reasons that prompt the desire to adapt an evidence-based program for a community or focus population. This guide was developed to provide numerous scenarios in which adapting a program is appropriate and encouraged to meet community needs, which ones you should be cautious of, and which ones you should be seeking consultation from the program developer on to ensure core components of the program are preserved. **When in doubt, contact the evidence-based program developer for direction.**

This resource provides guidance on when to seek consultation, and the PLP offers a free eCourse that explores when to make changes to meet community needs, what to be cautious about, and when to consult the program developer.

[Click here to Enroll in the free eLearning Course](#)

GREEN - ITEMS THAT CAN BE CHANGED

WHAT	<p>Updating and/or customizing statistics and other information to your local area. Making sure your resources are reliable, up-to-date, and accurate.</p> <p><i>Example:</i> For a drug and alcohol prevention program, research and use local statistics about usage vs. what is provided in the program.</p>
HOW	<p>Making activities more interactive. Appealing to different learning styles while keeping the information and/or skill-building content the same.</p> <p><i>Example:</i> Using a gallery walk (chart papers posted around the room) to gain insights into what participants know about a particular topic rather than just asking them to share from their seats.</p>
WHO	<p>Customizing scenarios. Using wording, names, or settings more reflective of population being served.</p> <p><i>Example:</i> When sharing a story about a character in the program, changing the name to something that aligns with the population being served.</p>
LOGISTICS	<p>Translating content into a language that is reflective of the population being served.</p> <p><i>Example:</i> Translating parent letters into the native language of participants of a youth program to engage the adults supporting the youth.</p>

If you have questions, contact the program developer for guidance.

YELLOW - ITEMS THAT CAN BE CHANGED BUT NEED TO BE REVIEWED FIRST

WHAT	<p>Adding activities to reinforce learning or to address additional risk and protective factors.</p> <p><i>Example:</i> Using an application like Kahoot to ask questions about what has been learned in a lesson in addition to the knowledge check provided by the developer.</p>
HOW	<p>Changing session order or sequence of activities. Programs tend to build upon previous activities and lessons. Be careful not to undermine this logical progression and decrease understanding or skill-building.</p> <p><i>Example:</i> Starting a lesson with a review from the previous lesson even though the developer doesn't include this in their program scope and sequence.</p>
WHO	<p>Adjusting the cultural understanding of the participant-facilitator relationship.</p> <p><i>Example:</i> Providing additional training for program facilitators to help them be more in tune with cultural norms.</p>
LOGISTICS	<p>Modifying the program delivery from in-person to online. Even though the content would be similar, there will be other factors at play that might impact the success of the program.</p> <p><i>Example:</i> Due to cost or global events like Covid-19, delivering a program online instead of bringing participants together. This would reduce travel, program costs, etc. or be an alternative delivery option.</p>

If you have questions, contact the program developer for guidance.

RED - ITEMS SHOULD NOT BE CHANGED; PLEASE CONTACT PROGRAM DEVELOPER

WHAT	<p>Reducing or eliminating opportunities for practice of new skills.</p> <p><i>Example:</i> Due to time constraints, only teaching the lesson and not giving participants the opportunity to practice the new skill.</p>
HOW	<p>Shortening a program or changing activities. Replacing interactive activities with lectures or individual work.</p> <p><i>Example:</i> Condensing a 12-week program into an 8-week program or creating a worksheet to replace a role play activity.</p>
WHO	<p>Changing the target population from one developmental stage to another.</p> <p><i>Example:</i> Changing a program targeting elementary school students into one targeting preschoolers.</p>
LOGISTICS	<p>Adding competing or contradictory content that distracts from or replaces the program content.</p> <p><i>Example:</i> Adding videos about a topic that is in the program and cutting a video the developer included in the program because you like the other one better.</p>

If you have questions, contact the program developer for guidance.