

**Sample Master List of Adaptations**

**Agency Name:**

**Date:**

**Changes Made Across Entire EBP:**

Change: Language updates  
 Rationale: Increase inclusivity

Change: Use PowerPoints from Virtual Implementation Plans for in person classes.  
 Rationale: More visually engaging, easier to play videos, helps to support multiple learning styles

**Module 1: Introduction to HIV and AIDS**

Activity	Check off what you are planning to do	Describe <u>what</u> you want to change and <u>why</u>	Approved
A: Program Introduction and Overview	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input checked="" type="checkbox"/> Teaching Strategies	1 A.7.1 – Change “condom” to “safer sex barrier” 1 A.7.2 – Change “condom” to “safer sex barrier” Note: Examples of "safer sex barriers: e.g. internal and external condoms, dental dams, etc.”  Rationale: Changing “condom” to “safer sex barrier” is inclusive of all types of barriers that can be used during oral, anal and vaginal intercourse.  1 A.3 – Change: Changed order of curriculum to Activity B, then Activity C, followed by Activities A, D, and E  Rationale: This way the students and educator can introduce themselves first, the group agreements can be established, and the rest of the lesson can continue as planned.	Yes
B: Group Introduction	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input type="radio"/> Content <input checked="" type="checkbox"/> Teaching Strategies	1 B.1 - Change: Introductions skipped  Rationale: Save time - group is previously established and familiar with facilitator	Yes
C: Creating Group Agreements	<input type="radio"/> Updates <input type="radio"/> Modifications:		

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	<input type="radio"/> Content <input type="radio"/> Teaching Strategies		
D: Discussing HIV and AIDS	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input type="radio"/> Teaching Strategies	<p>1 D.3.1 – Change “he or she has” to “they have”          1 D.3.2 – Change “he or she has” to “they have”          1 D.3.3 – Change “he or she has” to “they have”</p> <p>1 D.4.1 – Change “mother” to “parent”          1 D.4.2 – Include “or other safer sex barrier” after “use a latex condom”</p> <p>Rationale: Gendered language reproduces the gender binary norm. Using gender-neutral/fluid/non-binary terms such as “they/them” is inclusive of all genders.</p> <p>Using “parent” instead of “mother” removes the assumption that all female parents identify as “mother.”</p> <p>Changing “condom” to “safer sex barrier” is inclusive of all types of barriers that can be used during oral, anal and vaginal intercourse.</p>	Yes
E: What I Think about HIV, AIDS and Safer Sex	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input type="radio"/> Content <input checked="" type="checkbox"/> Teaching Strategies	<p>1 E.1 – Change: each student will receive a paddle that on one side says agree, and on the other says disagree. Students will remain in their seat, but still be able to decide based upon their own opinion.</p> <p>Rationale: To prevent / avoid classroom management issues</p>	Yes

**Module 2: Building Knowledge about HIV**

Activity	Check off what you are planning to do	Describe <u>what</u> you want to change and <u>why</u>	Approved
A: Introduction and Overview	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
B: The Subject Is HIV	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input type="radio"/> Teaching Strategies	<p>2 B.4 – Change “condom” to “safer sex barrier”</p> <p>Rationale: Changing “condom” to “safer sex barrier” is inclusive of all types of barriers that can be used during oral, anal and vaginal intercourse.</p>	Yes

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C: Myths and Facts About HIV and AIDS	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input checked="" type="checkbox"/> Teaching Strategies	<p>2 C.4.7.1 – Change “woman” to “person”          2 C.4.7.2 – Change “her” to “their”          2 C.4.7.3 – Change “woman” to “person”          2 C.4.7.4 – Change “she” to “they”          2 C.4.14.1 – Change “lesbians” to “females who have sex with females”          2 C.4.15.1 – Change “mother” to “parent”          2 C.4.15.2 – Change “her” to “their”          2 C.4.15.3 – Change “mother” to “parent”          2 C.4.15.1 – Change “her” to “their”          2 C.4.21.1 – Change “men who have sex with men” to “males who have sex with males”</p> <p>Rationale: Gendered language reproduces the gender binary norm. Using gender-neutral/fluid/non-binary terms such as “they/them” is inclusive of all genders.</p> <p>We change “lesbians” to “females who have sex with females” to be more inclusive of 1) bisexual relationships, and 2) women who do not have female anatomy.</p> <p>Similarly, we change “men who have sex with men” to “males who have sex with males” to be inclusive of men who have female anatomy and women who have male anatomy.</p> <p>Change: Review the statements in advance and select which ones will be skipped &amp; which ones are of paramount importance (some are a little repetitive and others dispel common misconceptions).</p> <p>Rationale: Due to time constraints, we have not been able to read all of the statements.</p>	Yes
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**Module 3: Understanding Vulnerability to HIV Infection**

Activity	Check off what you are planning to do	Describe <u>what</u> you want to change and <u>why</u>	Approved
A: Acknowledging the Threat of HIV and AIDS	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input type="radio"/> Teaching Strategies	<p>3 A.3.1 – Change “women” to “females”          3 A.5.1 – Change “condoms” to “safer sex barriers”</p>	Yes

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		<p>3 A.5.2 – Change “condoms” to “safer sex barriers”</p> <p>Rationale: Gendered language reproduces the gender binary norm. Using gender-neutral/fluid/non-binary terms such as “they/them” is inclusive of all genders.</p> <p>Changing “condom” to “safer sex barrier” is inclusive of all types of barriers that can be used during oral, anal and vaginal intercourse.</p>	
B: <i>Nicole’s Choice</i> DVD and Discussion	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input type="radio"/> Teaching Strategies	<p>3 B.2.1 – Change “condoms” to “safer sex barriers”</p> <p>Rationale: Changing “condom” to “safer sex barrier” is inclusive of all types of barriers that can be used during oral, anal and vaginal intercourse.</p>	Yes
C: The Transmission Game	<input type="radio"/> Updates <input checked="" type="checkbox"/> Modifications: <input checked="" type="checkbox"/> Content <input checked="" type="checkbox"/> Teaching Strategies	<p>3 C.14.1 – Change “mother” to “parent”</p> <p>3 C.16.1 – Include “or dental dam” after “condom”</p> <p>Rationale: Using “parent” instead of “mother” removes the assumption that all female parents identify as “mother.”</p> <p>3 C.3 – Change: The letters A, D, C, O, and U will be replaced with shapes, such as a square, a triangle, a hexagon, a trapezoid, and a rectangle so the students cannot identify what card they have. We would like to ask anyone who engaged in “verbal intercourse” to stand, the health educator will then reveal what each shape stands for and those individuals who use safe methods of sexual intercourse can all sit down. Those who practice unprotected sex will remain standing.</p> <p>Rationale: Due to time constraints and to make it easier on the instructor</p>	Yes
D: HIV Risk Continuum	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		

**Module 4: Attitudes and Beliefs about HIV, AIDS and Safer Sex**

Activity	Check off what you are planning to do	Describe <u>what</u> you want to change and <u>why</u>	Approved
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A: <i>The Hard Way</i> DVD and Discussion	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
B: Calling Koko	<input type="radio"/> Updates <input checked="" type="radio"/> Modifications: <input type="radio"/> Content <input checked="" type="radio"/> Teaching Strategies	4 B.1 – Change: We would like to print out the different Calling Koko scenarios in letter paper and present them to the participants as “real questions from real teens”  Rationale: Participants take activity more seriously and more time effective	Yes

**Module 5: Building Condom Use Skills**

Activity	Check off what you are planning to do	Describe <u>what</u> you want to change and <u>why</u>	Approved
A: Introduction and Overview	<input type="radio"/> Updates <input checked="" type="radio"/> Modifications: <input checked="" type="radio"/> Content <input type="radio"/> Teaching Strategies	5 A.2 – Change “Mother” to “Parent”  Rationale: Using “parent” instead of “mother” removes the assumption that all female parents identify as “mother.”	Yes
B: Discussing Condoms and Condom Use Skills	<input type="radio"/> Updates <input checked="" type="radio"/> Modifications: <input type="radio"/> Content <input checked="" type="radio"/> Teaching Strategies	5 B.1 – Change: During the section where the children get to try and put the condom on the penis model we would like to pass out handouts of the 9 Condom Steps so they have it next to them.  Rationale: it’s easier to read and follow along, compared to the small <i>Steps For Using a Condom</i> poster that may be hard to see from the back of the classroom.	Yes
C: How to Make Condoms Fun and Pleasurable	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
D: What Gets in the Way of Proud and Responsible Sexual Behavior?	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
E: Barriers to Condom Use	<input type="radio"/> Updates <input type="radio"/> Modifications:		

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	<input type="radio"/> Content <input type="radio"/> Teaching Strategies		
F: Condom Line-Up	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		

**Required Add-On Session**

<b>Activity</b>	<b>Check off what you are planning to do</b>	<b>Describe <u>what</u> you want to change and <u>why</u></b>	<b>Approved</b>
A: Birth Control Methods Demonstration	<input type="radio"/> Updates <input checked="" type="radio"/> Modifications: <input checked="" type="radio"/> Content <input checked="" type="radio"/> Teaching Strategies	5.2 A.1 – Change: We would like to provide real life size models of the numerous birth control methods from a Birth Control Kit We would also like to pass out a handout of all the birth control methods available. Rationale: This is so the participants can see and feel the various different options.	Yes

**Module 6: Building Negotiation and Refusal Skills**

<b>Activity</b>	<b>Check off what you are planning to do</b>	<b>Describe <u>what</u> you want to change and <u>why</u></b>	<b>Approved</b>
A: Introduction and Overview	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
B: “What to Say if My Partner Says...”	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		
C: Using the SWAT Technique	<input type="radio"/> Updates <input type="radio"/> Modifications: <input type="radio"/> Content <input type="radio"/> Teaching Strategies		

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<p>D: Practice Negotiation and Refusal Skills Through Roleplaying</p>	<p><input type="radio"/> Updates  <input checked="" type="checkbox"/> Modifications:  <input checked="" type="checkbox"/> Content  <input type="radio"/> Teaching Strategies</p>	<p>6 D.16 – Change “It doesn’t matter if a relationship is between a man and a woman, two women, or two men.” to ““It doesn’t matter if a relationship is between a male and a female, two females, or two males.”</p> <p>Rationale: Gendered language reproduces the gender binary norm. Using gender-neutral/fluid/non-binary terms such as “they/them” is inclusive of all genders.</p>	<p>Yes</p>
<p>E: Talking with Partners About Condom Use or Abstinence</p>	<p><input type="radio"/> Updates  <input checked="" type="checkbox"/> Modifications:  <input checked="" type="checkbox"/> Content  <input type="radio"/> Teaching Strategies</p>	<p>6 E.1.1. – Change “condom” to “safer sex barrier”</p> <p>6 E.1.2. – Change “condom” to “safer sex barrier”</p> <p>6 E.4.1. – Change “condom” to “safer sex barrier”</p> <p>6 E.4.2 – Change “condom” to “safer sex barrier”</p> <p>6 E.5.1 – Change “condom” to “safer sex barrier”</p> <p>Rationale: Changing “condom” to “safer sex barrier” is inclusive of all types of barriers that can be used during oral, anal and vaginal intercourse.</p>	<p>Yes</p>
<p>F: The AIDS Basketball Game</p>	<p><input type="radio"/> Updates  <input checked="" type="checkbox"/> Modifications:  <input type="radio"/> Content  <input checked="" type="checkbox"/> Teaching Strategies</p>	<p>6 F.1 – Change: We will be using the Jeopardy version instead of the AIDS Basketball Game</p> <p>Rationale: Simpler and more understandable. The original format is too confusing.</p>	<p>Yes</p>