Recording Modifications to EBP Core Components
in the SRAE Online Reporting System

Are you modifying **content**, **teaching strategies**, and/or **implementation**? The following guidelines and examples show how to correctly identify and record modifications to evidence-based programs (EBPs). Use this sheet when entering information into:

- **Master List Template: Planning Tool for Adaptations - MAD**
  https://actforyouth.net/docs/providers/srae-adaptation_ml_mad.docx

- **SRAE Online Reporting System (ORS)**
  https://www.actforyouth.net/providers/srae/ors.cfm

Modifying and Updating CONTENT

Updates to Educational Material
Mark updates (such as examples below) as:

(x) **Updates**
- Updated STI statistics or added local statistics (MAD 2016, Module 5 Activity A)

Content Modification
Content modifications include changing language or subject matter, adding information, and partial omissions. These should be marked as:

(x) **Modifications**
   (x) **Content**

- Changed some of the myth and fact statements to make them more inclusive of transgender youth (MAD 2016, M6. A; M4.B)

- Changed language of "verbal intercourse" to describing being at a party, imagining that talking with people could mean that they infect them with an STI (MAD 2016, M5.B)

Modifying TEACHING STRATEGY (Pedagogy)

Teaching strategy modifications include altering teaching techniques and skipping practice opportunities. This should be marked as:

(x) **Modifications**
   (x) **Teaching Strategies**

- Calling Koko: Got through 2 scenarios [out of 5] (MAD 2016, M4.D)
- Created a new handout that displays the timeline clearer (MAD 2016, M1.F)
- Distribute cards (agree/disagree), read statement to students, youth respond by holding up agree or disagree side of card (MAD 2016, M7.A)
- Hold up activity cards one by one, ask class where they would put them on the traffic light continuum (MAD 2016, M3.B)

- We don't use posters; SWAT is written on the white board and each step is thoroughly explained. Youth are asked to give examples on how to say no effectively. We use the SWAT written on the board with the facilitator asking observer checklist questions (MAD 2016, M7.D)

Modifying Content AND Teaching Strategy

In some cases, changes made in one activity involve both content and teaching strategy modifications. Both kinds of modifications should be marked, and descriptions for each should be described separately. This would be marked as:

(x) **Modifications**
   (x) **Content**
   (x) **Teaching Strategies**

- (Content): Change some of the myth and fact statements to make them more inclusive of transgender youth (MAD 2016, M6.A)
  plus
- (Teaching Strategy) Distribute myth/fact cards, read statement to youth, youth respond by holding up myth or fact side of card (MAD 2016, M6.A)

Modifying IMPLEMENTATION

These changes are **recorded in the comment/note section of the ORS** and **explained in the "Describe what you want to change and why" section of the Master List Template**. To describe an implementation change in the ORS, mark the activity "exactly as described" (if there are no content or teaching strategy changes), then record how you modified implementation in the "notes regarding this session" section.

These modifications include:
- changes in sequence of activities
- adding activities during EBP implementation
- changing the composition of the participant group (for example, dividing a group into same-gender groups for certain activities)