

# Further Guidance on Curriculum Adaptations

As described in the Introduction section of this curriculum, the delivery of *Positive Prevention PLUS* embraces a “life skills approach” which demonstrates improvements in student outcomes as measured by self-reported sex-related attitudes and protective behaviors. (For further information on the research findings, go to [www.positiveprevention.com](http://www.positiveprevention.com))

Definitive research exists that pinpoints factors for successful teen pregnancy prevention curricula reflecting this life skills approach. According to Kirby (2007), effective curriculum-based programs:

- Involve multiple people with expertise in theory, research, and sex and STD/HIV education to develop the curriculum.
- Assess relevant needs and assets of the target group.
- Design activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies).
- Pilot-test the program.
- Focus on clear health goals – the prevention of STD/HIV, pregnancy, or both.
- Focus narrowly on specific types of behavior leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), give clear messages about these types of behavior, and address situations that might lead to them and how to avoid them.
- Address sexual psychosocial risk and protective factors that affect sexual behavior (e.g., knowledge, perceived norms, and self-efficacy) and change them.
- Use a **logic model approach** that specifies the health goals, the types of behavior affecting those goals, the risk and protective factors affecting those types of behavior, and activities to change those risk and protective factors.

State-of-the-art sexual health education interventions like *Positive Prevention PLUS* are based on explicit logic models which in turn are based on a combination of behavior change theory and valid research findings. **Each lesson’s content and learning activities must be aligned with the logic model.** Arbitrarily choosing to vary the content, sequence, activities, and assignments of the *Positive Prevention PLUS* curriculum would be inconsistent with the logic model upon which it is based. For example,

- *Adding* additional (including “favorite”) supplemental learning activities and biomedical information typically does not contribute to the efficacy of the curriculum in accomplishing the target outcomes, consistent with the logic model.
- *Eliminating* content or learning activities featured in the logic model also compromises the efficacy of the curriculum in accomplishing the target outcomes.

Adding or deleting biomedical information and/or learning activities is not recommended, and would be termed a **RED LIGHT ADAPTATION**. Other red light adaptations could include, but are not limited to:

- Eliminating a lesson.
- Eliminating an assignment or activity (including failing to structure, facilitate or debrief a lesson activity as written).
- Eliminating or replacing opportunities for class discussion or interactive activities, especially with further lecture materials, a reading assignment, or a writing assignment.



- Failing to complete a lesson (on the following day) because the class period is over.
- Teaching all lessons within a 1-2 day time period without the benefit of home assignments and interviews.
- Collecting all student worksheets each day and not returning them.
- Presenting the lessons to a group of students that is too small or too large to participate fully and effectively in the class activities (structured for 15-35 students).
- Adding additional biomedical content (often in a lecture mode).

**YELLOW LIGHT ADAPTATIONS** are also warned against. Through a yellow light adaptation, the presenter may be introducing a modification that could *possibly* compromise the full force of the lesson, and should also be evaluated on the basis of its integrity in following the logic model. Yellow light adaptations may include, but are not limited to:

- Failing to explain objectives, evidence of completion.
- Rearranging the lesson sequence.
- Teaching lessons on a weekly rather than daily basis.
- Modifying the logistics of an activity to accommodate class size or room arrangement (while still fully involving all students).

**GREEN LIGHT ADAPTATIONS** are simple non-substantive modifications that are true to the intent of the lesson content and activities, and true to the logic model. Green light adaptations may include but are not limited to:

- Increasing student interaction and participation by the formation of small discussion groups that report their findings and recommendations to the larger class for discussion.
- Taking time at end of period for small groups to work on the Lesson Preview.
- Creating class time at beginning of period (for example, while taking roll) for small groups to review and discuss the Lesson Preview prior to a whole-class discussion.
- Distributing individual worksheets on a daily basis, rather than as an intact student workbook.
- Using plain white activity cards and student worksheets rather than the recommended more colorful sheets.

## The Positive Prevention *PLUS* Logic Model

Logic models are graphical depiction of the logical relationship between the activities, outputs, and outcomes of the program. The underlying purpose of constructing a logic model is to inform the “if-then” (causal) relationships between the elements of the program. The *Positive Prevention PLUS* Logic Model clarifies and graphically displays how the curriculum intends to impact teen sexual behavior.

### **The *Positive Prevention PLUS* Logic Model:**

- Summarizes key lesson elements; and
- Clarifies the intended short-term, mid-range, and long-term outcomes.

Hence, **lesson fidelity** is of the utmost importance. If the teacher or presenter randomly modifies (or eliminates) lesson components, the logic model is violated, undermining the lesson and seriously compromising the expected outcomes of this research-based curriculum.

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**POSITIVE PREVENTION PLUS LOGIC MODEL**

| Intervention Lesson Components  | Individual Determinants  | Behaviors   | Goal   |
|---|--|---|--|
| <p><b>GETTING STARTED</b></p> <ul style="list-style-type: none"> <li>• Group Agreements</li> <li>• Sexual Health of Teens Data</li> <li>• Reproductive Concerns and Health Care</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> <li>• Pre-Test</li> </ul>                          | <p>Increase perception that most teens are not sexually active.</p> <p>Increase perception that parents are willing to discuss sex.</p> <p>Increase attitudes favoring abstinence.</p> <p>Increase ability to participate in healthy relationships.</p> <p>Increase perception that most teens protect themselves from risky relationships.</p> <p>Increase knowledge about the consequences of teen pregnancy.</p> <p>Increase knowledge of local reproductive health services.</p> <p>Increase knowledge of options regarding an unplanned pregnancy</p> | <p>Increase number of students who delay initiation of sexual activity.</p> <p>Increase number of students who discuss issues related to sexuality with parents.</p> <p>Increase number of students who commit to abstain from sexual activity until marriage.</p> <p>Increase number of students who participate in healthy non-abusive relationships.</p> <p>Increase the number of students who take responsibility for the health of others.</p> <p>Increase the number of students who utilize reproductive health services.</p> <p>Increase number of students who use contraceptives.</p> <p>Increase the number of students who can demonstrate improved decision-making skills</p> | <p><b>DECREASE RELATIONSHIP ABUSE, UNPLANNED PREGNANCY AND STI'S</b></p> |
| <p>LESSON 1:<br/><b>LIFE PLANNING &amp; GOAL SETTING</b></p> <ul style="list-style-type: none"> <li>• Visioning Activity</li> <li>• Lifeline Activity</li> <li>• Lesson Wrap Up</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>  |  |   |  |
| <p>LESSON 2:<br/><b>HEALTHY RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Love and Intimacy</li> <li>• Recognizing problems</li> <li>• Recognizing and reporting sexual assault</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>                             |  |   |  |
| <p>LESSON 3:<br/><b>RELATIONSHIP ABUSE</b></p> <ul style="list-style-type: none"> <li>• Circle of Power and Control</li> <li>• Statutory Rape</li> <li>• Protect Yourself Activity</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>   |  |   |  |
| <p>LESSON 4:<br/><b>FAMILY PLANNING &amp; CONTRACEPTION</b></p> <ul style="list-style-type: none"> <li>• Defining family planning</li> <li>• Understanding and accessing contraception</li> <li>• Choosing sexual abstinence</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul> |  |   |  |
| <p>LESSON 5:<br/><b>PREGNANCY CHOICES &amp; RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>• Decision-Making</li> <li>• Pregnancy Options</li> <li>• Wrap-Up and (next) Lesson Preview</li> </ul>  |  |   |  |



**POSITIVE PREVENTION PLUS LOGIC MODEL**

**DECREASE RELATIONSHIP ABUSE,  
UNPLANNED PREGNANCY AND STI'S**

|   |   |  |
|---|---|--|
| <p>LESSON 6:<br/><b>MYTHS &amp; STEREOTYPES</b></p> <ul style="list-style-type: none"> <li>• Biographies of HIV-Infected Persons</li> <li>• Personalizing Activity It's All Relative Lesson</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>                          | <p>Increased perceived risk and severity of HIV</p> <p>Increase compassion for those infected with HIV.</p> | <p>Reduce the frequency of unprotected sex among those students already sexual active.</p>             |
| <p>LESSON 7:<br/><b>HIV/AIDS</b></p> <ul style="list-style-type: none"> <li>• Impact on Human Body</li> <li>• Transmission Myths and Facts</li> <li>• Mismatch Activity</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>  | <p>Knowledge of local reproductive health services.</p>   | <p>increase understanding of consent.</p> <p>Increase the ability to communicate in relationships.</p> |
| <p>LESSON 8:<br/><b>SEXUALLY TRANSMITTED INFECTIONS</b></p> <ul style="list-style-type: none"> <li>• Identification of a variety of STDs</li> <li>• STD Testing</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>  | <p>Increase self-efficacy to use birth control and latex condoms.</p>                                       | <p>Increase the number of students who utilize reproductive health services.</p>                       |
| <p>LESSON 9:<br/><b>PROTECTION &amp; COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Identifying Risks for Transmitting HIV</li> <li>• Using Latex Barriers</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>   | <p>Increase perception of risks associated with unprotected sex.</p>  | <p>Increase the number of students who use latex condoms.</p>  |
| <p>LESSON 10:<br/><b>MEDIA AND PEER PRESSURE</b></p> <ul style="list-style-type: none"> <li>• Recognizing Media Pressures</li> <li>• Practicing Assertiveness</li> <li>• Refuting Peer Pressure</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul>                      | <p>Increase self-efficacy to abstain from sex.</p>  | <p>Increase the number of students who report they have used refusal/ assertiveness skills.</p>        |
| <p>LESSON 11:<br/><b>HIV/STD TESTING &amp; COMMUNITY RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Sharing Body Fluids Activity</li> <li>• HIV/STD Testing and Counseling</li> <li>• Personal Contracts</li> <li>• Lesson Wrap Up and (next) Lesson Preview</li> </ul> | <p>Increase the number of students who take responsibility for the health of others.</p>                    | <p>Increase the number of students who intend to abstain from sex.</p>                                 |
| <p>LESSON 12:<br/><b>STEPS TO SUCCESS</b></p> <ul style="list-style-type: none"> <li>• Lifeline Revisited</li> <li>• Steps to Success Activity</li> <li>• Post-Test</li> </ul>  | <p>Increase knowledge about the options and consequences of teen pregnancy.</p>                             | <p>Increase the number of students who utilize reproductive health services.</p>                       |

