

Adapting EBPs:

The Do's & Do Not's

Using the Traffic Light Model (PART 1)

Balancing program fidelity and adaptations can be complicated. Adaptations can threaten program effectiveness, but when implemented with care and caution, adaptations can enhance desired outcomes. Use this traffic light model as a guide when making adaptation decisions.

BEFORE PROCEEDING

THIS GUIDE WILL HELP IN MAKING THE BIG DECISIONS ABOUT PROGRAM ADAPTATIONS.

STEPS FOR MAKING ADAPTATION DECISIONS

READY TO ADAPT?

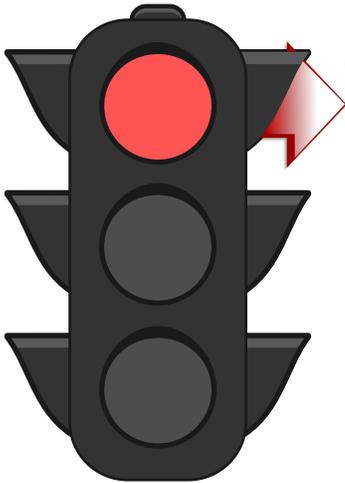
HERE ARE SOME THINGS TO TALK ABOUT

- A total of 2/3rds of all adaptations to EBPs decrease program effectiveness. [Full Article: Examining Adaptations of Evidence-Based Programs in Natural Contexts](#)
- It is important to consider your team's TIME when making decisions. Adaptations are processes that require extra time for team meetings, decision-making, and evaluations
- It is possible for adaptations to be effective when done correctly, but it is difficult to know when adaptations themselves are effective (even when evaluated)
- Use this Traffic Light Model to identify if your adaptation is a Green, Yellow, or Red light adaptation
- What does your specific EBP require when making adaptations?
 - Contact your EBP's program developer
 - Contact your Technical Assistance (TA) professional if you would like more guidance
- Always Connect Before Adapting

CONTINUE FOR MORE INFORMATION ON THE TRAFFIC LIGHT MODEL

Red Light Changes

Changes to the core components of the intervention



Do NOT make these changes!
Consult with your TA professional for alternative solutions

These changes will decrease the program's impact

Deleting lessons or activities

Decreasing the length or number of sessions

Shortening the program timeline

Removing program core components

(the what, how & why behind a program's effectiveness)

Changing delivery format

Changing or diluting program goals

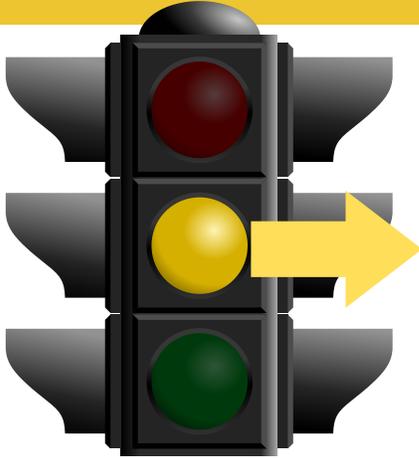
Changing the health topic of a lesson/activity

Changing the health behavior model or theory



Yellow Light Changes

Adding or modifying intervention components & contents (NOT deleting them)



Consult with your Program Developer or TA Professional:

When making these changes you cannot be reasonably sure if it will negatively or positively impact your program

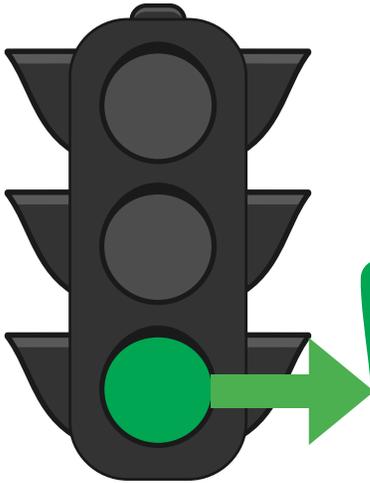
Adding, substituting, or modifying activities & videos
Changing the recruitment process or primary audience
Changing the delivery setting or delivers the program
Changing the sequence of sessions
Changing the evaluation tool (pre- & post-surveys)
Tailoring to fit participant's belief systems or needs
Assigning a module as homework due to lost time
Adding resources to support participants' needs
Increasing length or number of sessions

**PROCEED
WITH
CAUTION**



Green Light Changes

Minor changes to increase reach, receptivity & participation



While it is likely that you are retaining or increasing program effects, you should still contact your Program Developer or TA Professional before making any changes

Name changes to program, lessons, or activities

Tailoring language, scenarios, & images to be more culturally or developmentally appropriate

Updating health information & statistics

Changing level of health literacy to fit participants' needs (e.g., culturally appropriate terms)



Summary of Adaptations



Red and Yellow Light Changes **decrease program effectiveness.**



Frequent evaluations will be required to determine if the program is still effective with any adaptations.



The **impacts** of adapting an EBP are **unknown**. Overall program effectiveness can be evaluated with the adaptations, but ***the effectiveness of the adaptations remains unknown.***

When making *any* adaptation decisions:

1. Meet as a team to propose the change/adaptation.
2. Seek guidance from your program manual & connect with your Program Developer.
3. Meet again as a team to agree on adaptation & how to move forward with assigned responsibilities.
4. Meet regularly as a team to evaluate and re-assess.