Today’s Agenda

• Curriculum Fidelity and Modification: Why It Matters
• The AzNN Curriculum Modification Guidelines
• Addressing Speed Bumps in the Field
Curriculum Fidelity & Modification
What is fidelity?

• Fidelity is the faithfulness with which an evidence-based intervention or curriculum is implemented.

• This includes implementing a curriculum without removing parts of the lessons that are essential to the curriculum’s effectiveness—its core components.
Core components define the lesson characteristics that must be kept intact when the curriculum is taught or adapted, in order for it to produce outcomes similar to those demonstrated in the original study or evaluation.

- Defined by developer
- Also called *concepts* or *principles*
Why is fidelity important?

- Fidelity is required by SNAP-Ed Guidance (FFY17 p.52) and is essential for understanding the outcomes of direct education.
- Being “evidence-based” means that the curriculum has been shown to be effective with a particular design and implementation protocol.
- Evidence-based outcomes are not likely to be repeated when the curriculum is taught in a different way than it was designed.
In summary...

• All components of a curricula (e.g. activities, sequence, intended audience) are there for a reason.
• Not implementing with fidelity changes the science behind the intervention.
• This could result in not achieving the same result.
Is true fidelity realistic?
In Real Life...

• Fidelity speed-bumps are common:
  – Language barriers
  – Foods in curricula not available or seasonal
  – Nutrition info needs updating

• Keep your eye on the learning objectives for each lesson.

• Make modifications in alignment with AzNN’s curriculum modification guidelines.
Strategies for fidelity and curriculum modification

**Before Lessons**

- Ensure all educators are trained in the curriculum and modification guidelines
- Know the purpose of every lesson
- The quality of instruction is essential
  - Fidelity ≠ robot
Strategies for fidelity and curriculum modification

**During Lessons**

- Effective management of the classroom/group environment
  - Making GO modifications but staying on course
- Fidelity and modification monitoring tools
  - Lesson observation checklist *coming soon*
Strategies for fidelity and curriculum modification

After Lessons

• Address any internal processes:
  – Talking with other educators in your organization?
  – Discussing modifications with your supervisor?
  – Addressing any issues with your site contact?

• Report modifications
  – SARN under Direct Education
Curriculum Modification Guidelines

Appendix Q
Background

Purpose:
• Help Local Agencies determine when curriculum modifications may be appropriate and how to make modifications

Goals:
• Allow for appropriate modification
• Adhere to fidelity
• Improve successful outcomes
• Clear guidelines (Go, Slow, Whoa) to decrease burden both for Local Agencies and AzNN
• Share results from Local Agency experiences between agencies
Go, Slow, Whoa

• “Go” Modifications are those that the AzNN has determined are appropriate for Local Agencies to implement with minimal administrative and evaluation burden. These modifications **do not** need consultation with AzNN staff.

• “Slow” Modifications, although sometimes necessary to ensure high quality interventions, should only be implemented with care and require additional administrative and evaluation burden for Local Agencies that choose to make them.
  – “Slow” Modifications **must be coordinated closely** with the State AzNN.

• “Whoa” Modifications are not appropriate under Arizona’s SNAP-Ed guidance and should not be made when using approved curricula.
“Go” Modifications are those that the AzNN has determined are appropriate for Local Agencies to implement with minimal administrative and evaluation burden. These modifications do not need consultation with AzNN staff.

<table>
<thead>
<tr>
<th>Types of Modification</th>
<th>Guidance for Modification</th>
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<tbody>
<tr>
<td>Adding visuals or props to enhance a learning concept</td>
<td>Do not substitute for a core component of the curriculum. Keep costs moderate.</td>
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<td>Examples:</td>
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<tr>
<td>- Having actual samples of foods, food labels or containers to pass around</td>
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<td>- Using food models, anatomy models (e.g., fat, muscle, etc.)</td>
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<td>- Adding supplemental handouts from the AzNN Obesity Prevention Resource Guide</td>
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<tr>
<td>Adding supplemental activities to a lesson to make it more interactive</td>
<td>Added activities must follow SNAP-Ed Guidance and Dietary Guidelines for Americans, meet curriculum learning objectives, be appropriate for the audience, fit the objectives of the curriculum, and enhance engagement or relevance to the audience.</td>
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<td>Examples:</td>
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<tr>
<td>- Food demo/taste testing</td>
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<td>- Physical Activity demonstration/break</td>
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<td>- Participant engagement (e.g., storytelling, small group discussions, ice breakers, group introductions, review of previous class)</td>
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<tr>
<td>Updating content for new Federal Guidelines</td>
<td>Local Agencies may update content for new recommendations following SNAP-Ed Guidance and Dietary Guidelines for Americans.</td>
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<td>Examples:</td>
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<tr>
<td>- Incorporating the 2015 Dietary Guidelines for Americans, Physical Activity Guidelines for Americans</td>
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<tr>
<td>Making adaptations for cultural and age appropriateness or food availability and seasonality</td>
<td>In some cases, consultation with experts, such as cultural representatives, community members, etc., are important. Changes can be made to verbal communication during lesson to improve understanding. Recipe modifications and food demo recipes must meet the AzNN Nutrient Standards.</td>
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<tr>
<td>Examples:</td>
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<tr>
<td>- Adjusting names, stories, recipes, food examples and images, and food demos included in a class</td>
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<tr>
<td>- Providing an overview of lesson concepts that are not familiar to audience (substituting familiar phrase for technical terms)</td>
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<tr>
<td>- Substituting/ using different recipe or ingredients (i.e. using commodity foods or foods in season to meet needs of audience)</td>
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“Slow” Modifications

“Slow” Modifications, although sometimes necessary to ensure high quality interventions, should only be implemented with care and require additional administrative and evaluation burden for Local Agencies that choose to make them. “Slow” Modifications **must be coordinated closely** with the State AzNN team.

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<td>Modifying or adapting curriculum for different age, grade level, or lifecycle stage, from intended audience or modifying the setting</td>
<td>Contact AzNN before implementation. Formative or outcome evaluation may be necessary.</td>
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<td>Examples:</td>
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<tr>
<td>• Modifying a middle school curriculum for use with high school students</td>
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<td>• Modifying Grocery Store Tours to be used in Farmer’s Markets</td>
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<tr>
<td>Developing a language translation for written curriculum materials not provided by curriculum developers</td>
<td>AzNN approval required. Work with certified translator to develop an accurate and culturally appropriate translation. May require focus group testing.</td>
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<tr>
<td>Examples:</td>
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<tr>
<td>• Translating a handout or resource from an approved curriculum into a language that meets community needs</td>
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<tr>
<td>Planned adjustments to activities to allow more time for increased discussion with participants (e.g. audiences with language limitations or seniors)</td>
<td>Adapt time for each activity as needed; can substitute an activity of shorter duration that meets learning objectives; do not omit activities. Maintain fidelity to core components and learning objectives. <strong>Do not shorten overall class time.</strong> Lesson modifications must be reported in the SARN under “Direct Education - Opportunities.”</td>
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<td>Examples:</td>
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<tr>
<td>• Substitute a recipe with a shorter preparation time</td>
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<td>• Substitute a physical activity with similar objectives</td>
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“Whoa” Modifications

“Whoa” Modifications are those that would not be appropriate modifications and should not be made when using approved curriculum.

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<td>Deleting content, activities, or lessons from a series.</td>
<td>NOT allowed.</td>
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<tr>
<td>Examples:</td>
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<tr>
<td>• Deleting a taste testing activity that is a core component of a lesson</td>
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<tr>
<td>• Omitting content to shorten a lesson</td>
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<td>• Delivering a single session from a series required to be taught as a series and not permitted as stand-alone lessons</td>
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<td>Rearranging the order of activities within a lesson</td>
<td>NOT allowed.</td>
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<tr>
<td>Examples:</td>
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<tr>
<td>• Moving a culminating activity from the end of a lesson to earlier in the lesson</td>
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<tr>
<td>Using a curriculum as is for a different age, grade level, or audience from intended use outside Curriculum Implementation Guidelines</td>
<td>NOT allowed.</td>
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<td>Examples:</td>
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<tr>
<td>• Using a middle school curriculum in high school</td>
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<td>• Using a high school curriculum for adults</td>
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<tr>
<td>• Using elementary school curriculum for pre-school</td>
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**Note:**
If a Local Agency identifies a curriculum or a resource that could be a useful addition to the Arizona Nutrition Network Obesity Prevention Resource Guide, they may work with AzNN to propose this addition.
Cheat Sheet Version

- Contains all of the “Types of Modification”
- Does NOT contain “Guidance for Modification
  - EX: Adding Visuals → Do not substitute for core component of curriculum

Full version in P&P
Speed Bump Scenarios

FFY17 Curriculum Modification Training
October, 2016
Speed Bump Activity

• Choose a group member to read the curriculum scenario aloud.
• You will have 5 minutes to discuss the following in your group.
  – Identify the curriculum “speed bump.”
  – Discuss the scenario and come to a consensus how you will get over the speed bump while still maintaining fidelity using GO or SLOW modifications, but avoiding WHOA.
  – Is this a situation you would discuss with your AzNN consultant?
  – How would you report the modification (if necessary)?
• Record your group’s responses and be prepared to present back to the larger group.
Scenario 1

You are working with teachers on tribal lands to schedule an AzNN-approved lesson series on gardening with elementary schools. These lessons will include actual planting and information about specific fruits and vegetables. The teachers are eager to have you, however they are concerned that the lessons do not include traditional foods or gardening practices that they want the students to learn. How can you resolve this concern while remaining in the GO level of the modifications?
Answer Key

• **Scenario 1**
  – **GO** modification: *Making adaptations for cultural appropriateness.*
  • Including traditional foods/gardening practices when feasible.
Scenario 2

- You are beginning to teach your first class of the MyPlate for My Family series at a community center. Not many of the participants know each other and are quiet. As you are presenting you can tell the participants are not engaging with the information and are reluctant to answer questions. How can you resolve this concern while remaining in the GO level of the modifications?
Answer Key

• **Scenario 2**
  – GO modification: *Adding supplemental activities to a lesson to make it more interactive.*
  
  • Adding an icebreaker during the first class, or at the start of lesson #2.
Scenario 3

• You are going to be teaching the *MyPlate for My Family* series to a group of adults. You plan to include a food demo and a short, interactive PA break. The day before you are scheduled to start, you learn that many of the parents will have their school-aged children with them during class. You would like to engage the kids in the learning experience, but you know the curriculum is written for the parents. What **GO** modifications could you make to accommodate the short notice? What modifications would be considered **SLOW** or **WHOA**?
Answer Key

• **Scenario 3:**
  – **GO modification:** *Providing supplemental activities for children so families can attend together.*
  
  • **GO example:** Providing nutrition-related coloring sheets or a word search, or asking kids to help read food labels alongside their parents.
  
  • **SLOW example:** modifying the curriculum to engage the kids as learners throughout each lesson.
Scenario 4

• You arrive to teach your first class of the MyPlate for My Family series at a women’s shelter. You set up for your class in the multipurpose room, and are ready at the appointed class start time, but the class starts 15 minutes later than planned. How can you resolve the time concern while remaining in the GO level of the modifications? What modifications would be considered WHOA?
Answer Key

• **Scenario 4**
  – **GO modification**: Adjusting activities or activity times to accommodate organic changes with lesson pacing.
    • Substituting a shorter activity that has the same learning objective
    • Facilitating a shorter discussion period.
  – **GO modification**: Combining lessons in sequence.
    • Adding what was not done in this class to the beginning of the next class.
  – **WHOA modification**: Deleting lesson content or activities.
Scenario 5

• You arrive to teach your first workshop of the *Eat Healthy, Be Active* series at a community center. As you begin your class you realize some participants speak English, some both English and Spanish, and some only speak Spanish. You speak English only. How can you resolve this concern while remaining in the GO level of the modifications?
Answer Key

• **Scenario 5**
  
  –**GO** modification: *Delivering the curricula by speaking in a language other than the language in which it was written.*

  • Asking a bilingual class participant or site liaison if they would be willing to serve as an interpreter for the class.
Scenario 6

• You are teaching the *Nutrition Pathfinders* series to a fourth grade class and using the KAN-Q survey. You originally scheduled nine visits to the classroom to accommodate the surveys and each of the seven lessons, but the teacher cancels one of the dates due to a schedule conflict. How could you complete the series and post-test while remaining in the GO level of modifications?
Answer Key

- **Scenario 6:**
  - **GO** modification: Combining lessons in sequence to fit the scheduling needs of the site.
  - Proctoring the post-test survey immediately following the last lesson if the teacher can add 15 minutes to your final scheduled visit.
THANK YOU

Questions?

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