

## Guidance for Curriculum Modification

### Background

Quality nutrition education is an integral part of SNAP-Ed. Direct Education is intended to promote and support healthy behavior changes, including improved nutrition and increased physical activity/decreased sedentary time. Per SNAP-Ed Guidance, a curriculum needs to be implemented with fidelity to meet evidence-based requirements. The Guidance states: “Program fidelity means that the intervention was implemented as designed. In some cases, you may need to adapt the original evidence-based intervention to meet the needs of your target audience. Under such circumstances it is important to document what changes were made and how they were implemented.” (*SNAP-Ed Plan Guidance FFY2017*, page 52).

SNAP-Ed Guidance also states that education needs to be meaningful for the target audience (including being culturally and linguistically appropriate), behaviorally focused, updated with current scientific information and government recommendations, and personally engaging. Local Agencies have requested guidance on whether, when and how they may modify curricula included on the *Arizona Nutrition Network Obesity Prevention Resource Guide* and the USDA’s *SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States*.

### Guidance

The following guidance aims to help Local Agencies determine when curriculum modifications may be appropriate and how to make these modifications. This guidance is intended to:

- allow for modification when appropriate
- adhere to fidelity of implementation (maintain intent, core elements and objectives)
- improve the chances for successful outcomes
- avoid undue burden for Local Agencies and the AzNN
- allow results to be shared so Local Agencies can learn from the experiences of other Local Agencies

The types of curriculum modifications that Arizona SNAP-Ed Local Agencies may wish to make are divided into Go, Slow and Whoa Modifications, identifying the level of caution with which these modifications should be made.

- **“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

“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.

Types of Modification	Guidance for Modification
<p><b>Adding visuals or props to enhance a learning concept</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Having actual samples of foods, food labels or containers to pass around</li> <li>• Using food models, anatomy models (e.g., fat, muscle, etc.)</li> <li>• Adding supplemental handouts from the AzNN Obesity Prevention Resource Guide</li> </ul>	<p>Do not substitute for a core component of the curriculum. Keep costs moderate.</p>
<p><b>Adding supplemental activities to a lesson to make it more interactive</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Food demo/taste testing</li> <li>• Physical Activity demonstration/break</li> <li>• Participant engagement (e.g., storytelling, small group discussions, ice breakers, group introductions, review of previous class)</li> </ul>	<p>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.</p>
<p><b>Updating content for new Federal Guidelines</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Incorporating the 2015 Dietary Guidelines for Americans, Physical Activity Guidelines for Americans</li> </ul>	<p>Local Agencies may update content for new recommendations following SNAP-Ed Guidance and Dietary Guidelines for Americans.</p>
<p><b>Making adaptations for cultural and age appropriateness or food availability and seasonality</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Adjusting names, stories, recipes, food examples and images, and food demos included in a class</li> <li>• Providing an overview of lesson concepts that are not familiar to audience (substituting familiar phrase for technical terms)</li> <li>• Substituting/ using different recipe or ingredients (i.e. using commodity foods or foods in season to meet needs of audience)</li> </ul>	<p>In some cases, consultation with experts, such as cultural representatives, community members, etc., are important.</p> <p>Changes can be made to verbal communication during lesson to improve understanding. Recipe modifications and food demo recipes must meet the AzNN Nutrient Standards.</p>

<p><b>Delivering the curricula by speaking in a language other than the language in which it was written</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Providing a lesson in Spanish using an English-based curricula</li> </ul>	<p>Curricula may be delivered and interpreted in a different language when the educator is proficient in alternate language. <b>NOTE:</b> This does <u>not</u> include written translation.</p>
<p><b>Dividing larger lessons into smaller lessons to fit the scheduling needs of participants or site</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Dividing 90-minute session into two 45-minute classes</li> </ul>	<p>Class sessions may be divided over multiple sessions as long as the overall curriculum sequence is maintained and content is not omitted. <b>NOTE:</b> Adjusting schedule of classes must align with Curriculum Implementation Guidelines.</p>
<p><b>Combining lessons in sequence to fit the scheduling needs of participants or site</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Combining ten 30-minute sessions of an adult or child curriculum into five hour-long sessions to improve participant retention</li> </ul>	<p>Multiple classes may be combined into a single session as long as the overall curriculum sequence is maintained and content is not omitted. <b>NOTE:</b> Adjusting schedule of classes must align with Curriculum Implementation Guidelines.</p>
<p><b>Providing supplemental activities for children so that families can attend together (kids and parents together)</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Providing coloring sheets and crayons to keep children occupied while adults focus on the lesson</li> <li>• Inviting children to place items on a poster or participate in a demonstration (as appropriate)</li> <li>• Allowing older children to help parents find an item on a food label</li> </ul>	<p>Activities may be incorporated to engage children present at an adult class as long as the adult curriculum is not modified. Supplemental activities should be age appropriate.</p>
<p><b>Adjusting activities or activity times to accommodate <u>organic</u> changes with lesson pacing</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Moving on from planned activity when group finishes early</li> <li>• Substitution of activity with the same learning objective to meet scheduled time</li> </ul>	<p>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. <b><u>Do not shorten overall class time.</u></b></p>

## “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.

Types of Modification	Guidance for Modification
<p><b>Modifying or adapting curriculum for different age, grade level, or lifecycle stage, from intended audience or modifying the setting</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Modifying a middle school curriculum for use with high school students</li> <li>• Modifying Grocery Store Tours to be used in Farmer’s Markets</li> </ul>	<p>Contact AzNN before implementation.</p> <p>Formative or outcome evaluation may be necessary.</p>
<p><b>Developing a language translation for written curriculum materials not provided by curriculum developers</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Translating a handout or resource from an approved curriculum into a language that meets community needs</li> </ul>	<p>AzNN approval required.</p> <p>Work with certified translator to develop an accurate and culturally appropriate translation. May require focus group testing.</p>
<p><b>Planned adjustments to activities to allow more time for increased discussion with participants (e.g. audiences with language limitations or seniors)</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Substitute a recipe with a shorter preparation time</li> <li>• Substitute a physical activity with similar objectives</li> </ul>	<p>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. <b><u>Do not shorten overall class time.</u></b> Lesson modifications must be reported in the SARN under “Direct Education - Opportunities.”</p>

## “Whoa” Modifications

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

Types of Modification	Guidance for Modification
<p><b>Deleting content, activities, or lessons from a series.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Deleting a taste testing activity that is a core component of a lesson</li> <li>• Omitting content to shorten a lesson</li> <li>• Delivering a single session from a series required to be taught as a series and not permitted as stand-alone lessons</li> </ul>	NOT allowed.
<p><b>Rearranging the order of activities within a lesson</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Moving a culminating activity from the end of a lesson to earlier in the lesson</li> </ul>	NOT allowed.
<p><b>Using a curriculum <u>as is</u> for a different age, grade level, or audience from intended use outside Curriculum Implementation Guidelines</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Using a middle school curriculum in high school</li> <li>• Using a high school curriculum for adults</li> <li>• Using elementary school curriculum for pre-school</li> </ul>	NOT allowed

**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.