

Today's Agenda

- Curriculum Fidelity and Modification: Why It Matters
- The AzNN Curriculum Modification Guidelines
- Addressing Speed Bumps in the Field



Curriculum Fidelity & Modification



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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

- 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 giving the same



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 to
 - 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



Curriculum Modification Guidelines

Appendix Q



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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

“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>Adding visuals or props to enhance a learning concept</p> <p>Examples:</p> <ul style="list-style-type: none"> • Having actual samples of foods, food labels or containers to pass around • Using food models, anatomy models (e.g., fat, muscle, etc.) • Adding supplemental handouts from the AzNN Obesity Prevention Resource Guide 	<p>Do not substitute for a core component of the curriculum. Keep costs moderate.</p>
<p>Adding supplemental activities to a lesson to make it more interactive</p> <p>Examples:</p> <ul style="list-style-type: none"> • Food demo/taste testing • Physical Activity demonstration/break • Participant engagement (e.g., storytelling, small group discussions, ice breakers, group introductions, review of previous class) 	<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>Updating content for new Federal Guidelines</p> <p>Examples:</p> <ul style="list-style-type: none"> • Incorporating the 2015 Dietary Guidelines for Americans, Physical Activity Guidelines for Americans 	<p>Local Agencies may update content for new recommendations following SNAP-Ed Guidance and Dietary Guidelines for Americans.</p>
<p>Making adaptations for cultural and age appropriateness or food availability and seasonality</p> <p>Examples:</p> <ul style="list-style-type: none"> • Adjusting names, stories, recipes, food examples and images, and food demos included in a class • Providing an overview of lesson concepts that are not familiar to audience (substituting familiar phrase for technical terms) • Substituting/ using different recipe or ingredients (i.e. using commodity foods or foods in season to meet needs of audience) 	<p>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.</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>Modifying or adapting curriculum for different age, grade level, or lifecycle stage, from intended audience or modifying the setting</p> <p>Examples:</p> <ul style="list-style-type: none"> • Modifying a middle school curriculum for use with high school students • Modifying Grocery Store Tours to be used in Farmer’s Markets 	<p>Contact AzNN before implementation.</p> <p>Formative or outcome evaluation may be necessary.</p>
<p>Developing a language translation for written curriculum materials not provided by curriculum developers</p> <p>Examples:</p> <ul style="list-style-type: none"> • Translating a handout or resource from an approved curriculum into a language that meets community needs 	<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>Planned adjustments to activities to allow more time for increased discussion with participants (e.g. audiences with language limitations or seniors)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Substitute a recipe with a shorter preparation time • Substitute a physical activity with similar objectives 	<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. <u>Do not shorten overall class time.</u> 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>Deleting content, activities, or lessons from a series.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Deleting a taste testing activity that is a core component of a lesson • Omitting content to shorten a lesson • Delivering a single session from a series required to be taught as a series and not permitted as stand-alone lessons 	<p>NOT allowed.</p>
<p>Rearranging the order of activities within a lesson</p> <p>Examples:</p> <ul style="list-style-type: none"> • Moving a culminating activity from the end of a lesson to earlier in the lesson 	<p>NOT allowed.</p>
<p>Using a curriculum <u>as is</u> for a different age, grade level, or audience from intended use outside Curriculum Implementation Guidelines</p> <p>Examples:</p> <ul style="list-style-type: none"> • Using a middle school curriculum in high school • Using a high school curriculum for adults • Using elementary school curriculum for pre-school 	<p>NOT allowed</p>

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

Guidance for Curriculum Modification


Go, Slow, Whoa



- Adding visuals or props to enhance a learning concept
- Adding supplemental activities to a lesson to make it more interactive
- Updating content for new Federal Guidelines
- Making adaptations for cultural and age appropriateness or food availability and seasonality
- Delivering the curricula by speaking in a language other than the language in which it was written
- Dividing larger lessons into smaller lessons to fit the scheduling needs of participants or site
- Combining lessons in sequence to fit the scheduling needs of participants or site
- Providing supplemental activities for children so that families can attend together (kids and parents together)
- Adjusting activities or activity times to accommodate organic changes with lesson pacing



- Modifying or adapting curriculum for different age, grade level, or lifecycle stage, from intended audience or modifying the setting
- Developing a language translation for written curriculum materials not provided by curriculum developers
- Planned adjustments to activities to allow more time for increased discussion with participants (e.g. audiences with language limitations or seniors)



- Deleting content, activities, or lessons from a series
- Rearranging the order of activities within a lesson
- Using a curriculum as is for a different age, grade level, or audience from intended use outside Curriculum Implementation Guidelines

Full guidelines available in the AzNN Policies and Procedures Manual.



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Speed Bump Scenarios

FFY17 Curriculum Modification Training
October, 2016



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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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