

## Implementation Guidelines – Be Proud Be Responsible (2016)

Implementation Factors	Recommended	Possible Adaptations
Program characteristics	Six 50-minute modules; use of videos Plus one add-on session	<b>The add-on session on pregnancy prevention/ birth control methods is required</b> (adds up to 7 modules)
Educator Requirements	Educator needs to be well-versed in interactive and participatory facilitation; comfortable working with youth -One educator is needed	Having a back-up educator is recommended
Target audience	Originally evaluated with African American males, ages 11-14 -Can be delivered to diverse populations, ages 13 - 18	-Can be used with middle school youth if adjusted to students' knowledge and experience*. -Can be used with young adults (18-21) i.e. in GED programs; needs to be adjusted to experience level
Group composition	-Small groups of 6 to 12 youth -Groups should be of similar age range (13-15, 16-18) -Mixed gender or same gender	-Can be done with larger groups – this requires additional educators. -If done in classrooms with teacher present, one educator can facilitate up to 25 students -Peer educators can be co-facilitators, but they need to be trained.
Setting	Originally evaluated in school after regular school hours Can be done in - In-school classrooms - After school groups - Community-based organizations - Clinics	If delivering the program in schools, modules have to be adjusted to class periods; it will require additional sessions. <b>Activities should not be dropped; sequence should not be changed.</b> Samples for adjusted modules for longer or shorter classroom periods are available on the CAPP shared resources page.
Delivery Timeframe	-6 sessions (50 min each) over the course of two weeks -2 three-hour sessions over two days -One day for five hours with extra time for breaks	Modules can be spread out over several days, but <b>the cycle should be completed within a 2 week period.</b> In schools the curriculum can be adjusted to classroom periods or block periods, but it needs to be done within a couple of weeks without larger breaks in between. <b>Planning tip:</b> Learn the school calendar and use it to plan implementation.

**REMINDER**

**Please send all adaptation requests or adaptation master lists for review to your ACT TA Provider.**

**\* Using BPBR with younger youth (middle school age)**

**First**

Learn about your younger target group. What is their level of knowledge and experience? What have they covered so far in regards to anatomy and reproductive health? Talk to their health educator, teacher or other school staff who invited you to this particular class.

**Second**

It might be advisable to do a preliminary session on puberty or anatomy/reproduction before starting the EBP.

**Third**

Stress abstinence as the best way to protect yourself.