

## Implementation Guidelines – Reducing the Risk (RTR) (5<sup>th</sup> edition, 2011; revised 5<sup>th</sup>, 2015)

Implementation Factors	Recommended	Possible Adaptations
Program characteristics	<ul style="list-style-type: none"> <li>-16 modules (45 minutes each) to be taught in sequence.</li> <li>-Student workbooks available in Spanish and English</li> <li>-Originally designed to be embedded in a comprehensive health or family life education program</li> </ul>	<ul style="list-style-type: none"> <li>-Sessions can be extended to allow for further discussion or skill building.</li> <li>-It does not have to be part of a longer health education program.</li> </ul>
Educator Requirements	<ul style="list-style-type: none"> <li>-Educators should be familiar with the material, comfortable teaching the contents.</li> <li>-Educators should be familiar with school policies and adhere to policies.</li> <li>-Training is recommended but not required.</li> </ul>	Educators do not have to be the same gender, race or ethnicity as the learners.
Target audience	High school youth (ages 13-18) Primarily designed for 9 <sup>th</sup> grade	Grades 8 - 12
Group composition	<ul style="list-style-type: none"> <li>-Mixed gender classrooms</li> <li>-Ideal group size: 10-30 students</li> </ul>	The whole program or selected sessions can be delivered in same gender groups.
Setting	School setting	Can be delivered in out-of-school settings
Delivery Timeframe	All sessions are taught 2 - 3 times a week over consecutive weeks	<b>One session per week is not recommended</b> since learners may forget material from the previous class.

## ADAPTATIONS

ETR has published an adaptation kit for Reducing the Risk ( [http://recapp.etr.org/recapp/documents/programs/RTR\\_Adaptation\\_Kit.pdf](http://recapp.etr.org/recapp/documents/programs/RTR_Adaptation_Kit.pdf) ) that provides guidelines and specific adaptation strategies.

### REMINDER

**Please send all adaptation requests or adaptation master lists for review to the ACT COE TA Provider**

**Sample adaptations** (based on discussions with providers in CAPP I)

1. Module 1: Pregnancy Risk Activity - There were concerns about the flow of the activity. The ACT COE modified the activity (**contact Jutta at [jd81@cornell.edu](mailto:jd81@cornell.edu) for the revised activity**).
2. Module 7: Lead into the birth control method lecture with a video clip – *Meet the Contraceptives* by TEEN P.A.C.T., Community Healthcare Network - <http://vimeo.com/35710153> (6.47 min).
3. Module 8: To introduce the clinic visit or call assignment, show video clip: *Teen Clinic Tour* by TEEN P.A.C.T., Community Healthcare Network, <http://vimeo.com/32218981> (2.31 min). Students can do the assignment via internet. They can do the research about a local clinic (location, hours, appointment policies and services information, directions).
4. Module 16: Alternative to *Love Story* role play. Use DVD: *Tanisha & Shay* (available from ETR [www.etr.org](http://www.etr.org) , included in BPBR and MPC). It shows young people working through the consequences of sex, the responsibilities involved and the decisions they have to make.