

# Considerations for Program Adaptations

Emily Lyke and Sarah Mott  
Michigan Fitness Foundation  
August 22, 2024  
3:30-4:30 p.m.

# Agenda

- Considerations for making adaptations
- Small group discussion
- Full group share
- Closing



# Background

Working toward  
culturally relevant  
programming that  
meets goals

Recognizing context  
matters

Providing considerations to help



# Adaptations



Adapting recipes to  
include culturally relevant  
foods or practices



Including culturally  
relevant activities



Delivering lessons  
in a language other  
than English



Adapting for  
neurodiversity



Adapting for  
physical ability  
diversity

# Foundations

## **Adaptations:**

- Have a clearly identified need and justification
- Have been examined for alignment with the intervention evidence and objectives
- Are reasonable, necessary, and in alignment with related program parameters and guidance
- Are tracked and evaluated

# Need and Justification

**What will make an intervention more accessible?**

**To have a better understanding consider:**

- Who is the specific audience we're planning to serve?
- What is our relationship with the audience?
- What information do we have about the audience, and what information is missing?
- What information came directly from the audience?
- What else do we need to learn directly from the audience?
- What is the audience's definition of success?
- What already exists that may help meet the need?



# Alignment with the Intervention

**When considering whether a potential adaptation is aligned with an intervention's evidence base:**

- What are the intervention's or activity's objectives?
- How does the intervention need to be implemented to expect the desired outcomes (i.e. with fidelity)?
- With the adaptation, can we expect the same or better outcomes?
  - What makes us think that?





# Reasonable, Necessary, & Allowable

**As with other SNAP-Ed activities and expenses, consider:**

- Does the adaptation meet all six reasonable and necessary criteria?
- Is it allowable based on any relevant program parameters?



# Recipes

## For recipe adaptations consider:

- Are ingredients (and equipment) low-cost and accessible?
- Is the recipe written at a 6th grade reading level or lower and easy to follow with little cooking experience?
- Is the recipe aligned with the Dietary Guidelines for Americans?
- Is the recipe from an appropriate source?
- If an ingredient is swapped, have you tested the recipe?

Refer to the Recipe Selection and Tasting Size Guidelines in the P&O Manual for more



# Translation

## For translations consider:

- Does the audience actually want or need the material translated, or would they prefer it in English or to have the information provided in a different way?
- Is the source material culturally relevant?
- Is the material an appropriate reading level?
- To which dialect does it need to be translated?
- Do you have the author's permission to translate the material?

Refer to the 'Literature, Audiovisuals, and Other Materials' section of the P&O Manual for more



# Documentation and Preapprovals

## **For adaptations:**

- Document in direct education scope & sequence or PSE work plan before programming starts
- Keep reasonable and necessary documentation on file

## **For substantive adaptations that may change expected outcomes:**

- Discuss with MFF well in advance of programming

# Tracking and Evaluation

## **Track all adaptations:**

- Report adaptations on educator logs and/or in PSE reporting.

**Work with MFF on an evaluation plan for allowable substantive modifications.**



# Activity Adaptation Example

## INTRODUCING UNIT 7: **WHERE FOOD COMES FROM**

**Overview:** Unit 7 focuses on teaching children where their food comes from, appreciation for the farmers growing their food, and to identify the parts of the plant of the food they eat.

A core lesson consists of at least one activity from this unit + one *FitBits*™ physical activity break + one healthy snack tasting. Lesson supplements can be used if time allows.

### **Children will learn:**

- Where their food comes from;
- To appreciate the farmers who grow their food; and
- Identify the parts of the plants of the food they eat.


### **Children will:**

- Pretend to be a plant and proceed through the stages of growing (The Life of a Plant);
- Write a thank you note to a farmer (Thank a Farmer); and
- Given clues, identify names of vegetables (What Am I?).






# Recipe Adaptation Example



FRESH MICHIGAN RECIPES

[About](#)[Recipes](#)



## Pear Waldorf and Chicken Stuffed Pitas

Tender chicken, crisp pears, and crunchy walnuts in a creamy dressing, and wrapped in soft pita bread.

*Michigan Harvest to Table™*

# Examples of Adaptations

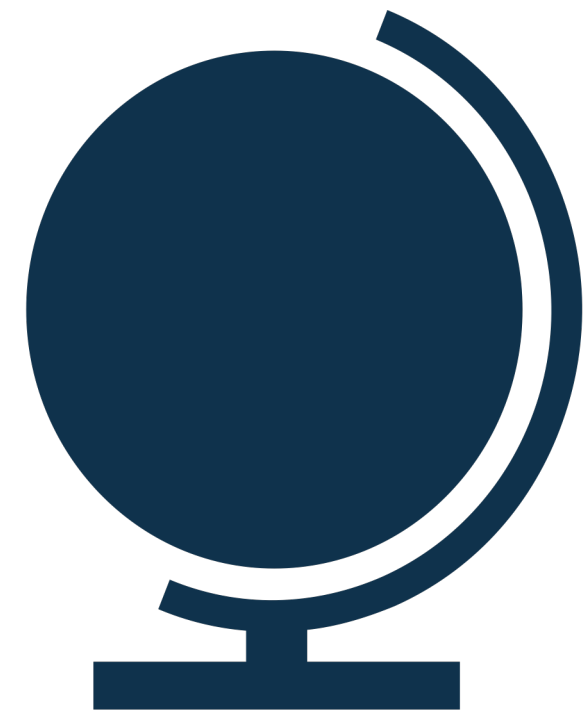




# Small Group Discussion



Adapting recipes to  
include culturally relevant  
foods or practices



Including culturally  
relevant activities



Delivering lessons  
in a language other  
than English



Adapting for  
neurodiversity



Adapting for  
physical ability  
diversity

# Small Group Discussion

## Need and Justification

- What will make an intervention more accessible?
  - What is the need?
  - How do you know this is a need?
  - How will you capture the right voices to determine need?
  - What already exists that may help meet the need?
  - What is the risk if we do not meet this need?



# Share back with the group

## **A brief summary your group's adaptation discussion**

- What did your group discover?
- Any ah ha moments or key takeaways?
- What might you do differently?

# Making it Happen

Leads likely hear suggestions for adaptations from staff who implement the programs.

- How will you get the details you need from your staff?
- Does anyone have a process that works for your team?

# Summary

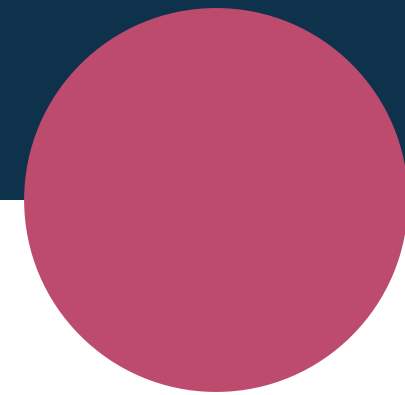
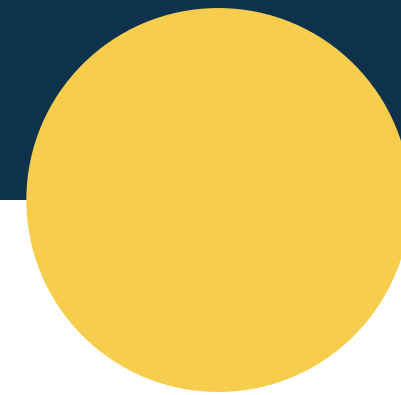
## **All adaptations need:**

- A clearly identified need and justification
- To have been examined for alignment with the intervention evidence and objectives
- To be reasonable, necessary, and in alignment with related program parameters and guidance
- To be tracked and evaluated





**SNAP-Ed  
UNIVERSITY**



**Thank you!**

This institution is an equal opportunity provider.



**SNAP-Ed  
UNIVERSITY**

© 2024 Michigan Fitness Foundation  
[michiganfitness.org](https://michiganfitness.org)