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Cultural adaptation of two school-based smoking prevention programs in Bogotá, Colombia

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Supplementary Appendices

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Supplementary Appendix 1. Activities for culturally adapting ASSIST and Dead Cool.

Step name	Activities involved	Participants involved
1. Information Gathering	<ul style="list-style-type: none"> - Build a local stakeholder committee. - Identify relevant contextual factors, and social and cultural values. - Identify interventions related, risk behaviours and environmental factors in the context. - Identify the organizational capacity and target population. - Determine whether the intervention goals and outcomes are relevant to the target populations. - Obtain and review the original intervention materials. - Examine the theory base behind the interventions, mechanisms of change, moderators, and outcomes. - Training on both interventions to identify the core components and best-practices characteristics. - Determine the possible ways to adapt and fit to the needs of the local context. - Define the objectives of the adaptation process. 	<p>Researchers, Program manager, Intervention developers, Local expert committee.</p>
2. Preliminary adaptation design	<ul style="list-style-type: none"> - Develop an adaptation plan. - Identify potential mismatches and barriers to implementation and participation. - Develop a strategy for achieving fidelity of implementation. - Translation of all the intervention materials (English to Spanish). - Dubbing voice of the videos (English to Spanish). - Adapt to the local language to be understandable and culturally appropriate. - Back translation using interpretative sense-checking (Spanish to English). - Gathering local pedagogical and informational materials. - Assess stakeholders input and potential collaborations. - Invite the local education and public health practitioners to participate. - Consider the intervention training and organization staff. - Develop a “mock-up” version of the adapted materials. 	<p>Researchers, Program manager, Intervention developers, Local stakeholders committee.</p>

	<ul style="list-style-type: none"> - Prepare design documents and user-friendly manuals of the interventions. - Discuss with the intervention developers and the local expert committee about the discrepancies. - Adapt the relevant intervention components through collaborative efforts. - Label the adapted version of ASSIST as <i>Entre Parceros</i>, and Dead Cool as <i>Bacanisimo</i>. 	
3. Preliminary adaptation test	<ul style="list-style-type: none"> - Develop an implementation plan. - Contact local stakeholders and decision-makers. - Establish a collaboration agreement with local education and public health practitioners. - Recruit the intervention team and train individual practitioners. - Train individual practitioners on the study. - Collect socio-demographic information using a survey. - Deliver <i>Entre Parceros</i> and <i>Bacanisimo</i>. - Register the implementation of each activity on the field diaries. - Monitor the fidelity of the intervention delivery by the intervention developers. - Conduct interviews and focus groups to individual practitioners and students. 	<p>Researchers, students, intervention developers, individual practitioners, program manager, community members.</p>
4. Adaptation refinement	<ul style="list-style-type: none"> - Refine adaptations based on results generated in previous steps. - Correct and optimize all aspects in which difficulties were encountered. - Establish ongoing support, feedback and refinement. 	<p>Researchers, individual practitioners, program manager</p>
5. Cultural adaptation trial	<ul style="list-style-type: none"> - Implement the adapted interventions within six schools with random assignation of each intervention. - Recruit the intervention team and train individual practitioners. - Train individual practitioners, and local education and public health practitioners on the study. - Collect socio-demographic information using a survey. - Delivery of <i>Entre Parceros</i> and <i>Bacanisimo</i>. - Conduct interviews and focus groups to individual practitioners and students. - Assess the acceptance of and participants' engagement in the adapted intervention. - Establish ongoing support, feedback and refinement. - Offer a professional development course to teachers, and local education and public health practitioners. - Revise the intervention by recommending to adopt effective or drop ineffective adaptations. 	<p>Researchers, students, individual practitioners, program manager, community members.</p>