FYSB Family & Youth Services Bureau

Adolescent Pregnancy
Prevention Program

Supporting Youth:
Trauma-Informed Virtual Implementation *

April 8, 2021 &

Hannah Feeney, RTI International
Lissette Saavedra, RTI International
Leslie Estrella, WestCare/Pacific Islands
Brooke Becker, Healthy Futures of Texas
Corrie Rodriguez, Healthy Futures of Texas

Webinar Logistics

- You are muted.

- Check your computer audio volume and enable speaker (if trouble hearing).

- If comfortable, share video.

- Use Chat Box.

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Presenters *

- **Hannah Feeney,** *Community Psychologist, RTI*
- **Lissette Saavedra,** *Research Psychologist, RTI*
- **Leslie Estrella,** *Program Coordinator*, WestCare/Pacific Islands
- **Brooke Becker,** *CHES®, Health Educator,* Bae-B-Safe Program at Healthy Futures of Texas
- **Corrie Rodriguez,** *CHES®, Health Educator*, Bae-B-Safe Program at Healthy Futures of Texas

Objectives *

By the end of this webinar, participants will be able to:

- Define key aspects of trauma-informed virtual implementation;
- Identify at least three new strategies for how to ensure that virtual programming is delivered from a trauma-informed perspective; and
- Describe opportunities for modeling trauma-informed practices within their programming for youth.
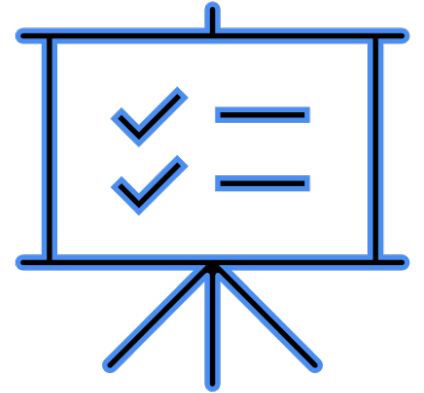
Agenda

- Overview of trauma-informed approaches

- Considerations for implementation

  - Before programming

  - During programming

  - After programming

- Grantee Spotlights

- Q&A

- Resources, Technical Assistance, and Closure
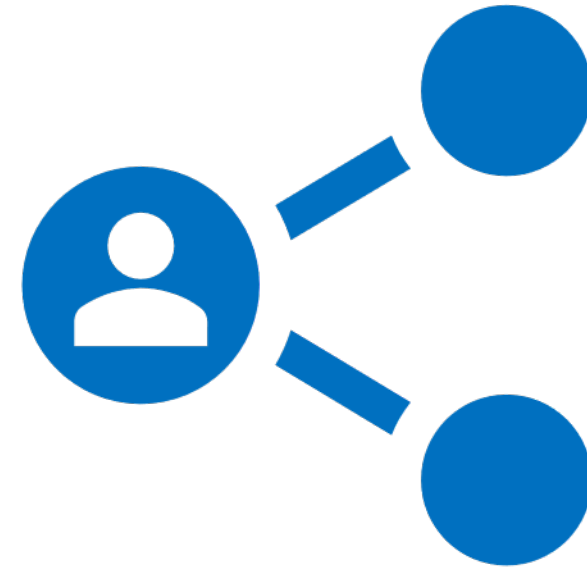
Experiences from the Field

Chat Box:

How have you worked to create safe and welcoming spaces for your program participants?

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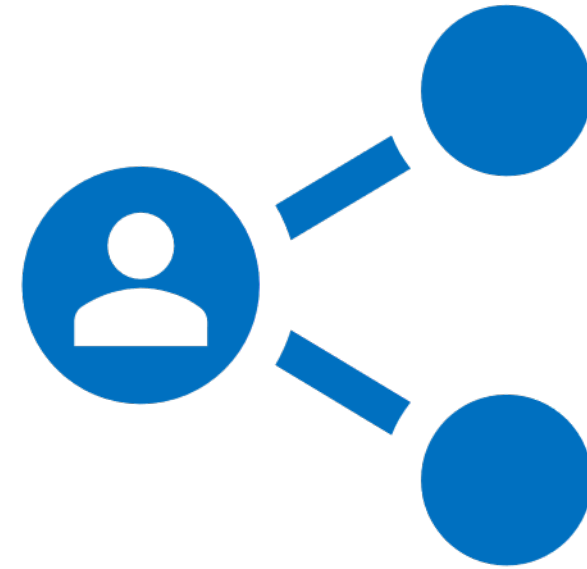
Experiences from the Field

Poll:

Is your program using synchronous, asynchronous, or a hybrid approach to virtual sexual health education?

Poll Choice Definitions

- **Synchronous learning** is online, or distance education, that happens in real time, often with a set class schedule and required login times.

- **Asynchronous learning** does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules, and assignments are completed to deadlines.

- **Hybrid learning** includes a blend of both formats.

Overview of Trauma-Informed Approaches

Overview of Trauma-Informed Approaches

What does it mean to be trauma-informed?

- Understand the impact of trauma

- Carefully recognize and routinely screen for the impact of trauma

- Respond empathetically and by making resources available

- Actively avoid re-traumatization
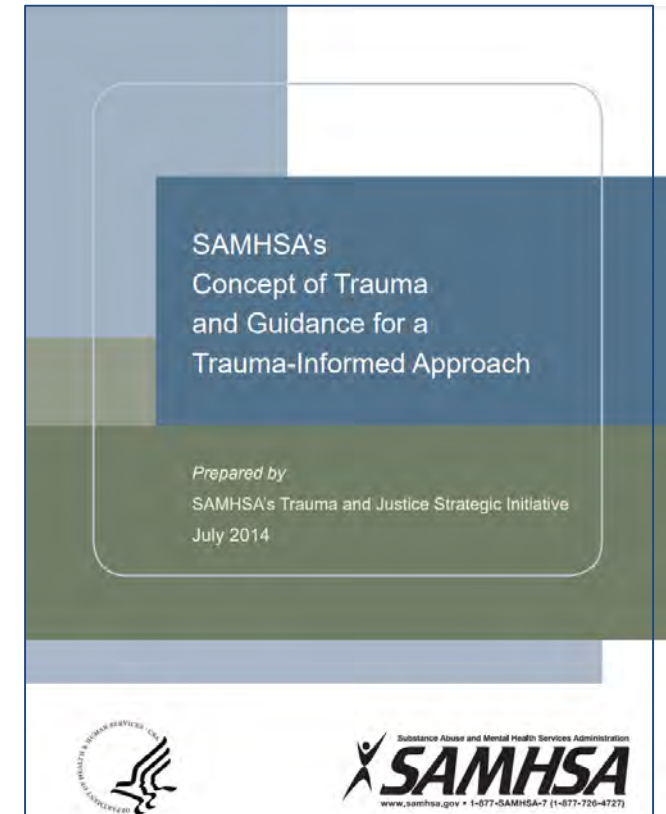
Photo by SGR on Unsplash

Adapted from: https://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884

Overview of Trauma-Informed Approaches

What does it mean to be trauma-informed?

SAMHSA's Six Key Principles to a Trauma-Informed Approach

1. Safety
2. Trustworthiness & Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical, and Gender Issues

SAMHSA's
Concept of Trauma
and Guidance for a
Trauma-Informed Approach

Prepared by
SAMHSA's Trauma and Justice Strategic Initiative
July 2014

SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

Source: https://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884

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Preparing for Trauma-Informed Facilitation

What sexual health education topics could cause a trauma response?

ANY OF THEM

- Healthy relationships
- Consent
- Sexual assault
- Anatomy and physiology
- Condom demonstrations

- Contraception
- STIs
- Abstinence
- Sexual orientation
- Gender identity/expression

Adapted from: Batell, B. (2019). *Trauma-informed sexual health education: Considerations for SEABs.* Michigan Organization on Adolescent Sexual Health.

Preparing for Trauma-Informed Facilitation

What am I preparing for?

Synchronous
vs
Asynchronous

- Student disclosures

- Difficult conversations

- The inability to have *in-person* connections with students who have experienced triggers

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Considerations for Implementation

Considerations for Implementation

1. BEFORE CLASS ★

2. DURING CLASS

3. AFTER CLASS

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BEFORE CLASS

- Understand rules & processes regarding mandatory reporting

- Collect resources ahead of time
  - Information for local advocacy services
  - Hotlines or other national resources

- Pre-meeting with classroom teacher

- Familiarize yourself with reactions to trauma/trigger cues

Photo by Green Chameleon on Unsplash

BEFORE CLASS

Familiarize yourself with reactions to trauma

- Participant is acting differently than is typical
  - More or less engaged than is typical
  - More irritable or confrontational than normal
  - Camera off when it is typically on

- Participant is asking age-inappropriate questions

Photo by Chris Montgomery on Unsplash

BEFORE CLASS

- Understand rules & processes regarding mandatory reporting

- Collect resources ahead of time
  - Information for local advocacy services
  - Hotlines or other online resources

- Familiarize yourself with reactions to trauma/trigger cues

⭐ Create a plan to support triggered students

Photo by Green Chameleon on Unsplash

BEFORE CLASS

Creating a plan to support triggered students

- Do not highlight things that would indicate a student is triggered

- Create a plan for if you need to end the class to support a student
  - Who can take over while you connect with a student?
  - Can you quickly initiate break-out groups?
  - How will you know if you need to end class early?

⭐ Know how to respond to disclosures
 - An opportunity to model positive response

EXPECT DISCLOSURES

Photo by Jeremy Thomas on Unsplash

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BEFORE CLASS

Know how to respond

- Believe them

- Respect confidentiality

- Ask them what support looks like for them

- Value their boundaries

- Empathize

Source: https://www.behance.net/gallery/36895407/Ryerson-Consent-Comes-First-Site-infographics
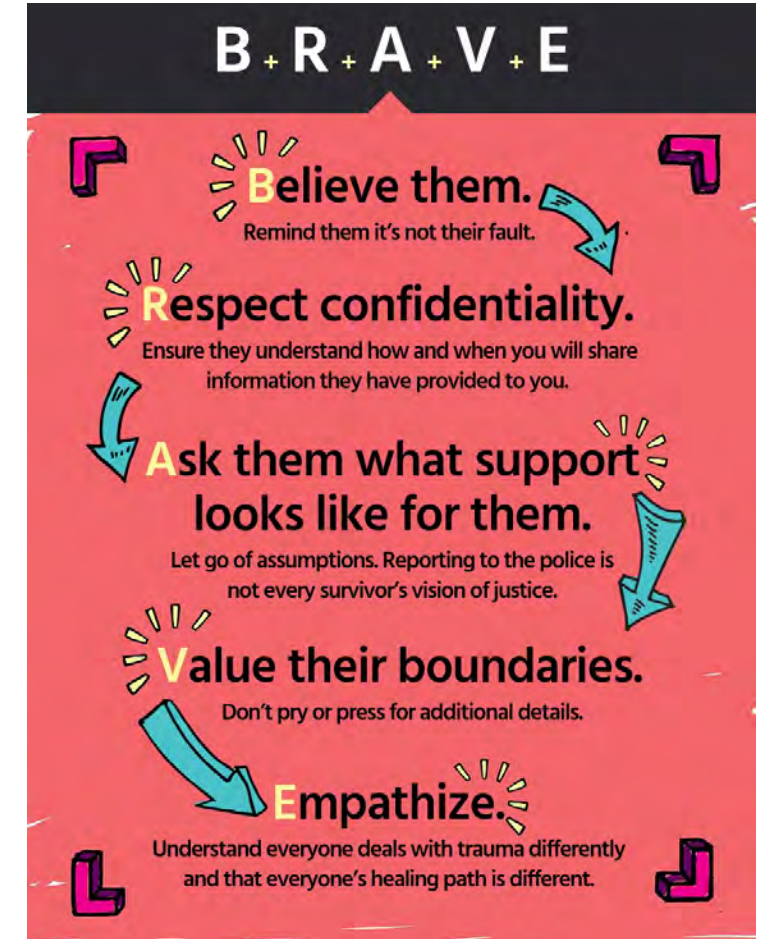
BEFORE CLASS

- Understand rules & processes regarding mandatory reporting

- Collect resources ahead of time

- Familiarize yourself with reactions to trauma/trigger cues

- Create a plan to support triggered students

- Give students time to prepare

Photo by Green Chameleon on Unsplash

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BEFORE CLASS

Key Technological Considerations for Successful Implementation

- Technological competence: Know the platform you are working with
  - Trouble shooting

  - Attending to privacy concerns

Considerations for Implementation

1. BEFORE CLASS

2. DURING CLASS

3. AFTER CLASS

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DURING CLASS

- Describe trauma-informed approach to students

- Be clear about mandatory reporting protocols

Set ground rules

Businesswoman holding documents having a video conference call on her laptop by Jacob Lund from Noun Project

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DURING CLASS

Setting ground rules

- Ground rules might include
  - No screenshots or recording
  - Use headphones
  - Webcams optional
  - Q&A for anonymous questions & chat for group discussion
  - Turn off private chat

- Work with the group to create other relevant ground rules

Photo by Julia Caesar on Unsplash

Adapted from: Batell, B. & Bechhofer, L. (2020). *You can do this!: Teaching Sex Edication at a Distance.* Michigan Organization on Adolescent Sexual Health.

DURING CLASS

- Describe trauma-informed approach to students

- Be clear about mandatory reporting protocols

- Set ground rules

⭐ Attend to non-verbal cues & be ready to initiate plan to support triggered students
  - Multiple facilitators, if possible

Photo by Jacob Lund from Noun Project

Businesswoman holding documents having a video conference call on her laptop by Jacob Lund from Noun Project

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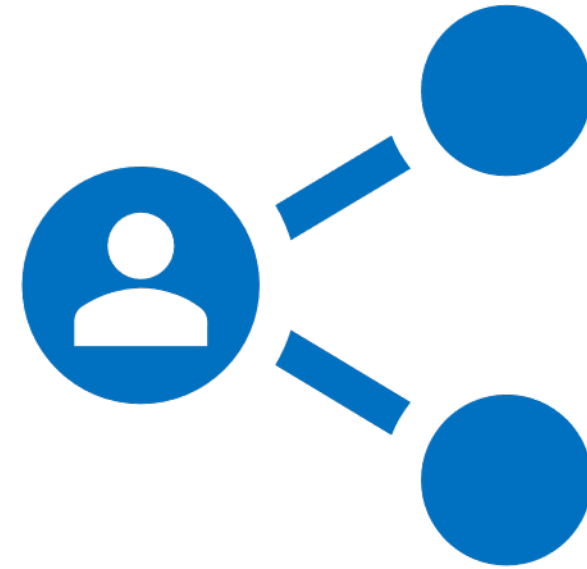
DURING CLASS

Key Considerations for Successful Implementation

- **Recommendations for ensuring privacy in virtual group sessions**
  - Encourage non-verbal forms of engagement, like the anonymous Q&A feature in Zoom
  - Privacy

- **Allow times to process the information that was shared**

Experiences from the Field

Chat Box:

What virtual non-verbal cues do see most often in your experience?

Considerations for Implementation

1. BEFORE CLASS

2. DURING CLASS

3. AFTER CLASS ⭐

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AFTER CLASS

- Follow up with students who may need additional support
  - Share resources & ask how you can support them
  - Be clear about mandatory reporting requirements

- Touch base with classroom teacher

- Take care of yourself

- Review fidelity logs and post-implementation feedback

Sources: Photo by Max van den Oetelaar on Unsplash

Key Ingredients for Successful Telehealth Implementation

- **Telehealth Competency**
  - Bringing together trauma-informed approach and technological competence is critical for a virtual environment telepresence.
  - This involves applying appropriate techniques to maximize a therapeutic atmosphere in both physical and virtual environments to approximate an in-person relationship.
    - Foster spontaneity
    - Provide support
    - Minimize technical distractions and interruptions

Spotlights from the Field

WESTCARE PACIFIC ISLANDS

PROJECT ISA-TA: PREP-PATHWAYS

HAFA ADAI!

Project Isa-Ta: PREP-PATHWAYS

Guam

"Our Rainbow"

4 School Sites

Draw the Line/Respect the Line

Community-based Events

OUR STORY

COVID-19 Pandemic

Island-Wide Shutdown

Our Struggles

Us vs. Executive Orders

Survival Mode

Virtual Implementation; Creative Strategies

WHAT WE ARE DOING

Virtual Shift

- Virtual implementation of curriculum

Technical Assistance

- Received technical assistance
- Collaborated with developers for adaptations

Networking

- Continue to foster relationships with partners

School Breaks

- Outreached to community
- Conducted virtual workshops

ADAPT & ADJUST

School Break Series

- Virtual presentations
- Packet pick up
- Winter, Spring

School Based

- Online and face-to-face
- Virtual presentations and in-person sessions

Camps

- Summer camps
- Virtual and in-person

Safe Spaces & Access

Safe Space

- Discuss what to expect
- Rules/etiquette
- Option to not participate
- Assess comfort levels
- Inform and not "police"
- Age-friendly graphics
- "Right to pass"

Access to Service

- Make accommodations for packet pickup
- Work with families
- Provide materials for activities
- Use engaging activities that can be done at home

Prevention Protocol

(in person)
- Sneeze guards
- Personal sanitization kits
- Sanitization schedule incorporated into agenda

TEAM WELLNESS

It's important!

- Check ins
- Wellness meetings
- Supervision

Connect with us!

Facebook

westcarepacificislands

Instagram

@westcare.pi

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BAEBSAFE
HEALTHY FUTURES OF TEXAS

Brooke Becker, CHES® &
Corrie Rodriguez, CHES®

BBS Health Educators

Who We Are

BAE-B-SAFE is committed to preparing &
connecting young adults with the
resources needed to be empowered about their
sexual & reproductive health.

Who We Are

- We service 3 Alamo Community Colleges

- We offer:
  - Evidence-based and Evidence-informed Sexual Health Programs (14–19 years old)
  - Referrals to healthcare services in the community
  - Sexual Health Resources

BAEBSAFE

HEALTHY FUTURES OF TEXAS

Trauma-Informed Practices with Sexual Health and Adolescent Risk Prevention (SHARP)

Before the session:

- Call and introduce ourselves prior to session

- Send camera disclaimer in email

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HEALTHY FUTURES OF TEXAS

Before the session:

- Call and introduce ourselves prior to session

- Send camera disclaimer in email

While we don't require you to have your camera/microphone on through the entire zoom session-- for the safety of the group and the nature of the conversation-- we ask that we are able to see your face at the beginning of each session to confirm who you are.

If you have any questions or concerns, you can email us or text us at 210-646-1215

- BAE-B-SAFE

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Once the session begins:

- Talking about sexual issues

- Rename themselves/Intro (preferred name/nickname)

- Anonymous log-in to Pear Deck (PD)

- Group agreements using PD/private chat

Once the session begins, cont'd:

- Reactions to check-in if their camera is off

- BBS will check in if someone is inactive

- Private chat anytime during the session to ask anonymous questions

Participate

○ We prefer if everyone kept their camera on, but if someone decides to turn their camera off, we ask that they participate in the activities and/or chat

○ If someone is inactive, BBS will reach out via chat to make sure everything's okay!

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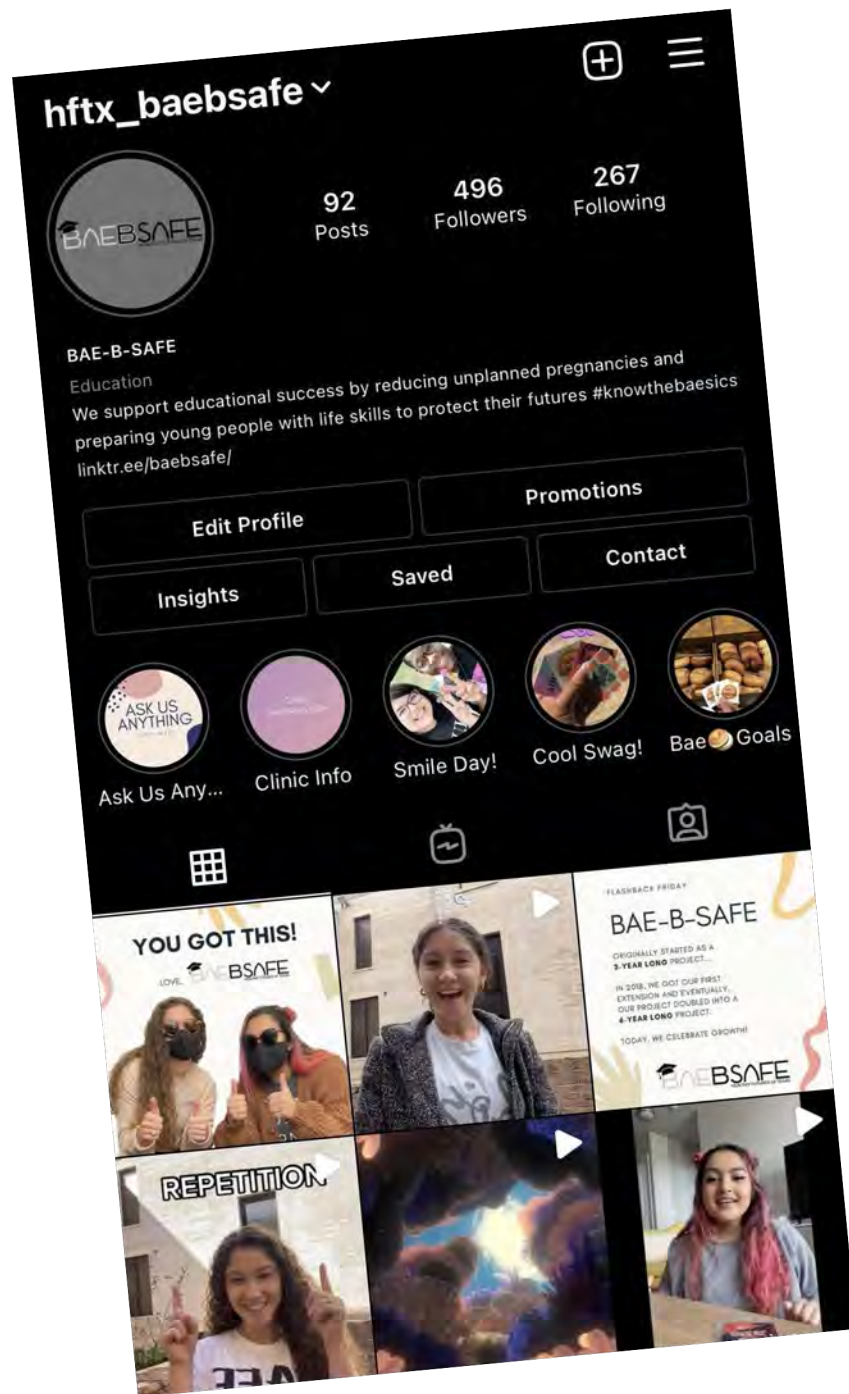HEALTHY FUTURES OF TEXAS

During the session:

- Anonymous engagement with PD throughout session, facilitates conversation

- Can track participation on PD (#)

- Give a participants a "heads up"

- Double monitor available to utilize chat, see all participants, etc

Keep up with us on insta
or DM us questions!

@hftx_baebsafe

Q & A with Presenters

Self-Reflection and Share

Self-Reflection

- **What approaches have been successful for our group with respect to trauma-informed care in a virtual setting?**

- **What ideas were shared today that I would like to learn more about?**

Taking Action - Share

- What is one next step that you might take after this webinar related to providing virtual programming in a trauma-informed way?

Resources on *The Exchange*

- Webinar: National Teen Pregnancy Prevention Month: The Foundations of Resiliency

- Toolkit: Creating Safe Spaces: Facilitator's Guide to Trauma-Informed Programming

- Webinar: Understanding the Impact of Trauma in Developing Teen Pregnancy Prevention Programs for Tribal Youth

- Webinar: Building on the Strengths of Young People: A Relationship-Focused, Trauma-Sensitive Approach Webinar

- Tip Sheet: Healthy Life Skills

Other Resources

- SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach: https://store.samhsa.gov/system/files/sma14-4884.pdf
- Guide to Trauma-Informed Sex Education: http://www.cardeaservices.org/resourcecenter/guide-to-trauma-informed-sex-education
- The National Child Traumatic Stress Network: Trauma-Informed Care https://www.nctsn.org/trauma-informed-care
- WWW.MOASH.ORG Michigan Organization on Adolescent Sexual Health: 10 Resources for Online Sex Education: https://docs.google.com/document/d/1Khqu-c0knGK1Bhgu7mnRGgNJraUjTV0KDbYJYlcn1BM/edit

References

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Substance Abuse and Mental Health Services Administration. *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.

Contact

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- @hftx_baebsafe

Thank you!

Let's Hear From You!

- Please complete a short survey about your experience with today's webinar.

  https://survey.alchemer.com/s3/6252494/Webinar-Feedback-Survey

- If you attended the webinar with other team members, please share the link and complete the evaluation separately.