



Adolescent Pregnancy Prevention Program

Practical Strategies for Creating Welcoming & Supportive Environments for All Youth

August 27, 2020



Presenters

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HELLO



Live Virtual Training Logistics

Logistics

- You are muted
- Check your computer audio volume and enable speaker (if trouble hearing)
- If comfortable, share video

Engagement

- Annotation tool
- Breakout rooms
- Icons (zoom and more)



- Chat box



Group Agreements

- Participate fully
- Delay distractions
- Honor different experiences
- Be brave and explore
- Others? (Type in chat)



Goal

Practical strategies grantees and sub-awardees can implement to ensure their programming provides a welcoming, supportive, and “safe” environment for youth whether implementing in person or online



Objectives

By the end of the training, participants will be able to

- Assess current programming and identify areas for adjustments
- Set clear expectations for youth engagement with PREP programming
- Identify strategies to promote safe, inclusive environments for youth





Where We Are Going

1. Establishing Safety
2. Setting Expectations
3. Fostering Inclusivity
4. Questions & Answers
5. Closing





What statement & image do you most resonate with right now?
Using the annotation tool, place an icon of your choice in that column.

1. "Still trying to figure out where to start."



2. "Distancing is hard, but I have support."



3. "I'm calm, cool, and collected. I got this."





Wellness Moment

- Journaling/writing poetry
- **Deep breathing**
- Exercise or walk





Establishing Safety

To ensure a foundation upon which to learn

Why Start with Safety

- Safety is foundational to ensuring youth experience a welcoming and supportive environment.
- When young people feel relatively safe, they can think and feel at the same time. This is essential for learning.



Making the Connection

- Acknowledge the limitations of the educator's role. Identify what we can do to support safety.
- This lens helps us better understand where our youth are coming from and how we can create an environment best conducive to learning, especially in light of the global pandemic.



Four Types of Safety

Before we dive into strategies, let's define what we mean by safety.

1. Physical



2. Emotional



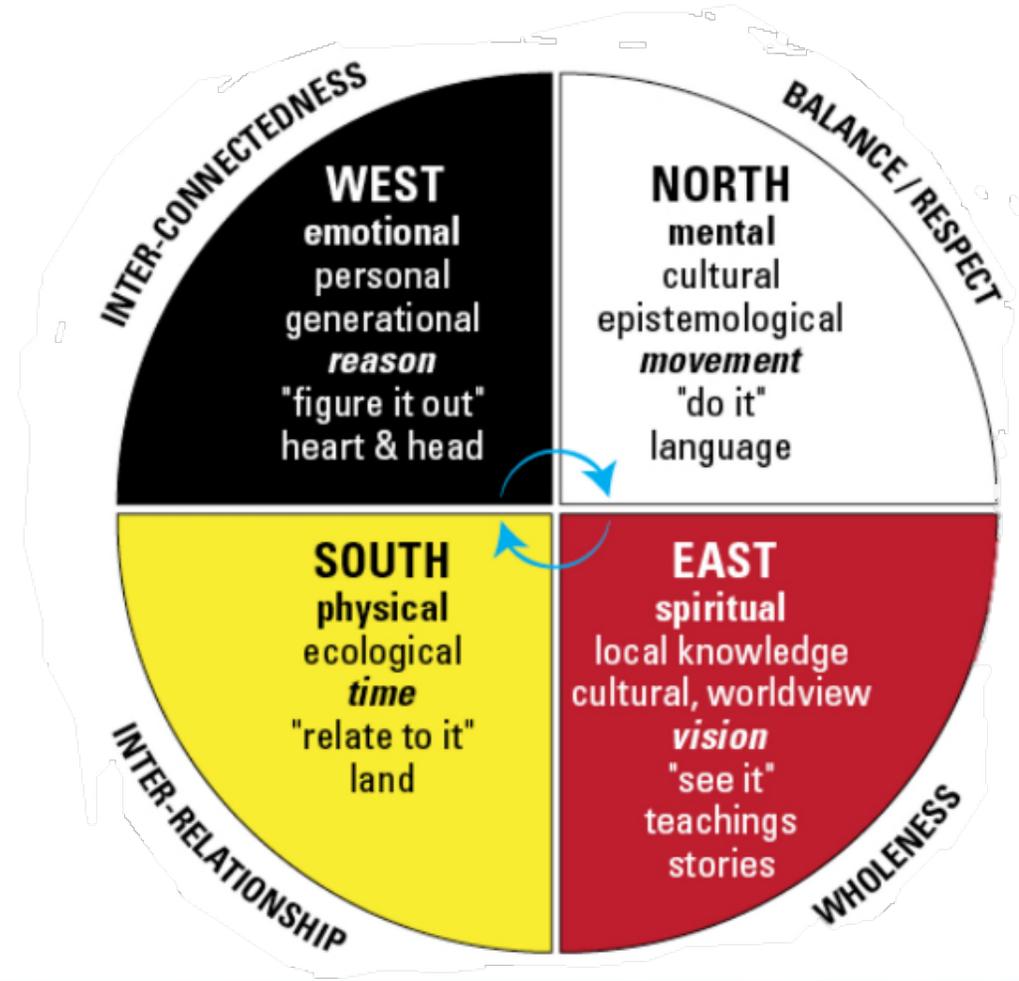
3. Social



4. Predictability



Native Wellness Model



Strategies: Safety & Stability

#1

Protect from physical harm
Clear safety procedures
Reduce unnecessary triggers



#2

Build emotional management skills
Create safety plans



#3

Foster supportive relationships
Prevent victimization & abuses of power



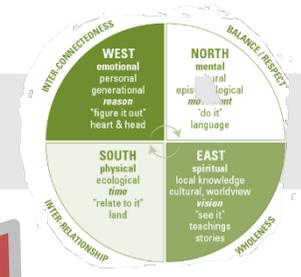
#4

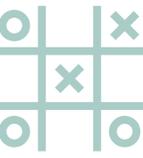
Routines & rituals
Clear expectations
Consistent response
Prepare for changes & transitions



NWM

Include spaces to encourage & connect with nature and outdoor learning





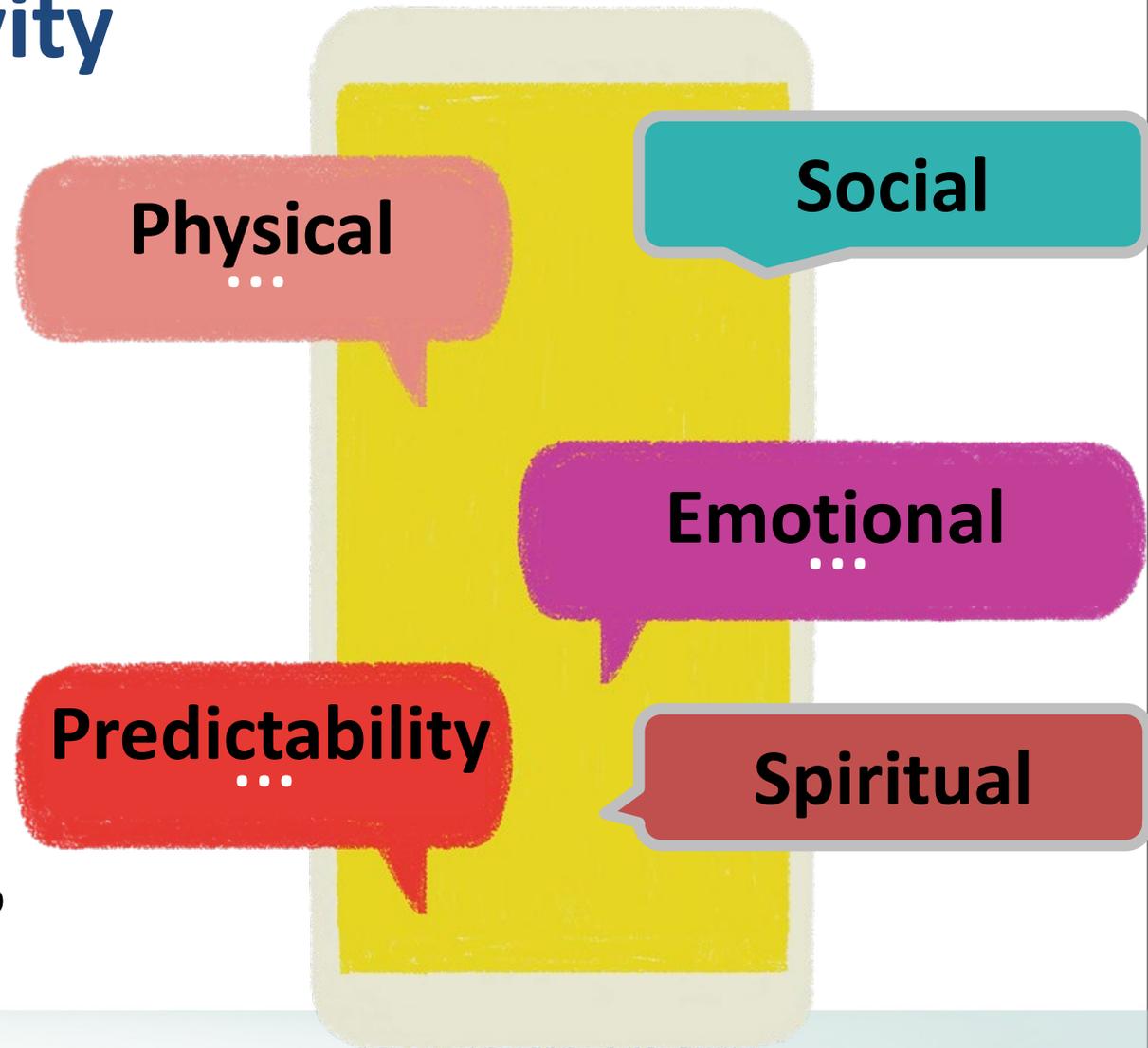
What We Can Do to Establish Safety

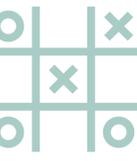
- **Be approachable:** Build rapport, acknowledge youth experiences and culture, and empower youth voices.
- **Be accountable:** Align words, actions, and expectations.
- **Be a resource:** Identify and share facts/resources using neutral and inclusive language.

This can look *many different ways* and is impacted by the number of youth you work with and your available resources.

Activity

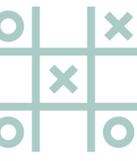
- In the chat box:
 - Share one or two things you are **currently** doing to support youth to feel safe within each safety domain.
 - How might this look different in-person compared to online?





What It Looks Like in Action

- Example strategies for building safety
 - **Physical**
 - Online: ensure the platform is secure; encourage youth to use headphones for privacy
 - Home: connect with parents/proactive communication
 - Classroom: physical and caring distancing
 - **Emotional**
 - Model self care: build in wellness moments into your classes in person or online
 - If possible, limit group size so you can call on/know youth by name
 - Invite local mental health professional to join sessions



What It Looks Like in Action

- Examples strategies for building safety
 - **Social**
 - Establish agreements and address it when they are broken (e.g., private chat comments)
 - Build in opportunities for youth to make the space their own (in person and online)
 - Provide multiple ways to engage/share (chat, later in a shared document or homework)
 - **Predictability**
 - Set clear expectations
 - If you collect anonymous questions, be sure to answer all of them
 - **Spirituality**
 - Model connection to environment and something greater than oneself

*Questions, Ask
Away!*





Wellness Moment

- Practice mindfulness
- Meditative activity: cleaning, **drawing/doodling**, painting, listening to music
- Being outdoors
- Playing an instrument
- Playing video games



Setting Expectations



To build resiliency & relationships

Expectations For All

- **Focusing in our predictability and expectations for:**
 - You as an educator
 - Youth as a group
 - Youth as individuals
 - Parents/caregiving adults & community

Activity

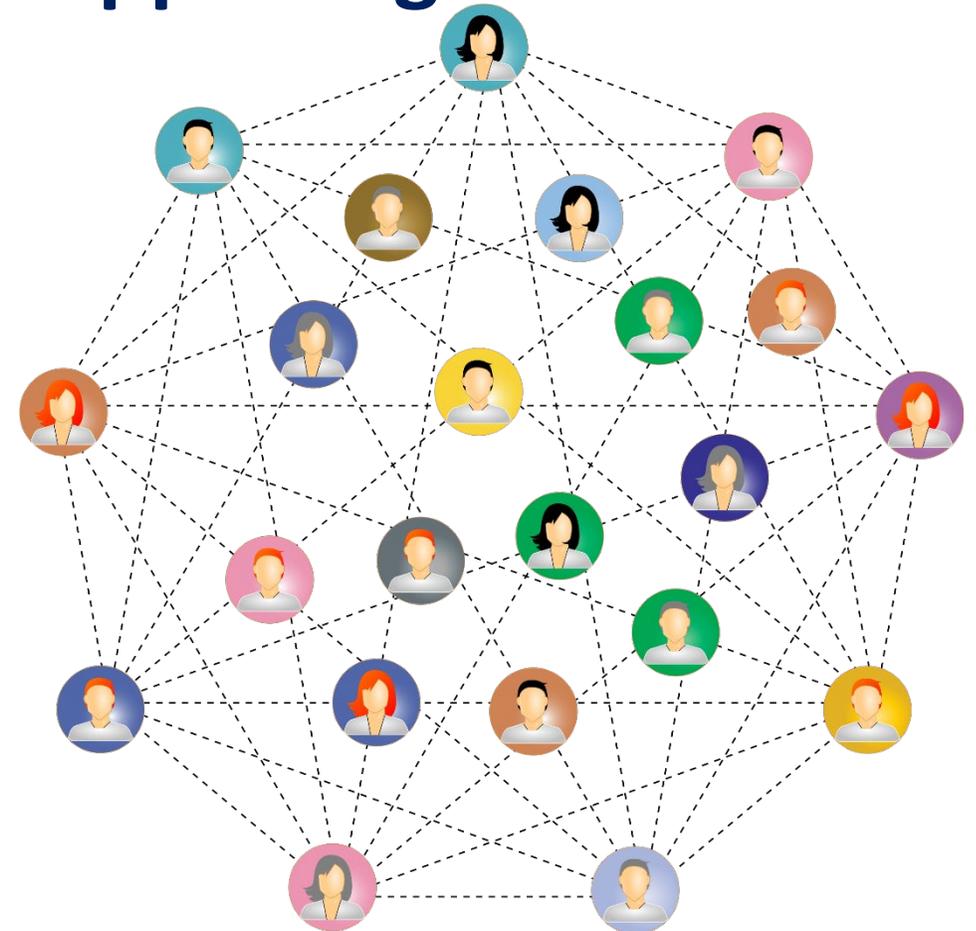
What challenges are youth, parents/caregivers, educators, schools, communities facing that impact how we show up to learn?



Before Implementation:

Informing our Expectations & Supporting our Youth

- Context matters when it comes to safety, predictability, and expectations
- Entering into this school year, reflect on factors and experiences that are shaping our world



Context: Community

- Community experience related to COVID-19 (this includes you as a community member)
- Community resilience, identity, and culture
- Potential unemployment, food insecurity, housing insecurity, physical safety, generational/historical trauma
- Available resources (youth community center, parks/outdoor space, sports/clubs)
- Level of acceptance/support of adolescent pregnancy and sexually transmitted infections prevention

Context: Parents/Caregiving Adults

- Family experiences related to COVID-19
- Family resources related to basic needs, technology, and internet access
- Trauma, abuse, or neglect
- Level of involvement and support of youth



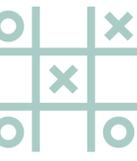
Context: Youth

- Youth experiences related to COVID-19
- Access to basic needs
- Access to a safe and/or private space to learn
- Access to personal or shared technology (computer, tablet, etc.)
- Accommodations for youth/family schedules and youth with disabilities or special needs



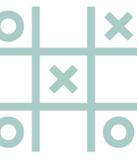
How do we **begin** to answer these questions?





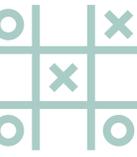
Strategies

- Ongoing check-ins before and during implementation to stay aware
 - Before implementation
 - Set up a phone call
 - Send a short questionnaire
 - Use social media polls
 - During implementation
 - Temperature/mental health checks



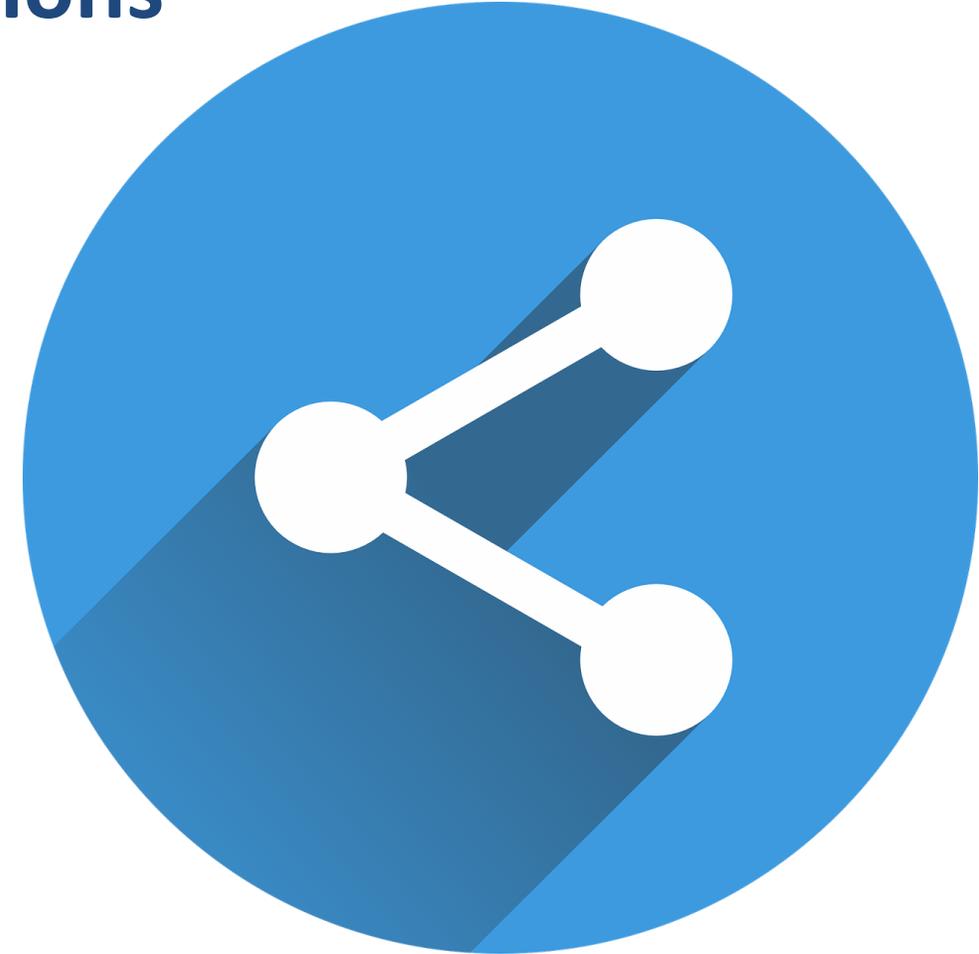
Strategies

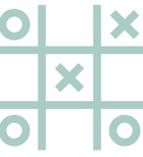
- Short and designed to foster a sense of inclusion and connectedness
- Trauma-informed and rooted in positive youth development
 - Sample questions for parents/other caring adults
 - What types of resources might you find helpful in the next 3 months (e.g., support for communicating and connecting with adolescents, opportunities to share with/learn from other parents/caregivers, connections to safety net providers)?
 - Sample questions for youth
 - Which of the following ways would you like to use to connect (e.g., video chat, social media, text messages, socially distanced small group)?



During Implementation: Sharing Expectations

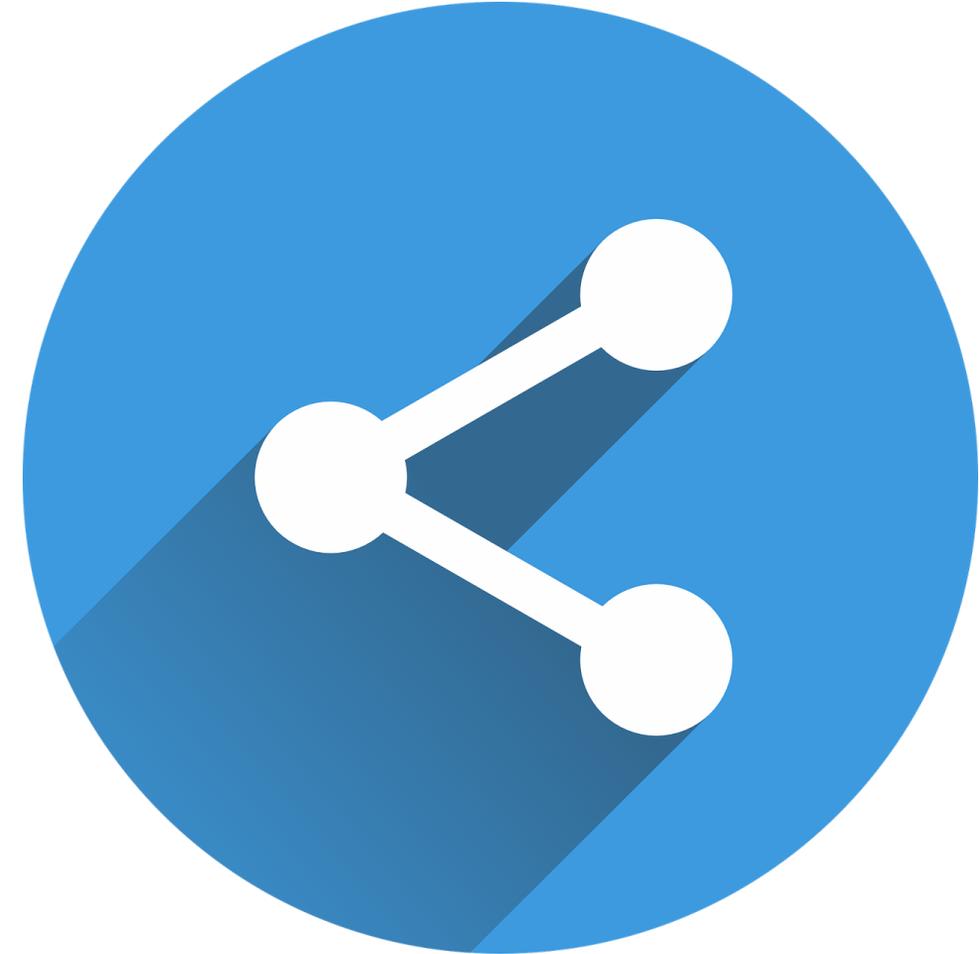
- Establish yourself as a trusted adult. That means you go first!
- Example expectations:
 - I will show up on time.
 - I will respond to your questions within x day.
 - I will answer all questions honestly. If I don't know the answer, I will tell you and find it later or find someone that does know.
 - I will share my video so you can see my face.
 - I will never ask you to share anything that you are uncomfortable sharing.
 - I will be your advocate.

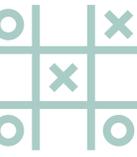




Sharing Expectations

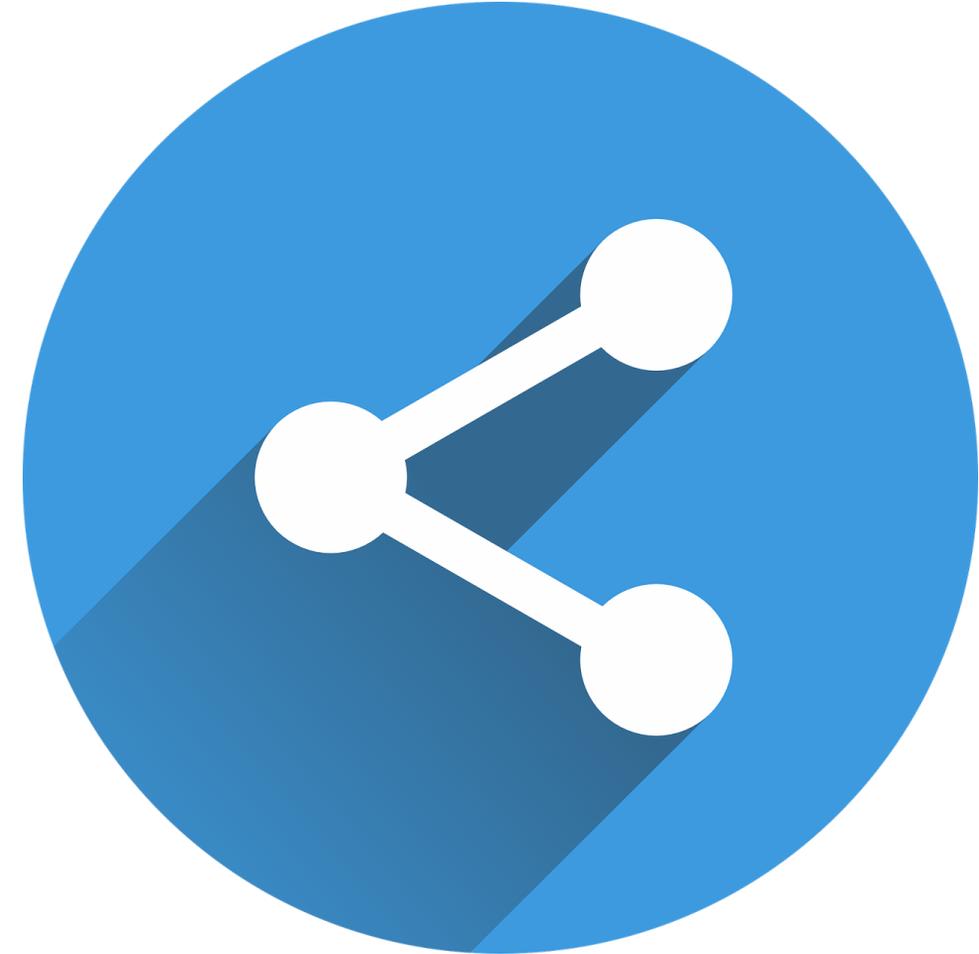
- Educators have expectations, but also allow youth to set their own individual and group agreements or expectations
- Example expectations:
 - Confidentiality: what is said in the group is not repeated outside
 - Right to pass: youth have the right not to share without having to explain themselves

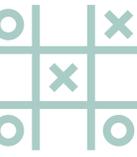




Sharing Expectations

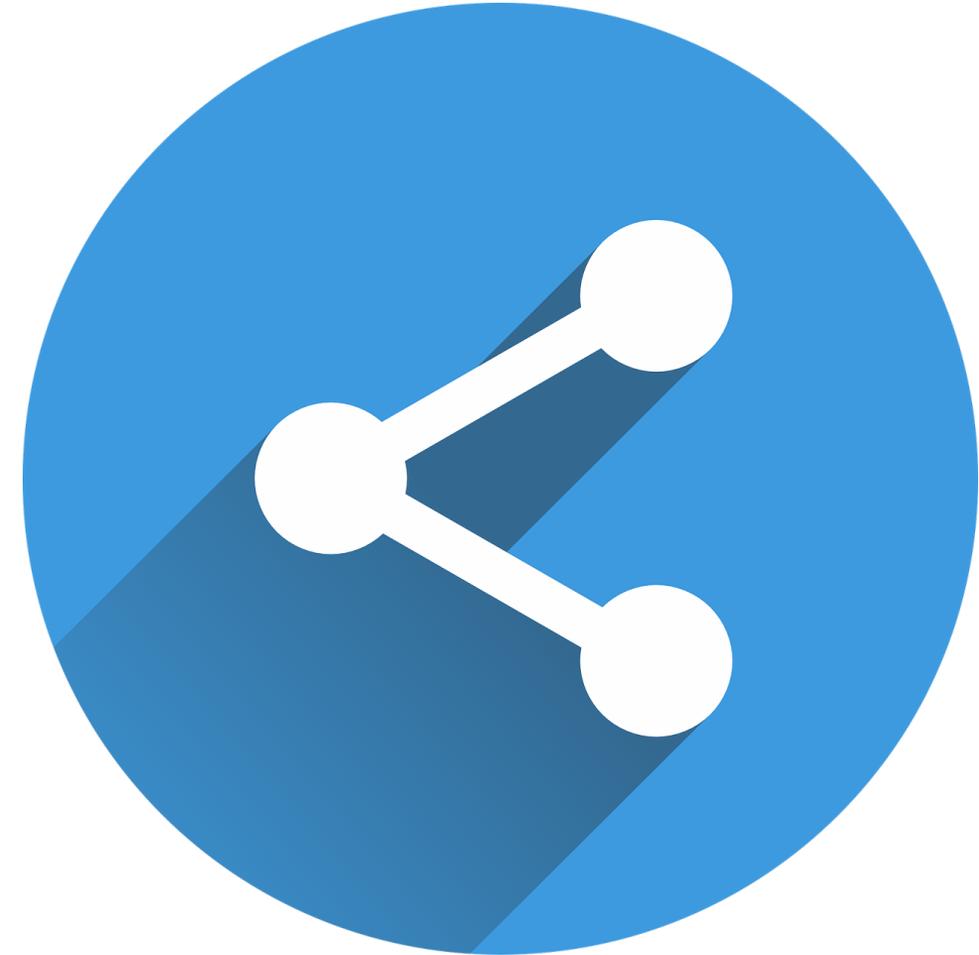
- Example expectations:
 - Be respectful when using youth-to-youth private chat
 - Listen respectfully and allow only one person to talk at a time
 - Be willing to participate in positive activities that are new or a little silly





Sharing Expectations

- Share with youth the expectations you have for their parents/caregivers
- These expectations should have previously been shared with the parents/caregivers



*Questions, Ask
Away!*





Wellness Moment



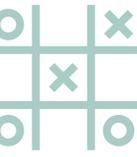
- **Positive self-statements /affirmations**
- Focus on things you can control
- Cook for yourself and/or loved one

Fostering Inclusivity

For the betterment of all youth

Spheres of Inclusivity

- Prioritize and foster inclusivity at multiple levels
 - Community/parents/caregivers/elders (communication and check-ins)
 - School/organization (inclusive policies, practices, and representation)
 - Group setting (inclusive images, examples, and group agreements)
 - Individual (positive relationships, supporting all youth identities)



Inclusivity in Action

- Reflect on language choice and framing:
 - Non-shaming/neutral language (e.g., consequences v. outcomes)
 - Actively destigmatize behaviors and identities
 - Use examples that reflect a wide range of people, bodies, genders, orientations, abilities, cultures and values



Activity

- In break-out groups
 - What strategies do you use to foster inclusivity in your PREP programming?
- Be prepared to share your great ideas with the larger group!



*Questions, Ask
Away!*





Wellness Moment



- Make a list
- **Read inspiring quotes**
- Talk to a supportive person
- Engage in a self-care activity you enjoy: painting nails/haircut/massage

Grantee Spotlight

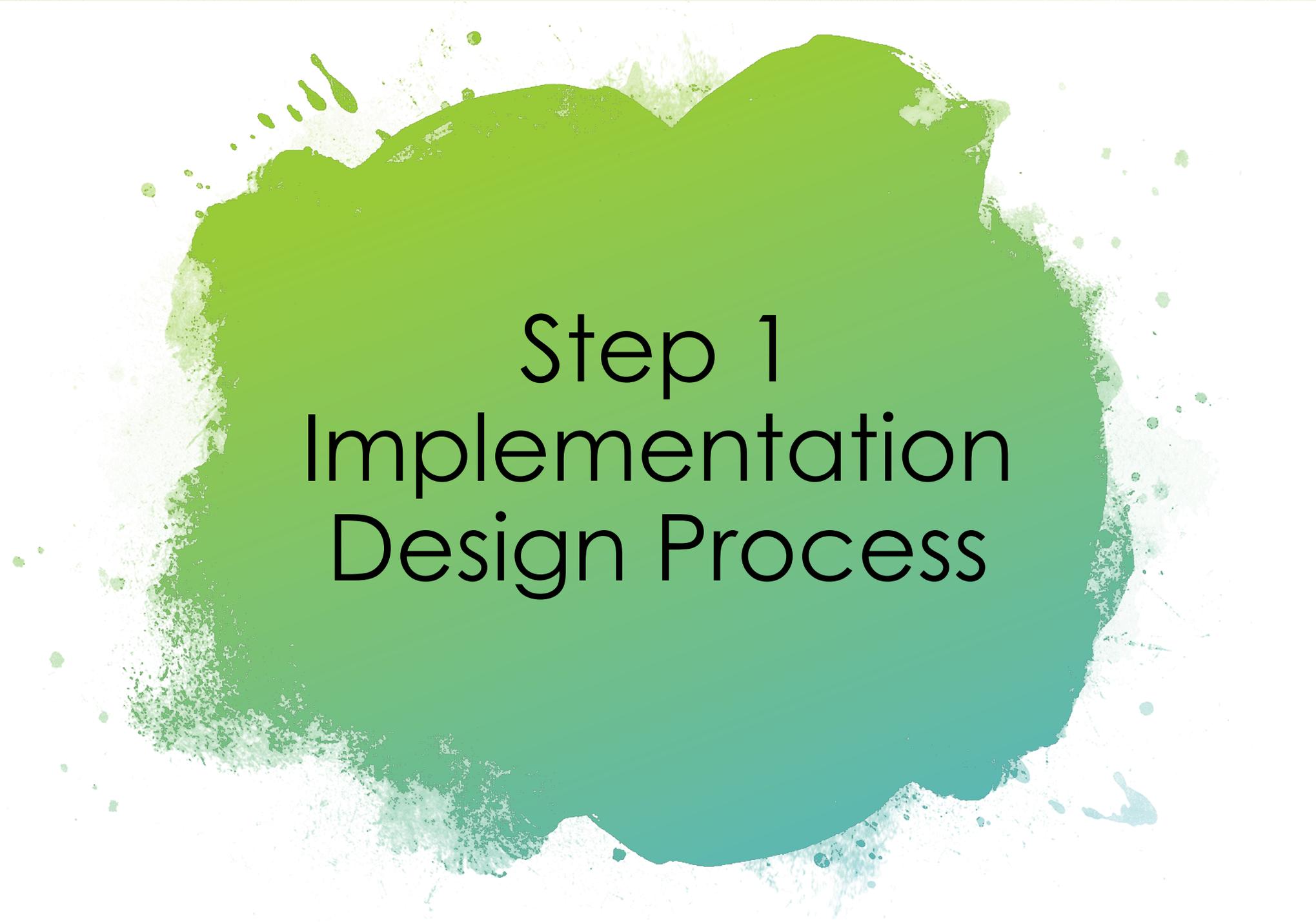


Strategies to creating a welcoming and supportive environment for all youth

Presenters:

Alejandra E. Medina and Xavier Escamilla

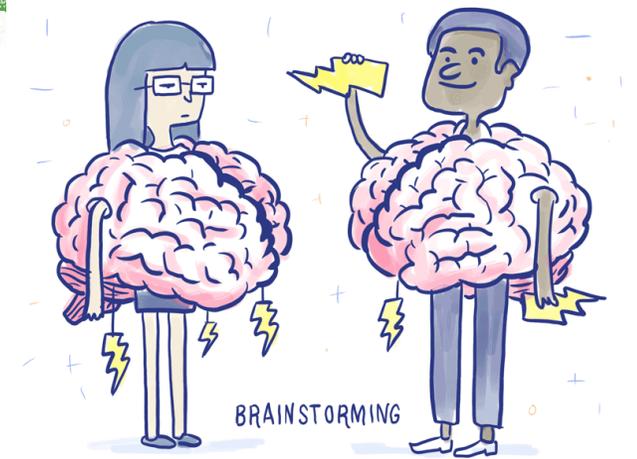
Community Action Commission of Santa
Barbara County



Step 1
Implementation
Design Process

Implementation Design Process

- Choose live and/or synchronous implementation
 - Will you be implementing groups live with a group of youth?
 - Will you implement a pre-recorded format for youth to learn at their own pace?
- Choose which platforms to use
 - Examples: Google Classroom, Zoom, Blackboard, Canvas, Kahoot, Padlet, Quizlet
- Used staff strengths to develop and modify the curriculum for a virtual setting
 - Choose what tasks staff want to work on





Step 2
Know Your
Audience And
Be On

Know your Audience & Be On

- Know your target audience
 - Find a middle ground in your presentation for all audiences (think of all youth with whom you will implement and include trusted adults in your audience)
 - Curriculum
 - Inclusive language
 - Color pallet for PowerPoints
 - Handouts
 - Gifs or memes
 - Think of supportive resources that your youth might need
 - Headsets
 - Parent/guardian information
 - Youth resources (Family PACT link, youth resource guide)
 - Confidential question box & messaging hosts during implementation





Step 3

Time to Work

Time to Work

- Create your PowerPoints and materials
 - Include an orientation lesson for your cohort
- Submit your materials to granting agency and curriculum developer for review
- Practice by teach-backs
 - Practice with multiple staff as facilitators and co-host; have a staff support with technology
 - This is a great time to check that your PowerPoints are well polished; make sure GIFs or memes do not distract from the main concept of are trying to teach
 - We suggest to practice your teach backs with granting agency and curriculum developer if possible





Step 4 Outreach

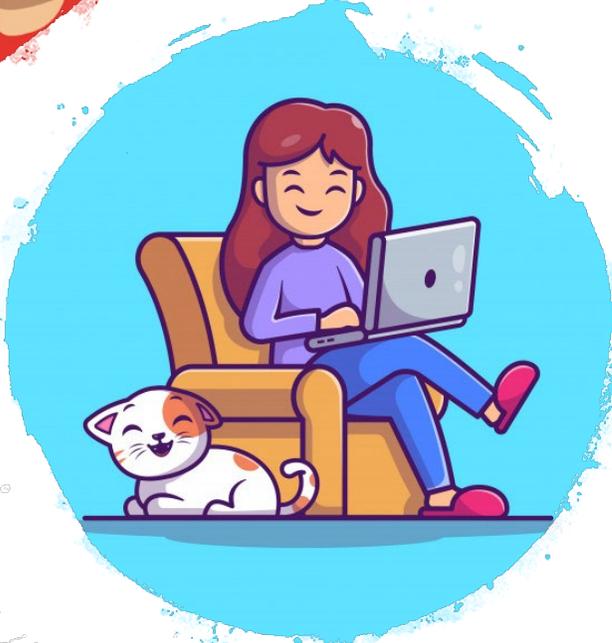


Outreach:

- Reach out to your collaborative agencies for youth recruitment
 - Practice your sales pitch
 - Set up referral process if needed



Step 5 Implementation Time



Implementation Time

- Call and orientation
 - Call each youth individually and set up their cohort schedule
 - Plan for an orientation day with all youth
 - This could include platform logistics, expectations, introductions
 - To be more inclusive, learn youths' names, and call on them to participate during live implementation
- We suggest running a small pilot with no more than seven youth

Implementation Sample

This is a sample of our finished product for live and
synchronized learning



Curriculum of Choice: Making Proud Choices! Fifth Edition

SAMPLE

Identified by
the CDC as a
"Best Evidence"
Intervention

Making Proud Choices!

FIFTH EDITION



FACILITATOR CURRICULUM
CALIFORNIA

An Evidence-Based, Safer-Sex Approach
to Teen Pregnancy and HIV/STD Prevention

Loretta Sweet Jemmott, PhD, RN, FAAN
John B. Jemmott, III, PhD
Konstance A. McCaffree, PhD, CSE



An Evidence-Based Program

Recommended Must-Haves

Team introductions & orientation

Virtual agreements for your cohorts

Youth introductions for live implementation

Content and resources

Parent materials

Virtual Class Agreements:

- * Please remember that the topics covered in this and future modules are sensitive.
- * If you would like to include a trusted adult, please feel free to do so (for prerecorded sessions only)
- * Be mindful of younger people in the home; use headphones if available
- * Please do not record or screenshot these sessions as they are subject to copyright laws
- * Show us your beautiful and handsome faces during live implementation





Confidential Question Box Guidance

The Question Box is a way for you all to ask questions!

Guidelines:

- Do not add your names
- Please use school-appropriate language when asking your question
 - For example, use anatomically correct language when requesting information about a body part
- We also give the youth the option to message the facilitators during live virtual learning via the chat box on Zoom.

Our Confidential Question Box is a Google Form



Talking Circle

(For Live Virtual Implementation)

- Name: _____
- Age: _____
- Hobby (what you like to do): _____
- Favorite food: _____
- What you would like to learn from this course: _____



The logo for Poster My Wall is a large blue circle with a white border, set against a light green, textured background. The text "postermywall" is written in a white, lowercase, sans-serif font across the center of the blue circle.

postermywall

Parent Resources

- Curriculum outline & description
- Virtual implementation consent form
- Parent question box
- Pre-recorded message for parents
- Parent notification letter

Templates for flyers are available on Poster My Wall for free.



Closing Questions





Closing

Taking Action

What is one action
you will take based
on what you
learned?



Resources

- [Tips for Virtually Engaging Parents & Caregivers During Social Distancing](#)
- [Building on the Strengths of Young People: A Relationship-Focused, Trauma-Sensitive Approach](#)
- [Closing the Loop: Developing Effective Referral Networks for Youth](#)
- [Social Media Toolkit](#)
- [Using Social Media to Engage Youth](#)
- [Healthy Relationships: Assess, Improve, Take Action](#)

Resources

- [Healthy Life Skills](#)
- [Engaging Young Men](#)
- [How Adolescent Boys Learn: Tailoring Prevention Messages](#)

References

- Souers, K. & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom.*

Contact



- Reach out to apptta@rti.org if you would like one-on-one assistance
- Reach out to your project officers if you have PREP program administration questions

Thank you!

Let's Hear From You!

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

<https://www.surveygizmo.com/s3/5804487/Webinar-for-PREP-Grantees-Practical-Strategies-for-Creating-Welcoming-and-Supportive-Environments-for-All-Youth>

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