



## Transcript:

### Engaging Prevention in a Virtual Environment – Regional Session 1

Presenter: Erin Ficker & Kris Gabrielsen  
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PRESENTER 1: Hello, everyone, and welcome to the first of a two-part series-- Engaging Prevention in a Virtual Environment. Again, this is Session One. Our presenters today are Erin Ficker and Kris Gabrielsen. Today's webinar is brought to you by the Great Lakes ATTC, Great Lakes PTTC, Great Lakes MHTTC, and SAMHSA.

A little bit about us-- the Great Lakes ATTC, MHTTC, and PTTC are all funded through SAMHSA. This presentation was prepared for the Great Lakes ATTC, MHTTC, and PTTC under a cooperative agreement from SAMHSA. And the opinions expressed in this webinar are those of the speaker, and do not reflect the official position of DHHS or SAMHSA. These are the cooperative agreements we are funded under.

And just a few quick housekeeping details-- today's webinar will be recorded and will be available on the Great Lakes current YouTube channel, and the Great Lakes PTTC products page. There will be attendance certificates issued for this webinar. They will be emailed to you, and it may take up to two weeks. Please send any other general questions you have regarding online resources or recorded webinars to the Great Lakes PTTC. Now I'm going to turn it over to Erin.

ERIN FICKER: Hi, and good morning. My name is Erin Ficker. I am one of two of the prevention managers at the Great Lakes PTTC. And I'm really excited to be here with you today. And I thank you for choosing to spend a little bit of your time with us.

Our webinar today, Moving Prevention Into the Virtual Environment, is timely and important because of the world that we are currently living in. We chose to do this and put together this webinar so that we could talk about the importance of for prevention in this time. It has become more important than ever, and in some ways more difficult than ever. And we need to be more creative than we've ever had to be.

So we are here to talk about ways that we can think about moving our prevention efforts into this virtual environment in this time where we can't be physically together, and do the prevention efforts in the way that we have traditionally done them. So as we are in this environment and we're here,



you'll see you have some features. We would like you to use the chat to ask general questions or if you need things specific to your technology you can ask those questions there.

We also would ask that you use the Q&A. So in addition to the chat, we have a specific Q&A. So if you could click on that, you'll see it provides a place for you to answer-- to ask specific questions. If you ask a question there, we'll make sure that you can use it. Once a question is asked-- can we have someone ask a-- let's see if there is a question in the Q&A.

KRIS GABRIELSEN: I'll type one in fast.

ERIN FICKER: OK, thanks.

KRIS GABRIELSEN: Oh, there we go.

ERIN FICKER: There we go.

KRIS GABRIELSEN: There we go. Cheryl wrote something.

ERIN FICKER: Thanks, Kris.

KRIS GABRIELSEN: Thank you, Cheryl.

ERIN FICKER: Thank you, Cheryl. So as you can see, Cheryl has written a question in, and I can like that. You can click on the like. So if you have a question, you have the same question, you agree with that question, you'd like to hear us answer that question, you can click the like. And the more likes we get, the more we know that everyone has that question.

So because we have a large audience today, it is very helpful for us if you can click on that. So we can see, boy, a lot of people want us to answer that question. So we'll make sure we get to those.

We will take pauses throughout the webinar to answer questions. So please use that so I can see your question. This is wonderful. Thank you so much. So we will be doing that throughout. Excuse me. So please use that if you have any questions, throughout. Otherwise, you can use the chat.

So I see someone saying they're having a hard time seeing that. If you go to the bottom of your screen and mouse over kind of the black area at the bottom, there should be, excuse me, a box that says Q&A. And that's where you can click and type in your questions there. OK. So we appreciate you using that specific part of the technology. It's very helpful for us, and hopefully helpful for you guys to see.

Great. So I want to introduce to you our primary presenter today, Kris Gabrielsen. And I could not be more delighted that Kris has agreed to be here



with us today. Kris has worked in the substance abuse prevention field for a very long time, since the early '90s. And we are--

KRIS GABRIELSEN: Hey, stop aging me. [LAUGHS]

ERIN FICKER: Sorry. I like to age her a little bit. It makes me feel good.

[LAUGHTER]

She's worked at all levels of prevention. She's an author of textbooks on the topic-- dozens, and dozens, and dozens, probably hundreds of trainings and workshops and topics. She's coordinated grant writing teams. She's worked at the federal, state, community level, and has worked just across the country in different areas to help enhance the effectiveness of prevention.

She also has a lot of experience in this field, of how you can translate your prevention, how you can do really good planning. So we're really lucky to have her with us today. She is going to talk about how we can be planful and thoughtful about moving our prevention efforts into the virtual environment. So I'm going to stop talking because I'm not the one you came to listen to you today. And I have to turn it over to Kris, and let her introduce our day for you.

KRIS GABRIELSEN: All right. Thanks, Erin. Well, welcome everybody. So glad you're here. Fantastic to be on here with you all. I always prefer, when we can, to have it be in the Zoom meeting versus Zoom webinar, so I could see you all, also. But there was a lot of interest in this, so we didn't-- the technology wasn't going to work that way. So I hopefully we'll see you through a Zoom meeting some other time to actually see you instead of you just seeing me.

So I do hope you all are doing well so far today. I'm going to share my screen with you to show you where we are going over the next almost hour-and-a-half or so. So first I'm going to-- we're going to do a quick chat box of what your expectations are for the next hour-and-a-half. And just to make sure that you understand that this is the first of two webinars, so today we will not be getting into the actual technology pieces or how to facilitate virtually. Those are going to be happening next week. So if you want to hear about that, be sure to join in then.

But today we are going to talk about which virtual platforms are useful for each communication need. So as we're looking at translating our prevention strategies to virtual settings, and then we're also going to look at virtual platforms and the considerations that we will want to take-- both, we will want to take into consideration as we're converting different strategies from in-person to virtually five CSAP strategies. So kind of taking a broader look in terms of the type of communication, and then a little bit more specifically by each CSAP strategy.



And last, but perhaps the most important, are some tools that we want to present to you that will help you actually walk through each of the steps of thinking through taking this strategy that's in-person and moving it over to a virtual setting. So that is the plan for today. If you could go ahead in your chat box-- if you could indicate what you're expecting or hoping to get out of the next hour-and-a-half, hour and 20 minutes with our time together, realizing that these are the kinds of things that we're going to cover. What are you hoping by the end of the time, you're going to get out of it?

You could go ahead and use your chat box. Not the Q&A, but the chat box for this, please. So gauging ways to get people to talk on web calls. We're going to talk about that next week. We actually have a specific engagement piece next week, just to let you know. These are going fast because we've got so many people, but we'll kind of glance as it goes through.

New ideas on how to reach prevention goals through technology-- absolutely, we're going to do that. Oh, you guys, I love all these ideas and thoughts about what you want to do. Thank you. Writing of virtual platforms, absolutely. All right. Innovative ways to implement strategies. All right. Erin, go ahead.

ERIN FICKER: They're going to address how to teach Botvin's, how to reach students. This is great. I saw someone saying how to move your YPE or your Youth Prevention Ed online, how to use-- mindfully connect with co-workers, how to move prevention work to an online platform. You guys, these are really great. You're definitely thinking about how to move online. Tangible information to use for organizations as they transition-- we're going to do that.

KRIS GABRIELSEN: All right. Sounds like we're pretty well on track. So just realize, again, that this is the first part of two, so we won't cover everything today. But we're going to lay out the basic steps that you will need to take as you're thinking about your individual prevention strategies, moving them virtually, and whether or not that's going to work. I am seeing specific-- like, specifically Botvin's life skills or those kind of things. We aren't going to get down to the individual strategies because you all are implementing so many. There's no way we could do that.

So we're going to give you a process to think through your individual strategies. So I'm hoping that will do the trick for you. That's what the goal is. All right. Anything else, Erin, that you saw pop out that you wanted to mention?

ERIN FICKER: No. How to evaluate services online-- I don't think we're going to get quite down to that detail. But, again, we're going to give you planning tools that are going to help you think through that exact issue. I saw how to meet standards. We're going to talk about that. A lot of the tools we're going to give you are really going to help you think this through. So, again, I think we're going to get to the broad topics, and then the planning-specific for you. These are great, you guys.



KRIS GABRIELSEN: All right. Thank you, everybody. I appreciate your adding that in. All right. So we are going to move into now looking at communication. And I'm going to go ahead and stop sharing at the moment, my screen. There we go.

So as we are looking at our prevention strategies, all of the kinds of things that we do as a prevention field, the different strategies use different types of communication methods. So, for example, there's one-way-- we're going to talk about four. We're going to talk about one-way communication, two-way communication, cross-team communication strategies, as well as one-on-one. So, in general, when we're thinking about all the things that we do in our substance misuse prevention world, they typically fall within those four categories. So I'm going to go through one-by-one, through these different types of communication, and look at what kind of virtual platforms could be useful for each of those types.

So let's go ahead and do the first one. I'm going to switch back over. And one-way communication-- so let's take a look at that first. So possible platforms, and I should mention also right now that you either have in your email inbox or you will get soon after this-- I need to verify that. Maybe one of those folks I'm here can let me know-- a resource guide that is going that has information about the different types of platforms, virtual platforms outlined, as well as different collaborative software, which we're going to talk about here.

So if you're needing more of those details of what these different things look like, those are in the resource guide. All right? And I have a feeling I see some chat going. Did somebody answer that question--

ERIN FICKER: Yup. They have received those--

KRIS GABRIELSEN: --that they have that resource guide?

ERIN FICKER: --or they will send-- and we will also send it again.

KRIS GABRIELSEN: We'll send it. Yeah. We definitely will. And I should say that we should probably preempt that. We will be sending out copies of the recording, as well as any of the handouts that we talk about during this session or the references, resources, we will send those out to you after the session. So just want to make sure you know you're covered with that.

All right. So when we're thinking about one way communication-- so it's just going from me to somebody else, from me to my community, from our prevention program to all the schools, one way direction kind of communication. Some possible virtual platforms include mass media. So some of these are things we've already been using. Right? So things like TV, radio, newspapers-- lots of newspapers are now a virtual, online only. They're more and more turning that way.



And then there's also social media can be a great one-way tool in terms of Facebook, Instagram. We can move into some of the ones the younger folks are using-- TikTok, Snapchat is often one-way. But there could be some two-way communication going on with that, too. Webinars, like we're doing right now, is an example of one-way communication, as well as, of course, websites. So some of the stuff with one-way communication, we've already been doing.

I would love to hear from you right now if you could, in the chat box again-- if you could move to the chat box. Share-- let me turn my notes here. What is an example of a component of a prevention strategy that you have implemented that uses one-way communication? So in your chat box, go ahead and put what's an example of a component. A prevention program can have lots of different pieces to it. What's a component of your prevention strategy that uses one-way communication?

I see some folks are starting to type. Let me pull up my chat box. Erin, you're muted?

ERIN FICKER: I was so good. Social media, Facebook.

KRIS GABRIELSEN: [LAUGHS]

ERIN FICKER: I see people saying posters, newsletters, lots of newsletters, social media, press releases, YouTube announcements, communication campaigns, brochures, so many newsletters.

KRIS GABRIELSEN: [LAUGHS] Lots of newsletters.

ERIN FICKER: I love the newsletters.

KRIS GABRIELSEN: [LAUGHS] Great. But I love that somebody mentioned YouTube. That is not one that I mentioned, but that's absolutely a one-way communication tool that can be very useful. And the number of people using YouTube right now or watching YouTube videos is huge. I was just looking at a stat that it's like, every day 46% of Americans are watching a YouTube video or something like that. It was a large number of folks. I was like, really? There's that many people on YouTube? So, absolutely, that is a good tool to use.

ERIN FICKER: Oh, these are great.

KRIS GABRIELSEN: All right.

ERIN FICKER: Oh, podcasts.

KRIS GABRIELSEN: Well, thank you, everybody.



ERIN FICKER: I think I see a couple people saying podcasts. Great.

KRIS GABRIELSEN: Absolutely love it. I love it. Yes. All right. Well, let's talk about two-way communication. Switch over a little bit. We're going to switch to two-way communication. So some ways we can do this virtually-- we can do the more the old fashioned conference calls, as well as virtual workshops such as this, where it's the Zoom meeting where you can actually see other people and you can talk back and forth. That would be considered a two-way communication platform.

Of course, there's one-on-one phone calls as a good old fashioned communication tool or two-way communication. Online discussion groups can be very useful in this kind of communication. Communities of practice, where you set up some structure in terms of a group of folks coming together to learn from one another, as well as for some reason I have online discussion groups twice. I guess I felt really strongly about that. [LAUGHS] Sorry about that.

So, again, some examples of ways that we can accomplish two-way communication virtually. Love for you to pull up your chat box again right now and share what are some things that you have done with prevention, with your prevention strategies with two-way communication in a virtual manner. So if you could go ahead in the chat box, give us some more examples.

ERIN FICKER: Microsoft Teams, Zoom, Zoom, coalition meetings on Zoom. Awesome. Google Meets, movie nights, Survey Monkey, coalition meetings, Google Meets with students, Advisory Youth Committee on Zoom, coalition Zoom meetings, Google Forms, BlueJeans.

KRIS GABRIELSEN: Would Google Forms not be more of a one-way communication or forums? Was it forums or forms?

ERIN FICKER: I think it said forms, but that could be asynchronous two-way, I think maybe.

KRIS GABRIELSEN: I think I would call Google Forms--

ERIN FICKER: Maybe one-way.

KRIS GABRIELSEN: --more of a one-way. There is, of course, Google Chat, Google Meet--

ERIN FICKER: Google Classroom.

KRIS GABRIELSEN: Yep. So those can be more of a two-way.

ERIN FICKER: Slack, Skype-- what is BlueJeans? Someone said BlueJeans.



KRIS GABRIELSEN: I don't know.

ERIN FICKER: Hangouts.

KRIS GABRIELSEN: I'm not familiar with it.

ERIN FICKER: I know. Me, neither.

KRIS GABRIELSEN: All right. All these are fantastic.

ERIN FICKER: FaceTime. Lots of stuff. Yeah.

KRIS GABRIELSEN: FaceTime, absolutely great. All right. So let's switch gears a little bit and talk about cross-team communication. So a lot of you mentioned coalition meetings on Zoom, it sounds like, which is fantastic that you've been able to do that and move in that direction.

So when we're talking about crossing communication such as coalitions, some possible platforms are collaboration software, which again, in your resource guide, there's a list of many different kinds of collaborative software. Those are tools designed specifically for teams to work together on projects, so to be able to talk about tasks and be able to different categories of working on this plan. These are the things that are happening, and people go in and work on things together. So that's the collaboration software or collaborative software.

Virtual platforms, of course, like we're just talking about with things like Zoom, and Skype, and WebEx, RingCentral, all these different kinds of platforms where we could do video conferencing or talking with each other in those different ways. And, of course, the good old fashioned phone call. Sometimes we forget that we can just go basic, [LAUGHS] and still works. So we can do conference calls or just phone calls for that cross-team communication.

All right. So as you're thinking about those teams of folks that you're working with, so perhaps if you're in the school system there's a group of folks within your school system or if it's a community, it might be coalition or if you're a prevention professional, perhaps at the county level, maybe you connect with the other county prevention professionals. So whatever groups of folks that you tend to work with on projects, what are some tools that you have continued to use over the last couple of months, virtual tools? If you go and chat again, give us some examples, it would be great. And, Erin, if you can list off a few of those, it's not wanting me to see my chat as I'm on the screen.

ERIN FICKER: OK. Basecamp, Excel, Zoom, GoToMeeting, Coalition Facebook page, educational videos, Doodle polls, Youth Coalition Meetings, Microsoft Teams has helped us work better.

KRIS GABRIELSEN: Great.



ERIN FICKER: Zoom team phone calls, FaceTime on phones, Excel, Zoom, GoToMeetings, Slack, Google Drive-- a lot of the same things we're seeing, using in different ways for different things. Where's the resource guide you mentioned? It should have been emailed to you. It will be emailed again at the end. Google forms for pre and post-tests, online meetings, GoToMeetings, texting and email.

KRIS GABRIELSEN: All right.

ERIN FICKER: Dropbox, OneDrive, of course.

KRIS GABRIELSEN: Great. Sounds like people are using lots of different options.

ERIN FICKER: Of course, all that with lots of coffee.

KRIS GABRIELSEN: What was that, Erin?

ERIN FICKER: Someone said, of course, all of this with lots of coffee.  
[LAUGHS]

KRIS GABRIELSEN: Oh, yes. Of course.

ERIN FICKER: So much.

KRIS GABRIELSEN: [LAUGHS]

ERIN FICKER: Look at-- we've learned so much, so much.

KRIS GABRIELSEN: Isn't it-- and I just love that every day, I'm continuing to learn more about this--

ERIN FICKER: Monday--

KRIS GABRIELSEN: --that you--

ERIN FICKER: So someone said--

KRIS GABRIELSEN: Go ahead, Erin.

ERIN FICKER: Someone says Monday.com, which is something I've not heard of, is another.

KRIS GABRIELSEN: Mundane, like M-U-N?

ERIN FICKER: Monday. Monday, like the day of the week.

KRIS GABRIELSEN: Oh, Monday.com.



ERIN FICKER: Monday.com.

KRIS GABRIELSEN: OK. I'm not familiar with that, either. I'll have to check that out. All right. Again, many, many, many options exist out there to do this. And what we're needing to figure out as we're going back and looking at our prevention strategies, is what kind of communication we need to accomplish that strategy. So that's why we're going through one-by-one with these types of strategies, and the types of tools that exist out there to accomplish that.

So let's move on to this last one, in terms of the types of communication is one-on-one, of course. So one-on-one sometimes needs some more specific kind of platform, although there are things like we've talked about. With Zoom, you can use it one-on-one. Skype, you can of course use it one-on-one. All these different things, you can take what could be used for a very large group and it could go down to one-on-one. So don't discount any of those.

But then you also, of course, good old phone calls-- just want to remind you all, that's OK. And it's sometimes preferred by folks. I was on a Zoom session with one person yesterday doing some planning work, and I popped on the call and it was-- he had his camera pointed out the window. He said, I don't think people want to see me anymore today. [LAUGHS] Yeah. So nice-- I think or he just didn't want to be on camera anymore that day, which is completely understandable. So I think sometimes we need to think about what is going to be the preferred type of communication by the other participant, as well as you. We all know we are on many, many Zoom-type sessions a day right now.

So the last one on here is telehealth platforms. Some of you all might work in agencies where there's telehealth going on already. And so that'd be something to explore if that is an option for you to be able to access those platforms. All right. Last chat for the types of communication strategies. Love to hear about you're using for one-on-one type communication for a prevention strategies right now. If you can go ahead and put that in the chat box, that would be great. And I'm going to go ahead and stop sharing my screen. All right, Erin, what are you seeing there?

ERIN FICKER: It's coming fast. Zoom, emails, calls, Skype, Zoom healthcare, teams, lots of teams, emails, Zoom without camera, people so tired of seeing my own face.

[LAUGHTER]

Doxy.me, which is a medical one that I've seen a lot, emails conference calls, Zoom, GoToMeetings, Google groups.

KRIS GABRIELSEN: All right.



ERIN FICKER: Yeah. Lots of the same things being used in different ways, lots of our traditional communication systems that are being used. MS Teams, FaceTime, PingMed, which I'm not familiar with--

KRIS GABRIELSEN: Looks like a few folks are using that.

ERIN FICKER: Yeah. Yeah.

KRIS GABRIELSEN: I guess Kevin might have said it twice. Thanks, Kevin. I'm not familiar with that. I'm guessing that's a telehealth platform? Is that right? And, of course, texting. Yes. Nattie just posted texting, which can be important, depending on your audience. [LAUGHS]

ERIN FICKER: Right?

KRIS GABRIELSEN: It can be. Yeah. I have 14 and 17-year-old boys. And there are times that if I really want to communicate with them, we might be in different parts of the house, I'll go ahead and I'll just text them. And they respond. So, yes, thinking about your audience is key. Great.

ERIN FICKER: Yeah. I mean, sometimes it's just so much easier thinking about when people are available. That's great.

KRIS GABRIELSEN: Absolutely. All right. Thank you, everybody. Oh, and Kevin responded, PingMD is part of a-- uh-oh. There's more acronyms that I don't know. KIPUMER. Sorry. I'm not familiar with that. Do you know that, Erin, what KIPUMER is? Yeah.

Oh, here we go. Oh, and Cristina says-- oh, so not everybody can see-- can see the chat. OK. This is good to know, Kristina. So Kristina says, if you want to share your answers and chat to everyone, please change your recipients from-- in the To button, where you can click for the down arrow, click it to Everyone instead of To All Panelists. Because it might be that we're just seeing this, which I want everybody, if you're comfortable, to see your responses. So please do that. Thanks, Kristina.

All right. So let's go ahead-- now that we talked about the four types of communication and possible virtual strategies for each, let's turn to the Q&A box. And, Erin, is there anything that you are wanting us to answer at this point, that you think would be helpful to answer at this point?

ERIN FICKER: Not at this point, nope.

KRIS GABRIELSEN: Because it might be covered a little bit later?

ERIN FICKER: Yup.



KRIS GABRIELSEN: We're also looking to see whether or not we're going to cover it later. Then we might hold onto your question and make sure we answer it a little bit later.

ERIN FICKER: Yup.

KRIS GABRIELSEN: All right.

ERIN FICKER: I think we're going to hold on.

KRIS GABRIELSEN: OK, great. OK. And for folks who want to know, Kevin did reply with the explanation. Electronic medical records, KIPU, is an EMR vendor. OK, great. Thank you, Kevin.

All right. A pool for you all-- Kristina, are you ready? Let's go ahead and pull up this poll. I want to know how we're doing so far. We have a very large group, so it would be great for me to get a sense of how things are going so far, especially because I can't see your faces. So I have no idea how you're looking. If you're like, eh, I have no idea what Kris is talking about or, yeah, I'm right there with you, Kris or maybe somewhere in between. Go ahead and answer.

All right. We'll give just a couple more seconds here. All right, Kristina, can you go ahead and share the results? And Janice asked what the program we use, and this is just within Zoom. It has the polling within Zoom. All right.

OK. Looks like people are following along right there with me. Either they're mostly following or they're right there with us, and somewhat understanding the content. Please feel free to share if you're getting lost. Go to the Q&A and ask some questions. Also, this is recorded. So if you need to go back and watch it again, feel free to do that. I know I have to do that at times to really understand. Especially if it's new information to me, it takes a few times to get through.

All right. And I'll just ask-- Julie asked, can you share how large of a group we are? I look at, there's 252 participants right now on my screen, so great size group. I'm glad that you're all on here. And I wish I could see the photos of you because I love seeing that part. But trust me that I'm really glad that you're here.

All right. And the recordings will be sent to you by email. So you will get that-- the recording of the session. All right. Let's move along, then. As I talked about, we went from kind of broader communication, what we're looking at for communication in the different types of prevention strategies we do. So let's get more specific by CSAP strategies.

So many of you look at CSAP strategies as a way to categorize what you're doing, and to see if you're covering a broad spectrum of the types of



prevention strategies we can do. So let's go ahead and go one-by-one through the CSAP strategies. And for those of you new to this terminology, I'm going to quickly go through a definition and examples of them before we move to the type of communication strategies to platforms that we're going to want to use.

All right. So let's start with-- I'm going to switch over from that one to information dissemination. So with information dissemination, this category of prevention strategies is focused on providing knowledge and awareness through one-way communication. So there's a cue for you in terms of going back to the last set of slides. So it's typically thought of one-way communication about drug use, misuse, abuse, the effects of substance misuse, and prevention resources and services available.

So things that fall into this category are things like clearinghouses, information resource centers, media campaigns, radio and television ads, speaking engagements, health fairs, those kinds of things. So it's just getting information about their-- about resources, information, facts, those kinds of things. All right?

So when we're looking at how we can translate these strategies, these kind of activities going on, prevention activities going on, we are looking mostly-- I have the picture of a one-way, right, tie it back the last one. Really, it's the same kind of things that we had listed in the last set of slides for one-way communication. Mass media, social media, webinars, and websites. So this is an easy one, in terms of CSAP strategies. It just pretty much translates straight from the one-way communication strategies to this one.

With the prevention education strategies, we're looking at two-way way communication between facilitator and participants. And the goal of education strategies, in general, are to affect critical life and social skills. So we're getting some of those underlying skills that folks need to make some good choices around their behavior around substance misuse. All right?

Some examples you'll see on the right hand side are classrooms or small group sessions, parenting and family management classes, peer leader type programs, peer helpers, education programs for youth groups, and more of a real specific example is children of substance abusers groups. So those are-- they can get from broad population kind of groups to some real specific focused populations.

So when we're thinking about education, just like with information dissemination, where it was pretty clear, direct correlation to the one way communication. With education it's pretty direct correlation to the two-way communication. So same kinds of things that you saw on that slide from before, and what we talked about are workshops using virtual platforms. So, again, we're talking about two-way communication this time.



So something like what we're doing right now is one-way communication. So if you were looking at wanting to do a two-way communication for an education kind of strategy you would want it to be a smaller group. So you could do something like Zoom Meeting or you can use the different platforms. But you want something smaller, so you can actually have the two-way interaction. We try to do it through polls and chats and different things, but it's-- that helps, but we aren't quite there. I wouldn't call this exactly two-way communication. Eh, kind of but not quite. We wouldn't accomplish that the same goals if we had a smaller group.

So some other things-- of course, conference calls via the phone. Some one-on-one calls could be a two-way education type opportunity, two-way communication opportunity. Online discussion groups that can be created-- for example, if you were holding a parenting education class and you wanted to keep communication with those parents, you can use some of the different platforms that are designed specifically for online discussion groups, and create an opportunity for those parents to continue to connect in that way. And finally, communities of practice, which I mentioned before, is you create small groups that do peer-to-peer type learning with one another. All right.

So I'm very curious to know with-- let's see. I'm going to go ahead-- yeah. I'm skipping too far ahead of myself. I'm going to go ahead and I'm going to switch the question. [LAUGHS] So what are some examples of programs or activities, strategies, that you are currently implementing in this virtual environment that would fall into the CSAP subcategory of education, prevention education? If you could go ahead and use your chat box to share some examples of some two-way communications, because education we're looking at two-way. How are you doing that right now with the virtual-- in a virtual setting? And, Erin, if you don't mind sharing a few of those--

ERIN FICKER: Sure. I'm seeing youth peer-to-peer support trainings.

KRIS GABRIELSEN: Great.

ERIN FICKER: Some people say they're not doing it. Games with online buzzers or cahoots, Zoom small groups, Botvin's, Catch My Breath, Guiding Good Choices through Zoom.

KRIS GABRIELSEN: Great. Wow.

ERIN FICKER: Parenting classes on Zoom, movie nights and talent shows, parenting and youth classes, Guiding Good Choices, Botvins--

KRIS GABRIELSEN: All right. So let me-- I'm going to go ahead stop for just a second. So things like movie nights and those kinds of things, those will fall into the alternative education categories, just to make sure we're clear. So while we're talking about education, let's go back, the aim is to affect critical life and social skills. So that there's that education piece, typically. So not that



the alternative activities can be an important piece. But just to make sure we're talking with the education piece.

ERIN FICKER: Yeah. So we're really talking about a lot of what people I've seen with Bop and with Guide Good Choices, teen outreach programs, a lot of the Zoom stuff you're doing, which sounds like educational stuff, senior wellness programs in an online meeting format-- so moving some of that stuff into an online environment.

KRIS GABRIELSEN: Great. Nice. Great work, everybody. And I want to go back to the one point that one person said, that they aren't doing it right now. And that's perfectly acceptable answer, too. So just to let you know, there are some strategies that may not be possible to do, at least at this point, virtually. So that is OK. Please don't think that what we're saying is, OK, you take everything that you did before this pandemic and move it all online. Because that's not necessarily going to be possible.

So I appreciate that one person who had said-- and it might have been more than one person, but as Erin read out one, that they aren't doing that right now. Perfectly fine. The other thing is we have folks on here from-- in all different types of preventions. So it could be that your role and responsibility is in a certain area, and it doesn't cover that. So that's perfectly fine, too.

All right. Let's go into the next one, which I went into a little bit when we've talked about movie nights or dances or different things. Alternatives is the kind of catch all for those prosocial and healthy activities that purposely exclude alcohol, tobacco, and other drugs. So there's a no use norm that's really established with the participation in those activities. So some examples of what we did pre-COVID-19 era [LAUGHS] are drug-free dances, youth and adult leadership activities, community drop-in centers, community service activities.

So these, of course, were all done-- I'd say the ones I knew were all done in person previously. So when we think about, OK, what do we do with these-- how do we move these to a virtual platform? Here are a few ideas. So we can look at virtual platforms to conduct the activities. So somebody said they did movie nights. Another person, I believe, said that they did dances, I think, in an earlier question.

And I know, for example, my son's tennis team from school-- the coach has have them meet once a week for an hour or two, where he gets them together. They have discussions. He'll have a theme of the week. There will be one week where they talk about what their favorite class is or subject, another week where they gave each other compliments, so basically what they really appreciated about one another.

So he's been trying to keep that group cohesion and that-- the healthy norms and activities post-social. He really tries to hammer it into them, which I



greatly appreciate. Because just doing sports alone doesn't necessarily mean you're going to get those norms. Right? So with alternatives, we have that drug-free no use norm has to be there in order for it to be a prevention strategy. So thinking about how we can take-- they can't play tennis right now, but he took that component and is really working with the kids to keep those pro-norm messages coming through, which is great, and the group bonding, which you have to have in order for the kids to really care whether or not the norms of the group are that way. Right?

OK. So other ideas-- virtual platforms for youth and adult leadership meetings, collaboration software to plan community service activities. So there are some things still going on. I know a lot that can't be done, but there are things I know I've seen in our community. I bet there's stuff going on in your community that people have been doing virtually. And then people go out and do things individually to actually carry out the service.

And then, of course, online discussion groups can be great ways to do alternatives for kids. That can be group chats, and that can be something that needs to be carefully monitored, if that's going to be set up. But, yeah, as somebody mentioned earlier, texting is a great way to have some of that to a communication, which is necessary for alternatives. All right. Love for you all to play in the chat box some things that you're doing right now to move alternative activities from the in-person world to the virtual world right now. So if you could go ahead and put it in the chat box, I'd love to hear what you're doing.

ERIN FICKER: Game nights, forum chats, music practice, virtual youth-led summit is tomorrow. That's exciting.

KRIS GABRIELSEN: Oh, wow.

ERIN FICKER: Google Meets bingo. Google Meets bingo. I might-- wow.

KRIS GABRIELSEN: That sounds very fun.

ERIN FICKER: I know.

KRIS GABRIELSEN: [LAUGHS]

ERIN FICKER: Phone calls with students and parents, virtual murder mystery party.

KRIS GABRIELSEN: Oh, wow!

ERIN FICKER: Yeah. Virtual after school programming-- that sounds really fun and interesting to me. Interesting to see how that's working out.

KRIS GABRIELSEN: Do you want your kids on that, Erin?



ERIN FICKER: Yeah, please.

[LAUGHTER]

Sorry. Virtual scavenger hunt-- oh, that's fun. Virtual exercise and walk, coalition meetings and youth council meetings, online trivia night, virtual museum tours. Fun. Utilizing a clubhouse model, online wellness week, game groups online-- these are great. You guys are doing lots of stuff to keep kids engaged, trying to keep them doing stuff with each other and connected. Virtual zoo trips-- great. These all definitely fall into that kind of-- that category of-- sorry. There's a lot of noise outside my window.

[LAUGHTER]

They definitely fall into that category of alternatives. And, in some ways, alternatives can move easily into the online world. And, in some ways, they can be more difficult. So you had something already established, sometimes it's easier to move them into a virtual environment. If there was nothing established, it can be harder to make those connections.

KRIS GABRIELSEN: Right. Thank you. All right. So let's move along to the next category of CSAP strategies. And we are at environmental strategies. So these are the kind of project strategies, programs that you're putting into place to impact-- and I should-- environmental strategies-- I should use the correct grammar and flow here. Environmental strategies establish or change written and unwritten community standards, codes, and attitudes regarding alcohol, tobacco, and other drugs. All right?

So examples-- we're talking about alcohol, tobacco, and drug use policies in schools, maximizing enforcement of availability and distribution of alcohol, tobacco, and other drug use, modifying alcohol and tobacco advertising practices, and product pricing strategies. Now in this current world that we are in, I'm guessing many of you, like I, have seen some of our policies and practices in our communities around alcohol, in particular, have changed dramatically. The loosening of laws, letting people do take out with alcohol, with cocktails, different things that has never happened before, at least where I live.

They're saying, oh, yeah. Go ahead. We can go ahead and do that. We have to preserve businesses, and make sure that they can stay alive. And with alcohol sales is a big part of their business. So as preventionists, this is an area we can't go to sleep on. Even though we aren't out there being able to be actively at meetings with folks, I know, for example, our county commissioners are meeting virtually. Or I should say they are in person, six feet apart. However, we can now participate virtually through-- I don't think it's Zoom, but it's another platform.



So the-- super important for us to stay engaged and what's going on in our communities around our community standards, codes, and attitudes around alcohol, tobacco, and other drugs. So when we're-- I'll go ahead. And I know I'd switch into that virtual environment a little bit. But let me go more specifically.

Some samples that we can use of platforms for environmental strategies include workshops, of course, like we talked about with prevention education, phone calls. We might need to do lots of phone calls right now, make sure that we're staying on top of what's going on with our policies and laws and their enforcement. Collaboration software, again, could be used. And then participation in virtual government meetings, as I was mentioning.

So very curious to hear how you all are working on environmental strategies during this time. If you could go ahead and put in the chat box, what things are you doing around environmental strategies right now? How are you doing that? And it's really helpful for you all to be sharing these because it might give other folks ideas, as well, that they're like, oh, yeah. I didn't think about that. That's away I could do that.

ERIN FICKER: Definitely. And someone had asked in the questions if we'll summarize this. I'm going to try to go in and summarize these and send it out. It's a little difficult, but I'm going to try to do that.

KRIS GABRIELSEN: Oh, to summarize the chats?

ERIN FICKER: Mm-hmm.

KRIS GABRIELSEN: Oh, yeah.

ERIN FICKER: There could be a lot.

KRIS GABRIELSEN: Because we're getting so many, that might be a little tricky.

ERIN FICKER: Yup. We'll try. Virtual school board meetings, phone calls, virtual prevention committee meetings, trainings, media campaigns, online YouTube, using public health law center, our works-- oh, sorry.

KRIS GABRIELSEN: Did it disappear? [LAUGHS]

ERIN FICKER: No.

KRIS GABRIELSEN: It goes too fast.

ERIN FICKER: No. There was like, a noise. Just, I'm so sorry. [LAUGHS]  
Virtual meeting--



KRIS GABRIELSEN: This is our reality of working in our world right now.

ERIN FICKER: I know. Our work site--

KRIS GABRIELSEN: [LAUGHS]

ERIN FICKER: --is a no smoking campus. People turn off their video if they're taking a smoke break. Oh, my goodness. School policy review through Zoom meetings, phone calls, trainings, Communities That Care coalition meetings, that's great.

KRIS GABRIELSEN: Good.

ERIN FICKER: Let's see. Positive messaging prevention campaigns throughout the state.

KRIS GABRIELSEN: Great.

ERIN FICKER: Virtual alcohol policy inventory at municipal level.

KRIS GABRIELSEN: Oh, wow.

ERIN FICKER: Yeah. It sounds like you guys are doing some stuff.

KRIS GABRIELSEN: Very good stuff.

ERIN FICKER: Very good stuff. And I will definitely-- it's a little tricky, but I will take this all out and try to summarize--

KRIS GABRIELSEN: Great.

ERIN FICKER: --summarize for you. Because there's a lot of great ideas that you're sharing with each other that I think are wonderful.

KRIS GABRIELSEN: All right. Thank you. All right. Community Based Process-- so some of this-- I know some of you have mentioned coalition work in others of the CSAP strategies. This is really more the specific area for typically where coalition work falls. And the purpose behind Community Based Process is to enhance community's ability to more effectively provide prevention and treatment services for alcohol, tobacco, and drug abuse disorders, is the definition that CSAP gives.

So examples include community and volunteer training, data-driven planning, so a lot of that planning that goes on within community coalitions or within counties or even states, multi-agency coordination and collaboration, accessing services and funding, and community team building. So this is where a lot of that coalition works tends to fall. And when we look at translating it to virtual platforms, some examples yet again-- I know this is kind



of repetitive-- but training workshops using virtual platforms, such as this kind of a setting with Zoom meetings or Skype or GoToMeeting or WebEx, any of those.

Course planning phone calls, collaboration software, which we mentioned before, could really help with the data during planning. If you're using the SPF process, the Strategic Prevention Framework, you could set up-- if you're doing the SPF process you could set up in those collaboration software. And you could even use Google Drive for this because you could even set up folders for each of the steps of the SPF, and the activities and strategies and tasks going on for each one, where you're at with each one. So that kind of work can be done, of course, through collaboration software.

And, last but not least, virtual meetings for community team-building activities. So that's something we're going to talk about a little bit next time is-- well, more than a little bit, but is that engagement piece and how you can facilitate meetings, such as community coalition meetings, to get people engaged, keep people engaged, and make sure that that team-building continues to happen.

All right. So if once again, you know the drill. Here we go. What are some examples of community based process? How are you doing those currently? What virtual platforms or strategies are you using?

ERIN FICKER: Again, we have coalition meetings through Zoom, Facebook forum discussions. I saw someone doing sticker shout campaigns, still Google Meets, Survey Monkey to gather data for strategic planning. That's a great approach.

KRIS GABRIELSEN: Great idea.

ERIN FICKER: Yep. Clubhouse model, community coalition meetings by Zoom, Zoom meetings month-to-month-- once a month, [LAUGHS] sorry, for the committee, TA in consultation through email and Zoom, SPF action planning with community groups. That's awesome. Survey Monkey, use Zoom, Zoom coalition meets. Lots of coalition meetings kind of still happening-- love to see that.

And like Kris said, next week when we come back together we'll talk a lot about how to keep them engaged, and how to do some good facilitation around that. Zoom meetings for education and training, community coalition meetings by Zoom-- so, yeah, lots of ways that we're using the same technology in different ways to meet different ends.

KRIS GABRIELSEN: Great. Thank you.

ERIN FICKER: Doing department meetings, phone conferences-- great. Thanks, guys.



KRIS GABRIELSEN: All right. So let's go into the category of CSAP strategies. And that is Problem Identification and Referral. So this is those strategies that work to identify individuals with misuse or abuse of substances in order to provide interventions through education and motivation strategies that can deter those individuals of continued misuse. So we aren't getting over to treatment side of assessing people to go into treatment. This is the step before that people perhaps are dabbling in that, which I know that that's the right term. But they aren't the point to the addiction phase where we're needed to get them into treatment.

So this is kind of-- a lot of the terminology some folks used as early intervention. That's a point where we can hopefully stop things from progressing. So examples can be student assistance programs or driving while under the influence or driving while intoxicated education programs.

So let's go to the virtual platforms. So this is when we talked about communication strategies, this is where one-on-one communication becomes very important. Right? Because most of what's going to happen is going to be one-on-one. So we're using virtual platforms for one-on-one, phone calls, telehealth, as well as things like virtual workshops for things like the DUI education programs.

All right. And last time, I'd love to hear what you're doing with the Problem Identification and Referral strategy virtually right now. So if you could go ahead and put it in the chat box one last time-- hope you all warmed up your fingers before this session. [LAUGHS]

ERIN FICKER: One-to-one screenings.

KRIS GABRIELSEN: That's great.

ERIN FICKER: Virtual meetings. Prime for Life classes on Zoom. That's great. Zoom meeting-- ooh. So, yeah, those are the two I see. It depends on who you ask, it depends on the situation. This one is so much more individualized. It could be much more sensitive. We had someone earlier mention that you really have to think about HIPAA concerns and privacy concerns when you start to get into some of this territory.

Screenings arranged post-event, one-on-one if needed. Yeah, Zoom meetings. So this is definitely maybe a little bit more specific to the person that you're meeting with or the situation. Referrals to--

KRIS GABRIELSEN: Yes. It might need to have a lot of flexibility, a lot of tools for yourself to access in terms of different options to be able to reach those folks. So, yeah.

ERIN FICKER: Definitely.



KRIS GABRIELSEN: It's most likely not going to be a one size fits all for this one. All right. Thank you. I'm going to go ahead and stop sharing my screen. And we have a few polls for you. So now, thinking about all the different prevention-- CSAP strategies-- and hopefully if you weren't aware what those were, you have a sense now what those are. Kristina's going to go ahead and put up a poll for you.

And this first pole is, what category of CSAP strategies were you implemented before the COVID-19 restrictions. And you can check all that apply. So what were you doing back before this huge shift in our lives, so January, February? Which of these categories of prevention strategies were you doing? All right. We'll give it just a few more seconds for folks. All right. Kristina, can you go ahead and share the results?

ERIN FICKER: Oh, my.

KRIS GABRIELSEN: All right. Wow. So a lot of education, so that's interesting to see. But mostly, there's quite a bit in each one. The lowest would be problem identification and referral, so that kind of mirrors the amount of chat responses we got in terms of continuing on. So that's interesting. Lots of community based processes and information dissemination, as well.

ERIN FICKER: That's great.

KRIS GABRIELSEN: All right. So kind of take a mental picture of this. And we're going to do another poll, and let's see how they differ, they contrast. So go ahead, Kristina, do the second-- next poll, I should say. So what are you doing now? So what category of CSAP strategies have you been able to continue during the COVID-19 restrictions? And, again, check all that apply.

All right. Just a few more seconds. All right. Kristina, if you could go ahead and share the results-- I feel like a newscaster when I do that.

ERIN FICKER: Oh, my goodness. What a difference.

KRIS GABRIELSEN: Look at that. So information dissemination-- as we talked about when I went into that one, I said this can often be something that we are doing before that's easily translatable to what we're doing now, I think is what we're seeing there. Right? Education still is higher up. And then-- go ahead, Erin.

ERIN FICKER: I actually wrote down the numbers from the first one--

KRIS GABRIELSEN: Oh, great! [LAUGHS]

ERIN FICKER: --real quick. And we saw a change from 93% in education-- it said 93% of folks said they had an education before, and 65% now. So that's a big change because it's a really hard one to move. That's a really hard thing



to do. Information dissemination actually went up. It went up from 78% to 83%. Basically, we're seeing kind of alternatives hang around the same amount.

Environmental dropped a lot, too. We said 53% before, and now we're seeing 28%. And then they stop lining up really well after that. 78% of folks indicated they were doing community based processes before and now we're seeing just 45%. And then problem identification kind of isn't too much of a change. 33% before, 21% now.

So everything has changed. To be really clear, everything has changed. If you're doing education in schools, that's dried up, someone said. Absolutely.

KRIS GABRIELSEN: Yup.

ERIN FICKER: You know, interestingly, too, I've talked to people in multiple states and really have heard different experiences. For some folks, schools have said, hey, keep doing this. And for others they're like, get out. We've got to figure out the rest of this. So different experiences in different places. Yeah.

Just because you're still doing some doesn't mean you're able to do it at the same level. So, yeah, thank you for that, Karen. Absolutely a true point. So even though these numbers may look like you're still doing things, it may be at a completely different level or with different levels of fidelity. And so let's keep moving because I think now we're going to get into some of the like, let's think about what we're going to do and how we're going to do it. Those were really fascinating numbers. Thank you so much for doing that for us.

KRIS GABRIELSEN: Yes. Thank you. And great points being made on there in terms of-- and I'd love to hear just a few more thoughts of-- so for those of you who said you were previously implementing a strategy and now you aren't, why is that? I'd love to get a few more thoughts on--

ERIN FICKER: And I want to point out one of the things that Joan said, that although I feel like I'm doing the same strategies I don't feel like I'm getting the same engagement-- oh, I lost it-- effectiveness and integrity. And that's something that we're going to talk about with this worksheets that we're going to talk about, is trying to think about that. A lot of people are saying they concur. We have fewer kids participating in their coalitions. They're tired of staring at screens.

KRIS GABRIELSEN: Yup.

ERIN FICKER: It's really tough to get engagement. Yeah. Lot of--

KRIS GABRIELSEN: Lots of schools and businesses closed. Yep. So the reality is that we can't just take up what we are doing in person before this and move everything over. That's not the strategy. There may be shifts in



where we want to put our time and energy, where we can be more effective at this point. So I just want to make sure-- and we're all exhausted. I love that. Yes, Victoria. [LAUGHS] Especially people with-- either home with kids and doing distance learning and your job or folks who are teachers, who have taken-- trying to do everything in-- quickly, like, overnight start distance learning. So, yes, and for many other reasons, yes.

ERIN FICKER: Yep. Environmental is hard. People are saying the community leaders are inundated with-- yes, right. So it's hard to keep those community leaders and volunteers who've been so invested in your work focused. Because now they've changed their focus to focusing on the issues related to COVID. Schools are resistant to prevention because kids were-- oh, man. I keep losing it-- were not compliant with schoolwork. They don't want to burden with more lessons. Right? I know.

KRIS GABRIELSEN: Yeah. Yep.

ERIN FICKER: More frequent and shorter lessons--

KRIS GABRIELSEN: We're going to talk about that next time, too, of some possible options to start looking at what we're doing to keep people engaged. Yep. And kids are overwhelmed, mm-hmm.

ERIN FICKER: Mm-hmm. Yeah. We're starting to see some real impact of all this on kids. Let's see.

KRIS GABRIELSEN: Yep.

ERIN FICKER: These are great, guys.

KRIS GABRIELSEN: Yeah. Yeah. So We wanted to take this moment to acknowledge that just because there is a shift in those numbers doesn't mean you aren't working hard. People are doing all that you can to do this. But there are some realities we need to acknowledge about what we can and can't do. And where can we put our energy to be most effective at this point?

So let's go ahead and switch gears a little bit, and start showing you those worksheets that we mentioned earlier. Because, hopefully, this will help you walk through these decisions about where to put your time and energy as we're moving forward at this point. So I'm going to share my screen, and actually let me point out that, again, these worksheets-- if you don't have them yet, they will be emailed to you right after soon after our session, when we pull together all the materials for you. But, hopefully, you did receive an email before this. So check your email to see if you did get it. But if you didn't, you will get it, so just to let you know.

And I'm going to give you some examples. I'm going to walk through some examples. We will be emailing out these examples to you, so you can get



those along with the blank forms. All right? So, first of all, there is the tech capacity worksheet. So we want to look at our-- the first step in doing this, just like in the SPF, the Strategic Prevention Framework, is to do an assessment. You need to know what you have, what you have access to, what you don't have access to.

So let's take a quick look at an example. I went ahead and filled this in. How you will fill it in is, of course, completely different depending on your situation. But the first question looks at what you already have. So what virtual medium platforms do you have? What collaboration software do you have? And what social media accounts do you have? Then it goes into what technology platforms do not currently have but you could easily get.

So I wrote down Twitter, TikTok and Snapchat, all free apps that you could easily download. Right? What are the technology platforms that you wish you had but can't easily acquire? So it might be WebEx. Maybe there's some bells and whistles and technology that is available within WebEx that you don't currently have for virtual training platforms. And, of course, WebEx costs money, so that might be a barrier there.

So what training does your organization and staff or your volunteers need to feel comfortable and competent using the technology you have? Now you can have all this wonderful technology, but if people don't know how to use it, it's kind of like you don't even have it. Right? So what kind of training do you have accessible at this point?

So I wrote in my example, need training on how to schedule and host Zoom meetings. Need training on how best to use social media. That could be a big thing that a lot of us know, OK, that it exists. And that's a way to connect with our audiences. But I don't know how to use it. I mean, I want you all to know I made my first TikTok video recently. So I have to say, I'm quite proud of myself.

[LAUGHTER]

My 14-year-old son came to me. He's like, will you do a TikTok video with me? And now, if any of you have 14-year-old boys, you will say yes to anything that they want to actually engage with you besides arguing with you. So I was like, sure. So it was quite hilarious, I have to say. [LAUGHS] But I will not share it with anybody. [LAUGHS]

All right. So then what training resources exists in your organization or beyond that you can access? So what training do you need a number for? And then, what training can you access? So could it be the high school student health and wellness club that you might be able to access some of their members to help you with the social media? Or somebody within your organization-- maybe they already know how to use some collaborative software, such as Yammer. That's another way to access training.



So I wouldn't necessarily think, oh, we need to buy training from such-and-such an organization, but think about what capacity and resources you have that you can access already within your-- the folks that you work with, either as volunteers or staff. Erin?

ERIN FICKER: Yeah, absolutely. This worksheet is a great place to start. Because worksheet-- it's such a great getting a feel of what you have at your fingertips and what you might need just to do the assessment, to walk around your-- walk around your agency.

[LAUGHTER]

Probably not there. But to talk with people in your agency about what you have access to. You may not know about your Instagram page or you may not know that you have an interactive-- you know, my agency uses Basecamp, which I really ignored wholeheartedly and actively ignored for a very long time, until we came to this situation. And now I'm using it. You may really need to spend some time doing this. It will allow you then to know what you have access to and what you don't have access to.

So that's one of the things that's helpful, I find, is to know what I don't have. I'm not going to be able to get WebEx. I'm not going to be able to get Zoom. My agency has a policy that we are not using Zoom. There are security concerns, there's HIPAA concerns. Whatever the reasons, if I know what I can't have then I know the limitations when I get to the part of saying, how can I whatever.

KRIS GABRIELSEN: Right. Good point.

ERIN FICKER: So I think it's important to do this research, to find out what you have access to, what you don't have access to, what you can get, how you can get trained, so that you can then really dig into how can I or can't I or maybe I can't translate what I have been doing into a virtual environment. So this is the first important step of understanding what you have available to you and what you don't have available to you.

KRIS GABRIELSEN: All right. And I want to make a point on-- Jacqueline wrote that she was curious about safety concerns with TikTok and Snapchat. I want you to know we are going to talk about youth safety concerns at the next workshop, next week. So if you want to kind of hang onto that, we will not talk about specific platforms but the process to go through to ensure youth safety.

All right. Let's go ahead. So now, after you complete this worksheet, then you're going to go to a second worksheet. And I'm going to switch over to this other worksheet. And I don't think it switched. Did it, Erin?

ERIN FICKER: No, it did not.



KRIS GABRIELSEN: OK. I'm sorry, y'all. But I'm going to have to stop sharing the switchover. I was trying to do it without doing it that way.

ERIN FICKER: That's OK.

KRIS GABRIELSEN: A little clunky.

ERIN FICKER: So the next worksheet we're going to go to is about planning. And one of the things that Kris and I talked about is that preventionists plan. We are planners. We do this SPF process, this is what we do best. So we wanted to create something that would help you plan and do an assessment process that was kind of quick but thoughtful. So, Kris--

KRIS GABRIELSEN: All right. So what you're going to do after you've done that first organizational-- technology organizational assessment, is you're going to look at all of the strategies that you were implementing, that you're still wanting to consider moving into a virtual setting. And you're going to take those one by one, so you're going to fill out this worksheet for each of your prevention strategies.

And I'm going to go ahead walk through an example, which is a sport prevention plus wellness program. It was one-- I was trying to find which one would be ideal. I was like, well, which one would most people use? I'm like, well, let's use a little bit different one because it's pretty straightforward. So let me read you a quick description beside what's on the screen, so that you get an understanding of what this program is.

And it was shown to be effective through one, two, three, four, five, six, seven, eight different programs, so things like NREP when it did exist, Office of Juvenile Justice and Delinquency Prevention, so all these major folks. So just to let you know that. So it says, sport involves a short, self-administered health behavior screen survey, measuring physical activity and sports behaviors and norms, healthy nutrition, sleep, and alcohol use. Participants then receive a 10 to 12 minute personally tailored consultation from a written script, along with a key facts handout.

A simple fitness goal plan is completed by participants to motivate positive behavior and image change. In addition, parents or caregivers-- parent/caregiver communication cards addressing key content are provided during the consultation, and then sent or mailed home to adolescents for three to five consecutive weeks. So that's the summary of the different components of the program. So who are the participants? They are high school students, ages 15 to 18, and their parents.

So next, you're going to fill out this table, which is really the key piece here. You're going to take-- in this left hand side, you're going to write down each component of that strategy. Because we often know parenting education program often has several different components. It could have a small group



mentoring-- there might be a mentoring one-on-one program, a small group discussions, information dissemination, terms of work fact sheets are given to them, as well as a larger group education piece. So think about the different components of your preventive strategy. Put them in the left hand column.

Next you're going to identify-- going back to those first several slides that we talked about during the webinar-- is the communication one-way, two-way, cross-team collaboration, or one-on-one? What kind of platform could be used? So, again, thinking back for that type of communication, what kind of platforms are available that you have in your organization, remember, because you've already done the organizational assessment form or that you can easily access. Right?

What changes you would need to make with delivering this virtually-- so on this first line I'm looking at a short, self-administered health behavior screen survey was the first thing to happen, right, with participants. One-way communication. A Google Form could be used. You would need to create an online form would be the change made with that. Right?

Next, you're going to look at benefits. So how could this be beneficial to move it virtually? Some things we're finding actually can be helpful. With this, students might feel more comfortable completing an online survey. That's kind of their thing, and we're talking about 15 to 18-year-olds. They're used to doing things online versus on paper.

Any concerns about delivering this component virtually? Getting them to do it-- if you have them sitting there in front of you and you say, complete this form, that could be a little easier than sending emails, which I know my 17-year-old does not reply to emails anymore. So email may not work. You might have to text them, text them a link with the Google Form. So that could be a little bit more challenging. Right?

And then impact on the strategy-- in my mind, there would be no impact if it's completed. Right? Because that's the key thing, is you have to have that survey completed. So you're going to take each component and walk through these steps.

All right. And you'll see I did that for this program. Once you've done that, you're going to reflect on the table above, and really look at will you be able to maintain the fidelity of the strategy. And what's really important here is if you were going to substantially modify this at all, then you will need to contact your funder and make sure it's OK. And also, when possible, contact the strategy developer to check in with them.

Now if they have done research on this their standard response is going to be, if you change any way that you do it you're going to lose fidelity. That is true. Right? Because the research has not been done to show that by implementing it this way do you get these outcomes. So if you can hopefully



have a conversation with them saying, OK, we can't do this in person. Would this-- your best-- I hate to use guess, but your estimate-- does this look likely that we could achieve similar-- we could accomplish similar things by doing this virtually? So that's a conversation that will have that happen. Erin, did you want to say something about that?

ERIN FICKER: Yes. I think this is where you need to have conversations with your-- like she said, conversations with your funder and with the developer. I know that there are lots of developers right now who are doing adaptations to their curriculum. I know Second Step, which is a big social emotional program, has been releasing new modules, new adaptations to push out so folks can do things online.

So, right now, developers are really primed for conversations with you if you're doing-- and I haven't had conversations with Botvins yet, but I know that people are having those conversations. And they are open to talking to you. So reach out, have the conversation. It really can only help.

If they say no, you can still think about what's my best access. Is it worse to cut this off right now or is it-- can I get something and what-- how much? If you go up and look at that table and everything looks like, ugh, this is going to be a train wreck, then your answer might be I can't do this with enough fidelity. If it looks like only some components are going to fall apart and some of them are going to be OK, then you can make a different call. Right?

So this is where you just have to do some critical thinking. And no one's going to be able to give you an answer. No one's going to be able to say to you, yes, this is going to work or, no, this is-- you absolutely cannot do this. There's going to just have to be some play on your end.

So Botvins says it's allowing virtuals and live streaming classrooms, someone says. I can't read the rest of their comment, but will not allow their content to be recorded. So that's a big piece. That makes a lot of sense. They don't want their content recorded.

And, often, you can't record when you have kids on a Zoom or something. But you can pre-recorded and send it out, which means you couldn't do it like, buy a Facebook Live because that's going to be recorded.

KRIS GABRIELSEN: Or YouTube or something like that. Yeah.

ERIN FICKER: Or YouTube or something like that.

KRIS GABRIELSEN: You can't do that.

ERIN FICKER: So you have to check in with them about that. So if that's the best way to reach your kids, then Botvins might be out. So you really-- you're going to just need to dig into some of that stuff and answer those questions.



And so that's why we wanted to create this kind of decision making tool for you. Because there aren't going to be-- there aren't going to be clear access.

So if you were doing this for Botvins and you had to answer the questions do I currently have a needed virtual platform, the answer might be no if you don't have something that could reach your kids that doesn't involve recording, for example. So, anyway, I just wanted to point out that there's no-- there's not a clean answer.

KRIS GABRIELSEN: Right, which we would love to have. Especially, I know Erin and I have been working in the evidence-based driven, data-driven prevention for years, and years, and years, and years. Right? And so that's not easy for us to say. But there's just different realities at this time. Right?

So like Erin said, do we want to stop doing things altogether or do we want to make our best judgments based on the information we have? All right? So let me go-- I know we're quickly running out of time. So I to make sure I get through the rest of this form.

So after you ask-- or you're talking about maintaining fidelity-- if you think you can continue, then you want to say do we currently have access to the needed virtual platforms. So up above in the table you will have listed what kind of virtual platform do you need. And if not-- and if partially, what do you need? And if no, how do you leverage the technology? Is that possible?

Do you currently have the technology skills and support to implement your best virtual setting choice? Yes, no or partially. And then, a key question although it's towards the bottom, but it's a really important one, is how many of your participants have access to the technology? It could be that this is going to work great. But if your participants don't have access to the technology or to the internet or to the devices needed, all of those pieces, then that's not going to be helpful. Right?

And next week we're going to talk about access to disparities. So just to let you know that that's an important piece that we acknowledge at this point. So the last question is reflecting on all appearances above, how likely is it that you can move this strategy to a virtual setting? So that's the, OK, step back, look at all this information. Is this something we want to try to move forward with in a virtual setting? Or perhaps it might be something, hey, we need to put a pause on this because we went and we did this worksheet for all these other strategies, and it looks like these are going to be much more likely to be effective virtually than this one.

You might put a pause on it if you, again, have a discussion with your funders. Don't just stop doing things and say, well, but Kris said I could just stop. No, don't do that. I don't want you to jeopardize your funding at all. But you would be-- have this information to back up what the decisions you're wanting to make, as if you've been able to walk through all this and say, these are the



reasons why we're thinking we need to put a pause on this or these other reasons why we think this will be effective to continue in this way. All right? So real quickly, because we're-- time is quickly running out. I wanted to check with Erin, if you see any burning questions that you think we need to answer.

ERIN FICKER: Yeah. I want to get through a couple of questions that have come up in the chat. And one was from Karen Jarsik, who says, I hear many people saying the names of evidence based curriculums, wondering if the curriculum developers are allowing people to use their materials virtually or to create materials for e-learning. Too Good for Drugs is not allowing any of any use of their materials. Do other curriculums allow that?

So I'm going to let people answer about their specific curriculums if they want to in the chat if anyone knows specifically. We've heard a little bit from Botvins. I know I said a little bit about Second Step. If people have any specific experiences, you can answer that in the chat. , Generally I would say you do have to ask permission to use them, and to have them recorded. Have to find out what the requirements are.

And you may be stuck. So we hear some people saying that they're not allowed to at all, and other folks saying that there's limitations. Like I said, I do know that some of the developers are coming out with adaptations of their curriculums to make them work better. So I know that that's not really a great answer, but it's more of an answer to the crowd. So I'm going to let the hive mind answer that question.

So I'm going to just let that kind of roll and let you guys look through the chat while I go on to the next question. So regarding conversations with the funder or developer, is there a value in continuing even if it doesn't meet all the criteria so we are maintaining the relationships with the schools and the students? This is like, sounds like maybe. And I could think--

[LAUGHTER]

Sounds like maybe, Karen, I think it's probably correct. If you think that's a valuable way to maintain relationships with the school and to support the school, I think that's great. I think there's lots of value in continuing programs. I think we talk a lot in prevention about little wins. And relationship maintaining right now, sometimes that's all we can do.

So that was one that had been brought up a couple of time. So those were the ones that were kind of had been liked a few times. So let's-- I think-- yep. Someone did bring up the issue of social media and the legal age for using social media. So a 13-year-old, I think, is the Facebook age. So just kind of a reminder, thinking about that. Communication campaigns that are targeted for kids under that age or if you're asking children under that age to engage with something that's on social media, you may want to rethink that or think about



different ways to reach that audience. I think that's a great point. I thought I had another one but I think-- I feel like it disappeared.

[LAUGHTER] So, OK, someone did ask others for advice on how they're making movie night happen. So, again, if you're making movie nights happen, I'd love to see you respond in the chat to how you're making movie nights happen. OK.

KRIS GABRIELSEN: All right. Well, thank you. And just one reminder to close things up, and then Erin's going to give a few key details for ending the session and what's coming up. But give yourself some grace. All right? We won't be able to replicate everything we were doing before. As somebody mentioned before, many of us are exhausted.

We got to just take-- we got to keep ourselves healthy. Right? [LAUGHS] If we exhaust ourselves, run ourselves out, there's not going to be folks out there doing prevention. So we've got to keep ourselves healthy, give yourself grace, and select what you can-- where you want to put your time and energy in to make it successful. Don't feel like you have to do everything all at once.

As Erin talked about also, the small wins can be very important. But can we do this and do it well? Can we do it now, do this, and do it well? So don't feel like you have to do everything all at once. All right? I would love for you to put in the chat box how you thought today went, how it worked for you, any suggestions for next week of something we can do different that would be helpful for you in your learning. And I'm going to go ahead and turn it over to Erin to wrap things up.

ERIN FICKER: Great. Thank you so much. Thanks, everyone, for being with us today and taking the time to review this. We hope that these worksheets and the resource guide will be helpful to you. If you didn't receive it, you will receive it afterwards. What you will receive will be the worksheets that we talked about, the CSAP guide, and the CSAP Six Strategies Guide and the resource guide-- the Prevention Practitioner's Guide to Virtual Settings, I think.

So all of those, hopefully, will be useful to you as you think about planning for and taking your prevention programs online, which some of you already have, and maybe taking a step back and thinking about how to do that in the best way. It feels like we're going to be in this situation for a little while, so really taking a beat to think about that. We will have a second webinar to-- no, next week.

[LAUGHTER]

Kristina has posted, I believe, the registration link in the webinar-- in the chat. We'll also send that out, again. So if you haven't registered for next week, she's going to post that right-- there it is. Please register. We're going to be



talking about how to facilitate and engage with your participants in the virtual setting, how to bring them into the virtual setting, and then how to engage with them. We will talk a little bit about the challenges related to technology and those who don't have access to technology during this time. So please join us next week, as we do that. And if you get a chance to use those worksheets and look at those resource guides, when you come back next week we'd love to hear how that went.

KRIS GABRIELSEN: Yes. Great. Thank you, everyone. Have a wonderful week, and we will see you soon.

ERIN FICKER: Thanks so much, everyone.

KRIS GABRIELSEN: Bye-bye.