



Jessica Goldberg:

Hello, and welcome everyone to today's pop up session Promoting Youth Engagement & Connectedness in a COVID-19 World. So this is one of the popup sessions that our PTTC is hosting and the hopes to provide some real time opportunities to bring the field together in the midst of the coronavirus pandemic.

Jessica Goldberg:

And we're so glad to have you joining us here today. My name is Jessica Goldberg, and I'm a training and technical assistance provider with the Northeast & Caribbean Prevention Technology Transfer Center, or the PTTC for HHS Region II. We're the group that's hosting this opportunity, and we're coordinated out of the Rutgers University School of Social Work Center for Prevention Science.

Jessica Goldberg:

So we want to draw your attention to two poll questions at the top of your screen. And ask you to share your thoughts, get you thinking a little bit about today's topic. So first on the left, we do want to know who's joining us on the call so we can be sure to follow up with you with any of the resources that we'll be sharing out. Make sure that you have access to all of those materials you might be interested in having after today's session. So if you could please put your name, your organization or role into that whole box that you see at the top of the screen and where you're located. And you can separate your answers with a comment that would be really helpful to us and wonderful. And we also want to ask you to reflect a little bit again on today's topic, which is how are you staying connected?

Jessica Goldberg:

So in the midst of the pandemic, everything that is going on in our lives and the field. Just asking how you are staying connected. And this is a pretty broad framing to this question. So either connected in your professional role, in your personal life. And we'll see some of those answers rolling in so we can get a good survey of how folks around our region are staying connected to one another and to the other people in their lives.

Jessica Goldberg:

If you're just joining us, again, thank you. We're so glad you're here for today's session, Promoting Youth Engagement & Connectedness in a COVID-19 World. We're going to get started in just a minute. We're going to give a few more moments for folks to join. But we want to orient you to what you're seeing on the screen and ask you to share both your contact information in the poll on the top left of your screen. And then also some ideas around how you're staying connected during these challenging and uncertain times.

Jessica Goldberg:

So see some of the responses coming in. Lots of different formats for virtual meetings, texts, email, kind of old traditional ways of staying connected. And then some of these more newfangled ways, maybe. I see Zoom coming up quite a bit and different types of social media, like Facebook and Facebook Live. I'm seeing people using apps like FaceTime in their responses.

Jessica Goldberg:



And then some other creative responses of sleep and walking on the beach. Some of that wellness and self care that we can do to be able to be ready to connect when it is time to connect. Some of the things we do outside of our more formal meetings or our ways of connecting.

Jessica Goldberg:

So other responses coming in, I see blackboard, I see virtual yoga classes. I definitely have been taking advantage of some of those myself. Presentations and webinars, maybe like this opportunity today is just an opportunity to connect with other people in the field and colleagues around the region. Google Classroom, the old fashioned postal service and sending letters or cards to folks I see coming up. Lots of themes arising and lots of great ideas.

Jessica Goldberg:

So we invite you to score all through, if you can, and just go through some of the responses coming in from your colleagues. By phone, mostly for some folks. And everyone's sort of figuring out what is the right mix of different types of communication, formats, and platforms for them to be able to get their needs met as far as connection goes.

Jessica Goldberg:

So this is really great. We want you to please continue putting your name, your organization, your role in community that you're working in, into the chat on the left. And just a minute or so more. If you have any thoughts relating to staying connected, you can feel free to put them into the chat box at the top right of your screen. And if we shift off this slide before you're able to do it, you'll have that opportunity to do it in our main chat box at the lower left of your screen.

Jessica Goldberg:

So I think in the interest of time, I'll get us started so we can get into today's conversation. We can bring up our main slides. And I want to just take a minute and welcome you all again to our second popup event. These events that we're hosting in the hopes of being able to bring people together in the midst of the pandemic, and learn from one another's experience on different topics. And today's topic is Promoting Youth Engagement & Connectedness in a COVID-19 World. So we are excited to have you here to share approaches, strategies, questions, and challenges, and generally connect to one another. And be able to harvest some of that collective wisdom of the field. I'll be joined today by my colleague, Ivy Jones-Turner, who I'll introduce in just a minute.

Jessica Goldberg:

But just so you know, we are recording today's webinar. We're going to be making the recording available to anyone who has registered for today's session after the presentation. And we'll also be sharing out our contact information at the end. So if you have any questions or concerns after the fact, you can always feel free to reach out to us.

Jessica Goldberg:

And we do want to invite you and encourage you to put your questions into the chat box, through today's presentation. You can always feel free to put those in there. We'll respond to as many of them as we can in real time. And something we've been noticing, which has been really wonderful is that there's been a lot of crowdsourcing of information. So when questions go in the chat, we've seen a real



uptick and a real response in terms of other participants coming in and sharing their responses and their experiences. So we want to encourage that for the rest of today's call as well.

Jessica Goldberg:

So just quickly, we are part of the Prevention Technology Transfer Center network. We serve the region number two, that you can see light blue at the bottom right of your screen serving New York, New Jersey-

Speaker 3:

Your microphone has been turned on.

Jessica Goldberg:

And we're happy to be welcoming folks from all parts of the region to today's call. A little bit about who you'll be hearing from. So first my colleague Ivy Jones-Turner. Ivy's provided organizational capacity assistance on a variety of topics in health promotion and prevention. And substance use, suicide prevention, violence prevention, injury prevention, and mental health. With nonprofit and community based organizations, state and faith based agencies and school districts for more than 20 years. Her skills include program evaluation, training and technical assistance, program design and implementation, organizational development, developing partnerships and collaborations and grant management among many others. And I am Jess Goldberg. Again, a trainer technical assistance provider. I've been working for the past decade, supporting prevention efforts at the national, state, regional, and local levels. First with the Massachusetts State PA System, where I support the communities in needs assessment, strategic planning, creating logic models, and all other manner of prevention related activities to help guide change efforts. Then with the Center for the Application of Prevention Technologies or CAPT. And now with the PTTC. And we're both very happy to be here.

Jessica Goldberg:

A little bit about our call logistics. So we are asking again for folks to include their name, their email address in the chat boxes on the screen. And if there's anyone listening to today's session whose name wouldn't appear in the record for our Adobe room today, you could also put their names and emails into that chat box as well. And again, we really do want to encourage you to take advantage of your access to your colleagues and that we're able to offer you here today. So put any questions you have in the chat box and keep your eyes on those responses. We are finding folks are really engaging, and sometimes you might share something that others are interested in or want more information about. And we're hoping we'll be able to facilitate some connections between folks on the line today through that chat box.

Jessica Goldberg:

So because of the great interest in today's call and today's topic, we aren't able to open the phone line so that attendees can speak to their questions or ideas out loud as we would in a more traditional peer sharing opportunity. What we have done though, is try to design virtual discussion questions that we hope will engage you in conversation in this limited virtual format. We know it is limited. So we are again, inviting you one more time to participate actively. The experience is really so much richer.

Jessica Goldberg:



So when we do have that robust participation on the line, and we are bringing people together today to curate and collate some resources and ideas. And we'll also be sharing out some of the resources that we've pulled together. So we're really excited about that bi-directional conversation today, and learning from each of you as well. So we think it's going to be a great call since we have so much experience on the line and prevention to draw on.

Jessica Goldberg:

And finally, before we get started, just so you know what to expect, here's our roadmap. A little bit like our objectives for the call. So we'll start out by thinking about learning from you about the best practices and approaches you've been using to connect with youth involved in your prevention efforts. During this last month and half, we want to ask you to share both those approaches you found to be effective in the past, right? And some that might be newer or more innovative ways that you facilitate a connection in the past month or month and a half or so in response to the pandemic. We really felt that this topic was the most timely of any we have heard from you last time, that would be useful to discuss on that. With youth at home and engaging their distance learning, adjusting to the new difficult reality, parents that are challenged to help their kids stay active and involved. We really thought there was no better time than now to have this conversation.

Jessica Goldberg:

And then we'll be shifting our focus and looking at wellness and trauma informed prevention approaches and resources. With the understanding that connection and wellness really go hand in hand. And it's critical for us both to be thinking about the implications of this experience that will manifest with the youth we serve, as well as how we can be maintaining our own mental, emotional, spiritual wellness. Even as we take these difficult steps to protect our physical wellness and that of our families and loved ones in the broader community. So it's a lot to do in an hour, which is why I'm going to turn this over to you Ivy, without any further ado to get the conversation started.

Ivy Jones-Turner:

Okay. Thanks so much, Jess. And thanks everyone for joining us today for this popup event on youth connectedness and wellness during a time of COVID-19. It's really been now just several weeks that many of us have been sheltering in place. And depending on where you are, it could be as many as eight weeks as with our friends in Puerto Rico. Or as few as three to five weeks.

Ivy Jones-Turner:

But either way, what's been called social distancing, which is really avoiding groups, maintaining that six foot physical distance. That's become our expectation. But we want to really highlight that that's really being physically distant and maintaining our social connections, maintaining our social relationships. So that's part of where and how we're going to focus our conversation today as we talk about youth engagement.

Ivy Jones-Turner:

I do want to just highlight that we'll be talking about, and particularly given the nature of this conversation, we really want to hear a lot from you in terms of what you have found not only to be effective, but also some of your questions and strategies.

Ivy Jones-Turner:



In fact, we're going to start with talking about where you have shared with us already some of the work that you've been doing since sheltering in place had become the approach for many of our communities.

Ivy Jones-Turner:

A month ago when we hosted the first pop-up session, which was keeping our prevention efforts going amid social distancing to really respond to the impact of the pandemic on prevention. We were able to hear from you both sharing how prevention operates when gatherings of people aren't permissible.

Ivy Jones-Turner:

So we heard you share during that call, both how you were determining what programs, what services, or even what administrative task you would continue to operate, and which would end or even be put on hold.

Ivy Jones-Turner:

So there was a lot of real consideration that you had made in terms of thinking about transitioning some of your interactions with youth online. And we really wanted to talk a little bit more about how exploring if and how you were exploring both if and how some of those services could be delivered through online meetings and activities. You were really spending a bit of time and attention focusing on some of those components.

Ivy Jones-Turner:

But also a number of you shared that you developed new partnerships. Especially as you saw your schools close, you really worked hard to identify both how there were organizations in your communities that were maybe providing services and resources such as food or technology to your client populations. How you could effectively collaborate or partner with them in order to reach your populations.

Ivy Jones-Turner:

And then you were also thinking at that point, especially since we didn't know how long the closures would last. The organizations, your organizations really spent a lot of this time focused on staff training. So I think that that's one of the things that we've been noticing as well, is that so many of you have been participating in online trainings, online meetings, virtual conversations. Whether they be peer sharing discussions or just informational materials that are shared. You've really been participating in those and using those as an opportunity for focusing on professional development with your staff.

Ivy Jones-Turner:

Several coalitions that I work with are also thinking about and strategically inviting their coalition partners to some of these same trainings. So that there's a focus on capacity building, not just internally within the organization, but also within their entire coalition.

Ivy Jones-Turner:

And I think one of the things that we've talked about seeing is that the training sessions really reviewed the role of prevention in this context. And especially for so many of us prioritizing, both shifting or pivoting our prevention focus.



Ivy Jones-Turner:

I think a couple of other things that we've heard from you in these sessions is that as you were launching into this new world experience of being physically distant and in virtual environment, we've all learned a lot of skills and a lot about some of the new technology. Either that's already out there or even learning how to develop and repurpose technology and software in order to not only make the best use of it given our situation. But also figure out how do we use that software and the apps to really promote and think about that interaction. Not only with our partners, but also with our youth.

Ivy Jones-Turner:

I think one of the things that I keep flipping back to periodically is just how amazing it is the amount of learning that's happened in such a short period of time.

Ivy Jones-Turner:

Now all of these were part of your strategy to respond to the immediate issues, really tackling the disruption and the grief that we've seen from such an abrupt shift in how we interact with our fellow humans. But we've also heard loud and clear then what that has meant for you in terms of how significant your interactions with you have become in this virtual context.

Ivy Jones-Turner:

So many of you from the very beginning, you've prioritized keeping in touch with and staying present for your youth. And it's really this stage, which we call the fourth stage of crisis response or recovery. Which is where you've been motivated to be particularly intentional in your interactions. So conducting not only that regular outreach, but also using a variety of ways to reach you. Really providing lots of opportunities for youth to connect with you, but also for you and your partners to connect with one another.

Ivy Jones-Turner:

So what we'd like to do is open up the poll right now and invite you to share a little bit more of what you've learned over the past several weeks. What is some of those strategies for engaging youth in virtual program activities that you have found to be effective or successful?

Ivy Jones-Turner:

In whatever format you're using, what have you found has kept youth that you've been working with engaged? Participating in those online activities, coming back for those groups or those one-on-one interactions. So we'll give you a few minutes to just kind of populate some of the responses. Looks like a number of you, yes, the incentive prizes. I definitely heard a lot more use of incentives and reward systems to support youth staying engaged.

Ivy Jones-Turner:

I also see a lot of responses that refer to the use of games and fun activities. So making things not only structured in terms of accomplishing certain activities or accomplishing certain goals. But also including humor and games, and just that level of social interaction that is much more relaxed.

Ivy Jones-Turner:



I see someone has noted keeping it short and very interactive. That's another thing that we've heard from several folks, even to the point of some podcasts and other resources or conversations happening within a 15 minute period. Definitely a way to keep people engaged.

Ivy Jones-Turner:

So it looks like we've got quite a few really interesting examples here. I see some programs that are also noted such as Kahoot! in Google Classroom or your YouTube videos. So really using a variety of platforms and options to engage youth. And of course, so many of us know Zoom has become a very popular other strategy, our software program that's been used.

Ivy Jones-Turner:

But then also, really providing open space for some of those more sociable and interactive conversations. Some of those more sociable and personal sharing. Whether it be, it looks like for some folks someone's noted having the kids or allowing the kids to show you things that are happening at home, that they're not normally able to share with you when you're meeting with them in the school.

Ivy Jones-Turner:

So these are really great examples, and I just want to encourage you to keep a couple more coming. We always love to see not only these types of examples, but also we know that for many of us, as well as your peers, we're looking for great ideas that we can use and incorporate into our and use as our strategies as well.

Ivy Jones-Turner:

So I'll just note then I think what's really appreciative about your responses here is that these strategies that you've found to be really effective in terms of maintaining relationships with youth. They really reflect on the importance and the role of social interaction. Really forming those relationships beyond the family. That's a key developmental stage for adolescents.

Ivy Jones-Turner:

So we know that the Healthy People 2020 really reiterate the importance of relationships and interpersonal connections as a social determinant of health for individuals and society.

Ivy Jones-Turner:

So while we go back to our main layout, just want to highlight that in prevention, we know that our strategies for engaging youth are really based on more than just the wishful thinking of if we build it, they will come. All we have to do is open the doors. We know that there's so much more that we put into our approaches and our models for how we get youth to not only come back to our events and activities, but to keep coming.

Ivy Jones-Turner:

So I just want to highlight that the evidence based programs that you're implementing were really selected based on the public health research and best practices for youth interventions. And we really anticipate that so many of you considered this after you selected your interventions. These best practices really help us to consider both how the interactions of the individual with their environment



have an impact on both their ability and the effectiveness of addressing the risk and protective factors that we know exist for each person.

Ivy Jones-Turner:

So I'll just highlight a couple of those strategies that we know. Of course the social ecological model, which accounts for four levels working across both the individual, the peer, and family. So those relationships, the community level, and the societal or the social, society level.

Ivy Jones-Turner:

And really recognizing both how the conditions and the experiences across these multiple levels both affect the individual, but also provide the support and the opportunity to deepen and expand the protective factors and the reinforcement of protective factors.

Ivy Jones-Turner:

I think there are a number of examples that we've heard from you both in terms of not just today's session so far, but also in some of our previous conversations. How you've used the socioecological level to think about the interactions that you provide not only to youth in terms of engaging them, but that you even prior to COVID and the sheltering in place or the end of our in-person activities, you were already reaching out to families. You were already reaching out to parents and engaging parents. Many of you also used a number of other strategies, which we'll talk about in just a second.

Ivy Jones-Turner:

Another approach or another model is really based on relationship development. And what we mean by that is really again, focusing on some of those aspects and those elements of how to work with intent. And really supporting young people in an environment that not only addresses their individual, but also the relationships that they have with others.

Ivy Jones-Turner:

So I believe a number of you we've seen on the needs assessment previously were using programs such as Strengthening Families, or you were using mentoring programs. You may have even been using some group programs. And all of those were opportunities for young people, as well as others who support them to come together to not only talk and share, but also to use the opportunity of that interaction amongst the group to really reinforce their development and some of those positive protective factors.

Ivy Jones-Turner:

There of course, are the skills building programs that you're using. That's where a lot of your social emotional programs and your life skills programs. Whether it be based on the positive youth development model, where you're really reinforcing what are those five C's of confidence, competence, character, caring, and connection. Really thinking about how are you helping youth to develop those skills that will serve them as they mature and move on to the future developmental stages and develop as adults. But also the social emotional learning in terms of thinking about social awareness, their self-awareness, self-management, responsible decision making, and relationship skills. How are they able to not only manage themselves in situations and have that self-awareness to recognize and to identify coping strategies that will help them to respond to situations such as this that are crisis situations or just challenging situations. But again, helping them to move that forward throughout their stages of development.





Ivy Jones-Turner:

We'll also note that there are a number of education and environmental strategies that many of you've been using such as prevention programs. And again, some of those we've talked about as part of the relationship or part of the skills based programs. But also some of your environmental strategies such as your communications campaigns. And your community based processing, or your information dissemination.

Ivy Jones-Turner:

In our previous pop-up session, several of you shared how you were transitioning some of your communications and your social norms messaging to really focus on sharing with young people some skills and strategies around coping and around being responsive to how they manage themselves and really reinforcing for them reminders as well as opportunities to think about how they practice some of the social support skills, some of the social, emotional, and life skills. And how they think about using their relationships and relationship development to support them.

Ivy Jones-Turner:

So of course with all of these approaches, these frameworks are really based again on supporting the protective factors as identified through for many of us, the social determinants of health. Really reinforcing, really focusing on increasing and helping youth to achieve as well as build on those protective factors that are going to lead to healthy adulthood.

Ivy Jones-Turner:

So that really cements, I think in so many ways where we're really focused. It's not just what we're doing right now, but it's really helping you to maintain and continue to practice and reinforce those skills that will serve them well in this time of crisis.

Ivy Jones-Turner:

So what does that mean? I think as we think a little bit more, then that means that there are a couple of key things that we have found and heard from you, as well as the research reminds us in terms of thinking about our interventions. Really those best practices for our interventions in a virtual context. Focus on and remind us to think about as we look at those interventions, which ones are appropriate to shift to a virtual environment.

Ivy Jones-Turner:

And so many of you, yes, you're continuing to implement those evidence based programs. But you're implementing them with fidelity. Thinking about maybe it's your environmental strategies and some of those social norms campaigns that are more appropriate to implement in a virtual environment. Whereas there may be some other programs, some of your other evidence based interventions that you need to first consult with the developer. And so many of you've shared how you consulted with the developers and shared some of the updates that a number of developers were making, just in terms of providing guidance on how to incorporate and how to maybe reinforce their programs through a virtual environment.

Ivy Jones-Turner:



Really, also I think a key element here that was very important is highlighting, or just really prioritizing and being very clear about what are those kernels, what are those core program elements that reinforce not only the ability of a young person to practice the skills, but also to have a concept of how and when these skills not only are appropriate for them to use, but what are the best ways for that to happen.

Ivy Jones-Turner:

So I think what we've heard from you and what you've shared with us both in these situations as well as some of our other webinars, is that you're really thinking about how you review program fidelity. And those core components, those kernels with your staff and partners. So that there's an opportunity for not only your staff and partners to encourage, and engage, and help anchor young people in your interactions. With the strategies and the skills that they've already learned. The processes and the resources that they already have. But also helping staff and your partners to really prioritize those so that they are front and center in the interactions with young people.

Ivy Jones-Turner:

So great examples, great discussions that we've been having to date. Just want to highlight that so many of you, we know that there are some questions that you also have at this point. Really thinking about what does this mean for our program. How did we think about if we need to make adaptations to our calendars? Or maybe some of the ability that we have to actually deliver the full program. How do we convey, how do we talk about all these issues with our funders?

Ivy Jones-Turner:

So we do want to encourage you to both keep in contact with your funders. But also for your funders and with your funders, continue to have those conversations where you're really highlighting this is how we're reinforcing fidelity. And here's how we're ensuring that fidelity is a key part of our program. Interactions with youth.

Ivy Jones-Turner:

And this said, all of these best practices, they reflect what we've always been talking about in substance abuse prevention. It's those key prevention models, paying attention to the risk and protective factors, the socioecological models and so on.

Ivy Jones-Turner:

So what we'd like to do is as we think about this with a little bit more of a recognition that connectedness often takes place in our regular, daily, or quite interpersonal one-on-one interactions. Just want to highlight that we're trying to promote connectedness from a distance. And what does that really look like for me? So what we have now are two polls that we'd like to invite you to share both how have you stayed in touch with the youth in your program activities? What are those strategies that you've used, whether they be the online conference sessions, or maybe it's some of the same technologies that you've used in the past, like calling them. But also, what are some of the ways that you have seen and heard that youth that you're working with are staying in touch with one another? So we have those two poll questions on top of your screen. And we look forward to hearing some of those comments that you have with that.

Ivy Jones-Turner:



I've heard a couple of strategies that have been happening with some of the staff that I've been working with. And they definitely reflect some of what you're sharing. You're definitely using the phone, but you're using those social media tools. It looks like Google Classroom, Zoom. Some of those kinds of software programs that in the past, we may not have used very often with youth. But some of you are definitely using some of the same strategies that we've used in the past. Instagram, your text messages, your phone calls, as well as I think someone noted group chats. Great.

Ivy Jones-Turner:

These are really great examples. And I think what's really great about some of the strategies that you're using is that they represent not only some of the advances that we've seen in the field over these last several weeks and some of these new software that are now available to us. Very often at low price or no cost for youth, as well as our program. But also you're using some of the traditional ways that they're already familiar with.

Ivy Jones-Turner:

I see that Ron has noted that in the chat, that it is difficult to engage youth when you're competing with some of their online learning requirements. So there's definitely some response from other folks just noting that that is definitely part of the challenge. And I think one of the things that's interesting is there are ways that you maintain contact with them in that maybe your, and I've heard this from some other folks. Your hours of interaction with youth might span more hours of the day. You're not necessarily just limited to those two or three hours that you would normally interact with them at a school, or during an afterschool program.

Ivy Jones-Turner:

I hear from some folks that they're interacting with you later on in the evenings, like 7, 8:00 at night as well as weekends. Which aren't always part of our program interaction times.

Ivy Jones-Turner:

And so those are great ways to kind of think about and also expand or take opportunity to expand the times that we're interacting with you. And great examples I see here in terms of how youth are staying in contact with each other. And I definitely have heard a number of examples very similarly to some of the programs that I've been working with.

Ivy Jones-Turner:

So I want to just move on to our next section, which is really just tying this together. And that is just highlighting that the point with all of this interaction, the point with using all of these strategies is that we want to maintain the social relationships. We want to ensure that you've had an opportunity to not only keep in contact and continue the interactions with your peers, but also with us as adults.

Ivy Jones-Turner:

We know that there are a number of very challenging responses that may arise when people are under stress and dealing with crisis. I'll just highlight that the code for ethics for behavioral health prevention, which was developed by The Prevention Think Tank really outlined in that sixth principle, an ethical obligation for us to be attentive to wellness. Not only for ourselves, but also for the community and society.



Ivy Jones-Turner:

And this is really codified as adopting a personal and professional stance that promotes health. It's that deliberative process of making choices to achieve a lifestyle that's healthier and more satisfying. So you'll see here that SAMHSA has created an eight dimensions of wellness model that really focuses on recognizing that we're not just one dimension. That we are richly multi-dimensional, and that we need to balance each of these areas of wellness throughout our lives.

Ivy Jones-Turner:

So we'll be talking a little bit more about the importance and the need to not only think about our own self-awareness of where we are with balancing these eight dimensions, but also how we help others to think about that. So I'm going to turn it over to Jess who's going to take us a little bit more down a deeper discussion around the issues of trauma and how they relate to wellness. Jess.

Jessica Goldberg:

Thanks so much, Ivy. I love that wellness wheel. It's actually a great exercise to do for yourself or with others. Which is what I did when I was studying to become a wellness coach years back. The wheel itself provides this great visual cue to figure out what parts of your life are manifesting the way that you'd like them to, and where you could focus your energy and efforts to improve things. So in coaching, you would use a template of the wheel to identify those areas and ask a client to rate themselves on a scale of one to 10 in terms where they were in each dimension. And then let's say they're a five in terms of their financial wellbeing. You could ask the question, "So what's one thing you could do in the next week or month that would move you from a 5 to a 5.5 or 6 in this area?" It was this really great tool for setting goals and holding ourselves as accountable. And there's some free templates online, if you did a search that I would definitely recommend.

Jessica Goldberg:

So all that being said, like Ivy shared, we're going to stay on this topic of wellness and unpack what it means to support wellness through our prevention efforts and digging into this incredibly important component of our work, which is trauma informed prevention.

Jessica Goldberg:

So wellness, you can see from the slide, the definition Ivy shared. Which is the state of complete physical, mental, and social wellbeing, and not merely the absence of disease or infirmity. So it's described as a state, but elsewhere, you might also find it described as a goal that we're actively in pursuit of. So there's this level of self determination and agency involved, right? To impact those aspects of our wellbeing that we can control. And in that way, we participate actively in a process of becoming aware of, and then making choices toward leading a healthy and fulfilling life.

Jessica Goldberg:

But wellness we know is more than being free of illness. It's this very dynamic process of change and growth. And it makes me think of the definition of health equity, or one of the definitions I've come across. Which is that everyone has a fair and just opportunity to attain that highest level of health possible for them. For themselves. But it's the word possible that really interests me. Because once those barriers to health are removed, everyone still has their different characteristics that impacts what the highest expression of health would look like for them.



Jessica Goldberg:

And this is true for wellness too. So while there's lots of things, many things within our control, there are also many things outside of our control as well. So I might make the choice to always wear my helmet on my bicycle. But I could still be injured if a driver doesn't see me on the road. Or I might exercise and eat a healthy diet [inaudible 00:40:45] but still have high cholesterol because of my genetics. So when we think about wellness, it's important to both acknowledge that great agency we have. And that we're also all impacted by different situations or life events in different ways. And experiences of trauma for example, can have truly profound impacts in our wellbeing and be one of those experiences that are beyond our control.

Jessica Goldberg:

And the term trauma informed is something you've probably heard in different contexts, various different contexts. And we wanted to just take a moment and explore what it looks like for us in prevention.

Jessica Goldberg:

So we know trauma results from an event or series of events, or set of circumstances experienced by an individual or community. As physically or emotionally harmful or life threatening. And that can have lasting adverse effects on that person's functioning and their mental, physical, social, emotional, or spiritual wellbeing.

Jessica Goldberg:

So we know trauma has no boundaries in terms of age, gender, socioeconomic status, race, ethnicity, or sexual orientation. It's really common for both children to experience trauma in our communities. And especially people may be experiencing mental health or substance use disorders. So being aware of and sensitive to the impact of trauma becomes really an important part of our work and requires all of our soft skills as conveners, and collaborators, and facilitators to do this well. Because how someone responds to a traumatic experience is personal. And many people who experience traumatic events go on with their lives without lasting negative effects. And others will have some difficulty and experience traumatic stress reactions that could take a long time to heal from.

Jessica Goldberg:

In our work, we talk a lot about the impact of adverse childhood experiences or ACEs on youth. And we know they can be really profound impact on an individual's life chances when they're experienced.

Jessica Goldberg:

So we're all experiencing a potentially traumatic event at the societal level right now. And we know that prolonged periods of stress can lead to behavioral health challenges. And we're already seeing and hearing some of this having an impact on substance use behavior, on domestic violence, on mental health. In our communities. [inaudible 00:43:02], I think, I said earlier. By not having a sense of when they experience will end, and we'll be able to begin the recovery process.

Jessica Goldberg:

So how can prevention respond to this kind of experience? Well, by implementing in preventions that address both risk and increased protection and resiliency. Like building our social and emotional, and



coping skills that promote wellness. And we can do this at all levels of that socioeconomic model to ensure that our interventions are building trust, support, and safety. So this idea of safety, such that prevention staff and those that we're serving feel physically and psychologically safe through the course of our interactions with them. Trustworthiness as in our operations and our decisions are conducted with transparency. And goal of building and maintaining trust among staff, program participants, youth and family members. And support throughout our organizations in our service delivery approach. So that those we serve are really partners in our work and empowered to use their existing individual skills and develop new ones to make meaningful connections that can promote healing and recovery.

Jessica Goldberg:

So in our skill building activities, in our relationship building, where we develop our strong, safe, and trusting relationships with our stakeholders in our efforts to communicate with the community and implement sustainable prevention strategies, like policy development. And in our capacity buildings around strengthening protective factors, we have this opportunity, these opportunities to be trauma responsive.

Jessica Goldberg:

And I want to flag this idea of protection again for you, because I think it's an area for some communities where they might be able to go deeper. I've supported coalitions and organizations that do outstanding and very purposeful work in impacting the risk factors they've identified as contributing to the priority problems in their communities. But maybe are less intentional about trying to increase or enhance protective factors. So it might be worth considering if this is an area that you and your group could go deeper in.

Jessica Goldberg:

So we're going to put a couple of questions into the chat for your consideration and reflection here. So the answers we want to hear from you are what interventions are you leading right now that you feel like support wellness for you? And how are they supporting that wellness? And then also if you have concerns already emerging about the wellness of the youth that you work with. What are those concerns? We want to give you a chance to just kind of have that dialogue in the chat with one another as we continue forward with today's conversation. So our tech producer is putting those questions in. If you have any reflections on that, feel free to put them in the chat. Because I know you're probably experiencing things that others are experiencing as well, and maybe can provide some insight or feedback on.

Jessica Goldberg:

And so, here's some specific examples to unpack trauma informed prevention of what you can do and what prevention that is trauma informed can look like. So, education around coping skills and opportunities to practice and apply those skills are key. Some ideas for doing this include mindfulness lessons, tip sheets and activities to help develop the ability to self soothe or calm oneself. Maybe conducting stress self-assessments so that individuals can pinpoint their level and sources of stress and plan to address it.

Jessica Goldberg:

In terms of building attachment. Opportunities for professional connection and relationship building are really key. And we've heard about many different approaches in this area going on across your



communities today. But have some ideas or hosting group discussions or sessions. Volunteer activities, alternative activities like online scavenger hunts or streaming parties are a few examples.

Jessica Goldberg:

And also having check-ins, literally just checking in with someone. Particularly if you're in a mentoring type of relationship with that person can be profoundly protective.

Jessica Goldberg:

So reinforcing protective factors for building resilience and responding to trauma can involve facilitating experiences of self-efficacy or self-mastery. So through goal setting or planning of workshops, opportunities to display skills and talents and contribute meaningfully. And again here, the mentoring relationships are important.

Jessica Goldberg:

And then creating safe environments might involve using password required online environments or social messaging linking youth to supportive programs or services. And again, here's an opportunity to revisit the use of our communication campaigns. So is there anything that could be said via social norms campaign on underage drinking or social host laws? Given alcohol home deliveries during the pandemic. So many communities are rethinking their action plans, as Ivy has said. In the near term to be as efficient and effective as possible in these COVID adjusted terms.

Jessica Goldberg:

And as you're doing this, you can be thinking not only about those logistical challenges or changes that need to take place to move your work online. And some great tips for that came out of our last popup session. If you were able to join that, take a look at the summary notes from that call.

Jessica Goldberg:

But not only thinking about those operational pieces, but whether there are opportunities to infuse your work with more trauma informed principles in anticipation of some of the behavioral health impact that may become the new curve to flatten as we move costs before reopening the world once the pandemic peaks.

Jessica Goldberg:

And so, we wanted to wrap up, before we wrap up today's call, we wanted to highlight a few resources to share. So you can see on this slide, there are several evidence-based programs for which the developers have provided guidance around adapting curricula. You can see those links on the screen.

Jessica Goldberg:

We also want to flag just a couple others. So the Search Institute has also put together a wonderful checklist on developmental relationships with coronavirus specific recommendations. And the Association of State and Territorial Health Officials created a guide for preventing ACEs during COVID-19, which is also a really well done and useful resource.

Jessica Goldberg:



And just a flag for you that the PTTC network and SAMHSA more broadly have continued gathering resources on selected topics to support online prevention efforts during the pandemic. So those are linked here, and we encourage you and invite you to check those out. Go back again, if you've already looked as they're being added to regularly. And I think I'm going to turn this back to you Ivy now for one more discussion question.

Ivy Jones-Turner:

Sure. Thanks, Jess. I really want to highlight this comes back to I think, a key conversation. I've been following the chat over to the left of the screen. And it's really been interesting to see some of both the expected and anticipated challenges that youth are struggling with. Recognizing that because we live in this 24 hour world and we don't have our usual schedule, some youth have been shifting their schedules so that maybe they're up really late at night or they're just not getting enough sleep. And really learning how to balance that.

Ivy Jones-Turner:

I think there are a couple of things that I'd like to just highlight here. Many of us as we've been in airplanes will recall the airline safety instructions that say that should the cabin lose pressure, we're to put on our own oxygen masks first, before we go to assist others. And that's the reminder that taking care of others really requires taking care of ourselves. As Jess just noted, we've talked about the principle of wellness to enhance our own health. As well as to enhance the health of others. But really taking the time to do that personal wellness assessment. And personal wellness, whether it's on a plane or in the midst of a pandemic, it is critical.

Ivy Jones-Turner:

So as you've already started doing, we invited you, or we wanted to invite you to share in the chat how have you been practicing wellness? What have been some of those successful ways that you've been doing that?

Ivy Jones-Turner:

And then, we'll kind of expand that question for those areas of maybe the eight dimensions of wellness. For those areas that you'd like to improve. Have you considered based on today's conversation, how you might work to enhance your health in any of those areas?

Ivy Jones-Turner:

We know that self-care is important. Because in so many ways, our ability to demonstrate how we take care of ourselves and practice wellness allows us to not only role model, but then also to be able to help youth and others to think about creatively strategies that they can use in order to practice wellness.

Ivy Jones-Turner:

And I've really seen this a lot with some of the schools that I've been working with lately. One of the principals has been sharing that they're really struggling with some of their teachers who themselves are having some difficulties around practicing wellness.

Ivy Jones-Turner:





So the principal has really spent a lot of time helping the staff to think about not only how are they practicing wellness, but then helping them to understand that now when you go back into the classroom and you teach your social and emotional skills lessons, here's a way that you can share that information. Here's how you can share what you've used, what you've tried. It's important that we remember that youth both learn how to, and how not to practice wellness from their model.

Ivy Jones-Turner:

So I see that folks have just highlighted so many great examples here. Using exercise and sleep and getting outside. Making sure that you're taking time for yourself, but also making sure that you're exercising. Definitely watching comedians and some things on the internet, like the Some Good News network. That has really been a nice reprieve for me at times.

Ivy Jones-Turner:

And I definitely see that there are folks who are doing some things like not only taking time in nature, but also thinking about how to cook more. That's definitely a very creative way to express yourself. And it's part of one of the intellectual dimension of wellness.

Ivy Jones-Turner:

Definitely want to expand and encourage you to think about some of these. And even sharing these. It's so great how you're identifying this is what you do, and then being able to share those examples with you.

Ivy Jones-Turner:

I think some of our staff here have shared how they both use walking meetings or walking check-ins as a way to both exercise and get outside, but also to remove the stress of maybe being in front of a computer, being in front of other technology. As they just really engage with another person, whether it be a young person or not.

Ivy Jones-Turner:

And I'll just share that there are a couple of churches in my area who have taken their trauma programs online, and are using that as an opportunity for people to interact. Just in terms of sharing, and having discussions with one another.

Ivy Jones-Turner:

So really great, great examples. For those of you who are in those warm places, I'll definitely encourage you to get outside and to enjoy the fresh air. Enjoy the passing of spring. So just encourage you, and we'll compile a number of these examples. We want to just encourage you to think about how you may use some of these not only in continuing to expand your dimensions of wellness, but also then being able to share them as examples with young people. And even maybe with some of your partners and friends. And so with that, I'm going to turn it back over to Jess who's going to close us out with today's session.

Jessica Goldberg:

I sure am. Thanks Ivy. And thanks everyone. I'm scrolling through these examples and suggestions myself. And I'm promising you I'm going to take some of these to heart. I see someone who shares my



love of yoga with Adrian, which is something that I've definitely been doing. And I really do appreciate all of the examples Ivy, that you were able to highlight. And then also given that the theme of today's call is connection. I appreciate the recommendations that are around unplugging as well. So turning off the news, turning off the screens, and not necessarily being quite as digitally accessible. Especially for working from home, the boundaries between home and work for some of us might feel a lot more porous than we're used to. So I really appreciate that.

Jessica Goldberg:

And then one other thing I just wanted to add was I feel like the birds all sound that much louder and more beautiful to me when I'm outside. But I think it's just that the world is that much more quiet. And maybe I'm more attentive to what's going on and able to hear them better. So that's been sort of a happy realization for me as I take my daily walks, which has been a big part of my self-care as well.

Jessica Goldberg:

So just like Ivy said, we're wrapping our session up today. So since we have a few minutes left, I think we can bring up our main slides again, just so you can see our evaluation link nice and big. And we want to ask you and encourage you to take a moment to fill out the evaluation. We've had such an exciting and lively discussion here today, at least from our perspective. And we hope that you can feel that way and walk away from here with some concrete ideas to apply to your work and resources to access, to continue your learning process. So we do want to ask you to just take a moment before you go, since we're going to wrap up maybe a few minutes early to fill out our short evaluation, to let us know what worked well for you on this call and how we can make things better in the future. So we take your feedback to heart, and we're going to try to integrate as much as we can into our subsequent services. So we promise you that your time would be well spent if you're willing to provide your feedback. So that link should pop open for you on your screen. And we want to thank you in advance for sharing your thoughts with us.

Jessica Goldberg:

And if you have any questions or concerns in the followup to today's call, please feel free to reach out to. You see Ivy's contact information here. We really would love to keep the conversation going. We're going to share out our notes and our recording to this call as soon as we can. And in the meantime, I just want to thank my co-presenter Ivy, our colleagues behind the scenes making the magic happen. So Clare Neary, Kristen Powell, and Clara McCurdy-Curlis, without whom Ivy and I would be sitting here and talking to ourselves and not all of you wonderful people. So thank you again to you all for your time and your engagement today. We'll hope to see you on our next event in a couple of weeks, which are a webinar and another peer sharing call on strengthening our data collection efforts to better position ourselves to address emerging prevention priorities. So those are coming down the pike on May 18th and May 22nd. We'll hope to see you there. And until then, please take good care and stay safe and healthy.