

# Technical Information

## ***SAMHSA***

Substance Abuse and Mental Health  
Services Administration

This training was developed under the Substance Abuse and Mental Health Services Administration's Central East and New England Prevention Technology Transfer Center task orders. Reference # 1H79SP081018 and 1H79SP081020-05b.

For training use only.

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**LIVE**

This webinar is now live.



It is being recorded.



Please remain muted.

# Welcome

## Central East PTTC Webinar

**Prevention in Pictures: Using Prevention Graphic Novels to Facilitate Conversations with Youth**

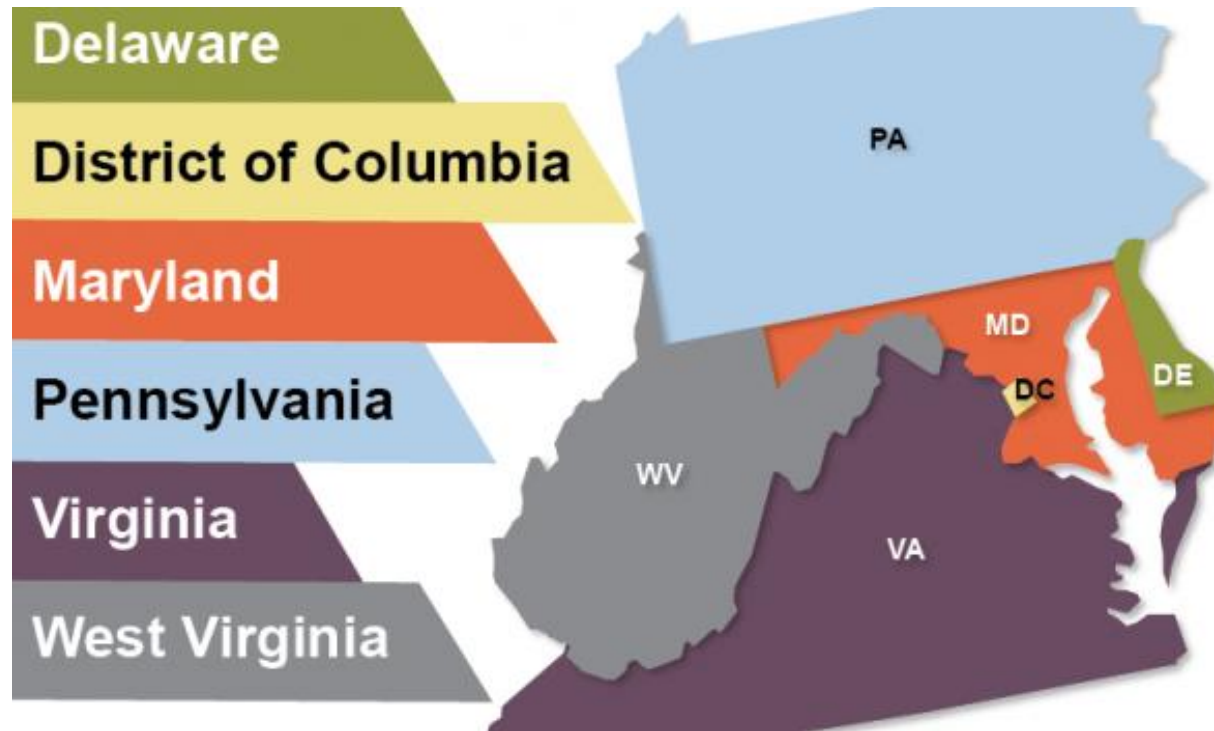
*The Central East PTTC is housed at the Danya Institute in Silver Spring, MD*

Oscar Morgan  
Executive Director

Deborah Nixon Hughes  
Project Director

# Central East Region

## SAMHSA REGION 3



The use of affirming language inspires hope.

LANGUAGE MATTERS.

**Words have power.**

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.



A word cloud featuring various terms related to culture, identity, and social issues. The words are arranged in a roughly circular pattern. The largest words are 'cultural' and 'identity', both in a light green color. Other prominent words include 'humility' (light green), 'ethnicity' (blue), 'spirituality' (orange), 'orientation' (orange), 'practices' (blue), 'expression' (orange), 'normalize' (blue), 'experiences' (blue), 'standard' (blue), 'create' (blue), 'Ethnic' (blue), 'stories' (blue), 'terror' (blue), 'race' (orange), 'share' (blue), 'injustices' (blue), 'care' (blue), 'Matter' (blue), 'shootings' (green), 'change' (blue), 'education' (blue), 'Racial' (blue), 'space' (blue), 'seem' (orange), 'normal' (blue), 'powerful' (blue), 'NASW' (blue), 'self' (blue), 'Black' (blue), 'Lives' (blue), 'hate' (green), 'gender' (orange), 'affected' (blue), 'uncertainty' (green), 'Diversity' (orange), 'advocacy' (blue), 'sexual' (orange), 'religious' (orange), and 'competency' (blue).

# PTTC Mission



To Strengthen the Capacity of the Workforce

1

To Deliver Evidence-Based Prevention Strategies

2

Facilitate Opportunities for Preventionists to Pursue New Collaboration Opportunities, which include Developing Prevention Partnerships and Alliances

3

# Services Available



# Other Resources in SAMHSA Region 3



Central East (HHS Region 3)

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**ATTC**

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



Central East (HHS Region 3)

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**MHTTC**

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



Central East (HHS Region 3)

**PTTC**





New England (HHS Region 1)

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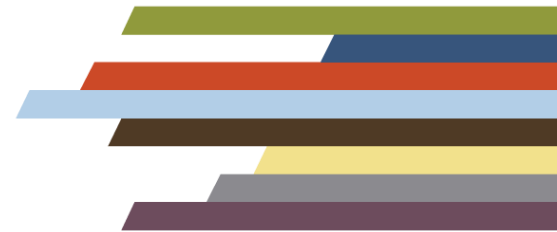
# Prevention in Pictures: Vaping Prevention in Graphic Medicine

Presented by:

Sarah Johnson – MA, PS-C

New England PTTC Training and Technical Assistance Coordinator,  
Author

Scott Gagnon, MPP, PS-C New England PTTC Director



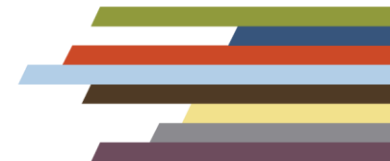
The New England PTTC acknowledges that we are all on the traditional lands of native people. In Augusta, Maine, we work from the ancestral lands of the Abenaki People, part of the Wabanaki Confederacy. We have a responsibility to acknowledge our Indigenous connections and the histories of Indigenous land dispossession. We encourage you to learn more about the stewards of the land you live and work on by working with your native neighbors, and by visiting <https://native-land.ca/>



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# New England Prevention Technology Transfer Center

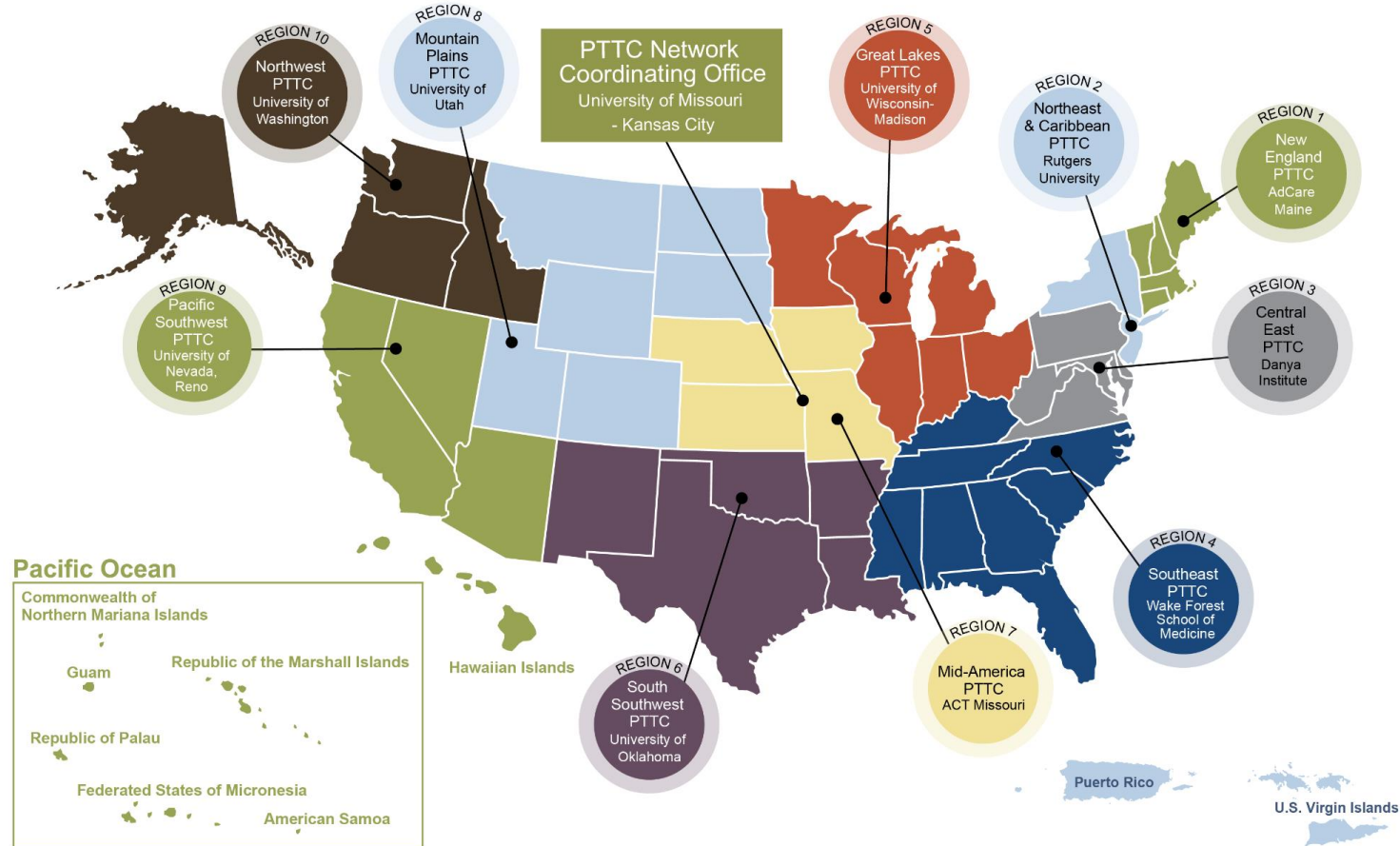
## FIND A PTTC REGIONAL CENTER



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PTTC Network



# New England Prevention Technology Transfer Center

pttcnetwork.org/centers/content/new-england-pttc



## Research & Design Fellowship

### Prevention Product Development for the New England Region

The 2024 Priority area is "Workforce Development: Recruiting, Training, Retaining Diverse Professionals across the career lattice."

Application is open to advanced prevention professionals in New England interested in career development and creating regional research-based tools and products to support the substance misuse prevention workforce.

LEARN MORE



## New England PTTC

The New England Prevention Technology Transfer Center, administered by AdCare Educational Institute of Maine,



JOIN OUR

# What do you use to talk to students about vaping? Choices? Risk and protective factors? Social pressures?

**What tools have you or your organization used?**

**What is successful in talking to students?**

**What is challenging?**



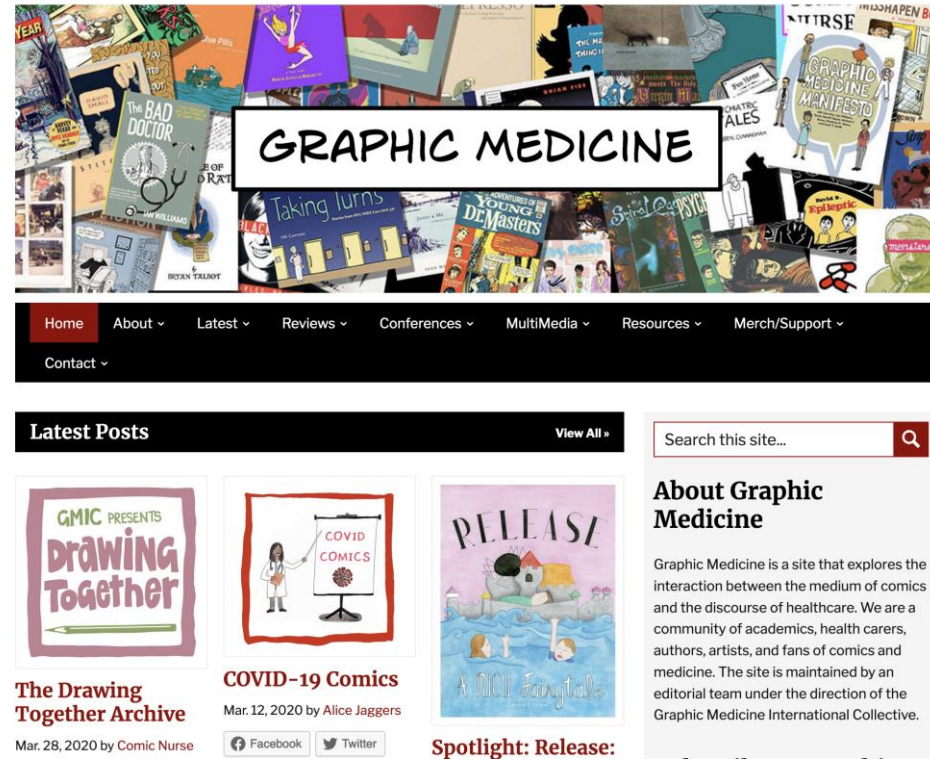
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# What is “graphic medicine”?

- **Graphic medicine is a sub genre of Graphic Novel.**
- **Graphic medicine is an evidence-based way to communicate health information through illustration**
- **Illustrations + Health information**
- **<https://www.graphicmedicine.org/>**



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# About the Graphic Medicine

- Designed as a platform for people with prevention knowledge to give that knowledge to students through conversations and story telling.
- Contains information about vaping, but no information that can be easily outdated as what we know about vaping rapidly changes.
- Writing process: blind, student informed



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# Variety of Topics

- Making choices doesn't happen in a vacuum
- Risk and protective Factors
- Social affects
- Choice and consequences
- Vaping is the substance most discussed, with opportunities to discuss other substances.



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# Centering Youth Voices

- **Focus groups**
- **Feedback**

## What students wanted to see:

Relatability

Anti-Stereotypes

Fantasy + Reality

Character Development

Likeable characters that don't always make the "right" choice

Letting men and boys be vulnerable with their thoughts and feelings

Getting stuck and getting help

Being subtle but clear about substance misuse prevention

How grief changes us and throws off our routines

Connections between people



# Content Warning

- **Content Warning for substance use, dating violence, teen pregnancy, and teen death.**
- **The images are not explicit, but the topics are discussed to varying degrees and may be more difficult for some students.**

## CONTENT WARNING

There are varying themes in this Graphic Medicine which may be difficult or stressful for the audience to view, including substance use, dating violence, teen pregnancy and a teen death. As these topics may be triggering for the reader, care should be taken when reading.

### Pages of particular importance:

Substance use:

Pages 13, 32, 48, 49, 65, 65, 67, 78, 80, 99, 100, 102

Teen Pregnancy:

Pages 30, 31

Dating violence:

Pages 46, 47, 48, 49

Teen Death:

Page 71



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# Graphic Novels and Reluctant Readers

- **Complicated themes, visual aids**
- **Relationship between words and images**
- **Increase understanding and memory**
- **Culture, norms, and behaviors communicated through images.**
- **Images can convey ideas better than words alone**

[http://minnetesoljournal.org/journal-archive/mtj-2018-2/reading-comprehension-through-graphic-novels-how-comic-books-and-graphic-novels-can-help-language-learners/#:~:text=A%20graphic%20novel's%20ability%20to,comprehension%20\(Eisner%2C%201998\).](http://minnetesoljournal.org/journal-archive/mtj-2018-2/reading-comprehension-through-graphic-novels-how-comic-books-and-graphic-novels-can-help-language-learners/#:~:text=A%20graphic%20novel's%20ability%20to,comprehension%20(Eisner%2C%201998).)



# Graphic Novels and Reluctant Readers

- **Decoding** – images support the written language to help decode otherwise difficult linguistic implications
- **Engagement** – reluctant readers may be more engaged by images with text than text alone
- Images support development of plot, characters, and ideas
- Feel more approachable than a wall of text – yet help prepare students for more text heavy reading.

<https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/3-reasons-graphic-novels-can-be-great-young-readers.html>

<https://www.understood.org/articles/en/5-reasons-graphic-novels-can-help-kids-with-reading>



**Simply:**

**Fostering Conversations**

**As a curriculum:**

**Read, Conversations,  
Worksheets, Check-ins, pre  
and post Surveys.**



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# Facilitator's Guide

The Facilitator's guide is designed to support a facilitator who wants to simply have conversation, or who wants to follow the curriculum to fidelity. The guide includes:

- Facilitator training
- Fidelity
- Pre, Post, and Facilitator Surveys
- Conversation topics
- Full and Abbreviated length timelines
- Worksheets and how-to information
- Example page
- Tips for implementation
- Resources included in the Graphic Medicine



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WORKSHEETS

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SEPTEMBER 2021

## WORKSHEET EXAMPLES



**CHAPTER 1: SOCIAL**

What connections do the characters make to other characters?  
How might the different characters care about reputation differently?  
What can you infer about the students based on what they do/say?  
Do you think any of these characters struggle more than others connecting, and why?


The people around us affect our lives in many ways. Think about what you read, the conversation you had around this chapter. Compare your experience with family, school, or friendships to at least one character you relate to in this chapter.

### EXAMPLE:

*Armina is angry with her parents about getting a divorce. She doesn't say anything to them about it, but she does try to keep up with school and her running. If it were me, I would have told my dad that I needed him to be more understanding that I couldn't do everything I used to do, because it is too much to do all the time. I think my dad would understand, and it would make it easier for me to maintain what I liked and not fight with my parents.*

### EXAMPLE:

*Zoe relied on her friends and teammates a lot. Her team mate told her that she needed to use more deodorant in a nice, private way, and Sean helped her find her way to a new class. I rely on my friends for a lot of things, too. I don't know what I would do if I didn't have my best friends in my life!*




**CHAPTER 1: CHOICES**

Sean makes choices around vaping. What around him might influence those choices?  
What things in Armina's world are her choices, and what things is she obligated to do?  
How do these obligations affect her, and how does she deal with that?  
Do any of the characters make choices that bring negative or unwanted consequences?  
What choices about self-care and health care do the characters make?  
Does the word "need" mean something different to Brandon at different times?

We make choices all day, every day. Think about what you read, and the conversation you had around this chapter. Think about a choice one of the characters made in this chapter. What would you do differently, and what might the outcome of your choice look like?

### EXAMPLE:

*I connected with Caleb because he is new to the school, and he had to think about where he would fit in in a new school and all the other parts of being a freshman. When I moved schools, it was hard for me to find friends, too, and I had to think about being myself but also fitting in to a new place.*



**CHAPTER 1: RISKS & PROTECTIVE**

What risk factors do the students face as they enter high school or start a new school?  
Are there other risky situations that students experience as they enter high school that none of these characters experienced?  
What support did the students have in their lives at this time?  
What types of family structures represented?  
What about the environment of the school, or sports, were protective factors for the characters?

Making healthy choices can be easier or harder, depending on the circumstances in our lives. Think about what you read, and the conversation you had around this chapter. Write about how you connect to one of the characters in this chapter. What things were harder for them, and what things were easier for them that you can relate to?

# Surveys

- **Student Pre and Post surveys to measure change**
- **Evaluator survey to measure fidelity and facilitator needs**

Questions	Response
4. In your opinion, how many students in your school vape?	
<input type="radio"/> Not many students in my school vape	
<input type="radio"/> There are some students in my school who vape	
<input type="radio"/> There are a lot of students in my school who vape	
<input type="radio"/> Most of the students in my school vape	
<input type="radio"/> I don't know	
5. Why do you think some students vape?	
<input type="checkbox"/> Pressure	
<input type="checkbox"/> To reduce stress	
<input type="checkbox"/> They enjoy it	
<input type="checkbox"/> Someone in their life vapes	
<input type="checkbox"/> It doesn't seem bad or unhealthy	
<input type="checkbox"/> Other	
6. Have you ever talked to any adult who you trust about vaping in general?	
<input type="radio"/> Yes	
<input type="radio"/> No	



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# Facilitator's Training

A facilitator's training is available live via Zoom or recorded. This training reviews all supporting documents, surveys, and practice facilitation skills. This training is required viewing to hold the program to fidelity, but not required for facilitators who wish to use the graphic medicine simply for conversations.

Note- as a facilitator working to implement fidelity, you will need a facilitator code to use in your surveys.

HOW TO IMPLEMENT

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SEPTEMBER 2021



## FACILITATOR TRAINING

A facilitator who implements *In the Air* as a curriculum should have training on **fostering conversation** around the content of the story. The story is designed to offer many inroads of conversation, some more subtle than others, over a variety of topics, including **substance misuse, dating and dating violence, change, grief, puberty, decision making, social pressures, choice and consequences, family values**, and more.

Facilitators should join a [live training](#), or watch a recorded video of a training available at the New England PTTC Youtube channel.

**Key understandings for facilitators are:**

[Risk and Protective Factors](#)

[Social Aspects and Supports](#)

[Resilience](#)

[PACES \(Positive and Adverse Childhood Experiences\)](#)

[Substance Misuse Prevention science](#)

[Vaping Trends and Risks](#)



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# Thoughtful Facilitation

- Student lead conversations
- Tips and tricks
- Student feedback



# How to Request a Copy

- PDF, E-reader, Paperback copies are free to New England residents on our website
- Preventionists outside New England can request a PDF or the e-reader version
- Complete a brief request form and you will automatically receive the link to download your free copy, or receive paperback copies in the mail in 4-6 weeks



**In the Air, Graphic Medicine I Download a Preview I Request a Full Version (\*Printed or Electronic) I Available in English, Spanish and Portuguese**

Publication Date: April 8, 2021

Developed By: **New England PTTC**



[Ver esta página en Portugués](#)

[Ver esta página en Español](#)

*In the Air* is a graphic medicine built to foster conversations with and among young people around vaping, choices about substance use, and social factors. This graphic novel-styled story of five teens going through high school incorporates behavioral science of substance misuse prevention with the stories, interests, and ideas of members of the Tobacco Free Rhode Island Youth Ambassadors. The novel has questions to help guide the discussion, a strong research base, and roots in risk and protective factors.

**Preview and download (PDF) of the first 15 pages.**

- [Preview \(in English\)](#)
- [Preview \(in Portuguese\)](#)
- [Preview \(in Spanish\)](#)



***In the Air* Graphic Medicine request form, click here to request the full version;** *\*printed copy or electronic copy (PDF format) to download.\*The New England PTTC is only able to mail printed copies to those working/living in HHS Region 1 (ME, NH, VT, MA, CT, RI). If you're requesting a copy from outside of HHS Region 1, we're happy to send you an electronic copy (PDF format) to download. Please complete the *In the Air, Graphic Medicine Request Form*.*

# Agility Grant Project

## Youth Problem Gambling Prevention Graphic Medicine

### What are Agility Grants?

- **Grant program of the National Council on Problem Gambling**
- **Funding from the National Football League via the NFL Foundation**
- **Agility Grants support the innovation and amplification of prevention programming by encouraging new activities, validating growing initiatives, expanding proven programming and more.**

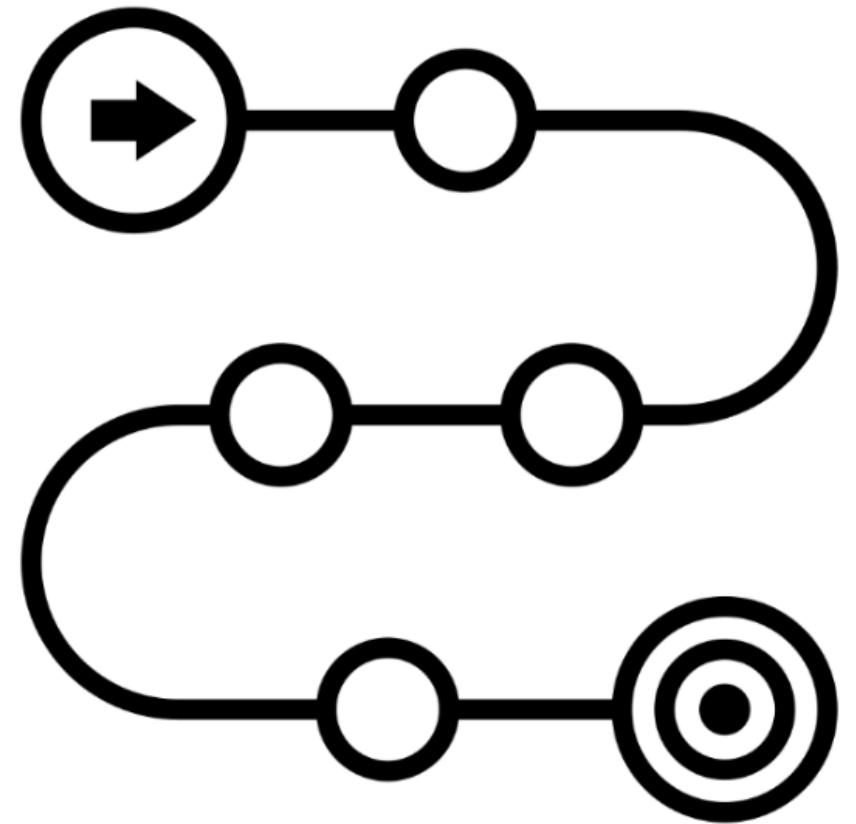
**AdCare Educational Institute of Maine, Inc./New England PTTC  
one of the five grant winners in the Fall 2023 cohort**



**Develop a graphic medicine resource for youth problem gambling prevention for conversations with young people in New England**

**Following the same process used in the development of "In The Air"**

- Youth involvement in crafting a relatable story line
- Collaborate with youth gambling prevention subject matter expert to ensure problem gambling content is evidence-based
- Develop an implementation guide to accompany the graphic medicine to support the standard use of the program
- Made available in English, Spanish, and Portuguese



# Goals/Outcomes for this project:

The goal of this program is to provide a free, innovative, evidence-based, and accessible youth problem gaming and gambling prevention resource for schools and prevention professionals in the New England region.

## Outcome:

- At least 1,200 youth in New England have access to the program
  - 10 teachers or prevention professionals per New England state (six states) implementing the program
  - Each teacher reaches 20 students
- Disseminated through New England PTTC email list, Advisory Council, and members of the Northeast Consortium on Problem Gambling



# Timeline

**2024**

- **January - March:** Convening youth and begin crafting storylines
- **March – May:** First drafts and ongoing refinements and edits
- **June – August:** Final drafts of graphic medicine and implementation guides
- **July – September:** Host Train-the-Trainers and implement dissemination plans
- **September – December:** Ongoing technical assistance for implementers and continued outreach and dissemination



# Questions?

Contact: Sarah Johnson, [Sjohnson@adcareme.org](mailto:Sjohnson@adcareme.org)

Special thanks: Dan Fitzgerald, vaping content expert,  
[Daniel.fitzgerald@lung.org](mailto:Daniel.fitzgerald@lung.org)



# Contact Us



Central East (HHS Region 3)

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THE DANYA INSTITUTE

Central East PTTC website:  
[www.pttcnetwork.org/centraleast](http://www.pttcnetwork.org/centraleast)

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