



Adapting Sexual Violence Prevention Curriculum During COVID-19



February 23, 2021

11 AM-12:30 PM PT/2 PM-3:30 PM
ET

AKJ: You can download the PowerPoint slides for this session here:

<http://www.preventconnect.org/wp-content/uploads/2021/02/COVID-adaptations-final.pdf>.

AKJ: You can download the PowerPoint slides for this session here:

<http://www.preventconnect.org/wp-content/uploads/2021/02/COVID-adaptations-final.pdf>.

AKJ: About the web conference series: <https://www.nsvrc.org/covid-19-web-series>.

AKJ: You can download the PowerPoint slides for this session here:

<http://www.preventconnect.org/wp-content/uploads/2021/02/COVID-adaptations-final.pdf>.

AKJ: <http://www.preventconnect.org/>.

AKJ: You can download the PowerPoint slides for this session here:

<http://www.preventconnect.org/wp-content/uploads/2021/02/COVID-adaptations-final.pdf>.

AF: NSVRC is a GREAT Resource. Thank you for all the work you do to support those of us on the front lines.

RV: Children's Advocacy Center.

JR: Children's Hospital/Child Advocacy Center.

VZ: Health care.

CP: Child Advocacy Clinic.

KY: Foundation.

KH: Family Resources -- Survivor Services.

FB: Child Advocacy Center, non-profit that works with children who have been physically or sexually abused.

CH: Mo does a great job keeping us aware.

JA: Community Health and Wellness Center – SDAIHC.

AKJ: About the web conference series: <https://www.nsvrc.org/covid-19-web-series>

AKJ: <https://www.nsvrc.org/>

KC: How often does the NSVRC/Prevent Connect conduct webinars?

AKJ: NSVRC podcasts: <https://www.nsvrc.org/podcasts>

ML: resources@nsvrc.org

K: The article resource has been so helpful!

AKJ: About the web conference series: <https://www.nsvrc.org/covid-19-web-series>

AK: Yes, agree... the NSVRC Library team are amazing!!

ML: www.nsvrc.org/covie-19-web-series

EW: Can you all paste the link to the podcast here by chance.

ML: www.nsvrc.org/covid-19-web-series

AKJ: <http://www.preventconnect.org/past-web-conferences/>

AKJ: Creating Emergent Spaces for Sexual Violence Prevention During COVID-19
<https://www.nsvrc.org/covid-19-web-series/workshop1>

JB: Are the slides for workshop one on the website?

AKJ: @Kaitlyn PreventConnect produces 1-3 web conferences monthly. This particular series with NSVRC will be a total of 6 web conferences.

AKJ: @Jessica You can download the PowerPoint slides for this session here:
<http://www.preventconnect.org/wp-content/uploads/2021/02/COVID-adaptations-final.pdf>

K: The Emergent Spaces webinar was amazing! It prompted me to read the *Emergent Strategies* book by Adrienne Maree Brown.

AKJ: ^^love it!

AKJ: CDC Violence Prevention Technical Packages
<https://www.cdc.gov/violenceprevention/pub/technical-packages.html>

AKJ: Text chat question: What challenges have you come across with adapting prevention programs during the pandemic?

CR: attendance at programs.

TE: keeping folks engaged in online programs/not distracted.

RZ: A pre-recorded presentation isn't enough and doesn't always get the point across.

KB: attendance at online events. showing up when we are all zoomed out.

MG: People being tired of all online.

BR: zoom fatigue- students don't want to be on the computer anymore.

KS: lack of attendance/engagement.

DD: Video platforms, "connecting" both to clients and coworkers.

SS: It has been harder to get buy in for virtual events.

SH: keeping people engaged.

RM: classroom management over zoom.

AD: lack of intimacy.

KD: It is difficult to make virtual prevention programs interactive.

KRS: Engagement/Recruitment of participants.

ML: Zoom fatigue.

JW: Online engagement has been the biggest hurdle for us.

JK: student engagement, inability to be conversational rather than talking at an audience.

K: We adapt virtual platforms, the challenge is recruiting and maintaining youth group participation since they all have zoom fatigue.

LL: virtual outreach makes us think outside our normal outreach, not as effective.

JF: Making sure it is trauma informed for kids who may not have access to support.

JG: Zoom fatigue.

AJ: getting funding from higher education leadership

SD: Zoom fatigue.

NR: zoom fatigue.

TB: engagement.

AD: Having student engagement over Zoom

CD: Creating a safe space, getting engagement

EM: Creating relationships with partners, hosting for specific populations (such as older adults), keeping people engaged.

HM: technological limitations.

AW: people are afraid.

EG: We're campus based - engagement for students who have SO MUCH OTHER STUFF to be worried about.

JBW: Doing more nights/weekend programming is taking a toll.

HAL: Zoom fatigue and even getting folks in the virtual space in the first place.

KF: One person in office / day, no one in the building unless no other way to meet.

RH: Recruiting participants.

NT: Students have Zoom fatigue (understandably) and don't really want to engage in extracurriculars.

MZ: Not being able to do events for SAAM and DVAM.

AG: Confidentiality, access and safety for students.

AB: Students are tied of online contents.

TVL: ppl sometimes feels empowered to harass each facilitator or participants.

SE: Not having money for rent and emotionally not stable.

MG: no participation and/or no responses from our targeted audience (college campus campaigns both prevention and education programming for students).

KR: Adapting activities for online classes, keeping kid's attention during an online prevention education, trying to find new ways to encourage participation.

LM: Digital illiteracy among our community members.

MG: Concern over content being triggering for survivors and not being able to offer adequate support.

TS: Zoom fatigue. Youth don't want to be online in a learning setting more than they already are.

JG: Numbers!

ML: Getting people to turn their cameras on and building connection.

RH: oversaturation of online content leading to low, low, low attendance at programs.

AM: We learned how to build our own video studio and record video programs for schools. Lots of challenges on the way.

TB: Privacy with doing school at home around others.

GC: students' engagement.

RV: Curriculum is not segmented in a natural way to create an engaging flow

LR: zoomed out! Not being allowed in buildings

JE: Food as incentive for university programming-- We can no longer offer it. Presenting to a screen--not being able to see them or read the energy

CH: Engagement, No classroom management, creating a safe space.

DB: Engagement and people even wanting to schedule a virtual training in the first place.

CS: Getting people involved in such a rural area.

SV: Clients without laptops, etc.

VQ: working with young kids elementary aged is super hard. with adults/teens it's definitely a lot easier but I'm struggling with the kids.

KW: access to, and ability to be online safely in a rural community.

AV: tech literacy/ access to technology and/or internet access.

AF: We have adapted by creating asynchronous trainings and we are delivering the training virtually. Our numbers have really picked-up.

EM: creating a safe space definitely.

AH: Engagement and online fatigue.

SH: Content can be extremely sensitive/triggering and we aren't able to have a mental health professional to provide support in person if someone is triggered.

LW: Zoom fatigue- and also, I find that individuals are so focused on other aspects of life currently that they are less likely to want to take the time for sexual violence prevention.

CP: Our team has been able to provide education to local schools/teachers regarding identifying/addressing possible abuse during remote teaching.

MA: zoom fatigue, inattentive students, and technology difficulties...and creating a safe space.

MM: One major challenge is getting students to participate in programming in meaningful ways virtually; another we're attempting to navigate now is how to administer heavy/sensitive trainings like Bringing in the Bystander virtually, when we know that historically when it was administered in person we would make space for folks to leave the room when triggered and would always operate with two facilitators so one could leave the room after them to check on them and follow up on how we could support them.

AF: Another is doing a book study with high school students, and we are doing one with the community on Denim Day.

KRH: schools overloaded trying to work out a million things.... finding/making a way to do prevention feels overwhelming to school....and then there is mental bandwidth and safety considerations for all and especially kids remote.

KC: @ Ashleigh this seems like a great resource for US Military Victim Advocates. Is this organization tied in with the US Army SHARP Program to encourage VAs and SARCs to participate in your programs?

BS: At the state level how to pivot to still do prevention work. Acknowledging this pause. Implementing a community of practice and creating a space to work on programs.

K: Computer fatigue; keeping engaged.

AP: A lot of things are now virtual instead on in person. As an advocate we were able to accompany clients to court and now due to Covid we are unable to really provide that type of service. It makes it hard to provide support only through the phone or online

K: I have been posting more on social media and being more flexible with online classes (i.e., outside of regular working hours). As well as intentionally reaching out to community members to pursue community level strategies for sexual violence prevention.

AH: Not able to tell who is being triggered by content.

ES: The amount of content you can present in any given session is limited. We get so much more done in-person.

CP: As far as starting new groups/programs, that has been put on hold. Everything is in a "freeze" due to funds/losses during COVID.

SH: Also, no control over who else in the home may be viewing the training (e.g., potential perpetrator could be overhearing training).

K: being able to catch nonverbals.

TS: We usually bring youth groups together with food, crafts, hang out time and we are unable to do a lot of the virtually via zoom.

MS: It has been a challenge to respect student's privacy/safety when they have no cameras on, while being concerned for their wellbeing and any triggers from our workshops. We can post the resources in the chat 3x throughout the event, but the in-person connection offers a lot more trust and safer space.

FB: My challenge is finding ways to get the prevention workshops out to the community. I am one staff person at my office that does prevention. Really relied on volunteers to take this out to community. Due to Covid volunteers have been less wanting to go out-- understandable. Many of them are retired persons, not as computer savvy as they would like to be to led virtual sessions.

CLB: Learn more about us at: <https://www.soteriasolutions.org>

AD: March 12.

AB: March 16th.

LR: May 2020

CC: March 26, 2020

KC: 17th

MS: March 12th

TVL: Mar 17

TB: Probably March also

JL: March 10

MW: March 12

AV: March 12th

K: spring break so mid-March 2020

KL: Late March 2020

BR: March 16

AH: Same March 16th

EM: March 23rd 2020

HAL: March 13 when we went remote.

AD: We began working from home on March 17 and that's kind of when we knew things would be completely different.

K: Second week of march.

CH: The week of March 10.

AG: March 16th for us too.

NT: March 17th was our shutdown date.

BS: SAAM would have to change....The week of March 23.

TR: After March once we learned more about COVID-19 and that everything will be virtual. Definitely Spring 2020.

DB: Not sure- I was hired in May and we were already remote.

AH: I was literally on Session 5 of Safe Dates when everything shut down.

LR: First week in March 2020.

KC: I still do all my training in person; I only do virtual meetings when a person specifically requests a small virtual session.

JM: Same date - all presentations/trainings "postponed"

KW: I would like to say right away, but with adapting to immediate safety needs of clients, prevention adapting was not high on list, so I would say realistically not until late fall.

TB: We will facilitate BITB High School virtually on March 12th excited to train on this topic again.

KRH: yes Katrina, I feel like there was a significant amount of time where it didn't even feel right to ASK about prevention and how we might do this--so many immediate needs for safety and services for survivors.

AKJ: Soteria blog
<https://www.soteriasolutions.org/blog>

CL: The Seesaw Effect - Recognizing Dangers for Victims of Sexual Violence During Covid-19: <https://www.soteriasolutions.org/blog-posts/seesaw%20effect>

K: love that idea "seesaw effect"; great way of putting it.

BS: It makes me think of how to create TikTok messaging.

TV: @beth, Meg and the ExpectRespect team will present soon on the work they've done on TikTok!

JB: My organization just joined TikTok to begin exploring that platform for interaction, so I'm glad to hear that there will be more information on how to use that soon!

KC: @beth Stafa Yes! We have started to make TikTok/host TikTok challenges and we've seen lots of other DV/SV programs start as well-- I think this gets at the fatigue challenge particularly well, not just because its shorter, but also because it's fun. In the vein of Adriene Maree brown's work, I think it's so helpful to face our work with the question: how can we make this work joyful?

LW: Same here! My agency has had recent success in using Instagram and Instagram Reels but we are hoping to transition to TikTok.

JBW: Are those social media images available for use/adaptation by others?

JE: We are working on a TikTok Challenge on Informed Consent for high schools. If anyone has done something like this I'd love to chat! elsaesser@dasi.org.

CL: Hi Jessica our social media toolkit images can be customized for each of our partners and you can find out more here: <https://www.soteriasolutions.org/covid-19resources> or reach out to me at Soteria Casey.laplante@soteriasolutions.org.

JBW: Thank you.

CL: Thank you everyone! To learn more about Soteria Solutions' COVID-19 Resource Page please visit: <https://www.soteriasolutions.org/covid-19resources>. We have recent blogs and infographics open to share as well as more information about our virtual adaptations of our programs and links to find out more about our social media toolkits. Jane's email from Soteria Solutions: jane.stapleton@soteriasolutions.org or you can reach out to us at info@soteriasolutions.org.

AKJ: Text chat question: How do you balance flexibility, responsiveness, and fidelity in your prevention programs?

AW: you do what you can, trying to work with the tools that you have available and so do the clients.

LR: We use to go into schools, libraries, community events. We sent out a letter to all of these asking what they need.

AKJ: Okay, in case anyone else doesn't know what "fidelity" refers to — because I didn't — here is fidelity: "Educational researchers and practitioners concerned with implementing a specific curriculum, program, practice, or strategy (collectively termed interventions) frequently refer to fidelity, or how closely the implementation was aligned to the way the intervention was designed."

AW: we need to train our clients as we learn to use some of the tools like zoom, doxy me, google meet, etc

VQ: some of it is simply when we don't have capacity we can't do as much so as a solution we're moving to an online platform to house courses for asynchronous learning. we also started doing Insta lives and those have been great!

JS: Yes, we are interested.

EG: I don't know how much balance we had! A lot of it was trying to keep trying things and hoping they stuck

JL: I think there is a big focus on making sure you know what is important to your program for effectiveness and thinking about what parts you can take away (flexibility).

JM: Shifted content to focus on Online Safety for Youth - as that's where time is being spent.

SSG N: The military teaches this skill from the day you enter. They key is being able to compartmentalize and know when to focus your attention on each of these factors.

KRH: choose fewer learning objectives, be honest and real about this time and the challenges for everyone-not just plodding along with content....

KB: trainings for us: required, but recorded for those who can't make it. Encourage video on, but verbalize its ok if you can't for any number of reasons. Giving time to destress in beginning of each training session, connecting in small groups to talk about non-training related topics.

CH: @joy mcelroy, we have definitely done a bit of that too.

MG: recognizing youth can't learn when they are under stress and burned out - so adjusting expectations and considering what young people need to stay present and learn.

JS: this is related to adapting your prevention to make sure it is trauma informed.

KB: and we cut down the content big time. Really focused in on main content areas - - and this makes me think about what we might bring back in the future.

MG: Fortunately, I have been able to do some in person discussions! With regards to online I think it is important to offer info about activities available in online trainings to registrants ahead of time so supplies are available for active interaction.

KB: keep it engaging, lots of break out rooms and activities.

AH: Being open to flexibility. Just today I've been dealing with the ever-changing school schedules due to the different phases of virtual vs in-person learning.

KB: shorter session times too.

JM: shifting to online approaches, and creating content for the community that provides tools for individuals that are in need of help/assistance. Responsiveness is key, as we have really been trying to hone in on how to respond to DV in this pandemic, and still remain in alignment with our vision as an agency.

CH: I feel like we have had to relax on how solid we were to our original designs and really evaluate what our evaluation questions were all about and what still made sense, or more what was missing, in this changing space.

AF: we still have people without power and internet/phones here in Oregon too.

EG: we just got heat back to our house today after a week without.

LD: well said, Capri Holden!

RH: We use expect respect curriculum and love it, and have converted materials to google docs for remote learning. are any of your Nearpod sessions available online?

JH: is Nearpod free?

MG: they do have a free version!

AKJ: Here is some info on Nearpod: <https://nearpod.com/pricing>

BS: Where are you getting the funds to pay the youth?

RT: Oooh does what is your TikTok handle! I would love to follow

KC: @ Ashleigh I don't know if this question got lost or if I missed your response in the chat but these webinars/resources seem like a great resource for US Military Victim Advocates. Is this organization tied in with the US Army SHARP Program to encourage VAs and SARCs to participate in your programs?

KL: @meg greene - if we are able to make a TikTok account, can we duet your videos?

BG: I enjoy the idea of expanding to social media to spread awareness to the younger generation!

JM: Check out netflixandconsent on Instagram - run by Arkansas CASA

AKJ: @Kaitlyn we often have folks from different branches of military attend our web conferences. Feel free to email me at aklein@calcasa.org if you want to discuss further! Our web conferences are publicized on our website, our Twitter, and Facebook.

AKJ: Text chat question: In what ways do your prevention programs support youth as they are and adapt to the changing needs of the pandemic?

RH: Barri, are your Nearpod lessons available online? Or can we get them another way?

DD: Trying to work with the different schools and youth programs to meet with them on whatever platform they are using...keeping updated on trends.

SSG N: I remain available through phone, email, MS Teams, Signal and in person.

EM: using different platforms, I find that Facebook lives and podcasts have been great!

LW: We have been trying to focus our social media messages towards youth.

AK: We've been really shifting to address how technology/online spaces intersect with our work.

MG: @kelli - we would love to be a duet on TikTok! Also open to connecting our youth to yours if you are interested in doing social media work. They would love to talk about their lessons learned and the ways we work to come up with content.

AH: Using platforms provided by schools. Meeting students/teens where they are on social media while collaborating with orgs.

SO: @meg we would love to jump in on that as well! We are in the process of getting involved on social media, namely Tik Tok and Instagram to better reach youth! Would love to get your thoughts/feedback on how that process has been for you guys :)

JE: Thanks @meg, would love to learn more about your programs!

BW: Do you as youth educators share that you are mandated reporters, knowing you may get direct messages online?

MG: my email is mgreene@safaustin.org if you would like to connect further!

AKJ: A future web conference in this series will focus on handling online disclosures during virtual programming.

BW: Good to know, thanks

CR: That is a great question Becca. On our team we are all mandated reporters. We definitely have that conversation with students and youth. Thank you, Ashleigh, for sharing the future web conference regarding disclosures.

SA: Example of ice-breaker?

KRH: would you rather questions have been a go-to for quick ice breakers for us.

TK: @Sharrie We used *Would You Rather*, we also played *I Spy* (what can we see in each other screens), If you were on a desert island what would you want with you?

AKJ: Text chat question: What possibilities and practicalities for adapting sexual violence prevention programming can you identify in your work?

EM: LOVE the games idea to keep engagement, as well as the ice breaker!

SO: Another example of an icebreaker we would use is two truths and a lie, where each participant says two true things about themselves and one lie, and other participants have to guess which is the lie. We also had fun using GIFS, and had participants pick from an assortment of GIFS that represented how they were feeling that day.

DD: I keep realizing that there are more and more interactive ways to connect in this work. The ice breakers and Nearpod is great suggestions.

TK: Thank you Stephanie! Great example as well!

LR: I am excited to explore these options and start online groups!

K: love the idea of doing a check-in and/or icebreaker with every lesson! I always did this with my therapeutic group I ran but didn't think about utilizing it for my prevention lessons

MG: Important to recognize flexibility is KEY. I feel I put too much pressure on myself about virtual presenting because of discomfort and my need to present well.

AK: I love the idea of gamifying the knowledge we want to share.

AH: I would like to implement icebreakers and games as well as explore more ways to be more interactive with youth on social media.

MG: ice-breaker - direct everyone to do a scavenger hunt in their space - turn cameras off, everyone go grab an object that is... yellow/soft/spiky/comforting/alive...and share it with the group. Count them down verbally so it's a quick game.

BS: We have talking how to implement in a trauma informed way. NSVRC has a module on this type of training for preventionist.

BS: @Jane Stapleton this is more reason to work on prevention strategies at the outer levels.

CR: Other examples of ice breakers: mood check-ins related to emojis, gifs, or memes, polls for Nearpod for check-ins, one high and one low of the week, put a finger down (covid edition)

VB: We like to do meme/gif check-ins too!

JB: Thank you so much. This was great.

AKJ: Expect Respect info sheet: http://www.preventconnect.org/wp-content/uploads/2021/02/ExpectRespect_OnePager.pdf.

BR: Some of you have asked about accessing the Expect Respect Nearpod sessions. We are making them available with our training. Please contact me at brosenbluth@safeaustin.org.

SV: Thanks to all the presenters!

JQ: Thank you!!

AB: When will this be available?

RM: Thank you!

MC: Thank you!

KY: Thank you! This was very informative.

TW: Thank you everyone.

PJ: Thank you all!

ML: Here's a survey: <https://www.surveymonkey.com/r/adaptduringCOVID>

FW: Excellent workshop. Thank you all!

KH: Thank you!

SR: Great Webinar! Thank you!

AP: thank you all

AB: Thank you

K: thank you! great presentation :)

SC: amazing!! thank you!

TC: Thank you!

JE: Thank you everyone!

TE: Thank you everyone.

JO: Thank you all!

JH: thank you

AP: thank you everyone.

SH: Thank you!

JS: thank you Prevent Connect and NSVRC for hosting this! and participants for your questions and commitment to prevention!

MS: Thank you!

NT: Thank you!

GC: Thank you! Great Presentation!

AY: thank you so much!

AM: thank you!