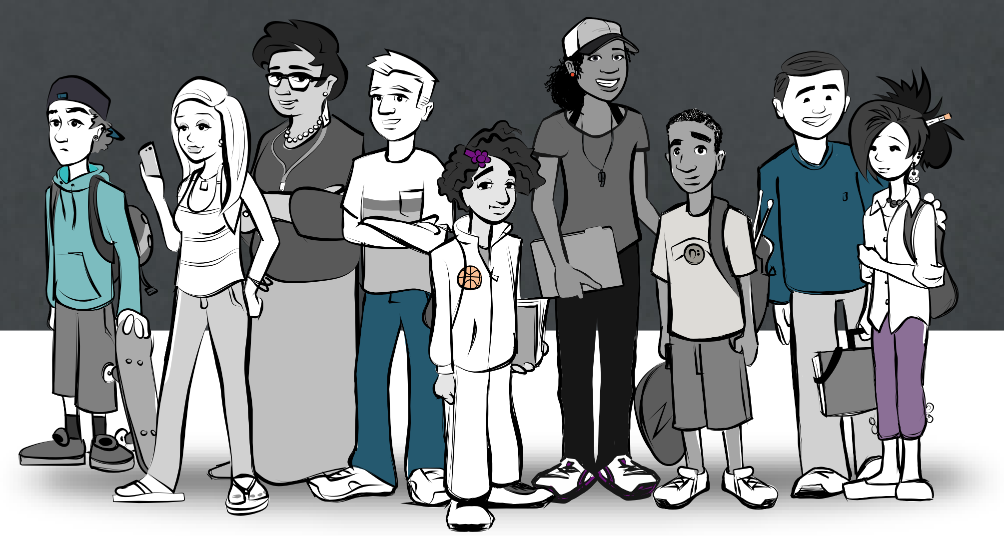
Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships

COACHES' PLAYBOOK



U.S. CENTERS FOR DISEASE CONTROL AND PREVENTION

Table of Contents

HOW TO USE THIS PLAYBOOK

Congratulations!

You have been selected to serve as a Healthy Relationships Toolkit (HeaRT) Coach in your community. You may be wondering what will be expected of you as a HeaRT Coach and you probably have a lot of questions like: How do I get started? What role do I play within the larger HeaRT model? Where can I find the information I need to support and train the HeaRT program facilitators in my community? We developed the Coaches' Playbook with all of these questions in mind. Just like athletic coaches turn to playbooks to help them decide what to do during a game, this playbook will help you know what to do from the beginning of HeaRT—when things are just getting up and running—through a time when the youth and parent programs are in full swing. The playbook includes all of the information you need to train and support the facilitators who will deliver the HeaRT youth and parent programs in your community, and to ensure that you are a strong and effective Coach.

The Coaches' Playbook has been divided into two parts, both of which are essential to your preparation as a HeaRT Coach. **Part 1: Preparing for Implementation** focuses on the activities that take place before you begin to implement the HeaRT programs in your community as well as the information you need to successfully roll-out the program. This includes an overview of the HeaRT program, the expectations for your role, and the steps for implementation, among other things. **Part 2: Facilitator Training Guide** will lead you step-by-step through the process of training and supervising facilitators for the youth and parent HeaRT programs. Before you dive into Part 2 of the Coaches' Playbook, make sure you've completed the online HeaRT Facilitator Training yourself.

That wraps up our pre-game talk! Let's get started, Coach!

PART 1: PREPARING FOR IMPLEMENTATION

Part 1: Preparing for Implementation will walk you through the steps needed to successfully implement the HeaRT parent and youth programs. This first part of the playbook is divided into six chapters:

Chapter 1: HeaRT and Your Role as a Coach

Chapter 1 provides an overview of the HeaRT model and the HeaRT team. This chapter also describes the vital role you—the Coach—play in the successful implementation of HeaRT.

Chapter 2: Getting Started

Chapter 2 outlines the steps you and your team will take to prepare for implementing HeaRT in your community. These steps include assessing your community's readiness for HeaRT, developing a safety monitoring plan, and recruiting program facilitators.

Chapter 3: Planning for Program Sessions

Chapter 3 focuses on the logistics involved in planning for the HeaRT parent and youth program sessions.

Chapter 4: Supervision

Chapter 4 discusses your role in supervising youth and parent program facilitators and provides tips and guidance for how to be an effective supervisor.

Chapter 5: Establishing Expectations for Facilitators

Chapter 5 covers behavior, personal presentation, and privacy expectations for HeaRT facilitators.

Chapter 6: Next Steps

Chapter 6 helps you prepare for the next steps beyond preparation. Specifically, this chapter will provide more details about your role in supporting facilitators as they complete their training activities.

When you complete Part 1 of the Coaches' Playbook, you should feel comfortable about your role as a Coach and be prepared to implement HeaRT in your community.

CHAPTER 1: HeaRT AND YOUR ROLE AS A COACH

Healthy Relationships Toolkit: Empowering Teens to Build Safe & Supportive Relationships (HeaRT) is a comprehensive model to prevent violence in adolescence designed and evaluated by the Centers for Disease Control and Prevention (CDC). HeaRT aims to promote healthy relationship behaviors and prevent violence before it starts. The model is based on current evidence about what works in violence prevention and focuses on 11- to 14-year-olds. It includes multiple prevention components that address the needs of individuals, peers, families, schools, and neighborhoods. These components work together to reinforce and promote respectful, nonviolent relationships with peers, family, and dating partners. CDC encourages communities to adopt all of these prevention components, as the model was developed and evaluated, for maximum impact at the community level.

WHAT IS HeaRT?

The HeaRT comprehensive violence prevention model is comprised of seven prevention components. These components (Figure 1) address key risk and protective factors for violence across the social environments that influence young people, including peers, their families, the school, and the neighborhood. The seven HeaRT components work to reinforce consistent messages about healthy relationships across these contexts; promote complementary skills for youth, parents, and educators; and support these skills and messages with policy efforts.

As a HeaRT Coach, you'll be overseeing implementation of the youth and parent programs—but you might also be involved with other aspects of the model as well.

Figure 1. HeaRT Comprehensive Model to Prevent Teen Dating Violence

THE SEVEN COMPONENTS

Youth Programs

HeaRT youth programs provide middle school students with the knowledge and social-emotional skills (i.e., emotional expression and management, social skills) they need to expect and engage in healthy, safe relationships when they start dating. CDC developed the 6th- and 7th-grade programs and adopted an existing evidence-based program for 8th grade. Teachers, school staff, or an outside educator can deliver the programs during the school day.

- **HeaRT (6th grade)** provides youth with opportunities to learn and enhance relationship skills in an engaging and non-threatening manner by first exploring what it means to have healthy friendships across seven sessions.
- **HeaRT (7th grade)** reinforces the information and skills developed in the 6th grade program with seven sessions that provide further information on sexual violence, dating safety, and relationship rights, as well as access to supportive resources.
- **Safe Dates (8th grade)** builds upon the skills and knowledge students learn in the 6th- and 7th-grade HeaRT programs with ten sessions focused more heavily on specific attitudes and behaviors related to teen dating violence, including sexual violence.

Parent Programs

HeaRT parent programs provide parents and caregivers of 11- to 14-year-olds with positive parenting and effective parent-child communication skills while also helping them engage in a dialogue with their kids about healthy, safe relationships. CDC developed the 6th- and 7th-grade programs and adopted an existing evidence-based program for 8th grade. The programs are delivered by health educators in community-based settings and/or through self-guided activities for parents and teens to complete at home.

- **HeaRT for Parents (6th grade)** educates parents and caregivers through six group sessions on the issues their children face; improves their ability to communicate with their children about healthy relationships and sexuality; and helps them develop parenting practices that will decrease the likelihood of their children being exposed to unhealthy relationships.
- **HeaRT for Parents (7th grade)** focuses on positive parenting and provides parents and caregivers with strategies and skills needed to communicate with their children about healthy relationships and sexual behaviors though three group sessions and three self-guided, in-home sessions.
- **Families for Safe Dates (8th grade)** enables parents and their teens to jointly explore different topics regarding teen dating violence through five self-guided, in-home discussions.

The **HeaRT Training for Parents** is a free, self-administered online training for parents and caregivers developed by CDC to ensure that all families have access to core content from the HeaRT parent programs at no cost. Schools and community organizations can promote the training for parents in addition to offering the in-person, facilitated programs or instead of those programs to reach as many families as possible. The online parent training is an additional resource available to communities and families but is not a original component of the HeaRT model, as evaluated by CDC.

i2i: Youth Communications Program reinforces messaging from the HeaRT programs for all grades and promotes healthy dating behaviors by using teen-led communications strategies and messages to reach youth in their communities.

General Capacity Assessment for Violence Prevention Tool (G-CAT) guides organizations in enhancing local public health capacity needed to implement comprehensive evidence-based and evidence-informed violence prevention strategies across their communities. It uses a collaborative four-step planning and action process developed by CDC.

Understanding Teen Dating Violence Prevention Training for Educators provides teachers and other school personnel with critical knowledge about teen dating violence as well as the specific skills, strategies, and resources needed to prevent violence from occurring and to implement prevention activities in their schools.

Interactive Guide to Informing Policy provides an overview of policy approaches to teen dating violence prevention, important considerations for informing policy, guidance for developing a policy plan, and tools and resources related to policy development, implementation, and evaluation.

Using Indicator Data to Inform Teen Dating Violence Prevention: A Guide for Local Health Departments aids LHDs in collecting and using the best available health indicator data to inform community-level teen dating violence prevention activities.

Additional overview information about each component of the HeaRT model is available in **At-A-Glance** documents, linked above and available at **https://vetoviolence.cdc.gov/apps/heart/content/materials-and-resources/**.

THE HEALTHY RELATIONSHIPS TOOLKIT

CDC developed the Healthy Relationships Toolkit to include everything you need to kick-off and sustain the HeaRT comprehensive teen dating violence prevention model in your community. In addition to all of the materials you need to implement the youth and parent programs—and the other components above, the Toolkit also includes:

The HeaRT Guide to Implementation

Guides local health departments, or other lead community-based organizations (CBOs), in planning and successfully implementing the HeaRT model, including information on capacity-building, staffing needs, building community partnerships and engaging partners, planning a budget, recruiting and engaging participants, tracking outcomes, and sustainability planning.

Coaches' Playbook

Provides guidance for coaches in their role overseeing and supporting youth and parent program facilitators. The guidance includes information on characteristics of good facilitators, trainers, supervisors, and ensuring quality implementation.

Online Facilitator Trainings for Youth and Parent Programs

Training for youth and parent program facilitators that includes interactive exercises, quizzes, video demonstrations featuring experienced youth and parent program facilitators, and homework assignments to reinforce skills and knowledge. A printable training manual is also provided for reference.

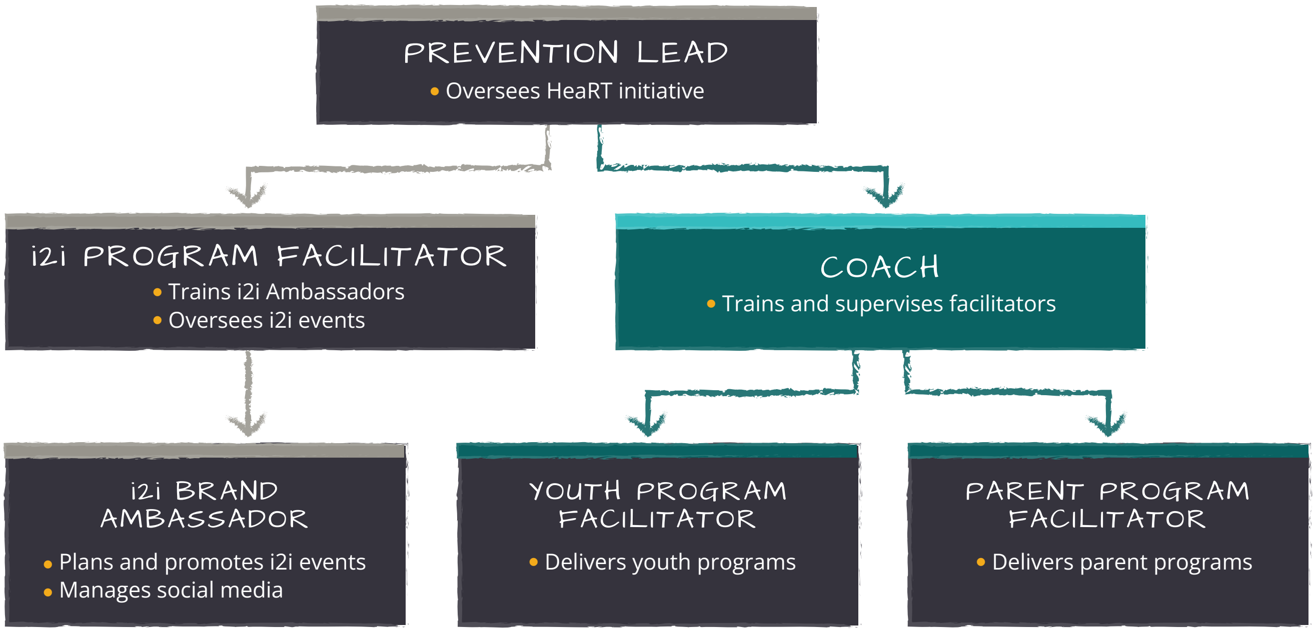
The Healthy Relationships Toolkit—with all of the materials, guidance, and tools you need to implement HeaRT—is available on CDC's VetoViolence website at **https://vetoviolence.cdc.gov/apps/heart/**. The Toolkit is your one-stop-shop for everything HeaRT and will walk you through accessing all of the information and materials you will need to oversee implementation of the youth and parent programs—in your community.

OVERVIEW OF TEAM MEMBERS AND ROLES

HeaRT was designed to be implemented by a team of skilled individuals employed by the local health department (LHD), lead community-based organization (CBO), or through partner organizations (e.g., schools, community centers).

Below is a chart illustrating the various roles needed to implement HeaRT, and a suggested organizational structure.

The Implementation Team



Overview of Team Roles

Let's take time to explore some of the team roles in more detail. The team members and core responsibilities listed below are those necessary to carry out the youth and parent programs. If you are interested in learning about other roles in the HeaRT model, the **Guide to Implementation** provides more information about the i2i Youth Communications Lead, Policy Lead, community and school indicators data collection and tracking lead roles. You can also learn more about these roles on the **HeaRT website**.

Prevention Lead

- Completes the General Capacity Assessment for Violence Prevention Tool (G-CAT) capacity assessment process
- Oversees HeaRT at the health department or community-based organization
- Recruits and maintains engagement from schools by working with administrators and staff to prepare for implementation
- Engages partners
- Leads efforts to build capacity (i.e., organizational, program) for implementation
- Supervises activities of coaches, including hiring facilitators, training, and implementation for youth, parent, and i2i programs
- Supervises i2i Program Facilitator

- Partners with community-based organizations to assist with parent recruitment and delivery of the parent program
- Designs and monitors program evaluation; conducts or oversees analyses and quality improvement activities
- Secures access to required training and materials
- Monitors budget
- Coordinates the Community Advisory Board
- Identifies and secures venue(s)
- Plans for sustainability
- Implements and oversees work on the policy and indicators components of HeaRT

Coach

- Monitors completion of online trainings for youth and parent program facilitators
- Engages in supplemental in-person training activities with facilitators
- Provides supervision and support for youth program facilitators
- Provides supervision and support for parent program facilitators
- Collects and uses program implementation data, like session logs, for ongoing program improvement
- Conducts session observations and fidelity checks to provide ongoing feedback and assistance to facilitators
- Coordinates scheduling with schools and community-based organizations for student and parent programs
- Coordinates school or implementation venue access, as needed, for program facilitators
- Monitors data collection for program evaluation
- Ensures facilitators complete session logs and evaluation measures
- Maintains key relationships with partners in schools and community-based organizations implementing the student and parent programs
- Participates in the Community Advisory Board

Youth Program Facilitator

- Obtains youth facilitator certification (online training plus approval by the Coach)
- Maintains positive relationships with school staff and assists Coach with scheduling
- Delivers youth program in the classroom for each session
- Clearly and thoroughly explains all concepts covered in each session
- Creates a safe and accepting learning environment
- Manages group dynamics
- Facilitates discussions of session content with youth
- Completes session logs within 48 hours of completing a session and gives forms to Coach
- Seeks feedback, support, and technical assistance from Coach to maintain or improve fidelity
- Collects program evaluation data

Parent Program Facilitator

- Obtains parent facilitator certification (online training plus approval by the Coach)
- Works with another facilitator to deliver parent program for each session
- Clearly and thoroughly explains all concepts covered in each session
- Creates a safe and accepting learning environment
- Manages group dynamics
- Facilitates discussions of session content with parents
- Completes session logs within 48 hours of completing a session and gives forms to Coach
- Seeks feedback, support, and technical assistance from Coach to maintain or improve fidelity
- Collects program evaluation data

WHAT IS A HeaRT COACH?

Now that you're more familiar with the tasks that may be assigned to you as the HeaRT Coach, let's explore your role a little further. The Coach has two main responsibilities. First, you are responsible for training Youth and Parent Program Facilitators and for providing oversight, guidance, and supervision to them during their delivery of the youth and parent programs. Second, you are responsible for helping your Prevention Lead implement HeaRT in your community.

As a trainer and supervisor, your goal is to assist and support facilitators in order to increase implementation fidelity. You do this by:

- Conducting in-person training activities to complement the online facilitator training
- Holding bi-weekly one-on-one supervision meetings
- Observing sessions led by facilitators and providing feedback to help facilitators effectively deliver the programs
- Leading group supervision sessions to encourage peer-to-peer learning
- Being available to answer questions and address concerns from facilitators about program delivery

Implementation fidelity refers to the delivery of an intervention as it was designed by the program developers.

You also work closely with the Prevention Lead in your community to prepare for implementing HeaRT. As the Coach, you may be responsible for:

- Hiring facilitators
- Planning strategies for recruiting and retaining parent participants
- Scheduling program delivery
- Ensuring access to facilities and program materials
- Creating and maintaining strong partnerships with schools and community organizations where the youth and parent programs are being implemented

The Coach is critical to the success of HeaRT. You help ensure that HeaRT reaches youth and parents in your community with the highest fidelity, and that facilitators have the support and resources they need. Your efforts play a critical role in helping to prevent teen dating violence before it starts.

Establishing the Coach's Role and Responsibilities

Every community will have a different organization, capacity, need, and budget. These factors may affect the use of various staff roles within your HeaRT initiative. The role descriptions and responsibilities presented above are suggestions, but can be adapted based on the needs and capacity of your community. You should discuss the expectations of your role and responsibilities with your Prevention Lead. You should clarify which tasks will be your responsibility and which will be the responsibility of the Prevention Lead or program facilitators. For example, clarify who will be responsible for:

- Establishing and maintaining relationships with implementation sites
- Establishing and updating the Safety Monitoring Plan
- Hiring program facilitators
- Managing human resources (e.g., pay, leave, workplace safety) for program facilitators
- Training and supervising program facilitators
- Supervision of the i2i program facilitator
- Scheduling program sessions
- Creating local resources lists and other materials for participants
- Tracking implementation and other process data
- Obtaining institutional review board or other ethics approvals, as needed (See the Guide to Implementation for more information)

CHAPTER 2: GETTING STARTED

Now that you've learned more about HeaRT and your role as the Coach, you're probably feeling both excited to get started and a little overwhelmed with all of the work that lies ahead of you. You may be asking yourself, "Where do I start?" That's what this chapter is all about. Figuring out how to get started can be challenging and confusing. The graphic below lays out the steps for getting started and maintaining momentum throughout implementation. We organized these as sequential steps, but they may be completed simultaneously or in another order depending on your needs and capacity. While we list all of the steps here, this chapter will cover the first three steps, which are key for getting started; subsequent steps are covered in more detail in Chapter 3: Planning for Program Sessions, or in the Guide to Implementation.

Step 1: Meet with your Prevention Lead to assess your organization's readiness

- Complete the readiness checklist with your HeaRT Prevention Lead
- Consider ways to increase your capacity and readiness

Step 2: Develop a Safety Monitoring Plan

- A safety monitoring plan is a protocol to help you and your facilitators handle distress or harm involving participants
- See Appendix B to help you get started

Step 3: Recruit and retain program facilitators

- Review specific skills and abilities necessary for a great team
- Use the facilitator recruitment worksheet to plan for recruitment and hiring
- Plan concrete strategies to ensure retention of exceptional facilitators

Chapter 2

Step 4: Plan for program sessions

- Plan for the logistics of parent and youth program implementation, such as scheduling and location
- Determine participant recruitment and retention strategies
- Learn how to handle time management, group dynamics, and other common challenges
- Complete the HeaRT Training for Educators
- Learn about the i2i Youth Communications Program

Chapter 3

Step 5: Plan for supervision

- Develop a supervision plan for facilitators in consultation with your Prevention Lead
- Commit to ensuring quality training and supervision with your facilitators
- Schedule regular check-ins and session observations to provide constructive feedback and improve fidelity
- Consider ways to improve the cultural competence of your facilitators and program delivery

Chapter 4

Step 6: Establish expectations for facilitators

- Set expectations for how facilitators should represent your organization
- Safeguard participant privacy
- Make a disciplinary plan if absences, tardiness, or other ongoing challenges occur

Chapter 5

MEETING WITH YOUR PREVENTION LEAD TO DETERMINE YOUR ORGANIZATION'S READINESS TO IMPLEMENT HeaRT

By the time you meet with your Prevention Lead, they will have completed the G-CAT and confirmed that your lead organization has the capacity to implement a comprehensive teen dating violence prevention initiative. You will then work closely with your Prevention Lead to assess and build your organization's readiness to carry out the HeaRT youth and parent programs. A readiness checklist was developed to help you with this assessment. You may not know all of the answers to the questions in the readiness checklist the first time you attempt to complete it. If not, don't worry - this checklist will help you think through the decisions or resources you will need to consider. The checklist will also help you highlight your areas of strength as well as areas that may require more effort and attention.

Readness Checklist	✓	Notes
Overall Implementation Planning (Lead Organization Level)		
My organization has the necessary funding to support the staff needed to implement HeaRT.		
My organization's leadership and other partners support our implementation of HeaRT.		
My organization, or a partner organization, has experience working with families in the community.		
Staff in my organization have knowledge about and experience with teen dating violence prevention.		
Staff in my organization have knowledge and experience in child and adolescent development and parent-child communication.		
My organization has gained buy-in from schools or youth-serving organizations and has ability to work closely with schools or youth-serving organizations.		
My organization has the equipment and supplies needed to implement HeaRT or the funds needed to buy the equipment and supplies.		
My organization has written policies and procedures to ensure the confidentiality of any information related to HeaRT participants.		
My organization has a safety monitoring protocol for handling disclosures of harm or distress.		
Parent Programs		
My organization has access to parents of youth ages 11-14.		
My organization has identified or hired individuals with the skills necessary to facilitate HeaRT sessions.		
My organization has a facility or access to a facility that parents will feel comfortable in and that is easily accessible.		
My organization has a facility or access to a facility that has space and availability for implementing the parent programs.		
My organization has a written plan for recruiting participants and retaining their participation in HeaRT.		
Youth Programs		
My organization has access to youth in 6th-8th grade.		
My organization has identified or hired individuals with the skills necessary to facilitate HeaRT sessions.		
My organization has access to schools or another facility with space and availability for implementing the youth programs.		

DEVELOPING A SAFETY MONITORING PLAN

A **Safety Monitoring Plan** should be in place before you train facilitators to deliver the youth and parent programs.

A Safety Monitoring Plan is a site-specific protocol for handling participant distress, suspected child abuse and neglect, risk of imminent harm, situations involving potential risks to participants, facilitators, or children, or circumstances in which mandated reporting laws may apply. You and your Prevention Lead may work together to develop your safety monitoring plan. Before you start developing the plan, it is important that you understand all of the elements needed and the components that should be addressed. Let's take a moment to briefly break down the definition of a safety monitoring plan presented above.

Participant distress refers to signs that a child or parent is upset or experiencing emotional discomfort during a session. Distress, which is explained in detail in the online facilitator training, can be mild, moderate, or extreme. The sensitive nature of some of the program content may make it possible (though not likely) that a participant could experience distress in a session. Facilitators should be prepared to handle participant distress.

Imminent harm refers to the potential for a participant to be a danger to themselves or others in the near future. Safety monitoring plans should provide guidance for facilitators who become aware of the risk of imminent harm to a participant or any minor child. In many states, some or all people are required by law to report threats of imminent harm or child abuse and neglect to the appropriate authorities. Before developing a safety monitoring plan, you and your Prevention Lead need to find out the laws in your state. It is your responsibility to ensure that facilitators understand all applicable laws, any relevant organizational policies, and the role they will play in implementing the safety monitoring plan if necessary. Facilitators will also need to inform session attendees of their responsibilities as a facilitator, and the protocol they will follow if they learn that a participant or child is in danger. These concepts are covered in further detail in the online facilitator training.

Your safety monitoring plan should identify an on-site contact (e.g., at the school, community center, faith-based organization, or where you will be implementing the program) who can support facilitators if any concerns arise. You should review the protocol with your Prevention Lead at least twice a year to ensure that the contact persons identified in the protocol have not changed. Facilitators should know to contact you if they need assistance implementing any part of the safety protocol, if they have concerns about safety, or if any participants have an adverse reaction to any of the program sessions. As the Coach, you are responsible for ensuring that all facilitators are knowledgeable about the safety monitoring plan, are trained appropriately on the plan, and feel comfortable following the plan when needed.

A Safety Monitoring Implementation worksheet can be helpful in forming the foundation of your safety monitoring plan. You should be prepared to work with your Prevention Lead and local partners to address any gaps in capacity that you may notice as you move through the worksheet.

You can find guidance for creating a Safety Monitoring Plan and the Safety Monitoring Implementation worksheet in Appendix B. Along with the plan, you should create a referral sheet that includes national, state, and local resources—both online and in-person—for youth and parents who may experience distress or who ask where they can get more help or information. Tips for creating this referral sheet are also included in Appendix B.

RECRUITING AND RETAINING PROGRAM FACILITATORS

PROGRAM FACILITATORS

Facilitators play a critical role in implementing the parent and youth programs. They work directly with parents and youth, deliver the program material, and are at the core of the HeaRT model. Facilitators can be health department staff, school personnel, educators from community organizations or advocacy agencies, or other voices that young people and their parents can identify and connect with in sensitive and challenging discussions. Not everyone has the skills or experience needed to engage in these conversations effectively. Facilitators should meet the needs of the program, and be well trained and committed to the HeaRT model.

FACILITATOR RECRUITMENT

In addition to training and supervising facilitators, you may be responsible for recruiting and hiring program facilitators. Being a facilitator is demanding and requires a high level of skill. Facilitators should be appropriately compensated to encourage high performance and retention. The following information is useful for identifying facilitators with high potential for success, whether you are using staff from your health department or organization, hiring new staff, or training school staff or staff from a partner organization to implement the programs. Keep in mind that high turnover is likely when relying on volunteers. Part-time facilitators employed elsewhere may have frequent scheduling conflicts. If possible, consider employing full-time staff to ensure greater consistency, reliability, and implementation fidelity. With support from the school system, teachers can be ideal youth program facilitators. They have ongoing relationships with their students, strong classroom management skills, and the cost of implementation may be substantially reduced without the need for outside facilitators.

The youth programs can be implemented by one facilitator. We suggest that the parent program have two co-facilitators, preferably one male and one female.

Below are some factors to consider when recruiting facilitators, as well as strategies for reducing turnover.

SPECIFIC SKILLS AND ABILITIES

Facilitators need many skills and abilities to deliver the programs effectively. Experienced facilitators may already possess these skills and abilities while less experienced facilitators can gain them with the right training and support.

- Facilitators should have knowledge of adolescent sexual behavior and teen dating violence or relevant experience that provides a basis for training about these topics.
- Facilitators should have facilitation experience. At a minimum, they should have experience with other interventions or programs and should be able to troubleshoot common problems and interact appropriately with program participants. They should:
  - Be comfortable adhering to protocols and procedures.
  - Be enthusiastic.
  - Have good "people skills."
  - Be able to complete the necessary training and be committed to delivering the sessions with fidelity.

Characteristics of an effective facilitator

- Facilitators should guide the learning process and:
  - Be able to move the group along, provide information, and help participants learn specific skills.
  - Be prepared to answer questions about adolescent behaviors, indications of sexual readiness or sexual activity among adolescents, and the signs of teen dating violence.
  - Have personal experience interacting with children.
- Facilitators should have the ability and willingness to lead discussions about relationships and sexual issues. In leading these discussions, facilitators should:
  - Be knowledgeable about puberty and adolescent development.
  - Understand local sexual terms and slang and be comfortable using such terminology.
  - Be able to relay information about relationships and sex in a matter-of-fact tone, refraining from crudeness in words or actions that may cause discomfort to group participants, as well as recognize when it is time to stop discussions that may cause participants to feel uncomfortable or upset.
  - Help participants express information that may make them feel uncomfortable or embarrassed.
  - Lead discussions in a mature, professional manner, modeling how parents and youth should bring up and talk about relationships and sex.
  - Recognize and value diverse opinions and create an open, inclusive environment during discussions.
  - Hold positive beliefs and attitudes about relationships and violence prevention that are consistent with the healthy relationship messages of the program.
- Facilitators should not act as "experts," as this can impede the learning process.
- Facilitators should have a connection to the community.
- Facilitators should have the ability to conduct and critique role-plays. For role-play activities, facilitators should:
  - Be comfortable acting in front of groups.
  - Be aware of diverse parent and youth attitudes, opinions, and behaviors.
  - Have a thorough knowledge of program content.
  - Be able to recognize participants' strengths, weaknesses, and comfort level during roleplay activities.
  - Be able to offer positive, supportive, and constructive feedback to parents and/or youth.
  - Be aware and respectful of diverse parent-child and peer-to-peer relationships and behaviors.

FACILITATOR RECRUITMENT WORKSHEET

Use these questions to guide you as you begin facilitator recruitment and hiring. You will likely have different needs for youth and parent facilitators and may wish to complete this worksheet separately for each. You should work with your Prevention Lead to answer these questions.
1. What are the minimum requirements for the facilitator?
2. What are the desired skills and background for top candidates?
3. How will you disseminate the position announcement to ensure it reaches qualified candidates?
4. What schedule will work best for facilitators' in-person practice sessions with you and for completing the online training? Duration (e.g., two consecutive days, two days spread over two weeks): _______________ Timing (daytime or evening, weekdays or weekends): _______________ Target month/week(s) to be held: ____________________
5. What background or experience with the selected communities do you hope to see in a facilitator?
6. Based on when implementation will occur (e.g., evenings, weekends, school day) and where (e.g., which neighborhoods), what availability do you need from the facilitators?

HIRING AND RETENTION

You and/or your Prevention Lead should choose facilitators carefully based on their qualifications, skill, and enthusiasm for the program. Given the vital role they play in the success of HeaRT, it is critical to retain facilitators once you have successfully trained them. Exceptional facilitators who remain with HeaRT help build the reputation of the program as well as attract and retain participants.

The following three-step recruitment plan may be useful for hiring facilitators.

1. Conduct face-to-face interviews with qualified candidates who meet the requirements outlined in the Specific Skills and Abilities section.
2. Invite the selected candidates to participate in a separate group discussion with current staff members or community partners. This discussion should explore their thoughts on talking to youth or parents about relationships, violence, and sexual health. This dialogue can show you which candidates are confident in discussing violence and sexual health in a group setting, and whether interviewees hold strong opinions about sexual health issues that may hamper their ability to facilitate sessions in a nonjudgmental way or contradict core messages of the programs. Example questions for the group discussion include:
   - Should youth talk to their parents about relationships and sexual health? Why or why not?
   - What should parents say when they talk to their children about relationship issues, including sex?
   - Should youth or parents discuss abstinence? Condoms? Family planning?

Before hiring facilitators, it's important to have a plan for keeping them on board. This will help you keep the facilitators you successfully recruit and train. In the end, the small investments you make in retaining your facilitators will save you the much larger expenditures of having to recruit and train additional facilitators. The following strategies will help retain facilitators:

- **Compensate facilitators with a competitive salary.** Otherwise you may lose them to other organizations. In addition, ensure that all employees receive their pay as scheduled.
- **Keep facilitators busy.** Once you hire and train facilitators, you should be ready to begin implementation immediately. Do not let your trained facilitators sit around with nothing to do, as they will likely become bored and may forget what they learned in the training. If implementation is stalled, involve them in other ways, such as in mobilization and recruitment.
- **Avoid burnout.** Facilitation takes a lot of energy. Be careful not to overload facilitators with too many groups per

week. You can engage them in other activities during the rest of the week, including participant recruitment, school engagement, and parent retention.

- **Recognize accomplishments.** Provide facilitators with positive feedback and reward them for their work. Emphasize the importance of their work and their contribution to the success of the program.

CHAPTER 3: PLANNING FOR PROGRAM SESSIONS

As a HeaRT Coach, your primary goal is to help ensure the success of the youth and parent programs. In addition to recruiting and training facilitators, fulfilling this goal requires careful planning for program implementation. While some of the aspects of planning will overlap or be similar for both the youth and parent programs, there are many differences unique to each program and participant population. For this reason, this chapter provides separate details for planning these programs.

While you may be called upon to assist your Prevention Lead in recruiting parents or schools, your chief function in implementing the parent and youth programs is to manage logistics such as scheduling, locations, and physical access.

PLANNING FOR PARENT PROGRAM IMPLEMENTATION

SCHEDULING

PARENTS' SCHEDULES

During recruitment, tell parents the dates & times of all sessions, and ask if they can commit to the schedule.

This serves to minimize the possibility of day or time conflicts.

Careful scheduling is important for effective recruitment of parents of preteen youth, who may be particularly affected by school schedules and events. Because preteens cannot drive, they may need transportation to and from their activities (e.g., sports games, club meetings, tutoring sessions) which may affect parents' ability to attend sessions. Likewise, parents often attend school activities with their children, so sessions scheduled during those times would make attendance difficult. You might not be able to avoid every scheduling conflict, but parents will value your efforts to accommodate their other commitments. Reminder: The last session of the parent program, which includes the children, should not be scheduled during school hours.

In addition to considering your organization's schedule, you must also think about community and school schedules (e.g., events) that may impact the sessions:

- Ask yourself, "What else is occurring in our community that may interfere with scheduling?"
- Create a community calendar to use when you schedule sessions.
- Remember that some nights of the week may be busier than others.
- Coordinate with other community groups, as much as possible, so sessions do not overlap with events such as:
  - Religious services
  - Choir practices
  - PTA meetings
  - School open houses
  - School testing
  - Town meetings
  - Civic events (e.g., election days)
  - GED programs
  - Substance abuse meetings (e.g., NA or AA)
  - Children's sports events
  - Major local events that could impact traffic or parking accessibility in urban areas (e.g., sporting events, parades, marathons)

Consider the needs of the parents you're working with. If most of the parents work full time, you will need to schedule sessions after work hours. Keep in mind that some parents may work nights and weekends or have an unpredictable schedule. You should collect information on the time preferences of parents in your community, then schedule sessions with those times in mind. Also, consider the time it will take for parents to get to your facility from work (i.e., traffic) during evening hours and schedule accordingly.

Finally, you might consider offering light refreshments, when practical and feasible, to increase attendance.

It may also help parents keep track of information about their participation if it is available electronically. If possible, consider making the program schedule, directions, parking information, and other information available electronically or online for easy reference. You can share it by email or post it on your organization's website. You could also create a closed/private social media page that participants can choose to join. Share reminders and announcements by email, text message, or through social media.

FACILITY CONSIDERATIONS

Location can have a significant impact on your ability to easily recruit parents for the HeaRT 6th and 7th grade parent programs and to keep them coming back for all of the sessions. The facility should be familiar to your participants and located in an area where they feel safe. It should be private and, perhaps most importantly, easily accessible. Ideal facilities are those that are familiar to the parents you hope to recruit, places they frequent where they already feel comfortable (e.g., local schools, faith-based organizations, community centers, libraries, etc.). Other considerations for selecting a facility are described below.

SECURING LOCATIONS

If your organization does not have an appropriate meeting space, consider the following when contacting potential meeting locations:

- Call sites and set up a meeting with decision-makers to explain HeaRT and the manner in which the site will be used.
- Use information about when community events are taking place, and look at the targeted location's schedule to determine its availability.
- Clarify whether the potential host is offering the space for free or for a fee. See if there are funds to cover the costs of all sessions that will be conducted at the site. Make sure that there is a contingency plan if the site is no longer available for the sessions (e.g., because of renovations or a change in management).
- Draw up a written agreement with the host(s). This agreement should include the following information:
    - The space you will be using
    - The days and times you will be using the space
    - Adjacent spaces that may be used (e.g., locked closets [for storing implementation materials], bathrooms, kitchens)
    - Equipment that may be used (e.g., chairs, easels, video equipment)
    - Permission to use tape on the walls

The written agreement should state that the host facility avoid hosting events in surrounding rooms in order to protect confidentiality and minimize outside noise and distractions.

It is important to maintain a good relationship with your facility hosts because you may want to use their space again. Consider the other activities that take place at that location, as the location's reputation will be associated with the HeaRT programs as well. You may need to include language in the contract that addresses how property damage caused by participants will be addressed, so that the facility host will know how to respond and what to expect from your organization, should issues arise. You want to maintain the highest degree of professionalism and foster a feeling of partnership and ownership of the program by the community location. You should notify your hosts of any developments or barriers to implementation. You should also give the hosts frequent and heartfelt appreciation and affirm their importance to the success of HeaRT. Before planning future HeaRT programs, it would be wise to hold a meeting with the host location to get their feedback about the program's impact on their site and to discuss strategies for improving interactions between the program and host location, if appropriate. This would also be a good time to recognize and reinforce their important contributions to HeaRT.

You should try to make sure the same location is available for all of the sessions. To ease implementation, it is helpful if you are able to store program supplies and materials on-site.

If you or a facilitator need to change the time or location for a session, consider how best to convey this information to the parents (e.g., phone calls, texts, email, mail, signs posted to direct parents to a different location). Parents need to feel that you and your staff are invested in the program and that you respect their time and commitment to the program as well.

To locate facilities with appropriate spaces, consider various organizations in your community, such as:

- Schools
- Recreation centers
- Churches
- Community centers
- Libraries
- Community health clinics
- Hospitals
- Business districts

PRIVACY

When choosing a location, consider privacy. The intervention asks participants to share personal experiences and discuss sensitive topics. For this reason, you want to be able to ensure participant privacy by being able to close doors or otherwise close the space off from other people who may be in the building. If you are not using your own organization's space, you should discuss privacy concerns with the host facility's representative and obtain a written agreement from the host ensuring that the privacy of the parents will be respected by allowing you to close off the space or close entrances to the building.

PUBLIC TRANSPORTATION

Try to choose a location along a major public transit route so participants can use public transportation to get to each session, if necessary. Free, accessible parking is also important for those traveling by car.

COMMUNITY PERCEPTIONS

You should be aware of community attitudes and norms, especially how your target population may view a particular venue. Participants may not want to attend sessions in a facility that is unfamiliar, feels unsafe, or advances a mission with which they do not identify. For example, meetings held in a church or other faith-based organization may not appeal to individuals who are not religious or who are of a different faith. Some individuals may feel uncomfortable meeting in a secure government building with a visible law enforcement presence. Understanding the perspectives of the parents you are interested in reaching will help you identify a venue that best meets their needs. Reach out to your Community Advisory Board (a committee of influential local partners convened by your **Prevention Lead** to support HeaRT in your area; learn more about it in the Guide to Implementation) and other partners to get input and feedback on location options. That's why they are there!

CHILDCARE AND ACCOMMODATIONS

Another important consideration when you plan for parent program sessions is deciding whether or not you will offer childcare.

Childcare can be a powerful incentive and an important factor that may enable some parents to participate in the program. Some parents may have younger children at home and may not have options for childcare during the group sessions. On-site childcare—perhaps a service already offered by the venue if it is a recreation center, faith-based organization, or school, for example—can make it much easier for parents to participate in the program knowing that their children will be safe during the time they are there. Many schools offer aftercare from the end of the school day until 6 pm at low cost. Holding parent programming at a school in the afternoon or early evening when aftercare is available on-site could be a cost effective option for communities and convenient for parents.

If your HeaRT program is unable to offer childcare, inform parents in advance so they know before committing and can make other arrangements. You can share this information with parents by phone, text, email, or mail, depending on their communication preferences. Although parents will be instructed not to bring their children to group sessions, you may need to consider how to accommodate the, hopefully rare, situations when parents bring their children anyway. For instance, you may need extra staff members who are able to care for or supervise children, when needed, as well as additional facility space. Also, be prepared to provide the children with some form of entertainment or activity (e.g., coloring books, board games). Make provisions in advance if such situations seem likely. In many cases, it may be better for the participant to attend with a child than to miss that opportunity for the parent to be a part of the group. You may wish to make exceptions for infants if their presence is not a disruption. Be sure to plan for any accommodations that nursing mothers may require or request.

Session 6 of the 6th grade parent program includes participation of the parents' middle school-aged children. During this session, parents practice newly learned or enhanced communication skills with their children. Because the children do not participate in all parts of the session, develop a plan to accommodate them when they are not active participants. They will need a room, an adult to supervise them, and activities to keep them occupied, like board games, movies, or books. Typically, the last session includes food; children and allergies should be considered when planning the menu.

WORKING WITH PARENT GROUPS

What is the minimum number of parents needed to run a group?

Your organization can determine the minimum number of parents needed for a parent group. As the Coach, you can gauge parent interest, as well as take into account your budgetary resources, in making this decision. Consider initially recruiting a minimum of 12 parents per group before kickoff. This will ensure that there is still a good size group of parents in attendance after some anticipated attrition (i.e., dropouts, no-shows). If you have strategies in place to increase attendance among recruited parents, you may find attrition rates are lower overall and may decide to start new groups with fewer parents signed up.

If you have one session with very low attendance, don't cancel! The parents who attend went out of their way to be there. Unless they feel uncomfortable continuing with only a few parents present – or even only one – continue with the material. You can end the session early if you move through it more quickly. Redouble your efforts to get more parents from the group to return for the following session.

How can I increase attendance and retention?

Facilitators should explicitly remind parents about the next meeting at the close of each session and issue a reminder card or list of session dates. Facilitators can make reminder calls or send texts prior to each session and offer incentives (e.g., $25 gift card) for "perfect attendance." If your organization chooses to use this option, the facilitator should tell participants about it during the first session and remind them each week that the prize is available only to those who attend all sessions. Consider using other incentive options discussed in this Playbook as well, including childcare, food, and door prizes, to increase parent participation. Finally, talk to parents who missed sessions to find out what challenges they are facing and determine whether they can be addressed. Is it a problem with motivation or interest, transportation, childcare, time, scheduling, location, competing demands, or distress they experienced in an earlier session? You might be able to help them attend the next time, or you might learn more about the needs of your population and discover ways to improve your recruitment and retention for future groups.

Incentives

Communities may opt to use door prizes at the conclusion of each group session to encourage parent attendance. The door prizes can be cash, gift cards for movies, restaurants, or local grocery stores, or a small prize (e.g., candles, picture frames). In many instances, businesses in the community will donate items to use as door prizes. Talk to your Community Advisory Board for ideas. If facilitators utilize door prizes, they should provide clear guidelines at the start of the group sessions regarding who gets one and when they will be distributed. It usually works well if participants who are present at the end of each session draw an envelope containing one of these prizes. If resources are limited, door prizes can be awarded in the form of a raffle at the end of the session where only one or two prize winners are drawn from those present. If you have resources to purchase food or if you can get food donated from the community, it may serve as a useful incentive to encourage attendance and engagement in sessions. In some communities, parents might also enjoy and benefit from food that they can take home to their families after the session.

How frequently should parent sessions be implemented?

The 6th grade parent program can be implemented as often as two sessions per week with at least one day between the sessions. The 7th grade parent program can be implemented as often as once a week to allow time for parents to complete at-home activities between sessions. Ideally, there will not be more than a two-week gap between sessions to keep parents engaged.

Should we offer makeup sessions?

Parents may miss sessions for a variety of reasons (e.g., ill child, work responsibilities, transportation, discomfort, not interested). If parents miss a session and have not contacted the facilitator prior to the session or immediately after the session, have the facilitator contact them on the day after the missed session. The facilitator should let parents know that they were missed and, while respecting their privacy, try to find out why they missed their session. They can say something like, "We really missed you in our group yesterday. I know you have a lot on your plate, but is there anything I can do to help you get there the next time?" This may open the door for learning more about the challenges they face in attending.

If a parent's reason for missing the session was something unavoidable (e.g., emergency, weather, illness), the facilitator should show concern and make sure the participant plans to attend the next session. If the reason was some sort of hardship, the facilitator should determine if this was a one-time event or if it will continue to interfere with the parent's ability to attend. If the issue is ongoing (e.g., transportation, childcare), the facilitator may want to consider offering assistance such as vouchers or referrals for transportation or childcare (and any other assistance your agency can provide). The facilitator should share the benefits of continued participation to encourage the parent's return. If the facilitator is unable to reach the participant by phone, they may choose to send a card by mail that stresses the above information.

The way the facilitator handles missed sessions may vary depending on the availability of other groups and the facilitator's availability for making up missed sessions. Some options include:

- Parents can make up the missed session by joining a different group, preferably led by the same facilitators. The participants should return to their original group for the rest of their sessions.
- Parents can have a one-on-one meeting with their facilitators to review what was covered in the session that they missed. Ideally this would be done before parents proceed to the next session. When conducting a one-on-one makeup session, facilitators should be sure to cover all new material, such as videos, information, concepts, and homework assignments. Facilitators and participants should practice role-plays together, and facilitators should give parents any handouts they missed at this time. Session activity components that do not need to be reviewed include: asking questions and recording responses on newsprint and conducting icebreakers. On average, a one-on-one session makeup should take 30 minutes to an hour.
- Facilitators can add a makeup group session if several participants have missed a session. For instance, if a large number of participants miss Session 3, the facilitators may want to hold a makeup group session for those participants. Facilitators could hold such a session directly before the next session starts, if they can accommodate it.
- Facilitators can also hold a makeup session over the phone. Facilitators would ideally cover all new material, including information, concepts, and homework assignments. If participants want to view the videos or practice role-plays, facilitators can do this immediately before or after the next group session.
- As a last resort, a short phone call (10-15 minutes) covering just the key messages of a missed session will at least allow the parent to more easily follow conversations in the next session that may reference those points.

What if parents arrive late?

Some parents will arrive late to sessions due to scheduling difficulties or unexpected conflicts. Encourage parents to join the sessions even if they think they will arrive late. It is preferable for parents to attend partial sessions rather than miss entire sessions.

PLANNING FOR YOUTH PROGRAM IMPLEMENTATION

SCHEDULING

Scheduling implementation in the school setting is different from scheduling sessions for parents in the community. Typically, the school administration will determine how and when you will have access to youth in the classroom. For example, they may decide that HeaRT should always be implemented in health classes, or they may let each teacher decide which period on a certain date is most flexible for them to accommodate a facilitator. In some communities, the teachers themselves may be the facilitators and will work the sessions into their schedule themselves. If you do have flexibility in scheduling, you will still want to consider whether there are any events or factors that could interfere.

- Ask yourself, "What else is occurring in the school that may interfere with scheduling?"
- Ask the school to share its academic calendar and use it to plan the session delivery schedule.
- Remember that certain times of the school year are often busier than other times.
- Coordinate with the school so sessions do not conflict with other events, including:
  - Standardized testing
  - Field trips
  - School assemblies
  - School athletic events
  - Holidays

FACILITY CONSIDERATIONS

The youth program is usually implemented in a school classroom and so requires far fewer facility considerations than the parent program, which may take place in a community center or similar offsite facility. Prior to the first session, the facilitator should discuss the physical space with the classroom teacher or other appropriate point of contact if sessions are not held at a school. If possible, the facilitator should visit the classroom or meeting space to gain familiarity with the space and available setup options (e.g., how chairs and tables are situated) and to note the location of bathrooms, easels, and so on. Work with the teacher or point of contact to help ensure the room is set up to encourage participation and smooth session facilitation. If space permits, the chairs and desks or tables should be arranged in a U shape to encourage discussions.

IMPLEMENTATION CONSIDERATIONS

What needs to be in place before implementing the youth program?

You need to ensure that your safety monitoring protocol is in place before implementation. The facilitator, or a representative from the school, should also prepare students for the program by informing them that they will be participating in HeaRT well before the start of the youth programs.

Are Coaches and facilitators allowed to adapt the youth program?

Guidance on adapting the parent and youth programs is included in the **Guide to Implementation**. Additionally, the program facilitator guides include some suggestions for minor changes you might need to make "on the fly" if you are running low on time or encounter another issue, based on feedback from facilitators during the HeaRT demonstration project.

Has the HeaRT program been aligned with Common Core State Standards?

Information on HeaRT alignment with Common Core Standards for grades 6, 7, and 8 is provided in Appendix A. The alignment is concentrated around the English Language Arts standards (i.e., reading, writing, speaking, and listening).

Do schools need to have all three grades participate in the HeaRT programs?

HeaRT was designed as a school-level intervention and evaluated with implementation across all three grades—6th, 7th, and 8th. Therefore, we do not know whether implementing in only one grade at a school will have the same effects. While CDC suggests that schools implement all three grades of the youth program, if possible, to follow the model as it was developed, we also recognize that a number of things will influence a community's ability to implement the program with all three grades at once. You and your Prevention Lead should meet to discuss your available resources, interest level at the school(s) you are considering for implementation, and availability of facilitators, among other things, to determine the best approach for implementing HeaRT in your community.

How many sessions can be conducted in a day?

Facilitators should conduct no more than one youth session per day, per group. The HeaRT programs for 6th and 7th graders contain seven 50-minute sessions. The suggested facilitation schedule for both programs is one session per week. This gives students sufficient time to absorb and reflect on the content between sessions. If this facilitation schedule is not feasible, the following parameters should be considered:

- Frequency: Facilitators should conduct sessions no more often than once per day, and no less often than once every other week. If class periods are less than 50 minutes, facilitators will need to add sessions to cover all of the program content.
- Order of Delivery: It is important to complete each session in order, since lessons build on knowledge and skills developed and learned in previous sessions. Facilitators should not skip sessions. If someone misses a session, the facilitator should speak with that participant prior to the next session to help them "catch up" and should review the relevant handouts in the youth handbook with them.

Can facilitators combine two or more classrooms for implementation?

The total number of youth who will end up together in the combined classes will help you determine if this is a feasible option. You will need to determine the size of each of the classes in schools where you may want to consider this option. Combining classrooms is generally okay if classrooms have 10 or 15 youth each; however, we do not suggest combining two classrooms of 20-35 youth. Having more than 35 youth in a classroom will make it nearly impossible to conduct the majority of the activities, and also has the potential to compromise both the intent and manner in which the activities were intended to be delivered. In general, CDC suggests that facilitators implement the youth program with only one classroom of students (whatever is typical for that school, following standards set by the school and/or district regarding the maximum number of children per class).

PLANNING FOR SMALL GROUP ACTIVITIES

Working in pairs and small groups is an important part of the program and requires careful consideration by the facilitator to ensure that groups operate smoothly. Group discussion allows students to share their ideas and learn from each other. However, putting young people into small groups is a major transition from the normal large-group setup and has the potential to create disruptions when students move around. Remind facilitators to consider ahead of time how to divide the larger group in order to minimize disruption and ensure a smooth transition into the small-group work.

For example, will the facilitator ask the group to count off numbers? Should the facilitator divide the room in equal halves or quarters? Will students stay in individual tables or will they combine tables? Can the tables be combined, or are they bolted to the floor or too heavy to move easily? Facilitators also need to consider where each of the groups will meet. Can the desks be pushed against the wall to create more floor space? Will groups of students be able to pull their chairs and desks together? Can additional space be utilized? Once smaller groups have been formed, the facilitator needs to have a plan for monitoring the groups. Any time multiple groups are used, the facilitator should circulate and monitor the work and discussion occurring in each group.

FACILITATION TIPS FOR YOUTH AND PARENT PROGRAMS

TIME MANAGEMENT

Facilitators will need to pace themselves as they move from section to section within a session. You should remind facilitators that though each section has an estimated time suggestion listed next to the section heading, the exact time for each session will vary from group to group.

In any group, some people will need encouragement to speak up, while others may be more vocal. With the topics covered in this program, it is not unusual for some youth and parents to want to spend additional time discussing concerns, issues, and experiences. Group discussions are an important part of the program, but if they become too long, they can interfere with the facilitator's ability to get through all the material for a particular session. You should remind facilitators of the strategies presented in the online training that may help them get through all of the materials for a session.

- Establish appropriate expectations at the first session.
- Emphasize the importance of reviewing all of the material for each session in Session 1.
- Explain the importance of group discussion and the need to limit discussion at times to get through all the material.

DISCUSSION STRATEGIES

Remind facilitators of the following strategies-- presented in the online training-- to limit discussions in order to get through the materials for each session:

- Tell participants that it is time to move on to the next topic. Start by acknowledging the positive aspects of the discussion (e.g., "This is a great discussion." "Those are some great points.") and then inform them that in order to get through all the material, it's important to move forward (e.g., "We have some additional points to cover, and we need to move on.")
- Develop a "Parking Lot" list (e.g., a sheet of easel paper labeled "Parking Lot" and attached to the wall). The facilitator steps in to limit discussion and asks group members if they want to put the topic or issue on the list. If there is time at the end of the session, the group can go back to the Parking Lot to discuss the topics and issues listed.
- Impose a one-minute rule to manage discussion time. When the one-minute rule is in effect, each participant is limited to one minute to make their point. If there are problems adhering to the time limitation, the facilitator can ask a volunteer timekeeper to keep track of the time and signal when the speaker's one minute is up.
- If one person is continually dominating the discussion by interrupting others in the group, impose a rule of one comment per person. When this rule is in effect, no person can comment again until all members of the group have had the opportunity to comment. Provide verbal praise when participants wait until others have commented.

Facilitators have the option of conducting some activities as a large group, in small groups, or individually. Facilitators should be mindful of group dynamics, engagement, and time remaining for the session when selecting which option will work best for their class. For example, a facilitator may find that small group activities lead to rich discussions within the suggested time limits. Therefore, they may want to consider using small groups for most activities when there is an option. On the other hand, a facilitator may find that although small group activities lead to successful discussion, they are often difficult to manage within the suggested time limits. In that case, they may not want to use small groups presented as an option.

Following these suggestions can help facilitators cover all the material during each session and ensure that adequate time is given to each activity and discussion. However, there may be times when a session either ends early or runs long. While effective facilitators can think on their feet during facilitation, it is also important to have a plan in place for ways to handle these situations. Work with the facilitators to develop a menu of brief activities or discussion questions if a session ends early. If a session runs longer than anticipated, facilitators will need to work with you to develop a plan for covering the material during the next session. Activities, reviews, or both can be shortened, but no material should be skipped.

TRAINING FOR EDUCATORS

The **Understanding Teen Dating Violence Prevention Training for Educators** is a one-hour online training for educators and other individuals who work with youth. The interactive training was designed to provide educators with facts about dating violence, skills and strategies for preventing violence, and proven resources to help them set up violence prevention activities in their schools or organizations. Consisting of live-action and illustrated segments, interactive quizzes and knowledge checks, the training can be taken for continuing education credits.

You may already know that the Training for Educators is a required first step in the training of program facilitators, and in your training as a Coach. But, its primary purpose-- as part of the HeaRT model-- is to ensure that middle schools implementing HeaRT will be ready to create or reinforce a school culture in which both adults and youth in the school community have a shared understanding of the importance of preventing violence in adolescence and healthy relationship education. When we train teachers, principals, coaches, counselors, and other school staff, those adults can reinforce healthy relationship messages from HeaRT sessions through their own expressed values, knowledge, and the behaviors they model and support in school. This creates a "surround sound" effect that strengthens the impact of those messages on youth behavior and attitudes.

Thus, one important step in implementing the youth programs involves working with schools to secure their support for training school staff with the Training for Educators. Principals may opt to require the training as part of an in-service day, or they may propose another option for encouraging and ensuring completion of the training.

As the HeaRT Coach, you may be charged by the Prevention Lead with the task of securing educator training support and finalizing plans for training with schools. Or, this may be a task that the Prevention Lead takes on. Make sure you discuss this step while preparing for implementation and put a plan in place to ensure that, ideally, all school staff will complete this training at the start of HeaRT implementation.

To begin the training yourself, click here: **https://vetoviolence.cdc.gov/apps/heart-educators/**.

I2I YOUTH COMMUNICATIONS PROGRAM

i2i is a multi-part youth communications program that promotes respectful, nonviolent dating relationships with printed materials, high school “ambassadors,” events, and digital resources to share messages designed for youth in 6-8th grade. The i2i program expands on the knowledge and skills learned in the HeaRT youth programs by engaging young people at the individual, relationship, organizational, and neighborhood levels. The program emphasizes the prevention of teen dating violence and the promotion of healthy dating before negative behaviors begin.

The i2i Youth Communications Program complements the other HeaRT components by providing young people with a brand and messages created especially for and by youth. Because peers—the i2i ambassadors—adapt and deliver the program, they provide a level of authenticity in communicating healthy dating relationships messages. i2i operates in partnership with the in-school programs to provide youth with consistent messaging on healthy relationships and the prevention of teen dating violence.

The i2i program is coordinated by the i2i program facilitator—typically a staff member at the LHD or lead CBO who has experience working collaboratively with youth. The facilitator’s role involves developing, supporting, and evaluating the i2i program. They recruit, select, and train youth ambassadors, as well as supervise and support the ambassadors’ participation in social media and in-person events.

Although managing the i2i program is not described here as a responsibility of the HeaRT Coach, your Prevention Lead may decide that it makes sense for you to oversee the i2i program facilitator as well. If so, you’ll want to review the i2i program materials located on the HeaRT website to learn more about the program. Most of the general guidance in this Playbook related to supervising and supporting facilitators will also apply to the i2i program. Additional information is in the Guide to Implementation.

CHAPTER 4: SUPERVISION

PLANNING FOR SUPERVISION

Once you understand the best ways to establish the youth and parent programs, you’re ready to learn and enact the suggestions for effectively supervising program facilitators.

In consultation with the Prevention Lead, consider how and when you will supervise facilitators. Keep in mind that the goals of supervision are to ensure that the programs are carried out as intended, that facilitators have acquired all necessary skills, and that you have opportunities to correct and improve performance, when necessary.

Typical forms of supervision will include:

- One-on-one meetings to provide support and feedback
- Team meetings to share information relevant to all facilitators and to create an environment where facilitators feel connected to each other
- In-person or electronic (e.g., videotaped) observation of sessions to provide real-life feedback on program delivery

Some questions you might consider with your Prevention Lead include:

- How will you encourage and maintain communication between you and the facilitators, and among the facilitators?
- How often will you hold supervision meetings?
  - Group meetings (attendees, frequency):________
  - Individual meetings (attendees, frequency):________
  - Email and phone communications (content, frequency):_______
- How and when will you conduct direct observations to provide facilitators with feedback and opportunities to improve?
- What types of situations should facilitators inform you of immediately, and what situations can wait for a regular meeting or call?

COMMITMENT TO QUALITY TRAINING

The success of HeaRT depends largely on the quality of the staff training. Training ensures greater fidelity to the model, as it was designed and evaluated, increasing the likelihood of effectiveness. As a result, organizations must be willing to commit resources toward properly training staff in program delivery (e.g., supporting staff by providing them the time to take the online training.) It is also important for Coaches to follow up with program facilitators regularly throughout training and to create an environment that fosters success. Ensuring you have well-trained facilitators is a key responsibility of the Coach. You will learn more about this role in the Coaches' Playbook, Part 2.

Your role as a Coach involves not only training facilitators, but also providing them with ongoing supervision once program delivery begins. Set clear expectations about ongoing coaching including whether you will conduct it in person or via phone or email. Since facilitating the program can be challenging, your continuing oversight and support are necessary to help ensure program fidelity.

SCHEDULING REGULAR CHECK-INS

Once your facilitators complete the training and transition into program delivery, you should schedule regular check-ins with them in order to stay abreast of what is happening in the youth and parent sessions. While the type and frequency of check-ins will depend on your organization's capacity, a few ideas about how to conduct them are below:

- Following each session, have facilitators send you an email that contains the number of attendees, absences, any issues, and requests for additional information.
- Lead group facilitator meetings on a weekly basis to allow peer feedback, discuss what is working well, disperse or return materials, troubleshoot, etc.
- Conduct individual facilitator meetings once per week in the beginning, transitioning to every other week as they become more comfortable; during these coaching sessions, remember to discuss any concerns you or the facilitator have about session or program fidelity.

However you structure the check-ins, keep track of the support you offer. You may find it helpful to develop additional tip sheets or other tools for frequent problems encountered by your facilitators. You may also find that some of the materials need adaptation to be more acceptable to your community. Use the information from these coaching sessions to collect lessons learned that can be used for program improvement.

IMPROVING PROGRAM FIDELITY

Maintaining the quality and the integrity of the HeaRT program is key to achieving a successful outcome. To ensure the highest quality implementation, consider the value of session observations.

SESSION OBSERVATION

One way to ensure program fidelity is to monitor facilitators' performance by attending sessions in person and verifying that their instruction aligns with session goals.

Perform random observations on facilitators' sessions; go to the location unannounced and observe the facilitator delivering the program material. After each session, discuss any skills mastered as well as areas for improvement, including strategies the facilitator can use to overcome future missteps. Then, if necessary, retrain the facilitator on any skills that require significant improvement. If in-person observations are a challenge, consider conducting observations from videotaped sessions. It doesn't have to involve a lot of technological capacity. Facilitators can even use their smartphone on a small tripod (available for less than $15 online) to record sessions and share them with you for feedback during your supervision meetings.

CULTURAL COMPETENCE

Cultural competence is the ability to work effectively in cross-cultural settings—applying different behaviors, attitudes, and policies to produce better outcomes for everyone, (see callout box below). It is important for organizations—and the individuals who work there—to consider their own cultural knowledge, awareness, and sensitivity and to take steps to increase their competence to engage all groups with respect, empathy, and understanding.

ELEMENTS OF CULTURAL COMPETENCE

- "**Cultural knowledge**" means that you know about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group.
- "**Cultural awareness**" is the next stage of understanding other groups—being open to the idea of changing cultural attitudes.
- "**Cultural sensitivity**" is knowing that differences exist between cultures, but not assigning values to the differences (better or worse, right or wrong). Clashes on this point can easily occur, especially if a custom or belief in question goes against the idea of multiculturalism. Internal conflict (intrapersonal, interpersonal, and organizational) is likely to occur at times over this issue. Conflict won't always be easy to manage, but it can be made easier if everyone is mindful of the organizational goals.
- "**Cultural competence**" brings together the previous stages—and adds operational effectiveness. A culturally competent organization has the capacity to bring into its system many different behaviors, attitudes, and policies and work effectively in cross-cultural settings to produce better outcomes.

From KU Community Toolbox, Chapter 27, Section 7.

https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main

HeaRT was developed for youth and parents from all backgrounds, and tested in urban areas made up mainly of people from racial and ethnic minority groups. It is important that program facilitators have the knowledge and skills necessary to work with youth and parents in culturally competent ways. Consider assessing indicators of cultural competence—such as formal training, experience, or an ability to articulate what it means to work effectively with diverse groups—when hiring program facilitators. Also, consider working towards improving your own cultural competence as a HeaRT Coach. This will help you provide effective training, supervision, and support to program facilitators as they grapple with challenges during implementation related to cultural diversity and creating respectful, inclusive climates in their group sessions.

Comprehensive training in cultural competency is outside the scope of the program facilitator training. However, facilitators will complete three homework activities at the end of Module 1 that will help you start a conversation with them about cultural variations in conceptualizing and communicating respect, how assumptions and stereotypes can affect behavior, and ways in which their own life experiences and culture may affect their work. You may wish to add additional assignments or training opportunities for facilitators—or yourself—to boost your team's cultural competency.

To learn more, check out these resources:

- **The University of Kansas (KU) Community Toolbox, Enhancing Cultural Competence Toolkit**
- **Teaching Tolerance**
- **Georgetown University's National Center for Cultural Competence**

CHAPTER 5: ESTABLISHING EXPECTATIONS FOR FACILITATORS

In addition to training facilitators and supervising their delivery of the programs, you are also responsible for establishing clear expectations for them regarding everything from their behavior to their attire and their role in maintaining participant confidentiality. Decide on the consequences for failing to adhere to these expectations and communicate them early on in the onboarding process. In this chapter we will review important expectations of all HeaRT facilitators.

Maintaining participant confidentiality means that all HeaRT facilitators and staff work to protect the privacy of program participants. Any materials with names or other personally identifiable information (e.g., addresses, parent/children's names, phone numbers, photos) should be closely protected and available only to responsible team members. Facilitators should refrain from sharing personal information discussed by participants during sessions with anyone other than their Coach or other supervisor.

FACILITATOR IMAGE

Facilitators represent your organization. Their attire and behavior should reflect your organization's values and should be considered respectful and acceptable by program participants.

- Facilitators' attire should always be clean and neat, professional, yet casual enough to make the youth and parent program participants feel comfortable speaking with them.
- To reinforce the public health mission of HeaRT, a no smoking policy is strongly encouraged. Facilitators should not smoke during sessions or outside the session location. Facilitators should never accept cigarettes and other substances from participants, even if participants are using it themselves.
- Facilitators should apply common sense rules to govern their interactions with participants, such as:
    1. Facilitators should not use their cell phones for personal calls during the session or while in the company of participants.
    2. Facilitators should treat youth and parent participants as they would want to be treated during a session (i.e., don't judge, laugh inappropriately at comments made, etc.).
    3. Facilitators should use appropriate language and avoid discussing their personal life, with the exception of personal anecdotes relevant to the program material.

PARTICIPANT PRIVACY

Facilitators have access to and learn about personal information of youth and parent participants during the HeaRT program sessions. Thus, facilitators must accept the serious obligation of protecting the confidentiality of this information. As the Coach, you should develop and implement procedures to help facilitators protect participants' privacy. Example procedures include the following:

- During facilitator training, inform facilitators of your organization's confidentiality policy and instruct them not to divulge work-related information to anyone other than coworkers. They should never recount "amusing stories" about participants, even if the participants are not identified by name in the story—someone listening in may be able to identify the respondent just on the basis of the story. Talking about participants outside of the program is cause for immediate dismissal.
- Facilitators should not leave material lying around that may identify participants (e.g., attendance lists, contact lists). Facilitators should eliminate any chance for information to be stolen or to fall into the wrong hands. If facilitators must leave information in their vehicle, they should it in a locked trunk. You should consider providing small lock boxes to facilitators if they will be securing important papers in their homes.
- Instruct parent program facilitators to notify you immediately if someone they know registers for the session they are implementing. Parents may be hesitant to be open and honest if they are familiar with their facilitators. If you determine that facilitators should not deliver an assigned session because of an existing relationship, outline a plan to reassign facilitators.

Another means of safeguarding the privacy of youth and parent participants is by requiring facilitators to sign a Pledge of Confidentiality (see below). This statement outlines the terms under which the signer needs to maintain participants' confidential information as well as consequences for violating the terms. You should present the document to your facilitators in your first post-training coaching session, keep a copy in official HeaRT session records and give facilitators a copy for their own records. The pledge remains in effect for the employee's entire tenure as a HeaRT program facilitator, and after leaving their position.

The following is an example of a confidentiality pledge that your organization can use or adapt as necessary.

PLEDGE OF CONFIDENTIALITY

> I pledge that I will, in performing any task for [INSERT ORGANIZATION NAME], abide by their policies to protect the privacy of participants and their confidential personal information. I will comply with any additional program-specific requirements imposed by [INSERT ORGANIZATION NAME].
>
> I understand that failure to respect and protect the privacy of youth and parent participants is grounds for immediate termination. I also understand that if I violate the privacy rights of individuals by talking about private information with others, disclosing information shared with me, disseminating it, or providing access to it to any unauthorized person, I may be subject to criminal or civil penalties. I give my personal pledge that I shall abide by this assurance of confidentiality.
>
> Signature: ______________________________ Date: ____________________
>
> Witness: ________________________________ Date: ____________________

DISCIPLINARY ACTIONS

As you set expectations for facilitators prior to program delivery, be sure to review actions that constitute desired and acceptable conduct, as well as the consequences for behaving inappropriately. Remember that your partner organizations (e.g., schools, youth-serving organizations, etc.) will also have behavior and privacy policies, which your staff should follow. In the event that a facilitator violates the confidentiality pledge or engages in other behavior that violates expectations for their behavior, you may have to take disciplinary action. In that case, schedule a meeting with your Prevention Lead and the facilitator to discuss the issue and the appropriate corrective action.

Examples of violations are tardiness, absences, or serious and ongoing challenges with program fidelity. Grounds for immediate dismissal should include, but may not be limited to, gaps in participant privacy and falsifying participation records.
You and your Prevention Lead should discuss and determine other scenarios and situations that you believe may require disciplinary action.

CHAPTER 6: NEXT STEPS

> As a reminder, Coaches are required to complete the Online Facilitator Training.

Now that you've reviewed all of the roles you will play to guarantee the successful implementation of HeaRT, it's time to prepare more specifically for your role in training facilitators to deliver the program.

Facilitator training is self-paced and covers a range of topics from safety monitoring to session overviews. Training consists of three online modules, as well as in-person coaching sessions that reinforce information introduced in the online lessons. How quickly the training is completed depends on your schedules, but it should not take longer than two weeks to complete all of the activities. The online portion should only take a few hours total, but it was not developed to be completed in one session.

To combat the "forgetting curve," research suggests that participants take breaks during online learning activities to increase the likelihood of remembering information.[1] We suggest that HeaRT facilitators do no more than one module of online training before taking a break and meeting with you.

[1] R. Douglas Fields (February 2005), Making Memories Stick, Scientific American, pp. 58–63

This not only increases memory but also allows facilitators time to process the information presented to them. Thus, it may be helpful to have facilitators complete the online portions of the training on-site rather than at home so they can meet with you more easily along the way. As the Coach, you should decide the best process for the in-person sessions. Considering these questions may help you determine how to conduct your one-on-one sessions:

- Will in-person sessions be completed in a group or on an individual level?
- Where will facilitators complete the online training? On site, or at home?
- Where will the in-person sessions take place?

The training process may need to be adapted if you decide to use teachers as youth program facilitators. You may need to work with the school system to arrange an in-service training day over the summer months where you can complete all of the online training and the in-person sessions, possibly in a group format.

Facilitators should complete the training as close to the start of implementation as possible to maintain the highest recollection of information during program sessions. If too much time passes between training and the first implementation session, consider arranging a booster training session right before program implementation. Make yourself available for in-person coaching, facilitation support, and fidelity monitoring throughout the school year to ensure that facilitators and/or school staff have the support and resources they need to implement the programs well.

This concludes Part 1 of the Coaches' Playbook. We hope you have a better understanding of the scope of your role and feel prepared to implement HeaRT in your community. Remember to reach out to your Prevention Lead if you ever have questions about your role or need support. You can also revisit Part 1 of the Playbook at any time to refresh your knowledge.

Part 2 of the Coaches' Playbook will provide you with concrete guidance for training youth and parent program facilitators. It will serve as your "go to" guide throughout the training process, similar to how Part 1 of the Playbook will continue to serve as your reference point throughout program implementation. If you haven't already, you may find it helpful to print this Playbook and arrange it with section tabs in a binder for easier access to the material and topics.

Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships

COACHES' PLAYBOOK

PART 2

PART 2: FACILITATOR TRAINING GUIDE

It's GAME TIME!

Part 1 of the Coaches' Playbook focused on the role the HeaRT Coach plays in implementing the parent and youth programs. Of course, the role of the Coach is twofold and a second key role involves training program facilitators. That's where Part 2 of the Coaches' Playbook comes in. This section of the playbook:

- Details the training expectations for HeaRT facilitators
- Explains the role Coaches play in training facilitators
- Guides you through training activities led by Coaches to complement information introduced in the online training modules.

HeaRT Facilitator Training consists of two key components: the online training content and Coaches' Breaks, which are one-on-one Coach-led training sessions. Before diving into the activities you'll focus on during the Coaches' Breaks, it's important that you have a clear understanding of the two components of facilitator training.

About the HeaRT Online Facilitator Training

The HeaRT Online Facilitator Training was specifically designed to prepare facilitators to deliver the HeaRT youth and parent programs in their local communities. By taking facilitators on a journey through the world of teens, the training reminds facilitators to be mindful about the places where teen relationships form, where behaviors are learned, and where teen dating violence can occur.

The online portion of the HeaRT Facilitator Training:

- Defines the role of facilitators
- Teaches facilitators to deliver the HeaRT programs with fidelity
- Explains how to handle common facilitation challenges
- Provides an overview of key messages and program components for each of the sessions in the youth and parent programs
- Provides facilitators with opportunities to observe effective facilitation skills in practice
- Provides facilitators with opportunities to practice some of the key activities in the HeaRT programs before they lead the activities with youth and parents in their communities

All facilitators and coaches need to complete the online training. Although this training was designed for facilitators of the CDC-developed 6th and 7th grade youth and parent programs, the training should also be helpful for preparing facilitators to implement the 8th grade youth program, Safe Dates. Facilitator training specific to Safe Dates is also available from the Hazelden Foundation.

How Long Does it Take?

The total training should take about **10 hours** to complete. The online portion of the training will take about 3 hours. The in-person activities, including homework and meetings with the coach should take less than 7 hours. If a facilitator only needs training to implement the youth or parent program, but not both, the total training time will be shorter—about 7 hours. We suggest completing the entire training within two weeks.

How Do I Access the Training?

The HeaRT Online Facilitator Training is available at **https://vetoviolence.cdc.gov/apps/heart-facilitators/**.

Facilitators will need to print some activities from the online training to share with you later. Consider whether the computer they are using is connected to a printer. As an alternative, you could ask them to save the file as a PDF and email it to you-- but they may need some help with this.

About the Coaches' Breaks

In-person meetings between you and your facilitator(s) complement the online training. Specifically, it is recommended that you meet with facilitators in-person for **1-1.5 hours after each of the three modules** for Coaches' Breaks to complete interactive Coaching Activities and review homework assignments. **Part 2** of this guide outlines several Coaching Activities for each training module, as well as homework assignments for facilitators to complete on their own. Remember, it is imperative that you complete the online training yourself before attempting to lead facilitators through any of the in-person activities. While taking the training yourself, you may want to treat your Prevention Lead as your "Coach" for support. You should also complete the same homework and in-person activities you will lead your facilitators through in order to help you practice and fully engage with the material. During your Coaches' Break sessions, you should also be prepared to answer any questions your facilitators might have about concepts presented in the online training.

Whenever possible, you should conduct Coaches' Breaks in person to facilitate open, effective communication between you and the facilitators. This approach will also more closely simulate the in-person experiences facilitators will have once they are working in the community. Some Coaches may need to train multiple facilitators at once. If necessary, these activities could be adapted for small group delivery—but one-on-one coaching and support should still be available on an ongoing basis by phone or email.

HOW TO USE THIS GUIDE

This section of the Coaches' Playbook is intended to be an easy-access resource designed to guide you through the process of training facilitators to successfully deliver the HeaRT in your community. It provides a snapshot of each lesson to remind you of the core content, and describes the activities that you'll complete with facilitators during Coaching Activities at the end of each module.

You should meet with facilitators **at least three times** during the training process—following each module. You may want to add additional sessions or calls to discuss homework activities as well.

Ask facilitators to check in with you after completing the first lesson of the Intro module to gauge their level of comfort with the online training.

The following icons will help you easily identify core elements in each section:

Quick Glance

This section provides a brief description of the topics presented in each lesson of the Online Facilitator Training. This is intended to be serve a reminder of the materials covered in the training to help you anchor your discussions with facilitators.

Homework

These are additional activities for facilitators to complete on their own to continue their practice. You will distribute the homework assignments to facilitators and develop a timeline for completion as well as determine the best mode for delivery (e.g., written responses or a guided discussion).

Coaching Activity

This section describes discussions and interactive activities for you to work through together with your facilitators after each module to review key concepts or reinforce key facilitation skills.

Scoreboard

This section provides information to assess facilitator mastery of the key content in each coaching activity and lesson.

The Training Facilitation Guide section of the Coaches' Playbook is organized in three main sections that correspond to each of the three online training modules:

1. Intro Module
2. Parent Module
3. Youth Module

INTRO MODULE

LESSON 1: IMPLEMENTING THE HeaRT PROGRAMS

Quick Glance

Lesson 1 introduces the importance of implementing HeaRT with fidelity. It also teaches facilitators about the importance of safety monitoring and how to handle various levels of distress participants may experience.

Coaching Activity #1: Fidelity and Safety Monitoring

Review the definition and importance of fidelity and discuss safety monitoring with facilitators.

Scoreboard

Facilitators should be able to define fidelity and grasp the importance of both fidelity and safety monitoring for HeaRT success.

Fidelity is the extent to which delivery of an intervention adheres to the protocol or program model originally developed. Fidelity measurement has increasing significance for evaluation, treatment effectiveness research, and service administration.

Learn more:

Mowbray, C. T., Holter, M.C., Teague, G.B, & Bybee, D. Fidelity Criteria: Development, Measurement, and Validation. American Journal of Evaluation, 24(3), 315-340.

LESSON 2: FACILITATION SKILLS

Quick Glance

Lesson 2 focuses on the skills and role of facilitators. Facilitators need to be effective communicators, skilled in ensuring participant safety, and comfortable handling participant distress. This lesson covers:

- Qualities of Effective Group Facilitators
- What a Facilitator is Not
- Safety Monitoring
- Disclosure of Harm
- Know the Protocols
- Handling Distress
- Additional Guidance & Support

Coaching Activity #2: Facilitation Skills

The Facilitation Skills section of the online training includes examples of facilitators modeling techniques for redirecting discussions that begin to veer off topic. The additional activities below will help reinforce positive facilitation skills.

Have the facilitators explain the characteristics of a great facilitator. Facilitators should tell you as many characteristics as they can remember. Check off all of the characteristics from the list below that the facilitator mentions. Review and discuss any characteristics they fail to mention. While facilitators do not need to recall a minimum number of characteristics for successful completion of this activity, it is important to keep in mind that repetition of this information will be key to learning. You may want to review this activity during a subsequent Coaches' Break to help with recollection. You may also encourage your facilitators to make note cards to remind them of these important characteristics. Ask facilitators which characteristics they see as their strengths and where they may need support and practice. Help them identify ways to improve their skills.

Scoreboard

Trainees should be able to identify the following characteristics of great facilitators and strive to:

- Provide a supportive learning environment
- Value what participants bring to the group
- Handle sensitive issues and conflicts
- Be nonjudgmental
- Know their own values and attitudes influence presentation of the information
- Facilitate discussion
- Observe and listen
- Be approachable
- Speak clearly
- Use words that are easily understood by participants
- Establish relationships with group members
- Speak well of everyone

- Trust group members
- Build trust with participants, so they will trust you
- Clearly outline objectives and goals
- Categorize information well so they can retrieve it in response to questions
- Acknowledge what participants do not know (i.e., the implementer is not always the expert)
- Use time well
- Have working knowledge of multimedia devices (e.g., overhead projector, TV, DVD)
- Prepare in advance
- Be enthusiastic about the content of the program
- Be enthusiastic about people
- Be enthusiastic about the process

Coaching Activity #3: Handling Distress

> As with any new game plan, practice is very important to master the fundamentals. The same is true of facilitation. Role-playing allows you to practice real-life scenarios with facilitators to gauge their level of preparedness.

There is always the possibility that participants will show signs of distress and/or volunteer information during a discussion that leads a facilitator to suspect that they may be at risk of harm. Facilitators need to be prepared to identify and respond to distress and disclosures of harm. In the following activity, you and the facilitator will role-play a classroom interaction.

Instruct the facilitator to imagine that you are a participant in the youth program. Instruct them to respond as they would in a real-life HeaRT group setting.

Read the following scenario to the facilitator:

"My boyfriend gets so upset when I hang out with my friends or he can't reach me. He really scares me when he grabs me and won't let me leave to go home. I feel so sad sometimes – I don't know what to do." (Cry or become agitated and unable to calm down). "I've been sad like this for weeks. My friends are telling me that I'm losing weight. I'm having a hard time waking up in the mornings."

Scoreboard

Listen carefully to how the facilitator responds to the concerns raised in this scenario. The facilitator's response should include the following elements:

- A summary of what you said
- An acknowledgment of your feelings
- An offer for you to take a short break
- An offer of resources you can explore for additional help or information

Additionally, the facilitator should mention the need to notify the point of contact at the facility and describe how and when they will make the notification.

When discussing the facilitator's response, you should first ask them how it felt to respond to this scenario. Then, commend them for the elements they correctly included. Next, you should remind them of any missing elements and provide suggestions for how they may incorporate those elements into their response if something like this were to happen in a real HeaRT session. You should also ask them to identify the type of distress displayed in this scenario and discuss what they might have done differently if another type of distress were presented (i.e., mild, moderate, or extreme).

LESSON 3: MANAGING PARTICIPANT TENDENCIES

Quick Glance

Lesson 3 includes guidance about how to handle different types of participant tendencies as well as how to encourage group discussion and participation in activities. Additionally, the lesson covers potentially challenging facilitation skills:

- How to keep group discussion moving when time is running out and you have more material to cover
- What to do when participants bring up their personal problems
- How to manage participant tendencies that affect how group members interact with each other
- How to manage conflict within the group
- How to observe participants' body language and respond appropriately
- How to identify and limit inappropriate self-disclosure

Coaching Activity #4: Group Dynamics

Highlight with facilitators the importance of encouraging participation and keeping participants engaged in the topic(s) of discussion. Review the seven participant tendency types below and the effective strategies for dealing with each tendency. You can choose to present and review these tendencies and strategies in any format you like. Perhaps you want to make a game out of it – creativity is always encouraged.

Handling Seven Types of Participant Tendencies	
Participant Tendency	**Effective Strategies**
Complainer	
• Complainers tend to complain about a number of things. • There is a tendency for complainers to ramble and take the discussion off course. • It is not unusual for complainers to present situations or issues that are outside of the topic of discussion.	• Listen, even though it may be difficult. • Acknowledge by paraphrasing the complaints. • DO NOT agree with the complaints. • Be prepared to interrupt and take control of the situation. • Use limiting responses that pin the complaints to specific things/behaviors.
Indecisive	
• When decisions must be made, even simple ones, indecisive participants can delay the process, and they may talk "around" an issue rather than stay on the topic of discussion.	• Bring issues out in the open and make it easy for participants to be direct. • Help the participant solve problems. • Watch for signs that the pressure to make a decision may be overloading the participant. • Provide support after the participant finally makes a decision. • Remind participants that there are "no right or wrong answers."

Participant Tendency	Effective Strategies
Super-Agreeable	
• Super-agreeable participants seem to agree with every point of view, but in many cases, they do not actually agree. Rather, they are eager to please and reluctant to express their own views. • Super-agreeable participants tend to commit themselves to more than they can actually accomplish.	• Make honesty non-threatening. • Do not allow them to make unrealistic commitments they cannot fulfill.
Negative	
• Participants who are negative tend to object to everything and/or focus their attention and energies on the negatives. For example, they can always identify what is wrong with every situation and articulate why every strategy will be ineffective or simply cannot be done.	• Be patient and avoid getting drawn into the negative attitude. • DO NOT agree with them – when necessary make it okay to agree to disagree. • Disagree while respecting their perspectives.
Expert	
• Experts know everything. • Experts may attempt to debate the accuracy of materials presented.	• Listen to and acknowledge any concerns but avoid being a counter-expert. • Know your subject matter and use research evidence to support the strategies presented.
Silent-Unresponsive	
• Silent-unresponsive participants answer all questions with “yes” or “no” and are often the hardest in a group to read. • They resist or avoid participating actively in group discussions.	• Ask questions that cannot be answered with a yes/no response (i.e., open-ended questions), and then pause for long periods, inviting them to fill the void. This should be done carefully so as not to place them in an uncomfortable situation. • If the unresponsiveness becomes a problem in the group, discuss it one-on-one after the session.
Hostile or Aggressive	
• Hostile-aggressive participants will try to bully group members by being very critical of the content and the delivery of the program material.	• Listen to and acknowledge any concerns but do not feel like every single piece of the program should be (or needs to be) justified. • Know the subject matter and use research evidence to support the strategies presented. • Stay positive and be assertive in responses by standing up for the programs’ content and messages and by speaking from your point of view without being threatening.

Coaching Activity #5: Practicing Facilitation Skills

During this activity, you will use role-play to help facilitators practice the skills of paraphrasing and relieving tension. **Paraphrasing** is an effective strategy facilitators can use to manage certain participant tendencies and to assure participants that they are being heard. **Relieving tension**, on the other hand, is an effective strategy for mediating differences of opinions between participants. Feel free to repeat these exercises using some of the other facilitation skills, as you see fit.

Role-Play Activity #1: Read the following scenario to the trainee and instruct them to use the facilitation skill of paraphrasing.

"I mean I would love to be able to do all these things. But I have two other kids in the house. One is six and the other is two. I'm running from the moment that I get up in the morning with preparing breakfast and packing lunches. I'm yelling for everyone to get up and out the door before they are late to school. And they are always in front of some device."

An example of an acceptable response is: *"It sounds like it can be really challenging for you to get face-to-face time with your kids."* You should also encourage facilitators to consider adding a redirect like, *"How have some of you overcome this same obstacle?"* to get the group discussion back on track. Talk about when, why, and how this skill should be used during group sessions.

Role-Play Activity #2: Read the following scenario to the facilitator and instruct them to use the facilitation skill of relieving tension.

Parent 1 (Jennifer): "I don't think it is appropriate for kids to be learning about dating in schools. We need to have the conversation at home."

Parent 2 (Michelle): "I can't believe that you really believe that is the case. Look at our kids. They need to hear about teen dating violence prevention in the schools. Not everyone has someone at home to talk to."

An example of an acceptable response is: *"Jennifer and Michelle, you both are bringing up two different sides of this complex issue."* Talk about when, why, and how this skill should be used during group sessions.

Coaching Activity #6: Observation Skills

What people "say" nonverbally through body language cues can be as important as what they actually say verbally. Facilitators should recognize the importance of paying attention to nonverbal language cues.

In this activity, facilitators will practice their observation skills. **Print out Intro Module Activity 6: Observation Skills found on page 43 of this Playbook.** Tell the facilitator to look at the photographs. Ask them to describe what each person is "saying" with their body and face in each picture. As a next step, ask them to explain how they would respond if the HeaRT participants in their session were displaying similar body language and facial expressions.

There are <u>no right or wrong answers</u> for this observation activity. You should discuss each picture with the facilitator. Ask the facilitator to explain their perception of the person's body language and facial expression.

Scoreboard

Facilitators should understand that participants' feelings or responses can be inferred from nonverbal cues, and the appropriate facilitation response.

- Engaged/Understanding
  - If...
    - Several participants are engaged, continue.
    - One participant is not engaged, continue but make a mental note to check in with that participant later.
- Bored/Not engaged
  - If...
    - Several participants are bored/not engaged, take a break, move faster, ask engaging questions, or push forward.
    - One participant is bored/not engaged, continue but reassess that participant shortly after.
- Uncertain/Confused
  - If...
    - Several participants are uncertain/confused, identify areas of confusion, clarify, rephrase information, and ask others to explain and/or provide examples.
    - One participant is uncertain/confused, ask the participant about the area of confusion and offer clarity. You should also talk to the participant during the next break.

INTRO MODULE, COACHING ACTIVITY #6 – OBSERVATION SKILLS

Example 1 - What is she saying?

Example 2 - What is she saying?

Example 3 - What are they saying?

Example 4 - What is she saying?

End of Module Assessment:

At the end of the Intro Module, facilitators are asked to rate how confident they feel about their own facilitation skills. In the self-assessment, facilitators give themselves a score of 1 to 5 for each skill. Scores of 4 and 5 indicate strengths, a score of 3 is considered satisfactory, and scores of 1 and 2 are areas that need improvement. Facilitators will print their completed self-assessment and share it with you. Discuss their strengths and weaknesses. Note areas of weakness to help you identify skills you should focus on in depth when meeting with or observing the facilitator in the future.

Homework Assignments

As any good coach knows, drills (homework assignments) are important for achieving proficiency. Once your players (facilitators) have completed their homework assignments, huddle together to review them.

Each of the three homework assignments for the Intro Module require facilitators to read a narrative and answer accompanying discussion questions.

You can provide homework assignments before the Intro Module to discuss in your first coaching session or you can provide it at the end of this session and set a date to reconvene to review the discussion questions. When you review the homework, you should discuss their answers to the questions as well as how the insights relate to the work they will do in the community as a HeaRT Facilitator. Sample answers are provided for each assignment.

INTRO MODULE, HOMEWORK ASSIGNMENT 1

LOOK AT ME!

This assignment encourages facilitators to reflect on how they define "respect."

A teacher in a California elementary school was increasingly concerned that Thomas, a Native American student, wouldn't look at her. This problem had persisted for quite some time. Every single day, she encouraged him to look at her. Every single day, she said, a little more intensely each time, "Look at me…look at me."

By the fourth week of the term, the teacher got so frustrated that she hollered, "LOOK AT ME!" Surprised and scared, Thomas got down on his hands and knees and crawled under his desk. When he finally got back up, he looked at her and thought, "Well, if this is so important, maybe I should go home and practice." So, he went home and immediately started practicing eye contact with his parents. The result? They promptly sent him to his room!

When the school counselor came in to address the problem, it was painfully obvious that the teacher wanted Thomas to show her some respect. From her perspective, you show respect by making eye contact. She didn't realize that in some Native American cultures, direct eye contact is seen as a sign of disrespect.

Picture how confused Thomas must have been about the best way to show respect. How was he supposed to act? Which behavior was going to be acceptable to his teacher and to his parents?

We brought the parents and the teacher together to talk about the concept of respect and what respect "looks" like in their respective cultures. The outcome? Together they were able to agree on their expectations for Thomas. Imagine Thomas's relief! He now knew exactly how to demonstrate respect in a way that pleased both his parents and his teacher.

Each of us has our definition of what it means to "show respect." What does it look like in your world?

INSTRUCTIONS:

Think about these questions and discuss them with your Coach.

DISCUSSION QUESTIONS

1. **What dilemma did Thomas face with his teacher?**
2. **How did the expectations of his teacher and his parents differ?**
3. **How do you define respect?**
4. **In what ways do you show respect toward others? How do you know it is perceived that way?**
5. **How can the concept of respect be promoted when facilitating groups?**

SAMPLE ANSWERS LOOK AT ME!

1. **What dilemma did Thomas face with his teacher?**

   Thomas's unwillingness to look his teacher in the eye made her increasingly upset.

2. **How did the expectations of his teacher and his parents differ?**

   In Thomas's culture, it was a sign of disrespect to look adults in the eye; however, in his teacher's view, lack of direct eye contact was disrespectful.

3. **How do you define respect?**

   This is an open-ended question – allow facilitators to share their personal definitions of respect. As a point of reference, Merriam-Webster defines respect as an act of giving particular attention; high or special regard.

4. **In what ways do you show respect toward others? How do you know it is perceived that way?**

   Facilitators may provide a variety of examples; there are no right or wrong answers for this question. This is an opportunity to discuss how we each may view respect in ways that differ from how others view or perceive respect.

5. **How can the concept of respect be promoted when facilitating groups?**

   Example answers include: listening to the other person, being aware of nonverbal cues (e.g., facial expressions, body language), not interrupting someone as they are speaking.

INTRO MODULE, HOMEWORK ASSIGNMENT 2

WHEN IN EGYPT, DO WHAT?

This assignment explores the concepts of assumptions and stereotypes.

While I was in Egypt, I read a great review about a restaurant in a local magazine called Egypt Today. From the address, I knew it would be across from a certain hotel.

One afternoon, I went to the area to check out the restaurant and was unable to find it. There was no sign for it anywhere. Eventually I found the address on what appeared to be an apartment building. I entered and searched the premises. I searched the lobby. I searched the stairwells. I even searched the floor tile markings for signs of the restaurant. Amazing! I was unable to find any indication of it. It ought to be easier to find.

Not being one to give up, my colleagues and I returned that evening to the same hotel and asked about the restaurant. No one knew anything about it. Unsure of what to do next, we went outside and surveyed the situation. Soon after, someone came out from the apartment building and gave us directions to a lovely restaurant on the second floor. Being ever observant, I noticed that there was no signage anywhere for the establishment! True to the magazine review, the restaurant, which overlooked the Nile River, had terrific food.

Over time, my colleagues and I became more savvy about finding our way around the city. Whenever we discovered a restaurant we wanted to visit, we got directions to the exact location and checked after dark so we could look through the windows for people who were dining! Our success in finding the spot each time was rewarded with a wonderful meal. As I reflect back, I realize we learned something. We learned that our “oughts” and our “shoulds” get in the way.

INSTRUCTIONS:

Think about these questions and discuss them with your Coach.

DISCUSSION QUESTIONS

1. **What kept the storyteller from seeing the restaurant?**
2. **What changes did the travelers have to make to adapt to local customs and have a good experience in Egypt?**
3. **Where in your life do you act on assumptions that get in the way of being open to information?**
4. **How have you increased your awareness of your own stereotypes and assumptions?**
5. **How can our assumptions shape our experiences?**

SAMPLE ANSWERS WHEN IN EGYPT, DO WHAT?

1. **What kept the storyteller from seeing the restaurant?**

   The storyteller was unable to see the restaurant based on his assumptions that there should be signage for it and that it should be on the first floor.

2. **What changes did the travelers have to make to adapt to local customs and have a good experience in Egypt?**

   The travelers inquired with the locals for exact directions and had to change when they would venture out in the city to locate desired restaurants.

3. **Where in your life do you act on assumptions that get in the way of being open to information?**

   This is an open-ended question; facilitators can provide any examples. The point is for facilitators to be able to identify assumptions that may prohibit them from being open to learning about the lives or experiences of participants.

4. **How have you increased your awareness of your own stereotypes and assumptions?**

   This is an open-ended question; facilitators can provide any examples (e.g., assuming all nurses are female or construction workers are males).

5. **How can our assumptions shape our experiences?**

   This is an open-ended question; facilitators can provide any examples. The goal is to become more aware of the assumptions they will be carrying into the community and the classroom and the potential for those assumptions to interfere with the delivery of the programs and the overall learning experience.

INTRO MODULE, HOMEWORK ASSIGNMENT 3

Valuing Differences: Discovering your FRAME

All the things that make up who we are and how we view situations can be referred to as our FRAME. Our FRAME is made up of values we hold, our culture and background, and our life experiences. Life experiences include things that we choose to do, as well as things we do not have any choice about or control over.

Things that make up our FRAME include:

History/ancestral heritage	Language
Neighborhood we grew up in	Education
Neighborhood we live in now	Sexual orientation
Family	Profession
Religion	Ethnicity
Physical abilities	Culture/cultural traditions
Age	Economic class
Values	Nation/region
Sex	

FRAMEs affect how you see the world and other people. Individual experiences cause each person to view the world in a different light. These experiences, or our FRAME, lead us to make assumptions about others and the world around us. Sometimes these assumptions lead us to make judgments or stereotypes, or have feelings of uneasiness and mistrust towards others.

Take a minute to think about your FRAME, and write it down. You'll discuss your answers with your Coach later. What makes you unique? What similarities or differences do you share with others? What life experiences shape your assumptions and interpretations of others and the world around you? There are no right or wrong answers.

Examining your FRAME can help you work through any assumptions, fears, or biases you may have before engaging in your work as a HeaRT Facilitator. Use the following list of reminders to ensure you are approaching your work from a multicultural perspective:

F – Figure out the facts. Not just what is apparent to you, but all the facts. Seek more information, ask questions, and listen.

R – Reflect on reality. Is it my reality or their reality? Am I looking at this through my FRAME or trying to see it through their FRAME?

A – Acknowledge and challenge assumptions. Think about your expectations and whether they are appropriate. Are you making assumptions based on your FRAME?

M – Maintain an open mind. Just because someone else's FRAME differs from yours doesn't make that person wrong. What can you learn from other people? What can they learn from you? What do you have in common?

E – Expand your experiences. Explore, expose yourself, and encounter differences; expand your comfort zone; increase your cultural competence.

Adapted with permission of Teaching Tolerance, a project of the Southern Poverty Law Center.
https://www.tolerance.org/classroom-resources/tolerance-lessons/reflection-whats-your-frame

PARENT MODULE

The Parent Module provides detailed information about the HeaRT parent programs for facilitators who will deliver the parent programs in your community. **Both you and the facilitator should have a copy of the Parent Program Facilitator Guides and Parent Handbooks when you meet.**

LESSON 1: WELCOME AND INTRODUCTION

Quick Glance

This lesson provides an overview of the HeaRT parent programs, discusses the important role parents play in preventing teen dating violence, and covers logistics for program delivery.

There are no specific coaching activities for this lesson.

LESSON 2: SESSION OVERVIEWS

Quick Glance

This lesson provides an introduction and overview for each session in the 6th and 7th grade parent programs, including the key messages for each session, opportunities to dig into select activities and observe facilitators leading key portions of sessions while they effectively handle common facilitation challenges. As a reminder, the 8th grade parent program is self-administered by parents at home; thus, it is not covered in this training.

Your work for the Parent Module will focus on reviewing each program session in detail with facilitators and helping facilitators practice and refine their facilitation skills.

Coaching Activity #1: Overview of Parent Program Sessions

Walk through each of the sessions for both the 6th and 7th grade parent programs in detail. Review the session guides for each session together as they contain much more detail than the online training material itself. You should review the key messages, goals, and activities for each session. Let the facilitator ask any questions they may have about the sessions. This review may require multiple meetings, and it can be done in small groups if you are training multiple facilitators at once.

Coaching Activity #2: Facilitation Methods

The HeaRT parent programs require facilitators to use various presentation techniques and facilitation methods when delivering the programs. When developing the programs, CDC carefully selected the presentation techniques for each session to ensure effective delivery of key messages. During this activity, you will review a variety of presentation techniques with your facilitators and give them an opportunity to practice those techniques.

Discuss each of the following presentation techniques:

- **Mini-lecture:** structured presentations where the facilitator delivers the content
- **Group discussion:** an exchange of ideas about a topic of mutual concern where the facilitator and group members equally engage and participate in the discussion
- **Demonstration:** group members observe the performance of a task or procedure; the task or procedure can be performed either by the facilitator or by a member of the group
- **Brainstorming:** a technique where group members share ideas about a topic without constraints; use this technique to generate ideas and encourage participation

Ask the facilitator about the pros and cons of each technique, and discuss when and why facilitators may want to use each one. Next, instruct your facilitator to demonstrate one or more of the presentation techniques in a role play based on one of the program sessions. You can do this activity in a small group or one-on-one.

> Use materials from the Facilitator Guide and program materials (slides, posters, videos, etc.) when practicing facilitation methods.

Coaching Activity #3: Role-Play Facilitation

This activity gives facilitators the chance to practice the facilitation skills they have learned and to apply their knowledge of the HeaRT parent programs.

Select one or more sessions from one of the parent programs. You and the facilitators will then engage in a role-play activity. During this activity, you will assume the role of a parent participant in the program and the facilitator will lead the chosen session(s). Remember to throw a few facilitation challenges their way during the session! This activity can be done one-on-one or in a small group where facilitators take turns leading sessions.

After the facilitator completes the session, provide feedback about the role-play activity. When providing feedback, keep the following in mind:

- Focus on and point out the ways in which the facilitator was effective in delivering the programs and leading activities.
- Identify areas for improvement and offer concrete steps and guidance for improvement.
- Make sure that your comments will help the facilitator improve their skills and will help them feel prepared to lead the HeaRT program in the community.
- Be specific. Mention specific things the presenter did, both things they did well and things that would benefit from improvement.
- Only focus your suggestions for improvement on things that are within the facilitator’s ability to change.

Homework Assignments

Facilitators will complete two homework assignments in this module.

The first assignment will help facilitators identify the facilitation methods and presentation techniques they will be called on to use for each session of the HeaRT parent programs. This activity will help facilitators feel more prepared to deliver the programs. Facilitators can complete this assignment after completing the Parent Module, but before meeting with you for their coaching session(s). Print the assignment and provide it to facilitators after your Intro Module coaching session.

The second assignment requires facilitators to develop a Personal Facilitation Action Plan. For this assignment, facilitators should reflect on the concepts presented during the online training as well as the feedback you shared with them during your various in-person coaching session(s). The outcome of this assignment will be an action plan they can use to improve their facilitation skills. You can provide a copy of this assignment to facilitators at the end of the Parent Module coaching session(s). This is an activity for them to complete for their personal use, and they are not expected to discuss it with you—unless they would like to.

PARENT MODULE, HOMEWORK ASSIGNMENT 1

FACILITATION METHODS SEARCH

Review the facilitation instructions for each of the six sessions in the 6th grade parent program, and then again for the six sessions in the 7th grade parent program. Identify the facilitation methods you will need to use in each session (e.g., mini-lecture, group discussion, demonstration, brainstorming, etc.). Write the methods in the box next to each session. The purpose of this assignment is to review the various facilitation methods in the parent sessions. Being aware of the various methods you will need to use for each session is a great way to feel prepared. You can refer back to this worksheet before each session. If a session calls for methods you are less comfortable with, you may want to schedule time with your Coach to practice those methods in advance of the session.

HeaRT for Parents (6th Grade)

Session	Facilitation Methods
Session 1: Parents Make a Difference	
Session 2: Parenting Positively	
Session 3: Parents Are Educators	
Session 4: I Think I Can, I Know I Can	
Session 5: Parents Are Role Models	
Session 6: Moving Forward	

HeaRT for Parents (7th Grade)

Session	Facilitation Methods
Session 1: Parenting Positively	
Session 2: Let’s Talk (Part 1)	
Session 3: Parenting by Example	

Session	Facilitation Methods
Session 4: Let's Talk (Part 2)	
Session 5: Parenting Skillfully	
Session 6: Let's Talk (Part 3)	

PARENT MODULE, HOMEWORK ASSIGNMENT 2

HeaRT FACILITATION – PERSONAL ACTION PLAN

This worksheet is for your personal use to enhance your professional development. You will not be asked to discuss this with your Coach or in a group setting.

INSTRUCTIONS

Reflect on everything you learned during the Online Facilitator training, the activities you've worked through with your Coach, your practice experiences facilitating HeaRT sessions and the feedback you received from your Coach during your in-person sessions. After reflecting, ask yourself the questions below. This exercise will help you identify your strengths and weaknesses and prioritize action steps to improve your skills and help you be a successful facilitator of the HeaRT parent programs.

1. What are my overall strengths as a facilitator?
2. What specific facilitation skills or techniques do I need to work on to become even more successful?
3. What steps am I going to take to ensure that I am successful?

Skill/ Technique	Action	Resources	Completion Date

YOUTH MODULE

The Youth Module provides detailed information about the HeaRT 6th and 7th grade youth programs for facilitators who will deliver the youth programs in your community. Remember that the 8th grade program, Safe Dates, is available for purchase from Hazelden publishing. However, all of the facilitation skills discussed in this module apply to the 8th grade program as well.

Both you and the facilitator should have a copy of the Youth Program Facilitator Guides and Youth Handbooks when you meet.

LESSON 1: RUNDOWN OF THE HeaRT YOUTH PROGRAMS

Quick Glance

This lesson provides an overview of the HeaRT youth programs, discusses the problem of teen dating violence, and why preventing teen dating violence is so important.

There are no specific coaching activities for this lesson.

LESSON 2: LEADING STUDENTS THROUGH THE YOUTH PROGRAMS

Quick Glance

This lesson provides an introduction and overview for each session in the 6th and 7th grade youth program programs, including the key messages for each session, an opportunity to delve into select activities and to observe facilitators leading key portions of sessions while they effectively handle common facilitation challenges.

Coaching Activity #1: Session Overview

Walk through each of the sessions for both the 6th and 7th grade youth programs in detail. Review the Facilitator Guides for each session together as they contain much more detail than the online training material itself. You should review the key messages, goals, and activities for each session. Let the facilitator ask questions about the sessions. Do role-plays or observations of the facilitator practicing the session content. This may require multiple meetings, and can be done in small groups if you are training multiple facilitators at once.

LESSON 3: INTERCEPTIONS AND POST GAME RECAP

Quick Glance

This lesson covers logistics for program delivery as well as the intended goals and outcomes of the larger HeaRT program.

Coaching Activity #2: Facilitation Methods

The youth programs require facilitators to use various presentation techniques and facilitation methods when delivering the programs. When developing the programs, CDC carefully selected the presentation techniques for each session to ensure effective delivery of key messages. During this activity, you will review a variety of presentation techniques with your facilitators and give them an opportunity to practice those techniques.

> If a facilitator has already completed the Parent Module and coaching sessions, these activities will be reviewed and can be moved through quickly for extra practice. You can point out differences in how these skills will be used with parents compared to youth.

Discuss each of the following presentation techniques:

- **Mini-lecture:** structured presentations where the facilitator delivers the content
- **Group discussion:** an exchange of ideas about a topic of mutual concern where the facilitator and group members equally engage and participate in the discussion
- **Demonstration:** group members observe the performance of a task or procedure; the task or procedure can be performed either by the facilitator or by a member of the group
- **Brainstorming:** a technique where group members share ideas about a topic without constraints; use this technique to generate ideas and encourage participation

> Use materials from the Facilitator Guide and program materials (slides, posters, videos, etc.) when practicing facilitation methods.

Ask the facilitator about the pros and cons of each technique, and discuss when and why facilitators may want to use each one. Next, instruct your facilitator to demonstrate one or more of the presentation techniques in a role play based on one of the program sessions. You can do this activity in a small group or one-on-one.

Coaching Activity #3: Role-play

This activity gives facilitators the chance to practice the facilitation skills they have learned and to apply their knowledge of the youth programs.

Select one or more sessions from the youth programs. You and the facilitators will then engage in a role-play activity; during this activity, you will assume the role of a student participant in the program and the facilitator will lead the chosen session(s). Remember to throw a few facilitation challenges their way during the session! This activity can be done one-on-one or in a small group where facilitators will take turns leading sessions.

After the facilitator completes the session, provide feedback about the role-play activity. When providing feedback, keep the following in mind:

- Focus on and point out the ways in which the facilitator was effective in delivering the programs and leading activities.
- Identify areas for improvement and offer concrete steps and guidance for improvement.
- Make sure that your comments will help the facilitator improve their skills and will help them feel prepared to lead the HeaRT program in the community.
- Be specific. Mention specific things the presenter did, both for things they did well and things that would benefit from improvement.
- Only focus your suggestions for improvement on things that are within the facilitator’s ability to change.

Homework Assignments

Facilitators will complete two homework assignments in this module.

The first assignment will help facilitators identify the facilitation methods and presentation techniques they will be called on to use for each session of the HeaRT youth programs. This activity will help facilitators feel more prepared to deliver the programs. Facilitators can complete this assignment after completing the Youth Module, but before meeting with you for their coaching session(s). Print the assignment and provide it to facilitators after your Intro Module coaching session.

The second assignment requires facilitators to develop a Personal Facilitation Action Plan. For this assignment, facilitators should reflect on the concepts presented during the online training as well as the feedback you shared with them during your various in-person coaching session(s). The outcome of this assignment will be an action plan they can use to improve their facilitation skills. You can provide a copy of this assignment to facilitators at the end of the Youth Module coaching session(s). This is an activity for them to complete for their personal use, and they are not expected to discuss it with you—unless they would like to.

YOUTH MODULE, HOMEWORK ASSIGNMENT 1

FACILITATION METHODS SEARCH

Review the facilitation instructions for each of the seven sessions in the HeaRT (6th and 7th grade) youth programs. Identify the facilitation methods you will need to use in each session (e.g., mini-lecture, group discussion, demonstration, brainstorming, etc.). Write the methods in the box next to each session. The purpose of this assignment is to review the various facilitation methods in the student sessions. Being aware of the various methods you will need to use for each session is a great way to feel prepared. You can refer back to this worksheet before each session. If a session calls for methods you feel less comfortable with, you may want to schedule time with your Coach to practice those methods in advance of the session.

HeaRT (6th Grade)

Session	Facilitation Methods
Session 1: Healthy Relationships	
Session 2: Understanding Feelings	
Session 3: Staying in Control of Feelings and Making Healthy Decisions	
Session 4: Healthy Communication	
Session 5: Unhealthy & Unsafe Relationships	
Session 6: Relationship Rights & Getting Help	
Session 7: Healthy Relationships Toolkit Rewind	

HeaRT (7th grade)

Session	Facilitation Methods
Session 1: Healthy Relationships	
Session 2: Understanding Feelings	
Session 3: Staying in Control of Feelings & Making Healthy Decisions	
Session 4: Healthy Communications	
Session 5: Unhealthy & Unsafe Relationships	
Session 6: Sexual Violence & Dating Safety	
Session 7: Relationship Rights & Getting Help	

YOUTH MODULE, HOMEWORK ASSIGNMENT 2

HeaRT FACILITATION – PERSONAL ACTION PLAN

This worksheet is for your personal use to enhance your professional development. It will not be discussed with your Coach or in a group setting.

INSTRUCTIONS

Reflect on everything you learned during the HeaRT Online Facilitator training, the activities you've worked through with your Coach, your practice experiences facilitating HeaRT sessions and the feedback you received from your Coach during your in-person sessions. After reflecting, ask yourself the questions below. This exercise will help you identify your strengths and weaknesses and prioritize action steps to improve your skills and help you be a successful facilitator of the HeaRT youth programs.

1. What are my overall strengths as a facilitator?

2. What specific facilitation skills or techniques do I need to work on to become even more successful?

3. What steps am I going to take to ensure that I am successful?

Skill/Technique	Action	Resources	Completion Date

Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships

GOOD GAME, COACH! YOU DID IT!

Your role as a Coach is vital and should not be taken lightly. The combination of the online HeaRT Facilitator Training and your guidance and supervision ensures that facilitators are prepared to implement HeaRT with fidelity and help prevent violence in adolescence.

Refer to the Coaches' Playbook, the Guide to Implementation, the Facilitator Training Manual, and the Parent and Youth Facilitator Guides throughout the life of your program as helpful resources for you and your team.

See you out there, Coach!

APPENDIX A.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND HeaRT

This document outlines alignments between the Common Core standards for English Language Arts and the HeaRT youth programs (6th and 7th grade). The first section presents relevant standards and the program activities that align with these standards. A summary table delineates the general standard, the focus area, the specific standard addressed, and an example of the type of HeaRT activity that meets the standard.

> Educational standards change over time. Always check with the appropriate resources about the current standards in your state.

English Language Arts Standards. These standards include reading, writing, language, speaking, and listening. The standards listed below are those addressed in some way by HeaRT.

- **Reading and Writing Standards.**
  - Several reading and writing activities are included in the HeaRT youth programs, which require students to:
    1. Create a written healthy dating recipe (6th grade only)
    2. Read scenarios, and identify and write out the self-talk used by characters in a scenario driven activity (6th & 7th grade)
    3. Identify and write out the physical and relaxing activities that the student enjoys (6th & 7th grade)
    4. Read scenarios, and identify and write out possible "I-statements" that scenario characters could use in a given social interaction situation (6th & 7th grade)
    5. Complete a guided written activity in which a student writes down characteristics of a healthy dating relationship (7th grade only)
    6. Read scenarios, and complete a written activity with the purpose of identifying whether characters in the scenario are using appropriate consent in interactions. (7th grade only)
  - **Activities 2, 3, and 6** listed above provide students with an opportunity to identify key ideas and details for informational texts, including drawing inferences, consistent with the 1st core standard of reading informational texts for 6th and 7th grade students.
  - **Activities 1, 2, 4, 5, and 6** listed above provide the students with the experience of writing arguments and supporting claims with clear reasons and relevant evidence, consistent with the **1st core writing standard for 6th and 7th grade students.**
- **Speaking and Listening Standards.**
  - Several speaking and listening activities are included in the youth programs, which require students to:
    1. Openly discuss the content of each session, including thoughts and opinions about feelings identification, social awareness, and relationship skills according to ground rules of identified in session 1:
       - Participate in class discussion and activities
       - Remember that everyone deserved to be heard
    2. Participate in group activities that involve brainstorming, discussions, role-play, and games. These activities allow students to openly and respectfully present, listen, and converse about thoughts and opinions related to the subjects presented or prompted by the HeaRT Facilitator each session.
    3. Complete small group activities to discuss and practice healthy communication skills and relationships.
  - Each of the activities listed above provide students with experience engaging effectively in a range of collaborative discussions with diverse partners, consistent with the **1st core speaking and listening standard for 6th and 7th grade students.**

General Standard	Focus Area	Standard Addressed	HeaRT Activities	Examples
English Language Arts	Reading	Identify key ideas and details for informational texts, including drawing inferences	• Read scenarios, and identify and write out the self-talk used by characters in a scenario driven activity (6th & 7th grade) • Identify and write out the physical and relaxing activities that the student enjoys (6th & 7th grade) • Read scenarios and complete a written activity with the purpose of identifying whether characters in the scenario are using appropriate consent in interactions (7th grade only)	• Reading-based scenario activity focused on students learning about self-talk Example Scenario: Ming got a text from his friend Layla. It said, "I can't make the movies again, sorry." It is the second time this week that Layla has canceled. Negative Self-Talk: Obviously, Layla does not like me at all. No one likes me.
English Language Arts	Writing	Writing arguments and supporting claims with clear reasons and relevant evidence	• Create a written healthy dating recipe (6th grade only) • Read scenarios, and identify and write out the self-talk used by characters in a scenario driven activity (6th & 7th grade) • Read scenarios, and identify and write out possible "I-statements" that scenario characters could use in a given social interaction situation (6th & 7th grade) • Complete a guided written activity in which a student writes down characteristics of a healthy dating relationship (7th grade only) • Read and complete a written activity with the purpose of identifying whether characters in the scenario are using appropriate consent in interactions (7th grade only)	• Writing based self-talk activity Example writing activity: After reading the Ming scenario (described above), write down one or two examples of how you could change the negative self-talk into positive self-talk.

General Standard	Focus Areas	Standard Addressed	HeaRT Activities	Examples
English Language Arts	Speaking and Listening	Engaging effectively in a range of collaborative discussions with diverse partners on 6th and 7 grade topics	• Openly discuss the content of each session, including thoughts and opinions about feelings identification, social awareness, and relationship skills according to ground rules (6th & 7th grade) • Participate in group activities that involve brain storming, discussions, role-play, and games. These activities allow students to openly and respectfully present, listen, and converse about thoughts and opinions related to the subjects presented or prompted by the facilitator in each session (6th & 7th grade) • Complete small group activities to discuss and practice healthy communication skills and relationships (6th & 7th grade)	• Speaking and Listening activity related to feelings Example speaking and listening activity: Students are asked to participate in a brainstorming activity about their emotions. Students are asked to openly discuss and describe feelings, the relationship between physical cues and what those feelings represent, and identify how they would feel in certain situations.

APPENDIX B. SAFETY MONITORING RESOURCES

SAMPLE SAFETY MONITORING IMPLEMENTATION WORKSHEET

The worksheet below delineates specific tasks to help you develop your site's safety monitoring plan. The table is broken out by specific topics. The worksheet includes space to identify the party responsible for obtaining the needed information and the due date for each task. The Prevention Lead and/or Coach are responsible for developing a comprehensive safety monitoring plan prior to training facilitators.

DISTRESS PROTOCOL

Task	Person Responsible	Due Date
Identify any relevant existing protocols (at your organization, schools, or other organizations for youth and parent programs).		
Determine if formal approval of protocols will be necessary.		
Develop a site-specific protocol for handling mild, moderate, and extreme distress.		
Coordinate with local schools or organizations where HeaRT will be implemented to identify an on-site first responder and a backup staff member.		
Obtain formal approval if needed; review distress protocol with the school or organization and its staff members.		

SUSPECTED CHILD ABUSE OR NEGLECT

Task	Person Responsible	Due Date
Obtain state guidelines about child abuse and neglect, including becoming familiar with state definitions of child abuse, child sexual abuse, and child neglect, and identifying state requirements for mandatory reporters. In most states, all teachers and school personnel are mandatory reporters.		

Write your state's relevant statutory language here so it can be inserted into all policy documents:

Task	Person Responsible	Due Date
Identify relevant existing protocols (health department or lead organization, schools, or other organizations for youth and parent programs).		
Develop a protocol for identifying and addressing suspected child abuse and neglect, including the following components: • Identify contact information for the on-site first responder and backup staff member and the school or organization where the youth and parent programs are being implemented. • Identify time frame for notifying site program manager, including contact information during regular business hours and after hours. • Identify the local child welfare agency responsible for receiving reports of suspected child abuse and neglect, as well as the agency's contact information during regular business hours and after hours.		
Determine a format for documentation of suspected child abuse and neglect, as well as confidentiality guidelines for storing and handling such documentation. Considerations include: • Possibly identifying existing formats for documentation. • Adapting or creating a form for documentation that includes fields for all information that partner organizations will want documented. • Determining whether personal identifying information should appear on the form. • If personal identifying information will appear on the form, address safe storage and confidential handling of written documentation.		

Task	Person Responsible	Due Date
Train facilitators on the protocol before implementation begins.		
Inform participants at the beginning of implementation about facilitators being required to report if someone is in danger or a minor is receiving improper or insufficient care. Consider developing a simple script for facilitators to read to participants.		

IMMINENT HARM

Task	Person Responsible	Due Date
Identify relevant existing protocols (schools or other organizations for youth and parent programs).		
Develop a protocol for identifying and responding to imminent harm or danger, to include: • Identifying contact information for the first responder and backup staff member at the school or organization where the youth and parent programs are being implemented. • Identifying time frame for notifying site program manager, including contact information for after business hours. • Identifying the appropriate authorities for receiving reports of imminent harm or danger, including contact information for after-hours reports (calling 911 may be appropriate).		
Determine format for documentation of imminent harm or danger, as well as confidentiality guidelines for storing and handling such documentation. Considerations include: • Possibly identifying existing formats for documentation. • Adapting or creating a form for documentation that includes fields for all information that lead and partner organizations will want documented. • Determining whether identifying information should appear on the form. • If identifying information will appear, addressing storage and confidential handling of written documentation.		
Train implementation staff on the protocol before implementation begins.		
Inform participants at the beginning of implementation about facilitators being required to report if someone is in danger. Consider possibly developing a simple script for facilitators to share with participants.		

RESOURCES

Task	Person Responsible	Due Date
Identify local resources for youth and parent programs and develop local resource handouts.		
Print local and national resource handouts for youth and parents.		

RESOURCE 2 Template — Document of Serious Events

Date	Facilitator Name
Program (Youth/Parent)	**(Session name and #)**

Where event took place

Describe the event: what happened, specific statements by participant, how handled by facilitator

Any follow-up needed

Review by site program manager and date of review

SAMPLE SAFETY MONITORING PROTOCOL

Your safety monitoring protocol is intended to be a "living document" that can be updated as new information becomes available.

You should develop site-specific protocols in four areas:

- mild and moderate distress
- extreme distress
- suspected child abuse and neglect
- imminent harm

Your organization and partner organizations may already have established procedures related to the information covered in this Coaches' Playbook. If not, your organization may wish to use this sample set of guidelines. However, we strongly suggest that you tailor these to reflect not only the needs of your community, but also any site-specific legal or ethical requirements regarding the need for formal approvals. All sites should have procedures in place for handling these events **before** implementing the youth and parent programs.

The topics covered here for a safety monitoring plan include:

- Disclosures by participants and requests for referrals (Section I)
- Distress: Overview and How to Handle Mild and Moderate Distress (Section II)
- Serious Events (Section III)
  - Extreme distress
  - Suspect child abuse or neglect
  - Imminent harm
- Resources (Section IV)
  - Template – Documentation of Serious Event

Section I. Disclosures by Participants and Requests for Referrals

This section discusses participant disclosures and requests for referrals and includes a suggested approach for handling disclosures and referral requests. It is important to note that some participants who disclose violence victimization or perpetration may exhibit mild or moderate distress (see **Section II**) while others will exhibit extreme distress (see **Section III**). It is not uncommon to encounter such reactions when delivering violence prevention programs. Disclosures may also describe suspected child abuse or neglect or imminent harm (see **Parent programs**).

Because facilitators cannot predict what disclosures may be made during a given session, or the distress or serious events that may occur, they need to be proactive in describing confidentiality and privacy limits to participants. For example, facilitators must alert session attendees that if participants reveal that any individual is in immediate or potential danger, the facilitator must report this. We suggest that facilitators cover these issues in introductory "housekeeping" discussions at the beginning of program implementation. This information is included in the program Facilitator Guides.

A. Disclosures

Given the focus of the youth and parent programs, it is possible that a participant may disclose violence victimization or perpetration. For example, a student may stay after class to talk with the facilitator about their friend saying mean things in front of friends, or a mother or father may describe a previous experience with domestic violence with a former partner who is no longer living in the home and her concerns about how this may affect their child when they begin dating.

It is possible that a participant will exhibit distress when making a disclosure, or that a session attendee will disclose suspected child abuse or neglect or imminent harm. Although these situations are less likely, it is imperative that your organization be fully prepared to handle these occurrences prior to beginning any implementation. Subsequent sections delineate suggested procedures for dealing with disclosures involving mild or moderate distress (**Section II**) and dealing with more serious events, such as extreme distress, suspected child abuse or neglect, or imminent harm (see **Section III**). Your organization is responsible for developing protocols for each of these situations. In addition, as will be covered in more detail in **Section IV**, your organization is responsible for developing a resource handout that includes both national and local resources prior to program implementation. This handout should be available at all youth and parent sessions.

It is also possible that a participant will make a disclosure without exhibiting distress and without disclosing suspected child abuse or neglect or imminent harm. As a check to make sure the facilitator is not misreading a lack of apparent distress, they may want to summarize what the participant said and acknowledge their feelings (e.g., "You sound like you're feeling all right about what happened with your girlfriend last weekend."). This can occur in the group or privately afterwards, depending on the situation. If distress is not apparent, the suggested approach is for the facilitator to provide the participant with a resource handout that contains relevant national and local resources.

B. Requests for Referral

It is also possible that a parent or student will request a referral from the facilitator without displaying any type of distress or disclosing suspected child abuse or neglect or imminent harm.

Examples include the following:

> "Can you tell me how I can find out more about dating abuse or helping a friend who has experienced dating abuse?"

> "Who would I talk to if I hear about my son/daughter/friend being in an abusive relationship?"

When participants request referral for services, facilitators should provide resource handouts and direct them to appropriate organizations relevant to their issue or concern. Again, it is important to note that Sections III and IV delineate guidelines for handling requests for referrals accompanied by distress or a disclosure of suspected child abuse or neglect or imminent harm.

Section II. Distress: Overview and How to Handle Mild and Moderate Types

A. Overview

When implementing the HeaRT program with youth and parents, it is possible that the discussions may make participants feel uncomfortable or experience distress. Think of distress as the body's response to discomfort. The onset of distress can be difficult to recognize, and when present, can be mild, moderate, or extreme. Table 1 describes three types of distress and examples of how each may manifest.

Table 1. Three Types of Distress: Mild, Moderate, and Extreme

Type	Characteristics	Example
Mild distress	Statement made about being worried, nervous, and/or sad No emotional reaction	"My girlfriend is tripping. She's got me all upset." Or "I wonder if my son is going to follow in my shoes and get into a violent dating relationship because he saw his father and me fighting all the time." But no signs of actually being upset (no tears, no emotional reaction).
Moderate distress	May report feeling bad or being sad Shows some emotional reaction, such as being tearful, looking anxious, or having nervous speech Recovers from emotional reaction, able to calm themselves down	"I've been really sad since my girlfriend broke up with me three weeks ago, and she spread rumors about me on Facebook," (tears coming down face, picking at his fingernails). "She's already got a new boyfriend, and it's all over her Facebook page." Cries but then recovers.
Extreme distress	Extreme emotional reaction Statements made indicating concern about unwanted sexual activity or dating violence to the point that the individual is consumed with worry or anxiety Statements indicating extreme hopelessness, sadness, or depression Participant cannot stop crying, or their anger does not subside to the point that facilitator is worried about the participant; statements about sadness become more severe, participant volunteers more information about depressive symptoms (e.g., not eating/overeating, not sleeping/sleeping too much, thoughts of suicide/homicide, no interest in anything, loss of affect/functioning at work/school/home)	"My boyfriend gets so upset when I hang out with my friends or he can't reach me. He really scares me when he grabs me and won't let me leave to go home. I feel so sad sometimes – I don't know what to do." (Respondent continues to cry, unable to calm down). "I've been sad like this for weeks. My friends are telling me that I'm losing weight, I'm having a hard time waking up in the mornings."

Before you implement HeaRT, your organization should be prepared to handle distressed participants. The following subsection presents steps on how to handle participants who exhibit mild and moderate distress. Steps for handling participants with extreme distress are discussed in Section III.

B. How to Handle Participants Who Exhibit Mild to Moderate Distress

Youth Programs

If a student shows signs of mild or moderate distress during implementation of the youth program, the facilitator should

- Acknowledge the youth's feelings (e.g., "I see that you got upset during the role-play we just completed.")
- Ask the student if they would like to take a short break.
- Evaluate whether the distress is extreme (see **Table 1**).
- The facilitator should also note any patterns to the distress, including whether the distress seems to be associated with a particular program component.
- If the distress is not extreme and the youth appears to recover quickly, the facilitator can provide the student with the option to continue with the session or to speak with a school counselor. It is important for facilitators to have resource handouts readily available to provide to youth whenever distress occurs. They can encourage youth to reach out to a trusted adult to assist with accessing resources or for more support. If the distress is extreme, see **Section III**.

Parent Programs

If a parent shows signs of mild or moderate distress while attending a program session, the facilitator should

- Acknowledge the parent's feelings (e.g., "I see this discussion is making you feel upset.")
- Ask the participant if they would like to take a short break, and let the parent know that you can provide a resource list at the end of the session if they would like to talk with someone.
- Evaluate whether the distress is extreme (see **Table 1**).
- Facilitators should also note any patterns to the distress, including whether it seems associated with a particular program component.
- If the distress is not extreme and the parent wants to continue with the session, the facilitator should complete the session and encourage them to contact someone on the resource handout for further information. If the distress is extreme, see **Section III**.

Section III. Serious Events

Although rare, serious events can occur during program implementation. These events include extreme distress as well as disclosures about suspected child abuse or neglect and imminent harm. These types of serious events require an immediate response from the facilitator. As previously mentioned, your organization will need to have a detailed protocol in place prior to implementation to address serious situations, including identifying a first responder. Each site-specific protocol should identify a person who will serve as the first responder at the school or organization where the program is being implemented. A person who will serve as the backup responder should be identified if the first responder is not available. Contact information for both individuals should be available to facilitators.

In addition, if a serious event occurs, the facilitator should contact you, as the Coach, as soon as possible. Depending on the organization and the facilitator, you or the facilitator should also contact the Prevention Lead. It is incumbent upon each organization to identify who should be contacted and to ensure that all facilitators understand the expectations and procedures.

For all serious events, you should also maintain written documentation for your organization's records. Ideally, the facilitator would complete this documentation within 48 hours of the event. Resource 2 contains a suggested template that your team can tailor and use. The template contains the following elements:

- Date
- Facilitator name
- Program – parent or youth; session number and name
- School or community-based organization (i.e., the location where the event took place)
- What happened/what was said by participant/what was observed by facilitator
- How the situation was handled; facilitator response
- Any follow-up needed
- Site program manager review

A. Extreme Distress

There may be times when a participant exhibits an extreme reaction to material in a session. As noted in **Table 1**, examples of extreme reactions include uncontrollable crying or anger outbursts where the participant does not appear able to calm him- or herself down. Extreme distress may also occur in relation to personal disclosures (**Section II**) or may be linked with suspected child abuse or neglect or imminent harm (**B** and **C** in this section).

For both the youth and the parent programs the facilitator should contact you, the Coach, to report what happened following the session. In addition, as with all serious events, the facilitator should complete documentation of the event within 48 hours. If the facilitator concludes that the situation indicates a threat of imminent harm, they should follow the steps outlined below in **Section C**.

Youth Programs

If a youth exhibits extreme distress during a session, the facilitator should:

- Stop the session.
- Contact the first responder at the school (e.g., guidance counselor, nurse, as identified in advance by the lead organization in coordination with school staff) so that the youth can be removed from the classroom and taken to a safe place where they can calm down.
- Once the student's safety is secured, reassure the class that they are safe and that there are times when discussions may make someone upset.
- Assess the distress level among the other youth.
- If no distress is present among the other youth, the facilitator should continue with the session. If other youth are exhibiting mild, moderate, or extreme distress, the facilitator should follow the appropriate steps as outlined above.

Parent Programs

If a parent exhibits extreme distress during a session, the facilitator should:

- Stop the session.
- Coordinate with the other facilitator (if two facilitators are present) to take the distressed parent out of the room and into a private area where they can calm down.
- Contact the organization's identified first responder. If the first responder is on-site, the other facilitator can return to the session once that person arrives to be with the parent. If the first responder is off-site, the other facilitator should develop a plan of action with the first responder.

B. Suspected Child Abuse or Neglect

Although HeaRT does not specifically address child abuse or neglect, a youth or parent may voluntarily disclose such information, or a facilitator may observe an interaction between a parent and child that causes concern. Because the program addresses violence (including sexual violence), and the parent program explores parenting teens, there is a chance that youth or parents may begin to discuss family violence or neglectful parenting. It is important for facilitators to be prepared to identify and respond to suspected child abuse or neglect.

As noted previously, the privacy of participants is critical, and any decision to report suspected child abuse or neglect must be made within the context of informing youth and parents of this possibility ahead of time (e.g., at the beginning of implementation). Thus, reporting takes place in the service of protecting individuals' safety and only upon careful consideration of the situation. However, it is the responsibility of your organization to ensure that it develops all protocols in compliance with state mandatory reporting laws governing such events.

In every state, there is a duty for some, if not all, citizens to report suspected child abuse and neglect. Although the chances are very small that a program facilitator will need to report suspected child abuse and neglect, it is an important topic and one that the organization, facilitators, and partner agencies should be prepared to address. Therefore, it is important to develop a protocol to address suspected child abuse and neglect, including disclosures by youth or parents and observed parent-child interactions. This section presents some considerations in developing such a protocol.

The facilitator's role is to guide participants through the program as written, without encouraging extraneous discussions about family violence or child abuse or neglect. Nevertheless, it is possible that a youth or parent will volunteer such information. In this situation, facilitators should write down what was said and proceed with their obligation to report the situation to you and to follow your organization's established protocol.

It is important to be familiar with your state's laws, as there are variations across jurisdictions. Such laws may require all persons to report to a local child welfare agency when they suspect that someone younger than 18 is being abused or neglected by their parent, guardian, custodian, or caretaker. State laws specify the definition of **child abuse**, which may mean that a child has been inflicted with physical injury or injuries other than by accidental means or is in a condition that is the result of maltreatment, such as malnutrition, sexual molestation or exploitation, deprivation of necessities, or cruel punishment. A state's definition may also include living in an environment injurious to the juvenile's welfare (for example, in a home that is physically deteriorated to the point where it is dangerous).

Because HeaRT discusses sexual violence, participants may voluntarily disclose information about a minor being sexually abused. It is important to be familiar with your state's definition of **child sexual abuse**, which may include situations when a parent or caretaker

- Commits, permits, or encourages sexual acts with a child.
- Permits or encourages the child to participate in the preparation and/or dissemination of obscene material.
- Displays or disseminates obscene material to a child, or encourages the child to participate in a live sex act.
- Promotes prostitution of a child.
- Allows sibling sexual activity to occur.

Because the parent program also covers parenting practices, it is important to be familiar with your state's definition of **child neglect**, which may refer to a caregiver's failure to provide needed, age-appropriate care for a child, including inappropriate discipline and/or lack of shelter, food, clothing needed for warmth, or needed medical care.

- The protocol developed by each organization should include the following steps:
- Facilitator documents what was said or observed.
- Facilitator contacts you, their Coach.
- If facilitator suspects child abuse or neglect, they should follow the established procedure for submitting a report to the local child welfare agency.
- Facilitator notifies the school or organization where the program is being implemented that the report has been made.

Remember, any facilitator's concern about a child's well-being should be discussed with you, compared to a review of state statute, and handled according to the protocol developed by your organization, which may reflect existing protocols in place at schools or partner organizations. Following the session in both the youth and the parent programs, the facilitator should contact you to report what happened.

C. Imminent Danger or Harm

If a participant verbally discloses to a facilitator that they are in immediate or potential danger, or that others could be in immediate or potential danger, the facilitator needs to immediately notify a first responder, such as the school counselor or a designated staff member where the program is being delivered. It is important for the protocol to include placing a call (possibly a joint call involving the facilitator, you, as their Coach, and/or the first responder) to the appropriate authorities. Please note that such action may not be necessary for disclosures about past experiences, only for reports about current or future danger. The disclosure should be described in detail to you and the designated first responder. In addition, the facilitator should document all information about the disclosure and resulting action in terms of what happened and/or what was said, and what the facilitator did in response. Remember that a facilitator's concern about an individual's immediate safety should be reported immediately and handled according to the protocol developed by your organization, which may reflect existing protocols in place at schools or partner organizations.

Section IV. Resources

During the course of implementing the HeaRT youth and parent programs, participants may need to access local or national resources that provide specialized support for children and adults. Your organization should compile a list of national and local resources for youth and parents before program implementation.

A. How do I identify local resources for participants?

It is important to identify local resources prior to implementation. Depending on the breadth of available resources, you will want to develop either a single local resource list for both youth and parents, or one local resource list for parents and another for youth. If you choose to develop a single resource list for both purposes, be sure to note which organizations serve youth, which serve adults, and which serve both. (Note: Your partners may already have resource lists to share with you).

Types of organizations to consider include the following:

- Domestic violence shelters
- Rape crisis centers
- Boys and Girls Clubs
- YMCA
- Girl Scouts/Boy Scouts
- Youth after-school programs
- Mental health/counseling centers
- Faith-based organizations
- Local social service/child welfare offices
- Women's centers

In addition, the following websites and hotlines may be helpful in locating relevant resources in your community:

U.S. Department of Justice, Office on Violence Against Women (local resource page) **https://www.justice.gov/ovw/local-resources**

National Domestic Violence Hotline (maintains list of local domestic violence resources) 1-800-799-SAFE (7233)

Rape, Abuse & Incest National Network (generates list or map of crisis centers based on ZIP code). **http://centers.rainn.org/**

Centers for Disease Control and Prevention, Rape Prevention and Education Program **https://www.cdc.gov/sexual-violence/programs/index.html**

B. What else should you consider in identifying resources for HeaRT participants?

When considering resources for HeaRT participants, keep in mind the specific needs of the target population in your community, including characteristics that may be common across your groups (e.g., age group, living in an urban setting) and the diversity that will be evident among your participants (e.g., culture, sexual orientation, physical ability). Identifying organizations with experience serving children and teenagers in your community will be essential in preparing local resources for youth; however, you should also attempt to find out which local organizations have experience providing sensitive, culturally competent services for members of particular populations, such as Spanish speakers; lesbian, gay, and bi-sexual persons; or disabled participants (e.g., deaf and hearing-impaired, blind and sight-impaired, and physically disabled).

You should create a resource list that includes both national and local resources. The resource lists should be printed and carried by all facilitators (ideally on colored card stock to make them stand out from other materials). In addition to the name and contact information of each local organization, it is useful to also provide some information that will help youth and parents identify the resources that are most appropriate to their needs, as well as help facilitators provide participants with appropriate referrals. CDC suggests that students receive a resource list for youth, and that parents receive both the youth resource list and a parent resource list. In this way, parents will have information about resources to share with their middle-school children, as well as access to resources that serve their own needs.

Finally, as with the national resources, it is very important to check that local organizations still exist and to confirm contact information before being included on a local resource list. The landscape of local services can change rapidly, and persons in need of these services may not have opportunity or energy for multiple help-seeking attempts. For this reason, it is essential that facilitators refer youth and parents who are in need of assistance only to resources already confirmed as current.