

Focus on Youth with ImPACT

(Informed Parents and Children Together)

A Focus on Kids Intervention

**An HIV Prevention Program
For African-American Youth
With a Complementary Program for Parents**

Participant's Manual

ETR Associates
Santa Cruz, California

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Preface and Acknowledgements

This edition of *Focus on Youth with ImPACT* was updated and packaged from *Focus on Kids* and *Informed Parents and Children Together (ImPACT)* to provide new information and tailor activities to increase the relevance of the program for African-American youth between ages 12 and 15 who are at risk for HIV infection. This edition addresses the critical role of parents in their youths' decision making and behavior by including ImPACT to help parents work with their youth toward responsible decision-making.

Eight agencies were selected to participate in a pilot of the *Focus on Youth* package. Over a six month period, each of the agencies piloted the new package with 8–10 youth. Their feedback has been incorporated in the final version.

We are grateful for the commitment of the original researchers, Bonita Stanton, M.D., Ph.D., and Jennifer Galbraith, Ph.D., the writers, the youth, their parents and the youth service providers who participated in the focus groups and pilot of *Focus on Youth with ImPACT*.

We would also like to thank the Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention Continuous Quality Improvement and Implementation Team members: Winifred King, Ph.D., MPH; Ivory Kimbrough, MPH; Patricia Patrick; LaShaun Polk, MPH; and Harneyca Hooper, MPH.

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The *Focus on Youth with ImPACT* Team

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Acknowledgements from the Original Focus on Kids

Over a period of more than a decade, we had a wonderful and exciting time working with hundreds of youth, parents and organizations from Baltimore to develop, implement and evaluate the *Focus on Kids* HIV prevention curriculum. Everyone with whom we worked was committed to a common goal: to prevent our adolescents from becoming infected with HIV. It appears our efforts have paid off. Youth participating in the *Focus on Kids* programs are less likely to engage in HIV risk behaviors than youth who have not participated in this program. We are proud of this curriculum and hope that every one of the individuals and organizations with whom we have worked will share in this pride.

Since this curriculum was first developed, it has been implemented in a variety of school and community settings around the nation and the world. In addition to the Baltimore research, versions have been evaluated in West Virginia, Washington, D.C., Washington State, the Bahamas, Namibia, China and Vietnam. Adaptation to new settings is always exciting, fun and fulfilling – and at times complex and even perplexing. The process has resulted in strong bonds among members of the implementation team, and between the program and our community partners.

We wish to thank all the youth and their parents who worked with us throughout the curriculum development and evaluation in each of these places. We also wish to thank the community interviewers and group leaders who worked with us and enabled us to evaluate the curriculum, as well as the staff of the many community recreation centers, the schools and the countless local, state and national organizations and other agencies that helped us along the way.

The *Focus on Kids* team adapted the work of many individuals and programs in developing this curriculum. We appreciate their fine work and their commitment to the well-being of youth. These include:

- Center for Experiential Education
- Center for Population Options
- Ross Ford, for the Family Tree Activity
- Patricia Kramer
- Planned Parenthood of Bergen County, Inc., The Center for Family Life Education
- Planned Parenthood of Maryland STARS (Students Talking About Responsible Sexuality)
- S. Schinke, A. Gordon and R. Weston, for the SODA Decision-Making Model

The curriculum would not have been possible without the aid and funding of the National Institute of Mental Health, the National Institute of Child Health and Development, and the Agency for Health Care Policy and Research. The Child Health Foundation supported our efforts to turn the results of this work over to Baltimore communities. Finally, we thank ETR Associates for helping us reach a much greater audience of youth.

We dedicate this manual to the youth and families in communities all over the country and the world who helped make the success of *Focus on Kids* possible.

The Original *Focus on Kids* Team

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Course Overview

The *Focus on Youth with ImPACT* Training of Facilitators is designed to provide useful information to those implementing this intervention, and to prepare agencies to successfully recruit, implement with fidelity and correctly complete evaluation instruments for *Focus on Youth* and its parental component, *ImPACT*.

Course Materials

Participants will be provided with:

- Curriculum
- Evaluation Manual
- FOY Participant Manual
- FOY Youth Workbook (10)
- Implementation and Technical Assistance Guide
- *ImPACT* Facilitator's Guide
- *ImPACT* Parent/Guardian Resource Guide (10)
- *ImPACT* DVD
- CD Containing PDFs of handout materials and all manuals
- Materials Kits for each participant

Overview of the Curriculum

Now that you have a better idea about what makes this version of Focus on Youth *with ImPACT* different from previous versions, we'd like to welcome you. The following passages in this section have been written to help you get a better grasp of how this curriculum has been designed for your usage.

The next two sections devoted to this portion of the curriculum will give you a brief historical context of Focus on Youth and share some interesting evaluation data. Next, you find the heart and soul of *Focus on Youth with ImPACT* which is the intervention itself.

You will find that at the beginning of each session, is a session overview page. On this page you can find information pertaining to the session such as:

- Session Purpose – Here you get a general understanding of what the developers of this intervention intended for your youth participants to gain from the session;
- Session Overview – This will give you an at-a-glance perspective of what activities take place in the session and the time associated with each activity;
- Preparation – This section gives “you” the facilitator a check list of pre-sessions activities that need to occur to ensure session effectiveness;
- Materials – This section also highlights the materials needed in order to implement each activity throughout that particular session.

At the beginning of each activity you will find a text box that has been designed to assist you with gaining a clearer understanding about the specific activity objectives, time associated, materials needed and a step-by-step procedural guidance for the activity.

There are “Notes to Group Leader” throughout the curriculum. They are designed to give you further detailed information on facilitating activities. Please make sure to read them carefully.

When applicable, you will find handouts for those activities that require them at the end of the activity. Finally, we have provided an Appendix with factual CDC materials for your information. We hope that before you begin implementation of Focus on Youth, that you spend some time becoming more familiar with this curriculum.

For your convenience, we have placed additional facilitator information in the appendix of this curriculum.

TOF AGENDAS

Agenda Day One

8:30 – 8:45	Pre-Test
8:45 – 9:00	Welcome, Introductions and Overview
9:00 – 9:40	Group introduction activity <ul style="list-style-type: none">• Breakout groups of six• Small group introductions• As a group, come up with name for group, opening ritual and closing ritual• Large group discussion
9:40 – 9:50	Opening Ritual
9:50 – 10:05	Expectations of Participants
10:05 – 10:20	Break
10:20 – 10:50	Brief History of Focus on Kids & Research Results
10:50 – 10:55	Observing Trainer-Modeled Sessions
10:55 – 12:00	Model Session 1: We're All in This Together <ul style="list-style-type: none">• <i>Focus on Youth with ImPACT</i> Program Overview• <i>Group Cohesion Activity: Crossing the River</i>• Establishing Group Agreements• <i>Family Tree</i>• <i>SODA Decision-Making Model – Step 1 : Stop</i>• Wrap-Up and Closing Ritual
12:00 – 1:15	Lunch
1:15 – 2:20	Session 2: Risks and Values <ul style="list-style-type: none">• Opening Ritual and Review• <i>How Risky Is It?</i>• Why Do People Feel Invulnerable

- Defining a Value
- *Ranking Your Values*
- *Values Voting*
- Wrap-Up and Closing Ritual

2:20-3:05 Introduction and Guidelines for Teach-Backs

3:05-3:20 Closing Ritual, Evaluation of Day One

3:20 – 4:30 Teach-Back Preparation (on your own)

Agenda Day Two

- 8:30 - 9:00 Welcome, Review & Opening Ritual
- 9:00 - 9:15 Teach-back Review
- 9:15 - 10:10 Session 1- We're All in This Together
- A: Teach Back: Crossing the River (15)
 - Small Group Debrief Activity (5)
 - ALL: Teach Back: Family Tree (30)
 - Small Group Debrief Activity (5)
- 10:10 - 10:25 Break
- 10:25 - 11:15 Session 2: Risks and Values
- B: Teach Back: How Risky Is It? (15)
 - Small Group Debrief Activity (5)
 - C: Teach Back: Values Voting (25)
 - Small Group Debrief Activity (5)
- 11:15 - 11:35 Session 1 & 2 Large Group Debrief (20)
- 11:35 - 12:50 Lunch
- 12:50 - 2:00 Session 3: Educate Yourself: Obtaining Information
- Opening Ritual and Review
 - *SODA Decision-Making Model: Step 2*
 - Resources: Finding Information for Good Decisions
 - *Trusted Guardian/Adult as a Resource*
 - *The Advice Columnist: What Teens Want to Know*
 - Challenge: Check It Out!
 - Wrap-Up and Closing Ritual
- 2:00 - 3:15 Session 4: Educate Yourself: Examining Consequences
(Includes break)
- Opening Ritual and Review
 - *Numbers Game: How Many Teens Are Really...?*
 - *How to Use a Condom*
 - *Option A: Condom Demonstration*

- *Option B: Condom Card Game*
- *Condom Race*
 - *Option A: Hands-On Condom Race*
 - *Option B: "Let the Music Play" Condom Card Race*
- *SODA Decision-Making Model – Step 3: Decide*
- *More Challenges!*
- *Wrap-Up and Closing Ritual*

3:15 - 3:30 Closing Ritual and Evaluations

3:30 - 5:00 Teach-Back Preparation (on your own)

Agenda Day Three

- 8:30 - 9:00 Welcome, Opening Ritual, Review
- 9:00 - 9:25 Session 3: Educate Yourself: Obtaining Information
- A: Teach Back: The Advice Columnist (20)
 - Small Group Debrief (5)
- 9:25 - 10:05 Session 4: Educate Yourself: Examining Consequences
- B: Teach Back: How to Use A Condom (15)
 - Option A: Condom Demonstration
 - Option B: Condom Card Activity
 - Debrief (10)
 - C: Teach Back: SODA Decision Making Model (Step 3: Decide) (15)
 - Small Group Debrief (5)
- 10:05 – 10:25 Large Group Debrief (20)
- 10:25-10:35 Break
- 10:35 – 11:50 Session 5: Build Skills: Communication
- Opening Ritual and Review
 - *SODA Decision-Making Model: Step 4*
 - *Communication Game*
 - *Option A: Communicating Without Words*
 - *Option B: Changing Messages*
 - *Communication Styles: Aggressive, Assertive and Nonassertive*
 - *Sex: A Decision for Two*
 - Wrap-Up and Closing Ritual
- 11:50 – 1:00 **Lunch**
- 1:00 – 2:10 Session 6: Sexual Health and Showing You Care Without Having Sex
- Opening Ritual and Review
 - *Ways to Show You Care*
 - *“Ways to Show You Care” Role-play*

- *HIV Transmission Game*
- *Safer Sex and Contraception*
- Challenges: Being-a-Parent Interviews
- Wrap-Up and Closing Ritual

2:10 – 2:25

Break

2:25 - 3:40

Session 7: Attitudes and Skills for Sexual Health

- Opening Ritual and Review
- *HIV- Positive Speaker or Video*
- *Goal Setting for My Future*
- *Goal Setting: Obstacles and Support*
- Role-play: Saying No or Asking to Use a Condom
- Closing Ritual and Evaluations

3:40 – 4:00

Closing Ritual and Evaluations

4:00 – 5:00

Teach-Back Preparation (on your own)

Agenda Day Four

- 8:30 - 9:00 Welcome, Opening Ritual and Review
- 9:00 - 9:40 Session 5: Build Skills: Communication
- A: Teach Back: Communication Game (10)
 - Small Group Debrief (5)
 - B: Teach Back: Sex: A Decision for Two (20)
 - Small Group Debrief (5)
- 9:40 - 10:25 Session 6: Sexual Health and Showing You Care Without Having Sex
- C: Teach Back: Ways to Show You Care (15)
 - Small Group Debrief (5)
 - A: Teach Back: Safer Sex and Contraception (20)
 - Small Group Debrief (5)
- 10:25 - 10:40 Break
- 10:40-11:20 Session 7: Attitudes and Skills for Sexual Health
- B: Teach Back: Goal Setting For My Future (15)
 - Small Group Debrief (5)
 - C: Teach Back: Goal Setting: Obstacles and Support (15)
 - Small Group Debrief (5)
- 11:20 – 11:50 Large Group Debrief
- 11:50 – 1:00 LUNCH
- 1:00 – 2:15 Session 8: Review and Community Project (Large group discussion)
- Opening Ritual and Review
 - *What Are You Concerned About?*
 - *What Youth Can Do*
 - *The Knowledge Feud*
 - *Pat on the Back*
 - *Community Projects Discussion*

- Closing Ritual and Evaluations
- 2:05 – 2:20 Break
- 2:20 – 4:35 Introduction of *ImPACT*
- Purpose of *ImPACT*
 - Components of *ImPACT* (Facilitators Model)
 - One-on-One session
 - Discussion
 - ImPACT DVD
 - Condom Demonstration
 - Role-play
 - Parent Workbook
- 4:35 – 4:45 *ImPACT* Session Q & A
- 4:45 – 5:00 Closing Rituals and Evaluations

Agenda Day Five

8:30 – 9:00	Welcome, Opening Ritual, and Review
9:00 – 10:40	Parent Intervention Teach-backs (Groups of four, with break in between) <ul style="list-style-type: none">• Facilitated Discussion (10 minutes each)<ul style="list-style-type: none">○ Small Group Debrief (5 minutes)• Condom Demonstration (10 minutes each)<ul style="list-style-type: none">○ Small Group Debrief (5 minutes)• Role Plays (15 minutes each)<ul style="list-style-type: none">○ Small Group Debrief (5 minutes)
10:40 – 10:55	Large Group Debrief
10:55 – 11:55	Evaluation Tools and Implementation
11:55 – 1:30	Lunch
1:30 – 3:00	Planning For Your <i>Focus on Youth with ImPACT</i> Intervention <i>Dash Board Activity</i>
3:00 – 3:15	Break
3:15 – 4:30	Adapting <i>Focus on Youth with ImPACT</i> with Fidelity Large group discussion (power point) <ul style="list-style-type: none">• Review of core elements and key characteristics• Implementing <i>Focus on Youth with ImPACT</i> with Fidelity• Samples of adaptation
4:30 – 5:00	Closing Ritual, Post Test and Evaluations

TOF Goal and Objectives

Goal: To equip participants with basic knowledge and skills to implement *Focus on Youth and ImPACT*.

Objectives:

By the end of this training, youth facilitators will be able to:

- Explain the historical context of *Focus on Youth with ImPACT*
- Understand and articulate the Focus on Youth with *ImPACT* Intervention Core Elements
- Enhance their skills for effectively delivering *Focus on Youth with ImPACT* through observing sessions being modeled and thru practicing key activities
- Use all evaluation materials designed to support the FOY with ImPACT Interventions
- Develop a plan for implementing this intervention in their specific communities.

Overview of *Focus on Youth with Impact*

Focus on Youth with Informed Parents and Children Together (ImPACT) is an HIV, STD and pregnancy prevention intervention for African-American youth ages 12-15. The intervention was updated from *Focus on Kids*, a community-university linked research and intervention program. The goal of *Focus on Youth with ImPACT* is to reduce the risk of HIV infection among youth. The researchers, led by principle investigator Bonita Stanton, M.D., worked with community members from recreation centers, housing developments, schools and government agencies in settings throughout the U.S. to reach this goal.

The evaluation of the combined “Focus on Kids” and ImPACT interventions (Wu et al., 2003¹; Stanton et al., 2004²) met the necessary criteria for the interventions identified as interventions with best evidence of efficacy by the Centers for Disease Control and Prevention’s (CDC) HIV/AIDS Prevention Research Synthesis (PRS) Project. “Focus on Kids” alone was identified as an intervention with promising evidence (CDC, 2006; Lyles, et al., 2007³).

This *Focus on Youth with ImPACT* edition provides updated information and creates more tools to facilitate implementation and increase the relevance of the program for African American youth between ages 12 and 15 who are at risk for HIV infection.

ImPACT is a 90-minute HIV prevention program for parents of African American adolescents used in combination with *Focus on Youth*. *ImPACT* is delivered to parents/guardians and youth, one family at a time, by a health educator. It consists of basic HIV information, a culturally appropriate video documentary that stresses parental monitoring and communication, a discussion with the health educator, two guided roleplays, a parent workbook, and a condom demonstration. It was guided by parental monitoring theory and theory of parenting (passive, authoritarian and authoritative).

¹ Wu, Y., Stanton, B., Galbraith, J., Kaljee, L., Cottrell, L., Li, X., et al. (2003). Sustaining and broadening intervention impact: A longitudinal randomized trial of three adolescent risk reduction approaches. *Pediatrics*, 111(1): 32-38.

² Stanton, B., Cole, M., Galbraith, J., Li, X., Pendleton, S., Cottrell, L., et al. (2004). A randomized trial of a parent intervention: Parents can make a difference in long-term adolescent risk behaviors, perceptions and knowledge. *Archives of Pediatrics and Adolescent Medicine*, 158: 947-55.

³ Lyles, C. M., Kay, L. S., Crepaz, N., Herbst, J. H., Passin, W., Kim, A., et al. (2007). Best evidence interventions: Findings from a systematic review of HIV behavioral interventions for U.S. populations at high risk, 2000-2004. *American Journal of Public Health*, 97(1): 133-143.

What Makes *Focus on Youth with ImPACT* Different?

It's a community-based program. The original *Focus on Kids* was developed for use in recreation centers as opposed to schools or clinics. This community basis for the program helped reach higher-risk youth who were already truant from school or had high absenteeism rates, as well as youth who did not go to clinics or were not connected with health care professionals. It also allowed the program to be closer to where youth were making decisions about high-risk activities—in their neighborhoods and social networks. *Focus on Kids* has also been used successfully in classroom and school settings.

It features community involvement. Another unique aspect is the emphasis on community involvement in the project on many different levels. Initially, several recreation club directors worked as consultants to help the research team better understand the youth and the best way to reach them. A community advisory board was formed and has been an invaluable aid in survey and curriculum development, as well as the overall project design.

Focus on Kids also tried to use community members in as many roles as possible—as interviewers, group leaders and research assistants. Through work with the community, the program developers were able to gain insight into the needs and perceptions of urban youth and their parents.

It uses natural friendship groups. The program is unique in its use of “natural friendship groups.” Each young person enrolled in the original *Focus on Kids* program was asked to invite 1 to 3 same-gender friends to join the program, forming natural friendship groups. As a result, the young people were able to reinforce the positive, healthy decisions of their friends.

It actively involves parents. Most adolescent risk reduction programs do not specifically include parents even though we all know how important parents are in the health decisions that their children make. By combining the evidence-based program, *ImPACT*, in this edition, we empower parents to stay connected with their youth as they face difficult decisions during their teen years.

It has a comprehensive focus. Although the primary goal was to reduce HIV infection, the team was aware that there are many things that lead to risk behaviors among youth, and therefore it was important to make the curriculum holistic and comprehensive. It became obvious from talking with parents, youth

and community leaders who work with youth that the curriculum would need to be broadened to cover many topics, including decision making, values clarification, communication, and knowledge about risk behaviors associated with HIV infection, other STD, teen pregnancy, violence, alcohol, drug selling and other drug use.

Target Audience for *Focus on Youth with ImPACT*

Focus on Youth is designed for African-American youth between the ages of 12-15. The program uses “natural friendship groups,” or groups of youth who already spend time together. When possible, HIV prevention efforts are most effective when youth are reached before becoming sexually active.

ImPACT is specifically designed for the parents and/or guardians whose children are or will soon be participating in the *Focus on Youth* intervention.

Day One

Agenda Day One

8:30 – 8:45	Pre-Test
8:45 – 9:00	Welcome, Introductions and Overview
9:00 – 9:40	Group introduction activity <ul style="list-style-type: none">• Breakout groups of six• Small group introductions• As a group, come up with name for group, opening ritual and closing ritual• Large group discussion
9:40 – 9:50	Opening Ritual
9:50 – 10:05	Expectations of Participants
10:05 – 10:20	Break
10:20 – 10:50	Brief History of Focus on Kids & Research Results
10:50 – 10:55	Observing Trainer-Modeled Sessions
10:55 – 12:00	Model Session 1: We're All in This Together <ul style="list-style-type: none">• <i>Focus on Youth with ImPACT</i> Program Overview• <i>Group Cohesion Activity: Crossing the River</i>• Establishing Group Agreements• <i>Family Tree</i>• <i>SODA Decision-Making Model – Step 1 : Stop</i>• Wrap-Up and Closing Ritual
12:00 – 1:15	Lunch
1:15 – 2:20	Session 2: Risks and Values <ul style="list-style-type: none">• Opening Ritual and Review• <i>How Risky Is It?</i>• Why Do People Feel Invulnerable• Defining a Value• <i>Ranking Your Values</i>

- *Values Voting*
- Wrap-Up and Closing Ritual

2:20-3:05 Introduction and Guidelines for Teach-Backs

3:05-3:20 Closing Ritual, Evaluation of Day One

3:20 – 4:30 Teach-Back Preparation (on your own)

Goal and Objectives for Day One

Goal: To equip participants with basic knowledge about *Focus on Youth with ImPACT* including curriculum Core Elements and training theory.

Objectives:

By the end of the day, youth facilitators will be able to:

- Increase their comfort level and establish group cohesion
- Explain the history of *Focus on Youth with ImPACT*
- Understand *Focus on Youth with ImPACT* Core Elements
- Name and explain the theory that provides the framework for *Focus on Youth with ImPACT*
- Become more familiarized with key activities of Sessions 1 & 2 of the *Focus on Youth with ImPACT* thru observations of the facilitators modeling
- Understand the process and criteria for which they will be assessed when conducting participant teach backs
- Have time to practice delivering key activities of Sessions 1 & 2 of *Focus on Youth with ImPACT* before conducting teach-backs

Group Agreements

Group agreements can be critical in ensuring both a physically and emotionally a safe environment for workshop participants to engage with one another. Group agreements achieve this by helping to set the framework for how the group will engage with one another. It is useful as a facilitator to allow your workshop participants to also help create your group agreements. This may increase the level of group buy-in. Below are a few examples of group agreements that you might want to include in your sessions with the youth:

- **Confidentiality:** What is discussed in the confinements of your group sessions should not be discussed outside of you group. It important that you share with the group that you may have the responsibility to report certain things (i.e. they have been harmed or may harm themselves or others) if shared.
- **Be non-judgmental:** Operate from a perspective that you do not pass negative judgments towards people when you disagree with their actions.
- **Right to pass:** If you choose you have the right to not comment if you choose to do so.

We will model how to set this activity up for you. It would be helpful for you to think about what you might need for the group to feel safe and how that might apply to the young people you'll be working with. In order to ensure a safe space for learning and growth, we have identified the following agreements that we will be asking the group to follow. We welcome your comments, suggestions and additions.

In order to ensure a safe space for learning and growth, we have identified the following agreements that we will be asking the group to follow. We welcome your comments, suggestions and additions.

1. Respect
2. Watch your airtime
3. Please be on time each morning, and upon return from breaks and lunch.

4. Confidentiality is key to success. It is imperative that we respect those present and maintain the highest standard of confidentiality regarding disclosures.
5. Please actively participate in this training.
6. In your sites, you will be asking youth to take risks by sharing their thoughts, beliefs and concerns. We ask that you do the same.
7. Agree to disagree.
8. We respect that your time is precious and that demands are placed on it even during trainings. Please be sure to keep your cell phones on silent or vibrate and, if it becomes necessary to take a call, please step outside to do so.

About the Parking Lot

The parking lot is a tool that can be used to allow you the facilitator to respectfully acknowledge issues/concerns that are brought up by workshops participants that may not be appropriate to address at the particular point of your discussion. This is done by keeping a running list of issues/concerns on flip chart paper and when there are points in your discussions where a particular point becomes relevant addressing it then. We will be using the parking lot throughout the training.

The Afro-centric Theme of *Focus on Youth with ImPACT* and the Creation of Rituals

“Afrocentric, Africentric, or African Centered are interchangeable terms representing the concept which categorizes a quality of thought and practice which is rooted in the cultural image and interest of African people and which represents and reflects the life experiences, history and traditions of African people as the center of analyses. It is therein, the intellectual and philosophical foundation which African people should create their own scientific criterion for authenticating human reality.” *Wade W. Nobles*

Because this is an intervention with an Afro-Centric focus, you will find that we utilize libations, rituals, and Adinkra symbols.

In many African cultures, it is customary to begin and end activities with libations and other rituals. A libation, like a prayer, starts with an invocation to invite everyone to participate. It is followed by an introduction where ancestors, elders and family members may be named as the leader pours a small bit of water from a ceremonial cup into a potted plant. After each ancestor is named and libations are poured, the group responds with “Ashé”, meaning “And so it is.” The supplication asks God for good wishes. The conclusion ends the libation by thanking everyone for participating. It also sends the spirits home.

Rituals help members of a group or community focus on the task at hand, as well as create group cohesiveness for the purposes of active participation and group cooperation.

Instructions for Creating Rituals:

Like the youth in your *Focus on Youth with ImPACT* program, for the purpose of the next activity, you are being asked as a team to create *both* an opening and closing ritual. Each team will be asked to participate in initiating their opening and closing ritual for each day of the training. Each opening and closing ritual shall not be any longer than five minutes. Teams are also asked to come up with a group name.

Some things to think about may include:

- How do you want your group sessions to begin and end?
- Is it fun and relevant for your participants?

Once you have chosen your rituals, each team will be asked to report back to the larger group the following information:

- Your team's name
- The names of each member of your group
- Two or three of your collective expectations for this TOF

Program History

Focus on Kids began in the early 1990s with a team of researchers consisting of pediatricians, psychologists, health educators and anthropologists. Through these multiple disciplines, the *Focus on Kids* team was able to approach the numerous challenges which face urban youth from epidemiological, individual and community perspectives. The team developed a curriculum based on protection motivation theory (PMT). Ethnographic and survey research, as well as strong community input, ensured that the intervention was developmentally and culturally grounded.

By the spring of 1993, the team was ready to try the curriculum with a large number of youth to determine if it would actually decrease risk behaviors for HIV infection. For this study, 383 youth, ages 9 to 15, from 9 recreation centers in urban, low-income neighborhoods of Baltimore were enrolled. All youth were African American.

The findings from this initial evaluation were encouraging. Youth who participated in the skills-based *Focus on Kids* program were less likely to engage in HIV risk behaviors than young people who participated in an information-based program. The success of the program led to the original publication of *Focus on Kids* in 1998.

Focus on Kids has endured as an active, living program. Several original team members continue to participate in delivery and evaluation of the program. The team has adapted the curriculum for other settings and carried out additional evaluations. A parent-involvement segment, Informed Parents and Children Together (ImPACT) has been added. *Focus on Kids* has shown success in both school and community programs, in places and cultures as diverse as Baltimore, Washington, D.C., Washington state, rural West Virginia, the Bahamas, Namibia, China and Vietnam. Over a period of more than a decade, the researchers had a wonderful and exciting time working with hundreds of youth, parents and organizations from Baltimore to develop, implement and evaluate the *Focus on Kids* HIV prevention curriculum. Everyone with whom they worked was committed to a common goal: to prevent our adolescents from becoming infected with HIV. It appears our efforts have paid off. Youth participating in the *Focus on Kids* programs are less likely to engage in HIV risk behaviors than youth who have not participated in this program. Those who have worked on this intervention are proud of this curriculum and hope that

every one of the individuals and organizations with whom they have worked will share in this pride.

Since this curriculum was first developed, it has been implemented in a variety of school and community settings around the nation and the world. In addition to the Baltimore research, versions have been evaluated in Washington, D.C., the Bahamas, Namibia, China and Vietnam. Adaptation to new settings is always exciting, fun and fulfilling--and at times complex and even perplexing. The process has resulted in strong bonds among members of the implementation team, and between the program and our community partners.

Protection Motivation Theory At-A-Glance

Focus on Youth with ImPACT is based on Protection Motivation Theory (PMT). Protection Motivation Theory is a social cognitive theory that emphasizes the balance between pressures to engage in a risk behavior (social and personal rewards), risks involved (severity of the undesired outcome, vulnerability), and considerations of the alternatives (how well the alternatives help avoid undesirable outcomes; ability of the youth to employ the alternative behavior; and social, personal or other costs associated with employing the alternative). **Please see your Implementation and Technical Assistance Guide for more information on PMT.**

In simpler terms, this can be seen as an appraisal of threat (e.g., What are the dangers of having unprotected sex?), balanced with an appraisal of coping (e.g., What are the benefits of abstinence or using a condom?). Self-efficacy plays a role in this appraisal process (e.g., Do I have the skills and knowledge I need to choose abstinence or use a condom?).

PMT recognizes the influence of culture, family and peers in the identification and recognition of risks. If culture, family and peers all consider the threat of unprotected sex significant, chances are the individual youth will as well. When an individual makes an appraisal of threat, the following constructs come into play:

- **Internal rewards:** Positive personal feelings in response to a threat (e.g., a young person might see rewards in unprotected sex if he or she feels it will strengthen a romantic relationship or raise his or her status among peers).
- **External rewards:** Positive personal feelings in response to others' feedback or reactions (e.g., a young person might see rewards in unprotected sex if friends are all encouraging him or her to have this experience).
- **Severity:** A belief about how severe the outcome of the risky behavior could be (e.g., how serious would it be to have unprotected sex and become infected with HIV?).
- **Vulnerability:** A belief about how likely the negative outcome is (e.g., how likely am I to become infected with HIV if I engage in unprotected sex?)

When an individual engages in coping appraisal, the following constructs come into play:

- Response efficacy: The belief that it's possible to protect oneself from the negative outcome of the risky behavior (e.g., by choosing abstinence or using condoms).
- Self-efficacy: The individual's belief that he or she is capable of using the protective behavior (e.g., Do I have the necessary knowledge and skill to choose abstinence or use a condom?).
- Response costs: A belief about the disadvantages of the protective behavior (e.g., drawbacks to using a condom).

Focus On Kids Research Results

Though demands on youth have shifted over the years, the essential principles and approaches of *Focus on Kids* continue to be effective over time and across cultures--an important aspect of any research-tested curriculum. Because of the time lag between a program's initial conceptualization, development and testing and later efforts to share it, the original material must be kept up to date to remain relevant to young people, yet stay faithful to the design so the evaluation findings are still sound.

The *Focus on Kids* team has continued to receive feedback from youth, parents, schools, community programs and its own evaluations. Specific features have been adapted and improved, while fidelity to the original program was carefully maintained. Here are some of the findings.

- **It works.** At 6-month follow-up, participants in the original program were more likely than control youth to use condoms if they were sexually active (85% vs. 61%). The intention to use condoms was higher after the program than it was at baseline. After receiving the intervention, more than 80% of young people who were using oral contraceptives also used condoms. All of these effects lowered HIV risks for intervention youth. The program also appeared to lower truancy, drug dealing and fighting.
- **Parent involvement strengthens the effects.** In a later study, participants were randomized to groups receiving *Focus on Kids* alone, or with a parental monitoring intervention. At 6-month and 12-month follow-up, youth in the parental monitoring group reported significantly lower rates of sex, sex without a condom, alcohol use and cigarette use. At 24-month follow-up, they had lower rates of school suspension, weapon carrying, use of tobacco, use of marijuana and other illicit drugs, and were more likely to know if a sex partner had used a condom.
- **It works in different cultures and settings.** *Focus on Kids* has been successful in both school and community settings across many cultures.

Focus on Youth with ImPACT Essentials

Maintaining Fidelity

All CDC-Identified Effective Behavioral Interventions have what is referred to as “core elements” that make that intervention effective. **Core Elements** are required elements that embody the theory and internal logic of the intervention and most likely produce the intervention's main effects. Core elements are identified through research and program evaluation. Core elements essentially define an intervention and must be kept intact (i.e., with fidelity) when the intervention is being implemented or adapted, to ensure the best prospect that the program will produce outcomes similar to those demonstrated in the original research. (McKleroy, et al., 2006⁴)

Key Characteristics are important, but not essential, attributes of an intervention's recommended activities and delivery methods. They may be modified to be culturally appropriate and fit the risk factors, behavioral determinants, and risk behaviors of the target population and the unique circumstances of the venue, agency, and other stakeholders. Modification of key characteristics should not compete with or contradict the core elements, theory, and internal logic of the intervention. (McKleroy, et al., 2006)

When making changes to *Focus on Youth with ImPACT*, activities should continue to capture the identified intent or theoretical construct. Activities can be changed so long as they continue to reflect the identified constructs of Protection Motivation Theory (PMT). PMT is based in social cognitive theory and focuses on having individuals assess and weigh the intrinsic and extrinsic benefits of an action against the potential harm that a particular risk behavior might cause. In section IV of the Implementation and Technical Assistance Guide, a chart can be found that lists all activities and which constructs of the theory the activity captures.

Core Elements and Key Characteristics of *Focus on Youth*

The core elements of *Focus on Youth with ImPACT* have been organized in three sections: Content, Pedagogical, and Implementation. Content core elements are the essential elements of WHAT is being taught by the intervention that is

⁴ McKleroy, V., Galbraith, J., Cummings, B., Jones, P., Harshbarger, C., Collins, C., et al. (2006). Adapting evidence-based behavioral interventions for new settings and target populations. *AIDS Education and Prevention*, 18(Suppl. A): 59-73.

believed to change risk behaviors. Pedagogical core elements are the essential elements of HOW the intervention content is taught. Finally, implementation core elements are the essential characteristics of an intervention that relate to some of the logistics that set up a positive learning environment.⁵

Implementation core elements:

- **Core Element 1:** Deliver intervention to youth in community-based settings.
- **Core Element 2:** Use two skilled facilitators to model communication, negotiation and refusal skills for the youth.
- **Core Element 3:** Use “friendship” or venue-based groups (i.e., a basketball team, a scout troop, church group, an existing youth group) to strengthen peer support.

Content core elements:

- **Core Element 4:** Use culturally appropriate interactive activities proven as effective learning strategies to help youth capture the important constructs in the theory.
- **Core Element 5:** Include a “family tree” to contextualize and personalize abstract concepts, such as decision making and risk assessment.
- **Core Element 6:** Enable participants to learn and practice a decision-making model such as SODA (Stop, Options, Decide, Action).
- **Core Element 7:** Train participants in assertive communication and refusal skills specifically related to negotiation of abstinence or safer sex behaviors.
- **Core Element 8:** Teach youth proper condom use skills.

Key characteristics of *Focus on Youth with ImPACT*

- The program is implemented with between 6 and 10 youth.
- New members should not join after the third session.
- Participants meet for at least 100-145 minutes.
- Culturally and linguistically based activities are embedded for your target population.
- Groups contain members of the same gender and age group.

⁵ Education, Training and Research Associates and CDC. (In press). Adaptation Guidance for Science-Based Pregnancy, STD and HIV Prevention Education Programs for Adolescents. Scotts Valley, CA: ETR Associates.

- Parents/guardians must be told what the program is about and should sign a permission slip.
- At least one facilitator matches the ethnicity of the majority of the participants.

Any modification of key characteristics should be done with great care, and should not compete with or contradict the intent, theory and internal logic of the intervention.

Core Elements and Key Messages of *ImPACT*

Implementation core elements:

- **Core Element 1:** Delivering intervention **one-on-one** to parents/guardians and youth in well-located community-based setting (such as CBO, church, recreation center, or school) or their home at a time and place that is convenient for parent/guardian.
- **Core Element 2:** Use of a facilitator whom the parents/guardians find credible. The facilitator should be skilled at building rapport with parent and youth at the beginning of the session.
- **Core Element 3:** Ideally, *ImPACT* should be delivered prior to the youth beginning the *Focus on Youth* intervention.

Pedagogy core elements:

- **Core Element 4:** Use of a documentary that shows the challenges and importance of parents monitoring and talking to their children ages 12-15 about sex, abstinence, STDs, HIV and condoms.
- **Core Element 5:** Facilitator must sit down and watch the video with the parent/guardian and youth. Youth and parent/guardian must watch the video together.

Content core elements:

- **Core Element 6:** Enabling parent/guardian and youth to learn and practice communication skills.
- **Core Element 7:** Teaching parent/guardian and youth proper condom use skills.
- **Core Element 8:** Distributing and guiding parent/guardian and youth through a Resource Guide that includes the following topics:

- Basic components of good communication and how to talk to your youth
- Importance of parental monitoring
- Steps for proper condom use
- STD and HIV facts, including prevalence data among young African Americans

ImPACT DVD Key Messages

The following messages have been identified as the “heart and soul” of the video/DVD. Before viewing the video/DVD with parents and youth, be sure to have reviewed these key messages. This will help you as you engage in discussions during your parent/youth sessions. These key messages were derived from an intensive formative evaluation, including ethnographic research and a review of the literature. The *ImPACT* key messages are as follows:

1. It is important to talk to your youth about sex before they start having sex.
 - Best time to influence is before youth start having sex.
 - Find a good time for you (parent/guardian) and youth.
 - You can’t wait for them to ask about sex.
 - Don’t wait until he/she is in the situation, because you are not going to be around.
 - Parents need to talk with their youth about STDs and pregnancy.

2. Parents should talk to their children about abstinence.
 - Talking to youth about abstinence and making sure to correct the misperception that “everybody’s doing it” will allow them to make better sexual decisions.

3. It is important to know whom your youth is with, what he/she is doing and where he/she is.
 - Hang out with your youth. Know his or her friends, know what he/she is facing.

4. It is important for youth to know how they would respond if they were in a situation in which they might be pressured into having sex (even when

the pressure might be positive, such as a boyfriend or girlfriend saying how much he/she loves you).

5. There are serious consequences to risky sexual behavior.
 - Fifteen to 30% of all HIV infections occur among people younger than age 25 (Morris et al., 2006⁶).
 - African Americans are disproportionately affected by HIV, accounting for 55% of all HIV infections reported among young people ages 13 to 24.
 - Although treatment is now available that allows people to live much longer with HIV, there are still many difficulties with being HIV infected, including serious treatment side effects and stigma.
 - Sex can make it difficult for a young person to reach their goals.
 - The decisions youth make when young have an impact on their future.

6. Parents should talk to their youth about proper condom use.
 - Talking to youth about condoms and making sure they know how to use condoms is not the same thing as encouraging them to have sex.

7. Communication goes both ways.
 - Be approachable. A parent's negative reaction to a youth coming to talk can stop future conversations.
 - It is important to listen to your youth.
 - Often youth are happy that parents talk to them about sex. It shows them you care.

8. Talking with your youth is difficult but it gets easier over time.
 - Both parents and youth often feel awkward about these discussions.
 - Be prepared. Do the best you can do as a parent and for yourself.

⁶ Morris, Martina (2006) Prevalence of HIV Infection Among Young Adults in the United States: Results from the Add Health Study. *American Journal of Public Health* 96 (6), p 1091-1097

- It is OK to tell your youth you don't know the answer to a question and to find out the answer later.
 - Parents and youth are having these difficult conversations successfully. It can be done!
9. If you feel you cannot talk to your youth about sex, it is important to find someone else to talk to him/her. Find someone who shares your values and has a good rapport with your youth so the youth respects and enjoys talking with this person.
10. Allow youth to grow toward independence, but set guidelines too.
- Ultimately, youth are going to make their own decisions, but it is parents' job to give them information and prepare them as much as possible.

Observing Trainer-Modeled Sessions

When implementing an intervention, there can be a host of concerns such as “am I doing this activity correctly?”, “can I change this particular activity?” or “is it o.k. to remove this particular activity?” We understand and would like to be able to help you be as prepared as possible to leave this training and go home ready to implement this intervention.

One of the ways that we hope to help you prepare is by providing time during this training for you to observe us as trainers modeling key activities throughout the intervention. The session activities that will be modeled have been identified as challenging or critical by facilitators from CBO’s who participated in our national pilot study.

Finally, since you will be given the opportunity to also teach back sessions after we’ve modeled them for you, it might also be useful to watch in preparation of having to potentially teach back the activity.

Session One At-A-Glance

We're All in This Together

Purpose: Group members will establish a cohesive group, by setting Group Agreements and participating in a group cohesion activity. They will also begin learning skills for decision making.

Activities: Introduction Game: Flying Objects (10 minutes)

The youth will build group cohesion by working together as a team to learn each others names.

Focus on Youth Program Overview (15 minutes)

The youth will learn more about the *Focus on Youth* program, and will establish a group name and opening and closing rituals.

Group Cohesion Activity: Crossing the River (15 minutes)

The youth will build cohesion by working together and problem solving to achieve a common goal.

Establishing Group Agreements (20 minutes)

The youth will establish an agreed-upon, appropriate code of behavior.

Family Tree (20 minutes)

Youth will be able to explain that decision making occurs in a social context, create storylines that are real to them without disclosing personal information, and understand that decisions made while they are young can have an impact on their future.

SODA Decision-Making – Step 1: Stop (15 minutes)

Youth will learn the SODA Decision- Making Model, with a focus on Step 1: Stop and state the problem or decision you need to make.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- **Severity,**
- **Internal rewards**
- **External rewards**
- **Vulnerability**
- **Response cost**

Session Two At-A-Glance

Risks and Values

Purpose: Youth will examine risk behaviors and why young people may feel invincible or invulnerable and will understand how this can place them at risk for HIV, STDs or unplanned pregnancy. They will identify their values through discussion, ranking and voting activities, and use their personal values to make decisions.

Activities: How Risky Is It? (35 minutes)

Youth will identify a variety of behaviors that do and do not put young people at risk for HIV infection through reading fact sheets and participating in a risk continuum activity.

Why do People Feel Invulnerable? (10 minutes)

Youth will discuss and understand reasons teens engage in risky behaviors.

Defining a Value (5 minutes)

Youth will develop an understanding of the word “value” as it relates to pertains to their family, their community, and themselves.

Rank Your Values (20 minutes)

Youth will discuss and rank their personal values

Values Voting (35 minutes)

Through a large group activity, youth will identify personal values about relationships and sexuality and discuss them with others.

The following constructs of Protection Motivation Theory are taught to youth through this session’s activities:

- Severity
- Vulnerability
- Internal and external rewards
- Response costs
- Self – efficacy

Teach Back Guidelines

Purpose

The purpose of this document is to provide guidance and support to group participants on how to effectively model key activities of the *Focus on Youth with ImPACT* intervention. The teach backs have been designed to give participants the opportunity to apply information from the training in real time by modeling specific activities. Just as you will be co-facilitating this intervention at home, you model this core element during your teach backs throughout this training of facilitators. A core element of Focus on Youth with ImPACT is that there are two facilitators. You will co-facilitate this intervention at home; similarly, you will conduct teach backs with a partner.

Activity Modeling

Each pair is expected to effectively take the group through the identified activity. Activities have been selected based on the degree of complexity. It is important that as you walk participants through this activity that you do so with fidelity to how the activity has been outlined in your curriculum.

For a more seamless transition, each pair is expected to tie their activity into the activities that both come *before* and *after* their activity, as laid out in the curriculum. For example, if you are following a pair whose teachback assignment was “Ranking Your Values,” and yours is “Values Voting”, you would want to comment on their activity and draw the connection between their ranking of values and your activity.

Feedback

Please note that your feedback will be in two parts. You will receive written and verbal feedback from the trainer. The trainers will be paying special attention to:

- Your group facilitation skills capability
- Whether the activity was taught with fidelity
- Whether the activity objectives were met

Your peer participants will also have opportunities, time permitting, to provide general feedback to you and you to them. Here are some tips for giving and receiving feedback:

Tips for Giving Feedback

- Give feedback, not suggestions
- Be specific
- (I liked it when you...)
- (I wish you had)
- Focus on the things the facilitator can change

Tips for Receiving Feedback

- Consider the feedback a gift. It can help you improve your skills
- Be silent when receiving feedback
- Do not defend yourself
- Seek clarification as needed, and immediately
- Ask for suggestions only if desired and time permits

TEACH-BACK ASSESSMENT FORM

Skill	Yes	No	Comment
Facilitators were prepared for their presentation (demonstrated knowledge and understanding of the material presented)			
Facilitators presented activity material accurately and maintained fidelity			
Facilitators managed their time well			
Facilitators worked well together and shared presentation responsibilities			
Facilitators used presentation materials creatively and effectively			
Facilitators utilized appropriate manuals in a manner that did not detract from presentation			
Facilitators presented material in a manner that engaged all observers			
Facilitators answered questions correctly and with confidence			
Facilitators reinforced “youth” responses and contributions in a supportive, culturally sensitive way			
Facilitators used appropriate language and a vocabulary level that can be understood by the youth			

Adinkra Symbols

Adinkra symbols hail from Ghana in West Africa. The word “Adinkra” means “goodbye” and traditionally the symbols were used on funeral cloth. Adinkra cloth is now used for a variety of occasions, and its symbols can be found on a variety of objects.

For the *Focus on Youth with ImPACT* training, we have chosen three Adinkra symbols for our break-out spaces. The symbols below were chosen based on the wisdom and knowledge that we all share with each other.



Nkyinkyim, meaning “twisting” is the symbol of initiative, dynamism and versatility.



Dwennimmen, meaning “ram’s horns” is known both as a symbol of humility together with strength and as a symbol of wisdom, learning and humility. The ram will fight fiercely against an adversary, but it also submits humbly to slaughter, emphasizing that even the strong need to be humble.



Mate Massie, meaning “I understand” is a symbol of wisdom, knowledge and prudence. Understanding means wisdom and knowledge, but it also represents the prudence of taking into consideration what another person has said.

Power Point Slides – Day One

Slide 1

A Focus on Kids Intervention

FOCUS ON YOUTH WITH IMPACT

ETR 1
Associate

Informed Parents and Children Together (ImPACT)

An Effective HIV Prevention Intervention for African American Youth & Parents

TRAINING OF FACILITATORS



Slide 2

Welcome and Introduction

Objectives for this Training of Facilitators are to:

- Explain the historical context of *Focus on Youth with ImPACT*
- Create an understanding of the *Focus on Youth (FOY) with ImPACT* Intervention Core Elements
- Enhance skills for implementing this intervention effectively through modeling and teach-backs
- Increase capacity to utilize evaluation materials for *FOY with ImPACT*
- Develop a formative plan for implementing this intervention

ETR 2
Associate



FOCUS ON YOUTH WITH IMPACT

Slide 3

Day One Agenda

- Welcome, Introductions and Overview
- Group Introduction Activity
- Group Opening Ritual
- Participant Expectations
- **BREAK**
- Brief history of Focus on Kids & Research Results
- Observing Trainer-Modeled Sessions
- Introduction of ImPACT
- ImPACT Q & A
- **LUNCH**

ETR 3
Associate

FOCUS ON YOUTH WITH IMPACT

Slide 4

Day One Agenda (cont.) **ETR 4**
Associated

- Trainers Model Session 1
- Session One Q & A
- **Energizer**
- Trainers Model Session 2
- Session 2 Q & A
- **Energizer**
- Introduction and Guidelines for Teach-Backs
- Evaluation of Day One & Closing Ritual

FOCUS ON YOUTH WITH IMPACT

Slide 5

Day One Objectives **ETR 5**
Associated

By the end of the day, Participants will be able to:

- Increase their comfort level and establish group cohesion
- Provide an explanation of the historical context of *FOY with ImPACT*
- Understand *FOY with ImPACT* Core Elements
- Name and explain the framework for *FOY with ImPACT*

FOCUS ON YOUTH WITH IMPACT

Slide 6

Day One Objectives, Cont. **ETR 6**
Associated

By the end of the day, Participants will be able to:

- Become more familiar with key *ImPACT*, and Sessions 1 & 2 through observation of the facilitators modeling
- Understand the process by which you will be assessed when conducting teach-backs

FOCUS ON YOUTH WITH IMPACT

Slide 7

Overview of *Focus on Youth with ImPACT*

Focus on Youth with Informed Parents and Children Together (ImPACT) is an HIV, STD and pregnancy prevention intervention for African-American youth ages 12-15

ETR 7
Associated

FOCUS ON YOUTH
WITH IMPACT

Slide 8

What makes *FOY with ImPACT* different?

- It's a community-based program
- It features community involvement
- It uses natural friendship groups
- It actively involves parents/guardians
- It has a comprehensive focus

ETR 8
Associated

FOCUS ON YOUTH
WITH IMPACT

Slide 9

Framing this Training

Afro-centric Focus

- Rooted in the cultural image and interests of African-American youth
- Reflects the life experiences of African-American youth, and encourages the history and traditions of African people.

ETR 9
Associated

FOCUS ON YOUTH
WITH IMPACT

Slide 10

How does this concept apply to our training?

- **Rituals** – Are ceremonial acts or a series of such acts.
- **Libations** – An act of prayer, reverence and the honoring of ancestors which includes the pouring of liquid offerings as part of a ceremony.
- **Adinkra Symbols** – Hail from Ghana in West Africa and mean “good-bye”. Now its symbols are used for a variety of purposes. Its symbols reflect themes of unity, strength, community, God and peace, just to name a few.

ETR Associates 10

FOCUS ON YOUTH WITH IMPACT

Slide 11

Overview of the *Focus on Youth with ImPACT* Intervention Materials

- Curriculum
- Evaluation Manual
- FOY Participant Manual
- FOY Youth Workbook (10 copies)
- Implementation and Technical Assistance Guide
- *ImPACT* Facilitator’s Guide
- *ImPACT* Parent/Guardian Resource Guide (10)
- *ImPACT* DVD
- CD Containing Handout & Evaluation Materials
- Materials Kit for each agency
- Job Aids

ETR Associates 11

FOCUS ON YOUTH WITH IMPACT

Slide 12

FOY Curriculum Overview

- Session Purpose
- Session Overview
- Preparation
- Materials
- Notes to Group Leaders

ETR Associates 12

FOCUS ON YOUTH WITH IMPACT

Slide 13

Group Agreements

- Respect
- Step Up/Step Back
- Please be on time each morning, after breaks, and after lunch
- Confidentiality is key!
- Actively participate in the training
- Take risks!
- Agree to disagree
- Cell phones on silent, tickle, passion mode, etc.

ETR
Associated **13**



FOCUS ON YOUTH
WITH IMPACT

Slide 14

PARKING LOT

ETR
Associated **14**

FOCUS ON YOUTH
WITH IMPACT

Slide 15

Getting to know your co-facilitator

- On a 3x5 card, write an outrageous life experience
- Share that experience with your co-facilitator
- Create a name for your pairing

ETR
Associated **15**

FOCUS ON YOUTH
WITH IMPACT

Slide 16

ETR
Associated **16**

Group Introduction Activity

- Breakout into five groups
- Have a recorder to note your expectations on chart paper
- While in your groups, answer the following questions:
 - Your name and agency
 - What made you/your agency choose to implement *FOY with ImPACT*?
 - What are your expectations of this training?
- Work together to create a name for your group
- Develop one opening and one closing ritual

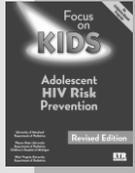


Slide 17

ETR
Associated **17**

The History of *Focus on Kids*

- Originally a community-university linked research and intervention program conducted in housing projects and community centers in Baltimore, MD.
- Headed by Dr. Bonita Stanton, who served as the principle investigator and worked with a host of other researchers (1992-1997).
- This intervention is grounded in a social cognitive theory: Protection Motivation Theory.





Slide 18

ETR
Associated **18**

Protection Motivation Theory





Slide 19

The History of *Focus on Kids*

- Target population was African-American youth between the ages of 9-15 (383 youth participated in the study).
- The intervention was conducted over eight sessions covering a variety of subject matters from building group cohesion, decision making, communication skills, and condom efficacy to basic HIV/STD 101 information.

ETR Associates 19

FOCUS ON YOUTH WITH IMPACT

Slide 20

Research Results

- **Focus on Kids**
 - At 6-month follow-up, participants in the original program were more likely than control youth to use condoms if they were sexually active (85% v.s. 61%).
 - *Focus on Kids* has been successful in both school and community settings across many cultures.

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Research Results: Parental Monitoring

Age Range, y	Low Monitoring	Medium Monitoring	High Monitoring
9-10	0.10	0.15	0.25
11-12	0.20	0.25	0.35
13-14	0.35	0.45	0.60
15-17	0.40	0.85	0.95

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Research Results

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Associates 22

- **Focus on Kids with ImPACT**
 - At 6-month and 12-month follow-up, youth in the parental monitoring group reported significantly lower rates of sex, sex without a condom, alcohol use and cigarette use.

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Focus on Youth Core Elements
Implementation Core Elements

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1. Deliver intervention in a community-based setting.
2. Use two skilled facilitators to model communication, negotiation and refusal skills for youth.
3. Use "friendship" groups.

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Focus on Youth Core Elements
Content Core Elements

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1. Use culturally appropriate interactive activities proven as effective learning strategies to help youth capture learning constructs in the theory
2. Include a "family tree" to contextualize and personalize abstract concepts such as decision-making and risk assessment.
3. Enable participants to learn and practice a decision-making model such as SODA (Stop, Options, Decide, Act).

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Slide 25

Focus on Youth Core Elements
Content Core Elements, Cont.

1. Train participants in assertive communication and refusal skills specifically related to negotiation of abstinence or safer sex behaviors.

2. Teach youth proper condom use.

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Associates **25**

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Slide 26

What is ImPACT?
Informed Parents and Children Together

- A 90-minute individual level intervention
- Conducted in a one-on-one session between facilitator, parent and child
- Key components include:
 - Program overview
 - HIV 101
 - **ImPACT DVD**
 - **Condom Demonstration**
 - **Communication role plays**

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Associates **26**



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Focus on Kids with Informed Parents and Children Together (ImPACT)

- Researchers found greater effectiveness when combining both interventions
- Combined, the interventions met the necessary criteria to be considered an intervention with "best evidence of efficacy" by CDC's HIV/AIDS Prevention Research Synthesis (PRS) project
- *Focus on Kids* alone was also identified as an intervention with "promising evidence."

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Associates **27**



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Remaking of the *Focus on Kids* Video



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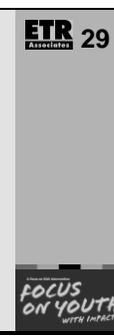
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Slide 29

Session 1:
We're All in This Together

Purpose

Group members will establish a cohesive group by setting agreements and participating in a group cohesion activity. They will also begin learning skills for decision making.



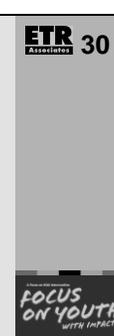
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Slide 30

Session 1 Overview

- Introduction Game: Flying Objects
- Focus on Youth Program Overview
- **Group Cohesion Activity: Crossing the River**
- Establishing Group Agreements
- **Family Tree**
- **SODA Decision-Making Model –**
 - Step One: STOP



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**Session 2:
Risk and Values**

ETR
Associated **31**

Purpose

- Group members will examine risk behaviors and why young people may feel invincible or invulnerable to understand how this can place them at risk for HIV/STDs or unplanned pregnancy
- Group members will learn to identify their values through discussion, ranking and voting activities, and use their personal values to make decisions.

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Session Two Overview

ETR
Associated **32**

- Opening Ritual and Review
- **How Risky Is It?**
- Why Do People Feel Invulnerable?
- Defining a Value
- Ranking Your Values
- **Values Voting**
- Wrap-up and Closing Ritual

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Teach-Back Guidelines

ETR
Associated **33**

- You will work with your co-facilitator and be placed in groups of eight (8) where you will rotate teaching assignments.
- Complete teach-backs within allotted time.
- Be mindful to conduct your teach-back in it's proper sequence.
- Be mindful of transitions.

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Teach-Back Guidelines, Cont. **ETR** 34
Associated

- Each pair will teach 6 activities.
 - FOY (4) and ImPACT (2)
- Teach-back pairs will be given daily room assignments where they will work in groups of eight (a different group each day)
- Each teach-back pair will be given preparation time

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Slide 35

Teach-Back Feedback **ETR** 35
Associated

- Participant Feedback
 - Provided by facilitators
 - Provided by peers
 - Share positive feedback
 - Constructive feedback
- TOF Trainer Feedback
 - Verbal
 - Written
 - Each TOF participant will receive written feedback via teach-back observation form.

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Slide 36

Tips for Giving Feedback **ETR** 36
Associated

- Give feedback, not suggestions
- Be specific
- (I liked it when you...)
- (I wish you had...)
- Focus on the things the facilitator can change

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Tips for Receiving Feedback

- Consider the feedback a gift. It can help you improve your skills
- Be silent when receiving feedback
- Do not defend yourself
- Seek clarification as needed, and immediately
- Ask for suggestions only if desired and time permits

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QUESTIONS?

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DAY TWO

Agenda Day Two

- 8:30 - 9:00 Welcome, Review & Opening Ritual
- 9:00 - 9:15 Teach-back Review
- 9:15 - 10:10 Session 1- We're All in This Together
- A: Teach Back: Crossing the River (15)
 - Small Group Debrief Activity (5)
 - ALL: Teach Back: Family Tree (30)
 - Small Group Debrief Activity (5)
- 10:10 - 10:25 Break
- 10:25 - 11:15 Session 2: Risks and Values
- B: Teach Back: How Risky Is It? (15)
 - Small Group Debrief Activity (5)
 - C: Teach Back: Values Voting (25)
 - Small Group Debrief Activity (5)
- 11:15 - 11:35 Session 1 & 2 Large Group Debrief (20)
- 11:35 - 12:50 Lunch
- 12:50 - 2:00 Session 3: Educate Yourself: Obtaining Information
- Opening Ritual and Review
 - *SODA Decision-Making Model: Step 2*
 - Resources: Finding Information for Good Decisions
 - *Trusted Guardian/Adult as a Resource*
 - *The Advice Columnist: What Teens Want to Know*
 - Challenge: Check It Out!
 - Wrap-Up and Closing Ritual
- 2:00 - 3:15 Session 4: Educate Yourself: Examining Consequences
(Includes break)
- Opening Ritual and Review
 - *Numbers Game: How Many Teens Are Really...?*
 - *How to Use a Condom*
 - *Option A: Condom Demonstration*

- *Option B: Condom Card Game*
- *Condom Race*
 - *Option A: Hands-On Condom Race*
 - *Option B: “Let the Music Play” Condom Card Race*
- *SODA Decision-Making Model – Step 3: Decide*
- *More Challenges!*
- *Wrap-Up and Closing Ritual*

3:15 - 3:30 Closing Ritual and Evaluations

3:30 - 5:00 Teach-Back Preparation (on your own)

Goals and Objectives for Day 2

Goal: To increase participant's capacity to implement key activities of *Focus on Youth with ImPACT* and to demonstrate how to effectively implement key activities of the intervention.

Objectives:

By the end of the day, participants will:

- Model key activities from Sessions 1 and 2 of *Focus on Youth with ImPACT*;
- Become more familiarized with key activities of Sessions 3 & 4 *Focus on Youth with ImPACT* thru observations of the facilitators' modeling ;
- Have time to practice delivering key activities of Sessions 3 & 4 of *Focus on Youth with ImPACT* before conducting teach-backs.

Session Three At-A-Glance

Educate Yourself: Obtaining Information

Purpose: Youth will learn ways to obtain information in order to make good decisions by applying the decision-making model and researching answers to questions.

Activities: **SODA Decision-Making Model: Step 2 (10 minutes)**
Youth will acquire skills for decision making with a focus on Step 2: Options

Resources: Finding Information for Good Decisions (25 minutes)
Youth will identify potential resources to learn about options and use these resources to practice gathering information from different sources.

Trusted Guardian/Adult as a Resource (20 minutes)
Youth will learn how to gather information about options and resources from trusted adults.

The Advice Columnist (40 minutes)
Youth will learn accurate information about puberty, sexual function and reproduction.

Challenge: Check It Out! (10 minutes)
Youth will get practice gathering information and resources from different sources.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- Response efficacy
- Self-efficacy
- Response costs
- Severity
- Vulnerability

Session Four At-A-Glance

Educating Yourself: Examining Consequences

Purpose: Youth will learn to weigh the positive and negative consequences of options as they make decisions.

Activities: **Numbers Game: How Many Teens Are Really...? (15 minutes)**
Youth will have a more realistic understanding of what HIV risks young people are taking.

How to Use a Condom (15 minutes)

Youth will learn accurate information about condom use by observing a demonstration of the correct way to use a condom.

Condom Race (10 minutes)

Through a game, accurate information regarding how to properly use a condom will be reinforced.

SODA Decision Making Model – Step 3: Decide (20 minutes)

Using characters from the family tree, youth will acquire skills for decision making with a focus on step - Decide

More Challenges! (5 minutes)

Youth will get hands-on experience gathering information and resources from different places in their community.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- External rewards
- Response efficacy
- Self-efficacy
- Response costs
- Severity
- Vulnerability

Power Point Slides – Day 2

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Day Two Agenda **ETR 39**
Assessments

- Welcome, Review and Opening Ritual
- Teach-Back Review
- ImPACT Session Teach-Back
 - All: Condom Demo
 - All: Role-plays
- ImPACT Session Large Group Debrief
- Lunch



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Day Two Agenda (cont.) **ETR 40**
Assessments

- Session 1: We're All in This Together
 - Group A: Teach Back: Crossing the River
 - All Groups: Teach Back: Family Tree
- BREAK**
- Session 2: Risks & Values
 - Group B: Teach Back: How Risky Is It?
 - Group C: Teach Back: Values Voting



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Day Two Agenda (cont.) **ETR 41**
Assessments

- **Energizer**
- Session 1 & 2 Large Group Debrief
- Next Steps, Evaluations and Closing Ritual



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Day 2
Goals and Objectives

By the end of the day, participants will:

- Teach-back key activities from ImPACT, and Sessions 1 & 2 of *Focus on Youth with ImPACT* with fidelity.



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Teach Back Flash Backs!

- Review room assignment chart
- Expectations
- Roles of everyone in the group
- Adherence to time allotted
- Feedback process
- Ready.....Set....Go!!!



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Teach-Back Assignments

- **All Groups:** ImPACT Condom Demonstration (10 min)
- **All Groups:** ImPACT Role-Plays (10 min)
- **ImPACT Session Large Group Debrief**
- **Group A:** Crossing the River (10 min)
- **All Groups:** Family Tree (30 min)
- **Group B:** How Risky Is It? (15 min)
- **Group C:** Values Voting (15 min)
- **Sessions 1 & 2 Large Group Debrief**



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DAY THREE

Agenda Day Three

- 8:30 - 9:00 Welcome, Opening Ritual, Review
- 9:00 - 9:25 Session 3: Educate Yourself: Obtaining Information
- A: Teach Back: The Advice Columnist (20)
 - Small Group Debrief (5)
- 9:25 - 10:05 Session 4: Educate Yourself: Examining Consequences
- B: Teach Back: How to Use A Condom (15)
 - Option A: Condom Demonstration
 - Option B: Condom Card Activity
 - Debrief (10)
 - C: Teach Back: SODA Decision Making Model (Step 3: Decide) (15)
 - Small Group Debrief (5)
- 10:05 – 10:25 Large Group Debrief (20)
- 10:25-10:35 Break
- 10:35 – 11:50 Session 5: Build Skills: Communication
- Opening Ritual and Review
 - *SODA Decision-Making Model: Step 4*
 - *Communication Game*
 - *Option A: Communicating Without Words*
 - *Option B: Changing Messages*
 - *Communication Styles: Aggressive, Assertive and Nonassertive*
 - *Sex: A Decision for Two*
 - Wrap-Up and Closing Ritual
- 11:50 – 1:00 **Lunch**
- 1:00 – 2:10 Session 6: Sexual Health and Showing You Care Without Having Sex
- Opening Ritual and Review
 - *Ways to Show You Care*
 - *“Ways to Show You Care” Role-play*

- *HIV Transmission Game*
- *Safer Sex and Contraception*
- Challenges: Being-a-Parent Interviews
- Wrap-Up and Closing Ritual

2:10 – 2:25

Break

2:25 - 3:40

Session 7: Attitudes and Skills for Sexual Health

- Opening Ritual and Review
- *HIV- Positive Speaker or Video*
- *Goal Setting for My Future*
- *Goal Setting: Obstacles and Support*
- Role-play: Saying No or Asking to Use a Condom
- Closing Ritual and Evaluations

3:40 – 4:00

Closing Ritual and Evaluations

4:00 – 5:00

Teach-Back Preparation (on your own)

Goals and Objectives for Day 3

Goal: To increase participant's capacity to implement key activities of *Focus on Youth with ImPACT* and to demonstrate how to effectively implement key activities of the intervention.

Objectives:

By the end of the day, youth facilitators will:

- Model key activities from Sessions 3 & 4 of *Focus on Youth with ImPACT*;
- Become more familiarized with key activities of Sessions 5, 6 and 7 of *Focus on Youth with ImPACT* thru observations of the facilitators modeling;
- Privately practice delivering key activities of Sessions 5, 6 and 7 of *Focus on Youth with ImPACT* before conducting teach backs.

Session Five At-A-Glance

Build Skills: Communication

Objective: Youth will learn communication and negotiation skills to assist in carrying out responsible decisions.

Activities: **SODA Decision Making Model – Step 4 (15 minutes)**

Through a group discussion, youth will acquire skills for decision making using step four of the model

Communication Game (15 minutes)

This activity offers alternate games to assist youth in learning the importance of non-verbal communication, the consequences of gossiping, and the importance of not making assumptions.

Communication Styles (35 minutes)

Through a series of role-plays, youth learn and practice effective communication skills while learning to delineate between aggressive, assertive and non-assertive communication.

Sex: A Decision for Two (40 minutes)

This activity uses a story to help youth understand how poor communication can lead to compromising situations, as well as how to avoid such situations. Rape is discussed in this activity and facilitators are strongly encouraged to identify and secure a rape crisis counselor to be present for the session and answer any questions youth may have.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- Response efficacy
- Self-efficacy
- Response Costs
- Vulnerability
- Severity
- Internal and external rewards

Session Six At-A-Glance

Sexual Health and Showing You Care Without Sex

Purpose: Youth will use role-plays to explore various ways to show they care without having sex and will learn information about sexual health.

Activities: Ways to Show You Care (15 minutes)

Through a brainstorming activity, facilitators will help youth categorize reasons youth give for having sex to discover that positive feelings usually associated with having sex can also be experienced without sex. They will recognize the importance of “Ways to Show You Care” as a safer sex option.

Ways to Show You Care Role-Play (20 minutes)

Youth will practice what they have learned via role-play, thereby increasing their awareness of various ways they can show they care without having sex.

HIV Transmission Game (15 minutes)

Youth will play a game to gain an increased awareness of how quickly HIV and other STDs can be spread and how they can be prevented.

Safer Sex and Contraception (45 minutes)

Through group discussion, youth will learn about the various methods of contraception.

Challenge: Being a Parent Interviews (5 minutes)

Youth will gain further understanding of the impact becoming a parent in high school really has!

The following constructs of Protection Motivation Theory are taught to youth through this session’s activities:

- Self-efficacy
- Response efficacy
- Internal and external rewards
- Severity
- Vulnerability
- Response costs

Session Seven At-A-Glance

Attitudes and Skills for Sexual Health

Purpose: Youth will learn attitudes and skills that support sexual health through listening to a speaker, completing a goal-setting activity and role-playing refusal and negotiation skills

Activities: **HIV Positive Speaker or Video (40 minutes)**

Youth will hear the first-hand experiences of a person living with HIV and/or AIDS to better understand how the disease can change a person's life.

Goal Setting for My Future (20 minutes)

Working in small groups, youth will identify long-term goals for themselves and describe short-term goals that will help them achieve these long term-goals. They will also make a commitment to follow up on one of their short-term goals.

Goal Setting: Obstacles and Support (20 minutes)

Through a large group activity, youth will identify long-term goals for themselves and will analyze unexpected potential outcomes to learn how to avoid possible obstacles to achieving their goals.

Role-play: Saying NO or Asking to Use a Condom (25 minutes)

Through role-plays, youth will practice communication skills that will help them carry out their decisions. They will define *sexual health* and discuss ways to maintain it.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- Self-efficacy
- Vulnerability
- Response efficacy
- Internal Rewards
- Severity
- Response costs

Power Point Slides – Day Three

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Day 3 Agenda

- Welcome, Opening Ritual and Review
- Trainers Model Session 3
- Break
- Trainers Model Session 4
- Sessions 3 and 4 Q & A
- **Lunch**
- Teach-Back Preparation
- Break**

ETR
Assessments **46**

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Day Three Agenda (cont.)

- Session 3: Educate Yourself: Obtaining Information
 - Group D: Teach Back: Ya Heard Me?
- Session 4: Educate Yourself: Examining Consequences
 - Group A: Teach Back: How to Use a Condom
 - Option B: Condom Card Activity
 - Group B: Teach Back: SODA Decision-Making Model Step 3: Decide
- Sessions 3 & 4 Large Group Debrief

ETR
Assessments **47**

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Day Three Agenda (cont.)

- **Break**
- **Energizer**
- Trainers Model Session 5
- Next Steps, Evaluation and Closing Ritual

ETR
Assessments **48**

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Day 3
Goals and Objectives

ETR
Associated **49**

- **By the end of the day, training participants will:**
 - Become more familiar with key activities of Sessions 3, 4 and 5 of *FOY with ImPACT* through observing sessions modeled by facilitators
 - Privately practice delivering key activities of Session 3 and 4 of *FOY with ImPACT* before conducting teach-backs
 - Teach-back key activities from Sessions 3 & 4 of *FOY with ImPACT* with fidelity

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Session 3:
Educate Yourself:
Obtaining Information

ETR
Associated **50**

Purpose:

Group members will learn ways to obtain information in order to make good decisions by applying the SODA Decision-Making Model and researching answers to questions.

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Session 3
Educate Yourself:
Obtaining Information Overview

ETR
Associated **51**

- Opening Ritual and Review
- **SODA Decision-Making Model: Step 2: OPTIONS**
- Resources: Finding Information for Good Decisions
- **Trusted Guardian/Adult as a Resource**
- **Ya Heard Me?: What Teens Want to Know**
- Challenge: Check It Out!!
- Wrap-Up and Closing Ritual



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Session 4
Educate Yourself:
Examining Consequences

ETR 52
Associated

Purpose

Group members will learn to weigh the positive and negative consequences of options as they make decisions.

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Session 4
Educate Yourself:
Examining Consequences Overview

ETR 53
Associated

- Opening Ritual and Review
- Numbers Game
- How to Use a Condom
 - Option B: Condom Card Game
- Condom race
 - Option B: "Let the Music Play" condom card race
- SODA Decision-Making Model: Step 3 DECIDE
- More Challenges
- Wrap Up and Closing Ritual

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Session 3 & 4 Teach Backs

ETR 54
Associated

- Group D: Ya Heard Me?
- Group A: How to Use a Condom
 - Option B: Condom Card Activity
- Group B: SODA Decision-Making Model: Step 4: DECIDE

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Session 5:
Building Skills: Communication

ETR 55
Associated

Purpose

Group members will learn communication and negotiation skills to assist in carrying out responsible decisions.

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Session 5:
Building Skills: Communication

ETR 56
Associated

- Opening Ritual and Review
- **SODA Decision-Making Model: Step 4: ACTION**
- Communication Game
 - Option A: Communicating Without Words
 - Option B: Changing Messages
- Communication Styles: Aggressive, Assertive and Non-Assertive
- **Sex: A Decision for Two**
- Wrap-up and Closing Ritual

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QUESTIONS?

ETR 57
Associated



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DAY FOUR

Agenda Day Four

- 8:30 - 9:00 Welcome, Opening Ritual and Review
- 9:00 - 9:40 Session 5: Build Skills: Communication
- A: Teach Back: Communication Game (10)
 - Small Group Debrief (5)
 - B: Teach Back: Sex: A Decision for Two (20)
 - Small Group Debrief (5)
- 9:40 - 10:25 Session 6: Sexual Health and Showing You Care Without Having Sex
- C: Teach Back: Ways to Show You Care (15)
 - Small Group Debrief (5)
 - A: Teach Back: Safer Sex and Contraception (20)
 - Small Group Debrief (5)
- 10:25 - 10:40 Break
- 10:40-11:20 Session 7: Attitudes and Skills for Sexual Health
- B: Teach Back: Goal Setting For My Future (15)
 - Small Group Debrief (5)
 - C: Teach Back: Goal Setting: Obstacles and Support (15)
 - Small Group Debrief (5)
- 11:20 – 11:50 Large Group Debrief
- 11:50 – 1:00 LUNCH
- 1:00 – 2:15 Session 8: Review and Community Project (Large group discussion)
- Opening Ritual and Review
 - *What Are You Concerned About?*
 - *What Youth Can Do*
 - *The Knowledge Feud*
 - *Pat on the Back*
 - *Community Projects Discussion*

- Closing Ritual and Evaluations
- 2:05 – 2:20 Break
- 2:20 – 4:35 Introduction of *ImPACT*
- Purpose of *ImPACT*
 - Components of *ImPACT* (Facilitators Model)
 - One-on-One session
 - Discussion
 - ImPACT DVD
 - Condom Demonstration
 - Role-play
 - Parent Workbook
- 4:35 – 4:45 *ImPACT* Session Q & A
- 4:45 – 5:00 Closing Rituals and Evaluations

Goals and Objectives for Day 4

Goal: To increase participant's capacity to implement key activities of *Focus on Youth with ImPACT* and to demonstrate how to effectively implement key activities of the parent session, *ImPACT*.

Objectives

By the end of the day, training participants will:

- Model key activities from Sessions 5, 6 and 7 of *Focus on Youth with ImPACT*;
- Become more familiarized with key activities of Session 8 of *Focus on Youth with ImPACT* thru observations of the facilitators modeling ;
- Be introduced to the parent session, *ImPACT*, and observe key activities being modeled by facilitators;
- Have time to practice delivering key activities of *ImPACT* before conducting teach-backs.

Session Eight At-A-Glance

Review and Community Project

Purpose: Youth will build self-efficacy about HIV/STD prevention through analyzing their concerns and how they can take responsibility, testing their HIV knowledge, affirming each other and planning community projects.

Activities:

What Are you Concerned About (10 minutes)

Using a worksheet, youth will identify areas of personal concern and learn that some of their concerns are shared by others

What Youth Can Do (10 minutes)

Through a group discussion, youth how African American leaders and community leaders have addressed people's concerns, and how they can take responsibility for and handle *their* concerns.

The Knowledge Feud (20 minutes)

Through a "family Feud" type game, youth will review their knowledge of HIV and STD prevention and increase their belief in their ability to protect themselves from infection.

Pat on the Back (20 minutes)

This is a fun activity allowing the youth to give each other compliments and build their self-esteem.

Community Projects Discussion (30 minutes)

Through a large group activity, youth will increase their self-efficacy around HIV/STD prevention by sharing their knowledge and attitudes with others in their community.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- Severity
- Vulnerability
- Response efficacy
- Self-efficacy
- Internal and external rewards.

ImPACT At-A-Glance

Purpose: To provide parents/guardians with a tool to help facilitate effective communication between them and their youth around difficult topics such as abstinence, sex, condom use, HIV and other STDs. Steps to effective condom use are also shared.

Activities: HIV 101 (10 minutes)

Parents/guardians will increase their knowledge of basic facts about HIV transmission, prevention and testing. They will have an increased awareness of HIV risk factors associated with African Americans and African-American youth.

The ImPACT DVD (30 minutes)

Parents/guardians and their youth will increase their mutual understanding of effective and non-effective communication strategies, the pressures that exist for parents/guardians as their youth grow toward independence, and the perceived risk of HIV for youth.

Effective Communication (5 minutes)

Parents/guardians will understand the importance of communicating with and monitoring their youth.

Condom Demonstration/Condom Card Activity (15 minutes)

Depending on the comfort level of the parent/guardian, through either a condom demonstration or a game-like activity, they will learn correct condom use skills

Talking With Your Youth Role-Play (15 minutes)

Parents/guardians and youth will increase and enhance skills for communication around the topics of healthy decision making and sexuality.

The following constructs of Protection Motivation Theory are taught to youth through this session's activities:

- Self-efficacy
- Response efficacy
- Response costs
- vulnerability

Power Point Slides – Day 4

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Day 4 Agenda

- Welcome, Opening Ritual and Review
- Session 5: Build Skills: Communication
 - Group C: SODA – Decision Making Model: Step 4 - Action
 - Group D: Teach-Back: Sex: A Decision for Two
- Session 5 Large Group Discussion
- **Break**
- Trainers Model Session 6
- Trainers Model Session 7
- Sessions 6 and 7 Q & A
- **Lunch**
- **Break**

ETR
Assessments **58**

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WITH IMPACT

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Day 4 Agenda, Cont.

- Teach-back Preparation
- Session 6: Sexual Health and Showing You Care Without Having Sex
 - Group A: Teach-Back: Ways to Show You Care
 - Group B: Teach-Back: Safer Sex and Contraception
- Session 7: Attitudes and Skills for Sexual Health
 - Group C: Teach-Back: Goal Setting For My Future
 - Group D: Teach-Back: Goal Setting: Obstacles and Support

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Day Four Agenda (cont.)

- Sessions 6 & 7 Large Group Debrief
- **Energizer**
- Trainers Model Session 8: Review and Community Project
- Next Steps, Evaluation & Closing Rituals

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Day 4
Goals and Objectives

By the end of the day, training participants will:

- Become more familiarized with key activities of Session 8 of *Focus on Youth with ImPACT* through observing facilitator modeled activities
- Have time to practice key activities of Sessions 6 & 7 before conducting teach-backs
- Teach-back key activities from Sessions 5, 6 & 7 of the *Focus on Youth with ImPACT* with fidelity

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Session 5
Teach Back Assignments

- Group C: SODA Decision Making Model Step 4: Action
- Group D: Sex: A Decision for Two

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Session 6: Sexual Health and Showing You Care Without Having Sex

Purpose

Group members will use role plays to explore various ways to show they care without having sex and will learn information about sexual health.

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Session 6: Sexual Health and Showing You Care without Having Sex

- Opening Ritual and Review
- **Ways to Show You Care**
- **"Ways to Show You Care" Role-play**
- **HIV Transmission Game**
- **Safer Sex and Contraception**
- Challenge: Being-A-Parent Interviews
- Wrap-Up and Evaluation

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Session 7: Attitudes and Skills for Sexual Health

Purpose

Youth will learn the attitudes and skills that support sexual health through listening to an HIV-Positive speaker, completing a goal-setting activity and role-playing refusal and negotiation skills.

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Session 7: Attitudes and Skills for Sexual Health

- Opening Ritual and Review
- HIV-Positive Speaker or Alternative Video
- **Goal Setting for My Future**
- **Goal Setting: Obstacles and Support**
- Role-Play: Saying NO or Asking to Use a Condom
- Closing Ritual and Evaluations

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Sessions 6 & 7
Teach Back Assignments

- Group A: Ways to Show You Care
- Group B: Safer Sex and Contraception
- Group C: Goal Setting For My Future
- Group D: Goal Setting: Obstacles and Support

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Session 8
Review and Community Project

Purpose

Group members will build self-efficacy about HIV/STD prevention through analyzing their concerns and how they can take responsibility, testing their HIV knowledge, affirming each other and planning community projects.



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Session 8:
Review and Community Project
Agenda

- Opening Ritual and Review
- **What Are You Concerned About?**
- What Youth Can Do
- **The Knowledge Feud**
- **Pat on the Back**
- Community Projects Discussion
- Closing Ritual and Evaluations

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DAY 5

Agenda Day Five

8:30 – 9:00	Welcome, Opening Ritual, and Review
9:00 – 10:40	Parent Intervention Teach-backs (Groups of four, with break in between) <ul style="list-style-type: none">• Facilitated Discussion (10 minutes each)<ul style="list-style-type: none">○ Small Group Debrief (5 minutes)• Condom Demonstration (10 minutes each)<ul style="list-style-type: none">○ Small Group Debrief (5 minutes)• Role Plays (15 minutes each)<ul style="list-style-type: none">○ Small Group Debrief (5 minutes)
10:40 – 10:55	Large Group Debrief
10:55 – 11:55	Evaluation Tools and Implementation
11:55 – 1:30	Lunch
1:30 – 3:00	Planning For Your Focus on Youth Intervention <i>Dash Board Activity</i>
3:00 – 3:15	Break
3:15 – 4:30	Adapting FOY with Fidelity Large group discussion (power point) <ul style="list-style-type: none">• Review of core elements and key characteristics• Implementing FOY with Fidelity• Samples of adaptation
4:30 – 5:00	Closing Ritual, Post Test and Evaluations

Goals and Objectives for Day 5

Goal: To increase participants' capacity to implement key activities of the *Focus on Youth with ImPACT* intervention, evaluation tools, and formative planning of both *Focus on Youth* and *ImPACT* while increasing their understanding of adapting and/or modifying the interventions for specific communities.

Objectives

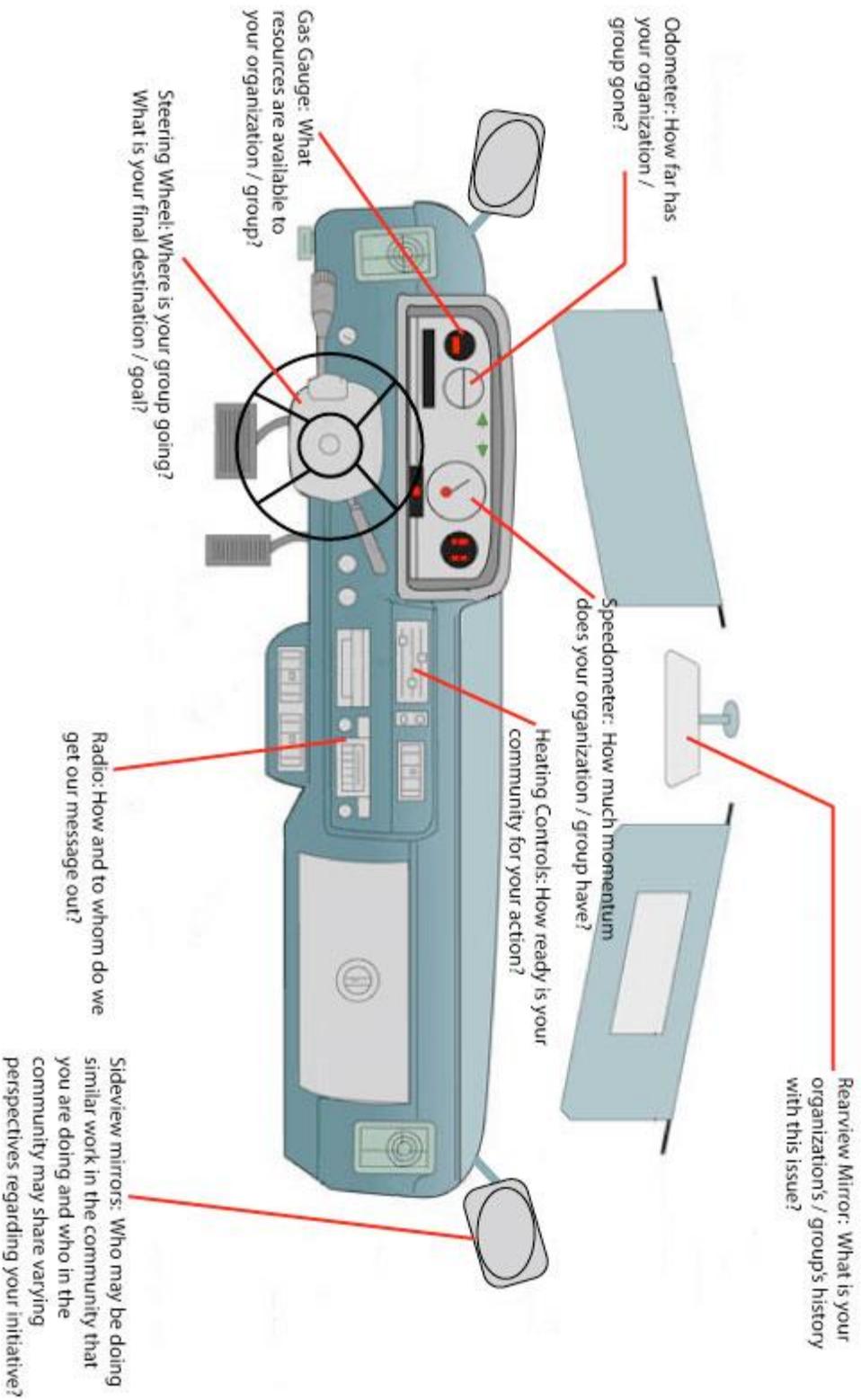
By the end of the day, training participants will:

- Model key activities from *ImPACT* ;
- Become more familiarized with implementing *Focus on Youth* and *ImPACT* with fidelity;
- Understand what *can* and *cannot* be adapted as it pertains to *Focus on Youth with ImPACT*.

ImPACT Teach-Back Notes

A large rectangular box containing 20 horizontal lines for writing notes.

Your Dashboard



Dashboard Courtesy of Youth Leadership Institute, www.yli.org

DASHBOARD Worksheet

Using the dashboard image, think about and fill in the following areas with your thoughts and notes:

The Rear View Mirror: What is your organization's / group's history?

Radio: How (and to whom) do you get your message out?

The Gas Gauge: What resources are available to your organization / group?

The Speedometer: How much momentum does your organization / group have?

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Odometer: How far has your organization/group gone?

The Steering Wheel: Where is your group going?

The Side View Mirrors: Who may be doing similar work in the community that you are doing and who in the community may have varying perspectives regarding your initiative.

The Heating Controls: How ready is your community for your action?

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Power Point Slides – Day 5

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Day 5 Agenda

- Welcome, Opening Ritual, and Review
- Evaluation Tools and Implementation
- **Lunch**
- Planning For Your *Focus on Youth with ImPACT* Intervention (Dashboard Activity)
- **Break**
- Adapting *Focus on Youth with ImPACT* with Fidelity
- Closing Thoughts, Post Test, Evaluations and Closing Rituals

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**Day 5
Goals and Objectives**

By the end of the day, training participants will:

- Become more familiar with implementing with *ImPACT* with fidelity
- Understand what *can* and *cannot* be modified, updated or adapted as it pertains to *Focus on Youth with ImPACT*

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***ImPACT* Evaluation Materials**

- *ImPACT* Parent/Guardian Feedback Survey
- *ImPACT* Youth Feedback Survey
- *ImPACT* Observation Log
- *ImPACT* Implementation Log

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FOY Evaluation Materials



- FOY Facilitator Implementation Log
- FOY Observation Log
- Holla Back! Youth Feedback Survey



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FOY Evaluation Timeline



Sample Evaluation Timeline

Implementation	Phase	Timeline								Follow-up	
		1	2	3	4	5	6	7	8		
Facilitator Implementation Log (end of session)		X	X	X	X	X	X	X	X	X	
Youth Feedback Survey (end of session)		X	X	X	X	X	X	X	X	X	
Observation Log (during session)		X	X	X	X	X	X	X	X	X	
Youth Outcome Survey											X

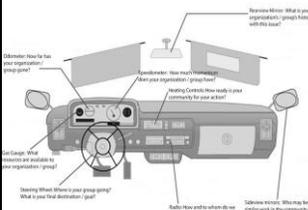


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Planning for your FOY with ImPACT intervention



Your Dashboard





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Adapting *Focus on Youth with ImPACT*

- Core Elements
 - Are required elements that produce the intervention's main effects.
 - Identified through research and program evaluation.
 - **Cannot be changed!**
- Key Characteristics
 - Essential attributes of the intervention activities.
 - May be modified under strict guidelines.
- Reinvention, Adaptation and Tailoring
 - Activity

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Capacity Building Assistance (CBA)

ETR provides CBA which helps to improve the capacity of Community Based Organizations (CBOs) and health departments to adapt, tailor, implement, and evaluate effective HIV prevention interventions.

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Capacity Building Assistance, cont.

We do this by assisting you/your agency in areas such as:

- Staff Training
- Needs assessments, priority setting and intervention preparation
- Programmatic development & sustainability
- Quality Assurance and Evaluation of effective HIV prevention interventions

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