



Appendix D

Acting Safe Training of Facilitator: Slides



Training Goals

1. Understand the goals of **TLC** and how *Acting Safe* supports them.
2. Learn and demonstrate **TLC**'s core elements.
3. Observe, teach back, or participate in all 8 *Acting Safe* sessions.
4. Identify and demonstrate the basic requirements of successful facilitation.
5. Identify strategies for implementation of *Acting Safe* in one's own agency.



TLC Intervention Package

- **TLC** Implementation Manual:
 - *Introduction and Overview.*
 - *Staying Healthy* Module.
 - *Acting Safe* Module.
- Implementation Materials.
- Implementation Plan.
- **TLC** Marketing DVD



TLC Implementation Manual Part 1, *Introduction and Overview*

- Science behind **TLC**.
- Core elements and key characteristics.
- How to implement **TLC**.
- Handling problem participant behavior.
- Evaluation assistance.
- Implementation materials and CDC guidelines.



TLC Implementation Manual Part 3, *Acting Safe* Module

- Introduction.
- Standard scripts for Opening and Closing.
- Text of eight sessions.
- Appendices.



Overview of TLC: What is TLC?

- **TLC** – Together Learning Choices.
- An evidence-based group level HIV prevention and health promotion intervention.
- Utilizes cognitive-behavioral strategies, such as Social Action Theory, to change behavior.
- Consists of 2 modules of 8 sessions each.
 - Third module is optional and not part of the intervention package.
- Delivered in small groups (4-12 participants) in weekly sessions.



Overview of TLC: Target Participants

- **HIV+ young adults ages 13 to 29:**
 - Diverse functioning levels.
 - Diverse gender and sexual orientation.



Overview of TLC: Delivery Mode

- Delivered in small, closed groups (4 to 12 participants).
- 2 modules, each with 8 sessions.
- Third module is optional and not part of the intervention package.



Overview of TLC: TLC Modules

- ***Staying Healthy***: health maintenance and effective partnerships with health care providers.
- ***Acting Safe***: primary and secondary HIV prevention.
- ***Being Together***: emotional well-being and quality of life (optional)



Overview of TLC

Goals of TLC

- Increase behaviors that promote:
 - Healthy living.
 - Effectively dealing with the challenges of daily living.
 - Positive feelings, thoughts, and actions.
 - Developing daily routines to stay healthy.



Overview of TLC

***Acting Safe* supports TLC's goals by:**

- Reducing the number of unprotected sex acts.
- Reducing the number of sex partners.
- Decreasing the number of uninfected sex partners or partners of unknown status.
- Reducing risky drug use behaviors.



Overview of TLC

Modifications to the Intervention

- *Being Together* module – optional.
- New name - **TLC: Together Learning Choices.**
- Extended to include positive young adults (ages 13 to 29).
- *Staying Healthy* and *Acting Safe* modules reduced to 8 sessions each.



Overview of TLC

Modifications to the Intervention - *continued*

- Elimination of redundant concepts and activities.
- Updated information and integrated a model that treats HIV as a chronic disease.
- Greater emphasis on non-scripted role plays.
- Explicit incorporation of a Feel-Think-Do Framework (F-T-D).



TLC Intervention Trial

Participants and sites

- 310 YPLH participated at baseline
 - 27% Black, 37% Latino; 72% male, 88% gay-bisexual
 - 21 years old on average
 - 55% high school grad/GED, 31% in school/college



TLC Intervention Trial - *continued*

Participants and sites

- Recruited and followed from 1994-1996
- Los Angeles, New York, San Francisco, Miami
- 20+ sites, outreach, advertising, etc.
- Randomized into cohorts
- Delayed-intervention control



Overview of TLC

Acting Safe Outcomes

- 82% fewer unprotected sex acts.
- 45% fewer sex partners.
- 50% fewer HIV-negative sex partners.
- 31% less substance use.



Why Is Theory Important?

- Theories provide explanations for why things happen.
- Theory provides a framework to help investigators:
 - Explain observed events as causal chains.
 - Understand ways to intervene in these causal chains.
- Theory helps plan interventions and activities that are more likely to be effective.



Social Action Theory

- Theoretical Foundation of TLC
- Extension of Social Cognitive Theory (SCT):
 - Health behaviors result from interplay of:
 - Self-change processes (from SCT)
 - Outcome expectations, self-efficacy, and goal setting mediated by/through relationships, problem-solving
 - Contextual influences (environment)
 - Settings, emotions, and biological predisposition
 - Determine success of adopting health behaviors
 - Dynamic, reciprocal relationship between persons and environmental contexts



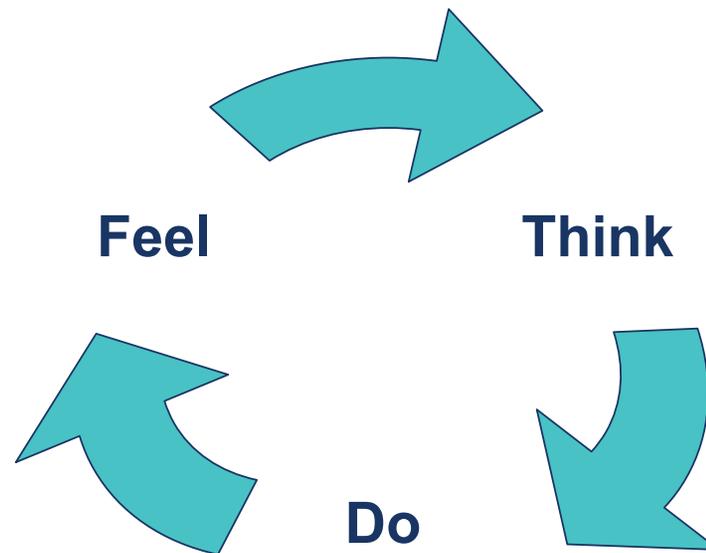
Social Action Theory - *continued*

Social Cognitive Theory (Bandura)

- Behavior change results from:
 - Information
 - Self-efficacy
 - Outcome expectancies
 - Social skills
 - Self-regulating skills
 - Rewards (reinforcement value)

Underlying Theory and Principles

Feel→Think→Do Framework:





TLC from Theory to Action

- Emphasizes awareness of one's emotions, thoughts and actions.
- Applies CBT strategies to promote behavioral change:
 - Emotional awareness and regulation.
 - Connection between feelings, thoughts and actions.
 - Positive self-talk.
 - Reframing.
 - Problem-solving.
 - Goal setting.
 - Assertiveness.
 - Relaxation.



Core Element

- Critical feature of an intervention's intent and design.
- Responsible for its effectiveness.
- Must be maintained without alteration.



TLC Core Elements

1. Development of awareness of feelings, thoughts, and actions through use of a Feeling Thermometer and F-T-D.
2. Teaching, modeling, and practicing four essential skills:
 - Personal problem-solving.
 - Short and long-term goal setting.
 - Emotional awareness and regulation.
 - Assertive behavior and communication
3. Consistent appreciation and reinforcement of positive participant behavior through the use of Thanks Tokens.



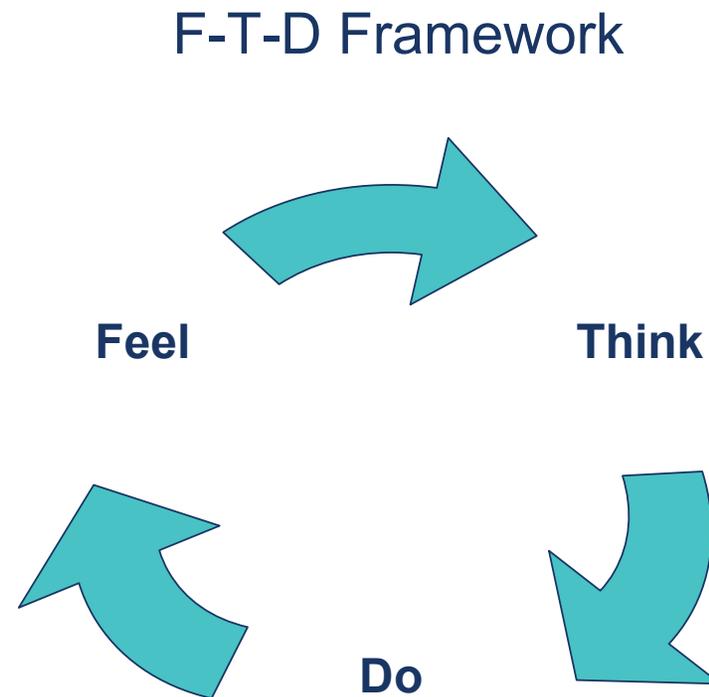
TLC Core Elements – *CONTINUED*

4. Identification of Ideal Self to help motivate and personalize behavior change.
5. Sessions delivered in small highly participatory, interactive groups.



TLC Core Element 1

1. Awareness of feeling, thoughts and actions through use of a Feeling Thermometer and F-T-D Framework.

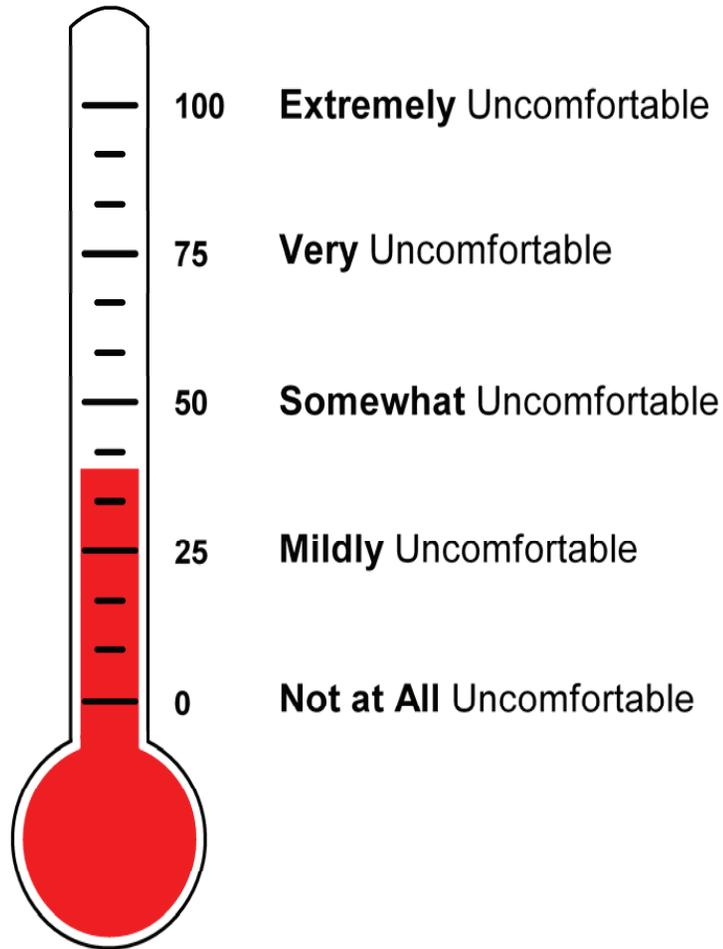




F-T-D: Feel

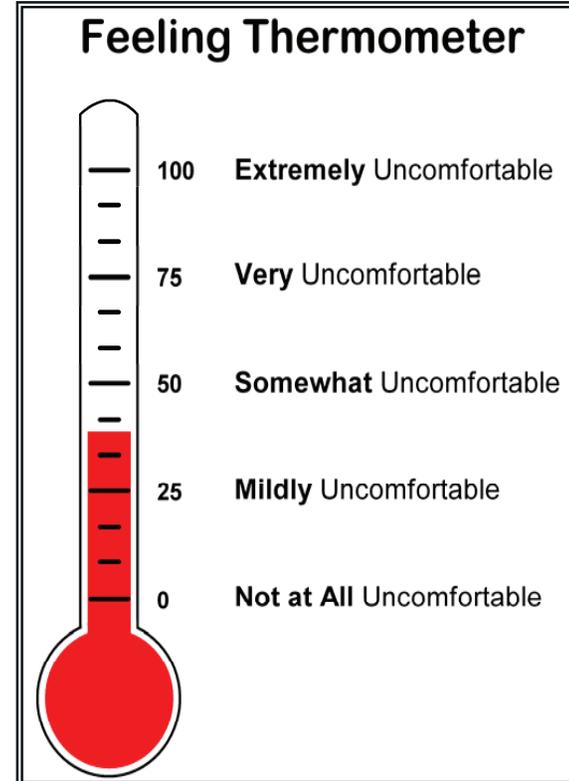
- Physical or body reactions (e.g., sweaty palms, a flushed face, trembling knees, etc.) in response to a situation.
- Feeling Thermometer rating in response to a situation.

Feeling Thermometer



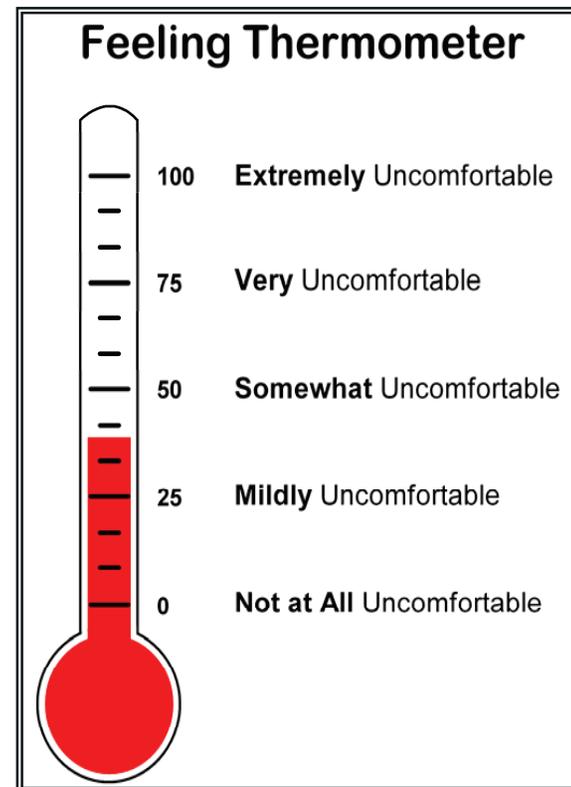
Feeling Thermometer

- Rank or order a hierarchy of comfortable vs. uncomfortable events.



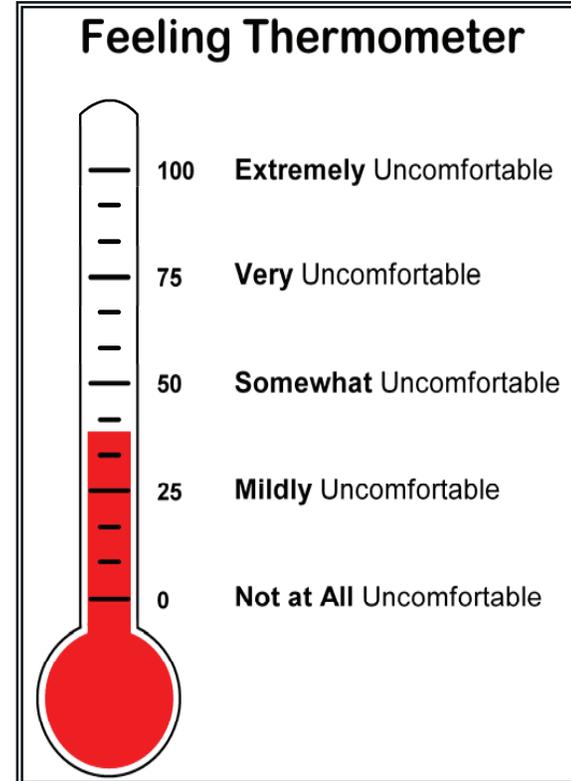
Feeling Thermometer

- Promote awareness of escalating discomfort by linking our comfort level to body reactions.



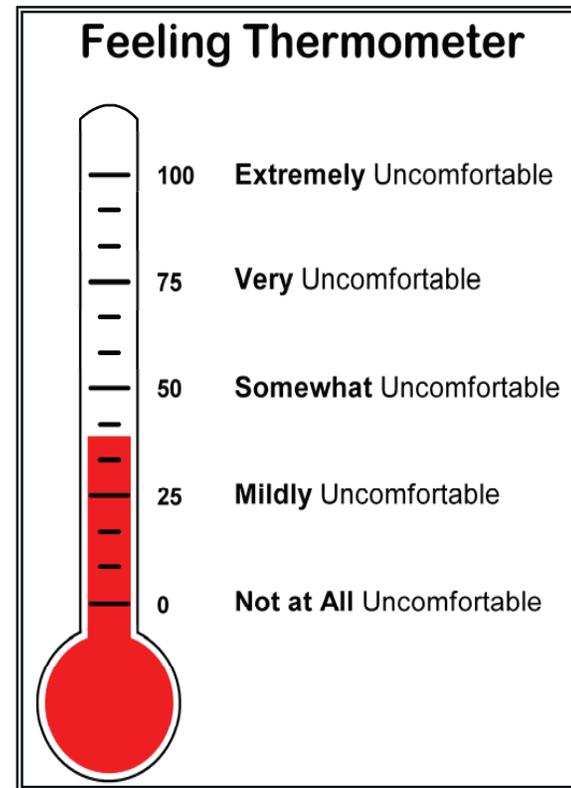
Feeling Thermometer

- Establish a rate of optimal performance.



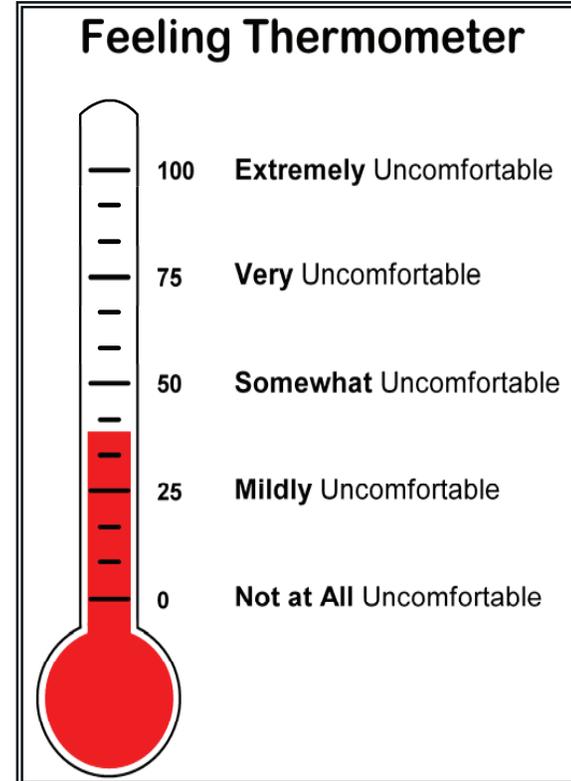
Feeling Thermometer

- Slow down the F-T-D process.



Feeling Thermometer

- Act as a group facilitation tool.





F-T-D: Think

- What we say to ourselves in response to situations.
- Expectations and beliefs about people, places, situations, things, or feelings.
- Thoughts may be automatic and distorted, increasing Feeling Thermometer reading.



F-T-D: Do

- Doing refers to the individual's reaction to an event
- These actions may include:
 - Problem-solving.
 - Short- & long-term goal setting.
 - Assertive behavior and communication.
 - Relaxation.

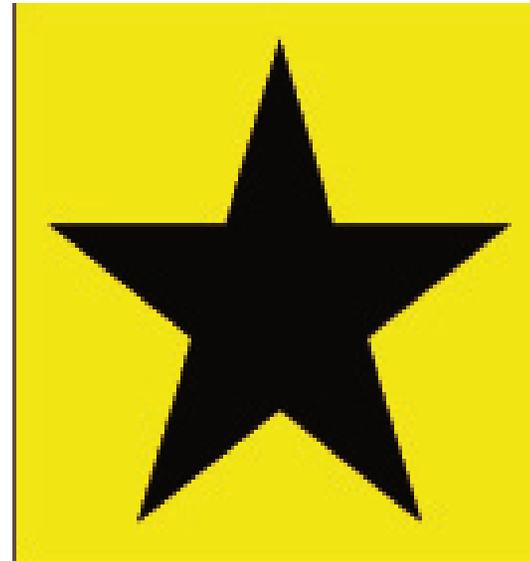


TLC Core Element 2

- Teaching, modeling and practicing four essential skills:
 - Personal problem-solving.
 - Short and long-term goal setting.
 - Emotional awareness and regulation.
 - Assertive behavior and communication.

TLC Core Element 3

- Consistent appreciation and reinforcement of positive participant behavior through the use of Thanks Tokens.





TLC Core Element 4

- Identification of Ideal Self to help motivate and personalize behavior change.



Ideal Self

- Image we have of ourselves as we would like to be.
- Helps participants pinpoint their values regarding how they would like to see themselves behave.
- Serves as a framework for behavioral decision making.



TLC Core Element 5

- Sessions delivered in small highly participatory, interactive groups.



TLC Core Elements

1. Development of awareness of feelings, thoughts and actions through use of a Feeling Thermometer and F-T-D.
2. Teaching, modeling and practicing four essential skills:
 - Personal problem-solving.
 - Short and long-term goal setting.
 - Emotional awareness and regulation.
 - Assertive behavior and communication.
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TLC Core Elements - *continued*

4. Identification of Ideal Self to help motivate and personalize behavior change.
5. Sessions delivered in small highly participatory, interactive groups.



Personal Problem-Solving

- Slows down automatic decision making by thinking and solving problems in a systematic manner.
- SMART Problem-Solving Steps are taught
 - S** = State the problem.
 - M** = Make a goal.
 - A** = Achieve a list of all possible actions.
 - R** = Reach a decision.
 - T** = Try it and review it.



Personal Problem-Solving - *continued*

- Based on the decisional balancing model:
 - Often, people are in a state of conflict about a situation.
 - Evaluation of pros and cons responds to the state of conflict.



Short- and Long-Term Goal Setting

- How Goals are used
 - Set at conclusion of each session.
 - Relate to session activities.
 - Weekly goal card.
 - Reviewed during check-in.
- Crucial to making behavior changes.



Emotional Awareness and Regulation

- Skills used in **TLC** to control or stop self-defeating thoughts:
 - Positive self-talk.
 - When a situation can't be changed, we can cope with it based on what we say to ourselves about the situation.



Emotional Awareness and Regulation

▪ *continued*

- Reframing
 - Re-describes the experience in positive terms.
 - Changes the way in which the problem is understood.
 - Problems can be framed as disasters, or opportunities to grow and learn.
- Relaxation
 - In order to replace negative thoughts that inhibit safe behavior with positive thoughts that facilitate healthy actions, one needs to be able to relax in difficult situations.



Assertive Behavior and Communication

- Assertiveness - standing up for your own needs while also being concerned and respectful of the needs of the other person.
- Related to:
 - Condom and safer sex negotiation.
 - Negative thoughts that trigger drug and alcohol thoughts.
- Verbal: making clear requests, refusals and statements of feelings.



Assertive Behavior and Communication

▪ *continued*

- Non-verbal: facial expressions, voice tone and loudness, eye contact, posture, gestures and interpersonal space.
- Heightened discomfort and distorted thoughts challenge assertiveness.
- Practiced in role plays.