

Strategic Communication Workshop Series Session 2 Transcript

>> IRENE CHO: Thanks, Chelsea. We are glad to have everyone here for this strategic communication workshop series. Before I begin I wanted to acknowledge that the suicide prevention resource center is supported by the grant from the U.S. Department of Health and Human Services and the views do not reflect the policies or opinions of CMHS. Our team today is Irene Cho. We also have Ashleigh Husbands joining us from SPRC. You have already heard from Chelsea and Sara Almeida is providing us with tech support. If you face any tech challenge, please let Chelsea or Sara know in the chat throughout the webinar.

As you can see we have a pretty packed schedule. Ashleigh will go over knowing your audience and how to reach them. And we have Robert Cottingham from South Carolina and will discuss social media marketing and I will briefly go over the framework for successful messaging. If you can mute yourself that would be really great and Stephanie Craig Rushing from Northwest Portland area, will talk about WeRNative and you will have plenty of opportunity to ask questions to our two awesome presenters after their presentations.

If you haven't joined us during our last month these are the shared expectations for our group that we established last month. Feel free to share your ideas in the chat pod if you want to add anything to this existing list as I am going through this. One thing that I wanted to highlight is that we have a lot of experts in the room and the more we engage with each other the richer the learning experience will be. So we encourage you to actively engage in execution throughout the webinar and also feel free to connect with your peers outside of the session as well. I'll just briefly pause to see if anyone wants to add anything. Hi Hope. Great to see you.

So to continue, to refresh our mind I'll do a short recap. During our last session we briefly discussed that we want our messages to be informed by audience research and pretesting. Ashleigh will go over more about audience research and this time. Research has shown that messages are more successful when they are developed as part of an overall prevention plan and work in sync with broader change goals. So a key question we can ask is which goals and activities can be enhanced by messaging. Last time we also discussed in-depth about the importance of having a clear audience that's as narrow as possible and a clear call to action about what we want people to do after seeing our messages.

We also want the framing of the message to be tailored based on your specific audience and what you know about their motivations to encourage change. It is important to evaluate your communication efforts to further inform program decisions. And we will be going over more about how to evaluate your communication efforts during our next session in July. If you couldn't join us during our last session we have the recording and meeting materials all posted in the online supplement that we will go over more at the end. And now I will turn it over to Ashleigh.

>> ASHLEIGH HUSBANDS: Great. Thank you Irene for that great recap. So we recognize from our last discussion if you remember that many of you indicated on the registration survey that audience reach was a challenge. So although we touched base on the basics during the last session we wanted to dive a little bit deeper into this topic today. And so I'm going to give a brief overview of audience and kind of the best ways to reach them and how to strategically plan through that. So it starts with identifying our audience. If we take a look at the graphic here, we have two categories. Who has the influence which is going to be our agent of change.

And then who should change their behavior and that's going to be our target of change. So for most of our Garrett Lee Smith grantees we are trying to reach youths ages 10 to 24. They are going to be the target of change. We may want to see behaviors change in increasing help seeking, intervening with peers or increasing their visits to counselor centers on campus or just increased involvement or attendance at our trainings and events.

And then we have our agents of change. And those are going to be people who make those changes happen. So that can be teachers, professors, maybe parents. And perhaps our communication efforts are geared completely towards our agents of change. So I think of implementing a program in schools where our main targets are going to be our teachers. They are going to be our agents of change and their behavior is what we aim to change in order to then have an effect on our targets of change our youths in the process.

So once we have identified our audience we need to do our research. And this can be tricky but it is helpful to do this ahead of time. We want to make sure that we understand how best to reach the audience we have identified. So we can do that through community assessments, polls, focus groups have helped. You will hear a little bit today from our presenters on youth advisory boards and how they have used them to kind of inform their research. This is really a key step for us to understand their readiness to act, what their motivations are, their values, their beliefs all of the things that we need to know in order to get them to do the action that we desire and to change their behavior. And once we have all of that audience information and we have collected and gathered our research, we are developing our messaging and our content based on that research. With the goal of increasing the likelihood that our audience will perform that behavior change. We have discovered what their attitudes and beliefs are in our research and we want to make sure that our content addresses those beliefs and corrects them. And then we also want to identify what those things are in our audience that may keep them from the behavior change that we want and that we are seeking. So in short, our content is built well based on our research as long as it includes all of those components that we need in order for our audience to change their behavior. So we need to make sure we are addressing everything that we see.

Okay. So what makes good messaging? So with anything it kind of goes without saying it needs to be appealing. So is it capturing our audiences' attention? We want to make sure that it is culturally competent. That's key and can be helpful. And if we want to include our audiences' own language, sometimes including people with experience can help with this. I think of making sure that we give them some guidance with that as well. So I think of directing change project, many of you may have heard of this, but it is a youth PSA contest where youths can come with their own suicide prevention materials and submit it for a prize. They are given clear written guidelines on what to focus on and what's considered safe messaging. So if you do plan on including youths in the development process, please keep in mind that they will need some guidance around that with safe messaging to make sure that the whole message is really strategically thought out.

So some more on cultural and linguistic competency. It is so much more than simply translating materials in to another language. So the content of that message needs to really be culturally aware and competent. And it can be something as simple as the imagery. So does the landing page on your website or the front cover of the brochure include people from diverse backgrounds? We also need to think about our audience again and consider subpopulations

within that culture. So, for example, our target audience might be Asian international students on campus. We need to take that a step further and think of subcultural considerations. So what country are we thinking of? China, which is different from Japan which is going to be different from Korea. And then we need to break that information even further down. So let's say that we decided on Chinese international students, we need to think of what region from China they live. That can talk to the culture and the values in those specific regions. So this is really all about tailoring our message to fit the culture that we are trying to reach.

Now there is a tool to help us with that and it is on our SPRC website. It is a culture -- creating linguistically and cultural competent suicide prevention materials. There are eight steps to follow. It is a great tool to use. I highly recommend it. And it is on our website as I said but it is also in the supplement site where our pre-work is found that many of you have looked at prior to this session today. But if you are in need of any assistance with this, please feel free to reach out to me or your assigned prevention specialist. And they will be happy to walk through it with you.

Okay. So we have kind of targeted our audience. We have thought through our message. It is culturally competent. Now we need to pretest it and make sure that we are getting at the message that we want. So does your team have a youth advisory board, for example? Including people with experiences is another good way to pretest your message. And ensuring that the intended audience is included in the planning process. Another example of this is just to simply go to your student union or wherever students might hang out a lot if this is a campus program and ask some targeted questions regarding your materials. That's a really good example because if you take a look at youth advisory boards and who sits on them, they might be more inclined to view the messages more positively than maybe the general population on campus. So you want to get a good picture that mirrors the general population so you can really pretest those materials and without any bias.

Okay. And then moving on to choosing your channel, this is really going to be based again on that audience research. Take all of that knowledge that you have gained and use it to your advantage. So, for example, how does your audience typically get their information. If you remember from the last time we spoke about Facebook, is that the best way to get at students? Are they on Facebook? So really thinking through that. And then don't, you know, reinvent the wheel if you don't have to. For example, on a college campus maybe there is already a campus app or platform that students are already using to get their information. Go ahead and tap in to that. That's an existing structure where students are receiving their information on there. Go ahead and put your messaging in to that, too, and have a team to kind of help. So with that we have covered quite a bit, quite quickly I might add. So I'm going to turn it over to Irene right now so that we can start to discuss some of these topics together and have a discussion.

>> IRENE CHO: Thanks, Ashleigh. We wanted to survey the group to see what methods you are using to conduct audience research. I know that Ashleigh mentioned about community assessments, focus group and interviews and reviewing published literature or national surveys. So I'll give you a minute or a short -- or to go over some of these options. If you select other, please type in chat what you mean by that. And so why don't you go over some of the questions and answers, fill out the poll. I see some Tiffany chatting in, targeted surveys. Nice. That's another great way to do it. And you can select multiple answers as Ashleigh said. We may be using multiple methods to conduct audience research. I also see Stephanie typing in. So I'll

give her some time to type in. And I'll give like 20 more seconds for people to finalize the answers. Stephanie from Minnesota said we haven't really done a lot of audience research since I have been onboard but definitely something we need to explore. Thanks for sharing that. And hopefully this session was helpful for you. And Stephanie Craig Rushing said other, showing mockups side by side. That's a great strategy for people to react on some of the initial research that you have done. And Matthew says putting together a student advisory board. That's another great way. It seems like a lot of people are doing community assessments and reviewing published literature or national surveys or looking at polls or doing observations and some other methods that people mention in the chat. So these are all great ways to learn more about our audience, definitely. So I want to close down the poll for now and move on to our next discussion.

So I wanted to switch gears a little bit and have a discussion about an activity that we have asked you to do before session 2. In the online supplement we asked you to review a worksheet called profiling your audience. And one of the questions from these worksheets was how does your target audience access news and information. So during this time feel free to share verbally or chat in about how your target audience access news and information. And I will give a moment for people to unmute themselves and speak up. I see Margaret and Jacqueline typing. So feel free to unmute yourself and share verbally or if you feel more comfortable sharing through chat feel free to do that.

Robin says website and also through newspaper, yes, that's -- that is definitely how people use some target audience access news, online. A lot of online Facebook, Twitter texting. Definitely. Katie said newsletter Facebook, Instagram and information tables, website. Definitely I do see a lot of like social media channels and also websites. Information tables, Stacey says and billboards. Definitely. Those are some of the methods. And Stephanie e-mail blasts occur weekly. Right. E-mail is another great way to access news. Ivana says website and e-mail. A lot of website. And Jacqueline says inform allocation telegraph, oh, that's very interesting. So identifying leaders in tribal communities who can ensure that information is -- information accurate is critical. Yeah, that's a very interesting way. Social media websites. Katie says e-mail blasts. Yeah. We see a lot of common themes about websites. So it seems like social media, website and a lot of e-mail blast, informational tables are common themes and these are definitely all -- this information can definitely inform the channels we use for communication efforts. And we want to be mindful that some homeless youth may use social media, Anna mentioned. So I wanted to give one more minute for people to respond or but if people had any other thoughts about the worksheet that you did, if you want to share anything verbally feel free to unmute yourself. Kendra says flyers, handouts, definitely. Tracy says I recently was at a social media presentation where the concept of influences was discussed. Gave us ideas of a lot of social media influences and how to leverage their social media presence. Yeah, that's a very interesting idea. I feel like we heard a lot about influencers and I love to hear more about how you will be utilizing your alumni -- alum social media influencers.

Oh, to clarify the location telegraph is a grapevine. Thank you. This information can really inform the channels we use for our communication efforts and hopefully the activity that you did for prework was helpful to understand more about your audience and at this time I would turn it back to Ashleigh so we can hear more about what Rob is doing in South Carolina.

>> ASHLEIGH HUSBANDS: Great. Thank you Irene. So as Irene mentioned I have the pleasure of doing a brief interview with Robert Cottingham. He is a trainer at South Carolina suicide prevention initiative part of the Department of Mental health. And he and his team have been working on social media marketing and we want to hear a lot more about that. There will be time for questions at the end of our interview session but while we are going back and forth please feel free to type in any burning questions in to the chat pod. Let's go right ahead and jump in. Our first question is who is your audience?

>> ROBERT COTTINGHAM: Youth 10 to 24 is our primary audience. That's specific to our grant. So we focus on them as our primary target. And then primary sub-audience I should say are adults who have regular contact with youth and other populations at risk. So counselors, teachers, youth pastors, I mean there is such a range that we try to reach through them as much as possible, especially with the influence they have on youth. And then because it is such a diverse topic we branch out in to our populations as well. We make specialized posts, youth with disabilities and really any other youth group that's at risk for suicide. We also try to address specific risk factors such as bullying, drug abuse and sexual violence for the age range and topic at hand.

>> ASHLEIGH HUSBANDS: Perfect. Thank you. And here this is screen shot of your -- one of your Instagram posts.

>> ROBERT COTTINGHAM: Yes. This is a one of my Instagram post, illustrating what can be done with something that goes wrong. It is more or an opportunity for you to grow from the opportunity or the incident and that, you know, this is actually from our most recent campaign that was geared towards the students both college, high school, mostly high school and college but it was more of a resilience campaign as we know exams can be really stressful for students of the entire campaign is geared towards them.

>> ASHLEIGH HUSBANDS: Perfect. Thank you. All right. On to our next question, how have you engaged youth in the planning process?

>> ROBERT COTTINGHAM: Actually we have what we call a youth advisory board here. They meet sometimes twice a month. Sometimes once a month depending on their availability. Youngens tend to be pretty busy. They are involved from the process from the beginning. They are the first focus group, the primary focus group and, you know, they work with us to create better ways to reach youth and they provide us with a lot of information that we use for social media. And I mean even though social media has been around for quite awhile, they are going to be more familiar with it than somebody say 10, 15, 20 years older. There is always a curve there. So we get a lot of information from them. And they even make suggestions as to what flat forms might work better. They are the ones that told us that Instagram is a little more popular among youth than Facebook was nowadays of something that I was completely one aware of at the time. They are a great resource to ask questions. I can sit here and search articles about using social media platforms but they grew up with it and more familiar with it than we are.

>> ASHLEIGH HUSBANDS: Perfect. Thank you. Great way to include the audience in here and get their feedback. Our next question is and you touched on this a little bit. How have you incorporated cultural considerations in to your work?

>> ROBERT COTTINGHAM: It primarily involves person first language, you don't say the mentally ill, handicapped, disabled. You say persons or individuals with a mental illness or

people or individuals who identify as LGBTQ plus. It is a bit of humanizing to be referenced as a category as opposed to a person or demographic. So we try to stick with that person first language and, you know, there are other more isolating terms that we try to avoid like the word those, those who suffer or those who identify because again it creates a sort of separation instead of inclusion, so we also tend to look in to the research for each demographic. If it was something posting something that specific, we research terms. Obviously we don't want to marginalize anybody by addressing them in the improper way.

So -- in addition to that, you know, as with some other areas of the country in the southeast, we have a lot of faith-based communities that are great resources and we don't want to marginalize those by including some of our strategies to not those who may not be such oriented. And then within each message we try to stick to a certain rooting level. We try to make them as simple as possible. You know, no need including the 5 and 6 syllable words and we use a service called readable.io and you can go there and enter your message and text and it will tell you what grade level that is and that helps us keep things as basic as potential. Nothing is missed by any potential audience that we reach. This slide is with cultural consideration with LGBTQ plus youth, the national prevention lifeline is a great service and handle a multitude of options or problems that arise. Some of these demographics may be more comfortable reaching through a service that's specific to them. For this LGBTQ plus post we include the Trevor project line and use it as primary resource along with the crisis tax line and the national lifeline.

>> ASHLEIGH HUSBANDS: Thank you. I mean you have really done a lot to make sure people feel included and that they can really retain the message no matter what level they are at. So thank you for that. This is incredible. To move on to our next question here, how did you choose the channel to utilize?

>> ROBERT COTTINGHAM: Our three platforms right now are Facebook, Instagram and Twitter. We are still trying to flush out the details with our parent or organization here. Because it is a state agency on the using Snap Chat, but, you know, between those three outlets, all have a capability of using pictures, links, captions, et cetera. But it really comes down to who we are trying to reach. A lot of times if we are creating a post within any campaign that reaches out to the say parents, or collaborative organizations, we tend to use Facebook. If it is more specific to youth and Twitter, or youth, we use Twitter and Instagram. And, you know, depending on what all is included in a post, say the graphic element is the primary push that, you know, we recently did a campaign with a local organization that fights against domestic violence and sexual assault and when we posted a picture they had us create for them, we chose Instagram as a primary post, it was integral to that post. So, you know, and they -- it is almost like looking at the same tool for different jobs. Flat head screwdriver is a Phillips head.

The whole focus is youth. So if we are going through Facebook to reach the adults it is to reach the adults to help them reach the youth themselves. Or give them options on how to become more active in local suicide prevention efforts. Twitter is a nice middle ground between both audiences. While brief on the text end, it is still creates -- it is brief enough because we talk about attention spans all the time. Twitter is great for that purpose and that it is brevity can be quite beneficial to us whereas Facebook you can post almost as long as you want to along with a graphic element and then Instagram is almost treated like an image gallery of

sorts. And so again depending on who we are trying to reach and what elements are involved with each post of a particular campaign, that kind of decides which platform we'll be using.

>> ASHLEIGH HUSBANDS: Great. Thank you. So that's very tailoring the message for the audience there. And just a reminder for everyone, there are lots of screen shots here. This will be available for you afterwards for you all when we send out the summary. Okay. So moving on to our next question here, how do you know you are reaching the youth? What method or methods have you used to evaluate this?

>> ROBERT COTTINGHAM: Well, just as much as they are involved in the beginning our youth advisory board is involved during and after and their -- as brutally honest as they are helpful. So if something isn't working they let us know directly sometimes but they are more constructive than say some comment you might get that this is lame or something like that. They give us some in-depth feedback and they give us an idea of how to improve as we move on and what to do for the next campaign. We also go through the analytical elements of each of those platforms. We have Facebook insights and Instagram insights and Twitter analysis. And you can find almost anything you need depending on the platform that you are using. They track the amount of followers you have which can translate directly in to the amount of people that you reach.

And then -- this is a distinction that needs to be made. If somebody shares your post that extends the reach because then all of their friends have the potential of seeing that post on their wall. And Facebook and Instagram do a very good job of showing, you know, that I guess web pattern and how that works. And so when you notice that certain elements in a post tend to elicit stronger responses from certain demographics, you make a note of it but next time around we need to include that more. Recidivism is a focus of what we are doing as it is an introduction. It is important that you post relevant and useful information specific to the demographics that you are trying to reach. These analytical tools can help you tailor your campaign as you go along. We can sit and plan for hours, or days what we want to do with a particular campaign and something fall through and being able to pivot in the middle of a campaign it is quite beneficial to be as versatile as possible.

>> ASHLEIGH HUSBANDS: Wow. Thank you for that. It sounds like a mixture using and lit ticks and sometimes getting the sometimes harsh but necessary feedback to open up a dialogue and have all of that together to find out how you are reaching your audience and evaluate it. I want to open up the floor right now for some questions for you. You have done a lot. You have shown us a lot and I'm sure a lot of people have some questions. So I will give them a moment to type some of those in. Or to unmute their lines and go ahead and ask. All right. It seems like we are shy. Well, I came prepared with questions myself. So Rob, for you, how are you promoting your social media messaging so that other agents of change, such as mental health agencies or community members are able to reach the youth in the community?

>> ROBERT COTTINGHAM: Well, it really helps to go ahead, it is one thing to set up a network that you typically only see in person or reach through e-mail. It is important that you reach out to like potential partners on social media beforehand so that if something is relevant like a post that I am making may have a resource that's relevant to say one of our LGBTQ plus partners you can tag them in and it makes an immense connection and sometimes is there an automated way connect them immediately. So, you know, we kind of work through that avenue there. And simple language here, I am the secondary person with social media. Our primary

person could not be here. I apologize. But, you know, it is a lot of times campaigns overlap between different organizations. So you work together. We do preemptive campaigns with that in mind. Making a post for a specific audience that we reach. We tag or reach out to partnering organizations and let them know what's going on in case they want to be a part of it.

>> ASHLEIGH HUSBANDS: Okay of that's excellent. Have that community approach there. It looks like Nikita had a question. When you utilize the youth advisory board to give advice on what works and what doesn't work, how does the youth advisory board know or be able to evaluate if something is working or not? Great question.

>> ROBERT COTTINGHAM: Well, a lot of them share it with friends or screen it through friends. When you follow or like something on social media you can see other friends can see, general public can see. They may not be willing to connect necessarily to anything with the words suicide in it. So they run it by friends and in person they tell us how effective they feel. It is more of a focus group thing as opposed to a broad evaluation of what we are doing. But, you know, they again like I said they are honest about everything. So as far as the overall effectiveness of the campaign not as much is analytics and insights. They do offer us advice as we go along on a campaign.

>> ASHLEIGH HUSBANDS: Kind of insight informants. Hey Rob this message is not doing well for the rest of the students and help inform you that way. That's great. Any other questions? We'll give a moment for people to type in or unmute their lines and ask. Okay. Seeing none I have another question. Rob, what was the biggest challenge or one of the challenges you were remember that you encountered during the planning process and how were you able to overcome that challenge?

>> ROBERT COTTINGHAM: Well, our most recent social media campaign was the "be strong" thing which focused on resilience during exams. But it started with before we even decided that it was really -- there are so many factors that play when it comes to the frequency or the uptick in suicide during, you know, the spring, a lot of people have this perception that winter is the worst season for suicide deaths but it is actually spring. It started with that general thought. Well, even typing in the SPRC as a singular source you can find all these articles that have these ideas about what's going on during the spring that tends to make things worse for people. We had to narrow and it is really like that funnel process of figuring out what exactly it is that we want to address directly and it happened that exams were two or three weeks away and that became our focus. And we just remember the stress and, you know, how depressing it can be when you have five, six, sometimes seven exams to do and the risk of not graduating after spending all that money on tuition.

The real challenge of figuring out how specific we wanted the campaign to be. And then figuring out how to keep it alive. I mean you can only post study tips, so many times before it kind of gets redundant. Or, you know, other stress managing exercises. So we -- the real struggle was, you know, focusing on a specific topic and then finding enough assortment in our post to keep it going without it being repetitive and mundane. And more -- I'm sorry, how to overcome that, and that's where the focus group came, youth advisory board helped us narrow things down and give us a top five to ten list of things that stressed them out during spring that they don't normally experience. A lot of children on our youth advisory board are struggling or have struggled or know somebody who has struggled. They are a great resource to tap into to help narrow down our campaign.

>> ASHLEIGH HUSBANDS: Perfect. Thank you. There is a lot involved in there of kind of how you are able to overcome those challenges, you use research and youth advisory board. Just a lot that's involved with that. Thank you. I see a few people chatting in some questions. Jacqueline or Adam did you want to kind of say that out loud? Okay. So Adam is asking have you ever done any advertising on social media such as listed posts and if so, what have the results been?

>> ROBERT COTTINGHAM: Not to my knowledge. Again Brandon will be our primary contact for that. So that might be a question for him when he gets back. So but I don't recall any discussion of those posts because it requires monetary exchange of any sort. Everything like that pretty much has to be approved on several levels. I don't know that we have gone that far to boost posts yet. But it is definitely something that I have been thinking about and we may bring up at some point.

>> ASHLEIGH HUSBANDS: Great. Okay. And then probably our last question Jacqueline just curious about the types of things teens said were stressors in the spring other than, of course, exams.

>> ROBERT COTTINGHAM: For one, I mean again very specific, but if you have people that go out and do these wonderful things that other people may not be able to afford or have the opportunity to do. When you are sitting alone at home or maybe you are working two jobs during the summer or early spring, spring break, and you are seeing everyone else having all this fun, it may remind of you how few friends you have or how little you are taking advantage of your break. There is a bit unintentional body shaming element where everyone is wearing bathing suits and showing off their body, not everyone has an Abercrombie level. Other times it is considered romantic and lively season. So maybe if you are seeing all these couples doing things it is kind of a reminder that you are single. And, you know, sometimes it is surprising how much youth stress over things like that. Even young teens are -- seem to be so aware of their lack of romantic connection at times. So again and again these are just examples from that advisory board. Those are some of the things this we found in talking to them.

>> ASHLEIGH HUSBANDS: Thank you so much Rob. We are going to move on but I mean this is an incredible program. I can't wait to hear more about it. Thank you so much for answering all of our questions and sharing with us. We are going to turn it over to Irene.

>> IRENE CHO: Thanks Ashleigh and Rob. I have to agree that we are really excited to hear more about what South Carolina team will be doing. And before I go over the key common components for successful messaging I wanted to highlight a great resource. Closing Plenary for featuring Dr. John Draper and focus on how positive health messaging can prevent suicide. He had an incredible panel discussion with Shelby Rowe and Craig Miller to share lessons of what they learned to provide healing, hope and health. If you haven't had a chance to check this closing Plenary out yet, we highly recommend it. The closing Plenary can be found at the end of the page with the closing and the slides.

We talked about the strategy component the last time. The other part of the framework is conveying a positive narrative. This is a particular goal of national action alliance. We want to counter the negative narratives that we see all too often with concrete messages of hope, resilience and recovery. This will help the public envision prevention and can lead to the change that we all want to see. So this isn't to suggest that we plaster the words of hope on lots of

posters. We know that suicide is a very serious subject and we hope that people have deep dark struggles. We don't want to cover these things up, but focus on the positive aspects or for those at risk by recovery is possible.

Ashleigh discussed about audience research earlier. When you do audience research, it is also important to understand unique suicide messaging issues. I know stigma reduction came up a lot during our first session research on this topic can help pinpoint specific barriers to action and guide effective interventions. For example, as people do not seek services to avoid the negative consequences of being labeled with a diagnosis, then messaging can focus on individuals describing in their own words their symptoms and the benefits of treatment. As you all know words matter. There is a SAMSHA block post that Ashleigh will share the link on the chat soon that talks about how the word stigma tends to create or reinforce discrimination that we are trying to move away from. Because it unintentional reinforces the concept of others that people with behavioral health conditions are somehow different. When we talk about stigma we encourage you to think about how to address the issue rather than reiterating the expense to which stigma is a problem. VAs make the connection campaign is a great example of stigma reduction campaign. That doesn't mention the word stigma and also use literature on this topic to inform their efforts. By hearing stories of recovery from veterans this campaign is not only promoting positive marriages, but also providing video connection with individuals who fear discrimination for seeking help. As mentioned earlier it is important to have a clear idea of your audience. Depending on your audience you may have some different messaging. Some messages are aimed more narrowly at decision makers. For example, policymakers or providers. And these contacts may make more sense to convey the tragedy of suicide or provide statistics about suicidal behavior. However according to research there is no evidence that statistics about the problem motivate behavior change. Instead research recommends to focus on persuading the audience that they can perform the recommended action and that the action will in fact, be effective or even modeling needed skills. An important question we can ask ourselves as we develop communication materials is both statistics lead to action that we are hoping for. In addition to all the other components from the framework for successful messaging it is important to follow specific guidelines or recommendation that apply to your particular message -- to your particular messages. The action alliance website includes existing best practices related to your various schools, populations, channels topics and other areas related to your communication plan. So we encourage you to check it out. Here are links to all the resources that we referred during the presentation. Before I introduce to you our next presenter, I know Ashleigh and I covered a lot of materials today. So I wanted to take a brief moment to see if people had any comments or questions about anything that we covered. So feel free to type in or unmute yourself and ask any questions. I'll give everyone a moment to just reflect and type in or verbally share anything. I see Tamara is typing. Tamara did you want to share verbally? Sorry to put you on the spot.

>> TAMARA: Sure. Can you hear me?

>> IRENE CHO: Yes.

>> TAMARA:Yes. So you had mentioned something about there doesn't seem to be any evidence that providing steps to safe policymakers would result in behavior change. Do you have any research that documents that that you could recommend?

>> IRENE CHO: So just to clarify when I was talking about there is no evidence that statistics that is more research on motivating behavior change. But when I was talking more about having more like narrow audience, such as policymakers or providers and they make more sense to actually include statistics or kind of showing the expense of the problem, so depending on your audience we were saying that we should kind of tailor the messages that we are having. So we are absolutely not seeing that like you shouldn't include any statistics and any of the materials. It was more so of when we use statistics to think about if it is going to lead to audience the motivation behavior change. And kind of tailoring your statistics on that, if that makes sense.

Okay. And feel free to type in any comments or questions you may have. But now without any further delay I want to introduce you to our awesome speaker. Stephanie Craig Rushing. She serves as the project director. Before I turn it over to you, Stephanie, I want to remind people to chat any questions or comments throughout the presentation. Now the floor is all yours.

>> STEPHANIE CRAIG RUSHING: Thank you very much. Okay. So I will use this technology to advance my slides. I am Stephanie and I work at the northwest Portland Indian board. And our tribes have supported suicide prevention work for a number of years through Thrive which is our regional suicide prevention project that is funded GLS and MSPI which is Indian health service funding around suicide prevention as well. And within our region we were looking for avenues to reach teens and young adults are health promotion messages. And in 2009 built out a multimedia website for teens and young adults to provide kind of holistic comprehensive health information to young people. So that's the primary channel that we use to promote mental health and suicide prevention messages that I'll talk about right now. So when we work on any of our marketing campaigns, we have done several, you know, fairly large scale campaigns around suicide prevention over the last few years. And we have a little template that we use that I know is going to be made available as an attachment after today's webinar, if you would like to look at the template that we have used. And it walks us through the process of really asking the questions that we have been exploring today about identifying your audience and identifying your campaign's goals. And it walks us through the process of building out a timeline often where we are doing a campaign with the goal to disseminate around a particular health observance. So we built those in to our project timelines and when we are doing larger campaign work we build out 12 to 18 months of planning from start to finish. So we definitely do kind of smaller projects and social media projects that have faster turnaround times but our larger campaigns take quite a while to work on. And we use the social marketing kind of process that is provided in the Kansas community toolbox.

So this is a great online resource for folks who want help walking through the steps of planning a social marketing campaign. And we have used that process for a variety of different health campaigns over the years and kind of tweaked it to fit the regional planning that we do with our 43 tribes. And so our first process is always as we have been talking about today, to really focus in on our campaign's goals and objectives. And looking at our EPI data to select our audience and risk and protective factors that we think we might be able to focus in on through the campaign. And as we are thinking about our target audience, their needs and wants and issues and all which has been talked about today.

So our first campaign focused on kind of opening up the conversations that I talk about suicide. It was kind of a taboo topic in many of our communities. So our first campaign focused on that. And our more recent campaign really noticed that communities needs had changed in the last ten years. And conversations were now more prevalent in our communities but still there was a lot of stigma around accessing mental health services for young people. And so our more recent campaign we focused on stigma and help seeking for youth. And then kind of our secondary campaign goal was to improve cultural pride and self-esteem and those are the sorts of positive messaging that were mentioned today as well. And then the second phase of our campaign process is to really test a series of messages, slogans and the tone of the campaign with our audience working most closely with our 43 tribes in Oregon, Washington and Idaho but we do a lot of messaging nationwide to teens and young adults. And also testing those materials beyond just the northwest as well. So we have done a wide variety of things to gather this information over the years. We do surveys on the different slogans that we are looking at. The tones of the campaigns, we have done key informant interviews and focus groups in a more sort of formal process going through the institutional review board. But most often we do informal sort of information gathering. We go to youth conferences throughout the summer. Summer camps and we'll test different layers of the campaign with our social networks within the tribe as well, too. Depending on the timeline sometimes we have a lot of time to get information back and sometimes we have to make a decision pretty quickly. And so we kind of go as large as possible given our timelines and budgets.

We also do a survey of teens technology use every couple of years. And so in 2016 we surveyed 675 teens and young adults across the Indian country on their technology use. And this helps us narrow in on the communication channels we are going to focus on to reach young people. Of course, we notice stuff changes really frequently. And so we also try to just keep abreast of what young people are saying and seeing. So we also have 100 youth ambassadors that work on behalf of We Are Native to support the program and outreach in their communities. Mostly communicating through a closed Facebook group. So they will also kind of give us a sense of what channels we should be on. And through that work we also see how much time they are spending on different channels. At that time in 2016 they were still most substantially on Facebook. So we hear more recent trends are moving toward Youtube. We are going to have to do another survey toward technology youth next year. We have to stay on top of it. Throughout the campaign try to get a sense of whether the campaign's tone is on point.

And often we will work with the creative folks to come up with a number of slogans and then test them with our audience and have them kind of refine the direction that we go and always they make improvements to what we and the developers were coming in with. I'll share some examples with the messages that we have put out. Always linking folks back to We Are Native website for more information about 20% of the traffic to the We Are Native website is around mental health topics and every month we focus on a different topic. So since May was mental health month, we made the home page of the website focusing on mental health topics. We also do lived experience videos and post those. And our most recent campaign used the hashtag #weneedyouhere. So we have a couple of different campaigns that are using that hashtag. And we work very closely with the young people who are contributing, sharing their stories to help them frame their message of going through a suicidal period and how they got

through that and what tips or people helped them through that period. So we tried to make sure the message is focusing on actionable and help seeking modeling, that sort of behavior.

This is a campaign that we focused more specifically on veterans and -- so we don't have -- our primary audience for the We Are Native websites are teens and young adults. So this was posted around Armed Forces Day to have young people reach out to veterans in their life to acknowledge their service. We also use a text messaging service to reach teens and young adults and we have a weekly text message tip that goes out to folks. So we use that channel to reach young people. So and link them back to the resources that are on website. And we have an ask auntie Q and A service that teens can post in their questions. They are usually anonymous and folks can get either a specific response around mental health topics or we will post it on Fridays. And we do bootcamps around social marketing with teens and young adults.

Every summer we do five workshops with young people that generate their own campaigns. These are a few examples of those workshops where they create their own messaging around suicide prevention. And connect people back to the website for more information. And we do all of this kind with a team of six staff. So we map out our weekly messages on a calendar and use hoot suite as a tool to schedule and post messages and kind of divvy up the work and similarly we track the social media analytics to monitor the reach of our campaign materials. And we do boost messages on social media. So that is something we use to increase the reach of our campaign messages and all of the social marketing campaigns can be accessed on the northwest Portland area Indian health boards website if you are interested in seeing those. And this is my contact information if anyone wants to chat after today's webinar.

>> IRENE CHO: Thank you Stephanie. That was super informative. Diana actually has a question about are the campaigns developed in the bootcamps use for future grant work or are the youth able to use those for a class?

>> STEPHANIE CRAIG RUSHING: Yeah, some of them depending on the scope we have done bootcamps that we are focusing on video graphy, photography, depending on the medium that they are working in. The kids will often kind of put together their own sort of messaging plan, how they want to extend the reach of the campaign using their own social networks which is fun to see the young people get involved. Does that answer the question?

>> IRENE CHO: Yes. Oh, okay. You want to go back to Stephanie's. Sure. And all of the presentation materials will also be available at the end of the session and Govan, I am not sure I am pronouncing your name correctly and if not, I apologize. Did you want to unmute yourself and ask your question verbally? You may still be muted. Yeah. So feel free to chat in your questions and I'm sorry, I didn't do a good job keeping track of time. So sorry to cut things a little bit short. But feel free to chat in your questions and we will make sure to coordinate with Stephanie to answer any lingering questions you may have. And feel free to connect with Stephanie directly after the session as well.

So Stephanie, thank you so much for such an informative presentation. It is really great to see how like the great scope of things you are having. And so I want to be super mindful of our time. So I will turn over to our last bit of announcement and reminders that we have. I know Ashleigh and I kept on referring to this online supplement throughout the webinar. And in case you were wondering what that is, it is a platform that includes all the meeting materials for the workshop series, summary for session 1, communications, resources, contact for all the workshop members. The meeting slides will be available on the online supplement after the

session as well. And you can also find an activity we prepare for you to take a look before our third session called evaluating your communication efforts. You can access this by clicking on get ready for session 3.

And lastly a lot of you expressed in the registration survey that you want to learn more about what other people are doing for their communication work. So we wanted to take an opportunity for people to share any communication materials for feedback or to highlight how you have applied the concepts from the workshop series during our session in July. If you are interested in sharing, please let Ashleigh know by June 22nd. And we are on time. So thank you so much everyone for joining for today. And we look forward to seeing you again during our final session on July 9th. We will be discussing about evaluation. And please join us at the same time and thanks everyone for such an informative and vibrant discussion today. Thank you.

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