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# ADOLESCENT HEALTH TOP CONTRACTOR HANDBOOK

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**TOP** Teen  
Outreach  
**W Y M A N** Program

**MISSOURI DEPARTMENT OF HEALTH  
AND SENIOR SERVICES**

August 2022

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## Glossary

**TOP:** Teen Outreach Program

**CSL:** Community Service Learning

**MOTPP:** Missouri Teen Pregnancy Prevention Program evaluation team at the University of Missouri’s Institute of Public Policy

**Adolescent Health team:** The Adolescent Health Coordinator, Adolescent Health Educators, and Adolescent Health Program Representative at the Missouri Department of Health and Senior Services (DHSS)

**DHSS TOP coordinator:** The Adolescent Health Educator at DHSS responsible for coordinating the implementation of TOP in Missouri

**Site coordinator:** The person at the contracting agency (local public health agency or school district) responsible for organizing activities and communications among their TOP facilitators/clubs and DHSS

**Facilitator:** A person who is trained to implement TOP

**Wyman:** The organization that owns and develops TOP

# Grants

The Missouri Adolescent Health Program (AHP) is funded through three federal grants. Although each grant has different age groups, populations of interest and performance measures, the AHP uses these funds to support adolescents across Missouri. For more information on the grants, contact Andra Jungmeyer at [andra.jungmeyer@health.mo.gov](mailto:andra.jungmeyer@health.mo.gov).

## **Personal Responsibility Education Program Grant (PREP)**

The goal of Missouri's PREP is to educate and support adolescents (ages 12-18) to make informed decisions, develop life skills, and practice healthy behaviors to prevent teen pregnancy. PREP funding must be used to support approved evidence-based programs that educate adolescents on both abstinence and contraception to prevent pregnancy and sexually transmitted infections (STIs) including HIV/AIDS. These programs must address adult preparation subjects (healthy relationships, adolescent development, healthy life skills, and educational success).

- Estimated \$965,000 yearly.
- Not competitive.
- Available to high school students in the top 50 highest need counties and youth in the Chafee program.

## **Sexual Risk Avoidance Education Grant (SRAE)**

The purpose of the Title V State SRAE grant is to provide funding for implementation of education on sexual risk avoidance, responsibility, self-regulation, and healthy decision making.

- Estimated \$1,300,000 yearly.
- Not competitive.
- Available to middle school students in the top 50 highest need counties.
- Focuses on the protective factor of adult and child connectedness.

## **Maternal Child Health Block Grant (MCH)**

Missouri receives funding from the MCH Bureau of the U.S. Health Resources and Services Administration for improving the health of women (particularly mothers) and children. Funds from this grant are distributed among a number of programs which target the improvement of the health of women and infants, children and adolescents, and children with special health care needs. Every five years, a statewide needs assessment is conducted to identify state maternal and child health priority needs and direct Title V resources to meet these MCH challenges/needs through state/local partnerships and collaboration.

- Estimated \$90,000 yearly plus salaries.
- Formula grant, but competitive across DHSS programs.
- Currently focused on promoting protective factors for youth and families to lower the suicide rate of youth, 10-19 years old.

Funding sources are used to determine evaluation activities. Most clubs are funded through PREP (high school) and SRAE (middle school). If you are unsure which applies to you, please contact your site supervisor.

## TOP Program Year Timeline and Due Dates (PREP and SRAE)

By first club meeting	<ul style="list-style-type: none"> <li>Consent forms collected from all participants. Before sending to MOTPP, site coordinators need to make copies for their own records and keep in a secure location.</li> </ul>
Within first four weeks of TOP club	<ul style="list-style-type: none"> <li>Administer pre-survey to all teens with evaluation consent on each participant's first day.</li> <li>Clubs can add new participants and have them take a pre-survey within the first four weeks of club.</li> <li>Pre-surveys and consent forms mailed to MOTPP.</li> <li>Start tracking attendance through the Attendance Log on the evaluation website.</li> </ul>
October 1 (or nearest business day)	<ul style="list-style-type: none"> <li>Sequencing Forms for each club due to DHSS TOP coordinator.</li> </ul>
In October	<ul style="list-style-type: none"> <li>Site coordinator is contacted by MOTPP to complete Community Capacity survey.</li> </ul>
January 15 (or nearest business day)	<ul style="list-style-type: none"> <li>Email Mid-Year Sequencing Forms for each club to DHSS TOP coordinator.</li> <li>Have Attendance Logs up-to-date on the MOTPP website for the first half of the TOP club year.</li> </ul>
Final club meeting	<ul style="list-style-type: none"> <li>Administer post-program surveys to all participants with evaluation consent and mail post-surveys to MOTPP.</li> </ul>
Two weeks after the final date of club (varies by club)	<ul style="list-style-type: none"> <li>Email Final Sequencing Forms for each club to DHSS TOP Coordinator.</li> <li>Submit final Facilitator Logs on the MOTPP website.</li> </ul>

If contractors do not comply with these due dates, DHSS will hold invoices until completed.

Please note that in order to maintain participant confidentiality, no evaluation materials should be emailed to MOTPP. All items should be either mailed according to procedure in the MOTPP evaluation manual or submitted via the secure MOTPP website.

Items due to MOTPP:

- Consent forms (via mail)
- Pre-surveys (via mail or website)
- Attendance logs (beginning, mid-year, final) (via website upload)
- Community Capacity survey
- Post-surveys (via mail or website)

## TOP Program Year Timeline and Due Dates (MCH)

By first club meeting	<ul style="list-style-type: none"> <li>• Consent forms collected from all participants. Before sending to the DHSS TOP coordinator, site coordinators need to make copies for their own records and keep in a secure location.</li> </ul>
Within first four weeks of TOP club	<ul style="list-style-type: none"> <li>• Administer pre-survey to all teens with evaluation consent on each participant's first day.</li> <li>• Clubs can add new participants and have them take a pre-survey within the first four weeks of club.</li> <li>• Consent forms mailed to DHSS TOP coordinator.</li> <li>• Start tracking attendance through the attendance log on Wyman Connect.</li> </ul>
October 1 (or nearest business day)	<ul style="list-style-type: none"> <li>• Sequencing Forms for each club due to DHSS TOP coordinator.</li> </ul>
January 15 (or nearest business day)	<ul style="list-style-type: none"> <li>• Email Mid-Year Sequencing Forms for each club to DHSS TOP coordinator.</li> <li>• Submit attendance logs on Wyman Connect for the first half of the TOP club year.</li> </ul>
Final club meeting	<ul style="list-style-type: none"> <li>• Administer post-program surveys to all participants with evaluation consent.</li> </ul>
Two weeks after the final date of club (varies by club)	<ul style="list-style-type: none"> <li>• Email Final Sequencing Forms for each club to DHSS TOP Coordinator.</li> <li>• Submit final attendance logs on Wyman Connect.</li> </ul>

# Sequencing Form Fidelity Requirements

Sequencing forms are due three times per program year and should be emailed directly to the DHSS TOP coordinator. The mid-year and final sequencing forms will be cross-checked against attendance logs for accuracy. MOTPP and the DHSS TOP coordinator will reach out with any questions or corrections, and it is imperative these errors are corrected promptly to ensure quality data.

Sequencing forms are an outline of the lessons, CSL, and other activities completed by a club as a whole. They are used to ensure that clubs are meeting program fidelity requirements as set by Wyman and DHSS. These fidelity requirements are as follows:

- Meeting weekly for at least 32 weeks (calculated from date of first meeting to date of last meeting using <https://www.timeanddate.com/date/duration.html>)
- Minimum of 25 meetings (including lessons, CSL, and celebrations)
- At least 25 hours of CSL planned (to ensure youth can meet the 20 CSL hour requirement)
- At least 12 curriculum lessons, one each from the following categories (Note: middle school clubs use Foundational and Intermediate lessons, while high school clubs use Intermediate and Advanced lessons. Exceptions to this may be granted by the DHSS TOP coordinator.)
  - Building My Skills – Emotion Management
  - Building My Skills – Decision-Making
  - Building My Skills – Problem-Solving
  - Building My Skills – Goal-Setting
  - Learning About Myself – Self-Understanding
  - Learning About Myself – Social Identity
  - Learning About Myself – Health and Wellness (see below for additional requirements)
  - Connecting with Others – Community
  - Connecting with Others – Empathy
  - Connecting with Others – Communication
  - Connecting with Others – Relationships
- At least two Health and Wellness lessons chosen from the following and planned for spring:
  - Middle school options:
    - LAM-HW-F2: Changes During Puberty
    - LAM-HW-F4: Sexual Health: Myths or Facts?
    - LAM-HW-I2: Basics of Contraception
    - LAM-HW-I4: STD Basketball
  - High school options:
    - LAM-HW-I2: Basics of Contraception
    - LAM-HW-I4: STD Basketball
    - LAM-HW-I3: Using Condoms Correctly
    - LAM-HW-A5: Understanding and Talking About STDs
- High school clubs must also implement CWO-REL-A2: What Is Consent?

# Sequencing Form Descriptions and Instructions

Beginning Sequencing Forms	Mid-year Sequencing Forms	Final Sequencing Forms
<ul style="list-style-type: none"> <li>• Flexible plan for the entire year.</li> <li>• Checked using the sequencing form checklist on second page of Excel sheet.</li> <li>• Due October 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Show what was actually accomplished for the first half of the year.</li> <li>• Plans for the second half of the year.</li> <li>• Checked to see that at least 10 CSL hours have been completed.</li> <li>• Cross-checked against attendance logs to reconcile errors.</li> <li>• Due January 15.</li> </ul>	<ul style="list-style-type: none"> <li>• Show all completed lessons, CSL hours, and other activities for the entire year.</li> <li>• Cross-checked against attendance logs to reconcile errors.</li> <li>• Due two weeks after final club meeting.</li> </ul>

Item	Instructions
Header	<ul style="list-style-type: none"> <li>• Labeled as beginning, mid-year, or final</li> <li>• Contractor name and club name</li> </ul>
Date	Date of meeting and day of week it takes place
Book/Section/Lesson	Lesson code (ex: BMS-GS-F1)
Lesson Title	Lesson title (ex: Introduction to Goal-Setting)
Time planned/spent on Lesson	<ul style="list-style-type: none"> <li>• Time should be entered in minutes.</li> <li>• Each lesson should take at least 45 minutes, but more time can be used depending on meeting length.</li> </ul>
CSL Subject	<p><u>Beginning SF</u></p> <ul style="list-style-type: none"> <li>• CSL subject should only say “CSL planning”, “CSL project”, or “CSL reflection”, no details.</li> <li>• “Brainstorming” is not an acceptable entry, since CSL time starts counting once a specific project is chosen and planning for that project starts.</li> </ul> <p><u>Mid-year and final SF</u></p> <ul style="list-style-type: none"> <li>• CSL projects should be entered with sufficient detail so that someone unfamiliar with the project would be able to read it and understand what the project was and what the youth did. Example: “Halloween Safety - Youth hosted and ran a booth for Parent/Teacher Conferences to include food, drinks, and a treat bag for children that included Halloween Safety tips.”</li> </ul>
Time planned/spent on CSL	Time should be entered in minutes. The form will calculate your total minutes and convert it to hours at the bottom of the form.
Other Activities	Other activities include anything done by the club that isn’t a lesson or CSL, including but not limited to: surveys, icebreakers and teambuilding, celebrations, outside speakers, homework help, field trips.

# CSL Ideas

When looking at these CSL ideas, remember that the most important part is youth **voice** and **choice**. Youth should find CSL meaningful and feel the “glow”.

## ***In-school Projects***

### **In-School Projects to Help Youth**

- Making goodie bags, fleece tie blankets, holiday cards, etc. for a children’s hospital.
- Buddy Packs – filling backpacks for food-insecure students to take home over the weekend.
- Hosting or helping with a trunk-or-treat event.
- Collecting and/or wrapping toys for Toys for Tots.
- Filling “go bags” for your local Family Support Division office – often youth who are taken into state custody have little or no time to pack a bag. Youth can fill drawstring bags with toiletries and items such as journals and pens, small blankets, small toys, etc. for the DFS office to give to youth.
- Making cards for sick children – websites such as <http://www.cardsforhospitalizedkids.com> as well as viral social media posts requesting cards for children who are hospitalized.
- Adopting a child and/or family from a Giving Tree for Christmas.
- Partner with a local daycare to prepare supplies for art projects.

### **In-School Projects to Help Seniors**

- Making goodie bags, fleece tie blankets, holiday cards, etc. for a nursing home.
- Decorating wooden canes for nursing home/veterans’ home residents.
- Birthday cards for seniors – work with a nursing home to get a list of first names and birthday months for residents so you can send cards each month.

### **In-School Projects to Help Your School**

- Doing publicity for a speaker – making posters, reading announcements.
- Thank you cards for teachers.
- Writing letters to decision makers about an issue affecting the school – tobacco use, recycling policies, etc.
- Cleaning up the school gym before/after basketball games.
- Cleaning up a playground.
- Landscaping school grounds.
- Making MAP-testing care packages – snacks, pencils, water bottle drink packets, gum.
- Helping with a field day for younger students.
- Organizing a clothes closet for students who need clothes at school.
- Teacher Appreciation Week activities – making treats, doing crafts, writing thank you cards.
- Helping with the hospitality room during district basketball games.
- Red Ribbon Week – presentations to younger classrooms, door decoration contest, hosting an assembly.
- Collecting recycling from classrooms.
- Germ Patrol – using Lysol wipes to disinfect desks, doorknobs, light switches, etc.



- Working a concession stand for fundraising – clothes for nurse’s office, sending softball teams on trips, etc.
- Collecting toiletries for “giving boxes” in school bathrooms – free toiletries for anyone to take. Students can set up the collection and refill boxes as needed.
- Helping with school festivals – Fall Festival, Christmas Bazaar, etc.
- Hosting a Teacher Appreciation Assembly – students interviewed peers about why they appreciated their teachers, created a video with interviews and photos, put on a surprise assembly.
- Small painting projects – handrails, locker rooms, etc.
- Creating a bulletin board about bullying or other relevant topic.
- Making bags of crackers/snacks for counselor’s and nurse’s office for students who need food.
- Helping teachers prepare classrooms for the summer – cleaning, packing boxes.
- Making Valentine’s Day bracelets to hand out to peers.
- Cleaning school buses.
- Peer tutoring.
- Sponsor plants to put in classrooms – youth ask teachers if they would like a plant in their classroom, then take on the responsibility of watering/taking care of it. Add a sign that says “sponsored by TOP Club”.

#### **In-School Projects to Help Veterans/Service Members**

- Making care packages for soldiers – collecting supplies, packing boxes.
- Writing letters to soldiers or becoming pen pals.
- Creating thank you cards for first responders.

#### **In-School Projects to Help the Community**

- Making blankets and braided t-shirt toys for an animal shelter, distributing them to the animals.
- PhotoVoice project – taking photos to represent issues in the community, presenting them at a Parent Night.
- Hosting a food drive or coat drive.
- Hosting a blood drive.
- Packing holiday food boxes for families in need.
- Hosting a bake sale for a cause of the youths’ choice.
- Cleaning rooms in the building where meetings are held.
- Decorating bags for meals for homeless people.
- Kindness rocks – decorate rocks with positive messages, hide around community.
- Create positive window or yard signs to post in the community.

### ***Off-site Projects***

#### **Off-site Projects to Help Youth**

- Hosting or helping with a trunk-or-treat event.
- Hosting a St. Jude’s Trike-A-Thon.
- Hosting an Easter egg hunt for a local preschool or church.
- Hosting a children’s activity booth at a local event/fair.
- Volunteering at a local daycare – reading to kids, helping with arts and crafts, etc.
- Fundraisers for youth organizations.

- Adopting a child and/or family from a Giving Tree for Christmas – youth can help shop for items.

### **Off-site Projects to Help Seniors**

- Visiting a nursing home to distribute something the youth have made.
- Decorating a nursing home for Christmas – putting up Christmas trees, decorating doors, etc.
- Playing board or card games with nursing home residents.
- Helping with a Thanksgiving dinner at a nursing home.
- Christmas caroling at a nursing home.
- Helping seniors with yard work.
- Doing landscaping for a nursing home or senior.
- Making bird feeders to put outside nursing home residents' windows.

### **Off-site Projects to Help Veterans/Service Members/First Responders**

- Baking cookies for first responders.
- Preparing and delivering a meal for firefighters.
- Placing flags on veterans' graves and cleaning the cemetery for Veterans Day.
- Volunteering at veterans' homes/hospitals/community centers.

### **Off-site Projects to Help the Community**

- Cleaning/landscaping at local parks, trails, shelters, other public spaces.
- Cooking a meal for residents of the Ronald McDonald house or similar organization.
- Sponsoring a booth at the Lions Club Christmas Party.
- Walking dogs at an animal shelter.
- Ringing bells for the Salvation Army.
- Building/cleaning a walking trail.
- Hosting a community haunted house.
- Selling hot chocolate at Christmas parade to raise money for needy families.
- Cemetery cleanup – some TOP clubs were trained by the local historical society to properly clean old gravestones. Clubs received a personal thanks from a family member of a person whose stone had been cleaned.
- Summer camp cleanup – weekend cleanup at a YMCA summer camp to help them prepare for the summer camp season – painting, cleaning, etc.
- Holding a prom for people with special needs.
- Sponsoring booths at local events/fairs for fundraising, education, etc.
- Adopt a highway or waterway.

# Recruitment and Marketing Ideas

- **On-campus outreach:** Post flyers announcing TOP that convey the purpose of the group and highlight incentives for participation.
- **Classroom presentations:** Coordinate with teachers to provide short in-class presentations on TOP, highlighting youth experiences. Utilize current/former TOP youth for this if possible.
- **Recruitment drives:** Hold recruitment drives at events like school registration/back to school night or the county fair or other community gatherings.
- **Peer-to-peer word of mouth:** Youth can recruit their friends to participate within the first four weeks of club.
- **Individual recruitment:** Personally invite youth who you feel would benefit from leadership opportunities and engagement in TOP, or who are not engaged in other afterschool activities. Staff may also turn to school counselors/faculty for recommendations.
- **Social media, photos, and videos:** Try to utilize online platforms such as Facebook and Twitter to reach greater audiences and generate discussion about the emerging program. Share videos and photos from past youth engagement projects, allied organizations, and other TOP clubs to get young people excited to participate.
  - **Note:** Check your organization's policies about obtaining photo consent for participants.
- **Continuous recruitment:** Even if you are following the same age/grade of youth across multiple years, continue recruitment with each new program year.
- **Get the word out:** Work with local media (newspapers, radio stations, etc.) to share projects that youth are doing in TOP. This can increase interest in TOP as well as provide a way for the community to donate towards funding TOP.
- **Club t-shirts and merchandise:** Work with youth to design t-shirts and other items with official TOP branding (see page 14 for design guidelines). Encourage them to wear their shirts on meeting days and when doing CSL in the community to build TOP's reputation and standing in your community.

# Observations and Site Visits

Each contracting agency will participate in two kinds of meetings, typically held in the spring.

1. Facilitator observations are done by the Adolescent Health team. Newly trained facilitators will be observed at least once per program year for two years following their training. After that, facilitators may be observed once every other program year, though additional observations may be done as needed. The DHSS TOP coordinator will contact the site coordinator about scheduling observations, and site coordinators work with facilitators to confirm. After observations, the observer will provide notes and feedback to the site coordinator and observed facilitators.

During a club observation, the Adolescent Health team wants to ensure that the club remains a safe space for teens. Prior to our visit, please communicate with teens that we will be observing the club. The teens should be made aware that we would only be observing facilitator skills and actions. The Adolescent Health team can be introduced or introduce themselves at the beginning of the club, but we ask to not be included in any club activities.

2. Site visits are annual meetings held virtually or in-person with each site coordinator to provide updates on various items, including but not limited to:
  - Summary of programs
  - Successes and challenges
  - Future plans, including facilitator changes
  - Youth engagement activities
  - Evaluation report, including community readiness score and attendance/CSL hours by club
  - Monthly reports and invoices/budget updates
  - Upcoming conferences and trainings
  - Technical assistance and training needs

Facilitators are welcome to attend site visit meetings, but are not required to.

# Community Capacity Activity Ideas

Each contractor is responsible for working on the capacity of their community to address teen pregnancy, which can ensure sustainability of their program. A Community Capacity Survey is done each fall by the site coordinator as well as stakeholders in the community. Contractors are expected to complete five activities in their community over the course of the program year, sharing a variety of topics which may include the need for teen pregnancy prevention, the program they are implementing, success stories, and general information around positive youth development and youth engagement. Although every community and agency is different, below is a list of possible activities that may help build the capacity to address teen pregnancy in your area. (Note, this is per contractor, not per club/school).

- Meet with community leaders and members.
- Talk about TOP with other community groups, including discussing potential collaboration on CSL projects.
- Share info on social media – TOP recruitment, celebrating CSL projects.
- Conduct an environmental scan to identify the community's strengths, weaknesses, opportunities, and threats.
- Post flyers on community bulletin boards advertising TOP and/or CSL projects.
- Emphasize TOP in the marketing of events and while doing CSL – wear TOP t-shirts, display a TOP banner or tablecloth, have TOP name/logo on marketing materials, etc.
- Build partnerships with new sites for TOP expansion or CSL.
- Arrange for TOP youth to present on their TOP experiences and why it's important at a school board meeting or other stakeholder meeting.
- Contact local media outlets (newspapers, radio stations, TV stations, etc.) about featuring TOP.
- Present information at local community events such as county fairs, health fairs, community resource fairs, etc.
- Write a letter to the editor of your local paper explaining the issue of teen pregnancy and how TOP addresses it.
- Sponsor a community picnic or other event to kick off new efforts (i.e., the beginning of the TOP year) or revitalize existing efforts.
- Attend community or professional meetings to provide updates on progress of the efforts.
- Get and maintain support of local business community and solicit financial support from them.
- Diversify funding sources.
- Utilize external evaluation and use feedback for program modification.
- Track outcome data for use with future grant requests.

# Youth Engagement and Youth Advisory Councils

**Definition:** According to ACT for Youth, youth engagement happens when “young people are involved in responsible, challenging actions to create positive social change. This means involving youth in planning and in making decisions that affect themselves and others. Youth engagement happens in youth-adult partnerships that are structured so that both groups contribute, teach, and learn from each other.”

**Contract Requirements:** DHSS Adolescent Health contractors are required to “authentically engage youth advisors to benefit the program and agency through development of a youth advisory council, adding youth to existing councils or boards, or through other DHSS-approved community specific strategies to engage youth in an advisory capacity.” This means there are many ways of getting youth involved in your agencies, and it will look different for each agency. Some of these options are:

- Create and run a youth advisory council (YAC) for your agency.
  - Include youth of the same age, sex, gender and race of the youth in the communities they represent.
  - Include youth with varying lived experience.
  - Meet at least quarterly.
- Add youth advisors to existing councils or boards (e.g. school health advisory councils, school wellness councils, advisory boards).
  - Youth should have the same rights as other members of the council or board, if bylaws allow.
  - Adult members should receive training on working with youth and youth engagement to help them welcome youth members.
- Use youth as consultants to your agency.
- Engage youth in a community-specific advisory capacity, if approved by DHSS.

**Youth Compensation:** Contracting agencies shall ensure youth are adequately compensated for sharing their time and expertise. Youth compensation should be comparable to compensation of other adults working in similar roles.

While contractors may use TOP youth for their youth engagement activities, you may also use youth who are not in TOP. This opportunity is for all youth in your community.

See <https://health.mo.gov/youth/engagement> for further resources on youth engagement.

# T-shirt Design Guide

- Should be designed by or with input from youth.
- Must include official TOP logo somewhere in design. Logo should be in original colors (orange and black/gray) or black and white. Email DHSS TOP Coordinator for logo and color digital files.
- Designs must be submitted to DHSS TOP Coordinator for approval.
- See examples below.



# Making Club Space Youth-Friendly

These considerations are ways to create a welcoming, friendly, and safe environment for TOP clubs.

- Sit in a circle or otherwise arrange the room so that everyone can be seen and heard by everyone else.
- Have your ROPES posted each time you meet.
- Make a playlist with youth input. Consider playing at the beginning of club and during times in the lessons that indicate you can play music, such as when youth are working individually.
- Close the door for privacy.
- Have flexible seating, like beanbag chairs, floor cushions, or other options.
- Have fidget or table toys available.
- Use alternate lighting like lamps or Christmas lights.
- See <https://health.mo.gov/youth/trauma> for further resources on creating a space that makes youth feel safe and supported.