

# Using Virtual Student Role-Play Simulations to Support Youth Suicide Prevention Efforts in Indian Country

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Baruch College (CUNY)  
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Associates  
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# Disclaimers/Commercial Disclosure

- Dr. Glenn Albright and Sutton King are both employed at Kognito, a for-profit organization.
- Dr. Jami Bartgis is the evaluator for the Tribal Youth Program Technical and Training Assistance Center

# About the Presenters

**Dr. Glenn Albright** is a clinical psychologist who received his Ph.D. from City University of New York in the area of experimental cognition with concentrations in neuropsychology and applied psychophysiology. He is a former chair of the Department of Psychology at Baruch College and Director of Research at Kognito. His research involves evaluating the efficacy of online role-play simulations where users practice challenging conversations with emotionally responsive and intelligent virtual humans to bring about positive changes in attitudes, skills and behaviors in the areas of health and mental health.

**Dr. Jami Bartgis**, an enrolled citizen of the Cherokee Nation, serves as CEO of One Fire Associates, LLC; a firm dedicated to building research and evaluation capacity toward healthy and well communities. She has spent her career working for tribal and urban American Indian communities supporting the development of trauma-informed systems of care using community-driven evaluation and research. Dr. Bartgis previously served as a faculty member at the University of Oklahoma Health Sciences Center, Indian Country Child Trauma Center, and as Director of Technical Assistance and Research and the National Council of Urban Indian Health.

**Sutton King**, a Menominee and Oneida descent from Wisconsin, is Turtle clan of the Oneida Nation. She furthered her education at The College of Mount Saint Vincent in New York City. She graduated with her B.A in Psychology, with the goal of bridging the devastating gap of health inequities that exists within Indian country. As the Tribal Program Specialist & Research Coordinator for Kognito, she has organized and executed several pilot studies, and has managed Tribal projects funded by OJJDP in partnership with the Indian Country Child Trauma Center.

# Agenda

- Introducing Virtual Online Role-Play Simulations
- Freely available Simulations for Indian Country
- Introducing Friend2Friend
- Introducing At-Risk For High School Educators
- The Importance of Trauma-Informed Policing with Youth in Indian Country
- Introducing Trauma-Informed Policing with Tribal Youth
- How To Create an Account and Access the Simulations
- Implementation and Outreach
- Q&A

# Online + Role-Play + Simulation

- Role-Play: most effective approach for changing behavior, building conversation skills
- Simulation: practice in a safe environment before trying it in “real life”
- Online: accessible 24/7 from any internet-connected computer, fidelity to the evidence-based model.



# Why Virtual Humans

## Instructional Benefits:

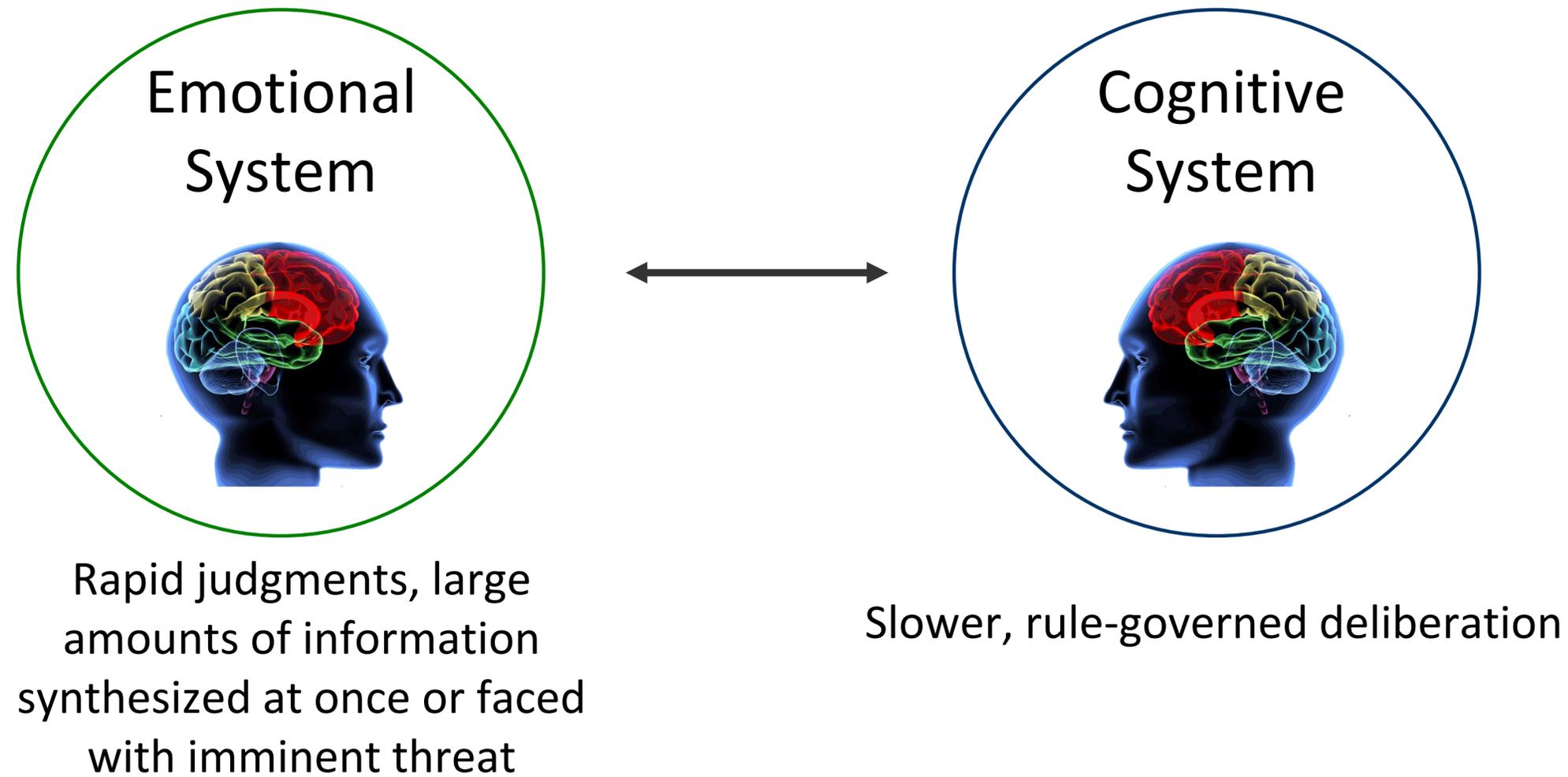
- Safe to self-disclose, experiment
- Increase in engagement, openness
- Decrease in transference reactions
- Decrease social evaluative threat

## Other benefits:

- Personalization of experience
- Reach geographically dispersed areas
- Reduce costs of updates
- “Choose your Avatar” option
- Mobile Applications



# Gatekeeper Conversations Are Hard



To manage challenging conversations the cognitive system needs to monitor & regulate emotional system....practice

# Kognito's Behavior Change Model

Integrates several evidence-based models, tactics, game mechanics, and learning principles integral to structuring conversations that lead to measurable change

## Key models and tactics

- Motivational interviewing
- Shared decision-making
- Mentalizing
- Emotional self-regulation
- Empathy / empathic accuracy
- Reappraisal strategy

## Key learning principles

- Hands-on-practice
- Self-directed (DIY) approach
- Effective and ineffective navigational choices
- Contextual learning
- Personalized feedback
- Storytelling
- Case-based approach



**HELP SPREAD THE WORD IN INDIAN COUNTRY ABOUT THE NO-COST AVAILABILITY OF THESE INNOVATIVE RESOURCES.**

### **TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH**



Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

#### **SIMULATION COVERS:**

Becoming Trauma-Informed,  
Building Rapport and Modeling Respect,  
Empowering Positive Decisions

**Credits for Oklahoma available,  
national CEUs to come.**

### **AT-RISK FOR HIGH SCHOOL EDUCATORS**



Educators learn about mental health and suicide prevention, how to recognize students showing signs of psychological distress, and connect them to support.

#### **SIMULATION COVERS:**

Disruptive Behavior, Anxiety, Cutting,  
Cyberbullying, Thoughts of Suicide

### **FRIEND2FRIEND**



High school students learn how to recognize when a peer is showing signs of psychological distress and connect them to a trusted adult.

#### **SIMULATION COVERS:**

Effective and ineffective tactics  
for approaching friends about  
sensitive topics.

# Key Features

Available online 24/7

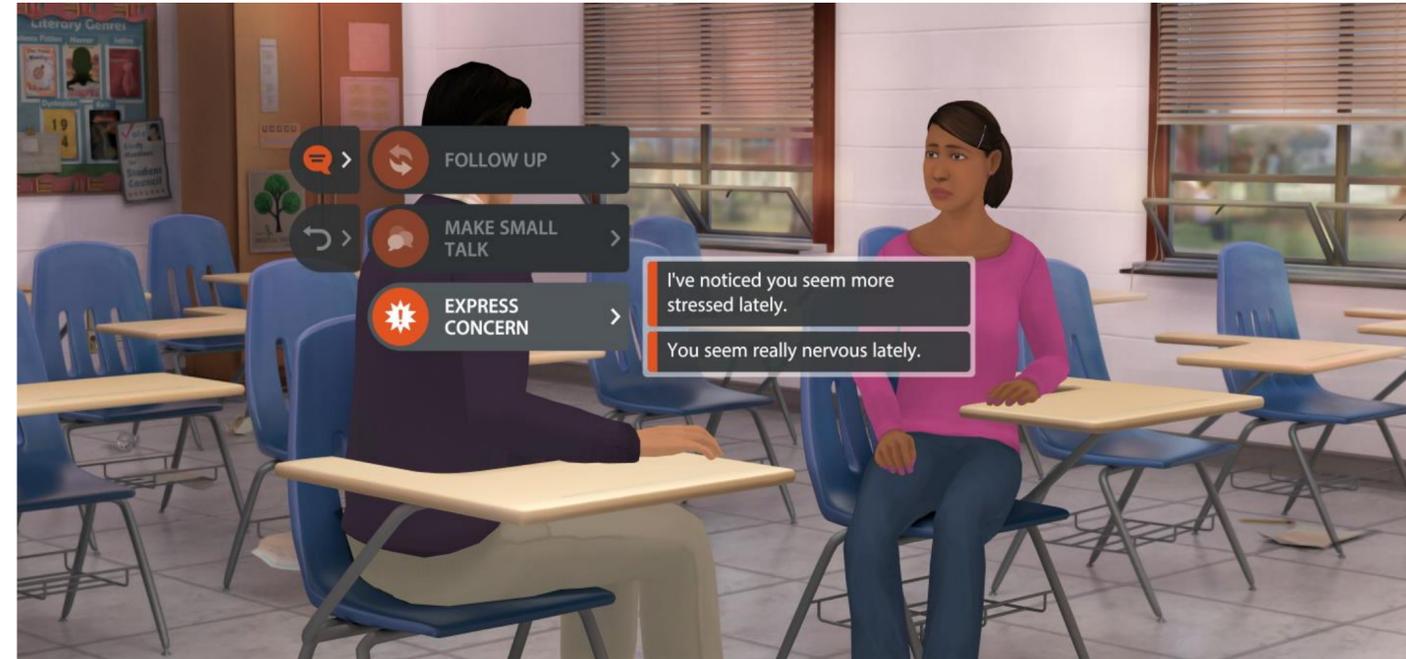
Can be completed in multiple sittings



Listed: SPRC/AFSP Best Practices Registry (*At-Risk for High School Educators*)

Created in collaboration with school, mental health experts, educators and law enforcement professionals

# How It Works

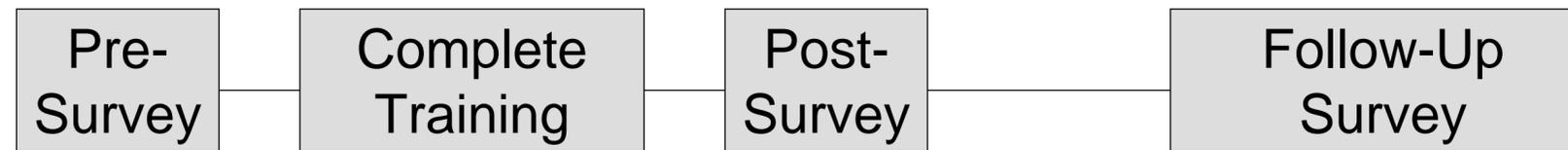


- 1 Assume the role of a teacher, law enforcement professional, student and engage in **virtual conversations**
- 2 Control the conversation by **choosing** what to say
- 3 Learn to use open-ended questions and **motivational interviewing** techniques
- 4 Receive **feedback** throughout that highlights important lessons and key strategies

Participants: N=262 from four At-Risk Programs

- University and College Faculty (N=73)
- College Students (N=82)
- High School Educators (N=60)
- Middle School Educators (N=47)

Methodology:



1. Total Gatekeeper Skills
2. Behavioral Intent
3. Total Gatekeeper Self-Efficacy
4. Change in Gatekeeper Behaviors

# Total Gatekeeper Skills

Total Gatekeeper Skills – All five measures significantly increased ( $p < .05$ ) from Pre to Post training. Measures included:

1. Identify when a student's appearance is a sign of psychological distress
2. Identify when a student's behavior is a sign of psychological distress
3. Discuss concern with a student
4. Motivate the student to seek help
5. Make a referral to mental health support services.

# Total Gatekeeper Self-Efficacy

Total Gatekeeper Self-Efficacy significantly increased ( $p < .05$ ) from pre to post.

Measures included four self-perceived measures of confidence in one's ability to:

1. Discuss concern with an individual exhibiting signs of psychological distress
2. Recommend mental health support services
3. Know where to refer a individual for mental health support
4. Help a suicidal individual seek help.

# Three-Month Follow-Up Results

In an attempt to increase sample size, we combined participant responses across all four studies which yielded an  $N = 32$  matched pairs.

**The analysis showed that a power of 80% would be reached by increasing the sample size to  $N = 70$  matched pairs.**

Thus, by increasing the  $N$ , there is a high probability that Total Gatekeeper Skills, behavioral intent and Total Gatekeeper Self-Efficacy will remain significant at the 3-month follow-up point when compared to baseline measures.

# Approach and Referral Rates

The original series of longitudinal studies showed significant ( $p < .05$ ) increases in self-reported gatekeeper behaviors at all follow-up periods.

Again, in this study, the follow-up sample size was too small, so a second power analysis showed that a power of 80% would be reached with a  $N = 150$ .

1. Were concerned about due to psychological distress
2. Approached to discuss their concern with
3. Referred to support services

# Training Satisfaction and Learning Experience

**96%** would recommend the training to their colleagues

**91%** said the program was based on scenarios relevant to them and their fellow students.

**80%** of students also said that as a result of this course, they themselves may seek help from the counseling center when feeling stressed.

# Mental Health & Suicide Prevention

**at-risk**  
for High School Educators

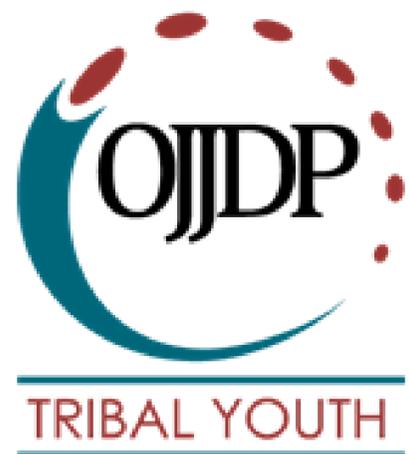


**Friend2Friend**

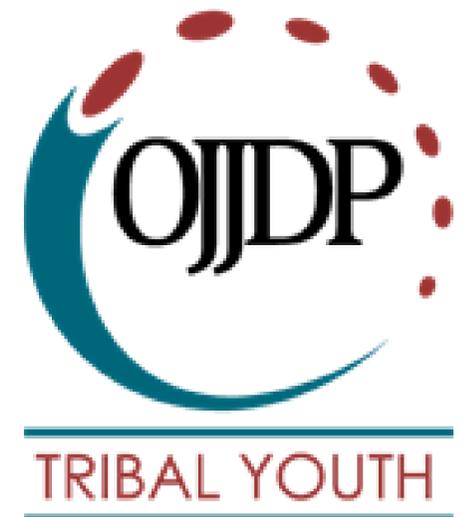


- Professional development for HS Teachers and Staff
- Multi-cultural
- 60-90 minute learning experience
- Mental Health and Suicide Prevention
- Listed National Registry of Evidence-based Programs (NREPP)

- Peer support for high school students
- Multi-cultural
- 30 minute learning experience
- Mental Health and Suicide Prevention
- Classroom activity
- Sample lesson plan available



***Walkthrough of the Friend2Friend  
Learning Experience***



# Introducing Michael and Ana



# Goal Setting



- 1 Ask questions
- 2 Summarize**
- 3 Don't criticize
- 4 Avoid giving advice

"Sounds like you're angry at your sister."

"So, because of all this, you have to do more at home."

"That all sounds really stressful."



# Conversation with Ana



# Conversation Feedback

"I wish I could just disappear... Just not be here anymore and not have to deal with my messed-up life."



Ask directly about suicide in a nonjudgmental way.

"Are you talking about suicide?"



# Identifying Friends in Distress



# Toolkit

The screenshot shows a web interface with a dark blue header. On the left, there is a 'Score' button with a gear icon. On the right, there is a 'Toolkit' button with a document icon and an upward-pointing arrow. Below the header, the text 'TO UNLOCK YOUR CERTIFICATE' is centered. A flowchart consists of three rounded rectangular boxes connected by arrows: 'View Local Resources' (highlighted in dark blue), 'Take the Survey', and 'Get Certificate of Completion'. Below the flowchart, the text 'National Resources' is centered. Underneath, there are two dark blue buttons: 'Printable Summary (pdf)' and 'National Suicide Prevention Lifeline suicidepreventionlifeline.org'.

Score Toolkit

TO UNLOCK YOUR CERTIFICATE

View Local Resources → Take the Survey → Get Certificate of Completion

National Resources

Printable Summary (pdf)

National Suicide Prevention Lifeline  
suicidepreventionlifeline.org

# Testimonial

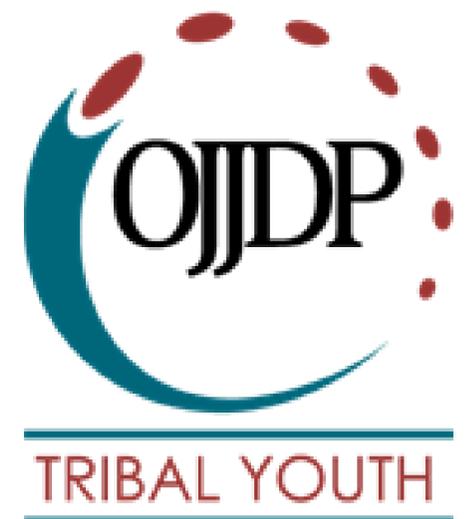
Leslie Locklear

Doctoral candidate at the University of  
North Carolina at Greensboro

Lumbee and Waccamaw Siouan tribes



# *Walkthrough of the At-Risk for High School Educators Learning Experience*



# Connecting With Students (6 min)



- › Bringing up what you've noticed
- › Asking questions to better understand
- › Referring to mental health resources



# Conversation Challenge: Rene (17 min)



**Rene Desmond** | Senior, 17

- > Always been a little tense, but this year it's gotten worse
- > May be cutting herself

Rene  Senior, 17

**Academics** | Behavior | Community | Appearance >

## Grades

term 1	term 2	term 3	term 4
A+	A	A	A-

Good grades. Long and detailed assignments. Wants to get a scholarship to Stanford.

## Participation



Asks a lot of questions about lessons and grading.

# Conversation Challenge

## Joey (16 min)



**Joey** | Freshman, 14

- > Quiet
- > Gets teased a lot

**Joey**  Freshman, 14

< Academics | Behavior | Community | **Appearance** >



- Disheveled appearance, worsening
- Clean clothes, but old and worn
- Avoids eye contact
- Extremely quiet and easy to overlook

# Conversation Challenge: Rob (17 min)



**Rob** | Junior, 16

- > Makes rude comments in class
- > Intimidates other students
- > Absent a lot

**Rob**  Junior, 16



Academics | Behavior | **Community** | Appearance



#### Family Life

Mr. Lyons doesn't know anything about Rob's family life.



#### Social Life

Rob is respected and a little feared by other students in school.



#### Extracurricular Life

Rob does not participate in any extracurricular school activities.

# Conclusion (2 min)

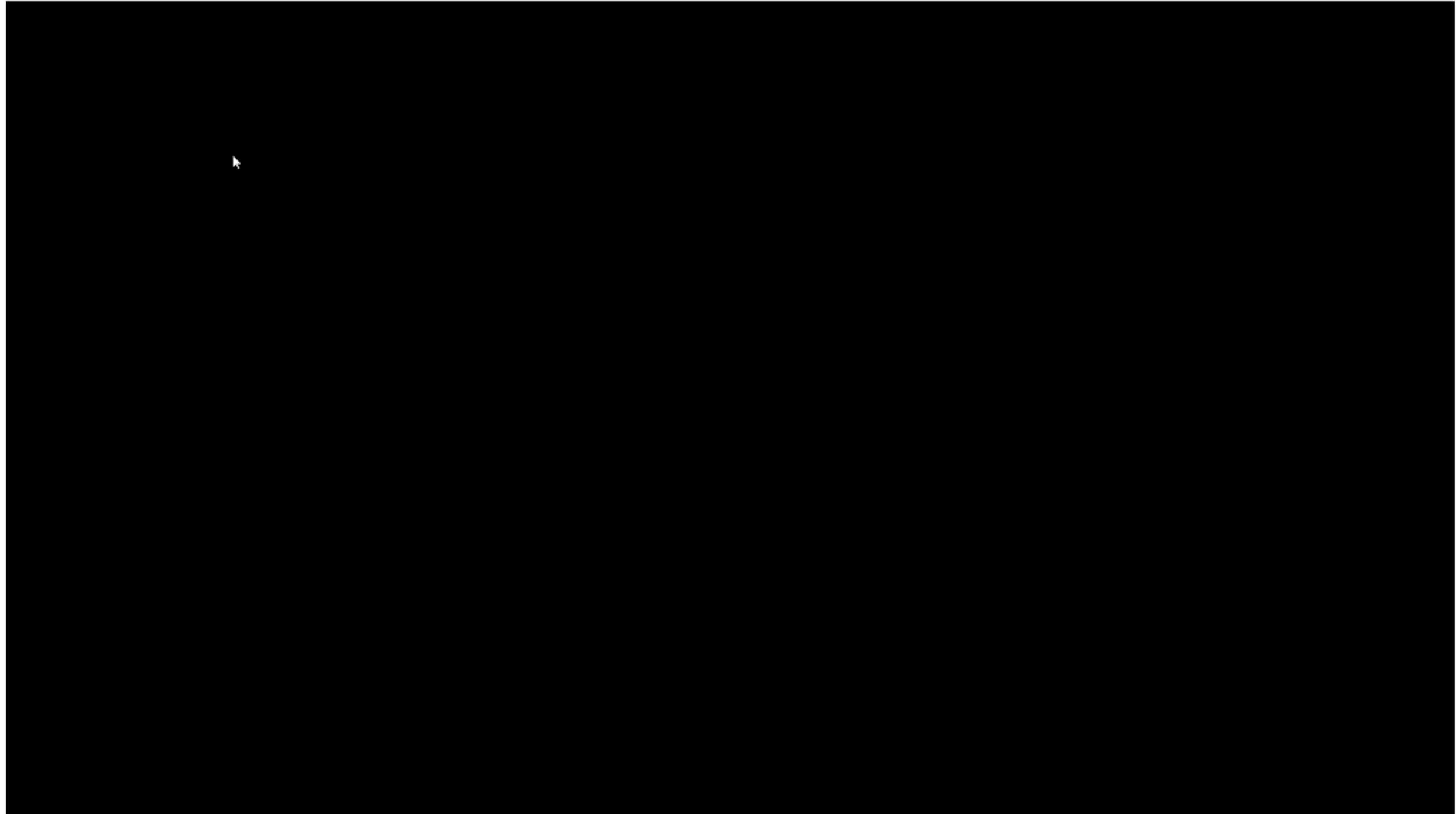
## MAKE A DIFFERENCE

Notice a student's behavior, reach out,  
and make a referral

- > Bring hope
- > Help them perform better
- > Prevent escalation +
- > Let them know someone cares



# **At Risk for High School Educators**





# Jessica Shaffer

School Social Worker at  
Lower Brule Schools



**"The response from the teachers always makes it worth it. More often than not, a teacher or para professional will say "Wow, I never thought of talking to the kids that way". The At-Risk for High School Educators gate-keeper training is such a great tool for helping improve the quality of the culture at our school."**

# Lower Brule Sioux Tribe

At-Risk for High School  
Educators

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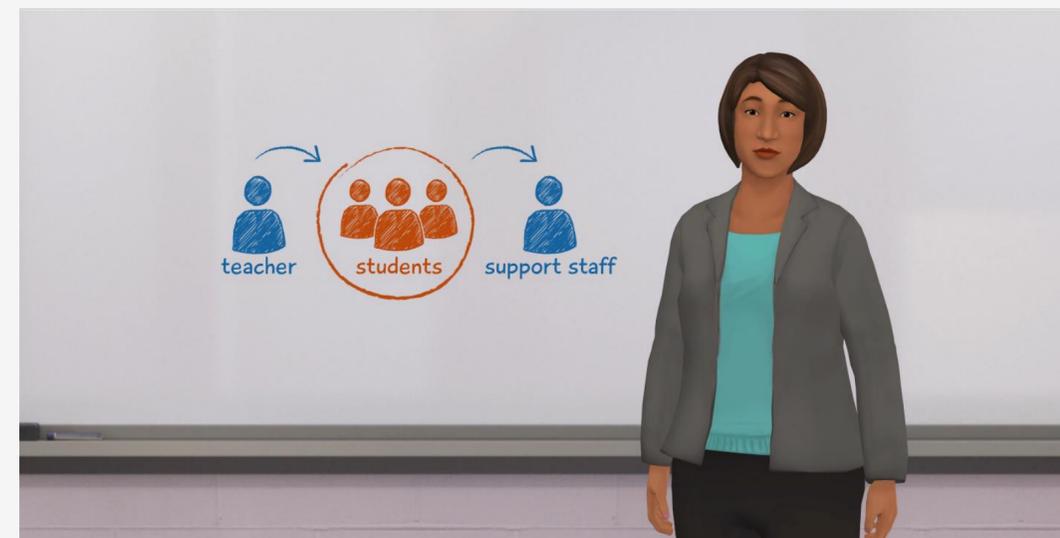
Was great, wished we could get our local schools, all our programs that work with our youth in our rural area to take this course.

Amazing.. Well put together and diverse scenarios and population.. well represented.

Highly recommend new teachers receive this training and follow up

# Tribal Cultural Application- Pros

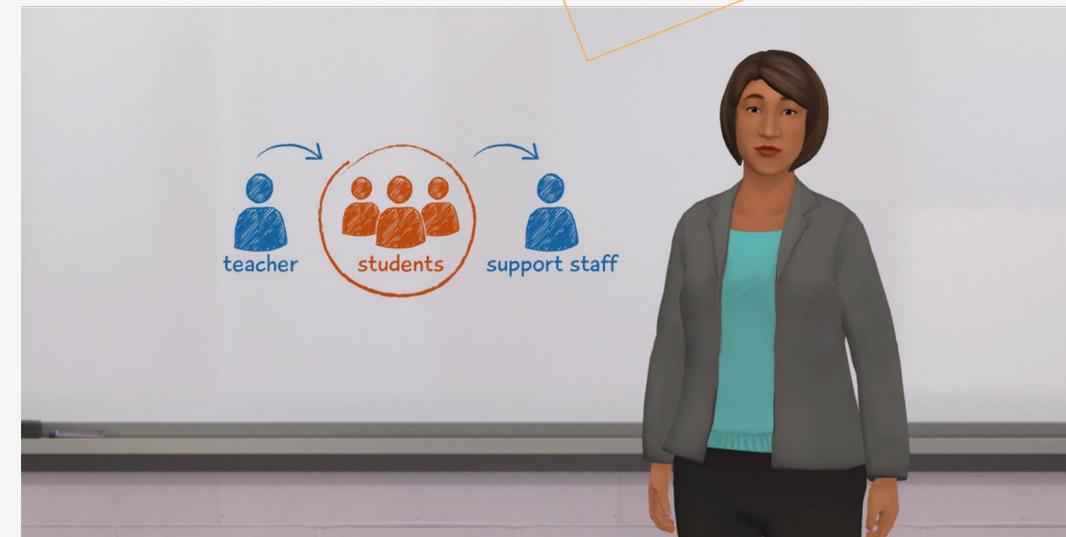
- Has been documented to be effective with a sample of American Indian teachers
- Includes multicultural Avatars
- Decreases embarrassment by practicing skills with virtual human
- Does not require a **real human being** to play the role of suicidal person during role plays



# Tribal Cultural Application- Cons

Meet **Ms. Yazzie**,  
Avatar Teacher  
used in the  
Southwest

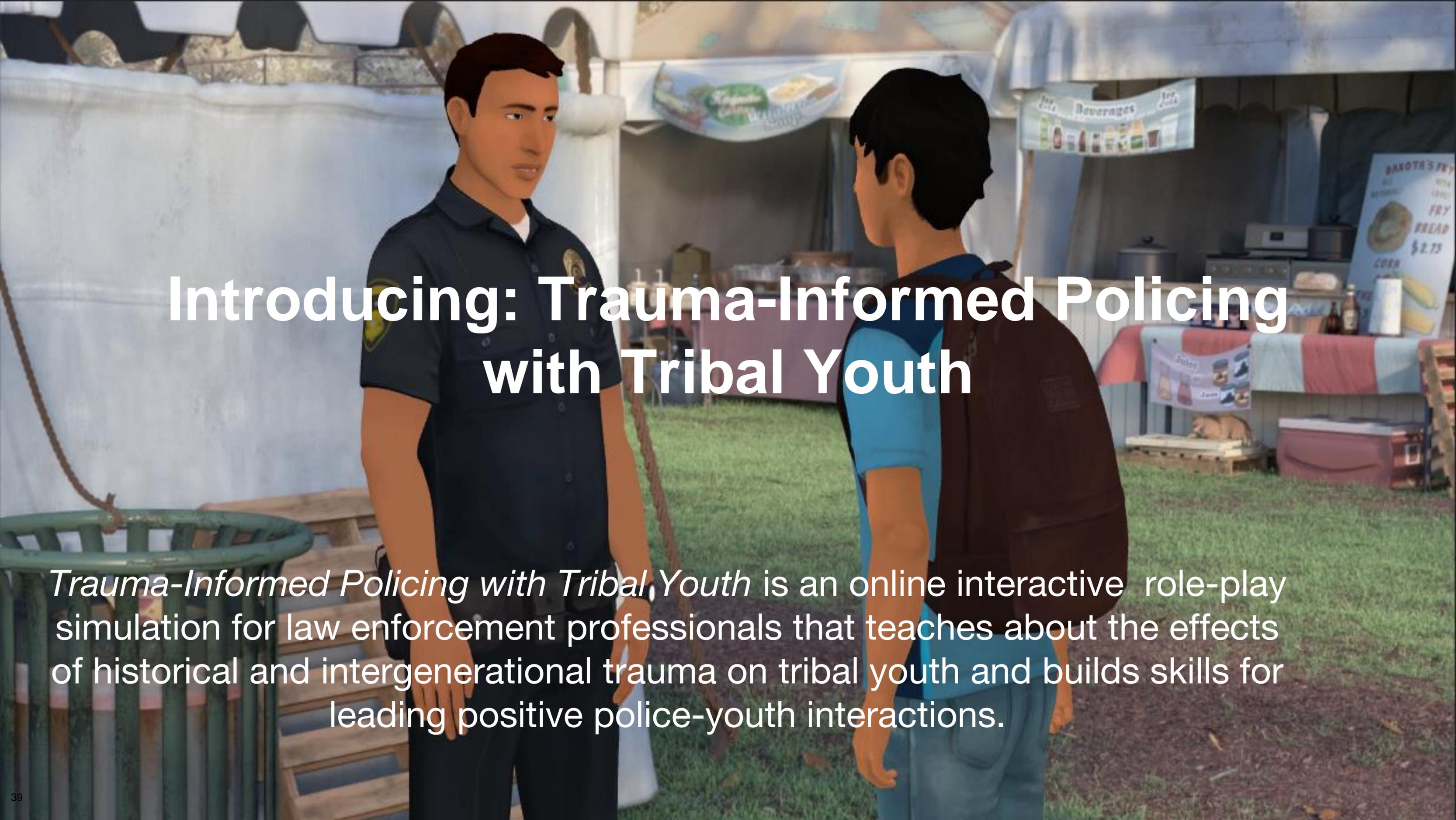
- Is just now being implemented tribal-wide...**still learning the usefulness**
- Includes some **cultural** nuances that may **need disclaimers** for tribal populations until tribal specific programs are created



Is eye contact really a **risk factor** or a **sign of respect**?

# Why Is Trauma-Informed Policing Important?

- Helps recognize trauma and trauma-response to de-escalate situations
- Connect traumatized youth with resources (systems of care)
- Reduce recidivism through early intervention



# Introducing: Trauma-Informed Policing with Tribal Youth

*Trauma-Informed Policing with Tribal Youth* is an online interactive role-play simulation for law enforcement professionals that teaches about the effects of historical and intergenerational trauma on tribal youth and builds skills for leading positive police-youth interactions.

# **Our Vision: Making Trauma-Informed Policing the New Normal in Indian Country**

We believe that trauma-informed policing can have a profound and beneficial impact on the safety and well-being of tribal youth.

Our goals are 1) to quickly and effectively increase the awareness of the need for law enforcement to adopt trauma-informed policing approaches and 2) provide effective training to all law enforcement officers working in Indian Country - tribal, BIA, local, state, federal

# Trauma-Informed Policing with Tribal Youth

- Culturally-tailored
  - Developed with 25 Tribal Subject Matter Experts
  - Sensitizes users to historical and intergenerational trauma
  - Adapted from evidence-based model in collaboration with OJJDP Tribal Youth TTAC
- Simulation format
  - provides practice interacting with Tribal youth
  - Effective in changing knowledge, skills and self-confidence
- Easy and convenient
  - Online, available anywhere 24/7
  - Awards free CEU for Oklahoma LEOs from CLEET; national CEU from IADLEST



**Trauma-Informed Policing with Tribal Youth**

Practice interacting with virtual tribal youth in a way that promotes cooperation and respect. You will learn about how historical and individual trauma can lead to negative behavior and how your own actions can empower them to make better choices.

FOR **Tribal Law Enforcement Professionals**  
LENGTH **0h 24m**

- ▶ **Understanding the Effects of Trauma**  
6 min  
How can past and current trauma affect the behavior of American Indian and Alaska Native youth?
- ▶ **Connecting with Youth**  
5 min  
How can we improve our communication with youth who have been exposed to trauma?
- ▶ **Practice Conversation**  
12 min  
A tribal youth is suspected of shoplifting. Using trauma-informed techniques, build a relationship with him to reach a favorable outcome.
- ▶ **Preventing Escalation**  
2 min  
How can we handle tense situations with trauma-exposed youth?

📄 **Resources**  
Links to other resources about trauma-informed policing.

# Trauma-Informed Policing with Tribal Youth



# Robert E Bryant

Chief of Police  
Penobscot Nation  
Trauma-Informed Policing with  
Tribal Youth



Image by Bangor Daily News

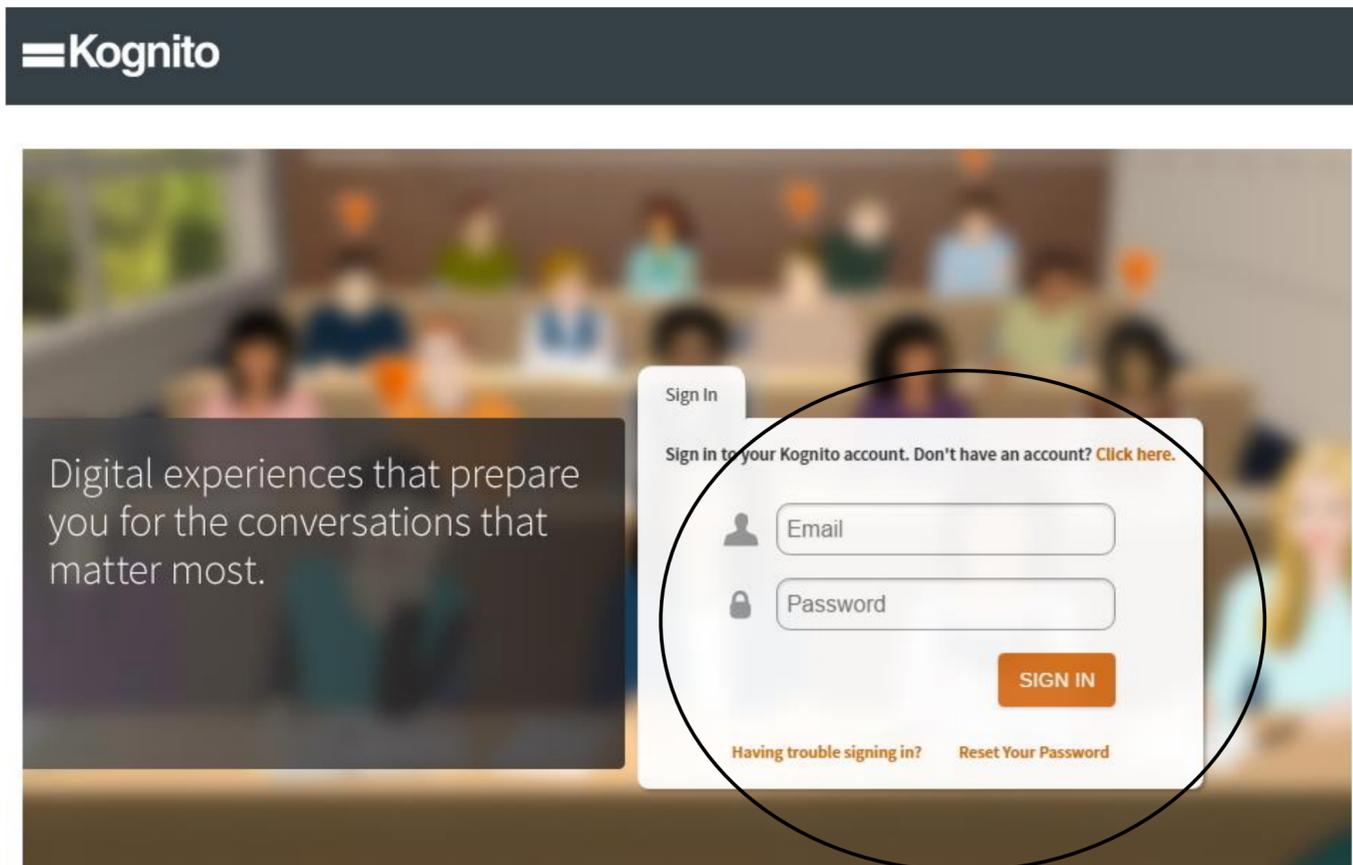
“I like the fact that it’s interactive and it forces the person involved in this to actually think and move through a series of questions. I think the same as if you are out on the street interacting with a youth. I like that a lot better than just reading something or answering a multiple type choice of questionnaire I like the way that you interact with it.”

***How do I create an account and access  
the simulations?***

# How to Access the Simulations

- Go to: <http://go.kognito.com/tytta>
- Create an account
- **For At-Risk for High School Educators**  
Use enrollment key: **ofateacher**
- **For Friend2Friend**  
Use enrollment key: **ofastudent**
- Take desired training - Including pre/post surveys
- Review the resources section for more information
- Share information with others

# Access the Course



[www.kognitocampus.com/login](http://www.kognitocampus.com/login)

Access training programs – new or existing accounts

Access Tips & Resources for schools implementing programs

# Create an Account

### Your Account X

<b>First Name</b>	<input type="text"/>	<b>Last Name</b>	<input type="text"/>
<b>Email Address</b>	<input type="text"/>	<b>Re-enter Email Address</b>	<input type="text"/>
<b>User Name</b>	<input type="text"/>	<b>Re-enter User Name</b>	<input type="text"/>
<b>Choose Password</b>	<input type="text"/>	<b>Re-enter Password</b>	<input type="text"/>

**NEXT STEP**

Already have an account? [Sign In](#)

# Choose Your Course

Choose a course.

**at-risk**  
for High School

**at-risk**  
for Middle School

**at-risk**  
for Elementary School



Welcome!  
Choose a course above.

Looking for more information about other Kognito trainings? [Click here](#)

# Select and Launch the Training

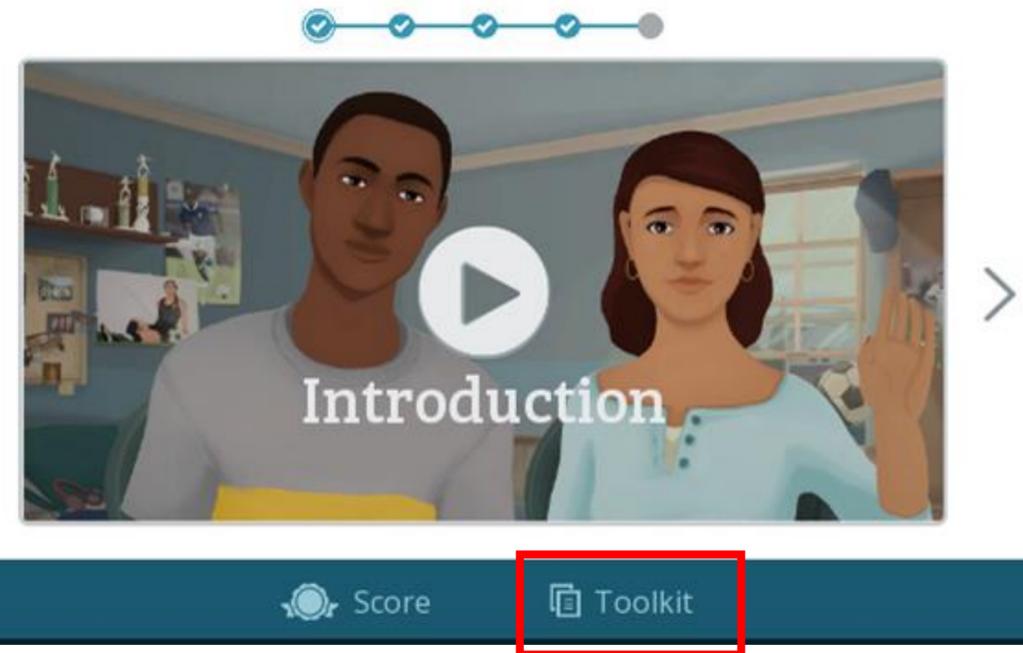
The screenshot shows a user interface for selecting and launching training courses. At the top right, the user is identified as 'sutton king' with a 'Sign Out' option. Below this is a 'Choose a course.' section with four course cards: 'at-risk for High School Educators' (with a 'Launch' button), 'Friend2Friend FOR EDUCATOR EVALUATION ONLY' (with a 'Launch' button), 'Trauma-Informed Policing with Tribal Youth' (with a 'Resume' button), and a partially visible fourth card. A yellow callout box points to these cards with the text 'All courses available are shown'. Below the cards is a detailed view of the 'At-Risk for High School Educators' course. This view includes a description: 'Recognize when a student is exhibiting signs of psychological distress, and manage conversations with three virtual students to connect them with appropriate services within the sc ... More'. It also features a 'Need to recertify?' section with an information icon, a 'LAUNCH' button, and a status indicator 'Status: Not Started'. A yellow callout box points to the 'LAUNCH' button with the text 'Once selected, launch the course'. On the right side of the interface, there is a vertical 'TECHNICAL SUPPORT' button. The background of the detailed view shows a classroom with two people sitting at desks.

# Toolkit

**at-risk**  
for High School Educators



**Friend2Friend**



Once you've completed the training, be sure to click on the Toolkit link(s) for:

- Information about local and national services
- Certificate of completion
- Course summary
- Survey to give feedback about the course

# How to Access

To take the training, go to:

[www.kognitocampus.com/login](http://www.kognitocampus.com/login)

- Create an account
- Use enrollment key: tribalyth
- Take training - Including pre/post surveys - about 30 minutes
- Review the resources section for more information
- Share information with other law enforcement groups, individuals

## Trauma-informed Policing with Tribal Youth

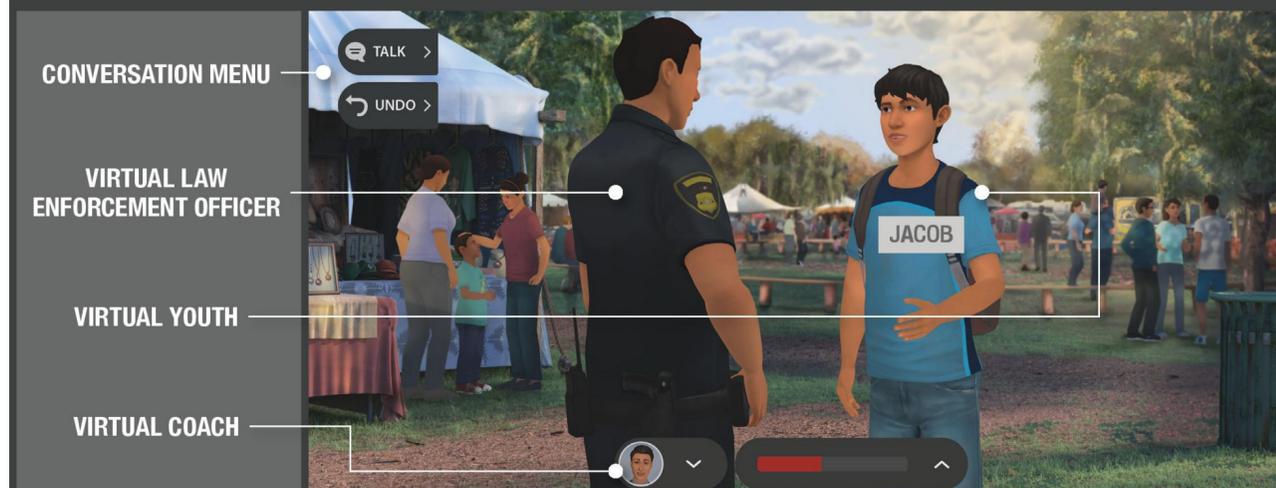
### PROFESSIONAL DEVELOPMENT SIMULATION

An interactive role-play simulation for law enforcement professionals that builds knowledge about the effects of historical and intergenerational trauma on tribal youth, and prepares officers to lead more effective real-life interactions with tribal youth.



### BUILD REAL-LIFE SKILLS IN A VIRTUAL ENVIRONMENT

Assume the role of a police officer and talk with a virtual tribal youth who has been accused of stealing. Try different approaches to see what works best to uncover the truth.



Learn more at [kognito.com](http://kognito.com)

# ***Implementation & Outreach***

# Build the skills to support tribal youth.



Simulations Freely Available for OJJDP Tribal Grantees.



Kognito's online role-play simulations prepare individuals to effectively lead real-life conversations that change lives.

## TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH\*



Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

**SIMULATION COVERS:**  
Becoming Trauma-Informed, Building Rapport and Modeling Respect, Empowering Positive Decisions

## AT-RISK FOR HIGH SCHOOL EDUCATORS



Educators learn about mental health and suicide prevention, how to recognize students showing signs of psychological distress, and master the conversations to motivate them to seek help.

**SIMULATION COVERS:**  
Disruptive Behavior, Anxiety, Cutting, Cyberbullying, Thoughts of Suicide

## FRIEND2FRIEND



High school students learn how to recognize when a peer is showing signs of psychological distress and master the conversations to motivate them to seek help.

**SIMULATION COVERS:**  
Effective and ineffective tactics for approaching friends about sensitive topics.

To learn more and to access these simulations, visit <http://go.kognito.com/tytta>. For user technical support, contact [support@kognito.com](mailto:support@kognito.com). For questions regarding this training, contact [TribalYouthTTACenter@ouhsc.edu](mailto:TribalYouthTTACenter@ouhsc.edu) or 405.271.8858.

\*This course has been certified by IADLEST as part of the National Certification Program™

\*CLEET: This class has been accredited by the Council on Law Enforcement Education and Training for 1 hour of mandatory continuing education credit. Regarding any law enforcement concepts, practices, methods, techniques, products or devices as might be taught, promoted, or otherwise espoused in outside schools or seminars, there is no intent expressed or implied, that 'accreditation' indicates or in any way conveys "CLEET approval" of such concepts, practices, methods, techniques, products, or devices, unless such approval is explicitly stated by CLEET.

This project was approved by Award no. 2015-MU-MU-K011 awarded to the Indian Country Child Trauma Center, University of Oklahoma Sciences Center, by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

AVAILABLE FREE TO ALL U.S. TRIBAL LAW ENFORCEMENT, FEDERALLY-RECOGNIZED TRIBES, AND BIE SCHOOLS

**Kognito** Conversations that change lives.

[kognito.com](http://kognito.com)

# Build the skills to support tribal youth.



Free online simulation training for tribal law enforcement professionals.



## TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH

Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

**SIMULATION COVERS:**  
Becoming Trauma-Informed, Building Rapport and Modeling Respect, Empowering Positive Decisions



To access this simulation, go to [kognitocampus.com](http://kognitocampus.com). Enrollment key: **tribalyth**

For user technical support, contact [support@kognito.com](mailto:support@kognito.com).

For questions regarding this training, contact [TribalYouthTTACenter@ouhsc.edu](mailto:TribalYouthTTACenter@ouhsc.edu) or 405.271.8858.

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[kognito.com](http://kognito.com)



## ARE YOU WORRIED ABOUT A STUDENT?

Life can be stressful, even for kids. Build the confidence to talk with a student who you're concerned about.

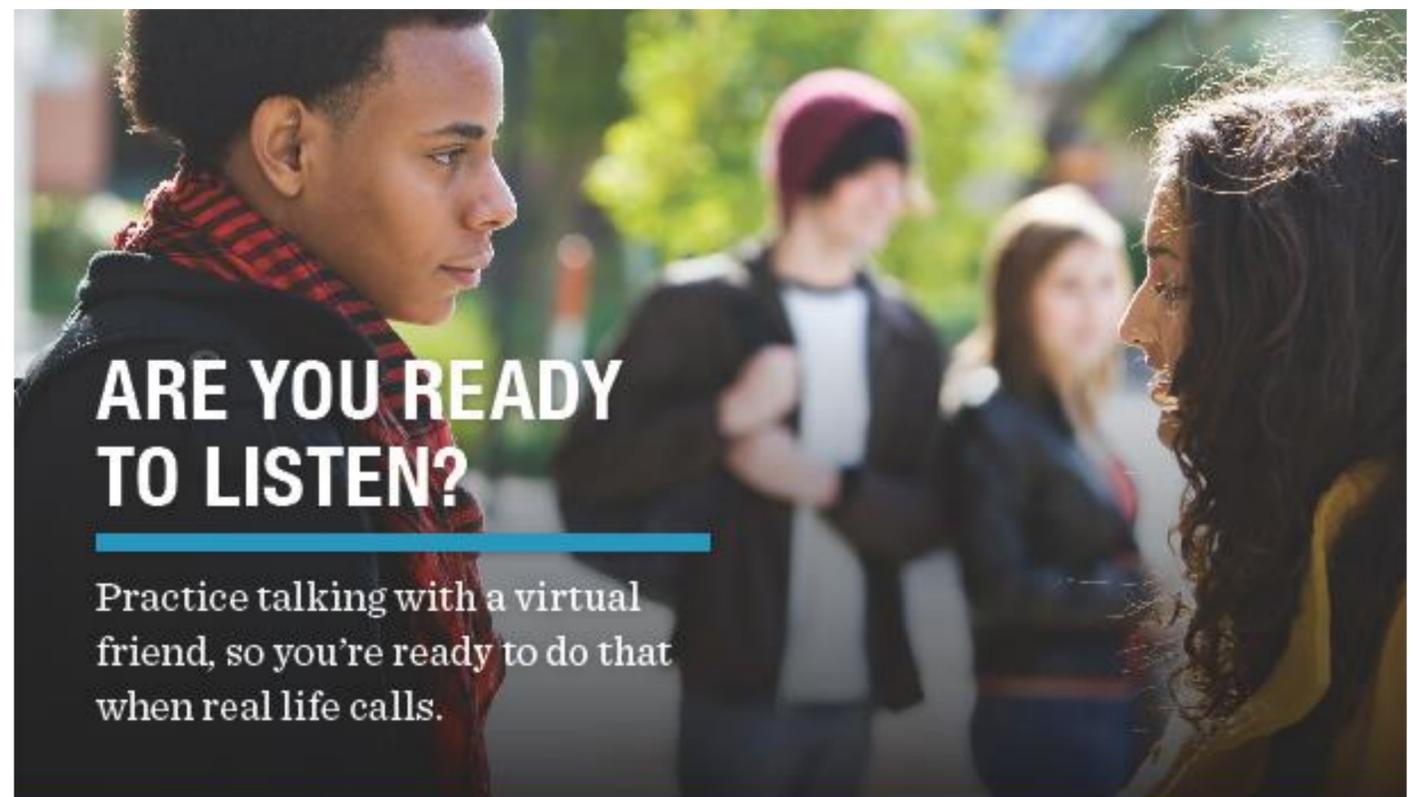
### At-Risk for High School Educators

Recognize when a student is in distress, initiate a conversation with a student about your concerns, and connect parents and students to support services.



#### TO ACCESS THIS SIMULATION:

1. Visit <http://go.kognito.com/tytta>
2. Log in or create a new account
3. Use Enrollment Key: **Ofateacher**
4. Launch *At-Risk for High School Educators*



## ARE YOU READY TO LISTEN?

Practice talking with a virtual friend, so you're ready to do that when real life calls.

### Friend2Friend

Practice talking with Michael's friend Ana, learn about what she is feeling, and help connect her with a trusted adult.



#### TO ACCESS THIS SIMULATION:

1. Visit <http://go.kognito.com/tytta>
2. Log in or create a new account
3. Use Enrollment Key: **Ofastudent**
4. Launch *Friend2Friend*

# At-Risk for High School Educators & Friend2Friend: Sample Email

Dear Colleagues:

I just completed two, free online training simulations focusing on mental health and suicide prevention, At-Risk for High School Educators and Friend2Friend. At-Risk for High School Educators is an interactive role-play simulation that helps high school faculty, staff and administrators learn common signs of psychological distress and how to approach an at-risk student for referral to the school counselor. Friend2Friend is designed for youth ages 14-18 and introduces the concept of mental health, warning signs of psychological distress and strategies for improving mental wellness within students.

To take the training, go to: <http://go.kognito.com/tytta>

- Create an account
- For At-Risk for High School Educators
  - Use enrollment key: ofateacher
- For Friend2Friend
  - Use enrollment key: ofastudent
- Take desired training - Including pre/post surveys -
- Review the resources section for more information
- Share information with others

# At-Risk for High School Educators and Friend2Friend: Sample Listserv Posting

## **Now Available: Free Online Training Simulation for High School Staff and Youth**

Freely available to all federally recognized tribes are two online role play simulations focusing on mental health and suicide prevention, *At-Risk for High School Educators* and *Friend2Friend*. *At-Risk for High School Educators* is an interactive role-play simulation for high school educators that builds awareness, knowledge, and skills about mental health and suicide prevention, and prepares users to lead real-life conversations with students that build resilience, strengthen relationships, and connect them with support. *At-Risk for High School Educators* is listed in SAMHSA'S national Registry of Evidence-Based Programs and Practices (NREPP). *Friend2Friend* is a game-based simulation for adolescents that builds awareness, knowledge, and skills about mental health while reducing stigma. It prepares youth to recognize signs of distress, reach out to a friend they are concerned about, and help identify a trusted adult for support.

These simulations are available at no cost to users through the sponsorship of the OJJDP Tribal Youth Training and Technical Assistance Center (TYTTAC).

Users can access it online at: <http://go.kognito.com/tytta>

- For *At-Risk for High School Educators* use enrollment key **ofateacher**
- For *Friend2Friend* use enrollment key **ofastudent**

For more information, please contact the OJJDP TY TTAC at: [tribalyouthttacenter@ouhsc.edu](mailto:tribalyouthttacenter@ouhsc.edu)

# Trauma-Informed Policing with Tribal Youth: Sample Email

Dear Colleagues:

I just completed a new, free online training simulation called Trauma-Informed Policing with Tribal Youth. It teaches about historical and intergenerational trauma and how that can affect police/youth interactions. It also builds skills for leading more effective interactions with tribal youth because you can actually practice interacting with a virtual tribal youth in the simulation. The training is sponsored by the OJJDP's Tribal Youth Training and Technical Assistance Center and was developed with expertise from Kognito, a pioneer in online role-play simulations.

To take the training, go to: [www.kognitocampus.com/login](http://www.kognitocampus.com/login)

- Create an account
- Use enrollment key: tribalyth
- Take training - Including pre/post surveys - about 30 minutes
- Review the resources section for more information
- Share information with other law enforcement groups, individuals

It's a quick and easy way to get a continuing education credit from CLEET for Oklahoma LEPs. It's also part of a The a powerful vision: that all Law Enforcement Professionals working in Indian Country will take this training and adopt trauma-informed policing skills and attitudes.

# Trauma-Informed Policing with Tribal Youth: Sample Listserv Posting

## **Now Available: Free Online Training Simulation for Tribal Law Enforcement**

*Trauma-informed Policing With Tribal Youth* is a new interactive role-play training simulation that quickly teaches about how historical and intergenerational trauma can negatively affect police/youth interactions and helps the user build skills for leading more effective interactions with tribal youth. The simulation is available at no cost to users through the sponsorship of the OJJDP Tribal Youth Training and Technical Assistance Center (TYTTAC). Completion of the simulation awards 1 continuing education credit hour from the State of Oklahoma Center for Law Enforcement Education and Training (CLEET) and from the International Association of Directors of Law Enforcement (IADLEST) as part of the National Certification Program.

Dr. Dee Bigfoot, who leads the OJJDP TTAC, hopes that by providing this tool online and making it freely available in every corner of Indian Country that law enforcement agencies will begin to embrace trauma-informed approaches as part as part of their policing culture.

Users can access it online at:

[www.kognitocampus.com/login](http://www.kognitocampus.com/login); use enrollment key tribalyth.

For more information, please contact the OJJDP TY TTAC at: **tribalyouthttacenter@ouhsc.edu**

# Friend2Friend: Sample Social Media Post



Cut and Paste:

Free **#SuicidePrevention** training for **#YOUTH** in **#IndianCountry**.

You can, too. Go to

<http://www.kognitocampus.com/login>

Use enrollment key: ofastudent

# At-Risk for High School Educators: Sample Social Media Post



Cut and Paste:

Free **#SuicidePrevention** training for **#HighSchoolEducators** in **#IndianCountry**. You can, too. Go to <http://www.kognitocampus.com/login>  
Use enrollment key: ofateacher

# Trauma-Informed Policing with Tribal Youth: Sample Social Media Post

Free [#traumainformed](#) training for [#LawEnforcement](#) in [#IndianCountry](#). Go to [kognitocampus.com/login](http://kognitocampus.com/login) . Use enrollmentkey: tribalyth

**Trauma-Informed Policing with Tribal Youth**

Take on the role of Officer Redbird. Can you build trust with Jacob, even though he may have stolen a T-shirt from a vendor at the fair?



The first simulation adapted specifically for tribal audiences. Content developed with extensive input from two dozen members of tribal law enforcement agencies, AI/AN youth and ICCTC experts.

Cut and Paste:

Free [#traumainformed](#) training for [#LawEnforcement](#) in [#IndianCountry](#). You can, too. Go to <http://www.kognitocampus.com/login>. Use enrollment key: tribalyth



***Wrapping Up***

# Q&A



# Contact Us!

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[tribalyouthttacenter@ouhsc.edu](mailto:tribalyouthttacenter@ouhsc.edu)

[Support@Kognito.com](mailto:Support@Kognito.com) – for technical support for simulation end-users