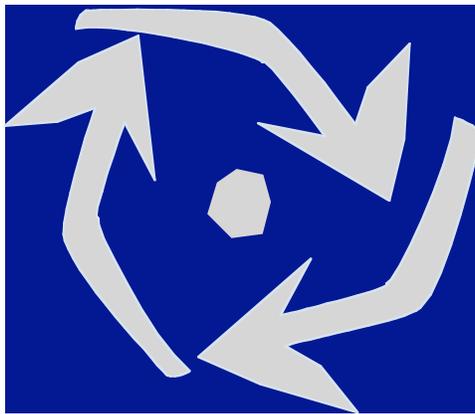


# Teach Them to Fish: Working with Youth in Transition from Foster Care

## Trainer Manual



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## **Agenda**

### **Session One: Setting the Stage- 2 hours**

- 1.1 Welcome, Introductions, Ground rules, Walkabouts
- 1.2 The Competencies- Roles and Functions of Caseworkers
- 1.3 Video: Introductory Session

### **Session Two: Youth Development- 1 hour**

- 2.1 Toolkit Activity/ SOS
- 2.2 Video: Youth Development

### **Session Three: Adolescent Development- 1 hour 30 minutes**

- 3.1 Looking at You Activity
- 3.2 Video: The Wonder Years/ Stages of Adolescent Development
- 3.3 Positive Adolescent Development
- 3.4 Popsicle Stick Activity (optional)
- 3.5 Video: Adolescent Development

### **Session Four: Coaching- 2 hours**

- 4.1 Significant Adult Activity
- 4.2 Video: Coaching and Cycles of Learning
- 4.3 Independent Living Island Cup Activity
- 4.4 Listening Skills
- 4.5 Getting Clear Activity (optional)

### **Session Five: Networking- 1 hour 15 minutes**

- 5.1 Defining Networking and Six Degrees of Separation
- 5.2 Video: Networking, Circles of Support Activity and Moon Walk
- 5.3 Nine Essential Connections (optional)

**Session Six: Advocacy- 45 minutes**

- 6.1 Defining Advocacy
- 6.2 Video: Advocacy
- 6.3 Billie Jo Role Play

**Session Seven: Transition- 1 hour**

- 7.1 Defining Transition
- 7.2 Group Juggle Activity
- 7.3 Stages of Transition
- 7.4 Transition Checklist
- 7.5 Transition Boat Activity (optional)

**Conclusion- 1 hour 30 minutes**

- 8.1 Video sessions- transition and conclusion
- 8.2 Jeopardy Concluding Review  
**Wrap up/Evaluation**

## HISTORY AND GOALS OF PROJECT – A

This project is the result of a federal grant designed to support the development, delivery and dissemination of a training curriculum for child welfare staff throughout New England. The curriculum "Teach Them to Fish: Empowering Practices for Work with Youth in Transition from Foster Care" came about through a collaborative process among social service professionals and young adults throughout New England. The development included the review and assessment of:

- Adolescent caseworker job descriptions from the six New England states;
- Behavioral event interviews with "outstanding workers" where they described key events – highs and lows – in their work as Adolescent Caseworkers;
- Behavioral event interviews and focus groups with youth-in-care;
- Analysis of organizational (department) policy manuals and mission statements to determine the contextual skills needed to successfully function within that organizational structure.

The goal of this process was to discover the competencies needed by child welfare staff for effective work with adolescents as they move into adulthood and independent living. These competencies were used to create this competency-based training. The holistic approach used included:

- Specific content knowledge – the roles and functions needed by caseworkers including, youth development, adolescent psychology, case management, and programming;
- Interpersonal skills – relationship building, communications skills, use of the learning cycle, boundaries, individual/group and family interventions;
- Contextual knowledge and skills – systems knowledge including mandates, service constraints, and ways of dealing with them.

Throughout this project, a youth development approach included the involvement of youth as full partners in the design and delivery of the training.

The goals of the Project are to:

- Deliver a client-sensitive, interactive and integrated training approach that capitalizes on the expertise and experience of both the participants and the training teams;
- Sensitize those who work with children and/or families to the dynamics of youth transitioning out of foster care, and;
- Promote communication and collaboration among service providers in the hope that it will positively impact professional practice.

This training provides a unique opportunity for people from different aspects of the service continuum to collaborate, with the expectation that the workshop experience will set the stage for more intense and frequent collaboration in the field through referrals, consultation and other forms of cooperative efforts. The ultimate goal is for people who work within the foster care system to understand and incorporate a youth development approach and the relevant competencies into their daily practice.

## Video “Teach Me to Fish” History- B

The video that accompanies this training was developed through a process that included:

- Individual interviews with former and present youth in care.
- A summit held with 9 youth from four New England states who were:
  - racially, ethno-cultural and regionally diverse
  - aged 18 to 21 at time of filming
  - were or had been in foster care
  - engaged in the process of transitioning out of care

A goal of the training was to have youth voice present at trainings, preferably as co-trainers and when that was not possible to bring their voices and thoughts to into the room through the video.

The video is edited into 8 sections that reflect the subdivisions of the training. During the interviews youth **were not** asked to specifically address topics like coaching, networking etc. but asked general questions concerning;

- what workers had or had not done to assist them in their transition process
- the qualities they found most valuable in effective workers
- things they specifically would like workers trained in.

Youth were involved in all aspects of the process including assisting in editing the taped interviews and the completion of the finished product.

Each section of the video is approximately six minutes long. The video will be shown throughout the training accompanied by questions youth developed to guide participants to listen to important information.

## **Planning Tips for a Successful Training – C**

The planning process is vital to a successful training and team members can be involved in a variety of ways. A good training is every team member's responsibility and there is never one perfect planning process.

### **1. Roles of team members**

At an initial meeting, each team member should talk about what resources they are willing to contribute to the planning process and the actual training. For example, one team member may have clerical assistance to do a mailing to potential participants, while another team member may be able to provide mailing labels and some advertisement functions. This may be challenging for some teams, especially if working with an incomplete team but it is important to acknowledge the challenges and establish clear understanding about roles in the beginning of the process.

### **2. Getting a sense of your audience.**

A survey that targets a specific audience may be helpful in gathering information regarding convenient times and locations of training. Some useful questions include preferred times, days or nights of the week, whether a meal or light snacks are wanted, whether or not individuals have or have not had previous education about the topics. Be sure to have an idea of what would work for team members regarding times, places, etc.

### **3. Planning and convening meetings**

During the planning process it is helpful to hold regular meetings. One member of the team can be designated as the "convener," or person responsible for mailing notices or contacting others. Each member should have a list of all team members' phone and fax numbers, email addresses, etc. These meetings can be an important part of team building as well as to the planning process.

### **4. Time lines**

Establishing a time line for the training can help teams have realistic goals. Consensus is vital. It can take at least four months to plan and offer training.

### **5. Resources**

Depending on resources, you may need to do some creative planning. Coordination of resources is key. These are as important as the actual content of the curriculum. Utilize members for tasks based on their skills and resources.

### **6. Post training meeting**

After the training has been offered, plan a wrap-up meeting to discuss the training, how it could have been improved, what did and didn't work, etc. Also ask how the planning process went and what did or didn't work for members. Lastly, congratulate and thank each other for participating and being team members! Some teams continue to meet in the "off time" to monitor future opportunities for training, to keep in touch regarding updates in their disciplines, and because the team has become important to maintain.

## **Role of Facilitator – D**

### **Your Role**

This training was designed to include your particular expertise and the way you generally share your knowledge. You also have the experiences, expertise, and insight of your audience. This is why there are several opportunities for discussion, problem solving, and sharing throughout the training. The purpose of the role plays, case studies, and other small group exercises is to facilitate discussion, analysis, and application of relevant knowledge and skills, especially in the context of participants' needs. The interactive approach also minimizes lecturing - a skill that only a few people can successfully use to captivate an audience.

### **Adult Education**

Adult education means arranging experiences that are relevant, immediate, and use the skills and experience of the learners. Ideally, everyone will learn, including the instructors.

Implicit in the adult education approach is the notion that people have complementary sets of knowledge and skills. You will be demonstrating how different sets of expertise and points of view can be combined to produce a greater sense of understanding and insight. The assumption in this training is that the instructors will represent more than the sum of their unique sets of knowledge and experience. For this reason, it is critical for you to show how people with different backgrounds, points of view, and outlooks can work together as a team to benefit a greater good - in this case, helping child welfare practitioners work more effectively with youth transitioning out of the foster care system.

## Time Line- E

<p><b>4 Months before Training:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact and meet with Team Members:</li> <li><input type="checkbox"/> Team building</li> <li><input type="checkbox"/> Discuss roles of Team Members</li> <li><input type="checkbox"/> Discuss training date options</li> <li><input type="checkbox"/> Discuss location and space options</li> <li><input type="checkbox"/> Discuss food needs</li> <li><input type="checkbox"/> Discuss recruiting</li> <li><input type="checkbox"/> Order materials</li> <li><input type="checkbox"/> Initiate contracts</li> </ul>	<p><b>Role and Task Assignments:</b></p> <p>Coordinate Team Meetings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notices to Team</li> <li><input type="checkbox"/> set up space</li> <li><input type="checkbox"/> recordings at meeting</li> <li><input type="checkbox"/> facilitates or leads meetings</li> </ul> <p>Logistics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recruiting tasks</li> <li><input type="checkbox"/> publicity tasks</li> <li><input type="checkbox"/> space arrangements</li> <li><input type="checkbox"/> order materials</li> <li><input type="checkbox"/> registration</li> <li><input type="checkbox"/> contact point for information</li> </ul>
<p><b>3 Months before Training:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Team meetings:</li> <li><input type="checkbox"/> Provide updates</li> <li><input type="checkbox"/> Team building</li> <li><input type="checkbox"/> Review curriculum</li> <li><input type="checkbox"/> Discuss coordination of roles during training</li> <li><input type="checkbox"/> Confirm location, space, and dates</li> <li><input type="checkbox"/> Begin food planning and arrangements (if appropriate)</li> <li><input type="checkbox"/> Begin recruitment</li> </ul>	<p><b>Role and Task Assignments:</b></p> <p>Coordinate Team Meetings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notices to team members</li> <li><input type="checkbox"/> sets up space</li> <li><input type="checkbox"/> recording</li> <li><input type="checkbox"/> facilitates or leads meetings</li> </ul> <p>Logistics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> contacts to confirm space</li> <li><input type="checkbox"/> contacts to confirm dates</li> <li><input type="checkbox"/> food planning</li> <li><input type="checkbox"/> initial recruitment activities</li> </ul>
<p><b>2 Months before Trainings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue team meetings:</li> <li><input type="checkbox"/> Updating</li> <li><input type="checkbox"/> Team building</li> <li><input type="checkbox"/> Continue curriculum review</li> <li><input type="checkbox"/> Continue discussion of roles during training</li> <li><input type="checkbox"/> Begin registration</li> <li><input type="checkbox"/> Continue recruitment activities</li> </ul>	<p><b>Role and Task Assignments:</b></p> <p>Coordinate team Meetings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notices to team</li> <li><input type="checkbox"/> set up space</li> <li><input type="checkbox"/> recording</li> <li><input type="checkbox"/> facilitates or leads meetings</li> </ul> <p>Logistics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recruitment</li> <li><input type="checkbox"/> perform registration functions</li> </ul>

<p><b>1 Month before Training:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue team meetings</li> <li><input type="checkbox"/> Provide updates</li> <li><input type="checkbox"/> Team building</li> <li><input type="checkbox"/> Continue curriculum review</li> <li><input type="checkbox"/> Continue discussion of roles during and after training</li> <li><input type="checkbox"/> Continue advertising</li> <li><input type="checkbox"/> Continue recruitment activities</li> <li><input type="checkbox"/> Continue registration</li> <li><input type="checkbox"/> Collect resources from team members and community</li> </ul>	<p><b>Role and Task Assignments:</b></p> <p>Coordinate team Meetings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notices to Team</li> <li><input type="checkbox"/> set up space</li> <li><input type="checkbox"/> recording</li> <li><input type="checkbox"/> facilitates or leads meetings</li> </ul> <p>Logistics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> perform registration functions</li> <li><input type="checkbox"/> re-confirm training site</li> <li><input type="checkbox"/> re-confirm dates and times of trainings</li> </ul>
<p><b>During Training:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check in and processing time with Team Members</li> <li><input type="checkbox"/> Responsible for storing resources and materials between sessions</li> </ul>	<p><b>Role and Task Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> greeting participants</li> <li><input type="checkbox"/> time keeper</li> <li><input type="checkbox"/> attendance and sign in sheets</li> <li><input type="checkbox"/> session evaluations</li> <li><input type="checkbox"/> certificates</li> <li><input type="checkbox"/> coordinate food set up and clean up</li> <li><input type="checkbox"/> ground rules and introductions</li> <li><input type="checkbox"/> session facilitator</li> <li><input type="checkbox"/> session closure activities</li> </ul>
<p><b>Post Training:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Final team meeting to process training, celebrate, and wrap-up</li> <li><input type="checkbox"/> Organize all paperwork</li> <li><input type="checkbox"/> Billing if applicable</li> <li><input type="checkbox"/> Thank you notes if applicable</li> </ul>	<p><b>Roles and Task Assignments:</b></p> <p>Coordinate Team Meetings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notices to Team</li> <li><input type="checkbox"/> set up space</li> <li><input type="checkbox"/> recording</li> <li><input type="checkbox"/> facilitates or leads meetings</li> </ul>

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## **Trainer Information**

### **Materials, Room Set Up, Walk About – F**

#### **I. Materials needed:**

- A list of registered participants (for registration table)
- Name plates, nametags, pens, pads of paper
- 7 baskets to be placed around tables filled with play dough, small slinkies, pipe cleaners, markers and any other little toys
- Training binders - one for each participant plus 5 extra
- Competency Books- one for each participant
- Videotape: “*Teach Me to Fish*”
- VCR/TV
- PowerPoint projector or overhead projector (optional)
- PowerPoint materials or overhead materials (optional)
- Markers (at least 6 multicolored sets and at least 3 colors available at each flipchart)
- 2 Flip charts
  - One to capture brainstorming throughout the training
  - One for other exercises and various activities
- Packs of medium sized pink, blue and green “post it notes” (session 1.3)
- Charts with competency information (mirrors page 11 in competency book)
- 5-6 Pre-assembled *Youth Development Tool Kit* bags (used in session 2.1)
- Little Plastic objects (people, animals, vehicles etc) (used in session 3.1)
- Wonder Years Video (used in session 3.2)
- Popsicle sticks (used in session 3.4)
- 6 scarves (used in session 4.6)
- Poster Board cut up in random shapes (used in session 4.3)
- Masking tape (used in session 4.3)
- Article 6 degrees of separation (used in session 5.1)
- Ball of yarn (5.1)
- 3 koosh balls and a red balloon (used in session 7.1)
- 6 pieces of poster board (used in session 7.5)
- 6 sets of markers (used in session 7.5)
- 6 glue bottles (used in session 7.5)
- 6 scissors (used in session 7.5)
- 6 rolls of tape (used in session 7.5)
- Misc. art supplies (puffballs, stickers, pipe cleaners etc.) (used in session 7.5)

## II. Binders containing the following items:

- Adolescent Worker Competency book
- Evaluation
- Relevant reference articles
- Training Agenda
- Training Handouts
  - Session 1
    - Group Resume (1A)
    - Ode to Ground Rules (1B)
    - Roles and Functions of Adolescent Caseworkers (1C)
    - Video Questions (1D)
  - Session 2- Youth Development
    - Youth Development Approach to Independent Living (2A)
    - Definition of Youth Development (2B)
    - SOS (2C)
    - Video Questions for Youth Development (2D)
  - Session 3- Adolescent Development
    - Stages of Adolescent Development (3A)
    - Postive Adolescent Development (3B)
    - Video Questions (3C)
  - Session 4- Coaching
    - Significant Adult (4A)
    - Characteristics of supportive adults (4B)
    - Video Questions (4C)
    - Independent Island Cup Observer worksheet (4D)
    - Communication Skills (4E)
  - Session 5 Networking
    - Video Questions (5A)
    - Adult Circles of Support (5B)
    - Youth Circles of Support (5C)
    - Essential Connections (5D)
  - Session 6 Advocacy
    - Role Play- Billie Jo's role (6A)
    - Role Play- Caseworker's role (6B)
    - Role Play- Observer's worksheet (6C)
  - Session 7 Transitions
    - Transition Framework (7A)
    - Stages of Transition (7B)
    - Combined Chart(7C)
    - Transition Checklist(7D)

## III. Room Setup:

- Wide U with chairs behind tables
- Pad of paper and pen at each place setting.
- A set of markers and packets (at least 10 in each) of pink, green and blue "post it notes" placed every two to three people.
- A table with trainers' notes and materials at the front of the room.
- A PowerPoint projector or overhead projector set up at the center of room (optional)
- A TV/VCR queued up with "*Teach Me to Fish*" video set at beginning.

**IV. Registration Procedure:**

One trainer or staff person sits at a registration table to:

- Greet participants
- Check off names on attendance sheet
- Hand them a nameplate, nametag

**V. Walk about activities**

Write out “walk about flip” charts and post them around the room. After (5-10) participants have arrived, point out the Walkabout posters and ask participants to take a colored marker and “walkabout” the posters and answer the questions. This request should be repeated as more participants enter. Continue until all participants have finished or until it is time for the training to begin.

**Walkabout**

**3 flipcharts set up around room with each chart having one of the following questions written on it**

1. What are your expectations of this training?
2. What strengths do you bring to this training?
3. What do you think a youth in care would like you to learn at this training?

# TEACH THEM TO FISH: EMPOWERING PRACTICES FOR WORKING WITH YOUTH IN TRANSITION FROM FOSTER CARE

*"If you give a man a fish, you feed him for a day.  
If you teach a man how to fish, you feed him for a lifetime"*  
- Confucius

## Day 1

8:30 – 9:00	Registration
9:00 – 9:30	Welcome and Introduction
9:30 – 10:00	The Competencies- Roles and Functions of Workers
10:00 – 10:30	Video – Introduction to "Teach Them to Fish"
10:30 – 10:45	BREAK
10:45 – 11:30	Youth Development Tool Kit Activity and S.O.S
11:30 – 12:00	Video: Youth Development
12:00 – 12:45	LUNCH
12:45 – 1:00	Adolescent Development – Looking at You
1:00 – 1:30	Wonder Years Video clip/Stages of Adolescent Development
1:30 – 2:15	Positive Adolescent Development/Video Clip Popsicle Stick Activity (optional)
2:15 – 2:30	BREAK
2:30 – 2:45	Significant Adult- Activity
2:45 – 3:15	Video – Coaching/Learning Cycle
3:15 – 3:45	Independent Living Island Cup Activity
4:00	Adjourn

# **TEACH THEM TO FISH: EMPOWERING PRACTICES FOR WORKING WITH YOUTH IN TRANSITION FROM FOSTER CARE**

## **Day 2**

9:00 – 9:30	Check In/Warm up
9:30 – 9:45	Communication Skills – (demo or exercise and review)
9:45 – 10:15	Getting Clear
10:15 – 10:45	Defining Networking/6 degrees – yarn web
10:45 – 11:00	BREAK
11:00 – 11:30	Video – Networking, Circles of Support – Moon Jump Essential Connections (optional)
11:30 – 12:00	Advocacy – Definition and Video
12:00 – 12:45	LUNCH
12:45 – 1:30	Advocacy Role play
1:30 – 2:00	Group juggle and William Bridges stages of transition
2:00 – 2:30	Cycle of transition
2:30 – 3:00	Transition checklist
3:00 – 3:15	BREAK Boat Activity (optional)
3:15 – 3:30	Review Jeopardy Reminder of Action Plan
3:30 – 4:00	Wrap up and Evaluations

# Session 1

## Setting the Stage

**Adolescent Caseworker Competencies addressed in this session:** Not Applicable

**Overall Session Time:** 2 hours

**Materials Needed:**

Flip chart sheets with “Walk About” questions written on them  
Charts with competency information (mirrors page 11 from competency book)  
Participant Books  
Competency Book  
Overhead or Power Point with Roles and Functions of Caseworkers (optional)  
TV/VCR  
Videotape: cued to Introduction of “Teach Them to Fish”  
Medium "Post it Notes" – blue, pink, green  
3 flip charts  
Markers

**Handouts:**

Group Resume- Handout 1A  
An Ode to Ground Rules- Handout 1B  
Roles and Functions of Caseworkers 1C

**Session Goal:** Provide overview of major elements of training including rationale for each module

**Session Learning Objectives:**

At the end of this session, participants should:

- ✓ Understand Competency Based Training
- ✓ Understand how the training competencies were developed
- ✓ Understand content of this training
- ✓ Understand how the Teach Me to Fish video was developed

# Session 1.1

## Welcome and Introductions

### Facilitator preparation:

- Hang up “Walk About” questions around the room.

**Time:** 30 minutes

### Procedure:

- Step 1:** As participants enter the room, ask them to move around and answer the questions on the Walk About flip charts- when most of them are done, and it looks like more people have arrived, and ask everyone to take their seats.
- Step 2:** Trainer introductions – each trainer gives short intro with background and experience
- Step 3:** Review training logistics and agenda:
- Breaks, lunch times, etc.
  - Facilities: locations of dining rooms, bathrooms etc.
  - Meals included with the training and where and when these meals will be held.
  - Tell people about hotel check in and check out information.
  - Review agenda (located on left side of their folder)
  - Let people know that their ideas and thoughts are valuable additions to anything already included in this training.
- Step 4:** **Participant Introductions #1**  
Ask participants to do a quick go around and share:
- Their name
  - Where they work or go to school
- Facilitator note:** After completing the above introductions you can pick either step 5 or 6 (or do both) depending on timing and makeup of group.
- Step 5:** **Participant Introduction Activity #2 (preferred introduction)**
- Ask participants to find someone in the room they don’t know.
  - Tell participants they have 90 seconds to answer the following with their partner:
    - What are two things, not apparent, that they share in common (not their jobs or workplace)?
    - Share a success they’ve had working with a youth this year
  - At 90 seconds call “time” and ask for volunteers to share their commonalities and their “successes”.
  - Have participants find a different person and repeat the above activity one more time.

**Step 6: Group Resume**

Break participants up into groups of 4 or 5 (have them count off). The directions and information for this exercise can be found on **(Handout 1A)**.

Tell groups they have 10 minutes to create a group resume and decide on one person to present to the large group.

**Step 7: Ground Rules – (Optional):**

Tell participants that some groups find it helpful to set up ground rules or guidelines to help make a successful training. Ask people what has been helpful in past events. As people share their ideas make sure to get consensus from everyone and then write them on the flip chart. Tell them that they are expected to share in enforcing of these rules when necessary.

Ask people to turn to the Ode to Ground rules **(Handout 1B)**, written by a participant after a training session. Ask them if gives them any other ideas for things they would like to add to their own list.

**Facilitator Note:** Before writing on the flip chart, make sure everyone is ok with the proposed ground rule.

**Step 8:**

Read over “walkabouts” and ask participants what words or thoughts jump out at them as they read the responses- similarities and/ or uniqueness of what is written.

Tell participants that during this training we will be talking about the roles and competencies that make for successful work with adolescents. We will also be talking about what it means to work from a youth development perspective. Participants will have an opportunity to gain new awareness and understanding of what it means to incorporate this perspective in their work.

Emphasize the strengths listed by the participants. Tell them that their strengths are what make their work with youth successful. Youth in care consistently refer to the importance professionals have in making a difference in and to their lives.

Tell participants which items they have listed won't be covered in this training such as concrete life skills (balancing a checkbook, finding an apartment) or how cultural competence plays into success.

## **Handout 1A Group Resume**

Your group has been asked to apply to the New World Foundation for funding to develop a 21<sup>st</sup> century model for independent living services for youth in foster care. The selected group will be invited to come to the Foundation headquarters in Geneva, Switzerland and attend the international conference in the Fiji Islands.

This pre-application is required to compete for the money. Be prepared to present this information to the group.

1. Total group experience in the child welfare system for the group (both specific and non-specific to the field)
  
2. Total years of education for the group (years, special courses etc.)
  
3. Areas of education in which individuals in the group excel
  
4. Unique qualities of group members.
  
5. Name of group

Ansell & Morse, Creative Life Skills Training II

# Handout 1B

## An Ode to Ground Rules

Spelling and handwriting aren't important to us,  
if you misspell a word, we won't make a fuss,

If you discuss personal subjects that require privacy,  
take comfort that we strive for confidentiality,

Please be in time, and don't arrive late,  
respect is a virtue, we should all celebrate,

Three minute rule, timeout and free parking,  
we can't get off subject, or get tempers to sparking,

But, if you have an issue, that can be addressed later,  
just mark it down on the list, it's a huge time saver!

There are no stupid remarks, no stupid questions,  
we are open and eager to hear all your suggestions,

If you listen with respect, then others will follow,  
friendships will emerge, and continue beyond tomorrow,

Don't feel that you have to stay glued to your chair,  
get up, move around, and grab some fresh air,

And last but not least, please let there be no blaming,  
because harm only comes from patronizing and shaming.

By Vanessa Santarelli

# Session 1.2

## The Competencies

### Facilitator Preparation:

- **Facilitators should be familiar with pages 1 – 11 in the CBT book before presenting this section.**
- Charts with competencies (mirrors page 11 in competency book)
- Have medium sized blue, pink and green "post it notes" at each table.
- Flip chart (or on power point) at the front of the room- with questions.
  - 1) What is the single most important skill or knowledge area needed to successfully carry out the job of adolescent caseworker?  
**(Written in blue)**
  - 2) What is the single most important characteristic someone needs to be an outstanding caseworker? **(Written in red or pink)**
  - 3) What is the single most important thing a worker needs to know, or be able to do, in order to function successfully within DHS? **(Written in green)**

**Time:** 30 minutes

### Procedure:

**Step 1:** Tell the group about the five steps involved in the development of the competencies:

- a) Behavioral event interviews (questions asked about specific high and low events) with Life Skill (Independent, Transitional) Caseworkers deemed outstanding by their peers.

At the interviews, they were asked to:

- Think back over the past year and remember a low point and a high point in their work with youth.
- Describe in detail the facts about each of these situations.

The interview was recorded and then transcribed and patterns observed.

- b) Individual interviews and focus groups were held and audio taped with youth from Maine and Connecticut. A focus group was held at the Cliff House (in Ogunquit, Maine) with youth from Maine, Vermont, Connecticut and Massachusetts to develop a video. The youth were asked the following questions :

- What comes to mind when you think of a Life Skills Worker?
- What do they say? What do they know? What do they feel?
- What do they do? What is in their toolbox?
- What are the most critical things Life Skill workers need in order to work successfully with adolescents?
- What advice would you give to a new Life Skill Worker to be successful in their job?
- Anything else they feel is important to add?

These focus groups were videotaped and used later to create the videotape used with this training.

- c) Review of caseworker job descriptions in the New England states and copies of job descriptions were collected, compared and analyzed.
- d) An analysis of mission statements/purpose, professional standards, bureaucratic structure, environment and the climate of Independent Living Programs.
- e) The development of a ranking tool as a way of looking and determining the importance of all the collected information.

**Step 2:** Tell participants they are going to be asked to answer three questions. As they hear the question, they should write down their response on the appropriate colored post it note.

- 1) Think about the job of the adolescent caseworker. Picture an outstanding caseworker (it could be you) going about their job duties. What is the single most important knowledge or skill they need to carry out their job responsibilities?  
---Ask participants to write down their answer on a blue post it note –
- 2) Think about an outstanding adolescent caseworker (it could be you). What is the single most important characteristic that makes that person outstanding?  
---Ask participants to write their answer on a pink post it note –
- 3) Think about the job of an adolescent caseworker in the Department of Human Services. To function successfully within the organization, what is the single most important thing a person needs to know or be able to do in order to do the job within the organization?  
---Ask participants to write their answer on a green post it note—

**Step 3:** Point to the charts that mirror the list on page 11 – each chart page holding a different category of competencies. Ask them to go to the charts and read through the words and place their post it note on or as near as possible to the competency they have named.

**Step 4:** After all the post it notes are placed, notice the patterns that will likely emerge e.g. most pink post it notes will be clustered in one place, most blue in another etc. They should model the competency findings. Ask the group to talk about their observations and then share what you see. Summarize what these trends may mean regarding our perception of skills needed by workers.

Tell participants that during the process of developing the competencies the three areas that emerged as most important to both youth and caseworkers were: coaching, networking and advocacy and these are the competencies that will be included in this training.

**Step 5:** Ask participants to pull out the book “A Competency Model for Adolescent Caseworkers”

Say that this model includes descriptive narratives as well as a detailed list of the 44 designated competencies (and sub competencies) gleaned from the analysis of the collected data.

Say that they will find an explanation of the process that Muskie went through in the development of this model on pages 1 to 10 and on page 11 they will find an outline of the list of competencies.

Say that we will be touching on some points of this information during the training but they can read more about this process on their own.

**Step 6:** Ask participants to turn to **(Handout 1C)** in their books where they will find an in-depth description of these roles that will form the substance of this two day training.

# Handout 1C

## Roles and Functions of Adolescent Caseworkers

### 1. COACH/MENTOR/GUIDE: (70% of caseworker time)

- Caseworkers' roles and functions revolve around their various relationships with the youth they work with; they act a teacher, role model, guide, friend, companion etc.
- Caseworkers may act as “family” for youth they work with, and may become the only parental figure in the young person's life.

The five functions of coaching are:

- **Listen:** Workers are there to listen, understand and give youth a voice by providing them the chance to be heard. They help youth identify what they need and want. This is the early stage of developing an in-depth relationship with youth.
- **Plan:** Caseworkers assist youth both formally (using life skills assessment tools) and informally to assess and plan their personal goals and the direction they want to go. The focus is on what youth want and their needs- not necessarily on maintaining compliance.
- **Provide Experience:** Caseworkers create and support “real life” experiences for youth through experiential learning. The setting may be a three-day canoe trip, accompanying the youth through the process of getting a driver’s license or deciding to drop out of a rehab program. Attention is given to providing youth the space necessary to try something first hand, succeed, fail and then try again with supportive adults there when needed.
- **Practice:** This step is similar to the above but is a more planned preparatory experience (such as a semi-independent living program) to help youth prepare for real world situations/events such as job interviews, meetings with care providers, or writing a college essay.
- **Reflect:** In this step the caseworker helps youth to review and decide whether the approach they have taken and decisions they have made have been in their best interest.

## **2. NETWORKER: (15% of caseworkers' time)**

- Caseworkers act as a resource broker or an options broker. They know where the resources (e.g. Jobs, apartments, therapist, and scholarships) are for the youth and they help broker those connections for the youth.
- Caseworkers have contacts developed through years of experience working in the field or through personal connections that they have in the community.
- Caseworkers have a commitment to youth getting the resources they need in order to achieve self-sufficiency while maintaining a process that empowers and educates them on how to access and network other resources that they will need in the future.

## **3. ADVOCATE: (15% of caseworkers' time)**

- Caseworkers advocate for youth internally in the child welfare system and externally in the community at large.
- Caseworkers are the “life line” – going the extra distance- showing up when no one else does and acting in a way that expresses unconditional acceptance and love for the youth.
- Caseworkers help coordinate meetings on behalf of the youth
- Caseworkers intervene for youth concerning their needs/rights in areas such as education, placement, and mental health or specialized service areas.
- Caseworkers' role may cause some friction between the worker and the systems in which they function.

The longevity of the relationship and at times the “parental” role results in standing by the youth and advocating for them long after others have given up.

# Session 1.3

## Video Presentation

### Facilitator Preparation:

- VCR/TV
- Video cued to Introductory section
- Handout 1D – video questions

**Time:** 30 minutes

### Procedure:

**Step 1:** Introduce “Teach Me to Fish” video

**Facilitator Note:** You can tell participants that information on the development of the video is included in their manual but briefly review this with them.

Say that the content of this video was developed through a process that included:

- Individual interviews with former and present youth in care.
- A summit held with 9 youth from four New England states who were:
  - racially, ethno-cultural and regionally diverse,
  - 18 to 21 years old at time of filming,
  - or had been or were in foster care,
  - engaged in the process of transitioning out of care

Say that one goal of this training was to make sure youth voices were present at trainings, preferably as co-trainers but when that was not possible to bring their voice and thoughts here through the video.

Say that the video has been edited into 8 sections, each reflecting the subdivisions of the training. During the interviews, youth **were not** asked to specifically address topics like coaching, networking etc. but asked general questions such as;

- What had workers done or not done to assist them in their transition process?
- What qualities did they find most valuable in effective workers?
- What would they specifically like workers trained in?

After the interviews and focus groups were taped, youth were involved in editing the taped interviews and making the finished product.

Say that a video clip will be shown at each section of the training and is accompanied by questions that were developed by youth to help participants to listen and watch for specific information.

**Step 2:** Ask participants to turn to **(Handout 1D)** and jot down notes as they watch the video. Say that we will discuss what they heard after watching the video and then will take our first break.

Show *Introduction* section of *Teach Me to Fish* video (approximately 6 minutes)



## **Session 2**

### **Youth Development**

**Adolescent Caseworker Competencies Addressed:**

From: A Competency Model for Adolescent Caseworkers book

V. Technical Knowledge: 37.00 Youth Development (37.01 – 37.05)

**Overall Time:** 1 hour

**Materials:**

Youth Development Toolkit bags containing any or all of the following items:

Slinky, Eraser, Pen, Spongy ball, Heart necklace, Wheel on Track,

Clapper, Lifesaver, Kaleidoscope, Flashlight, Popsicle sticks

Markers

Flip Chart

VCR/TV

“Teach Me to Fish” Video: set to Youth Development

**Handouts:**

Handout 2A – Youth Development Approach to Independent Living

Handout 2B – Definition and SOS

Handout 2C – Video Questions

**Session Goal:**

To understand how a youth development perspective strengthens work with youth.

**Session Learning Objectives:**

At the end of this session participants will:

- ✓ Understand the philosophy of youth development
- ✓ Understand the services, supports and opportunities necessary to promote healthy development.

## Session 2.1

### Toolkit Activity

#### Facilitator Preparation

- Have 5 tool kits prepared with the following collection of items (one for each small group)
  - (Facilitator note: give them an example from below if groups need more explanation.)
  - Kaleidoscope = seeing multiple perspectives
  - Clappers = encouragement and motivation
  - Anchor = supportive relationships and caring adults
  - Pen = educational competence
  - Eraser = learning from mistakes
  - Lifesavers = valuing diversity and different styles of learning and living
  - Stress ball = ability to bounce back from difficult situations
  - Thermometer = ongoing evaluation and monitoring.
- Two flip charts – one has Need at the top, one has the word Competencies at the top

**Time:** 45 minutes

#### Procedure:

**Step 1:** Say that we are going to do an experiential activity to help us begin talking about how a youth development perspective strengthens our work with young people. To do this we are going to divide up into small groups (5 or 6 in a group).

After the groups are divided up, give each group a tool kit and say that in their kits they will find items that can be viewed as metaphors for promoting healthy youth development. Tell the groups they have 5 minutes to go through the items in their bags and come up with their metaphors. When they have finished, they should choose their top two favorites and pick a spokesperson to present these to the whole group. After 5 minutes, ask groups to return to the large group and as they present their metaphors capture the words on a flip chart. After everyone has presented ask if there are any favorites that haven't been said that they want to add to the list.

**Step 2:** Ask the group, based on the words on the flip chart, to come up with a definition of youth development. Ask how this definition fits with their experience of preparing youth for independent living. What is it that we need to do?

Record their answers on the flip chart. Possible answers might include:

- youth involvement in planning
- valuing a youth's strengths
- providing meaningful opportunities for participation in activities
- providing opportunities for youth to practice life skills.

State that the definition of youth development developed by the CWLA (Child Welfare League of America) is found in their books on **(Handout 2B)** and is as follows:

**Youth Development** is the ongoing process all youth are engaged in as they attempt to meet their basic personal and social needs, and build skills and competencies that allows them to function and contribute in their daily lives.

**Step 3:** Draw an outline of a person on a new flip chart page. Ask the group to brainstorm what they **needed** as they prepared for transition from their homes (into young adulthood). Put these words on the inside of the figure.

Then ask what was expected of them to **give back (the contributions)** to society. Put these words on the outside of the figure.

**Facilitator Note:** Point out that some of the responses are tangible needs and some are intangible – you can highlight them in two different colors to point out the difference.

Tangible responses can include basic needs for safety and structure, educational and vocational needs, consumer and money management, goal setting and decision making.

Intangible responses can include, personal and social skills, belonging and membership, self-worth, an ability to contribute and relationships with caring adults.

**Step 4:** Ask people to think about youth in care. Draw a new figure and ask them the same questions as above- on the inside of the figure put needs and on the outside put expected contributions to society. Ask what are the obvious differences and why.

**Facilitator Note:** This exercise can also be done by dividing the group into two and having one group answer the question for youth that are not in care and the other do it for youth in care. Each group should present their figure and then together as a large group compare the two figures and ask what are the differences and why.

**Step 5:** State that a youth development philosophy values young people regardless of their situation, recognizes the strengths and potential of each youth and believes that our primary focus should be to promote a young person's development rather than identifying and fixing their problems.

**Refer people to (Handout 2A)** and remind them a youth development approach to independent living is an ongoing process of meeting the needs of young people by:

- Empowering youth by valuing their strengths and potential
- Valuing young people, regardless of their situation
- Recognizing the strengths and potential of each youth
- Involving youth in the decisions and processes that affect their lives
- Promoting a young person's development rather than identifying and fixing their problems.
- Enabling young people to participate in and contribute to programs and communities
- Emphasizing services and supports that contribute to healthy development
- Including a wide range of community members and resources to enhance supports and opportunities for youth.

## **Handout 2A**

### **Youth Development Approach to Independent Living**

A Youth Development approach to independent living is an ongoing process of meeting the needs of young people by:

- Empowering youth by valuing their strengths and potential
- Valuing young people, regardless of their situation
- Recognizing the strengths and potential of each youth
- Involving youth in the decisions and processes that affect their lives
- Promoting a young person's development rather than identifying and fixing their problems.
- Enabling young people to participate in and contribute to programs and communities
- Emphasizing services and supports that contribute to healthy development
- Including a wide range of community members and resources to enhance supports and opportunities for youth.

**Step 6:** State that youth development and independent living services are promoted through three types of inputs defined by the Center for Youth Development and Policy research in Washington, DC which can be represented as:  
**Services, Opportunities, Supports (SOS).**

Refer participants to **(Handout 2B)** for the definitions of these three inputs:

**Services** – refers to the provision of resources, goods and knowledge to young people.

**Opportunities** – is the availability for young people to learn how to act in the world around them, to test out ideas and behaviors and experiment with different roles. The roles must be perceived as challenging and legitimate to young people. These are tasks that are taken on and done by young people, not things that are done to them.

**Supports** – are interpersonal relationships that allow young people to take full advantage of existing services and opportunities.

The three types of supports are emotional, motivational and strategic.

- Emotional supports provide a young person with caring individuals to help them meet their needs and discuss issues in a safe environment.
- Motivational supports provide high expectations, guidance and/or boundaries.
- Strategic supports help young people access the necessary resources to build competencies.

Supports take on various forms but they must be affirming and respectful, ongoing and offered by a variety of people. Supports are done with young people rather than for them.

**Step 7:** Say that it is important to look at both **what** is being promoted as well as **how** we promote successful transition. High quality, independent living services should provide a full range of services, supports and opportunities that:

- Meet CWLA's definition of youth development
- Meet young people's basic personal and social needs
- Builds youth's skills and competencies.

We always need to be looking at what we offer to make sure they meet these criteria.

## **Handout 2B**

### **Definition of Youth Development Services – Opportunities – Supports**

**Youth Development** is the ongoing process in which all youth are engaged in attempting to meet their basic personal and social needs and build skills and competencies that allows them to function and contribute in their daily lives.

(Child Welfare League of America)

#### **Youth Development is accomplished through:**

**Services** – the provision of resources, goods and knowledge to young people.

**Opportunities** – the availability for young people to learn how to act on the world around them, opportunities to test out ideas and behaviors and experiment with different roles. The roles must be perceived as challenging and legitimate to young people. These are tasks that are taken on and done by the young person not things that are done to them.

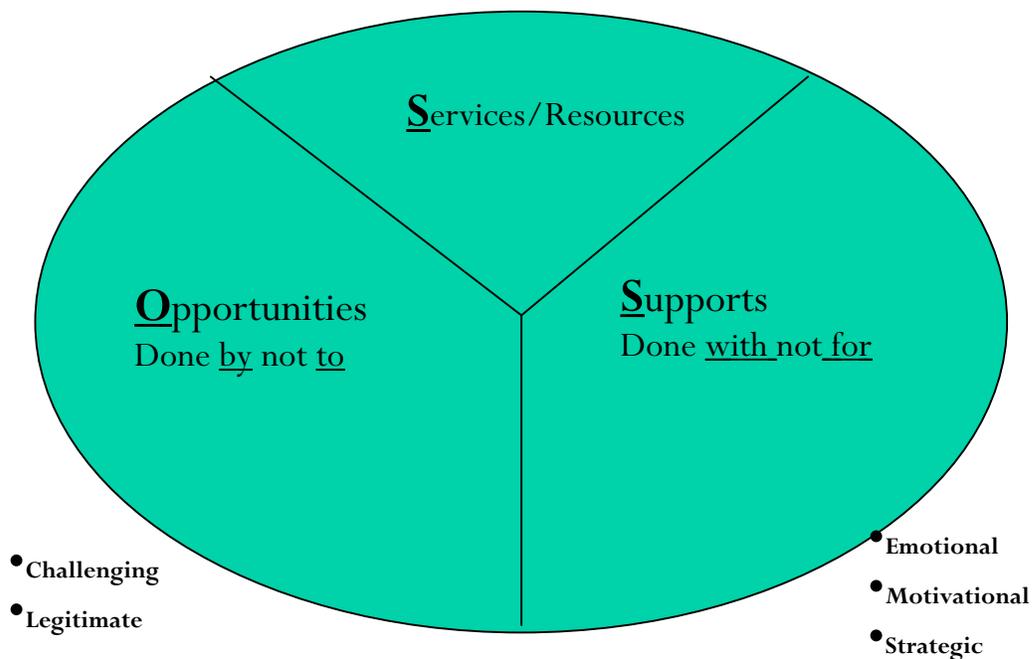
**Supports** – the interpersonal relationships that allow a young person to take full advantage of existing services and opportunities

- Emotional support provides a young person with caring individuals to help them meet their needs and discuss issues in a safe environment.
  - Motivational support provides high expectations, guidance and/or boundaries.
  - Strategic support helps young people access resources necessary to build competencies.
- Supports **must** be affirming and respectful, ongoing, and offered by a variety of people.
  - Supports are done with young people rather than for them.
  - Programs can offer a variety of supports by helping youth develop support networks, provide strategic mentors to explore interests and provide activities that allow youth to interact with adults.

# Handout 2C

## Services- Opportunities- Supports

SOS



## **Session 2.2**

### **Video presentation – Youth Development**

**Facilitator Preparation:**

- Have video prompted to section on Youth Development
- Handout (2C)

**Time:** 15 minutes

**Procedure:**

**Step 1:** Say that we are now going to go back to our “Teach Me to Fish” video for the section on youth development to see what youth who have lived in and through the child welfare system have to say. Remember that these youth were not asked to respond to specific topics but to talk about high and low events that occurred in their lives. After the curriculum was developed information was pulled out that corresponded to specific topics.

Remind the group that the youth in the video are the real experts who have lived through the foster care experience. Say that after we debrief this section of the video we will be going to lunch.

**Step 2:** Ask people to turn to **(Handout 2D)** for the video questions.

**Step 3:** Show video section on Youth Development. Approximately 6 minutes

Debrief by having some people share their responses to the video questions.

**Step 4:** Say throughout this training we will be coming back to the concept that everything we do needs to come from a Youth Development perspective. Say that after lunch we will be talking about adolescent development and its impact on youth in care.

**Facilitator Note:** Before participants come back from lunch- set out objects for “Looking at You” exercise.



# Session 3

## Adolescent Development

### Adolescent Caseworker Competencies Addressed:

**From:** A Competency Model for Adolescent Caseworkers

V. Technical Knowledge: 32:00 (32:01 – 32:14)

**Overall Time:** 1 hour 30 minutes

### Handouts:

Stages of Adolescent Development (Handout 3A)

Promoting Positive Adolescent Development (Handout 3B)

Video Questions (Handout 3C)

### Materials:

Little plastic objects (animals, people and/or vehicles)

Popsicle sticks

VCR/TV

Wonder Years video tape

Video: set to Adolescent Development – Section 3

Flipchart

Markers

**Session Goal:** To understand critical aspects of adolescent development.

### Session Learning Objectives

**When participants complete this session they will:**

- ✓ Understand the significant stages, milestones and activities of adolescent development
- ✓ Understand the stages of adolescents in transition
- ✓ Understand the particular hurdles faced in adolescent development by youth in care
- ✓ Understand how significant adults contributed to their own adolescent development
- ✓ Will be able to apply the basic concepts of adolescent development to a case study example

# Session 3.1

## Looking at You

### Facilitator Preparation

- A variety of objects (plastic animals, cards with words, picture postcards etc.) spread out on a table in the front of the room.

**Time:** 15 minutes

### Procedure:

**Step 1:** Ask participants to think about their own adolescence- somewhere between the ages of 13 to 17. Ask them to come to the front table and select an object (have animals, cards or words spread out) that would be representative or symbolic of an **opportunity or challenge** for them during their adolescent years.

Invite participants to share their object and what it tells or represents for them.

**Facilitator Note:** Depending on the group size and the energy of the group you can either have everyone share, ask for volunteers or have them turn to the person sitting beside them and share with them.

**Step 2:** Say that life is filled with opportunities and challenges that contribute to our personal growth. As people who work with adolescents we are challenged every day to provide opportunities for them to grow and face the challenges they encounter. This curriculum has been designed to support people who work with youth to create intentional development. Some experiences in life result in natural growth opportunities and other experiences result in missed learning opportunities. More than anyone, youth transitioning out of care need to have a variety of opportunities that fully prepare them for life.

Say that when we briefly tap into our adolescence, memories and experiences come flooding back to us- things we might not have thought about in years. But the impact of those experiences remain and impact our lives- just as the experiences we have with youth in care will impact their lives.

**Step 3:** Remind participants that this training is designed to reinforce some of the work they are currently doing and support them to tap into additional resources that will benefit youth in care.

**Step 4.** Say that we will now take a quick peek at one youths foray into adolescence by watching Kevin Arnold from "The Wonder Years". For some of you Kevin may be a familiar character, for others new, but we are confident you will recognize some of his struggles.

Adapted from: Interdependent Living Curriculum: Southeastern Network of Youth and Family Services, Jordan Institute for families at UNC.

## Session 3.2

### “The Wonder Years”

#### Facilitator preparation:

- Flip Chart
- Wonder Years Video
- Adolescent Development Handout 3A

**Time:** 30 minutes

#### Procedure:

**Step 1:** Say that as they watch this segment from the television show “The Wonder Years,” they should jot down any examples of the tasks of adolescent development they observe.

**Step 2:** Show video clip. (depending on your time you can show all or a piece of it)

Ask the group: what are the highlights of Kevin Arnold’s life?  
How do these relate to the stage of Adolescent Development he is currently going through?

Capture some of their words on a flip chart.

**Facilitator Note:** If not mentioned add: rebellion against adult control, sexuality, easily bored, importance of peers, etc.

**Step 3:** Say that we are now going to tie in what we just learned from Kevin with what we already know about adolescent development in general and specifically to the process for youth in care.

**Step 4:** Have people look at (**Handout 3A**) Three stages of Adolescent Development.

Review with the group the following information about adolescent development from Understanding Youth Development: Promoting Positive Pathways of Growth U.S. Department of Health and Human Services, Family and Youth Services Bureau, January 1997:

“In contemporary American society, the transition from childhood to adult status is delayed until well after individuals have attained biological maturity. This transition period commonly called the adolescent or youth era, is currently perceived as extending from approximately 11 to 21 and incorporating specific developmental eras often referred to as “early adolescence” (approximately ages 11 – 14), “mid adolescence” (about 15 – 17), and “late adolescence” (approximately ages 18 –21).”

**Step 5:** Ask participants to turn to the person beside them and answer the questions.

- **Which stage do you find the most fun to work with? Why?**
- **Which stage do you find the most challenging to work with? Why?**

Bring group back together and ask people to share with the large group anything they found surprising or new in their conversations.

Comment on the fact that there are certain assumptions we can make about adolescence:

- The transition from childhood to adulthood is a process, not an event.
- This process incorporates the individual's developmental history prior to adolescence as well as current experiences.
- The process is not predetermined by any given characteristics of the individual.
- Pathways to adulthood take many forms. Particular experiences or events may be viewed as turning points for individuals when new directions may be taken.

## **Handout 3A**

### **Stages of Adolescent Development**

#### **Early Adolescence (11-14):**

- Push and pull of adolescent-independence vs. dependence
- Biological changes
- Plagued by an excruciating self consciousness
- Worry and wonder Who am I? And Where do I belong? As part of identity formation
- Increase dependence on peers which manifests itself in a need to conform when it comes to things like fashion, music and other aspects of youth culture
- Conscious of their sexuality
- Concrete thinking stage
- Mood swings, boredom and depression

#### **Mid Adolescence (15-17):**

- Independence and identity become extremely important
- Rejection of adult values and ideas
- Ability to think abstractly and plan ahead
- Peer group influence
- Experiment with adult roles
- Testing new values and ideas
- Risk taking-“it can’t happen to me”
- Importance of relationships

#### **Late Adolescence (18-21):**

- Separation from parent
- What do I want to do with my life?
- More comfortable seeking adult advice
- Peers are important but youth can now evaluate their influence and opinions rather than wholeheartedly embracing them without question
- Intimate relationships are important
- Acceptance of adult responsibilities

“In contemporary American society, the transition from childhood to adult status is delayed until well after individuals have attained biological maturity. This transition period commonly called the adolescent or youth era, is currently perceived as extending from approximately 11 to 21 and incorporating specific developmental eras often referred to as “early adolescence” (approximately ages 11 – 14), “mid adolescence” (about 15 – 17), and “late adolescence” (approximately ages 18 –21).

Understanding Youth Development: Promoting Positive Pathways of Growth U.S. Department of Health and Human Services, Family and Youth Services Bureau, January 1997:

## Session 3.3

### Positive Adolescent Development /Video Clip

#### Facilitator Preparation:

- Positive Adolescent Development (Handout 3B)
- Video section on Adolescent Development (Handout 3D)

**Time:** 30 minutes

#### Procedure:

**Step 1:** Say that we are now going to look at some of the critical parts of positive adolescent development. This work is from Understanding Youth Development: Promoting Positive Pathways of Growth. U.S. Department of Health and Human Services, Family and Youth Services Bureau, January 1997.

**Step 2:** Ask people to turn to **(Handout 3B)** Positive Adolescent Development. Say that they will be working in small groups and their job is to develop their assigned critical area and then present it to the large group. Tell them that they can be creative as they want- songs, skits, drawing etc. are all different ways to teach.

**Facilitator Note:** Use the information on Positive Adolescent Development for youth in care to help supplement the discussion.

**Facilitator Note:** For an optional activity- have people talk in groups of 3. Have one person think of a youth they live or work with. Think of a difficult situation they've gone through this year- ask them to describe how they handled it and what they might do differently next time in response to the information just discussed.

**Step 3:** Say that we are now going to return to the video to hear what youth have to say about their adolescence. Ask people to turn to video questions **(Handout 3C)** – which have the four areas we just discussed and see what youth say in relation to these areas. Debrief in large group what they heard the youth say were their strengths or challenges in these four areas.

**Step 4:** Take a 15 minute break after the video.

## **Handout 3B**

### **Positive Adolescent Development- Four critical areas**

#### **1. Sense of Industry and Competency**

- Individuals' belief in their own abilities.
- Interactions that engage young people in productive activities where they win recognition for their productivity.
- Begins the development of a stable identity during adolescence
- The perception of one's self as a potentially productive member of society.
- Occurs through participation in sports, extracurricular activities, art or hobbies, community service, religious organizations, part-time jobs (particularly apprenticeships), and clubs or community organizations

***Sense of Industry and Competency for youth in care***

#### **Helpful Strategies**

#### **2. A Sense of Control over One's Fate in Life**

- A belief they can affect their futures.
- Occurs when children and adolescents are engaged in interactions where they can successfully predict the outcomes of their actions.
- When parents or other adults consistently respond to pro-social behaviors with positive sanctions and misbehaviors with negative sanctions- children and adolescents learn that their behaviors are related to particular responses.
- When teachers or other adults in the community respond to adolescents' actual behaviors – rather than preconceived ideas-then adolescents learn that they will be treated fairly based on their own actions.

***Sense of Control Over One's Fate In Life for youth in care***

#### **Helpful Strategies**

### **3. Sense of Connectedness to Others**

- A connectedness to other people, their community and the society.
- Happens when adults provide social and emotional support to adolescents while permitting them psychological and emotional independence.
- Guiding adolescent behaviors by monitoring their activities provides a signal to adolescents that adults in the family or community care about them and are willing to be involved in their lives.
- Peer interactions based on mutual respect and reciprocity help in the development of empathy and intimacy.

#### **Connectedness to Others- *youth in care*:**

##### **Helpful Strategies**

### **4. Sense of Identity:**

- Associated with
  - Positive interpersonal relationships
  - Psychological and behavioral stability
  - Productive adulthood.
- Adolescents' sense of competency, connectedness and control lead into their sense of self into a stable and consistent identity.
- Their self- concept becomes integrated into their understanding of society, making them feel part of the larger culture.
- Identity is formed when youth have
  - An opportunity to become involved in community service
  - When they receive support for their future goals from family members, teachers, and friends
  - When they have opportunities to express and develop their own points of view in their families.

#### **Sense of Identity- *for youth in care*:**

##### **Helpful Strategies**

## **Facilitator's Information- supplemental information for discussion on Positive Adolescent Development for Youth in Care**

### **1. Sense of Industry and Competency-**Implications and strategies for youth in care:

The foster care experience in general focuses on the problems of young people. In order to promote successful transition it is important for youth to have a realistic sense of their skills and abilities. They need to have opportunities to learn from their mistakes and reflect on those experiences. We need to “flip the script” and ask what is right with you? When teaching life skills it is important not to make assumptions about their skill development. Youth in care who have experienced many different placements have gaps in their skill ability. They may know how to cook certain foods from childhood but not be able to turn on a gas oven. Therefore, we must accurately assess through both traditional and observation assessments and create practice opportunities when developing life skills. We must also be attentive to different learning styles when teaching life skills. Though we all like to learn through a variety of methods we have certain preferences. Some of us prefer to learn visually where we need to “see” things, while others prefer learning through conversations and/or discussion which makes them auditory learners and some of us prefer a more hands on approach which is kinesthetic learning. When designing learning interventions it is important to use all three modalities so young people see, say and do practice the life skill competency.

### **2. Sense of Control over One's Fate in Life-**Implications and strategies for youth in care:

Youth in care rarely feel in control of their fate. When developing case plans youth should be actively involved instead of passive bystanders. The case plan should not be developed prior to the case review but should be an outcome of the meeting. Youth should be given opportunities to participate in activities that ask for their input for improving the foster care system e.g., youth councils, leadership activities, etc.

As workers it is important to help youth examine the antecedents that lead to particular behaviors and develop prosocial responses. Helping youth gain control over the triggers and effective strategies to their behaviors will further empower them.

### **3. Connectedness to Others-**Implications and strategies for youth in care:

Youth in care have a basic mistrust of adults. They have been disappointed by parental figures that have not provided protection and support. They transfer those feelings and experiences to all adults. Developing relationships over time that provide consistency, continuity and sameness will help break down barriers. It is important to develop a pattern of relating to youth; visiting at the same time, calling regularly to check in, remember birthdays, etc.

### **4. Sense of Identity-** Implications and strategies for youth in foster care:

While preparing for transition young people may re-experience the stresses of earlier losses, it is important to create a safe environment for young people to “make peace with their past” and understand their history. One way to help with this process is to create life books, loss history charts, eco-maps and genograms. It is important to work with birth family to help youth create connections to their past and develop future plans.



## **Session 3.4**

### **Popsicle Stick Activity** (Optional Activity)

#### **Facilitator Preparation:**

- Put a number of Popsicle Sticks in front of each person.
- (use this exercise only if time permits)

**Time:** 15 minutes

#### **Procedure:**

**Step 1:** The purpose of this exercise is to help participants tie adolescent development with a youth development philosophy.

Ask the group that if possible would they go back to adolescence? Say that in order to tie adolescence to youth development we are going to journey back for one minute to our own adolescence and talk about how our own personal and social needs were met and skills and competencies developed.

**Step 2:** Ask the group what were some of the stresses they felt during their own adolescence. Then ask the group what are some of the stresses youth face today?

**Step 3:** Ask people what they think would happen to young person if faced with all these stresses?

Ask them to break the Popsicle stick as a symbol of what can happen to young people when they face stressful situation with minimum support.

**Facilitator Note:** Some participants may find this activity difficult and are unable to break the stick- point out that we all have different capabilities and breaking points.

**Step 4:** Have people pair up and ask each person to share one stressful or difficult situation from their youth. Then ask them to think of three strategies or supports that helped them work through that situation. After a couple of minutes have them switch speaker and listener.

Ask people to write their strategies on the sticks: one strategy per stick.  
Ask for volunteers to share some of their strategies.

**Step 5:** Ask the group to stack the Popsicle sticks on top of each other and now try to break them. Ask the group if this is more difficult.

Say that the essence of positive youth development is in the sticks. They represent the services, supports and opportunities we talked about in youth development, needed by and for young people to promote their healthy development. We all need adequate support to help us through challenging times.

Say that we are now going to turn back to our experts and see the video section on adolescent development.

# Session 4

## Coaching

### Adolescent Caseworker Competencies Addressed in this session:

#### From: A Competency Model for Adolescent Caseworkers

Section III. Interpersonal Knowledge and Skills 17.00 Coaching (17.01 – 17.07)

**Time:** 2 hours

#### **Materials:**

TV/VCR

“Teach Me to Fish” video, Coaching – Section 4

Projector for PowerPoint or overhead projector (optional)

PowerPoint presentation or overhead slides (optional)

Flipchart

Markers

10 *Independence Living Island Cup* activity sets including:

Scarf for blindfold

Large piece of poster board cut into random shapes

Roll of masking tape

#### **Handouts:**

Significant Adult Sheet (4A)

Characteristics of Supportive Adults (4B)

Video Questions (4C)

Independent Cup Activity (4D)

Communication Skills (4E)

#### **Session Goal:**

Understand and integrate coaching as primary role in strengthening work with youth.

#### **Session Learning Objectives:**

As a result of participating in this session participants will be able to:

- ✓ Name and describe the functions of a coach
- ✓ Recognize the importance of coaching in preparing youth for life after care
- ✓ Be able to utilize basic coaching skills
- ✓ Integrate coaching communication skills into work with youth
- ✓ Understand the learning cycle

## **Session 4.1**

### **Significant Adult Activity**

**Facilitator preparation:**

- Significant Adult Handout (4A)
- Characteristics of Supportive Adults (4B)

**Time:** 15 minutes

**Procedure:**

**Step 1:** Ask participants to think back once more to life during their adolescence- somewhere between the ages of 13 and 17. Think about where they lived, where they went to school and who their friends were. Think about an adult who was significant to them during this time. It could have been a parent or it might have been someone else in their life- a teacher, a coach, a friend's parent or?

**Step 2:** Ask people to turn to the Significant Adult (**Handout 4A**) and fill it out. After most people have finished, ask them to find a partner and take a few minutes talking with each other about this significant person and the role they played for them during these developmental years.

Debrief the activity by asking people to respond to following questions.

- What words, phrases or images stand out for you?
- What are some common themes about significant adults?
- Refer people to (**Handout 4B**) for a compiled listing youth made up as an example of characteristics of supportive adults.

**Step 3:** Say that each of us have significant people in our lives that have impacted us in a variety of ways. Participants should keep these people in mind and their impact on them as we talk about coaching and how it relates to youth-in-care.

**Step 4:** Ask people to come up to the front of the room and write the name of their significant person on the flip chart. Say that we will be referring back to these people in a later session.

**(Adapted from Southeastern Network's Tools of the Trade)**

## **Coaching Handout 4A Significant Adult Activity**

1. Name of a significant adult from your adolescence.
  
2. What role did this person play in your life?
  
  
  
  
  
  
  
  
  
  
3. What behaviors did this adult demonstrate toward you?
  
  
  
  
  
  
  
  
  
  
4. How did you feel when you were around this adult?
  
  
  
  
  
  
  
  
  
  
5. What did this adult teach you about yourself and the world around you?

**(Adapted from Southeastern Network's Tools of the Trade)**

## **Handout 4B**

### **Characteristics of Supportive Adults**

Smart  
Open minded  
Positive minded  
Accepts alternatives  
Keep eyes open for us  
Knows about IL skills  
& program policies  
Educated  
Positive help  
Should be able to relate to teenagers  
Flexible Respectful Make youth feel special  
Be open to explore new things Truly cares about us  
Enthusiastic Individual approach with youth set examples  
Treat youth like normal kids Be available to help at all times  
Show commitment to my needs Nice Hope Know how to network  
Work hard to help us and know us Interesting All ears Options  
Down to earth Thoughtful Dependable Positive attitude  
Be understanding and have realistic expectations  
Optimistic Laid back Outgoing personality  
Encourages positive decision-making  
Have knowledge of available money  
Lots of time Involved with youth  
Stick with youth even after care  
Gives good information  
Take active role  
Spends time  
Reliable Peer tutors  
Patient Caring  
Available Consistent  
Supportive Knows us  
Be real Honest  
Good hygiene Understanding

**(From Southeastern Network's Tools of the Trade)**

## Session 4.2

### Video Watching/Learning Cycle

**Facilitator Preparation:**

TV/VCR

Video: Coaching – Session 4

**Time:** 30 minutes

**Procedure:**

**Step 1:** Say that coaching comprises the major component of workers time and revolves around the different relationships they have with youth. They act as teachers, role models, guides, friends, companions etc. At times they act as “family” for the youth they work with. Many times they are the only parental figure in a young persons life. This function may be regarded as a philosophy of relationships or interactions.

**Step 2:** Say that people learn by continually going through a cycle. The learning model congruent with what was found to occur in the coaching experience comes from David Kolb’s work on learning styles and learning cycles.

**Step 3:** Ask people to turn to page 9 in the competency book (or show overheads or power point). Say that Kolb says that learning occurs in a cycle that includes (the inner circle of the diagram):

- Concrete Experience
- Observation and Reflection
- Integration into Existing Models and
- Application to New Situations.

Explain the example of the bike found on page 9 in the competence book.

Say that as youth go through the learning cycle (the inner circle of diagram) the coach is partnering with them to help succeed (the outer circle of diagram.) The coach's role is focused on modeling behaviors, providing feedback and encouragement, demonstrating the value of the experience and assisting them in setting new goals. The “learning moment” must be identified, reflected upon, integrated, reinforced and applied in the future.

**Step 4:** Successful workers (in their role of coach) help youth move through this learning cycle through 5 functions that when learned, practiced and applied accomplish 90% of successful coaching

**Step 5:** Ask participants to look at (**page 8 in The Competency Based Model Book**) at the five functions of coaching:

- **Listen:** Workers are there to listen, understand and give youth a voice by providing them the chance to be heard. They help youth identify what they need and want. This is the early stage of developing an in-depth relationship with youth.
- **Plan:** Youth workers assist youth both formally (using life skills assessment tools) and informally to assess and plan their personal goals and the direction they want to go. The focus is on what youth want and their needs- not necessarily on maintaining compliance.
- **Provide Experience:** Youth workers create and support “real life” experiences for youth through experiential learning. The setting may be a three-day canoe trip, accompanying the youth through the process of getting a driver’s license or deciding to drop out of a rehab program. Attention is given to providing youth the space necessary to try something first hand, succeed, fail and then try again with supportive adults there when needed.
- **Practice:** This step is similar to the above but is a more planned preparatory experience (such as a semi-independent living program) to help youth prepare for real world situations/events such as job interviews, meetings with care providers, or writing a college essay.
- **Reflect:** In this step the caseworker helps youth to review and decide whether the approach they have taken and decisions they have made have been in their best interest.

**Step 6:** Say that going back to the example of the bike (or use your own experience) - we have a boy Jason who asks his Dad to help him learn how to ride a bike. His Dad agrees and then assists him by doing the following:

- **Listen:** As Jason talks about wanting to learn how to ride a bicycle, his Dad listens to him to make sure he is ready for this experience.
- **Plan:** Jason’s Dad explains to him the steps he needs to follow to keep his balance and says he will run along side of him in case he starts to fall. Jason says he wants to start off with his Dad holding on to him and makes his Dad promise he will not let go until Jason says it is ok.
- **Experience:** Jason gets on the bike and his Dad runs along side of him, keeping him upright as he wobbles.
- **Practice:** He tries it this way a few times and says he is now ready to try it on his own. He falls a couple times and his Dad helps him right his bike.

- **Reflect:** Jason sits down and with his Dad thinks through what he what he might be doing wrong. He asks his dad if there is anything he could tell him that might help. He goes back to the beginning of the cycle as he listens to his Dad once again.

**Step 7:** Ask for someone to volunteer to share an experience they have gone through – either with a youth they've worked with or a personal experience. With the group walk through both the learning cycle and the 5 functions of a coach.

**Facilitator Note:** Be ready with an experience you've had just in case you don't get volunteer.

**Step 8:** Say that we are now going to watch the video section on Coaching to hear what youth in care say about the people who have coached them in their lives.



## Session 4.3

### Independent Living Island Cup Activity

**Facilitator preparation:**

- Independent Island cup Activity: Observer Handout (4D)
- Construction Paper cut up into different shapes
- Masking tape
- Scarves

**Time:** 30 minutes

**Procedure:**

**Step 1:** Say that the purpose of this exercise is to put into practice both the learning cycle and the coaching skills just presented. Ask people to divide up into groups of three.

Once people are in their group tell them to choose a Coach, a person to be coached (coachee) and an Observer.

Pass out one scarf to each group and have the (coachee) tie it around their eyes. Have the Coach go to the front of the room and pick up the rest of the materials for the exercise (paper and tape).

Ask Observers turn to Independent Island Cup Activity: Observer Worksheet  
**(Handout: 4D)**

Once everyone is set, say to the group:

“You have just landed on Independent Living Island and you need something to gather water in order to survive until someone comes to rescue you. You need to use the materials presented to you to build something that will hold water.

The rules for this activity are as follows:

- a. The job of the Coach is to help the coachee but they **MAY NOT** use their hands or physically assist the blindfolded person in any way.
- b. The job of the Observers is to note what the coaches do but should not say or do anything to interact with or assist the activity.
- c. Only the blindfolded person can actually use their hands to complete the task.
- d. Working in partnership we are hoping that you can use your respective abilities to complete this task.
- e. You have 10 minutes to complete this activity.

**Step 2:**

Ask the groups to first debrief the exercise in their small groups:

- Have blindfolded people remove their scarves and talk about how it felt to be coached.
- Ask coaches to talk about what was comfortable or uncomfortable.
- Ask observers share their observations

**Step 3:**

As a group reflect back on the learning cycle and see if what occurred in the activity reflects the cycle. Talk about what communication coaching skills were used and what worked and didn't work. Ask observers to report on their observations during the activity.

Ask people if they were aware of whether the particular role they were in was particularly challenging for them:

- To be the receiver of information?
- To be the giver of information?
- To have the task of sitting and watching?

## Handout 4D Independent Island Cup Activity

Observer \_\_\_\_\_

Please note any of the functions the coach used with the person they're coaching.  
Please note any or the functions you noticed the person being coached going through.

Coaching Skill	How Coach shows skill (or doesn't)	How person coached reacts or responds
<b>Listen</b>		
<b>Plan</b>		
<b>Provide Experience</b>		
<b>Practice</b>		
<b>Reflect</b>		

## Session 4.4

### Communication Skills

#### Facilitator Preparation:

- Handout (4E) on Communication Skills
- Overhead or power point of Communication Skills
- Flip chart with markers

**Time:** 15 minutes

#### Procedure:

##### Step 1

Say that before we do the next activity we want to spend time talking about communication skills. It seems as though we should all be quite skilled listeners because of the field we're in but actually most people have quite a difficult time **really** listening.

Ask: what do many people do instead of listening?

Capture list on flip chart.

**Facilitator note:** If not said add- analyze, think about what we're going to say next, compare to own story, think about advice we can give, go to the beach

##### Step 2:

Both youth and workers were very clear that if caseworkers used the following skills they would be successful worker with youth.

**Facilitator Note:** Either show power point, overheads or use handouts.

**Slide #1 - Communication Skills:** There are four parts to communication and done well will get you 90% of the way working towards your goals with young people.

- Active Listening
- Summarization
- Asking Questions
- Making Suggestions

##### Slide #2 – Active Listening

In the book, **Seven Habits of Highly Successful People**, Steven Covey uses the term empathic listening to refer to listening not only with your ears- but with your eyes, your ears and your heart- listening as though you were putting yourself in that person's shoes for the duration of the conversation. Say that what we need to do is:

Do: - Quiet our own mind  
- Know when to be quiet

- Listen to understand first then to be understood
- Listen with your ears, eyes and heart

Don't: - Interrupt

- Finish someone's sentences

- Tell youth that you know them, you know what they mean or you know what they want (even if you think you do)- let them tell you.

### **Slide #3: Hear the whole person and all they are saying**

#### **Say: Youth in the video said they felt:**

- Empowered when workers let them decide what they needed or let them explain where they were coming from.
- Empowered when others didn't prejudge, devalue and or speak for them.
- Empowered and inspired when workers would ask them how they felt or what they needed
- Empowered when workers admitted to not knowing everything
- Empowered when they felt workers acknowledged that the youth know what they need better than anyone else.
- Empowered when it was ok to not always be right.
- Empowered when workers listened closely enough to reflect back contradictions
- Empowered when they began to make their own changes.

#### **Slide #4: Use positive body language**

- Nodding
- Smiling
- Attentive posture
- Open posture
- Interested facial expressions
- Eye contact

#### **Slide #5 Use positive Verbal Signals:**

- "oh"
- "I see"
- "Mmmm-mmm"
- "That's interesting"
- "Really" (not with disbelief but confirmation)
- Prompting by repeating last or most significant words to get youth to elaborate. "Tell me more"

#### **Slide #6 Summarize what you heard**

- "Let me check to be sure I understand"
- "So, you're saying that.."
- "As I understand you.."
- "Let me see if I've got that.."
- "What I hear you saying is.."
- "So, our assignments for next week are.."]

Youth (or anyone) often complain about not feeling heard or understood. Many times messages and intentions come across conflicted and/or confused and summarizing helps to keep communication clearer (but watch to not overdo and become tedious or annoying). Ends of meetings should include a summary of mutual understandings and obligations.

**Slide #7 Ask Open-ended Questions:**

Say: Open questions:

- Promote discovery, stimulate thinking and encourage response.
- Useful for beginning a conversation
- Help youth start talking about a topic,
- Help outline a situation
- Gives a broad description of what happened and their reaction to it
- Helps you to find out what is most important by seeing where a youth takes the question.

**Slide # 8 Ask Creative Questions**

- How have you seen other people handle similar situations?
- Can you explain more about where you're going with that?
- Would you like to talk about that some more?
- What would you do here if you could do whatever you wanted?

**Slide # 9 Ask follow up Questions to get more information:**

- In what way would this make things easier for you?
- Just how would you go about solving your objectives?
- What would you like to get out of this/that meeting?

**To get person to be reflective:**

- You say you were happy when... How so?
- You say you were happy (or angry) when you heard that? Can you say more about that?
- What do you think needs to be communicated to ensure everyone understands?

The purpose of follow up questions is to get information, broaden decisions and understand reasons and motivations. It is best to avoid using the word “why” in asking questions as it tends to put people on the defensive and limits their responses to more abstract ideas.

Follow up questions are useful for probing and getting to the heart of a subject the youth has only touched upon, or for rechecking out information or filling in detail. Reflective questions are a type of follow-up question, which builds on what the youth has already brought up in a way to gain a clearer understanding, reveal more information, or uncover feelings.

**Slide #10: Making Suggestions:**

- Encourage youth to develop own ideas even if they seem to have “dried up”
- Provide prompts to encourage creativity “What about ....?”
- Use your own suggestions as additional thoughts to add to their ideas

Make sure not to impose your own ideas and if necessary make sure youth have exhausted their own ideas before you offer your own. Youth have (and had)

numerous people telling them what to do in different situations and many times will initially react negatively to advice and suggestions. Often this is because the youth feel no ownership of ideas and sees this as one more imposition of someone else's authority over them. However, we frequently need to provide guidance to youth who may be more naive and impulsive in their decisions. The most empowering way to do this is to make youth feel as though the ideas/suggestions originated with them or were inspired by their ideas.

**Slide #11: When giving suggestions. Make sure the:**

- Feedback describes the behavior not the person.
- Feedback is constructive not negative
- Feedback is factual, specific and accurate – not vague
- Feedback is about behaviors the youth can change, not about situations outside the youth's control. Feedback is prompt but respectful of confidentiality and privacy.

Always remember that the way feedback is given will impact whether it is accepted or acted upon.

Say that participants can find all of this information in their handouts **(Handout 4E)**

# Handout 4E

## Communication Skills

**Communication Skills:** three parts to good communication.

- Active Listening
- Asking Good Questions
- Making Suggestions

### **Empathic Listening**

In his book, **Seven Habits of Highly Successful People**, Steven Covey talks about listening not only with your ears- but with your eyes, your ears and your heart- listen as though you were putting yourself in that person's shoes for the duration of the conversation.

- Quiet Your Own Mind
- Know when to be quiet
- Listen to understand not to be understood
- Listen with your ears, eyes and heart
- Hear the whole person and all they are saying

### **Use Positive Body Language**

### **Use Positive Verbal Signals**

### **Summarize what you hear**

### **Open-ended questions**

- Promotes discovery, stimulate thinking and encourage response.
- Useful for beginning a conversation
- Help youth start talking about a topic,
- Help outline a situation
- Gives a broad description of what happened and their reaction to it
- Helps you to find out what is most important by seeing where a youth takes the question.

### **Clarifying Questions**

### **Creative questions**

### **Making Suggestions (carefully)**

### **Giving feedback (carefully)**

## **Session 4.5**

### **Getting Clear**

#### **(Optional activity)**

#### **Facilitator preparation:**

**Time:** 15 minutes

#### **Procedure:**

**Step 1:** Ask participants to pair up with someone they don't know well.

Say that each person will have a turn to talk about something they have been wanting to make a decision about but have been feeling somewhat stuck. Tell them it doesn't have to be any big decision like whether to quit your job or get divorced but more on the lines of- whether you should get a dog, buy a truck or something related to work.

The listening partner's job is to use all of their best listening skills and open-ended questions to help their partner get clearer. Ask people to resist the urge to give advice.

Say that they have 15 minutes for this task and that the trainers will come around after 7 minutes to tell you to switch.

**Facilitator Note:** Walk around and check to make sure people are staying on task and remind them to switch at around 7 minutes.

- Step 3:** Bring the group back together and to debrief with these questions:
- How many people feel they gained some clarity as a result of the conversation or feel somewhat less confused?
  - How many people feel a little more confident with their ability to deal with the situation because of their conversation?
  - What did listening partner do that was helpful? How was it helpful?
  - What about the urge to give advice, to fix things? How many of us rush to premature problem solving? How many gave in to the urge to solve the problem for their partner? How many phrased questions to suggest a solution the listening partner had in mind?
  - What leanings can you take from this exercise?

## Session 5 Networking

**Adolescent Caseworker Competencies addressed in this session:**

**From: A Competency Model for Adolescent Caseworkers**

I. Work Management Skills: 3.00 Networking (3.01 – 3.03)

**Overall Time:** 1 hour 15 minutes

**Materials:**

VCR/TV  
Teach Me to Fish Video- Networking section 5  
Flipchart  
Markers  
Ball of Yarn

**Handouts:**

Six Degrees of Separation article  
Adult Circles of Support (Handouts 5A)  
Youth Circles of Support (Handout 5B)  
Essential Connections (Handout 5C)

**Session Goal:** Understand and integrate networking as a primary role in strengthening work with youth.

**Session Learning Objectives:**

As a result of participating in this session participants should be able to:

- ✓ Understand the functions of a networker
- ✓ Recognize and appreciate the link between essential connections, communities and resources
- ✓ Understand how to coach youth through devising their own network

## Session 5.1

### Creating a Web, Defining Networking and Six Degrees of Separation

#### Facilitator Preparation:

Flip Chart with the word **NETWORK** written on it  
Markers  
Ball of Yarn  
3 different sized balls- big beach ball, medium sized and small ball  
Six degrees of Separation Article

**Time:** 30 minutes

#### Procedure:

**Step 1:** Ask the group to form a circle in an open part of the room. Tell them that we are going to use a ball of yarn to create a web of resources. As each person throws the yarn to someone they should name a resource available to youth in care (i.e. youth groups, school, church, outright etc). After each person has thrown the yarn once-say that we now have a web of support for a youth in care. Say that one of the trainers outside the group will throw in a ball that will symbolize a youth in care. If it holds, throw in the next smallest. If it falls through, ask the group what they want to do so the web can hold the youth. Some groups may make the web tighter, some may add resources- let the group decide themselves. After they've made their adjustments- try throwing the ball again and repeat the cycle until it feels complete.

Ask the group which resource will disappear once the youth leaves care. Ask people holding one of these resources to drop their piece of the yarn (or you can cut them). Ask the group what would happen to the balls now. You can try throwing a ball if there is any net left.

**Facilitator Note:** Start with the largest ball and continue until it seems complete.

**Step 2:** To debrief the exercise, start from the beginning of the activity and work your way to the end. Ask some of the following questions:

- How did it feel when you were first asked to think of a community resource?
- How did it feel throwing and receiving the ball of yarn? Was anyone anxious or concerned?
- How did it feel when the first ball was thrown? Where you anxious about having to think of a resource?
- What happened for you when the first ball was thrown?
- Did you have a different idea of what should happen with the net but didn't have an opportunity to share?
- What thoughts or feelings did you have when the resources were dropped or cut?

**Step 3:** Have people return to their chairs and ask them, what might be a definition for networking. Ask people what networks they belong to and in what ways do these networks support their lives? Ask people how we might expand networks for youth as they transition from care.

**Facilitator Note:** If not said, one definition of networking is:  
“Networks are the interweaving of the essential connections of our lives”

**Step 4:** Point out the 6 degrees of separation concept- as a way networks are created. Refer to the Kevin Bacon commercial (where he wants to charge something at the video store and finds people who know him-priest, barber, girlfriend etc)

The networking steps are:

- A need is identified
- People ask people around them- either colleagues or friends
- Then they contact someone who might have some information about the subject
- Then they follow the leads until reaching the end result (6 tries usually gets you there)

Either give your own example or use this one:

- 1) You are working with a youth who needs a good math tutor. (need)
- 2) You ask colleagues at work and one person says they think their drycleaner has a son who is very bright (contact colleagues)
- 3) You stop by the dry cleaners and ask him if his son might be willing to tutor someone (follow the leads)
- 4) He tells you how to contact his son (follow the leads)
- 5) You ask the dry cleaner’s son if he might tutor someone in math (follow the leads)
- 6) He tells you his thing is chemistry but his girlfriend is in the top math class and she might know someone. (follow the leads)
- 7) The girlfriend puts you in touch with 3 math whizzes – 2 are interested one lives closer to your youth. (5 steps to completion)

Through 5 connections: 1) you to colleagues 2) to dry cleaner 3) to son 4) to girlfriend 5) to tutor, you have put your youth in touch with a math tutor and you have future resource connections with 2 math tutors and one chemistry tutor

**Step 5:** Remind people that extra information is always learned during the process and we need to keep it for future use. Ask people what strategies they have for keeping this information for future use and what strategies they might teach youth.

**Step 6:** Tell people that in their notebooks they have an article called the “Six Degrees of Separation” that refers to an experiment done over 30 years ago by a Psychologist named Stanley Milgram. In his experiment he recruited people in various U.S. states and sent each of them a package with instructions. All of packages were intended for two people picked by Milgram and included the name of the intended recipient and

some vague clues about where they lived, their occupation and age- but no precise postal address. The participants were instructed to send the packages to an acquaintance they thought most likely to know the targets personally and be able to make the final delivery. He discovered that the majority of the packages made it to their destinations via 5 people. There are now experiments like this on the web and the Kevin Bacon commercial are examples of how much we now understand about how networking is accomplished.

**Facilitator note:** Points to make from this are: the importance of contacts you make along the way, how important it is not to burn bridges, how almost everything in life is accomplished by who you know- or who that person knows.

Make sure to be familiar with the 6 degrees of separation article before presenting this section.

**Step 7:** Say that we are now going to watch the video clip on networking to see what youth have to say about networking.

## **Session 5.2**

### **Video Watching, Circles of Support Activity, Moon Lift**

#### **Facilitator Preparation:**

Video cued to Networking- session 5  
Video Questions Handout 5A  
Adult Circles of Support Handout 5B  
Youth Circles of Support Handouts – 5C

**Time:** 30 minutes

#### **Procedure:**

- Step 1:** Ask people to turn to (**Handout 5A**) and jot down what they hear youth say in relation to the questions.
- Step 2:** After the video ask the group what they heard youth say was important them and how it fits with the discussion we just had about the importance of networking.
- Step 3:** Say that we are now going to work with a tool to use with youth to help them identify the present supports in their lives and how we might help them expand these supports.
- Step 4:** Have people to turn to (**Handout 5B**) and fill out the Circle of Support for themselves. When it looks like most people are done ask them to turn to (**Handout 5C**) and fill it out for a youth they presently work with. Use the following questions to guide your group discussion:
- How do the two circles of support compare?
  - Are there evident gaps in the youth's circles of support?
  - How might they be able to help youth add to their circles of support?
  - What are some transitional supports that could be created?
  - What are some strategies workers could use in developing supports?

**Step 5: The “Moon Lift” (optional)**

Say that we are going to do an activity that demonstrates how support can feel. Ask for a volunteer who feels ok participating in a jumping activity. Ask them to come to the front of the room to help demonstrate a moon lift. (If no one volunteers-the trainers should demonstrate it first)

**Step 6:**

Ask the volunteer to place their hands on their hips and jump as high as they can. After they jump, ask if they would like to try jumping higher. Tell them that the trainers will provide support to them on their next jump and act as booster rockets for them. Remind the volunteer that they are always in control during their jump and that the trainers will only support their jump- not fling or lift them. A trainer should stand on either side of the person and support them under their arms. Ask the volunteer to count down 3, 2, 1, blast off and then they jump again with support. Ask the volunteer how they felt on the second jump? Thank the volunteer and have them return to their seat.

**Step 7:**

Debrief by asking the group:

- To think of a time in their lives when they reached out to their supports for help?
- How did their supports help?
- How did they feel as a result of getting that support?
- If there was just one supporter, how long could they keep providing effective support?

Say that it is important in our work with youth to help them see the importance of multiple supports in their lives. Sometimes youth may feel that reaching out to others implies they don't have all the answers or that needing help makes them inadequate or that it implies there is something wrong with them. Our job is to continually remind them that we all need support in our lives – and reaching out to others is a strength.

**Step 8:**

Divide participants into teams of three and have them experience the moon lift activity. Remind them that participation is by choice. When complete, ask if anyone wants to share any insights from that activity.

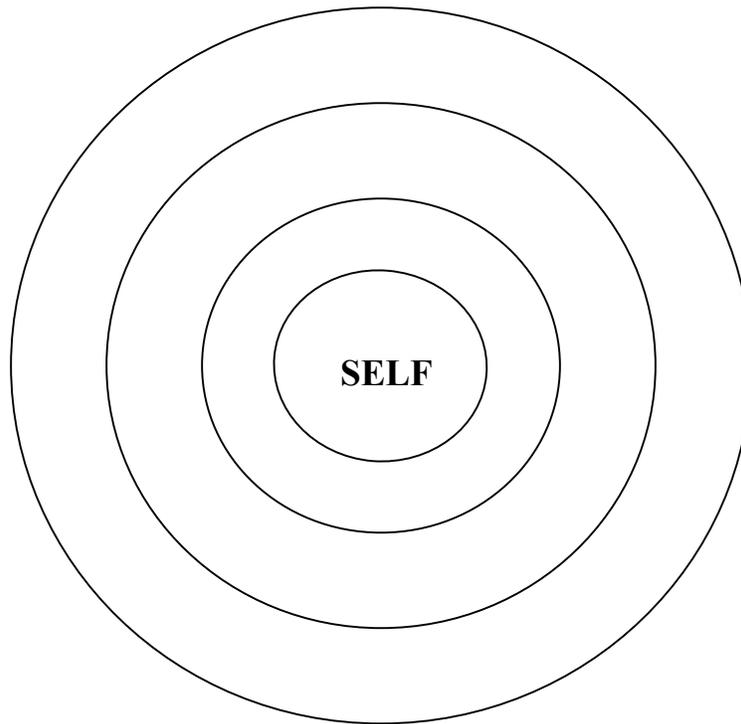


## **Handout 5B**

### **Circles of Support**

**Step One:** Recall your first “home away from home.” Think about the relationships and resources that were supports (emotional, motivational, and strategic) for you at this time.

**Step Two:** Put your own name in the middle of the circle. Place the names of those closest to you in the next circle. In the next circle place people who were there for you but not primary. In the outer circle place acquaintances.

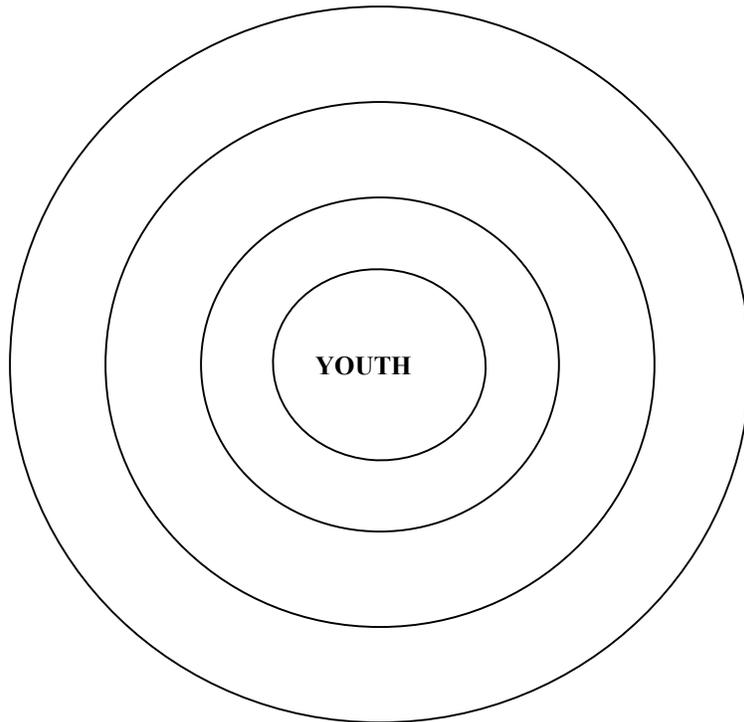


## **Handout 5C**

### **Circles of Support for Youth**

**Step One:** Think about the relationships and resources which support a youth you work with (emotional, motivational, and strategic).

**Step Two:** Put their name in the middle of the circle and then place primary support people for them in the next circle. In the next circle place people who are not primary supports but are there for them. In the outer circle place acquaintances. Some of these people may be immediate family, extended family, close friends, acquaintances, people who work with them and people from the community.



## **Session 5.3**

### **Nine Essential Connections**

**(Optional activity)**

**Facilitator Preparation:**

Essential Connections Handout (handout 5D)

**Time:** 15 minutes

**Procedure:**

**Step 1:** Say that developing effective circles of support goes beyond connections to people and places but also includes our past, our values, information, spirituality etc. Ask people to turn to the Essential Connections **(Handout 5D)** and look at the nine essential connections we all need to function successfully. In order to successfully transition from foster care youth need to be connected to: information/knowledge, meaningful roles, means of support, sources of joy, values, a sense of their personal history and places.

**Step 2:** Tell participants to think about these connections and then fill out the chart for themselves and then for a youth they work with to help them identify these connections.

**Facilitator note:** Depending on your time at this point in the training you can also tell participants to use this chart on their own with youth they work with.

**Step 3:** To debrief ask:

- What does this information tell us about some of the communities we belong to?
- What aspect of networking and connections might transitioning youth find difficult to figure out for themselves?
- What are ways we can work with youth to help them develop these nine essential connections?

## Handout 5D Essential Connections

Essential Connection	Examples		Needs Met	
	For You	For Youth	For You	For Youth
<b>INFORMATION/ KNOWLEDGE</b> What do I need to know in order to live in the world?				
<b>SIGNIFICANT PERSON</b> Who is important in my life?				
<b>GROUPS</b> What groups/communities do I belong to?				
<b>MEANINGFUL ROLES</b> What do I do that gives my life purpose or meaning?				
<b>MEANS OF SUPPORT</b> How do I financially support myself and my family?				
<b>SOURCES OF JOY</b> What makes me happy?				
<b>SYSTEM OF VALUES</b> What do I have strong beliefs about?				
<b>HISTORY</b> What do I know about and how can I preserve my past?				
<b>PLACE</b> What spaces, places or locations are important to me?				



## Session 6

### Advocacy

#### Adolescent Case Worker Competencies addressed in this session:

**From:** A Competency Model for Adolescent Caseworkers

I. Work Management Skills: 6.0 Advocacy (6.01 –6.05)

**Overall Time:** 1 hour 15 minutes

#### Materials:

Flip chart page with names of “significant adults” from Coaching Session  
Video player  
Teach Me to Fish video, Advocacy section – section 6  
Flipchart  
Markers

#### Handouts:

Role Play- Billie Jo, Caseworker, Observer (Handout 6A, 6B, 6C)

#### Session Goal:

Understand and integrate advocacy as primary role in strengthening work with youth.

#### Session Learning Objectives:

As a result of participating in this session it is expected that trainees will be able to:

- ✓ Name and describe the functions of an advocate
- ✓ Understand the importance of advocacy in the life of a youth in care
- ✓ Understand appropriate methods of advocacy to a given scenario
- ✓ Know how to encourage and teach youth to advocate for themselves

## Session 6.1

### Defining Advocacy/Video Watching

**Facilitator Preparation:**

Flip Chart with Advocacy written on it  
Flip Chart with names of participants' significant adult  
Video cued to Advocacy section

**Time:** 30 minutes

**Procedure:**

**Step 1:** Write the word Advocacy on the flip chart.

Ask group to brainstorm words they associate with the word advocacy and capture these on the page.

Say that the American Heritage Dictionary defines advocacy as being:  
To give a voice to someone or something.  
One who argues for a cause or person; supporter, defender.

**Step 2:** Ask participants how advocacy would apply to youth in care?

**Facilitator Note:** If not mentioned add youth empowerment, self determinism, youth as the vehicle for change in their own lives.

**Step 3:** Point to the list of significant adults from the coaching session and ask participants if these people or anyone ever advocated for them or someone they know. Ask people to share some memories of others advocating for them when they were younger? Ask if anyone has any more recent examples from their own lives or youth they work with concerning advocacy

**Facilitator Note:** If there are some people not talking much or a couple of people dominating the conversation- have them do this by sharing with a neighbor and then ask for a few volunteers to share their examples with the group.

**Step 4:** Tell the group that we are now going to watch the video section on Advocacy and hear what young people say about how advocacy has played a part in their lives.

**Step 5:** Show video and debrief by asking what stood out for participants

## Session 6.2

### Case Study Role Play

#### Facilitator Preparation:

- Handout 6A Billie Jo's role
- Handout 6B Caseworker's role
- Handout 6C- Observer's Role

**Time:** 1 hour

#### Procedure:

**Step 1:** The purpose of this next exercise is to put the competencies (coaching, networking and advocacy) into practice. You will be meeting Billie Jo, a youth in care and your job is to help her/him figure out how to transition to the next step in life. Tell participants that once they are in groups of three they should decide who will be Billie Jo (**Handout 6A**), who will be the Caseworker (**Handout 6B**) and who will be the Observer (**Handout 6C**)

Say that the observer should use their worksheet to note helpful things the caseworker does or says. Tell them the trainers will be around to answer any questions.

**Facilitator Note:** When walking around, remind observers to write down specific examples of good practice as well as things to improve. Tell them that the most helpful feedback from the observer will be the actual words said and the reaction to it.

Ask them to debrief the exercise in their small groups by:

- Having Billie Jo give feedback on helpful things the worker did or said.
- Have the caseworker discuss the positive interactions and outcomes that came out of the meeting.
- Have the Observer share their observations.

**Step 2:** After the small groups have debriefed bring everyone back to the large group and use some of the following questions to guide your discussion.

- Who led the process between Billie Jo and the caseworker?
- Did anyone come up with a goal with Billie Jo?
- Did any of the Billie Jo's in the room end up feeling clearer?
- Did any of the Billie Jo's in the room feel more empowered by the interaction?
- In the system you work in, what opportunities exist for youth to advocate for themselves?
- What are some ways we might be able to create more opportunities for youth to advocate for themselves?
- What is one thing you can do with a youth you're currently working with?  
Write down any ways you might be able to implement these ideas.

- What are the overlaps you might have noticed between Coaching, Networking and Advocacy in this role-play?

**Facilitator Note: (Add if not said in the debrief)**

- It is important for workers to use good communication skills, active listening and open-ended questions. We use these skills in coaching, networking and advocacy. As workers we are there for youth when they need us- not just on the clock. We have a definite purpose in our interventions- to help youth develop the skills they need to advocate and network for themselves.

## **Handout 6A**

### **Billie Jo's Role**

#### **Information for Billie Jo:**

You are 17 and living in your 4<sup>th</sup> foster home. You are a senior in high school and are planning to graduate this year. You have been a fairly good student but have been skipping school and recently stopped talking about college- you now seem uninterested in going on for future education. Your caseworker has suggested that you set up a PET meeting at school with the Special Ed Director, your foster parents, herself and you to make plans for after you graduate. You request an initial meeting with your caseworker to plan for the meeting. The concerns you express at the meeting with your caseworker are:

- Your belief that the Special Ed Director doesn't believe you should go on to college. She has made remarks to you about your learning disability and how you would never be able to "make the grade" in college
- Your fear that the special ed director will not listen to you in the meeting and will just put you down in front of everyone.
- That by missing classes you have fallen behind and will not be able to catch up and graduate with the rest of the class.
- Your desire to get through high school and graduate but fear that you can't do it. You were confident before but now that you're behind you are afraid you can't do it.
- Your belief that there might be some colleges out there that would be right for you but you don't have anyone to help you find them.
- Your desire for your caseworker to do all the talking at the meeting and get everyone to help you.
- Your desire for the caseworker to get the Special Ed Director to change and apologize to you.

## **Handout 6B**

### **Caseworker's role**

#### **Information for Caseworker:**

This is the first you have heard that Billie Jo was having any problems at school this year or with plans for college. You are taken by surprise. Your job is to help sort out the situation and the issues involved. Some items you might want to explore with Billie Jo are:

- Who should attend the meeting?
- What should be discussed at the meeting?
- What might be the agenda (order of the discussion) for the meeting?
- What might be important for Billie Jo to get out of the meeting?
- How will you encourage Billie Jo to advocate for herself/himself in the meeting?
- What might you be willing to say for her/him (if anything)?
- How might this meeting empower Billie Jo?



# Session 7

## Transition

### Adolescent Caseworker Competencies addressed in this session:

**From:** A Competency Model for Adolescent Caseworkers

V. Technical Knowledge: 40 Preparation for Transition from Care (40.01 – 40.04)

**Overall Time:** 1 hour 45 minutes

### Materials:

Video player  
Teach Me to Fish video, Transition section – section 7  
Flipchart  
Markers  
6 Large pieces of poster board  
6 sets of markers  
6 glue bottles  
6 scissors  
6 roles of tape  
Misc. art supplies such as small puffballs, stickers, pipe cleaners, etc.

### Handouts:

Transition Framework 7A  
Stages of Transition 7B  
Combined Chart 7C  
Transition Checklist 7D

**Session Goal:** To have participants understand how to integrate the major concepts of this training into their work with youth transitioning out of care.

### Learning Objectives:

As a result of participating in this session it is expected that trainees will be able to:

- ✓ Define transition
- ✓ Outline common issues around transition
- ✓ Reiterate goals for youth in transition
- ✓ Integrate concepts of this training into their work with youth in transition from foster care.

# Session 7.1

## Transition Defined

### Facilitator Preparation

- Flip chart page with words “Change” and “Transition” written on it
- markers

**Time:** 15 minutes

### Procedure:

**Step 1:** Write the words change and transition on the flip chart.

Say that according to William Bridges change is situational; i.e., a new group home, foster home, exiting foster care, etc. Transition is the psychological process people go through to come to terms with the new situation. Change is external, transition is internal. Unless the transition occurs; change will not work. We have all experienced changes and transitions throughout our lives.

William Bridges identifies three phases of transition. Endings are the first phase of transition. The second phase is the time of lostness and emptiness before “life” resumes an intelligible pattern and direction, while the third phase is that of beginning anew.

**Step 2:** Say that before we talk any more about these stages we will have a chance to experience a little taste of change and transition ourselves. Ask people to form a circle at either the back or off to the side of the room.

Transition session adapted from “Walking the path, A Curriculum for Life’s Transitions” developed by Joan M. Morse for Good Shepherd Services with a grant from the Andrus Family Fund, 2002

## Session 7.2

### Group Juggle

#### Facilitator Preparation

- Three koosh balls, bean bags or socks
- One red balloon
- Handout 7A

**Time:** 15 minutes

#### Procedure:

**Step 1:** Have people form a circle, as close or far apart as they want- how they adjust things can become part of the debrief. (use the center of the room, off to the side or if it's nice go outside).

**Step 2:** Say that we are going to work together to juggle. Say that during this activity people only have to remember two things- who you throw the koosh ball to and who throws to you. Tell the group that as we throw the koosh balls we will create a pattern that will never break. Toss objects like balls, soft toys, bean or koosh balls. Add up to three items. As the group develops proficiency add a red balloon to the sequence. This creates a new dynamic in the activity flow.

**Step 3:** Use the following questions to debrief the activity which acts as a bridge to discussing phase one "endings":

- How did you feel during the activity?
- What did it feel like when the balloon was thrown in?
- What did the balloon represent to you?
- Did it feel like the balloon was hard to touch or grab on to?

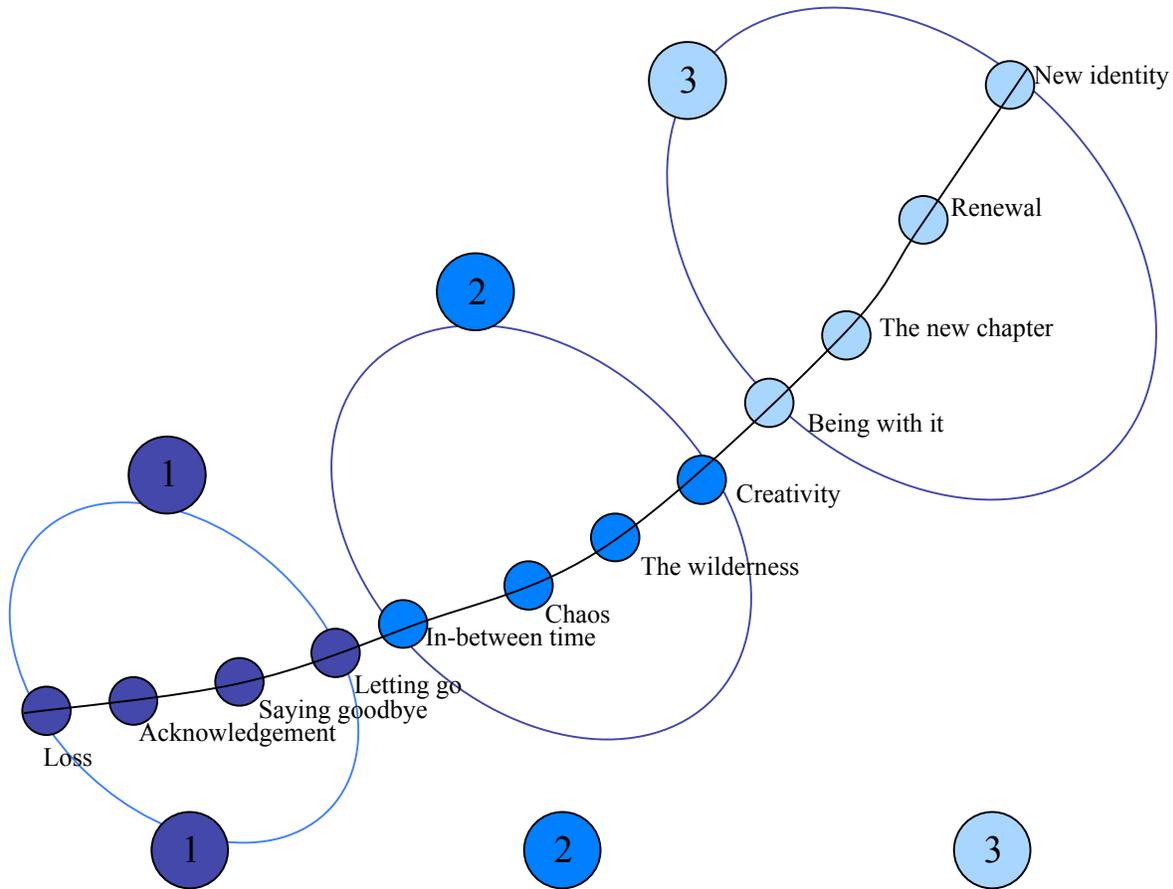
**Step 4:** Say that we can think of the balloon as a change in our lives that causes us to take pause for a moment. State that not all changes are bad, however, we still experience the same process.

**Step 5:** Ask people to return to their seats and pull out (Handout 7A) and walk through the Handout using the example of the juggle to demonstrate the three phases. First we are uncomfortable because we don't know what is going to happen but we quickly reach comfort once we establish a pattern and know how the game (life for the moment) works. Then we're thrown something new (the balloon) and everything changes- we move into the neutral zone of transition not knowing what or how to react. Then we figure something out and we are into a new beginning- until the next change happens.

Transition session adapted from "Walking the path, A Curriculum for Life's Transitions" developed by Joan M. Morse for Good Shepherd Services with a grant from the Andrus Family Fund, 2002

# Handout 7A

## The Transition Framework



### Endings

For change to work people need to end, acknowledge and let go of the old way-not only in terms of behavior, but also in terms of attitudes, self-image, assumptions, beliefs, and the hopes and fears that motivate behavior. To let go of those things is to experience a loss and one must mourn its passing, even though the old way may have been bad, hurtful, unpleasant, or even destructive.

### Neutral Zones

People not only have to let go of the old way to embrace the new one; they also have to get through an uncomfortable in between time, when the old way is going, but the new way doesn't yet wholly work or feel comfortable. This "neutral zone," or in-between time, is a very confusing and chaotic time; but it is also a very creative one. Everything is in flux, so it is a time when people can work out innovative ways of doing things; there is less holding people back than at other times. At the same time, people are likely to feel lost and even discouraged about the very change that sounded so good only a little while earlier.

### Beginnings

The final phase of transition is the "new beginning" not the "start," which may occur the very day a change is announced, but the "beginning," which occurs when people (have ended the old and traversed the neutral zone) are actually emotionally ready to do things a whole new way. Like a birth, the archetype of all new beginnings-this third phase of transition happens on its own schedule. Things can start on the day that you say that they will, but the beginning will happen when people are inwardly ready. And that will take a while, so transition always take longer-sometimes much longer-than change does.

**William Bridges' transition framework**

## **Session 7.3**

### **Stages of Transition**

**Facilitator Preparation:**

- Handout 7B Stages of Transition
- Handout 7C Combined transition model

**Time:** 30 minutes

**Procedure:**

**Step 1:** Ask participant to turn to **(Handout 7B)** for Stages to Transitions

**Step 2:** Say that observations made in an early independent living program in Oregon have described these four stages as typical responses to change.

**Step 3:** Ask participants to turn to **(Handout 7C)** for a look at how the two stages fit together. The observations made in the independent living program uses different language but appear to mirror Bridges' transition framework. There is almost always some anxiety when the change first happens, then the elation and fear and loneliness occur in the neutral zone (this is the most unknown place since so many things can happen) and then leads into the new beginning which is the quiet confidence.

**Step 4:** Have people turn to a neighbor and discuss their observations about a youth they have worked with and how this model fits or doesn't fit with their experiences. Then debrief with the large group by asking for some volunteers to share their findings.

## **Handout 7B**

### **Stages of Transitions**

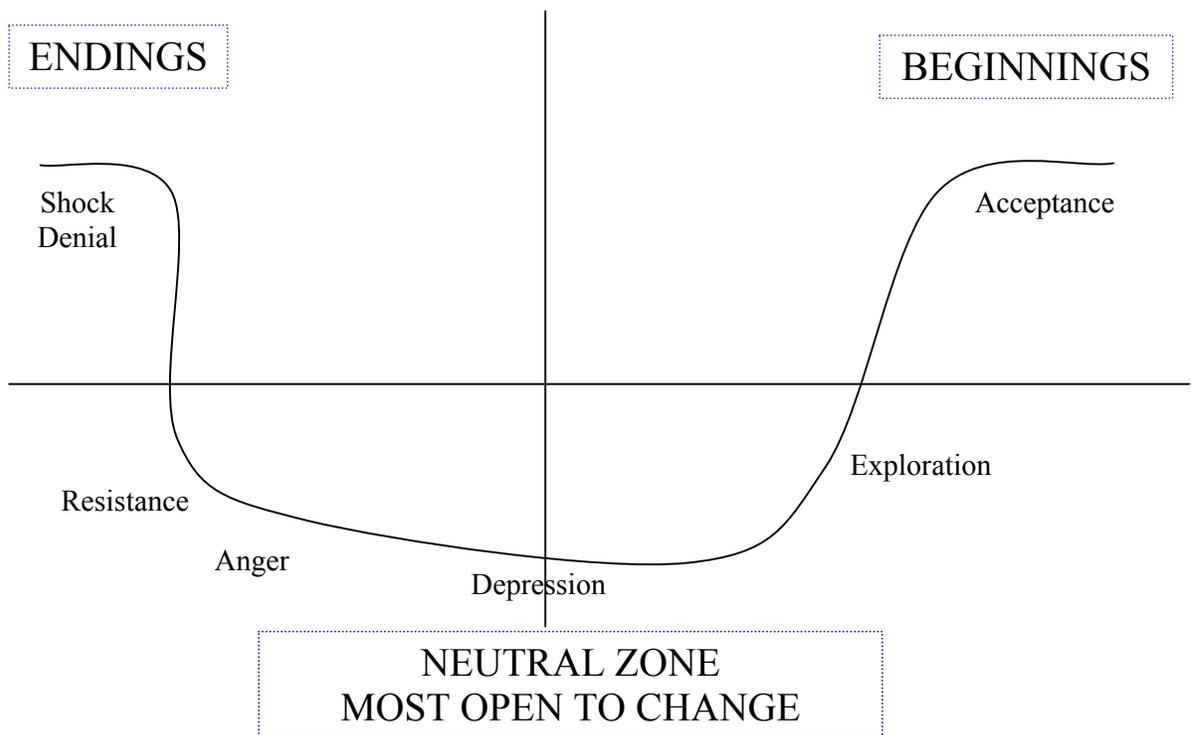
- **Anxiety:** During this stage youth have to “let go” of significant adults. They have numerous fears about moving out on their own. They begin to question their readiness for living on their own.
  
- **Elation:** this phase is short lived usually lasting about a month. Youth tend to “feel free” in their apartment- away from adult control. However, living on your own requires being responsible for all bills, house cleaning, developing a routine, etc. Youth need strong emotional support during this time from caring adults to help them cope with disappointment.
  
- **Fear and loneliness:** the elation stage doesn’t last long as young people realize that independence is not all that they envisioned. Maintaining a household routine of paying bills, cooking and household management are boring and difficult. Friends are not as available and it is difficult to make new ones. We see young people withdraw and become isolated. The triggers of fear and loneliness may cause some youth to self medicate. Sometimes their depression is often masked by anger and aggression and the system becomes the target of these feelings.
  
- **Quiet confidence:** the transition to this stage is gradual and accomplished through the resolution of the reactive depression. Youth “check in” with their support networks to discuss how they have resolved a particular situation. Young people are developing new and lasting relationships and their life experiences are producing accomplishments.

Source: Building Positive Connections/ (Based on a paper presented by Brian Simonitch at the University of Denver. Graduate School of Social Work, Region VIII Family Resource Center for Regional Youth Services Workshop, October 27-29, 1983) DRAFT.

Curriculum Pilot: Walking the Path, A curriculum for Life’s Transitions, May 2002

## Handout 7C Combined Chart

- Anxiety: Regarding Endings
- Elation: with freedoms → reality of responsibilities
- Fear and Loneliness: Maintaining lifestyle difficult may withdraw and self medicate not able “handle it”
- Quiet Confidence: Resolutions, use of support networks, new and lasting relationships, life experience leads to accomplishment



□ Materials developed by Joan Morse for Good Shepherd Services with a grant from the Andrus Family Fund, 2002

## Session 7.4

### Transition Checklist

**Facilitator Preparation:**

- Flip chart
- Handout 7D

**Time:** 30 minutes

**Procedure:**

**Step 1:** Ask the group to look at (**Handout 7D**) for a checklist of things to make sure are accomplished during the transition process. Ask for any additions or comments on the list. Ask what they have already tried or done in their work and how has it worked.

## **Handout 7D Transition Checklist**

### **Managing Endings**

- ✓ Do I understand the young person's history and the impact leaving foster care will have on him/her? Have I identified who is likely to lose what – including how the loss will impact you as the worker?
- ✓ Have I helped the youth acknowledge these losses?
- ✓ Have I permitted the young person to grieve and expressed to them your own sense of loss?
- ✓ Have I given the youth accurate information about the transition from foster care? Have I repeated this information several times?
- ✓ Have I used strengths-based strategies to assess the youth's readiness to transition from foster care?
- ✓ Have I found ways to “mark the ending from foster care”?
- ✓ Have I been careful not to denigrate their past but have found ways/strategies to honor it?
- ✓ Have I made a plan for giving young people a piece of the past to take with them?

### **Managing the Neutral Zone**

- ✓ Have I tried to normalize the neutral zone by explaining it as an uncomfortable time which, with careful attention, can be turned to everyone's advantage?
- ✓ Have I set short-range goals with youth and identified checkpoints along the way?
- ✓ Have I identified services, supports, and opportunities to help youth deal successfully with the neutral zone?
- ✓ Have I found opportunities for youth to be connected with the organization?
- ✓ Have I identified with youth the connections with people who will offer emotional support?
- ✓ Have I worked with youth to promote life skills and problem solving/critical thinking skills?
- ✓ Have I helped youth transform the losses into opportunities to try doing things a new way?
- ✓ Have I regularly checked in with youth?

## **Managing the New Beginning**

- ✓ Have I paid attention to the ending(s) and the neutral zone, or am I trying to make a beginning happen before it possibly can?
- ✓ Have I effectively communicated the transition from care to youth?
- ✓ Have I helped youth understand how the change will affect them?
- ✓ Have I identified with youth who will help them during this transition process?
- ✓ Have I been provided accurate information in my work with youth during this transition process?
- ✓ Have I acted as a role model for youth or found supportive resources to help them through the transition process?
- ✓ Have I found ways to celebrate the new beginning and the conclusion of the time of transition?
- ✓ Have I found ways to symbolize the new identity with youth?
- ✓ Have I found ways to give youth a piece of the transition to keep as a reminder of the difficult and rewarding journey we all took together?

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## Session 7.5

### The Transition Boat Journey

#### Facilitator Preparation:

- Markers
- 6 Large pieces of poster board
- 6 sets of markers
- 6 glue bottles
- 6 scissors
- 6 roles of tape
- Misc. art supplies such as small puffballs, stickers, pipe cleaners etc.

**Time:** 30 minutes

#### Procedure:

**Step 1:** Read the following aloud to the group:

*“I used to sit on the banks with a raft and watch the water roll lazily by. One day I pushed my raft into the shallows of the water and found the water moved swifter than I thought. My raft was actually a boat. Then, after some time, I rowed my little boat into deeper water. There were great storms, mighty winds, tremendous waves, and sometimes I felt so alone. But I have noticed my little rowboat is now a mighty ship manned by my friends and loved ones; and beautiful calm seas, warm sunny days, and nights filled with comfortable dreams always double after a storm. Now, I could never go back and sit on the bank. In fact, I search for deeper water. Such is life when lived.”*

B. D. Gulledge

**Step 2:** Tell the group that this passage describes the journey of life. We all find our way in a world that is often unpredictable, full of challenges and difficulties. We cannot avoid the storms of life but many of us have a variety of resources and tools on our boat and a dock to go back to – if only to refill our supplies and head back out. Young people in foster care are given a leaky boat and then pushed into the deep waters- with a wave good-bye and good luck wishes. Many do not have what they need to navigate the waters, nor do they have a dock to go back to when they need to refill.

**Step 3:** In small groups have team draw a boat complete with all the things they think would help youth successfully navigate their way on the journey of life. Encourage groups to be as creative as possible.

**Step 4:** Tell the group that once they have finished their drawing they should pick a spokesperson who will present to the large group.

**Step 5:** Ask the group to think about which of the things they listed are already being done and what needs to be added. Ask the group to brainstorm concrete ways they

can make sure the things they have identified will happen for youth they work with.

## **Session 8 Conclusion**

**Adolescent Caseworker Competencies addressed in this session: N/A**

**Overall Time: 30 minutes**

**Materials:**

Video player

Teach Me to Fish video, Transition and Conclusion section – sections 7 & 8

**Handouts:**

Certificates (to be distributed in exchange for complete evaluation)

Training Evaluation

**Session Goal:** Summarize key elements of training.

**Session Learning Objectives:**

As a result of participating in this session it is expected that trainees will be able to:

- ✓ Highlight/reiterate parallels of learning in training with development of relationship with youth
- ✓ Integrate and Summarize key elements of training
- ✓ Set up action plan/design contract for carrying training into field
- ✓ Complete post training evaluation

# Session 8.1

## Video Watching

### Facilitator Preparation:

- Have video prompted to Section 7 on Transitions

**Time:** 15 minutes

### Procedure:

**Step 1:** Remind the group that the youth in the video are the real experts who have lived through the foster care experience.

**Step 2:** Show video clip. Approximately 12 minutes

Debrief by using these question:

## **Handout 8A**

### **Video Questions**

**Directions: As you watch the video, jot down what you hear youth say in response to the following questions.**

1. How does transition differ for youth in care?
2. What preparation do youth need for life after care?
3. What role do caseworkers' have in relation to transition?
4. What does a successful transition look like?

## Session 8.2

### Concluding Review

#### Facilitator Preparation:

Teach Me to Fish Jeopardy on flip chart paper  
Prizes

**Time:** 30 minutes

#### Procedures:

**Step 1:** **Teach Me to Fish Jeopardy:** Say that we are going to spend a few minutes reviewing the two days by playing jeopardy. Put the video board at the front of the room.

Depending on the number of participants, divide the group into teams of no more than six participants. Ask each group to develop a team name or sound.

Give the following instructions to the group:

- Teams must communicate by raising their hands or making their sound.
- The first team to answer in the form of a question continues to choose the questions until another team answers correctly.
- Any team can respond to the question asked- not just the team choosing the question.
- Each time an answer is given correctly, the trainer gives the dollar amount to the team. There will be no deductions for wrong answers.
- Remind the teams that the trainers have the final say on who was the first respondent and correct answer.

**Trainers Note:** It is important to conduct this activity with high energy and encourage all participants to cheer for their teams. The game should move quickly and use trainer discretion in awarding incentives.

**Step 2:** **Action Plan Activity:**

- Have people fill out their action plans and put them into the envelop addressed with their name and mailing address. Say that we will mail them back to them in a couple of months to remind them of their plans.
- Once all participants have completed the assignment, ask for a few volunteers willing to share their plans.

Tell participants that the most important outcome of this training is for them to take anything they learned here back into the field and into their work with youth.

**Step 4: Evaluation Form**

Ask people to pull out and complete the training evaluation form.  
Emphasize the importance of their feedback as the primary way to continue to making this training relevant and useful.

**Step 5:** Tell participants that when they turn in their completed evaluation form they will receive a certificate of completion..

**Step 6:** Thank group for their participation.

## Jeopardy

<b>Youth Development</b>	<b>Adolescent Development</b>	<b>Coaching</b>	<b>Networking</b>	<b>Managing Transition</b>
<b>\$100</b>	<b>\$100</b>	<b>\$100</b>	<b>\$100</b>	<b>\$100</b>
<b>\$200</b>	<b>\$200</b>	<b>\$200</b>	<b>\$200</b>	<b>\$200</b>
<b>\$300</b>	<b>\$300</b>	<b>\$300</b>	<b>\$300</b>	<b>\$300</b>

## Teach Them To Fish Jeopardy: Questions and Answer Key

Youth Development	Adolescent Development	Coaching	Networking	Managing Transition
<p style="text-align: center;">\$100 Youth Development</p> <p style="text-align: center;"><b>Answer:</b> What is the ongoing process to help youth meet their needs and build competency?</p>	<p style="text-align: center;">\$100 The star of the Wonder Years.</p> <p style="text-align: center;"><b>Answer</b> Who is Kevin Arnold?</p>	<p style="text-align: center;">\$100 Listening as though you are in the youth's shoes.</p> <p style="text-align: center;"><b>Answer:</b> What is active or empathic Listening?</p>	<p style="text-align: center;">\$100 Identify need, ask around, make contacts, follow the leads.</p> <p style="text-align: center;"><b>Answer:</b> What are the networking steps?</p>	<p style="text-align: center;">\$100 Transition</p> <p style="text-align: center;"><b>Answer</b> What is the psychological process people go through to come to terms with a new situation.</p>
<p style="text-align: center;">\$200 S. O. S.</p> <p style="text-align: center;"><b>Answer:</b> What are services, opportunities and support?</p>	<p style="text-align: center;">\$200 Sports, extra curricular activities, community services.</p> <p style="text-align: center;"><b>Answer</b> What are some examples of sense of industry and competency?</p>	<p style="text-align: center;">\$200 Questions that promote discovery, stimulates thinking and encourage responses.</p> <p style="text-align: center;"><b>Answer</b> What are opened-ended questions?</p>	<p style="text-align: center;">\$200 An activity that examines support networks with youth.</p> <p style="text-align: center;"><b>Answer</b> What are Circles of Support?</p>	<p style="text-align: center;">\$200 Anxiety, elation, fear, loneliness.</p> <p style="text-align: center;"><b>Answer:</b> What are the stages of transition?</p>
<p style="text-align: center;">\$300 Intentional Opportunities</p> <p style="text-align: center;"><b>Answer:</b> What are activities youth need to test out new ideas and behaviors to prepare them for life?</p>	<p style="text-align: center;">\$300 The four critical areas of positive Adolescent Development</p> <p style="text-align: center;"><b>Answer:</b> What is industry and competency control over one's life, connectedness to others, identity?</p>	<p style="text-align: center;">\$300 The 5 functions of coaching</p> <p style="text-align: center;"><b>Answer:</b> What are, Plan, Experience, Practice and Reflect?</p>	<p style="text-align: center;">\$300 The interweaving of the essential connections of our lives.</p> <p style="text-align: center;"><b>Answer:</b> What is a definition of Networking?</p>	<p style="text-align: center;">\$300 Three strategies to manage the transition from foster care.</p> <p style="text-align: center;"><b>Answer:</b> What is create life journals, treating the past with respect, developing circles of support?</p>