DOCUMENT RESUME

ED 482 535 CE 085 685

AUTHOR	Adams, Anne Thomas; Franklin, Sundra; Taylor, Rebecca
TITLE	Case Management: A Resource Manual.
INSTITUTION	Employment and Training Administration (DOL), Washington, DC. Office of Youth Opportunities.
PUB DATE	2002-00-00
NOTE	194p.; Selected from material prepared by: Anne Adams, Beverly Ford, FREEDLANCE Group for Career & Workforce Innovation, Job Corp Region I New York, Jodi Kelley, Office of Youth Services (USDOL) and Youth Opportunity (YO!) sites.
AVAILABLE FROM	For full text: http://www.doleta.gov/youth_services/ pdf/YO_Case_MRM_2002.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	Adolescents; At Risk Persons; Case Records; *Caseworker Approach; Children; Community Services; *Delivery Systems; Evaluation Methods; High School Equivalency Programs; Job Training; Postsecondary Education; *Resource Materials; Secondary Education; Social Support Groups; State Programs; *Systems Development; Tutoring; *Youth Opportunities; Youth Problems; *Youth Programs
IDENTIFIERS	*Case Management; General Educational Development Tests; Scholastic Aptitude Test; Youth Development Model; Youth Opportunity Program

ABSTRACT

This resource manual has been developed to assist both case managers and management staff in implementing a case management system as an infrastructure for delivering services that will facilitate the positive growth and development of youth and the achievement of individual and organizational performance goals. (The goal of case managers is to have 80% of active enrollees participating in one or more of the following youth development program activities in a given month: [1] internship/subsidized employment; [2]community service; [3] sports/recreation; [4] support groups; [5] peer to peer mentoring; [6] alumni groups; [7] life skills training; [8] individual tutoring; [9] secondary school extra curricular activities; [10] job readiness training; [11] reading/math remediation; [12] GED prep; [13] college/SAT prep; [14] short term occupational skills training; and [15] short term unsubsidized employment.) The manual is organized around the following major themes: (1) youth opportunity program goals and practices; (2) bi-level case management; (3) building relationships; (4) assessment; (5) case planning and ISS development; (6) delivery of services; (7) record-keeping; and (8) tools for managing a caseload. Each section includes some or all of the following components: glossaries; models; charts; tests; interviews; tools; and exercises. Contains nine references and lists four Youth Opportunity Programs. (MO)

CASE MANAGEMENT

A Resource Manual

Anne Thomas Adams
Sundra Franklin
Rebecca Taylor, Ph.D

Information Selected From Material Prepared by:
Anne Adams, Brandeis University
Beverly Ford, OMTI Workforce Training Institute
FREEDLANCE Group for Career & Workforce Innovation
Job Corp Region I - New York
Jodi Kelley, CYGNET Associates
Office of Youth Services, USDOL
Youth Opportunity Sites

TABLE OF CONTENTS

Introduction

Case Management is the infrastructure for delivering effective services that will facilitate the positive growth and development of youth and the achievement of individual and organizational performance goals.

This resource manual has been developed to assist both case managers and management staff in implementing an excellent case management system. A variety of material from various sources such as YO! sites, Brandeis University, Job Corps, CYGNET Associates, and OMTI Workforce Training Institute has been compiled for easy access. The information has been organized around eight major themes: youth opportunity program goals and practices, bi-level case management; building relationships; assessment; case planning and ISS development; delivery of services; record-keeping; and tools for managing a caseload. A variety of ideas and information are presented for your review, consideration, use, and modification as needed

It's suggested that each site prepare a Resource Manual for every case manager – printing out hard copies of the material on this disc, adding section dividers and placing everything in a loose leaf binder. A ninth section that contains a copy of every form currently used by case managers within your organization should also be added.

YOUTH OPPORTUNITY INITIATIVE

An Overview

- Goals & Objectives
- Core Principles
- Program Elements
- Youth Development Principles & Practices
- Process & Performance Measures

GOALS AND OBJECTIVES

The Workforce Investment Act specifies that Youth Opportunity Grants are to be used to increase the long-term employment of youth that live in empowerment zones, enterprise communities, and high-poverty areas. To achieve this goal, Youth Opportunity Grants concentrate a large amount of resources in high-poverty areas to bring about community-wide impacts on:

- Employment rates
- High school completion rates
- College enrollment rates.

CORE PRINCIPLES

The Department of Labor is committed to ensuring that several core principles underlie an effective youth strategy. These principles include:

- Providing comprehensive services;
- Ensuring the participation of caring adults;
- A commitment to excellence;
- Guaranteeing long-term follow-up to all youth participants;
- Instilling in youth a sense of personal responsibility and accountability for their actions.

These core principles must be present in all Youth Opportunity Grant initiatives. These principles are quite similar to the effective practices common to successful youth programs identified by the Promising and Effective Practices Network (PEPNet). Information from PEPNet can be obtained from the National Youth Employment Coalition at 202-659-1064 (www.nyec.org).

PROGRAM ELEMENTS

(1) Preparation for and success in employment (including summer jobs, paid and unpaid work experience, and occupational skills training);

(2) Improving educational achievement (including such elements as tutoring, study skills training, instruction leading to a high school diploma, alternative schools and dropout prevention);

(3) Supports for youth (including meeting supportive services needs, providing mentoring and follow-up activities); and

(4) Services to develop the potential of youth as citizens and leaders (the concept of leadership and youth development).

Youth Opportunity programs also incorporate preparation for employment; post-secondary education; linkages between academic and occupational learning; and connections to intermediaries for job development assistance.

YOUTH DEVELOPMENT

PHILOSOPHY, PRINCIPLES, PRACTICES, AND PROCEDURES

Youth development is a process of moving from less mature to more mature ways of thinking, feeling, and acting. This process often happens very unevenly and with great difficulty. This is especially true of youth growing up in disadvantaged communities.

Youth development is also the process through which young people enter adulthood. All youth have the same basic developmental needs, and they all attempt to meet these needs. Their needs are for:

- Belonging and membership
- Self-worth and the ability to contribute
- Safety and structure
- Self-awareness and the ability to reflect and assess
- Independence and control over their life
- Closeness with at least one adult
- Competence and mastery.

Youth development emphasizes that young people are not a collection of problems that need to be fixed. They need support and opportunities.

Youth development is then a dual focus on meeting needs and building competencies. It is helping young people demonstrate abilities for adulthood. These abilities are:

- The ability to act in ways to ensure their best current and future health;
- The ability to cope with positive and adverse situations;
- The ability to develop and effectively use critical thinking skills;
- The ability to gain the functional skills for employment and choosing a career;
- The ability to work with others and sustain positive relationships;
- The ability to respect the diverse backgrounds of others.

---

ed from *Youth Opportunity Handbook*, Office of Youth Services, USDOL

OPERATING A CENTER WITH YOUTH DEVELOPMENT PRINCIPLES

Creating a positive environment for youth is critical to the success of the program. The environment should be one of:

- High expectations
- Clear rules and regulations
- Opportunities for input
- Caring relationships among youth and staff.

The Youth Opportunity Program will be the environment where young people learn to grow up. Supporting the process of growing up is the case manager's job. This is done through the various activities provided. These activities should:

- Be age-appropriate and challenging in content.
- Actively engage youth in the learning process.
- Be sensitive to all aspects of diversity.
- Effectively use space and have adequate materials.
- Be clear about outcomes.
- Involve youth in decisions.
- Be intense enough to make a difference.

YOUTH DEVELOPMENT

Leadership development, citizenship, community service, and recreational activities are all important program components. DOL expects that all sites will:

- Place great emphasis on having youth participate in community service;
- Provide youth with a chance to be involved in program design decisions;
- Have youth sign agreements specifying the mutual responsibilities of program participants and program staff;
- Offer comprehensive sports and cultural programs;
- Encourage youth to take responsibility for their own actions;
- Offer conflict resolution classes;

...ted from *Youth Opportunity Handbook*, Office of Youth Services, USDOL

- Encourage youth to be good citizens, including having them register to vote and be aware of local and national issues;
- Offer youth a chance to participate in a variety of events, including camping trips, visits to college campuses, skating parties, ski trips, dances, and trips to movies and cultural events:

REACHING HARD-TO-SERVE YOUTH

Youth who are considered "hard-to-serve" often can be the most interesting and rewarding participants to work with. To understand them and to serve them is difficult as they do not readily seek or want help.

Some Framework to Understand Their Needs

1. They view adults who are in the helping professions as dealing with them around problems or controlling their behavior. They are not used to adults who are interested in providing support to them. Most of the helping professions they have come in contact with are social workers, counselors, truant officers, etc. You need to be conscious of how they view you and your program offering.

2. They are not prone to go into a building or seek help from anyone. Any environment like this reminds them of past failures.

3. They are distressed about their communities. They don't think that society can provide them with anything that can contribute to a positive future.

4. They only listen to their peers.

What You Can Do

- Work with hard-to-serve youth outside of the center by going to places that youth congregate.
- Identify other people who are participating in your program and ask them to speak about their positive experiences.
- Understand their needs and set realistic expectations.
- Develop activities that are specifically designed for them during nontraditional hours and involve the peer groups.
- Follow through with them on anything you agree to do. This is a benchmark for their evaluation of you and your program.

---

pted from *Youth Opportunity Handbook*, Office of Youth Services, USDOL

- Call each youth at home during the evening for the first few days in the program.
- Make follow-up calls on Saturday mornings when youth are typically home watching television.
- Have new enrollees make a video describing their lives and then show it to the rest of the class. These are often very moving and help build camaraderie.
- Have realistic outcomes for the services that you provide them.
- Be patient.

INVOLVING YOUTH IN DECISIONS

Develop a strategy to meaningfully involve youth in decision-making and assisting their peers. It is always important to understand how a young person views you and the YO! program. Their ideas can contribute significantly to your success and legitimize what you are doing in the community with other youth.

What Can You Do

- Conduct team-building activities to strengthen their relationships with each other and with staff.
- Listen to what they think is important.
- Develop a plan of action, with goals and milestones for things they want to do.
- Have a "pep rally" type of atmosphere to keep them motivated and feeling special.
- Identify outcomes you want for them.
- Take them seriously. Provide consistent support and don't cancel any meetings scheduled with them unless there is an emergency!
- Have youth serve as greeters in your lobby for other youth entering your program.
- Have days in which enrollees cook lunch for each other, using food as a way to bring youth of different cultures together.

---

pted from *Youth Opportunity Handbook*, Office of Youth Services, USDOL

Activities Youth Can Do

- Community Youth Mapping- a process in which young people canvass their community in search of caring adults, places to go and things to do. (Contact: AED Center for Youth Development & Policy Research – Raul Ratcliff, 202-884-8267).
- Represent the organization at meetings.
- Develop activities for new programs.
- Plan trips.
- Set the rules and regulations for the program.
- Develop and oversee small budgets.
- Counsel other youth.
- Provide conflict mediation for other youth.

COLLEGE FOCUSED ACTIVITIES

- Work with ninth and tenth graders to make sure that they are taking the necessary college preparatory courses and thinking about going to college;
- Hold dinners and other after-school meetings with parents to make parents aware of opportunities for their children to attend college;
- Take youth on tours of college campuses;
- Make sure 11th and 12th graders take PSAT, SAT, and ACT tests on time;
- Make sure students apply for financial aid and submit college applications on time;
- Work with local colleges to get students accepted and enrolled.

…ted from *Youth Opportunity Handbook*, Office of Youth Services, USDOL

YOUTH DEVELOPMENT

A Context for Our Efforts

We are not just in the business of "workforce development"-we are in the business of "youth development" But what do we mean by this term? *The National Youth Development Information Center,* a consortium of youth development organizations from around the world defines youth development as follows:

Youth Development describes a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems.

Youth development means purposefully seeking to meet youth needs and build youth competencies relevant to enabling them to become successful adults. Rather than seeing young people as problems, this positive development approach views them instead as resources and builds on their strengths and capabilities to develop within their own communities. To succeed, youth must acquire adequate attitudes, behaviors and skills.

Seven Developmental Needs of Adolescents

According to Our Children at Risk: Children and Youth Issues (1998), a study published by YMCA of America, adolescents have several development needs with associated characteristics. They are:

- **Physical Activity**
  - Changing hormone levels produce periods of boundless energy and lethargy.
  - Desire to test new physical capabilities
  - Normal variations in onset of puberty, rate of growth
  - Vulnerability to injury due to rapid growth

- **Competence and Achievement**
  - Desire for personal recognition
  - Desire for responsibility
  - Desire to succeed
  - Emergence of new interests, capabilities
  - Emerging racial/cultural identity
  - Emerging sexual identity

- "Imaginary audience" self-consciousness
- Need for approval from adults
- Somewhat shaky self-esteem
- Vulnerability to adult expectations

- **Self-Definition**
  - Emerging gender identity
  - Emerging racial/cultural identity
  - Emerging sense of a personal future
  - Emotionalism, mood swings
  - New body image
  - New reactions from others

- **Creative Expression**
  - Desire to test new physical and mental capabilities
  - Emerging racial/cultural identity
  - Emerging sexual identity

- **Positive Social Interactions with Peers and Adults**
  - Continued importance of parents and other adults
  - "Imaginary audience" self-consciousness
  - Increasing importance of peers
  - Maturing social skills
  - Need for approval from adults
  - Need for approval from peers
  - Search for models, heroes and heroines

- **Structure and Clear Limits**
  - Authoritarianism
  - Desire for autonomy
  - Desire to know and understand rules and limits
  - Increasing importance of peers
  - Lack of life experience
  - Need for continued adult guidance
  - Need for security
  - "Personal fable", immunity to harm

- **Meaningful Participation**
  - Desire for autonomy
  - Desire to be part of the "real" adult world
  - Desire for personal recognition
  - Desire for responsibility
  - Emerging gender identity
  - Emerging racial/cultural identity
  - Lack of life experience
  - Maturing social skills
  - Readiness to make commitments to ideals, activities, and people

Why is it Important to Understand Youth Development Needs?

If we can put our work in a youth development context, we can understand how the needs of youth at this particular developmental stage impact the programs and services we provide and how we provide them. For example,

- The youth need for physical activity gives us insight into a number of issues. We may need to consider replacing traditionally "passive" forms of instruction with learning and assessments that allow students to stretch their physical limits and capabilities. We may also need to reconsider how we organize a student's day, keeping in mind that adolescents need at least 9 hours of sleep per night and that their sleep patterns fall into the 'late to bed, late to rise" category for several years.

- We can capitalize on the student need for self-definition by integrating this with the self-assessment process for career development. Students are keenly interested in discovering who they are and where they will go. We can channel this curiosity and energy into self-assessment for career development purposes.

- Youth seek opportunities for positive social interactions with peers and adults. We can use this developmental need to create programs and services that allow students to use peer interaction and mentoring to achieve their ends. For example, creating a peer-mentoring program between program graduates and current students.

Understanding where adolescents are developmentally can also help us avoid some of the frustrations of working with this population in a career development context. For example, rather than assuming that students break rules or test authority because they are 'bad," if we understand youth development, we understand that students have a natural desire to test rules and authority. We can channel this testing behavior positively by helping students to understand that it's a natural process of 'growing up" and providing them with opportunities to reflect upon and modify their behavior. This helps them build a more positive self-concept and develops additional skills.

Finally, knowledge of youth development needs provides us with a road map for positive interactions and development of appropriate programs and services. For example, understanding that students need to develop their self-definition or their competence and achievement can guide us to develop programs that build these skills for students in developmentally appropriate ways.

Process and Performance Measures

Youth Development Activities (YDA)

1. Internship/Subsidized Employment*
2. Community Service
3. Sports/Recreation
4. Support Groups
5. Peer to Peer Mentoring
6. Alumni Groups
7. Life Skills Training
8. Individual Tutoring
9. Secondary School Extra Curricular Activities
10. Job Readiness Training*
11. Reading/Math Remediation*
12. GED Prep*
13. College/SAT Prep*
14. Short Term Occupational Skills Training*
15. Short Term Unsubsidized Employment*

   * Also Pre-placement Activities

Categorizing Youth Development Activities

❖ Every activity or service that takes place within YO should be fit into 1 of 15 YDA categories (not all will be perfect fits)

❖ Glossary of terms includes definitions of all YDAs

❖ Important to have documentation of all activities in which youth are participating

Placement

3 Types of Placements

➢ Long term unsubsidized employment
➢ Long term education
➢ Long term occupational skills training

Distinguishing Between Pre-placement and Placement

- Case managers make very important decisions around whether to categorize an activity as short-term (pre-placement) or long-term (placement)

- These decisions have important consequences in terms of youth development and performance measurement

---

…pted from *Youth Opportunity Handbook*, Office of Youth Services, USDOL

Placement Rate

- Goal 80%

- Percent of enrollees placed in employment, long term education, or long term occupational training (of those who completed all prescribed pre-placement activities or have been placed even if they have not yet completed all prescribed pre-placement activities)

Long-term Goals

- Relate to future placement goals that include: Employment; Long-term Training; Long-term Education

- Long-term goals should relate to the pre placement goals/short-term goals

- It's ok to add new pre-placement goals after a long term placement to close skills gaps

Short Term Goals

- Pre-placement goals should be measurable and able to be completed within a year

- Completion of pre-placement activity must be "successful completion"- - not seat time

- It's okay to not complete a pre-placement activity if it is no longer relevant to the individual - - it should be documented

- Important to collect information on credentials attained

Participation Rate

- **Participation Rate (Goal=80%)**

  -Percent of active enrollees participating in 1 or more youth development program activities in a given month

  -Participation in any of the 15 youth development activities in a given month in order to be included in this measure

Youth Opportunity Program

Glossary of Key Terms

Key Term	Definition
Active Enrollee	For enrollees who have not yet been placed; a living enrollee who has participated in any program activity in the last twelve months, does not have a health or medical condition that prevents him/her from participating in the program and still lives in or close enough to the target area to participate in the program. For enrollees who have been placed; a living enrollee who has been in the follow-up pool for less than two years and does not have a health or medical condition that prevents him/her from participating in the program
Alumni group(s)	A specific youth development activity designed for enrollees who have participated for an extended period of time and/or have been placed in any of the long term placement categories. A minimum of four hours per month is required in this activity in order to constitute participation.
CBO/Proprietary Training	A type of long term occupational skills training placement provided by a community-based organization or a private, for profit provider. This type of training generally leads to an employer-recognized certificate in a particular occupational field.
College/SAT prep	A youth development activity consisting of classroom work to prepare an enrollee for taking college entrance examinations. A minimum of four hours per month is required in this activity in order to constitute participation.
Community Service	A youth development activity in which the enrollee participates in volunteer work that benefits the community, including service learning projects. A minimum of five hours per month is necessary to constitute participation.
Completion	The point at which an enrollee completes his/her first pre-placement activity as specified in the individual service strategy.
Contact date	The date on which a YO staff member contacts an enrollee who has been placed and is currently a part of the follow-up pool. Contacts serve the purpose of both providing follow-up case management services and determining whether or not such an enrollee remains in a long term placement. All contacts should be recorded in the case management system.
Credential	A credential is defined as any nationally recognized degree or certificate or State/locally recognized credential. Credentials will include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates
Disability	Enrollee may have a physical (motion, vision, hearing) or mental (learning or developmental) impairment which substantially limits one or more of the enrollee's major life activities or has a record of such impairment, but which does not result in substantial impediment to employment. Or, the enrollee may have a disability, which is an impediment to employment.
Eligibility	At the time of enrollment, a participant must be a legal U.S. resident, residing in the target area, between the ages of 14 through 21. If the participant is a male and 18 or older, he must also be registered with the Selective Service.
Enrollee	Any eligible youth who has formally enrolled in the program. (See enrollment)
Enrollment	The point at which the administrative registration process is completed and the first service commences. The first service could be an individual assessment and the development of an individual service strategy.
Follow-up Pool	The subset of enrollees who have been placed in an unsubsidized job, in long term education, or in long term occupational skills training. Enrollees remain in the follow up pool for two years following placement. The total number of active enrollees in the follow up pool is the denominator for the retention rate. Enrollees are not required to complete any or all pre-placement activities specified in their individual services strategy (ISS) to be in the follow-up pool.
GED/prep	A type of pre-placement activity intended to prepare an enrollee for passing the GED examination. This includes any preparation for high school graduation-examinations. A minimum of five hours per month is required in this activity in order to constitute participation.

Key Term	Definition
In School Youth	An enrollee who at the time of enrollment is attending a regular, junior high or alternative high school, or who is attending post-secondary school such as junior or four year college, and is not basic skills deficient. Also includes an enrollee who is not attending any school, and who has either graduated from high school or holds a GED and is not basic skills deficient and not unemployed and not underemployed.
Inactive	For enrollees who have not yet been placed: an enrollee who has not participated in any program activity in the last twelve months; an enrollee who is deceased or has a health or medical condition that prevents him/her from participating in the program; an enrollee who has left the target area and the site has determined it is impractical to continue to serve him/her in the program. For enrollees who have been placed: an enrollee who has been in the follow up pool for more than two years, an enrollee who is deceased or has a health or medical condition that prevents him/her from participating in the program.
Individual service strategy (ISS)	The tool used to document an enrollee's service plan through his/her program strategy (ISS) participation. The ISS may be updated at any point during an enrollee's participation in order to best serve an enrollee's needs. The ISS should include benchmark(s), goal(s), activity description(s), and type(s) of pre-placement activity. For example, an enrollee's benchmark could be that his/her reading proficiency is two grade levels below his/her current grade in school. The goal is to increase reading proficiency by two grade levels, the activity description is to attend four months of a reading class and take a reading test, and the type of pre-placement activity is reading/math remediation.
Individual tutoring	A youth development activity that includes individual or group academic support services, excluding reading and math remediation. A minimum of four hours per [month is necessary to constitute participation.
Initial unsubsidized job placement	The first unsubsidized employment opportunity entered into by an enrollee while participating in the YO program. This placement must last at least two weeks before it constitutes a placement. This includes military and qualified apprenticeship placements. Qualified apprenticeship programs are those approved and recorded by the ETA/Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential.
Internship/subsidized employment	A pre-placement activity that consists of onsite work experience designed to improve employment an enrollee's occupational skills and readiness for the world of work. A minimum of five hours per month is required in this activity in order to constitute participation.
Job Readiness Training (JRT)	A pre-placement activity consisting of site-defined, structured classroom-based (JRT) activities that are designed to improve an enrollee's work readiness skills for those enrollees who are determined to be deficient in work readiness skills. A minimum of five hours per month is required in this activity in order to constitute participation.
Labor Force Status (Employed at Enrollment)	An employed individual is one who, during the 7 consecutive days prior to (Employed at Enrollment) registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. Not employed. An individual who does not meet the definition of employed. . NOTE: If an individual quit or was laid off from his/her only (or all) jobs, record the individual as not employed, even if he/she worked in the 7 days before registration. NOTE: This information is to be collected from the enrollee at enrollment, not from wage records, and is required only for enrollees aged 18 to 21 years at enrollment.
Life skills training	A youth development activity designed to equip enrollees with the skills to succeed in life. This may include, but is not limited to, household management and parenting training. A minimum of five hours per month is required in this activity in order to constitute participation.
Long term education placement	The point at which an enrollee returns to secondary school (high school or junior high cement school), enters alternative high school, enters community college/junior college, or enters a four year college. The enrollee must remain at such a placement for a minimum of two weeks to constitute placement.

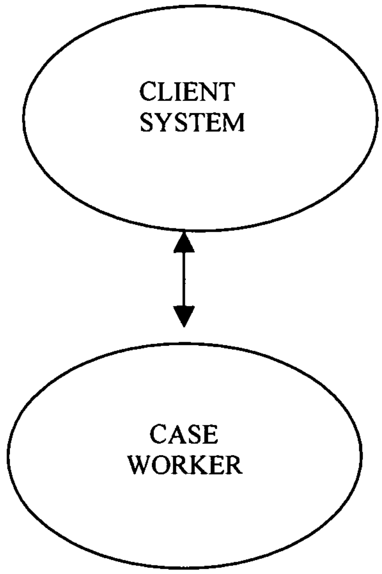
Key Term	Definition
Long term occupational skills training placement	The point at which an enrollee enters pre-apprenticeship training, Job Corps, skills training placement CBO/proprietary training, or vocational/technical school. The enrollee must remain at such a placement for a minimum of two weeks to constitute placement.
Measurement point (WIA Measurement Date)	The earliest date on which an enrollee has: completed all of his/her pre-placement activities as specified by their individual service strategy (ISS); been placed; or has not participated in any youth development activities for three consecutive months. At such a point, an enrollee is held to all of the applicable WIA outcome measures. This point serves as the YO equivalent to the WIA concept of exit.
Out of School	An enrollee who at the time of enrollment is attending post-secondary school and is basic skills deficient, or who is not attending secondary or post-secondary school and has no diploma, or has a diploma and is basic skills deficient, unemployed or underemployed.
Participation	When an enrollee takes part in anyone of the 15 youth development activities and -- meets the minimum level of participation in a given month.
Peer to peer mentoring	A youth development activity in which enrollees assist other enrollees for at least four hours per month in specific issue areas or when a more experienced enrollee serves as a type of advisor or role model to a less experienced enrollee. This may also include adult mentoring.
Placement	The point at which an enrollee moves into unsubsidized employment (not short term), long term education, or long term occupational skills training and remains in such place for at least two weeks. Enrollees are not required to complete any or all pre- placement activities specified in their individual services strategy (ISS) prior to placement.
Placement Services	Services designed to assist an enrollee in finding a long term placement. (unsubsidized employment, long term education, and long term occupational skills training).
Post-Secondary Education	Post-secondary education is a program at an accredited degree-granting institution that education leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as post- secondary education.
Pre-apprenticeship training	A long term occupational skills training designed to prepare enrollees for a qualified training apprenticeship
Pre-placement activity	A specific group of youth development activities with a specific entrance and completion point designed to prepare enrollees for long term placements.
Reactivation	Moving an enrollee from inactive status to active status. An enrollee is reactivated when their health or medical condition no longer prevents participation in the program, or when they have not participated for 12 months, but begin participating again. An enrollee who has not yet been placed who is inactivated upon leaving the target area may be reactivated upon returning to the target area.
Reading/Math Remediation	A pre-placement activity consisting of classroom instruction designed to improve an enrollee's reading and/or math skills for those enrollees who are determined to be basic literacy skills deficient. Basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. A minimum of five hours per month is required in this activity in order to constitute participation.
Recruitment	The point at which a YO outreach specialist has met with a potential enrollee, informed them of the YO program, invited them to participate in the program, and has established eligibility of such individual for the program. Establishing eligibility for recruitment does not require proper documentation.
Replacement	An unsubsidized job placement entered into by an enrollee after leaving or losing a prior unsubsidized job placement.
Retention	A quarterly performance measure in which an enrollee in the follow-up pool is found in any long term placement at the last contact during the last month of such quarter.
Secondary school extra curricular activities	A youth development activity consisting of any type of school sponsored activity. Examples of such activities include drama, music, yearbook, specialized clubs, athletics, etc. A minimum of five hours per month is required in this activity to constitute participation.
Short term occupational skills training	Any pre-apprenticeship training, CBO/proprietary training, or vocational training skills training which is deemed preparation for a long-term unsubsidized job or long-term educational or occupational skills training placement, and is designed to improve an enrollee's occupational skills for those enrollees who are determined to be deficient in occupational skills. A minimum of five hours per month is required in this activity in order to constitute participation.

Key Term	Definition
Short term unsubsidized employment	Any unsubsidized employment that is deemed short term or temporary, is intended to employment prepare an individual for a long-term unsubsidized employment placement, and is designed to improve an enrollee's occupational skills for those enrollees who are determined to be deficient in occupational skills. A minimum of five hours per month is required in this activity in order to constitute participation. This is not considered a placement, but rather a pre-placement activity.
Sports/Recreation	A youth development activity consisting of any type of sport or other recreational opportunity that is developed by or in partnership with the YO program. A minimum of five hours per month is required in this activity in order to constitute participation.
Support group(s)	A youth development activity consisting of at least five hours of specific types of counseling or communication opportunities facilitated by a YO staff member focusing on specific issue areas experienced by enrollees.
Total completion	The point at which a participant has completed all of his/her pre-placement activities as specified by the individual service strategy {ISS).
Unverified unsubsidized job placement	Any unsubsidized job placement that has not yet been verified.
Verification of placement	Placements occurring after enrollment in the YO program are counted and reported once they are verified, rather than once they occur. Verification of a placement will occur two weeks after the date of placement to ensure that the enrollee has remained in the placement for at least two weeks. Where there are potentially multiple placements, the verification of the initial placement is the one that determines when a placement is reported on the YO monthly report. This definition applies to job placements, long- term education placements and long-term occupational skills training placements.
Vocational/technical school	A type of long term occupational training consisting of specific classroom and work- school based study in a specific occupation leading to a degree or certificate.
Wage records	Wage record information on total earnings in the quarter can be obtained from the State, other States, other entities maintaining wage record systems, or from WRIS. Earnings from all employers of the individual should be summed. Earnings from different sources of wage records (e.g., systems in two different States) should also be summed for each quarter.
Youth development activity	Anyone of the 15 program components that constitutes participation in the YO activity program.

BI-LEVEL CASE MANAGEMENT

- Model of change
- Components and concepts

TRADITIONAL
HUMAN SERVICE DELIVERY



CASE WORKER	• Provides individual, family, and small group services based upon assessment and planning

ROLE: Social Change Advocate

GOAL	• Improved individual capacity for self-actualization

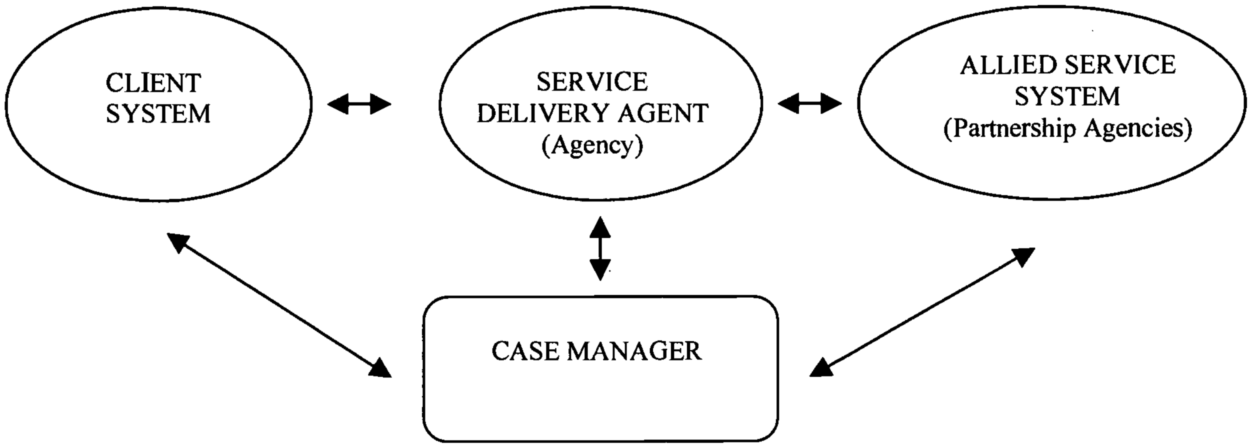
FOCUS	• Individual, family, and small group functioning • Individual change

BASIC TASKS	• Asset/barrier assessment • Goal-focused/barrier-reducing planning and implementation • Accurate information (positive & corrective feedback) • Organized and coordinated service delivery

BASIC KNOWLEDGE AND SKILLS	• Human behavior/development • Helping skills • Generic problem-solving skills • Record keeping and documentation

NECESSARY TRANSITIONS OF FRONT-LINE SERVICE DELIVERY WITHIN A BI-LEVEL CASE MANAGEMENT SYSTEM
(Work in Progress)

DEVELOPING HUMAN SERVICE DELIVERY



CASE MANAGER	• Coordinates services to individuals, families, and communities, based upon assessment and planning

ROLE: Social Change Agent

GOAL	• Client-focused services that are service effective, service efficient, cost effective • Cohort service strategies • Preventive approaches to targeted social problems

FOCUS	• Individual, family, community systemic functioning • Individual and cohort strategies • Preventive approaches • Social change

BASIC TASKS	• Develop, support, maintain clients' functioning self-sufficiency • Target and improve systemic conditions which impede client progress or the maintenance of their progress • Develop & maintain partnerships (individual/agencies/community) • Asset-based community and resource assessment • Comprehensive, collaborative, systemic planning & coordination (public/private; large/small; religious/secular; service providers/recipients; civic/cultural/neighborhoods/arts; unions/individuals; etc.)

BASIC KNOWLEDGE AND SKILLS	All traditional knowledge & skills PLUS: • Organizational development and functioning (basic understanding) • Systems • Negotiation skills, management skills, leadership skills • Information (sources/dissemination) • Developing and maintaining communication channels • Resource development and acquisition

THE BI-LEVEL APPROACH TO CASE MANAGEMENT
(Work in Progress)

TRADITIONAL HUMAN SERVICE DELIVERY ORGANIZATION

PROBLEM-SOLVING, FOCUS/SERVICE DELIVERY AGENDA

- Individual Help
- Single Agency Providers
- Treatment Focus
- Individual
- Change

ROLES

Front-Line Workers:
- Service Providers

Management:
- The "Boss"
- Decision Makers
- Authority

→ New Ways of Thinking →

→ New Ways of Doing Things →

CHANGE-FOCUSED HUMAN SERVICE DELIVERY ORGANIZATIONS

PROBLEM-SOLVING FOCUS AND SERVICE DELIVERY AGENDA

Internal Organizational Change	External System Change
• Cohort Strategies • Partnerships • Preventive approaches • Individual & systemic change	• Committee/service organizations' social problem perceptions and resource allocations • Multi-faceted approaches to complex problems • Solutions stem from multi-disciplinary, broad-based, customer informed and sensitive problem-solving service approaches

ROLE EXPANSION

Front-Line Workers: • Service Providers • Problem Solvers • Problem Identifiers • Planners **Management:** • Facilitators • Technical Assistants • Trouble Shooters • Synthesizers • Authority	• Collaborative community efforts towards targeted agenda adjustment improvements • Shared Resources • Treatment→Prevention

DEFINITION OF CASE MANAGEMENT: SYSTEMS LEVEL

At the systems level, case management is defined as a strategy for coordinating the provision of services to participants within that system.

Case managers need to be backed up by a group of institutions linked through formal inter-agency agreements, in a way that:

- Insures that the broad selection of services commonly needed by participants are available when the participants need them;
- Enables case managers to know, in advance, what they can and cannot promise to participants;
- Empowers case managers to "requisition" services and resources across institutional lines;
- Revises traditional modes of operation (referral procedures, capacity, assessment methods, etc.) if those modes do not work in participants' best interests.

DEFINITION OF CASE MANAGEMENT: CLIENT LEVEL

Case management is a client-centered, goal-oriented process for assessing the need of an individual for particular services and assisting him/her to obtain those services...often across institutional boundaries.

The case manager works as a professional partner with each client to:

- Identify and prioritize personal strengths and needs, and translate them into a set of realistic goals
- Develop a plan of action for achieving those goals;
- Access, across institutions, the resources needed to pursue those goals;
- Successfully complete a "customized" set of services among a variety of institutions;
- Help client learn to access services on his or her own and thereby reduce dependency upon the case manager.

COMPONENTS OF TYPICAL CASE MANAGEMENT INTERVENTIONS

Successful case management initiatives incorporate a number of nearly standard steps that allow interventions to be orderly and structured while also being client-centered and flexible.

These steps vary in priority, sequencing, time allotted, and content based upon client goals and needs. Many are ongoing or regularly repeated rather than one time activities.

- Pre-screening and orienting potential participants
- Intaking case management participants
- Assessing case management participants
- Setting goals
- Designing a case plan
- Implementing the case plan
- Monitoring service delivery
- Weaning the participant from dependence on case management
- Evaluating

TEN KEY BI-LEVEL CASE MANAGEMENT CONCEPTS

1. Case management is comprehensive and "client-centered":
Case management starts with the young person and puts his/her unique needs before institutional concerns and specializations. Case management says, "Who are you? Where are you now? Where do you want to go? and How will we work together to get **you** there?"

Case managers work with institutions to assure that each young person's key needs and goals are merged into a realistic service strategy. They assure that no young person will be "a square peg forced into a round hole."

2. A young person should have only one service strategy:
When multiple systems that utilize case management are involved in a young person's life, service providers should mutually agree to regularly communicate, to develop a coordinated strategy (plan of action), and work together to implement that strategy.

One service provider should be designated the lead case manager assuming the responsibility for the coordination. The case manager's relationship with a young person spans organizational boundaries and lasts over the long-term. This is very different from the majority of human service relationships. In traditional systems, a youth's relationship with someone at an institution usually lasts only for the duration of the services provided by that institution.

In contrast, case managers in change-directed endeavors oversee each youth's progress (or lack of it) as the youth utilizes a variety of institutions and services. The relationship spans time and institutions. The case manager becomes a steady "foundation"- always there regardless of what else is happening or who is involved.

3. There must be a relationship of mutual respect between the youth and the case manager:
A young person will be enthusiastic about participating in the long-term activities inherent in case management only if s/he trusts and respects the case manager. The youth will need to be comfortable enough to share personal thoughts, dreams, aggravations, and fears.

Effective case managers convey respect to the young people they work with, and know how to tap the motivation within them. Without the open and honest communication that stems from a relationship of mutual respect, little that a case manager does will be effective.

4. Case management requires partnership at the client level:
The case manager works in partnership with the young person, -sharing responsibility rather than working on-the youth. There is a division of labor. Young people share responsibility for achieving their goals and their level of responsibility increases over time as the case manager helps them become more independent.

5. Effective case management involves the young person's family and significant others:
People close to the young person (parents, boy/girlfriend, siblings, significant others, etc.) may need to play a part in the development and joint ownership of the service strategy. Those individuals often need to have a stake in insuring its success.

In far too many cases, service strategies imposed without regard for the young person's and significant others' interests prove fruitless. In every aspect of case management, the young person must be treated as a mature, responsible partner who is not alone in the world; and there must be an acknowledgement that support of other key people is crucial if the young person is to successfully demonstrate that responsible role.

6. Case management relates the young person's actions to outcomes:
Many young people experience life as a series of random events over which they have little or no control. Successful case management strives to build or rebuild that sense of control and predictability by helping youth to plan, to set goals, and to undertake a systematic process of meeting those goals. Young people learn that they can make choices and that their actions lead directly to concrete outcomes. Good case management helps people to find the power within themselves and to take control of their lives.

7. Case management is integrated and coordinated:
Solid case management integrates many things. It uses a youth's strengths to overcome barriers. It uses well-timed interventions at one institution to improve or enhance the effects of interventions provided by other institutions. It integrates the young person's actions with institutional actions.

The case manager facilitates this integration of actions and services. S/he makes sure that the participant and the involved institutions are kept informed about what the others are doing. The case manager mediates between and advocates among parties to ensure that each intervention supports other interventions.

8. The case manager and the case management system must be accountable:
For a young person to trust and respect the case manager and for effective coordination of services to succeed, the case manager must deliver what s/he promises. Clients, case managers, and associated time-lines must be written down and regarded seriously. Ambiguity must be replaced by explicit agreements. When accountability is unclear, case management breaks down.

9. Case management involves flexibility and creative problem-solving:
A case manager who develops a service strategy with a young person recognizes that the plan of action is not carved in stone. The case manager anticipates that somehow, somewhere, the strategy may break down. Effective case management adapts, with minimal trauma, to planned and unplanned changes in a youth's personal situation and/or in the human service system. Revisions of plans are expected. Changes are expected also. Good case management is driven by an attitude reflected by the question, "How can we do this?" Good case managers model empowered behavior. Flexibility and creativity replace an attitude of, "We can't do that because the system won't allow it."

10. Case management requires partnership at the systems level:
Case management is not just a line-staff function. The agency administrative level and strong inter-institutional partnerships must support it.

There must be formal interagency agreements that give case managers the power to access services for their clients. Institutions must become more flexible and willing to share information, resources and program "slots". In that context, the case manager works for all the institutions that have allied themselves in the name of "client-driven" services for the youth of the community. The case manager helps institutions recruit participants, and links participants with institutions that offer the services participants need.

CASE MANAGEMENT PHILOSOPHY*

1. The primary goal of case management is to enable youth to achieve economic and personal independence and self-sufficiency.
2. Young people are capable of taking control of their lives.
3. Youth have strengths and resources as well as weaknesses and barriers.
4. The case manager - youth relationship is a partnership where decisions are mutually negotiated and agreed upon.
5. The young person should be actively engaged in all stages of the process: assessment, planning, decision-making and problem solving.
6. Each young person should be actively encouraged toward self-sufficiency.

HELPING vs. EMPOWERING*

HELPING	EMPOWERING
• Plan for youth	• Plan with youth
• Arrange resources for youth	• Help young person identify and use own resources; teach how to access other resources
• Solve problems for youth	• Teach youth a problem solving process
• Tell young person what to do - make decisions	• Help youth identify options and consequences and choose best course of action
• Place young person in training/jobs	• Present range of options and teach youth how to decide what training/job best meets their interests and needs
• Assess young person's strengths and barriers	• Enable young person to identify own strengths and barriers
• Assume responsibility for young person's decisions	• Assume responsibility for the process, encourage the young person to take responsibility for decisions

---

pted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

BUILDING RELATIONSHIPS

WHAT ARE THE INGREDIENTS OF A HELPING RELATIONSHIP AND HOW IS IT DEVELOPED?

There are 5 basic ingredients in the helping relationship. They are:

- ***Acceptance & Respect***---The act of relating to another person without judging him or her and according each individual the dignity they deserve.
- ***Understanding & Empathy***---We feel understanding when we believe that another person has listened to us carefully and thoughtfully enough to know our experience. We practice empathy when we put ourselves in our client's place and try to see their lives as they see them.
- ***Trust***---The student feels safe in the relationship with us and is confident that our motives are for their good. When students trust us, they are more likely to be open and honest in sharing their experience and feelings.
- ***Confidentiality***---One of the most crucial components of trust is our ability to maintain client confidentiality. When clients understand and believe that we will not reveal to others what they have told us without their permission, they begin to trust us.

We must work to develop each of these elements with our clients. The following tools will help you develop a helping relationship.

TOOLS & TECHNIQUES THAT HELP BUILD THE RELATIONSHIP

There are several ways that we can construct a helping relationship with our clients These techniques can be used alone or in concert. They've proven effective in a variety of settings.

Attending involves a sustained, concentrated effort to hear--truly hear--what another person is saying, It is best described as listening with the whole body. Body language includes hand movements or gestures, facial expressions, body posture, eye contact, and positioning in another person's private space. Knowing how to both use and interpret body language is equally important to clear communication.

In his classic text, The Skilled Helper, Gerard Egan describes this process:

Face the client squarely, positioning your body so that you are turned directly toward him/her. This posture conveys interest in others and signifies respect for them as well as their message.

Adopt an open posture as a sign that you are receptive to what another person has to say. Crossed arms and legs can inadvertently communicate that you are less involved or available to the client. Ask yourself if your posture is conveying openness and availability to the student.

Lean toward the client. People tend to communicate their interest in one another by leaning slightly toward each other. The nearness of the speaker to the listener sends a message. When you lean forward to listen to your client, you unconsciously say, "1 really am interested in what you have to say."

Maintain good eye contact. Eye contact not only allows us to concentrate better on what's being said, it communicates our interest in both the message and the messenger.

Try to be relatively relaxed. This means not fidgeting nervously and becoming comfortable using your body as a vehicle for expressing yourself. Try to become more aware of your body posture and mannerisms and think about the messages that these convey to the client

These same strategies can also be taught to students to help them understand appropriate ways to interact non-verbally with other individuals. The staff person who uses these skills in his/her appointments with students is also modeling appropriate behavior that can build the student's skill level. Remember, employers are looking for people who can communicate well. Certain types of body language are unacceptable in the business world. The ability to interpret nonverbal communication of co-workers and customers makes an employee valuable.

LISTENING

"Listening well is as powerful a means of communication and influence as to talk well."

John Marshall

"When people talk, listen completely. Most people never listen."

Ernest Hemingway

As career development facilitators, we must not only pay attention to the content of a message, we must also listen to HOW it is being said. We must pay attention to two different things at the same time.

Think for a moment about the many different feelings that can accompany a simple statement like, "I didn't get around to working on my resume". Depending on the tone of voice, the body language, and facial expressions, this simple statement could express guilt, frustration, or anxiety. As a career facilitator, you must learn to understand not only the content of messages, but the feeling behind the words as well.

Avoid passive listening! Passive listening is occurring when the listener shows little or no response to the message. Active listening requires the listener to take on more responsibility. The listener must block out distractions. He isn't talking while the speaker is talking.

His thoughts are on what the speaker is saying rather than thinking about what he wants to say next. The active listener doesn't interrupt the speaker or try to complete sentences for the speaker.

Active listening does involve a response from the listener. He looks at the speaker. If he doesn't understand what the speaker is saying, he asks questions (See clarifying questions under Questioning section). Active listening involves learning.

"No one ever listened themselves out of a job."

Calvin Coolidge

"Reflecting" refers to the process of feeding back to the client the content AND the feeling of a message. You reflect content by restating or summarizing the main point of what the client has said. You reflect feeling by including in this statement a feeling word that approximates what you believe the client is experiencing. Reflection, then, is more than just parroting what clients say word for word; it echoes the essence of their words and includes your understanding of what they may be feeling. When done well, this allows clients to feel that you truly understand them.

Summarizing, or paraphrasing what the client has told you, communicates that you have:

- HEARD what the speaker said,
- UNDERSTOOD what was said, and
- CARE

Here are some useful paraphrasing stems you may want to try to restate or summarize what your client is saying:

- In other words,
- What I'm hearing then...
- What I hear you saying...
- From what I hear you say...
- I'm hearing many things...
- As I listen to you I'm hearing...

Try to avoid these common pitfalls, especially while you are still learning to do reflection:

- Confusing your own problems with the client's, especially if there is some similarity between them.
- Getting caught up in the client's feelings or the content of the issue so much that you forget to truly listen.
- Wanting to give advice or find some immediate way to solve a problem.
- Focusing so much on remembering what the client has already said that you stop listening.

ENCOURAGING

Often all that is necessary to let clients know that you are listening and encouraging them to continue talking is an expression like "ummm hmmm" (called a minimal encourager) and maybe a head nod. This is a simple and effective 'I'm listening" message, whether on its own or coupled with words.

When you want to deepen your understanding of what your clients have to say, you will want to ask for their help to clarify meaning. Clarifying communicates that the listener has heard what the speaker said, but does not fully understand what was said.

Clarifying involves asking a question (direct or implied) to:

- Gather more information
- Discover the meaning of language used
- Get clarity about the speaker's reasoning
- Seek connections between ideas
- Develop or maintain a focus

Some possible clarifying stems include the following:

- Would you tell me a little more about...?
- Let me see if I understand...
- I'd be interested in hearing more about...
- It would help me understand if you'd give me an example of...
- So, are you saying/suggesting...?
- Tell me what you mean when you...
- Tell me how that idea is like (different from)...
- To what extent...?
- I'm curious to know more about...
- I'm intrigued by...
- I'm interested in...
- I wonder...

Any of these responses would show your client that you are listening and would elicit more information in order to clarify your understanding of the situation. This is a skill you will use a great deal in your work with clients, especially in intake interviews.

You may not often think about it, but there are different ways to ask the same basic question. You will want to use both open- and closed-ended questions as tools to gather information from clients and to build relationships with them.

Close-Ended Questions

Close-ended questions elicit a "yes" or "no" or a one-word response. Usually, these questions ask for specific facts or opinions. For example:

- Do you enjoy working with computers?
- Do you feel angry?
- Are you thinking about confronting her?
- Don't you think that would be a good idea?
- Is it really bothering you that much?

Close-ended questions often lead a person to an answer or response. Closed questions give information, and they can be helpful when you are trying to suggest a feeling or idea. Close-ended questions are advantageous in the following situations:

- When you are working with clients who are learning English because they are easy to answer.
- During intake interviews because they yield information quickly and can help you determine a client's career-related needs or eligibility for services.
- When you need to clarify information quickly.

However, close-ended questions do not stimulate conversation. Since the closed question can only be answered with one or two words, the conversation is going to stop until another question is asked. They are often less effective because they narrow the person's focus and limit possible responses. Close-ended questions have these disadvantages:

- Restrict clients to brief answers and provide less information.
- Keep the questioner in control of the conversation. You have to ask just the right questions to discover your client's true needs.
- May cause clients to feel interrogated and thus lead to mistrust or resistance.
- May be perceived as advice or criticism. For example, a client who tells you he is having trouble getting to work on time may feel you are being critical if you respond with "Don't you have an alarm clock?

Open-Ended Questions

Open-ended questions give your client a lot of room to answer the question in his or her own way. Your client becomes empowered because he/she is able to share an opinion and answer the question in his/her own way. These kinds of questions put the responsibility for forming the focus of the discussion on the other person.

Open-ended questions often start with what, how, or why:

- How are you feeling about this?
- What are your reactions? Thoughts?
- How does this affect you?
- What have you thought about doing?
- How have you used computers in your work up to this point?

Because open-ended questions invite a longer response than do close-ended questions, they offer the following advantages:

- Invite clients to explore their thoughts and feelings.
- Give clients more control of their conversation with you.
- Convey your interest and respect to clients by inviting them to tell you about their experience in their own words and in their own way.
- Provide information you may not have known to seek. For example, in responding to an open-ended question, a client may mention a skill or experience that you would not have discovered had you asked a simple "yes" or "no" question.

When you use open-ended questions, be careful to avoid influencing your client's answer. In other words, don't ask a question and then offer your opinion:

"I understand you started our eight-week computer training class. Isn't it the greatest? How do you like it?"

Also, try to resist the temptation to use WHY questions; they tend to elicit a negative response because people may feel you are criticizing them. Instead, rephrase the question in a more positive way:

'Why did you do that?⇨⇨ "Help me to understand what your thoughts were when you did___________.

MAKING LISTENING WORK FOR YOU

The way you listen to and respond to others will strongly influence how they will respond to you. It will also influence how they will feel about your response and how much more they want to add.

Put a check by the letter that best describes your first response to the person in the situation who is expressing a problem. You are not looking for the right answer or how you would like to respond, but how you actually would respond.

1. "I've been out of work for six months. Some guy promised me a job and I waited and waited for him to call, but he never did."

_____ a) "Did you go out and look for other jobs in the meantime?"

_____ b) "Why didn't you call him back?"

_____ c) "It's frustrating to wait for something that never comes."

_____ d) "Sounds like you are applying to some pretty tacky places."

2. "I was working at the Vineyards, but I quit. They were supposed to promote from within. When a shift manager's job came open, they hired someone off the street. I couldn't take it anymore."

_____ a) "Did you give them two weeks notice?"

_____ b) "Maybe your qualifications didn't compare with those of the new person."

_____ c) "I would have talked to someone about it first. You should always try to resolve the problem before you quit."

_____ d) "It can be discouraging when the company seems to have forgotten about you by hiring from outside, especially when you feel like you've put a lot of hard work into your job."

3. "I want to get a good job and get ahead in life. I am pretty determined to make some better money and quit taking such low-paying jobs."

_____ a) "You should take one of our skill training programs to help you advance."

_____ b) "What kind of job would you like to do?"

_____ c) "Getting ahead is very important in your life. You'd like to find a job that has room for advancement and higher wages."

_____ d) "You can't get a good job unless you get some better skills."

4. "I haven't ever worked in my life. I stayed home and raised a couple of kids while my husband worked. I'm not sure how to go about looking for a job."

_____ a) "What would you like to do?"

_____ b) "It's confusing and scary to just be entering the job market."

_____ c) "You could always be a nurse's aide or cashier."

_____ d) "I could never stay home like that. It would be too boring."

5. "I'm living with my mother, but I would like to get my own place. But I can't do that until I get a steady job."

_____ a) "You are eager to get out on your own."

_____ b) "You could always get a job and find a roommate. That way your rent would be cheaper."

_____ c) "Don't you get along with your mom?"

_____ d) "Interviewers often just tell you they'll call or that you did well. They say that kind of thing all the time."

6 STRATEGIES FOR CREATING A POSITIVE ATTITUDE TOWARD THE CASE MANAGER

1. Share something funny.
2. Share a mutually intense experience.
3. Concretely indicate your cooperative intentions to help.
4. To the degree possible, reflect the language, perspective, attitude of your client.
5. When issuing mandatory assignments or training requirements, give rationale.
6. Be direct and concise when delivering difficult, bad news.

KEYS TO SUCCESSFUL INTERVIEWING

- Have a plan.
- Follow a logical sequence.
- Create a proper interview environment.
- Put candidate at ease.
- Let the candidate do the talking.
- Perfect your questioning techniques.
- Become a better listener.
- Keep your reactions to yourself.
- Take notes.
- Conclude on a proper note.
- Write an interview summary.
- Review how to improve next time.

SENSITIVITY TO DIVERSITY

As a case manager, you will have opportunities to work with individuals who belong to minority groups. A minority group is any group that is oppressed, openly or not, by the majority or societal most powerful group. These minority groups have experienced systematic marginalization and oppression by the dominant culture, regardless of numerical size. In the United States, Euro-American culture has traditionally held the power to create and define stereotypes in relation to its own values, norms and ideals.

The U.S. Department of Labor (1995) predicts that 40 million of our 150 million workers, nearly 27% of the American workforce, will be made up of racial-ethnic minority persons (that is, nonwhite and non-Hispanic) by the year 2005.

ADRESSING MODEL

The Adressing Model is intended for use by counselors for organizing and systematically considering complex cultural influences in counseling. It is referred to as the ADRESSING model because it addresses nine main cultural influences that counselors need to consider in their clients, namely **A**ge and generational influences, **D**isability, **R**eligion, **E**thnicity (which may include race), **S**ocial status, **S**exual orientation, **I**ndigenous heritage, **N**ational origin, and **G**ender.

The "ADRESSING" Model:
Nine Cultural Factors, Related Minority Groups, and Forms of Oppression

Cultural Factor	*Minority Group*	*Biases with Power*
Age/generational	Older/younger adults	Ageism
Disability	People with Disabilities	
Religion	Religious minorities	
Ethnicity/race	Ethnic minorities	Racism
Social status	People of lower status	Classism
Sexual orientation	Sexual minorities	Heterosexism
Indigenous heritage	Native peoples	Racism
National origin	Refugees, immigrants and international students	Racism and colonialism
Gender	Women	Sexism

Despite distinct differences in their meanings, the terms race and ethnicity continue to be used interchangeably and in ways that reinforce Eurocentric assumptions. Thus, it is important to understand to what these three terms refer.

The term race originated in the 18th century as an attempt to classify people on the basis of physical characteristics such as skin color and hair texture. However, as social scientists subsequently recognized the convergence of gene pools around the world, and the greater within-group (than between-group) variation of supposedly race-specific characteristics, the concept of a pure race became relatively meaningless.

In terms of explaining a person's unique heritage and value system, ethnic identity is usually more informative than race. Ethnicity refers to the "sense of commonality transmitted over generations by the family and reinforced by the surrounding community." The most commonly understood definition of ethnicity refers to its socially constructed elements (e.g., language, beliefs, norms, values, behaviors, and institutions), which are shared by members of the ethnic groups.

It is important to note that the use of an ethnic identification is often more complicated than it appears, particularly to outsiders. For social and political reasons, broad ethnic categories are commonly used to describe individuals and even groups of people who are culturally quite distinct from one another. For example, people who trace their cultural heritage to Spain, Mexico, Puerto Rico, Cuba, South America, or Central America may use the identity "Latina" or "Latino". A case manager should always understand the meaning of ethnic identity for the individual.

The ADRESSING model can be used as a framework for multicultural training. The model can be used to help counselors address the following issues.

- One's own biases and areas of experience
- Broadening one's understanding of racism, ethnocentrism, and other forms of oppression that affect people of color.
- Consideration of a particular ethnic identity in relation to all of the other ADRESSING influences
- To counteract the compartmentalization of awareness by reminding counselors that everyone has biases and areas of inexperience and ignorance.

A central task for you as a career counselor will be to determine what cultural factors are important in each client's life. In addition, once key cultural influences have been identified, the relative importance of these influences must be addressed. The ADRESSING model can help counselors with these tasks by increasing counselors awareness of specific cultural influences and minority identities that they might otherwise overlook. In addition, the model provides counselors with an organizational framework for considering diverse influences and identities; in this way, it decreases the likelihood of missing one or more important aspects of a client's cultural identity.

How To Be Sensitive To Diversity

- Realize that you have the responsibility to be a role model. Refrain from making stereotypical comments. Watch your humor; avoid ethnic jokes or any type of humor that demeans others. Confront others on this as well.
- Educate yourself by taking classes or attending campus events that focus on ethnic or racial groups about which you have limited knowledge.
- Get to know resources that support minority groups. Provide this information to your clients and colleagues.

In programming:

- When making presentations, use a variety of modes - informal discussions, formal lectures, printed, audio, and visual materials.
- Ensure that group members are exposed to a variety of presenters, with respect to race, ethnicity, and gender, as well as different presentation styles.
- Make sure your programs are held in wheelchair-accessible areas if possible.
- Advertise your programs visually and audibly.

To religions:

- Know which religions are represented in your organization/by your clients. .Familiarize yourself with days that are considered a time for serious reflection (Yom Kippur, Good Friday, etc.) and avoid planning activities on those days.

To ethnicity/race:

- Realize that although African-Americans are the largest minority population in the U.S.; there are other racial/cultural groups that may be represented in your group.

To gender:

- Be careful to avoid sexist language or graphics in published materials.
- Do your career services seem to reflect the interests or needs of one gender over the other? If so, check out the needs of the other group.

To sexual orientation:

- The assumption of heterosexuality permeates our society. However, research indicates that 10% or more of the population is gay. It is likely that members of your organization/clients are gay, even if you are not aware of this fact. Avoid homophobic language and the assumption that all members are straight.

The Client's Self-Identification

The ADRESSING model says nothing in itself about the weight of one cultural factor over another No multicultural model can say how important each factor is in relation to the others because the salience of each cultural factor is specific to the individual, the counseling situation, and the larger cultural context

Knowing this, your starting point in most counseling situations will include some sort of self-description by the client. You can elicit this information with as simple a question as "Would you describe yourself for me - both how you see yourself and how you think others see you?" Of course, to be effective, you must have a solid understanding of your own cultural heritage and identity and be very comfortable discussing cultural issues with others. You must work towards becoming a culturally sensitive and responsive counselor, a process that the ADRESSING model facilitates. The ADRESSING model provides a framework for addressing one's personal biases and for organizing information on diverse cultural influences and specific minority cultures. In summary, it works toward the inclusion of diverse perspectives and the elimination of the oppressive category of "the other."

ETHICAL STANDARDS FOR CAREER FACILITATORS/CLIENT RELATIONSHIPS

As career facilitators, we have ethical standards we must also adhere to as we work with clients. According to the *Ethical Standards for Nationally Certified Career Development Facilitators:*

- "The facilitator's primary obligation is to respect the integrity and promote the welfare of the client(s) whether they are assisted individually or in a group relationship. In a group setting, the facilitator is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interactions within the group.

- The facilitator must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship at or before the time that the helping relationship is entered.

- In the helping relationship, the facilitator is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the facilitator's needs at the expense of that client.

ASSESSMENT:

The Foundation of Good Case Management

- Principles of Good Assessment
- Asset-Based Assessment vs. Traditional Assessment
- Assessment Interview
- Assessment Tools
- Assessment Exercise

PRINCIPLES OF GOOD ASSESSMENT*

- Develop an assessment strategy based on an understanding of the decision to be made and the person(s) being assessed
- Utilize comprehensive and exploratory approach
- Make assessment an ongoing process
- Use assessment procedures and instruments that are valid and reliable for the program's participants and related decision-making
- Administer assessment instruments under conditions that do not adversely affect performance
- Seek opportunities to embed authentic assessments within program activities

**Adapted from Bi-Level Case Management, Center for Youth & Communities, Brandeis University*

ASSET-BASED ASSESSMENT VS. TRADITIONAL ASSESSMENTS

Focuses on strengths	Focuses on problems
Emphasizes personal responsibility and capability to make a difference	Assigns blame
Proactive	Reactive
Focuses on mobilizing individuals, families (nuclear and extended), and all appropriate community resources	Heavy reliance on professionals
Views the client as a resource	Views the person and problem synonymously
Vision-building perspective	Crisis management approach
Cooperation among all entities	Competition among service providers
Unleashing the caring potential of all entities so that public resources can be focused on areas of greatest need.	Heavy reliance on funding to provide services
Belief that change is possible and Focus on change goals	Treats and often re-treats entrenched problems

...ted from, ***What's Different, About Asset Building?*** Peter L. Benson, Uniting Communities for Youth (Minneapolis, MN, Search Institute, 1995)

ASSESSMENT COMPONENTS

- Personal strengths, resources and skills of this young person
- Strengths, resources, and skills of the youth's household
- Situational strengths and resources
  (Natural helping networks and material resources, beyond the home, that are available to the young person.)
- Physiological, medical and psychological factors
- Cultural, ethnic, religious factors
- Social History
  (A succinct statement of the youth's current life situation, inclusive of an overview of medical, educational, and work history; his/her unique social skills and experiences; relevant information of family interaction patterns and any significant events or circumstances.)
- Any specific situation or presenting problem(s) upon which this assessment is focused.
- Potential for change/motivation
  (Prior change efforts; prior experience with helpers; problem-solving history; youth's perspective regarding problems and problem resolution.)
- Behavioral excesses
  (Behaviors, thoughts, feelings that create difficulties and need to be reduced.)
- Behavioral/skill deficits
  (Behaviors that may be understood but not used enough; behaviors that are needed but have never been displayed.)

ASSESSMENT INTERVIEW GUIDELINES

PURPOSE

- To build positive, productive relationships between young people and case managers.
- To gather data to identify external and internal factors affecting youth self-sufficiency.
- To help youth determine factors affecting their ability to change.
- To present options and resources to affect youth change.
- To develop a plan for a young person or set a deadline for a decision.

STRUCTURE

Step 1: <u>Introduction and Overview</u>
  - Who you are and your role
  - Brief overview of program
  - Purpose of the assessment interview

Step 2: <u>Feedback from Young Person</u>

Step 3: <u>Data Gathering</u>
  - Open ended questioning
  - Reflective feeling statements
  - Focus on external and internal factors

Step 4: <u>Presentation of Options/Resources</u>
  - Options available through program
  - Discussion of option pros and cons
  - Discussion of supportive services available

Step 5: <u>Feedback from Young Person</u>

Step 6: <u>Planning (if ready)</u>
  - Discussion of goals, actions steps, timetables - who will do what
  - What could sabotage plan
  - What could help plan

OR

<u>Setting Deadline (if not ready)</u>
  - Set deadline for youth's decision
  - What does young person need to make decision

Step 7: <u>Summary</u>
  - Strengths
  - Barriers
  - Decisions made/decisions to be made
  - Next steps

...ed from <u>Making Case Management Work</u>: Beverley Ford, OMTI Workforce Training Institute (Columbus, Ohio)

DATA GATHERING

The Art of Questioning

In gathering data effectively, case managers use all the skills previously described: physical attention, listening, and reflecting feeling statements. Additionally, they use questions to probe for information and to clarify facts and feelings.

How questions are asked can affect how a young person responds and the kind of information that is obtained.

Closed vs. Open Questions

The closed question is generally more useful when you are seeking facts.

Example: How old are you?

Closed questions generally limit the amount of information received, and frequently overlook the feelings underlying facts.

Open questions are more effective tools for gathering data on feelings, opinion, and perceptions - they provide a better "window" into a person's frame of reference.

Types of Open Questions

1. **Statement Questions** ask the young person to elaborate on facts and feelings. They encourage the youth to continue the conversation.

Examples: I'm concerned about what has been going on since our last visit. Tell me how you feel about seeking counseling help?

2. **Indirect Questions** are the open-ended way of asking direct questions. They begin with who, what, when, where, and how. Structured appropriately, they encourage young people to expand on their answers.

Examples: How do you think you could find that information? What happened when you went to the community college? How do you think your friends will feel about your going to work?

3. **Example Questions** ask the young person to explain in more detail using an example. They can often help youth move from vague statements to more concrete ones.

Example: *Young Person: I just don't feel I'm good at anything.*
Case Manager: What kind of things do you have real difficulty with?

'apted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

4. **Plus/Minus Questions** explore the positive and negative aspects of a situation. They can be used to help youth explore the pros and cons of a situation or decision.

Examples: *What do you think are the advantages and disadvantages of welfare? What would be the pros and cons of placing your child in day care?*

Why Questions

Although why questions are a kind of open question, they have distinct disadvantages for the case manager. The why questions ask a person to justify him/herself. It often leads a young person to become defensive and resistant to sharing information.

Example: *Why didn't you keep your last appointment?*

A more effective way of asking the why question is to focus on the problem solving aspect of the situation by using how questions.

Example: *How do you think we could set up your visits so you could come?*

Although questioning is a useful tool, when used too frequently or to the exclusion of other methods, constant questions can sound like an interrogation and hinder the establishment of rapport. Combining questions with reflecting feeling statements makes the interview sound more conversational and is more conducive to both relationship building and effective data gathering.

DATA GATHERING

Areas of Exploration

WORK

- How do you feel about not working now?
- What would be the best things about having a job or having a better job?
- What problems make working difficult for you?
- If you could have your ideal job, what would it look like?
- What did you like/dislike most about your previous jobs?

EDUCATION

- How do you feel about the amount of education you have right now?
- How will your present level of education affect your ability to get the kind of jobs you want?
- How would you feel about going back to school now?
- What is the biggest drawback to your returning to school?
- What kinds of training would interest you?

...pted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

PRESENT SITUATION

- How do you feel about your life right now?
- What do you like about your life now?
- What bothers you most about your present situation?

SELF-IMAGE

- How do you see yourself at this point in your life?
- What do you think are your greatest strengths? Weaknesses?
- What would you like to change about yourself?

CHANGE

- What would you like to change most about your life now?
- If you could make one change now, what would it be?
- What keeps you from making this change?
- What could help you make this change?

GOALS

- Where do you see yourself a year from now? Five years from now?
- If you could have a good life for yourself and your family, what would that be?

Example:

Case Manager: *Tell me how you feel about going back to school? (Statement question)*

Young Person: *A little nervous, I guess. I've been out of school for a long time and I wonder if I'm not too old to go back.*

Case Manager: *You're feeling a little scared about trying school after you've been away from it for so long. (Reflecting feeling statement)*

Young Person: *Yeah. There'll probably be a bunch of young kids there who know everything and I'll feel out of place.*

Case Manager: *What kind of school do you think you'd be most comfortable in? (Indirect question)*

Young Person: *Maybe some place where there are people my age, with kids who'd understand what I'm going through.*

Case Manager: *You'd feel safe in a school where the people were more like you and understand your situation. (Reflecting feeling statement)*

...apted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

The Brockton RISE Youth Opportunity Center
RISE Assessment Interview Form

General Information

Name: ________________________________ Date of Birth: __________

Address: ________________________________ Zip Code: ____________

Telephone: ________________ Cell/Beeper ____________ Sex: M ___ F ___

Race/Ethnicity: __________________ Primary Language: ________________

Emergency Contact (Name/Phone #): ________________________________

Youth Advocate: ____

Part 1.

A. Dreams, Interests, Strengths, and Assets

1. **Dreams**

What are your dreams for the future?

____

If you could have an ideal life, what would that be?

____

Where do you see yourself a year from now?

____

Where do you see yourself five years from now?

____

What would you like most to change about your life now?

____

2. **Interests**

What do you do for fun?

____

How do you spend your free time?

____

What would you like to gain from the RISE Center?

____

Have you been involved in any school, church or community activities?

____

3. Strengths/Assets

What do you feel are your greatest strengths?

____

What do you feel are your greatest weaknesses?

____

4. **Household Strengths and Assets / Other Assets**

Who is the most supportive person in your life? ____________________

What are some of the strengths and skills of the members of your family?

____

Does your family participate in any church or community activities?

____

Are there any other people in your life that you rely on for help, guidance, or support? (girlfriend, pastor, teacher, coach, social worker, etc.)

____

B. Educational Assessment

1. Are you currently enrolled in school or any other educational program? Yes ___ No ___
2. School/Program Name: ____________________

   Address: ____________________

   Guidance Counselor: ____________________

   Telephone #: ____________
3. If not, what was your reason for leaving? ____________________

   ____
4. What was the last school you attended? ____________________
5. What was the highest grade that you completed? ________
6. Have you ever received special education services Yes ____ No ____
7. If yes, do you have a current and active IEP? Yes ____ No ____ Unknown ___
8. Have you had an IEP in the past? Yes ____ No ____
9. Were you ever placed in an alternative school? Yes ____ No ____ # years ____
10. Have you ever been suspended from school? Yes ____ No ____ # times ____

    If so, for what reason(s)? ____________________

    ____
11. What do you like best about school? ____________________
12. What do you like least about school? ____________________
13. What are your future educational goals? ____________________
14. Did you receive a high school diploma? Yes ____ No ____

    If not, have you obtained a GED certificate? Yes ____ No ____

15. Achievement Level

a. Secondary School Grades: last year _______________ currently ___________

b. MCAS English ☐ Proficient ☐ Needs Improvement ☐ Failing Date _____

MCAS Math ☐ Proficient ☐ Needs Improvement ☐ Failing Date _____

c. Test Name ____________________________ Date ____________

Reading Grade Level Score ________ Math Grade Level Score ________

Basic Skills Deficiency in Reading ☐ Yes ☐ No Basic Skills Deficiency in Math ☐ Yes ☐ No

d. Is there anything preventing you from succeeding at school? Yes___ No___ (if yes describe)

Needs Additional Assessment Yes ____ No ____ **Needs Referral(s)** Yes ____ No ____

C. Work Experience

1. Have you ever held a job before?

If yes, please describe the last two jobs you had:

A. Position ____________________________ From ________ To ________

Salary: Starting ____________ Ending __________ Hrs/Wk ________

Duties Included: ____

Reason for Leaving: ____

B. Position ____________________________ From ________ To ________

Salary: Starting ____________ Ending __________ Hrs/Wk ________

Duties Included: ____

Reason for Leaving: ____

2. Have you ever done job shadowing, internship or volunteer work before? Yes __ No __

If yes, please describe the last two types of work experience

A. Type _______________ Position ____________________________

From ______________ To ____________ Hrs/Wk ____________

Duties included ____

____

Reason for leaving ____

B. Type _______________ Position ____________________________

From ______________ To ____________ Hrs/Wk ____________

Duties included ____

____

Reason for leaving ____

3. Which job did you like best, and why? ______________________________

____

4. Describe any work-related skills you possess. __________________________

____

5. What are your future employment goals? ______________________________

____

6. Please give the names and telephone numbers of at least two job references other than family and friends.
   Name: ______________________ Telephone: ____________
   Name: ______________________ Telephone: ____________

Is there anything preventing you from actively participating in the RISE program?
____

Do you need any type of assistance or support now?

Part 1 completed on (date) ______________________

PART II.

D. Friends and Peers

1. Who are your best friends? ______________________
2. What do you like about your friends? ______________________
3. How do you spend time together? ______________________
4. How much time do you spend with your friend?______________________
5. Can you say "no" to them and they accept it?______________________

E. Family/Living Situation

1. Where do you currently live (with whom)? ______________________

2. Where have you lived for the past year?

_____ parent or guardian's home	_____ living independently
_____ relative's home	_____ friend's home
_____ other adult's home	_____ foster home
_____ drug treatment facility	_____ transitional residential facility
_____ Military	_____ Job Corps
_____ homeless shelter	_____ on the street
_____ educational institute	_____ drug treatment center
_____ psychiatric facility/hospital	_____ correctional facility

2. How many other members are in your immediate household?

Name	Relationship	Age
______________________	____________	_____
______________________	____________	_____
______________________	____________	_____
______________________	____________	_____

3. Do you have any children? Yes ____ No ____ If so, what are their names and ages?
   Name: ______________________ Age: ________
   Name: ______________________ Age: ________
   Do you have childcare services? Yes ___ No ___ What type? ____________
   Do you need assistance obtaining childcare services? Yes ___ No ___

4. How is your family supported financially? ___________________________________

   Are you or your family receiving assistance from DTA? No ___ Yes ___ # of Years ____

5. How does your family get along with each other? *(Describe the interactions between you and your family)*

   ____

   ____

6. What is it like when your family has a disagreement? *(What is the outcome of your family's disagreements?)*

   ____

   ____

7. What does your family need most?

   ____

   ____

   ____

8. If you could tell your family just one thing, what would it be?

   ____

   ____

   ____

9. What support system does your family use? (church, relatives, friends, etc.)

   ____

   ____

10. Do you or your family receive any benefits or services from a state agency (food stamps, counseling, etc.)

    Yes ____ No ____ If so, which state agency(ies)? ____________________

    What services or benefits? ____________________________________

Needs Additional Assessment Yes ____ No ____	**Needs Referral(s)** Yes ____ No ____

F. Health

1. How would you rate your health? Poor ____ Fair ____ Good ____ Excellent ____
2. Have you ever been hospitalized? If so, for what and for how long? ________________

   ____

3. When did you have your last physical exam? ______________________________
4. When was the last time you went to see a doctor? ___________________________
5. When did you have your last eye exam? _____ Did you need glasses at that time? _____
6. Do you have any disabilities? If so, explain: ______________________________

   ____

7. Are you currently taking any prescribed medication? Yes ___ No ___
8. Are you expecting a baby? Yes ___ No ___
9. Is your partner expecting a baby? Yes ___ No ___
10. Do you have health insurance? Yes ___ No ___

    Does your family have health insurance? Yes ___ No ___

Mental Health

11. Have you ever been treated or referred for emotional problems? Yes ___ No ___
12. Do you feel that you have any emotional difficulties? Yes ___ No ___
    If yes, would you like talk to somebody else? Yes ___ No ___
13. Have you had periods of depression? Yes ___ No ___
    Describe: ______________________________

Substance Abuse

14. Have you experimented with drugs and/or alcohol? Yes ___ No ___
15. Have you done anything you wish you hadn't, when you were drunk/high? Yes __ No __
16. Have you used alcohol or drugs to help you feel better? Yes ___ No ___
16. Would you like help with your alcohol/drug use? Yes ___ No ___

Needs Additional Assessment Yes No **Needs Referral(s)** Yes No

G. Legal Issues

1. Have you ever been or are you currently involved with DYS/court/probation/CHINS?
2. Do you have any legal problems?

Needs Additional Assessment Yes No **Needs Referral(s)** Yes No

Observation Notes:______________________________

____

Youth Advocate Signature______________ **Date** ______________

BEST COPY AVAILABLE

Supplemental Questions

Part II section F/*Mental Health*

Have you ever been the victim of neglect? (biological, psychological, social)

Have you ever been the victim of physical abuse?

Have you ever been the victim of sexual abuse?

Do you currently receive counseling for emotional distress? Yes ____ No______

Are you taking any prescribed medication? Yes_____ No______

Do you have any sleeping problems such as falling asleep, waking in the night, difficulty waking up in the morning, other? ____________________ Yes ___ No ___

Have you had any noticeable weight gain/loss during the past two mos? Yes ___ No ___

Have you ever cut, scratched or hurt yourself when under stress? Yes ___ No ___

Have you ever thought of ending your life? Yes ___ No ___

Have you ever tried to commit suicide? Yes ___ No ___

Number of times ______

How many times have you been hospitalized after suicide attempts? _________________

Needs Additional Assessment Yes ______ No ______ Needs Referrals Yes ______ No ______

Part II Section F/*Substance Abuse*

Do you use alcohol or drugs socially? Yes ___ No ___

Is there a history of drug or alcohol abuse by other family members? Yes ___ No ___

Have you gotten into trouble when you've been high or been drinking? Yes ___ No ___

Have you been so drunk or high you couldn't remember what happened? Yes ___ No ___

Have other people said you need help for an alcohol or drug problem? Yes ___ No ___

Have you ever received treatment/counseling for drinking or using drugs? Yes___ No ___

How often do you drink? Every day __ A few times a week __ Once a week__ A few times a month __

What and how much do you drink? ____

How often do you use drugs? Every day __ A few times a week __ Once a week__ A few times a month __

What and how much do you use? ____

Do you see yourself having problems with alcohol? Yes ___ No ___

Do you see yourself having problems with drugs? Yes ___ No ___

Needs Additional Assessment Yes ______ No ______ Needs Referrals Yes ______ No ______

Part II Section G. ***Legal Issues***

Have you ever been arrested? Yes ___ No ___

Age of arrest and description of the offense ______________________________

____

____

Have you ever been committed to the Department of Youth Services? Yes ___ No ___

Name of Case Worker ________________________________

Have you ever been convicted of a crime? Yes ___ No ___

If so, please state the nature of the offense. ______________________________

____

____

Have you ever been in jail? Yes ___ No ___

Are you currently on probation? Yes ___ No ___

If so, how long? __________ Name of Probation Officer ____________________

Are you on parole? Yes ___ No ___

Have you ever filed a restraining order against someone? Yes ___ No ___

If so, for what reason? ____

Has anyone ever filed a restraining order against you? Yes ___ No ___

Are you now or have you been in a gang? Yes____ No___ (explain)

Do you have access to a handgun or other weapon? Yes___ No___ (explain)

Needs Additional Assessment Yes No Needs Referrals Yes No

BEST COPY AVAILABLE

Assessment

Selecting & Using Assessment Tools in Career Planning

LEARNING OBJECTIVES: At the end of this unit you will be able to describe various types of assessment instruments and explain their uses in career planning.
Specifically you will be able to:

- State general guidelines for the appropriate use of techniques and list five ways they can be used.
- Distinguish between formal and informal assessment, list common types of each, and identify appropriate uses for each type.
- Describe validity, reliability, and bias as they relate to assessment
- List steps in the CDF role for preparing clients for assessment.

To effectively determine the career path that is right for an individual, he/she must engage in a process of self-exploration. The individual must examine his/her interests, abilities, work values, etc. to get a full and accurate picture of him/herself in order to adequately assess options and career opportunities. Assessment instruments are an aid to:

- Vocational exploration
- Vocational decision-making
- Educational & training planning
- Vocational adjustment (transition)

You will use career assessments to help students:

- **Determine the odds of success in educational or occupational choices.** Assessments can help them consider how competitive they might be, how high they can reach, the performance of which they are capable, and where they might experience limits or ceilings.
- **Understand the types of occupations, educational programs, work cultures, work environments, etc. with which they might feel most compatible and comfortable and where they might be most effective.**
- **Examine their readiness to choose a particular occupation or educational path, their ability to make good decisions or their level of career maturity**. This can help you as a staff person determine if additional training and prep work might be required to help the student build skills in these areas.

- The purpose of assessment and the explicit use of the results must be made known to the examinee prior to the administration of the assessment. The facilitator must ensure that instrument limitations are not exceeded.
- Facilitators assisting with career-related decisions based on the use of actual standardized tests should have an understanding of educational and psychological measurement terms, validation criteria, and norm groups.
- The facilitator must guard against the appropriation, reproduction, or modification of published tests or parts thereof without acknowledgment of and permission from the previous publisher.

Can Assessment Instrument Be Used With Groups?

Although career assessments are generally used with individual clients, there are times when they can be useful with groups. Group administration can conserve valuable agency resources, but should not be done at the expense of the client. If group assessments are given, time must still be made for individual interpretation and discussion of the results.

What Types of Assessments Relate to Career Planning?

There are two basic types of career assessments: informal and formal. *Informal assessments* gather information about clients through less structured methods than standardized tests. Forms of informal assessment instruments include the following:

- Forced-choice activities
- Card sorts
- Checklists or structured worksheets
- Guided imagery
- Transferable skill activities (individual or group)
- Checklists of interests, values, or abilities
- Interviews
- Group discussions
- Writing samples
- Observation of skills being demonstrated
- Job shadowing

Some Assessment Terms

- *Assessment* - encompasses the administration of many types of instruments.
- *Instrument* - a general term that includes both tests and inventories.
- *Test* - a scientifically developed instrument that measures ability (the potential to learn something) or achievement (what one has already learned). The items included on tests have answers that are either right or wrong.
- *Inventory - A* less formal questionnaire that is designed to help individuals learn more about themselves. There are no "right" or "wrong" answers.

WHAT ARE THE GUIDELINES FOR USING ASSESSMENTS?

Assessments have the potential to help and to harm clients. When using assessments, CDF's should be aware of some of the pitfalls, as well as the ethical guidelines for using assessment instruments.

Potential Assessment Pitfalls

- ***Overdependence on tests*** - relying on tests to the exclusion of other assessment methods, including discussions with students.
- ***Inadequate interpretation*** - improper or incomplete explanation of assessment results
- ***Inappropriate use*** - using the "wrong" tool for the job.
- ***Inadequate client preparation*** - not laying the proper groundwork with the client prior to administering or interpreting test results.

Ethical Guidelines for Using Assessments

According to the *Ethical Standards for Nationally Certified Career Development Facilitators.* CDFs must consider the following issues in their use of assessments.

The facilitator must provide specific orientation or information to the examinee(s) prior to and following the assessment administration so that the results may be placed in proper perspective with other relevant factors. In doing so, the facilitator must recognize the effects of socio-economic, ethnic, and cultural factors on results.

The facilitator and supervisor must consider carefully the appropriateness of the assessments. General validity, reliability and related issues may be questioned legally as well as ethically when assessments are used for program decisions.

Different inventories demand different levels of competence for administration, scoring, and interpretation. Facilitators must recognize the limits of their competence and perform only those functions for which they are prepared. Administration and/or interpretation of certain instruments require the supervision of licensed or credentialed personnel.

HOW DO INFORMAL ASSESSMENTS COMPARE WITH FORMAL ASSESSMENTS?

Informal assessments tend to be easier to use, and in many cases, require less specialized training than formal assessments. When using informal assessments in your work, keep the following four considerations in mind:

- ***Informal assessments are subjective.***
- ***Informal assessments sometimes require more time to administer, or to customize, than formal instruments.***
- ***When used properly, informal assessments demand thoughtful interpretation.***
- ***The validity of most informal assessments (that is, the degree to which the activity measures what it is supposed to measure) has not been studied and may be questionable.***

Informal assessments are frequently less threatening and more enjoyable activities for clients, but they should be selected and used carefully as part of a larger assessment strategy that also includes formal assessment procedures.

WHAT ARE FORMAL ASSESSMENTS?

Formal assessments are inventories or tests that have been developed by experts according to scientific principles of test construction. They may also be called standardized. Formal assessments can be administered via paper and pencil tests or through computers. The key issue is that these are scientifically developed and tested, and have specific, written criteria for administration and interpretation.

WHAT ARE SOME TYPICAL KINDS OF FORMAL ASSESSMENTS?

The major categories of formal assessments are:

- Interest inventories
- Abilities tests
- Skills inventories
- Work values inventories
- Personality inventories
- Career beliefs and thoughts inventories
- Career maturity inventories

WHAT DO CDFS NEED TO KNOW ABOUT FORMAL ASSESSMENT INSTRUMENTS?

There are a number of factors that CDFs need to consider in using and administering formal assessments, including:

- ***Type of test/purported use*** - What type of instrument is this and what is the specific use for which it was developed.
- ***Administration time*** - Is this a timed test? If so, what are the time limits? These should be carefully adhered to or the results will be invalid.
- ***Types of scores*** - What does the score report look like? How should it be used with clients?
- ***Level of difficulty*** - How hard is this test? Was it designed for specific reading levels or levels of experience? If students have reading difficulties, for example, they should not use a career assessment developed for individuals with post-high school reading scores.
- ***Credentials needed to administer*** - Some instruments require specific credentials to administer, such as a bachelor's degree, a master's degree, and/or a specific certification. Be aware of the credentials that are required to administer and interpret the assessment instruments you select.

DESCRIPTIONS OF TYPICAL FORMAL ASSESSMENTS?

- ***Interest inventories*** - Interest inventories help students link their interests to possible career options. Examples include, the *Career Assessment Inventory* (CDI), the *Career Directions Inventory* (CDI), the *Career Occupational Preference System Interest Inventory* (COPS), the *Harrington- O'Shea Career Decision-Making System* (CDM), the *Interest Determination, Exploration and Assessment System* (IDEAS), the *Jackson Vocational Interest Survey* (A/IS), and the *Kuder Occupational Interest Survey* (KOIS),all described in *A Counselor's Guide To Career Assessment Instruments (Kapes, Mastie, Whitfield, 1994).*
- ***Abilities inventories*** - Abilities inventories examine student ability levels and provide information on how they might relate to particular occupational ability requirements. For example, high levels of manual dexterity are required for certain jobs. Ability inventories can help assess this talent. Examples are the *General Aptitude Test Battery* (GATB), the *Test of Adult Basic Education* (TABE), *the Armed Forces Vocational Aptitude Battery* (ASVAB), the *Differential Aptitude Test* (DAT), and *Work Keys.* These and other abilities tests are all described in *A Counselor's Guide To Career Assessment Instruments (Kapes,* Mastie, *Whitfield, 1994).*
- ***Skills inventories*** - Skills inventories help students examine the skill sets they currently possess and link those skills to particular occupations. Examples include the *Minnesota Importance Questionnaire,* the *Minnesota Satisfaction Questionnaire,* and the *Values* Scale, all described in *A Counselor's Guide to Career Assessment Instruments (Kapes,* Mastie, *Whitfield, 1994).*

64

- ***Work values inventories*** - These instruments allow students to explore the underlying values they hold and which they seek in a career. Examples include the *Minnesota Importance Questionnaire, the Minnesota Satisfaction Questionnaire, and the Values Scale,* all described in *A Counselor's Guide to Career Assessment Instruments* (Kapes, Mastie, and Whiffield, 1994).

- ***Personality inventories*** - Personality factors can play a large role in career satisfaction. Personality inventories can be used to examine various traits that should be considered in the career decision-making process. Examples include the *Myers-Briggs Type Indicator®* (MBTI), the *California Psychological Inventory* (CPI) and the *Sixteen PF Career Development Profile,* also described in *A Counselors Guide to Assessment Instruments (Kapes, Mastie, & Whitfield, 1994)*

- ***Career beliefs/thoughts/levels of decidedness*** - Individuals hold a variety of beliefs about jobs and the information they have to make good career decisions. These assessment instruments help individuals examine these issues and develop strategies for addressing them. Examples include *the Career Beliefs Inventory* (Krumbolts, 1991) and the *Career Thoughts Inventory* (Sampson, et al., 1997).

- ***Career maturity*** - Career development is a step-by-step process. These assessments measure what steps the individual has completed and where he/she is in terms of progressing in the career development process. Examples, described in the *Counselors Guide to Career Assessment Instruments* (Kapes, Mastie, & Whitfield, 1994), include the *Adult Career Concerns Inventory* (ACCI), the *Career Development Inventory* (CDI), and the *Career Maturity Inventory* (CMI).

WHAT ARE THE CHARACTERISTICS OF ASSESSMENT INSTRUMENTS?

CDFs need to have a minimal understanding of key characteristics associated with formal assessment instruments so that they are adequately prepared to work with clients in using these tools.

Validity

An instrument is *valid if* it measures what it has been designed to measure. Just as we would not use a ruler to measure intelligence (an invalid use of the instrument), we need to understand that career assessments must be used only if they measure what they say they will measure. Test publishers conduct research to establish validity, but the USERS of the test must also make sure that they are using the instrument only for those purposes for which the test has been found to be valid. There are numerous types of validity, but the one you will encounter most in your work is *face validity;* an instrument is said to have high face validity if it appears to measure what it is supposed to measure.

Reliability

An instrument is *reliable* if it provides an accurate and consistent measurement over time There are numerous types of reliability, but you will most frequently encounter test-retest reliability--that is the consistency of scores obtained by the same person taken on multiple occasions. If an individual takes an assessment on several different occasions and receives wildly different results on each occasion, then the test has low reliability. The reliability of a test is measured by a number called a *correlation coefficient.* This number shows the relationship of scores received on different administrations of a test or inventory. Although there are no clear-cut numbers, most researchers agree that rest-retest reliability coefficients should be .80 or higher. Look for a reliability coefficient of at least .80 in instruments your organization uses with clients.

Bias

Bias has to do with whether assessed performance is systematically affected by factors other than what the assessment is measuring. For example, if members of different cultural groups tend to systematically receive lower scores on an assessment, then there is a possibility that the test is culturally biased. This can result from the way that test items are written, using, for example, words or scenarios with which members of particular cultural groups are less familiar.

The selections of assessments should be considered in light of the cultural background of clients and special care taken to select tools that are appropriate for the populations with which you are working.

Types of Results

Norm-referenced tests-These scores describe performance relative to the performance of a defined group. For an example, an individual who receives a score in the 65 percentile has scored higher than 65% of the individuals who were tested in the "norming group" (the population upon which the assessment was originally tested and based). Norm-referenced tests are only meaningful when norms were established with a population similar to the one you will be testing. For example, an assessment that was normed with school-age children will not provide meaningful scores when used with adults.

Criterion-references tests-These scores are measured against some set level of expectation or criteria, usually the mastering of a particular skill or knowledge.

Methods of Administration

Formal assessments can be paper and pencil tests, hands-on activities, or computer-administered. It is important for you to consider how the test was designed to be administered and to administer it according to the instructions in order to ensure that results are valid and meaningful. Be sure to carefully review all instructions prior to test administration.

WHAT STEPS WILL I TAKE AS A CDF IN WORKING WITH ASSESSMENTS?

Assessment begins when you first meet with the student. While the assessment process may vary based on your center, the general guidelines to follow are described below.

Determine if assessment would be helpful, and if so, what assessments should be used. What information does the student have already? How "current" is this information? What additional information does the individual need in order to make a good career decision? What types of assessments might be appropriate for this student, given his/her comfort level with assessments, past experiences, level of decidedness, etc.

Be aware that even if a client seems to have a clear career goal and know exactly what he/she wants to do, without having undergone some kind of structured assessment process, it's possible that he/she has not made a good decision about the occupation. For example, it is very common for students to select a career because someone in their family or a teacher has told them that they would make a "good secretary" or a "good chef." However, the student will need to do some additional self-assessment and research to determine if this career is truly appropriate.

If you determine that formal assessments would be helpful, the next step is to ***select the instrument or instruments best suited to the client's needs.*** How many grades of education has the client completed? Does the client have any disabilities (sight impairment, dyslexia, etc.) that might affect the test administration? Is the client a member of an ethnic group other than those the test was developed for?

Rather than making all clients undergo a complete battery of assessments, the best approach is to have a variety of tools that can be used with different clients based on his/her needs. Just as you will customize the career planning process depending on the student's individual needs, you should also customize the assessment process.

Prepare the client for assessment. Using the rapport you have already established with the client, discuss with him/her the assessment process and any concerns or issues the student may have. Be sure to include:

- The name and type of instrument(s) to be administered
- The types of questions the instrument(s) will include
- What information the instrument(s) will - and will not produce
- How long the assessment will take
- When and where the assessment will take place
- How long it will be before the results are available

Administer the assessment.

Depending upon the specific inventories being used, you may need to score them for the client, or at least to assure that he or she does so correctly.

Interpret the results with the client. Remind the student of the assessment that was taken, talk with him/her about how she felt about the assessment, and explain the results and scores and how this is related to the student's career development plan. Be sure that you have a thorough understanding of the assessment, what it measures, and how it should be used in career decision-making prior to meeting with the client. Also consider how you will handle various issues that may come up during the session. For example, if a student indicated that he/she was interested in a particular occupation that the assessment says he/she will not be well-suited for, how will you explain this to the student? How will you help facilitate the career decision-making process for the student given this new information?

Maintain assessment records. As discussed later in this training, students should be developing career portfolios. Assessment information can become part of this portfolio and used to assess career development progress and in job search. You should also include assessment information in the student's file being sure to maintain confidentiality and privacy for the student. Your organization will probably also have its own procedures for maintaining client records so you will need to follow both these rules and the CDF ethical standards on record-keeping

HOW CAN CDFS HELP CLIENTS PREPARE FOR NEXT STEPS FOLLOWING ASSESSMENTS?

Following assessment, students are often ready to move on to the career exploration phase You can continue to facilitate this process by pointing students to various on-line and print resources designed to help them gain additional information about those careers in which they are interested, such as *The Occupational Outlook Handbook.*

You should also be prepared to discuss with students their concerns around assessment and the need for ongoing assessment as they continue through the career development process. In particular, students should understand that self-knowledge is not a "once and done" activity and that they should plan to continually evaluate their interests, abilities, work values. etc. and see how these fit in with occupational choices throughout their work lives.

RESOURCES

Campbell. D., Strong, E.K., & Hansen, J. (1991) *The Strong Interest Inventory.* Palo Alto, CA: Consulting Psychologists Press.

Campbell, D. (1992), *Campbell Interests & Skill Survey*™ Minneapolis, MN: NCS Assessments.

Holland. J.L. (1994) *The Self-directed Search*™ (Odessa, FL: Psychological Assessment Resources.

Holland. J.L., Daiger, D., & Power, P. (1980) *My Vocational Situation.* Odessa, FL: Consulting Psychologists Press

Kapes. J.T., Mastie, M., & Whitfield, E. (1994) *A Counselor's Guide To Career Assessment Instruments.* (3rd ed.) Alexandria. VA: National Career Development Association.

Krumboltz. J.D. (1991) *The Career Beliefs Inventory.* Palo Alto. CA: Consulting Psychologists Press.

Myers, I & Briggs, K. (1993) *The Myers-Briggs Type Indicator* ™ Palo Alto, CA: Consulting Psychologists Press.

Sampson. J.P., Peterson. G.W. Lenz, J.G.. Reardon. R C. 8, Saunders D.E. (1997) *Career Thoughts Inventory*™ Odessa. FL: Psychological Assessment Resources

Zunker, V.G. & Osborn, D.S. (1998) *Using Assessment Results for Career Development* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Internet Resources

There are a variety of on-line assessments available These should be considered "informal assessments" and treated as such in your counseling sessions with students. Before using these with clients, carefully review the site and all of the material contained there to be certain you understand how the assessment works and what kind of information will be provided to the student. You should also consider taking the assessment yourself to get a feel for how it works. Always make certain to discuss the results of the assessment with the student.

- **The Career Key** (http://www.ncsu.edu/careerkey/)
  Developed by Dr. Lawrence Jones, this on-line version of John Holland's Self-directed search process allows job seekers to evaluate their interests and abilities and discover their Holland code.

- **TypeFocus Assessment** (http://www.typefocus.com/free/)
  A web-based version of the Myers-Briggs Type Indicator, this on-line assessment takes students through a relatively simple questionnaire, provides them with their four-letter MBTI-type, allows them to confirm their type, and then suggests possible career choices. This is NOT a replacement for the MBTI, but can be used informally with students.

- **Career Development Manual** (http://www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html)
  The University of Waterloo in Canada has produced an award-winning on-line career development manual. It provides a structured, step-by-step process to career planning with excellent links to on-line resources. The *Self-Assessment* piece includes a number of worksheets that students can use alone or that CDFs can print out and use for group sessions. Again, these are INFORMAL assessments and should be used accordingly.

- **The Riley Guide** (http://www.dbmcornfjobguide/assess.html)
  The Riley Guide is THE on-line career development/job search resource. This URL links to several self-assessment tools.

- **Personal Learning Style Inventory** (http://www.howtolearncorrdpersonal.html)
  For many Job Corps participants, learning style is a key issue. Determining the ways in which clients learn most effectively is valuable information both for the student and for the instructor.

- **Youth Instructor's Guide to Self-Assessment Activities**
  (http://www.nextsteps.org)

Ansell-Casey Life Skills Assessment

ACLSA III
(Ages 15-18)
Youth Form

The ACLSA is an evaluation of independent living skills such as daily, living tasks, housing and community resources, money management, self-care, social development, and work and study habits. The ACLSA can be completed online with all PC's with internet access and the Adobe Acrobat Reader (www.casey.org). Forms can also be downloaded and completed with paper and pencil.

Approximate time required to complete the ACLSA Level III: 15-30 minutes

Other available forms:
ACLSA - I (ages 8-10)
ACLSA - II (ages 11-14)
ACLSA - IV (ages 19-25)
ACLSA Short Form (ages 11-18) five minutes

Please mark the answer that describes you best:

	Daily Living Tasks	Not Like Me	Somewhat Like Me	Very much Like me
	I know how to wash my clothes according to the label (for example, hand wash, dry clean)	1	2	3
	I protect against possible break-ins	1	2	3
	I fix my clothes when they need it, like sewing on a button	1	2	3
	I fix meals for myself on my own	1	2	3
	I use things in the kitchen, like the microwave, electric mixer, and oven	1	2	3
	I store food so it doesn't spoil or go bad	1	2	3
	I follow the basic fire prevention and safety rules for where I live	1	2	3
	I keep my living space clean	1	2	3
	I prevent or minimize roaches, ants, mice, mold, mildew, etc.	1	2	3
	I plan healthy meals each week	1	2	3
	I buy groceries	1	2	3
	Housing & Community Resources			
	I can understand and respond to ads for housing	1	2	3
	I can develop a monthly budget for living on my own	1	2	3
	I can calculate the start-up costs for new living arrangements (for instance, rental deposits, rent, utilities, furnishings)	1	2	3
	I can arrange for new telephone service and utilities (such as gas, water, electricity)	1	2	3
	I can complete a rental agreement or lease	1	2	3
	I can explain where to get help if there is a conflict with the property manager	1	2	3
	I can explain how to get and renew a driver's license. I can explain how to get car insurance	1	2	3
	I can explain what can happen if someone drives while drinking or on drugs	1	2	3
	I am aware of local social service agencies (like employment and counseling services)	1	2	3
	Money Management			
	I can explain how to write checks, make deposits, and ATM transactions, and balance a checking/savings account	1	2	3
	I can interpret stub information	1	2	3
	I understand billing information (such as a phone bill)	1	2	3
	I can explain the good points and bad points of buying on credit	1	2	3
	I can explain how to establish and maintain a good credit rating	1	2	3
	I can name two ways to save money on things I buy	1	2	3
	I can contact places around where I live to get financial advice	1	2	3
	I know how many grocery items I can buy for $10	1	2	3
	Self-Care			
	I can make appointments with my doctor, dentist, or clinic when needed	1	2	3
	I can name two or more places to get help if I feel unsafe	1	2	3
	I can contact places around where I live to get information on sex or pregnancy	1	2	3
	I can explain two ways to prevent sexually transmitted diseases (STDs) such as HIV/AIDS and syphilis	1	2	3

	I can take care of minor injuries and illnesses	1	2	3
	I can explain what happens to your body if you smoke or chew tobacco, drink alcohol, or use illegal drugs	1	2	3
	I can explain how girls get pregnant	1	2	3
	I can explain how to prevent pregnancy	1	2	3
	I can turn down a sexual advance	1	2	3
	I understand which medicines to take when signs of illness are present	1	2	3
	If I needed medical help quickly, I know how to get it	1	2	3
		1	2	3
	Social Development	1	2	3
	I ask questions to make sure I understand something someone has said	1	2	3
	When I disagree with someone, I try to find a compromise	1	2	3
	I clearly present my ideas to others	1	2	3
	I ask for help when I need it	1	2	3
	I can explain how I am feeling (like angry, happy, worried, or depressed)	1	2	3
	I get help if my feelings bother me	1	2	3
	I accept compliments or praise without feeling embarrassed	1	2	3
	I consider criticism without being very angry, sad or defensive	1	2	3
	I can explain my own cultural background	1	2	3
	During my free time, I find something to do that doesn't get me into trouble	1	2	3
	I talk over problems with a friend	1	2	3
	I talk with an adult I feel close to	1	2	3
	I avoid relationships that hurt or are dangerous	1	2	3
	I am polite to others	1	2	3
	I show appreciation for things others do for me	1	2	3
	I respect other people's things	1	2	3
	I respect other people's ways of looking at things, their lifestyles, and their attitudes	1	2	3
	I am able to organize and lead group activities (like school or sports activities)	1	2	3
	I can explain the education or training needed for my career options	1	2	3
	I can name three ways to find out about job openings I can explain why good job references are important	1	2	3
	I can prepare for a job interview (prepare for questions, arrive on time, wear appropriate clothes, etc.)	1	2	3
	I can explain where to get information about financial aid for education	1	2	3
	I can explain how to get a copy of my birth certificate	1	2	3
	I can explain how to get a copy of my Social Security card	1	2	3
	I can describe the steps to reach one of my goals	1	2	3
	I think about more than one choice when I decide something	1	2	3
	I think about how my choices affect others	1	2	3
	I think about how my choices now affect my future a year or more from now	1	2	3
	When I'm not sure about a choice, I ask my friends or family for ideas	1	2	3
	I look over my work for mistakes	1	2	3
	I prepare for exams and presentations	1	2	3
	I use the library, newspaper, computer/Internet, or other resources to get information	1	2	3
	I get my work done on time	1	2	3
	I get to school or work on time	1	2	3
	I can explain abstract ideas in writing	1	2	3
	I am able to make oral presentations before a group	1	2	3

Please mark the best answer for each of the following questions

Daily Living Tasks

1. What do you do when a cashier gives you incorrect change at the store?

- ❑ Ignore it and leave
- ❑ Ask them to recalculate the change
- ❑ Get angry and tell them they made a mistake
- ❑ Ask to speak with the store manager

2. Which of these foods spoil first if left out of the refrigerator?

- ❑ Tomatoes
- ❑ Pasta
- ❑ Raisins
- ❑ Milk

Housing & Community Resources

3. If you buy a house, which of these will you pay?

- ❑ A mortgage
- ❑ Monthly rent
- ❑ A security deposit
- ❑ A cleaning deposit

4. Where do you change your mailing address when you move?

- ❑ The grocery store
- ❑ The police station
- ❑ The post office
- ❑ The public library

Money Management

5. What is the best way to keep track of a checking account?

- ❑ Track the checks and debits in your register
- ❑ Guess how much should be there
- ❑ Call the bank
- ❑ Get the balance off the ATM slips

6. What does "net pay' mean on your pay stub?

- Your pay before deductions and taxes are taken out
- Your hourly wage
- Your pay after deductions and taxes are taken out
- The amount taken out just for social security

Self Care

7. Which of these is NOT a sexually transmitted disease (STD)?

- Syphilis
- HIV/AIDS
- Bronchitis
- Chlamydia

8. Which is the most effective way to prevent pregnancy?

- Use a condom
- Don't have sex
- Use the pill
- Use a diaphragm

Social Development

9. It is Susan's first day at a new school. What is the best way for her to make new friends?

- Avoid others until they talk to her
- Introduce herself during lunch break
- Interrupt a private conversation
- Calm others when they are angry

10. If you are feeling angry, what's the first thing to do?

- Figure out why you are angry
- Ignore how you are feeling
- Yell at someone
- Watch television

Work and Study Habits

11. When preparing for a job interview you should:

- ☐ Ask a friend to go with you
- ☐ Be prepared to talk about your skills
- ☐ Not plan to ask questions
- ☐ Arrive a little late

12. How do you know when you reach a goal?

- ☐ When you have completely finished what you have set out to do
- ☐ When you are tired of working on the goal
- ☐ When you set a new goal
- ☐ When someone tells you that you are doing a good job

ACLSA Level IV
(Ages 19-25)

Young Adult Form

	Daily Living Tasks	Not Like Me	Somewhat Like Me	Very much Like me
	I think about how what I eat impacts my health	1	2	3
	I evaluate my diet for nutritional balance	1	2	3
	I look at calories and fat content from product labels	1	2	3
	I try to eat some vegetables each day	1	2	3
	I plan nutritious meals	1	2	3
	I use a shopping list at the grocery store	1	2	3
	I compare prices to get the best value	1	2	3
	I eat a variety of healthy foods each day	1	2	3
	I can make foods using a recipe and I know how to set a table for dinner	1	2	3
	I use good table manners	1	2	3
	I check foods for signs of spoilage and clean kitchen equipment after meal preparation	1	2	3
	I know how often household cleaning needs to be done (e.g., changing linens, vacuuming)	1	2	3
	I follow the directions on cleaning products	1	2	3
	I know how to stop a toilet from overflowing where I live	1	2	3
	I check clothing-care directions when doing laundry	1	2	3
	I can reset circuit breakers or replace fuses	1	2	3
	I can explain the benefits of having homeowner or renter's insurance	1	2	3
	I know where a fire extinguisher is located where I live	1	2	3
	Housing and Community Resources			
	I understand the benefits and disadvantages of having a roommate	1	2	3
	I can describe two or more ways to search for housing	1	2	3
	I can compare housing choices based on cleanliness and costs	1	2	3
	I know what information is asked for in an apartment rental application	1	2	3
	I understand the consequences of breaking a lease	1	2	3
	I know the rights and responsibilities of a tenant	1	2	3
	I know how to get emergency assistance to pay utilities	1	2	3
	I know whom to contact to get low-income housing	1	2	3
	I can calculate housing start-up costs (e.g., application fee, security deposit, etc.)	1	2	3
	I know the necessary steps for getting a driver's license	1	2	3
	I understand what is covered by liability car insurance	1	2	3
	I know the consequences for driving without insurance in my state	1	2	3
	I can get to an appointment by myself, even if I have not been to that location before	1	2	3
	I have used a bus schedule to plan a trip	1	2	3
	I know where in my area I can go to access the Internet	1	2	3
	I can explain the benefits of doing volunteer work	1	2	3

	I know how to call a local crisis help-line	1	2	3
	I am registered to vote	1	2	3
	I know who can help me with budgeting money	1	2	3
	I know the community resources that assist people with financial problems	1	2	3
	I know the community resources that assist people with obtaining employment	1	2	3
	I contribute to others in need (e.g., giving food, clothing, cash, and donating one's time)	1	2	3
	Money Management			
	I can identify two ways to put money into savings	1	2	3
	I regularly put money into a savings account	1	2	3
	I can name two ways to invest money	1	2	3
	I have completed an income tax form	1	2	3
	I know where in my community one can get help for completing tax returns	1	2	3
	I know where to find tax information on a pay stub	1	2	3
	I can use an Automatic Teller Machine (ATM)	1	2	3
	I can describe how to monitor a checking account balance	1	2	3
	I know the typical fee charged for ATM transactions	1	2	3
	I look over my bank statement at the end of the month	1	2	3
	I can complete a money order	1	2	3
	I can name three disadvantages of purchasing with credit	1	2	3
	I can describe how to develop a good credit rating	1	2	3
	I know how to find out about my credit rating	1	2	3
	I plan for the expenses that I must pay each month	1	2	3
	I keep a record when I pay bills	1	2	3
	I am not impulsive when making significant purchases	1	2	3
	I have developed a budget	1	2	3
	I can calculate the costs of car ownership (e.g., registration, maintenance)	1	2	3
	I know the advantages and disadvantages of buying from "rent-to-own" stores	1	2	3
	I use published information to help me make smarter purchases (e.g., consumer reports)	1	2	3
	I know my consumer rights when in a conflict with a store	1	2	3
	I compute discounts: for example, how much a $12.90 item would cost after a 15% discount	1	2	3
		1	2	3
	Self-Care			
	I can explain how hygiene affects one's health	1	2	3
	I brush my teeth daily	1	2	3
	I treat simple injuries like cuts, bites, stings and splinters	1	2	3
	I can explain what to do when a fever doesn't improve	1	2	3
	I can explain when it is best to make a doctor's appointment instead of visiting the emergency room	1	2	3

	I know how to make a dental appointment	1	2	3
	I can explain how to get medical insurance	1	2	3
	I know where I could go to get help with depression or other emotional problems	1	2	3
	I know how to reduce my stress level	1	2	3
	If illegal drugs are offered to me I can refuse them	1	2	3
	I can identify two ways to avoid peer pressure to use drugs	1	2	3
	I can describe two strategies for responsible drinking (e.g., limit consumption, have a designated driver)	1	2	3
	I can identify three methods of birth control	1	2	3
	I can explain ways to protect myself from sexually transmitted infections (STIs)	1	2	3
	I can identify two signs of pregnancy	1	2	3
	I know how to talk to a partner about sexually transmitted infections (STIs)	1	2	3
	I can identify two community resources that provide prenatal care	1	2	3
	I can resist pressure to have sex	1	2	3
	Social Development			
	I can name three of my personal strengths	1	2	3
	I thank people when they do things for me	1	2	3
	I never get mad	1	2	3
	I can explain the difference between assertive and aggressive behavior	1	2	3
	I plan many of my leisure time activities in advance	1	2	3
	I think things through before making decisions	1	2	3
	I never get my feelings hurt	1	2	3
	I always agree with authorities	1	2	3
	I understand the impact of culture on one's beliefs	1	2	3
	I can demonstrate two positive ways for dealing with discrimination	1	2	3
	I can describe two different ways to help correct misunderstandings	1	2	3
	I am liked by everyone I know	1	2	3
	I usually receive feedback without getting angry	1	2	3
	I get along with co-workers	1	2	3
	I can explain one way to control my anger	1	2	3
	I know how to make a brief public presentation	1	2	3
	I can write a letter to a business to get information I need	1	2	3
	I can identify two or more people who I can turn to for help	1	2	3
	I like everyone	1	2	3
	I turn to others for support when I have family problems	1	2	3
	I am comfortable with the number of friends I have	1	2	3
	I am part of a group, besides my family, that cares about me	1	2	3
	I show others that I care about them	1	2	3
	I encourage others to talk about their feelings	1	2	3
	I confide in my friends	1	2	3
	I always tell the truth	1	2	3

	Work and Education			
	I know where to find information about job-training	1	2	3
	I have a career plan	1	2	3
	I can name two reasons why personal contacts can be important in finding a job	1	2	3
	I can use resources other than the newspaper to find job openings	1	2	3
	I have completed a job application	1	2	3
	I have written my resume	1	2	3
	I know where the nearest state employment office is located	1	2	3
	I understand what is appropriate behavior in a job interview	1	2	3
	I know how to use a computer	1	2	3
	I understand what is included in employee benefits	1	2	3
	I can ask a supervisor for help if I need it	1	2	3
	I demonstrate the behaviors required of a good employee (e.g., being on time)	1	2	3
	I accept supervision and direction	1	2	3
	I manage my time to complete tasks	1	2	3
	I talk over problems with coworkers to resolve conflict	1	2	3
	I have explored work-related internships	1	2	3
	I discuss education plans with teachers, employer, or counselors	1	2	3
	I sometimes read materials to further my knowledge in a specific area	1	2	3
	I know the education required for the work I am interested in doing	1	2	3
	I read to improve my work skills	1	2	3
	I know of resources in the community that provide tutoring	1	2	3
	I have used school resources to investigate different types of employment	1	2	3
	I can find financial aid resources to further my education	1	2	3

Performance Questions:

Please mark the best answer for each of the following questions.

Daily Living Tasks

1. The best way to wash a red shirt is in:

- ☐ cold water
- ☐ bleach
- ☐ by hand
- ☐ hot water

2. To put out a grease fire on the stove:

- ☐ throw water on it
- ☐ throw flour on it
- ☐ throw cooking oil on it
- ☐ put the pan in the oven

Housing & Community

3. To move into a new apartment, you first must have:

- ☐ a lease or rental agreement
- ☐ a birth certificate
- ☐ a roommate
- ☐ furniture

4. What's the best place to get a copy of your birth certificate?

- ☐ the public library
- ☐ the insurance company
- ☐ the state or county records department
- ☐ the driver's license office

Money Management

5. Bobbie needs to spend less money to stay within her budget. In which area should she first reduce her spending?

- ☐ her rent
- ☐ restaurant meals
- ☐ car payment
- ☐ utilities

6. On your paystub, which one refers to the actual money you bring home?

- ☐ gross income
- ☐ FICA
- ☐ net income
- ☐ state income tax

Self-Care

7. To see a doctor or dentist, you need to:

- ☐ demand that they see you right away
- ☐ make an appointment
- ☐ show up only during visiting hours
- ☐ Have a good credit rating

8. Which of these places is the best place to get information on sex or pregnancy?

- ☐ the health clinic
- ☐ the dentist's office
- ☐ the school principal's office
- ☐ the homeless shelter

Social Development

9. If your friend says something you don't understand, you should:

- ☐ ask questions
- ☐ smile and act like you understand anyway
- ☐ make fun of them for being unclear
- ☐ tell them to be nicer to you

10. If your feelings really bother you, you should:

- ☐ ignore the feelings
- ☐ get angry at someone and try to hurt them
- ☐ get some help to work on the feelings
- ☐ try to be alone as much as possible

Work and Education

11. Why is a good job reference important?

- ☐ They will tell a possible employer things you didn't tell them.
- ☐ They will confirm for a possible employer that you are worth hiring.
- ☐ They will tell really good lies about you.
- ☐ They will hide your real past from the possible employer.

12. Which of these should you <u>not</u> do to prepare for a job interview?

- ☐ arrive on time or early for the interview
- ☐ wear dress clothes and shoes
- ☐ do a practice interview with a trusted adult
- ☐ call the interviewer and ask for a list of the questions he/she will ask

Some Additional Assessment Tools

Internet

- Career Exploration
  www.explore.cornell.edu/newcareerzone

- Learning Styles
  www.pls.com

Structured Worksheets / Inventories

- Strengths
- Study Habits
- Learning Styles
- Potential Problems (School & Friends)
- Motivation
- Transportation
- Guides for Identifying
  - Depression, learning disabilities, substance abuse
  - "Influencers" and affiliation

WHAT ARE YOUR STRENGTHS?

Place an "X" next to all the strengths that apply to you. Be sure that you can give examples of when and how you demonstrated each strength. Then go back and circle what you believe are your top five strengths, and write them on your resume worksheet in the Strengths section. Again, make sure that you can give examples, preferably from past jobs, of when you have demonstrated each of your top five strengths. We will be listing these top five strengths on your resume so you must be prepared to give proof of them!

______	adaptable	______	logical
______	ambitious	______	loyal
______	artistic	______	mature
______	open-minded	______	meticulous
______	compassionate	______	motivated
______	confident	______	organized
______	conscientious	______	outgoing
______	courteous	______	patient
______	cooperative	______	persevering
______	dependable	______	poised
______	efficient	______	productive
______	energetic	______	resourceful
______	enterprising	______	responsible
______	enthusiastic	______	sincere
______	fair	______	take initiative
______	flexible	______	trustworthy
______	handle stress well	______	willing to learn
______	helpful	______	work well without supervision
______	honest	______	industrious

STUDY HABITS

1. How much time at home do you spend each day studying or doing homework?

2. Where do you study at home? Is there a place that you use that is quiet?

3. When you have to study for a test, how do you memorize material?

4. Do you take notes in class? What are your notes like?

5. Can you tell what the instructor thinks is important enough to be on a test? How do you know?

6. When you take a test or hand in homework, do you check it over before you turn it in?

7. Are there certain days of the week when it's harder to find time to study?

8. How do you know what work needs to be done each evening/week?

<u>LEARNING STYLE SURVEY:</u> **Check the words and phrases that describe how you like to learn:**

1. When are you most ready to learn?
   ______ in the morning
   ______ in the afternoon

2. What is your favorite way to learn?
   ______ on my own
   ______ one-to-one with an adult (teacher, parent, mentor)
   ______ one-to-one with a friend or classmate
   ______ in a small group; in a medium-size group; in a large group (with the whole class)

3. Where is your favorite place to learn? in a classroom with other people; off by myself somewhere, away
   ______ from other people
   ______ in a small study area
   ______ in a library

4. When you are doing an activity, can you stick with it for
   ______ a long period of time?
   ______ a short period of tune?

5. How do you learn best?
   ______ by reading books, articles, and other printed materials
   ______ by looking at maps, pictures, or charts, and by watching demonstrations
   ______ by listening
   ______ by doing things with my hands (i.e. experiments)

6. When you are learning...
   ______ can you tell on your own how well you are doing?
   ______ do you need someone else to tell you if you are on the right track?

7. When you are learning...
   ______ do you learn the parts first, then understand the whole idea?
   ______ do you need to see the whole completed idea first, then learn the details?

8. Which would you rather do?
   ______ use facts and information to do practical projects
   ______ gather information, analyze ideas, and write essays about what you are learning
   ______ use facts and information to do a group project
   ______ discover new information and ideas; then create your own new answers on products

9. Which way do you learn most easily?
   ______ with exact directions and examples
   ______ with lecture notes and written materials
   ______ by working and sharing with others

USE THIS TO HELP SPOT POTENTIAL PROBLEMS

Check each item below that describes you and school:

-----1. I leave assignments and projects until the last minute.

-----2. In order to get something done, I may settle for less than my best.

-----3. If I have to choose between my school work and almost any other activity, the school work comes in second.

-----4. Because I am not prepared for class, I feel anxious and upset about school.

-----5. I worry about being embarrassed in school if the teacher calls on me and I don't know the answer.

-----6. I am afraid that my friends will find out that I am not doing well in school.

-----7. When learning gets too hard, I just give up.

-----8. My teachers don't seem to know or care about how I learn best.

-----9. I sometimes find out that I have done an assignment incorrectly because I didn't understand the directions, or because I didn't check the directions to see if I was it right.

-----10. I forget the dates that assignments are due.

-----11. I purposely don't do well on some assignments so my friends won't think I'm a nerd.

-----12. I avoid trying new things because I may not be good enough at them.

-----13. I kill time in class by daydreaming.

-----14. Sometimes I turn in my work late because I'm not satisfied with the job I did and I need more time to revise it.

-----15. Sometimes my teachers use words I don't understand.

-----16. Big projects overwhelm me. I think I'll never get them done.

-----17. I don't know some of the things my teachers expect me to know.

-----18. I have a hard time asking for help. Sometimes I have so much work, I have to decide what
I will and won't do. I have to take a chance on getting caught with incomplete work.

-----20. It doesn't matter if I work hard on an assignment or not, I never do very well.

-----21. Most of the time, I don't care about school.

-----22. I study at home just long enough to get things done.

-----23. Sometimes I get so far behind in my work that I decide to just let it go and get whatever grade they give me.

-----24. I feel frustrated when I always have to do things the same way. Sometimes I refuse to do them at all.

-----25. Sometimes I underestimate how long it's going to take me to get things done. Then I don't have enough time to finish. and I have to throw the work together or just skip doing it.

-----26. I try not to be noticed in class.

-----27. When I don't understand what's going on in class, I stop listening.

-----28. I'm frustrated because I can't learn as quickly as some other kids.

-----29. I never seem to study the right things for a test.

-----30. My notes are either worthless or missing.

-----31. I have so many things going on in my life that are more important than school. I just can't do it all.

-----32. I have had health, drug, or alcohol problems during this school year.

-----33. Sometimes I feel so down, I have a hard time even getting to school in the morning.

-----34. I know I could do better if the teacher would let me do a different kind of project. I wish they would let me do it my way.

Check the sentences that describe your friends:

-----1. They encourage me to say what I think and feel.

-----2. I feel free and comfortable telling them what is on my mind.

-----3. I don't feel that I have to play games with them to be accepted.

-----4. I can trust them to support me in good and bad times.

------5. They listen to me without criticizing me.

-----6. They honestly tell me what they think.

-----7. When I ask for advice I can trust that they are thinking about what's best for me.

-----8. I believe that our friendship is important to both of us (all of us). Nobody is always the "giver." Nobody is always the "taker."

-----9. I can say "no" to them and they accept it.

-----10. We are alike in the things we believe are important.

-----11. We enjoy doing many of the same things.

-----12. They encourage me to grow in positive ways.

-----13. They do not pressure me into doing things I don't feel comfortable doing.

-----14. I spend time with them because I choose to, not just because they want me to, or because there is no one else for me to be with.

SCORING: The more items you checked, the closer your friends come to being "special" friends. If you checked many items, your friends must be wonderful! If you checked few items, maybe your current friends aren't really as supportive and caring as you deserve. It may be time to develop some new friendships.

PROBLEM CHECKLIST: Circle the items below that you believe contribute to your student's lack of school success.

I. LEARNING

The student:

1. Does not see the importance of classroom learning.
2. Is involved in learning that does not provide enough challenge.
3. Is involved in learning that is too difficult.
4. Lacks the basic skills needed to be successful.
5. Has learning disabilities or deficits that affect the ability to learn.
6. Gives up when learning becomes too hard.
7. Daydreams; does not listen attentively in class.
8. Refuses to participate in class discussions or activities.
9. Is passive in the classroom; shows little involvement in or enthusiasm for learning.
10. Challenges or refuses to do assignments because of "boredom."
11. Is distracted during learning.
12. Refuses to complete assignments or decides to just let them go.
13. Does just enough to get by.
14. Is not motivated by class activities and projects.
15. Lacks role models for achievement.
16. Does not see a need for school in his or her future plans.
17. Lacks role models for achievement
18. Other:

II. DEVELOPING STUDY HABITS

The student:

1. Does not proofread or check over work.
2. Does not put in sufficient time to produce quality work.
3. Does not have a study method to help remember information.
4. Does not have a regular schedule and time commitment for study.
5. Does not have an efficient and effective way to take notes.
6. Cannot predict possible items in an exam; cannot separate important from unimportant information.
7. Lacks a place to study away from distractions.
8. Has competition for study time (is over committed).
9. Other:

III. MANAGING SCHOOL WORK

The student:

1. Does not have a method for keeping track of assignments and deadlines.
2. Does not know how to break down a large project into small, accomplishable steps.
3. Leaves work until the last minute.
4. Does not successfully prioritize activities when several things need to be done.
5. Other:

IV. SETTING GOALS

The student:

1. Does not know how to set long-term or short-term goals.
2. Lacks appropriate incentives for school performance.
3. Cannot identify obstacles to progress or find ways to overcome them.
4. Does not see the benefits of change.
5. Lacks home or school support for change.
6. Other:

V. DEALING WITH PERSONAL ISSUES

The student:

1. Has pressure from friends not to do too well.
2. Has low self-esteem; does not believe it is possible to succeed.
3. Is in a power struggle at home or school.
4. Lacks respect for the teacher and/or parent.
5. Is a perfectionist who can't settle for less than the best; may fail to turn in work even when it is complete because it isn't yet "good enough."
6. Has unrealistic expectations (either too high or low) set by self, parent, or teacher.
7. Is stressed and anxious.
8. Lacks confidence in his or her academic skills.
9. Is a poor risk taker (not willing to try new activities).
10. Does not recognize personal improvement, only being "the best."
11. Has family problems (examples: divorce, move to a new city, other change in living situation).
12. Has health problems (examples: long illness, eating disorder).
13. Has alcohol or other chemical dependency problems.
14. Has mental health problems (example: depression).
15. Other:

ASSESSING CLIENTS' "MOTIVATIONAL STYLE": A Quiz

Answer the following the best you can. Circle the letter that fits best with how you feel. There are no right or wrong answers. It is just a quiz to see what kinds of things you like most.

1. If you were planning a big party, which would you find most satisfying?

    a. Being in charge of planning it
    b. Being with your friends once the party started.
    c. The feeling afterwards that the party had been a success.

2. If you were building a house, which part would you find most satisfying?

    a. Being the boss.
    b. Being with friends on the crew and working together as a team.
    c. Seeing the house once it was done.

3. If you were shopping with friends, which would you find most satisfying?

    a. Giving advice about what to buy.
    b. Just being with your friends, even if you did not buy anything.
    c. Getting home and trying on new clothes in front of the mirror.

4. If you were trying a new recipe, which would you find most satisfying?

    a. Changing the recipe a little bit to improve it.
    b. Having a friend over to help.
    c. Eating the food you had cooked and knowing it tasted good.

5. If you were helping your child with his or her schoolwork, which would you find most satisfying?

    a. Helping him or her stick to a regular study schedule and making sure he/she did the schoolwork.
    b. Just spending time with your child regardless of the reason.
    c. Seeing your child bring home better grades as a result of your help.

6. If you were the boss on a job, which would you find most satisfying?

    a. Being able to tell people what to do.
    b. Working with other people on your staff.
    c. Seeing the completed job and knowing you did it well.

7. If you are hanging out with friends, which do you find most satisfying?

    a. Coming up with things to do and getting everyone organized.
    b. Just hanging out--it does not matter much what is going on.
    c. Going somewhere or doing something

8. When you think of yourself as a parent, which do you find most satisfying?

    a. Shaping his or her behavior and teaching the difference between right and wrong.
    b. Spending time with him or her, regardless of the activity.
    c. Seeing how much your child has grown and feeling you have had an impact on how he or she is turning out.

9. Which of the following would your best friend says is truest about you?

    a. You like to tell others what to do.
    b. You do not like to be alone.
    c. You often are working on a project of some kind.

10. If you came upon the scene of an accident and onlookers were just standing around, what do you think you would do?

    a. Try to organize the onlookers and get the scene under control.
    b. Try to comfort the victims.
    c. Do something specific, like call the ambulance, direct traffic or get debris out of the street.

SCORING THE MOTIVATIONAL QUIZ

Add the score for each letter. Statements with the letter "A" measure the client's motivation to control. The letter "B" measures the client's motivation to be with others. The letter "C" measures the clients motivation to achieve tangible goals. Usually, a client will score higher in one of these categories. Use this information to help the client set goals and to take action when problems arise.

TRANSPORTATION

You will need to think about how you will get to your training site each and every day. You may own a car, plan to ride public transportation, walk or make other arrangements. You will want to consider time, distance, and costs.

Date Completed **Decision Item**

_______________ 1. What type of transportation will you use to get you to training?

- ❑ Own car or motorcycle
- ❑ Public transportation (bus)
- ❑ Hitchhike
- ❑ Friends/Parents will drive
- ❑ Bicycle/Walk
- ❑ Carpool
- ❑ Other ______________________________

_______________ 2. If you went to training, you would have to use this transportation 3 to 5 days per week, twice per day

If you plan to use your own car:

a. On a scale of 1-10, with 10 being "very reliable," how reliable is your car? ________

b. What repairs would it need to be "very reliable?"

____

____

____

c. If you had to be in training for 6 months to 2 years, what repairs do you think your car would need?

____

____

____

d. Do you have a current and valid driver's license?

____

e. Do you have violations or unpaid traffic tickets on your record?

____

If you plan to use public transportation:

a. Pick up bus schedules for your transportation needs from home to your childcare facility and to the training campus or work site.

b. Figure out how many transfers you would have to make .____________ Also, how close does the bus go to your intended destination?

c. How much will the bus cost per day?______________

d. How much time will riding the bus take?____________

e. Complete this statement: The bus stops ___________block(s) from my child's daycare facility. It will take me_________ minutes to walk from the bus stop to the daycare center. It will take me ______minutes to get my child(ren) settled down at the daycare center. It will take me _________minutes to walk back to the bus stop. I have exactly_______ minutes _________to accomplish this between buses.

If you are planning to rely on family or friends:

a. Get a written statement of commitment from the family member or friend. The reason for getting the written statement is so that you can tell whether or not the person is serious about driving you. If he/she won't sign a paper, you may want to rethink relying on this person. Can you get the written assurance?___________________

b. On a scale of 1-10, with 10 very "very reliable," how reliable is the person you will be riding with? ____________Using the same scale, how reliable is his/her transportation?

________________3. Since often the primary transportation plan does not work out, what would be a good back-up plan for you?

____
____
____

________________4. Often, training is not provided in the local community; therefore you will need to decide how many minutes you are willing to travel for training or to go to work. Which towns/areas would you be willing and able to commute to?

____
____
____

________________5. If you have determined that you have transportation problems, what would need to be done to solve these problems?

____
____
____

IDENTIFYING "MOTIVATIONAL MONSTERS"*

Spotting Signs of Depressions, Learning Disabilities, and Substance Abuse

As a case manager, you want to be on the lookout for several serious employability barriers and "motivational monsters."

SIGNS OF DEPRESSION
(ONE OF THE FOLLOWING FOR AT LEAST 2 WEEKS)

1. Loss of interest in things the client used to enjoy
2. Feeling sad, blue, down in the dumps

ALSO, AT LEAST 3 OF THE FOLLOWING FOR AT LEAST 2 WEEKS:

1. Change in sleeping patterns -- too much or too little
2. Rapid change in weight or eating habits
3. Feelings of hopelessness
4. Preoccupation with death or suicide
5. Feelings of worthlessness or guilt
6. Periods of crying
7. Lack of energy
8. Problems concentrating, thinking, remembering or making decisions
9. Feeling slowed down, restless, unable to sit still

EVIDENCE OF LEARNING DISABILITIES

1. Poorly formed/inconsistent handwriting
2. Confuses similar letters such as "q" and "p"
3. Misspells the same word several ways
4. Bad grammar
5. Confuses similar numbers such as "3" and "8"
6. Omits or adds words, particularly when reading aloud
7. Easily distracted; unable to pay attention
8. Appears anxious or hurried
9. Has problems with understanding or following directions
10. Generally seems disorganized
11. Appears clumsy or poorly coordinated
12. Has problems with spatial coordination: confuses up and down, left and right, easily becomes lost
13. Has problems with time: is often late or unusually early, unable to finish assignments in standard amount of time
14. Displays excessive anxiety, anger, or depression

SIGNS OF SUBSTANCE ABUSE

1. Long periods of unemployment
2. No car or valid driver's license
3. Alcohol on breath
4. Slurred speech
5. Unsteady or overly careful gait
6. Runny nose
7. Pupils overly large or small
8. Evidence of fresh needle tracks
9. Glazed look in eyes
10. Flushed or overly pale skin
11. Unhealthy or unkempt appearance
12. Distracted or inappropriate behavior
13. Job-hopping

AFFILIATION: IDENTIFYING CLIENTS' "INFLUENCERS"*

"Affiliation" is one of the three main motivators. That's because we are not only individuals, but also members of society. Most of us are influenced by other people in our lives, especially family members and close friends. We want to be accepted, respected, and loved by them. Some clients are especially influenced by others, notably clients who possess an "external locus of control". Such clients feel their lives are less under their control than under the control of other people and events.

By using the other two motivational factors, "power" and "achievement," you can help clients empower themselves and gain an "internal locus of control". But this is a rather <u>slow</u> process.

While you're working to empower clients, you can also use the power of "affiliation" to enhance motivation. The first step is to identify the individuals who have the most influence in each client's life. These might include:

1. A family member
2. A friend
3. Another member of an organization such as a church or gang
4. A celebrity, TV minister, or other media star
5. A client's children

You will want to include these "influencers" in the motivational and/or training plan. Some options include:

1. Inviting influencers to meetings with clients to discuss training and life goals and participate in creating the training plan.
2. Creating "buddy systems" for training.
3. Enhancing the personal relationship between client and the case manager.
4. Facilitating a closer relationship between the client and case manager.
5. Discouraging clients from spending time with negative influencers.
6. Including contacts with influencers during case management after training or employment begins.

Assessment Exercise

What are the objectives of the YO assessment process? What are we expected to learn?

What should the youth's experience be during the assessment process?

How can assessment be used to help service providers be more effective?

How can assessment help in the job development process and in agency relationships with employers?

What resources, including knowledge and skills do we now have to help us meet our assessment objectives?

What, if any, resources are needed?

CASE PLANNING / ISS DEVELOPMENT

- Developing Individual Ownership and Responsibility
- Content of a Comprehensive Case Plan
- Goal-Setting
- Career Planning
- Mutual Planning
- Individual Service Strategy Development
  One model: Brocton Rise Youth Opportunity Center ISS Form

CASE PLANNING AND DEVELOPING INDIVIDUAL OWNERSHIP AND RESPONSIBILITY

Case planning is not a new concept in direct service delivery. However, a close look at the processes of developing the case plan which is known by several different names (ISS, MDP, EDP, etc.) reveals that they are often more perfunctory than dynamic. All too often what gets produced is the worker's plan for the young person, as opposed to a carefully crafted strategy that outlines an approach to help the individual get from where they are to where they want to be. Even when real buy-in is ascertained, workers continue to be the primary case plan guide or monitor, leading the participant through activities and services as opposed to coaching them to negotiate the systems, demonstrating for themselves and others their capacity and the specific areas around which they need assistance.

Under the bi-level approach, case managers are careful not to do things for people that they can do for themselves. Self-reliance is not just an end goal; it is also a developing process throughout the journey. Hence, as soon as possible, but definitely by the end of the case planning process, the responsibility for plan implementation is put into the control of the young person. This allows case managers to differentiate the youth to whom they are accountable. Case managers can then offer assistance based upon specific needs and in varying degrees of intensity. Case managers are available for coaching or prodding, etc., to the extent necessary, recognizing that a young person who is not actively working their plan is not in partnership. Proceeding with young people through the specifics of their plan when they are clearly not invested in the change effort repeatedly proves futile.

Re-visits to the assessment and planning process with an emphasis on partnership development, goal identification, clarification, and ownership should take place as often as needed. Every effort should be made to re-negotiate and encourage the young person to invest in the partnership that will help them to reach their goals and experience their personal capacity.

It is important to recognize that, for the most part, the youth that are the targets of intervention through the YOG projects have not had a sufficient amount of energy invested into helping them realize their potential or their entitlement to pursue their dreams and aspirations.

A considerable amount of attention needs to be given to engaging them in self-exploration activities to draw out the thoughts and "dreams" which are likely to have never been developed or were suppressed at an early age. Case managers need to exercise patience at identifying goals and re-visit the process periodically for clarity and refinement.

Finally, the plan should be a viable document that both the young person and the case manager utilize to audit the progress of their engagement. Creativity in regards to the appearance and durability of the plan can facilitate its use. It is recommended that tools such as calendars and appointment schedules, common to the world of work be incorporated within the plan.

CONTENT OF A COMPREHENSIVE CASE PLAN

- Specifies long-term goals
- Identifies measurable, short-term objectives
- Identifies services and other resources needed
- Identifies organizations and/or individuals who will provide the services and resources
- Identifies the tasks and responsibilities of the case manager
- Identifies the tasks and responsibilities of the young person
- Identifies the tasks of family members and others
- Identifies the skills the person must learn
- Specifies time frames/schedules
- Specifies starting and ending dates of services
- Specifies a schedule for subsequent contacts between the case manager, the person and other relevant people
- Specifies what will happen if one of the parties breaks their end of the contract
- Includes signatures of the case manager, the youth, and any other individuals who are a specific part of the plan.
- Specifies fees, if any

PHILOSOPHIES GUIDING EFFECTIVE GOAL-SETTING

- Goal-setting starts with a thorough assessment. It answers the question, "Where is the person now?"
- The young person must be actively involved in the goal-setting process from the very start. Youth and their case managers work as partners to negotiate mutual agreements in response to the question, "Where do you want to go?" Both need to own the goals resulting from this process.
- The case manager works with the young person to define one (or more) primary, long-range "umbrella" (primary) goal(s) that the young person wants to pursue.
- For each primary goal, there should be a set of sequenced, shorter-range, "bite-size" objectives leading to that goal. This enables the person to achieve regular *"wins."* Each objective should be a measurable, achievable outcome rather than a description of process.
- Goals and objectives should be prioritized. On what goal/objective/outcome does the person want to focus his/her attention the most?
- The case manager must be aware that the person can tackle only so much at any one time. Together, they must devise an action plan that focuses on the "bite-size" pieces, one at a time.
- Once "where to go" is defined the person and the case manager can determine who does what, and which persons/institutions need to be involved.
- At this point, the organizational prerogatives and programs of the service provider can be fit, at appropriate places, into the person's goals/objectives/service plan. Organizational goals rarely, if ever, take precedence over the person's individual goals. It is important, however that the two not be in conflict.
- The person should understand the goals s/he has developed, and should be able to restate them clearly in his/her own words.

CRITERIA FOR EFFECTIVE GOAL-SETTING

- A person must feel ownership for his/her goals.
- Mutual agreement on goals is vital.
- Goal specificity promotes goal achievement.
- For each major goal, there should be a series of short-term objectives sequenced to lead to the goal. These objectives should be achievable in manageable "bites", enabling the person to attain regular "wins".
- Some goals may focus on changing self-defeating behavior.
- Effectively designed goals and objectives are:
    - Achievable
    - Success-oriented
    - Quantifiable
    - Measurable
    - Observable
- Goals have been effectively structured when a person understands them and can restate them clearly.

HOW CAN YOU HELP CLIENTS SET GOALS?

Once clients have made decisions about their career choices, they may need your help in setting goals in order to carry out these decisions. Establishing long- and short-term goals is a good way to turn decisions into reality.

Long-Term Goal Setting

Some clients think they are setting long-term goals when they make plans one year at a time, whereas others feel comfortable with three- to five-year goals. Whatever the time frame, there must be a connection between long-term and short-term goals. This connection is designed to give clients a sense of accomplishment and define the desired end result clearly. Experienced helpers have learned that people are more likely to meet goals that have the following characteristics (Hoppin & Splete, 1996):

- ***Conceivable*** — Can be expressed in words
- ***Believable*** — Something that clients believe they can attain
- ***Achievable*** — Can be attained through the client's time, energy and effort
- ***Measurable*** — Can be worded in increments of time and/or accomplishments
- ***Desirable*** — Something that the client (and not someone else) wants

Try to include each of these characteristics in the goals you help your client to develop.

Short-Term Goal Setting

Clients are much more likely to reach their long-term goals when they view them as a series of short-term goals. Short-term goals can help clients to:

- Re-clarify long-range goals
- Determine the immediate steps to begin the process
- Stay on track in following through with the overall plan
- Recognize when it may be time to reevaluate a decision

Short-term goals are nothing more than the series of steps a client will take to accomplish her long-term goals. You can help your client establish effective short-term goals by looking at a calendar together and identifying how much time there is between now and the time they would like to achieve their long-term goal. Divide this time into units that make sense in their situation (semester, seasons, important dates - anything that is clearly identifiable and appeals to the client).

Make certain that the short-term tasks they take on are realistically achievable in the time allotted. If not, clients may be setting themselves up for failure. Allow clients to establish their own sub-tasks and timelines. This will empower them; they will feel more ownership of the goal-setting process, and will be much more likely to follow through.

Talk with them about the kinds of supports/resources they will need to make their plans a reality. Ask them what help they would like from you in meeting these goals (periodic meetings, reminder e-mails, supportive phone calls), and mark your calendar clearly so you will not forget. Ask clients to describe what motivates them (remember, we all are motivated by different things!) - a night out, a trip to the mall - and encourage them to put a few of these simple rewards into their goal-setting as well.

Effective Suggestions

One of the best ways you can guide your client in the decision-making process is by using the power of suggestion effectively. You want your client to take the lead in establishing manageable short-term goals, choosing timelines, and identifying resources and support systems he/she will need to attain his/her goals. At the same time, you want your client to benefit from your expertise, and you want to assist in an unobtrusive manner. Effective suggestions allow you to guide your client without giving him/her all of the answers. They are characterized by the following:

- Are expressed with invitational, positive language and tone of voice
- Offer choices to encourage ownership
- Are often expressed as a question (or include a "tag" question) to invite further thinking
- Are specific to help target the focus area
- Are personalized to the client's context
- Are achievable - enough to encourage, but not overwhelm
- May address strengths as well as areas for growth

Here are some sample suggestion stems and questions for you to try as you guide your young client in his/her short- and long-term goal setting:

- A couple of things to keep in mind when...
- Something you might consider trying is...
- Sometimes it's helpful if...
- I have tried a couple of different approaches in this sort of situation and maybe one might work for you...
- There are several approaches...
- A couple of things I've tried...
- I've found... to work in this sort of situation.
- What do you think about trying...?
- What do you think might happen if you...?

These suggestion stems and questions are designed to allow you to help your client by empowering him/her to take responsibility for his/her own decisions and thus ultimately for his/her own success.

CAREER DEVELOPMENT PLANS

Once you have helped your client determine his/her short- and long-term goals, it's time to establish an individual career development plan that will move your client successfully forward. According to Hoppin & Spleta in their 1996 book entitled ***Curriculum for Career Development Facilitators***, an effective career development or action plan should include the following:

- A clear and well-defined long-term goal
- Alternative goals
- Specific resources needed to accomplish the goals (tuition, transportation, child care...)
- Short-term goals - A realistic timeline
- Strategies to combat anticipated barriers to goal attainment

As you and your client develop an action plan together, be sure to include specific dates by which each step in the plan must be completed. Specific deadlines will keep your client focused and organized, and will hold her accountable for the actions you've included in the plan. Periodically refer to your action plan to monitor progress ("check off" completed steps), clarify goals or adjust the plan, A flexible plan that allows for alternative goals, rewards and strategies to meet the clients changing needs will be much more effective than a static, "canned" action plan.

Be sure to include the specific resources your client will need to accomplish his/her short-and long-term goals. During your initial or intake interviews, you identified your client's needs and barriers to employment (See section entitled "Identifying Your Client's Needs, Strengths, and Barriers"). The action plan should reflect these individual characteristics, and should include the services you have identified as being crucial to your client's long-term success. Depending on your organization, these may include:

- Tests and inventories
- Labor and job market/training information
- Resume writing and interviewing skills
- Career planning
- Soft skills (punctuality, hygiene, group interaction) related to on the job success
- Referrals to outside agencies for additional/supplemental assistance

In summary, you will analyze your client's needs, and will select from the services you can provide. If your client requires assistance beyond your available resources, you will likely have to discuss the case with your supervisor or refer the client to another agency.

The Career Planning Process

Developing Career Management Skills for Youth

LEARNING OBJECTIVES: When you complete this unit, you will be able to facilitate the career planning process with your students. Specifically, when you have completed the learning objectives, you will be able to:

- **Describe the career planning process and the career development competencies that students should develop in order to effectively manage their own cases**
- **Integrate the assessment process into the career planning process.**
- **Describe ways to facilitate the career planning process for students.**

The career planning process is a critical skill that all staff should understand so that they can appropriately assist students as they move through their career development. This section focuses on skills you need to facilitate this process with students and provides you with examples of tools and resources.

WHAT CAREER DEVELOPMENT COMPETENCIES DO STUDENTS NEED TO DEVELOP?

The National Career Development Association (NCDA) and the National Occupational Information Coordinating Committee (NOICC) have identified core competencies that it believes high school students and adults need to develop in order to effectively manage their own careers. Because Job Corps participants are making the transition between high school and adult-hood, we've included the suggested competencies for both youth and adults.

These competencies are divided into three areas: *Self-Knowledge, Education & Occupational Experience, Career Planning.* Our goal as career development facilitators is to model and support the growth of these skills in our students.

CAREER DEVELOPMENT COMPETENCIES BY AREA & LEVEL

AREA	HIGH SCHOOL	ADULT
Self Knowledge	▪ Understanding the influence of a positive self-concept. ▪ Skills to interact positively with others. ▪ Understanding the impact of growth and development	▪ Skills to maintain a positive self concept ▪ Skills to maintain effective behaviors. ▪ Understanding developmental changes and transitions.
Education & Occupational Experience	▪ Understanding the relationship between educational achievement and career planning. ▪ Understanding the need for positive attitudes toward work and learning. ▪ Skills to locate, evaluate, and interpret career information. ▪ Skills to prepare to seek, obtain, maintain, and change jobs. ▪ Understanding how the needs and functions of society influence the nature and structure of work.	▪ Skills to enter and participate in education and training. ▪ Skills to participate in work and lifelong learning. ▪ Skills to locate, evaluate, and interpret career information. ▪ Skills to prepare to seek, obtain, and maintain jobs. ▪ Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning	▪ Skills to make decisions. ▪ Understanding the interrelationship of life roles. ▪ Understanding the continuous changes in male/female roles. ▪ Skills in career planning	▪ Skills to make decisions. ▪ Understanding the impact of work on individual and family life. ▪ Understanding the continuing changes in male/female roles. ▪ Skills to make career transitions.

The Career Planning Process

Many individuals do not PLAN their careers. They fall into them. A structured career plan allows us to examine the skills, interests, abilities, work values etc. that we possess, explore occupations that may match that self-assessment information, and then make a carefully considered career decision. A career plan also makes people pro-active, rather than reactive. If we periodically re-examine ourselves and our career goals, seeking out ways to continue building new skills, we are much less likely to face unemployment or career stagnation.

In working with clients, career development facilitators need to have a basic understanding of the phases of career planning so that they can facilitate the creation of a structured process that helps clients achieve their goals.

Career planning can be divided into 3 basic steps:

1) Know Yourself: Self-Assessment
2) Know the Market: Exploration of Options
3) Make the Match: Career Decision-making

Let's look at each more closely.

Know Yourself

Career planning begins with self-assessment---knowing what interests, aptitudes, work values, etc. the individual possesses. There are a variety of areas that can be examined during the self-assessment phase, including:

- ***Stage of Life/Career Development:*** For Job Corps participants, this is easy--most, if not all, will be at the beginning of their careers, working to establish the skill base and experience they need to advance.

- ***Natural talents and abilities:*** Most individuals possess some talents or skills that come naturally to them. Some are good with their hands. Others always seem to gravitate to leadership roles. Still others may be good with people. Students should look at those talents that seem to come naturally to them.

- ***Interests:*** What are the things that students seem to be interested in? Do they like cars? Cooking? Reading? Writing poems or stories?

- ***Personal Style:*** Personal style refers to personality traits. Is the student outgoing or more introverted? Does he/she tend to look at the "big picture" or focus more on details? "Does he/she prefer things to be organized or more free and easy?". For most of us, certain jobs will be a better "match" with our personalities, so considering personality factors is an important issue in career planning.

- ***Work Values:*** No matter what job we have, certain things are going to be critically important to us in work. Help students examine what's important to them. Do they want to make a lot of money or would they prefer a job where they can help people? Do they need a lot of variety, or is routine important to them? Do they want recognition from others? Do they want to work alone or in teams? All of these issues are related to their personal work values and are important issues to consider when planning a career.

- ***Life Goals:*** Where do students want to be in 5 years? Ten years? While it may be difficult for them to think about this now, with so much of life in front of them, it's useful for students to think about what it is they want to accomplish and to find work that will help them achieve these goals.

- ***Family/Personal Influences:*** An interesting area to examine, and one that people often miss, is the role of their family of origin on career choices. For example, in some families there may be a belief that women do not work in certain careers. A young woman from such a family who is considering a career in automotive technology or welding will need to think about how her family may influence her career success. For other participants, there may be little experience with work at all, so students must be introduced to these areas.

- ***Potential Barriers:*** What are the barriers that students may face? Do they have child care or transportation issues that impact their options? Do they possess all of the knowledge they need to make the "right" decision? Do they have good decision-making skills? Do they understand how to set and achieve goals?

  The chapter & training on *Assessments* will help you identify appropriate tools and techniques for helping students assess themselves. The key thing to understand here is that students are PARTNERS in this process and that your role is to help them understand the types of issues that influence their career decisions, how those issues play out for them personally, and how they can use this information to develop their career plans.

Know the Market

In this phase, students explore the world of work and the options that are available to them. What types of jobs might be appropriate, given what they've learned about themselves during the self-assessment phase? How qualified are they for this work? How can they obtain the skills they need?

Students need to conduct career research in order to determine which options are right for them. Remember, the focus is on providing students with the skills they need to continue the career planning process for themselves, so your role is to FACILITATE this research and to guide students through the process.

What Do Students Need to Know about the Market?

There are a number of issues that students should examine in looking at jobs, including:

- Job descriptions and duties
- Work environment and conditions
- Educational/Training/Work experience requirements
- Salaries, working hours, benefits, etc.
- Demand for the occupation, particularly in the region where the student will be working
- Types of companies that hire individuals in these occupations
- Types of individuals who tend to be successful in these careers (consider personality traits)

Sources of Information about Occupations

Students may research occupations in several ways. They may wish to start with books and the Internet to get some basic information in response to the questions listed above. *The Occupational Outlook Handbook* (available both in print and on-line) is a good basic resource. Other resources are listed at the end of this chapter.

As the student begins to narrow options and to focus in on particular careers, he/she should conduct more in-depth research. ***Job shadowing and internships*** are ways to "try out" occupations that may be appealing and to get a feel for how well one might enjoy a particular job. ***Informational interviewing***---speaking with individuals employed in the career--is another good way to get information. Students may also want to contact professional organizations, unions, etc. that may be affiliated with a particular job to obtain additional data. Encourage the student to obtain good, solid, reliable information that will give him/her the knowledge he/she needs to make a good decision based on his/her needs.

Make the Match

As the student examines both him/herself and various options, he/she must also apply appropriate decision-making skills. The student needs to understand the process of setting goals, developing activities to meet those objectives, and the elements of good decision-making. It is outside the scope of this manual to provide comprehensive information on career decision-making and goal setting, but there are a number of resources at the end of this chapter to which you can refer.

Two useful models can be used with students to help them "make the match." One-- the DECIDES model---can be used to help guide them through the decision-making process. The second the RUMBAS model describes the types of objectives/goals that students can set for themselves.

DECIDES

There are 7 steps in the DECIDES decision-making model (Krumboltz & Hamel, 1977). They are:

1) Define the problem---What is the decision to be made?

2) Establish an action plan---How will the student make the decision?

3) Identify alternatives---What are the choices?

4) Discover probable outcomes---What is likely to be the result of each alternative?

5) Eliminate alternatives systematically---Which alternatives won't fit the student's values and situation? Which have the least probability of success?

6) Start action---What does the student need to do to make the plan a reality?

You can present this model to students and during the first few times, walk them through the process. Later, as they become more proficient, you may merely have to remind them about certain steps or assist them in talking through a particular step. You may also want to model the process yourself by taking a decision you are trying to make and walking with the student about how you would apply the DECIDES model to your situation.

Students frequently need to be taught the explicit steps of effective decision-making and models such as the DECIDES model can help accomplish this task.

RUMBAS

As part of decision-making, students will need to set short and long-term goals for themselves--what is it they are trying to accomplish? One way to think about goals is by using the RUMBAS model. which says that goals should be:

- REALISTIC--The goal is moderately difficult, but attainable.
- UNDERSTANDABLE--The goal can be communicated to and understood by others.
- MEASURABLE--Change can be observed and/or measured.
- BEHAVIORAL--The goal includes behavior (action) and the steps toward the goal are also behavioral.
- AGREED-UPON--The goal is acknowledged and accepted by others who may be involved or have power over the completion of the goal.
- SPECIFIC--The goal is stated in concrete, rather than vague, terms.

Students should set both long-term (Will obtain a FT job as a certified nurse's assistant making at least $7.00/hr) and short-term (Will obtain a grade of "B" or better on the CNA Techniques exam). Generally, the short-term goals will be in support of the long-term goals, providing the student with a road map of how he/she will get from where he/she is now to the long-term objective.

Objectives should also include time lines (Will obtain a FT job as a CNA making at least $7/hour within 3 months of graduation) and consider alternatives--what will the student do if he/she DOESN'T have a job 3 months after graduation?

TIPS ON CREATING THE CAREER PLAN

Now that we've discussed the elements of the career plan, here are some tips on how to pull it all together.

- ***Document everything***. Help the student identify appropriate ways to document the information that he/she collects as part of the career planning process. A career portfolio (discussed elsewhere in this training) is an excellent way to keep information organized. There are also sample career planning worksheets included at the end of this section.
- ***Allow for choice***. While all students will collect similar types of information during career planning, this does not mean that they all want to "fill out the form." To facilitate the process with students, we have to help them identify tools and techniques for THEM and that they are most likely to continue using. Don't be so tied into a particular form that students lose sight of their individuality. While you may have to complete certain paperwork to satisfy programmatic requirements, encourage students to understand the basic principles of career planning and then help them design a process that will work for them.

- ***Allow time for reflection and discussion.*** Students are gathering a lot of information and dealing with a number of issues. As they go through this process, you must encourage them to reflect on what they are discovering, as well as to discuss where they are headed. Encourage them to share with you their thought processes as they go through the decision-making process so that you are certain they are making good decisions. Provide opportunities for them to write about their plans, to share them with others, and to receive feedback. Think about using families, peers, employers, mentors, etc. to assist the student in this process.

- ***Help students to understand that career planning is a life-long process.*** Career planning will occur throughout the student's working life. Students need to understand the elements of the process and how they apply in his/her life in order to be able to take charge of this process themselves. Encourage them to periodically re-evaluate themselves, see how their careers are matching with what they want in their lives and the skills they want to use, and to continually gather information about careers so that they can be pro-active, rather than reactive about career planning.

Career Planners

At the conclusion of this module, there are a few sample Career Planning worksheets. While you will have specific paperwork you must complete at a Job Corps center, you may also want to review some of these samples and think about how these might be used with students.

RESOURCES

Imel, S. (1996). *Computer-based career information systems. ERIC Digest No. 170.* Columbus, OH: ERIC Clearinghouse on Adult, Career & Vocational Education.
Available at: www. ed.gov/databases/ERIC-Digests/ed395216.html.

National Occupational Information Coordinating Committee (1992). *Career information delivery systems: A summary status report (NOICC Occasional Paper)*. Des Moines, WA: NOICC Training Support Center.

WEB RESOURCES

Next Steps Youth Career Planning Guide:
(http://www.nextsteps.org) An excellent on-line guide to career planning that students can complete, print out, and discuss with the CDF.

Next Steps Instructor's Guide to Youth Career Planning:
(http://www.nextsteps.org) A companion site to the Youth Planning site listed above.

Researching Occupations

- **Occupational Outlook Handbook** (http://stats.bls.gov)
- **Careers Online Virtual Careers Show** (http://www.careersonline.com)
- **Princeton Review's Career Find-o-Rama** (http://www.review.com/career/)
- **America's Career InfoNet** (http://www.acinet.org)
- **Labor Market Information by State** (http://www.dbm.com/jobguide/trends.html#gov)
- **Career & Educational Guidance Library: Career Exploration Links** (http://www.uhs.berkeley.edu/Careers/library/links/careerme.html)
- **The Black Collegian's Career Site for Students of Color** (http://www.blackcollegian.corn/)
- **Catapult's Career Planning Information** (http://www.jobweb.org)
- **Exploring Occupations: Getting You Started on Your Career Path** (http://www.umanitoba.ca/counselling/careers.html)

Decision-making

- **Career Decision-making** (http://www.adm.uwaterloo.ca/infocecs)
- **Developing an Action Plan** (http://www.adm.uwaterloo.ca/infocecs)

MUTUAL PLANNING

The purpose of the planning process is to develop a step-by-step action plan that will move a young person toward self-sufficiency.

The plan belongs to the youth and the process should promote youth ownership, active participation and involvement.

Plans should be mutually developed and negotiated between the case manager and a young person.

Planning should be structured in small incremental steps that allow a young person to experience success with change.

PROCESS

1. Explain the roles in the process.

Young Person: Makes decisions about what is to be accomplished, how, and when.

Case Manager: Suggests options, provides information, identifies potential problem areas and suggests resources.

2. Review with the young person strengths and barriers.

Strengths: What the young person has that can help achieve goals.
Example: Previous success, coping skills, education, experience, aptitudes, family support.

Barriers: What can block the young person from achieving goals set.
Example: Fear of change, lack of confidence, little family support, transportation, daycare, work history, education, lack of skills.

- Ask the youth to identify what he or she considers to be strengths and barriers before offering your own observations.
- Suggest areas for youth to consider as a way of sparking the young person's thinking process.
- Have youth look at strengths/barriers from an employment viewpoint.

3. Have the young person identify long-term job goals.

- If a young person can identify a job goal, ask what they know about the job skills required, employment outlook, working conditions. Youth research of this information can become a part of the plan.

...lapted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

SAMPLE QUESTIONS

- Tell me about your interest in______________________
- What brought about your interest in_________________
- What do you like about this job? Dislike?
- What do you know about__________________________
- What do you need to know to make sure this is the right job for you? (Suggest areas: opportunities, wages, working conditions, etc.)
- How would this job fit in with your family responsibilities?

- If a young person is unsure of a goal, explore how a goal can be developed.

Example:

- List people you most admire and what they do
- List what you like to do, what you are good at doing
- List the most rewarding jobs you can think of
- List the best/most fun/worst jobs you can think of
- Watch TV for an evening and list all the jobs you see

SAMPLE QUESTIONS

- What kinds of jobs would you prefer not to do? What do you dislike about those jobs?
- What do you like to do?
- What are you good at doing?
- What are your hobbies?
- What jobs have you seen that interested you?

4. Have the young person identify the steps required to achieve goals.

- Ask youth to list these steps in writing
- Add your suggestions to the list
- Ask young person to set priorities based on what they see as most important

lapted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

ASK QUESTIONS SUCH AS THESE:

SAMPLE QUESTIONS

- What do you think you need to reach your goal?
- What could help? What could stand in your way?
- How do you see further education or training helping you reach that goal?
- What additional experience would help?
- What do you think needs to be done first, second, etc.?

5. **Have youth identify action steps that need to be taken to accomplish objectives and set time frames they can live with.**

- Make sure the action steps are small, concrete and achievable.

Example: Poor action step - get family support
Effective action step - talk to mother about taking children to day care

- Suggest action steps to add to the list and to spark youth's thinking.
- If time frame the young person suggests "seems" unreasonable, negotiate for shorter or longer time frames that are appropriate.

SAMPLE QUESTIONS

Developing Action Steps

- What steps are necessary to get this done?
- What should be done first, second, etc.?
- What could help get this done?
- What could stand in the way?

Establishing Time Frames

- What seems to you to be a reasonable time frame for getting this done?
- If time frame is too long: That seems a little long to me, what do you think about setting a shorter deadline.

Sharing Responsibility

- What could help you get this done by the deadline?
- What could stand in your way?
- How do you suggest we divide the responsibility for getting this done?
- What part do you think you could handle?
- What part would you like me to do?

Adapted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

6. **Describe how program resources can support young people in achieving goals.**

- Encourage youth to explore their own resources first.
- Help young people understand the parameters, limits, requirements associated with program resources.
- Explain that use of program resources forms a contract between agency and youth with expectations of each party.

Evaluating Outcomes

- What do you think made this work? Not work?
- What do we have to do differently this time?
- What else could help get this done?
- Did we attempt too much? Too little?
- How can we change the objectives? Action steps? Time frames? How are responsibilities shared?

apted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

INDIVIDUAL SERVICE STRATEGY

CHARACTERISTICS

- Living document that will change over time
- Outcome of an initial and ongoing assessment process
- Focus on goals, interests, skills, abilities and life situation
- Should include: Short and long term goals; supportive services; and youth development plans

☐ Initial Date________YA ______________ **Member's Name** ______________________________
☐ Revision Date________YA ______________ Social Security # _____________ Member ID #_______
☐ Revision Date________YA ______________ Enrollment Date ______________ ISY ☐ OSY ☐

BROCKTON RISE INDIVIDUAL SUCCESS PLAN

Brockton, Massachusetts

I. **Ultimate Career Goal:** ____

II. **Long-term Placement Goal: Education, Occupational Skills Training, and/or Employment**
(Achievable within 6 months to 3 years)

____

A. **Short-term Goals (to achieve long-term placement goal)**

____

____

____

B. **Pre-placement Activities to Achieve Goals**

Complete one or more of these pre-placement activities in 12 months or less:
•Job readiness training •internship/subsidized employment •short-term occupational skills training •short-term unsubsidized employment •reading/math remediation •GED prep •College/SAT prep. (Add more activities on the back of the page if necessary.)

1. ____

Provider ______________________ ______________________
Contact Name & Phone #

Expected Start Date __________ Expected End Date __________ Schedule ______________

Other information ____

2. ____

Provider ______________________ ______________________
Contact Name & Phone #

Expected Start Date __________ Expected End Date __________ Schedule ______________

Other information ____

3. ____

Provider ______________________ ______________________
Contact Name & Phone #

Expected Start Date __________ Expected End Date __________ Schedule ______________

Other information ____

C. **Tasks and Responsibilities / Deadlines**

1. Youth Advocacy Team (Specify who will do what and when)

____

____

____

____

2. Youth

3. Family & Others

D. **Progress Updates (monthly entries)** – (Bullet form w/narrative entered in computer case notes)

E. **Completion of Pre-placement Activities**

Activity	Date	Documentation
1.		
2.		
3.		

F. **Achievement of Long-term Placement**

Type ____________________

Organization ____________________ Job Title ____________________

Wage ____________ Hours per week (if applicable) ______ Date ____________

G. **Updates and Minor Revisions to Goals and Pre-placement Activities**

____

____

____

____

____

III. **Youth Development**

Goal(s): ____________________

____

A. **Activities** (Select one or more: community service, sports & recreation, support groups, peer to peer mentoring, alumni groups, life skills training, individual tutoring, secondary school extracurricular activities. (Add other activities on the back of the page if necessary.)

1. ____________________

Provider ____________ ____________________
Contact Name & Phone #

Expected Start Date ________ Expected End Date ________ Schedule ____________

Other information ____________________

2. ____________________

Provider ____________ ____________________

Contact Name & Phone #

Expected Start Date ________ Expected End Date ________ Schedule ____________

Other information ____________________

3. ____________________

Provider ____________ ____________________
Contact Name & Phone #

Expected Start Date ________ Expected End Date ________ Schedule ____________

Other information ____________________

B. **Tasks and Responsibilities / Deadlines**

1. Youth Advocacy Team (Specify who will do what and when)

____

____

____

2. Youth

3. Family & Others

C. **Progress Updates (monthly entries)** – (Bullet form, w/narrative entered in computer case notes)

D. **Completion of Youth Development Activities**

Activity	Date	Documentation
1. ______		
2. ______		
3. ______		

E. **Updates and Minor Revisions to Goals and Activities**

______

______

______

______

______

V. Challenges and Supportive Services Plan

Summarize below any challenges such as transportation, parenting, legal, disability, physical/mental health, housing, alcohol/substance abuse, childcare, family relationship, CHINS, behavior, self-image, peer relationships, self-confidence, or life skills.

1. Challenge: ______

   Summary: ______

   ______

   Referrals: ______

   Results: ______

   ______

2. Challenge: ______

   Summary: ______

   ______

   Referrals: ______

   Results: ______

   ______

3. Challenge: ______

   Summary: ______

   ______

   Referrals: ______

   Results: ______

   ______

VI. **Educational Achievement (Indicate by entering date(s) achieved-- month & year)**

Remained in school____________________ Attained new grade level_______________________________________
Achieved high school diploma ______ Achieved GED ___________
Received Other Credential____
Institution ____________________________________ Credential Title _______________________________________

VII. **Schedule for Future Contacts (Youth & Youth Advocate)**

Additional Information (if needed)

Youth Comment:

With the assistance of my Youth Advocate/Case Manager, I have set goals and developed this Individual Success Plan (ISP) for my participation in the Brockton RISE Youth Opportunity System. I have participated with the ISP development process and have read, understand, and agree to my ISP.

____ ____
Member's Signature Date Youth Advocate's Signature Date

90 days Update Completed on (date) _________________ 90 days Update Completed on (date) __________________
90 days Update Completed on (date) _________________ 90 days Update Completed on (date) __________________
90 days Update Completed on (date) _________________ 90 days Update Completed on (date) __________________
90 days Update Completed on (date) _________________ 90 days Update Completed on (date) __________________

IMPLEMENTING THE CASE PLAN/ DELIVERY OF SERVICES

Motivation
Change
Linking Process
Coaching
Recognition Systems
Anger Management
Follow-up & Retention
Tools

- Working with the classroom instructor
- Arranging child care
- Driver's license checklist
- Spotting potential quitters
- Luring quitters back

CONTRIBUTORS TO MOTIVATION

The ideas that people hold about their personal effectiveness determine the intensity and direction of their future actions

TO BE MOTIVATED TO ACT, PEOPLE NEED:

INCENTIVE	"I want to get/do/achieve this thing?"
EXPECTANCY	"I believe I can get/do/achieve it."
LOCUS OF CONTROL	"I connect my actions to outcomes."
REGULAR "WINS"	"I'm really achieving something here!"
ATTRIBUTION	"I believe that I am responsible for my successes and my failures."
DEGREE OF DIFFICULTY	"It was tough, but I did it!"
LEARNING FROM FAILURE	"Well, that didn't work, but I'm OK. So what have I learned from this experience?"
CREDIBILITY OF PRAISE	"I was really glad to hear how well I did from that person in particular. I also appreciated the way s/he praised me."

UNDERSTANDING MOTIVATION

Motivation is a need or desire that causes us to act. Everyone brings some motivation with them. Motivation is complex. There may be several motives for any one action or behavior. There is seldom one motivation.

Motivation to Change

- Can be both positive and negative
- Usually requires discomfort with the status quo
- Can be the result of both external and internal factors
- Is not consistent and orderly
- Is often a question of readiness

YOUR ROLE IN MOTIVATING CHANGE

1. Identify the motivators that youth bring with them.
2. Avoid focusing on what you wished motivated them.
3. Identify the costs of change—what is keeping the young person with the status quo.
4. Show youth how their motivations can be met through your program.
5. Prepare and help youth cope with the costs of change.
6. Use external motivators to strengthen internal motivators.
    - Structure success experiences
    - Praise successes, especially small ones
    - Redefine failures as partial successes
    - Use tangible incentives to reward success
    - Constantly reinforce original motivators
    - Provide a support network

Adapted from Making Case Management Work: Beverley Ford, OMTI Workforce Training Institute

WHAT IS "MOTIVATION"?

"MOTIVATION" is the concept we use to describe the forces acting on or within a person to initiate and direct behavior. (Petri)

SOME IMPORTANT CONCEPTS

1. Something (internal or external) serves to ACTIVATE motivation. The activator is often something PERSISTENT. For example, the feeling of being hungry is persistent until we get something to eat.

2. Motivation has DIRECTION, that is, it is aimed towards achieving a goal or result.

3. Motivation is assessed by a person's BEHAVIOR. In other words, a person cannot be said to be motivated unless their behavior is affected in some way.

A THEORY OF MOTIVATION WE CAN USE

Abraham Maslow and other researchers agree that a primary motivation is for basic survival (food, clothing, shelter, safety). If clients do not have these, their first motivation will be to get them.

Once the necessities are in place, we can address other motivational issues. Keep in mind that WE CANNOT MOTIVATE A PERSON TO BEHAVE IN A PARTICULAR WAY. Individuals are responsible for their own motivation. However, we can often:

1. Provide an external stimulus - Activator that motivates a reaction;
2. Guide the direction of the behavior;
3. Increase the intensity of the Activator (through incentives or punishments).

In the best of circumstances, clients will become internally motivated to achieve appropriate goals.

THE MOTIVATIONAL THEORY OF DAVID MCCLELLAND

Interestingly, the only researcher who has studied human motivation using a control group (the most rigorous kind of research) is Dr. David McClelland of Harvard University. His "Achievement Motive" theory indicates that adult behavior can be modified fairly quickly. He found that people are internally motivated by 3 factors:

1. ACHIEVEMENT of a desired goal

2. POWER to direct one's life, the environment, and others

3. AFFILIATION with other people

We can use all three to help clients succeed.

5 CRITICAL ASSUMPTIONS*

1. People are always motivated.
2. People are responsible for their own motivation.
3. If anything can be learned, it can be learned in a motivating manner.
4. There is no best way to instruct or case manage.
5. Every employability plan needs a motivational plan.

6 MAJOR FACTORS WHICH HAVE SUBSTANTIAL IMPACT ON MOTIVATION

1. Attitude
2. Needs
3. Stimulation
4. Affect, Emotion
5. Competence
6. Reinforcement

EACH FACTOR IS MOST IMPORTANT AT A CERTAIN TIME

BEGINNING	DURING	END
Attitude Needs	Stimulation Affect, Emotion	Competence Reinforcement

ROLES OF CASE MANAGER TO ENHANCE MOTIVATION

RECOGNIZE that the more time you have to spend with clients, the greater your motivational impact will be.

1. Getting to know each client as a human being.

   A. Client as an individual and as part of family and social groups;

   B. Client's career and life goals, dreams and fantasies;

   C. Client's current personal strengths and barriers to achievement;

   D. Client's view of themselves as able to change their circumstances and their behavior.

2. Forming a personal bond with each client to maximize your impact.

3. Creating a motivational plan for each client as well as a job training plan.

4. Tracking the plan's implementation; providing counseling and making referrals when necessary to keep things on track.

5. Playing detective in spotting clues to "motivational monsters" and other distractions and barriers.

6. Providing counseling, training, and/or referral to help clients solve problems and sustain their motivation.

POSITIVE AND NEGATIVE MOTIVATION

Depending on the circumstance, people may be motivated because they are positively "attracted" or because they are negatively "repelled." This is true in each of McClelland's three major motivational categories (Achievement, Power, Affiliation).

For example, a person may be positively motivated to get a job because she wants to control her own life (Power). Another person might be negatively motivated to get a job because she will lose welfare or other benefits immediately if she does not (Achievement). Here are some examples of positive and negative motivational factors you might use in each of the three categories:

ACHIEVEMENT:

POSITIVE:

- To get an education
- To complete training
- To get a job
- To keep a job
- To move to a better neighborhood
- To buy things you want

NEGATIVE:

- To avoid cut off of benefits
- To avoid going to jail

POWER:

POSITIVE:

- To stand on one's own feet
- To make one's own decisions
- To have control over one's own time
- To choose one's own career

NEGATIVE:

- To avoid having the welfare department, courts, etc. tell you what to do
- To avoid having to make decisions
- To avoid confronting one's problems
- To avoid confronting domineering friends or family

WHY AND HOW PEOPLE CHANGE

Research shows that apart from natural development and maturation, people change:

As a rational decision to avoid pain and discomfort and provide greater self-fulfillment

When they learn that what they are doing is not meeting their needs or contributing to their well-being

Through the development of relationships that meet their emotional needs and allow them to reduce their defenses

When they learn different ways of behaving to provoke different responses from others

When they are required to adapt to changing demands of the social systems of which they are a part

When they have hope of reward for the risk(s) they are taking in upsetting the status quo

Systems change when there is change within the parts that comprise them and when provision is made for the utilization of new input.

A basic tenet of the philosophical foundation of human services is that fundamental change must come from within, although an outside force can help to facilitate change. Workers can and should act as catalysts, setting into operation the conditions and force that lead to change.

EMPOWERMENT: SELF-MANAGEMENT BEHAVIOR MODEL

(Self-Contracting)

Step 1: Goal Selection

- I must be on time to be successful on a job. In school.
- Therefore, my plan is to be on time the next ten days

Step 2: Goal Specifics

- I will be at school by 9:00 a.m. sharp.
- I will be on time 10 consecutive days.

Step 3: Where I Am At Now

- I was late four days last week.
- I was absent one day because I was so late I didn't go.

Step 4: Monitoring

- Punctuality records will be kept by the instructor.
- My case manager will review my records in two weeks.

Step 5: Changing Events

- I'll go to bed by 11:00 pm.
- I'll pack my lunch before I go to bed.
- I'll put my clothes out the night before.
- I'll set two alarms -- one for 6:30 am and one for 6:45 am.

Step 6: Consequences

- For each day I'm on time, I'll earn__________________.
- For each day I'm on time the instructor will praise me.
- Each time I'm late, I'll stay one hour after class.

I, _____________, agree to carry out this plan as outlined above in which I shall be on time 10 days in a row.

LINKAGES/MONITORING/EVALUATION

THE LINKING PROCESS

In effective case management, the old concept of referral is replaced by the more accountable and performance-based concept of linkage. It is not enough to just tell a person about other services that may be available to them, or to point them in the direction with a name, telephone number, etc. Rather, necessary linkages are determined by the case plan. In addition, the client should be fully informed of the reason they are being connected to another resource, as well as what to expect in terms of time, process, treatment format, and any other information which will assist them in receiving optimal service.

When effective linkage is taking place, case managers know which customers are receiving which service, or why services are not being provided. Customers know why they have been linked to various service systems and how a given service system is connected with their overall goal(s) and case plan.

Case managers are responsible for connecting customers with services and resources at both the direct-service level and the systems level of practice. Following are key case manager functions that connect customers with services and resources.

AT THE CUSTOMER SERVICE LEVEL:

Firming up what services are needed for each customer (assessment and case planning)

Identifying which organization or individual can best provide those services in a timely fashion

Identifying and contacting a key person at the organization(s) with which the customer will be linked

Describing the customer and his/her needs to that contact person

Confirming that the service offered is what is really needed by the customer

PREPARING THE CUSTOMER FOR THE LINKAGE

Arranging the linkage

Providing pre-appointment reminders (as needed)

Following up with the new service and the customer after the customer's first appointment

Being a communicator, advocate, and broker across agencies and among other human service personnel

At the systems level:

Developing a network of contacts across agencies

Convening the players across agencies (as needed)

Learning how other agencies work so that cross-agency linkages can be facilitated over the long-term

Identifying patterns of missing services and conveying this information to decision-makers

Supporting and advocating for development of a systemic approach to networking

Informing leaders about how agencies and systems are responding to the needs of customers

MAKING A DEMAND FOR "WORK"

Overall premise: People are naturally ambivalent- There is a part of them that wants relief, to solve problems; and another side that is pulling back from what is likely to be perceived as a difficult process. Work often means discussing painful subjects, experiencing difficult feelings, recognizing one's own contribution to the problems they are experiencing, and lowering their defenses.

The logical next step in deciding to change a problem situation often means tackling the difficult tasks of:

1. Confronting someone directly and/or
2. Putting off immediate gratification

People often avoid problem solving by changing the subject, overwhelming the worker with the global nature of the problem (or a huge list of problems), externalizing the problem by blaming others involved, or by exhibiting any other of a number of signs of resistance. <u>A skilled worker recognizes and understands resistance as a natural part of the work. Hence, it is important for the worker to make a consistent demand for work.</u>
(Schwartz, *Social Work with Groups,* 1971).

The Challenge: Balancing a Demand for Work with Empathy

A case manager who is demanding, but not empathic will be seen by the person as rejecting. On the other hand, the case manager who is empathic, but makes no demand, will appear as easy to put off. It is the critical synthesis of these two behaviors that will lead to effective work.
(Shulman, *Measuring and Teaching Helping Skills*)

The demand for work is really a very broad concept and can be found in just about every phase of engagement. All contracts established between the worker and recipient of services represent a demand for work. When workers do not persist in having contracts honored, they are demonstrating their ambivalence about the necessity for or the potential of the person's efforts at change.

The demand for work can be made gently at times or strongly at other times. However, if the empathic quality is also present, the demand is more likely to be experienced by the receiver as real concern, .the worker cares enough about the person to insist that he or she does what they came together to do. Workers must be confident about their work in order to present a demand in the face of resistance.

Certain key helping skills that facilitate making a demand for work include:

- Partializing
- Holding to Focus
- Checking for Artificial Consensus
- Pointing to the Illusion of Work
- Identifying Affective Obstacles to Work

Partializing: A demand for work can be demonstrated in a number of ways. For example, presenting overwhelming problems of a global nature is a form of defense that some people use against solving their problems. The partializing skill demands converting the problem into more manageable segments.

> **Example:** "You seem to be facing a number of difficulties at one time; trying to keep your boyfriend out of trouble, helping your little girl adjust to school, and learning new skills in order to keep your job. Perhaps we should try to prioritize these concerns, and then think about how and where they can or should connect so that you will not feel so overwhelmed."

Focusing: When a theme begins to get difficult, people will sometimes change the subject as a means of avoidance. Consistent focusing by the case manager can be helpful.

> **Example:** "Let's stay with the issue of whether or not it would be helpful for you to attend the group for battered women and talk later about your plans to put your daughter into the Headstart program."

Checking for Artificial Consensus: Artificial consensus or putting a case manager off by seeming to agree with an observation or a suggested course of action, can block further progress. The skill of the case manager in such situations involves searching for hidden ambivalence or perhaps, "family secrets."

> **Example:** "You say that you are going to be able to get your affairs in order by next Monday so that you can follow through with the training course, but don't you think that is really going to be very difficult for you?"

Pointing Out the Illusion of Work: When the activity between the case manager and the recipient of services as well as the independent activities between sessions seems superficial and lacking a real investment, a challenge to the illusion of work and a demand for greater investment is appropriate and often helpful.

> **Example:** "For the past three weeks, you have expressed a great deal of enthusiasm during our sessions together, but you have not come prepared or with assigned tasks completed. Why do you think this is happening?"

Identifying Affective Obstacles to Work: Feelings can be substantial blocks (affective obstacles) in discussions with clients as well as in getting them to follow through in various critical life arenas. Pointing out when feelings appear to block discussion or are blocking follow-through on a particular task is often essential.

> **Example:** "Whenever we get close to talking about how you need to get a physical examination, you seem to tense up and change the subject. Can you talk about what is uncomfortable or frightening about this for you?"

THE COACHING CYCLE

Generally, participants should be encouraged to perform all tasks that are within their capacity. Expediency is rarely an adequate reason to make an exception to the rule. As a matter of course, the following procedure should be adhered to when trying to help and teach simultaneously.

1. The participant should be present to listen and observe the task being performed.

2. Upon completion of the task, time should be spent with the participant reviewing the steps and making sure the participant understood the entire procedure (processing).

3. On a second or any subsequent need for the same or a very similar task, participants should be pushed to begin the task and to continue for as long as they can constructively manage the task. The worker should be present-listening, observing, and prepared to step in if the participant cannot complete the task.

4. Upon completion of the task, time should be spent with the participant reviewing the steps, their experience and feelings, validating strengths, and offering suggestions for improvement. If the task was not completed, emphasis should be placed on analyzing the point at which the participant faltered.

5. The above procedure continues until the client is able to carryout the task to successful completion. Once again, the procedure of success should be reviewed for documentation and reinforcement of the learning.

6. CELEBRATION! ! ! ! ! ! ! ! ! ! ! ! ! ! !

COMBINING EMPOWERMENT AND ACHIEVEMENT TO BUILD SELF-ESTEEM

- Get clients to set goals
- Help clients identify obstacles to success; then let them figure out ways to overcome them.
- Orchestrate success experiences for clients who need them.
- Communicate your pride -- bulletin board, newsletter, etc.
- Compliment client on 3-5 positive things each day. Catch them doing good things.
- Encourage individual responsibility and decision-making. Let them manage some of the program activities.
- Refrain from criticism.
- Create a safe environment.
- Provide opportunities for clients to show their special talents, interests, passions.
- Design recognition programs that are frequent and fair.
- Don't compare clients.
- Have casual conversations on topics that interest him/her.
- Demonstrate interest by asking for details.
- Break down assignments/goals into small steps, with checkpoints all the way.

8 PITFALLS FOR CASE MANAGERS TO AVOID

1. Inappropriate expectations
2. The need to control
3. Accepting poor work
4. Rescuing the clients
5. Getting even
6. Giving up
7. Getting angry
8. Using payoffs too frequently

RECOGNITION SYSTEMS: KEYS TO SUCCESS

To spur achievement among program participants, a recognition system must be:

- Measurable -- that is, it must acknowledge tangible behaviors or achievements
- Known to the participants -- what the reward is and how to achieve it
- Built around a desirable prize -- not necessarily something expensive, but something that is inherently prized or difficult to get otherwise
- Consistent -- if you achieve the benchmark, you get the prize. Otherwise, the system will reek of favoritism
- Frequent -- offering lots of small rewards rather than one large one

ENHANCING MOTIVATION: SAMPLE RECOGNITION SYSTEM

Sample Milestones for Recognition:

1. Perfect Attendance
2. Most Improvement
3. Positive Attitude
4. Completion of GED
5. Completion of Training
6. Student of the Week/Month

Examples of Tangible Recognition Symbols:

1. Certificate
2. Personal Note
3. Hallmark Card
4. Letter of Reference to Employer
5. Oral Affirmation
6. Hug
7. Letter from Member of Congress
8. Participation in graduation ceremony

HELPING THE ANGRY CLIENT

Like anxiety, a little anger can be helpful in overcoming life's obstacles. When anger boils over, however, it creates a barrier to any kind of success. Here are some tips for dealing with angry clients.

DISCOVER THE CLIENT'S "ANGER INVENTORY"

1 - Almost never; 2 = Sometimes; 3 = Often; 4 = Almost always

1. I am quick-tempered.	1 2 3 4
2. I have a fiery temper.	1 2 3 4
3. I am a hotheaded person.	1 2 3 4
4. I get angry when I am slowed down by others' mistakes.	1 2 3 4
5. I feel annoyed when I am not recognized for doing good work.	1 2 3 4
6. I fly off the handle.	1 2 3 4
7. When I get mad, I say nasty things.	1 2 3 4
8. It makes me furious when I am criticized in front of others.	1 2 3 4
9. When I get frustrated, I feel like hitting someone.	1 2 3 4
10. I feel infuriated when I do a good job and get a poor evaluation.	1 2 3 4

SCORING: 13 or below = least angry 10 percent of people; 14-15 = lowest quarter; 17-20 = about average anger level; 21-24 = higher anger than 75 percent of people; 29-30 and male = anger is in the 90th percentile; 25-27 and female = anger is in the 90th percentile.

COMPONENTS OF ANGER

1. **THOUGHT:** A conscious phrase that goes through the mind at the onset of anger. Can become obsessive.

2. **BODILY REACTION:** Sympathetic nervous system and muscles mobilize for a physical assault. Blood pressure and heart rate skyrocket. Brain dumps chemicals into the body to prepare for attack.

3. **ATTACK:** Verbally or physically. Or control it.

There is great controversy among psychologist about the control of anger. Followers of Sigmund Freud claim that anger must be vented or it will cause internal damage or be redirected later at another person or object. Anti-Freudians claim that anger simply dissipates with time and that counting to 400 can be an effective approach. Among modern researchers, this view has become the more accepted.

CAN ANGER BE CHANGED?

Another controversial area. There are very few studies, and the research samples were small. Still, there are some techniques worth trying.

HELPING CLIENTS COPE WITH ANGER

If a client is known to have a short fuse, the best route may be to help him/her prevent angry outbursts through Progressive Relaxation and/or Meditation. These seem to work as well for anger as for anxiety.

For occasional anger that presents a barrier for the client, here are some ideas:

1. Have the client keep an "Anger Diary" for one week. Write the time of the event; the "trigger" that caused it; rate the intensity on a scale of 1 to 10; note the duration of the angry feelings; what the client did; what the consequence was.

2. Have the client practice counting 10 breaths before reacting. Or better yet, to sleep on it.

3. While the client is counting, have him/her imagine what it is like to be the provoker. Examples include, "Maybe he's having a rough day," or "Maybe he's just a jerk but I don't have to act like one, too."

4. Have the client practice changing his/her point of view from "ego orientation" to "task orientation." Clients can learn to tell themselves, "This may seem like a personal insult, but it is also a challenge to be overcome that will lead to the result I want."

5. Help the client develop some appropriate responses once the "cool-down" interval is over. These might include: turning the other cheek; walking away; disarming phrases ("You must be having a rough day"); distancing him/herself from the angry emotion and being able to describe to the provoker what set off the incident and what he/she wants done about it.

DEALING WITH ANGRY CLIENTS

It's easy to get drawn into a client's anger - which solves nothing and often makes the situation worse. Here are a series of steps for dealing with angry clients. They should be pursued in the order given. Mentally distance yourself from the client's anger. It's a situation, not a personal affront (see earlier recommendations). Employ the following steps:

1. Acknowledge the anger. Respond to the client with a "bad/good" statement: "I feel bad that you're so upset. But it's good you brought it to my attention. Let's see if we can fix the problem."

2. Have the client DESCRIBE exactly what is bothering him/her. Ask them to be specific. Example: The client says, "The instructor is always putting me down." You ask for examples, the client offers two and can't think of anymore. You restate the problem: "So, the instructor has put you down twice since you began the program."

3. Have the client EXPRESS exactly how he/she feels about the situation. Don't let him/her accuse or evaluate the provoker, just express the emotion.

4. Have the client SPECIFY exactly what he/she wants done about the situation.

5. Ask the client to tell what the CONSEQUENCES will be if he/she does not get satisfaction. Cut through bluffs and bullying. Example: "You say if you don't get back into this program that you'll write the mayor and have us all fired. You are free to do that of course. But wouldn't it be better to find out first if there isn't a better solution that will help you get what you want?"

LESSONS FROM RESEARCH

Recent research provides valuable clues to help case managers use their time to best advantage by focusing on things that can be influenced and avoiding things that cannot. Here are some considerations:

1. ACCEPT CLIENTS FOR WHO THEY ARE: By the time they arrive at a job training program, clients (even teenagers) are full-grown human beings with full-grown personalities. The shy client will always be shy; the aggressive client will always be aggressive. The substance abuser will always be tempted by drugs or alcohol. Accept clients as individuals.

2. FOCUS ON ELIMINATING THE BARRIERS: For example, an aggressive client may have lost jobs in the past because he lost his temper and "told-off" the boss. The barrier is not his aggressive temperament but his lack of skill in controlling his temper. You cannot teach the client to be less aggressive, but you can teach him skills for self-control.

3. ANXIOUS, INHIBITED PEOPLE CAN LEARN TO BE LESS SO, BUT AGGRESSIVE, UNIHIBITED PEOPLE SEEM LESS WILLING OR ABLE TO CHANGE (UNTIL THEY REACH THEIR 40'S AND HORMONES BEGIN TO ALTER): A secure environment, clear-cut, short-term goals, and lots of praise can help bring inhibited people "out of their shells." Punishing aggressive people does not seem to help since they do not fear it.

4. AS MUCH AS POSSIBLE MATCH THE CLIENT'S PERSONALITY TO THE TRAINING PLAN: It is a mistake to put a shy, inhibited person in a short-term job search workshop built around public role-playing and mock interviews. Such a person needs practice in a safe environment, with people he/she trusts, and without the threat of public humiliation. Conversely, a bold or aggressive person may do poorly in a traditional classroom setting where students sit passively listening to a teacher.

5. MATCH YOUR CASE MANAGEMENT STYLE TO INDIVIDUAL PERSONALITIES: It makes little sense to threaten a client with an aggressive personality with loss of benefits if she does not cooperate: she isn't afraid and may even see the challenge as an opportunity just to get the best of you. Try approach based on praise and short-term goal-setting instead. An inhibited personality, on the other hand, may quickly respond to a threatened loss of benefits.

Follow-Up and Retention: Best Practices

Employment and Education Retention
Career Advancement

Key Operating Principles

- A Close Mentoring Relationship Before and After Placement
- High Expectations and Lots of Support
- A Focus on Follow-up and Retention from Day One
- SCANS Skills Development During Pre-placement, Placement, and Follow-up Activities
- Smooth Transitions: Pre-placement Activities > Placement > Retention
- Meeting Physical and Emotional as well as Vocational Needs
- A Culture of Employment
- Non-Intrusive Contact with Employers
- Rapid Re-employment Assistance/Access to Better Jobs
- Selecting Staff with Experience, "Passion and Compassion"
- Management By Outcomes

Principle: A Close Mentoring Relationship Before and After Placement

Practices:

- Establish trust through a gradual process of interaction over time
- Involve the participant in deciding how to spend time together
- Maintain a steady presence in the participant's life
- Take responsibility initially for keeping the relationship alive and active
- Understand and accept silence and unresponsiveness at times
- Use fun activities for relationship-building and as a means of providing opportunities not otherwise available

Principle: High Expectations and Lots of Support

Practices

Types of interaction, mentoring, and contact

- Evening and weekend social, recreational, and cultural activities for small groups to provide opportunities for informal job counseling, development of peer support groups, and networking activities. (movie, play, basketball game, dinner, picnic, etc.)
- Meeting for a "business lunch"
- Job site visits
- Skills upgrading classes and workshops in the evening, i.e., computer skills, G.E.D. instruction, college applications & scholarships, job advancement strategies
- Phone calls before and/or after work or on Saturday
- Home visits (accompanied by another staff person)
- Birthday & holiday greeting cards
- Newsletters designed and produced by participants (achievements of graduates, tips/comments from graduates who are working or in college, etc.)
- Alumni activities (class reunions; monthly or quarterly meetings; special events). Ask each group to select a group representative before completion of employment preparation/pre-placement activities.
- Peer tutoring and mentoring; support group meetings (I.e. young mothers; young fathers, etc.)

• Work-related questions to ask during follow-up activities

- Do you get along with your supervisor? Your co-workers?
- What part of your job do you enjoy the most? Which tasks are the easiest? The hardest?
- Do you have a copy of your employer's personnel policy manual?
- What time do you arrive? When do you eat lunch?
- Have you been asked to do anything that made you feel uncomfortable?
- What do you wear to work?
- Are you busy all the time?
- When things get slow, do you ask for more work?
- Do they ask you to do things you don't know how to do?
- Do you use the phone for any personal phone calls? Are there other jobs within the company that you'd like to have? Why? What is required to get these jobs?
- Are you having any problems with your personal life?
- What is your employer's policy on drug testing?
- How do you get to work each day?
- Is the work / job what you expected?
- How do you feel at the end of the day?
- When you don't understand how to do something or what to do, who do you ask?
- Have you made any new friends at work? Who do you eat lunch with?
- What have you learned about yourself?
- What do your parents think about your job?
- What do your friends think about your job? Your girlfriend?
- Did you accomplish anything today? How would you rate your day? Are you receiving your paychecks on time?

---

ecca Taylor

High Expectations and Lots of Support (cont.)

Practices

- **<u>Education-related questions to ask during follow-up activities</u>**

  - Tell me about your instructor(s) and the people in your class (es).
  - Do you get along with your instructor? Your classmates?
  - Which class do you enjoy the most? Why?
  - What grade(s) do you think you'll receive? Why? What will you need to do to get an A?
  - How will your grade be determined? (class participation, quizzes, papers)
  - What time does class start? When do you arrive? How do you get to class?
  - Have you received any assignments you didn't know how to complete?
  - When you don't understand how to do something or what to do, who do you ask? Have you made any new friends in your classes? Is college what you expected?
  - How do you feel at the end of each day?
  - What are you learning about yourself?
  - What do your parents think about your attending college? training?
  - What do your friends think about your attending college?
  - What does your girlfriend think about your attending college?
  - What courses do you want to take next semester?
  - How can you get information about the best courses to take next semester?

- **<u>Schedule for interaction / mentoring / contact with each youth</u>**

  - <u>First and fourth day</u> of a new job or education/training program (via a phone call before or after work or classes). Talk over everything that happened.

  - <u>Once a week</u> for the next three months.

  - <u>Once a month</u> after the first three months unless a personal crisis requires intensive contact.

    - Establish non-traditional schedules for staff providing follow-up services
      12:00 p.m. - 8:00 p.m. Tuesday – Friday
      10:00 a.m. - 6:00 p.m. Saturday

      or

      12:00 p.m. - 8:00 p.m. Tuesday & Wednesday
      9:00 a.m.- 5:00 p.m. Thursday & Friday
      10:00 a.m. - 6:00 p.m. Saturday

      or

      a variation of these schedules

    - Assign no more than 50 young people to each Advisor
    - Provide a petty cash fund for each Advisor

Principle A Focus on Follow-up and Retention From Day One

Practices:

- Describe follow-up services during recruitment, intake, and orientation

- Introduce and develop SCANS skills during pre-placement activities

    communication and literacy
    organizing and analyzing information
    problem solving
    using technology
    completing activities
    acting professionally
    interacting with others
    understanding the industry
    taking responsibility

- Provide life skills training
  (Money management; contingency planning; cultural diversity; workplace harassment)

Principle: A Culture of Employment

Practices

- Create a "virtual workplace". Maintain a culture of employment during any orientation, job readiness workshops, or training prior to job placement. Youth should:

    - Attend classes/workshops 8 hours a day, 5 days a week
    - Dress for work
    - Punch a time clock
    - Use only workplace vocabulary and manners

- Set high standards for punctuality, attendance, and effort.

- Maintain clean, well-organized, professional-looking facilities.

- Treat young people as adults and co-workers.

Principle: Non-Intrusive Contact with Employers

Practices

- Visit the job site the first week of employment and meet the supervisor and/or employer.
- Schedule monthly follow-up visits.
- Incorporate job retention services into the rhythm of the work day and avoid disrupting the job. Talk with the participant during a "business lunch" or during a scheduled break. Make all conversations with supervisors brief and job focused.
- Involve the supervisor in helping the young employee develop SCANS skills.

Principle: Development of SCANS Skills During Pre-Placement, Placement, and Follow-up Activities

Practices: (Some Tools and Resources)

- SCANS 2000 Virtual Workplace Simulations (CD-ROMS)
  www.scans2000.swep.com
- Career Transcript System
  www.scans.jhu.edu
- Massachusetts Work-based Learning Plan
  www.bostonpic.org
- Workplus (soft skills)
  www.ppv.org
- Other Resources
  www.skillcommand.com
  www.act.org

Principle: Smooth Transitions: Pre-Placement Activities > Placement> Follow-Up

Practices:

- Structure staff assignments, schedules, and activities to facilitate the development of a strong personal bond between the participant and the advisor before completion of pre-placement activities and placement.
- Use a team approach to help each young person succeed.

Principle Meeting Physical and Emotional as well as Employment Needs

Practices:

Maintain a network of services that support the whole person.

Housing
Child care
Transportation
Medical services
Workplace clothing supplements

Principle: Rapid Re-employment Assistance

Practices:

- Identify reasons for job loss
- Help youth learn from the experience
- Develop a corrective plan
- Assist in moving on to a new job within 4 weeks
- Help find the next job before loss of the current one
- Provide re-employment assistance at times when working youth can access those services.

Principle: Access to Better Jobs

Practices:

1. Set short-term goals for mastering specific job skills. Develop the skills through life and work tasks.
2. Provide advice and encouragement to youth in qualifying for raises and promotions in their current jobs.
3. Individualize job advancement strategies.
4. Pursue sector strategies.
5. Provide training in short chunks rather than over a longer period of time. Offer college credit whenever possible.
6. Create short-term bridge training to open up training opportunities.
7. Follow up quickly on all absences.
8. Provide incentives for youth to participate in training and skill development activities during employment.
9. Create incentives for staff to engage youth in skill upgrading during employment.
10. Train frontline staff in career development strategies.

Effective Practices

Other Strategies That Work:

- Staggered assignments of participants to each staff member's caseload
- Asking participants to provide the names, addresses, and phone numbers of 4 to 5 individuals to be contacted in case of emergency (2 closest friends, cousin, sister, neighbor, etc.)
- When unable to locate a participant (moved, no longer working, etc.) contacting other participants in his/her orientation group, training class, etc. and requesting information
- Teaming of staff to minimize effect of any staff turn-over on the participant's bond with the organization
- Financial and non-financial incentives
- Emergency financial assistance (small work-related payments to help overcome unexpected, one-time financial crises)
- Job upgrading
- Volunteer mentors at the job site
- Food for evening workshops, classes, meetings, fun activities
- Individual development accounts
- Shopping discounts
- Driver education and payment of licensing fees
- Benchmarks for success / Celebrations

Career Transitions

Supporting Students in their First Jobs and Beyond

LEARNING OBJECTIVES: When you complete this unit, you will understand the process of helping students transition from life at their site into their first jobs and beyond. You will also understand how to work with employers during this period. Specifically, when you have completed the learning objectives, you will be able to:

- Describe the process of developing and implementing a transition plan with the client.
- Identify essential elements of success on the job.
- Describe the client follow-up process
- Describe key design features of a job retention incentive program
- Describe the employer outreach & follow up strategies

I HAVE A JOB – NOW WHAT?

Once the student has obtained his/her first job, it's time to begin the process of transitioning from the Job Corps Center to the world of work. There are several elements that Career Facilitators should consider in designing the career transition process.

The Exit Interview

At placement, every student should participate in a structured exit interview process designed to help him/her create a written transition plan that will address all anticipated needs. During this exit interview, the Career Facilitator and the student will:

- Review/revise the career plan
- Discuss support service resources, identifying potential needs (such as transportation or child care) and developing plans to address these needs.
- Review follow-up procedures & expectations.
- Establish an e-mail account (if this has not been done already)
- Review the incentive plan (if one exists)
- Complete a customer satisfaction survey.

During the exit interview, the CDF will also help the student clearly define next steps, review all critical job retention issues, discuss the preferred mode of communication for follow-up, and emphasize retention and advancement skills.

Remember, the student may feel a great deal of apprehension at this point about the job and new expectations. Work carefully to help the students feel empowered and "in control" but also let him/her know that support is available to assist in this transition. Encourage him/her to discuss with you any problems, issues, etc. that may arise during the first few weeks and months on the job. You may also want to help the student develop a support network of individuals that he/she can turn to if there are questions—for example, peers, mentors, other individuals who are important and helpful in the student's life.

EMPLOYER EXPECTATIONS FOR RETENTION & ADVANCEMENT

As part of the exit interview process, it's important that you emphasize to students the key factors that influence their ability to retain and advance in their careers. Employers have identified essential elements of job success that they look for in their employees.

- ***Dependability/Reliability***---Employers depend upon employees to be on the job every day or provide an APPROPRIATE reason if they can't be. Frequent absences create problems for co-workers and employers and are sited most often as the reason for termination. Likewise, reliability is important. Employees must follow-through on tasks without continual supervision.

- ***Punctuality***---Employers must also depend upon employees to report for work on-time. As with absenteeism, employees who are consistently late for work or a meeting, or who return late from lunch or breaks, frequently delay the work of others and create problems.

- ***Quality of Work***---The ability of employees to produce a quality product or service is not only critical to competing in a global marketplace, it is also the key to company, and therefore, job survival.

- ***Quantity of Work***---Along with quality, productivity is an important element of success on the job. An effective employee produces not only quality work, but enough of it to justify the wage paid.

In addition to these 4 basic elements, the American Society for Training and Development conducted a study of employers called *Workplace Basics* (1998). In this study, employers identified seven key skill areas that contributed to retention and advancement:

1) ***Knowing How to Learn***---Realizing the necessity for life-long learning, taking advantage of on the job training, and seeking additional education or training on the job.

2) ***Reading, Writing and Computation***---Advancing these skills, which are critical to the ability to learn, and preparing for positions which require higher education and/or higher skill levels.

3) ***Listening and Oral Communication***---Understanding instructions, problems and communicating effectively with co-workers, supervisors, and customers.
4) ***Adaptability***---Adapting to changes in technology, the marketplace and the job, and being a creative problem-solver

5) ***Personal Management***---Being able to set goals and motivate self, taking charge of personal and career development and building self-esteem.

6) ***Group Effectiveness***---Practicing teamwork skills and working and negotiating with others.

7) ***Influence***---Understanding the organizational structure and informal networks and establishing a sphere of influence in which to create ideas.

The Career Facilitator should make every effort to share this information with students during the transition process and to continually monitor and coach the student in developing these skills. Indeed, one effective follow-up strategy would be to provide ongoing workshops, seminars, etc. in the areas described above that are available to graduates of the program. This will assist them in both job retention and career advancement, leading to higher wages and a "firmer" position on the career ladder.

Follow-Up

There should be frequent and regular follow up with the student, particularly in the beginning. Typically, this follow-up occurs once a week during the first month of employment and then bi-monthly through the remainder of the follow-up period. During the exit interview, discuss with the student how often you will expect to be in contact. Try to have one person or a team of individuals whom the student knows is responsible for follow up. Students will be much more comfortable working with and reporting information to individuals they know and trust.

There are a variety of ways for you to have contact with students, including:

- Phone
- Face-to-face
- Electronic (through e-mail or other "virtual" communication methods)
- Through community-based organizations, such as churches or other key service providers with whom the center has established a relationship.

Principles of Successful Job Retention

There are several key principles to consider in developing job retention programs, including:

- Introducing students to a "culture of employment" beginning on Day One of the program.
- Stressing coordination and continuity from training to placement to job retention.
- Maintaining a network of services that support the whole graduate emotionally, physically, and intellectually, as well as vocationally.
- Giving participants opportunities to develop close, long-term relationships with at least one caring adult.
- Once students are employed, incorporating your services into the rhythm of their workday so staff can provide effective support without disrupting the job.
- Cultivating employers whose requirements you understand and use every opportunity to learn something about the company and its industry.
- Understanding that retention begins at intake.

As you develop retention programs and services, consider these principles and incorporate them into the development process.

Retention & Advancement Incentive

As the economy improves and WIA has mandated longer-term follow-up requirements, attention in employment and training programs is shifting to retention and advancement models--whet can we do to retain clients in jobs and help them advance in their careers? One strategy is the use of incentive models which have proven very successful in the private sector in encouraging appropriate work behaviors. For example, a company may provide cash awards or gift certificates to employees who have a safe work record or perfect attendance. Such incentives can also be used to encourage job retention and advancement

What are Incentives?

Incentives are any kind of reward that encourages positive behaviors. Examples include:

- Cash
- Recognition
- Gift certificates
- Travel
- Points redeemed for merchandise

Grounded in behavioral psychology, the use of incentives can provide the "carrot" that students need to retain their jobs.

Behavior vs. Results

There are two schools of thought surrounding the use of incentives. One way to use incentives is to reward specific behaviors leading to an ultimate result. This approach recognizes that many individuals do not understand the specific behaviors that will cause a result, so rewarding these behaviors will help develop the incremental skills the individual needs to achieve the result. An example of a behavior-oriented reward would be providing a gift certificate to an individual who completes a childcare plan. The "results" school on incentives rewards some end result or objective. An example of a results-oriented award would be giving a cash incentive to an individual who retains a job for 3 months.

Guiding Principles for Designing and Implementing Incentives
According to a study published by Mathematica Policy Research, Inc. entitled Using *Incentives to Promote Job Retention and Advancement: Guidance from the Performance Improvement Industry*, there are several guiding principles to consider in designing and implementing an incentive program.

- Use an understanding of the current situation to identify problems and to guide each step of the design process.
- Use incentives to teach and motivate behaviors or activities.
- Be consistent with the behaviors being rewarded.
- Decide upon type/size of reward at the end.

The Incentive Design & Implementation Process

There are several steps involved in designing and implementing an incentive program.
They are:

1. Identify the target audience and the problem or improvement opportunity.
2. Gain a better understanding of high performers.
3. Identify the barriers to being a high performer and examine your ability to reduce or eliminate the barrier.
4. Identify behaviors that can moderate barriers.
5. Select measures of these behaviors.
6. Write the rules.
7. Determine what rewards will be provided.
8. Implement the incentive program.

Properly designed and implemented incentive programs can be a powerful resource in the job retention and advancement arsenal.

TOOLS

- Questions for the classroom instructor
- Arranging child care
- Driver's license checklist
- Spotting youth who are about to quit
- Luring the quitters back

USE CASE MANAGEMENT TO STAY IN CLOSE CONTACT WITH THE CLASSROOM INSTRUCTOR

Often, the instructor is the person who knows most about the client. Regular contact can help you spot quitters. Some questions:

1. Do you think the student has the capacity to learn the material?
2. Do you think the student has the basic skills to learn the material?
3. How well has he/she responded to the training?
4. Does he/she seem to fit in with the other students?
5. Has the student been on time? Attended regularly?
6. Has the student brought any personal or other problems to your attention? If so, how did you respond?
7. Is he/she meeting your overall standards for performance?
8. Is there anything I should be aware of that's on the horizon that might cause the student to quit?
9. Does the student appear to be paying attention in class?
10. Does he/she turn work in on time?
11. Does the student follow directions well?
12. How might he/she improve his/her overall performance?

ARRANGING CHILD CARE

DATE COMPLETED	TASK
____________	1. Ask 2 or more friends or relatives if they can watch your children while you are in class or at work.
____________	2. If a friend or relative agrees to watch your child or children, then get a statement from them saying that they agree to watch the child during class hours.
____________	3. Gather information about at least 3 daycare facilities in your area. Information should include: the ages of children accepted, hours of service, prices, availability, and overtime hours.
____________	4. Visit at least 2 sites to tour the facility.
____________	5. When applicable, get on the list for the Headstart program.
____________	6. When applicable, ask your welfare caseworker whether you are eligible for daycare financial assistance.
____________	7. Compute the weekly cost of meeting your child care needs.
____________	8. Select a daycare provider, friend or relative as your primary plan.
____________	9. Create an alternate plan in case the primary plan doesn't work out or the child is ill so can not go to the usual provider.
____________	10. Develop plan for getting the child to the daycare facility.
____________	11. Other
____________	12. Other

CHILD CARE

FACILITY INFORMATION SHEET

- Name:
- Address:
- Phone:
- Hours of operation:
- Age range of children accepted?
- Does provider allow for overtime hours?
- How much advance notice does the provider need for overtime hours?
- Can the facility accept ill children?
- Which meals are provided?
- Are there educational activities that the children can do?
- How many other children are at this facility?
- What is the availability of slots?
- Does this facility offer occasional drop-in services? If so, at what cost?
- What are the regular hourly, daily, or weekly costs?
- What are the overtime rates?
- Is there a special rate for infants? If so, how much?
- Other comments:

DRIVER'S LICENSE CHECK-UP

DATE COMPLETED		TASK
__________	1.	Go to DMV and get a print-out of your driving record.
__________	2.	Bring in and show your counselor your current driver's license.
__________	3.	Bring in and show your counselor proof of insurance.
__________	4.	Clear any outstanding tickets or warrants.
__________	5.	Bring in a cleared DMV print-out of your driving record.
__________	6.	Other ______________________________
__________	7.	Other ______________________________

USE CASE MANAGEMENT TO SPOT CLIENTS WHO ARE ABOUT TO QUIT

Don't wait for clients to contact the case manager. Be proactive. Here are questions to ask that can help spot problem areas:

PERSONAL ISSUES:

1. Have you met anyone who has become a friend? What do you think about the others in your class in general?
2. How is your childcare situation?
3. What do you think of your instructor? Is he/she someone you could go to if you had a problem? How does he/she make you feel?
4. How is your transportation to class working out?
5. How is your family adjusting to you being in class?

LEARNING:

1. What subject are you best in?
2. What subject do you find most difficult?
3. What makes that subject so difficult for you?
4. Are you learning what you thought you would? How do you feel about being in this training class?
5. Is there anything about the curriculum that you are not sure about? Anything that makes you think you might not make it?
6. Is there anything you need from me that could make training easier or more enjoyable?
7. Have other students quit since you started? Why? What do you think about this?

PROBLEM-SOLVING OPTIONS

1. Empathy (most important)

2. Tutoring

3. Home visit

4. Referral to other social services

5. Additional supportive services

6. Transfer to another training activity

7. Services you provide yourself. (Staff sometimes step in to fill gaps in services, providing special tutoring, clothes, a part-time job, intervention in family issues. Controversial and beyond the call of duty, but often crucial as a last-ditch success strategy.)

8. Write short-term performance contract with client. Specify what they will do and when and what you will do in return (such as provide a letter of referral, help a friend get into a program, help solve a family problem, etc.).

HAVE A PLAN TO LURE QUITTERS BACK

1. At the first sign of a problem, contact client on the phone, by letter or -- better yet --face-to-face.

2. If a client won't come in or return your calls, keep nagging. Become a pest. Call family and friends. Send postcards and letters. Don't give up.

3. Alternatively encourage and threaten. Remind them of all the benefits they will miss by quitting. Remind them of the penalties they may incur (welfare benefits cut, or prohibition on enrolling in another JTPA program soon, for example).

4. Home visits are time-consuming but can be well worthwhile. If you can't schedule an appointment, show up unannounced a couple of times.

5. When you do contact the client, use your best counseling skills. Client is likely to be frustrated, hostile, embarrassed -- or all of the above. Start by saying how much you and others care about seeing him/her succeed. Remind them of benefits and penalties. Ask direct questions about why they have quit training.

6. You may be dealing with a client in crisis. Don't try to solve every problem yourself, use agencies.

7. Be ready to pull in other resources quickly. Use your contacts in other social services.

8. Get important friends, peers and/or family members to appeal to the client on the phone or in person.

****WE MISS YOU!!!****

(Date)

Dear (Name):

Close. So close to the good job and steady paycheck you have been dreaming about. But you still need to finish your training.

We have been trying to phone, but you have dropped out of sight. We still want to see you succeed. Maybe we did something wrong. Please let me know and we'll fix it. Or maybe you did not like something about your training. Just let me know. Or maybe you are having some other problem. I want to help. I care

We can help you finish training. Or help you find a job. But we have to hear from you soon.

Last year we helped more than 100 people get good jobs and earn more money. We want you to be the next success story. Why not pick up the phone and call me right now!

Your friend,

(Name of counselor)

P.S.: It's true! More than 100 people have gotten good jobs and free training. Now it's your turn. But you must finish your training.

DIRECT MAIL POST CARD

Dear [NAME]:

You are in danger of throwing away $160,000. That is how much more a person with a GED earns in a lifetime than a school dropout. We miss you. We want you back in class. If you are having a problem, we can help. This may be the last time you hear from me. Others are lined up to take your place. I do not want this to happen. I do not think you want this to happen either. Please call me and say you are coming back to class.

Sincerely,

[NAME OF TEACHER OR CASE MANAGER]

RECORD KEEPING

- Documentation of Individual Progress and Project Goals
- Case Notes
- Case Folders

DOCUMENTATION AND ON-GOING ASSESSMENT OF INDIVIDUAL PROGRESS AND PROJECT GOALS

Case managers have a primary responsibility to understand the goals and objectives of the demonstration project and to be accurate and consistent in collecting the necessary data required to satisfy both the performance goals and the research data that are connected to such projects. The importance of record keeping and documentation cannot be overemphasized.

CASE MANAGEMENT RECORD KEEPING

"Record keeping today, like the practice it documents, involves a complex series of decisions, ranging from choices about agency-wide policy to selection of information for each client record. Many of these choices are not clear, but involve weighing costs against benefits. Many involve balancing one set of principles against another, e.g., confidentiality against accountability. Recording is not only a skill; it involves critical professional judgment."

Jill Doner Kagle
Social Work Records, 1984

Record keeping is an essential component of case management. Records are used to document and retain information about clients/participants and about the process and progress of the services they are receiving. Individual records are used in planning, implementing and evaluating the services of each client. Aggregated records are used in planning, implementing and evaluating services to groups of clients. **Record keeping is both a helping and an administrative function.** The case record is a focal point for accountability to the client, to the organization, and to the helping professions.

There is a wide variety in the types of records that are utilized by the helping professions. The records are intended to highlight the special nature of each service transaction. Different styles of recording are appropriate for different service patterns, different practice approaches, and varied organizational characteristics.
In general, however records of helping services adhere to the following:

FOCUS: Individualize and typify the person, the need, the situation and the type(s) of services offered

SCOPE: Goals, plans and activities are linked to the problem assessment and resources available

PURPOSE: Delivery of services is specifically change oriented

FUNCTIONS: Reviewing, selecting, analyzing, and organizing information (process); and developing a product, the case record, which becomes an important resource in communication about the case.

USES FOR RECORDS

- Client and Need/Problem Identification
- Client/worker Interactions
- Service Documentation
- Case Continuity
- Communication with Others Delivering Services to the Client
- Supervision/Consultation/Peer Review
- Monitoring and Evaluation
- Education/Staff Development
- Administrative Decision Making
- Research
- Current Issues

The wide-range of uses for records, as indicated above, complicates the record keeping process. In establishing guidelines for any given agency, and selecting the nature and scope of information for each record, practitioners are faced with a number of dilemmas.

Sufficient information must be included in the record to support its various functions; at the same time, record keeping needs to be time and cost effective.

Significant personal details, which form the basis for understanding the client and for making decisions about service, need to be included; yet the client's right to privacy must be protected.

Record information must be accessible to diverse audiences; at the same time the skillful record keeper tries to minimize redundancy.

Time has to be allotted for record keeping; yet there is often insufficient time even to respond to real and emergent client needs

By nature, record keeping involves a series of uncertain choices about content, structure, and procedure. Because these choices are uncertain, a periodic review of the choices with an openness to change is both professional and appropriate.

Requirements for Adequate Record Keeping

Writing Skills (spelling, diction, punctuation, sentence structure, composition)

Organizational Support (adequate clerical services, time and equipment)

Explicit Standards and Procedures

Encouragement

Case Management records can be relevant, clearly presented, and above all, USEFUL.

Recording is, and must be diverse. Differential recording means the case manager must make many choices in selecting and organizing information for the record. No simple formula works all of the time; yet recording can and should be systematic. **The function and audience of the record should form the basis of decision making about the record's content and structure.**

Guidelines for Record Keeping Decision Making

1. What are the functions of the record? How will the information be used? What content and structure will fulfill these functions best?

2. What is the scope of accountability to: the client; the organization; the community, the funding agencies; the professional community?

3. How can the record best represent the essential element of service: purpose, plan, process and progress?

4. How can the record best represent the case management format of the agent (generalist, specialist, designs, etc.)

5. Who will have access to the record or to information in the record? How can the content, access, and use of the record be limited to protect client privacy? How will the record affect the client if the client gains access to it?

6. Is there a customary form or structure for the record? Will the use of the record be facilitated by adhering to a common format, e.g., the problem-oriented record in health organizations?

7. How can the costs (time, and money) of recording be minimized? Records need to be both efficient and sufficient.

STRUCTURED RECORDING

Organization develops a format. Practitioners place their interventions within the topics of the format, as in the example below:

A. Describe context

B. Purpose of the interview

C. Observations (appearance, seating, the way the client presents, etc.)

D. Content of the interview (summary of issues raised by client and/or worker)

E. Outcome - Was the purpose of the meeting achieved? Were other objectives realized?

F. Impressions and assessment

G. Plans for future intervention

Qualities of Structured Recording

1. Requires the practitioner to assume more responsibility
2. Encourages organization and planning
3. Emphasizes purposefulness of intervention

EXAMPLE: Weak Case Notes

DATE	COMMENTS
8/19/94	Randy is a youth presently in the school district.
	Even the continuation high school dropped him. His mom was wondering
	If he could have dyslexia since his sister does. We will check into this
	Randy is very immature so I hope he makes it. Keeping his
	attention for intake was a challenge.

PROBLEMS:

- Labeled opinion, "Randy is immature," as though it were a fact.
- No specific plan created for dyslexia issue.
- No timeframes or statements of responsibility.

EXAMPLE: Better Case Notes

DATE	COMMENTS
8/19/94	Randy is a youth not presently enrolled in the school district.
	Client reports that the continuation high school dropped him because of his attendance.
	Randy's mother sat in on the initial appointment. She thought Randy might be dyslexic
	because he has a sister who is. During the appointment at times Randy appeared
	distracted and uninterested. He stared out the window and had to have questions
	repeated several times and he hesitated before answering simple questions, often
	deferring to his mother.
	PLAN:
	1. CM will call intermediate school district to get info on learning disability testing by
	Thursday.
	2. Randy will bring in remaining documentation
	3. Randy and CM will meet Thursday at 1:00
	4. CM will find out if JTPA can pay for testing--answer by Thursday @ 1:00
	5. Above steps will be reviewed at next appointment

EXAMPLE: Weak Case Notes

DATE	COMMENTS
5/9/94	Randy met the job developer two weeks ago. He is immature and may need work
	experience before a private sector placement. Randy missed most of last week being
	sick.

PROBLEMS:

- Labeled opinion, "Randy is immature," as though it were a fact.
- Contains no backup plan for how the CM made the decision that Randy needs work experience.
- No specific plan created
- No timeframes or statements of responsibility.
- No appointment set.

EXAMPLE: Better Case Notes

DATE	COMMENTS
5/9/94	Randy reported meeting with the job developer on 4/28/94. Reported that job
	developer suggested work experience as opposed to private sector placement.
	Randy expressed interest in the work experience program. Stated that transportation
	would pose a difficulty. Reviewed his attendance--missed 5 days last week because of
	the flu.
	PLAN:
	1. CM will discuss work experience placement with job developer by tomorrow am
	2. CM will review Randy's eligibility for WEX
	3. Randy will call CM tomorrow afternoon to discuss CM findings
	4. Randy will get bus schedule for the Deadman's Gulch region by Friday.
	5. No plan necessary for attendance
	6. Will set schedule for next CM/client appointment tomorrow

Sample Retention Case Notes*

Candidate: Mary Wilson **Company:** General Insurance Co.

Contact Notes:

5/1/01 Mary started her job today at General Insurance Company as an Assistant Bookkeeper I. I met with her this morning at her job site. She was early this morning - no problems with the bus. I spoke with Mary's supervisor, Jackie Davis, who said things look good so far. - P. Jackson

5/8/01 I visited Mary today; she's been on the job one week. Says she likes her job - but said she forgets what Jackie tells her sometimes. I suggested she keep a notebook where she can write all her instructions. Her child is fine. Spoke with Jackie who mentioned that Mary's a bit forgetful. But, says Mary has a great attitude. Told her about notebook suggestion & we'll give it a try. - P. Jackson

5/14/01 Mary missed work yesterday because her daughter had a fever and she couldn't keep her in daycare. We discussed alternative daycare and Mary said her Aunt Evelyn has agreed to watch the child on short emergency cases. She likes job, using notebook and doing better with instructions. Said one co-worker, Tiffany, gives her a bit of a hard time, but she's just ignoring her for now. Talked to Jackie who sees improvement in Mary's mastery of tasks. No other concerns now. I mentioned Tiffany and Jackie said she'd keep an eye on it. - P. Jackson

5/22/01 Saw Mary today. Her daughter is fine and Tiffany hasn't been a problem. She received a notice yesterday from the electric company that they're going to cut off her service because she had not paid 2 previous bills. She called them and told them she could pay next week, but the electric company said because this is the 3rd time, they wouldn't give any more extensions. I called the electric company, explained situation (vouched that Mary was working) and asked for 1 week extension. They agreed. - P. Jackson

5/25/01 Mary called and said she wanted to quit her job. She finally told me that Tiffany has been threatening her and taking things off her desk. Mary hasn't spoken to Jackie because she's afraid. I called Jackie who said she'd switch Tiffany to another building. - P. Jackson

5/26/01 Stopped by to see Mary. She's still on job. We met with Jackie and discussed situation with Tiffany and that seems taken care of. We talked about possible ways Mary can learn more skills. Jackie said she would pair Mary with an Assistant Bookkeeper II because there might be some future openings. Child is fine. Bus is working out - P. Jackson

*...apted from material distributed by the Enterprise Foundation

PLACEMENT VERIFICATION

- All placements are verified no earlier than 2 weeks after the placement
- Verification is by phone or in writing from the employer, educational institution or training provider
- 2 week contact both verifies placement and also that it lasted at least 2 weeks
- Placement does not count until after the verification; must have verification date

YOG YOUTH CASE FILE GUIDE

Development of effective case file management standards and techniques is critical in the timely delivery and tracking of services provided to YOG youth. The quality and management of individual case records and notes helps to insure a seamless and holistic service delivery system for YOG youth. Providing sometimes disjointed services in partnership with multiple local service providers, agencies and other community-based partners increases the likelihood of fragmenting service delivery. Because each entity may touch only a portion of the youth it is only though the records and notes in the case files that Case Managers are able to discern how effectively the Individual Service Strategy developed is being implemented.

YOG sites are encouraged to review and amend as appropriate their existing case file management standards as to insure uniformity and consistency throughout all case file records and notes. Not only does such standardization aid in insuring service delivery but it also increases the ability of local management to ascertain the quality and effectiveness of all services being delivered to YOG youth.

Provided below is an example of the type of requirements that should be considered in the development of effective case management standards.

SAMPLE CASE FILE CONTENTS

1. Case file documentation should be complete and comprehensive and written in black or blue ink or typewritten. Whether hand-written or computer generated, each case file page should indicate the youth's name and any other identifying number(s), SSN, etc. Each entry made by the case manager should be signed and dated. Where electronic records are utilized, the YOG site should ensure the integrity of the documentation.

2. Case files should be kept secured.

3. Case files should encompass, at a minimum, youth demographic information including:
   - residence, address and telephone number
   - emergency contact person(s),
   - a copy of the YO! member's proof of eligibility
   - assessment results
   - a copy of the youth's Individual Service Strategy
   - other information pertinent to the enrollee.

Copies of assessments and reassessments to include:

- A copy of the initial, on-site assessment of enrollee needs addressing the youth's social/economic/academic/functional status, long-term training choices, placement choices, family support, environmental and special needs.
- Copies of any reassessments that may have been performed

Additionally Consider:

- Copies of the enrollee's placement history and service plans including measurable goals, based on the enrollee's needs assessment, that will allow the youth to gain social/economic/academic/functional status skills or maintain/increase their current functioning level.
- Documentation of service cost effectiveness and available resources such as research performed related to cost comparison efforts, identification of additional resources, etc made by the Case Manager.
- Documentation that the Case Manager has evaluated the member's current status and the effectiveness of services being delivered. This can be accomplished by reviewing enrollee goals to determine if they are appropriate, if they have been met, and/or how services might be adjusted to better serve the youth. Such efforts should incorporate housing, clothing, food, transportation, child daycare, academic, medical, mental health, vocational, and post-placement follow-up services being provided to the enrollee.
- Correspondence (i.e., letters, local service provider contacts, post-placement follow-up and evaluations).
- Case notes including documentation of the type of contact made with the youth and/or all other persons who may be involved with the youth's care and career development.
- Documentation of the initial and quarterly consultation/collaboration with local service providers), if applicable.
- Other documentation as may be required by the grantee of record.

4. Screen prints may be used to replace hard copy service plans or cost effectiveness studies, especially for updates which do not always require a member signature. If screen prints are used, the Case Manager should sign and date the document signifying the copy is accurate.

File Folder Checklist

ITEM	FILE CHECKLIST				
	#1	#2	#3	#4	#5
Case file is kept secured in a file cabinet or electronically					
Social Security Number					
Emergency contact person(s) and phone number					
Parental participation consent form for minors					
Address and telephone number					
Documentation of address					
Documentation of legal residency					
Documentation of age					
Documentation of Selective Service registration for males 18-21					
Individual Service Strategy (ISS)					
Copies of any reassessments that may have been performed					
A copy of the initial, on-site assessment of enrollee needs addressing the youth's social/economic/academic/functional status, long-term training choices, placement choices, family support, and environmental and special needs					
Copies of the enrollee's placement history and service plans including measurable goals, based on the enrollee's needs assessment, that will allow the youth to gain social/economic/academic/functional status skills or maintain/increase their current functioning level					
Documentation of supportive services provided, including housing, clothing, food, transportation, child daycare, academic, medical, mental health, vocational, and post-placement follow-up services					
Correspondences (i.e. letters, local service provider contacts, post-placement follow-ups and evaluations)					
Case notes including documentation of the type of contact made with the youth and/or all other persons who may be involved with the youth's care and career development					

Name of YA ____________________

Name of Reviewer ____________________ Date __________

BROCKTON RISE PROGRAM YOUTH CASE FILE CHECKLIST

Item	Member Name	Member Name	Member Name
1. Case file is kept secured in file cabinet or electronically			
2. Social Security Number			
3. Emergency contact person(s) and phone number			
4. Parental participation consent form for minors			
5. Address and telephone number			
6. Documentation of address			
7. Documentation of legal residency			
8. Documentation of age			
9. Documentation of Selective Service registration for males 18–21			
Assessment Data			
10. Completed and signed Interview Form			
11. Copy of TABE test results in file (ISY and OSY)			
12. TABE test scores entered (ISY and OSY)			
13. Copy of Casey Life Skills Results			
14. Interest Inventory Results			
15. Secondary school grades entered			
16. Copy of recent report card (IS)			
17. Employment goals entered (SAIF p. 4)			
18. Education goals entered (SAIF p.2)			
19. Interests recorded			
20. Strengths/assets recorded			
21. Scores and/or copies of any re-assessments			

[Co]de: ✓ - YES X - NO NA - not applicable

Individual Success Plan (ISP)			
22. Appropriate long-term placement goal identified (reflect youth's interests, skills, education, and work history)			
23. Appropriate short-term goals identified (realistic; related to long-term goal; reflect youth assets and interests)			
24. Employment, Education and/or Training referral(s)			
25. Youth Development (YD) goals identified			
26. Appropriate YD activities related to YD goal (realistic; related to YD goal; reflect youth assets and interests)			
27. Youth Development referral(s)			
28. Challenges and Supportive Services needed identified			
29. Appropriate supportive services referrals/ services (realistic; related to challenges, respond to all needs identified			
30. Documentation of follow-up on all referrals to facilitate/verify receipt of services			
31. Participation in school-based activities included (IS)			
32. Utilization of community non-YO resources			
33. Tasks, responsibilities, and timeframes identified			
34. Progress updates entered monthly (attendance, grades, etc.)			
35. Completion information entered			
36. Long-term placement information entered			
37. Long-term placement documentation in file			
38. Educational achievement recorded			
39. Schedule for contact entered			
40. ISS updated/revised every 90 days			

de: ✓ - YES   X - NO   NA - not applicable

Case Notes			
41. Indicate type of contact made			
42. Reflect contact/conversation with teacher/guidance counselor			
43. Reflect follow-up on previous issues in ISP or case notes			
44. Entries at least monthly			
45. Objective: No opinions or labels			
46. Brief but detailed			
47. Demonstrate tracking & follow-up			
48. Reflect contact/communication with youth's family			
49. Reflect communication with others working with the youth			
50. Print out of the monthly case notes extracts.			
Correspondence			
Member Portfolio			
Other Comments			

ode: ✓ - YES X - NO NA - not applicable

FILE FOLDER ORGANIZATION

Side 1: Checklist (1 Sheet)

List all forms that must be included in the folder

Side 2: Demographics, Eligibility, etc.

1. YO Enrollment Intake Form
2. Obligated Cost Agreements, Fee Sheets, Financial Forms (ex: college, training payments)
3. Program Referral Form
4. Textbook & Supply Policy
5. Military Registration Verification Documentation
6. I-9 Form
7. Eligibility Documentation (Birth Certificate, ID, SS Card, Proof of Address, Driver's License)

Side 3: Consent Forms, Award Letter(s), Referrals, etc.

1. YO Scholarship Award Letter (if applicable)
2. Special Need Referrals (Mental Health, Substance Abuse Counseling, etc.)
3. Parental Consent/Release from Liability Form
4. Limits of Confidentiality Form
5. Copy of Orientation Certificate
6. Copy of Van Policy & Center Rules
7. YO Participant Release of Confidentiality Form
8. Correspondence(s), transcript, report cards, grades for college students, etc.

Side 4 Youth Development Information

1. Individual Service Strategy
2. ISS Updates and Placement Information (if applicable)
3. TABE/SAGE Results
4. Academic & Vocational Instructor Contact Forms
5. Class Schedules

Side 5 Youth Development Specialist Information

1. Case Notes

Side 6 Miscellaneous

1. Time Sheets
2. Notice of Termination/Change of Status Forms/Change of Activity Form

YO! Center: ____________
YDS Name: ____________
Active: ____________
Inactive: ____________
Total Caseload # : ________

Participant Daily Activity Check Sheet (Youth Development Activities)

(Adapted version)

Participant Name SS#	Internship Subsidized Employment	Community Service	Sports/ Recreatio n	Support Groups	Mentorin g	Alumni	Life Skills Training	Individua l Tutoring	SS. Extra Curricula r Activities	JRT	Reading/ Math Remediatio n	GED Prep	College/ SAT Prep	Short Term Occupationa l Skills Training	Short Term Occupationa l Skills Training
1.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
2.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
3.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
4.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
5.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
6.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
7.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
8.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
9.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
10.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
11.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__
12.	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__	#hrs.__ E.D.__ C.D.__

MONTH: ______________________

Event / Activity Participant Sign-In Sheet

(Adapted version)

Port ____________________________ Date __________ Time __________ # of Hours ________

Event / Activity: ____

Staff Submitting Form: ____

Type of Youth Development Component : Participation means that at minimum youth will be engaged in one youth development activity for at least five (5) hours in a given month.

- ☐ GED Preparation
- ☐ Sports and Recreation
- ☐ Peer to Peer Mentoring
- ☐ Life Skills Training
- ☐ Job Readiness Training
- ☐ Reading / Math Remediation
- ☐ Secondary School Extra Curricular Activities
- ☐ Internships / Subsidized Employment
- ☐ Support Group
- ☐ Alumni Group
- ☐ Individual Tutoring
- ☐ College / SAT Preparation
- ☐ Community Service

Name of Youth Participants: Each attending youth must be listed below.

YOUTH NAME	SOCIAL SECURITY #	# of HOURS

MONTH __________________ **YEAR** ________

Feel free to duplicate this form

Tools For Managing Your Caseload

Brockton RISE/Youth Advocate

Name: **Reporting Period:** Month______ 1st -14th ☐ 15th to 30 or 31st ☐

Report due on 15th or 1st following the reporting period Report submitted on ________

Caseload Information	*# of Youth for this Reporting Period*		*Total # of Unduplicated Youth*	
		OSY #	*ISY #*	
Number of youth currently on your caseload				
New enrollees				
Number of youth removed form your case load (explain)				
Number of youth that you have counseled:	At the Center	At work	At School	Other Places
Number of youth you have contacted by phone, mail, email only				
Number of youth not contacted				
Number of ISP's	New #	Revised#	New #	Revised

Participation/Completion/Placement	*# of Youth for this Reporting Period*		*Total # of Unduplicated Youth*	
	ISY #	*OSY #*	*ISY #*	*OSY #*
Number of unduplicated youth counted in 5 h. monthly participation rate				
Number of youth participated in pre-replacement activities				
Number of youth completed pre-placement activity				
Number of youth with basic skills deficiency				
Number of youth participating in remediation activities				
Number of youth placed in long term education				
Number of youth placed in long term employment				
Number of youth placed in long term skills training				
Number of "Total Completers"				

Educational Attainment /Other Achievements	*# of Youth for this Reporting Period*		*Total # of Unduplicated Youth*	
	ISY #	*OSY #*	*ISY #*	*OSY #*
Number of youth remained in school				
Number of youth increased grade level				
Number of obtained GED				
Number of youth obtained High School Diploma				
Number of youth obtained other credentials, certifications, etc.				

	# of Youth for this Reporting Period		Total # of Youth Served	
	ISY #	*OSY #*	*ISY #*	
Number of youth in follow up pool				
Number of youth in follow up pool counseled at:	At the Center	At Work		Other places
Number of youth in follow up pool contacted only by phone, mail, email				
Number of youth in follow pool up not contacted				
Number of youth in re-placement services				
Number of youth completed 24 months follow up and exited				

Participation/Completion/Re-Placement	*# of Youth for this Reporting Period*		*Total # of Unduplicated Youth*	
	ISY #	*OSY #*	*ISY #*	*OSY #*
Number of unduplicated youth counted in 5 hours monthly participation rate				
Number of youth participated in pre-replacement activities				
Number of youth completed pre-placement activity				
Number of youth placed in long term education				
Number of youth placed in long term employment				
Number of youth placed in long term skills training				
Number of "Total Completers"				

Retention	*30 days*	*60 days*	*90 days*	*6 mon*	*mon*	*12 mon*	*18 mon*	*24 mon*
Number of youth remained in long term employment								

Educational Attainment /Other Achievements	*# of Youth for this Reporting Period*		*Total # of Unduplicated Youth*	
	ISY #	*OSY #*	*ISY #*	
Number of youth remained in school				
Number of youth increased grade level				
Number of youth obtained GED				
Number of youth obtained High School Diploma				
Number of youth obtained other credentials, certifications, etc.				

Youth Development Activities	*Current Reporting Period*	*Total Number of Events*
Number of youth development activities conducted		
Number of youth development activities you assisted		

BYOS PORT PROCEDURE

Date	**12/27/01**	***Reference #:***	**B-015**
Subject	**BYOS Activity Sigh-in Form (B-015)**		

Background	A part of the BYOS philosophy is to utilize a holistic youth development approach with youth. On an ongoing basis, youth must be engaged in diverse youth development activities for academic, personal, cultural and career development. Participation means that at a minimum a youth will be engaged in one youth development activity for at least (5) hours in a given month.
Procedure	All YO practitioners and staff must record/collect youth development participation by having all youth sign-in for regular and special youth development activities. The port manager is responsible for submitting ACTIVITY SIGN-IN sheets to the MIS Coordinator at the end of each month. A copy must be maintained in the YO center's program activity logbook located in a central place at the center where all staff may have access. YOG youth development activities include: ➢ Internships / Subsidized Employment ➢ Community Service ➢ Sports & Recreation ➢ Support Group ➢ Peer to Peer Mentoring ➢ Alumni Group ➢ Life skills training ➢ Individual tutoring ➢ Secondary / School Extra Curricular Activities ➢ Job Readiness Training ➢ Reading and Math Remediation ➢ GED Prep ➢ College / SAT Preparation YO centers must post activity calendars and information to identify the planned schedule of youth development activities so that youth are aware of upcoming events. Each YO center should maintain copies for internal and external program review.
Questions	For further information or clarification see your Port Manager/Coordinator, or call Jean Cooper, YOS Project Coordinator at 410-396-6722 x358

YOUTH DEVELOPMENT SPECIALIST - MONTHLY STATUS REPORT

(Data Compilation for YO! Program Directors)

______________________________ / ______________

YDS Signature **Month/Year**

	Data Required	*Number*
1A	Total case load at the end of this month	
B	How many of these are in-school youth?	
C	How many of these are out-of-school youth?	
D	Total case load reported last month	
2A	Number of new enrollees added to your case load this month	
B	How many of these newly enrollees are in-school youth?	
C	How many of these newly enrollees are out-of-school youth?	
D	Number re-assigned to your case load this month	
E	Number removed from your case load this month	
3A	What is the total number of your youth that are counted in the participation rate this month? ***(To count in the participation rate a youth must obtain at least 5 hours in one YDA. An individual may only be counted in rate once.)***	
B	Number of youth not counted in the participation rate this month	
C	Number of youth not in participation rate last month	
4A	Number of youth that you have tracked by home visits this month	
B	Number of youth that you have counseled by making secondary school visits this month	
C	Number of secondary school visits you made this month	
D	Number of youth that you have counseled by making post secondary school visits this month	
E	Number of youth that you have counseled at the center this month	
F	Number of youth that you have contacted by phone this month	
G	Number of youth that have not been contacted this month	
H	Number of youth that have been contacted by mail or email this month	
5A	Number of youth who have mentors	
B	Number of youth who began receiving mentoring services this month	
6A	Number of youth employed (unsubsidized) this month	
B	How many of these are considered pre-placement employment?	
C	How many of these are considered long-term placement?	
D	Are these in the MIS system? **(Go on-line to verify)**	
7A	Number of parents who attended parent related event/activities this month	
8A	Number of youth *entering* education/training this month	
9A	Number of Community Service Learning Projects you conducted or assisted with this month	
B	Number of Sports/Recreation Activities you conducted or assisted with this month	
C	Number of Life Skills Trainings that you conducted or assisted with this month	
10A	Number of 90 day case reviews completed during this month	
11A	Submit totaled *Participant Monthly Activity Check Sheet.* (Record total of each YDA from your composite list. Sign and date your form.)	

Please retain a copy of this report for your personal file.

MONTHLY PARTICIPATION TOTALS

(DATA COMPILATION FOR YO! PROGRAM DIRECTORS

Month/Year: ________________ **Center:** ___________________ **YDS:** __________________

Provide the following totals by utilizing your completed Participant Monthly Activity Check Sheet. This form is to be submitted to your Center Director and he/she will forward a copy to the Youth Opportunity Program Director. Please, make every effort to be accurate.

	Internship Subsidized Employment	Community Service	Sports/ Recreatio n	Support Groups	Mentorin g	Alumni	Life Skills Training	Individua l Tutoring	SS. Extra Curricula r Activities	JRT	Reading/ Math Remediatio n	GED Prep	College/ SAT Prep	Short Term Occupationa l Skills Training	Short Term Occupationa l Skills Training
Total entries in each YDA*															

193 ****As derived from your composite Participant Monthly Activity Check Sheet. (Remember! To count in the participation rate a youth must obtain at least 5 hours in one YDA.)***

____

Youth Development Specialist Signature

Please retain a copy of this report for your personal file.

Revised 4/23/021c/KG

BIBLIOGRAPHY

Adams, Anne C. Bi-Level Case Management. Center for Youth & Communities, Brandeis University, Boston, MA.

Annie E. Casey Foundation and Ansell, Dorothy. ACLSA III Youth Form and ACLSA IV Young Adult Form ©2000 Casey Family Programs and Dorothy Ansell. www.casey.org

Benson, Peter L. What's Different About Asset Building? Uniting Communities for Youth, (Minneapolis, MN, Search Institute, 1995

Enterprise Foundation. 10227 Wincopin Circle. Suite 500. Columbia, Maryland 21044 - 3400. www.enterprisefoundation.org

Ford, Beverley. Making Case Management Work: Empowering Clients Toward Change. OMTI Workforce Training Institute. Columbus, Ohio. 614-895-7500

Freedlance Group For Career & Workforce Innovation. Job Corps Region I - NY Training

Hencox, Diane. UP FROM UNDERACHIEVEMENT. Free Spirit Publishing, Inc. ©1991.

Kelly, Jodi Sue. Retention and Motivation in Job Training Programs. ©Cygnet Associates: (410) 263-8516 www.cygnetassociates.com

Office of Youth Services, United States Department of Labor. www.doleta.gov/youthservices/library Washington, DC: ETA, 200 Constitution Avenue, NW

Youth Opportunity Programs
- Baltimore, MD
- Brocton, MA
- Northeast Louisiana Delta
- Washington, DC

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").