2019

Life Skills Program for Youth who have Experienced Homelessness

Michael Black  
*University of North Dakota*

Ariel Campbell  
*University of North Dakota*

Follow this and additional works at: [https://commons.und.edu/ot-grad](https://commons.und.edu/ot-grad)

Part of the [Occupational Therapy Commons](https://commons.und.edu/ot-grad)

**Recommended Citation**

Black, Michael and Campbell, Ariel, "Life Skills Program for Youth who have Experienced Homelessness" (2019). Occupational Therapy Capstones. 404.  
[https://commons.und.edu/ot-grad/404](https://commons.und.edu/ot-grad/404)

This Scholarly Project is brought to you for free and open access by the Department of Occupational Therapy at UND Scholarly Commons. It has been accepted for inclusion in Occupational Therapy Capstones by an authorized administrator of UND Scholarly Commons. For more information, please contact zeinebyousif@library.und.edu.
Life Skills Program for Youth who have Experienced Homelessness

by

Michael Black, MOTS and Ariel Campbell, MOTS

Advisors: Nicole Harris, EdD, OTR/L

Kelly Dornbier, MOT, OTR/L

A Scholarly Project

Submitted to the Occupational Therapy Department of the

University of North Dakota

In partial fulfillment of the requirements

for the degree of

Master of Occupational Therapy

Grand Forks, North Dakota

May, 2019
This scholarly project, submitted by Michael Black, MOTS and Ariel Campbell, MOTS in partial fulfillment of the requirement for the Degree of Master of Occupational Therapy from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

[Signatures]

[Date]

Faculty Advisor
PERMISSION

Title: Life Skills Program for Youth who have Experienced Homelessness

Department: Occupational Therapy

Degree: Master of Occupational Therapy

In presenting this Scholarly Project in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, we agree that the Department of Occupational Therapy shall make it freely available for inspection. We further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised our work or, in her absence, by the Chairperson of the Department. It is understood that any copying or publication or other use of this Scholarly Project or part thereof for financial gain shall not be allowed without our written permission. It is also understood that due recognition shall be given to us and the University of North Dakota in any scholarly use which may be made of any material in our Scholarly Project.

Signature

12/13/14

Date

Ariel Campbell, MOTS

Signature

12/13/15

Date
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS .................................................................................................................. iv

ABSTRACT ...................................................................................................................................... vi

CHAPTERS

I. INTRODUCTION ...................................................................................................................... 1

II. REVIEW OF LITERATURE ..................................................................................................... 4

III. METHOD ............................................................................................................................... 19

IV. PRODUCT ............................................................................................................................. 22

   a) PRODUCT OUTLINE ......................................................................................................... 25

   b) SESSION OUTLINES ......................................................................................................... 27

   c) PRODUCT REFERENCES .................................................................................................. 157

V. SUMMARY ............................................................................................................................. 161

REFERENCES ............................................................................................................................. 163
ACKNOWLEDGEMENTS

We would like to express our greatest appreciation and gratitude to our advisors Nicole Harris and Kelly Dornbier, for guiding us through the extensive process of developing this scholarly product. Without their support, advice and guidance the final product would not be possible.
Title: Life Skills for Youth who have Experienced Homelessness

Background: According to the United States Department of Education (2017), for the 2016-2017 school year, there was an estimated 1,924 students enrolled in public schools in Wyoming experiencing homelessness, with an estimated 295 of these students unaccompanied by a family member or guardian. Homeless youth comprise one of the most vulnerable and medically underserved populations in the United States (Ammerman et al., 2004) and are also substantially more likely to have mental health concerns as a result of their past traumatic experiences (Davies & Allen, 2017). Homeless youth typically develop identities and habits that enable them to negotiate and survive the culture of street or shelter living, which limits opportunities to develop life skills that are conventionally learned during this stage of life (Helfrich, Aviles, Badiani, Walens & Sabol, 2006). Considering the rates of victimization within this population, utilizing a Trauma-Informed Care (TIC) approach to intervention is indicated (Ammerman et al., 2004; Davies & Allen, 2017; Helfrich et al., 2006; Kidd et al., 2015). The Person Environment Occupation (PEO) model addresses the manner in which each of the three domains of the model effect occupational performance and interact with the other domains. A primary strength in using the PEO to guide practice in this area is the emphasis placed on the importance of the impact of the environment (Baptiste, 2017). Research demonstrates that occupational therapists are skilled in addressing life skills in the homeless youth population utilizing an approach of TIC (Helfrich et al., 2006; Thomas, Gray & McGinty, 2011). Additionally, the needs, issues, and barriers faced by this population are well within the scope of occupational therapy practice as defined by the American Occupational Therapy Association (2014) in the Occupational Therapy Practice Framework: Domain and Process 3rd Edition (OTPF).

Purpose: The purpose of this scholarly project is to develop a manualized intervention program utilizing TIC in conjunction with the OTPF to provide life skills intervention for youth who have experienced homelessness in Casper, Wyoming. The developers of the program partnered with a community organization in Casper, Wyoming who are in the process of opening a supported living environment that will house homeless youth. It is anticipated that the designed program will be implemented in this facility.

Methods: The developers of the program reviewed current literature regarding supported living environments, occupational therapy life skills intervention, and the typical needs of youth who have experienced homelessness. From information gathered in the literature review relating to the needs of the population, a bi-weekly, twelve-week intervention program to address life skills development was constructed.
Conclusion: The life skills program titled, *Life Skills Program for Youth who have Experienced Homelessness* was designed to be implemented within the youth population to be housed by the supported living organization in Casper, Wyoming, by occupational therapy practitioners or future occupational therapy students.
Chapter I: Introduction

In the United States, unaccompanied homeless youth account for over 7% of the total homeless population (United States Department of Housing and Urban Development, 2017). According to the United States Department of Education, for the 2016-2017 school year, there was an estimated 1,924 students enrolled in public schools in Wyoming experiencing homelessness, with an estimated 295 of these students unaccompanied by a family member or guardian (United States Department of Education, 2017).

Homeless youth comprise one of the most vulnerable and medically underserved populations in the United States (Ammerman et al., 2004). These youth are also substantially more likely to have mental health concerns as a result of their past traumatic experiences (Davies & Allen, 2017). Although there is agreement on the need for additional healthcare and supportive services for this population, there is frequently a gap between the services required by the population, and service access or delivery. Most frequently, the services available to homeless youth are incongruent to their current needs (Christiani, Hudson, Nyamathi, Mutere & Sweat, 2008). Considering the rates of victimization within this population, utilizing a Trauma-Informed Care (TIC) approach to intervention is indicated (Ammerman et al., 2004; Davies & Allen, 2017; Helfrich, Aviles, Badiani, Walens & Sabol, 2006; Kidd et al., 2015). A number of prominent occupation-based theories are relevant to guiding the development and
delivery of life skills interventions with this population. The Person Environment
Occupation (PEO) model addresses the manner in which each domain of the model; the
Person, Environment and Occupation effect occupational performance and interact with
the other domains. The fundamental belief of the model is that a transactional
relationship exists between each of the three domains; as such, they cannot be assessed
and addressed without consideration of the interweaving that occurs between the three
domains (Baptiste, 2017).

Complicating the issue of homelessness within this age range, unaccompanied
homeless youth are much more likely to be unsheltered than the homeless population as
a whole (United States Department of Housing and Urban Development, 2017). Recent
decades have seen a shift from large, temporary homeless shelters toward more
permanent living solutions like supportive housing which provides long-term stability in
which other supportive services can be provided (Parkinson, Neslon, & Horgan, 1999).

Homeless youth typically develop identities and habits that enable them to negotiate and
survive the culture of street or shelter living. This results in limited opportunities to
develop life skills that are conventionally learned during this stage of life to promote
mainstream roles as they transition through adolescence and into adulthood (Helfrich et
al., 2006).

Current evidence supports programming designed to provide intervention to
homeless youth to address the development of life skills in a culturally and trauma-
sensitive manner once housing is established (Gaetz, 2014; Helfrich et al., 2006;
McKenzie-Mohr, Coates, & McLeod, 2012). The theory posited by Abraham Maslow
(1943) regarding human motivation supports the establishment of a stable living environment prior to addressing other areas of life. The theory illustrates the difficulties presented by a lack of stable housing. Prior to pursuing personal advancement, an individual’s most basic physiological needs of safety and shelter must first be met.

Research indicates that occupational therapists are skilled in addressing life skills in the homeless youth population (Helfrich et al., 2006; Thomas, Gray & McGinty, 2011). On a philosophical basis, the emphasis placed on the importance of client-centered engagement and purposeful occupations is well aligned with providing service to this population. The needs, issues and barriers faced by this population are well within the scope of occupational therapy practice as defined by the American Occupational Therapy Association (2014) in the *Occupational Therapy Practice Framework: Domain and Process 3rd Edition* (OTPF). The OTPF is designed to be utilized as a guide for practice to be used in conjunction with other occupational therapy theories, clinical reasoning, assessment tools and the base of evidence specific to the profession (American Occupational Therapy Association, 2014).
Chapter II: Literature Review

Problem Description

Homeless youth comprise one of the most vulnerable and medically underserved populations in the United States (Ammerman et al., 2004). The term “homeless youth” within this literature review is based on the definition established by the United States Department of Housing and Urban Development (2007), referring to any individual who lacks a fixed and adequate nighttime residence or who primarily live in a supervised shelter that provides temporary, emergency or transitional housing. This population could include individuals who have left their family homes voluntarily, been forced to leave their home by their families, or youth who have previously been under the care of government agencies (United States Department of Housing and Urban Development, 2007). The term “youth” is broadly used and loosely defined; United Nations Department of Economic and Social Affairs (2008) defines “youth” to include all people between the ages of 15-24 years old.

In the United States, unaccompanied homeless youth, those who are not accompanied by an adult or other guardian, account for over 7% of the total homeless population. In the United States, there are approximately 36,000 individuals between the ages of 18 and 24 and approximately 5,000 individuals under the age of 18 (United States Department of Housing and Urban Development, 2017). According to the United States Department of Education (2017), for the 2016-2017 school year, there was an estimated
1,924 students enrolled in public schools in Wyoming experiencing homelessness, with an estimated 295 of these students unaccompanied by a family member or guardian. According to the United States Interagency Council on Homelessness (2017), there was an estimated 62 unaccompanied homeless youth between the ages of 18 and 24 in Natrona County, Wyoming, based on a point-in-time count conducted in January of 2017.

Many determinants contributing to the prevalence of youth homelessness have been posited, the most prominent of which include; child maltreatment, poverty, and mental illness (Kidd et al., 2015). Additionally, once homeless, the youth population are frequently exposed to physical violence, sexual violence, and crime on a frequent basis (Whitbeck, Hoyt & Yoder, 1999) and experience disproportionately high rates of substance abuse, victimization, sexually transmitted disease, unwanted pregnancies, mental illness, chronic conditions, and a lack of health insurance when compared to peers in the general population (Ammerman et al., 2004). As a result of this victimization, homeless youth are also substantially more likely to have mental health concerns as a result of their past traumatic experiences (Davies & Allen, 2017). Ryan, Kilmer, Cauce, Watanabe and Hoyt (2000) found that 48% of runaway homeless youth had come from families that had some type of intra-familial abuse. Of the sample (n = 329), more of the youth came from physically abusive homes than sexually abusive backgrounds (Ryan, Kilmer, Cauce, Watanabe & Hoyt, 2000). A systematic review of the literature regarding abuse within the youth homeless population concluded that homeless youth display post-traumatic stress disorder (PTSD) at much higher rates than youth in the general
population as a result of traumatic experiences in prior family homes, as well as from traumatic experiences once they have become homeless (Davies & Allen, 2017).

Considering the vulnerability of homeless youth, it is widely accepted that substantial resources should be allocated to providing healthcare and supportive services to the homeless youth population (Christiani, Hudson, Nyamathi, Mutere, & Sweat, 2008). However, even though there is agreement on the need for services, there is frequently a gap between what is required by the population and the access or delivery of services. Most frequently, the supports available to homeless youth are incongruent to their current needs (Christiani et al., 2008). A study of homeless youth in Los Angeles conducted by Christiani et al. (2008) indicated that a combination of financial, physical, and personal barriers often discouraged homeless adolescents from receiving quality care. The results of the study indicated that the most profound and debilitating factors were personal issues involving discrimination, misunderstandings, and a sense of disrespect and dehumanization. Further, homeless adolescents voiced a sense of feeling lost and overwhelmed in the complexity of the healthcare system without having a "home" or mentor to assist them in accessing needed services (Christiani et al., 2008).

Complicating the issue of homelessness in the United States within this age range, unaccompanied homeless youth are much more likely to be unsheltered than the homeless population as a whole; 55% of youth are unsheltered and 56% of unaccompanied youth under are the age of 18, compared to 35% of the larger homeless population (United States Department of Housing and Urban Development, 2017). The
theory posited by Abraham Maslow (1943) regarding human motivation illustrates the difficulty presented from a lack of housing. Maslow states that in order to pursue a fulfilling life, an individual’s most basic physiological needs must first be met. In this manner, an individual's needs are organized into a hierarchy with basic requirements like food, water, and shelter being the most foundational. The hierarchy then progresses through safety needs, belonging needs, esteem needs and ends with self-actualization goals (Kenrick, Griskevicius, Neuberg & Schalleer, 2010; Maslow, 1943).

Lacking a safe living environment creates a void within the base of the hierarchy addressing physiological needs. Additionally, unsheltered living may create a void in the next step of the hierarchy addressing safety. These unmet needs require attention that limits the amount of personal growth that can occur until these requirements are met. A study conducted to examine housing programs for homeless adults with mental illness evaluated personally identified barriers of participants in relation to the concepts Maslow’s hierarchy of needs (Henwood, Derejko, Couture & Padgett, 2014). While the results of the study are of limited value due to the differences in populations studied, the results indicated that Maslow’s hierarchy does provide evidence of the value of a stable living environment. The authors found that while the progression of the hierarchy does not always occur in a linear fashion, the principal of frustration as described by Maslow’s later hypothesis is a primary driving force in the attainment of self-actualization, and that personal needs on multiple levels of the hierarchy are addressed simultaneously (Maslow, 1970). In this study, a stable-living environment did prove to be supportive of the attainment of goals related to self-advancement within the community
and self-actualization within this population; the frequently sited motivation for advancement was out of frustration relating to social and financial deficiencies which could be generalized to other homeless sub-populations (Henwood et al., 2014).

**Strategies to Guide Homeless Youth Interventions**

Considering the proportion of youth individuals who are currently homeless that have experienced forms of abuse, it is suggested that organizations providing services to this population utilize a *Trauma-Informed Care* (TIC) model (Ammerman et al., 2004; Davies & Allen, 2017; Helfrich, Aviles, Badiani, Walens, & Sabol, 2006; Kidd et al., 2015).

Hopper, Bassuk, and Olivet (2010) described TIC as:

A strengths-based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment (p.133).

Further, “trauma” refers to any experience that creates a sense of fear, helplessness or horror and overwhelms a person’s abilities to cope (Hopper et al., 2010). The prevalence of trauma histories within this population and the long-lasting impacts that trauma can have indicate that TIC should be a guiding principal of intervention with this population to ensure that clinicians engaging with this population are considerate to the unique needs of homeless youth.

A systematic review conducted by Davies and Allen (2017) examined the impact of trauma history and repeat victimization amongst the homeless youth population. The authors concluded that the psychological effects of trauma within the population are pronounced, indicating that intervention with this population needs to be adapted to
consider the trauma history of the individuals. Interventions provided to address the same areas of deficit in the housed youth population are generally inappropriate given the cultural contexts, psychological states and trauma histories present in the homeless youth population indicating the necessity for TIC in determining appropriate and efficacious interventions (Davies & Allen, 2017). Providing TIC is well in-line with occupational therapy practice, which places strong emphasis on providing intervention that is considerate of the contextual and cultural factors surrounding an individual.

Youth under the age of 18 typically develop identities and habits that assist them in negotiating and surviving the culture on the street or in shelters. In developing the habits that make them successful at living on the street, these adolescents subsequently have limited opportunities to develop life skills that promote mainstream roles such as that of a student, family member, or worker at the key transitional adolescent life stage (Helfrich et al., 2006). According to World Health Organization: Division of Mental Health (1994), life skills are defined as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (p. 1).

Current evidence supports programing designed to provide intervention to homeless youth to address the development of life skills in a culturally and trauma-sensitive manner once housing is established (Gaetz, 2014; Helfrich et al., 2006; McKenzie-Mohr, Coates, & McLeod, 2012). The youth homeless population is far more likely than the general homeless population to live unsheltered (United States Department of Housing and Urban Development, 2017). The tendency to live
unsheltered results in a lack of stability that presents as a barrier to the further
development of life skills to support participation in mainstream roles that the housed
youth counterpart participates in (Kidd et al., 2015; Maslow, 1970). The transient nature
of the homeless youth population also has the tendency to make frequent and regular
attendance of intervention sessions and evaluation of program effectiveness difficult
(Helfrich et al., 2006). Supported housing in one potential solution to address the
transiency of the homeless population.

Recent decades have shown a shift from large, temporary homeless shelters,
toward more permanent living solutions like supportive housing (Parkinson et al., 1999).
Supported housing is an example of a transitional housing approach in which individuals
reside while developing the skills and establishing the means necessary to live
independently. This approach is also beneficial to this population as it is frequently
difficult for homeless youth to secure a lease from potential renters who are reluctant
to grant a lease to an individual who hasn’t had a lease previously, and likely does not
have the references and income that is typically required (Gaetz, 2014).

Supportive housing environments combine safe housing with integrated support
services including a variety of case management, health care access, and supervision
(Kisley et al., 2008). Most importantly, supportive housing provides long-term stability
creating a sense of "home" to facilitate success in other areas of life. Studies of foster
care alumni who were included in supportive social environments demonstrated
increased self-esteem, psychological health and improved educational achievement
(Massinga & Pecora, 2004; Perry, 2006). Additionally, a study to examine the most
accurate predictors of episodes of youth homelessness and duration of homeless episodes identified that individuals that were more formally or informally connected with a social support system experience less days of homelessness (Slesnick, Bartle-Haring, Dashora, Kang & Aukward, 2008).

A mixed methods study by Kidd et al. (2015) states homeless youth experience three distinct stages of stability in new housing within this population which displays the complexity of the process of transitioning in and out of homelessness. The first stage encompasses a period of significant fluctuation and instability. Then, the individual experiences a period of regaining stability, while making some progress towards life goals. The third stage, experienced once stability in their living environment is achieved, allows for individuals to focus their attention toward increased progress towards other life goals. The study indicated that progressing to stability takes a substantial period of time, frequently greater than one year. This third stage of stability serves as the best opportunity for intervention as it affords youth the opportunity to practice and develop a variety of life skills before transitioning to permanent housing (Kidd et al., 2015).

Housing First is a specific example of a recovery-oriented approach to homelessness that involves moving individuals who experience homelessness into a form of housing as quickly as possible without the use of preconditions to qualify or disqualify individuals from inclusion into the program. The Housing First model is a working example in support of Maslow’s theory, demonstrating the benefit of providing shelter to homeless youth prior to attempting intervention to further develop life skills. Once the most basic need of stability in housing is met, additional services can be
provided (Gaetz, 2014). Utilizing a supportive housing environment to provide stability has the potential to provide the best environment for the development of life skills through the use of culturally sensitive, trauma informed group intervention.

**Occupational Therapy Role**

In focusing on the needs of this population, research indicates that occupational therapists are skilled to address life skills in the homeless population (Helfrich et al., 2006; Thomas et al., 2011). Life skills in the youth homeless population can be developed to address the unique challenges typically faced by this population. The needs, issues, and barriers faced by individuals who are homeless are closely aligned with the skills and knowledge of occupational therapists (Herzberg & Finlayson, 2001).

On a philosophical basis, the emphasis placed on the importance of client-centered engagement and purposeful occupations by occupational therapy is also well aligned in providing service to this population (Herzberg & Finlayson, 2001). Occupational therapy practice is guided by the *Occupational Therapy Practice Framework: Domain and Process 3rd Edition* (OTPF), which provides the central concepts that ground occupational therapy practice and builds a common understanding of the vision of the profession (American Occupational Therapy Association, 2014). The OTPF is designed to be utilized as a guide in practice and used in conjunction with other occupational therapy theories, clinical reasoning, assessment tools and the base of evidence specific to the profession (American Occupational Therapy Association, 2014). The domain outlined within the OTPF describes the purview of the profession and outlines the areas in which occupational therapy has an established body of knowledge and expertise. It is within the
domain of the OTPF that the relevance of occupational therapy relating to the population of homeless youth is demonstrated.

The OTPF describes the domain of practice in five different aspects separated into occupations, client factors, performance skills, performance patterns, and contexts and environments. Areas of occupation include: activities of daily living (ADLs), instrumental activities of daily living (IADLs), rest and sleep, education, work, play, leisure, and social participation. Client factors include: values, beliefs and spirituality, body functions, and body structures. Performance skills are separated into motor skills, process skills, and social interaction skills. Performance patterns address habits, routines, rituals, and roles while contexts and environments consider cultural, personal, physical, social and virtual factors.

The occupational therapy process as defined by the OTPF begins by gaining an understanding of the life history and experiences of the individual and underlying factors emphasizing the areas of strength that they possess (American Occupational Therapy Association, 2014). To gain this understanding, occupational therapists use objective and self-reported assessments to obtain an understand an individual's abilities. Assessments used by occupational therapists to determine abilities related to life skills include the Kohlman Evaluation of Life Skills (KELS), Canadian Occupational Performance Measure (COPM) and the Casey Life Skills Assessment (CLSA), formerly the Ansell Casey Life Skills Assessment (Gutman et al., 2004; Helfrich et al., 2006; Helfrich & Fogg, 2007; Herzberg, Ray & Miller, 2006; Munoz et al., 2006). Following the assessment process, interventions are considered that are unique to the needs of the individual.
Utilizing the OTPF as a framework to guide the development of interventions, occupational therapists can provide life skills training to meet the individual needs of clients. The deficits in life skills identified within the homeless youth population are clearly identifiable within the definition of “life skills” as defined by Abaogul, Cesim, Kars and Celik (2017), and the areas of occupation as defined in the OTPF, indicating that occupational therapy is uniquely skilled to provide interventions within this population. Abaoglu et al. (2017) demonstrated that occupational therapy life skills training for homeless individuals can be broken up into three broad categories: social skills, independent living skills, and basic skills. Social skills contain interpersonal skills, assertive communication, developing self-confidence, and social networks. Independent living skills consist of managing a household, budgeting, initiating medical appointments, and managing bills. Basic skills encompass reading, writing and computer literacy (Abaoglu et al., 2017).

In addition to the OTPF, a number of prominent occupation-based theories are relevant to guiding life skills interventions with this population. The Person Environment Occupation (PEO) model, aligns with the OTPF by emphasizing three domains to specifically be considered and addressed in assessment and intervention. The model addresses the manner in which each domain of the model; the Person, Environment and Occupation effect occupational performance and interact with the other domains. The fundamental belief of the model is that a transactional relationship exists between each of the three domains; as such, they cannot be assessed and addressed without consideration of the interweaving that occurs between the three domains (Baptiste,
The manner in which the domains overlap is representative of the current capacity for occupational performance. By addressing each domain, the manner in which the domains support each other is increased, increasing an individual’s occupational performance.

A primary strength in using the PEO to guide practice in this area is the emphasis placed on the importance of the environment. When considering populations experiencing homelessness, a major consideration is the impact that their current physical environment has on the opportunities that they are afforded and their resulting occupational performance. The physical environment in which these individuals reside can impact the quality and types of interventions that can be provided, and subsequently, the success an individual will have in increasing their occupational performance. By utilizing the PEO in the development of programming to develop life skills, environmental and personal factors can also be considered and emphasized to ensure that programming is provided in the most efficacious manner.

A study conducted by Peloguin and Ciro (2013) concluded that the PEO model is appropriate in developing life skills interventions that are population specific, supporting the development of group-based interventions appropriate for a setting providing services to youth experiencing homelessness. An additional strength in utilizing the PEO model is that it doesn’t specify an accompanying assessment or intervention criteria. Subsequently, information from additional assessments that have been deemed relevant to the population can be integrated into the therapeutic reasoning process to assist in the development of appropriate programming and interventions.
A number of studies evaluating occupational therapy intervention address the three broad categories indicated by Abaoglu et al. In a systematic review conducted by Thomas et al. (2011), occupation therapy interventions were indicated in the life skill areas of money management, banking skills, budgeting, enhancing employment opportunities through meeting work and educational goals (Boland & O’Mahoney, 2002; Glass, Sevitz, Williamson, Wink & Duncan, 2006; Gutman et al., 2004; Helfrich et al., 2006; Munoz, Garcia, Lisak & Reichenbach, 2006), anger management, assertiveness skills (Helfrich et al., 2006) and stress management (Davis & Kutter, 1998; Helfrich et al., 2006). Coping skill interventions were also indicated to facilitate an increase in other life skill areas (Davis & Kutter, 1998; Helfrich et al., 2006).

In addressing the development of life skills, occupational therapy concurrently addresses multiple domains within the OTPF. While the tangible skill may be addressed as an area of occupation, frequently, client factors, performance patterns, and performance skills are also being incorporated into intervention. Contextual and environmental factors, including previous traumatic experiences, are considered throughout the occupational therapy process, which aim to promote the functional independence of individuals in their daily lives.

Occupational therapy is congruent with TIC as it places an emphasis on personal strengths and an understanding of the impact of trauma. Life skills intervention to promote functional independence can simultaneously address the psychosocial factors present within the homeless youth population to instill a sense of hope, self-efficacy, and autonomy (van der Kolk et al., 2005). This aligns with the outcomes identified within the
occupational therapy process as defined by the OTPF describing quality of life by increasing the psychosocial factors of self-concept, life satisfaction, and hope, while also addressing occupational performance in life skills areas (American Occupational Therapy Association, 2014).

As previously mentioned, TIC is defined as a framework that identifies the strengths of an individual and is grounded in an understanding of the impact of traumatic events and the lasting cumulative impact that these events have on an individual (Hopper et al., 2010). In addition to a higher prevalence of mental health concerns, including but not limited to PTSD, the increased rate of occurrence of traumatic experiences within the homeless youth population frequently results in a sense of hopelessness, worthlessness and incompetence that can be addressed through occupational therapy (Davies & Allen, 2017; Petrnchik & Weiss, 2015; van der Kolk, Roth, Pelcovitz, Sunday & Spinazzola, 2005).

A study conducted by Helfrich, Peters and Chan (2011) evaluated changes in trauma symptoms in homeless adults ages 24-68 through the implementation of a twelve-session occupational therapy life skills program to address self-care, money management, nutrition, and safe community involvement. The authors concluded that individuals experiencing trauma symptoms may experience a reduction in their symptoms as a result of participation in a life skills program (Helfrich et al., 2011). While this study evaluated the use of occupational therapy interventions focusing on life skills to reduce symptoms of trauma, the outcomes related to competence in increasing life skills were not addressed (Helfrich et al., 2011). Further, as the population evaluated was
homeless, the specific housing circumstances and details pertaining to the life skills program were not specified. This aligns with a trend in the current literature pertaining to the gap in research on the effectiveness and role of occupational therapy in providing intervention to homeless youth. To address this gap, an intervention program designed to be implemented by occupational therapy practitioners within a supported living environment is warranted.
Chapter III: Methodologies

For the purpose of this scholarly project, the activities and methodology are described throughout the methodology and product chapters. The developers of the product, Michael Black and Ariel Campbell, attended a focus group in Casper, Wyoming hosted by a community organization that is in the process of opening a supported living facility for homeless youth in Natrona County. This purpose of the focus group was to provide community members with information and statistics regarding the problem of youth homelessness in Natrona County, and seek feedback and ideas from the community.

After attending the focus group, the developers completed a literature review utilizing the Harley E. French Library of Health Sciences and the American Journal of Occupational Therapy to determine the health and psychosocial needs of the population, and current gaps in occupational therapy literature pertaining to this population. While completing the literature review, the theory of Trauma-Informed Care (TIC), a strength-based approach to guide intervention in a manner that is sensitive to past traumatic events and experiences, was indicated. This theoretical approach was utilized in the development of an occupational therapy intervention program to develop life skills demonstrated in the literature review. In addition to using TIC to guide the development of the program, the PEO model was utilized to assess the manner in which
the three domains, the person, environment, and occupation impact occupational performance. This theoretical emphasis ensured that the intervention program fit the unique requirements of the population for which it was created.

To guide the development of the intervention program, the *Occupational Therapy Practice Framework: Domain and Process* 3rd Edition (OTPF) was utilized to define intervention described in the product in a manner that is congruent with occupational therapy practice (American Occupational Therapy Association, 2014). Intervention sessions to address life skills deficits determined in the literature review were categorized within the areas of occupation defined by the OTPF. The process defined within the OTPF guides the chronological order of the occupational therapy process, beginning with assessment.

To gain an understanding of the actual and perceived deficits in life skills with the homeless youth who will receive intervention, the Casey Life Skills Assessment (CLSA), formerly the Ansell-Casey Life Skills Assessment, will be implemented during the first group session and re-administered at the conclusion of the intervention program. The CLSA assesses areas such as, daily living, self-care, relationships and communication, housing and money management, career and education planning and looking forward (Casey Family Program, 2017). The results of the assessment will be utilized by the participants to determine relevant personal goals for each participant to address through the intervention process.

Intervention will be provided in a group setting twice per week for 90 minutes for twelve consecutive weeks. The topics of each intervention session were determined by
the life skills deficits typically experienced by the population as determined through the literature review. Each session will address a category within the areas of occupation defined by the OTPF. The structure of each intervention session is adapted from Cole’s Seven Step model and takes a client-centered approach to group leadership to guide leaders through the development and implementation of the sessions including, introduction, activity, sharing, processing, generalizing, application, and summary (Cole, 2012). The purpose of this intervention style is to facilitate participation of members in completing a shared activity, and to reflect on its meaning for each individual (Cole, 2012). Interventions will consist of a variety of activities, experiences and group discussions, with the intention of increasing generalizability of the information provided throughout the sessions so that it can be later applied. Each session is outlined in detail within the product and written to be implemented by an occupational therapist or occupational therapy student. The design of each session allows for some flexibility in implementation to better accommodate group participants. In accordance with the PEO model, each intervention session considers the unique needs of the population, a specific area of occupation to be addressed, and the manner in which the environment is utilized to promote occupational performance. Anticipated outcomes of the series of group interventions include a measurable increase in perceived life skills abilities demonstrated through reassessment using the CLSA as well as achievement of the personal goals established by each participant at the beginning of the intervention process.
Chapter IV: Product

The Program Structure was determined by looking at the needs defined within the literature review and identifying areas of occupation that best suits the population. This led to the development of 24 sessions intending to be implemented twice a week at 90 minutes per session. Cole's Seven Steps authored by Cole in 2012 was utilized within each session which takes a client centered approach and guides leader through each step involving, an introduction, activity, sharing, processing, generalizing, application, and summary portion. The activities within the product include handouts that have been created by the program developers or used with permission from other sources. The purpose of this intervention style is to facilitate group members in completing a shared activity, and to reflect on its meaning for each individual. Providing group intervention in this manner is well aligned with the PEO model, as the facilitation of the group environment and shared experience can positively impact occupational performance for the individual members of the group.

In design of the product it was determined that the Casey Life Skill’s Assessment will be administered in the first session and re-administered in the last. The results of each assessment will be utilized by each group member to develop three personalized goals. In the of reviewing literature, the use of this self-report assessment was supported to aid youth homeless individuals in identifying their abilities with the area
of life skills. This assessment by Casey Family Program 2017 version is available free online and assesses areas such as daily living, self-care, relationships and communication, housing and money management, career and education planning and looking forward.

The deficits in life skills identified within the homeless youth population in the literature review are congruent with the areas of occupations as defined in the Occupational Therapy Practice Framework, indicating that occupational therapists are uniquely skilled to provide interventions within this population. This framework was used to guide the development of the manualized intervention program. This program is developed to be completed in a sequential fashion however a segment of the program addressing a single area of occupational could be implemented on its own. If group leaders intend to address only a single area of occupation, it is still suggested for group members to complete the Casey Life Skills Assessment and develop three goals before and after sessions are implemented.
Life Skills Program for Youth who have Experienced Homelessness

By: Michael Black, MOTS & Ariel Campbell, MOTS

Advisors: Nicole Harris, EdD, OTR/L & Kelly Dornbier, MOT, OTR/L
Program Outline

Week 1:
Session 1: Introduction and Peer Social Participation
Session 2: Goal Setting and Communication Management
Occupational Therapy Practice Framework (OTPF) Areas of Occupation: Social participation/ Instrumental Activities of Daily Living (IADL)

Week 2:
Session 3: Community Social Participation
Session 4: Health Management: Social Anxiety & Coping Strategies
OTPF Areas of Occupation: Social Participation/ IADL

Week 3:
Session 5: Health Management: Nutrition
Session 6: Meal Preparation
OTPF Areas of Occupation: IADL

Week 4:
Session 7: Meal Preparation and Safe Food Handling
Session 8: Health Management: Physical Activity
OTPF Areas of Occupation: IADL/ Leisure

Week 5:
Session 9: Health Management: Stress and Time Management
Session 10: Health Management: Stress Management and Self-Care
OTPF Areas of Occupation: IADL

Week 6:
Session 11: Sleep Preparation
Session 12: Rest and Relaxation
OTPF Areas of Occupation: Rest and Sleep

Week 7:
Session 13: Informal Personal Educational Needs
Session 14: Volunteer Exploration: Work
OTPF Areas of Occupation: Education/ Work

Week 8:
Session 15: Formal Education
Session 16: Employment Interest and Pursuits
OTPF Areas of Occupation: Education/ Work
Week 9:
  Session 17: Employment Seeking and Acquisition: Resumes
  Session 18: Employment Seeking and Acquisition: Interviews
  OTPF Areas of Occupation: Work

Week 10:
  Session 19: Financial Management: Banking
  Session 20: Financial Management: Budgeting
  OTPF Areas of Occupation: IADL

Week 11:
  Session 21: Driving and Community Mobility
  Session 22: Home Management
  OTPF Areas of Occupation: IADL

Week 12:
  Session 23: Volunteer Exploration: Leisure
  Session 24: Leisure Participation and Group Conclusion
  OTPF Areas of Occupation: Leisure/ Work/ Social Participation
Session 1:
Introduction and Peer Social Participation
Life Skills
Session 1 – Introduction and Peer Social Participation
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

**Group Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** The purpose of this session is intended to introduce group members and facilitators to the objectives of the program and the role of occupational therapy. Group members will participate in a team-building activity to emphasize the importance of team work and communication. The Casey Life Skills Assessment will be completed to guide goal development in the following session.

**Session Objective:** By the end of the session, group members will demonstrate an understanding of the importance of communication through a group discussion.

**Required Items:** two raw eggs, two small pieces of cardboard, two rolls of duct tape, 40 straws, measuring stick, beach ball, marker, Casey Life Skills Assessments, and writing utensils.

**Prior to this session:** Print Casey Life Skills Assessments follow ‘How to print the Casey Life Skills Assessment’ attachment. Print 2 for each group member, one will be administered at the end of this session the other will be administered in the last session.

**OTPF Areas of Occupation:** Social Participation

**Introduction** (15 minutes)
- Warm Up
  - Each individual states their name, answers one question on the ball and throws it to another group member.
  - Questions written on the ball:
    - What is your favorite season?
    - What is your favorite holiday?
    - What month were you born in?
• What is your favorite activity?
• Group leaders will state the group description, explain the roles of the group leaders, and state the objective of the session.
  • State the session description above
  • Explain Occupational Therapy and the role of the group leaders in this setting:
    ➢ **Occupational therapy** is defined as the therapeutic use of everyday life activities with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routine in home, school, workplace, community and other settings.
    ➢ The **group leaders** will facilitate discussion by engaging all group members and assist members in applying knowledge to everyday life.
• State the objective of the session
• Introduction Outline
  • Explain objective of this program and the role of the facilitator
  • Team Building Activity
  • Casey Life Skills Assessment

**Activity/ Sharing** (20 minutes)
• Team Building Activity
  • Group members will be randomly broken up into two teams.
  • Group leaders will read the instructions (see attachment)
  • What went well within your team?
  • What was challenging?

**Processing** (2 minutes)
• How did you feel about doing the team building activity?
• How did you feel about your team's communication?

**Generalizing** (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?
• How difficult was it to decide what to do during the team building activity?

**Application** (2 minutes)
• Give one example of when you can use assertive communication.
• How will you use communication skills in the future?
• How will you apply this knowledge in the future?

**Summarize** (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
**Activity (40 minutes)**
- Casey Life Skills Assessment
  - Each group member will complete the self-report questionnaire.
  - Group leaders will read the statement below to group members
    *The importance of this assessment is to complete each question truthfully. This information will be used by you to develop goals in the next session. We will not be sharing your answers to these questions.
  - When group members are finished, they are free to leave.
HOW TO PLAY EGG DROP TEAMBUILDING ACTIVITY

Goal

Teams of 3-5 take materials and build something to protect a raw egg. The eggs that survive a 10+ foot drop successfully completes the challenge.

Supplies

- Materials Required: Raw eggs (one for each group plus extras in case of accidents), cardboard, duct tape, several thin straws (at least 40 per group), paper towels for cleanup, a way to enable a high drop
- Participants: 6 to 50, enough for at least a few groups.
- Time Required: 15 – 30 minutes

Playing the Game

1. Divide members into small teams of 3 – 4. Give each team one raw egg, 40 straws, 1 meter of duct tape, and other materials as listed above.
2. Explain the rules of the teambuilding activity. Tell them that the goal is to design and build a structure that will prevent their raw egg from breaking from a high drop. Teams will be given about 15 minutes to make the structure. If more than one team is successful, then the team that uses the least amount of straws wins. Should more than one team succeed in protecting their egg, the winner will be determined by the fewest straws used.
3. Separate the teams so they are not very close to each other (to prevent copying ideas).
4. Say GO! and give teams 15 minutes or so to build their structure, with an egg inside.

Winning the Game: At the end of the time limit, bring everyone back together. Drop each structure in a consistent way. After dropping all structures, open them up and figure out which eggs have remained intact. The winning team is the one with the least number of straws used.

Debrief and Reflection: The goal of this teambuilding activity is to build chemistry, teamwork, and creative thinking. It is useful to ask debrief/reflection questions afterwards.

HOW TO PRINT THE CASEY LIFE SKILLS ASSESSMENT

Step 1:

- Go to https://caseylifeskills.secure.force.com
- “Create a free account” fill out the provider information with your sites
  information then click “Sign up now” (fill out this portion as a provider)

Step 2:

- On the left side of the main page to the left you will see “Print blank assessments”
  and choose “CLS” and hit print.
- A pop-up screen will come up with the Casey Life Skills assessment.
- There should be seven categories of questions in the areas of: Daily Living; Self
  Care; Relationships and Communication; Housing & Money Management; Work
  and Study Life; Career and Education Planning; and Looking Forward

Step 3:

- Print 2 of these assessments for every group member. One will be administered in
  the first session and one in the last session.

Step 4:

- Administer one assessment to each group member.

https://caseylifeskills.secure.force.com/clsa_cw_dashboard#
Session 2:
Goal Setting and Communication Management
Life Skills
Session 2 – Goal Setting and Communication Management
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Group Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: In this session, it is intended that group leaders will provide education on how to construct personal goals. Group members will use the result from the Casey Life Skills Assessment and develop individualized goals for each of the seven areas addressed by the assessment. The goal worksheet will then guide members in prioritizing their goals. Following the completion of the goal writing activity, the session will transition to the topic of communication.

Session Objective: By the end of the session, group members will demonstrate the ability to create individualized goals based off the results from the Casey Life Skills Questionnaire.


OTPF Areas of Occupation: Instrumental Activities of Daily Living

Introduction (10 minutes)
- Warm Up
  - What did we do last session? (Team Building Activity and Questionnaire)
  - What did you learn from the last session?
  - What did you enjoy about the last session?
- Introduction Outline
  - State the objective of the session
  - Discuss how to make personal goals
  - ‘Goal Setting’ worksheet
  - ‘Styles of Communication’ worksheet
**Activity/ Sharing (65 minutes)**

- **Goal writing**
  - Have group discussion on how to create goals using the following components:
    - **Relevant**: Goal areas are pertinent to the individual.
    - **Specific**: Identify a specific task, not a broad concept or goal area.
    - **Measurable**: What can we use to indicate when the goal is met?
    - **Realistic**: Is the goal achievable? Is it too hard or too easy?
  - For example: Self-Care: I will **brush my teeth** once a day **after I eat breakfast**.
- ‘Goal Setting’ worksheet
  - Provide group members with their answers from the Casey Life Skills Assessment and ‘Goal Setting’ worksheet.
  - Group members will each complete the worksheet and prioritize their top three goals.
  - Group leaders will relay that each plan is going to be individualized and different for each member.
  - Group leaders will ask if anyone is willing to share the goals they developed.
  - What went well when setting personal goals?
  - What was challenging?
- **Notebooks**
  - Instruct group members to write the goals into their notebooks so that they can keep track of their progress.
  - The notebook will be utilized periodically throughout the program.
- ‘Styles of Communication’ worksheet
  - Group leaders will ask members to share which communication style they use most frequently.
  - Each member will identity characteristics of each communication style.
  - Group members will fill in each of the scenarios.
  - Group leaders will facilitate each group members to role play one scenario.

**Processing (2 minutes)**

- Is creating goals in this way something you have done before?
- What did you learn about the way you communicate?
- How difficult was it to create goals for yourself?
- How difficult was it to come up with an assertive answer in the scenarios?

**Generalizing (4 minutes)**

- What did you learn about yourself during this activity?
- What did you learn about others?
- Were your goals similar or different from other group members?
**Application** (2 minutes)
- How can you apply assertive communication styles in the future?
- What are some other situations where you can create goals for yourself using this format?
- What strategies can you use to reach your goals?

**Summarize** (5 minutes)
- Leaders will restate the objectives, thank participants and relate session back to objectives.
**Goal Setting Worksheet**

Pick one item in each category that you checked “No” or “Mostly No” and write it in the blank below. If you checked more than one in a category, pick one that is most important to you.

**Daily Living:**

**Self-Care:**

**Relationships & Communication:**

**Housing & Money Management:**

**Work & Study Life:**

**Career & Education Planning:**

**Looking Forward:**

From the list above, pick three that are most important to you. Develop a goal for each of these. Goals need to be: Relevant, Specific, Measurable, and Realistic.

For example: Self-Care: *I will brush my teeth once a day after I eat breakfast.*

**Goal 1:**

**Goal 2:**

**Goal 3:**
Styles of Communication

Passive Communication
During passive communication, a person prioritizes the needs, wants, and feelings of others, even at their own expense. The person does not express their own needs or does not stand up for them. This can lead to being taken advantage of, even by well-meaning people who are unaware of the passive communicator’s needs and wants.

- Soft spoken/quiet
- Allows others to take advantage
- Prioritizes needs of others
- Poor eye contact/looks down or away
- Does not express one’s own needs or wants
- Lack of confidence

Aggressive Communication
Through aggressive communication, a person expresses that only their own needs, wants, and feelings matter. The other person is bullied, and their needs are ignored.

- Easily frustrated
- Speaks in a loud or overbearing way
- Unwilling to compromise
- Use of criticism, humiliation, and domination
- Frequently interrupts or does not listen
- Disrespectful towards others

Assertive Communication
Assertive communication emphasizes the importance of both people’s needs. During assertive communication, a person stands up for their own needs, wants, and feelings, but also listens to and respects the needs of others. Assertive communication is defined by confidence, and a willingness to compromise.

- Listens without interruption
- Clearly states needs and wants
- Willing to compromise
- Stand up for own rights
- Confident Tone/Body Language
- Good Eye Contact

### Example Scenario

A friend asks you to borrow your car. This will be a big inconvenience for you.

<table>
<thead>
<tr>
<th>Passive</th>
<th>Umm, yeah. I guess that’s fine. Do you need me to fill the tank?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>No Way! Why would I let you borrow my car? You’re crazy to even ask.</td>
</tr>
<tr>
<td>Assertive</td>
<td>I need my car that day, but I’ll have time to drop you off.</td>
</tr>
</tbody>
</table>

### Scenario

Your boss asks you to stay late, while everyone else leaves. You’re always the one who stays late, and tonight you have plans.

<table>
<thead>
<tr>
<th>Passive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aggressive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assertive</th>
</tr>
</thead>
</table>

### Scenario

Your roommate left a mess in the kitchen, and you’re too busy to clean.

<table>
<thead>
<tr>
<th>Passive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aggressive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assertive</th>
</tr>
</thead>
</table>

### Scenario

You’re at a restaurant, and the server brought you the wrong dish.

<table>
<thead>
<tr>
<th>Passive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aggressive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assertive</th>
</tr>
</thead>
</table>

### Scenario

A friend showed up at your house uninvited. Usually you would be happy to let them in, but this time you’re busy.

<table>
<thead>
<tr>
<th>Passive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aggressive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assertive</th>
</tr>
</thead>
</table>

---


39
Session 3:
Community Social Participation
Life Skills
Session 3– Community Social Participation
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Group Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** This session is intended to promote community involvement by exploring possible community activities that individuals can participate in as members of a group.

**Session Objective:** By the end of the session, each group member will have identified one activity within the community that they are interested in attending that incorporates social involvement.

**Required Items:** ‘Community Participation’ worksheet, computers with internet access

**OTPF Area of Occupation:** Social Participation

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Goal setting and Communication)
  - Did you work toward any of the goals you wrote during the last session?
  - Discuss why it is important to be engaged in community activities
- Introduction Outline
  - State the objective of the session
  - ‘Community Participation’ worksheet
  - Find a local community event online

**Activity/ Sharing** (65 minutes)
- ‘Community Participation’ worksheet
  - Group leaders will use the statement below to explain the importance of engaging in community activities:
“Social participation is a component of health and wellness. Health is a combination of physical, mental and social well-being; to achieve balance, all areas must be considered. Being active in the community provides this balance.”

- The group will discuss what community activities they have participated in or would like to participate in in the future.
- Once provided the ‘Community Participation’ worksheet, group members will circle all community activities they are interested in.
- Find a local community event
  - Group leaders will instruct group members to use a computer to find local activities they would like to participate in and research how to become involved in the activity.
  - Each group member will discuss how they can become a part of this activity.
  - What went well when searching for local events?
  - What was challenging during this process?

**Processing** (2 minutes)
- How do you feel about participating in the activities that you found?
- How did you feel about the worksheet?

**Generalizing** (2 minutes)
- What did you learn about yourself during this activity?
- What did you learn about others?
- How difficult was it to decide what community activities you are interested in?

**Application** (4 minutes)
- How will you use this information to get active in community activities?
- What other things could you use the information from today’s session to learn about and become active in?

**Summarize** (5 minutes)
- Leaders will restate the objectives, thank participants and relate session back to objectives.
Community Participation

Below are common community group activities. Circle all community activities that you are interested in.

- Playing music with a band
- Attending live music
- Attending a Movie
- Dancing with others
- Playing Bingo
- Bowling
- Slow pitch softball
- Fantasy sports
- Theater performances
- Church activities
- Fitness classes
- Pick-up basketball
- Pick-up volleyball
- Book clubs
- School clubs
- Language clubs

Go to an internet browser and search local community activities. Below write three events that you would like to attend.

Title of activity 1: ___________________________ Date & Time: ___________________________

Frequency: ___________________________ Membership: ___________________________ Cost: ___________________________

Title of activity 2: ___________________________ Date & Time: ___________________________

Frequency: ___________________________ Membership: ___________________________ Cost: ___________________________

Title of activity 3: ___________________________ Date & Time: ___________________________

Frequency: ___________________________ Membership: ___________________________ Cost: ___________________________
Session 4: Health Management: Social Anxiety & Coping Strategies
Life Skills
Session 4 – Health Management: Social Anxiety and Coping Strategies
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Group Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** This session is intended to introduce the topic of social anxiety and learn a strategy that can be implemented anywhere to decrease the symptoms of anxiety.

**Session Objective:** By the end of the session, each member will identify one specific examples of when they can implement the coping strategy taught during the session.

**Required Items:** ‘Exploring Social Anxiety’ worksheet, ‘Anxiety Coping Technique: 5-4-3-2-1’ handout, and writing utensils.

**OTPF Area of Occupation:** Instrumental Activity of Daily Living

**Introduction (10 minutes)**
- Warm Up
  - What did we do last session? (Community Participation)
  - Do you plan to attend any community activities found last week?
- Introduction Outline
  - State the objective of the session
  - ‘Exploring Social Anxiety’ worksheet
  - ‘Anxiety Coping Strategies- 5,4,3,2,1’ handout

**Activity/ Sharing (65 minutes)**
- ‘Exploring Social Anxiety’ worksheet
  - Group leaders will read the first two paragraphs on the worksheet. Once they get to the table portion, ask group members to circle all that apply to themselves. Also, ask them to fill in the blank if there are any other circumstances to trigger social anxiety.
• Group leaders will facilitate discussion by stating which situations give them social anxiety and asking group members what social situations trigger them.
• How did it feel to discuss social anxiety in the group?
• What was challenging?
• ‘Anxiety Coping Strategies: 5,4,3,2,1’ handout
  • Introduce and practice the 5,4,3,2,1 Coping Strategy (read each step)
  • Discuss situations in which this approach could be utilized.
  • Group leaders will instruct group members that their ‘homework’ is to utilize the strategy at some point during the week and share with the group at the next meeting; what the anxiety or stress-causing situation was, what reminded them to use the strategy, and how they felt afterwards.

Processing (2 minutes)
• How did you feel about doing the discussion?
• What do you think about the 5,4,3,2,1 approach?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

Application (2 minutes)
• How will you use these skills in the future?
• Remind the group members that they are encouraged to try the coping strategy during the week.

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Exploring Social Anxiety

Social anxiety is a disorder characterized by overwhelming anxiety or self-consciousness in ordinary social situations. In milder cases, the symptoms of social anxiety only appear in specific situations, such as public speaking. On the more extreme end, any form of social interacting can act as a trigger.

Because everyone’s thoughts, feelings and reactions to social anxiety are different, it’s valuable to spend some time thinking about your unique experience.

Which social situation are you anxious about?

<table>
<thead>
<tr>
<th>Giving a speech</th>
<th>Spending time alone with a friend</th>
<th>Going on a date</th>
<th>Attending a crowded event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to the grocery store</td>
<td>Making eye contact</td>
<td>Being the center of attention</td>
<td>Taking on the phone</td>
</tr>
<tr>
<td>Meeting someone new</td>
<td>Dealing with authority figures</td>
<td>__________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

What are you worried about during social situations?

<table>
<thead>
<tr>
<th>Embarrassing myself</th>
<th>Looking stupid</th>
<th>My physical appearance</th>
<th>Being disliked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being rejected</td>
<td>Not knowing what to talk about</td>
<td>Being noticed</td>
<td>__________________</td>
</tr>
</tbody>
</table>

Oftentimes, social anxiety will lead a person to build their life in a “safe” way that shields them from their fears, rather than living how they truly want. This is a form of avoidance, which will actually make anxiety worse over time. Next, we’ll explore how social anxiety and avoidance has impacted your life.

List three ways in which social anxiety has impacted your life.
For example, has anxiety affected your relationships?

1) ___________________________________________________________________
2) ___________________________________________________________________
3) ___________________________________________________________________

Imagine you wake up tomorrow, and your social anxiety is gone. How would your life be different? List three examples, being as specific as possible.

1) ___________________________________________________________________
2) ___________________________________________________________________
3) ___________________________________________________________________

Anxiety Coping Technique

1. 5 things you can see
2. 4 things you can touch
3. 3 things you can hear
4. 2 things you can smell
5. 1 thing you can taste

- These five steps can be used to ground yourself in the NOW.
- They help you get out of your head and stop the flooded thoughts.
- This technique will help you feel in control of your thoughts.
- This can be used in a moment of anxiety.
- The goal is for this coping technique or others to help you stay present, stay grounded and stay healthy.
Session 5:
Health Management:
Nutrition
Life Skills  
Session 5 – Health Management: Nutrition  
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Group Description**: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description**: This session is intended to introduce the topic of nutrition using the MyPlate model and provide information regarding different food categories and requirements.

**Session Objective**: By the end of the session, group members will demonstrate the ability to categorize ingredients according to the MyPlate model.


**OTPF Area of Occupation**: Instrumental Activities of Daily Living

**Introduction** (10 minutes)  
- Warm Up  
  - What did we do last session? (Social anxiety and 5,4,3,2,1)  
  - Did anyone use the 5,4,3,2,1 strategy from the previous session?  
  - How did it work? What was the situation that you were in?

- Introduction  
  - State the objective of the session  
  - ‘What’s MyPlate All About?’ fact sheet  
  - ‘MyPlate, MyWins’ fact sheet  
  - ‘Meal Plan’ worksheet

**Activity/ Sharing** (65 minutes)  
- ‘What’s MyPlate All About’ fact sheet
- Group leaders will facilitate discussion on what foods are included into each category.
- ‘MyPlate MyWins’ fact sheet
  - Group leaders will facilitate discussion on what constitutes a serving.
  - Discuss how many servings of each category is recommended per day.
  - Using examples identified by members and determine the nutritional value according to the MyPlate model of some favorite meals.
  - How could these meals be improved?
- ‘Meal Plan’ worksheet
  - Group leaders will provide a completed example of a meal broken up into each category.
  - Group members will plan out breakfast, lunch, dinner and snacks for a day.
  - Total the amount of servings of each category and compare to the suggestions on the MyPlate MyWins.

**Processing** (2 minutes)
- How do you feel that your current diet fits within the MyPlate model?
- How did you feel about planning a meal using the Meal Plan Worksheet?

**Generalizing** (2 minutes)
- What did you learn about yourself during this activity?
- Can the MyPlate model be applied to your life?

**Application** (2 minutes)
- How will you apply this knowledge in the future?

**Summarize** (5 minutes)
- Inform group members that the topic of nutrition is going to be discussed again in the following session.
- Leaders will restate the objectives, thank participants and relate session back to objectives.
What’s MyPlate All About?

- Fruits
- Vegetables
- Grains
- Protein Foods
- Dairy

## Meal Plan Worksheet

<table>
<thead>
<tr>
<th>Meals</th>
<th>Grains</th>
<th>Dairy</th>
<th>Protein</th>
<th>Fruit</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Lunch</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Dinner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Snack</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Total Servings:**

<table>
<thead>
<tr>
<th>G=</th>
<th>D=</th>
<th>P=</th>
<th>F=</th>
<th>V=</th>
</tr>
</thead>
</table>

Session 6:
Meal Preparation
Life Skills
Session 6 – Meal Preparation
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Group Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** This session is a continuation of the previous session on nutrition. Group leaders will educate members on nutrition and how to make healthy choices using nutritional labels. Group members will then discuss potential meals, find recipes, and make a grocery list so that they can cook the meals we choose.

**Session Objective:** By the end of the session, group members will demonstrate the ability to apply the information from the MyPlate model in creating a meal plan, locating recipes and creating a grocery list.


**OTPF Area of Occupation:** Instrumental Activities of Daily Living

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (MyPlate & Meal Plan)
  - Did you use the MyPlate information from the last session to make decisions about food?
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session
  - ‘Understanding and Using Nutrition Facts’ fact sheet
  - ‘Grocery List’ worksheet
Activity/ Sharing (65 minutes)
- ‘Understanding and Using Nutrition Facts’ fact sheet
  - Group leaders will discuss the information provided on a food label and recommended daily calorie information.
    - Discuss the most important aspects of the label:
      - What should you limit/what should you increase?
      - Saturated fat, sodium, carbohydrates, protein etc.
- Finding Recipes
  - Group leaders will instruct group members to use a computer to find a healthy meal they would like to make, fulfilling each category requirement of MyPlate.
  - Each group member will discuss their findings and agree on a meal that will be cooked next session.
  - What went well when looking for healthy recipes?
- ‘Grocery List’ worksheet
  - Group members will collaborate to categorize each item need to make the meal into the five categories of Protein, Grains, Fruit, Vegetables, and Dairy and determine the amount of food to buy based off recommended serving sizes.
  - Group leaders will monitor to make sure each food item is categorized accurately and answer questions.
  - What was challenging when developing the grocery list?

Processing (2 minutes)
- How did you feel about understanding and using nutrition label?
- How did you feel about using these guidelines to develop a meal?

Generalizing (2 minutes)
- What did you learn about yourself during this activity?
- What did you learn about others?
- How difficult was it to decide what meal to make?

Application (2 minutes)
- How will you use these skills in the future?
- How will you apply this knowledge in the future?

Summarize (5 minutes)
- Inform group members that the topic of nutrition is going to be discussed again in the following session when preparing and cooking the meal they chose in this session.
- Leaders will restate the objectives, thank participants and relate session back to objectives.
Understanding and Using the Nutrition Facts Label

The Nutrition Facts Label found on packaged foods and beverages is your daily tool for making informed food choices that contribute to healthy lifelong eating habits. Explore it today and discover the wealth of information it contains!

Serving Size
Serving Size is based on the amount of food that is customarily eaten at one time. All of the nutrition information listed on the Nutrition Facts Label is based on one serving of the food.
- When comparing calories and nutrients in different foods, check the serving size in order to make an accurate comparison.

Servings Per Container
Servings Per Container shows the total number of servings in the entire food package or container. One package of food may contain more than one serving.
- If a package contains two servings and you eat the entire package, you have consumed twice the amount of calories and nutrients listed on the label.

Calories
Calories refers to the total number of calories, or “energy,” supplied from all sources (fat, carbohydrate, protein, and alcohol) in one serving of the food. To achieve or maintain a healthy weight, balance the number of calories you consume with the number of calories your body uses.

As a general rule:
100 calories per serving is moderate
400 calories per serving is high

Calories from Fat
Calories from Fat are not additional calories, but are fat’s contribution to the total number of calories in one serving of the food.
- “Fat-free” doesn’t mean “calorie-free.” Some lower fat food items may have as many calories as the full-fat versions.

% Daily Value
Percent Daily Value (%DV) shows how much of a nutrient is in one serving of the food. The %DV column doesn’t add up vertically to 100%. Instead, the %DV is the percentage of the Daily Value (the amounts of key nutrients recommended per day for Americans 4 years of age and older) for each nutrient in one serving of the food.

As a general rule:
5% DV or less of a nutrient per serving is low
20% DV or more of a nutrient per serving is high

Nutrients
The Nutrition Facts Label can help you learn about and compare the nutrient content of many foods in your diet. Use it to choose products that are lower in nutrients you want to get less of and higher in nutrients you want to get more of.

Nutrients to get less of – get less than 100% DV of these nutrients each day: saturated fat, trans fat, cholesterol, and sodium. (Note: trans fat has no %DV, so use the amount of grams as a guide)

Nutrients to get more of – get 100% DV of these nutrients on most days: dietary fiber, vitamin A, vitamin C, calcium, and iron.

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>kg Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
<td>300</td>
<td>Calories from Fat</td>
</tr>
<tr>
<td>Per Container</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Fat          | 5g       | 8%                  |
| Saturated Fat      | 1.5g     | 8%                  |
| Trans Fat          | 0g       |                     |
| Cholesterol        | 30mg     | 10%                 |
| Sodium             | 430mg    | 18%                 |
| Total Carbohydrate | 55g      | 18%                 |
| Dietary Fiber      | 6g       | 24%                 |
| Sugars             | 23g      |                     |
| Protein            | 14g      |                     |

| Vitamin A          | 80%      |                     |
| Vitamin C          | 35%      |                     |
| Calcium            | 6%       |                     |
| Iron               | 15%      |                     |

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Daily Value</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than 48g</td>
<td>480</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>Less than 20g</td>
<td>25g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>350g</td>
<td>370g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

Footnote with Daily Values
Some of the %DVs are based on a 2,000 calorie daily diet. However, your Daily Values may be higher or lower depending on your calorie needs, which vary according to age, gender, height, weight, and physical activity level. Check your calorie needs at http://www.choosemyplate.gov.
- If there is enough space available on the food package, the Nutrition Facts Label will also list the Daily Values and goals for some key nutrients. These are given for both a 2,000 and 2,500 calorie daily diet.

FDA
http://www.fda.gov/nutritioneducation

Grocery List Worksheet

We will be making:______________________________

We need:______________________________

Grains
1.
2.
3.
4.

Dairy
1.
2.
3.
4.

Protein
1.
2.
3.

Fruits
1.
2.
3.

Vegetables
1.
2.
3.
Session 7: Meal Preparation and Safe Food Handling
Life Skills
Session 7 – Meal Preparation and Safe Food Handling
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Group Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** This session is the last of three nutrition-based sessions. During this session, group members will be provided with education on safe food handling. Group members will then prepare and cook the meal planned in the previous session. The group leaders will educate members on proper hygiene required to cook a meal. Once the meal is cooked, group members will eat their portion of the meal.

**Session Objective:** By the end of the session, group members will demonstrate understanding of the four categories of safe food handling: clean, separate, cook and chill. By the end of the session, group members will have completed one meal preparation and cooking task.

**Required Items:** ‘Safe Food Handling’ handout, food items from the grocery list, kitchen, meal preparation utensils, and materials needed to eat.

***Prior to this session, group leaders will need to get permission and access to the kitchen onsite.***

**OTPF Area of Occupation:** Instrumental Activities of Daily Living

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Understanding Nutrition Facts)
  - Can you list the five categories in MyPlate? (Protein, Grains, Fruits, Vegetables, and Dairy)
  - What did you enjoy about last week’s session?
• Introduction Outline
  • State the objective above
  • ‘Safe Food Handling’ handout
  • Assign meal preparation and cooking
  • Eat and discuss the session

Activity/ Sharing (65 minutes)
• ‘Safe Food Handling’ handout
  • Group leaders will go through each section of the handout and facilitate a discussion within each of the four sections (clean, separate, cook and chill) asking why it is important to do these things.
• Assign meal preparation tasks
  • Group leaders will assign one task to each member and remind group members to complete safe food handling techniques while preparing and cooking the meal.
  • What went well during meal preparation and cooking?
  • What was challenging?

Processing (2 minutes)
• How did you feel about safe food handling?
• How did you feel about eating a healthy meal?

Generalizing (2 minutes)
• What did you learn about yourself today?
• What did you learn about others?
• How difficult was it to decide how to complete your meal preparation or cooking task?

Application (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
**COOK**

**Cook to the right temperature**

- Color and texture are unreliable indicators of safety. Using a food thermometer is the only way to ensure the safety of meat, poultry, seafood, and egg products for all cooking methods. These foods must be cooked to a safe minimum internal temperature to destroy any harmful bacteria.

- Cook eggs until the yolk and whites are firm. Only use recipes in which eggs are cooked or heated thoroughly.

- When cooking in a microwave oven, cover food, stir, and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking. Always allow standing time, which completes the cooking, before checking the internal temperature with a food thermometer.

- Bring sauces, soups and gravy to a boil when reheating.

---

**CHILL**

**Refrigerate foods promptly**

- Use an appliance thermometer to be sure the temperature is consistently 40°F or below and the freezer temperature is 0°F or below.

- Refrigerate or freeze meat, poultry, eggs, seafood, and other perishables within 2 hours of cooking or purchasing. Refrigerate within 1 hour if the temperature outside is above 90°F.

- Never thaw food at room temperature, such as on the counter top. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave. Food thawed in cold water or in the microwave should be cooked immediately.

- Always marinate food in the refrigerator.

- Divide large amounts of leftovers into shallow containers for quicker cooling in the refrigerator.

---

**Safe Minimum Internal Temperatures**

- **Beef, Pork, Veal, and Lamb**
  - 145°F with a 3 minute rest time
- **Ground Meat**
  - 160°F
- **Ham, uncooked**
  - 145°F with a 3 minute rest time
- **Ham, fully cooked (to reheat)**
  - 140°F
- **Poultry**
  - 165°F
- **Eggs**
  - Cook until yolk and white are firm
- **Egg Dishes**
  - 160°F
- **Fin Fish**
  - 145°F or flesh is opaque and separates easily with a fork
- **Shrimp, Lobster, and Crabs**
  - Flesh is pearly and opaque
- **Clams, Oysters, and Mussels**
  - Shells open during cooking
- **Scallops**
  - Flesh is milky white or opaque and firm
- **Leftovers and Casseroles**
  - 165°F

---

**Report a Problem**

If you think that you or a family member has a foodborne illness, contact your healthcare provider immediately. Also, report the suspected foodborne illness to FDA in either of these ways:

- Contact the Consumer Complaint Coordinator in your area. Locate a coordinator here: http://www.fda.gov/Safety/ReportaProblem/ConsumerComplaintCoordinators
- Contact MedWatch, FDA's Safety Information and Adverse Event Reporting Program:
  - By Phone: 1-800-FDA-1088
  - Online: File a voluntary report at http://www.fda.gov/medwatch

---

For more information, contact the U.S. Food and Drug Administration, Center for Food Safety and Applied Nutrition’s Food and Cosmetic Information Center at 1-888-SAFEFOOD (toll free), Monday through Friday 10 AM to 4 PM ET (except Thursdays from 12:30 PM to 1:30 PM ET and Federal holidays). Or, visit the FDA website at http://www.fda.gov/educationresource/library

---

Session 8: Health Management: Physical Activity
Life Skills
Session 8 – Health Management: Physical Activity
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Group Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** The session is intended for participants to explore the benefits of exercise and different types of exercise they could participate in.

**Session Objective:** By the end of the session, group members will identify one exercise activity they would like to try in the future.

**Required Items:** ‘Why Should I Exercise?’ worksheet, computers with internet access

**OTPF Area of Occupation:** Instrumental Activities of Daily Living and Leisure

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Meal preparation and Safe food handling)
  - What did you enjoy about last week’s session?
  - What learning did you apply from last week?
- Introduction Outline
  - State the session objective from above.
  - ‘Why Should I Exercise?’ worksheet
  - Find an exercise activity within the community

**Activity/ Sharing** (65 minutes)
- ‘Why Should I Exercise?’ worksheet
  - Group leaders will split members into two groups and ask them to discuss the benefits of exercise.
• Group leaders will have each individual fill out the table on their own then share in small groups one type of exercise they currently do and one thing they want to try.

• Find an exercise activity
  • Group leaders will instruct members to use a computer to find local activities they would like to participate in and research how to become involved in the activity.
  • Each group member will discuss how they can become a part of this activity.
    ➢ Discuss where you can participate in the activity, cost of memberships or fees, costs of equipment, who you can participate with etc.
    ➢ What went well exploring exercise activities?
    ➢ What was challenging?
    ➢ Do you feel that you have all the equipment needed or will you need to buy more once you have exposed yourself to this activity?

Processing (2 minutes)
• How did you feel about finding local exercise activities?
• How did you feel about exercise?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?
• How difficult was it to decide what activity you’re interested in?

Application (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
# Why Should I Exercise?

## Benefits:

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Release of built up tension</th>
<th>Increase Oxygen to brain</th>
<th>Increase Alertness</th>
<th>Increase Concentration</th>
<th>Produces Endorphins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Metabolism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase sense of wellbeing</td>
<td>Decrease cholesterol levels</td>
<td>Reduce Insomnia</td>
<td>Reduce Dependence on Drugs and Alcohol</td>
<td>Increase Self Esteem</td>
<td>Greater control over feelings of anxiety</td>
</tr>
</tbody>
</table>

Please put a X in “I Do It Now” or “I Want to Try It” if it applies to you.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>I Do It Now</th>
<th>I Want to Try It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jogging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice Skating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor physical work (lawn mowing etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed Walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working out at a gym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerobics class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roller Skating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go to an internet browser and search two activities you identified in “I Want to Try It”. Fill out the blanks below. When considering Cost think about facility costs and equipment costs.

Title of activity 1: ______________ Timeframe: ______________

Cost: ______________ Membership required? ______________

Title of activity 2: ______________ Timeframe: ______________

Cost: ______________ Membership required? ______________
Session 9: Health Management: Stress & Time Management
Life Skills
Session 9 – Health Management: Stress and Time Management
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** The session is intended to develop stress management techniques with an emphasis on developing time management skills. Participants will create a weekly calendar to prioritize and organize their time and prevent stress.

**Session Objective:** By the end of the session, group members will demonstrate the ability to prioritize tasks and create a weekly schedule comprised of their daily tasks.

**Required Items:** ‘Stress Management Tips’ handout, ‘Planning and Prioritizing’ worksheet, ‘Weekly Calendar’ worksheet and writing utensils

**OTPF Area of Occupation:** Instrumental Activities of Daily Living

**Introduction** (10 Minutes)
- Warm Up
  - What did we do last session? (Physical Activity)
  - What did you enjoy about the last session?
  - Did anyone participate in new exercises discussed during the last session?
- Introduction Outline
  - State the objective of the session from above.
  - ‘Stress Management Tips’ handout
  - ‘Planning and Prioritizing’ worksheet
  - Weekly calendars

**Activity/ Sharing** (65 minutes)
- ‘Stress Management Tips’ handout
  - Discuss how proper time management can frequently reduce stress.
- ‘Planning and Prioritizing’ worksheet
• Group leaders will instruct each member to write down 10 tasks they need to complete this week and how long each will take to complete.
  ▪ Examples could be school assignments, work tasks, shopping, etc.
• Group members will then prioritize these 10 tasks from 1-10 (1 being the most important).
• ‘Weekly Calendar’ worksheet
  ▪ Instruct group members to schedule out their prioritized items on the weekly schedule.
  ▪ What went well when planning your weekly tasks?
  ▪ What was challenging?

**Processing** (2 minutes)
• How did you feel about stress management?
• How did you feel about time management?

**Generalizing** (2 minutes)
• What did you learn about yourself during this activity?
• Does scheduling seem to make weekly tasks less stressful?

**Application** (2 minutes)
• How can you apply time management in the future?

**Summarize** (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Stress Management Tips

❖ Keep in mind that stress isn’t a bad thing.
Stress motivates us to work towards solving our problems. Reframing thoughts to view stress as an acceptable emotion, or as a tool, has been found to reduce many of the negative symptoms associated with it. The goal is to manage stress, not to eliminate it.

❖ Talk about your problems, even if they won’t be solved.
Talking about your stressors – even if you don’t solve them – releases hormones in your body that reduce the negative feelings associated with stress. Time spent talking with friends and loved ones is valuable, even when you have a lot on your plate.

❖ Prioritize your responsibilities.
Focus on completing quick tasks first. Having too many “to-dos” can be stressful, even if none of them are very big. Quickly knocking out the small tasks will clear up your mind to focus on larger responsibilities.

❖ Focus on the basics.
Stress can start a harmful cycle where basic needs are neglected, which leads to more stress. Make a point to focus on your basic needs, such as eating well, keeping a healthy sleep schedule, exercising and other forms of self-care.

❖ Don’t put all your eggs in one basket.
People who are overinvolved in one aspect of their life often struggle to deal with stress when that area is threatened. Balance your time and energy between several areas, such as your career, family, friendships and personal hobbies.

❖ Set aside time for yourself.
Personal time usually get moved to the bottom of the list when things get hectic. However, when personal time is neglected, everything else tends to suffer. Set aside time to relax and have fun every day, without interruptions.

❖ Keep things in perspective.
In the heat of the moment, little problems can feel bigger than they are. Take a step back and think about how important your stressors are in a broader context. Will they matter in a week? In a year? Writing about your stressors will help you develop a healthier perspective.
Plan and Prioritizing

List a minimum of 10 tasks that you need to complete this week. After you list the task, list how long it will take you to complete this task.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

➢ Prioritize the tasks above from 1-10 (1= needs to get done first)
➢ Now apply your tasks to a weekly calendar.
<table>
<thead>
<tr>
<th>Week Calendar</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>8am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 10: Health Management: Stress Management and Self-Care
Life Skills
Session 10 – Health Management: Stress Management and Self-Care
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation, and the development of coping strategies.

**Session Description:** The purpose of this session is intended to further explore the topic of stress and personal reactions to stressful situations. At the conclusion of the session participants will have learn a new stress reduction technique.

**Session Objective:** By the end of the session, group members will have identified one source of stress and demonstrate the ability to do one coping strategy.

**Required Items:** ‘Stress Management’ worksheet, ‘4-7-8 Breathing’ worksheet and writing utensils

**OTPF Area of Occupation:** Instrumental Activities of Daily Living

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Stress and Time management)
  - What did you enjoy about last week’s session?
  - Has anyone used time management strategies since the last session?
  - Did anyone experience stress as a result of time management?
  - Did anyone experience other stressful events?
  - Who recalls the ‘5,4,3,2,1 Strategy’ from previous session?
- Introduction Outline
  - State the objective of the session above
  - ‘Stress Management’ worksheet
  - Teach a new stress management strategy
- 

**Activity/Sharing** (65 minutes)
- ‘Stress Management’ worksheet
  - Group leaders will instruct members to complete the worksheet.
• After completing the worksheet, lead group in discussion.
  ▪ What was identified as ‘largest stressors’?
  ▪ When experiencing stress, what are the symptoms?
  ▪ How do you react to these situations?
  ▪ What went well when identifying stress symptoms?
  ▪ What was challenging?

• ‘4-7-8 Breathing’ worksheet
  ▪ Group leaders will instruct members on how to perform 4-7-8 Breathing and explain when to use this coping strategies.
  ▪ Group members will practice the technique.

Processing (2 minutes)
• How did you feel about doing this activity?
• How did you feel about the 4-7-8 breathing exercise?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

Application (3 minutes)
• How will you use coping strategies to reduce stress in the future? (5-4-3-2-1 technique and 4-7-8 Breathing)
• How will you apply this knowledge in the future?
• What are some examples of situations when stress reduction techniques can be useful?

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Stress Management

Stress is an emotional and physical response to demanding situations, including symptoms that may include worry, a feeling of being overwhelmed, increased heart rate, headaches, sleep difficulties, procrastination and more.

Describe one of your largest source of stress in detail.


Briefly list two other stressors you are experiencing.

1

2

Circle any symptoms you have experienced in response to stress.

<table>
<thead>
<tr>
<th>Anger/Frustration</th>
<th>Anxiety</th>
<th>Decreased Sex Drive</th>
<th>Drug or Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatigue</td>
<td>Headache</td>
<td>Indigestion</td>
<td>Muscle Tension</td>
</tr>
<tr>
<td>Nail Biting</td>
<td>Over or Under Eating</td>
<td>Procrastination</td>
<td>Sleep Difficulties</td>
</tr>
</tbody>
</table>
| Social Withdrawal | Teeth Grinding | Worry | Other:_________

What do you do to manage your stress? ____________________________________________

________________________________________

________________________________________

________________________________________

Stress Management
The negative effects of stress can be reduced with the use of social supports, emotional management skills, maintaining a healthy life balance, and attending to basic needs.

Social Support
Even when your social support cannot solve a problem, just talking can sometimes be enough. When we talk about our problems, hormones are released inside our brains that ease the undesirable symptoms of stress.

List three people who you can turn to for support.

<table>
<thead>
<tr>
<th>Name:</th>
<th>How they can help:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How can you use social support to ease one of your current stressors?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Emotional Management
Stress can trigger many emotions such as anxiety, self-doubt and anger. When these feelings are ignored, they can exacerbate the original stressor. Remember, emotional management isn’t about eliminating emotions- it’s about dealing with them in a healthy way.

When faced with unpleasant emotions, do you have any habits or tendencies that worsen the situation?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List two ways that you have successfully handled unpleasant emotions in the past.

1
2

Stress Management

Life Balance
Stress can be especially destructive if your life is heavily focused on one area. For example, a person who is only focused on a relationship will struggle if their relationship becomes rocky.

Rate each of the following life areas from 1 to 5. A “1” means that you devote little attention to this part of your life and “5” means that you devote a high amount of attention to this area.

<table>
<thead>
<tr>
<th>Career</th>
<th>Family</th>
<th>Fun/Recreation</th>
<th>Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing</td>
<td>Intimate Relationship</td>
<td>Education</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based upon your rating, are there any areas where you would like to devote more attention?

Basic Needs
During periods of high stress, many people take shortcuts when it comes to their basic needs. Examples include sleep, a healthy diet, exercise and other forms of self-care. When basic needs are neglected, health and mental well-being deteriorate, which contributes to additional stress.

Circle any basic needs that you tend to neglect during periods of high stress.

<table>
<thead>
<tr>
<th>Sleep</th>
<th>Healthy Diet</th>
<th>Exercise</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
<td>Social/ Love Needs</td>
<td>Managing Addictions</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Describe the steps you can take to protect your basic needs during periods of high stress.

1  
2  
3

4-7-8 Breathing

The 4-7-8 technique is a simple, fast and effective way to manage stress that can be done anywhere.

- Exhale completely through your mouth.
- Close your mouth and inhale through your nose for a mental count of four.
- Now hold your breath for a count of seven.
- Exhale completely through your mouth for a count of eight.
- This is one cycle; repeat the cycle at least three more times.

- It is best to practice this technique daily; the more frequently you use it, the easier it becomes to employ.

- Whenever you encounter something stressful or upsetting, use this technique before reacting; it will help you relax and give you time to consider the best response.

- The ratio of 4:7:8 is important, if you have difficulty holding your breath for the full count, speed up your count but keep the ratio the same.

Session 11: Sleep Preparation
Life Skills
Session 11 – Sleep Preparation
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** The session is intended to educate group members on the importance of routine sleep habits and provide information on how to effectively establish a routine to promote better sleep.

**Session Objective:** By the end of the session, group members will have developed a bedtime routine and identify one strategy they can use to promote healthy sleep.

**Required Items:** ‘Sleep Hygiene Tips’ handout, ‘Progressive Muscle Relaxation’ handout, ‘Bed Time Routine’ worksheet, and writing utensils

**OTPF Area of Occupation:** Rest and Sleep

**Introduction (10 minutes)**
- Warm Up
  - What did we do last session? (Stress Management and 4-7-8 Breathing)
  - What did you enjoy about last week’s session?
  - Have you used 4-5-8 Breathing since the last session?
- Introduction Outline
  - State the objective of the session above
  - ‘Sleep Hygiene Tips’ handout
  - Teach a new stress management strategy
  - ‘Bed Time Routine’ worksheet

**Activity/ Sharing (65 minutes)**
- ‘Sleep Hygiene Tips’ handout
  - Group leaders will have members discuss how sleep hygiene can increase wellness and decrease stress.
• ‘Progressive Muscle Relaxation’ handout
  • Explain the concept of progressive muscle relaxation to the group.
  • Work through the relaxation sequence as a group. (Visit link in handout if you need a step by step sequence)
  • Discuss any changes noticed as result of the relaxation sequence.

• ‘Bed Time Routine’ worksheet
  • Each group member will complete each component of the worksheet
  • Group members will discuss their bed time routine and identify a strategy to use when they cannot sleep. (Ex. 5-4-3-2-1, 4-7-8 breathing, etc.)
  • What went well when developing a routine?
  • What was challenging?

Processing (2 minutes)
  • How did you feel about the bedtime routine you made for yourself?
  • How did you feel about progressive muscle relaxation?

Generalizing (2 minutes)
  • What did you learn about yourself during this activity?
  • What did you learn about others?

Application (2 minutes)
  • How will you use these skills in the future?
  • How will you apply this knowledge in the future?

Summarize (5 minutes)
  • Leaders will restate the objectives, thank participants and relate session back to objectives.
Sleep Hygiene Tips

Set a schedule
- Establish a regular sleep schedule every day of the week. Don’t sleep in more than an hour, even on your days off.

Don’t force yourself to sleep
- If you haven’t fallen asleep after 20 minutes, get up and do something calming. Read a book, draw, or write in a journal. Avoid computer, TV, and phone screens, or anything else that’s stimulating and could lead to becoming more awake.

Avoid caffeine, alcohol, and nicotine.
- Consuming caffeine, alcohol, and nicotine can affect your ability to fall asleep and the quality of your sleep, even if they’re used earlier in the day. Remember, caffeine can stay in your body for up to 12 hours, and even decaf coffee has some caffeine!

Avoid napping.
- Napping during the day will make sleep more difficult at night. Naps that are over an hour long, or those that are later in the day, are especially harmful to sleep hygiene.

Use your bed only for sleep.
- If your body learns to associate your bed with sleep, you’ll start to feel tired as soon as you lie down. Using your phone, watching TV, or doing other waking activities in bed can have the opposite effect, causing you to become more alert.

Exercise and eat well.
- A healthy diet and exercises can lead to better sleep. However, avoid strenuous exercise and big meals for 2 hours before going to bed.

Sleep in a comfortable environment.
- It’s important to sleep in an area that’s adequately quiet, comfortable, and dark. Try using an eye mask, ear plugs, fans, or white noise if necessary.

Progressive Muscle Relaxation

Progressive muscle relaxation is a popular way to address stress and anxiety. Often times, stress makes our muscles feel tense. By following a sequence of tightening and loosening the different muscle groups of the body, you can reduce stress, anxiety and tension within the body.

Set aside time to perform this sequence. It can be used to reduce stress and promote relaxation.

To perform the sequence, first slow down your breathing. Then tighten a muscle group and keep the muscles tensed for at least five seconds. Then relax the muscles and keep them relaxed for at least ten seconds. Repeat this pattern for all of the muscle groups listed below.

*For a step by step example of how to lead progressive muscle relaxation visit the “Relaxation Sequence” section of the link below for instructions By Centre for Clinical Interventions:

# Bed Time Routine

Please fill in the table with a healthy bedtime routine that will promote the best sleep for you.

1. Identify your bed time.
2. In the blanks before your bed time, identify routines you will engage in and the time that you will perform these routines. For example, brushing teeth 10 minutes before bed, reading a book an hour before bed, and so on.
3. Then write down what you will do if you cannot fall asleep or wake up in the middle of the night that will help you feel calmer in order to get back to sleep.

<table>
<thead>
<tr>
<th>During the day, I will...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Two hours before bed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>One hour before bed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Thirty minutes before bed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ten minutes before bed:</th>
</tr>
</thead>
</table>

## Bed Time:

<table>
<thead>
<tr>
<th>If I can’t fall asleep, I will...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If I wake up in the night, I will...</th>
</tr>
</thead>
</table>
Session 12: Rest and Relaxation
Life Skills
Session 12– Rest and Relaxation
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** The purpose of this session is intended to build on the previous session regarding sleep hygiene to emphasize the importance of adequate rest. The concept of rest as defined in the OTPF also incorporates quiet activities. This session will introduce the topic of gratitude journaling as an activity to promote rest followed by guided meditation.

**Session Objective:** By the end of the session, group members will have completed one gratitude journal entry and participated in mindful meditation.

**Required Items:** ‘Gratitude Journal’ handout, notebooks, ‘Mindfulness Mediation’ handout and writing utensils.

**OTPF Area of Occupation:** Rest and Sleep

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Sleep and Progressive Muscle Relaxation)
  - What did you enjoy about last week’s session?
  - Did anyone Utilize Progressive Muscle Relaxation?
  - Have the sleep routines created during the last session been useful?
- Introduction Outline
  - State the objective of the session above
  - Talk about the benefits of rest and relaxation
  - ‘Gratitude Journal’ handout
  - Complete a Journal entry
  - Teach a new stress management strategy
**Activity/ Sharing** (65 minutes)
- Rest and relaxation.
  - Group leaders will explain how mindfulness is one way to increase relaxation.
  Notable benefits can include:
  - Improves the ability to manage emotions.
  - Improves memory, focus, and mental processing speed.
  - Improves ability to adapt to stressful situations.
  - Reduce rumination (repetitively going over a thought or problem).
  - Reduced symptoms of depression and anxiety.
  - Greater satisfaction within relationships.
- Group leaders will explain previous strategies used to increase mindfulness. (5-4-3-2-1, 4-7-8 Breathing, Progressive Muscle Relaxation)
- Group leaders will ask for a member to volunteer to guide the group through one of the relaxation or mindfulness activities from a previous session.
- Group leaders will ask what strategy they like most.
- ‘Gratitude Journal’ handout
  - Lead the group through the handout on gratitude journaling as another form of relaxation.
  - Inform the group that they have 20 minutes to complete their first gratitude journal entry in their notebooks.
  - After the group is finished with the journal entry, ask if anyone would like to share the topic of their entry.
  - Instruct group members to incorporate Gratitude Journaling into their routines at least twice a week.
- ‘Mindful Meditation’ handout
  - Discuss how setting aside time to meditate can impact each individual’s wellbeing.
  - Following the handout, discuss the expectation of meditation.
  - Instruct group members to find a comfortable space within the room to practice Mindful Meditation.

**Processing** (2 minutes)
- What activities made you feel the most rested?

**Generalizing** (2 minutes)
- What did you learn about yourself during this activity?
- What did you learn about others?

**Application** (2 minutes)
- How will you use these skills in the future?
- How will you apply this knowledge in the future?
• How can the concepts covered today, and the additional relaxation and coping strategies be used to create a routine?

**Summarize (5 minutes)**
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Mindfulness Meditation

The goal of mindfulness meditation is simple: to pay attention to the present moment, without judgement. As you practice, you’ll find that this is easier said than done. During mindfulness meditation, you will focus on your breathing as a tool to ground yourself in the present moment. It’s normal that your mind will wander. You’ll simply bring yourself back into the moment by refocusing on your breathing, again and again. Follow the instructions below to begin practicing mindfulness meditation.

Time and Place
It is best to practice daily for 15-30 minutes. More frequent and consistent practice leads to the best results. Find a time and place where you are unlikely to be interrupted. Silence your phone or other devices and set a timer for your desired practice length.

Posture
- Sit in a chair, or on the floor with a cushion for support.
- Straighten your back, but not to the point of stiffness.
- Let your chin drop slightly, and gaze downward at a point in front of you.
- If in a chair, place the soles of your feet on the ground. If on the floor, cross your legs.
- Let your arms fall naturally to your sides, with your palms resting on your thighs.
- If your pose becomes too uncomfortable, feel free to take a break or adjust.

Awareness of Breathing
Because the sensations of breathing are always present, they are useful as a tool to help you focus on the present moment. Whenever you become distracted during meditation, turn your focus back to breathing. Notice the sensation of air as it passes through your nose or mouth, the rise and fall of your belly, and the feeling of air being exhaled, back into the world. Notice the sounds that accompany each inhalation and exhalation.

Wandering Mind
It’s normal that your thoughts will wander during mindfulness meditation. At times, it might feel like a constant battle to maintain focus on your breathing. Don’t worry—that’s normal. Instead of struggling against your thoughts, notice them without judgment. Acknowledge that your mind has wandered and return your attention to breathing. Expect to repeat this process again and again.

Gratitude Journal

Keeping a journal of the things you’re grateful for can have a powerful effect on mental wellbeing. Among other benefits, journaling about gratitude reduces stress, improve happiness, and self-esteem. It is best to write a detailed entry about one thing that you are grateful for two times per week.

Journaling Tips

- Don’t rush to write down the first thing that comes to mind. Take time to truly think about what you are grateful for. Expect each entry to take between 10-20 minutes.
- Writing about people who you’re grateful for tends to be more powerful than writing about things.
- Explain, in detail, why you’re grateful. For example, if you are grateful for a friend who is nice, explain what they do that is nice and why that makes you grateful.
- Set an alarm or reminder to prompt you to write entries during the week.

Optional Journaling Prompts

Someone who’s company I enjoy...
The best part about today...
A reason to be excited for the future...
A valuable lesson I learned...
Someone who I admire...
Something beautiful I saw...
A fun experience I had...

An act of kindness I witnessed...
Someone I can always rely on...
Something I can be proud of...
An unexpected good thing that happened...
An experience I feel lucky to have...

Session 13:
Informal Personal Educational Needs
OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: In this session, group members will take the Career Cluster Interest Survey to determine vocational areas that may be of interest to them. Participants will then use this information to locate specific potential careers and research the skills and educational requirements associated with these potential careers. This information will then be utilized in subsequent sessions.

Session Objective: By the end of this session, group members will have identified six careers options and training prerequisite for the careers they are interested in.

Required Items: ‘Career Interest’ worksheet, writing utensils, computers with internet access.

OTPF Area of Occupation: Education/Work

Introduction (10 minutes)
- Warm Up
  - What did we do last session? (Rest and Relaxation)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session above
  - Complete ‘Career Cluster Interest Survey’ online
  - Complete an online search of career options
  - Fill out ‘Career Interest’ worksheet

Activity/ Sharing (65 minutes)
- ‘Career Cluster Interest Survey’ online
  - Group members will go online to https://careerwise.minnstate.edu/careers/clusterSurvey
    - Click “GET STARTED”
• If group members have questions, please feel free to ask group leaders

• Online search of career options
  • Group members will go online to https://www.bls.gov
    • Click “Publications”
    • Click “Occupational Outlook Handbook”
    • Under “Occupation Group” click one of the identified clusters
    • Search through the “Occupations” and identify two you're interested in and click on them.
    • Click “How to Become One” tab
    • Fill in the worksheet of required “Education” and “Important Qualities”

• ‘Career Interest’ worksheet
  • Group members will then identify two jobs within each of the three career clusters discovered in the survey. Each member should have six jobs identified.
  • What went well when identifying what careers you’re interested in?
  • What was challenging?

**Processing** (2 minutes)
• How did you feel about the job requirements?
• How did you feel you can obtain important qualities needed for the job?

**Generalizing** (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

**Application** (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

**Summarize** (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Career Interests

List 3 of the top Career Clusters from the Minnesota State Survey. Next go to the Bureau of Labor Statistics and look at all occupations that fall under your top Career Cluster. Identify two that you are interested in. Then within this occupation click “How to Become One” and write down educational and important qualities required for this career.

Career Cluster 1: ______________________________________________________

Potential careers within this cluster that I am interested in:
1. _______________________________________________________________
2. _______________________________________________________________

Education Required:
Job 1: ___________________________________________________________
Job 2: ___________________________________________________________

Important Qualities/Skills: ___________________________________________

Career Cluster 2: ___________________________________________________

Potential careers within this cluster that I am interested in:
1. _______________________________________________________________
2. _______________________________________________________________

Education Required:
Job 1: ___________________________________________________________
Job 2: ___________________________________________________________

Important Qualities/Skills: ___________________________________________

Career Cluster 3: ___________________________________________________

Potential careers within this cluster that I am interested in:
1. _______________________________________________________________
2. _______________________________________________________________

Education Required:
Job 1: ___________________________________________________________
Job 2: ___________________________________________________________

Important Qualities/Skills: ___________________________________________
Session 14: Volunteer Exploration: Work
Life Skills
Session 14– Volunteer Exploration: Work
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: Participants will use the information gained from the previous sessions on career interests to locate work volunteer opportunities in their communities that will assist them in developing the job skills needed to succeed in future career pursuits.

Session Objective: By the end of the session, group members will identify regional work volunteer opportunities that align with potential career aspirations.

Required Items: ‘Career Interest’ worksheet from previous session, notebooks, writing utensils and computers with internet access

OTPF Area of Occupation: Work

Introduction (10 minutes)

- Warm Up
  - What did we do last session? (Informal Education)
  - What do you recall from the previous session about career options?
  - Have you given this any additional thought since the session?
  - What types of skills do you need to work on to pursue this type of career?
- Introduction Outline
  - Review the ‘Career Interest’ worksheet completed in the previous session.
  - Create personal goals related to careers in notebooks.
  - Use VolunteerWyoming.org to find work volunteer opportunities that would support these goals.
**Activity/ Sharing (65 minutes)**

- **Review ‘Career Interest’ worksheet**
  - Group members will discuss the findings from the previous session specifically related to education and important qualities/skills requirements.
- **Develop personal career goals**
  - Each group member will develop three goals relating to job requirements identified on the ‘Career Interest’ worksheet in their notebooks.
- **Online search for local volunteer opportunities**
  - Group leaders will relay that volunteering within a specific career field of interest the best way to gain experience and identify if the career path is right for you.
  - Group members will go online to [http://www.volunteerwyoming.org/need/](http://www.volunteerwyoming.org/need/) and identify three volunteer opportunities that will give them work experience in the areas identified last week.
  - If group members cannot find volunteer opportunities within their career interests, they can complete a google search for local companies which can offer work experience via volunteering.
  - How do the volunteer opportunities you found relate to the careers you found during the previous session?
  - Was it difficult to find relevant volunteer opportunities?

**Processing (2 minutes)**

- How do you think that these volunteer opportunities would relate to the goals you set at the beginning of the session?
- What else do you think you might gain from these volunteer opportunities?

**Generalizing (2 minutes)**

- How else can you address your goals?
- What did you learn about others?

**Application (2 minutes)**

- What will you do next to pursue volunteer experience?
- How will you apply this knowledge in the future?

**Summarize (5 minutes)**

- Leaders will restate the objectives, thank participants and relate session back to objectives.
Session 15:
Formal Education
Life Skills
Session 15- Formal Education
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: The session is intended to utilize information from previous sessions pertaining to work interests and work skills to explore formal education opportunities. Group members will be provided with education pertinent to the steps required to pursue higher education and locate information about potential educational opportunities to develop a personalized college preparation checklist.

Session Objective: By the end of the session, participants will demonstrate understanding of the prerequisite process to apply for college.

Required Items: ‘College Readiness Checklist’ handout, notebook, computers with internet access and writing utensils

OTPF Area of Occupation: Education

Introduction (10 minutes)
- Warm Up
  - What did we do last session? (Volunteer Exploration for work)
  - What do you recall from the previous session?
  - What did you enjoy about last week’s session?
  - What did you find pertaining to potential job or career interests?
- Introduction Outline
  - Introduce the objective of the session.
  - Discuss the ‘College Readiness Checklist’
  - Use the information from prior sessions regarding career or job interests to find a college program that may be of interest.
  - Personalize the ‘College Readiness Checklist’ in your notebook.
**Activity/ Sharing** (65 minutes)
- Potential career interests
  - Group leaders will ask.
    - What jobs are of interest to each group member?
    - Within these interests, which jobs will require or could be advanced through formal education?
    - What are the educational requirements of this job/career? (If a participant does not intend to pursue higher education in the immediate future, discuss how a job may provide this opportunity later or how higher education could be involved in the field at a different level).
- ‘College Readiness Checklist’ handout
  - Each group will discuss progress made on the checklist handout.
- Online Search
  - Use the internet to search potential colleges that could offer education requirements.
  - If participant does not have a specific school of interest, research Casper College.
  - What does the institution require for admission?
  - Is there a specific program of study that would suit your interests and goals?
  - What types of scholarships or financial aid might be available?
- Develop an individualized checklist
  - Using the information gathered and the ‘College Readiness Checklist’ as a guideline, create a personalized checklist in your notebook.
  - Discussing what when well when identifying what step, you were on within the ‘College Readiness Checklist’? What was challenging?

**Processing** (2 minutes)
- How did you feel about doing this activity?
- Did this session increase your interest in education?

**Generalizing** (3 minutes)
- What did you learn about yourself during this activity?
- What did you learn about others?

**Application** (2 minutes)
- How will you apply this knowledge in the future?
- What types of goals can you set for yourself related to education?

**Summarize** (5 minutes)
- Leaders will restate the objectives, thank participants and relate session back to objectives.
College Readiness Checklist

Below is a list of recommended steps to take if you plan to attend college. Use this list as a guideline to set goals and stay on track to apply and attend college after finishing High School or receiving a GED.

High School Juniors
- Explore possible career options and read about academic majors that apply to your career choice.
- Attend college and financial aid events at your school.
- Take the ACT or SAT test.
- Stay on track in coursework to graduate.

High School Seniors

Fall Semester
- Visit college campuses you are interested in, if possible.
- Take the ACT or SAT.
- Apply for admission to the college(s) you have chosen.
  - Most colleges and universities have an admission fee.
- Send official high school transcripts to the colleges you have applied to.
- Attend college planning and financial aid events in your area or school.
- Complete the Free Application for Federal Student Aid (FAFSA) [after October 1st].
- Apply for additional local, state, regional and national scholarships.

Spring Semester
- Apply for housing arrangements at the college you will attend.
- Visit the campus you will attend if you haven’t already done so.
- Ensure immunization are up to date with college expectations.

After High School Graduation
- Submit your final high school transcript.
- Submit immunization records.
- Attend class registration and meet academic advisor.
- Attend freshman orientation.

Session 16:
Employment Interests and Pursuits
Life Skills
Session 16– Employment Interests and Pursuits
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: The session is intended to utilize information from previous sessions related to career interests. Group leaders will educate members on websites they can use to find local jobs. Group members will find three jobs they are interested in and look at their requirements to see if they are eligible to apply for the jobs they found. Group members will fill out a simulated job application with their personal information.

Session Objective: By the end of the session, group members will have found one job they want to apply for and have completed one simulated job application.

Required Items: ‘Job Application' worksheet, writing utensils, computers with internet access

OTPF Area of Occupation: Work

Introduction (10 minutes)
• Warm Up
  • What did we do last session? (Formal Education)
  • What did you enjoy about last week’s session?
• Introduction Outline
  • State the objective of the session above
  • Find a Job Online
  • ‘Job Application’ worksheet

Activity/ Sharing (65 minutes)
• Find a Job online
  • Group leaders will instruct group members to use a computer to find three jobs they would like to apply for recommending job searching sites to use including, Indeed, Linked In, Craig’s list, and Google search.
Each group member will note what application requirement are needed for all three jobs.
Group leaders will facilitate a discussion on their findings.
What went well when searching for a job?
What was challenging?

‘Job Application’ worksheet
Group leaders will have group members identify one job from the job search they would like to simulate filling out a job application for.
Each group member will complete a job application with personal information.

Processing (2 minutes)
- How did you feel about job requirements?
- How did you feel about filling out a job application?

Generalizing (2 minutes)
- What did you learn about yourself during this activity?
- What did you learn about others?

Application (2 minutes)
- How will you use these skills in the future?
- How will you apply this knowledge in the future?

Summarize (5 minutes)
- Leaders will restate the objectives, thank participants and relate session back to objectives.
Application for Employment

Personal Data

Position being applied for:

Would you accept: Full Time_________ Part Time ________ Seasonal_________

Name: 

Last                              First

Phone number

Address:

Number                      Street (Apt #)

City                              State              ZIP

Email Address:

Are you a citizen of the United States? ______Yes ______ No _______ Unsure

Please answer these questions below:

• Are you over the age of 18? ____ Yes ____ No
• Have you previously worked for this company? ______Yes ______ No
• Have you ever been convicted of a felony? ______Yes ______ No
• What kind of work are you interested in? ______________________________________
• Are you a student? _______Yes (Full or part time) _______No

Please provide your availability below:

<table>
<thead>
<tr>
<th>Days</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Night</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To determine your qualifications for employment, please provide information related to your academic and other achievements including volunteer work.

Education Level Completed

High School: _____ Diploma ______ GED _____ Attending _____ Did not complete

University/College: _____ Doctorate _____ Master’s _____ Bachelor’s _____ Associate’s _____ Currently Attending _____ Not applicable

Volunteer work: _____ Total hours _______________________ Location

______ Total hours _______________________ Location

References. Please list name and telephone number of three business/work references who are not related to you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number</th>
<th>Years Known</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(____)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(____)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(____)</td>
<td>-</td>
</tr>
</tbody>
</table>

Please attach resume with past work history.
Session 17:
Employment Seeking
and Acquisition:
Resumes
Life Skills
Session 17– Employment Seeking and Acquisition: Resumes
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: This session is intended to educate members on the importance of well written resumes when applying for local jobs. Group members will learn about different parts of a resume and how to tailor them to a specific job.

Session Objective: By the end of the session, group members will have filled out a resume with personal information tailored to a job identified during the previous session.


OTPF Area of Occupation: Work

Introduction (10 minutes)
- Warm Up
  - What did we do last session? (Job Search and Application)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session above
  - ‘Complete Resume’ handout
  - ‘Personal Resume’ worksheet

Activity/ Sharing (65 minutes)
- ‘Complete Resume’ handout
  - Group leaders will facilitate discussion of what components go into a resume. (Name, personal contact information, education, volunteer experience, work)
  - Each member will read the completed resume and mention one thing they noticed that is a part of a resume they did not know prior?
• Group leaders will explain that it is important to prioritize work experience, write the dates of the experience, references not being family members, and contacting reference individuals prior to putting their contact information on an application.

• ‘Personal Resume’ worksheet
  • Group leaders will relay that this resume should be tailored to address the job they found last week.
  • Each group member is to fill out the resume with personal information.
  • Group leaders will offer assistance if any group members who have questions.
  • What went well when developing a resume?
  • What was challenging?

Processing (2 minutes)
• How did you feel about your job experiences?
• How did you feel about identifying references?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

Application (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Completed Resume

Phoebe Willoughby
Ptw2hb@virginia.edu ---- 434.516.9999
School: 222 Dillard, Charlottesville, VA 22904
Home: 29 Grantville Dr., Wellesley, MA 02481

EDUCATION

University of Virginia, College of Arts & Science, Charlottesville, VA
B.A. Expected May 2018
Business-related coursework: Introduction to Business, Microeconomics, Macroeconomics, Statistics
Current GPA: 3.276

LEADERSHIP & SERVICE

Member, Student Entrepreneurs for Economic Development (SEED) U.VA
September 2014-present
- Provide free consulting services to small, start-up NGO’s and social entrepreneurs
- Consult for Native American Children’s Alliance to increase outreach, capital, and social impact
- Researched grand funding on behalf of VE Global, a nonprofit in Santiago, Chile
- Presented research findings in a university symposium.

Member, Global Development Organizations, U.Va
September 2014-present
- Foster relationships between U.Va and international communities
- Sent correspondence to Ghanaian primary school and Guatemalan orphanage

Volunteer, Amigos de las Americas, San Isidro, Costa Rica
October 2011-July 2012
- Lived in a rural community of 109 residents for five weeks with one other American Volunteer
- Completed extensive nine-month training and fundraised $2300 prior to departure

Active Member, Interact, Patrick High School, Wellesley, MA
September 2010-May 2012
- Completed 200 service hours as part of school-community partnership
- Led team of five implementing community garden services project at low-income housing community

WORK EXPERIENCE

Program Assistant, University Career Services, Charlottesville, VA
August 2014-August 2015
- Manage office Facebook and Twitter accounts, and generate daily posts
- Research internship and career-related resources
- Update library handouts and other point materials
- Work as event staff for career fairs, open houses, and other events
- Created a how-to-guide for finding work in the non-profit and social service sectors

Lifeguard, Longfellow Sports Club, Natick, MA (Seasonal)
April 2013-August 2014
- Guard pool independently; monitor pool chemicals; opens pool at 7 am every Sunday
- Worked four days a week as high school senior
- Worked during all school vacations in first year of college
Name: _____________________ Address: ___________________
Email Address: ______________ Phone Number: ________________

Education
• Name of school and graduation date
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

Leadership and Service
• Volunteer______________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________
• Awards_______________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________
• Certificate____________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

Work Experience (Date, Skills, and Reason for leaving) List most recent to least recent.
• _______________________________________________________________________
• _______________________________________________________________________
• _______________________________________________________________________
• _______________________________________________________________________

References (Name, Relationship, Phone Number)
• _______________________________________________________________________
• _______________________________________________________________________
• _______________________________________________________________________
Session 18: Employment Seeking and Acquisitions: Interviews
Life Skills
Session 18– Employment Seeking and Acquisitions: Interviews
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** In this session it is intended that group members will learn about effective communication with potential employers during a job interview. Group leaders will educate group members on the importance of self-care and appearance prior to the job interview.

**Session Objective:** By the end of the session, group members will role play one interview question and answer.

**Required Items:** ‘STAR’ worksheet, ‘Appropriate Clothing for a Job Interview’ worksheet, and writing utensils.

**OTPF Area of Occupation:** Work

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Resume building)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session above
  - ‘STAR’ worksheet
  - ‘Appropriate Clothing for a Job Interview’ worksheet

**Activity/ Sharing** (65 minutes)
- ‘STAR’ worksheet (Situation, Task, Action, Results)
  - Group leaders will provide an example of how to fill answer interview questions using the STAR format.
Example: Question: Tell me about a time when you were faced with a challenge.

S: I was trying to complete dish washing when I worked at a dining hall when I noted the machine was not working for the night shift. I was in the room with two co-workers and the supervisor was off shift for the day.

T: I took the initiative to try to get in touch with the supervisor on their cell phone to notify them of the broken dish washing machine. I could not get a hold of them.

A: I left a voicemail on my supervisor’s cell phone about the situation. I communicated to my coworkers that we still needed to get the job done despite the machine not working. We prepared the area and made room to hand wash each dish as they came through.

R: We ended up handwashing dishes for one hour. The supervisor came into the office and called maintenance to fix the machine. The supervisor thanked the team of coworkers for finding a temporary solution to the problem.

• Group leaders will pair group members and have them role play as the interviewer and interviewee roles making sure that the STAR method is used.
• What went well when role playing as an interviewee?
• What was challenging?
• ‘Appropriate Clothing for a Job Interview’ worksheet
  • Each group member will fill in the blanks that match a profession with the appropriate apparel.
  • Group leaders will go over the correct answers and have group members identify what would be appropriate for them to wear to a specific job they are interested in.
  • Emphasize that a suit and tie is not appropriate to wear for all jobs.

Processing (2 minutes)
• How did you feel about interviewing a peer?
• How did you feel about identifying what is an appropriate outfit to wear to a job interview?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

Application (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

**Summarize** (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
STAR Worksheet
Effective Communication during Job Interview

**Situation:** Think of a situation similar to what the interviewer is asking you about that had a successful outcome. It doesn’t necessarily have to be work related as long as it’s relevant. Remember to include who, what, where, when and how.

**Task:** Describe the task you were responsible for in that situation. **Keep it specific but concise.** Make sure to highlight any specific challenges you faced.

**Action:** This is the part where you describe exactly what you did. How did you complete the task you were assigned? Remember to focus on what you did and highlight traits (qualities) that a hiring manager will find desirable (initiative, teamwork, leadership, dedication, etc.)

**Result:** This is where you get to be introspective. Share what the outcome of the situation was and how you specifically contributed to that outcome. What did you accomplish? What did you learn? What were the results of your actions?

Please answer the questions below using the STAR approach.

**Question 1:** Tell me about a time you were successful.

S: ______________________________________
T: ______________________________________________________________________
A: ______________________________________________________________________
R: _______________________________

**Question 2:** Tell me about a time you failed at a task you were assigned.

S: ______________________________________________________________________
T: ______________________________________________________________________
A: ______________________________________________________________________
R: ______________________________________________________________________

**Question 3:** Tell me about a time you worked with someone you didn’t like. How did you handle it?

S: ______________________________________
T: _________________________________
A: ______________________________________________________________________
R: _________________________________

Appropriate Clothing for a Job Interview

Please match the number to the appropriate job description below.

If I was...
The President of the United States I would wear to a job interview: ________________

Owner of Chase Bank I would wear to a job interview: ________________________

Rap Artist I would wear to a job interview: ___________________________________

Teacher I would wear to a job interview: ____________________________________

Psychologist I would wear I would wear to a job interview: _____________________

Construction/Electric Tech worker I would wear: _____________________________

Session 19: Financial Management: Banking
Life Skills
Session 19—Financial Management: Banking
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** In this session, it is intended that group leaders will educate group members on the importance of establishing a personal checking account. This session will specifically educate group members on ways to use a checking account, open a checking account, and how to fill out a check and deposit slip.

**Session Objective:** By the end of the session, group members will be able to fill out one check and deposit slip.

**Required Items:** ‘How can I use a Checking Account?’ handout, ‘Opening a Checking Account’ handout, ‘Filling out a Checking & Deposit Slip’ worksheet and writing utensils

**OTPF Area of Occupation:** Instrumental Activities of Daily Living

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Job Interviews)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session
  - ‘How can I use a Checking Account’ handout
  - ‘Opening a Checking Account’ handout
  - ‘Filling out a Checking & Deposit Slip’ worksheet

**Activity/ Sharing** (65 minutes)
- ‘How can I use a Checking Account?’ handout
  - Group leaders will provide education on different ways of using a checking account.
• Each group member will identify one personal benefit to opening a checking account.
• ‘Opening a Checking Account’ handout
  • Group leaders will provide a step by step approach to opening a checking account and discuss with group members if they have each item needed.
    ▪ Each group member will identify one form of identification and proof of address they could use to open a bank account.
• ‘Filling out a Check & Deposit Slip’ worksheet
  • Each group member will complete the worksheet to the best of their ability.
  • Group leaders will go through the worksheet providing accurate answers.
  • **Key:** Account # 0987654321; Routing # 123456789 Check # 1001
    Deposit Slip: $500 (2nd line) $100 (6th line) $400 (7th line)
  • What went well when fill out the check or deposit slip?
  • What was challenging?

**Processing** (2 minutes)
• How did you feel about the variety of things you can use a checking account for?
• How did you feel about opening a bank account?

**Generalizing** (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

**Application** (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

**Summarize** (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
How Can I use a Checking Account?

What can a checking account do for me?
1. Deposit my earnings
2. Pay my bills electronically
3. Write checks
4. Transfer money
5. Make everyday purchases

How much money do you plan to keep in your account?
1. Set notifications to let you know when you are below $25.
2. Note that you can receive a fee from the bank if you go below $25 or negative.

How can we avoid overspending?
1. Set daily limits
2. Check your account status before making a purchase over $50
3. Check your account status at minimum 2x/week

Where should I bank? Credit Union or Online Institution?
1. Credit unions are member-owned non-profits that serve people who share those who work for certain employers, or residents of a city or neighborhood.
2. Online institutions, such as Ally Bank and Discover Bank, have a few if any physical branches, so you can only bank online. Because it is not an in building organization, you’ll generally get lower fees and higher interest yields on interest-bearing accounts.

**Determine who will have Access to the Account:** If you are under 18, you will need a guardian in order to open an account. They will have equal access to your account and be equally reliable for fees if your account goes negative. If you are over 18, you are able to have a checking account with no one else on it.

Opening a Checking Account: A Step-By-Step Guide

1. **To apply, you will need:**
   - **Identification:** Two forms of identification such as a Social Security card, driver’s license, state ID, passport or birth certificate.
   - **Proof of Address:** To open an account in person, bring a lease or utility bill with your name and current address.
   - **Opening Deposit:** Typically, a minimum opening deposit for a basic checking account is between $25 and $100.

2. **Complete an Application:** Simply go to the application page on the institution’s website or visit a branch location. Afterward, the institution will review your information. The bank will run a credit check that will provide information on your past banking history to see if you approve. If approved, you will receive a new account number and routing number.

3. **Sign a Signature Card/Account Documents:** This is the card to which your signature will be matched every time you write or deposit a check.

4. **Make Your Opening Deposit:** Depending on how you make this payment, there may be a hold of a few days before your funds are available for writing checks, making withdrawals or making debit card purchases.

5. **Receive Your Account Tools:** Once your application is finalized you will receive in the mail a set of personalized checks, deposit slips and, in most case, either a debit card or an ATM card. You will need to activate your debit/ATM card and set up online account access.

6. **Set Up Direct Deposit:** You will have the option to have your employer add your paycheck into this account automatically. This will ensure that you won’t need to deposit a physical check each time you get paid.

Filling out a Check & Deposit Slip

You need to pay Augusts rent of $400 to Mr. Landlord. Please fill out the check completely.

When you deliver your check to Mr. Landlord, he asks you if you can do direct deposit. What information will you need to provide him? You will need your account number and routing number.

- What is your account #? ______________________
- What is your routing #? ______________________

You want to deposit your check from work of $500. You want to keep $100 cash. Please complete the deposit slip completely.
Session 20:
Financial Management:
Budgeting
Life Skills
Session 20– Financial Management: Budgeting
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** The purpose of this session is intended to educate group members on identifying and prioritizing life goals when it comes to budgeting for future occasions. This session will specifically educate group members on ways to reset money habits and how to identify fixed verses variable costs.

**Session Objective:** By the end of the session, group members will demonstrate the ability to calculate fixed and varied expenses and budget their monthly income.

**Required Items:** ‘Reset Your Money Habits’ worksheet, ‘Wants versus Needs’ worksheet and writing utensils.

**OTPF Area of Occupation:** Instrumental Activities of Daily Living

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Banking)
  - What did you enjoy about last week’s session?
  - What is a personal strength you have when managing money?
- Introduction Outline
  - State the objective of the session above
  - ‘Reset Your Money Habits’ worksheet
  - ‘Wants versus Needs’ worksheet

**Activity/ Sharing** (65 minutes)
- ‘Reset Your Money Habits’ worksheet
  - Group members will complete the worksheet independently.
  - Group members will discuss their life goals and what they would like to spend less and more money on.
• What went well when identifying your life goals?
• What was challenging?
• ‘Wants versus Needs’ worksheet
  • Group members will separate their personal wants versus needs in regard to spending money.
  • Each group member will calculate their total income compared to spending to evaluate total.
  • Group members will be able to identify if they need to adjust their wants or determine what they will do with the extra money.

Processing (2 minutes)
• How did you feel about the differences between fixed and varied costs?
• How did you feel about how much money you could spend on wants?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

Application (2 minutes)
• How will you use these skills in the future?
• How will you apply this knowledge in the future?

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
Reset Your Money Habits

**Step 1:** Name your goals. Evaluate what your priorities are in life. What are the things that will make you said, I’m proud that I did that?

What are your top life goals? Choose three and rank them. (1=most important)

- own a home
- pay for school
- get married
- save for retirement
- develop an emergency fund
- renovate your home
- travel
- donate to an important cause
- own a vehicle
- other: ______________

**Step 2:** Assess how you spend. Look at your spending and ask “How does this align with what’s truly important to me?”

Where’s your money going? Choose all that apply and rank them.

<table>
<thead>
<tr>
<th>Fixed Costs</th>
<th>Variable Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Electronics</td>
</tr>
<tr>
<td>Utilities</td>
<td>Home decor</td>
</tr>
<tr>
<td>Transportation</td>
<td>Clothing</td>
</tr>
<tr>
<td>Medication</td>
<td>Entertainment/Hobbies</td>
</tr>
<tr>
<td>Insurance</td>
<td>Hair Cut</td>
</tr>
<tr>
<td>Groceries</td>
<td>Eating out</td>
</tr>
<tr>
<td>School Fees</td>
<td>Subscriptions (Netflix)</td>
</tr>
<tr>
<td>Other: ______</td>
<td>Other: ___________</td>
</tr>
</tbody>
</table>

**Step 3:** Adjust how you spend:

I want to spend less money on: ____________________________________________

I want to put aside more money for: ________________________________________

**Wants verses Needs**

My Personal Statement of Income and Spending for:

**Step 1: List all Needs: “Fixed Costs”**

<table>
<thead>
<tr>
<th>Description</th>
<th>Dollar amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: My total need $___________

**Step 3: List all Wants: “Varied Costs”**

<table>
<thead>
<tr>
<th>Description</th>
<th>Dollar amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 4: My total wants $__________

Step 5: My total needs + My total wants: $__________ + $__________ = $__________

Step 6: My total monthly income – Step 5(my total spending):

$__________ - $__________ = $__________

If this is a negative number, what can you reevaluate?

____________________________________________________

____________________________________________________________

____________________________________________________________

If this is a positive number, what will you do with the remainder of the money?

____________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
Session 21: Driving and Community Mobility
Life Skills
Session 21– Driving and Community Mobility
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** This session is intended to incorporate information from the previous session on budgeting and determining wants vs needs. This session provides information regarding the process required to obtain a vehicle. This session breaks vehicle ownership into steps and provides information on the requirements of each step. Additionally, a budgeting handout is included in this session relating to the cost of owning a vehicle to help participants set realistic goals related to transportation.

**Session Objective:** By the end of the session, group members will identify the requirements to obtain a driver’s license and vehicle registration.

**Required Items:** ‘What it Takes to Drive’ handout, ‘Cost of Vehicle Ownership’ handout and writing utensils

**OTPF Area of Occupation:** Instrumental Activity of Daily Living

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Budgeting)
  - What did you enjoy about last week’s session?
  - How did you apply the concepts from the budgeting session to your life?
- Introduction Outline
  - State the objective of the session above
  - ‘What it Takes to Drive’ handout
  - ‘Cost of Vehicle Ownership’ worksheet

**Activity/S Sharing** (65 minutes)
- ‘What it Takes to Drive’ handout
  - Group leaders will educate members on the steps to owning and driving a vehicle.
• Each group member will identify where they are at in the process in terms of obtaining a driver license and identify one required item needed to get or renew a driver's license.

• ‘Cost of Vehicle Ownership’ worksheet
  • How does this relate to the information about budgeting from the previous session?
  • Does owning a car fall into the ‘Wants’ or ‘Needs’ category discussed in the previous session?

Sharing (2 minutes)
• What went well when learning about what it takes to own a vehicle?
• What was challenging?

Processing (2 minutes)
• How did you feel about the costs associated with driving monthly? (initially, monthly and yearly)
• How do you feel about owning a vehicle?

Generalizing (2 minutes)
• What did you learn about yourself during this activity?
• What did you learn about others?

Application (3 minutes)
• What will we need to do to work towards owning a vehicle?
• With this information in mind, how important is vehicle ownership to you?
• How will you apply this knowledge in the future?

Summarize (5 minutes)
• Leaders will restate the objectives, thank participants and relate session back to objectives.
What it Takes to Drive

Owning a vehicle makes getting around a lot easier, however, owning a car is an expensive commitment and a lot of responsibility. Completing the steps needed to get a car takes time and budgeting. Use these steps as a guide to determine how to budget for a car and determine what is realistic for you.

Step 1: Get a Driver’s License

- Under 18
  - Guardian Required
  - Driver’s Education course is optional
  - Provisional License for individuals under age 17
- Over 18
  - No Guardian Required

- Required Documents
  - Birth Certificate or Passport (must have 1)
  - Proof of Current Residence – Physical Address (must have 2)
    - Utility Bill
    - Rent Receipt
    - Bank Statement
    - Phone Bill
    - Report Card
  - Proof of Social Security (must have 1)
    - Social Security Card
    - W-2 Form from employer
    - Bank statement with full SSN
- Exam
  - Study guide available through WY DOT.
  - Pass written exam
  - Pass practical exam

---


Step 2: Find a Car

- Typically, buying a car requires a loan.
- Acquiring a loan requires proof of income, a cosigner, and credit history.
- Some car dealers offer financing that seems too good to be true, it is important to calculate all the related expenses prior to purchasing a car.
- The other option is to purchase a less expensive car with savings.
- Determine which option is most realistic for you prior to searching for a vehicle.
Step 3: Insurance

- After purchasing a vehicle, you need to purchase an insurance policy to cover it.
- Insurance rates vary depending on the car you are insuring, the amount of coverage of the policy, your age, where you live, and your driving record.
- You need a valid driver’s license before you can purchase an insurance policy.
- Insurance payments, or premiums, are usually paid monthly.
- Liability insurance is the minimum requirement and only covers damages done to the other person’s vehicle during a crash.
- Get an insurance quote online before purchasing.
- If you are under 18, you will need a guardian to also sign to receive a policy.

Step 4: Vehicle Registration and Taxes

- After you insure your car, you need to register it with the county you live in.
- If you have just purchased the car, you will need to pay the sales tax on the vehicle at this time. In following years, yearly you will need to only pay registration fees.
- You will also need the vehicle title or title number the first time you register the vehicle.
- Paying for vehicle registration is how you obtain license plates for your car.

Cost of Maintenance and Ownership

<table>
<thead>
<tr>
<th>Costs of Vehicle Ownership</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Driver’s License</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$_________</td>
</tr>
<tr>
<td><strong>Yearly Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$_________</td>
</tr>
<tr>
<td><strong>Monthly Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$_________</td>
</tr>
</tbody>
</table>
Session 22:
Home Management
OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: In this session, it is intended that group leaders will educate group members on candidacy for renting property. Group members will learn about the importance of reading and understanding a lease and have the opportunity to complete a simulated lease.

Session Objective: By the end of the session, group members will be able to identify one requirement in order to rent an apartment.


OTPF Area of Occupation: Instrumental Activities of Daily Living

Introduction (10 minutes)
- Warm Up
  - What did we do last session? (Driving and Community Mobility)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session
  - ‘Thinking About Renting?’ handout
  - ‘The Residential Lease Agreement’ worksheet

Activity/Sharing (65 minutes)
- ‘Thinking About Renting?’ handout
  - Group members will go through each requirement and discuss past experiences.
- ‘The Residential Lease Agreement’ worksheet
• Group members will read each line of the lease and provide a summary to the group.
• At highlighted terms, the group leaders will provide a definition if group members do not know what it means. *(Refer to key below)*
• Group leaders will facilitate discussion around unfamiliar terms.
• Facilitate discussion on what went well when identifying terms within a lease? What was challenging?

**KEY:**
- **Lease** - a contract giving permission to rent a property under terms and conditions
- **Landlord** - the owner of the property, the person who you pay rent to
- **Tenant** - the person renting the property (you)
- **Premises** - the property area rented to you (ex. one room in a house or apartment).
- **Provisions** - agreement
- **Commences** - the start date of the lease
- **Term of Lease** - the length of time for the lease
- **Required by the Act** - Rental Housing Act of 1999 (government guidelines for rental agreements)
- **Infraction** - violating the lease
- **Grace period** - 7 days after rent is due, Landlord can possess property by Rental Housing Act (changing locks, getting government officials involved, kicking out)
- **Execution** - terminating
- **Security deposit** - set amount of money required at beginning of lease to move in (not monthly rent, used for damage to property during rental term).
- **Interest bearing account** - account that builds interest by having money stored there
- **Deductions** - money taken off of security deposit
- **Wear and tear** - natural use (thinning of carpet, sun damage).
- **Extermination** - process of removing bugs
- **Renewal** - Landlords can offer extension of lease, occasionally tenants can pay month to month after they have rented for one year.
- **Enter the Property** - the Landlord has the right to enter property at any time (check cleanliness, look for property damage)
- **Written notice** - important to have physical documentation with signatures from both parties (most reliable as compared to electronic or verbal).
- **Renewal clause** - additional documentation to the lease with new conditions, signed by both landlord and tenant.
- **Responsible for the payment** - the person who pays rent
- **Insured** - rental insurance (tenant will seek this out and purchase on their own to protect personal property).
- **Liability** - who is responsible
**Processing (2 minutes)**
- How did you feel about the requirements needed to rent?
- How did you feel reading through a lease agreement?

**Generalizing (2 minutes)**
- What did you learn about yourself during this activity?
- What did you learn about others?

**Application (2 minutes)**
- How will you use these skills in the future?
- How will you apply this knowledge in the future?

**Summarize (5 minutes)**
- Leaders will restate the objectives, thank participants and relate session back to objectives.
Thinking About Renting?

- Credit history report
  - This ensures that you are reliable in making payments on your credit card which will reflect your responsibility around rent payments.

- Background check
  - This ensures that they have enough knowledge about your history with crime for the safety of others.

- List of references
  - Contacting people who know you well can ensure that the landlord will know if you have a good reputation.

- Security deposit
  - To ensure that potential damages or early lease termination fees will be paid for in advance.

- Identification card
  - Verify identity.

- First and last month’s rent
  - To ensure rent will be paid if there is early termination and to prove financial security.

- Rental application fee
  - To ensure that you are financially invested in the rental agreement. Pays management services for their time and effort in processing the application.

- If you need to terminate lease early
  - Give ~30 days’ notice in advance of early termination.
  - Provide a written notice.
  - Ask landlord if there is a subletting option or refer to your lease.

- Ask where, how, and when rent is paid
  - Landlord may have a designated box and form of paying that you should be aware of (check, cash, or cashier’s check).

- Important questions to ask
  - Are pets allowed? Is smoking allowed? Roommates?

- Consider getting a roommate to lower rental costs
The Residential Lease Agreement

THIS LEASE (the "Lease") dated this _____ day of _____________, 20____ BETWEEN: ______________ (the "Landlord")- AND- ______________ (the "Tenant")

Leased Property
1. The Landlord agrees to rent to the Tenant the room, municipally described as ___________ (the "Property"), for use as residential premises only.

2. Subject to the provisions of this Lease, apart from the Tenant, no other persons will live in the Property without the prior written permission of the Landlord.

3. No guests of the Tenants may occupy the Property for longer than one week without the prior written consent of the Landlord.

4. No animals are allowed to be kept in or about the Property.

5. The Tenant and members of Tenant’s household will not smoke anywhere in the Property nor permit any guests or visitors to smoke in the Property.

Term
6. The term of the Lease commences at ______ and ends at________.

7. If after the expiration of the term of this Lease, the Tenant will remain in possession of the Property without an express written agreement as to such holding, then such holding-over will be deemed a month-to-month tenancy at the same rental rate provided in this Lease.

Rent
8. Subject to the provisions of this Lease, the rent for the Property is ______ per month (the "Rent").

9. The Tenant will pay the Rent on or before the ____ of each and every month of the term of this Lease to the Landlord at ______ address or at such other place as the Landlord may later designate.

10. The Landlord may increase the Rent for the Property upon providing to the Tenant the greater of 60 days' notice and any notice required by the Act.

11. The Tenant will be charged an additional amount of $75.00 per infraction, for any Rent that is received after the due date and the expiration of any grace period under the Act, if any.

Security Deposit
12. On execution of this Lease, the Tenant will pay the Landlord a security deposit of $500.00 (the "Security Deposit").

13. The Landlord will hold the Security Deposit at an interest bearing account solely devoted to security deposits at US BANK.

14. The Landlord will return the Security Deposit at the end of this tenancy, less such deductions as provided in this Lease but no deduction will be made for damage due to reasonable wear and tear nor for any deduction prohibited by the Act.

15. During the term of this Lease or after its termination, the Landlord may charge the Tenant or make deductions from the Security Deposit for any or all of the following:
   a. repair of walls due to plugs, large nails or any unreasonable number of holes in the walls including the repainting of such damaged walls;
   b. repainting required to repair the results of any other improper use or excessive damage by the Tenant;
   c. unplugging toilets, sinks and drains;
   d. replacing damaged or missing doors, windows, screens, mirrors or light fixtures;
   e. repairing cuts, burns, or water damage to linoleum, rugs, and other areas;
   f. any other repairs or cleaning due to any damage beyond normal wear and tear caused or permitted by the Tenant or by any person whom the Tenant is responsible for;
   g. the cost of extermination where the Tenant or the Tenant’s guests have brought or allowed insects into the Property or building;
   h. repairs and replacement required where windows are left open which have caused plumbing to freeze, or rain or water damage to floors or walls;
   i. replacement of locks and/or lost keys to the Property and any administrative fees associated with the replacement as a result of the Tenant’s misplacement of the keys; and

16. For the purpose of this clause, the Landlord may charge the Tenant for professional cleaning and repairs if the Tenant has not made alternate arrangements with the Landlord.

17. The Tenant may not use the Security Deposit as payment for the Rent.

**Inspections**

18. The Parties will complete, sign and date an inspection report at the beginning and at the end of this tenancy.

19. At all reasonable times during the term of this Lease and any renewal of this Lease, the Landlord and its agents may enter the Property to make inspections or repairs, or to show the Property to prospective tenants or purchasers in compliance with the Act.

Renewal of Lease
20. Upon giving written notice no later than 60 days before the expiration of the term of this Lease, the Tenant may renew this Lease for an additional term. All terms of the renewed lease will be the same except for this renewal clause and the amount of the rent.

21. The Tenant will obtain written permission from the Landlord before doing any of the following:
   a. applying adhesive materials, or inserting nails or hooks in walls or ceilings other than two small picture hooks per wall;
   b. painting, wallpapering, redecorating or in any way significantly altering the appearance of the Property;
   c. removing or adding walls, or performing any structural alterations;
   d. installing a waterbed(s);
   e. changing the amount of heat or power normally used on the Property as well as installing additional electrical wiring or heating units;
   f. affixing to or erecting upon or near the Property any radio or TV antenna or tower.

Utilities and Other Charges
22. The Landlord is responsible for the payment of the following utilities and other charges in relation to the Property: electricity, water/sewer, internet, cable, telephone, natural gas, heating oil/propane, garbage collection and alarm/security system.

23. The Tenant is responsible for the payment of the following utilities and other charges in relation to the Property: Rent

Insurance
24. The Tenant is hereby advised and understands that the personal property of the Tenant is not insured by the Landlord for either damage or loss, and the Landlord assumes no liability for any such loss.

Assignment and Subletting
25. The Tenant will not assign this Lease or sublet or grant any concession or license to use the Property or any part of the Property. Any assignment, subletting, concession, or license, whether by operation of law or otherwise, will be void and will, at Landlord's option, terminate this Lease.

IN WITNESS WHEREOF ____________ tenant and ___________ landlord have duly affixed their signatures on this _____ day of _____________, 20____.

_________________________________ Tenant: Name
_________________________________ Landlord: Name

Session 23: Volunteer Exploration: Leisure
Life Skills
Session 23– Volunteer Exploration: Leisure
90 minutes

**OT Life Skills Group** uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the *Occupational Therapy Practice Framework*.

**Description:** This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed to be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

**Session Description:** In this session, it is intended that group leaders will educate group members on the benefits of social supports, and how to obtain social supports. Group members will identify current social supports and the type of support they are lacking at this time. Group members will then go online and identify three leisure volunteer opportunities that will enhance their social supports in some way.

**Session Objective:** By the end of the session, group members will have identified three social supports.

**Required Items:** ‘Social Support’ handout, ‘Identifying Support’ worksheet, writing utensils, computers with internet access.

**OTP Area of Occupation:** Work/Leisure

**Introduction** (10 minutes)
- Warm Up
  - What did we do last session? (Home Management/Renting)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session above
  - ‘Social Support’ handout
  - ‘Identifying Supports’ worksheet
  - Complete online search for local volunteer leisure opportunities

**Activity/ Sharing** (65 minutes)
- ‘Social Support’ handout
  - Group leaders will educate on the benefits of social support, types of social supports, and how to build social support.
- Each group member will discuss one of their social supports and their personal benefits.
- ‘Identifying Supports’ worksheet
  - Group members will complete the worksheet by identifying three social supports and what type of support is provided to them.
  - Group members will then identify what type of support they do not have at this time.
- Online volunteer guide
  - Each group member will go online to http://www.servewyoming.org
  - Click “Volunteer Guide” in the top right corner.
  - Download the pdf
  - Group members will identify three volunteer opportunities they are interested in that may provide social support in an area they do not currently have.
  - Each member must fit the requirements for all three volunteer opportunities.
  - What went well when identifying what volunteer opportunity, you would be interest in?
  - What was challenging?
  - Did you feel limited by any of the prerequisites? (i.e. age or experience)

**Processing** (2 minutes)
- How did you feel about the different types of social supports?
- How did you feel about the volunteering?

**Generalizing** (2 minutes)
- What did you learn about yourself during this activity?
- What did you learn about others?

**Application** (2 minutes)
- How will you use these skills in the future?
- How will you apply this knowledge in the future?
- How can volunteering increase your network of social supports?

**Summarize** (5 minutes)
- Leaders will restate the objectives, thank participants and relate session back to objectives.
Social Support

**Social support** is the help provided by family, friends, groups or communicates. This help can fulfill emotional, tangible, informational or social needs.

### Benefits of Social Support

<table>
<thead>
<tr>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved physical health</td>
</tr>
<tr>
<td>Feeling of security</td>
</tr>
<tr>
<td>Greater resilience to stress</td>
</tr>
<tr>
<td>Improved mental well-being</td>
</tr>
<tr>
<td>Improved self-esteem</td>
</tr>
<tr>
<td>Greater life satisfaction</td>
</tr>
</tbody>
</table>

### Types of Social Support

1. **Emotional Support**: Help managing emotions such as stress, anger, or depression. This support might include listening to problems and showing empathy.
2. **Tangible Support**: Help with practical problems, such as financial assistance, or providing a ride to work.
3. **Informational Support**: Providing information that helps solve a problem or overcome a challenge. This might include advice or information about helpful resources.
4. **Social Needs**: Fulfillment of basic social needs, such as love, belonging and connectedness. This helps provide a feeling of security and contentment.

### Building Social Support

1. **Attend to your existing positive relationships**: Reach out to friends and family. Make it a priority to maintain your most important relationships, even when other areas of your life are busy.
2. **Increase community involvement**: Participate in hobby groups, volunteering or religious groups. This is a great way to meet like-minded people and build a new support system.
3. **Attend support groups**: Connect with others who are dealing with similar problems or life experiences. It can be rewarding to share your own story and provide support to others.
4. **Use professional support**: Doctors, therapists, social workers, occupational therapists and other professionals who can help solve problems that are more complicated or too difficult to tackle alone.

Identifying Supports

List three people, groups, or communities that provide you with social support.

1

2

3

Explain how each of these supports help, or could help you with emotional, tangible, informational and/or social needs.

1

2

3

Circle all type of social supports that you DO NOT have to this time?

1. Emotional
2. Tangible
3. Informational
4. Social

Go to http://www.servewyoming.org and identify three groups that could provide you with additional social support or support that you do not have at this time. When identifying groups, members must fit volunteer requirements.

1

2

3

Session 24:
Leisure Participation
and Group Conclusion
Life Skills
Session 24– Leisure Participation and Group Conclusion
90 minutes

OT Life Skills Group uses Cole’s Seven Steps to organize the outline of the session for group leaders. Each session is guided by the Occupational Therapy Practice Framework.

Description: This 12-week occupational therapy life skills program is designed to provide individuals with the tools and skills needed be successful in the community. The objective of this group is to support group members in developing the skills needed to increase their level of independence to pursue additional roles within the community. This group will assist individuals in developing and practicing daily living skills including cooking, budgeting, community mobility, resource identification, vocational skills, education, community and social participation and the development of coping strategies.

Session Description: In this session, it is intended that group leaders will facilitate a team building activity for all group members to participate in. Group leaders will administer the Casey Life Skills Assessment for group members to reevaluate their progress. Group members will identify if they have made progress towards their goals created in session two, and develop new goals using the goal setting worksheet. Group members will have the opportunity to reflect on the life skills group and what they have personally learned.

Session Objective: By the end of the session, group members will develop three new goals to address outside of the Life Skills Program.


OTPF Area of Occupation: Leisure and Social Participation

Introduction (10 minutes)
- Warm Up
  - What did we do last session? (Volunteer/ Social Supports)
  - What did you enjoy about last week’s session?
- Introduction Outline
  - State the objective of the session above
  - Complete a team building activity
  - Complete the Casey Life Skills Assessment
  - Look at ‘Goal Setting’ worksheet developed during session two and complete a new one
  - Complete a personal reflection
Activity/ Sharing (65 minutes)

- ‘Human Knot Game’ handout
  - Group leaders will split group members randomly into two groups and explain the purpose of the game.
  - Group leaders will have each team complete the activity twice. The second time will be harder as group members will be instructed not to talk.
  - Facilitate a discussion on the differences between performing when talking versus not talking.
  - What went well when completing the team building activity?
  - What was challenging?

- Casey Life Skills Assessment
  - Each group member will complete the self-report questionnaire.

- ‘Goal Setting’ worksheet from Session 2
  - Group members will read through the three goals they created at the beginning of the session and identify if they have met their goals or not.
    - If not, group leaders will facilitate conversation on what they can do to fulfill these goals.

- ‘Goal Setting’ worksheet
  - Group members will fill out a new goal worksheet with new information from the Casey Life Skills Assessment.
  - Group members will develop three new goals within the areas of daily living, self-care, relationships and communication, housing and money management, work and study life, career and education planning and looking forward that were identified as “No”, “Mostly No”, or “Somewhat” within the Casey Life Skills Questionnaire.

- Personal reflection in notebooks
  - Each group member will write an entry in their notebook about answering the following questions.
    - What have I learned in this life skills group?
    - What do I want to remember in the future?
    - What do I want to learn more about?

Processing (2 minutes)

- How did you feel about the progress you have made to achieving your goals?
- How did you feel about developing new goals?

Generalizing (2 minutes)

- What did you learn about yourself during this activity?
- What did you learn about others?

Application (2 minutes)

- How will you use these skills in the future?
- How will you apply this knowledge in the future?
**Summarize** (5 minutes)
- Leaders will restate the objectives, thank participants and relate session back to objectives.
Human Knot Game

Goals of the Human Knot Game:
- Team building and communication
- Problem solving

Setup for the Human Knot Game:
This game is versatile in that multiple group sizes can play. Form groups of about 10 people each. Have each group standing, facing towards each other, in a circle. Each person should be standing shoulder to shoulder. First, instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle. Next, have everyone lift their right and reach across to take the hand of another person standing across the circle. Make sure that no one is holding hands with someone standing directly beside the person.

How to Play the Human Knot Game:
To play, the groups must communicate and figure out how to untangle the knot (forming a circle of people) without ever letting go of any hands. If you wish, this icebreaker can be played competitively, in which the facilitator says “Ready. Set. Go!” and has all the groups race to become the first group to finish. If any group member lets go of a hand (breaks the chain), then the group must start from the beginning, or you could impose a penalty/punishment for that person (e.g. wear a blindfold).

This game typically takes 15-30 minutes to complete. You can impose a time limit if you wish to make the game more challenging. When you are done with the Human Knot activity, you can ask some debrief questions if you wish, such as “How well did you group work together? What strategies did your group adopt? How did it feel to solve the game?” etc.

HOW TO PRINT THE CASEY LIFE SKILLS ASSESSMENT

Step 1:

- Go to https://caseylifeskills.secure.force.com
- “Create a free account” fill out the provider information with your sites information then click “Sign up now” (fill out this portion as a provider)

Step 2:

- On the left side of the main page to the left you will see “Print blank assessments” and choose “CLS” and hit print.
- A pop-up screen will come up with the Casey Life Skills assessment.
- There should be seven categories of questions in the areas of: Daily Living; Self Care; Relationships and Communication; Housing & Money Management; Work and Study Life; Career and Education Planning; and Looking Forward

Step 3:

- Print 2 of these assessments for every group member. One will be administered in the first session and one in the last session.

Step 4:

- Administer one assessment to each group member.

Goal Setting Worksheet

Pick one item in each category that you checked “No” or “Mostly No” or “Somewhat” and write it in the blank below. If you checked more than one in a category, pick one that is most important to you.

Daily Living: 

Self-Care: 

Relationships & Communication: 

Housing & Money Management: 

Work & Study Life: 

Career & Education Planning: 

Looking Forward: 

From the list above, pick three that are most important to you. Develop a goal for each of these. Goals need to be: Relevant, Specific, Measurable, and Realistic.

For example: Self-Care: I will brush my teeth once a day after I eat breakfast.

Goal 1: 

Goal 2: 

Goal 3: 

156
Product References

Adapted from https://wallethub.com/edu/how-to-open-a-checking-account/10299/


https://www.therapistaid.com/worksheets/social-support.pdf

http://www.howdoyouplay.net/teambuilding/how-to-play-the-egg-drop-teambuilding-activity.html


Chapter V
Summary

The literature identifies that homeless youth typically develop identities and habits that assist them in negotiating and surviving the culture on the street or in homeless shelters in lieu of developing the skills necessary to achieve mainstream roles typically acquired at this key transitional stage of life. The shift from temporary homeless shelters toward transitional housing approaches like supported living environments provide a stable setting in which additional services can be provided to address the needs of the homeless population.

With these considerations, the development of this product serves as a clinical tool that can be utilized by occupational therapy practitioners and occupational therapy students to provide intervention to youth who have experienced homelessness to facilitate the development of life skills. The clinical relevance of this product is supported by the use of the Occupational Therapy Practice Framework: Domain and Process 3rd Edition (OTPF) to demonstrate the congruence between the typical deficits experienced by this population expressed in the literature review, and the domain of occupational therapy. Literature evaluating the efficacy of occupational therapy in intervention to promote life skills development demonstrates that occupational therapy practitioners are skilled in this area.
The Casey Life Skills Assessment is utilized within the product as a tool to determine personal goals to address throughout participation in the program. Through the determination of personal goals areas to address, the perceived efficacy of the program can be evaluated. Through the re-administration of the Casey Life Skills Assessment at the end of the intervention program, progress will be reassessed, and additional goals will be determined to pursue after the commencement of the program.

There are a number of ways in which future scholarly collaboration could be incorporated to further develop this product. As the physical environment for the local organization is not currently finished, subsequent collaboration could evaluate the actual environment once it is operational and apply the PEO model in a more comprehensive manner to continue to ensure that the intervention program is implemented in the most efficacious manner. Additionally, the manual could be expanded to include additional sessions based off the results of the Casey Life Skills Assessment, in accordance with the ‘Person’ domain of the PEO model if specific needs are identified by group participants that are not currently addressed within the intervention manual. One additional consideration is that four of the group sessions outlined within the product utilize resources that are specific to the community in which the organization is located. While this represents a strength in implementing the program within this organization, it limits the generalizability of the program considering populations in other geographic areas. These sessions could be adapted prior to implementation to reflect the community in which intervention is being provided.
References


Business Insider. (2014). *The appropriate men’s attire for every occasion.* Adapted from https://www.businessinsider.com/the-appropriate-mens-attire-for-every-occasion-20149

163


Kidd, S., Frederick, T., Karabanow, J., Hughes, J., Naylor, T., & Barbic, S. (2015). A mixed methods study of recently homeless youth efforts to sustain housing and


Wyoming Department of Transportation. (2018). *Driver license.* Adapted from [http://www.dot.state.wy.us/home/driver_license_records/driver-license.html](http://www.dot.state.wy.us/home/driver_license_records/driver-license.html)