A Developmental Approach to Work-Readiness

Megan George  
Pacific University

Kate Brigden  
Pacific University

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A Developmental Approach to Work-Readiness

**Description**
Outside In (OI) is a social service agency in Portland, Oregon working to address the changing needs of homeless youth and other low-income and marginalized persons. It is estimated that in the state of Oregon there are 24,000 to 25,000 youth that fall under the homeless continuum (Oregon Homeless and Runaway Youth Work Group, 2005). Of which, 1,500-2,000 of homeless youth reside in metropolitan area of Portland. Youth end up on the street for multiple reasons including family poverty, violence, mental and physical illness in their families, sexual minority issues, unemployment, domestic violence, sexual abuse and abandonment. OI provides both medial and support services for this population including supported housing, education, employment, counseling and recreation. (Outside In, 2009)

Supported employment programs are implemented within the Education Resource Center (ERC). The ERC runs two options for youth seeking resources: Job Club and Job Readiness Training (JRT). Job Club is a drop in service that provides support with job seeking and resume development. JRT is a 2 ½ week class designed to prepare youth for a short-term goal job and plan for post secondary education. Youth who complete JRT receive post course support in multiple facets from bus passes, appropriate clothing and professional support.

In partnership with Outside In, Pacific University School of Occupation Therapy and 2 students identified youth within the ERC who could benefit from occupational therapy services. The occupational therapy students participated in the Job Club and JRT sessions to conduct a needs assessment and develop an Innovative Practice Project (IPP) that enhances the current services offered at the ERC.

Through a need assessment conducted through observation and interviews with ERC staff and participants, the Pacific University occupational therapy students identified a segment population that is failing to thrive despite the outstanding resources they receive from OI. This population was identified as those who have a higher need of support to obtain and maintain successful employment. These persons are the youth who have not been able to complete JRT, who have completed JRT and have not been able to move forward from the ERC, or have been participating in Job Club for an extended period of time and are not making any gains towards employment. It was determined by the occupational therapy students that additional barriers may be preventing this grouping of youth from meeting their goals and additional factors may need to be addressed before they would be able to move towards self-sustaining roles.

Using the developmental model as the basis for rational, the occupational therapy students developed activity modules to be implemented in conjunction with the Education Resource Center at Outside In to facilitate a holistic approach to job exploration and job acquisition skills that meets youth participants at their development level. The cornerstones of development into adulthood include acquiring a sense of competence, usefulness, belonging and power. The foundation of skill development, such as effective communication, time management and developing positive relationships, promote future outcomes for these youth in the transition to adulthood. The purpose of these modules will be to identify youth participants strengths, challenges, and interests and build the skills needed obtain and maintain a successful working position.

**Disciplines**
Occupational Therapy

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A Developmental Approach to Work-Readiness

An Innovative Practice Project
By
Megan George and Kate Brigden
Pacific University, 2013
Outside In (OI) is a social service agency in *Portland*, Oregon working to address the changing needs of homeless youth and other low-income and marginalized persons. It is estimated that in the state of Oregon that there are 24,000 to 25,000 youth that fall under the homeless continuum (Oregon Homeless and Runaway Youth Work Group, 2005). Of which, 1,500-2,000 of homeless youth reside in metropolitan area of Portland. Youth end up on the street for multiple reasons including family poverty, violence, mental and physical illness in their families, sexual minority issues, unemployment, domestic violence, sexual abuse and abandonment. OI provides both medial and support services for this population including supported housing, education, employment, counseling and recreation. (Outside In, 2009)

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Education Resource Center: Occupational Activities

Outside In employee and volunteer manual
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Habits, Roles and Routines

Habits, Roles and Routines help us to identify and balance us as individuals. These components are often under-developed leading to a decline in successful transition from adolescence to adulthood.

Habits: Habits are defined as automatic behaviors that help people function on a day-to-day basis. Developing useful habits contribute to life satisfaction by being able to follow the rhythms of daily life.

Roles: The importance of having meaningful roles is often overlooked. Being a friend, family member, worker or student defines who we are and gives context to living a meaningful life. When we are unable to identify meaningful roles in society we are unable to establish how we can impact our own future. Self-image influences behavior and positive role development is a key component that determines self-image. As children approach adolescence their self-esteem decline and these changes associated with adolescent development often is accompanied with a lowered perceived competence. Research shows that having a negative self-image in adolescence is correlated with negative outcomes in adulthood (age twenty-six years) including poorer physical and mental health, money and work problems, and more criminal convictions (Bukatko, p. 539).

Routines: Routines are essential to balancing rest, work, social and self-care activities. When youth are given the opportunity to engage in time planning activities they gain heightened awareness of the things they want to do more or less of. When you live a lifestyle where you are expected to live in the moment such as when you are homeless, creating a routine can be difficult and may feel overwhelming. “People may need help to redesign their lifestyle. If people lose the inclination to do things, to participate in a balanced round of daily occupations, they may need to develop a sense of agency; that ‘I can do it’ feeling again. They need assistance to choose a balanced pattern of daily occupations (like a balanced ‘diet’ of activity), such as engaging in a routine that includes working and participating in other occupations that individuals want or need to do regularly” (Minato, M., & Zemke, R. 2004).
**Indicates Need for Intervention**

- **Comes to the ERC repeatedly the day before an interview, flustered and unprepared, needs immediate assistance to be able to complete interview**
  - **Response:** It seems like you are having some trouble planning ahead. Let’s talk about some ways you can prepare for upcoming events so you feel more confident. (complete “getting out the door” activity”)

- **Youth has difficulty identifying strengths and weaknesses, needs assistance in setting personal goals.**
  - **Response:** Participate in the “I AM” inventory.

- **“I don’t have time to do that” but then indicates they spend a disproportionate time in another area of life.**
  - **Response:** It seems like sometimes it is hard to balance all the things that you need and want to do. (Complete “How I spend my time” activity”)
Group Title

Habits, Roles and Routines

Activity:

How I Spend My Time

Purpose:

The goal of the “How I Spend My Time” activity is for the participant to create a bar graph of a day or week in their life to visualize where they spend most of their time and energy. Reflection questions are provided to help identify what areas are lacking and how their daily activities affect their life goals and emotions. This activity can be completed off the cuff when applicable or based on a record kept over a period of time.

Supplies:

Pencil
How I Spend My Time worksheets
Graph paper
Crayons or colored pencils
Sample “working adult” graph (optional)

Steps:

1. Ask the participant to list all the things they have done over a day
2. Have them indicate approximately how much time they spent on each task.
3. Write each activity onto the worksheet. Lump activities together (ex: shower, brush teeth could be listed as “personal care”).
4. Each box on the timesheet is equal to 15 min. Ask the participant to color in the boxes to equal how much time they spent on each task.
5. Use reflection questions to guide participant to think about how they spend most of their time and what areas are lacking attention. Use comparison graph of a “working adult” if deemed appropriate.

Space Requirements:

A quiet room or space with minimal distractions, there should be room for each individual to work at a table, seated in a chair. This activity could be completed in a small group or as a one-on-one intervention.
“How I Spend My Time” Reflection Questions

What do you spend the majority of your time doing?

Which activities do you feel the happiest during?

What activities bring you stress?

Do any of the activities help you manage stress?

What activities bring you the most satisfaction and pride?

Do you think of your day/week as balanced? Why or why not?

What activities could you eliminate or adjust to make your life more balanced?

What would your ideal chart look like? How would that help you achieve your life goals?
Group Title

Habits, Roles and Routines.

Activity:

“I AM” Inventory

Purpose:

The goal of the “I AM” inventory is to help a person develop an understanding of their personal strengths and a list of descriptors about themselves. It allows for a conversation to start about how people believe they are perceived and can explore ways to make small positive changes so they can be perceived in the way they would like.

Supplies:

Pencil
“I AM” inventory worksheet

Steps:

1. Follow instructions on the front of the worksheet to complete “I AM” inventory. Guide person through the worksheet to make careful selections of where they believe they are on a sliding scale and where they would like to be.
2. Use reflection questions to guide participant to select one or two of their attributes that they would most like to see a change. Encourage them to think about how they can make steps towards making those changes and what type of impact it would make in their life if those changes occurred.

This activity can be completed in 15-20 minutes. If a participant is having difficulty coming up ideas for changes, additional time will be needed to provide emotional support and assist in goal setting.

Space requirements:

A quiet space with a table and chairs are needed for this activity.
“I AM” inventory Reflection Questions

Which one of these lines surprised you the most?

Which line would you like to alter most?

What would be the first step to making a change?

How would show change in your life day by day?

Which characteristics would you say are your biggest strengths?

Which characteristics will make you most successful in your short term goal job?

How would you talk about these qualities in an interview?

Which characteristics will hinder you from being successful in the workplace?
**Group Title**

Habits, Roles and Routines

**Activity:**

Getting Out the Door

**Purpose:**

The goal of this activity is for participants to gain awareness of how to organize, prioritize and prepare for an interview or a day of work by identifying all the components of “being ready”. This includes preparing (washing/ironing) outfits, charging phones for use of an alarm clock and ensuring that transportation logistics are covered. After identifying all relevant tasks, participants then are able to gain awareness of how long in advance they need to be prepping for an activity.

**Supplies:**

Getting out the door worksheet
Getting out the door prepared activity slips
Getting out the door reflection questions
Pencil or Pen

**Steps:**

1. Introduce the activity by asking the participant what their current morning routine is.
2. Provide them with the ‘Getting out the door’ laminated sheet and laminated activity slips to work through the questions.
3. Complete the reflection questions to help participant to understand the importance of planning ahead. Have them come up with an ideal timeline to feel confident for their next big event, whether it be an interview or a day of work.

**Space Requirements:**

A quiet room or space with minimal distractions, there should be room for each individual to work at a table, seated in a chair. This activity could be completed in a small group or as a one-on-one intervention.
Getting out the door on time reflection questions

.... With everything you need!

Sometimes the hardest part of the day is making sure that you are able to get to the places you are expected to be, on time, with everything you need. Complete the Getting Out the Door activity to answer the questions below.

Looking at the things that need to be done each morning, estimate how long it will take you to get ready to leave, making sure you have everything you need.

Now estimate the time it would take to get to your destination. Add that time with how long you estimated it will take you to get ready. What time do you need to leave to make it to your destination on time?

What tasks can you complete beforehand to lessen the time above?

What strategies can you use to make sure you have everything you need when you walk out the door?

What strategies can you use to make sure you are on time?
Managing Finances & Budgeting

The ability to make smart choices about money is dependent on how a person thinks and reacts when they have money. Regardless of how much money a person makes, if they spend it unwisely, they will not be able to afford their necessities. With good choices there is financial freedom to take control and plan for the future. Research shows that financial literacy programs are more successful when education is personalized, practical and can be applied to real-life situations (Mandell and Klein 2007). The purpose of this module is to help a person understand their personal attitudes and money habits and begin to make a budget and plan for the future that works within their financial situation.

Indicates Need for Intervention

- **Belief that Starbucks is a need or unable to afford basic necessities but pays for luxury items**
  - Response: I’ve noticed you have had trouble paying for some of the necessities you need lately. Can I help you create a budget that allows you to pay for the things you need? (Use budget activity).

- **Gives money away regularly or consistently asks for money from friends and family**
  - Response: How does asking for/giving away money benefit you? I have an activity that explores your attitudes and money habits that might interest you; would you like to try? (Complete money habitude card sort).
Group Title:
Managing Finances/Budgeting

Activity:
Money Habitudes Card Sorting Guide

Purpose:
This activity is a reflection of personal beliefs of obtaining, spending and saving money. This can be used to for an individual to gain insight of personal spending habits and routines and how they may impact their financial stability.

Supplies/Equipment/ Sources:
“Money Habitudes for teens” sorting cards.
Card sorting guide instruction guide and interpretation sheet.
Reflection worksheet.

Steps:
1. Review the card sorting guide worksheet to begin.
2. Complete the card sorting activity using the “Money Habitudes for Teens” sorting cards.
3. Review the interpretation sheet and complete the reflection questions on the back. This step may require verbal discussion with a volunteer to process.

Space requirements:
A quiet space with a table or large workspace for an individual to be able to lie out and organize the playing cards.
Group Title:

Managing Finances/Budgeting

Activity:

Budgeting

Purpose:

This worksheet is aimed to encourage personal reflection of personal spending habits and expenses for current and future plans. The goal of the worksheet is to create a realistic plan for budgeting and managing money. It can assist a person to understand the sources of where they will get money from the areas that they need and want to spend their money on.

Supplies/Equipment/ Sources:

Budgeting Worksheet
Pencil
Budgeting discussion questions worksheets

Steps:

1. Follow instructions on the worksheet to complete the worksheet with relevant information for the participant completing the sheet.
2. Use discussion questions to guide participant to think about their personal finances and how they can be managed in the most effective way for themselves.

Space requirements:

A quiet space, with adequate space to complete worksheet.
Budgeting Reflection Questions

How does the total money you have or will get, compare to the total amount of your expenses?

Pick areas of high costs and identify 3 ways you could reduce expenses?

Think of one way you could increase your income to allow for special occasions or in case of an emergency? If you cannot, increase your income, how can manage your budget?

Where do you keep your money now?

What plan do you have in place to save money?

Who can you talk to if you have questions about managing or saving money?

Think about people you know who manage money well and people who you think do not. What habits of theirs could you adopt or avoid?
Leisure Exploration

Developing the skills to obtain a job and developing the skills to successfully maintain employment are equally important. The day-to-day demand of working can be stressful, tiring and/or boring. Positive engagement in activities outside of work can provide a person something to look forward to and support their participation at work. Many youth may be working at jobs they do not find personally fulfilling; but having a passion outside of work they can identify with may provide the motivation to continue working. Research shows that participation and engagement in positive leisure activities can decrease stress, increase positive feelings, encourage self-determination and serve as a coping mechanism for the homeless population (“it gives me purpose”: the use of dance with people experiencing homelessness). These benefits are useful tools for success in work participation and beyond. Through increased exposure to positive leisure opportunities in the Portland metro area, the participants at job club might develop interests that contribute to their well-being and help them maintain gainful employment.

Indicates Need for Intervention

- “My job is stupid, I don’t want to spend my whole day washing cars”, “I don’t care about that job”
  - Response: So I hear you saying that washing cars isn’t your dream job now, but does it help you pay your bills? What do you do outside of work that you love?
- Client’s drinking/drug use interfering with work participation
  - Response: What do you like to do when you aren’t drinking or doing drugs?
- “It’s too stressful. I quit”
  - Response: What is your favorite outlet for when you are feeling stressed out?
- Expresses boredom regularly
  - Response: It sounds like you are looking for something interesting to do. Have you checked the event listings in the local papers lately? (use newspaper collage activity).
**Group Title:**

Leisure Exploration

**Activity:**

Occupation Participation Card Sort: Adolescent and Young Adult

**Purpose:**

The Occupation Participation Card Sort can be used to identify activities that the participant may have engaged in previously, is currently participating in or have never participated in before. Once these activities have been sorted into appropriate categories, the goal of this activity is motivate the participant to explore new ways to productively use their time.

**Supplies/Equipment/ Sources:**

Occupation Participation sorting cards  
Card sorting guide instruction guide  
Card sorting guide interpretation sheet  
Reflection worksheet

**Steps:**

1. Place the appropriate card sort labels in front of the client.
2. Instruct the client to place each activity card into one of the categories.
3. After all activity cards have been sorted, ask the client to pick 5 activities that are most important. (Note: Be sure to keep all cards under the designated category).
4. Next, ask the client to rate the level of importance of the activity on a scale of 1 (not important)- 10 (very important).
5. Once the activities are ranked you can score (not necessary for this purpose) or use the reflection questions to guide discussion with participant about the activities identified.

**Space requirements:**

A quiet space, with adequate table space to be able to place cards in front of the participant.
Activity Card Sort:

Scoring and Interpretation

(Taken from *Occupation Participation Sort: Adolescent and Young Adult*.

Authors: Julie Ediger, Katie O'Day)

Three forms were created to gather specific results. The administrator can choose which form would be most appropriate for the client and setting. Refer to the following descriptions to select the most appropriate form.

**Form A: Interests**

*Categories:*

Like/Interested In, Neutral/Not Applicable, and Dislike/Not Applicable

*When to Use this Sort:*

The sorting of the cards into these three categories will give the administrator an understanding of what activities are interesting or not interesting to the client. This sort would be appropriate to use when you are just meeting a client or trying to build an occupational profile. The client will identify likes and dislikes and the administrator will quickly have knowledge of the client’s preferences. The results can help to develop therapeutic rapport, assist the administrator in making client-centered decisions regarding appropriate choice of interventions that the client would enjoy, and also provide information to develop an occupational profile.
Form B: Motivation

Categories:

Do Now, Want to Do in the Future, and Don’t Want to Do in the Future

When to Use this Sort:

The purpose of this sort is to determine what is motivating to the client. It identifies what activities are currently being participated in and what activities someone would want to try in the future. Results from this form will help to determine a person’s preference towards a particular activity and whether or not they would want to participate in it in the future.

Results will also give insight into realistic and motivating goals determined by the client and provide the administrator with ideas for exploration or experimentation with different activities.

Form C: Event

Categories:

Continued to Do During Event, Not Done Prior to Event, Given Up Due to Event, Do Less Since Event, and New Activity Since Event

When to Use this Sort:

Sorting the activity cards into these 5 categories will gather information regarding the level of participation in activity as it relates to a particular event. Examples of an event include a psychological/emotional distress, trauma, homelessness, loss of job, abuse, pregnancy, or loss of a partner that could have occurred at any point in time. Completion of this form provides information regarding a person’s prior and post-level of functioning in
response to a specific event, it determines the impact that the event has had on a person’s life, and a change in activity participation.

**Administration:**

1) Place the appropriate labels in front of the client.

2) Instruct the client to place each activity card into one of the categories.

3) After all activity cards have been sorted, ask the client to pick 5 activities that are most important. (Note: Be sure to keep all cards under the designated category.)

4) Next, ask the client to rate the level of importance of the activity on a scale of 1 (not important) - 10 (very important).

**Scoring:**

1) For each activity card mark the score sheet according to which category the card was sorted under.

2) After all activity cards have been tally marked on the score sheet, add the total number of tallies in each column. Write the total number in the first blank.
**Occupation Participation Sort reflection questions**

After looking at the activities you have sorted, list 2 that interest you the most below and answer the following questions for each one:

Activity 1:

a. How can you participate in that activity better or for the first time?

b. Who can help you get involved with this activity?

c. What do you need to participate in this activity?

d. What will prevent you from participating in this activity?

Activity 2:

a. How can you participate in that activity better or for the first time?

b. Who can help you get involved with this activity?

c. What do you need to participate in this activity?

d. What will prevent you from participating in this activity?

Are there any activities that you do now, that you would no longer like to participate in? Why or why not?

Are there any activities that you do that you think keep you back from reaching your future work goals? Are there any activities that help you work towards your future work goals?

What are some of the activities that you can or do complete on a daily basis? A weekly basis? Monthly basis? Are there any that you complete too often or not enough? Why or why not?
**Group Title**

Leisure Exploration

**Activity:**

Newspaper Collage

**Purpose:**

The goal of creating a newspaper collage is for participants to identify local activities in the Portland metro area that are interesting to them and increase exposure to new leisure opportunities.

**Supplies:**

Scissors
Piece of scratch paper
Glue
Access to local newspapers (ex: Willamette Weekly, Portland Metro, Just Out etc.)
Markers (optional)

**Steps:**

1. Ask participants to go out and collect newspapers if you don’t have them provided already.
2. Look through newspapers for upcoming events or activities of interest.
3. Cut out the events
4. Create a collage or calendar of the events using scrap paper and glue. Encourage participants to be creative with their presentation!
5. When the collage is completed, participants can share the events they found with one another.

(This activity can be completed in a group or individually)

**Space Requirements:**

The activity should be done in a room with chairs and plenty of table space for each participant to lay out their newspapers.
Newspaper Collage Reflection Questions

Which activities were most interesting to you and why?

Who had a theme to the activities they selected? What was the theme?

Which of the events would be good stress relievers and why?

Which of these events would be the best to invite a friend to?

Of your choices, which event can you see yourself participating in on a regular basis (aka: at least once a month).

Do you select anything that surprised you? Did anyone else select an activity that surprised them?

What is your favorite way to find out about affordable events in the Portland metro area?
Group Title

Leisure Exploration

Activity:

Portland Art Museum

Purpose:

The goal of participating in a trip to the Portland Art Museum is to engage in appropriate social conduct in an unfamiliar or novel environment, which has a set of social rules and expectations.

Supplies:

Money for the museum. (The Portland Art Museum offers free admission on the fourth Friday of every month from 5-8 pm.) Camera (optional) Photography IS permitted at this museum.

Steps:

1. Gather the group together and ask the “pre-visit” questions. Includes expectations of appropriate museum behavior.
2. Go the museum, explore as a group, take pictures and talk about exhibits.
3. Engage group in discussion questions provided throughout visit.
4. Provide behavioral feedback when appropriate.
5. Prior to leaving the museum, conclude the group with the post-visit questions. Encourage group to continue exploring the museum on their own if time allows.

This activity takes a minimum of 60 minutes.

Space Requirements:

Locate a space to discuss pre-visit questions and post-visit questions. Space should allow for “indoor” voices and discussion without disturbing others.
Art Museum Reflection Questions

Ground rules questions to ask:

- What type of behavior is appropriate?
- How should you conduct yourself?

Pre-visit:

Have you ever been to a museum before? If so, what did you find there?

What do you expect to see when you visit?

What materials do artists use to make art?

Is art always beautiful? Should it be? Why or why not?

Should art tell a story or have an important meaning? Why or why not?

Can anyone make art? Why or why not?

Who do you expect to see working there?

Post visit:

Describe what the art museum experience was like for you.

Did you see or learn something unexpected at the art museum? If so, what?

How was the real work different than the photographs you saw in the classroom presentation?

Which work of art was your favorite? What did you like most about it?

How many people did you see working there?

What do you think their jobs were?

Did you interact with any employees at the museum? If so, how did it go?

What type of person would like to work at the museum? What attributes do they need to be successful?

Pick on person who you observed working there. What kind of clothing were they wearing? What type of education do you think they need to be employed there? What do you think they earn?

During the visit:

What is the mood of the work? How do you know?

Do any of this works of art reflect something about your personality? What and how?

What might we guess about the artist’s ideas about nature and the environment?

What are some interesting choices made by the artist and why?

How do you think the artist made this work?

If you could ask the artist a question about this work, what would you ask?
Social Engagement

Social engagement is exceedingly complex and incorporates both the ability to interact with others in positive ways and to be able to identify circles of support. These skills are generally acquired throughout adolescence but may need further development if social situations are atypical, such as in the homeless continuum. Successful interaction begins with basic skills including self-awareness, the ability to listen, and effective communication. Understanding the nuances of social situations is one of the most challenging aspects of social engagement and includes things such as emotional tone, incorporating nonverbal actions and problem solving. (Cole, 2011). Developed social participation allows youth to be able to read social situations and respond accordingly and appropriately. There are three types of important social support including practical, information and emotional. Practical support encompasses things such as transportation, meal provision and assistance with self care. Informational support includes things like education, advice and connecting with resources. Emotional comes from social networks and is the key component in crisis. It is important that one can identify a circle that incorporates all types of support.

Indicates Need for Intervention

- “I have no one to help me with that”
  - Response: There are more people who are willing to help you than you think (Complete “My Personal Network Map”)

- Students who express isolation, have difficulty with soft skills, or needs assistance communicating effectively with peers.
  - Response to these situations: Complete Random Acts of Kindness Activity.
**Group Title**

Exploration of Social Engagement

**Activity:**

My Personal Network Map

**Purpose:**

The goal of the Personal Network Map is to help a person visualize the people, groups, organizations and entities that encompass their support network. It can assist a person in recognizing they belong to a community and/or start conversations about how to expand their community if they are lacking areas of support.

**Supplies:**

Pencil
My Personal Network worksheet

**Steps:**

1. Follow instructions on the back of the worksheet to build a personal network map
2. Use reflection questions to guide participant to think about who they can rely on for practical, informational and emotional support

This activity can be completed in 20-30 minutes. If a participant is having difficulty coming up with a support network, additional time will be needed to provide emotional support and assist in goal setting.

**Space requirements:**
The activity requires a table and chair for the participant to be seated comfortably. It can be completed one-on-one or in a small group
Personal Network Map Questions

Use your diagram to answer questions about your social support network:

**Practical Social Support**
- Who would you call if you needed to borrow money?
- Who could you count on to help you move to a new apartment?
- When you get sick, who do you count on to give you personal care?
- If you were arrested while traveling out of state, to whom would you place your one telephone call?
- Who could help you obtain a copy of your birth certificate and social security card?

**Informational Social Support**
- Who would you ask to help you choose or shop for an outfit for a special occasion?
- If you had questions about a research project for school, from whom would you call to request help and guidance?
- If you had the opportunity to plan a trip to Florida for vacation, who would consult in making specific arrangements?
- Who would you ask to assist you in completing your taxes if you had questions?

**Emotional Social Support**
- Who do you count on to give you a sense of belonging? (It can be more than one person)
- If you are upset about a personal issue, who could you call to discuss it?
- If someone bullied or harassed you, who could you call to for help and support?
- When something wonderful happens to you who is the first person you would tell?
- If something terrible were to happen to you, which individuals could you turn to?

**Reflection**

Which areas of support do you feel you receive the most? Practical, informational or emotional?

Looking over your map, are there any changes or additions you would make to your network?

Can you think of 1-2 ways you could expand your network?
Group Title

Exploration of Social Engagement

Activity:

Random Acts of Kindness

Purpose:

The goal of this activity is for 2-12 participants to brainstorm, interact and work together to participate in a Random of Kindness Exercise. The activity requires participants to consider what is socially appropriate behavior around a friend/someone they know vs. a stranger.

Supplies:

Supplies needed may vary according to what “kindness acts” are chosen. Set limits on materials by requiring that the “kindness acts” must be free. Pencil and paper can be provided to brainstorm ideas if desired.

Steps:

1. Introduce the activity by asking the group what a random act of kindness is.
2. Provide an example if necessary; for example – A random act of kindness can be helping someone carry something heavy across the street or getting a someone’s dog a bowl of water on a hot day.
3. Ask the group to individually come up with two random acts of kindness. 1) One “kindness act” should be planned and appropriate for a friend or someone they know. 2) The second “kindness act” should be planned and appropriate for a stranger.
4. Assign partners within the group (pairing people who do not typically interact or work together). Ask the partners to move so they are sitting by each other and then instruct them to share their ideas with each other.
5. Give an allotted time (suggested 20 minutes) for they group to go out and enact the Random Acts of Kindness ideas they just developed. The pairs must work together to complete all four of their combined ideas.
6. Meet back after the allotted time to discuss the activity and share experiences. Use reflection questions provided.

Space Requirements:

This activity works best in a room that is able to accommodate the entire group (2-12). Each participants will need a chair and desk space.
“Random Acts of Kindness” Reflection Questions

With your partner, pick one experience you had enacting your Random Act of Kindness to share with the group. What was your activity? What made the activity go well? How could it have gone better?

How did the friend or person you knew react to your Random Act of Kindness?

How did the stranger react?

What was similar or different about your friend and strangers reactions?

What was the difference between coming up for a "kindness act" for a friend or someone you know, vs. a stranger?

How was the experience of working with your partner?

Did your partner give you any new ideas or suggestions of how to change or improve or plan? Was this helpful? Why or why not?

How would this activity be different if you were asked to work alone?
Career Spotlight and Reflection Questions
**Career Spotlight Reflection Questions**

Name one thing that interested you about that career and one thing you would not like about it.

If you chose to pursue this career, who could help you get started?

Describe the working environment you saw? Or describe what you *think* the working environment would be like?

Does that working environment a good fit for you? Why or why not?

Would the salary of this career meet your financial needs?

Identify one career that is similar. What makes this other career more or less appealing than the one you just saw?

What were your expectations of this career? Where your expectations met? Why or why not?

What skills do you have that would make you successful in that career? What skills would I need to work on?

Would I be able to start this career tomorrow? If not, what actions would I need to take to start this career?

How much people interaction does this job require? How much people interaction would you like to have in your ideal job?
Questions for Dental Hygiene Student

Why did you choose dental hygiene?
How long is your school program?
What kind of settings and people can you work with?
What has surprised you most about being in dental hygiene school?
What is the best part of your job? What is the most difficult part of your job?
What other careers did you consider?

Questions for Q&A

What pre-requisites do you need to apply for dental hygiene school?
What personal attributes do you look for in a dental hygiene applicant?
What hours does a dental hygienists work?
What is the average salary of a dental hygienist?
How much does it cost to go to Pacific University?
Are there other dental hygiene programs in Oregon?
Are financial aid and scholarships available for dental hygiene students?
References


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“I am” inventory

Place a “X” at the point between the pair where you think you fit. Next, place a “O” where you would like to be.

Kind       - - - - - - - - - - - -       Unfriendly

Honest     - - - - - - - - - - - -       Deceptive

Reliable     - - - - - - - - - - - -       Irresponsible

Warm        - - - - - - - - - - - -       Cold

Confident    - - - - - - - - - - - -       Anxious

Co-operative - - - - - - - - - - - -       Competitive

Trustling   - - - - - - - - - - - -       Suspicious

Logical     - - - - - - - - - - - -       Emotional

Optimistic  - - - - - - - - - - - -       Pessimistic

Even tempered - - - - - - - - - - - -       Temperamental

Enthusiastic - - - - - - - - - - - -       Apathetic

Astute      - - - - - - - - - - - -       Gullible
Getting out the door!

Using the precut words, organize the tasks that you need to complete and the objects that you need to bring with you to have a successful day. Use the Getting out the door worksheet to complete this activity.

Before I leave the house, I need to:

- Shower
- Brush teeth
- Cut nails
- Walk my dog
- Make a lunch
- Do hair

I need to take with me:

- Bus pass
- Lunch and snacks
- Work name tag

I can prepare the night (or days before) by:

- Go grocery shopping
- Wash my uniform
- Charge my cell phone
- Set an alarm
Getting out the door!

Using the precut words, organize the tasks that you need to complete and the objects that you need to bring with you to have a successful day. Use the Getting out the door worksheet to complete this activity.

Before I leave the house, I need to:

I need to take with me:

I can prepare the night (or days before) by:
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<thead>
<tr>
<th>Task</th>
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<tr>
<td>Shower</td>
<td>Do hair</td>
<td>Wallet</td>
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<tr>
<td>Dress</td>
<td>Do makeup</td>
<td>Personal ID</td>
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<tr>
<td>Brush my teeth</td>
<td>Catch train or bus</td>
<td>MAX pass</td>
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<tr>
<td>Wash my uniform</td>
<td>Shower</td>
<td>Things for work:</td>
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<td>Iron my clothes</td>
<td>Look up bus/MAX times</td>
<td>Phone</td>
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<td>Make a lunch</td>
<td>Make a lunch</td>
<td>Plan my outfit</td>
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<td>Make breakfast</td>
<td>Job application</td>
<td>Interviewing outfit</td>
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<td>Walk the dog</td>
<td>Obtain appropriate outfit for interview</td>
<td>Shoes</td>
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<td>Feed the dog/cat</td>
<td>Call a friend for a ride</td>
<td>Things for interview:</td>
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<td>Make your bed</td>
<td>Make dinner</td>
<td>Buy food to breakfast</td>
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<tr>
<td>Brush my hair</td>
<td>Buy a bus or MAX ticket</td>
<td>Buy food for lunch</td>
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<tr>
<td>Charge my cell phone</td>
<td>Cut my nails</td>
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<td>Set my alarm</td>
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Personal Network Map
Instructions: Create a personal network map to brainstorm and visualize the people, groups and organizations who support you.

1. Write your name in the center circle

2. List 10 people close to you whom you rely on for emotional support in the center circle. Briefly state the special talents and attributes of each person.

3. Now list 10 people who rely on you to give them some type of social support. Add these names to your network either inside or outside of the inner circle with the distance from you indicating the amount of trust and intimacy you have with this person.

4. Support can be given or received from whole groups of people. Use small squares to identify these groups and place them in the inner or outer circle.

5. Lastly, identify any community agencies, local or national organizations and distant people or groups from whom you receive or give some type of support. List this entities and organizations near the outer margins of the page.

Use your diagram to answer questions about your social support network:

Practical Social Support
Who would you call if you needed to borrow money?
Who could you count on to help you move to a new apartment?
When you get sick, who do you count on to give you personal care?
If you were arrested while traveling out of state, to whom would you place your one telephone call?
Who could help you obtain a copy of your birth certificate and social security card?

Informational Social Support
Who would you ask to help you choose or shop for an outfit for a special occasion?
If you had questions about a research project for school, from whom would you call to request help and guidance?
If you had the opportunity to plan a trip to Florida for vacation, who would consult in making specific arrangements?
Who would you ask to assist you in completing your taxes if you had questions?

Emotional Social Support
Who do you count on to give you a sense of belonging? (It can be more than one person)
If you are upset about a personal issue, who could you call to discuss it?
If someone bullied or harassed you, who could you look to for help and support?
When something wonderful happens to you who is the first person you would tell?
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