Building a Foundation for Continued Partnership: Occupational Therapy at Youth Progress

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Building a Foundation for Continued Partnership: Occupational Therapy at Youth Progress

Description
In the Portland-metro area there are a variety of services available for at risk youth, or youth returning to the community following involvement with the correctional system. These programs can range from drop in clinics to residential treatment facilities. Youth Progress is one of the programs designed to provide support for at risk youth. Youth Progress serves youth between the ages of 15 and 24 who have been referred to the program by Oregon Youth Authority or Oregon Department of Human Services. This program provides alternative education to aid young people in obtaining their high school diploma or a GED, job skill development and placement, as well as support in the development of living skills.

The proposed program is to develop a partnership between Pacific University School of Occupational Therapy and Youth Progress to integrate occupational therapy services into Youth Progress’ current programming. Areas of potential occupational therapy intervention were identified and include environmental assessment and modification, potential group intervention for community living skills, and individualized job assessment and treatment.

Data collection were completed through a literature review of research relating to treatment for at risk youth which included occupational therapy, vocational rehab, and social work based interventions. In addition, conversations with Youth Progress staff, evaluation of Youth Progress clients, and discussion with the program director of Pacific University’s School of Occupational Therapy were conducted. A partnership between Pacific University School of Occupational Therapy and Youth Progress would provide Pacific University students with the opportunity to work with at risk youth in a supportive environment. Clients receiving services at Youth Progress would also benefit by receiving occupational therapy services. This partnership would increase the depth and variety of services that are available at Youth Progress.

Disciplines
Occupational Therapy

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Building a Foundation for Continued Partnership: Occupational Therapy at Youth Progress

Michelle Carnegie OTS
Jennifer Kruse OTS

Submitted to: Pacific University School of Occupational Therapy and Youth Progress
EXECUTIVE SUMMARY

The 2010 census of the United States identified over 112 million individuals to be between the ages of 18 and 24, making up 36.5% of the entire population (Howden & Meyer, 2011). It was estimated that in 2010 there were approximately 15 million individuals in the United States between the ages of 16 and 24 that were not well equipped for high-wage employment (Collura, 2010). The two primary problems that contributed to this were a lack of education and lack of job skill training. Many of these youth are considered to be at risk for engaging in criminal activity. This is supported by the fact that many juvenile criminal offenders report that boredom and lack of structured activity has a major impact on their choice to commit a crime (US Department of Health and Human Services, 2008). Currently in Multnomah County, approximately 11% of crime is committed by youth (Greater Portland Pulse, 2013). This is significantly greater than rates in Washington and Clackamas Counties. Another key component of the juvenile correctional system is the recidivism rate. This refers to the percentage of individuals who are released from a correctional facility and return due to another criminal offence. Oregon youth as a whole have a recidivism rate of approximately 28.5% in 2011 (Juvenile Justice Information System, 2013).

In the Portland-metro area there are a variety of services available for at risk youth, or youth returning to the community following involvement with the correctional system. These programs can range from drop in clinics to residential treatment facilities. Youth Progress is one of the programs designed to provide support for at risk youth. Youth Progress serves youth between the ages of 15 and 24 who have been referred to the program by Oregon Youth Authority or Oregon Department of Human Services. This program provides alternative education to aid young people in obtaining their high school diploma or a GED, job skill development and placement, as well as support in the development of living skills.

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Data collection were completed through a literature review of research relating to treatment for at risk youth which included occupational therapy, vocational rehab, and social work based interventions. In addition, conversations with Youth Progress staff, evaluation of Youth Progress clients, and discussion with the program director of Pacific University’s School of Occupational Therapy were conducted. A partnership between Pacific University School of Occupational Therapy and Youth Progress would provide Pacific University students with the opportunity to work with at risk youth in a supportive environment. Clients receiving services at Youth Progress would also benefit by receiving occupational therapy services. This partnership would increase the depth and variety of services that are available at Youth Progress.
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INTRODUCTION

This program plan for occupational therapy services at Youth Progress (YP) was prepared by two students in their final semester pursuing a Master of Occupational Therapy degree at Pacific University (See Appendix A: Author Biographies). This includes a 3 phase plan outlining implementation of occupational therapy services at YP. This will involve occupational therapy students from Pacific University as a part of their community participation requirements. Students will be overseen by a Pacific faculty advisor, and an on-site YP supervisor. Services will be delivered to youth receiving services at YP, as identified by YP staff. Programs designed to meet job skill development, community integration, living skills, leisure skills, and environmental concerns will be implemented. Through this program, enhanced services for youth at YP will be delivered as well as potential for occupational therapy position development on staff at YP.

STRATEGIC FIT

Occupational therapy at YP will broaden treatment services available to youth and enhance their ability to provide individualized, client-centered treatment. Occupational therapy programs will be strength-based and will address skill development needed for successful participation in community living, work involvement, and social engagement (See Appendix B: Youth Progress Mission Statement and Values).

SITUATIONAL ANALYSIS

Data for this situational analysis were gathered in a variety of ways. An internet search was used to identify similar programs, current programming, and demographic information. A literature review was conducted regarding occupational therapy, sensory processing, job skill development, recidivism, and general characteristics of high risk youth. Online databases were used to identify evidence based research to support proposed programming. Strengths, weaknesses, opportunities, and threats were evaluated in a SWOT analysis format (See Appendix C: SWOT Analysis). Demographics of the geographical area, youth currently served by Youth Progress (YP), similar programming, national and local trends, as well as key findings from current literature were compiled (See Appendix D: Needs Analysis). Furthermore, a number of conversations took place between Pacific University and YP to identify ways that occupational therapy may best serve the youth at YP. Following initial occupational therapy evaluations and assessment, youth were able to provide anonymous feedback through a survey format (See Appendix E: Occupational Therapy Satisfaction Survey).

A number of terms may be used to describe youth living in poverty, youth whom have had involvement with the juvenile justice system, or those that have been a part of the child welfare system. Common terms include “disadvantaged, at risk, high risk, vulnerable, and disconnected” (Hewlett, 2002, p. 2). To explore the widest breadth of research available, all terms were included in the literature review.

As of 2010 it was estimated that nearly 15 million individuals between the ages of 16 and 24 are not well equipped for high-wage employment; insufficient education and lack of job skill training contribute to these numbers (Collura, 2010). Many juvenile offenders indicate boredom
and a lack of structured activity to be a major cause leading to their illegal action (US Department of Health and Human Services, 2008).

Portland, Oregon has a population of 593,820, with nearly 20% of the population under the age of 18. Data show that 16.8% of Portland’s population is currently living below poverty level (US Department of Commerce, 2013). The recidivism rate among Oregon youth in 2011 was 28.5% (Juvenile Justice Information System, 2013). Local trends show that juvenile crime in Multnomah County is consistently higher as compared to the more rural Clackamas and Washington Counties. The current juvenile crime rate in Multnomah County is approximately 11%, a decrease from prior years (Greater Portland Pulse, 2013). Perceived public opinion has largely been to “get tough on crime”, in regards to both adult and juvenile offenses (Ausley, 2011). However, an increase in transitional or alternative programming has emerged for juvenile offenders (Marion County Oregon, 2007).

A number of programs in the Portland area cater to serving high risk youth. Programs range from drop-in sites to residential treatment facilities. YP serves youth between the ages of 15 and 24 who have been involved in the juvenile justice system or have no appropriate home environment in which to live. Youth are referred by the Oregon Department of Human Services or by Oregon Youth Authority. These youth may need additional support in academic achievement, job skill attainment, daily living skills, and community living. YP currently offers a number of services including education, drug and alcohol treatment, vocational training, volunteer opportunities, and various group activities.

**Occupational Therapy at Youth Progress**

This proposal is for the implementation of occupational therapy services at YP. This population presents with complex needs that may include emotional, behavioral, as well as physical problems (Aarons, Monn, Leslie, Garland, Lugo, Hough, & Brown, 2008). Occupational therapists are skilled at task analysis and activity modification, and are trained to evaluate each individual through a holistic, strength-based approach.

Occupational therapy in this setting is an emerging area of practice. Literature indicates positive outcomes when young offenders receive a multimodal approach to treatment, which include many aspects that fall into the scope of occupational therapy practice (Meyers, Burton, Sanders, Donat, Cheney, Fitzpatrick, & Monaco, 2000). Occupational therapy programs targeting this population may address issues related to social skills, behavioral management, job skill development, self-maintenance, and community accessibility (American Occupational Therapy Association, 2008).

Research shows that juvenile offenders and high risk youth have unique needs, and treatment should consider a number of factors including support systems, legal ramifications, educational background, and potential living situations. Studies have identified that many such youth do not have the levels of support and opportunities needed to successfully progress in the community (Taylor, 2011). Social support and job skill development may help individuals transition more smoothly from a correctional facility to a community setting (Bullis & Yovanoff, 2006). Additional studies have identified that school achievement has a positive impact on recidivism (Blomberg, Bales, Mann, Piquero & Berk, 2011). Community living skills and positive self-
esteem must be cultivated to increase likelihood of a successful transition to the community (McCamey, 2010).

Research shows the value of a sensory processing approach in programs for a wide range of people, including adolescents and young adults (Thomasmagd, 2003). Sensory processing involves one’s ability to receive information, filter it, understand it, and react accordingly (Champagne, 2011). There is a limited amount of research dedicated to this topic among high risk youth; however, one study identified a significant difference in regards to sensory integration of vestibular senses and praxis among delinquent-prone and non-delinquent prone adolescents (Fanchiang, Snyder, Zobel-Lachuisa, Bartolo, Loeffler, & Thompson, 1990). Other research has indicated that sensory processing interventions may be used to enhance treatment intervention among at risk youth (Thomasmagd, 2003). Sensory integration therapy, which operates on the knowledge of sensory processing, has shown positive impact on activity engagement and the reduction of inappropriate behaviors (Urwin & Ballinger, 2005). Occupational therapists may utilize assessments specifically tailored to obtain additional information about an individual’s sensory preferences and processing styles; this information may be used to provide a more individualized and successful approach to therapy.

This evidence suggests that occupational therapy can enhance programming for at risk youth populations. Pacific University has partnered with a variety of community organizations such as Outside In, Washington County Corrections, and AntFarm to incorporate occupational therapy services into their programming. Based on the success of these programs and the evidence presented in this paper, occupational therapy services provided to YP through a partnership with Pacific University may positively impact the current programming available to youth receiving services. Job skill development, community integration, daily living skills, individual sensory processing, and environmental concerns will all be addressed through the unique lens that occupational therapy has to offer. Such programming will provide YP with a better understanding of both interpersonal and environmental interactions. Individualized, client-centered treatment will be provided to participants. Occupational therapy services will compliment current services and provide a more comprehensive approach to treatment.

**PROGRAM PLAN**

**POPULATION SERVED**
This program will serve youth participants currently receiving services at YP between the ages of 15 and 24 who have been involved in the juvenile justice system or have no appropriate home environment in which to live. These youth may need additional support in academic achievement, job skill attainment, daily living skills, and community living skills and participation. YP currently offers programming to support these areas, however the occupational therapy program will provide supplemental treatment to further individualize treatment services related to findings from the proposed screening and evaluation process. YP serves approximately 80 youth per year, occupational therapy would ideally be made available as needed to all these youth. Priority would be given to youth identified by YP staff as needing additional support.
PROGRAM GOALS AND OBJECTIVES
Overall Objective: Occupational therapy programming will be developed to address job skill development, community integration, living skills, and environmental concerns at YP.

Phase 1: On-site Job Evaluation
   Objective: Youth will have increased work experience through participation in occupational therapy services identifying client strengths and potential accommodations for challenges or disabilities.
   Objective Measures: Youth will have increased engagement and success in job related activities as measured by qualitative and quantitative measures including increased job attainment and retention, and increased job satisfaction.

Phase 2: Development of Groups and Individualized Treatment
   Objective: Youth participating in occupational therapy groups and individualized sessions will demonstrate an increase in job skill development, community integration, leisure engagement, and living skills.
   Objective Measures: Youth will be tracked for engagement in YP activities. There will be an increase in youth’s appropriate engagement as tracked by staff observations and receiving checkmarks. Youth will identify improved life satisfaction through the use of a Quality of Life Measure.

Phase 3: Environmental Assessment and Modifications
   Objective: YP’s physical environment will be modified and improved to promote appropriate activity engagement and accessibility for individuals with varying physical, sensory, and other needs.
   Objective Measures: Staff and youth will demonstrate increased appropriate use of the environment, and environment will meet more of the environmental standards identified as components of universal design. This could be measured by the use of a universal design checklist such as the one developed by the National Center on Universal Design for Learning.

PROGRAM DESCRIPTION

PROGRAM
This was the first year of occupational therapy interns at YP. They have no prior history including occupational therapy in their programming. Areas in which occupational therapy may be beneficial have been identified.

Phases of Occupational Therapy at YP

Phase 1: On-site Job Evaluation (Community Based-Practice Project – Fall 2013, Spring 2014)
Travel to youth worksites and evaluate their job duties and environment. The following would be components of this phase:
   • Exploring various evaluation tools
     ○ This would include examining YP’s current work capacity evaluation and interest assessments and adjusting these as appropriate
   • Coordinating with the YP vocational specialists
• Direct observations
• Task analysis
• Recommendations for modifications for enhanced job performance
  o This would include identifying any needed adaptations or accommodations that would best support the youth in their work environment

Phase 2: Development of Groups and Individualized Treatment (Innovative Practice Project – Spring 2014)
The following would be components of this phase:
• Program plan development
• Coordination with YP vocational specialists and case managers
• Assessments
• Identification of youth appropriate for services
• Implement group and individual sessions. Groups may include community integration, cooking, and living skills. Individual sessions may target specific sensory needs or adaptations/accommodations for physical or cognitive client factors
• Documentation of progress
• Development of “role emerging” fieldwork placement in collaboration with YP staff and Pacific University’s Fieldwork Coordinator

Phase 3: Environmental Assessment and Modifications (Community Based-Practice Project – Fall 2014)
This phase may involve the following:
• Follow-up to recommendations that have previously been made
• Identification of appropriate environmental assessments
• In-depth observation and evaluation of current environments in both residential homes, Visions, and Mariposa
  o Including examining the environment for universal design components and ADA compliance
• Recommendations for environmental improvement
• Coordination with YP to make recommended changes
• Execution of simple environmental modification

Continuation of job evaluations, group session implementation, and individualized treatment will occur as the partnership between Pacific and YP continues.

Assuming that eventually at least a part-time occupational therapy position would emerge out of this collaboration a potential idea for consideration would be occupational therapy staff development at YP. This may include grant writing for funding, development of a fieldwork placement, and the role of a staff occupational therapist.

PLACE
Occupational therapy programming will occur at YP locations including residential homes, Visions, and Mariposa. As needed on-site job interventions will occur at various participant’s work places. Local community sites may be utilized for group sessions.
FINANCIAL IMPLICATIONS
Services offered by YP are funded through federal funds, grants, donations, and fundraisers. Youth at YP will not be charged for occupational therapy services provided. Initial programming will involve students from Pacific University offering their services at no charge to YP.

PROMOTION
Youth will be referred for occupational therapy services by YP staff. Promotion of the occupational therapy program will be provided to staff through Pacific occupational therapy student led in-services identifying the role of occupational therapy and the range of services that occupational therapy can provide.

OUTCOME MEASUREMENT
The occupational therapy students will utilize a number of assessments and evaluation tools as relevant to each individual. Surveys to measure youth satisfaction will also be implemented. Surveys may be modified and adapted as appropriate for specific phases.

First year assessments used included the Canadian Occupational Performance Measure (COPM) (Law, Baptise, Carswell, McColl, Polatajko, Pollock, 2005), Adolescent/Adult Sensory Profile (Brown & Dunn, 2002), Occupational Self-Assessment (OSA) (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006), and a living skills questionnaire (See Appendix F: Assessments). It was identified that the COPM did not meet the needs of the specific population due to its unstructured nature. Youth reported that the Occupational Self-Assessment was easier to understand and complete, and still provided opportunity for discussion. The Sensory Profile was found to provide helpful information. For better individualized treatment it is recommended to complete general scoring as well as individual quadrants for the sensory processing categories. The living skills questionnaire may be adapted to better meet the needs of youth at this setting. See Appendix G for first year assessment and survey results. An example evaluation write-up can be found in Appendix H. Results and recommendations from environmental observation of the Jordan and Smith houses can be found in Appendix I.

TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3</td>
</tr>
</tbody>
</table>

FINANCIAL ANALYSIS
This three phase process utilizes the time and resources of Pacific University students. Pacific University students have access to assessment and evaluation tools provided by the School of Occupational Therapy. During the development phases, there will be no charge to YP for this partnership. However, as the student fieldwork program evolves to post students there for 12 week rotations, School of Occupational Therapy administration may seek a cost-sharing agreement to support the consulting occupational therapist needed to supervise the students. Some material or equipment costs may be involved depending on group activities and
intervention choices; and will be explored collaboratively as the phases progress so that an equitable agreement is reached between Pacific University and YP.

Many opportunities are apparent for occupational therapy services at YP and therefore it is hoped that eventually an occupational therapist will be hired by YP. Grant funding may be available for such endeavors, and grant writing may be included in the second or third phase of occupational therapy collaboration. As the partnership between Pacific University School of Occupational Therapy and Youth Progress develops and the opportunity of having fieldwork students arises the cost of an occupational therapist fieldwork supervisor can be found utilizing the following equation:

\[ \$35 \times 16 \text{ hours/week} \times 12 \text{ weeks for fieldwork supervision} = \$6,720 \]

There are three 12 week rotations per year in which two occupational therapy students per rotation could be placed at YP, thus an annual cost of $20,160.

Half of this cost could be provided by Pacific University, and ideally YP would be responsible for the remaining $10,080 to achieve 36 weeks of occupational therapy services. If an OT were hired at least half-time by YP, the supervision costs would be absorbed as part of the occupational therapy job duties.

**FUNDING OPTIONS**

Federal funding and grant opportunities should be explored to expand and cultivate the occupational therapy program at YP. Donations may also be given towards this program.

**BUDGET**

Budget needs will be dependent on specific programming per each phase.

**SUMMARY**

Occupational therapy services have been shown through literature to be an effective means for enhancing services for the at risk youth population. Research has found when community living skills, social support, and employment services were incorporated into services for youth they had a more successful transition from correctional facilities into the community (Bullis & Yavanoff, 2006, McCamey, 2010). Each of these components would be integrated into the occupational therapy services provided at YP. Preliminary evaluations of youth from the various YP programs indicated that there are some specific needs of youth, particularly with regards to sensory processing and community living skills. Furthermore, there is a need for an in-depth evaluation, analysis, and modification of YP environments to best meet the needs of youth currently receiving services, as well as to open the door for a variety of youth with differing physical and sensory needs. Occupational therapy programming would benefit the participants and expand services to better meet the mission of YP. Through occupational therapy interventions client specific needs could be addressed to support their ability to engage in daily activities leading to improved community engagement and independent living. This would be done through continued partnership between Pacific University School of Occupational Therapy and Youth Progress.
REFERENCES


Appendices
APPENDIX A: AUTHOR BIOGRAPHIES

Jennifer Kruse is completing her master’s in occupational therapy degree at Pacific University. She has a passion for empowering youth to participate fully in life’s occupations. Jennifer obtained a minor in criminal justice in her undergraduate career and has completed occupational fieldwork in forensics mental health settings. She plans to continue working to expand occupational therapy services offered to at-risk youth.

Michelle Carnegie will be receiving her master’s in occupational therapy from Pacific University. She enjoys working with a wide variety of individuals. Throughout her time at Pacific she had the opportunity to complete one of her fieldwork affiliations in a forensic mental health setting, she also volunteers at a local homeless shelter. As an occupational therapist, she hopes to continue her volunteer work with the homeless and at-risk populations.
APPENDIX B: YOUTH PROGRESS MISSION STATEMENT AND VALUES

Mission
Youth Progress provides a nurturing environment where youth gain the skills necessary to progress socially, personally, academically, and vocationally. We support and enhance the growth and development of Oregon’s youth through healthy and productive partnerships.

Core Values
- We demonstrate **accountability** by holding ourselves responsible for our thoughts and actions. We take pride in our good choices and accept the consequences of our poor decisions. We believe in living one day at a time.
- We show **responsibility** through our honesty and integrity in both pleasant and adverse situations. We follow through with goals and commitments.
- We offer **opportunity** by recognizing each individual’s skills and strengths. We encourage the chance to build of a sense of self and a sense of community.
- We facilitate **growth** through the willingness and courage to try something new or different. We show perseverance while building a framework for the future.
- We demonstrate our commitment to **diversity** by celebrating each individual’s uniqueness and worth. We believe in keeping an open mind and maintaining a safe place for everyone.

Lenses of Focus
- **We Provide Individualized Treatment**: We believe in holistic treatment and focus on the underlying causes of behavior to identify the most effective way to promote change.
- **We are Strength-Based**: We highlight our youth’s strengths and invite them to be key partners in developing their personal vision for the future.
- **We are Advocates**: We are positive change agents and believe in the abilities of our youth. We know a trusting alliance between youth and adult is essential and through this relationship progress is made.
- **We Help Build Skills**: We provide opportunities for youth to gain the skills necessary to become productive and proactive members of our community.
- **We Teach**: We believe that every moment is an opportunity to teach. We trust that learning comes from modeled behavior where youth are given time to practice, and then provided with feedback to make ongoing progress.
- **We are Involved**: Involvement in the community helps us gain an understanding about each other and a sense of human compassion. We credit the connection and relationship that develops from community involvement for adding an invaluable layer to education, treatment, and personal growth.
- **We Embrace Diversity**: We are committed to inviting, fostering, supporting, and promoting cultural diversity in our work with youth, each other, and our community.
APPENDIX C: SWOT ANALYSIS

Blue = Stakeholders
Red = Trends

Strengths

- Staff members are motivated to help the youth succeed
- Job skill assessment has been developed and contains many appropriate qualities
- Organization is open to change and seeks an interdisciplinary approach to treatment
- Staff members have a general awareness of program weaknesses and concerns
- Openness to community involvement and volunteers/mentors
- Youth identify that the program is helpful to them

Weaknesses

Barriers to success. Areas that might prevent your OT service or organization from achieving advantage or meeting customer needs or strategic objectives.

- Unclear schedule with vague expectations regarding how youth should maintain their own schedule
- Cluttered, messy environment
- Individual chore assignments are not well explained or monitored by the staff
- Very unstructured down time between classes and group activities
- Website is not maintained/updated
- Inconsistent/insufficient documentation of the youth’s progress
### Opportunities

- Possibility of obtaining government assistance and grants
- Aid from community members in implementing treatment groups
- Organization has a good reputation with other similar programs
- Increasing community awareness about the program; community volunteering, etc.
- As awareness of juvenile crime has increased, changes have been made regarding juvenile corrections. In 2005, the Supreme Court abolished a juvenile death penalty (Garinger, 2012).
- Legislation, such as the Second Chance Act of 2007, have opened up additional funding through grants for programs that work to reduce recidivism through employment assistance, substance abuse treatment, housing, family programming, mentoring, victims support (The Council of State Governments Justice Center, 2012)
- Increase in transitional or alternative programs for youth to move more quickly out of an institutionalized setting, such as the Guaranteed Attendance Program (G.A.P.) (Marion County Oregon, 2007)

### Threats

- Budget/financing difficulties
- Recidivism rates
- Youth placement/referral to program; ensuring that the program is a good fit and is accessible to those that need it
- Negative public perception of this population
- Raising rent costs for Youth Progress offices, homes, and classroom spaces in Oregon. Costs for 2011 were $95,000, 2012 increased to $100,467, and in 2013 is $106,400 (Byers & Hurlburt, 2010).
- In 2009, recidivism rate among Oregon youth offenders on probation was approximately 24% within first 36 months of release. Recidivism rates among those on parole was approximately 31% (Oregon Youth Authority Recidivism Outcomes, 2012).
- Oregon youth offenders recidivism rates among males on probation are approximately 10% higher within the first 36 months of release as compared to females (Oregon Youth Authority Recidivism Outcomes, 2012).
- Education is beginning to be emphasized as a strategy to reduce recidivism rates. The average recidivism rate in Oregon for youth offenders is 28%, for those who obtain an Associate’s degree the rate is reduced to 14%, Bachelor’s degree is 6%, and Master’s degree is 0% (Oregon Youth Authority New Beginnings, 2012).

- Youth Progress is recognized by Portland Public Schools as a part of the district (Portland Public Schools, 2013).

- Lack of data and proper documentation can cause gaps in funding; eligible youth may not be receiving proper services, or youth may not receive the best services for their situation (Dworsky, Dillman, Dion, Coffee-Borden & Rosenau, 2012).

- Perceived public opinion largely has been to “get tough on crime” (Ausley, 2011).

- Many residential youth treatment centers are opposed by the community in which they would be placed (Oia, 2009).
APPENDIX D: NEEDS ANALYSIS

Demographics of Portland, OR

- Part of Multnomah County. Surrounding counties include Washington County and Clackamas County.
- Portland has a population of 593,820. Nearly 20% of the population is under 18 years of age (US Department of Commerce, 2013).
- 16.8% of Portland’s population is living below poverty level (US Department of Commerce, 2013).
- Juvenile crime rate in Multnomah County is slightly higher compared to Clackamas and Washington County (Greater Portland Pulse, 2013).
- Current juvenile crime rate in Multnomah County is approximately 11% (Greater Portland Pulse, 2013).

Demographics of Youth Served at Youth Progress

- Between the ages of 15 and 24.
- Come from across Oregon including Portland, Salem, and Medford.
- History of involvement in the juvenile system or no appropriate situation in which to live.
- Referred from the Oregon Department of Human Services or Oregon Youth Authority.
- Approximately 80 youth served each year.
- Provided with access to case management, vocational assistance, educational opportunities, drug and alcohol services, volunteering opportunities, and transition plan assistance. (Youth Progress, 2013)

Current Youth Services in the Portland Area

- Albertina Kerr: Serves youth ages 8 – 18; focuses on life skill development, behavior management, and independent living.
- DePaul Treatment/Youth Program: Provides residential and outpatient programs to youth ages 12 to 18.
- Fuego/Phoenix Rising Program: Offers mentorship and healthy engagement activities to at-risk youth referred by youth care systems.
- Janus Youth: Provides crisis center services, as well as continuum services for youth ages 15-23.
- Juvenile Rights Project: Serves youth in need of legal assistance who have had interaction with the juvenile courts, difficulty in an educational setting, in need of emancipation assistance, etc. Offers independent living and investigation of mental health service access.
- New Avenues for Youth: Provides day services, transitional housing, and alternative school for youth ages 17-24.
- Outside In: Focuses on day service provision for homeless youth. Provides limited transitional housing opportunities.
- Safe Place for Youth: Supportive services for homeless and at-risk youth ages 14-17.
- Springwater Transitional Living: Serves youth 16-21, offering transitional housing, case management, and additional resources.
• Street Light/Porch Light Youth Shelter: Provides short-term housing for homeless youth ages 13-23.
• Washington County Intensive Service Array for Youth: Offers community based treatment, foster care, residential treatment, and individualized services to youth.
• Website searches reveal that occupational therapy is currently not a prominent part of programming for any of these organizations. (Rose City Resource, 2013)

Trends
• As awareness of juvenile crime has increased, changes have been made. In 2005, the Supreme Court abolished a juvenile death penalty (Garinger, 2012).
• Increase in transitional or alternative programs for youth to move more quickly out of an institutionalized setting, such as the Guaranteed Attendance Program (G.A.P.) (Marion County Oregon, 2007).
• Raising rent costs for Youth Progress offices, homes, and classroom spaces in Oregon. Costs for 2011 were $95,000, 2012 increased to $100,467, and in 2013 is $106,400 (Byers & Hurlburt, 2010).
• In 2009, recidivism rate among Oregon youth offenders on probation was approximately 24% within first 36 months of release. Recidivism rates among those on parole was approximately 31% (Oregon Youth Authority, 2012).
• Oregon youth offenders recidivism rates among males on probation are approximately 10% higher within the first 36 months of release as compared to females (Oregon Youth Authority, 2012).
• Lack of data and proper documentation can cause gaps in funding; eligible youth may not be receiving proper services, or youth may not receive the best services for their situation (Dworsky, Dillman, Dion, Coffee-Borden & Rosenau, 2012).
• Perceived public opinion largely has been to “get tough on crime” (Ausley, 2011).
• Many residential youth treatment centers are opposed by the community in which they would be placed (Ota, 2009).

Literature Review
• Key characteristics necessary for successful job attainment and success among high risk youth include support and progress; however, many high risk youth do not have the levels of support and ability to progress as needed for utmost success in the community (Taylor, 2011).
• Juvenile offenders show a definite need for social support and employment services to have a smooth transition from a correctional facility to a community setting (Bullis & Yovanoff, 2006).
• School achievement and involvement have been found to have a positive impact on recidivism (Blomberg, Bales, Mann, Piquero, & Berk, 2011).
• One study evaluated on the job appearance and its correlation to various other job performance criteria in a group of at-risk youth. Appearance was found to be significantly correlated with positive job skill factors such as communication skills, initiative, and high quality of work (Freeburg, 2008).
An emphasis on community living skills and development of healthy self-esteem are important aspects of successful transition among young offenders re-integrating into the community (McCamey, 2010).

One study identified a significant difference in regards to sensory integration of vestibular senses and praxis among delinquent-prone and non-delinquent prone adolescents (Fanchiang, Snyder, Zobel-Lachuiusa, Bartolo, Loeffler, & Thompson, 1990).

Behavioral analysis and sensory processing interventions may be appropriately used in treatment intervention among youth deemed difficult to work with (Thomasgard, 2003).

One study identified sensory integration therapy to have a significant impact on positive activity engagement and reduction in inappropriate behaviors (Urwin & Ballinger, 2005).
### APPENDIX E: OCCUPATIONAL THERAPY SATISFACTION SURVEY

**Occupational Therapy Satisfaction Survey**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments used were easy to understand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The assessments were relevant to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The assessments were presented well by the interns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The interns cared about what I had to say.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The interns acted professionally.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Enough time was given for each session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is best to have assessments done one on one (vs. with another peer).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I would be interested in participating in a group led by occupational therapy interns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. What was done well?

2. What could have been done better?

3. Comments:
APPENDIX F: ASSESSMENTS

The following assessments were used as evaluation tools:

- **Canadian Occupational Performance Measure (COPM)**
  - An individualized measure designed to detect self-perceived change in occupational performance problems over time. This is used as a semi-structured interview to gain information regarding client’s perceived performance and satisfaction in daily life activities, and gains information regarding self-care, productivity, and leisure.
  - This assessment tool was not used for the duration of this preliminary phase at Youth Progress as other assessments with more structure proved a better tool for this population; however, knowledge of the COPM areas guided the therapy students in their client interviews.

- **Adolescent/Adult Sensory Profile**
  - A questionnaire, appropriate for clients age 11 and up, to evaluate behavioral responses to everyday sensory experiences. The Sensory Profile provides a standard method to measure and profile the effect of sensory processing on functional performance.

- **Occupational Self-Assessment (OSA)**
  - The OSA is a tool that allows the client to self-report and establish priorities for change. A variety of everyday activities is addressed and ranked according to level of difficulty the client has participating/completing the task, and how important that task is to the client. Environment is also rated, with opportunities to indicate areas where there is a perceived problem, as well as identify personal importance.

- **Living Skills Evaluation**
  - A non-standardized questionnaire that looks at various aspects of daily living including money management, meal planning, and safety. See attached.

**Living Skills Evaluation**

Name: ________________________________________________

Date: ________________________________________________________________________

Age: _____________________________ Date of Birth: ________________________________

Living Arrangements: _________________________________________________

Occupations: __________________________________________________________________

Money Management:

Do you keep a checkbook? Yes _______ No _______
Who pays your bills? ___________________________________________________________

Change Equivalents: Write the correct answer on each line
1. 1 dime = _____ pennies
2. 1 quarter = 1 dime and _____ nickels
3. 1 quarter = 1 dime and _____ pennies
4. 1 dollar = ______ quarters
5. 1 dollar = ______ dimes and ______ quarters

Making Change
1. The cost of the item is $.40 and I am giving you $1.00. How much change do I receive?
   _________________________________________________________________________
2. The cost of the item is $1.47 and I am giving you $2.00. How much change do I receive?
   _________________________________________________________________________
3. The cost of the item is $12.50 and I am giving you $20.00. How much change do I receive?
   _________________________________________________________________________
4. The cost of the item is $16.50 and I am giving you $20.00. How much change do I receive?
   _________________________________________________________________________

Mathematical Calculations:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>+1</td>
<td>18</td>
</tr>
<tr>
<td>+1</td>
<td>+11</td>
<td>+37.80</td>
</tr>
<tr>
<td>8</td>
<td>33</td>
<td>198.77</td>
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<tr>
<td>-6</td>
<td>-4</td>
<td>-24.15</td>
</tr>
<tr>
<td>10</td>
<td>22</td>
<td>112</td>
</tr>
<tr>
<td>x3</td>
<td>x7</td>
<td>x32</td>
</tr>
<tr>
<td>45/5=</td>
<td>21/7=</td>
<td>100/4=</td>
</tr>
</tbody>
</table>

Meal Planning Tasks

How many meals per day do you eat? _____________________________________________
If less than 3, which ones? _____________________________________________________

List 4 typical items you would eat for breakfast, lunch, and dinner.

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Who does the cooking where you live? ______________________________________________
Who shops for the groceries where you live? _________________________________________
List any problems you have encountered while cooking: ________________________________
______________________________________________________________________________
Do you feel that you could safely and independently cook at home? _______________________
List any dietary restrictions: _______________________________________________________

What would you do if.....
Read the following questions and select the best answer.
1. Tuesday was payday. You got your paycheck, but on the way to the bank lost it. What should you do?
   a. alert a nearby policeman
   b. tell your co-worker in the morning that you lost the check
   c. call your office immediately and tell them the check is lost
2. You have two medicines to take that looked alike. One pill is to be taken everyday, and the other one once a week. What could you do to help tell the difference between the pills?
   a. keep them in separate places
   b. paint the pills different colors
   c. take them every other day
3. It is a very cold night, your furnace stops working. The repairman can’t come until the morning. What should you do?
   a. get extra blankets
   b. call the fireman
   c. sleep in your car
4. You are outside of your home and a stranger asks to go in and use your phone. What should you do?
5. What do you do if you ran out of medications you are to be taking?
6. What do you do if you smell smoke in your home?
7. What would you do if you received your telephone bill and there was an error?
8. If your hands are wet and you want an electrical appliance plugged in, what should you do?
9. If your kitchen sink is leaking underneath in the cabinet work, what would you do?
10. If you had to call the police or fire department, what information would you give them?
11. What would you do if you heard someone breaking into your home?
APPENDIX G: FIRST YEAR RESULTS

Canadian Occupational Performance Measure:
- This assessment was not completed for all youth evaluated. Approximately four youth were given this assessment.
- Youth reported that this assessment was difficult to complete due to the open nature of the questions asked.

Occupational Self-Assessment:
- This assessment was administered to all youth.
- Youth indicated that this assessment was easy to understand due to the direct nature of the statements.
- Trends found:
  - No trends with regards to what specific statements were chosen as wanting to change.
  - Many of the youth reported that they did not have adequate support or developed skills in the areas that they wanted to change.
  - Many youth referred to limited freedom affecting their satisfaction with their ability to engage in leisure activities and occupations of interest.

Living Skills Evaluation:
- Money Management/Change Equivalents/Making Change/Mathematical Calculations:
  - General trend in youth having limited experience managing own money, many had desire to learn this skill.
  - Few youth had difficulties successfully completing these sections, however, a longer period of time was needed to complete mathematical equations.
- Meal Planning Tasks:
  - Few youth had engaged in cooking activities on their own, many had interest in gaining this skill.
  - Minority of youth demonstrated lack of insight into current food intake.
- Situational Problem Solving:
  - The majority of youth had appropriate responses to these questions.
  - Some youth had difficulties answering these questions appropriately, these youth tended to be younger and have had less personal responsibilities throughout their life.
  - This section could be adapted to better fit the needs and situations of the youth at Youth Progress.

Adolescent/Adult Sensory Profile:
- This was administered to all youth who were evaluated.
- Below are figures depicting the results of this assessment.
Figure 1. Number of sensory attributes from the Adolescent/Adult Sensory Profile (low registration, sensory seeking, sensory sensitivity, and sensory avoiding) for which youth scored outside of the typical range. Approximately 70% have one or more area that varied from typical results.

Figure 2. Low registration scores for youth evaluated by occupational therapy interns at youth progress.
Figure 3. Sensation seeking scores for youth evaluated by occupational therapy interns at youth progress.

Figure 4. Sensory sensitivity scores for youth evaluated by occupational therapy interns at youth progress.
Youth Feedback Survey:

- 9/17 youth evaluated completed survey, 3 youth had left program and were unable to complete survey, 5 did not respond to survey request.
- All responses indicated that the surveys were easy to understand.
- 7 of the youth felt the assessments were relevant to them, 1 did not feel it was relevant or irrelevant, and 1 felt that the assessments were not relevant to him/her.
- 7 of the youth felt that it was best to complete the assessments in a one on one environment, 2 felt that it did not matter if it was one on one or in a group setting.
- 6 of the youth indicated that they would be interested in participating in an occupational therapy intern group at Youth Progress, 2 reported neutral feelings and 1 reported that they would not be interested in participating in an occupational therapy group.

![Figure 5. Sensation avoiding scores for youth evaluated by occupational therapy interns at youth progress.](image)
Client’s Name: XX

Program: Program House

**Occupational Therapy Functional Assessment**

**Occupational Profile:**

XX is a 22 year male who recently moved to a Program House. Formerly he had been a part of Youth Progress in the Visions program, but then was transferred to Hillcrest followed by Camp Tillamook. He reports that it has been a difficult transition, and he would much rather live in a proctor home with fewer peers. He has completed his GED, and would like to find employment.

**Evaluation Tools Used:**

*Canadian Occupational Performance Measure:* The Canadian Occupational Performance Measure (COPM) is an individualized measure designed to detect self-perceived change in occupational performance problems over time. It is used as a semi-structured interview to gain information regarding client’s perceived performance and satisfaction in daily life activities.

*Adolescent/Adult Sensory Profile:* A questionnaire appropriate for clients age 11 and up to evaluate behavioral responses to everyday sensory experiences. The Sensory Profile provides a standard method to measure and profile the effect of sensory processing on functional performance.

*Living Skills Evaluation:* Looks at various aspects of daily living including money management, meal planning, and safety.

*Occupational Self Assessment:* The Occupational Self Assessment (OSA) is a tool that allows the client to self-report and establish priorities for change. A variety of everyday activities is addressed and ranked according to level of difficulty the client has participating/completing the task, and how important that task is to the client.

**Clinical Observations**

**Evaluation Results:**

*Canadian Occupational Performance Measure* (used as a guide, and not formally scored)

XX identified some difficulty performing self-care functions. He reported that he does not like to shave because it is uncomfortable and can cause ingrown hair. He also states that although he always plans to brush his teeth both morning and evening, he sometimes forgets. In terms of community management, XX’s opportunity to travel in the community is limited. He has had problems before and states that he feels comfortable using the bus, but his impulsivity
can cause problems when he has extra times between stops. He is currently not permitted to go places in the community by himself.

In the area of productivity, XX identified that he has not had a job before, but would like to obtain one. He has done some volunteering in the past and identified that he enjoyed it, but only because of the free doughnuts. He stated that he would be interested in doing more volunteer work. Regarding household management, XX reports sometimes having difficulty remembering to switch clothing from the washer to the dryer. He reports that he would like to complete more schooling in the area of video game programming, though he has not yet began to look into requirements for such programs.

XX identifies a number of leisure activities he enjoys. Most important to him is reading and playing video games. He tends to enjoy solitary activities and states that he does not mind doing independent activities, but that people feel like he should spend more time with peers. He identified that he would enjoy playing video games with a peer. Currently XX does not participate in many active leisure activities, but would enjoy opportunities to ride a bike and swimming.

Through this interview, several occupational performance areas were identified as important to XX, but not currently satisfactory. These include exercise routines, remembering things (short and long term), and finding a job. He also is not currently satisfied with access to video games and would like more opportunity to read.

Adolescent/Adult Sensory Profile

XX scored less than most people in the area of sensation seeking. This indicates that typically XX does not actively seek sensory input. For example he may prefer to stay seated at a table instead of getting up and moving around.

XX scored similar to most people in the areas of low registration, sensory sensitivity and sensation avoiding. Individuals with low registration may miss or have a slower response to stimuli than others; they need more intense sensory stimuli to stimulate a response. Sensory sensitivity relates to how attuned an individual is to the sensory stimuli in their environment. Sensation avoiding relates to the degree to which an individual actively tries to avoid sensory stimuli. XX’s responses indicate that he is able to appropriately modulate and respond to most sensory input.

Living Skills Evaluation

Identifying change equivalents and making change was not difficult for XX. He was also able to complete simple mathematical calculations quickly and without a calculator.

Currently XX eats 3 full meals a day, and may snack throughout the day, stating that he would love to snack more. He reports preparing his own breakfast each morning, and cooks
lunch or dinner twice per week. He states that he does not mind cooking if he gets to pick the meal, but he hates cooking fish.

A number of “what would you do if…” questions were asked to assess safety and problem solving in various scenarios. When asked what he would do if he heard someone breaking into your home, he responded “beat them with a baseball bat and call 911”. Other questions were answered appropriately and basic problem solving skills were applied, demonstrating a close to baseline knowledge of what should be done in safety situations that might arise if living independently.

**Occupational Self Assessment**

XX identified the following areas as ones that he currently feels he does well or extremely well: taking care of the place he lives, taking care of self, managing basic needs, relaxing and enjoying self, having a satisfying routine, making decisions based on what I think is important, and accomplishing what he sets out to do.

Activities that XX ranked as being especially important but currently difficult include getting where he needs to go, doing activities he likes, working towards his goals, and effectively using his abilities. He also reported that he is not as involved as a family member as he would like to be, sharing that he means to call and has opportunities to, but gets distracted.

Important areas to note were expressing self to others, which XX identified he has a lot of problem doing, and getting along with others. XX identified some problems with getting along with others. Both these areas XX ranked as being not so important to him.

**Clinical Observation**

2/28/13: XX stated that he was still working on submitting applications and preparing for interviews. He identified that he feels comfortable with some standard interview questions, but gets worried about being asked a question he may not be prepared to answer. The occupational therapy intern proceeded with some mock interview questions for Subway. Most questions XX felt well prepared for; however, one question he had not thought about before and gave an interesting answer. He was asked how he felt he would handle a scenario in which he was the only employee available to make sandwiches, and there was a line of about 10 customers waiting. After a short pause, he stated that he didn’t see that happening as the Subway location he applied to doesn’t seem to get much business. The intern proceeded with the question, saying that it could happen as a couple of groups could come in around the same time, creating such a line. After a longer pause he then shared that he guessed he would ask the group to divide and arrange themselves into groups – those getting toasted sandwiches and those getting regular. The intern then asked how he would feel if he were a customer in that situation and was near the front of the line, but because of his choice in sandwich bread wound up being at the end. He then identified that it may not be a good solution, but was unsure of what else to do.

3/7/13: XX was met for occupational therapy by 2 interns, who decided to go on a walk to discuss progress with job applications, interviews, and general daily activities. XX shared that
he had his Subway interview, but did not feel that it went that well. He stated that he was nervous during some of the questions. He had a generally low affect when talking about jobs he had applied for and those he planned to give his application. He stated that he was very tired of walking everywhere to apply for jobs and did not want to anymore.

He also shared that some social conflict continued within the house, and that he still gets along well enough with “all but 2” peers in the house.

The interns began to ask more about XX previous volunteer work with Friends of Trees. His affect improved dramatically as he talked about how he really enjoys volunteering with them, especially because of the free doughnuts they provide.

His affect was also greatly improved when talking about video games and computers.

While walking, the group came across a friendly cat that came up to be pet. XX instantly lit up and stayed to pet the cat several minutes. He interacted appropriately, and began sharing with the interns more about how he likes cats and other animals, such as ferrets.

Summary: XX tends to prefer more sedentary activities over active. Although it is important to be balanced, it is also important to acknowledge some personal preference. There may be some concern in regards to XX maintaining a job at a location such as Subway or Wendy’s, as he does not foresee particularly having an interest in the work or a strong motivator to maintain such a job. On the other hand, a job or an internship where he is able to be more sedentary in a less social environment, working with books or computers, may be a better fit for him.

XX may benefit more at this time with an emphasis on volunteer work as opposed to paid employment. This will provide him with structure and opportunity to participate in things he enjoys in as he gains skill. An animal shelter may be a good environment for him as he truly enjoys spending time with animals, and seemed to interact well with the cat that was encountered.

Clinical Impressions:

- Performance patterns
  - Roles: XX is a participant at Youth Progress and lives in a Program House. This provides him with structure and opportunity to participate in groups.
  - Routines: XX wakes up and eats breakfast in the mornings. He attends groups and is recently passed the orientation phase of the program, which now allows him to actively search for a job. His main leisure activity is reading.
  - Values/Beliefs: XX values reading and individuality.
  - Interests/Motivators: XX is interested in reading science fiction novels and video games.
Goals: XX would like to obtain a job and eventually take courses to receive additional education in gaming and computer programming.

Strengths that Support Performance:
- Uses reading as a coping strategy and leisure activity
- Demonstrates basic social skills awareness
- Able to identify some long term goals

Challenges that impact Performance (mental functions, sensory, motor function, physical limitations, communication):
- Struggles with short and long term memory
- Reports difficulty multi-tasking
- Dissatisfied with living situation
- Lack of insight regarding personal skills and attitudes
- Reports low endurance level regarding walking, but has little desire to work to increase endurance
- Difficulty planning how to accomplish goals

Recommendations:
- Directions for tasks should be written and given verbally. He may also benefit from having a demonstration when completing a novel task.
- XX reports having a personal planning, but continues to have some trouble keeping track of responsibilities and tasks to accomplish. It may be beneficial to establish a consistent reminder system or time of day to update the planner.
- Provide opportunities for engagement in leisure activities, and encourage engagement in new leisure activities. He repeated shares that he would like to have opportunity to either swim or ride a bike, but currently does not have access to either.
- XX may need additional support with planning for goal attainment. Practicing identifying plans and short term steps to accomplish goals would be beneficial.
- Consider the above information when aiding XX in finding an appropriate job placement. Jobs which require multiple tasks to be completed at once may be difficult for him. Furthermore, a job with less social interaction may be preferred by XX.
- XX identifies that he can get in to trouble with unstructured time, such as while waiting at a bus stop. He may benefit from having strategies/activities to participate in while waiting, for example he may carry a book with him to read while waiting.
- Frequent complaints were made regarding walking. XX stated that he has difficulty walking, when prompted to explain why this is he determined it may be a combination of poor walking shoes, uneven or broken sidewalks, and lack of physical fitness. Although he stated he may still prefer to take a bus, exploring the possibility of better walking shoes or gel insoles may improve his outlook on walking and decrease discomfort.
- XX is very frustrated by the exercise routine at Smith House. He stated that he would not mind exercising sometimes, but does not like having to do it in the morning and in a
group. While house routines may still need to be enforced, exploring additional exercise activities and opportunities may be beneficial, as well as giving XX some options when appropriate.

- Through the Occupational Self Assessment XX identified that he has some difficulty working towards his goals, saying that he doesn’t know exactly what to be working on and that he may be told to do something but does not know what he needs to do. This indicates that XX may not be receiving instructions according to his learning style. It may be helpful to provide him with both verbal and written instructions, as well as a demonstration when appropriate.

- When asked if he feels that he is effectively using his abilities, XX stated that he does not really know what his abilities are. Abilities and strengths should be identified and encouraged.

- Opportunities to practice social interactions, or problem solving social scenarios, may beneficial. Although he states that it is not very important to him to get along with others, relating social scenarios to work and community living may help build social skills and awareness.
APPENDIX I: ENVIRONMENTAL OBSERVATIONS & RECOMMENDATIONS

Environmental Observations & Recommendations

Below are observations of the Smith House and Jordan House, as noted by two occupational therapy interns in March 2013.

Smith House
- 1 cement step followed by 6 steps leading to the front door
- Approximately 5” threshold of front door
- Entrance
  - Coat hooks positioned close together, youth’s jackets are touching and crowded
  - Bookshelf provides storage, but is disorganized
- Living Room
  - Large windows with no shades
  - 3 couches, with an ironing board next to one
  - TV stand
    - TV on top
    - Scattered papers, an iron, plastic file box filled with papers (names only on 2)
  - No overhead light, but one floor lamp with 3 bulbs
  - Chore sheet typed and pinned to the wall
- Common Room
  - Staff desk with computer separate from youth table
    - Staff have additional office adjacent to the common room
  - 3 computers at smaller desks for youth/staff
  - TV monitor for Youth Progress schedule
  - Large window with shades
  - White board with names, phase, job leads, searches completed, follow ups, etc.
  - Several papers (both hand written and typed) pinned or taped (clear and duct tape) to walls and bulletin boards (Ex: “Give positive feedback”, “Validate others”)
  - Large table for dining, socializing, etc.
- Kitchen: YP plans to update in the near future
  - Bright with artificial overhead and natural light from windows
  - Peeling paint/some plaster on walls
  - Upper and lower cupboards
    - 2 lower cupboard doors missing, 1 upper door missing, 1 upper door made of a different kind of wood
    - 2 cupboards labeled (“cooking oil” and “missing bowls”)
    - Fairly organized within individual cupboards
    - 1 fridge, very full
    - Recipe book with meals planned out on the counter
    - Papers duct taped to the wall
      - Chores sheet duct taped to wall (in a torn page protector)
      - Temperature record paper held to hood with a magnet
- Small bathroom near kitchen
- Paint peeling on the door frame
- Narrow doorway
- Cleaning supplies (on the floor) and a mop with dirty water located in nook next to the bathroom

- Down to laundry area
  - 12 stairs down, with a platform at 6. Railing on the left and open on the right
    - Outside access at platform
    - Outside area has picnic table and a semi raised garden bed
  - 1 shower at the bottom of the stairs
  - Unused open space underneath stairs.
  - Washer and dryer located at bottom of stairs
  - “How to do laundry” typed on wrinkled paper and taped to fire extinguisher
  - By exit door, fire exit procedure pinned to wall. On door is a handwritten fire escape plan.
  - Large sign taped on adjacent door stating, “No Clients”

- Downstairs program
  - Sign in/out sheet taped on outside of door
  - Fresh paint in progress
  - 3 small tables; 1 with desktop computer
  - Small fridge and microwave between tables along the wall
  - Papers scattered on top of microwave and computer modem
  - Small 3-shelf bookcase with toaster, coffee maker, assorted books, garbage bags, etc.
  - Large desk for staff use
  - Behind desk, 3 large plastic bins with granola bars, snacks, etc.
  - Locked area with 2 acoustic and 4 electric guitars (Youth Progress plans to remove this)
  - Separate room used for meetings and “relaxing”
    - 8 slot case with baskets for youth; on top of case are various items (open box of plastic forks, salt, pepper, scattered papers)
    - 1 large table
    - 2 unhinged doors in the corner
    - 1 small window
    - Posters, whiteboards, and bulletin boards with youth info (assignments, what loose ends need to be tied up), Youth Progress plans to re-hang these items following painting
    - Chairs and 1 couch
    - Bus maps located on 3 ring binder that hangs from the door
  - Separate locked staff office with windows looking into proctor program rooms

- Upstairs
  - 3 steps, platform, 9 steps, platform (and window), 5 steps. Railing on left side wall on the right
  - Railing paint is peeling.
  - No overhead light coming up the stairs, but small light at the top. Good natural light during daytime hours, may be dark in the evening/night
- 3 bedrooms, each with 3 beds, 3 dressers, 1 walk in closet, 1-2 windows, and a small overhead light.
- Bathroom
  - 2 sinks
  - Bathroom chores list duct taped to the door
  - Broken floor vent
  - Tall counter top
  - Roll of paper towels
  - Large mirror
  - Window and large overhead light
  - Walk-in shower (approximately 3’x3’)

**Jordan House**
- 6 steps, walkway, 6 more steps. Rails on each side.
- Approximately 4” threshold
- Wide front door
- Entrance
  - Coat rack on the right adequate space between hooks
  - Bus schedules and chore sheet taped to front door windows
  - Lots of windows, with good natural light and adequate overhead lighting
  - YP mural on staircase, visible when walking in
- Living Room (room broken into 2 smaller areas by couches positioning)
  - Large table
  - Ironing board and iron
  - 2 large bookshelves on each side with games, puzzles, and books stacked and well organized
  - 3 computers on table along wall. Job search tips and other various papers taped along the wall)
  - 3 couches (2 with multiple holes in the fabric)
  - 3 shelf bookcase with movies
  - YP TV monitor
  - Large leisure time TV
  - White board with each youth’s weekly goals
  - More papers taped to walls (privileges, safe zone, bike maps, positive incident reports, etc.)
  - Board with job leads
  - 2 vacuums (one behind TV, one next to a couch)
  - Clock with loud ticking
- Staff office
  - Open to living room
  - Large windows
  - Shelving, computer stations – generally well organized and open to youth area
- Kitchen
  - 2 windows
  - Large overhead light
  - Cupboards
- All doors in tact
- Insides well organized and labeled
- Some labels on front of doors, but not all
- Some dishes in sink and along countertop
  - Adjoining area
    - 2 fridges
    - Mop bucket; brooms hanging up
    - Some peeling paint
- Downstairs
  - Doors very heavy
  - 7 steps, platform, 8 steps. Railing on the left wall on the right
  - Metal walls/sheeting on some walls, but not all
  - Laundry area is a good size with a washer and dryer, but no storage (would be room to put in storage)
  - Bathroom
    - Broken paper towel roll holder unused, but nailed in wall
    - Automatic paper towel dispenser
    - 2 sinks
    - Large countertop
    - Large mirror
    - Small window – window sill with cans of shaving cream and 1 cup with multiple toothbrushes
    - Shower schedule taped to door
    - Overnight laundry bin on the floor partially blocking access to one of the sinks
    - Walk in shower
  - Proctor Program area
    - Walls freshly painted
    - Coat hooks on wall
    - Shelving with cups/dishes (one door is off and sitting next to shelf)
    - Cubby with baskets for each youth
    - 3 large tables
    - 1 microwave
    - 1 small window; some overhead lights
    - Desk with laptop computer
    - Bin with magazines and books
    - 2 whiteboards: jobs, appointments, chores, assignments, etc.
    - Small table with desk top computer
    - Small shelf with binders, phone books, coffee pot
    - Staff desk, set up with chair on other side (possibly for meetings)
    - Staff office with fridge, shelving, desk, cabinets
- Upstairs
  - 5 stairs (no railing, half wall on left, wall on right), platform, 11 stairs with railing on the left
  - 1 small overhead light
  - Bathroom
- Shower schedule on bathroom door (paper is torn)
- Bathroom chores list posted
- Automatic paper towel dispenser
- 1 window and overhead lighting
- Paint is old, peeling
- Large mirror
- Walk-in shower
  - Did not have access to youth rooms

Recommendations
Future occupational therapy interns are encouraged to focus further on environmental modifications. Some possible recommendations are as follows:

- Provide visual definition on stairs. For example, a strip of bright tape or paint on each stair edge. This would provide enhanced definition for individuals who have low vision or in instances where there is low light.

- Minimize loose papers are items taped to walls. It is recommended that documents of importance are better organized to minimize clutter. For example, job tips over computers could be placed in a binder. Daily chore reminders could be placed in an inexpensive frame. Environments like this can be overwhelming for many individuals, by organizing it better they may be able to be more productive in this space.

- Evaluate use of negative language. For example, instead of a sign posted with “No Clients”, consider “Do Not Enter” or “Staff Only”. This promotes a more positive, inclusive environment.

- Clearly label drawers and cabinets in the kitchen. Currently some areas are labeled, while others are not. Maintaining consistency will enhance the environment and promote activity engagement by all clients.

- Include youth in home improvement tasks to enhance feelings of ownership and promote healthy self-image. This may involve including youth in painting tasks, general cleaning, and various maintenance activities.