

## **202: Foundations of Independent Living: An Overview**

### **An Overview of the Curriculum**

#### **Rationale:**

Congress learned through research and testimonials from foster care youth and Child Welfare professionals that the needs of youth exiting the substitute care system were not being met. Finding the appropriate methods, resources, services, and supports to meet the needs of youth exiting care can be a challenge.

Pennsylvania Child Welfare professionals have a responsibility to meet these challenges by providing Independent Living services designed to assist youth in preparing for education, employment, housing, and successful management of adult responsibilities.

Approximately 20,000 youth nationally exit substitute care each year because they reach age 18. In many instances they are expected to support themselves. In reality, many of these youth find it difficult to successfully transition into adulthood, resulting in high rates of homelessness, poverty, delinquent or criminal behavior, or abuse.

Pennsylvania Child Welfare professionals need to be able to identify the continuum of Independent Living services and determine what realistic approach would best support the needs of the individual youth. Additionally, Pennsylvania Child Welfare professionals need to be able to transfer these skills and knowledge to the youth exiting substitute care in order to make every effort possible to reduce or eliminate the instances of teen families, homelessness, poverty, and delinquent or criminal behavior, while increasing employability, high school graduation rates, enrollment in post secondary or vocational institutions, and providing youth with the skills and permanent connections for a successful transition to adulthood.

**Trainer Note:** The Foundations of Independent Living: An Overview Curriculum is a prerequisite training for The Independent Living Services Continuum: Engaging Youth in Their Transition Process. The two trainings will typically be trained back to back as a three-day series; however, the trainings are separated so they can be trained independently to accommodate a broad audience.

#### **Competency:**

202-7: The Child Welfare Professional is able to assess the adolescent's level of ability in critical skills needed for independent living, including problems that may interfere with successful emancipation, and can plan and provide services to prepare adolescents for independent living.

202-8: The Independent Living (IL) Professional understands the history, philosophy, and goals of Pennsylvania's Independent Living Program and the concept of diverse county-based models for provision of Independent Living services.

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202-9: The Independent Living (IL) Professional understands Independent Living Program eligibility requirements and the continuum of services that are built upon four major components: education, employment, housing and life skills.

### **Learning Objectives:**

Participants will be able to:

- Describe the social issues of unprepared youth and young adults exiting care.
- Describe the history, philosophy, legislation, and goals of the Pennsylvania Independent Living Program.
- Recognize the importance of permanent connections for youth within the community.
- Identify available resources to promote permanency for youth.
- Describe the roles of collaborative partners that aid in empowering youth.

### **Length of Workshop:**

6 Hours

### **Materials Needed to Present Workshop:**

- ✓ Curriculum with Overhead transparencies
- ✓ Handouts
- ✓ Resource Guide
- ✓ Appendices (one copy for trainer)
- ✓ Overhead projector and screen
- ✓ Folders
- ✓ Colored markers
- ✓ Easel stands – Two
- ✓ Two blank easel pads (flip chart paper)
- ✓ Post-it note pads
- ✓ 3x5 index cards
- ✓ Paper strips
- ✓ Blindfold
- ✓ Masking Tape
- ✓ Barrier Signs
- ✓ Wads of Paper
- ✓ Evaluation forms
- ✓ Trainer
- ✓ Resources
- ✓ Trainer Prepared Flipcharts- “I Wonder”, “Parking Lot”, “What’s in it for me”, “Education”, “Employment”, “Housing”, “Life Skills”, “Prevention/Wellness” and “Support”

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### **Resource Guide**

The Resource Guide contains a collection of handouts and resources for each training participant that corresponds with the Foundations of Independent Living: An Overview curriculum. Throughout the training you will encourage training participants to refer to certain pages of the guide when prompted by the curriculum.

### **Appendix**

The Guide to Appendices notes various training supplements within the appendix of the curriculum. The trainer will need this supplemental training material to accompany certain sections of the curriculum and to conduct activities. The materials needed portion of each section overview will note if a supplement is needed from the appendix for that section to be trained.

### **Target Audience:**

This curriculum is appropriate for anyone who would like a basic understanding of Independent Living and transition work with youth who are leaving a child welfare placement or who have recently transitioned from placement. Those new to the field of Independent Living and transition work and their partners in on-going casework, foster care, juvenile probation and the courts will find this training particularly helpful as will foster parents and those who work in placement settings, schools and community agencies.

### **Summary:**

Child Welfare professionals serve more and more adolescents who are exiting the substitute care system because they reach age 18. In many instances these youth are expected to support themselves. However, in reality, these young people often find it difficult to transition into adulthood because they lack the skills and services necessary to succeed, resulting in high rates of homelessness, poverty, delinquent or criminal behavior, or abuse. This workshop offers information to deepen the caseworkers' knowledge of issues affecting adolescents exiting care and those young adults who recently left care, resources available to promote permanency, the continuum of Independent Living services, proper case planning, and required documentation.

The Foundations of Independent Living: An Overview Curriculum is a prerequisite training for The Independent Living Services Continuum: Engaging Youth in Their Transition Process. The two trainings will typically be trained back to back as a three-day series; however, the trainings are separated so they can be trained independently to accommodate a broad audience.

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### **Expectations of the Trainer:**

The trainer should be a learning resource for the participants and a facilitator of knowledge. The trainer should be knowledgeable about a wide variety of topics concerning Independent Living. These topics include, but are not limited to: social issues of youth, components of the Pennsylvania Independent Living Program, permanent connections, available resources, the continuum of services, case planning, and required documentation.

### **PA Standards:**

- I:G Recognize Assessment: As a Basis for Planning
- I:H Consider Culture
- II:A Establish a Planning Process
- II:C Write a Plan
- II:G Include formal and Informal Resources
- II:H Invoke Extended Family as a Resource
- II:I Meet Concrete Needs
- III:C Document Key Issues and Decisions
- III:D Assure Service Needs
- III:E Implement Service Plan
- IV:E Record Change and Decision Making

### **CFSR Issues:**

- Permanency 1: Children have permanency and stability in their living situation
  - Item 6: Stability of foster care placement
  - Items 7-10: Permanency goal for child
- Permanency 2: The continuity of family relationships and connections is preserved for Children
  - Item 14: Preserving connections
  - Item 16: Relationship of child in care with parents
- Well Being 1: Families have enhanced capacity to provide for their children's needs
  - Item 17: Needs and services of child, parents, and foster parents
  - Item 18: Child and family involvement in case planning
  - Item 19: Caseworker visits with child
- Well Being 2: Children receive appropriate service to meet their educational needs
  - Item 21: Educational Needs
- Well Being 3: Children received appropriate services to meet their physical and mental health needs
  - Item 22: Physical health needs
  - Item 23: Mental health needs

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### **Shulman Skills**

Turning into Self  
Turning into Others  
Clarifying the Worker's Purpose and Role  
Displaying Understanding of Other's Feelings  
Reaching the Feedback  
Questioning  
Communicating Information  
Identifying the Next Steps

### **Diversity/Social Work Values:**

This workshop addresses diversity and social work values in a number of ways. The Child Welfare Professional aids in improving the well-being of all children preparing to exit substitute care. The focus is on supporting the needs of adolescents from all diverse cultures, family dynamics, and ethical backgrounds. The Child Welfare Professional plays the role of resource person, support person, mentor, facilitator, and advocate to promote and develop relationships. Some specific Shulman skills addressed in this workshop include tuning in to self, tuning in to the client, tuning in to the environment, and tuning in to the situation.

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### **Agenda for a Full-Day Curriculum**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
20 minutes	Section I: Introductions	7
40 minutes	Section II: Social Issues	10
20 minutes	Section III: Historical Overview	13
30 minutes	Section IV: Purpose and Goals	17
35 minutes	Section V: Program Eligibility	19
35 minutes	Section VI: Legislation	21
60 minutes	Section VII: Permanent Connections	24
30 minutes	Section VIII: Resources to Promote Permanency	29
60 minutes	Section IX: Role of Collaborative Partners	31
30 minutes	Section X: Evaluation and Closure	35

## **202: Foundations of Independent Living: An Overview**

### **Section I: Introduction**

#### **Estimated Length of Time:**

20 minutes

#### **Learning Objectives:**

Participants will be able to:

- Outline the workshop, including the rationale, learning objectives, and agenda.
- Identify other participants.
- List the participant training needs.

#### **Method of Presentation:**

Lecture, individual and group activity

#### **Materials Needed:**

- ✓ Handout #1 (Name tents)
- ✓ Handout #2 (Idea Catcher)
- ✓ Handout #3 (Agenda)
- ✓ Handout #4 (Overall Learning Objectives)
- ✓ Handout #5 (Business Card)
- ✓ Handout #6 (Rationale)
- ✓ Handout #7 (Acronyms)
- ✓ Overhead #1 (Agenda)
- ✓ Overhead #2 (Overall Learning Objectives)
- ✓ Post -it note pads
- ✓ Colored Markers
- ✓ 5x7 note cards
- ✓ Three (3) Trainer Prepared Flipcharts titled “Parking Lot”, “What’s in it for me”, and “I Wonder”
- ✓ Paper strips
- ✓ Flip chart paper

#### **Resources Used:**

None

#### **PA Standards:**

None

#### **CFSR Issues:**

None

#### **Diversity/Social Work:**

None

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### **Outline of Presentation:**

Arrange seating around four to five round tables, four to six participants at each table. Prepare the training room by placing name tents, markers, post-it notes, 3x5 note cards, and Idea Catchers on each table. Arrange two flip charts with easels on either side of overhead projector at the front of the room. It may benefit the trainer to prepare some “wall charts” (Titles of the sections for the outline i.e. “Social Issues,” “Required Documentation,” etc.) prior to the training to facilitate ease in the training day.

- Welcome participants to the training.
- Introduce trainer.
- Review the rules of the training program.
- Ask participants to construct **Handout #1 (Name Tents)**.
- Review **Handout #2 (Idea Catcher)**.
- State the rationale of the training.
- Refer to **Handout #3 (Agenda)** and **Handout #4 (Overall Learning Objectives)**.
- Review the Agenda and Timetable for the training day using **Overhead #1 (Agenda)**.
- Review the Learning Objectives using **Overhead #2 (Overall Learning Objectives)**.
- Review **Handout #6 (Rationale)** and **Handout #7 Common IL Acronyms**.
- Distribute **Handout #5 (Business Cards)**.
- Conduct Small Group Activity - Engage participants in Business Card Icebreaker Activity.
- Have participants introduce their partner via information from icebreaker activity and identify their learning needs and expectations of the training.
- Review “What’s in it for me” Board.
- Review “Parking Lot” and “I Wonder” boards and use of paper strips/Post-it notes.

**Trainer Note:** Trainer should prepare 3 Flipcharts boards-“What’s In It for Me”, “Parking Lot”, and “I Wonder” before the start of the training.

### **Step 1:**

The trainer welcomes the participants to the training as they enter the room and directs the participants to find their seats. The trainer instructs the participants to locate the Child Welfare Training Program Sign-In Sheet on their table and fill in the appropriate information.

### **Step 2:**

The trainer welcomes participants as a group to the training and introduces self. The trainer reviews the rules of the training program, i.e. 15-minute rule, sign-in sheet, etc.

### **Step 3:**

The trainer instructs participants to make a **Name Tent (Handout #1)** using the paper and markers provided. The trainer instructs the participants to write their first name in

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the center of the name tent with the marker. The trainer asks participants to put the name tent in front of them so that they are visible to the trainer.

### **Step 4:**

The trainer discusses the **Idea Catcher, Handout #2**. The trainer instructs participants to write down any pertinent information they gather throughout the day that they feel is worth keeping on the Idea Catcher. The Idea Catcher will be reviewed at the end of the training to plan transfer of learning activities to apply new knowledge and skills on the job.

### **Step 5:**

The trainer refers to **Handout #3 (Agenda)** and **Handout #4 (Overall Learning Objectives)**. The trainer reviews the purpose of the training using the **Rationale (Handout #6)** and reviews the agenda and timetable using **Overhead #1 (Agenda)**. The trainer reviews learning objectives using **Overhead #2 (Overall Learning Objectives)**. Trainer also shares **Handout #7 (Common IL Acronyms)**.

### **Step 6:**

Small Group Activity - As an icebreaker, the trainer invites participants to engage in a small group activity with another workshop participant they have never met or are unfamiliar with. The trainer refers to the **Handout #5 (Business Cards)**. The trainer instructs the participants to read the information on the card and respond to it accordingly.

- Participants should each take a turn asking each other to state his/her name.
- The participants should then continue on by asking his/her position until finally the participant will ask the other about what he/she wants to learn at the workshop.
- The participants will then reverse roles.

After the icebreaker, each participant will introduce his/her partner to the entire group with the responses from the business card. During the activity, the information from the last response (What he/she wants to learn at the workshop) will be written down; and the trainer should note how they relate to the learning objectives. The trainer should document the responses on the “What’s in it for me” board paper and refer to it throughout the workshop. The trainer should document the responses that will not be covered in the workshop on the “Parking Lot” board. After all of the introductions are made, the trainer reviews the rationale for the “What’s in it for me” board.

### **Step 7:**

The trainer discusses the “Parking Lot” and “I Wonder” boards with participants. The trainer instructs participants to ask questions throughout the workshop. However, if the participants choose, they may post questions to the “I Wonder” board using the Post-it Pads and markers on the tables. The trainer addresses these questions throughout the day. The “Parking Lot” is for needs of the participants that will not be addressed in this specific workshop but the trainer is to follow up on the questions or comments.

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### **Section II: Social Issues**

#### **Estimated Length of Time:**

40 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify social issues of unprepared youth and young adults exiting care.
- Identify and describe the six service areas of the Pennsylvania Independent Living Program.
- Identify and describe the methods of preparation for youth and young adults exiting care.
- Identify the purpose of the Pennsylvania Independent Living Program.

#### **Method of Presentation:**

Lecture, large group discussion, small group activity

#### **Materials Needed:**

- ✓ **Overhead #3 (Six Service Areas of Pennsylvania Independent Living Program)**
- ✓ **Overhead #4 (The Purpose of PA Independent Living Program)**
- ✓ **Resource Guide Page #1 (Six Service Areas of Pennsylvania Independent Living Program)**
- ✓ **Resource Guide Page #2 (The Purpose of PA Independent Living Program)**
- ✓ Six (6) Trainer Prepared Flipcharts titled: “Education”, “Employment”, “Housing”, “Life Skills”, “Prevention/Wellness” and “Support”
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

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### **Outline of Presentation:**

The trainer introduces the six objectives of Pennsylvania (PA) Independent Living Program. The trainer defines the purpose of the PA Independent Living Program. The trainer assists participants to think about the social issues of unprepared youth and young adults exiting care.

- Conduct large group discussion to identify social issues of unprepared youth and young adults exiting care.
- Identify the six service areas using **Overhead #3 (Six Service Areas of PA Independent Living Program)**.
- Conduct small group activity to identify methods of preparation as it relates to the six service areas.
- Discuss the methods of preparation as they relate to the six service areas.
- Refer to **Resource Guide Page #1 (Six Service Areas of PA Independent Living Program)**.
- Refer to **Resource Guide Page #2 (The Purpose of PA Independent Living Program)**.
- Review the Purpose using **Overhead #4 (The Purpose of PA Independent Living Program)**.
- Review the methods of preparation as they relate to the purpose of Pennsylvania Independent Living Program.

**Trainer Note:** Please prepare six flipchart papers in advance of the training. Note one of each of the six service areas at the top of the six flipchart papers: “Education”, “Employment”, “Housing”, “Life Skills”, “Prevention/Wellness” and “Support”

### **Step 1:**

Large Group Discussion – The trainer asks participants to think about how society views teens and older adolescents, especially those involved with the Child Welfare system. How do participants feel about teens, especially those in substitute care? The trainer then encourages large group discussion to identify social issues of unprepared youth and young adults exiting care. The trainer provides an example to the participants, i.e. dropping out of school. The trainer asks the participants to volunteer the social issues in a large group discussion. The trainer documents the responses on flipchart paper.

### **Step 2:**

The trainer identifies the six service areas of PA Independent Living Program using **Overhead #3 (Six Service Areas of PA Independent Living Program)** and relates the social issues to the six service areas. The trainer introduces each of the six service areas: Education, Employment, Housing, Life Skills, Prevention/Wellness and Support.

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### **Step 3:**

Small Group Activity – The trainer prepares six flipchart papers. Each flipchart paper will state one of the six service areas as a heading. The trainer uses the Education flipchart paper as an example. The trainer refers to the remaining five flipchart papers to each of the five tables. The trainer encourages the participants to work with the other members at their table to identify examples related to the specific service area listed on the top of their flip chart paper. The trainer instructs the participants to document the responses on the flipchart paper. The trainer provides an example to the participants using the Education service area. The trainer identifies services related to Education, i.e. high school retention, GED remediation, tutoring, career assessment, career exploration, post-secondary planning, occupational skills planning, financial aid, etc. The trainer encourages the large group to continue to identify methods of preparation related to Education until they have exhausted the list. The trainer documents all the responses on the flipchart paper. The trainer hangs the Education flipchart on the wall in the room. The trainer encourages the participants to engage in the activity.

### **Step 4:**

Large Group Discussion - After the activity, the trainer instructs the small groups to hang the flipchart paper on the wall in the room. The trainer gives each table a turn to share their responses with the large group. The trainer encourages large group discussion on each of the service areas until they have exhausted all possible methods of preparation related to each of the six service areas. The trainer refers to **Resource Guide Page #1 (Six Service Areas of PA Independent Living Program)** and reviews the components as they relate to the social issues.

### **Step 5:**

The trainer relates the methods of preparation to the purpose of Independent Living using **Overhead #4 (The Purpose of PA Independent Living Program)**.

### **Step 6:**

The trainer provides a time for participants to add any additional comments or questions.

**Trainer Note:** If the attendees sit at six tables, distribute the Education flipchart paper to table #6 once at least one example has been provided.

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### **Section III: Historical Overview**

#### **Estimated Length of Time:**

20 minutes

#### **Learning Objectives:**

Participants will be able to:

- Describe the history of Independent Living Services.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ Overhead #5 (Timeline of Services)
- ✓ Resource Guide Page #3 (Timeline of Services)
- ✓ Resource Guide Page #4 (Willie Palmer vs. Cuomo)
- ✓ Resource Guide Page #5 (The John H. Chafee Foster Care Independence Program)
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

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### **Outline of Presentation:**

The trainer presents a brief historical overview of Independent Living.

- Refer to **Resource Guide Page #3 (Timeline of Services)**.
- Discuss the Timeline of Services using **Overhead # 5 (Timeline of Services)**.
- Refer to **Resource Guide Page #4 (Willie Palmer vs. Cuomo)**
- Discuss **Resource Guide Page #4 (Willie Palmer vs. Cuomo)**
- Discuss **Resource Guide Page #5 (The John H. Chafee Foster Care Independence Program)**.

### **Step 1:**

The trainer refers to **Resource Guide Page #3 (Timeline of Services)** to participants. The trainer presents a brief historical overview of the Timeline of Services using **Overhead #5 (Timeline of Services)**. The trainer addresses each specific time period in detail i.e., Early 1980's, 1986-1987, 1988-1993, 1999, 2001.

- The legislative history is indicative of the increasing challenges and numbers of youth aging out of the foster care system to independent living.
- The trainer uses **Overhead #5 (Timeline of Services)**, highlighting 1980's, to explain the increasing concern about the public child-welfare system's capacity to adequately prepare children to live on their own. State and national studies revealed that older adolescents who had been discharged from care were often found in the care of the state as adults either through the criminal justice system or as public-welfare recipients, or as residents in shelters for the homeless.
  - The most significant event sparking the national Independent Living movement was Willie Palmer vs. Mario Cuomo in the New York State Supreme Court, **Resource Guide #4 (Willie Palmer vs. Cuomo)**. Willie, an older foster child, discharged to the streets with no more than his "state suitcase" - a plastic garbage bag carrying his few possessions, died a violent death on the streets trying to stay alive. Willie's death sparked reforms in New York and across the nation in an effort to develop new programs and services for older children aging out of the foster care system.
- The trainer uses **Overhead #5 (Timeline of Services)**, highlighting 1986 – 1987, to explain the second historical time period.
  - In late 1986, Title IV-E of the Social Security Act was amended with the establishment of the "Independent Living Initiative" (PL 99-972).
  - This federal initiative was intended to help states facilitate the transition of older children from foster care to independent adult living.
  - Immediately following in 1987, federal independent living regulations were issued, federal funds were allocated and made available to all 50 states for program implementation which was limited to include only Title IV-E eligible youth. In some states, these new federal funds served to supplement programs that were already being directed to provide independent living services to older teens in foster care.

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- The trainer uses **Overhead #5 (Timeline of Services)**, highlighting 1988 – 1993, to explain the third historical time period.
  - Pennsylvania’s programs began in early 1988. These services provided youth, age 16 and older, a broad scope of services and skills intended to prepare them for living on their own once discharged from placement.
  - As part of Pennsylvania’s initiative, an evaluation component was included to assess the extent to which youth benefited from the programs.
  - In 1988, the Independent Living Initiative was expanded under PL 100-647, to include provision of services to all youth in foster care age 16 – 18 (not just Title IV-E eligible youth) and states could claim follow-up / aftercare services up to 6 months after their emancipation from substitute care.
  - In 1990, the federal ILP was amended and funds increased to extend eligibility for services to youth to age 21 at the states option.
  - In 1993, Congress permanently extended the authority for independent living funds (PL 103-66) through the Consolidated Omnibus Reconciliation Act of 1993.
- The trainer uses **Overhead #5 (Timeline of Services)** to explain the fourth and fifth historical time periods.
  - In 1999, the Foster Care Independence Act of 1999 was passed and signed into law renaming it the “John H. Chafee Foster Care Independence Program”. The trainer refers to **Resource Guide Page #5 (The John H. Chafee Foster Care Independence Program)**. The trainer discusses the significant elements of the program using **Resource Guide Page #5 (The John H. Chafee Foster Care Independence Program)**.
  - In 2001, The Education and Training Grant was a provision to the Safe and Stable Families Amendment of 2001 that make it possible for states to provide education and training vouchers for youth pursuing post-secondary learning and education. Forty-two million dollars was earmarked for Chafee Independent Living Education and Training vouchers under appropriations for FY2003. The ETV program allows states to provide up to \$5,000 per year to a student in an accredited program. The ETV is available to youth up to the age of 23, but ONLY if they began the grant program before the age of 21.
  - College Cost Reduction Act of 2007. Among other initiatives, the Act addressed the issue of post-secondary education rates for youth in substitute care or those who were considering adoption. Beginning in 2009-2010, youth who were in substitute care or who were adopted on or after their 13<sup>th</sup> birthday are considered “independent students” for financial aid purposes and no family/parent information is considered; youth should be eligible for increased financial aid.
  - Fostering Connections to Success and Increasing Adoptions Act of 2008. Requires states to assure that youth who are placed in substitute care can attend (if appropriate) the school that they were in before placement. The Act permits states to allow youth to remain in substitute care until age 21 with continued federal support if they do not have permanent families.

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The Act also addresses the rights of homeless and emancipated youth to secondary education and clarifies their status as “independent students” for post-secondary financial aid programs.

- Pennsylvania Independent Living and transition program funding, including the Chafee IL allocations to counties, were included in the Needs-Based Plan and Budget application for Fiscal Year 2009-2010. Counties were encouraged to consider the total needs of their older youth and not be constrained by the Chafee IL program requirements, which limit eligibility and some program services. For example, counties could apply for state funds to design room and board programs for youth who had not remained in care until age 18, but who were in need of housing supports to make a successful transition to adult life.

### **Step 2:**

The trainer provides a time for participants to add any additional comments or questions.

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### **Section IV: Purpose and Goals**

#### **Estimated Length of Time:**

30 minutes

#### **Learning Objectives:**

Participants will be able to:

- Define the philosophy of the Pennsylvania Independent Living Program.
- Describe the goals of the Pennsylvania Independent Living Program.

#### **Method of Presentation:**

Lecture and large group exercise

#### **Materials Needed:**

- ✓ **Resource Guide Pages #6 and #7 (Purpose and Goals of PA Independent Living Program)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

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### **Outline of Presentation:**

The trainer presents the philosophy and describes the goals of the Pennsylvania Independent Living Program.

- Refer to **Resource Guide Pages #6 and #7 (Purpose and Goals of the Pennsylvania Independent Living Program)**.
- Present philosophy of the Pennsylvania Independent Living Program using **Resource Guide Pages #6 and #7 (Purpose and Goals of the PA Independent Living Program)**.
- Describe the goals of the Pennsylvania Independent Living Program

### **Step 1:**

The trainer asks participants to engage in a small group exercise by asking them to share their views with others at their table to identify two goals and two values for Independent Living Programs. At least one group should be asked to develop two goals and two values from a youth perspective. Report out when finished.

**Trainer Note:** This section should move quickly. Answers should be recorded by the trainer on flip charts.

### **Step 2:**

The trainer refers to **Resource Guide Pages #6 and #7 (Purpose and Goals of the PA Independent Living Program)**. The trainer presents the philosophy of the Pennsylvania Independent Living Program. The trainer describes the goals of the Pennsylvania Independent Living Program.

### **Step 3:**

The trainer provides a time for participants to add any additional comments or questions.

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### **Section V: Program Eligibility**

#### **Estimated Length of Time:**

35 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify the four PA Independent Living Program Models.
- Describe the eligibility requirements for youth to receive Independent Living services.
- Define the differences between regular and aftercare Independent Living.

#### **Method of Presentation:**

Lecture, Individual Activity

#### **Materials Needed:**

- ✓ **Overhead #6 (Four PA IL Program Designs)**
- ✓ **Resource Guide Page #9 (Four Pennsylvania Independent Living Program Designs)**
- ✓ **Resource Guide Page #10 (Eligibility Requirements)**
- ✓ **Resource Guide Page #8 (Fact / Myth – Chafee Eligibility Requirements)**
- ✓ **Appendix #1 (Answer Key – Fact/Myth)**

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: Foundations of Independent Living: An Overview**

### **Outline of Presentation:**

The trainer identifies the four PA IL Program Designs and defines the IL eligibility requirements. The trainer describes the differences between Regular IL and Aftercare services.

- Refer to **Resource Guide Page #9 (Four Pennsylvania Independent Living Program Designs)**.
- Discuss the Four PA IL Program Models using **Overhead #6 (Four PA IL Program Designs)**.
- Define the eligibility requirements using **Resource Guide Page #10 (Eligibility Requirements)**.
- Refer to **Resource Guide Page #8 (Fact / Myth – Chafee Eligibility Requirements)**.
- Conduct Individual Activity – Engage participants in **Resource Guide Page #8 (Fact/ Myth – Chafee Eligibility Requirements)**.

### **Step 1:**

The trainer refers to **Resource Guide Page #9 (Four Pennsylvania Independent Living Program Designs)** and discusses the Four PA IL Program Designs using **Overhead #6 (Four PA IL Program Designs)**.

### **Step 2:**

The trainer refers to **Resource Guide Page #10 (Eligibility Requirements)** and defines the eligibility requirements using **Resource Guide Page #10 (Eligibility Requirements)**. The trainer describes the differences between Regular IL and Aftercare IL services using **Resource Guide Page #10 (Eligibility Requirements)**.

### **Step 3:**

Individual Activity – The trainer refers to **Resource Guide Page #8 (Fact / Myth – Chafee Eligibility Requirements)**. The trainer engages the participants in an Individual Activity – Fact / Myth: Chafee Eligibility Requirements. The trainer instructs the participants to read the statement and circle whether they believe the statement to be fact or myth. After the activity, the trainer reviews the answers using **Appendix #1 (Answer Key – Fact / Myth)**.

**Trainer Note:** The trainer asks the participants to raise their hand if they answered all of the questions correctly. If there were no participants with all the correct answers, the trainer moves on to participants with seven correct and so on.

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### **Section VI: Legislation**

#### **Estimated Length of Time:**

35 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify the five pieces of Federal Legislation significant to Pennsylvania's Independent Living Program.
- Identify the two pieces of State Legislation significant to Pennsylvania's Independent Living Program.
- Identify the five pieces of Program Guidelines significant to Pennsylvania's Independent Living Program.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ **Overhead #7 (Legislation)**
- ✓ **Resource Guide Pages #11-14 (Federal Legislation)**
- ✓ **Resource Guide Page #15 (State Legislation)**
- ✓ **Resource Guide Page #16 (Program Resources)**

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: Foundations of Independent Living: An Overview**

### **Outline of Presentation:**

The trainer identifies and describes the federal and state legislation that is significant to the Pennsylvania Independent Living Program. The trainer also identifies and describes Program Guidelines that are significant to the Pennsylvania Independent Living Program.

- Identify the Federal Legislation, State Legislation, and Program Guidelines using **Overhead #7 (Legislation)**.
- Refer to **Resource Guide Pages #11 - #14 (Federal Legislation)**.
- Describe the Federal Legislation using **Resource Guide Pages #11 - #14 (Federal Legislation)** and **Overhead #7 (Legislation)**. Explain the importance of the federal legislation and the implications it has on Independent Living Services.
- Refer to **Resource Guide Page #15 (State Legislation)**.
- Describe the State Legislation using **Resource Guide Page #15 (State Legislation)** and **Overhead #7 (Legislation)**. Explain the importance of the state legislation and the implications it has on Independent Living Services.
- Refer to **Resource Guide Page #16 (Program Resources)**.
- Describe the Program Standards and Guidelines using **Resource Guide Page #16 (Program Resources)** and **Overhead #7 (Legislation)**. Explain the importance of the Program Standards and Guidelines and the implications they have on Independent Living Services.

### **Step 1:**

The trainer identifies the Federal Legislation, State Legislation, and Program Standards and Guidelines using **Overhead #7 (Legislation)**.

**Note:** The trainer may want to bring additional resource material and place them at the back of the room including: Independent Living Service Guidelines, Title IV-E Independent Living Grant Application Guidelines Foster Youth Manual and Judicial

### **Step 2:**

The trainer refers to **Resource Guide Pages #11 - #14 (Federal Legislation)** and describes the importance of the Federal Legislation and the implications it has on Independent Living Services using **Resource Guide Pages #11 - #14 (Federal Legislation)** and **Overhead #7 (Legislation)**.

### **Step 3:**

The trainer refers to **Resource Guide Page #15 (State Legislation)** and describes the importance of the State Legislation and the implications it has on Independent Living Services using **Resource Guide Page #15 (State Legislation)** and **Overhead #7 (Legislation)**.

### **Step 4:**

The trainer refers to **Resource Guide Page #16 (Program Resources)** and describes the importance of the Program Standards and Guidelines and the implications they

## **202: Foundations of Independent Living: An Overview**

have on Independent Living Services using **Resource Guide Page #16 (Program Resources)** and **Overhead #7 (Legislation)**.

### **Step 5:**

The trainer provides a time for participants to add any additional comments or questions.

## **202: Foundations of Independent Living: An Overview**

### **Section VII: Permanent Connections**

#### **Estimated Length of Time:**

60 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify and describe what permanent connections are.
- Recognize strategies to facilitate permanent connections.
- Identify the link between Independent Living Services and permanent connections.

#### **Method of Presentation:**

Lecture, large group discussion, individual activity, small group activity, large group activity

#### **Materials Needed:**

- ✓ **Overhead #8 (Statistics of Permanent Connections)**
- ✓ **Overhead #9 (Definition of Permanent Connections)**
- ✓ **Overhead #10 (Importance of Permanent Connections)**
- ✓ **Resource Guide Page #17 (My Social World)**
- ✓ **Resource Guide Pages #18 - #19 (Strategies to Facilitate Permanent Connections)**
- ✓ **Resource Guide Pages #20 - #21 (Guiding Questions – Youth)**
- ✓ **Resource Guide Page #22 (Importance of Permanent Connections)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: Foundations of Independent Living: An Overview**

### **Outline of Presentation:**

The trainer presents statistical information to identify the need for permanent connections. The trainer introduces the definition of permanent connections and assist participants in recognizing strategies to facilitate permanent connections. The trainer assists the participants in identifying the link between Independent Living Services and permanent connections.

- Describe the need for permanent connections using **Overhead #8 (Statistics of Permanent Connections)**.
- Conduct Large Group Activity to describe what permanent connections are.
- Define permanent connections using **Overhead #9 (Definition of Permanent Connections)**.
- Refer to **Resource Guide Page #17 (My Social World)**.
- Conduct Individual Activity to identify range of relationships/connections.
- Conduct Large Group Discussion to identify specific relationships/connections.
- Refer to **Resource Guide Pages #18 - #19 (Strategies to Facilitate Permanent Connections)**.
- Discuss **Resource Guide Pages #18 - #19 (Strategies to Facilitate Permanent Connections)**.
- Refer to **Resource Guide Pages #20 - #21 (Guiding Questions – Youth)**.
- Discuss **Resource Guide Pages #20 - #21 (Guiding Questions – Youth)**.
- Refer to **Resource Guide Page(s) #21 (Importance of Permanent Connections)**.
- Discuss the importance of permanent connections using **Overhead #10 (Importance of Permanent Connections)**.

### **Step 1:**

The trainer describes the need for permanent connections by presenting statistical information using **Overhead #8 (Statistics of Permanent Connections)**.

### **Step 2:**

Large Group Activity – The trainer invites participants to engage in a large group activity. The trainer reviews the process of the activity and stresses that a person can only be used once when questions are asked during the activity:

- The Trainer begins the activity by asking participants to quickly assemble into number groups once the trainer has yelled out the number, i.e. Groups of three participants per group if the trainer yells out number 3.
- Once in the small groups, the participants should each take a turn answering a question that is provided by the trainer.

The trainer begins the activity and instructs participants to stand up. The trainer calls out the number 4. Participants will need to quickly get into groups of four. The trainer asks:

- What is your best friend's name? Each participant takes a turn answering the questions within the small group of four.

## **202: Foundations of Independent Living: An Overview**

After a moment, the trainer calls out the number 2. Participants will need to quickly get into groups of two. The trainer asks:

- If your car wasn't working and you couldn't get it fixed for a month, who would you ask to give you a ride? Each participant takes a turn and the activity continues so that the trainer asks the remaining questions to the participants:
- If you got sick in the middle of the night, who would you call?
- And if you couldn't do laundry at your home or a Laundromat, where/who would you go to?

### **Step 3:**

Large Group Discussion – After the activity, the trainer invites the participants to take their seats and encourages large group discussion by asking the following questions:

- How easy was it to come up with the names? Was it difficult to use only one person?
- What relationship did you have with the people you named?

**Trainer Note:** Trainer writes Questions above and participant responses to this question on flipchart paper to be used later in Step 7.

- How many of you thought of family and friends?
- Can youth who are transitioning out of care rely on family and friends as support? Why or why not?
- In this exercise, how many of you stayed with people you knew when moving to new groups? Why?
- How many times did you have to move?
- How did you adjust to moves?
- Is this the experience for youth in care?

### **Step 4:**

The trainer defines permanent connections using **Overhead #9 (Definition of Permanent Connections)**.

### **Step 5:**

Individual Activity - The trainer refers to **Resource Guide Page #17 (My Social World)**. The trainer engages participants in an individual activity, "My Social World". The trainer instructs the participants to write his/her name in the center of the circle.

On the top half, in the ring closest to your name, put the initials of your closest friends. These are the people who are there for you 24/7 regardless of where you are or what is happening. If you call in the middle of the night, they will answer. These are your confidants; the people you could tell absolutely anything.

## **202: Foundations of Independent Living: An Overview**

### **Section VII: Permanent Connections (continued)**

- In the next ring, put the initials of your family and friends that you visit with, call on occasion. These are people you have on your holiday card list.
- In the outer ring, put your acquaintances and “life task supporters”. These are people who you know but not well, you may have to pay for their services but you can count on them to make your life easier in some way, i.e. day care provider, doctor, mechanic.
- Now for the bottom half of the circle, instruct the participants to think of a youth in care. In the closest ring put the people who are there for him 24/7. In the next ring, put the people they visit with, invite to events, or call on occasion. In the outer ring put their “task supporters”.

#### **Step 6:**

After the activity, the trainer asks the participants to count up the number of people they have in their social world. The trainer asks the participants to raise their hand in accordance to the following questions:

- Who has at least 15 connections, then 20 connections, then 25 connections, then 30 connections?
- Then trainer then asks the participants: How many names did we have for our youth in care? The trainer instructs the participants to cross out those connections for the youth that typically end when the youth leaves care.
- The trainer asks: How many do we have left? Are our youth ready for a lifetime without child welfare system support?
- The trainer shares issues concerning the need to help youth in care fill in their circles before they leave care with people who will remain connected supports for them for the rest of their lives

#### **Step 7:**

Large Group Discussion - The trainer refers to the relationships previously written on flipchart paper in Step 3. The trainer discusses how the relationships can be defined as permanent. The trainer discusses that we have explored the outcomes of youth leaving care without adequate support and we have explored the importance of permanent connections. So we then have to think about the importance for youth to have permanent connections with significant adults who can provide mentoring relationships beyond the youth leaving care. We need to look at connections the youth has with their biological and extended family, past and present foster families, agency staff, teachers, employers, coaches, counselors, neighbors, peers and so on. The trainer encourages large group discussion by asking for additional permanent relationships or connections to add to the flip chart. The trainer adds the responses to the flip chart paper.

## **202: Foundations of Independent Living: An Overview**

### **Step 8:**

Small Group Activity – The trainer encourages small group activity by inviting the participants at each table to brainstorm as a small group in identifying four strategies to facilitate permanent connections. When the small groups have completed the activity, the trainer invites each group to take a turn and share their responses with the large group. The trainer writes the responses down on flipchart paper.

### **Step 9:**

The trainer refers to **Resource Guide Pages #18 - #19 (Strategies to Facilitate Permanent Connections)** and discusses any remaining strategies with participants.

### **Step 10:**

The trainer refers to **Resource Guide Pages #20 - #21 (Guiding Questions – Youth)**. The trainer discusses these guiding questions that will help youth identify permanent connections.

### **Step 11:**

The trainer refers to **Resource Guide Page #22 (Importance of Permanent Connections)**. The trainer discusses the importance of permanent connections using **Overhead #10 (Importance of Permanent Connections)**.

### **Step 12:**

The trainer provides a time for participants to add any additional comments or questions.

## **202: Foundations of Independent Living: An Overview**

### **Section VIII: Resources to Promote Permanency**

#### **Estimated Length of Time:**

30 minutes

#### **Learning Objectives:**

Participants will be able to:

- Define permanency.
- Identify National resources to promote permanency for youth.
- Identify State resources to promote permanency for youth.
- Identify local/community resources to promote permanency for youth.

#### **Method of Presentation:**

Lecture, large group discussion, small group activity

#### **Materials Needed:**

- ✓ **Resource Guide Page #23 (Resources to Promote Permanency)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: Foundations of Independent Living: An Overview**

### **Outline of Presentation:**

The trainer assists participants in identifying National, State, and local/community resources to promote permanency for youth.

- Conduct small group activity to assist participants in identifying National, State, and local/community resources.
- Conduct large group discussion to assist participants in identifying National, State, and local/community resources.
- Refer to **Resource Guide Page #23 (Resources to Promote Permanency)**.
- Discuss **Resource Guide Page #23 (Resources to Promote Permanency)**.

### **Step 1:**

Small Group Activity – The trainer divides the large group into three smaller groups by having the participants count off by 3's. The instructor gives flip chart paper to each of the three small groups. After asking participants **not** to look ahead in the resource guide, the trainer instructs Group 1 to identify National resources. The trainer instructs Group 2 to identify State resources. The trainer instructs Group 3 to identify local/community resources. The trainer instructs the participants to document the responses on the flipchart paper and hang them around the room when finished.

### **Step 2:**

Large Group Discussion - After the activity, the trainer asks the participants to share their responses with the large group. The trainer reviews the lists of identified resources one group at a time. The trainer invites the participants in large group discussion by asking for additional resources to add to the lists.

### **Step 3:**

The trainer refers to Resource Guide Page(s) and discusses **Resource Guide Page #23 (Resources to Promote Permanency)**. The trainer defines permanency in regard to Independent Living using **Resource Guide Page #23(Resources to Promote Permanency)**. The trainer explains to the participants that Resource Guide Page #23 is not an exhaustive list and other resources should be explored.

- The trainer encourages the participants to identify specific local organizations that they have used in the past as resources to promote permanency.
- The trainer adds the additional resources to the list of local resources hanging in the room.

### **Step 4:**

The trainer provides a time for participants to add any additional comments or questions.

## **202: Foundations of Independent Living: An Overview**

### **Section IX: Roles of Collaborative Partners**

#### **Estimated Length of Time:**

60 minutes

#### **Learning Objectives:**

Participants will be able to:

- Define collaborative partners.
- Define empowering youth.
- Describe the roles of collaborative partners that aid in empowering youth.
- Explain the importance of collaborative partners.

#### **Method of Presentation:**

Lecture, large group activity, large group discussion

#### **Materials Needed:**

- ✓ **Overhead #11 (Definition of Collaborative Partners)**
- ✓ **Overhead #12 (Definition of Empowering Youth)**
- ✓ **Overhead #13 (Role of IL Worker – Needs Assessor/Advocate)**
- ✓ **Overhead #14 (Role of IL Worker – Life Skills Trainer/Teacher/Role Model)**
- ✓ **Overhead #15 (Role of IL Worker – Supportive Services/Counselor)**
- ✓ **Overhead #16 (Role of IL Worker – Community Service Organizer/Advisor)**
- ✓ **Overhead #17 (Role of IL Worker – Case Manager/Record Keeper)**
- ✓ **Overhead #18 (Role of IL Worker – Team Facilitator/Coordinator)**
- ✓ **Resource Guide Pages #24 - #28 (Roles of Collaborative Partners)**
- ✓ **Resource Guide Pages #29 - 30 (PHEAA Community Partners)**
- ✓ Blindfold
- ✓ Masking Tape
- ✓ Wads of Paper

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: Foundations of Independent Living: An Overview**

### **Outline of Presentation:**

The trainer assists participants in recognizing collaborative partners. The trainer defines and explains the importance of collaborative partners.

- Conduct large group activity to assist participants in recognizing collaborative partners.
- Conduct large group discussion to process activity.
- Define collaborative partners using **Overhead #11 (Definition of Collaborative Partners)**.
- Define Empowering Youth using **Overhead #12 (Definition of Empowering Youth)**.
- Refer to **Resource Guide Pages #24 - #28 (Roles of Collaborative Partners)**.
- Discuss roles of collaborative partners using **Overhead #13 through Overhead #18**
- Refer to **Resource Guide Pages #29 - 30 (PHEAA Community Partners)** and review partners.

**Trainer Note:** Please prepare “Minefield” as instructed below prior to the start of this activity.

### **Step 1:**

Large Group Activity – The trainer engages participants in a large group activity – “Minefield”. The trainer will:

- Prior to the activity, use masking tape to mark out a large rectangle (approximately 10 x 5 feet) on the floor.
- Lay strips of paper throughout the rectangle area that is taped off on the floor. On each strip of paper write down a social issue that youth face that was identified at the beginning of the training i.e., teen pregnancy.
- Ask someone to volunteer to play an IL youth. Clearly indicate that the youth will be blindfolded for the activity, but they can ask questions and for help from the group.
- Divide the remaining participants into “helpers” and “negative influences” who assist and hinder the youth through the minefield by calling out suggestions to the “youth” and by competing for the “youth’s” attention. If the “youth” steps on an object he/she **MUST** start over. Influences can not physically guide youth through the field.
- Explain that the IL youth volunteer will attempt to go from one end of the rectangle to the other while blindfolded.
- Explain that in order to successfully reach the other side (self-sufficiency), the youth must not step on any balls or crumbled up paper inside the rectangle.
- Explain that these balls or crumbled up paper represent social issues (mines) that youth face: teen pregnancy, abuse, drugs, school drop out.

## **202: Foundations of Independent Living: An Overview**

### **Section IX: Roles of Collaborative Partners (continued)**

- Explain that it is the job of the “helpers” in their various roles to advise the IL youth on how to make it through the “minefield” to the other side.
- Explain that it is the job of the “negative influences” volunteers to represent the discouraging messages in an IL youth’s life (i.e. you’re not good enough; you will never amount to anything, etc).
- Explain they will have 10-15 minutes for the activity.
- Process the activity.

#### **Step 2:**

After the activity, the trainer invites the participants to process the activity by engaging in a large group discussion. The trainer asks the participants:

- What happened?
- What was needed from the adults in order for the youth to be successful?
- Did anyone ask the youth what he or she needed?
- Did anyone partner together to better meet the needs of the youth

The trainer discusses that this exercise shows the conflicting messages that youth often hear and the importance of partnering together in order to successfully meet the needs of the youth and in communicating with the youth throughout the entire process. Do we need to redefine “success” and “failure” when working with youth?

#### **Step 3:**

The trainer defines collaborative partners using **Overhead #11 (Definition of Collaborative Partners)**. The trainer emphasizes key words such as “Resources” and “Responsibilities”.

#### **Step 4:**

The trainer defines empowering youth using **Overhead #12 (Definition of Empowering Youth)**. The trainer again emphasizes the key word “Resources” and discusses the importance of adequate resources.

#### **Step 5:**

The trainer refers to **Resource Guide Pages #24 - #28 (Roles of Collaborative Partners)**. The trainer presents the role of the IL worker, using **Overhead #13 through Overhead #18**. The trainer identifies the specific roles constant to an Independent Living (IL) worker:

- Needs Assessor
- Life Skills Trainer
- Counselor
- Advocate
- Case Manager
- Team Facilitator

## **202: Foundations of Independent Living: An Overview**

### **Step 6:**

Large Group Discussion - The trainer presents the Roles of Collaborative Partners using **Resource Guide Pages #24 - #28 (Roles of Collaborative Partners)**. The trainer engages the participants in a large group discussion by asking:

- Can anyone think of Collaborative Partners they have used in the past?
- What roles and responsibilities did they facilitate?
- How did you define their roles and responsibilities?
- How do you communicate this information to the youth?

<b>Trainer Note:</b> The trainer should also ask if there are other community resources.
--

### **Step 7:**

The trainer refers to **Resource Guide Pages #29-30 (PHEAA Community Partners)** and reviews the partners with the participants. The trainer provides time for additional comments.

## **202: Foundations of Independent Living: An Overview**

### **Section X: Evaluation and Closure**

#### **Estimated Length of Time:**

30 minutes

#### **Learning Objectives:**

Participants will be able to:

- Demonstrate their ability to share their learning experiences.
- Demonstrate their ability to transfer their learning to the workplace.
- Complete the evaluation form.

#### **Method of Presentation:**

Lecture, Individual activity

#### **Materials Needed:**

- ✓ **Appendix #2 (Review Bingo)** (One set for trainer)
- ✓ **Appendix #3 (Answer Key – Review Bingo)**
- ✓ Colored Markers
- ✓ Prizes for Bingo winners (optional)
- ✓ Evaluation forms

#### **Resources Used:**

None

## **202: Foundations of Independent Living: An Overview**

### **Outline of Presentation:**

The trainer reviews the workshop training material by implementing the “Review Bingo” activity. The trainer reviews the “I Wonder” board and “Parking Lot” board for additional comments or questions and makes note of any questions he/she could not answer and makes note for future follow-up. The trainer reviews the “What’s in it for me” board to identify that all the needs have been addressed. The trainer refers to the evaluation forms to any persons attending the training. The trainer thanks the participants and ends the training.

- Distribute **Appendix#2 ( Review Bingo)**
- Engage participants in “Review Bingo” Activity.
- Review “I Wonder” Board.
- Review “Parking Lot” Board.
- Review “What’s in it for me” Board.
- Review Idea Catcher.
- Distribute Evaluation forms.
- Thank Participants.

**Trainer Note: Appendix #2 (Review Bingo)** contains 20 different Bingo cards. Each participant should get one (1) Bingo card.

### **Step 1:**

Individual Activity - The trainer refers to **Appendix #2 (Review Bingo)** supplement to participants. The trainer engages the participants in an Individual Activity – “Review Bingo”. The trainer reviews the rules of the “Review Bingo” Activity.

- The trainer reads a statement from the Answer Key – Review Bingo.
- The participants select the appropriate match on the Bingo sheet.
- The participants mark the square that contains the match to the statement with an X, using a colored marker of choice.
- When a participant has all five squares marked in a row (either top to bottom, side to side, or diagonal) he/she is to yell out “BINGO”.
- Trainer uses **Appendix #3 (Answer Key-Review Bingo)**.

### **Step 2:**

The trainer reviews the “I Wonder” Board and “Parking Lot” Board and answers any additional comments or questions.

### **Step 3:**

The trainer reviews the “What’s in it for me” Board and identifies that all needs that have been addressed in the Workshop.

### **Step 4:**

The trainer should review **Handout #2 (Idea Catcher)** to review participant learning. Trainer should also encourage participants to write down transfer of learning activities,

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including at least one thing that they will do with the knowledge and skills shared during the day.

### **Step 5:**

The trainer should reference **Handout #8 (202 Foundations of Independent Living: An Overview Bibliography)** as a list of additional references for participants.

### **Step 6:**

The trainer refers to the Evaluation forms, thanks the participants, and ends the workshop.

## **202: Foundations of Independent Living: An Overview**

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