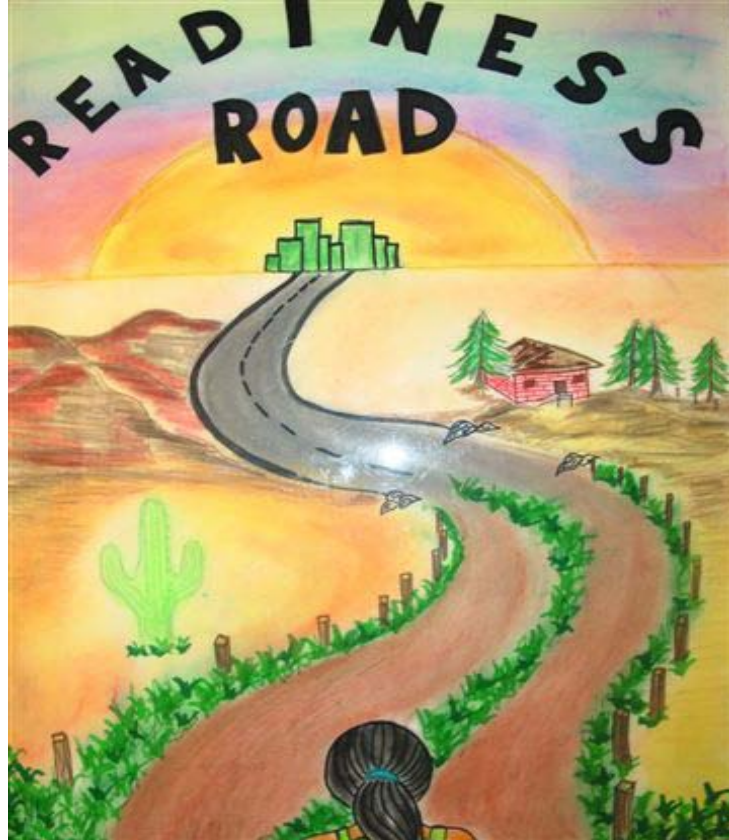


Y.O.U.T.H. Training Project '09

ACF Agenda and Curriculum Packet



Featuring the training stylings of.....

Kevin
Salonje
RiRi
Captain
Nicole

- *With a little help from their friends....Jamie and Sandra and Laura*

ACF Child Welfare Supervisor Curriculum
Humboldt County
Tuesday, March 24, 2009
Final ACF Training

[SAMPLE PARTICIPANT AGENDA]

Through the Eyes of the Youth:

How Child Welfare Supervisors Can Positively Impact the Lives of Foster Youth

March 4, 2008 ☞ Oakland, California

Clock	Workshops	Room Type
8:30	Refreshments Museum of Lost Childhoods & Museum of Foster Youth Empowerment are open	Regatta Pavilion
9:00	Welcome and Agenda Review Opening Keynote speaker on Foster Youth Culture: Kevin West	Regatta Pavilion
10:00	Break- Travel to workshops	
10:10	Positive Youth Development Workshop: Pooling Resources Or Stress and Crisis Workshop: Crisis Consensus	Sunset Room & Horizon Room Regatta Pavilion
11:30	Lunch	
12:15	ILP Readiness Activity	Regatta Pavilion
1:15	Keynote speaker on Permanency, Grief and Loss: Jennifer Rodriguez with interview of foster youth panelists on the topic	Regatta Pavilion
2:15	Break- Travel to workshops	
2:25	Positive Youth Development Workshop: Pooling Resources Or Stress and Crisis Workshop: Crisis Consensus	Sunset Room & Horizon Room Regatta Pavilion
3:45	Break – Travel back to large room	
3:55	Giving Back: Case consultation for Social Work Supervisors	Regatta Pavilion
4:40	Learning surveys turned in Take Away Gift!	Regatta Pavilion
5:00	Adjourn	

[SAMPLE TRAINER & STAFF AGENDA]
 Y.O.U.T.H. Training Project Child Welfare Supervisor Training Agenda
 Humboldt County ** March 24, 2009

Clock	Time	Who	Workshops	Props and Handouts	Room Type
8:30	30	Sandra Laura	Registration: sign in, trash bags, name tags Museum of Lost Childhoods and Museum of Foster Youth Empowerment are open	Name tags, General sign in, CEU Sign In, Breakfast, trash bags, packets, pens, Giving Back scenario handouts	Large Room
9:00	60	Kevin Captain Salonje Nicole	Welcome and Project Introduction Agenda Review Packet Review Opening Keynote speaker on Foster Youth Culture: Nicole Demedenko (introduced by Salonje)	Agenda	Large Room
10:00	10		Break- Travel to workshops	Foster youth culture stickers	
10:10	80	RiRi Captain Salonje Kevin ND	Pooling Resources : Positive Youth Development Workshop Or Crisis Consensus: Stress & Crisis Workshop	stickers: pyd or crisis consensus	Breakout Space 1 Breakout Space 2
11:30	60		Lunch		In Large Room
12:30	60	ND, KW, CY	ILP Readiness Activity All the rest of us will be “plants” in the audience with key responses	Snacks on tables at this point	Large Room
1:30	45	Erik Preston Sunni Amanda	Digital Stories and Panel on Permanency, Grief and Loss Moderated by: Jamie HCTAYC Panel: Erik, Preston, Sunni, Amanda	Permanency, grief and loss stickers	Large Room
2:15	10		Break- Travel to workshops		
2:25	80	RiRi Captain Salonje Kevin, ND	Pooling Resources : Positive Youth Development Workshop Or Crisis Consensus: Stress & Crisis Workshop	stickers: pyd or crisis consensus	Breakout Space 1 Breakout Space 2
3:45	15	Sandra all	Learning surveys turned in Tote bag exchange;	Trade plastic 4 totes Collect evaluations	Large Room
4:00			Adjourn		

Introduction

Good morning and welcome. We are very excited to be here in beautiful Humboldt, California and to see so many Northern California child welfare staff today.

The Y.O.U.T.H. Training Project, since the year 2000, has been working to join professionals in the child welfare field with current and former foster youth. It is our belief that the two forces joining together hold the answers to a lot of the problems we face in the foster care system. In 2005 we were one of only six projects to receive federal funding to develop child welfare supervisor trainings and today is the culmination of that three year grant. This may very well be the last time we offer this training to an audience of child welfare supervisors and so we're very happy that you were able to prioritize this training in your full schedules.

The Y.O.U.T.H. Training Project is in our 8th year, and our specialty, as you may already know, is training current and former foster youth to develop and deliver trainings to child welfare workers. We currently have a team of 41 youth trainers and have trained more than 5000 child welfare workers and child welfare supervisors throughout California and over the four main islands of the state of Hawaii.

Today's training, developed by former foster youth, though it was developed to address the needs of child welfare supervisors is applicable to the entire field of child welfare, so if you are not yet a supervisor, we invite you to sit in the seat of a supervisor today, to imagine bringing back the ideas you hear today to your co-workers, to your staff and even to your supervisor!

Today we hope to challenge you, inspire you, and most of all empower you to take the skills you and apply them in your daily jobs. We've planned a unique experience for you, from our traveling Museums which showcase artifacts from foster care as well as successes and accomplishments of former foster

youth, to the keynote speeches about foster youth culture and how grief and loss impact a youth's journey towards permanency.

You'll also notice that we have some wonderful artwork all around you. These pieces were all created by former foster youth. Including Susan Manzi, a youth from Humboldt County!

By now you have already seen that we want you to step into the experience of foster youth by carrying all of your belongings around in garbage bags, or what many youth call "foster youth luggage." (At the end of the day we'll give you a chance to exchange this luggage for something a little nicer).

After each workshop, we'll be asking you to visually show some of your commitments that you'll bring back to the workplace in the form of sticker messages that you will be offered. [model the sticker you are wearing.]

At the end of the day, we need to hear from you about what you learned and how you did. So if for any reason you have to leave early, please leave your evaluation filled out to the point you left off, at the registration area.

You'll notice a basket of fidgets on each of your tables, this is for the kinesthetic learners are able to stay with us...which means that please use the fidgets today when you are in this room or in the smaller workshops, but please do not take them home... Other housekeeping: the bathrooms are {locate} and food will remain up until our early lunch, which is "on us" by the way, and will be at 11:30. Those logistics said, let me again welcome you and share that what we're bringing you today is not just a training, it's a movement. And we invite you to join us!

Pooling Resources: Positive Youth Development

Purpose:	To aid child welfare supervisors to develop an understanding of positive youth development and its importance to the work with transition aged youth.
Time:	60 - 90 minutes
Materials:	Positive youth development definition poster; 2 – 4 sets of memory cards; digital stories; pool of resources poster; post it notes (2 colors); box of questions; postcards and pens; prizes (50)

Note to trainers: before the workshop begins, post positive youth development elements posters on walls where the participants can easily read them.

Introduction, part a (5 mins)

This activity introduces you to positive youth development in three different ways:

- 1) An introduction to the practices that support positive youth development
- 2) Gives you an opportunity to see positive youth development in action
- 3) Helps you to identify resources in the community that can assist you in practicing positive youth development

But first, the definition of positive youth development that we will be using is: (*Poster*)

“A process which supports youth to strengthen their skills, positive behaviors, beliefs and focuses on emphasizing those strengths.”

To use a metaphor, positive youth development is a cousin of strength based approaches. With strength based approaches in social work, we focus on the strengths of a youth instead of the weaknesses. In positive youth development, what we do is increase the opportunities to build those strengths as a way to lessen risks of harm and decrease likelihood of youth falling into trouble.

Positive youth development is particularly important for child welfare staff because research finds that engaging in youth development activities provides the following positive results for youth. Those results include:

- Increased self-esteem,
- Better decision-making,
- Increased academic achievement,
- Fewer psychosocial problems
- Decreased juvenile delinquency.

Additionally, youth development activities help youth strengthen their innate resiliency. In fact, we don't believe that resiliency is a personality trait that only some possess -- we believe that resiliency is an innate strength that everyone has. Resiliency can be increased by supporting positive youth development.

Introduction, part b (2 mins)

When a child welfare worker practices positive youth development they are assisting the youth to understand and access their strengths and find the needed community resources to support them. The

theory of Positive youth development doesn't believe there are any bad youth. Instead, positive youth development emphasizes the strengths and talents that youth already have. Through the experience of exploring these strengths, the youth will generally solve their own problems and avoid future troubles. So in effect positive youth development

The Activity- Memory Game (15 mins)

Divide the group into two, four, or six teams—depending on size. Instruct them that this is a competition, and that the winning group will receive a prize at the end.

How many of you have ever played the game “Memory.” It’s like the game you played when you were a child, also called a “Matching Game.” Here is how it will go: each team will be given 22 squares. **Do not look at them.** Place them down in front of you on the floor. 11 will have definitions and 11 will have terms and you will have 10 minutes to complete this task. The objective is to match terms with definitions. After all the cards are placed on the floor you will play as follows. Each player will turn over 2 cards at a time. They can only turn over a maximum of 2 cards. If there is a match, read the definition aloud to the group, then take those cards out of the game. If there is not a match, turn them back over and the next player will take a turn. The trick is to **remember** where the terms and definitions are located on the floor. The first team to match up all the terms with the definitions *correctly* wins! And remember, help each other! You are competing against the other team, not each other!

Once you think you have all of the definitions matched up correctly a trainer will come to your group and listen to you read the definitions aloud to check your work.

Debrief questions (large group): (15 minutes)

Post words poster on the wall

1. What elements are you currently using in your county’s practice? What positive youth development principles and practice would you like to see increased into your daily work and your supervision of staff?
2. Can you identify any contradictions within the child welfare system which inhibit some of these practices? How can we overcome them?

Part Two: Digital Story (15 minutes)

Instruct the group that they will have 2 minutes to take notes and identify as many positive youth development attributes from the story as possible. They should also identify any missed opportunities for positive youth development in the story. Then, they should spend the next three minutes sharing their responses with their neighbor.

Conclusion:

Debrief questions:

1. Would anyone like to share their response to the story?
2. What positive youth development attributes did you see in the story?
3. Any missed opportunities?

Facilitator should summarize the positive youth development attributes from the digital story. Some of the ones covered in Tramisha’s story included: resilience, social skills, cognitive ability, self-determination, opportunity, appreciation and youth engagement.

Part Three: Pooling Resources (45 minutes)

Instructions to Facilitators:

During this activity, there will be several boxes filled with each of the 14 questions/statements on separate cards/slips. Break up the audience into two (or possibly more for larger) groups, and pass out the post it notes to each group.

Instructions to Audience:

You must complete the tasks as a group and each person in the group must participate at least once. A facilitator will be moderating the group's participation.

Each person at the table will have to pick a question or statement out of the box and ask members for the answer. The participant reading the card may attempt to answer/do what the card asks first before turning to the group. If it is a resource, or a resource comes out of the discussion, then the person who picked the card will take a post-it, write the number of the question and the answer and run to the Pool of Resources and stick it on. Then they return back to their table and the next person picks a card. The idea is that each group member will randomly select a different card and have a turn to facilitate the group's discussion. They do as many questions as they can until time runs out. Each group will choose the two resources they think are the most innovative to share with the large group. The information on the Pool of Resources at the end of the activity will be typed up and sent to all workshop participants so they can use those resources in their work. Please make sure to include as much information about a resource as possible and avoid acronyms.

Debrief

1. Did any group get through all of their questions?
2. Did anyone learn about a new local resource? What was it?

Part Five: (10 minutes)

Instructions to Facilitators:

Put up poster with sample postcard.

Before we leave for the day, we'd like you to think about how you will apply what you've learned in this workshop in your work. We'd like you to take a postcard from your packet, and following the sample on the screen, write your name and address, and one way you will implement positive youth development practice in your work.

We will collect these postcards from you and mail them back to you at a later time.

You also are leaving with a Positive Youth Development best practices handout, which we hope you will share with your workers and use on a daily basis! And don't forget to select your sticker and wear it today!

Crisis Consensus

Purpose:	To give supervisors the opportunity to evaluate and respond to crisis situations using positive youth development principles and considering ordinary adolescent behaviors.
Time:	80 minutes
Materials:	Video clips, urgency cards, handout packets including: 1. Mind map, 2. Reflection handout; 3. Response handout, best practice handout (in packet)

Introduction:

Welcome to the Crisis Consensus workshop. In this workshop you will have the opportunity to practice your evaluation and crisis response skills using positive youth development principles and considering ordinary adolescent behaviors.

Instructions to Participants:

Though sometimes dramatic, common adolescent experiences are not always a crisis. Things like running away, experimenting with drugs, and fighting at school are, from our perspective, average teen experiences. When these things happen to foster youth, however, because of special legal and other circumstances, child welfare staff and caregivers often label the situation a crisis and respond in crisis management mode, sometimes issuing a “double punishment.”

Here’s an example. If a youth in placement gets suspended for fighting at school and then when, in response to the fight and suspension, the foster parents give the youth a 7 day notice, the youth is getting a double punishment. We believe that often the “crisis” label is applied because of the caregiver’s or system’s reaction and requirements, not because the youth is actually in crisis. This is an unpleasant and traumatic experience for youth and child welfare workers, who may feel powerless. In contrast, if a youth who lived at home with their family got suspended from school, they would probably also get grounded, but they would not likely be asked to leave their home and live somewhere else with a new set of caregivers. Despite foster youth’s special circumstances, we believe that you can use positive youth development principles to help turn “crisis” events into positive learning opportunities that avoid double punishment and help youth grow and feel supported.

[Part One: Video Clips - Instructions to facilitators:

Participants will be seated in groups at tables. Each participant has a stapled set of handouts already in their packet. Each table will be given a set of cards with “Urgency Levels”. After viewing EACH clip, participants will have a few minutes to individually fill out a different handout for each clip. (Note: youth trainers will participate in each activity as individuals.)

After each clip and after individually filling out each handout, each table will have 3 minutes to discuss and come to a consensus on whether the “crisis” event is either Level 1: MOST urgent, Level 2: SOMEWHAT urgent; or Level 3: NOT VERY urgent. At the end of three minutes, a trainer will ask for all groups to raise their urgency cards to see if there is a consensus in the room. Trainers will pick one group randomly to share their thoughts about the urgency level selected and the reasons for their selection. In addition to one participant group sharing, trainers will always ask each individual youth trainer to answer the same questions for each clip from their own perspective. Repeat for each clip.]

Instructions to Participants:

We will be watching a set of three clips. After each clip you will independently complete a handout that is in your packet, and then follow instructions. After the first clip you will fill out a mind map, after the second clip you will complete the Reflection handout, and after the third clip you will complete the Responding handout. After time is called we will ask you to decide as a group on the urgency level of the “crisis” event. Each table will have 3 minutes to discuss and come to a consensus on whether the “crisis” event is either Level 1: MOST urgent, Level 2: SOMEWHAT urgent; or Level 3: NOT VERY urgent. At the end of three minutes, a trainer will ask for all groups to raise their urgency cards to see if there is a consensus in the room. Use your handouts as tools to guide you in your group’s decision making.

Clip Info: *John Tucker Must Die* –

From Start 00:08:45; chapter 3 – Dirty Little Secret; From chapter start: 00:01:38

Instructions to Participants:

In our first clip, we will be watching a fight scene from the movie *John Tucker Must Die*. After the video is stopped please take a few minutes to complete the mind map in your packet. Within the mind map you will be taking on the perspective of a social worker, a biological parent, a group home staff member and a foster parent, reacting to the youth involved in a school fight.

[Show the first clip (fight scene)]

Now as a group decide on the urgency level of the event in the video. (3 min.) Please hold up your cards. *[Note: If their cards are unanimous ask one random group to share, if not, ask one of each to share why their group came to the decision. Lastly ask a youth trainer to share their own experiences that led them to rate the event as the urgency level they picked.]*

Debrief Questions:

1. Did your group’s decision on the event’s urgency level depend on whether you were coming from a bio parent, social worker, group home staff or foster parent perspective? If yes, why?
2. How might foster youth be treated differently than other youth in this crisis situation?

Debrief Comments:

When a youth experiences challenges, they need the people who are working with them to provide support so they have the opportunity to grow and learn from the experience. As a supervisor, you have the opportunity to support your workers in how they assess and manage crisis with youth on their caseloads. This is a parallel process in which you have a significant role. Just as you model appropriate assessment skills with crisis situations, your workers can model for youth how to assess crisis, develop an action plan, and seek out resources for support.

Clip Info: *Freeway*

Start 00:15:36; chapter 8; From chapter start: 00:00:00

Instruction to participants:

Next you will be viewing a scene from the movie *Freeway*. How you view a crisis event is different for every individual. It is often based on your own experiences and the way you see a youth’s situation. We will be asking you to fill out the Reflections handout that asks you to think critically about how YOU might react to the event based on your OWN experiences. Then, we

would like you to share your answers with your neighbor. The handout will ask you to: 1) Individually rate the event's urgency level and 2) Reflect on why you rated the event at this urgency level. Think about how your own experiences influence how you perceive the youth's situation.

[Show the second clip (social worker scene)]

Please take a few minutes to read and fill out the Reflection handout in your packet. (Three minutes.)

Now, please take two minutes to turn to the person sitting to your left and share your answers to the questions on the handout. (Three minutes)

Now as a group decide on the urgency level of the event. (Three minutes.)

Please hold up your cards. ***[Note: If their cards are unanimous ask one random group to share, if not, ask one of each to share why their group came to the decision. Lastly ask a youth trainer to share their own experiences that led them to rate the event as the urgency level they picked.]***

Debrief Questions

1. Did any group have a problem coming to a consensus on the urgency level of the event? If yes, why, and what was the debate?
2. Did you feel like you had enough information in order to assess the urgency level of the crisis in the video? Is this lack of information similar to what you may experience in supporting your workers in assessing crisis?
3. What do you think the effect of workers and youth having different life experiences is when dealing with a challenging situation like a crisis?
4. Were you surprised at any of the answers shared by the youth trainers to the questions?
5. Who will share with the group something you wrote on their reflections sheet?

Debrief Comments:

Our personal individual experiences and beliefs are what lead us to decide whether something is a crisis; therefore we all have different perspectives. It is important to help your workers think critically about their own experiences and beliefs so that they are aware of their own perspective. They may then be better able to objectively seek out and hear the youth's perspective. This will allow them to respond appropriately to youth, and not make assumptions that could lead to escalating a situation.

Clip Info: *Girl Interrupted* ;

Start 01:19:38; chapter 20 – Going to Florida; From chapter start: 00:00:29

Instructions to participants:

During this next clip you will see a scene from the movie *Girl Interrupted*. Please take out the Responding handout out of your packet. We would like you to complete this after you view this clip. This handout will ask you about your ideas on how to support your staff to respond to a youth experiencing a challenging event.

Instructions to Facilitators:

[Show the third clip (runaway scene)]

Instructions to Participants:

Please answer the questions on the handout in response to the event in the video you have just seen. We will use the answers to your questions in our next activity. (Three minutes.)

Now as a group decide on the urgency level of the event in the video and each group share your ideas from the handout on how to support a youth in this situation. (5 min.)

Please hold up your cards. *[Note: If their cards are unanimous ask one random group to share, if not, ask one of each to share why their group came to the decision. Lastly ask a youth trainer to share their own experiences that led them to rate the event was the urgency level they picked.]*

Now, each table share one idea on how to support a youth in this situation and one facilitator share one experience when someone helped them.

Debrief Comments:

Mistakes and challenges allow teenagers to learn about the world, their own strengths and weaknesses, their identity and develop decision making, problem solving skills, and resiliency skills. Crisis events also are an opportunity to identify relationships and strengthen those relationships as people provide youth support. Unfortunately, most foster youth are living in very difficult environments where they do not experience the support and responsiveness that allow crisis events to be positive learning opportunities. However, social workers can use positive youth development principles to support youth through challenging events.

Part Two: Working Through Crisis

To participants:

To finish off this activity we will be dividing you into two groups to practice supporting a youth through crisis using positive youth development principles.

[Use more or less groups depending on the size of the group]

We will use the situation from the last video clip you watched with the youth running away, and a youth trainer will role play the youth. Has anyone in the room had experience doing a TDM/Team Decision Making meeting?

[If so, you can pick two to appoint as leaders for each group]

When done well, TDM's bring together youth and the people who care about the youth to at minimum accomplish two goals: 1) to empower youth to handle challenges; 2) to develop an organized plan to support a youth through a transition or crisis. Everyone thought of ways to support a foster youth experiencing a challenging event in the last activity, and now we'd like you to use those ideas in this mock TDM. You will have 10 minutes to hold the meeting. The goal is to develop a plan to support the youth in dealing with their situation by the end of the meeting. You may use the "best practices to support a youth through crisis" sheet in your packet to help guide you.

Also, please read the poster on the wall for tips on how to work with the youth during the TDM. (On Poster)

- 1. Focus on the general principles you have learned about positive youth development*
- 2. Every situation is individual, and should be dealt with individually.*
- 3. Crisis is an opportunity to support youth and teach youth problem solving skills*
- 4. Crisis is an invitation to work better together.*
- 5. Crisis is an opportunity to strengthen and identify relationships.*
- 6. Crisis is an opportunity for youth to learn new skills*
- 7. Crisis is an opportunity for youth to exert control and exercise leadership.*

Please break into groups now.

Instructions to Facilitators (15-20 minutes)

[One facilitator should role play the youth in each group, and the other facilitators should sit in the mock TDMs helping to: 1) keep the group focused and 2) offer suggestions on positive youth development from poster if needed.]

Debrief Question:

1. Given what you have learned in this workshop, how can you be more helpful in assisting workers who are supporting youth through a crisis or stressful situation?

Wrap Up

As a supervisor, it is important to be able to support your workers in supporting the youth. Part of this involves mediating and modeling for caregivers so they understand normal adolescent development and can use their own crisis management best practices. Having the chance to identify how you would respond to a youth's challenging situation in different roles, such as the group home staff, the bio parent, the foster parent, and the social worker was a way to provoke your thought process around normal teen experiences and how to support workers in best dealing with each of these parties.

We hope that you will share this best practices handout with other supervisors, your workers, and consider developing a similar one for caregivers in your county. We would like to end this activity with the following review:

Youth need child welfare staff to:

- Show up when we need help and together help us handle challenging situations by taking one step at a time
- Teach coping skills and use them with us during crisis and not crisis moments
- Model interdependence and give us real life examples of your own interdependence
- Keep a sense of humor and reality
- Understand the difference between normal adolescent challenges and crisis

For supervisors, having a foundation and a parallel practice around these practices encourages your staff to include them in their own practice as well. Please take a sticker commitment and wear throughout the day.

ILP Readiness Activity

Purpose:	To shift the conversation from “when is a youth ready?” to “how do we teach youth independence skills from any age and at any stage of development?” To instruct child welfare supervisors on supporting child welfare workers in developing a youth’s independent living plan based on their specific strengths.
Time:	60 minutes
Materials:	Always Posters (5); lemonade/piggy bank/bank posters; task items (cards and props); youth description sheets; prizes for volunteers
Set Up	There is a bit of set up required for this activity. Props will be set up on the stage as well as on individual tables.

Introduction (5 minutes)

[Note: before activity begins, please put handouts on money management training at any age on the tables, place enough for everyone to get one]

Instructions to participants:

Children are like sponges. From the time they are babies, they absorb what they see and hear around them. Children get their ideas about life skills from parents or positive adult figures, but when they don’t have them, they rely on the adults they encounter in the foster care system. Young children can’t understand everything about life skills at every age, but they can understand different things in different ways and at different stages of their lives. Here is an example of how that can happen in a traditional family.

[Poster of piggybank and coins.]

Trainer one steps up and says “On my third birthday, my aunt gave me a piggybank. I didn’t fully have the concept of money, but I knew shiny quarters could buy the candy and toys I liked at the store. I started to keep all the quarters my aunt gave me in my piggybank.”

[Poster of lemonade stand, or pitchers and cups.]

Trainer two steps up and says “On my seventh birthday, I broke open my piggybank and took out the quarters I had saved to start my own business, a lemonade stand. I used my quarters to buy lemons, sugar and cups, and learned that with a little money and some hard work, I could make even more money. My parents saw me working so hard that they offered to begin paying me an allowance so I could continue my business. I learned how to save some and spend some.”

[Poster of bank or ATM machine.]

Trainer three steps up and says “By my twelfth birthday, I had enough money to open my own bank account. I couldn’t believe that the bank would pay me interest just for having money! I started learning how to budget- that if I spent all my money on video games, I wouldn’t have enough to go to the movies or buy new shoes. I could see the value of money, so I looked for other ways to make money.”

On your table is a handout that has examples of how children can be taught money management at all developmental stages. These concepts can be applied to all life skills. Children and youth are always ready to learn life skills, they just need to be taught in different ways relative to their stage of development.

Part One: Surveying Readiness (10 minutes)

Instructions to participants:

During this next section we will be asking a series of questions to the whole audience. We would like you to stand if the question asked applies to you:

- Stand up and remain standing if you did your first load of laundry before the age of 12? Before the age of 15? Before the age of 18? Okay, thanks. You may all be seated.
- Stand up and remain standing if you cooked before the age of 12, Before the age of 15? Before the age of 18? Okay thanks. You may all be seated.
- Stand up and remain standing if you rode the bus or took public transportation by yourself before the age of 12? Before the age of 15? Before the age of 18? Okay thanks. You may all be seated.
- Stand up and remain standing if you went somewhere without adult supervision before the age of 12? Before the age of 15? Before the age of 18? Okay thanks. You may all be seated.

As you can see by the diversity of answers in the room most people have the opportunity to practice independent living skills at different ages. All youth should begin to practice these skills at every age in a developmentally appropriate way, because there is no magic specific age that youth are ready. In fact as our first activity demonstrated, preschoolers, school age children and teenagers are all ready to begin learning how to care for them selves.

- Supervisors can suggest, one on one or in unit meetings, that child welfare workers conducting home visits should ask caregivers what activities there are for youth to get ready for adult living. If the caregiver does not identify activities that are supporting a youth's independent skills, the worker should suggest some opportunities and activities.
- Supervisors can help workers brainstorm solutions to barriers to youth practicing independent living skills and ways to convey these expectations to caregivers.

Now we're going to do an activity that shows you how foster youth feel when they learn life skills.

Part Two: Two years towards adulthood (30 min)

A. Activity

Instructions to facilitators:

Ask for three volunteers to do some ILP Readiness skills practice. Offer each of them a prize or a raffle ticket towards a prize if necessary.

Instructions to volunteers:

Each table will be asked to designate one volunteer to come to the stage. Tables on the stage will be set up with items to complete the following tasks:

- Sewing a button on fabric
- Tying a tie
- Finding an apartment within specific criteria (rent amount, location, pet)
- Mapping a bus route
- Filling out a FAFSA
- Getting 10 business cards from audience members who could be potential employment contacts
- Getting 3 letters of recommendation from audience members

Each of you will receive a sheet of tasks you must complete. You must use the items provided on the table as well as the support of audience members as needed. You will have 3 minutes to complete your tasks. Any questions?

Special Announcement: Audience members may encourage, coach or criticize the volunteers as they work.

[During activity, music plays and a trainer has a microphone and gives on the spot details about the task that each volunteer is completing... and their progress. Facilitators should be somewhat critical as a social worker might be.]

After 4 minutes, call time.

Debrief Questions:

1. For the participants, how did it feel to try to complete this activity?
2. For participants did you feel supported by the comments we as facilitators were making as you completed your tasks? Why or why not?
3. Did you feel we gave very clear instructions on the tasks we wanted you to complete? Can you imagine that youth and the workers you supervise would also experience some frustration or feelings of being overwhelmed when they are being asked to complete similar tasks in a rushed timeline with little direction?

B. Personal Experience

We'd like to thank our volunteers and also remind them not to worry because as you know, many foster youth today also feel extreme stress when they have an unrealistic amount of time- 2 years from age 16 to age 18 - to receive ILP services and complete all the tasks necessary to get ready for adulthood.

One facilitator will share a personal experience about needing more time and support for completing tasks to get ready for adulthood. _____ (name of trainer who will share)

C. Information Sharing

We believe that you have great ideas about how your staff can help youth practice skills for adulthood in their daily life before youth are eligible for ILP, and we'd now like you to take 5 minutes to brainstorm some of those ideas with your group.

After 5 minutes, each group will have one minute to report back your top 3 best ideas to the entire group.

Part Three: ILP differences (15 minutes)

Instructions to Facilitators:

Pass out sheet with four youth descriptions.

Instructions to Participants:

We know you have reviewed many Transitional Independent Living Plans and case plans developed by your staff. Next, each table is going to receive handout with four descriptions of foster youth emancipating out of your county. You will have the opportunity to list the top 3 services that specific foster youth need for adult life. You should customize the services to meet their needs.

Each table will have just 4 minutes to design this program and will need to designate a spokesperson for your table. Any questions?

We will now ask for 3 tables to volunteer and present. Each table will have one minute to discuss the services you thought your youth most needed. Please begin by reading the description of the youth your program is customized to serve.

Thank you. As you can see, each table had some different ideas of what their youth really needs in order to be ready for adult life.

- **Even though you customized your programs to meet the description of the youth we gave you, what we didn't tell you is that the descriptions were just 4 different ways of describing the same youth.**

Please take a minute to read the other youth descriptions. There are many different ways of seeing the same youth, and of all the descriptions being true depending on your perspective and the situation.

Debrief Questions

1. How might it have changed your top three services to know that all of the descriptions were of the same youth?
2. How can you support your workers to take a holistic view of their youth and therefore develop plans that truly meets the needs of youth?

To audience:

- As supervisors, you can support your staff in tailoring each youth's plan to their specific strengths, challenges and potential and involving the youth actively in that process.
- As you are reviewing TILPs and case plans, you can also remind your staff that these plans should not be static- they should be constantly updated as youth change daily!

The differences in the programs you designed are the same as the different counties all over California deciding how to operate their ILP programs. In order to assess whether a youth is ready for ILP, you must know WHAT you are assessing readiness for. Differing county ILP programs make that difficult.

- We suggest that supervisors help their staff really understand what ILP services look and feel like, so they know what they are referring youth to. This can be accomplished by ensuring that each worker visits an ILP class or activity.
- Supervisors can invite someone from their county's ILP to their next unit meeting to talk about the specifics and help them think through different ways to make plans specific to the needs of the youth.
- Supervisors can ensure that their workers know that the statewide core curriculum for child welfare workers in developing case plans and TILPs emphasizes coaching rather than telling and supporting youth decisions. It also emphasizes active engagement of the youth in the planning, development and delivery of ILP services as well as finding PYD activities.

Part Four: Conclusion (2 minutes)

Instructions to Facilitators:

Post (or hold up) five "Always" posters around the room.

To sum up:

Children and youth are always ready to learn life skills -- they just need to be taught in age appropriate ways.

Beginning life skills at 16 makes youth feel stressed and rushed- life skills need to start much earlier.

All youth need similar life skills regardless of people's assessment of their strengths and challenges. It's possible to see the same youth in many different ways. It is difficult to assess readiness when we don't know what we are assessing readiness for since counties offer differing specific services.

In conclusion, we hope if you remember one thing, it is that part of parenting is preparing your children from the first possible moment to be ready for a successful adult life. Many foster youth rely on the adults they encounter in their experience in foster care to play the role of parent. That parental figure could be their assigned child welfare worker. When are youth ready for Independent Living Skills? Read the writing on the wall, and remember that we are always ready to learn.

Permanency Questions

1. Please introduce yourself and talk about whether you have permanency, and if so, discuss your path to finding that permanent connection.
2. Have you ever felt that people have misunderstood behavior that came from your sadness, grief or loneliness as meaning that you didn't want to be connected? Can you give examples? (like running away, Salonje's attitude with her auntie, etc.)
3. How could people have responded differently so you would have had an opportunity to express your feelings?
4. Have you ever felt you didn't deserve to have permanency or were too scared to develop yet another relationship? How did you get through that time? How could you have been supported (or how were you)?
5. How do you think a youth can be reached when they say they don't want a family? What are ways workers can respond and keep the conversation going?
6. How can social workers work with potential permanent connections (foster parents, kinship caregivers, others) to help them learn how to meet a youth's emotional needs and demonstrate their commitment to permanency? How do you think social worker practice would be different if the expectation was that foster parents must model to foster youth how to have a healthy relationship and develop a secure attachment? (like no 7 day notices, etc.)

Giving Back Activity

Purpose:	To aid child welfare supervisors with challenging cases (either directly or through one of their employees) and offer youth perspectives and ideas for support
Time:	30 - 45 minutes
Materials:	Handouts
Set Up:	Speaking panel sits in the front of the room; facilitator sits with them nearby

Set Up:

Announcement for the Giving Back activity will be made in the morning at registration and during the workshop introduction. Participants will be invited to submit cases in which they would like to receive advice. Cases must be submitted by lunchtime in order to be considered. At lunch, a scenario or two will be selected and reviewed with the pre-selected youth panel. Group will consult with one another on planned areas of input. A staff person (or another appropriate person) will moderate the panel (to re-phrase the questions, plant some questions, etc.) as a way to help facilitate the way youth can answer the questions and give supportive ideas from their personal experience...

Panel Tips

1. Remember to assume a strength's based role in this activity. Emphasize what the worker has done well and focus on further things that will work...not things that won't work.
2. Answer things that you have personal experience about/expertise in. Start every response with things like....
 - "When I was in care..."
 - "From my experience..."
 - "When I was raising my young sibling..."
3. Stay on topic! Give relevant information on the subject.
4. Don't dominate. Everyone on the panel has important information to share.
5. Stay Positive. Can't emphasize enough to use a strengths-based approach when suggesting ideas so reduce that likelihood of supervisors becoming defensive.
6. Pull out the main idea/issue/problem and address it strongly instead of trying to address everything.
7. Remember to make Positive Youth Development (PYD) recommendations.
8. When giving feedback regarding youth on a caseload, always start with the youth's strengths. If you didn't hear any, ask the supervisor what they think some might be.
9. Refer to your PYD toolbox - Use what you've learned.
10. Ask clarifying questions if you don't understand something.
11. Bring it back to yourself (your personal experience, someone you knew, etc.) so that the supervisor can relate to your information.
12. Be mindful not be an expert on something you don't know about...