Successful life transitioning program at the International Boxing Club

La Vonia N. Roane
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Successful Life Transitioning Program at the International Boxing Club

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Note: This document describes a Capstone Dissemination project reflecting an individually planned experience conducted under faculty and site mentorship. The goal of the Capstone Experience is to provide the occupational therapy doctoral student with a unique experience whereby he/she can demonstrate leadership and autonomous decision-making in preparation for enhanced future practice as an occupational therapist. As such, the Capstone Dissemination is not formal research.
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Executive Summary

Somewhere there is a missing link and all adolescent aren’t being shown the skills they need to survive in the adult world. Some resort to negative behavior and end up in the juvenile correctional system while others may become teenage parents before they have matured enough as an individual. These two cycles repeat themselves and it will continue unless programming is available for teenagers. Villarruel, Perkins, Borden, and Keith (2003) state that a key factor in having a successful youth development community program is letting the youth be involved in the development and implementation of the program. Another key factor is supplying the youth with positive long term mentors who can model appropriate behavior for the youth. Transition programs have been shown to decrease negative life occurrences and increase positive overall functioning within the adolescent age group.

The goal of the Successful Life Transitioning program at the International Boxing Club is to provide occupation-based skills necessary for progression to adulthood by high school aged students who are at-risk. The program objectives focus on: self-identification of skills that are necessary for the transition to adulthood, learning life skills for independence in adulthood, continuing to practice life skills after the completion of the program, and education on the use of community resources. During the first year of the program the expected number of participants will be between eighteen and twenty. Program participant’s ages will range between 13-18 years old. The program will be offered during after school hours and housed at the International Boxing Club (IBC). The programming will include interventions on: anger, time, and money management, household management, community management, vocational skills, college preparation, and working on home and school life. The program evaluation of participants will be based on the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006) and the Ansell Casey Life Skills Assessment (Ansell, 2009-2012). The participants and staff will have a chance to provide feedback through discussions during the program and at the conclusion of the program. The discussions will be monitored and documented by the occupational therapist.
Introduction

The goal of the Successful Life Transitioning Program at the International Boxing Club (IBC) is to provide occupation-based skills necessary for progression to adulthood by high school aged students who are at-risk. “At-risk” is a term used to describe teenagers who have experienced gang violence, teenage pregnancy, incarceration, school delinquency, drug and alcohol abuse, and lack of biological parenting. High school aged students defines adolescents’ between the ages of 13-18 years old. “Skills” is defined as money management, time management, house management, vocational preparation, community management, and college preparation. Examples of these skills include: learning the public transportation system, learning how to open a bank account, learning how to cook, clean, and do laundry, learning the process for applying to college, learning interviewing skills, learning how to budget money, and learning how to organize a daily schedule. The International Boxing Club is the site of the program. The International Boxing Club’s mission statement is to empower youth in the Greater Toledo Area to succeed in life. The sponsoring agency of the site is Chicks for Charity. The mission statement of Chicks for Charity is “Enjoy life. Laugh a lot. Work hard. Play hard. Be thankful for our blessings. Share the wisdom. Give back.”

Organizational Chart Description

The organizational chart includes: The Board of Directors, Executive Director, Coach, Vocational Center Director, Learning Center Director, Operations Coordinator, Assistant Coach, proposed Occupational Therapist, Peer Educator, Life Skills Coach, and Administrative Assistant. The occupational therapist fits in below the coach next to the assistant coaches. The occupational therapist will report to the coach (see Appendix A for the organizational chart).

Literature Review
The demographics statistics are based on information found on the Ohio.gov website for the department of health and department of youth services. In 2008, Ohio had 148,592 total births. Of these births 201 were from the 10-14 year old age group, 4,717 were from the 15-17 year olds, and 11,467 were from the 18-19 year old group. In 2008, Lucas County had 6,251 births total. Of these births 15 were from mothers aged 10-14 years old, 236 were from the 15-17 age group, and 554 were from the 18-19 year age group. In 2009, crime rates for total arrests of individuals under the age of 18 years old were 40,191. Of these arrests property crime had 8,708 arrests, other assaults were 6,677, drug abuse violations were 2,565, disorderly conduct was 3,171, vandalism was 1,881, and violent crime was 1,263. Between the years 2007-2008 the northwest region of Ohio had a homicide rate of 5.5 per 100,000 for individuals aged 10-19 years old. According to the same data there were almost 25 per 100,000 black adolescent homicides between those years (Ohio Department of Health, 2009, 2010, 2011). The U.S. Census Bureau provides information on the employment and school enrollment status for adolescents in the Toledo, Ohio. The employment status of adolescents 16-19 years of age is 51.3% in the labor force with a 32.9% unemployment rate. There are a total of 18,497 high school aged adolescents ranging from grades 9-12. The total number of adolescents ranging in age from 10-19 years old makes up 13.9% of the population (U.S. Census Bureau & American Community Survey, 2010).

The demographic information obtained from the International Boxing Club (IBC) includes the number of youths enrolled in the club organized by age group, race, and school district. There are a total of 34 members of IBC. Of the 34 members seventeen are in the late childhood age group (8-11 years old) and seventeen are in the adolescent age group (12-17 years old). The race at the IBC includes: three African Americans, fifteen Caucasians, four Bi-racial,
and twelve Hispanic individuals. The majority of the youth come from the Toledo Public School system. Some of the youth attend Life Skills, Phoenix Academy, and Oregon Public School system.

Abrams (2006) describes youth offenders’ perceptions of the challenges of transition. The site is a public correctional facility for felony-level juvenile offenders in Minnesota. The population includes ten youth ranging in age from fifteen to eighteen. The Minnesota facility offers a nine to twelve month cognitive behavioral program followed by a six week transition program for community reentry. Two to four semi-structured interviews were performed with participants (interview 1 was performed pre-release from the facility, interview 2 was performed 1-2 weeks post release, interview 3 was performed three months post release, interview 4 was performed four to six months post release). The individuals described transition and reentry experiences and challenges that were anticipated and encountered. Including, benefits and weaknesses of services they received, and the connection with formal and informal social supports. The themes that arose from this study describe social support, transportation, old influences (friends, family, drugs, and alcohol), and financial constraints as challenges and in some cases reasons for re-incarceration. The ways some of the adolescents cope with challenges determine their life of freedom versus incarceration. Some of the youth avoided old situations all together or were in harm-reduction where they were involved with old situations to a certain extent. Others were still fully involved with old situations thus returning to their old life and habits. Having positive social and financial support helped 7/10 of the youth stay out of trouble during their transition re-entry phase of the program. Three of the youth were re-incarcerated after release from the program.
Dirette and Kolak (2010) describe a survey research study based on alternative education programs located in the Midwestern United States. Three programs were selected including: one city, one suburban, and one rural. The surveys were distributed to the education program staff members. Thirty nine out of forty seven surveys were returned. The questionnaires consisted of twenty five questions. The staff was asked to give a percentage rating based on a five point scale with each percentage range being 20% (0-20%, 21%-40%, 41%-60%, 61%-80%, and 81%-100%). The percentages were used to describe the amount of students who fit a particular situation based on occupational performance skills, performance patterns, and client factors. The results of the study include the identification of problem areas for youth who are at-risk. The most frequently reported problem areas include: time management, healthy play and leisure, healthy life style, multitasking, higher level thinking, and retaining information. The article shows the need for an occupational therapists involvement in an alternative education program to address identified needs. Occupational therapists can examine ways to look at the identified problem areas and recommend occupations that are individualistic as well as, address the specific needs of youth. Occupational therapists examine the whole individual and base interventions on ways in which the individual can benefit within naturalistic setting. The occupational therapists might incorporate fieldtrips to different places to facilitate learning life skills that will help decrease problem areas. The occupational therapist will be able to approach the situation with non-traditional treatment methods because of the alternative school setting.

Paul-Ward (2009) describes barriers in transition from foster care to independent adulthood. The study involved using open ended interviews, focus groups, and participant observations for data collection. The data collection focused on areas related to transitioning out of foster care into adulthood. Three local foster care agencies in South Florida were used as
sites. The population consisted of forty adolescent’s between the ages of fifteen to twenty-two years old. The federal law mandates transition programs be provided for youth but the youth describe barriers such as: the programs only being offered every three months or at random times with only one to two week notice in advance. The youth describe how the information in the transition programs isn’t personally meaningful to them. They don’t realize how important the information is and they don’t pay attention during the classes. Some of the youth expect monetary rewards for participation in the programs. The adolescents experiences barriers such as: access to transportation and multiple foster home placements. There is a need for occupational therapists to develop community based programs for transitioning youth that are individualistic and meaningful. The occupational therapist will look at the youth in an individualistic way. They will find out what is meaningful and plan interventions based on the needs of the youth and what occupations they like. In the community setting at the International Boxing Club the occupational therapist is able to assess the needs of the youth by performing a needs assessment and gaining insight into what problem areas the youth are currently experiencing on daily basis. The occupational therapist looks at what they can add to the situation by coming up with creative ways to incorporate skill learning. Currently some of the youth at the International Boxing Club have identified transportation as a problem area in their life affecting employment and getting to and from school functions. The article written by Paul-Ward is relevant to what some of the kids are going through at the International Boxing Club.

Olsterling and Hines (2006) describe a mentoring program for foster youths. The population consisted of youth and advocates from the Advocates to Successful Transition to Independence (ASTI) program. The study involved two parts with two phases divided by advocates and the youth. The study was over a two year period. The surveys were self-
administered questionnaires. During the first year of the study, surveys were mailed to the advocates and the advocates sent out the surveys to the youth. The advocates also had surveys to complete on their own. The second year of the study surveys were mailed directly to a different group of youth. Fifty two out of one-hundred twenty eight completed surveys were returned from the youth. The incentive for returning the questionnaires was a fifteen dollar gift certificate. The youth questionnaire included: demographic information, experiences in and out of home care, current educational experiences and future educational plans, knowledge of independent living skills and personal adjustment, psychosocial functioning, drug and alcohol problems, problems with the law, health status, social support, and aspects of the relationship with the advocate. The advocate questionnaire included: demographic information, length of time as an advocate, number of training sessions attended, number of youth currently working with, overall satisfaction with the ASTI program, types of services provided to the youth, and aspects of relationship with the youth. Focus groups and interviews were also used for data collection. The first year of the study 7/17 advocates participated in the individual in person interview and 4/9 youth participated. The second year of the study 11/20 advocates participated in a focus group for advocates. Three out of five youth participated in their own focus group. The interviews and focus groups concentrated on ASTI program experiences and recommendations for the program. The youth reported their mentor relationship helped them to build trust and friendship with their mentors. The program also helped the youth to develop independent living skills, stay on track with school and stay organized in life. The experiences included: obtaining a job, opening a bank account, saving money, completing tax forms, and completing their education. The advocates described the need for the building of a relationship at an earlier age prior to 18 years old. The advocates described a positive change in the youth
after their participation in the program. The advocates also stated the need for a better connection between independent living programs and the advocates.

A chapter in Fazio (2008) discussed the need for transitional programming for adolescents who are homeless and without families. Phase I of the needs assessment was used to gather data from personnel and observation of programming. Phase II of the needs assessment was an assessment that was given to the residents that followed in line with the facility and directors request. This assessment focused on life skills development. A second set of interviews were performed after the inclusion of the residents in the selection of the program modules. The local movie studio supplied film interns combined with the occupational therapy students to provide a way for the residents to earn high school credits and document their life stories. The residents had a hand in scripting, filming, and editing the films. This was an occupation-based intervention. The discussion of the film clips incorporated the programming goals. This population has a need for occupation-based programming with a focus on transitioning. This chapter directly connects to this program development plan because some of the youth in the program at the International Boxing Club are currently in foster care. The youth who were in the homeless shelter ran away from home some of which were in foster care. The youth at the International Boxing Club may have moved around a lot through the foster care system without ever being taught the skills necessary for adulthood. This chapter stresses the need for transitional programming to decrease the occurrence of youth who are runaways, who are homeless, and being taken advantage of by society.

Investigation of Need
The program goal is to help adolescents transition into adulthood. There is an area of need as shown by the demographic information for adolescents. Somewhere there is a missing link and the adolescents aren’t being shown the skills they need to survive in the adult world. They resort to negative behavior and become involved with the correctional system. Another consequence is that they may become teenage parents before they have matured enough as an individual. These two cycles repeat themselves and it will continue unless programming is available for the teenagers. Transition programs have been shown to decrease negative life occurrences and increase positive overall functioning within the adolescent age group. It seems that no matter what type of transition program is available the adolescents still benefit. The concept of mentor has been shown to be effective. The mentor provides a positive role model for the youth to look up to. The youth develop trust with the mentor. The youth are willing to listen to their mentors about different suggestions they may have to improve the youth’s life. The mentor is there to listen to things the youth has to say and also to help the youth in a collaborative effort. The mentor is someone who can provide stability for the youth in a time where they need it most.

The needs assessment has shown that there is current research that supports transition programs. There is also research on the risk behaviors of at-risk adolescents. The International Boxing Club staff describe the youth as having anger management problems, falling behind in school, even being behind in their grade level, coming from single parent low-income homes, being lazy, being depressed, and missing a lot of school. The staff admits that not all of the youth come from single parent homes. Some of the youth have both parents present in their lives and they excel in school. Some of the key personal staff views, on why we have so many at-risk youth in today’s world are: the recent economic situation, family upbringing, and the parents.
The staff says it is like a cycle kids having kids too young and not being prepared to raise them. The fathers don’t know how to be role models for their kids and producing multiple children in the world. The economic situation produced problems for families that before wouldn’t have been effected thus causing stress within the household. Parents have lost their jobs, and can’t find employment elsewhere. Parents have lost their houses due to inability to pay mortgage.

The identified needs from the International Boxing Club staff are: money management, time management, meal preparation, college preparation, relationships, job interview skills, life skills, and anger management. The staff identifies the need for the youth to have some type of programming that mainly addresses money management and time management. The staff report that some of the youth may need help with addressing home situations. The staff also believes that the youth require positive role models. The International Boxing Club staff is all positive role models for the youth.

Majority of the youth identify time management as one of their major problem areas. Some say they do not have time to relax. Some report they are procrastinators and others relate they have a lack of attention to task which causes them to ineffectively manage their time. Some other areas identified include: waking up and going to bed, doing chores, schoolwork, dealing with people, respecting adults, and some of the work outs at the International Boxing Club. Some of the youth shared their plans after high school graduation and their goals in life. The majority of the youth at the International Boxing Club say that a transitioning program will be beneficial to them because it will help them to better themselves and become independent adults. The youth also identify the need of the program to have an incentive to get people involved and willing to participate. The incentive could include: money, advertisements at school, food, games, and sports. The youth feel that they have experience with: cooking anything from simple
basic meals (frozen dinners or microwaveable dishes) to full course meals (chicken, cornbread, cakes, and noodles), cleaning their houses, and working by mowing grass or shoveling snow to make money. One of the youth has experience with applying for college and employment. The youth identified things they would like to see in a program such as: homework assistance, prizes, mentorship, teaching kids how to fulfill their dreams, finance class, community work, fieldtrips, business professional setting that promotes professionalism, responsibility, and productivity. All of these needs are occupation-based in nature. They all have something to do with how these adolescents need to function throughout adulthood. The programming will incorporate hands-on occupations to fully teach independent living skills. Overall, the need for the program can be described as one that addresses the identified problem areas in relation to occupational therapy (see Appendices B and C for Interview forms for staff and youth and Appendix D for focus group format for youth).

Youth within other community programs were also interviewed. The youth are from the WIA program at Big Brothers and Big Sisters and the YWCA Teen Outreach Program. The youth identified various problem areas. People interaction were among an identified problem area: such as getting along with family and friends, anger and attitude problems, conversations, not having sex, understanding teachers, handling students, getting along with people, talking in front of people, making friends, relating with people, and struggling with themselves. Areas involving school included: paying attention in class, having difficulty with homework, keeping up with grades, staying organized, taking tests and quizzes, remembering what they learned in school, counting money, not texting in class, staying awake in class, and handwriting. Another area involved waking up early, losing weight, not eating as much, doing chores, managing personal feelings and emotions, being bored, and making choices. The youth have experience
with: cleaning the house (doing dishes, taking out the trash, cleaning their room and the
bathroom), cooking a variety of meals (noodles, chicken, hamburger, spaghetti, breakfast foods,
sandwiches, microwavable foods, macaroni and cheese, pork chops and pizza), about half of the
youth don’t have a way to save their own money. The majority of the youth hasn’t had
experience with working and identifies having a support system at home either through family,
friends, God, famous people such as Rosa Parks, and music. The majority of the youth also
either obtain rides from their parents or family members, rely on public transportation, or walk
were they need to go. Some things the youth identified as being important to them in an after
school program are: togetherness, learning new things, volunteering, kindness, community
projects, having fun, games, eating, relaxation from the school day, going to different places,
having trust with everyone, meeting new people, having food and music, going with the flow,
socialization, flexible schedule, helping with homework, expressing yourself, sports, dance
group, support system, and family scene. The youth identified important problem areas that need
to be incorporated into the programming. Money management, transportation, employment
preparation and communication skills are all areas that could be improved upon with the youth in
these community programs. These are all things that can be incorporated into the transition
program (see Appendices E and F for interview form for youth at other facilities and interview
form for youth at the juvenile detention center).

The final portion of the needs assessment includes staff at other facilities in the
community who work with the youth. The staff are from various places such as: juvenile
prisons, juvenile courts, parole officers, House of Emanuel, Big Brothers and Big Sisters,
YWCA Teen Outreach Program, Youth Advocacy Program, Young Men and Women for
Change, The Village Network, and the Boys and Girls Club. The staff identified key problems
SUCCESSFUL LIFE TRANSITIONING PROGRAM

areas: academics alcohol and drug abuse, gang involvement, decreased attention span, comprehension levels, youth have Individual Education Plans, learning disabilities, exposure to trauma, decreased reading levels, sex offenders, issues at home with the family structure, aggressive tendencies, domestic violence, mental health issues, conduct disorder, impulse control, some of the kids are in Advanced Placement classes, lack of role models, lack of social skills, decreased time management skills, street savvy, single parent households, disrespectful, disobedient, defiant, suspended or kicked out of school, diagnosed with Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, and Opposition Defiant Disorder. The staff is split on how involved the parents are about half of them say the parents are very involved with programming while the other half say the parents could be more involved or parent involvement isn’t a part of their programming. The identified unmet needs within the programming are: basic needs such as kids are still hungry, the kids are bounced from family member to family member, lack of parental involvement, more help getting the juveniles back into the community when they are released from prison, carry over at home with what is learned, individualized support, more structure at home, job skills and vocational skills training, driver’s education, having a longer time in summer programs to make more money, more mentoring opportunities, independent living skills, and more funding as an organization to help the parent and child. The staff identified various problem areas and unmet needs during the needs assessment. The unmet will be incorporated into the transition programming with the hope that the unmet needs will become met needs for the youth to succeed in adulthood (see Appendices G and H for Interview form for staff at other facilities and focus group format for staff at other facilities and Appendix I for actual responses to all the needs assessment questionnaires).

Model of Practice
The chosen model of practice is the Model of Human Occupation (Kielhofner, 1995). The Model of Human Occupation (MOHO) is a holistic model of practice. MOHO is based off of Mary Reilly’s Occupational Behavior model of practice (1966). MOHO can be used with adolescents in a community setting. MOHO describes the person as an open system. The interaction between the person and the environment cause an adaptation of the person to meet the changing demands of the environment. The person has to be actively involved with doing (play, work, leisure, daily living tasks) and this describes occupation. There are three subsystems in MOHO and they are: volition subsystem, habituation subsystem, and mind-brain-body performance subsystem. The volitional subsystem includes: personal causation, values, and interests. Personal causation involves disposition and self-knowledge in relation to one’s capacities and efficacy in occupation. Values are determined by one’s thoughts of what is good, right, and important to do as well as cultural sanction. Interests are what one likes to do and the way in which one performs during the selected occupation. The volitional process involves beliefs and making occupational choices. The habituation subsystem is made up of habits and internalized roles. Habits are defined as a repeated behavior or routines that have been previously learned. Habits can be thought of as automatic behavior. Internalized roles are described as social identities and obligations. The habituation process involves learning new habits and acquiring new roles. The mind-brain-body performance subsystem involves physical and mental constituents necessary for occupational performance. The four constituents include: musculoskeletal (bones, muscles, and joints), neurological (central and peripheral nervous system), cardiopulmonary (cardiovascular and pulmonary systems), and symbolic (images that guide the person in performance of occupational behavior). The person in relation to the environment has to encounter the press (what the environment demands) and affordances
(behavior potentials within the environment). There are two dimensions within the environment: physical and social. The physical dimension involves the material environment with natural and fabricated spaces and objects. The social dimension involves person interactions and the occupations they perform. The occupational behavior setting involves the combination of the physical and social environments. MOHO describes three types of observable skills: motor skills, process skills, and communication and interaction skills. Motor skills are observable skills used to move one’s own body or objects. Process skills are used to think about and plan the next action. Communication and interaction skills are used to communicate purpose and needs and to coordinate social behavior with others (Bruce & Borg, 2002).

The principles of programming are taken from the Model of Human Occupation. When thinking about MOHO dysfunction is defined as impaired occupational performance. Disability is defined as the inability to perform occupationally, decreased or absent role performance, and inability to meet role responsibilities (Bruce & Borg, 2002). The programming involves thinking about the needs of the adolescents in MOHO terms this would be the dysfunction and disability. The adolescents show a decreased competency in independent living skills that are required for adulthood. The principles for the person environment interaction are also incorporated into the programming. The adolescents will have the chance to experience the skills with a hands-on approach. They will be learning to make a budget based on their actual incomes, learning some anger management techniques through role playing, learning how to make a planner based on their own lives, actually opening a bank account, for the seniors and juniors actually applying to college, and learning to cook a few simple healthy meals. When thinking about volitional choices the needs were identified through the needs assessment and ideas for programming were also gathered this way. The youth had a direct input in what the program basis would be. This
program would also incorporate the values of the youth through the needs assessment by finding out what is important to the youth. The programming will incorporate occupation and observable skills through the hands-on learning. The occupational therapist will be able to judge whether or not the youth understand the concepts through their occupational performance. The program has a hope that the learned skills will become habits and this will incorporate the habituation process of MOHO.

**Federal Initiatives and National Trends**

One of the objectives of Healthy People 2020 is to improve the healthy development, health, safety, and well-being of adolescents and young adults (U.S. Department of Health and Human Services, 2010). This goal is being met by providing a programming that addresses independent living skills. The independent living skills will help the adolescents and young adults stay out of trouble and it will keep them healthy. Teaching anger and time management skills should decrease the amount of adolescent homicides. The time management skills also come into play when thinking about teen pregnancy and drug and alcohol abuse. The youth will have a decreased chance of becoming involved with these types of activities if they know how to manage their time effectively. Teaching meal preparation should address obesity in adolescents and young adulthood. One of the objectives of Healthy People 2010 (15-32) was to reduce homicides by decreasing the number to 3.0 per 100,000 people (U.S. Department of Health and Human Services, 2000). This involves teaching the youth effective time management to decrease gang involvement and negative behaviors. Programming will incorporate both objectives from Healthy People to address government initiatives. The World Health Organization (2010) also describes adolescent health as being disrupted by teenage pregnancy, sexually transmitted diseases, harmful use of alcohol, malnutrition, and interpersonal violence.
In the Ohio Department of Job and Family Services Annual Report for 2011, Ohioans receives Ohio Works First Cash Assistance totals 444,111 and Ohioans receiving food assistance totals 2,330,187. Summer youth employment programs were established in more than 69 counties involving almost 15,000 youth and 2,500 participating employers. All these things will be addressed through the independent living skills portion of the programming plan.

**Objectives**

The goal of the Successful Life Transitioning program at the International Boxing Club is to provide occupation-based skills necessary for progression to adulthood by high school aged students who are at-risk.

1. Participants will attend the Successful Life Transitioning program four hours each week for twelve weeks, demonstrating their commitment in the program.

2. Participants will verbally report on the relevance of each session’s topic to his or her progression to adulthood during the last ten minutes of each session.

3. Participants will verbally acknowledge at least three personally needed skills for progression to adulthood, as identified through the Occupational Self-Assessment Progress/Outcome results form (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006), by the end of the fifth week session.
4. At the conclusion of the program, 80% of participants will show improvement from baseline in two out of three personally identified skills on the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006).

5. At the conclusion of the program, 80% of the participants will have an increase from baseline scores in terms of competence as measured by the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006).

6. At the conclusion of the program, 80% of the participants will have an increase from baseline scores in all areas of life skills as measured by the Ansell Casey Life Skills Assessment (Ansell, 2009-2012).

7. Four weeks after the conclusion of the program, 80% of the participants will verbally report on how they are successfully using at least two out of three personally identified skills during their progression to adulthood.

The objectives all relate back to the goal of progression to adulthood. The objectives are occupation-based because they all relate to participation in the program while working on personally identified skills needed for progression to adulthood. The Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006) is occupationally based because it assesses occupations of daily living and instrumental occupations of daily living. The objectives all relate to the participants lives and skills they will learn in the sessions.

**Marketing and Recruitment of Participants**
There are several key stakeholders who will be approached in the marketing campaign. The youth from the International Boxing Club will be contacted both directly at the club and indirectly through the stakeholders. The staff at the facility will be asked to distribute flyers and spread the word about the program. The parents and teachers of the youth will also be informed about the program by staff from the International Boxing Club. These two groups have access to the youth on a daily and weekly basis. The staff will provide information to the parents by spreading the word to them directly when they arrive to pick up their children from the club. The staff will also provide information about which school to approach when handing out flyers to teachers. Local community agencies will also be used as a source for distribution of recruitment flyers. Places such as Lucas County Job and Family Services and Juvenile Court systems are important because they provide services to the targeted population. These agencies will provide an important connection to the youth population.

Marketing strategies include the use of pictures and words for two of the flyers. The third flyer is in black and white. The fourth flyer includes pictures and a few phrases. The fifth type of marketing material is a brochure with pictures and words. The marketing strategies focus on the future participants, the staff, the teachers, the parents, and community agencies. One of the flyers has bulleted information included for quick review. This flyer is for the youth population. The chosen pictures were included to attract various audiences. The pictures included on each marketing flyer and brochure represent different topics that are covered in the programming as well the International Boxing Club as a whole. For example the piggy bank and graduation cap represent money management and college preparation. The boxing gloves and washer and dryer represent the International Boxing Club and household management. The clock and food pictures represent time management and meal preparation. The picture of teenagers in a huddle
represents togetherness and positive peer influence. The wording in the brochure flyer is appropriate for the given audiences. Some of the topics are described using alternative words (ex: job/vocational skills, organizational skills/time management). For money saving strategies during the duplication process of flyers, black and white copies are used because they are less expensive than color copies. Other promotional ideas that save money to get more information about the program out into the community are: word of mouth through club members and staff, talking with local social workers, YWCA facilities, and Big Brothers and Big Sisters programs.

The program will run two times a week for a total of twelve weeks, two times per year. The total number of participants enrolled in the program during each twelve week session is between eight to ten people. For some session the group will be split into two groups of four or five people. The first twelve week session will begin the middle of August (third week) and end the last week of October, the second twelve week session will begin the third week of January, and end the first week of April. The weeks in between each twelve week session will be used for recruitment of new participants and documentation. The majority of the participants will be male with a few being female; this is based on the current gender demographics of the boxing club. The participants have to be between the ages of thirteen and eighteen years old. Initially members from the International Boxing Club will be recruited but recruiting efforts will be expanded to teenagers in the Toledo Public School District and surrounding areas. There are nine participants currently enrolled at the International Boxing Club within the required age group. The participants have to express a desire to want to learn independent living skills. They also have to be able to gain something from the program. The participants may come from varying backgrounds including single parent and foster homes. They may also be involved with gangs, drugs and/or alcohol abuse. Some of them may be teenage parents. After the participants
begin the program, part of the introduction will include completing the demographic form from the International Boxing Club. This form will provide the age, gender, and race of the participant. Each session will involve using a sign in sheet to keep track of who attends and how many males and females are present (see Appendix J for Marketing Brochures).

**Programming**

The programming will take place over twelve weeks twice a week (Tuesday and Wednesday) for a total of two hours (5:30 p.m. – 7:30 p.m.) per day. Some of the session times will change based on outings to different facilities. The group will be an open group where the youth can come in and out. There will be a limit of ten youth per session. Some of the sessions will have a limit of five youth due to the nature of the sessions. The sessions are planned in advance. Each week the youth will be given the opportunity to pick the next week’s topic and how they will learn the topic. The only sessions the youth will not make a decision on the topic are during the weeks the first, middle, and final evaluations are completed. The programming will be based on the Model of Human Occupation (MOHO) by Gary Kielhofner (2008). The MOHO has three subsystems: volition, habituation, and mind-brain-body performance. The youth will learn their roles in society through the participation in interventions that will help prepare them for the adult world. The youth will learn skills that through practice will turn into habits that they will utilize in everyday situations. The youth will build upon their own personal performance capacities to enhance their overall sense of self. The youth’s volitional choices will be identified through the use of the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006). Using this assessment will help identify the youth’s personal goals and track the youth’s progression within the program. The chosen assessment the
Occupational Self-Assessment includes the Occupational Self-Assessment Progress/Outcomes Results (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006) form. These two forms will be used for pre, midpoint, and post evaluations of the participants. The participants’ overall scores from the assessments will be used to evaluate the effectiveness of the program. The individual assessments will be used to judge each participant’s progress towards their goals and skill development. The Occupational Self-Assessment Progress/Outcomes Results (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006) will be used at midpoint as a formative evaluation to address the participant’s progression towards their goals. Another assessment that will be used during the youth’s intake interviews will be the Ansell Casey Life Skills Assessment (Ansell, 2009-2012). This assessment will help to identify the youth’s life skill needs for the duration of the programming. Areas of focus for this assessment include: communication, housing and money management, self-care, social relationships, daily living, and work and study skills (see Appendix K for Assessments). Some of the ideas for programming were developed using the Community Youth Development Programs, Policies, and Practices edited by Villarruel, Perkins, Borden, and Keith (2003). Villarruel, Perkins, Borden, and Keith (2003) discuss how successful youth development programs take into account the youth’s ethnic backgrounds. They focus on bringing the community together to help the youth develop skills to become positive citizens in society. They provide examples of how to focus and capitalize on the youth’s assets. A key factor in having a successful youth development community program is letting the youth be involved in the development and implementation of the program. Another key factor is supplying the youth with positive long term mentors who can model appropriate behavior for the youth. The programs focused on getting the community involved and the examples include: volunteering at the program, letting youth work or shadow people on the job, giving the youth an
opportunity to experience different community events, and just mentoring the youth. The programs emphasized having a parent, teacher, program staff, and other important people involved in the process of youth development. Villarruel, Perkins, Borden, and Keith (2003) discussed how having someone of the same race could benefit the youth but also how diversity could benefit. They discussed that if you want lasting effects than the program should last more than a few weeks. Community service or giving back to the community is another topic that was discussed in the book. The youth enjoy being able to show that they are useful and can accomplish things. Youth have to be coached through the process of becoming leaders in order to develop into a responsible adult. The youth have to be provided with these opportunities through experiences with adults. Youth should not be viewed as a burden to society they should be viewed as productive members of society. Villarruel, Perkins, Borden, and Keith (2003) emphasized how the youth’s ideas should be heard and placed into action. The adult and youth relationship should complement each other with resources and ideas. Villarruel, Perkins, Borden, and Keith (2003) gave a good summary of what a community youth development program should involve.

**Care Coordination**

Care coordination will take place with the participants through ongoing conversations. The participants will have the opportunity to discuss their needs with the occupational therapist. The occupational therapist will try to meet the youth’s needs through talking with parents, staff at the International Boxing Club, and sometimes with teachers. The occupational therapist will research community resources to provide the participants to help meet their needs. The development of a plan for communication will be identified during the first session of the program.
**Direct and Indirect Services**

Direct services will be provided to the participants during their interaction with the occupational therapist. The services that will be provided are teaching and mentoring throughout the program. The occupational therapist will help in a collaborative effort to show the youth how to be self-sufficient. The occupational therapist will teach the life skills that are necessary for youth who are transitioning into adulthood. Direct services also include: assessments, documentation, interviews, and interventions with the participants. The indirect services that will be provided are the discussions with staff at the International Boxing Club, participants’ teachers, and the parents of the youth to find out more information about the youth to better serve them during their time in the program. Some discussion may focus on ways to help the youth with continual growth outside of the program. The occupational therapist will also find out about community resources for the youth.

The occupational therapist will work twenty hours each week. Four hours each week will be spent running group sessions with the youth and approximately five hours will be spent on documentation of the group session and progression of the participants towards their weekly goals. Part of this time will also include talking with the individuals about their progression in the program. Some of the remaining time will be spent on recruiting future participants, making marketing materials, attending staff meetings, and being available to answer questions and concerns.

**Documentation System**

The occupational therapist will keep a weekly record of who attended the session and each participant’s participation during the session. This will be done using the sign in sheet and a blank sheet of paper. Other forms of documentation include assessment forms. These will be
used at the beginning, midpoint, and during the final session. There will also be documentation included of the four week follow-up phone call to each participant (see Appendix L for documentation forms). The documentation forms will all be kept in a locked file cabinet at the International Boxing Club within each participant’s individual folders.

**Interventions and Sequence of Programming**

**Week one**

Introduction of the Occupational Therapist and the group participants (see Appendix M for Program Introduction)

Introduction of the program and program topics:

The participants will fill out the demographic worksheet from the International Boxing Club

The participants will complete the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006). (see Appendix K for Assessments)

The participants will complete the Ansell Casey Life Skills Assessment (Ansell, 2009-2012). (see Appendix K for Assessments)

The first topic for week one will be anger management. The occupational therapist will be using the Anger and Conflict Management Pocketbook (Blum, 2009) to describe anger and its escalation and Anger Management for Teens to describe signs of anger being out of control and ways to manage anger (Hardcastle, 2011). The phrase Chill Out (Ali, 1999) will be used as an acronym to manage anger. The occupational therapist will also be using the expressing Anger with Movement worksheet as an intervention technique for anger management (Cole, 2005).

The session will end with participant’s feedback about the session and the participants sharing what they learned from the session. For the next session of the week the participants will be
asked to bring a list of situations they have encountered in the past that have made them angry (see Appendix N for Anger Management). (2 hours)

The second session for week one will involve role playing the list of participant situations that they have encountered in the past that have made them angry. The occupational therapist will select between five and ten situations and use the Anger and Conflict Management Pocketbook (Blum, 2009) to work through the stages of anger escalation with the participants. The occupational therapist will ask for input from the participants in what they did in the situation and what ways they could change their behavior to make the situation have a positive result. The session will wrap up with thoughts on the session and what the participants learned from the session. (2 hours)

The occupational form for the first and second sessions during week one will involve sitting in the classroom at the International Boxing Club. The room has desks with computers and chairs. The room also has books, papers, pencils, and markers. The desks are facing the front of the room with a dry erase board and projector screen. The movement part of the session will take place in the gym area at the International Boxing Club. The form will include exercise mats and pillows. The gym area has punching bags, two boxing rings, boxing supplies, and a wrestling mat. The form will also involve the participants and the occupational therapist.

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volitional: the participants are thinking about their values when examining their personal life situations and talking about ways to handle their situation in different ways. Habituation: practicing the use of anger management techniques with the hope that they become habits with carry over to home life. Performance Capacity: the clients talk with the group about their
personal life situations and learn how to use movement with managing anger. Occupational Adaptation: the participants will learn the new skill of anger management.

**Week two**

The first session for week two will involve organizational skills and time management. The session will start with the occupational therapists explanation of time management tips using Time Management Tips (Management Skills Advisory, 2008-2009). Part of the session will involve having the participants fill out the Activities Wheel (Cole, 2005) for a typical weekday and a typical weekend day. After the completion of the wheel each participant will discuss with the group their occupations for a typical weekday and a typical weekend. Next the participants will work on a worksheet titled “Personal Direction and The Use of Time.” The worksheet involves family life, student life, personal health, developing skills, and strengthening personal character (Smith, 2004). The participants will have the opportunity to discuss what they wrote down on their worksheets with the rest of their peers. The last part of the session will involve reflections on the session and what each participant learned from the session. For the next session each participant will be asked to bring a planner to the session that has at least a month of occupations documented. (2 hours)

The second session of the second week will involve the occupational therapist reviewing the participant’s planners at the beginning of the session, followed by a discussion of how the planners will help each participant’s in the future. The next part of the session will involve the participants taking out a sheet of paper and making a to-do list. The instructions will be for each participant to think about the tasks they have to complete by the end of the week. They will need to prioritize them starting with the listing of the highest priority first. The participants will have to keep in mind that not everything that is on the list may get done by the end of the week but it
is still important to add things. The participants will be instructed to keep track of their list and update them when a task is completed or a task has changed priority. The next part of the session will involve the participants having a discussion about past life situations in which time management was not used. The participants will be asked to provide solutions to solve the time management problems. The final part of the session will be spent discussing what has been covered in the session and how it relates to the participants life (see Appendix O for Time Management interventions). (2 hours)

The occupational form for the first and second sessions during week two will involve sitting in the class room at the International Boxing Club. The room has desks with computers and chairs. The room also has books, papers, pencils, and markers. The form will also involve the participants and the occupational therapist.

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants will be writing out their daily schedules which will involve the sharing of their interests. Habituation: the participants will be learning ways to organize their daily schedule and life roles in hopes that the skill will turn into a habit. Performance Capacity: the participants will actively create a to-do list, create goals for themselves, fill in planner, and activity wheel. Occupational Adaptation: the participants will learn a new skill of time management.

**Week three**

The first and second session of week three are centered on a round circle discussion of the participant’s short-term and long-term goals and the planning involved in setting short and long-term goals (see Appendix P for Discussion for Week 3). The group will be divided into two smaller groups of 4-5 participants. The groups will be smaller due to the nature of conversation about personal issues. (4 hours or 2 hours on Tuesday and Wednesday)
The occupational form for week three will involve chairs in a circular form in the classroom area. The desks will be moved out of the way. The room will also have books, computers, and a dry erase board.

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants will be discussing their personal beliefs and problem areas. Habituation: the participants will learn to discuss their frustrations with peers and adults with the hope that this will become a habit. Performance Capacity: the participants will actively think about suggestions that could solve their situations and their peer’s situations. They will have to maintain their attention to task during the group discussion. Occupational Adaptation: the participants will learn a new way to express feelings and problem solve.

**Week four**

The first session of week four involves money management. The session will start with discussion of how each participant manages their own money. The occupational therapist will talk about ways to save money such as a piggy bank, an actual bank account (checking and savings), Certificates of Deposit, and retirement plans such as Individual Retirement Arrangements and 401 K’s. Next the occupational therapist will talk about checks (how to write them and how to balance a check book), and will provide the participants with blank checks and balancing sheets to practice. The occupational therapist will also provide pre-filled checks as an example and write a list of items on the whiteboard with prices and the participants will have to write checks and balance their check books. Example items include: electric bill, cable bill, gas bill, rent, car payment, and car insurance. The occupational therapist will then show how to monitor bank accounts and CD’s using online banking through www.chase.com. The session will conclude with participant’s discussion of the covered topics and what they learned from the
session. For the next session the participants will be asked to bring twenty-five dollars, photo identification, and a social security card to open a bank account (see Appendix Q for Money Management). (2 hours)

The second session of week four will involve taking a trip to an actual bank (Fifth-Third Bank) to open a bank account. Pre-planning involves calling fifth-third bank ahead of time and asking them to have a few associates available to discuss the different types of accounts offered and the minimum balance needed to open an account. Another pre-planning task involves informing the bank ahead of time that the occupational therapist will be bringing a group of eight to ten people who all will be opening up accounts the same day. All the participants will meet at the International Boxing Club and sign in. The occupational therapist will then take a head count to determine if everyone has arrived. Prior to leaving for the bank, the occupational therapist will check to see if everyone brought twenty-five dollars, a photo id, and a social security card to open a bank account. The occupational therapist will use the International Boxing Club’s van to drive the participants to the nearest fifth third bank (approximately a 15-minute drive from the International Boxing Club). The plan is to stay at the bank for an hour. The participants will have time to talk with associates and open their accounts. The occupational therapist will ask the participants to thank the associates for all their help. The occupational therapist will do another head count to make sure no one is left behind after loading the participants into the van. The drive back to the International Boxing Club should take around fifteen minutes. Upon arrival to the International Boxing Club the participants will be asked to reflect on the session and share what they have learned. (2 and a half hour).

The occupational form for the first session of week four involves sitting in the classroom at the International Boxing Club. The room has desks with computers and chairs. The room also
has books, papers, pencils, markers, and a dry erase board in the front of the room. The occupational form for the second session of week four involves many aspects. The first part of the session the form will be at the International Boxing Club in the classroom. The second occupational form will be in the van. The van will seat up to fifteen people. The space is tight and the participants may touch each other at some point during the ride. They all have to face forward during the ride. The third occupational form will involve fifth third bank. Inside the bank there will be individual chairs for the participants to sit in. Other parts of the form will involve pens, papers, countertops, and ropes for the aisles, customers, bank tellers, and associates.

The principles of intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants are choosing which type of account they want to open up and discussing how they manage their money. Habituation: they are learning how to save/budget money by opening up bank accounts and learning how to write and balance check books in hopes that they will become habits. They are working towards the role of becoming a responsible teenager. Performance Capacity: They are actively participating in each task and showing effort while opening up bank accounts. Occupational Adaptation: they are learning the new skill of money management.

**Week five**

The beginning of the session one during week five will involve the participants completing the Occupational Self-Assessment Progress/Outcomes results (Baron, Kielhofner, Iyenger, Goldhammer, & Wolenski, 2006) form. After the completion of the form the participants will each identify two personally needed skills for progression to adulthood. The rest of the session will involve the occupational therapist asking the participants what they like about the sessions thus far and what areas can be improved upon. Everyone will get a chance to
give their input and the occupational therapist will go around the room one by one and ask for input. There will be no wrap up discussion this session. The students will also be asked to vote as a group on two food dishes they would like to prepare during the next session after their discussion (see Appendix K for Assessments). (2 hours)

The second session of week five will involve talking about meal preparation and actually preparing a meal. The pre-preparation will involve the occupational therapist going grocery shopping for the ingredients, paper products, and any kitchen utensils that the International Boxing Club doesn’t have. An optional session would involve the participants meeting the occupational therapist at the grocery store on a weekend day to purchase the items needed for the next session’s cooking occupation. The session will begin with the occupational therapist asking each participant to describe a meal they have prepared in the past. The description must include the ingredients and what steps they took to prepare the meal. The occupational therapist will then have the students choose between the two meals they picked out from the prior session. The students will be divided into two groups to make the two dishes. The occupational therapist will provide the participants with the ingredients for the dishes and the cooking directions (recipes can be found using http://allrecipes.com or http://simplyrecipes.com). The participants will be responsible for preparing the two dishes. The occupational therapist will be there to supervise and provide assistance as needed. After both meals are prepared the participants will be encouraged to sit down and eat. The session will conclude with how the meal preparation skill will relate toward the participants individual progression to adulthood. (2 and a half hour).

The occupational form of the first session of week five will involve sitting in the classroom at the International Boxing Club. The room has desks with computers and chairs. The room also has books, markers, pencils, papers, and a dry erase board in the front of the
room. The form will also involve the participants and the occupational therapist. The optional session occupational form would involve the grocery store environment (customers, employees, peers, and the occupational therapist). The second occupational form will involve the use of the kitchen area at the International Boxing Club. The kitchen will have the ingredients to make the dishes as well as appliances.

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants are selecting their own skills that they would like to work on for progression to adulthood, they are sharing a meal they have prepared before, and they are choosing which dish they would like to make. Habituation: the participants are taking on the role of cooking for themselves. Performance Capacity: the participants are actively participating while using skills they have previously learned. Occupational Adaptation: the participants are learning the skill of meal preparation.

**Week six**

The first and second sessions of week six are centered on a round circle discussion of the participant’s short term and long term goals, struggles that they have encountered, relationships with people, outside activities that they participate in, and their views on life (see Appendix R for Discussion for Week 6). The groups will be divided into two groups of 4-5 participants. The groups will be smaller due to the nature of conversation about personal issues. (4 hours or 2 hours each day on Tuesday and Wednesday)

The occupational form for sessions one and two of week six will involve chairs in a circular form in the classroom area. The desks will be moved out of the way. The room will also have books, computers, and a dry erase board.
The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants will be discussing their personal beliefs and problem areas. Habituation: the participants will learn to discuss their frustrations with peers and adults with the hope that this will become a habit. Performance Capacity: the participants will have to actively think about suggestions that could solve their situations and their peer’s situations. They will have to maintain their attention to task during the group discussion. Occupational Adaptation: the participants will learn a new way to express feelings and problem solve.

**Week seven**

The first session of week seven will begin with a discussion of what types of chores the participants do at home. This will lead to a discussion on whether or not the participants have ever washed clothes or used household cleaners. The next part of the session will involve the occupational therapist discussing how to read household cleaning labels on actual bottles (bleach, pine-sol, comet, Lysol, detergent, and liquid fabric softener). The occupational therapist will also discuss the importance of placing everything back in the appropriate storage area. This needs to be addressed for the purposes of the product being flammable and also a poisonous hazard for anyone especially young children. The session will end with a discussion of how the session will help each participant in their progression to adulthood. The participants will be asked to bring in some clothing (enough for 2 loads: whites, coloreds) that can be washed and ironed for the next session. (2 hours)

The second session of week seven will involve taking a trip to the laundry mat with the participants. Pre-preparation will involve the occupational therapist buying an iron, laundry detergent, fabric softener and bleach. The occupational therapist will also provide the quarters needed for the washers and dryers at the laundry mat. The Laundromat (Duds N Suds) is a
fifteen to twenty minute drive from The International Boxing Club. The occupational therapist will instruct the participants to use the directed amount of bleach, detergent, and fabric softener that is indicated on each container. The participants will also be instructed on water temperature depending on the types of clothing materials being washed. The occupational therapist will provide supervision and help as needed. The next part of the session will involve drying and ironing clothes. The occupational therapist will demonstrate ironing a shirt and pair of pants. The participants will take turns using two irons and each will have the opportunity to iron at least one piece of clothing. They will also be instructed on the importance of turning the iron off after use to decrease the chances of a fire. The participants will then fold their clothes and pack them up in laundry baskets. The occupational therapist will then drive back to the International Boxing Club taking approximately fifteen to twenty minutes. The end of the session will conclude at The International Boxing Club and the participants will be given the opportunity to discuss how the house management occupation will help them toward their progression to adulthood. (2 and a half hours) ****The participants who are present during both group sessions will be given the opportunity to choose between visiting a job site or doing a community service project. The participants will brainstorm about the two choices and decide where they would like to go during this week’s session for the following week***** 

The occupational form of the first session of week seven will involve sitting in the classroom at the International Boxing Club. The room has desks, computers, makers, chairs, pencils, papers, books, and a dry erase board with markers. The occupational form for the second session of week seven will involve the van. The van will seat up to fifteen people. The space is tight and the participants may end up touching/bumping each other’s at some point during the ride. They all have to face forward during the ride. The third part of the occupational
form is the Laundromat. The Laundromat may have other people inside. The Laundromat has washers, dryers, seats, and countertops. The materials used would also be a part of the form (bleach, fabric softener, laundry detergent, laundry baskets/carts).

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants are able to choose which clothes they are going to bring from home and which piece of clothing they would like to iron. Habituation: the participants are getting into the habit of reading labels, sorting, washing, ironing, and folding clothes. Performance Capacity: the participants are performing all of the occupations to the best of his or her ability. Occupational Adaptation: the participants are learning the new skill of house management.

**Week eight**

The first session of week eight will involve the participants completing the Work Activity Checklist (Cole, 2005). Next each participant will share their answers from the checklist to the group. Participants will then be provided with a sample resume and have the opportunity to develop their own resume on the computers at the International Boxing Club using the template on Microsoft Word or using http://www.livecareer.com/resume-builder. The participants will also use the www.livecareer.com website to search for employment. Some of the jobs provide online applications that the youth can fill out. The occupational therapist will discuss appropriate attire for a job interview and the types of questions that the participants should be prepared for. The end of the session will involve having each participant discuss how the session will help them with their progression to adulthood (see Appendix S for Vocational Skills). (2 hours)

The second session of week eight will be on an individual basis. If the participants would like to go to a job site and shadow someone or talk to a manager about their work experience it
will involve pre-planning. If enough people would like to go to the same place they will go as a
group. Another option for this session will be to do a community service project during this
time. Both activities will involve prior voting and discussion. The two choices will be addressed
the week prior to this session. Pre-preparation will either involve calling businesses to set up
times to visit, or contacting places about community service opportunities. (2 hours for either
occupation)

The occupational form of the first session of week eight will involve sitting in the
classroom at the International Boxing Club. The room has desks, chairs, computers, markers,
pencils, books, papers, and a dry erase board with markers. The occupational form for the
second session of week eight may involve the van depending on if a group goes to visit a place
of employment or if the community service project is driving distance from the International
Boxing Club. The van space is tight and the participants may end up touching/bumping each
other at some point during the ride. They all have to face forward during the ride. Other
possible occupational forms would be the community service place or the employment facility.

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition:
the participants will have the opportunity to place the information they want on their resumes.
They will have the opportunity to fill out job applications online and possibly at an actual place
of employment. Habituation: the participants are getting into the habit of preparing a resume and
filling out job applications. Performance Capacity: the participants are actively participating and
using their mind to problem solve for the development of a resume and filling out application.
Occupational Adaptation: the participants are learning new vocational skills.

**Week nine**
The first and second sessions of week nine are centered on a round circle discussion of the participant’s home environment, their relationship with their parents, problem areas, communication, and solutions or compromises between the parents and their children. The parents will be present during these sessions (see Appendix T for Discussion for Week 9). The participants will be divided into two groups of 4-5 individuals. The groups will be smaller due to the nature of conversation about personal issues. (4 hours or 2 hours each day on Tuesday and Wednesday)

The occupational form for both sessions during week nine will involve chairs in a circular form in the classroom area. The desks will be moved out of the way. The room will also have books, computers, and a dry erase board. The occupational form will also involve the dynamics of the group with the parents being present. The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants will be discussing their personal beliefs and problem areas. Habituation: the participants will learn to discuss their frustrations with peers and adults with the hope that this will become a habit. Performance Capacity: the participants will have to actively think about suggestions that could solve their situations and their peer’s situations. They will have to maintain their attention to task during the group discussion. Occupational Adaptation: the participants will learn a new way to express feelings and problem solve.

**Week ten**

The first session during week ten will involve the occupational therapist asking participants to share their experience with applying and searching for colleges. The occupational therapist will then have the participants log onto the computer and look up The University of Toledo’s admission requirements (http://www.utoledo.edu). The participants can also review
information about financial aid online (http://federalstudentaid.ed.gov). The participants will then be given a chance to ask any questions they may have about the information that is needed for admission. The participants will also be given the opportunity of looking at an online version of the college application. The participants will also be given the opportunity to choose another college in which they would like to look up the requirements for admission online. The session will wrap up with discussion of how the skills learned will help with each participant’s progression to adulthood. The participants who are interested in applying to the University of Toledo will be asked to bring transcripts and photo identification with them to the next session.

(2 hours)

The second session during week ten will involve taking a trip to The University of Toledo, taking a tour, and talking with an Undergraduate Admissions Counselor. The pre-preparation will involve calling the University of Toledo ahead of time to plan a tour and have someone available to explain the process of applying for college and answer questions. The occupational therapist will drive the participants to Rocket Hall located on The University of Toledo’s main campus. Rocket Hall is where the Office of Undergraduate Admissions is located. Drive time to the university is approximately fifteen to twenty minutes. An admission counselor will talk with the participants about the process of applying to college and answer any questions they may have. All the participants will fill out a college application to gain experience but only the ones who are interested in applying to The University of Toledo will turn in the completed one. One of The University of Toledo students will provide a walking tour of the campus. The tour will end back at the Office of Undergraduate Admissions. The participants will thank the tour guide and the counselor for their time. The occupational therapist will take the participants back to the International Boxing Club. The participants will have a
chance to discuss how the skills learned will help with their progression to adulthood. (about 3 hours)

The occupational form of the first session of week ten will involve sitting in the classroom at the International Boxing Club. The room has desks, chairs, computers, markers, pencils, books, papers, and a dry erase board with markers. All the desks are facing the front of the room toward the dry erase board. The occupational form for the second session during week ten will include the van. The van space is tight and the participants may end up touching/bumping each other at some point during the ride. The participants all have to face forward during the ride. The van will seat up to fifteen people. The third occupational form will involve The University of Toledo. The weather will be a factor in the clothing we will have on and if we will be able to do a tour. The different campus buildings may have students, faculty, and employees within them. The traffic and crossing different areas on campus are included within the form. The Office of Undergraduate Admissions will have chairs to sit down. The counselor and tour guide will also be a part of the form.

The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants will have the opportunity to search a college that they are interested in and apply in person for the University of Toledo if they are interested. Habituation: they are making a habit of researching the school, taking a tour, and filling out college application. Performance Capacity: the participants are actively participating in the occupations and have the skill to complete them. Occupational Adaptation: the participants are learning the skills necessary for college preparation.

**Week eleven**
The first and second sessions of week eleven are centered on a round circle discussion of the participant’s home environment, their relationship with their parents, problem areas, communication, and solutions or compromises between the parents and their children. The parents will be present during these sessions. The group will also focus on whether or not the solutions from the discussion in week nine worked for the parents and children in their home environments (see Appendix U for Discussion for Week 11). The participants will be divided into two groups of 4-5 individuals. The groups will be smaller due to the nature of conversation about personal issues. (4 hours or 2 hours each day on Tuesday and Wednesday)

The occupational form for both sessions during week eleven will involve chairs in a circular form in the classroom area. The desks will be moved out of the way. The room will also have books, computers, and a dry erase board. The occupational form will also involve the dynamics of the group with the parents being present. The principles of the intervention using MOHO (Bruce & Borg, 2002) include: Volition: the participants will be discussing their personal beliefs and problem areas. Habituation: the participants will learn to discuss their frustrations with peers and adults with the hope that this will become a habit. Performance Capacity: the participants will have to actively think about suggestions that could solve their situations and their peer’s situations. They will have to maintain their attention to task during the group discussion. Occupational Adaptation: the participants will learn a new way to express feelings and problem solve.

**Week twelve**

The first session during week twelve will focus on community management. The occupational therapist will ask the participants about their transportation experiences. The occupational therapist will also ask the participants to share what resources they use in the
community that have been helpful to them (examples include: library, YMCA, community center, after school programs). The next part of the session will involve using the computers to research information. The participants will then be asked to look up one source of transportation and one source for learning. The participants will then be asked to share their findings with the group. The occupational therapist will discuss the TARTA bus system with the participants if no one has mentioned it during the session and how busing systems are different all over the world. The participants will be asked to share how the skills learned will help them with progression to adulthood. (2 hours)

The second and final session during week twelve will involve the participants discussing what they liked and didn’t like about the program overall. The second part of the session will involve the participants completing the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer, & Wolenski, 2006). The participants will complete the Ansell Casey Life Skills Assessment (Ansell, 2009-2012). This assessment will judge their growth from the start to the completion of the program with their personal life skills. The participants will have an opportunity to share their growth within the program with the group. The session will end with a reminder that within four weeks the participants will be contacted for follow-up on how the skills they learned during the program are helping them in their lives (see Appendix K for Assessments). (2-3 hours)

The occupational form of the first and second sessions during week twelve will involve sitting in a classroom at the International Boxing Club. The room has desks with computers and chairs. The room also has books, papers, pencils, and markers. It is a classroom style with all the computers facing the front of the room. The van is the third occupational form. The principles of intervention using MOHO (Bruce & Borg, 2002) include: Volition: The participants
will be given the opportunity to choose a type of transportation and a learning source from off of the computer. Habituation: the participants are learning the habit of using the computer to research information. Performance Capacity: the participants are actively participating in the occupation and they have the skills to perform the task. Occupational Adaptation: they are learning the skill of community management.

**Week sixteen**

During week sixteen, the participants will be contacted over the phone to see how the skills learned are helping them with their progression to adulthood. Their reports will be documented using a tape recorder. (10 hours)

**Budgeting and Staffing**

The estimated cost to run the Successful Life Transition Program at the International Boxing Club for the initial year is described in the chart below. The program will be planned and implemented by an occupational therapist. The occupational therapist will be employed part-time (twenty hours a week) by the International Boxing Club, throughout the entire year. The occupational therapist professional requirements include: certification by NBCOT as an occupational therapist, licensed to practice as an occupational therapist in the state of Ohio, at least two years of experience working with the at-risk youth population, and at least a Master degree in Occupational Therapy. The occupational therapist performance requirements include: administration, scoring, and interpretation of the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006), observation and documentation of the youth participants, marketing the Successful Life Transition program at the International Boxing Club (S.L.T.I.B.C.), collaboration with the youth through intervention, communicating with the staff at the International Boxing Club, communicating with teachers and parents of participants,
documenting observations and demographic information, attending relevant continuing education programs, and creating occupations for the S.L.T.I.B.C. Program (see Appendices V for Position Description and W for Job Advertisement).

The occupational therapist salary was determined by reviewing the 2010 Occupational Therapy Compensation and Workforce Study (AOTA, 2010). The median compensation rate for a part-time occupational therapist in a community setting is $35.35 per hour. The rate is based on data of individuals who work less than thirty hours a week. The weekly salary, $707 was determined by multiplying $35.35 by twenty hours. This number was then multiplied by 48 weeks and the salary was determined to be $33,963. Forty eight weeks was used instead of fifty two weeks to account for the hiring of the occupational therapist within the first month of the initial year. The occupational therapist will be contracted to work for the International Boxing Club and will be personally responsible for assuring self-benefits outside the International Boxing Club.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Program Cycle</th>
<th>Cycles per year</th>
<th>Total hours per week</th>
<th>Fringe benefits</th>
<th>Salary from Grant $</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Occupational Therapist (Part-time)</td>
<td>12 weeks</td>
<td>2</td>
<td>20</td>
<td>N/A</td>
<td>$33,936</td>
<td>$33,936</td>
</tr>
</tbody>
</table>

* Salary estimated from aota.org*
## Program Supplies and Equipment

<table>
<thead>
<tr>
<th>Item and Description</th>
<th>Quantity</th>
<th>Cost per Item</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Self Assessment Version 2.2, 2006</td>
<td>1</td>
<td>$43.50</td>
<td>$50.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shipping cost 15% of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>subtotal = $6.525</td>
<td></td>
</tr>
<tr>
<td>Ansell Casey Life Skills Assessment</td>
<td>1</td>
<td>Free accessible online</td>
<td>Free accessible online</td>
</tr>
<tr>
<td>Computers</td>
<td>10</td>
<td>*In-kind</td>
<td>*In-kind</td>
</tr>
<tr>
<td>Desks and chairs (extra tables and chairs available)</td>
<td>10</td>
<td>*In-kind</td>
<td>*In-kind</td>
</tr>
<tr>
<td>International Boxing Club van</td>
<td>1</td>
<td>*In-kind</td>
<td>*In-kind</td>
</tr>
<tr>
<td>HP Printer</td>
<td>1</td>
<td>*In-kind</td>
<td>*In-kind</td>
</tr>
<tr>
<td>File Cabinet</td>
<td>1</td>
<td>*In-kind</td>
<td>*In-kind</td>
</tr>
<tr>
<td>All-purpose paper</td>
<td>4</td>
<td>$7.54</td>
<td>$30.16</td>
</tr>
<tr>
<td>HP Ink cartridges-black</td>
<td>2</td>
<td>$81.68</td>
<td>$163.36</td>
</tr>
<tr>
<td>HP Ink Cartridges-color (cyan, magenta, yellow, black)</td>
<td>2 of each color</td>
<td>$25.24 each</td>
<td>$201.92</td>
</tr>
<tr>
<td>Ink Pens - black and blue (12 packs - 4 packs in a bundle)</td>
<td>2</td>
<td>$12.00</td>
<td>$24.00</td>
</tr>
<tr>
<td>Pencils-mechanical (24 packs)</td>
<td>2</td>
<td>$7.29</td>
<td>$14.58</td>
</tr>
<tr>
<td>Notebooks-one subject (5 pack)</td>
<td>4</td>
<td>$5.00</td>
<td>$20.00</td>
</tr>
<tr>
<td>Laundry detergent (All clear does 96 loads)</td>
<td>1</td>
<td>$11.97</td>
<td>$11.97</td>
</tr>
<tr>
<td>Bleach (Clorox regular)</td>
<td>1</td>
<td>$1.98</td>
<td>$1.98</td>
</tr>
<tr>
<td>Fabric Softener (Snuggle liquid 96 loads)</td>
<td>1</td>
<td>$6.97</td>
<td>$6.97</td>
</tr>
</tbody>
</table>
### Estimation of Cost of Food Items and Cooking Utensils per Group

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Price per Unit</th>
<th>Estimated Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lysol spray can</td>
<td>1</td>
<td>$4.93</td>
<td>$4.93</td>
</tr>
<tr>
<td>Pine-sol</td>
<td>1</td>
<td>$2.97</td>
<td>$2.97</td>
</tr>
<tr>
<td>Comet</td>
<td>1</td>
<td>$1.68</td>
<td>$1.68</td>
</tr>
<tr>
<td>Pepsi pop 12 pack</td>
<td>2</td>
<td>$3.00</td>
<td>$6.00</td>
</tr>
<tr>
<td>Deer park water 24 pack</td>
<td>2</td>
<td>$3.99</td>
<td>$7.98</td>
</tr>
<tr>
<td>Capri Sun 10 pack of juice</td>
<td>2</td>
<td>$2.48</td>
<td>$4.96</td>
</tr>
<tr>
<td>Dixie Paper Plates (60 count)</td>
<td>1</td>
<td>$3.50</td>
<td>$3.50</td>
</tr>
<tr>
<td>Bounty Napkins (200 count)</td>
<td>1</td>
<td>$2.97</td>
<td>$2.97</td>
</tr>
<tr>
<td>Dixie plastic forks (100 count)</td>
<td>1</td>
<td>$3.79</td>
<td>$3.79</td>
</tr>
<tr>
<td>Dixie plastic spoons (100 count)</td>
<td>1</td>
<td>$3.79</td>
<td>$3.79</td>
</tr>
<tr>
<td>Dixie plastic knives (100 count)</td>
<td>1</td>
<td>$3.79</td>
<td>$3.79</td>
</tr>
<tr>
<td>Estimation of cost of food items and cooking utensils per group</td>
<td>2</td>
<td>$150.00</td>
<td>$300.00</td>
</tr>
<tr>
<td><strong>Total cost of items</strong></td>
<td></td>
<td></td>
<td><strong>$871.33</strong></td>
</tr>
</tbody>
</table>

*Prices were estimated from www.walmart.com, www.gianteagle.com, and www.uic.edu/depts/moho/assessments

### Total Program Costs

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Staffing Costs</td>
<td>$33,936</td>
</tr>
<tr>
<td>Projected total cost of items</td>
<td><strong>$871.33</strong></td>
</tr>
<tr>
<td>In-Kind support</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
**Total Program Cost**

<table>
<thead>
<tr>
<th></th>
<th>$34,807.33</th>
</tr>
</thead>
</table>

**Justification of Budget**

The evaluation forms that will be used for pre, midpoint, and final evaluation of participants are found in the User’s Manual for the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer, & Wolenski, 2006). This assessment is necessary to gain formative and summative evaluation materials on each participant. This assessment can be used as an outcome measure to show the importance of the program and its effects on each participant. The occupational Self-Assessment is priced at $43.50 and can be purchased through www.uic.edu/depts/moho/assessments website.

The all-purpose paper and ink cartridges will be used to print materials for the participants such as intervention forms, documentation tools, marketing materials, and sign in sheets. The participants will also use the printers when doing online searches during interventions to print out materials they find interesting or relevant to their lives. Four ink cartridges and four all-purpose paper packages were determined to be necessary because of the high volume of printing that will be done throughout the programming and recruiting process. The all-purpose paper costs a total of $30.16 for four packs. The ink cartridges (2 black and 2 colored—per color) a total of for $365.28 all the cartridges. These prices were retrieved from www.walmart.com and www.databazaar.com.

Ink pens, pencils, and single subject notebooks will be utilized during interventions for the participants to take notes and keep track of their self-identified goals. One notebook, two pencils, and four pens will be provided for each participant during the course of the program. The number of writing utensils given to each participant is based on the idea that they may lose
more than one writing utensil. The total cost for ink pens is $24.00. The total cost for pencils is $14.58. The total cost for notebooks is $20.00. These prices were retrieved from www.walmart.com.

Laundry detergent, bleach, and fabric softener are necessary products to use to show the youth how to sort, wash, and dry their own clothes. Pine-Sol, Comet, and Lysol are necessary products to be used for showing the youth how to read cleaning labels including directions and hazards. The laundry detergent costs $11.97 and this is enough detergent for 96 loads. The bleach costs $1.98. The fabric softener costs $6.97 and this is enough for 96 loads. These bottles were determined to be sufficient in providing enough for every participant to wash two loads of laundry one white load and one colored load. The Pine Sol costs $2.97. The Comet costs $1.68. The Lysol costs $4.93. Only one cleaning product was needed per name brand because the youth are only reading the labels. These prices were retrieved from www.walmart.com.

The food supplies will ultimately vary in pricing depending on the economy. The food items will be chosen by the participants one week prior to the cooking occupation. The estimated cost for food supplies and cooking utensils is $150.00 per program cycle totaling $300.00 for both cycles.

The dining utensils will only need to be purchased once and these are necessary for the youth to eat the food from their meal preparation. The total cost of paper plates is $3.50 and this is for a 60 count package. The total cost of plastic forks is $3.79 for a 100 count pack. The total cost of plastic knives is $3.79 for a 100 count pack. The total cost of plastic spoons is $3.79 for a 100 count pack. The total cost for napkins is $2.97 for a 200 count pack. The prices were retrieved from www.walmart.com and www.gianteagle.com.
The beverages are necessary to give the youth something to drink during their meal. There is a variety of beverages provided to the youth so they can have their choice of beverage. The total cost for pop is $6.00. The total cost of water is $7.98. The total cost of juice is $4.96. The prices were retrieved from www.walmart.com and www.gianteagle.com.

**In-Kind Support**

The International Boxing Club will provide the following items as in-kind support to the Successful Life Transition (S.L.T.) program at I.B.C.: computers, desks and chairs, kitchen area, HP printer, file cabinet, and the International Boxing Club van including gas.

**Indirect Costs**

The indirect costs for maintaining the organization, which includes: heating, air conditioning, and electricity, will be reimbursed by the International Boxing Club.

**Funding**

The first year of the Successful life Transitioning program’s estimated budget total is $34,807.33. Funding sources were reviewed for their grant proposal criteria and areas of interest. Three funding sources were identified as appropriate funding sources that meet the needs of the program budget for the initial year.

**Toledo Community Foundation**

The Toledo Community Foundation address is 300 Madison Ave., Ste. 1300 Toledo, Ohio 43604-1583. The contact person is Sarah Harrison, Senior Program Officer. The phone number is (419) 241-5049, the fax number is (419) 242-5549, and the email address is sarah@toledocf.org. The amount of dollars awarded is up to $8,639,886 for grants. The due dates are: Jan. 15, May 15, and Sept. 1 for community grants. The application process involves: submitting an online application through the Toledo Community Foundation website. All
applications must be received by midnight of the application deadline. The contents of the proposal must include: the purpose and need of the program, implementation, evaluation, future support, and project budget information. These attachments must also be included with the proposal: the name and affiliations of the applicant’s board of trustees, brief background/history of the organization, the organizations most recent audit, the organizations operating budget, copy of the applicant’s tax exempt letter from the Internal Revenue Service, and the project budget. The grant review criteria: encourage more efficient use of resources, promote coordination, cooperation, and sharing among organizations and eliminate duplicated services, test or demonstrate new approaches and techniques in the solution of community problems, focus on the prevention of problems rather than the cure, represent an unduplicated opportunity and meet a significant community need, propose a specific program, propose to strengthen nonprofit organizations, propose to generate matching funds, and include a thoughtful reasonable plan for obtaining continual financial support. The grant proposals are reviewed by the professional staff and Board of Trustees. The reviewers meet approximately every three and a half months. The applicant is notified within a week after the meeting of whether or not they received funding. The Toledo Foundation supports programs that: create safe positive living environments, enable families to develop the skills/resources needed to support and nurture each member, and foster the development of responsible young people who are capable of achieving their fullest potential. The program goal of the Successful Life Transitioning Program at the International Boxing Club meets the agencies goal by helping young individuals to develop skills for adulthood. This will help young people achieve their fullest potential in life by instilling the necessary skills for success. The Successful Life Transitioning Program addresses the foundation goal of demonstrating new approaches and techniques in the solution of community problems with the
use of occupation interventions that will teach the youth healthy occupations instead of negative occupations. This will decrease the amount of juvenile delinquents. The program will also focus on the prevention of problems through the interventions. The program will teach the skills necessary to apply for a job or college and learning how to budget money. This will prevent the youth from resorting to the street for income and it will prevent them from getting into excessive amount of debt. This program will strengthen the International Boxing Club (non-profit organization) by adding another fantastic program to the services currently offered. This will also increase the amount of youth who will be served through the organization.

**Stranahan Foundation**

The Stranahan Foundation address is 4169 Holland-Sylvania Rd., Ste. 201 Toledo, Ohio 43623-2590. The contact person is Pamela G. Roberts, Grants Manager. The phone number is (419) 882-5575, the fax number is (419) 882-2072, and the email address is proberts@stranahanfoundation.org. The amount of dollars rewarded is $3,507,028 for 108 grants, the range for the grants are between $2,000- $219,888. The due dates are: Phase I-Letter of Inquiry May 1, 2012 and November 1, 2012 both by noon, organizations notified if invited to proceed to phase two June 1, 2012 and December 9, 2012, Phase II-Full grant proposal due by July 1, 2012 and January 10, 2013, Awards announced mid-November, 2012 and early May 2013, Earliest dates funds available: after November 15, 2012 and after May 15, 2013. The application process involves the letter of inquiry. The letter of inquiry requires: name of the organization, mission and purpose of the organization, amount of request, estimated budget, name of program, indication of how Stranahan funds will be used, a description of the program, anticipated results, and program/project activities. The full application involves selecting Type A and this is the startup full application for new programs at the organization. The full
application involves submitting: the mission and purpose of the organization, the current asset/market value of endowment, core programs and services offered by the organization, any organizations in the community with similar programs and description of collaborations (if appropriate), program title, budget, amount requested how funds will be used, period the funding request will cover, the organizational fiscal year, purpose, service area, target population needs, program plan, program documentation, and program revenue sources. The goal of the foundation is to help people become independent and responsible citizens. The program goal of the Successful Life Transitioning Program at the International Boxing Club relates directly to the foundation goal by helping the adolescents become independent by teaching them independent living skills. The Successful Life Transitioning Program will also help the adolescents through the incorporation of responsibility by having them open a bank account, create a budget, and create a daily schedule. The adolescents will learn to be responsible for their own actions. The program will help individuals learn how to cook, wash clothes, apply for a job and college, and navigate transportation. The program will help the youth to become independent because they will learn how to find resources on their own. They will learn how to function without anyone telling them what to do and when to do it. They will be able to function on a level with their peers and they may even be more advanced than their peers in some instances because of the program and the skills learned.

Key Bank Foundation

The Key Bank Foundation address is Three Seagate Tower Toledo, Ohio 43604. The contact person is Toni Trumbull, Executive Assistant. The phone number is (419) 259-8754, the fax number is (419) 259-8904, and the email address is key_foundation@keybank.com. The amount of dollars rewarded is up to $1.5 million for grants. The application process involves
completing the Key Bank grant proposal pdf as a cover sheet attachment to the actual grant proposal. The cover sheet requests the: organization’s legal name, organization’s employer identification number, organization’s tax exempt status, mailing address, telephone and fax numbers, web address, organization’s lead executive (name, title, telephone and fax numbers, and email address), and the organization’s contact person for the proposal (name, title, telephone and fax numbers, email address). The cover sheet also includes the grant proposal summary: project title, amount requested, type of support requested (program, capital, other), strategic focus (financial education, workforce development, and diversity), geographic area served by grant request, and brief project description. The proposal development guidelines: funding priorities are programs that focus on financial education (preparing people to access and manage financial resources, and foster savings and investments for people), workforce development (career exploration, training, and placement programs), and diversity (school to work readiness programs, vocational training and job placement). The covers pages can also include a letter of intent regarding each proposal. Each proposal must include answers to the following questions: What is the purpose of this project or request? What significance will this project have to recipients and the total community? Provide demographic information that describes the population served by this program. Provide a brief history of the organization, its mission, and activities. Why it is the logical organization to carry out the project? How will this project be implemented? Where will it take place? Who is responsible for its implementation? What is the timetable for completing it? What is the proposed budget of this project? (Indicate all other sources of financial support.) What organizations or corporations have committed funding for this project, and in what amounts? What additional organizations or corporations will be approached for funding of this project? What amount of support will be requested from each?
How will the project be sustained once foundation support is completed? What review and evaluation procedures will determine the success of this project? Attachments of the grant proposal must include: a list of principal staff, members of the board of directors, and the frequency of board meetings, identification of any employees affiliated with Key who are associated with your organization, a copy of the organization’s 501(c)(3) IRS tax-exemption ruling or determination letter, the agency budget for the past two years including current amounts, percentages and sources of income (i.e., business and corporations, foundation, government, individual contributions, etc.), the amounts and percentages of total income expended over the past two years in the following categories: program services, fund-raising and administration, and indication of if your agency is an affiliate of another organization (e.g. United Way, Urban League). The review process is done quarterly. There are no deadlines for the submission of the proposal. The proposals are reviewed by the contribution committees (officers in the corporation). The proposals can only be submitted through email and postal mail. Key Bank Foundation requests a grant report prior to requesting new funding and no later than three months after the completion of a program. The grant report is a final narrative and fiscal report. The cover sheet for the grant report requests the: organization’s legal name, organization’s mailing address, telephone and fax numbers, web address, project title, grant amount, organization’s lead executive (name, title, telephone and fax numbers, and email address), and the organization’s contact person for this report (name, title, telephone and fax numbers, email address). The narrative evaluation involves answering the following questions: What activities have been completed? What remains to be done? What problems did you experience or do you anticipate? Please describe the problems and the activities or plans to address them, discuss whether and how this project and its results might be replicated elsewhere?
The financial report should include the following attachments: categories of planned expenditure (e.g., supplies, travel), amount spent to date in each category, and the amount remaining to be spent in each category. Funds that are not expended or encumbered during the grant period should be returned the Key Bank Foundation unless the Foundation makes written authorization for the organization to retain these funds or to extend the award beyond the end date of the grant.

The goal of Key Bank Foundation is to support organizations that foster economic self-sufficiency, principally where Key Bank operates. Key Bank focuses on financial education, workforce development, and diversity. The program goal of the Successful Life Transitioning Program at the International Boxing Club relates directly to the foundation goal by helping the adolescents develop their financial skills, workforce skills, and providing them with access to community resources. The adolescents will specifically work on financial education through the program interventions that allow them to: open a bank account, create a budget, create a daily schedule, and learn about other ways to save their money. The workforce development aspect will be focused on by providing the adolescents with the opportunity to search for employment, learn about appropriate dress attire, and on-site observation of employees during their work day.

The program interventions support the Key Bank Foundation idea of helping the community and individuals prosper. The program will help the youth with growing into independent adults which in turn helps the community to grow.

**Self-Sufficiency Plan**

Once the grant funding has diminished there are various ways to keep the S.L.T. Program at the International Boxing Club running. The first avenue would be to raise money throughout the first year of the program by hosting different fundraisers at the International Boxing Club to support the continuance of the program. The second option is to find out about local events or
organizations that are willing to help host fundraising events and give the S.L.T. Program a percentage of the profit. The continued use of fundraising every year will be used as a source of income after the funding has run out. The third option would be to request donations for charitable organizations in the community. The fourth option would be to charge for services provided during the program. The services can be potentially covered by insurance companies if the youth have I.E.P. plans for school. The fifth option would be to apply for a grant through the community prevention grants program under title five through the juvenile justice system. This grant would help cover the cost of the program and once they see the benefits of the program they may continue to fund the program annually.

**Program Evaluation**

**Objectives**

1. Participants will attend the Successful Life Transitioning program four hours each week for twelve weeks, demonstrating their commitment in the program.

   Objective number one will be met through the use of a sign-in sheet during each session. The participants will be required to sign in at the beginning of every session. This will show the participants attendance and commitment to the program.

2. Participants will verbally report on the relevance of each session’s topic to his or her progression to adulthood during the last ten minutes of each session.

   Objective two will be met through the use of the occupational therapist participant observation form. The occupational therapist will document on each individual’s
participation during the session and this will include their comments from the last ten minutes of the session.

3. Participants will verbally acknowledge at least three personally needed skills for progression to adulthood, as identified through the Occupational Self-Assessment Progress/Outcome results form (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006), by the end of the fifth week session.

Objective three will be met through the use of the Occupational Self Assessment Progress/Outcome Results form (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006). This form comes from the User Manual for the Occupational Self-Assessment. This form compares the participant’s self-ratings from the Occupational Self-Assessment from the initial session to where they would self-rate themselves to date. This will give the participants an idea of where they are now, what needs to be improved upon, and how much they have progressed thus far in the program. The participants will then identify two skills, based off of the Occupational Self-Assessment Progress/Outcome results form, they feel they need for adulthood and write them down in their notebooks. The occupational therapist will also copy the participant’s goals into the participant observation form for during that session.
4. At the conclusion of the program, 80% of participants will show improvement from baseline in two out of three personally identified skills on the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006).

Objective four will be met by having the youth complete the Occupational Self-Assessment again. The occupational therapist will score the forms and see if each participant shows improvement within their personally identified skills, with 80% of the participants showing improvement.

5. At the conclusion of the program, 80% of the participants will have an increase from baseline scores in terms of competence as measured by the Occupational Self-Assessment (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006).

Objective five will be met by the occupational therapist scoring each Occupational Self-Assessment form and looking to see if the scores show an increase from baseline. They will be done using the Occupational Self-Assessment Value and Competence Keys.

6. At the conclusion of the program, 80% of the participants will have an increase from baseline scores in all areas of life skills as measured by the Ansell Casey Life Skills Assessment (Ansell, 2009-2012).

Objective six will be met by the occupational therapist reviewing the online scoring results and looking to see if the scores show an increase from baseline. The scores are provided immediately after the completion of the assessment.
7. Four weeks after the conclusion of the program, 80% of the participants will verbally report on how they are successfully using at least two out of three personally identified skills during their progression to adulthood.

Objective seven will be met through the use of the participant phone conversation summary form. The occupational therapist will document on the form the entire conversation with the participant.

**Process Evaluation Procedures for Each Major Aspect of Programming**

There will be both formative and summative evaluations for the program. There will be a daily sign in sheet for the participants. The participants will have to complete a demographic information form provided by the International Boxing Club during the first session. The participants will have to complete the Occupational Self-Assessment form (Baron, Kielhofner, Iyenger, Goldhammer & Wolenski, 2006) three times, once at the beginning, middle, and end of the programming. The participants will also have to complete Ansell Casey Life Skills Assessment (Ansell, 2009-2012) at the beginning and end of the programming. These assessments will be used as summative evaluations of the program. The participant’s results on the assessments could determine whether or not the program is helping them to achieve their goals for progression to adulthood. The occupational therapist will complete the Occupational Self-Assessment Progress/Outcome Results form, at program midpoint. This will serve as a formative evaluation tool. The participants will provide feedback about the program at midpoint and during the final session of the program. These will serve as formative and summative evaluations for the delivery of the program and to see what can be improved upon in the future. The feedback will include their satisfaction with the program and areas for program
improvement. This will be done using a group discussion. The occupational therapist will take notes during the discussion of all ideas and reflections on the program. Four weeks after the program conclusion the occupational therapist will call all the participants and ask them to discuss how the skills learned during the program are helping them with their transition to adulthood. The occupational therapist will document the phone conversation using the phone conversation summary form.

The occupational therapist will have bi-weekly conversations with the staff of the International Boxing Club to find out their perceptions on how the program is running. These conversations will be formative evaluations of the program. The occupational therapist will have a formal meeting with the staff to find out their satisfaction with the program and what areas could be improved upon at the conclusion of each eight week program throughout the year. The occupational therapist will take notes on what was discussed and ideas for improvement during the meetings. This will be a summative evaluation of how the program is running.
### Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Month</th>
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<tbody>
<tr>
<td>Hiring OT first month</td>
<td>1 X</td>
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<tr>
<td>Completion of the needs assessment</td>
<td>2 X</td>
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<tr>
<td>Making marketing and recruitment materials</td>
<td>3 X X X X X X</td>
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<tr>
<td>Marketing and Recruitment of potential participants for S.L.T. program</td>
<td>4 X X X X X</td>
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<tr>
<td>Development of documentation forms and ordering of Occupational Self-Assessment packet</td>
<td>5 X</td>
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<tr>
<td>Implementation of programming with participants</td>
<td>6 X X X X X X</td>
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<tr>
<td>Implementation of formative evaluations for the participants</td>
<td>7 X X</td>
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<tr>
<td>Implementation of summative evaluations of the S.L.T. program by participants</td>
<td>8 X X X</td>
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<tr>
<td>Implementation of formative evaluations of the S.L.T. program by employees of the International Boxing Club</td>
<td>9 X X X X X X</td>
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<tr>
<td>Implementation of summative evaluations of the S.L.T. program by employees of the International Boxing Club</td>
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SUCCESSFUL LIFE TRANSITIONING PROGRAM
References


Doi: 10.1111/j.1365-2206.2006.00427.x


http://jobsearch.about.com/od/interviewattire/a/interviewdress.htm


Appendix A

The International Boxing Club Organizational Chart
Appendix B

Interview for Staff at the International Boxing Club

1. What is the purpose of your organization (mission and philosophy)?

2. Whom do you serve?

3. What are the characteristics of your service population?

4. What services do you presently offer?

5. What needs are being met through your program?

6. Explanation of Occupational Therapy. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, doing chores, cooking, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as; a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

7. Are there any unmet needs of the youth that are relevant to Occupational Therapy?

8. Are there any potential areas for future programming related to relevant needs?
9. A transition program that helps at-risk youth by teaching them independent living skills is my current program development plan examples include (meal preparation, college preparation, home and community management, interview and vocational skills training, and money management). In what ways do you feel this program will help the youth with their occupational needs?

10. Will there be issues developing around the youth participation in the program? If so what are they?

11. In what ways do you see my proposed programming fitting into your facility programming?

12. In what ways do you feel the staff will be supportive of the programming?

13. What are your personal views on why we have so many at-risk youth in today’s world?
Appendix C

Interview for the youth at the International Boxing Club

1. Explanation of Occupational Therapy. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, doing chores, cooking, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as; a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

2. What types of things do you find challenging throughout the day?

3. What types of things do you participate in during your leisure time?

4. What motivates you to stay on task in life?

5. What support systems do you have in life such as family, friends, and role models?

6. What kinds of things do you feel are an adult’s responsibility (things you may have to do as an adult)?

7. What types of experience have you had with working, applying for college, doing house chores, and cooking meals?

8. What areas would you like to improve on in your life?

9. How do you learn new information?

10. Explain the proposed program- I would like to develop a program plan that would help youth ages 14-18 transition into adulthood by teaching them independent living
skills. Give examples (time management, meal preparation, house management, money management, college preparation, employment preparation).

11. In what ways do you feel a program that helps you develop the skills to become an independent adult would benefit you?

12. Would you participate in this type of program? And do you feel your friends would participate in this type of program?

13. What types of things do you feel should be incorporated into the program?

14. What incentives (rewards/prizes) do you feel should be incorporated into the program?

15. Do you like programs that occur after school or on the weekends?
Appendix D

Focus Group Format for Youth who are At-Risk

Welcome and Introduction

Introduction

- Filling out a demographic sheet with age, gender, and race
- Release form for videotaping
- Introduction of the facilitator
- Defining a focus group- a small group of people that helps with generating ideas and allows members to influence each other by listening and responding to presented ideas during discussion (Fazio, 2008).
- Confidentiality statement
- Definition of Occupational Therapy and occupation. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, cooking, doing chores, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as: a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

Purpose of the focus group

- We are here to discuss issues/problems that you may have when entering the adult world. Things such as: employment, money management, house management, college preparation, meal preparation, and interviewing skills. I would like to find out how
prepared you all are to take on the adult role and what types of things you feel may help you prepare for adulthood.

- All responses are welcome and there are no correct or incorrect responses.
- This group is focused on generating ideas and I value your input.

Rules and procedures

- Explanation of the camcorder
- Everyone will get a turn to speak but I would like you to raise your hands to be called on
- If you have input or an idea when someone else is speaking you can provide the input by raising your hand and being called on
- Honesty should be included with all responses
- If there comes a point where I feel everyone can talk without raising their hand first I will let you know and the focus group will change accordingly.

Focus Group Questions

1. What types of challenges do you face throughout a daily basis?
2. In what ways do you feel you are prepared for adulthood? What skills do you have that you can use as an adult?
3. What types of things do you feel will prepare you for adulthood?
4. In what ways do you feel your families and friends have influenced your growth to adulthood?
5. What types of things would provide incentives for participation in an afterschool program for transitioning to adulthood?
6. What would be some things that would prevent your participation and your peer’s participation in the program?
Closing

- Thanking participants for input and honesty
- Thanking them for their participation in the focus group
- Showing them where refreshments and snacks are located
Appendix E

Interview for Youth at Other facilities

1. Explanation of Occupational Therapy. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, doing chores, cooking, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as: a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

2. What are some of the things that you struggle with on a daily basis?

3. What types of activities are you involved with in a school or afterschool?

4. What types of chores or what are your responsibilities at home?

5. Where do you see yourself in five years from now?

6. What are some of the things you do for fun?

7. Do you have a job or have you ever been employed?

8. Do you have a bank account of your own or a way to save your money?

9. What types of meals have you cooked for yourself at home?

10. Do you have a support system at home? Who are your role models?

11. Do you have your own car? Driver’s license? Or how do you get around town?

12. What do you plan on doing after high school?

13. What types of things would be important to you in an afterschool program?

14. What is your goal in life?
Appendix F

Interview for Youth at Juvenile Detention Center

1. Explanation of Occupational Therapy. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, doing chores, cooking, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as; a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

2. Do you have a support system at home (family, friends, and positive influences)?

3. How many times have you been placed in a detention center?

4. What types of things were you involved in while you were in the community?

5. Do you have rules/structure at home?

6. What are the programs/activities they offer at this detention center?

7. What types of things do you feel should be incorporated into the programs at the detention center?

8. How do you like it inside this facility?

9. Where do you see yourself in five years?

10. What are some of the things that could have prevented your incarceration?

11. What will you change in your life or about your life when you are released to prevent being re-incarcerated?

12. What is your goal in life?
Appendix G

Interview for Staff at Other Facilities

1. Explanation of Occupational Therapy. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, doing chores, cooking, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as; a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

2. What is the purpose of your organization (mission and philosophy)?

3. Whom do you serve?

4. What are the characteristics of your service population? What are some of the key problem areas that you have noticed with the youth? (skill areas that the youth are behind in)

5. What services do you presently offer?

6. How involved are the youth’s parents with the programming?

7. What incentives are offered to the kids for their participation?

8. How are attendance rates with the youth in your program?

9. What is the duration of your program? (year around/ how many hours per week)

10. What are the minimum and maximum amounts of youth that can be enrolled in the program?

11. How do you judge growth within the program?
12. What needs of the youth are being met through your program?

13. Are there any unmet needs within your programming?

14. What are your personal views on why we have so many at-risk youth in today’s world?
Appendix H

Focus Group Format for Staff who Work with At-Risk Youth

Welcome and Introduction

Introduction

- Filling out a demographic sheet with profession, gender, and race
- Release form for videotaping
- Introduction of the facilitator
- Defining a focus group- a small group of people that helps with generating ideas and allows members to influence each other by listening and responding to presented ideas during discussion (Fazio, 2008).
- Confidentiality statement
- Definition of Occupational Therapy and occupation. Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, cooking, doing chores, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as: a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

Purpose of the focus group

- We are here to discuss issues/problems that you have seen within the youth population that you work with on a daily basis. I would like to find out if there are any unmet needs of the youth that relate directly to Occupational Therapy and transitioning to adulthood, which could be addressed in future programming.
• All responses are welcome and there are no correct or incorrect responses.

• This group is focused on generating ideas and I value your input.

**Rules and procedures**

• Explanation of the camcorder

• Everyone will get a turn to speak but I would like you to raise your hands to be called on

• If you have input or an idea when someone else is speaking you can provide the input by raising your hand and being called on

• Honesty should be included with all responses

• If there comes a point where I feel everyone can talk without raising their hand first I will let you know and the focus group will change accordingly.

**Focus Group Questions**

1. What are the key skill deficits or problem areas within the youth population?

2. What types of activities do you feel would prepare the youth for adulthood?

3. What types of challenges do you feel would be present with program attendance?

4. How active or involved do you feel the youth’s families would be in the program?

5. What are any unmet needs of the youth that you feel should be addressed in future programming?

6. What are your personal thoughts on why we have so many at-risk youth in today’s world?

**Closing**

• Thanking participants for input and honesty

• Thanking them for their participation in the focus group

• Showing them where refreshments and snacks are located.
Appendix I

Needs Assessment Actual Responses Staff at IBC

1. **What is the purpose of your organization (mission and philosophy)?**

   The purpose of the organization is to keep the youth: off the streets, away from gang violence, while providing them with a safe place and positive environment.

   The actual mission statement of the International Boxing Club: “To empower youth in the greater Toledo Area to succeed in life.”

2. **Whom do you serve?**

   The International Boxing Club serves youth ages 8-19 years old. By helping and empowering the youth they are keeping more kids off the streets.

3. **What are the characteristics of your service population?**

   Most of the youth have anger issues and stress. The youth are behind in school work from being absent, suspended, or just not turning in their homework. The youth are hurting and depressed. A lot of the youth are lazy and require motivation to stay on task. A lot of the youth come from single parent homes. Some of the youth have experienced their parents getting divorced. When the kids start having fun they open up and then you start to find out their problems. Youth that were fighting in school and on the streets beforehand are no longer getting into trouble while participating in the program.

4. **What services do you presently offer?**

   The International Boxing Club offers: Educational component--school tutoring, vocational pre-apprenticeship program, boxing, wrestling, guest speakers, volleyball, softball, life skills, mentoring, providing a positive environment, and gloves with love community service program.

5. **What needs are being met through your program?**

   The needs that are being met include: fitness, improving the youth’s grades, increasing self confidence, changing attitudes, and increasing self esteem.

6. **Explanation of Occupational Therapy.**

7. **Are there any unmet needs of the youth that are relevant to Occupational Therapy?**
A lot of the kids need: counseling, daily living skills (life skills, and job interviewing skills), these are unmet needs. The kids don’t know how to cook, clean, do laundry, paying bills on time, and financial planning.

8. Are there any potential areas for future programming related to relevant needs?

There are potential areas for future programming. This would go well as an addition to the program. Important topics that could be covered with programming include: making beds, healthy eating habits, doing laundry, cooking classes, and the youth being able to independently care for their self.

9. A transition program that helps at-risk youth by teaching them independent living skills is my current program development plan examples include (meal preparation, college preparation, home and community management, interview and vocational skills training, and money management). In what ways do you feel this program will help the youth with their occupational needs?

It all goes into what they need to become a positive member/productive member of society.

10. Will there be issues developing around the youth participation in the program? If so what are they?

Yes, with anything new the youth are hesitant. Someone will naturally be against the new program. The kids would definitely participate. The kids are always willing to learn.

11. In what ways do you see my proposed programming fitting into your facility programming?

It would be a smooth transition and it should keep adding to the programs we already have. The program should occur at least once a week, but twice a week would be good.

12. In what ways do you feel the staff will be supportive of the programming?

Everyone will be supportive and on board with the new programming.

13. Why do you feel we have so many at-risk youth in today’s world?

With the economy it is not easy to find a job. A lot of people who were working have lost their jobs and some of them even lost their homes due to foreclosures. People who are married are getting divorces due to financial stress. The youth aren’t being forced enough to attend school. Youth are becoming teenage parents at an earlier age. There
are so many youth that are being raised without fathers and they are repeating the cycle. The youth see their parents living a certain way and they repeat the cycle. The youth aren’t being shown how to be leaders in society.
Needs Assessment Interview Responses from the youth at IBC

1. **Explanation of Occupational Therapy.**

2. **What types of things do you find challenging throughout the day?**
   
   Some things the youth find challenging: doing school work, chores, waking up, getting enough sleep, dealing with people and bullying, paying attention in school, and the workouts at the boxing club.

3. **What types of things do you participate in during your leisure time?**
   
   Some things the youth participate in include: boxing, going to the mall, spending time with friends, playing football and tag, reciting spoken word, playing video games, cooking, rapping, going to church, watching T.V., playing guitar and drums, and going out to eat.

4. **What motivates you to stay on task in life?**
   
   Motivation for staying on task in life: older boxers at the International Boxing Club, parents, friends, personal goals in life, not wanting to end up like their parents (seeing the struggles they go through and wanting to make their own personal life better), and trying not to think about the negative surroundings.

5. **What support systems do you have in life such as family, friends, and role models?**
   
   The support systems the youth have include: siblings, parents, Coach Harry and Coach Cody, personal mentors, extended family, and good teachers.

6. **What kinds of things do you feel are an adult’s responsibility (things you may have to do as an adult)?**
   
   Things the youth feel are an adult’s responsibility: paying bills on time, taking care of kids, working a decent job, supporting family, being a role model to the kids, cleaning up, having a back-up plan, having a car and paying for the gas, working your hardest, and providing for yourself.

7. **What types of experience have you had with working, applying for college, doing house chores, and cooking meals?**
   
   The youth have had experience with: cooking (chitterlings, cornbread, spaghetti, cakes, cookies, noodles, pizza rolls, using the microwave--to cook basic things),
applying for jobs and college, some have worked mowing grass in the summer or shoveling snow in the winter time, washing dishes, taking out the trash, working with family (doing plumbing and electricity), vacuuming, mopping and sweeping, cleaning their rooms and the toilet, and washing cars.

8. **What areas would you like to improve on in your life?**

   Areas the youth would like to improve upon in their life include: their grades, chores, being more respectful towards adults, productivity, focus, performing arts ability, paying attention in school, obtaining employment, and not worrying so much or having jealousy towards others.

9. **How do you learn new information?**

   The youth learn new information by: looking it up in the dictionary, learning it from a teacher, using the internet, listening to their parents, submerging themselves in the environment with hands on experience, going to school, completing their schoolwork, trying things out and asking questions, and through observation.

10. **Explain the proposed program.**

11. **In what ways do you feel a program that helps you develop the skills to become an independent adult would benefit you?**

   The youth feel the program would benefit them through: preparing them for adulthood, offering experiences for various career choices, teaching them how to be independent, making people more mature, time management as an adult, money management, learning how to cook, and learning how to clean your own house.

12. **Would you participate in this type of program? And do you feel your friends would participate in this type of program?**

   Some of the youth answered yes to this question while a few answered no. When asking if the youth friends would participate most said no, because they like having leisure time free to do what they want.

13. **What types of things do you feel should be incorporated into the program?**

   Things the youth feel should be incorporated into the programming: kids getting along, field trips, community work, speaking different languages, professional setting, big emphasis on companionship and mentoring (instilling the idea that the older kids are expected to become mentors/role models for the younger kids), home assistance, prizes, activities, college visits, guest speakers, teaching how to expand upon your
skills or dreams, finance classes (budgeting and paying bills), and incorporation of obtaining a driver’s license into the program.

14. What incentives (rewards/prizes) do you feel should be incorporated into the program?
   The incentives that the youth suggested include: a behavior-reward gift card (grocery store or restaurant, treat, certificate, prize like an MP3 player, fun events (going to a water park or recreation center), scholarships, and clothing from the program.

15. Do you like programs that occur after school or on the weekends?
   The youth all stated they like programming that occurs after school. They feel the weekends should be left to have fun doing leisure things. During the weekdays kids are already in the mode to do school work so it is easier for them to participate in programming.

16. What is your goal in life?
   The youth’s goals in life include; becoming a pediatrician, a doctor, living comfortably, achieving personal success, becoming an icon in the community, becoming a professional boxer, having a good career, starting a family, growing old, living a good life, retiring from employment, being happy, providing for themselves and their family, being a more positive person, and staying on top of bills without having to worry about paying them.
Needs Assessment Responses from Staff at Other Facilities

1. **Explanation of Occupational Therapy.**

2. **What is the purpose of your organization (mission and philosophy)?**

   The purpose of the LHS Family and Youth Services is an agency specializing in the care and treatment of seriously emotionally disturbed, high-risk, multi-need, difficult-to-manage children and youth in the least restrictive settings possible. LHS Family and Youth Services also specialize in the care and treatment of children and youth with Asperger's Disorder at its LHS Maumee Youth Center for Asperger's Disorder.

   The juvenile parole board holds youth accountable for their parole responsibilities and they also keep the community safe. The Ohio Department of Youth Services provides a safer Ohio through positive change in the lives of those impacted. The department encourages positive change in lives of youthful offenders through collaborative partnerships, and culturally relevant therapeutic and academic interventions that support public safety and prepare youth to lead productive lives.

   Philosophies of other organizations include: eliminating racism and empowering women, promoting responsible living, promoting positive change, through a partnership of families and communities, providing an educational place, empowering youth to become productive and law-abiding citizens, providing competency development, providing carrying, competent and confident children/individuals, a mentor for each child, through mentoring, providing a safe and happy fun place that is big on community service, leadership, and the development of life-long skills and friendships.

3. **Whom do you serve?**

   The organizations serve: children and youth ages 4 to 18-plus (some of the youth stay with the facilities until the age of 21), troubled youth throughout the state of Ohio and surrounding states, youth from single parent homes, youth who stay with extended relatives, foster parents or adoptive parents, some of the facilities serve primarily African American youth with a few Hispanic and Caucasian youth, other facilities have a variety of youth from varying racial backgrounds, some of the youth are on probation, and youth that are incarcerated in juvenile prisons.
4. **What are the characteristics of your service population? What are some of the key problem areas that you have noticed with the youth?**

Some of the main characteristics of the youth include: victims of abuse (physical, sexual, and emotional) and neglect, moved around to various home placements, obsessive compulsive disorder, hyperactivity, oppositional defiant disorder, intellectual disability, major depression, post traumatic stress disorder, sex offending, suicidal behaviors, unresolved grief, self-abusing and self-injurious behaviors, bipolar, fetal alcohol syndrome, bulimia, impulsivity, conduct disorder, lack of motivation to graduate high school, youth from single parent households, lack of positive role models, sexuality issues, parents are at a lower education level, lack of self-esteem and self-worth, anger issues, cognitive learning disabilities, substance abuse, poverty/ neglectful homes, lack of social skills, lack of family structure, street savvy, taking medications, gang involvement, higher level functioning is stunted, decreased attention span, decreased comprehension levels, and very low grade level for basic reading and writing skills.

5. **What services do you presently offer?**

The services that are presently offered at the different facilities include: community-based residential setting, therapeutic foster homes and schools, scattered site independent living, group and individual counseling, mentoring, sexual offending program, fieldtrips, independent living skills (one to one basis), recreational therapy, occupational therapy, partial hospitalization programs, groups with task initiatives, skills groups, residential programming (fitness, sports, games, model club), community based one to one mentoring (playing games, watching movies, going to the park, cooking, working on a craft), job skill training (applying for college, dress for success, FASFA, applying for employment and obtaining employment), small group setting, community service projects, goal setting, character building, life skills training (budgeting, checking and savings accounts, learning wants versus needs), leadership training, fundraisers to support the community, alternative school through Toledo Public School for kids that have fallen behind to catch up and return to school, juvenile treatment court, wrap around services that help the youth with whatever they may need, counseling, sex offender treatment services, teaching skill of identification of risky behaviors, job readiness -done individually now (mock interviews, resume creation, job application, bike program, boat program, urban gardens paid program, junior and senior games room activities, art, homework help, computer lab, gym, indoor pool, dedicated dinner program, club meetings where the youth can vote on different topics, overnight boot camp (exercise, guest speakers, show films, and have group discussion), twelve week program on an individual basis (team building, independent living, mediation-home and school, serving the community), parent component teaching the parent skills, victim awareness program, task treatment program, GED program, teaching work ethics, sexual education, youth development model, learning different skills on a weekly basis through role playing,
coping skills, connection with family, teaching positive leisure skills, sensory processing interventions, modeling behaviors, and holding the kids accountable for their behaviors.

6. **How involved are the youth’s parents with the programming?**
The youth’s parents are involved varying amounts between the different programs. Some of the variability depends on if the youth are allowed to have contact with their parents. Some of the variability is because there is not an opportunity for the parents to be involved in the programming. Other facilities discussed the want of the parents to take on a more active role but the parents view the programs as a daycare service where they can pick/drop their kid off on a daily basis. There are opportunities for some of the parents to be involved during family therapy sessions and when parenting classes are offered through the programs. The juvenile courts can force the parents to become involved with the child’s probation by obtaining an order from the judge.

7. **What incentives are offered to the kids for their participation?**
Different incentives for participation: fieldtrips, picking an activity of their choice, volunteering opportunities, rewards systems, going out to eat, a long lasting relationship that the youth will have for a life-time, rewards that are given by observation of the youth, special recognition for being a good student during each month, movie passes, movie to obtain a driver’s license, paying for drug and alcohol treatment, paid memberships to the YWCA, sports outings, mall outings, money rewards, hats, shirts, gift cards, x-box, getting off parole early, learning how to independently gain employment, a snack, camping trips, they get to pick the activities and service projects, token system (gaining points towards food and hygiene supplies), early release from juvenile prison, and reward of sleeping in or staying up later.

8. **How are attendance rates with the youth in your program?**
Participation rates vary among the programs. Some of the programs are mandatory participation and if the kids don’t participate consequences follow. The participation rates for the voluntary programs vary. The more choices the kids have the more involved some kids will be in regards to participation. Some of the organizations have good participation with the kids coming at least three to four days a week if not every day. Some of the kids will quit a program that is just for a short period of time if they realize it isn’t for them.

9. **What is the duration of your program? (year around/ how many hours per week)**
The programs range from 24 hour program to 24 months. The juvenile prisons can house individuals up to twenty one years old depending on how long the youth’s sentence is. Some of the programs are 24 hours per day and seven days a week while others are only
during the week for a few hours per day. Some programs only happen during the summer or one weekend out of the month.

10. What are the minimum and maximum amounts of youth that can be enrolled in the program?
There is a range for the programming minimum and maximum amounts: 1-8,000 total youth. The amount depends on the program and the maximum capacity of a facility. Some of the numbers are based on an annual report of members.

11. How do you judge growth within the program?
The organizations judge growth in varying ways: observation of behavioral changes, daily/weekly/monthly point sheets for behavior, check-in system every two weeks, monthly evaluations on the skills they have learned, checking report cards, through completion of programming and meeting objectives, observation of youth attendance to programming, levels of sobriety, self surveys, verbal questions on topics covered during programming, life skills report, asking whether or not the youth learned anything through participation in programming, time is the real way to measure whether or not you have made a difference in the youth’s life, measures and outcome system, parent testimonials, through exercise component, graduation from high school, Juvenile Sex Offender Substance Abuse Assessment, Juvenile Automated Substance Abuse Evaluation, Ohio Youth Assessment System, and meeting IEP goals.

12. What needs of the youth are being met through your program?
The organizations are meeting various needs of the youth including: education, family counseling, Occupational/Recreational/Speech therapy (in residential treatment setting), finding big brothers and big sisters, one on one attention, heating, food, shelter, clothing, providing role models, schools supplies, friendships, relationships, character building, healthy competition, teaching the kids about healthy eating habits, referral for other services to help with developmental disabilities, time management, applying for and preparation for employment, organization, social, recreation, holding them accountable for their actions, positive reinforcement, making sure they are connected with community resources after incarceration, drug and alcohol treatment, increasing self esteem, provides positive and safe environment, opening the mind to opportunities, volunteers gain the youth’s trust, and providing them with jobs are the facility.

13. Are there any unmet needs within your programming?
Some of the facilities stated that there are not any unmet needs within their organizations. The unmet needs within other organizations include: independent living, parent involvement, providing a more solid structured home environment, poverty, lacking
services for girls in placement (treatment and respite), youth wanting to be in the program longer, lack of funding to place youth in program after program (paid programs for youth), lack of funding to support youth and their families, more mentoring opportunities for the youth (people volunteering to spend time with them), physical disability may not be addressed, youth being placed in various homes, carryover of what is learned (real world application), structure provided in the facility is lost when the youth go home, individualized support, vocational skills, community reintegration after incarceration, and driver’s education.

14. What are your personal views on why we have so many at-risk youth in today’s world?

The number one personal view for why we have so many at-risk youth was the lack of accountability. The youth get away with too much in the community. They are not stopped and the problems/trouble they get into grows bigger and bigger until they end up in adult prison for long periods of time.

Personal views on why we have so many at-risk youth: abuse and neglect at home, parents were negative role models (drug addicts), the youth have mental illness, family values have changed, broken households, society gives up on the kids, good kids have made poor choices and need help, bad parenting, people aren’t there for the youth, parents are more like friends now, lack of family structure, parent’s struggling financially, not having support from extended families, The youth’s environment has a lot to do with it, schools cutting out extracurricular activities, lack of opportunity, community facilities closing down leaves room for youth to get into trouble, lack of discipline, lack of education, peer pressure, reality shows, rap music, lack of responsibility, lack of positive activities, kids have to decide what they want to belong to, lack of pro-social role models in the community, and lack of family morals.
Needs Assessment Responses for Youth at Other facilities

1. **Explanation of Occupational Therapy.**

2. **What are some of the things that you struggle with on a daily basis?**
The youth responses: family, friends, organization, preparation, staying on task, taking tests, studying, waking up for school, focusing on homework, counting money, handwriting, conversations, losing weight, different school subjects, personal attitudes, anger, being nice, not texting in class, doing homework, personal feelings and emotions, attention span, time management, staying awake in class, making choices, doing chores, taking medications on time, following directions, reading out loud, procrastination, peer pressure, stress, being on time, finding time to exercise, and understanding the teachers.

3. **What types of activities are you involved with in a school or afterschool?**
The youth responses: Big Brothers Big Sisters, Upward Bound, church, manager of JV basketball team, different organizations on campus, Teen Outreach program, softball, arts, German Club, Japanese language, drum core, video producing, young life, dancing, computer, DECA, YMCA, student counsel, soup kitchen, helping the elderly, watch T.V., sleep, broomball, work, drawing sculptures, ob searching, working out, playing drums for church, cheerleading, soccer, basketball, choir, x-box, listening to music, Spanish club, tutoring, Gay Straight Alliance, play video games, volley ball, football, musical, tennis, band, quantum program, Gear-up, Glee, Bowling Green talent search program, cross country track, Ganas, key club, Y.O.P., Red Cross club, ping pong, youth 2 youth, writing poetry, Student African American Brotherhood, several student leadership committees, French club, daughters of promise, yearbook committee, talent show practice, rugby, booster club, drama, track, student ambassador, Boys and Girls Club, and Skills USA.

4. **What types of chores or what are your responsibilities at home?**
The youth responses: cleaning their own room, washing dishes, sweeping floors and stairs, closing window shades, taking out the trash, laundry, household cleaning, vacuuming, cleaning parent’s car, baby sitting, feeding the cats, cleaning the bathroom, assist a handy cap parent, cooking, homework, making my bed, feeding and bathing the dogs, doing well in school and following rules, helping grandparents, cleaning animal cages, watching the babies, cat litter box, and cleaning piano room.

5. **Where do you see yourself in five years from now?**
The youth responses: in college, a forensic anthropologist, language, in school studying to become an x-ray technician, somewhere, going to law school, working in a career, graduating college with a degree in music, ultrasound technician, studying to become an artist, trying to start their life, rich, finishing college, chef opening own restaurant, pro
cheerleader, orthopedic surgeon, pursuing their dream and making it a reality, with
money, working, in nursing school, don’t have a clue, opening their own shelter, with
two kids, photographer and fashion designer, owning a house, living in an apartment,
graduate school working on a masters in Occupational Therapy, zoologist, still with the
same girlfriend, working in a hospital, certificate in culinary arts, becoming a mother,
graduating from UT for medicine, married, in college with good grades and a scholarship,
art school, army, degree in education, being me, national recording artist, construction
site worker, still running track, opening up own business, becoming a doctor, lawyer,
singer, actor, surgeon, marines, nurse, making cartoons, oncologist, video game designer,
dental degree, child life specialist at a hospital, working in a salon, and a model.

6. **What are some of the things you do for fun?**
   The youth responses: party, hang out with friends, drawing cartoons, dancing, texting,
   helping the less fortunate, coloring, listening to all sorts of music, sleeping, playing video
games (X-box, W-ii, Play-station), computer stuff, Face book, watching TV/movies,
   music software or playing on laptop, twitter, shopping, eating, talking, work, on the
   phone, art, photography, cooking, swimming, dance, broomball, writing, walking,
   reading, hanging with boys, playing guitar, singing, learning, going to parties, playing
   football, playing sports, going to after school programs, anytime that keeps them
   occupational, sketching, Teen Outreach Program, watching babies, traveling, playing
   with nieces and nephews, ping pong, getting hair done, talking with aunt, tumblr.com,
   writing poetry, Blog, rapping, driving around, skating, going to the library, bowling,
   cheering, playing chess, paint, going to sporting events, and hanging out with their
   boyfriend.

7. **Do you have a job or have you ever been employed?**
   The responses for this question were mixed between yes and no. With the youth that
   answered yes some of the actually have a job where they get paid a pay check while
   others are paid cash. Some of the examples of employment include: babysitting, doing
   yard work and shoveling snow in the winter time, saving station, day care, camp,
   supervisor at Sylvania Recreations, Kohl’s, cleaning a bank, working on an ice cream
   truck, waitress, YMCA, and helping others take care of their households and yards.

8. **Do you have a bank account of your own or a way to save your money?**
   The responses were mixed for this question between yes and no. People who responded
   yes had different ways of saving their money including: putting it in their wallet, in a
   savings account, coconut carved monkey, a safe, a piggy bank, a bank account, a
   checking account, hiding it from their mom, giving it to their step dad to save, keeping it
   in the dresser, and a little cardboard box. Some of the youth responded by saying it is
   hard to save money.
9. **What types of meals have you cooked for yourself at home?**
   The youth responses: pork chops, grilled cheese, breakfast, pancakes, pizza rolls, macaroni and cheese, ramen noodles, chicken, eggs, lunch, dinner, hamburgers, fried chicken, noodles, sandwiches, nachos, spaghetti, hot pockets, shrimp fettuccini, French toast, hot dogs, cereals, sweet and sour cabbage, oven fried chicken, peach cobbler, green beans, corn, potatoes—mashed and au gratin, chicken noodles, stir fry, meat loaf, enchiladas, pizza, oatmeal, steak, broccoli with cheese, chicken nuggets, fish sticks, deserts, fish, bagels, rice, hamburger helper, Chinese food, a turkey, grilled foods, chicken fajitas, chicken tenders, anything microwavable, lasagna, greens, tacos, salads, soups, and pastas.

10. **Do you have a support system at home? Who are your role models?**
    The majority of the youth answered this question with a yes. The youth responses for role models include: mom, dad, sister, entire family, close friends, brothers, teachers, W. Peterson, Barack Obama, Albert Einstein, God, uncles, Joe Peterson, Jon Moorhead, Josh Aracher, Greg Braylock, Jesus, Joe, grandma, best friends, grandparents, Will Smith, Marquis, Misty, Betty White, aunts, God mother, Mr. White, Teen Outreach Program, cousin, step dad, Rosa Parks, Marissa, Sean, and Batman. Some of the youth responded that they do not have a role model.

11. **Do you have your own car? Driver’s license? Or how do you get around town?**
    The responses to the own car and driver’s license questions were mostly no. Some of the youth responded that they either have their temporary permit or they do have their license. The majority of the youth get around town either by walking, catching the bus, getting rides from their friends, parents, family (aunts, uncles, grandparents, siblings), and riding bikes.

12. **What do you plan on doing after high school?**
    The majority of the youth plan on going to college after high school and obtaining various degrees. Some of the youth plan on acting, modeling, cooking, working, becoming a photographer, tattoo artist, and recording artist. Some of the youth stated they did not know what they plan on doing after high school. Some of the youth expressed interest in the military and army.

13. **What types of things would be important to you in an afterschool program?**
    The youth responses: communication, learning something new, friends, talk with family, to do good for people, fun, welcoming, working in groups, expressing yourself, studying musical instruments, girls, snack, meeting new friends, food, feeling good about themselves, influence, helping others, sports, friendship, volunteer work, family sense,
the activities, positive energy, money managing, employment, skills, child care, field trips, history lessons, variety, respect, learned skills that can be used in life, learning from peers, having a support system, a dance group, meeting new people, time consuming, music, having good projects, help with everyday problems, trips to places, togetherness, a second home, lots of talking, games, helping mentally challenged, occupations, different activities, relaxation, stress free, being active in the community, good adults that listen well, getting along, participation, efficiency, teamwork, confidence building, education, medical stuff, a DJ for music, support, a safe environment, and keeping the youth on track.

14. What is your goal in life?
The youth responses: to be successful, happy, proud of the person I’ve become, have a good job and life, supporting their family, a forensic anthropologist, living an eternal goal for God through Jesus, making it through high school with all passing grades, trying to be happy more often than being sad, following their dreams, lawyer, getting a diploma, opening a publishing company directed at teens and kids, getting their own place and growing old with someone, to be poor, one of the most popular music composers in America, be all I can by making a difference, married, rich, OB/GYN, brain surgeon, having a family, to be satisfied, living long, to move to New Jersey and work for a huge company in New York, an artist, be amazing, be in a world famous band or be a music producer or game programmer, pediatrician or veterinarian, graduating high school and college, a nurse, become someone great, forensic scientist, to get on top, obstetrician, to get by, to be successful financially, drafted into the WNBA from college, play in the NFL or college football, move to Maryland, getting a masters degree, professional, criminal psychologist, fashion merchandising, kindergarten teacher, pediatric surgeon, valedictorian, doctor, best that I can be, be a vet for Best Friends Animal Society, start and own their own company, chef/baker, help kids develop their future through teaching them, scientist, move to Korea and teach children English, child care worker, therapist, make a difference in the world, own my own island, take care of my mom, construction manager, to live my purpose, to just live life day by day, become somebody, go down in history books, a good citizen, don’t go to jail, don’t do drugs, have a nice car and house, and to make a better life for themselves.
Appendix J

Successful Life Transitioning Program @ I.B.C. Beat the Streets

Searching for teenagers ages 13-18
Afterschool program free of charge (4 hours a week)

Topics covered:
- Money management
- Organization skills/ Time management
- Anger management
- Household management
- College preparation
- Job/vocational skills
- Meal preparation

The club offers:
- Competitive and non-competitive boxing and wrestling
- Volleyball
- Softball
- Vocational program
- Educational tutoring program
- Gloves with love- community service

For more information contact International Boxing Club at:
(419) 244-8955.
Successful Life Transitioning Program at the
I.B.C. Beat the Streets

Searching for teenagers ages 13-18

Fun, free afterschool program that will teach youth independent living skills at the International Boxing Club

Come check out the facility and learn about the programs that are offered

Great way to meet new friends and learn new skills

For more information contact: The International Boxing Club (419) 244-8955

Or stop by 525 Earlwood Avenue Oregon, Ohio 43616
Successful Life Transitioning Program at
I.B.C. Beat the Streets

Searching for teenagers ages 13-18

Free afterschool program located at the International Boxing Club

The Successful Life Transitioning Program at the International Boxing Club is a program designed teenagers that teaches them independent living skills offered by an Occupational Therapist. The program teaches basic skills that are necessary for adulthood. The program runs twice a week on Tuesdays and Wednesdays for twelve weeks. The program is a great way for teenagers to interact with positive peers. For more information contact the International Boxing Club at (419) 244-8955.
Successful Life Transitioning Program at the

I.B.C. Beat the Streets

Searching for teenagers ages 13-18
Afterschool program free of charge (4 hours a week)

Topics covered:
- Money management
- Organization skills/ Time management
- Anger management
- Household management
- College preparation
- Job/vocational skills
- Meal preparation

The club offers:
- Competitive and non-competitive boxing
- Vocational program
- Educational tutoring program
- Gloves with love- community service

For more information contact the International Boxing Club at: (419) 244-8955.
Mission statement of IBC- “to empower youth in the Greater Toledo Area to succeed in life.”

Successful Life Transitioning Program at I.B.C.

Beat the Streets

Searching for teenagers ages 13-18

Afterschool program free of charge
(4 hours a week)

The International Boxing Club
525 Earlwood Avenue
Oregon, Ohio 43616
(419) 244-8955

Contact Information:
International Boxing Club
Phone: 419-244-8955
About the program:
The International Boxing Club Successful Life Transitioning Program is a transitioning program for teenagers run by an Occupational Therapist:

- teaches basic skills that are necessary for adulthood
- Tuesdays and Wednesdays for 12 weeks (5:30pm-7:30pm)
- is a great way for teenagers to interact with positive peers, while staying out of trouble
- involves hands-on learning and community integration
- is a great way for the youth to learn independent living skills while having fun

Topics covered:
- Money management
- Organization skills/Time management
- Anger management
- Household management
- College preparation
- Job/vocational skills
- Meal preparation

The club offers:
- competitive and non-competitive boxing
- competitive and non-competitive wrestling
- Volleyball
- Softball
- Vocational program
- Educational tutoring program
- Gloves with love-community service
Appendix K

Program Evaluation Assessments


http://www.uic.edu/depts/moho/assess/osa

This is an example of the Occupational Self-Assessment the youth will have to complete initially, midpoint, and at the end of the programming. The youth circle the item responses if they apply to them and cross out the ones that do not apply to them.

**Occupational Self-Assessment**

**Myself**

<table>
<thead>
<tr>
<th></th>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentrating on my tasks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lot of problem</td>
<td>I have a lot of problem doing this</td>
<td></td>
</tr>
<tr>
<td>Some difficulty</td>
<td>I have some difficulty doing this</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>I do this well</td>
<td></td>
</tr>
<tr>
<td>Extremely well</td>
<td>I do this extremely well</td>
<td></td>
</tr>
<tr>
<td>Not so important to me</td>
<td>This is not so important to me</td>
<td></td>
</tr>
<tr>
<td>Important to me</td>
<td>This is important to me</td>
<td></td>
</tr>
<tr>
<td>More important to me</td>
<td>This is more important to me</td>
<td></td>
</tr>
<tr>
<td>Most important to me</td>
<td>This is most important to me</td>
<td></td>
</tr>
<tr>
<td>I would like to change</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physically doing what I need to do</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lot of problem</td>
<td>I have a lot of problem doing this</td>
<td></td>
</tr>
<tr>
<td>Some difficulty</td>
<td>I have some difficulty doing this</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>I do this well</td>
<td></td>
</tr>
<tr>
<td>Extremely well</td>
<td>I do this extremely well</td>
<td></td>
</tr>
<tr>
<td>Not so important</td>
<td>This is not so important</td>
<td></td>
</tr>
<tr>
<td>Important to me</td>
<td>This is important to me</td>
<td></td>
</tr>
<tr>
<td>More important</td>
<td>This is more important</td>
<td></td>
</tr>
<tr>
<td>Most important</td>
<td>This is most important</td>
<td></td>
</tr>
<tr>
<td>I would like to change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This is an example of the Occupational Self-Assessment the therapist will have to complete during the midpoint of programming. This is done to compare the youth responses from initial assessment and midpoint to keep track of their progression.

**OSA Data Summary Sheet: OSA Progress/Outcome Results**

<table>
<thead>
<tr>
<th>Client:</th>
<th>D.O.B.</th>
<th>Diagnosis:</th>
<th>Therapist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Initial:</td>
<td>Date of Progress:</td>
<td>Date completed:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Myself</th>
<th>Competence</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrating on my tasks</td>
<td>initial progress</td>
<td>Lot of problem Some difficulty Well Extremely well Not so important Important More important Most important</td>
</tr>
<tr>
<td>Physically doing what I need to do</td>
<td>initial progress</td>
<td>Lot of problem Some difficulty Well Extremely well Not so important Important More important Most important</td>
</tr>
</tbody>
</table>


The assessment starts off by asking the youth’s gender, grade level, age, race, and ethnicity. The categories that are assessed during the assessment include: career planning, house and money management, daily living, self-care, social relationships, and work life. The assessment is divided into two sections performance items and knowledge/behavior items. In the knowledge and behavior section the youth will have to click on: not like me, somewhat like me, and very much like me for every question within each category. The performance section has questions for each category and the youth will have to choose answers a, b, c, or d.
Appendix L

Program Documentation Forms

Participant’s Name:

Week 1 Participation Observation:

Week 2 Participation Observation:

Week 3 Participation Observation:

Week 4 Participation Observation:

Week 5 Participation Observation:

Week 6 Participation Observation:

Week 7 Participation Observation:
Week 8 Participation Observation:
Participant Name:

Date:

Documented By:

Phone Conversation Summary:
International Boxing Club, Inc.

Informed Consent

The International Boxing Club, Inc. be provides facilities and instruction to persons desiring to develop and improve skills required for amateur boxing, wrestling, volleyball and softball. Such training carries certain risks and persons will only permitted to train or use the facilities of IBC after having read and agreed to this informed consent.

1. **Risks of training and competitions**

   Training for boxing and wrestling may include training with weights or apparatus (resistance training), aerobic activity, punching various apparatus and sparring with other boxers. IBC may sponsor, promote, or participate in boxing and wrestling competitions or matches in which you may voluntarily, engage in competitive boxing or wrestling with other boxers and wrestlers. All of these activities carry a risk of physical injury as well cardiovascular injuries such as heart attack, stroke and other cerebral-vascular accident. Before you embark on a training program, you should consult with your doctor to determine if you can safely participate and whether any restrictions imposed by your doctor, to the attention of IBC.

2. **Confidentiality**

   Information obtained is privileged and confidential and will not be released without your consent except pursuant to a lawful subpoena.

3. **Freedom of consent**

   You may withdraw your consent (in writing) or discontinue participation in any aspect of training or competition at any time.

I have read the statement above and have had all of my questions answered to my satisfaction. I understand the risks associated with boxing, wrestling, volleyball, softball and training for these sports. I have been advised to consult with my doctor prior to participating in these activities. I hereby consent to participate in these activities. Furthermore, I assume the risks of training for amateur boxing, wrestling, volleyball or softball and hereby release and hold harmless International Boxing Club, Inc., its successors, assigns, affiliated companies, employees, officers, volunteers or other persons acting for or on behalf of the International Boxing Club, Inc. from any liability resulting from my participation in any training, competition or other activities of whatever kind organized or sponsored by International Boxing Club, Inc.

Signature of participant ____________________________________________________________

Print name ________________________________________________________________________

If participant is under eighteen (18) years of age, a parent or legal guardian must specifically agree to and consent to the terms of this document. The signature of a parent or legal guardian of the participant constitutes such agreement.

Parent or legal guardian ____________________________________________________________
NAME: 
ADDRESS: 
CITY: __________ STATE: ______ ZIP: ______
PHONE: (___) ________
EMERGENCY CONTACT: 
EMERGENCY PHONE: 
DATE OF BIRTH: __________ AGE: ______
SCHOOL: 
WHAT GRADE ARE YOU IN: 
TEACHER’S NAME: 
TEACHER’S PHONE NUMBER: 

"ALSO HAVE ON FILE A MEDICAL EMERGENCY FORM"
PHOTO/VIDEO
RELEASE FORM

______, 200_______

TO ASSIST IN PROMOTING THE PURPOSES OF THE INTERNATIONAL BOXING CLUB, I, ________, HEREBY CONSENT TO THE PUBLISHING OR USE OF FIRST NAME, ANY PHOTOGRAPHS, FILMS, MOVIES, VIDEO OR AUDIO RECORDINGS OF

______ (Your name or your child's name) ______________________ (Relationship to person if other than yourself)

I UNDERSTAND THAT ANY OF THE ABOVE ITEMS MAY BE PART OF PROMOTIONAL MATERIALS PREPARED, PUBLISHED AND/OR USED BY THE INTERNATIONAL BOXING CLUB IN ORDER TO ENCOURAGE AND ESTABLISH A SENSE OF LIFE LONG LEARNING AND OWNERSHIP IN THE LEARNING PROCESS AS WELL AS ACADEMIC GROWTH IN OUR STUDENTS, PARENTS AND TUTORS.

All copyrights and unlimited usage shall be granted to The International Boxing Club for the aforementioned materials.

Print Name: ____________________________________________
Signature: ____________________________________________
Address: ____________________________________________
City, State, Zip: _______________________________________
Phone Number: _______________________________________  

Witnessed by: _________________________________________
Print Name : _________________________________________
Date: _______________________________________________
Why do you want to become a member at the International Boxing Club?

What would you like to accomplish as a member of the International Boxing Club?

Print
Name ____________________________________________

Signature ________________________________________

Date ____________________________________________
MEDICAL RELEASE FORM

As the parent/legal guardian of __________________________, I request that in my absence the above-named player be admitted to any hospital or medical facility for diagnosis and treatment. I request and authorize physicians, dentists, and staff, duly licensed as Doctors of Medicine or Doctors of Dentistry or other such licensed technicians or nurses, to perform any diagnostic procedures, treatment procedures, operative procedures and X-ray treatment of the above minor. I have not been given a guarantee as to the results of examination or treatment. I authorize the hospital or medical facility to dispose of any specimen or tissue taken from the above named player.

Date of Players Birth ______/____/______ Date of last Tetanus Booster ______/____/______
Month Day Year Month Day Year

Known allergies of this player, including any allergies to medicine, ________________________________________________________________

Any other medical problems which should be noted ________________________________________________________________

Family Physician __________________________ Phone (______) ______
Name of Parent/Guardian __________________________
Address __________________________
City/State/Zip __________________________
Phone____________________ H W FAX

Person responsible for charges (if different from above) __________________________
Address __________________________
City/State/Zip __________________________
Phone____________________ H W FAX

Person to notify if parent/guardian is unavailable __________________________
Phone____________________ H W FAX

Insurance Carrier __________________________ Policy Number __________________________
Signature of Parent/Guardian __________________________

TATE OF __________________________ JURAT __________________________
COUNTY OF __________________________

Sworn to and subscribed before me on the _________ day of __________________________ 19________

Notary Public in and for the State of __________________________
Commission expires __________________________
Appendix M

Introduction of the Program

Introduction of the Occupational Therapist:

I am La Vonia Roane and I will be running the programming for the Successful Life Transitioning program at The International Boxing Club. This program is here to help provide you with the tools during your transition/transformation into adulthood. I am here to help you in any way that I can. I will be available during group as well as outside of group as needed. Feel free to discuss anything with me.

Definition of Occupational Therapy and occupation:

Occupation is anything you do throughout the day that has meaning and purpose for you. It could be boxing, working, going to school, doing homework, playing video games, playing basketball, reading a book, driving, riding a bike, walking, getting dressed, cooking, doing chores, and dancing. Occupational Therapy involves getting a person back to the things they like to do throughout the day. Occupational Therapy can take place in different settings/areas such as: a hospital in and outpatient, school, outpatient rehabilitation clinic, mental health facility, and community settings.

Topics to be covered during Programming:

- Week one- Assessments, demographic information, and anger management
- Week two- Time management
- Week three- Discussion group both sessions
- Week four- Money management including trip to an actual bank
- Week five- Midpoint assessments, possible cooking or community service project
- Week six- Discussion group both sessions
• Week seven- Household management with trip to a Laundromat

• Week eight- Vocational skills, making resumes, applying for employment online, possible jobsite visit

• Week nine- Discussion group both sessions with parents

• Week ten- college preparation with visit to the University of Toledo

• Week eleven- Discussion group both sessions with parents

• Week twelve- Community management, assessments, wrap up discussion

• Week Sixteen- four week follow up call to all group participants

Rules of Programming:

• Respect other group members while they are talking

• Respect guest speakers

• Take turns sharing view points on topics and provide input to others

• Raising your hand before speaking

• Staying on task and focused

• Representing the International Boxing Club in a good way during outings

Introduction of Group Participants

• Everyone stand up one by one and tell the group a little about yourself

• Such as your name, what school you go to, favorite hobbies, how many siblings you have, favorite color
Appendix N

Anger Management Week 1


The youth will participate in an anger management activity on the gym floor. They will start off lying down while kicking their legs alternating between left and right. Next they will stand up and form a circle while kicking their legs alternating between left and right. The activities go on from there and the exercises are called expressing anger with movement.


The youth will be read case studies about anger situations. The youth will problem solve together through each of the case studies with the help of the occupational therapist. An example of a situation that was listed in the pocketbook: A student after a few minutes of class becomes disruptive. He begins to throw his classmate’s books and pens, makes fun of them and storms out of the classroom. The pocketbook examines the appropriate time to diffuse a situation before the situation escalates.


The youth will self-evaluate what it is that makes them angry. They will also develop strategies that will help them calm down when they are angry using the CHILL OUT method. The C stands for communicate—express yourself in a constructive way. The H stands for harness—your emotions and slow down. Every letter stands for something in the CHILL OUT method.
Appendix O

Week 2 Time Management


The youth have to list the activities they would do every hour of the day within a twenty-four hour period in a typical weekday and a typical weekend day. They then total the hours they have in a general category listed at the bottom of the paper (work, leisure, sleep, self-care, and other). They then will give a percentage of how much time they spend in each category.

The youth will complete a worksheet that gives them certain items that they will set goals toward spending time to achieve. The worksheet has three columns: in my family life I will (important directions), how much time, when.


http://www.managementskillsadvisor.com/time-management-tips.html

The youth will be provided tips they can use during time management. There are eight tips included on this website. The first tip is to delegate and the second tip is learning to say no.
Appendix P

Discussion Questions for Week 3

1. Where do you see yourself in the next year or two?
2. Where do you see yourself in the next five/ten years?
3. What are your short term goals for life?
4. What are your long term goals for life?
5. How have you begun to accomplish your life goals?
6. What planning have you done to work toward your goals?
7. What are some of your barriers that interfere with you accomplishing your goals?
8. Who is helping you with accomplishing your goals?
9. Does anyone else know of a way/solution that would help your peer accomplish their goals?
Appendix Q

Week 4 Money Management


The youth will be provided with examples and worksheets that focus on learning how to write a check and balance a check register. The worksheets will also focus on learning how to pay bills by the due date.
Appendix R

Discussion Questions for Week 6

1. How are you accomplishing your goals?

2. What types of things have you struggled with in the past two weeks?

3. What have you learned in the program so far that is helping you with your life goals?

4. What areas can you improve on in your life?

5. How are your relationships with your peers, your parents, and with adults?

6. How is school going? (challenges faced in that environment)

7. What types of activities do you participate in outside of school and this program?

8. How do you feel your life is going thus far?
Appendix S

Week 8 Vocational Skills

http://jobsearch.about.com/od/interviewattire/a/interviewdress.htm


These websites provide information on what the youth should wear and bring for an interview. Examples include: suits, ties, dress shoes, portfolio, resume, and long sleeve shirts.


This guide provides information about: possible questions the youth can ask during the interview, interview attire, the different types of interviews, interview situations, illegal questions, follow-up after an interview, and tips for interviews.


On this website the youth can make a resume, review examples of resumes, search for employment and apply for jobs.

The youth will complete a worksheet for a work activity checklist. Some of the examples of activities include: washing dishes, typing, doing make up, cooking, landscaping, making appointments, washing windows, and styling hair. The youth will have to check in each box that applies to them.

<table>
<thead>
<tr>
<th>Activity</th>
<th>interest</th>
<th>Past performance</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some</td>
<td>Casual</td>
<td></td>
</tr>
<tr>
<td>Making appointments</td>
<td>Casual</td>
<td>Some</td>
<td>Never</td>
</tr>
<tr>
<td>Washing dishes</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix T

Discussion for Week 9

1. How is your relationship with your parents?

2. How do you feel your relationship is with your child (If parents are in attendance)?

3. What are some of the problem areas you have at home when talking with your parents?

4. How do you solve problems at home?

5. Do you feel the communication is open (you can discuss anything with them)?

6. What are some areas you would like to improve on at home?

7. What are some ways you can solve the problems you have at home?

8. What changes would you like to see within your child at home (for the parents)?

9. Can you both come to a compromise on the problem areas?

10. Anyone else have any suggestions for the problems or solutions for the participants?
Appendix U

Discussion for Week 11

1. Do you feel your home environment has changed? And in what ways?

2. Do you feel your relationship has improved with your parents?

3. Were the solutions you came up with during group useful at home?

4. Have you noticed a change in your child’s behavior at home (for the parents)? And if so what has changed?

5. What have you accomplished with the goals you have set thus far?

6. What are some things you are still struggling with?

7. How are your relationships going with others?

8. Have you used any of the things you have learned from the group in your life outside of the program?

9. As we go forward do you have any questions, concerns (for the parents and youth)?
Appendix V

Position Description

Occupational Therapist

Employed by the International Boxing Club for the Successful Life Transitioning Program

Position Summary:

The occupational therapist will teach youth ages 13-18 years old life skills that are necessary for progression into adulthood with the use of hands-on learning experiences. The occupational therapist will also communicate with staff at the International Boxing Club, youth teachers, and the youth’s family members on ways to help the youth develop their skills outside of the program. The occupational therapist will be responsible for performing assessments, documentation, and transporting the youth from and back to the International Boxing Club during outings using the I.B.C. van. The occupational therapist will be responsible for marketing the program and the recruitment of potential participants by word of mouth.

Responsible to: The coach Harry Cummins, the Executive Director, and the Board of Directors at the International Boxing Club.

Performance Requirements:

- Administer, score, and interpret Occupational Self-Assessment
- Administer, and interpret Ansell Casey Living Skills Assessment
- Observation and documentation of youth participation
- Market S.L.T. Program at I.B.C.
- Collaborate with each of the youth during their participation to develop self-goals and life skills
- Communicate with the staff of the International Boxing Club during monthly meetings
- Communicate with parents and teachers of youth for recruitment of participants for S.L.T. Program at I.B.C.
- Document demographic information, evaluations, participation observations, and program evaluations
- Attend and participate in relevant continuing education programs and staff in-services
- Transporting youth to and from the International Boxing Club during outings in the club van
- Creating occupations for the S.L.T. Program at I.B.C.
- Accept other duties as needed

Working Conditions:

- Requires driving during outings
- Work in the classroom and kitchen areas at the International Boxing Club
• Work in various locations during outings
• Hazards include driving conditions, cooking products, and outing environments

Professional Requirements:

• Must hold current certification as an occupational therapist by NBCOT
• Must be licensed to practice as an occupational therapist in the state of Ohio
• Two years of experience in working with at-risk youth population is required
• Minimum of a Master degree in Occupational Therapy is required

Physical Requirements:

• Must possess adequate sight and body mechanics that will ensure the ability to perform all the required duties of the position.

Employee Signature       Date
Appendix W

Job Advertisement

Community-Based Occupational Therapist Part-Time

Grant funded community-based part-time occupational therapist position is available at the International Boxing Club located in Oregon, Ohio. This opportunity requires being available throughout the school year, while using summers as a time to recruit, fundraise, and develop new marketing materials. This position involves working with youth who are at-risk to help them develop life skills that are necessary for adulthood.

Qualifications:

- A Master degree in Occupational Therapy
- Minimum of two years’ experience working with at-risk youth
- Must hold current certification as an Occupational Therapist by NBCOT
- Must be licensed to practice Occupational Therapy services in Ohio

For additional information contact Harry Cummins, the founder of the International Boxing Club at (419) 450-8435 or fax resume to (419) 244-8958.
Appendix X

Letter of Support from the International Boxing Club

The International Boxing Club
525 Earlwood Ave.; Oregon, Ohio 43616; 419-244-8955

Our Mission:
"Empower youth in the Greater Toledo Area to succeed in life"

April 6, 2012

La Vonia Roane
S.L.T. Program Coordinator
The University of Toledo
College of Health Science and Human Services
Toledo, Ohio 43606

Dear Ms. Roane,

This letter is written to express our support for the S.L.T. (Successful Life Transitioning) program at the International Boxing Club.

More youth are becoming involved with crime, drugs, teen pregnancy, gang violence, and school delinquency. There is a need to create preventative measures to keep more teenagers out of trouble to prevent negative life consequences. The more teenagers who grow up without a positive influence in their lives the more the community will have to face this downward spiral of the teenage population. Youth who are at-risk have to overcome various life barriers to succeed in life along with facing their natural teenage transitions.

Programs that help teenagers by teaching them the necessary life skills are important to keep teenagers on the right track to adulthood. There is a need for programs that address the life skills in the Toledo, Ohio and surrounding areas. If funded, the S.L.T. program will address the current needs of the youth population through hands-on learning of necessary life skills. The S.L.T. program will help youth to lead independent lives in adulthood.

The International Boxing Club would benefit greatly from the addition of this program. The mission of the organization is to empower youth in the greater Toledo area to succeed in life and I feel that the program is right in line with the mission statement.

Sincerely,

Harry Cummins
Founder and Executive Director of the International Boxing Club

International Boxing Club
525 Earlwood Avenue
Oregon, Ohio 43616
Phone: 419-450-8435
Fax: 419-244-8958
Appendix Y

Additional Sources for Letters of Support

1. Harry Cummins, Founder of the International Boxing Club. He has firsthand experience with the at-risk youth population. He has been working with at-risk youth for fifteen years. His experience with the population would provide essential support for the S.L.T. program. He can be contacted at: phone: 419-450-8435 or email hec3rd@aol.com

2. Beth Ann Hatkevich, Ph.D., OTR/L
   Dr. Hatkevich is the Clinical Associate Professor Director, Clinical and Educational Programming at the University of Toledo. She has experience with program development, working with youth, and transitional services. Her various experiences are essential for the support of the S.L.T. program. She can be contacted at phone: 419-530-6696 or email: BethAnn.Hatkevich@utoledo.edu

3. Doadi Rockwell, MS, OT/L, BCP
   Ms. Rockwell is the senior instructor and director of the Occupational Therapy Assistant Program at Pennsylvania State University. Ms. Rockwell wrote an article about transition services for high school youth and the importance of the occupational role in this setting. Her firsthand knowledge about transition services and the high school population would provide support for the S.L.T. program. She can be contacted at: email: DLD14@psu.edu

4. Bernadine Martinez, Case Manager for Big Brothers Big Sisters of Northwest Ohio
   She has firsthand experience working with the at-risk youth population using a mentoring relationship. Her experience would be a great asset of support for the S.L.T. program. She can be contacted at: phone: 419-243-4600.

5. Lind Q. Rudd, OTR/L, is the lead for the occupational and physical therapist department in the Peoria Unified School District in Arizona. She is started an Occupational Therapy pilot program that focused on increasing occupational therapists participation in the high school transition process. Her experience with researching the transition process of teenagers and starting a program would be vital information for support of the S.L.T. program. She can be contacted at: phone: 623-486-6000.

6. Shawn Mahone, Founder of Young Men and Women for Change
   He has six years of experience working with the at-risk youth population. He developed a program that would help meet the needs of the population. His experience would serve as a great resource for the support of the S.L.T. program. He can be contacted at: phone: 567-277-5352.

7. Justen S. potential participant of the S.L.T. program
   I believe it is essential to include the opinions of potential participants for the support of the S.L.T. program. He can be contacted through the International Boxing Club at: phone: 419-244-8955.
8. Cody Houghtalling, assistant coach at the International Boxing Club
   Mr. Houghtalling has first-hand experience working with at-risk youth. He was a
   previous member of the club and now coaches there. He can provide in-sight into what it
   is like to work alongside the youth as a peer and a coach. His support would be of great
   value to the S.L.T. program. He can be contacted through the International Boxing Club
   at: phone: 419-244-8955.

9. Barbara Kopp Miller, Ph.D.
   She has experience with program development and occupational therapy services. Her
   ideas for program development would be a valuable source for support of the S.L.T.
   program. She can be contacted at: phone: 419-530-5308 or email:
   Barbara.koppmiller@utoledo.edu.

10. Amy Leighluedy, MS, OTR/L
   Mrs. Leighluedy has experience with working with youth have become juvenile
   delinquents. She is employed at a juvenile prison facility. Her insight into providing
   occupational therapy services to the teenage population would be of great importance.
   Her support would be of great value to the S.L.T. program. She can be contacted at:
   phone: 440-724-7973 or email: amyleighluedy@gmail.com
Capstone Mentored Studies Annotated Bibliography

La Vonia Roane

The University of Toledo
Demographic information of population


Abstract

Empirical research suggests that the first few months of community reentry are a critical time period for youth offenders to establish routines and support systems that can reduce the likelihood of recidivism. However, little is known about youth's perceptions of the various challenges involved in their transition or their coping strategies. This study analyzes a series of 27 semi-structured, qualitative interviews with 10 youth who were released from a 12-month therapeutic correctional institution in Minnesota. Participants accurately predicted that "old friends and influences" would present their greatest challenge. However, "selective involvement" with these old friends and influences helped some of the offenders avoid falling back into old patterns or becoming re-incarcerated during the first several months back in the community. The author draws upon this in-depth qualitative data to pose implications for juvenile transition programming and for future research.

Summary and significance

This study describes youth offenders’ perceptions of the challenges of transition. The site is a public correctional facility for felony-level juvenile offenders in Minnesota. The Population includes ten youth ranging in age from fifteen to eighteen. The Minnesota facility offers a nine to twelve month cognitive behavioral program followed by a six week transition program for community reentry. Two to four semi structured interviews were performed with participants (interview 1 pre-release from the facility, interview 2 1-2 weeks post release, interview 3 three
months post release, interview 4 four to six months post release). The individuals described transition and reentry experiences and challenges that were anticipated and encountered. Benefits and weaknesses of services they received, and the connection with formal and informal social supports. The themes that arose from this study describe social support, transportation, old influences (friends, family, drugs, and alcohol), and financial constraints as challenges and in some cases reasons for re-incarceration. The ways some of the adolescents cope with challenges determine their life of freedom versus incarceration. Some of the youth avoided old situations all together. Some of them were involved in harm-reduction where they were involved with old situations to a certain extent. Some were fully involved with old situations thus returning to their old life and habits. Having positive social and financial support helped 7/10 of the youth stay out of trouble during their transition re-entry phase of the program. Three of the youth were re-incarcerated after release from the program.

Some of the youth at the International Boxing Club have been associated with juvenile offenders or are juvenile offenders themselves. The article stresses the need for positive social and financial support as a means for transitioning into the community after incarceration. My capstone project will incorporate money management and communication skills. The youth need financial stability. If they have the skills and knowledge to go out and support them in the real world this would take some of the pressures of wanting to revert back to their old ways off their list of stressors. The youth also need a positive support system and this will be provided through current programming at the International Boxing Club as well as in continuation within my proposed programming. This article shows the need for programming that address positive coping strategies and this is an area for Occupational Therapy.

Abstract

Peer violence perpetration and victimization are the most common types of violence among youth. This study determined the associations among violent attitudes toward peers, involvement in peer violence perpetration, and experience with peer violence victimization among boys and girls in a high-risk, urban community. Analyses were based on data from the 2004 Youth Violence Survey, which was administered to over 80% of public school students in grades 7, 9, 11, and 12 (N = 4,131) in a disadvantaged, urban, school district in the USA. Logistic regression analyses were conducted to test the associations between attitudes in support of violence and involvement in violent behaviors. Results show that among youth, attitudes supporting boys hitting boys significantly increased the odds of peer violence perpetration after controlling for potential confounders (adjusted odds ratio [AOR], 1.35; 95% confidence interval [CI] = 1.07, 1.72). However, stratified analyses for boys and girls show that attitudes supporting boys hitting boys increased the odds of peer violence perpetration for girls only after controlling for potential confounders (AOR, 1.49; 95% CI = 1.05, 2.13). The findings demonstrate that there are important differences between boys and girls in terms of their associations with violent attitudes and involvement in actual violent behaviors. However, additional research is needed to determine how attitude modifications can be incorporated into youth violence prevention programs.

Summary and significance
The sample population included 7th, 9th, 11th, and 12th graders from 16 public schools in the United States that were centered in high risk communities. The study used a Youth Violence Survey as an assessment tool. The assessment tool measured attitudes about girls hitting girls and boys hitting boys, family environment, high risk behaviors, peer violence perpetration and peer violence victimization. The results showed that attitudes supporting boys hitting boys and girls hitting girls showed significance with involvement in peer violence perpetration and experience with peer violence victimization.

I feel that this article stress the need for attitudes about violence to be changed among youth. At the boxing club the youth learn to use boxing in a positive way. This will be incorporated into my programming. I feel that youth should role play through situations to learn how they are supposed to react in a positive way. I also feel that within the programming there needs to be talk about dating violence because the article shows it is not just boys that can be violent girls can be too. The article didn’t find any significant changes with family involvement but did address the fact that previous research shows positive parent involvement helps with decreasing youth delinquency. So I believe that the incorporation of a parental piece into the programming is necessary.


Abstract

This resource does not have an abstract.

Summary and significance

This article discussed the importance of treating mental health problems in teens because left untreated could worsen the mental health issue over time. People who are close to the teen
such as parents, teachers, or people in the community should look for warning signs of mental health issues. They should talk with the teen and make sure they get help. The article also gave statistics: suicide is the third leading cause of death in the 14-22 year old age group and 11% of youth in the 9-17 year old age group have a major mental health disorder that results in life impairments.

This article emphasized the importance of coming together as a community to help the youth and for early recognition of mental health issues. This piece of coming together to help recognize problems is incorporated into the program with the use of discussions. The youth can discuss any problems they may be experiencing either directly with the occupational therapist or with their own parents during group discussion. As far as the teacher’s getting involved, if the participants would like either the occupational therapist or their parents to talk with their teachers this can also be arranged during individual discussions with the participants. This article brings up the fact that early recognition is the key so staying informed or watching out for warning signs is very important.


Abstract

This resource does not have an abstract.

Summary and significance

The movies main character Rashad lives in Atlanta, Georgia with his uncle and his brother. Rashad and his brother Ant have been living with their uncle since their parents died in a car crash. They both work for their uncle helping him clean buildings. Rashad and his friends
love to skate. Esquire one of Rashad’s friends attends a preparatory school and hopes to attend an Ivy League college in the future. He works at a country club. He meets a millionaire there and asks him to write a letter of recommendation for Esquire to attend college. Rashad ends up falling in love with this girl who calls herself New New but her real name is Erin. Rashad ends up finding out that Erin is pretending to be an inner city teenager but she is really the millionaire’s daughter and lives in a nice neighborhood. Rashad broke up with her and stopped talking to his friends because they knew about her and her real lifestyle. Rashad’s brother Ant saw his friends making money the fast way by selling drugs. Ant starts to sell drugs under a drug dealer named Marcus. Ant ends up getting arrested and Rashad begs him to stop selling drugs and just focus on school. Ant continues to sell drugs and one day he was robbed. Marcus was looking for Ant on the streets because he wanted the money he owed him. Ant didn’t have it. Rashad finds out and goes to save Ant. Marcus had already found him. Marcus ends up shooting Ant in the chest and Ant goes to the hospital. Rashad ends up making up with his friends and Erin while at the hospital waiting to see if his brother was going to make it. His brother ends up pulling through and Ant becomes focused on school while leaving the drug selling alone. Esquire ends up getting into an Ivy League college. Rashad ends up drawing comic strips for a local newspaper company. Erin ends up going to Spellman College. The movie ended on a positive note.

I feel that this movie shows various life situations. Having to grow up without one’s own biological parents is the first major situation. Rashad throughout the movie tried to be a father figure for his little brother Ant. Another thing is how street life can either put you in jail or in the grave. Lastly, it seems as though the characters all wanted a better life. They weren’t willing to give up on their dreams. One of Rashad’s other friends opened up his own business and another
friend obtained employment at the end of the movie. During my observation of some of the youth at various facilities I have discussed their home lives. Some of them don’t live with their parents, they stay with extended family members. Some of them don’t even live with their family members at all. This brings up a point that the youth may feel abandoned or all alone. I feel that with the incorporation of the discussion group the youth can work through some of their feelings that they have towards their biological parents or their home environment. I also feel that during these discussions the youth can discuss some of the things that are surrounding peer pressure and street life. I also feel the movie showed how parents really need to be more involved in their children’s lives. Erin was going to a different school in a different school district and her parents didn’t find out until after the fact. The movie also showed how parents need to listen to their children as well. I feel that the incorporation of parents during the discussion group will lead to them becoming more involved in their child’s life as well as being able to listen to their child. By building on the youth’s positives during program it will help foster their development into an independent individual. I also feel the movie supported the need for time management skills and discussion of positive activities to be incorporated into the programming. This will decrease the chances of the youth becoming involved with the street life.


Abstract
Background: Behavioral problems in adolescence have been shown to be associated with the presence of a positive family history of alcoholism (FH+), obstetric complications (OCs), and negative parenting practices. Method: This study tested the relation of these factors to aggression/delinquency and attention problems in an untreated population sample of 154 adolescents in Pomerania. Furthermore, we evaluated the predictive strength of a FH+, OCs and negative parenting styles in a prospective subsample of 127 adolescents using a hierarchical regression analysis. Results: Group comparisons between offspring with higher vs. lower values on aggression/delinquency revealed that only rejection by the parents was significantly more often reported by teenagers with higher measures on these behavioral problems. Offspring with higher values on attention problems had more OCs reported by the mother and also had more feelings of parental rejection compared to controls. The results of the hierarchical regression analysis showed that parental rejection was the only significant predictor for both aggression/delinquency, and attention problems measured 1 year after the initial assessment. Conclusion: We conclude that parental rejection is a major risk factor for both aggression/delinquency and attention problems. Reflecting the fact that these behavioral problems have been reported to be strongly associated with later substance misuse, the improvement of parenting practices should be considered in prevention and intervention programs.

Summary and significance

The study included a population of north-east region Germans. Subjects age 20-79 years were selected who had offspring between the age of 12-18 years old. 115 families were included in the study including 154 adolescents from those families. The study included 79 girls and 75 boys. A subsample of 127 adolescents was asked to complete the Youth Self Report 1 year after
the initial assessment. Parents were interviewed using the Semi Structured Clinical Interview. History of obstetric complications was obtained through face to face interview with the mother. The EMBU was used for the evaluation of parenting styles by the youth. The EMBU measures rejection, emotional warmth, and overprotection. The Youth Self Report (YSR) was used to evaluate the adolescent’s behavioral problems. The YSR measured attention problems, aggression, and delinquency. The study found no statistical difference between groups in regard to gender. The study found no statistical difference in regards to parenting style and association with alcoholism. The study found no statistical difference in obstetric complications and behavioral problems. The study did find a statistical significance with aggression/delinquency and attention problems with the parental rejection parenting style.

This article shows a connection with the youth who are at-risk. The connection comes from the results that parenting styles of rejection have a negative impact on their offspring. This may be one of the reasons the offspring have aggression, delinquency, and attention problems. Some of the youth at the International Boxing Club come from single parent homes, while others come from homes where the parent is no longer present. This study shows that there is a need for a positive role model to be present in the adolescent’s life. This involves someone who can work on their underlying issues at hand to present failure in adulthood. My proposed capstone project will help the youth work through their underlying issues to help them catch up to their peers who have positive parents present in the home.


**Abstract**

This resource does not have and abstract.
Summary and significance

This movie was based on a true story about Hurricane Katrina. This is a story about John Ehret High School basketball team and their coach Al Collins. The movie is based in Louisiana. The movie starts out by showing the basketball team a few days prior to Hurricane Katrina. The coach is skeptical the hurricane will actually happen. The basketball team was pretty good and they looked as though they were going to make the basketball playoffs. Hurricane Katrina took place and all the players as well as the coach were displaced from their homes. They lost their personal items because of the hurricane. The coach is determined to fix up the high school gym because it was destroyed during the hurricane. The coach is determined to have the team play in the playoffs with the team. The coach lost the majority of his players because of the hurricane displacement. The players moved to different states and school districts to play for other teams. The coach recruited players from varying high schools in Louisiana to make up a team of five basketball players. One of the team players was named Gary. He came from a single parent household and had a younger brother. Gary felt as though he had to be the man of the house by protecting and watching out for his mother and brother. Another team player named Brian lost his brother in a car accident due to a drunk driver. His father was really tough on him and wanted him to go to the playoffs. His father at one point in the movie refused to talk to him. Coach Al talked to Brian’s father and they ended up making amends with each other. He admitted that he was playing for his brother because his brother was supposed to be where he was at this point in his life. He had to learn to be a team player and not play alone. Another one of the players that stopped talking after Hurricane Katrina passed out from dehydration during practice. He was treated by a medic. The team practiced outside anywhere they can find with and without a court. They exercised outside at night as well as in the day time. The gym was
finally fixed up to where they could practice inside the high school. The team made it to the playoffs. The basketball team used a church bus for transportation during the playoffs because they no longer had a school bus. Only one team mate had a washer and dryer so they let him wash all the uniforms. He turned the white uniforms to pink. The team won the playoffs.

I feel that this movie shows that no matter what situation life gives a person can overcome it. I really feel as though this movie was helpful in identifying that the parent and child relationship is important. The programming incorporates the parent and child relationship through the use of discussion groups. Another important factor the movie shows is the bond that grew between the players and their coach. They were like their own little family. During my needs assessment I found out through youth questionnaire responses that they find friendship and the feeling of togetherness in a program. They want an environment where they can come and relax from home and school life. I feel as though my program promotes togetherness, friendship, and a change of scenery from home and school life. I also feel that through therapeutic use of self I can build trust and a bond with the youth. The goal is for me to provide them with a positive role model to look up to and talk to. The coach had this quality with the basketball players. Something else that was a key factor is the coach never gave up on them he helped foster the player’s believing in themselves. I feel that this is also important to have in a program. Not everyone learns the same that is why multiple hands-on activities as well as written materials will be used throughout the programming.

This resource does not have an abstract.

**Summary and significance**

This article gives statistics for the United States high school students in 2009 that were surveyed. Thirty-nine percent of teens who had sex within the past three months didn’t use a condom the last time they had sex. Seventy-nine percent of those same teens did not use birth control. Eight thousand three hundred young people in forty states reported they had HIV in 2009. In 2009, four hundred thousand 15-19 year olds gave birth. There are 19 million new sexually transmitted diseases in the 15-24 year old age group each year. Organizations can help reduce risks/sexual behavior and promote health and well being. Supporting abstinence, because it is the most 100% effective way to prevent teenage pregnancy and the spread of STD’s, is the best thing to do.

This article discussed various teenage statistics. Knowing these statistics is helpful while getting to know the population. Providing the youth with these statistics may help them decrease in the risky activities they may be involved in. These statistics may start a discussion with the youth about their lives and their peer’s lives. Some of the youth may discuss how they have parents who experience some of these statistics themselves such as the teenage pregnancy or STD’s. I feel that this article support the use of having discussion during the programming to help the youth sort through some of their live issues. This article supports looking at the youth in a holistic way to discuss their emotional and physical issues.


**Abstract**
The article presents information on a study which focused on the systematic assessment of youth offenders in a residential treatment program to distinguish their higher and lower risk for mental health and delinquency-related problems. It provides a review of literature relating to the recognized risk factors associated with teenagers who offend. It also describes the development of a comprehensive risk assessment process that includes self-report and clinical assessment measures. It also discusses the implications for clinical work with offending teenagers.

Summary and significance

The population consisted of 97 adolescent’s age 11 to 18 years old, who were residing at a residential treatment site in the Rocky Mountain region of the U.S. The adolescents were assessed within the first month of their stay at the facility. The Client completed measures included: the Substance Abuse Subtle Screening Inventory for Adolescents-Second Edition and the Family Adaptability and Cohesion Evaluation Scale III. The clinician-rated measures included: The Samenow’s 17 errors of criminal thinking behavior and the Diagnostic and Statistical Manual of Mental Disorders 4th Edition, text revised. These assessments and questionnaires combined became known as the Youth Comprehensive Risk Assessment (YCRA). The YCRA gathers information on six risk areas: risk to self, risk to others, social and adaptive functioning, substance abuse/dependency, family resources, and degree of structure needed. The participants were divided based on YCRA results into two groups: higher risk 47 residents, and 50 residents were lower risk. These categories were based on risk factors present at high level. One or two risk factors present is considered lower risk and three or four risk factors equals higher risk. The higher risk group had significantly more problems with social
functioning, substance abuse, and needed a higher degree of structure in treatment. They were also a higher risk to themselves and others.

This study shows that there is a need for an intervention program that addresses substance use, social functioning, life structure, and risky behavior that may cause self-injury and injury to others. Through my capstone project I hope to incorporate social situations through role playing to show strategies on how to avoid or conquer stressful/risky situations. I want to address substance use through time and money management sessions. I would like to build self-esteem to help decrease the rate of injury to self and others by teaching the youth skills to develop into independent adults. This article shows the need for a program that addresses risk behaviors with transitioning out of the correctional institution to prevent re-incarceration.


**Abstract**

Background: African American adolescent females have been understudied with regard to their continued sexually transmitted disease (STD) risk behavior during pregnancy. Preintervention studies of this population are especially important because the sequelae of STDs during pregnancy can be particularly problematic. Objective: This exploratory study identified correlates of engaging in relatively frequent penile-vaginal sex, unprotected by a condom, among inner-city African American adolescents during their first or second trimester of pregnancy. Study Design: Baseline data collected as part of an HIV prevention study were used. Adolescents at their first prenatal visit completed a self-administered survey and face-to-face interview. Only
adolescents reporting a current boyfriend were included in this exploratory analysis (n = 144). Significant bivariate correlates were assessed for multivariate significance. Results: Significant bivariate correlates of relatively frequent unprotected vaginal sex were older age ($P < 0.02$), primiparity ($P < 0.03$), not being enrolled in school ($P < 0.02$), not residing with at least one parent ($P < 0.001$), reported infrequent sexual communication (communicating about sex) with the boyfriend ($P < 0.01$), spending at least 30 hours each week with the boyfriend ($P < 0.001$), reporting that the age of the current relationship was at least 2 years ($P < 0.04$), and using marijuana in the past 30 days ($P < 0.03$). Three correlates retained significance in the multivariate model: not residing with at least one parent (adjusted odds ratio [AOR] = 2.24; $P < 0.04$), spending at least 30 hours with the boyfriend each week (AOR = 3.70; $P < 0.002$), and infrequent sexual communication with the boyfriend (AOR = 2.88; $P < 0.008$). Conclusion: Given the potential of STDs to complicate pregnancy outcomes, clinic-based and community-based programs addressing relational dynamics and relational obstacles to safer sex may be warranted, particularly for adolescents not residing with parents.

**Summary and significance**

The study included a population of 144 African American females who were pregnant between the ages of 14-20 years old. The sample was from a large urban population in Atlanta, Georgia. The study included a face to face interview to assess risky sexual behaviors and a self administered survey. The self administered survey assessed sociodemographic information, sexual transmitted disease history and age at sexual initiation, knowledge about HIV/STD, perceived barriers to condom use, negotiation of condom use, and frequency of sexual communication between partners. The face to face interview collected information about substance abuse and recent sexual risk behavior. The characteristics of the population include:
57.1% not enrolled in school, 55% lived with at least one parent, and 26.1% lived in a household that received public assistance.

This study shows a connection of how the lack of parenting by one parent can be a factor in adolescent’s participation in high risk sexual behavior. The study also shows that adolescents who spend a lot of time with their significant other participate in risky behavior. The connection lies with the adolescents needing a positive role model in their life. Adolescents also need things to do to keep them occupied during their leisure time throughout the week. This will decrease the amount of time they have to participate in risky behaviors. The program will incorporate time management and problem solving to figure out things for the adolescents so the adolescents can figure out things to do in their leisure time. Some of the young men at the International Boxing Club mentioned hanging out with girls or talking to them on the phone. The question is what types of things do they do when they are hanging out? The study shows the need for preventative measures in regard to sexual behaviors and lifestyles.


Abstract

This resource does not have an abstract.

Summary and significance

Erin Gruwell is one of the main characters in the movie. She is a new teacher and she accepts a job at the Woodrow Wilson High School in Long Beach, California. This school as recently started this integration program where the intelligent students and regular students are now combined in one building. Mrs. Gruwell is assigned to teach the Freshman English class. She receives little support from the school as far as supplies go for teaching the class. Mrs.
Gruwell notices that her classroom as well as the entire school is divided into little groups of people (gangs). The first day of her teaching experience the students got into a physical altercation. She had to call for help to break it up. She is determined to change the sitting assignments of the class to decrease their division. One day while teaching she notices one of her students is being picked on by a racial drawing. Based on this she decides to teach the class about the Holocaust. She goes out and buys the class books because the school refused to give her any. Mrs. Gruwell takes on working a second and third job to help provide the class with supplies and fieldtrip experiences. Mrs. Gruwell arranged for her students to meet some of the Holocaust survivors and go on a tour of a museum that was dedicated to the Holocaust. Her students stated this was one of their most memorable moments in their lives. Mrs. Gruwell gave them journals to express anything they wanted to with the guarantee that it would be kept confidential. Eva one of Mrs. Gruwell’s students witnesses the murder of one of her classmates Sindy’s boyfriend. She has to testify at the trial. Eva’s father who is incarcerated for a crime he didn’t commit wants her to lie on the stand to protect her own Mexican kind. Eva’s boyfriend Paco is the one who actually committed the murder but everyone wants her to lie and say it was the African American boy who stormed out of the store angry. Paco was actually trying to shoot at the African American boy missed and ended up killing Sindy’s boyfriend. Eva ended up telling the truth during the trial but was disowned by her gang and the Mexican community. She had to move away to live with her Aunt but still attended the same school. Another one of Mrs. Gruwell’s students Marcus was kicked out of his mother’s house because he became a gang member and wanted to live the street life. He started living in an abandoned building. After meeting Miep Gies, one of the people who provided shelter to Anne Frank during the Holocaust, he decided to turn his life around. He decided to ask his mother if he could move back home
because he didn’t want to live the street life anymore. She let him come back home. Mrs. Gruwell taught her English class the entire time they were in high school. She watched them grow and learn. She observed how her class went from being divided to becoming like a family and supporting each other. The movie showed the high school students turning their journals or life diaries into an actual book called The Freedom Writers Diary. This movie overall, showed how determination and persistence can help change a horrible situation and turn it into something positive and great.

I feel that this movie was great for watching and gaining ideas about programming. I really want an open environment with my participants. I want them to feel as though they can discuss anything with me and their peers without feeling embarrassed or judged. I also feel as though this movie showed great determination within the teacher. She didn’t give up on her students. She also attempted to connect with them in various ways. She observed their learning styles and creates new environments for them to learn the information. She provided hands-on learning experiences. I feel like her dedication to the students and the fact that she cared about them really won them over. One of her students was slacking off and turned in a final assignment that deserved an F. She gave him back the paper and told him to redo it because she knew he could do better if he actually tried. She saw their positive traits even though they were surrounded by all the negativity in the environment. I feel that the incorporation of discussion in my programming and hands-on learning experiences is supported by this movie. I also feel that incorporating therapeutic use of self is beneficial when working with the youth and this is woven into my programming throughout every session. The movie also showed advocacy for the students by talking to the school and school board to get problems solved. I feel that the programming also incorporates this through care coordination. The occupational therapist will
be in charge of making sure the youth’s needs are met in a variety of settings such as school, home, and during other activities outside the International Boxing Club.


**Abstract**

Objectives: Alternative education programs are schools that accept students who have not been successful in the general education setting. This study focuses on developing a better understanding of the needs of students in three area alternative education schools.

Methods: A needs assessment was created and distributed to the staff of each school regarding the problem areas of alternative education students. Data were analyzed descriptively.

Results: Thirty-nine of 47 surveys were returned resulting in an overall return rate of 83%. The staff identified several potential deficit areas faced by the students in these alternative education programs. The most frequently identified deficits included poor time management skills, decreased healthy participation in hobbies and leisure activities, and a lack of healthy lifestyle behaviors. In addition, the staff reported that many students had cognitive deficits including reduced ability to follow multistep directions, impaired higher-level thinking skills, reduced attention span, and limited memory.

Conclusion: The results of this study are consistent with literature that suggests the students in alternative education settings may have underlying deficits that interfere with learning and produce misbehaviors. The alternative education programs should be further explored as a potential practice area for occupational therapists.
Summary and significance

This study involves survey research based on alternative education programs located in the Midwestern United States. Three programs were selected, one city, one suburban, and one rural. The surveys were distributed to the educational programs staff members. Thirty-nine out of forty-seven surveys were returned. The questionnaires consisted of twenty-five questions. The staff was asked to give a percentage rating based on a five point percentage scale with each percentage range being 20%. The percentages were used to describe the amount of students who fit a particular situation based on occupational performance skills, performance patterns, and client factors. The results of the study include the identification of problem areas for youth who are at-risk. The most frequently reported problem areas include: time management, healthy play and leisure, healthy lifestyle, multitasking, higher level thinking, and retaining information. The article shows the need for an occupational therapist's involvement in an alternative education program to address identified needs.

This article shows the need for occupational therapists to address identified problem areas. The youth at the International Boxing Club identified time management as one of their problem areas. All of the problems areas that were identified in the study can be addressed through my capstone project. Another problem area that was identified by the youth at IBC was attention span and this can be connected to retaining information and multitasking. The identified problem areas can be connected to the Capstone project as themes supporting the need for transitional programming. This study also supports the need for input from the staff that interacts with the youth on a daily basis. Their input can be the key to gaining a grasp on the specific youth needs.

Abstract

This resource does not have an abstract.

Summary and significance

Xavier is the main character in the movie. He has a sister named Sonya. Their mother passed away and they were left to be raised by their father. Xavier is in a skate group with his friends. The skate group enters a roller disco contest at a roller skating rink. Xavier’s father is trying to support to kids on his own while trying to start up his social life again. Xavier’s father becomes laid off from his job. He is too ashamed to tell his kids so he hides it from them and the rest of the neighborhood. Every day he dresses up to go to work in a suit. He finally finds a job as a janitor in a building. He still doesn’t tell his kids. Xavier’s father wants him to quit skating and start helping out around the house more especially with raising his sister. For Xavier, skating is his passion when his mother was alive she would go watch him skate. She even bought him the skates he wears every time he goes skating. In the movie it really depicts skating as his way of coping with his mom’s death and his connection with her after death. Xavier and his father end up having a talk during the movie. His father ends up realizing how important skating really is to Xavier. Xavier’s father bought him a new pair of skates because the skates he had were falling apart. Xavier and his friends attend the skating competition. His father shows up in support of Xavier. They won the skating competition.

This movie shows how having a positive outlet even when things are hard is a good way to cope. The movie also shows that parents need to listen to their children. They will never know
what their life is like or what they are thinking without talking to them. This movie also shows the struggle of a single parent trying to survive on a low income while supporting to kids. I feel that this movie provides support for the use of discussion with the youth and their parents.

Another thing that could be incorporated into programming based on this movie is time management and positive activities. By having these two things the youth will become less likely to get involved with negative activities. The last thing that should be touched upon is how to grieve or dealing with the loss of a parent. This topic can be incorporated into discussion. I found while reading online support groups that the youth really don’t feel as though they can discuss this with family. In the movie, Xavier also keeps his emotions to himself.


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Abstract

We examined the direct contribution of parent and peer risk and promotive factors on youth condom use trajectories, in addition to the indirect influence of these factors via youth's substance use over four years in a sample of urban, African American youth (N =679; 51% female; M =14.86 years; SD=0.65). Growth curve modeling was used to estimate changes in substance use and sexual risk across adolescence and test their association with parent and peer factors. Parent and peer risk factors were strongly associated with increasing substance use as youth aged. Substance use and condom use were interrelated. Parent and peer risk factors were indirectly associated with youth condom use; parent and peer promotive factors were directly
associated with condom use, after accounting for substance use. Findings suggest the value of considering multiple influences on youth risk behavior.

Summary and significance

This study was over a period of eight years. There were 850 youth and the data was collected starting in the 9th grade. The youth were from one public school in Flint, Michigan. The youth were African American, White, or Bi-racial (African American and White). Eighty percent of the youth were African American, 50.8% of the youth were female, and the mean age of the youth was 14.86 years. The youth participated in structured face to face interviews at one year intervals during the study. The questions asked information about the youth’s demographic information, alcohol and substance use, sexual behavior, family risk and promotive factors, and peer promotive and risk factors. The results showed an increase of substance use as the adolescent’s age. Family risk had a stronger correlation with substance use than did family promotive factors. Increases in substance use across time were associated with peer risk factors. Youth’s condom use decreased as the number of sexual partners increased over time. Females were less likely than males to use condoms throughout adolescence. Consistent condom use was associated with family promotive factors. Condom use was associated with less peer risk behavior and more peer promotion behavior.

This article shed light on the fact that there is a need for positive peer and family involvement in the youth’s lives. The more positive factors that are involved in the peers live the less likely they are to use drugs and participate in risky sexual behaviors. Sexual education will be addressed in my program through role playing with the youth. I feel that peer group discussions will also be helpful in addressing the topics. This article also addresses the need for time management and positive coping skills. If the youth had something positive to do with their
time they wouldn’t participate in risky behaviors. The fact that as the youth age the less they use condoms is alarming in the sense of increased risk of spreading STDs and chances for pregnancy. Occupational therapy should address the issues of circles of friends and how their behaviors can have an effect on the youth that are involved in the programming.


Abstract

Problems in childhood and adolescence, such as pronounced externalising and internalising problems, are associated with a relatively high risk for long-lasting psychosocial difficulties. Therefore, it is essential to understand what protects youth from externalising and internalising problems. The present article has three purposes: (1) To review previous research reviews concerning which factors that have been identified as protecting youth from externalising and internalising problems, (2) to identify and suggest key areas of focus for future research, and (3) to discuss implications of this knowledge for practice. From the 29 included reviews, it can be concluded that an extensive list of factors have been identified as being potentially protective in youths. These factors exist in the individual and the family, as well as outside the family. However, from this review of reviews, it is also evident that many important questions remain unanswered. Answers to these questions would help make interventions for youths at risk more effective. How to use the existing research results concerning protective factors in guidance and counseling with youths is discussed.

Summary and significance
This research article was a review of other research articles that addressed youth protective factors. The research article organized the protective factors into three categories: Individual, Environment, and Family. Some examples of the Individual protective factors include: positive social orientation, easy temperament, effective emotional/self regulation, good coping skills, positive outlook on life, high self esteem, positive school attitude, sense of humor, and high or average intelligence and cognitive ability. Some examples of family protective factors include: secure attachment, adequate nurturance and shelter, supportive parents, positive family climate, routines in the family, pro-social siblings, and good parent-child relationship. Some examples of environment protective factors include: network of pro-social adults, well organized neighborhood, pro-social peers, economic family support, after school activities, and positive school environment. Youth with several protective factors do better than youth who only possess a few. Possessing some protective factors leads to the development of others. High intelligence can produce protective factors such as good grades in school, positive peer groups, but it can also lead to keeping problems bottled up inside. Girls are more protected from getting into trouble during risk exposure than boys. Cultures and age have an effect on protective factors also. Sometimes general protective factors work in risky situations and sometimes they don’t.

This article highlighted a lot of good points. First and foremost it addressed the fact that after school programs are seen as protective factors in the environment. My program is an afterschool program that is focused on providing the youth with a positive place to learn new skills. The program will focus on developing positive peer friendships which is another one of the listed protective factors. My program will focus on providing the youth with support so they can achieve the goals they have set for themselves in the programming. Teaching the kids anger
management and coping skills will help with the regulation of their emotions. These are also listed as protective factors. I feel as though the positive environment of the program will help boost the youth’s self esteem. This article shows that with the right tools the youth can succeed in life and stay out of trouble. The article referenced how strengthening protective factors in various ways during intervention is more effective. I feel that the Occupational Therapy programming will have a focus on varying areas of the youth’s life to create a multifaceted approach to intervention.


Abstract

This resource does not have an abstract.

Summary and significance

The article gives tips for staying healthy and what doctors might do to check a teenager’s healthy condition. The top killers of teenagers and young adults are car accidents, homicide, unintentional physical injury, and suicide. The article discusses how young men are riskier than young women. The article also discussed how having unprotected sex can lead to unplanned pregnancies and sexually transmitted diseases. The article gives tips such as eating healthy, exercising avoiding smoking all together and not drinking and driving. The article also advocates for having regular check-ups to ensure health with the doctor.

I feel that this article was helpful in realizing the risks young adults take. They may not know they are putting their lives and well beings in danger with their actions. Through the use of discussion groups and the assessment tools some of the youth’s risky behaviors may be
identified. The group’s environment is open and welcoming to promote self disclosure. I feel that during the discussion these topics of sexual activity and drug use should be brought up as a preventive method to decrease the risk the youth experience in their daily lives. Through role plays the youth will be able to act out different scenarios that may happen like peer pressure. Overall, the article was a good source to shed light on teenager risky behaviors.


Abstract

This source does not have an abstract.

Summary and significance

This show is a spin off television show from the show 16 and Pregnant. This show follows the lives of four teenagers who are raising their kids. They come from varying backgrounds. Leah one of the teenager mothers has twin daughters. During the episodes that I watched Leah went from being engaged to married to divorced. The episodes showed how Leah and her ex-husband Corey who is also as teenager dealt with the stress of being married and having one of the children in therapy for developmental delays. Leah cheated on Corey twice prior to getting married but Corey didn’t find out until after they were married. Leah ended up filing for divorce after Corey refused to forgive her for cheating on him a week before they go married. These two teenagers dealt with a lot of pressures during this season of the show. Leah dealt with not feeling loved by Corey and Corey dealt with having to be a provider for his young family. Their parents were very supportive throughout the whole season and were behind them
SUCCESSFUL LIFE TRANSITIONING PROGRAM

with all their decisions. Both teenagers are really good parents to their daughters and they agreed to get along for the sake of their kids. Chelsea is another teenage mother who has one daughter. During the season Chelsea struggled with her relationship with her daughter’s father Adam. Adam and Chelsea both cheated on each other while they were together. Adam was very degrading and calling Chelsea a bad mother during the season. Adam had his moments where he seemed as though he was making a turnaround though and wanting to be in his daughter’s life more. Chelsea was working on passing the five sections of her GED exam. She also started working at a tanning salon to help her father pay rent at her apartment. She experienced writing her first check during the show. Chelsea has really supportive parents that don’t want her to be with Adam and are there for her when she needs them. Adam was more concerned about his stuff on his daughter’s first birthday than actually seeing her. Adam and Chelsea have an on again off again relationship. Jenelle is another teenage mother on the show with one son. Jenelle throughout the season has to struggle to balance teenage motherhood and college. Jenelle signed over custody of her son to her mother and the boy’s father is not in the picture at all. Jenelle has been in and out of trouble with the law. Her last stint resulted in her being on probation for one year. During probation Jenelle is not allowed to have any contact with her old friends including her ex-boyfriend Kieffer who seems to get her into more trouble. Jenelle also has to stay clean off of marijuana during her probation period. Jenelle decides to go to a drug treatment center in California. She stays there for thirty days. Jenelle seems as though she is on the right path when she comes back. Jenelle also had her ups and downs with her mother Barbara during the show. They argue a lot of the time while in front of her son. During the season finale Jenelle admitted that she had a drug relapse during probation and was now facing time in jail. Kailyn is the last teen mom who has a son. She and her ex-boyfriend/baby’s father
Joe have an up and down relationship. Kailyn during the season moved out of Joe’s parents house and into her mom’s house. When things didn’t work out at her mom’s she moved into her own apartment with her son. Kailyn had a relationship with Jordan since the time her son was a baby. Kailyn tries to balance college, work and taking care of her son. Joe wants to meet Jordan. After meeting Jordan Joe wants to spend more time with his son. Kailyn and Joe end up having sex thus she cheated on Jordan. Jordan breaks up with Kailyn after this. During the season finale Joe admits he isn’t looking for a relationship he just wants to live his life as a teenager and take care of his son. Jordan also says he doesn’t want to place himself in the same situation with Kailyn again to get hurt. During the season finale Kailyn admits to being checked for a sexually transmitted disease. She had unprotected sex with both Joe and Jordan in a short amount of time. Joe gave the sexually transmitted disease to Kailyn.

This television show highlights a lot of what teenagers have to struggle with while raising children of their own. The television show touches on how important it is to have protected sex due to teenage pregnancy and also spreading sexually transmitted diseases. The television show also shows that the moms and dads are affected equally by having a child if they are involved in their child’s life. I saw throughout the season the teenage dad’s struggle with trying to financially support their children while still trying to live a normal teenage life. The teenage mom’s have to deal with finishing school, paying their own bills, and supporting their children. This show is significant because it really shows the need for programming that will discuss all the challenges teenagers will have to face as parents. Programming is needed to discuss with teenagers the importance of having safe sex or remaining abstinent. The show also touches on how drug addiction can lead to being in trouble with the law. There is a need for education on drug abuse and the effects it can have on your life as well as anger management and coping.
skills. I feel that through role-playing I can provide the tools the youth will need to face challenges they will have to go through in their lives. Having a group discussion would also be helpful in introducing new topics/tools that will help the teenagers face challenges. One of the teenagers had never written a check before and this shows a need for programming to address writing and balancing check books, and the importance of money management. This television shows the need for preventative programming and for programming that addresses multiple areas of the teenager’s life.


Abstract

This resource does not have an abstract.

Summary and significance

The show follows around teenage parents during their pregnancy and afterward. Danielle and Jaime prior to having their baby were in a debate on where they were going to live afterward. Danielle and Jaime wanted to live with Jaime’s dad and Jaime’s dad agreed to go over and talk with Danielle’s mom. Danielle’s mom wanted Danielle to stay with her until she turned eighteen. She felt that she would not get to see her as much if she moved in with Jaime’s dad and that she was losing her child. Danielle and Jaime had a son. Danielle lived with her mom for awhile after she had her son. Her mom would do everything for her at home. Danielle’s mom wanted to make sure her daughter stayed on track with school. Danielle’s mom washed their clothes, cleaned bottles and watched the baby while Danielle did her homework.
Danielle wanted to live with Jaime so she moved out into Jaime’s father’s house. At Jaime’s father’s house Danielle was left alone all day with her son. She had to do everything for herself and soon fell behind in school. Jaime promised to help with their child once he got off work but instead he would go hand out with friends and fall asleep at home. Danielle looked at a day care facility but Jaime didn’t want his son in day care until he is older. Danielle’s mother stopped by and dropped off her report card. Danielle was falling behind in all her classes and failing them. She decided to move back in with her mother. On another episode of where they are now a couple that was married during the show were in the process of getting a divorce. They got married at sixteen and were divorced at eighteen. They have a son. They moved from Arizona where they were living with the teenage mother’s grandma to Washington to live with the teenage husband’s dad. The teenage mom wanted to party on the weekends and care for her son on the week days. She recently found a place with a friend and they moved in together. The child’s father watches him on Thursdays and the weekend. The child’s father doesn’t agree with the way the mother is living and they argued about it.

This television show shines a light on what it is like to have a child and juggle teenage life. I feel that this show brings important struggles to the surface. The show depicts how teenagers can fall behind in school and how they still think in teenage ways. The teenage mom who loves to party on the weekend doesn’t realize that there can be consequences to that lifestyle. The teenage father tried to tell her that but they ended up arguing about it. Danielle didn’t realize how much she needed the support system she had at her mom’s house until she had nothing at Jaime’s father’s house. I feel as though this show really shows the importance support systems and growing up. I feel that this show stresses the need for preventative programming to help with decreasing teenage pregnancy. This show also addresses the need for time
management. If the teenage moms can figure out how to adjust their lifestyles they would resort to using negative coping strategies just like partying. Also if they could adjust their time to work on homework while their child is asleep they may decrease their stress level. This show just shows that various skills can be taught through preventative programming that may help these teenagers deal with life struggles.


Abstract

This resource does not have an abstract.

Summary and significance

The article discussed the importance of abstinence and not having sex. It discussed how even intimate contact without penetration can still spread sexually transmitted diseases. The article advocated for contacting a doctor or nurse for more information. The article also discussed how people who have sex can still be abstinent. The article discussed how abstinence is the only 100% effective way of preventing pregnancy.

I feel that this article could be used a tool for the prevention of teenage pregnancy and transmission of STD’s with the youth. This could be an article I give to the youth to read and then follow it up with a discussion during one of the sessions. Overall, the article shed light on the importance of being abstinent to ensure a healthier lifestyle.


Abstract
Objectives. To examine the prevalence of gang involvement, the risk and protective factors associated with gang involvement, and the association between gang involvement and exposure to multiple risk and protective factors among school-aged youth in Trinidad and Tobago. Methods. A survey instrument was administered to 2,206 students enrolled in 22 high-risk, urban public schools, from March-June 2006. It measured 30 risk factors and 13 protective factors within four domains: community, school, family, and peer-individual, plus levels of alcohol/drug use and delinquency. Results. About 7.7% of youth reported being a gang associate; 6.8%, a former gang member; and 6.2%, a current gang member. Gang involvement was associated with perceived availability of handguns, residential mobility, having parents who favor antisocial behavior, early initiation of antisocial behavior, intention to use drugs, having antisocial peers, and having peers who use drugs. Those with social skills, belief in moral order, and interactions with prosocial peers were significantly less likely to self-report gang membership. Additionally, the probability of gang involvement increased as the number of risk factors increased. Conclusions. Gang membership among public school youth is about as prevalent in Trinidad and Tobago as it is in the United States, Canada, and Western Europe, but further research is needed. Although risk factors associated with gang involvement were present in all four domains, peer-individual risk factors were disproportionately likely to be associated with gang status. The most effective gang prevention strategies might be those that focus on multiple risk factors, with an emphasis on peer-individual factors and promoting a "belief in moral order."

Summary and significance

The population consisted of Trinidad and Tobago youth. The majority of the population (59.6%) was female between grades 9th-11th enrolled in high risk urban high schools. High risk
was defined as having more students that were from high-crime or high delinquent incident neighborhoods. Twenty two schools were used during the data collection. The Trinidad and Tobago Youth Survey is a 238 item questionnaire that measures 30 risk factors and 13 protective factors within 4 domains: community, school, family, and peer/individual. This measure was used to identify relationships with gang involvement. 79% of the sample reported never having been in a gang, 7.7% reported being a gang associate, 6.8% reported being a former gang member, and 6.2% reported being a current gang member. Within the community two risk factors were associated with gang involvement: residential mobility and availability of hand guns. The respondents who reported having these in their community were more likely to be former of current gang members than non-gang members. Within the school domain low commitment to school was reported as a significant risk factor for gang involvement by former gang members. The family domain produced the risk factor of being gang associated for those who reported parental attitudes that were comparable to antisocial behavior. The peer domain produced five risk factors. Gang associated members had an elevated risk for antisocial peers, peer drug use, peer alcohol use. Former gang members had a greater risk for early initiation of antisocial behavior and intention to use drugs. Current gang members had an elevated risk for antisocial peers, peer drug use, early initiation of antisocial behavior, and intention to use drugs. Current gang members were less likely to report the protection of social skills and belief in moral order. Former gang members reported less interaction with prosocial peers and fewer social skills.

This study had a direct connection to my capstone project. The majority of the youth at the International Boxing Club come from urban high risk neighborhoods. These kids have to encounter gang violence throughout their lives. Some of the kids maybe gang associates or
know someone who is in a gang. This study shows that not having a positive community, peers, and parents can contribute to being involved in a gang. Also the lack of commitment to school can be associated with gang involvement. My hope is that through my capstone project I can prevent gang involvement by teaching the youth the skills they need to become an independent adults. The youth won’t have to rely on the street life to provide them with stability and income. Gang involvement is also associated with drug and alcohol abuse and this is a sign that the youth need to learn time management so they can plan to do something positive with their leisure time.


Abstract

This resource does not have an abstract.

Summary and significance

The reasoning behind the book involves trying to figure out why there are so many troubled youth in today’s world by shadowing them and observing their lives at a therapeutic school. The youth also participate in home visits through the therapeutic boarding school name Swift River which is located in Massachusetts. Swift River has a unique program that is fourteen months long. The program starts out in the wilderness and the teenagers focus on apologizing to their parents, reading letters from their parents, and recognizing their own faults. The teenagers learn the rules of Swift River while getting used to a schedule of chores, exercise, journaling, and having to ask for permission to do simple things like use the restroom. The teenagers then move onto the main campus as the next step of the program. On main campus they attend school and they have therapy sessions where they work on addressing their problems. As they move along in the program they are allowed to go on field trips to varying places provided they aren’t in
trouble for behavior. The program also focuses on bringing the parents in and working through their issues with their children through group and individual therapy. The program gradually allows the parents to take the kids off campus and to reconnect by talking with them without counselors around. The next phase is home visits. The parents take the kids home for the weekend and bring them back. The final phase of the program is a trip to Costa Rica where the youth have to use all the skills they learned in the program to survive for a few weeks. They live among the people and learn about their culture. They return from the trip and attend a graduation ceremony with their peers and families present. The book is centered on four teenagers. Bianca is one of the teenagers in the book. She lost her mother at the age of eight or nine years old. She has a twin brother and an older sister. She argues with her dad and sneaks out of the house to visit her boyfriend in the middle of the night. During her time at Swift River she discloses that she has been raped, forced to perform oral sex, and had a miscarriage. The miscarriage was caused by her boyfriend punching her in the stomach and pushing on it with full pressure after she gives him the news that she is pregnant. The next day she woke up and she had blood on her sheets. She went to the doctor and they told her she had miscarried her baby. All of the three things she admitted during group therapy session and through journaling. Bianca also dealt with a few losses in her life. First her mother passed away from breast cancer. Then her father remarried and was divorced a few years later. Bianca had developed a relationship with her stepmother that was shattered after the divorce. Bianca also lost a close school friend in the eighth grade. Raul, her school friend was murdered by his father after Raul tried to wrestle the gun out of his father’s hand to prevent him from shooting his mother. Bianca realized that she had never really dealt with the loss of her mother. She became strong because her family needed her to be strong. Bianca never discussed any of the things that had happened to her prior to
being at Swift River. She kept everything bottled up inside. Bianca enjoyed her time at Swift River. She missed her boyfriend but by the end realized that he wasn’t right for her. He was a high school dropout who was unemployed. Prior to graduation Bianca was thrown another blow. She found out her father had been diagnosed with Leukemia. He was very ill and she left the program while they were in Costa Rica to visit him. He was able to attend her graduation and they mended their relationship. After completing the program at Swift River Bianca started college and ended up getting pregnant. She decided to keep the baby. She moved into an apartment with her boyfriend. Her father completed chemo therapy and had made a recovery. Damien John also known as D.J. in the book was another teenager. He was adopted. His parents sent him to Swift River because he would run away from home and he also was caught while playing with fire. D.J. had been diagnosed with Attention Deficit Hyperactivity Disorder. He had been taking medication. He was shy and the teachers complained he could sit still in class. D.J. befriended another student at Swift River together they would sneak out at night and run through the construction area at Swift River and sneak back in and return to their rooms. D.J. came alive in class and was focused during hands on activity such as in science. D.J. also enjoyed the wilderness portion of his time at Swift River. The teachers and counselors tried to get D.J. to open up during therapy and address his issues with his adoptive mother. D.J. would remain quite. D.J. really opened up to one of the teachers at Swift River. They shared a common interest of cars. D.J. finally began to open up and share that he misbehaved to gain the attention of his father and mother during a role playing exercise in group therapy. D.J. addressed his issues with pretending not to pay attention in order to get out of doing things. D.J. was finishing his senior year of high school and was accepted to a college at follow up. Tyrone refused to go to high school. He would sleep all day and stay up late at night. All he did was
play video games. His mother had divorced his father and was remarried to his stepfather. Tyrone lived in a rough neighborhood in New York. He had an older sister and a nephew that were moving in and out of the house on a regular basis. Tyrone really didn’t talk much and his mother sent him to Swift River because she was afraid he was depressed. She also feared for what would happen to him if he kept going down the path he was on. Tyrone blamed his mother for his father not being around. Tyrone’s mother said she had to get a divorce because he was on drugs and he had become abusive. Tyrone really didn’t open up to a lot of people. He discussed how his father was always in his life but really he wasn’t. Tyrone disclosed his frustration during a role playing group therapy session. Tyrone was doing well at the Swift River School. He talked with his father and realized he wasn’t going to get his hopes up. He also talked with his mother and mended their relationship. At follow up Tyrone was finishing high school at an alternative school. The alternative school offered small classes. Tyrone had also been applying for college and was hoping for scholarships. Mary Alice was the last of the four teenagers. She was the oldest of four kids. Mary Alice came from a rich family. A nanny took care of her after she was born until Mary Alice complained that the nanny was more of a mother to her. Mary Alice’s mom quit her job and became a stay at home mom. Mary Alice’s mom soon started to fill her schedule with hanging out with her friends instead of being there for her kids. Mary Alice was used to going shopping to solve her problems with her parents. Mary Alice was sent to Swift River because she stole her parent’s credit cards, charged them up, doing drugs, and was promiscuous. Mary Alice was used to them bailing her out of situations. She believed when she first went to Swift River that if she could talk to them on the phone or write them a letter they would realize she had changed and they would come get her. Mary Alice admitted while she was at Swift River that she had stolen her parents credit cards charged them up with things and
returned the things for a decreased value to get money to buy drugs. Mary Alice admitted to doing ecstasy, selling Aderoll to her friends, smoking weed, and doing cocaine during group therapy sessions. She also admitted to sleeping with various boys while under the influence and being raped. Mary Alice also had an eating disorder. Mary Alice admitted through group therapy that she had no respect for herself. She felt pressured by everyone to be perfect and that caused her eating disorder. Mary Alice also admitted that the way she coped with her life was through the use of drugs and partying. Mary Alice made a turnaround during her time at Swift River. She really appreciated the family she stayed with during the trip to Costa Rica. She loved it so much she wanted to stay. Mary Alice apologized to her parents and struggled off and on with her eating disorder. During follow up Mary Alice started college and stopped due to lack of focus. She took a year off and worked. She returned, was able to focus in her classes, and she started a new relationship with a positive boy. Throughout the rest of the book other teenage stories were shared including an overdose resulting in the death of one of the four teenagers classmates. This book really gave insight into what goes on in the life of a teenager who has been faced with tons of challenges and how to work through and resolve their issues for successful outcomes.

This book shows the importance of how programming needs to be available for parents and the youth. Some of the youth problems could have been prevented with early intervention. The youth problems ranged from drug abuse to sexual promiscuity. The youth struggled with a lot of problems that typical teenagers might not have to face from parents being divorced to the loss of a parent. If the teenagers had a program that focused on positive coping skills, time management, healthy eating habits through meal preparation, they could be better prepared to face these challenges. The program should also have a portion where parents come in and talk
with their kids about their issues. This book showed that sometimes the parents don’t really know how to address issues with their kids and then the kids get out of control. This book addresses a lot of factors in the teenager’s life such as adjusting to high school, peer pressure, and their own self esteem. I feel that through incorporating role playing into the programming and through group discussion we can work through some of the issues teenagers may be facing. The book also showed that the teenagers wanted people who genuinely cared for them. Throughout the book the teenagers developed a relationship with a counselor and a teacher who were with them from the beginning until the end of the program. These two individuals were able to break down the walls the youth had built and make them reflect on where the problems started. I also feel that it will be important to incorporate therapeutic use of self when working with the teenagers. I hope that through time I will be able to build their trust and they will be able to talk to me about different things that are going in their lives.


Abstract

In a sample of perinatally HIV-infected (PHIV+) and perinatally HIV-exposed, uninfected (PHEU) adolescents, we examined the co-occurrence of behavioral health risks including mental health problems, onset of sexual and drug use behaviors, and (in PHIV+ youth) nonadherence to antiretroviral therapy (ART). Participants, recruited from 2007 to 2010, included 349 youth, ages 10-16 years, enrolled in a cohort study examining the impact of
HIV infection and ART. Measures of the above behavioral health risks were administered to participants and primary caregivers. Nearly half the participants met study criteria for at least one behavioral health risk, most frequently, mental health problems (28%), with the onset of sexual activity and substance use each reported by an average of 16%. Among the sexually active, 65% of PHIV+ and 50% of PHEU youth reported unprotected sex. For PHIV+ youth, 34% reported recent ART nonadherence, of whom 45% had detectable HIV RNA levels. Between 16% (PHIV+) and 11% (PHEU) of youth reported at least two behavioral health risks. Older age, but not HIV status, was associated with having two or more behavioral health risks versus none. Among PHIV+ youth, living with a birth mother (versus other caregivers) and detectable viral load were associated with co-occurrence of behavioral health risks. In conclusion, this study suggests that for both PHIV+ and PHEU youth, there are multiple behavioral health risks, particularly mental health problems, which should be targeted by service systems that can integrate prevention and treatment efforts.

Summary and significance

The sample included 349 youth ages 10-16 years old. The youth were perinatally HIV infected youth and perinatally HIV exposed but uninfected youth. The youth were from varying academic medical centers and one site was a community-based organization. The sites were spread out across the United States and Puerto Rico in urban settings. They did baseline interviews and six month follow up interviews. The assessments used were the Behavior Assessment System for Children, Second Edition (BASC-2), BASC-2 Self-Report of Personality (SRP), BASC-2 Parent Rating Scale (PRS), and Adolescent Sexual Behavior Assessment (ASBA). Both groups of youth reported having mental health problems. The most frequently reported was behavioral health risk was substance abuse in which 18% of perinatally HIV
infected youth and 14% of perinatally exposed but uninfected youth reported using alcohol, followed in second by marijuana use. Most frequent combinations for the perinatally HIV infected youth were mental health and non-adherence to antiretroviral therapy, and sexual activity, substance abuse, and non-adherence. The mean age of onset for sexual activity was 13 years old for the perinatally HIV infected youth and 12 years old for the perinatally HIV exposed but uninfected youth. Of the total sample 16% reported sexual behavior. Of the 16% 65% of the perinatally HIV infected youth and 50% of the perinatally HIV exposed but uninfected youth reported having unprotected vaginal and anal sex. Thirteen year olds and older had four times the odds of having two or more behavioral health risks. The perinatally HIV infected youth had three times the odds of two or more behavioral health risks when living with the birth mother.

This article brought up a lot of interesting points. For one some of the youth who are growing up have to deal with being HIV infected before even contemplating having sex or using drugs. They were exposed to it during pregnancy and birth. Another point the article brought up was the fact the youth who are still living with their birth parents have to deal with the stress of having a sick parent. Some of the youth who are sexually active aren’t using protection thus causing the spread of STDs and HIV. The article also brought up the point of substance abuse. This are addressed the need for programming to focus on mental health, non-compliance with medication, and sexual education. The thought of kids having to be responsible for taking their own medication is something I hadn’t thought about incorporating into my programming. After reading this I feel it is appropriate to address medication management not just for those who may be struggling with HIV infection but also for youth that are on medications for behavioral/mental health problems. Occupational therapy really addresses the entire person and all their areas of concern. This article addresses the need for positive peer interactions and time management.
Meal preparation and home management would come in as a resource for the youth that have to take on the role of caring for their parents at home.


Abstract

The research literature on predicting violence is particularly lacking in specifying risk factors for violence in adolescent girls. The recently developed *Structured Assessment of Violence Risk in Youth* [SAVRY; Borum et al., 2006] shows promise as it is empirically derived and incorporates dynamic factors in its assessment of risk. To date, there exists little information attesting to the reliability and validity of the SAVRY, and few investigations of the SAVRY’s utility across gender. This study investigated the SAVRY in a sample of 144 high-risk adolescents (80 males and 64 females), focusing on gender discrepancies in the predictive utility of the measure. Results indicate that the SAVRY moderately predicts violent and non-violent reoffending in the entire sample, and also suggest that the SAVRY operates comparably across gender. Although not precluding the existence of gender-specific domains of risk, current results suggest that validated risk factors in boys hold relevance for the prediction of violence and delinquency in girls. Aggr. Behav. 36:390-404, 2010.

Summary and significance

This study examined gender differences and risk factors for males and females ages 12-18 years old. There were 144 youth included in the study. The youth were from custody centers, probation offices, and mental health assessment centers in Western Canada. Sixty seven percent of the youth were Caucasian, 23% were aboriginal, and 10% were other ethnicity. The
instrument used was the Structured Assessment of Violence Risk in Youth (SAVRY). The SAVRY was a semi structured interview that measured historical, social/contextual, individual/clinical, and protective factors. Another instrument they used was a Self Report of Offending Revised for the 24 month follow-up. Males were more likely to report a new violent or non-violent offense at follow-up. Male youth engaged in a greater number of non-violent offenses. The SAVRY predicted non-violent recidivism more in males than in females. Historical and Individual/Clinical pre SAVRY total scores predicted official and self reported recidivism while Social/Contextual predicted official non-violent recidivism only.

I feel this article was important in addressing the fact that youth will return to delinquency and repeat offenses after being caught on a first offense. This article addressed the fact that boys have recidivism more than girls. This article also addressed the fact that there needs to be an assessment instrument that is more suited toward what girl delinquent behaviors. This article really shows the need for prevention if not prior to an offense definitely after to prevent recidivism among the teenage population. I feel that by teaching time management skills and positive peer engaging activities the youth will be less likely to result to delinquent behaviors. Through providing the youth with opportunities to learn new things and practice these skills I am hoping that they retain the information. One of the concerns that should be addressed that I have found during my needs assessment is that there is no carry over in the home setting. I want to teach the kids the skill and then have them go out into the community and practice it for carry over. I believe this is what will set the program apart from others.

Abstract

This resource does not have an abstract.

Summary and significance

This article addressed the issue of dating violence by discussing a study that involved surveying teenagers in an inner-city emergence room. The study found that girls were more likely to report being physically violent to a partner. The study also found that the violence that girls experience is much more severe than the violence that boys experience. The article discussed how dating violence is both physical and emotional. Dating violence can take a toll on the person. The victims of dating violence were all given a list of local dating-violence services. Only four out of 127 participants used the local dating violence services after the study. The others felt they didn’t need help.

I feel that this article brought up some relevant points. Both girls and boys experience and perpetrate dating violence and with either gender it can take a toll on the person. I feel that young males and females need to learn that dating violence is serious and shouldn’t be taken lightly. Dating violence is preventable and with the right people to inform the youth they can stop the trend. With the incorporation of group discussion during programming I will have the chance to discuss peer relationships with the youth. I will also have the chance to discuss their home life with them. It could be that they have seen their parents go through dating violence and were afraid to speak up. I feel as though the more the youth grow to trust the occupational therapist the more they will open up about their lives. This article shed light on the fact that everyone can be affected by dating violence even during the teenage years.

Abstract

This resource does not have an abstract.

Summary and significance

This article discussed the successful use of programs that focus on all areas of life in the youth population. The article also touched on the fact that parents should get involved with the programming. It discussed how programs need to be longer in length such as a few years and that programs that last a few years have lasting effects on the youth. The article discussed the need of programming for the preteen age group to prevent behaviors earlier on in life. Overall, the article discussed good points for programming.

I feel that that incorporation of parents into the discussions sessions of programming helps with getting the parents more involved in their children’s lives. I also feel that by setting the age range to include thirteen year olds this is touching on some of the preteen age years. I feel as though my program covers all areas of life through discussions and hands-on occupations. The article supports this in saying programs that do cover all areas of life are more successful in having lasting positive effects on the youth who are involved with the programming. Even though the programming is set for a total of 16 weeks the plan is to stay in touch with these youth throughout the time as members at the International Boxing Club. This will help to maintain that relationship and bond that was formed during the youth’s participation in programming.

This resource does not have an abstract.

**Summary and significance**

This television show gives a group of five to six teenagers who are at-risk a wake-up call from reality. This television show really gives the teenagers an inside look at how their lives will end up if they continue down the path they are headed on. These teenagers have come from varying backgrounds. This show is in varying jails throughout the United States. Examples of some of the things the kids have got in trouble for include: vandalism, theft, shoplifting, drug use and intent to sell, fighting and school suspension, arson, overdosing, underage drinking, and dropping out of high school. On one of the shows I watched they offer the kids a certificate and if they were facing charges they would be dropped upon successful completion of the program. The youth would only earn the certificate if the supervisor felt they had learned something throughout the program. These kids are placed in jail cells, they have to wash dishes, make up beds, and talk with the prisoners. One of the episodes included going to a funeral home and having the parent really talk with the funeral director while the child would sit and observe as if they weren’t in the room. On the same episode a couple that was facing charges for underage drinking went through a mock trial session against each other. Some of the kids comments while in the jails: “Today I had an eye-opening scary moment when I saw people yelling at me”, “This is a living hell man”, “I don’t think I could do ten years, I couldn’t do one day”, “The thing I’ve changed the most I haven’t smoked weed or stole”, “I’m happy I got the jail experience it made me realize what I was doing, at first you think you are bad but you realize you are nothing like them.” At the end of the show they give a follow up of how the kids are doing. For the most part the kids end up staying out of trouble and listening to their parents. Others continue to party and live the same lifestyles. I really feel the show gives a good wakeup call for these teenagers. I
feel the most touching moments of the show are when prisoners the same age or around the age of the teenagers really talk to them and tell them to change their ways so they don’t end up in the jail the rest of their lives.

I feel that this television show addresses the need of programming as a preventative method. Some of the teenagers from the show were already facing charges. If there was programming available, prior to the teenagers getting into trouble that focused on teaching them appropriate skills and positive habits than some of the delinquent behaviors could have been prevented. Often times the parents or grandparents wait until after the problems with the teenagers become uncontrollable to seek help. If they had a community resource available to them beforehand or at the start of the behaviors the parents would have less stress. I was surprised at the teenager’s attitudes during the show. I feel that with my future programming I would have to think about not only anger management but emotional management in general. Some of the kids were using substances to cope with various situations in their lives and that would have to be addressed also. I feel that Occupational Therapy programming that focuses on varying aspects of the teenager’s lives would be a way to reach the youth and guide them on the appropriate path toward adulthood.


Abstract

This resource does not have an abstract.

Summary and significance
This article discussed a study of twenty three thousand high school students in the Boston Area Metro-west (24/26 high schools). Twice as many students that admitted to sexting in the past year reported depressive symptoms when compared to those that haven’t. Thirteen percent of the teens involved in sexting attempted suicide when compared with three percent of non-sexting teens. There is a link but further studies are needed to prove whether there is a relationship with sexting and psychological issues. The article also discussed ways to prevent sexting: if the youth receive a message delete it and don’t tell anybody, parents monitoring their child’s cell phone use, and setting rules about cell phones. The article cautioned that telling an adult may cause bigger problems such as getting the law involved.

I feel this article discussed the importance of how sexual texting can lead to bigger problems. The best way to stop the sexual texting is not to do it at all. This could be a potential discussion topic during programming. Teenagers don’t realize the effects certain text messages can have on their peers especially the victims. This could also lead to the discussion of bullying and emotional issues. I feel as though this article brought up how things cascade into other areas of life. An important piece the article discussed was getting the parents involved to set boundaries for the children. I incorporated the parents into the discussion groups during programming so they could help their child work through their issues. This also brings up and important piece that was found during the needs assessment and that is the youth need to be held accountable for their actions. By the parents being more involved and setting boundaries with consequences the youth are being held accountable. This article was a great resource and provided some useful tips.
Various members of teen support groups. (March-April 2012) [Online forum comments]


Abstract

This resource does not have an abstract.

Summary and significance

The online teenage support group discussion world is full of various stories of teenage life. Some of the stories are very shocking and really make the reader step back and evaluate what the teenager is trying to express. I have reviewed various discussion posts about: depression, eating disorders, loss of a parent (friend, child, or relative), suicide, drug abuse, relationships, sexuality, depression, bullying, teenage pregnancy, and just overall discussion about life. What I have noticed from reading various discussion posts is that the teenagers want or are seeking someone to really listen and understand what they are saying. They want someone to provide them with valuable advice. Multiple teenagers on the discussion boards discussed how they felt alone which led to an eating disorder, depression, or self harming. They admitted that the previously mention areas are how they cope with life situations. Some of them have struggled with these things since a very young age. The youngest I’ve seen people refer to when these behaviors started was the age of five. I was really surprised to know that some of the behaviors started that early. It was really sad to read the post about the self harming behaviors and suicide attempts. One of the teenagers discussed how they had 243 scars on their body. I was in complete shock. She discussed how she used candles, pins, blades, and her own teeth for her self-harming behaviors. She discussed how she has depression, Post Traumatic Stress Disorder, and Bi-polar disorder. She is taking meds but they aren’t helping with her feeling of
loneliness. The support group provided her with advice and encouragement to stop harming herself. Another teenager pulls out her own hair and picks her skin. She has Obsessive Compulsive Disorder. She has tried to stop both of these behaviors but every time she feels alone or stressed she starts up again. The female that started cutting herself at an early age said it all started with her mother calling her fat. She is being bullied and teased at school. She is in counseling for depression and self harming behaviors. She reached out for support and advice. One of the adults on the discussion board told her she hated to see her so sad when she has so much to look forward to in her life. It was really touching to read her post. It seemed as though the women genuinely cared for the teenage girl. A female discussed how her boyfriend had attempted suicide in the past. She was asking for advice on how to provide him with support. She felt he was clingy and was scared to break up with him because he admitted to her that she was keeping him from committing suicide. It was really sad to read the discussions on the loss of a parent. Some of the teenagers are going through dealing with the loss of a parent and with the fact that their living parent is moving on with a new partner. I can’t imagine what they are going through having to deal with that. Two of the teenagers discussed how they were caring for a parent who had terminal cancer and they died. One of those teenagers had to move away to live with her sister after her mother’s death. The other one remained living with her father. They discussed how they wanted their mothers suffering to end yet they didn’t want them to die. They expressed the feeling of mixed emotions. They also discussed how they were not sure how their lives were going to move forward after such a loss. They were reaching out and asking for advice and help. They didn’t feel comfortable with discussing the situation with their family members. Both of these teenagers were female. A male teenager discussed how he felt all alone. He discussed how he only had a few friends in high school and was still a virgin. He talked
about failed relationships. He discussed his lack of employment as well as the fact he was going to be turning 18 soon. He discussed how his parents ignored him and how they were going to kick him out after he turned 18 even though he would still be in high school. This boy made a good connection with another member who was an adult female. She provided him with encouragement. He would confide in her about different things in his life. She encouraged him to talk to his friends and just enjoy life. I thought this connection was amazing seeing how these two individuals never met before in person. Another teenager discussed how she experienced a miscarriage. She was engaged and her boyfriend broke up with her after the miscarriage. Everyone around her was telling her to move on and that she could have children later on in life. She just wanted to someone to listen to her feelings about what she was going through. The members provided her with support, encouragement, and acknowledgement of her feelings. Some of the teenagers discussed sexuality. I was surprised at how open they were to asking personal questions online. One of the females asked how to perform sex. Various teenagers commented on this topic giving advice. Only one of them stated that the girl who asked the question was probably too young to be thinking about oral sex in the first place. Another wanted advice about having feelings for her ex-girlfriend while being in a new relationship with someone else. The advice centered around the fact that the female should either break up with her current partner and try to work things out with her ex or remain faithful to her current partner and try not to think about her ex. A male asked about being bi-sexual versus gay and how do you tell if it is not just a phase. There were a lot of posts about this last post. A lot of people were in support of the individual just coming out and saying he is gay or trying it out to really find out. They also cautioned that it is not something that can be cured either you are or you aren’t. These discussion posts gave me a real insight into things teenagers have to go through.
I feel that reading these discussion posts were very important for me when developing my program. Because of these posts I incorporated group discussions about life into my programming. The life discussion could include talks about family, friends, school, and home situations. I also feel that it was important to incorporate the parents into these discussions. What I read in the majority of the posts was that the teenagers were afraid to discuss what they were going through with their parents and even counselors. So to start by building a connection with the youth’s parents would be important. I feel that by creating an environment where the teenagers could discuss their issues without reprimand is also good. I also feel as though the therapeutic use of self should be incorporated into programming. The teenagers were seeking advice, support, and encouragement through the discussion boards. By providing myself as someone the teenagers can open up to maybe I can prevent depression, self-harming behaviors, suicidal thoughts, and just the overall feeling of being all alone. What is also important is teaching the youth the active listening skill. The teenagers posted how they couldn’t confide in friends because they never listened or they weren’t sympathetic. I feel that with the use of discussions in programming the youth will be able to provide each other with advice and support. This should foster friendship and a sense of togetherness. These two things I found were listed as important things for a program to include during my needs assessment with the youth. Overall the online support groups gave me an insight connection with things the youth go through on a daily basis.


Abstract
Risk behaviours among early adolescents: risk and protective factors. Journal of Advanced Nursing 66(2), 313–323. Title. Risk behaviours among early adolescents: risk and protective factors. Aim. This paper is a report of a study conducted to examine the influence of risk/protective factors on risk behaviours of early adolescents and whether protective factors moderate their impact. Background. An understanding of how risk and protective factors operate to influence risk behaviours of early adolescents will better prepare nurses to perform interventions appropriately to reduce risk behaviours of early adolescents. Method. A cross-sectional study was carried out, based on a sample of public junior high schools (from 7th to 9th grades) in one city and one county in Taiwan. An anonymous questionnaire designed to measure five risk factors, six protective factors and risk behaviours was administered from October 2006 to March 2007. Data from 878 students were used for the present analysis. Pearson’s correlations, anova with random effect models, and generalized linear models were used to analyse the statistically significant explanatory variables for risk behaviours. Findings. Gender, perceived father’s risk behaviour, perceived mother’s risk behaviour, health self-efficacy, interaction of health self-efficacy and perceived peers’ risk behaviour, and interaction of emotional regulation and perceived peers’ risk behaviour were statistically significant explanatory variables of risk behaviours. Health self-efficacy and emotional regulation moderated the negative effects of peers’ perceived risk behaviour on risk behaviours. Conclusion. All protective factors were negative statistically correlated with risk behaviours, and all risk factors positively statistically correlated with risk behaviours. Male adolescents should be considered an at-risk group for risk behaviour intervention. Nurses could provide early adolescents with training regarding health self-efficacy improvement, self-esteem enhancement, emotional regulation skills to reduce their risk behaviours.
Summary and significance

The study took place in Kaosiung, Taiwon. The youth were between the ages of 11 to 15 years old and in grades 7th-9th. The study included 878 adolescents. The study involved the use of an anonymous questionnaire to gather data on four dimensions of risk behaviors: sexual experience, suicide ideation, substance use, and violent behavior. The protective factors and risk factors included individual and environmental factors within the questionnaire. The results showed that participants who were female and come from two parent families had a lower risk behaviors score. The statistically significant risk factors for risk behaviors include: life stress, perceived mother’s risk behavior, and perceived peers’ risk behavior. The statistically significant protective factors for risk behaviors include: health self-efficacy, self-esteem, and emotional regulation.

This study shows that there is a need for intervention to decrease risky behavior. The connection is that youth who have experience with life stress, parents who have risky behavior, and peers who are involved in risky behavior are more likely to participate in risky behaviors themselves. Male adolescents are especially at-risk based on the articles findings. Through my capstone project I hope to address life stress, peer interaction, self-esteem, and emotional regulation. Through interviewing some of the youth at the International Boxing Club I have found that anger management is something they would like to work on or they feel it should be incorporated into the program. This finding connects directly back to the study with emotional regulation. Through my capstone project I would like to develop a program that will decrease life stress and increase self-esteem by providing the tools necessary for independent living.

Evidence-based practice

**Abstract**

Social Justice and occupational justice have received increased attention in the occupational therapy literature. This evolving discourse has focused on establishing a connection between the effects of social injustice and the resulting negative influences on occupational participation. This literature has also addressed the role of occupational therapists in responding to social injustice at the societal, population, or individual levels. We examine the two most well-known theories of social justice to understand the responsibility of organizations, institutions, or governments in providing for people who have experienced difficulties in maintaining self-sufficiency. We use two case examples to illustrate how community-based organizations act as brokers of human, financial, and other resources and the challenges they face in distributing these resources in a manner consistent with social justice concepts. Finally, we suggest how an occupational therapist might assist such organizations in fairly distributing resources by applying occupational therapy paradigmatic knowledge and skills.

**Summary and significance**

This article supported the use of occupational therapy and the Model of Human Occupation in a community setting. The article discussed social injustice as well as occupational injustice. These two go hand in hand when discussing an individual with a disability or health condition. The article discussed how lack of knowledge about community resources and how an employer’s unwillingness to address accommodations can both be consider injustice. The article discussed how occupational therapists can help with the allocation of resources through the
evaluation and intervention process. Two case examples were given to demonstrate the effectiveness of occupational therapy in a community setting. The occupational therapist worked with both individuals on accomplishing their goals while providing them with skills to become independent in the community. The second case study was surprising. The only interest the women expressed when coming into the community setting was being more involved in her children’s lives. The occupational therapist helped her with that goal as well as providing her with hands-on experiences. It was through these hands-on experiences (household management and meal preparation) that the women learned what she liked and wanted to do after leaving the facility. She obtained two part-time jobs and found an apartment to live in. The article emphasized how the occupational therapist helped with the organizations appropriate use of funds for each client.

I feel this article is of great support for my programming. The article shows the effective use of the Model of Human Occupation in a community based-setting. The article also shows how hands-on occupations can help an individual figure out what their interests are. I feel that by providing the youth with hands-on occupational experiences will decrease their social and occupational injustice. They will begin to learn what interests them and what dislikes they have. They may also be inspired to start seeking employment. I feel that the program will help them become independent. The article used the Occupational Self Assessment and this is the same assessment I will be using in the programming. I feel this assessment is holistic and it will help the youth determine some of their interest and problem areas. Overall, the article was a great resource for advocacy of Occupational Therapy in a community setting and the use of the Model of Human Occupation.

Abstract

The Model of Human Occupation (MOHO; Kielhofner, 2008) provides a framework to view pediatric occupational therapy practice. The authors of this study apply the six steps of the therapeutic reasoning process as outlined in MOHO to three children to illustrate and apply the concepts for clinicians. Children participated in six occupational therapy intervention sessions designed to improve occupational performance. Student practitioners followed MOHO to guide occupation-based intervention. Data were collected via semistructured interviews with parents and clinical observations of the children during intervention. The findings suggest this model may help clinicians provide meaningful occupation-based interventions for children.

Summary and significance

This article discussed using the Model of Human Occupation to evaluate a child in a holistic way. MOHO was divided into six parts for the therapeutic reasoning process. Each child attended six therapy sessions using MOHO as a basis for intervention. The article really went in-depth with the evaluation of each child’s life in regards to volition, habituation, performance capacity, and environment. Some of the example questions that were asked during evaluation included: Do they have a routine at home or school? What are some things they enjoy doing? What is important to them? The performance capacity was evaluated through observation and standardized testing. Then they used the information from each child to further give an
overall picture of what the client is capable of and what skill areas need improved upon. They set goals based on the roles, routines, skill levels, and environments of each child. Then the authors gave a summary of the results after the interventions. Because of the fact the client’s were evaluated in a holistic way they showed progress after intervention. They expressed and showed enjoyment with participation in each therapy intervention. The parents even commented on how they have noticed a change in their children.

I feel as though this article shows positive results for using the Model of Human Occupation while providing therapeutic interventions. The evaluation of the client in every aspect of their life will help to provide them with an individualistic treatment plan. I feel that this is incorporated into my programming I am using one of MOHO’s assessments as well as another assessment to cover various aspects of the youth’s lives. A combination of another assessment was also used in this article showing support of doing so for my programming. The article used the parents as a way to gather information about the children. I feel that keeping everyone on the same page is important to have in a program. This justifies the use of care coordination to ensure the youth’s need is being met in every aspect of their lives. Overall, the article shows that the only true way to help someone improve is by getting to know them.

**Transitional programming for population**


**Abstract**

This resource does not have an abstract.
Summary and significance

This chapter discussed the need for transitional programming for adolescents who are homeless and without families. Phase I of the needs assessment was used to gather data from personnel and observation of programming. Phase II of the needs assessment was an assessment that was given to the residents that followed in line with the facility and directors request. This assessment focused on life skills development. A second set of interviews were performed after the inclusion of the residents in the selection of the program modules. The local movie studio supplied film interns combined with the occupational therapy students to provide a way for the residents to earn high school credits and document their life stories. The residents had a hand in scripting, filming, and editing the films. This was an occupation-based intervention. The discussion of the film clips incorporated the programming goals. This population has a need for occupation-based programming with a focus on transitioning.

This chapter directly connects to my capstone project because some of the youth in the program at the International Boxing Club are currently in foster care. The youth who were in the homeless shelter ran away from home some of which were in foster care. The youth at the International Boxing Club may have moved around a lot through the foster care system without ever being taught the skills necessary for adulthood. This chapter stresses the need for transitional programming to decrease the occurrence of youth who are runaways, who are homeless, and being taken advantage of.


Abstract
This resource does not have an abstract.

Summary and significance

This article discussed using a needs assessment to identify the needs of a community. The article addressed how using various tools to evaluate the need of the community is the most accurate way to address the need. The article touched on using concerned report method and the asset-based methods for needs assessments. The asset-based and concerned report methods involve looking at all the things the community has to offer and what it is lacking. The lacking portion is where the needs arise. Using the assets that the community has to offer to address the needs of the community is the way the both methods work. It is basically fighting the weakness off with the strengths of the community.

I feel this article addressed the need for the use of needs assessments when developing Occupational Therapy programs in the community. Before thinking about developing a program you have to figure out what the community needs and how programming would help that community in addressing their needs. This article was a great example of evidence based practice and advocating for Occupational Therapy in the community setting. This article relates directly to my programming through the use of the needs assessment tools I developed and implemented prior to planning my programming. I identified various needs of the youth population through talking with staff that worked with the youth and the youth themselves.


Abstract

This resource does not have an abstract.
Summary and significance

This article discussed the development of transition programming in rural Kentucky for high school students who attend alternative schools. The article discussed the need for programming and evidence based practice. The article addressed the need for continual evaluation of services provided to the youth through asking them formative evaluation questions about the programming. This article addressed advocacy for the role of Occupational Therapy in transition services for youth who are at-risk. The article addressed the fact that the teenagers get into a cycle of trouble and there is a lack of communication between the systems. This is similar to what I have found during my needs assessment interviews. A lot of the staff discussed this cycle and how the youth get moved from one place to another sometimes never really addressing the problem at hand. The suggested programming focused on life skills such as: budgeting, healthy leisure activities, cooking, grooming, filling out job applications, behaving at work, and finding employment that was personally interesting to the youth.

This article was directly relevant to what I would like to do with my programming. I really want to focus on interventions that are personally meaningful to the youth. The article addresses that there is a lack of transition services for youth who are at-risk. The article relates directly to the interventions I want to provide to the youth. I like the fact that an occupational therapist developed this programming representing evidence based practice. Through developing the programming the occupational therapist is advocating for Occupational Therapy in non-traditional settings. This article goes along with the needs assessment and with other findings to support the fact that there is a missing link and youth are still getting into trouble. By providing the youth with a supportive environment we as a community will lessen the chances of the youth becoming juvenile delinquents and this is one of the goals of my programming.

**Abstract**

This article presents a model evaluation plan conducted by occupational therapists that may be used to contribute information to the transition planning process in secondary school students with disabilities. Occupational therapists are not fully participating in transition services within secondary schools. One of the major obstacles to full participation identified in a previous research study by the authors of this article was that few occupational therapists were aware of appropriate evaluation options available for secondary transition planning. The authors in this article review the evaluation needs for secondary transition services in general, describe occupational therapy’s role in contributing to the Individualized Education Plan (IEP), and describe an evaluation method that gathers key information pertinent to the occupational therapy role. A case study is presented that illustrates how these assessment tools were applied to develop IEP goals in one student’s transition plan.

**Summary and significance**

This article summarizes the value of having an occupational therapist as a part of the transition planning process for teenagers who are in high school. Occupational therapists evaluate the teenagers in a holistic way and can contribute to setting goals that are individualistic to the teenager. This article referenced three assessment tools that were used to evaluate the teenager’s current level of functioning for transition planning. The Enderle-Severson Transition Rating Scale Form (ESTRR) (Severson, Enderle, & Hoover, 1997) this measure is used to evaluate the teenager’s performance in regards to job and job training, home living, recreation and leisure, community participation, and post secondary training and learning opportunities. The Transition Behavior Scale, 2nd Edition (TBS-2) (McCarney, 2000) is a direct observation tool used to evaluate the teenager’s
performance in areas involving social community expectations, work related, and interpersonal relationships. The Assessment of Motor and Process Skills (AMPS) (Fisher, 2003) was used to measure the teenager’s motor and process performance with Activities of Daily Living and Instrumental Activities of Daily Living. These evaluative tools provided information that judged how the teenager would do within the work and community environment. The information was provided to the transition team. This article provided information on the importance of an occupational therapists input with transition planning.

This article provided assessment tools that could be useful in the evaluation process when working with teenagers and transition services. This article also showed the relevance of transition planning in a holistic nature. The assessments evaluated the teenager at home and in school. The assessments produced results that generated an idea of how the student would perform in a work and community environment. I feel this article really advocated for the need for more occupational therapists to be involved with the transitioning process and also for the need of evaluation tools that can produce measurable outcomes. Within this article some important areas that were evaluated were money management, knowledge of community resources, ability to obtain transportation, following directions, being dependable, cooperative, actually seeking a job, selecting positive activities, time management, being able to do laundry and take care of a house, and social skills. This article highlighted these areas and I feel they directly relate to my programming interventions.


Abstract

The current exploratory study used quantitative and qualitative data from an evaluation of the ‘Advocates to Successful Transition to Independence’ programme, a mentoring
programme designed to train mentors to assist older adolescent foster youth in acquiring skills and resources needed for successful transition out of foster care and into adulthood. The study was conducted in two phases over 2 years. Quantitative methods were used to describe characteristics of the older adolescent foster youth and advocates, and qualitative methods were used to describe the experiences of youth and advocates in the programme. Results suggest that the use of a mentoring programme for older adolescent foster youth represents a particularly beneficial prevention strategy that may help prevent negative outcomes as youth emancipate from the foster care system and transition into young adulthood. Implications and recommendations for developing mentoring programmes for transition-aged youth are presented.

**Summary and significance**

This study describes a mentoring program for adolescent foster youth. The population consisted of youth and advocates from the Advocates to Successful Transition to Independence program (ASTI). The study involved two parts with two phases divided by advocates and the youth. The study was over a two year period. The surveys were self administered questionnaires. The first year of the study surveys were mailed to the advocates and they sent out the surveys to the youth. The advocates also had surveys to complete on their own. The second year of the study surveys were mailed directly to a different group of youth. 52/128 completed surveys were returned from the youth. The incentive for returning the questionnaires was a fifteen dollar gift certificate. The youth questionnaire included: demographic information, experiences in and out of home care, current educational experiences and future educational plans, knowledge of independent living skills and personal adjustment, psychosocial functioning, drug and alcohol problems, problems with the law, health status, social support, and aspects of the relationship with the advocate. The advocate questionnaire included: demographic
information, length of time as an advocate, number of training sessions attended, number of youth currently working with, overall satisfaction with the ASTI program, types of services provided to the youth, and aspects of relationship with the youth. Focus groups and interview were also used for data collection. The first year of the study 7/17 advocates participated in the individual in person interview and 4/9 youth participated. The second year of the study 11/20 advocates participated in a focus group for advocates. 3/5 youth participated in their own focus group. The interviews and focus groups focused on ASTI program experiences and recommendations for the program. The youth reported their mentor relationship helped them to build trust and friendship with their mentors. The program also helped the youth to develop independent living skills, stay on track with school and stay organized in life. The experiences included: obtaining a job, opening a bank account, saving money, completing tax forms, and completing their education. The advocates described the need for the building of a relationship at an earlier age prior to 18 years old. The advocates described a positive change in the youth in regards to participation in the program. The advocates also stated the need for a better connection between independent living programs and the advocates.

This article shows that a positive mentoring relationship can help to build trust and friendship. This study also shows the positive effect the mentoring program had on helping the youth to become independent in life. This study helps to connect my capstone project to the youth at the International Boxing Club (IBC). The youth at IBC may benefit from a program that incorporates money management, vocational skills, and college preparation. The youth at IBC have identified having a job or having an education as two of the primary factors in adulthood. This study helps to identify some of the issues that youth have to face in their daily
lives in transition to adulthood. The youth need positive role models that can teach them the skills to live independently.


Abstract

The professional discourse on social justice suggests that more critical work is needed to sufficiently address the societal issues that affect occupational therapy practitioners’ ability to advocate for and with clients. Occupational therapy offers unique opportunities for the scholarly discussion of social justice and for clinical practice to address these issues. This article discusses the importance of incorporating a social justice perspective into occupational therapy by using an example from the author’s research program. The experiences of adolescents in foster care were documented in an ongoing qualitative participatory study. An overview of adolescents’ \((N = 40)\) perceived independent living and vocational service needs is provided, and several barriers that affect adolescents’ ability to develop the skills needed to achieve independent adulthood are described. The article concludes with a discussion of social justice implications as they relate to the myriad issues in the foster care system, occupational therapy research, and practice.

Summary and significance

Paul-Ward (2009) describes barriers in transition from foster care to independent adulthood. The study involved using open ended interviews, focus groups, and participant observations for data collection. The data collection focused on areas related to transitioning out of foster care into adulthood. Three local foster care agencies in South Florida were used as
The population consisted of forty adolescent’s age fifteen to twenty two years old. The federal law mandates transition programs be provided for youth but the youth describe barriers such as: the programs only being offered every three months or at random times with only one to two week notice in advance. The youth describe how the information in the transition programs isn’t personally meaningful to them. They don’t realize how important the information is and they don’t pay attention during the classes. Some of them expect monetary rewards for participation in the programs. The adolescents experiences barriers such as: access to transportation and multiple foster home placements. There is a need for occupational therapists to develop community based programs for transitioning youth that are individualistic and meaningful.

This article shows the need for the involvement of Occupational Therapy in a transitional program. The article discusses barriers such as: transportation and multiple foster home placements. This connects directly to the youth at IBC. Some of the youth live in homes without a parent present and they have moved around a lot. Others at IBC have problems with transportation especially in the winter time. There is a need for programming that is centrally located for easy access to the service population. The programming needs to be meaningful to the participants and should take their needs and wants into consideration. My capstone project will incorporate the needs of the youth population. I will base my programming off input I have received from them thus far through observation and interview.


Abstract
Successful peer helping or peer group treatment interventions for at-risk youth engage the curative power of some primary child development strategies. Coaching at-risk adolescents to help others has been a primary therapeutic tool in peer helping programs for over 50 years. High and moderate risk youth can benefit greatly from programs that utilize key child development strategies imbedded in the practice of helping others.

**Summary and significance**

The article discussed how children with social developmental delay will resort to negative behaviors. The article discussed the importance of a nurturing environment that will help the youth develop the skills they are lacking. The article also discussed how parents are models for their children giving off negative and positive behaviors. The article was centered on community togetherness. This idea of integrating the teenager back into the community requires unity and support. The community is supposed to focus on the teenager’s positives qualities instead of his/her negative qualities. The idea also focuses on build social relationships with peers and adults to become a positive individual in society. The goal is to teach the youth the value of helping and interacting with other people.

This article gave insight into focusing on the youths positive attributes. I feel that within program I will incorporate having the youth practice giving each other compliments. I also like the idea of peers helping others. During group discussions I will encourage youth to listen to each other and offer advice to one another. I believe this article also brought up a good point about community. I feel as though the gloves with love program that is offered at the International Boxing Club demonstrates the community service aspect of the article. Through my needs assessment I have also found that the kids enjoy giving back to others who are less fortunate than themselves.

**Abstract**

This resource does not have an abstract.

**Summary and significance**

This article provided support for the role of Occupational Therapy in the transition planning process. Within this article examples were provided for goals that an occupational therapist may address. The article discussed working on job coaching by evaluating the job site and seeing how the person does on the job with supports. The article also addressed driving teaching individuals how to get in and out of the car, giving them community resources to contact driver’s education teachers. The article addressed finding something the youth is interested in such as a leisure activity and performing an activity analysis. After the activity analysis provide the youth with community resources to set up participation in the leisure activity and be there to coach the youth through the activity as needed. The article discussed how the transition team members have varying roles. The occupational therapists role was holistic in addressing all areas of the youth’s life.

This article was a great resource for the support of transition planning for teenagers. This article discussed teenagers with disabilities but this could also be applied to a community based setting. The article addressed how Occupational therapists could play varying roles such as being direct service or indirect as a consultative therapist. Within my programming I want to have the youth develop their own goals and through the programming work on their goals within a group setting and individually. For some of the programming I will be providing them with supports they need to find out the information on their own. This article addressed varying
issues such as employment, community involvement, driver’s education, and personal interests. I feel that all of these things are incorporated into my programming.


Abstract

This resource does not have an abstract.

Summary and significance

This magazine article summarizes the start of a pilot program that is centered on getting more occupational therapists involved in the transition process. The article addressed that most occupational therapists who were surveyed said their goals for their students focused on education such as handwriting. The majority of the goals rarely addressed Instrumental Activities of Daily Living. The article also discussed how occupational therapists would discharge a student in the sixth grade not thinking toward their future needs. The pilot program who advocate for more participation of occupational therapists and the explanation of the role of Occupational Therapy in transition services to other professions.

I feel this article gave an indication that transition programming is needed for teenagers to prepare them for adulthood. The article discussed executive thinking. Some of the youth I have interviewed during my needs assessment just don’t have a plan for the future. They don’t know about all the resources that are available to them in their own communities. I feel this article directly relates to the relevance of the need for programming and for the interventions I have planned for the teenagers. This article is also a good representation of why an occupational therapist should run the programming. Occupational therapists view things in a holistic way and this will help to prepare the teenagers for adulthood even more. The programming has to address all areas of the teenager’s life.

Abstract

This resource does not have an abstract.

Summary and significance

Villarruel, Perkins, Borden, and Keith (2003) discuss how successful youth development programs take into account the youth’s ethnic backgrounds. They focus on bringing the community together to help the youth develop skills to become positive citizens in society. They provide examples of how to focus and capitalize on the youth’s assets. A key factor in having a successful youth development community program is letting the youth be involved in the development and implementation of the program. Another key factor is supplying the youth with positive long term mentors who can model appropriate behavior for the youth. The programs focused on getting the community involved and the examples include: volunteering at the program, letting youth work or shadow people on the job, giving the youth an opportunity to experience different community events, and just mentoring the youth. The programs emphasized having a parent, teacher, program staff, and other important people involved in the process of youth development. Villarruel, Perkins, Borden, and Keith (2003) discussed how having someone of the same race could benefit the youth but also how diversity could benefit. They discussed that if you want lasting effects than the program should last more than a few weeks. Community service or giving back to the community is another topic that was discussed in the book. The youth enjoy being able to show that they are useful and can accomplish things. Youth have to be coached through the process of becoming leaders in order to develop into a
responsible adult. The youth have to be provided with these opportunities through experiences with adults. Youth should not be viewed as a burden to society they should be viewed as productive members of society. Villarruel, Perkins, Borden, and Keith (2003) emphasized how the youth’s ideas should be heard and placed into action. The adult and youth relationship should complement each other with resources and ideas. Villarruel, Perkins, Borden, and Keith (2003) gave a good summary of what a community youth development program should involve.

This resource was excellent for programming. The authors emphasized letting the youth be more involved in the planning and implementation process. I incorporated this into my programming by giving the youth a choice in the interventions they do on a weekly basis. The authors also suggested that the community come together as a whole and work towards building the youth up and producing positive adult individuals that are successful in society. I feel I incorporated the community during outings to different facilities with the youth and through community service projects. The authors also discussed focusing on the positives in the youths lives. I feel I incorporated this into my programming through the use of discussion and by letting the youth come up with ideas for community service projects. This shows that the youth have positive attributes. The authors also discussed coaching the youth to become positive leaders. I feel that providing the youth with hands-on learning experiences and by teaching the necessary life skills this is helping them with the transition to adulthood. I feel that the book gave me ideas of how I wanted to set up my program and really involve the youth.