Enhancing life skills for adolescent females at Second Chance: a program development plan

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Enhancing Life Skills for Adolescent Females at Second Chance: A Program Development Plan

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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

The Occupational Therapy Life Skills Program (OTLSP) was designed to address skills and occupations needed by the female adolescents served at Second Chance to live independently. A needs assessment and in-depth literature review was conducted. The key stakeholders identified a gap between the skillset and knowledge needed to care for oneself independently and successfully and that currently possessed by this population. The goal of the Occupational Therapy Life Skills Program at Second Chance is to enhance person-centered life occupations in female adolescents affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution. Life occupations and skills being addressed include: self-care, stress relief and recreational interests, exercise and healthy eating, grocery shopping, cooking, home management (cleaning and laundry), time management, organizational skills, money management, community resources, vocational skills, college preparation, communication, conflict resolution, trust and forgiveness, drugs and alcohol abuse, sexual relationships, and more. Each participant will choose the top five life occupations they would like to address throughout the OTLSP and be treated and evaluated accordingly. Psychosocial and trauma issues will also be addressed throughout the program. Each participant will complete an Occupational Profile, a mid-term and final Program Evaluation, and the Life Skills Assessment. Individual goals will be written based on participants’ preferences and the results of the assessment tools. Their progress will be monitored through daily progress notes and a discharge summary. Also, a three month follow-up meeting will be conducted with each participant. The OTLSP will be offered two evenings per week at Second Chance for 1.5 hours each during a 13-week time period, biannually. This program aims to serve a maximum of 10 female participants per duration of each biannual timeframe.
Program Goal and Basic Definitions

The goal of the Occupational Therapy Life Skills Program at Second Chance is to enhance person-centered life occupations in female adolescents affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution. In order to fully understand the direction of this program, it is important to identify each term within the program’s goal. A common title for these types of programs is life skills. Life skills are occupations from an occupational therapy point of view; therefore, in this paper life skills and occupations are used interchangeably.

Human trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or other services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery (U.S. Department of Justice, 2011). The U.S. Department of Justice also stated that sex trafficking is a commercial sex act which is induced by force, fraud, or coercion, or in which the victim is under 18 years of age. Traffickers have been reported targeting their minor victims through telephone chat-lines, at clubs, on the street, through friends, and at malls, as well as using girls to recruit other girls at schools and after-school programs (U.S. Department of Education, 2007).

The National Working Group for Sexually Exploited Children and Young People stated that “sexual exploitation involves exploitative situations, contexts and relationships where young people receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities” (Reynolds, 2012, para. 1). Reynolds also found that in all cases those exploiting children/young people have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. In the United States, prostitution is defined as the commission by a person of any natural or unnatural sexual act, deviate sexual intercourse, or sexual contact for
monetary consideration or other thing of value (U.S. Legal, 2012). The terms sex trafficking, sexual exploitation and prostitution have somewhat different definitions that partially intertwine; however, the female adolescents affected by these heinous acts share common needs that this program aims to address. The term female adolescent consists of girls aged 12 to 17 years old.

**Site of Program**

The Occupational Therapy Life Skills Program (OTLSP) will be implemented at Second Chance, which is a subsidiary of Toledo Area Ministries. The Mission of Second Chance is “to offer supportive services to women and youth affected by or at-risk for involvement in sex trafficking or commercial sexual exploitation, as they reclaim lives of choice; to raise community awareness about the issues of sex trafficking and the commercial sexual exploitation of children and with the goal of ending the exploitation and victimization of women and youth; and to advocate with women and youth throughout the country to secure and provide resources for treatment and services for victims of sex trafficking and exploitation” (Second Chance, 2010). Second Chance is currently the only program specifically targeting prostitution and trafficking in Toledo, Ohio. Throughout the past nine years, Second Chance has empowered hundreds of women and girls to find their own voice and to regain choice in their lives.

Currently Second Chance does not employ an occupational therapist. For implementation of the Occupational Therapy Life Skills Program, funding will be provided for a part-time occupational therapist. The occupational therapist will fit into the organizational chart under the Executive Director and alongside the Services Coordinator. Please refer to Appendix A for an organizational chart of Second Chance and to Appendix B for a chart of Toledo Area Ministries. An occupational therapist would follow the direction and guidance of the Executive Director to
assure that the OTLSP is aligned with the overall mission and aim of Second Chance as a facility. In addition, the occupational therapist would collaborate and work alongside the Services Coordinator to assure that the occupational therapy program being offered matches well with the other programs and services being offered at Second Chance. Staff members and volunteers will assist with implementation of the OTLSP as needed, based on the size and demands of the group of participants, and under the direction of the occupational therapist.

**Scope of the Problem**

When most people in the United States hear of child sex trafficking, they often do not want to believe this horrific crime is happening right here in their own backyard. Contrary to a common assumption, human trafficking is not just a problem in other countries. Prostitution has always been a part of American society (Ward & Roe-Sepowitz, 2009). Ward and Roe-Sepowitz found that prostitution has remained a significantly contentious issue in the United States throughout history as evidenced by the ongoing legal, social, and interpersonal punitive action against prostitutes. It is difficult to determine the exact prevalence of trafficking and prostitution because of the secrecy, illegality, and privacy of these professions; however, cases of human trafficking have been reported in all 50 states of the U.S. (U.S. Department of Education, 2007). In 2010, there were 49,105 victims of human trafficking reported worldwide, which is a 59 percent increase over the previous reporting year and not counting those victims not discovered (U.S. Department of Justice, 2011). The U.S. Department of Justice also reported that in 2010, an estimated 12.3 million adults and children were in forced labor and forced prostitution around the world with 56 percent of these victims being women and girls. As many as 300,000 children are at-risk for sexual exploitation each year in the United States (U.S. Department of Justice,
In Ohio alone, about 1,000 American-born children are forced into the sex trade every year (Inglish, 2011). Inglish also identified Toledo, Ohio as being the third largest gateway city for child sex tourism in America.

Each year 1.2 million new children are being trafficked worldwide in addition to the millions that are already being held captive (International Crisis Aid, 2010). The International Crisis Aid reported that the average age of a trafficked victim is 12-14 years old. There are girls as young as 5 and 6 years old in the U.S. that are forced to do sexual acts for economic gain by their pimp or another such persons. In addition, it has been reported that worldwide approximately 30 million children have lost their childhood through sexual exploitation over the past 30 years. According to the International Crisis Aid, currently, one in twelve youth have experienced sexual victimization, including sexual assault (32 per 1000) and attempted or completed rape (22 per 1000). Every two minutes a child is being prepared for sexual exploitation (International Crisis Aid, 2010).

These numbers, however, often do not include the most common form of severe trafficking found in the United States: underage prostitution (Barrows & Finger, 2008). This is because of the false assumption that some girls under the age of 18 are prostitutes with consent. According to Barrows and Finger, the vast majority of these individuals are American youth who came out of abusive homes, whether sexually, physical, or verbally abusive, and are forced to survive on the streets through selling sex under the control of a trafficker or pimp. Even though some members of the community would suggest that these young adolescents are “voluntarily” involved in prostitution, Congress has determined that an individual under the age of 18 years old cannot properly consent to this activity, which is why prostitution under age 18 is included as a form of severe trafficking in the Trafficking Victims Protection Act of 2000 (Victims of
Trafficking and Violence Protection Act, 2000). In a representative sample of over 13,000 U.S. adolescents, 3.5% admitted that they had exchanged sex for money or drugs (Edwards et al., 2006). According to U.S. 2000 census data, that extrapolates to over 400,000 American adolescents who have either sold sex or exchanged it for drugs. In other words, over 400,000 American youth have been victims of sex trafficking and sexual exploitation.

Although the crimes of sex trafficking, sexual exploitation, and prostitution are all slightly different, all three are correlated with abusive childhoods, traumatic experiences, and other complications, such as drug and alcohol abuse. According to a study by Ward and Roe-Sepowitz (2009), out of a total of 29 women participating in a prostitution exiting program, 20 (68.9%) reported experiencing childhood physical abuse; 13 (44.8%) reported childhood emotional abuse; 22 (75.9%) reported childhood sexual abuse; and 15 (51.7%) witnessed domestic violence as a child. Of those same 29 women, 26 (89.7%) admitted having an illegal drug use problem while 22 (75.9%) identified excessive alcohol consumption. In the category of mental health problems, 18 of the 29 women (62%) had attempted suicide in the past; 12 (41.4%) had participated in self-mutilation; and 14 women (48.3%) had gone long periods of time without eating (Ward & Roe-Sepowitz, 2009).

Celia Williamson, Ph.D., founder of Second Chance, and expert in the field, interviewed 11 female survivors of child sex trafficking in Lucas County and reported her preliminary findings (Williamson, 2010). Of those 11 girls, 10 reported experiencing child abuse in their home. Of those reporting child abuse, most reported neglect (6 girls) followed by physical abuse (4 girls) and sexual abuse (2 girls). Neglect involves children living in homes where it is believed they lacked enough food for themselves and their siblings, not enough essential clothing or “ragged” clothing, and with the gas and lights turned off at some time during the year. Over half
of the girls interviewed (8) reported being raped without consent by someone either inside or outside of their family, or both. This does not include multiple rapes reported by a single girl.

Sex trafficking, sexual exploitation, prostitution and other correlated horrific acts can significantly impact all aspects of these teenagers’ lives, especially in the psychosocial domain. Mental health problems reported with sex trafficking include a high risk of posttraumatic stress disorder, with one researcher finding that 68% of trafficked women suffered from posttraumatic stress disorder (Barrows & Finger, 2008). According to Ward and Roe-Sepowitz (2009), entrance into prostitution severely affects self-esteem, self-confidence, and self-worth. Girls experienced both shame (being something wrong) and guilt (doing something wrong). Most report depression, hyper-vigilance, and symptoms of Posttraumatic Stress Disorder (Ward & Roe-Sepowitz, 2009). Ward and Roe-Sepowitz also reported that, in addition to sex trafficking and exploitation causing mental health issues, some girls had already been diagnosed with disorders prior to being victimized, including depression and bipolar disorder. Chronic stress, periodic acute trauma, and daily hassles are ever present with few positive informal support systems (Ward & Roe-Sepowitz, 2009).

Trafficked persons suffer a wide variety of health problems beyond what would be expected given their age and gender (Barrows & Finger, 2008; Dovydaitis, 2010). According to these authors, child prostitution health consequences include but are not limited to infection disease (including HIV/AIDS), sexually transmitted infections, reproductive health problems, substance abuse, anxiety, chronic pains, contusions, depression, fractures, gastrointestinal problems, headaches, oral health problems, pelvic pain, posttraumatic stress disorder, suicidal ideations, unhealthy weight loss, unwanted pregnancies, and vaginal pain. Barrows and Finger reported that there are three major factors that cause these health problems. First, trafficking
typically involves removing a person from his or her previous home and life circumstances, usually by force, threats, deception, or some combination of the three. In the process the person often experiences deprivation of food and sleep, extreme stress, and the hazards of travel, as well as violence from the perpetrators. Secondly, the nature of the work to which people are trafficked is generally hazardous in itself. Prostitution by its nature exposes one to violence, unwanted pregnancy, and sexually transmitted infections. Finally, because of the illegal nature of the activities, trafficked persons are not usually provided access to needed healthcare in a timely fashion. Thus their problems are compounded and become worse because of lack of proper treatment.

Despite everything these girls have experienced and the horrible memories they may have, they still yearn for a better life (Williamson, 2010). A majority of the 11 girls interviewed by Williamson discussed their values in relation to prostitution and in relation to their current and future lives. Girls involved in this study displayed conventional values that rejected prostitution as a way of life or a moral way of making money. Williamson reported that a majority of the girls valued and wanted healthy families, close relationships, homes, an education or GED, a job/career, and a loving intimate relationship that may lead to marriage and children.

After rescue or escape, human trafficking victims need appropriate housing, physical and mental healthcare, legal services, and other basic necessities such as food and clothing. Such services for victims of trafficking are not readily available in most communities and are more difficult to secure for individuals from the United States as opposed to victims from other countries (Kotrla, 2010). Kotrla noted that one of the most obvious necessities, and a struggle encountered by victim service providers across the country, is finding appropriate, safe housing for victims. Simply too few protective shelters exist to fully meet the needs of this population.
Kotrla also observed that young victims are held in juvenile detention centers, are returned to the homes from which they fled, or are placed in unsecure facilities; such a placement can mean increased risk of a repeat episode of running away, re-victimization, or interference with a law enforcement investigation.

**Occupational Therapy**

Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at-risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction (American Occupational Therapy Association, 2010). Occupational therapy addresses physical, cognitive, psychosocial, sensory, communication, and other areas of performance in various contexts and environments in everyday life occupations that affect health, well-being, and quality of life. The American Occupational Therapy Association (2010) stated that the overarching goal of occupational therapy is “to support people’s health and participation in life through engagement in occupations.”

Occupational therapy practitioners have the responsibility to intervene with individuals and communities to limit the effects of inequities that result in health disparities (American Occupational Therapy Association, 2011). According to American Occupational Therapy Association’s (AOTA) Societal Statement on Health Disparities (2011, p. S76), “groups who have persistently experienced historical trauma, social disadvantage, or discrimination systematically experience worse health or greater health risks than more advantaged social groups.” Further, AOTA supports advocacy to increase access to health services for persons in need. As occupational therapists we have the responsibility to assist these female adolescents
affected by sex trafficking, sexual exploitation, and/or prostitution to decrease their health disparities, to limit inequalities, and to increase their independent level of functioning as active members of our society.

According to Healthy People 2020, since these adolescents are considered members of our society with disparities, we owe it to them to help them strive and succeed in life (U.S. Department of Health and Human Services, 2012). Current applicable objectives of Healthy People 2020 include: reduce sexual violence; reduce rape or attempted rape; increase access to trauma care in the US; decrease the use of illegal drugs; reduce suicide attempts by adolescents; increase adolescent physical activity; reduce the portion of adolescents with sexually transmitted diseases; increase the number of adolescents never using substances; increase adolescents who participate in extracurricular and out-of-school activities; increase educational achievement of adolescents; and lastly, reduce adolescents victimized by crimes (U.S. Department of Health and Human Services, 2012).

A core value of occupational therapy is occupational justice for all human beings; this value leads to an understanding of the psychosocial implications of trauma and abuse and to a passion to enable and empower those experiencing dysfunction (Bryce, 1962). Social justice is an ethical concept related to the equitable division of assets among members of society (American Occupational Therapy Association, 2010). In the area of healthcare, it addresses the importance of assuring access to care to all persons in need of it. It is clear that young female survivors of sex trafficking are in need of healthcare services. Practice that is informed, sensitive, and reflective enables us to consider culturally relevant ways of supporting the occupational healing of survivors of sex trafficking (Bryce, 1962). Practitioners have the knowledge and expertise to support adolescent women survivors. Occupational therapists offer a unique
perspective on human rights and sex trafficking. By teaching these young females the life skills necessary to live an independent, healthy lifestyle they can learn to escape and stay away from the cruel, violent, and dangerous acts of sex trafficking, sexual exploitation, and prostitution.

It is common for occupational therapists to implement life skills programs, with all ages of individuals experiencing different areas of impairment. The typical purpose of these types of life skills programs is to increase a person’s functional independence, self-worth, and self-esteem. There is research showing the effectiveness and benefits of this type of program across populations (Gibson et al., 2011; Helfrich, Chan, & Sabol, 2011; Ward & Roe-Sepowitz, 2009); however, the profession significantly lacks research regarding treatment of adolescents affected by sex trafficking, sexual exploitation, and/or prostitution. Although the services provided by occupational therapy would strongly meet the needs of this population, currently it is not a common area of practice for an occupational therapist. This program aims to widen the trend of occupational therapy services reaching others in need.

Fidler & Mosey (2005) stated that candidates for the life skills group include individuals who have never lived independently or those with a history of poor adjustment in the community. Fidler and Mosey believe these individuals may benefit from the structured, reality-based occupations. Fleming Cottrell (2000) advocated for skills training programs that teach new methods of effective interpersonal interaction through appropriate object use and adaptive task performance.

Gibson, D’Amico, Jaffe, and Arbesman (2011) completed a literature review evaluating occupational therapy interventions focusing on recovery in the areas of community integration and normative life roles for people with serious mental illness. The review included occupation-based and activity-based interventions and interventions addressing performance skills,
performance patterns, aspects of context and environment, activity demands, and client factors. A relevant and important result stated that the evidence for the effectiveness of life skills and instrumental activities of daily living (IADLs) training to improve performance is moderate. In addition, the review indicated that the evidence of the effectiveness of social skills training is at the moderate to strong levels, while the evidence for neurocognitive training paired with skills training in the areas of work, social participation, and IADLs was moderate as well. The evidence for client-centered intervention and increased intensity and duration of treatment is limited but positive (Gibson, D’Amico, Jaffe, & Arbesman, 2011). Although this systematic review was focused on individuals with mental illness, it is applicable for the population served during the OTLSP. As stated earlier, many of the female adolescents affected by sex trafficking, sexual exploitation, and prostitution experience mental illness impairments.

A research study was conducted with individuals with mental illness who have been homeless to investigate the effectiveness of a life skills intervention (Helfrich, Chan, & Sabol, 2011). In this longitudinal outcome study group and individual sessions were provided to 38 participants after completing a baseline using the Allen Cognitive Level Screen-2000 (ACLS-2000) and the Practical Skills Tests (PSTs). The results stated that individuals with higher cognitive levels (higher scores on the ACLS-2000) significantly increased their scores on the PST over time in areas such as food management, money management, and safe community participation. Interestingly, those participants with lower ACLS-2000 scores demonstrated even greater increases in their PST scores over time. This study concludes that most participants with mental illness, who have been homeless, improved and retained life skills knowledge over time. This study’s findings are limited by the lack of a control group, the small sample size, and the narrow range of diagnostic categories and cognitive levels represented. This study was also
limited by the lack of psychometric studies completed with either the ACLS–2000 or the PSTs. As identified earlier, many of the female adolescents affected by sex trafficking, sexual exploitation, and prostitution experience the effects of mental illness. These females also lack proper education, cognitive skills, and knowledge of how to live independent, successful lives. From the previously mentioned study individuals with lower cognitive score increased their PST scores more significantly, implying that the female adolescent participants of the OTLSP could also improve and retain life skills knowledge over time.

Ward and Roe-Sepowitz (2009) explored the effectiveness of a social work intervention for prostituted women. A pre-test/post-test research design was used. Twenty-nine women participated in a 12-week psychoeducational trauma and abuse intervention program called Esuba. The Esuba program was offered to 18 women incarcerated (the prison group) and 11 women in a community setting. The program was offered 2 hours each week and aimed to address trauma and abuse issues. The group intervention provided in this study addressed two major components: having participants work through their traumatic experiences by means of detailed descriptions and self-reflection and by providing a safe and supportive social network within which they receive clinical feedback, reflections, and support from their leaders and other participants. All participants reported decreases in trauma symptoms including anxiety, depression, anger/irritability, defensive avoidance, and impaired self-references (Ward & Roe-Sepowitz, 2009). From this study it can be determined that throughout the OTLSP it is important to address the issue of trauma and abuse to empower the participants fully, help them function more successfully, and increase their likeliness of learning and retaining useful life skills. Limitations of this study included the lack of a comparison control group; the lack of diversity in terms of race (all graduates of the program were Caucasian); the differences between the prison
and community group, including age and severity of trauma symptoms; and the fact that the Esuba program was offered in two different settings (Ward & Roe-Sepowitz, 2009). Overall, we aim to assist these female adolescents affected by sex trafficking, sexual exploitation, and/or prostitution in living better, safer, and more independent lives.

**Need for the OTLSP**

The needs of the OTLSP have been prioritized based on information gathered from the needs assessments and the literature. Numerous stakeholders played a role in determining the needs of the adolescents served at Second Chance. Stakeholders include first and foremost the girls themselves; staff and volunteers at Second Chance such as the Executive Director, Mary Schmiedbauer, licensed social workers, interns and other employees; and adult female survivors of sex trafficking, sexual exploitation, and/or prostitution.

A total of eight female adolescents, seven Second Chance employees/volunteers, and 11 adult female survivors all completed a survey to identify the needs to the OTLSP. Each group of individuals completed a survey that was specifically designed and worded to be viewed from their perspective. Please see Appendices C, D, and E for an example of the three styles of surveys. All three versions of the survey were short, quick and easy to fill out. They consisted of check boxes, Likert scales, yes or no questions, and ended with one open-ended question. The reason for this lay-out was to be able to match the socioeconomic status and educational level of anyone filling out the surveys, to encourage completion by making it short and simple, and for uniform and clear answers. Another reason a survey format was chosen is because the topics being discussed can be private and touchy subjects. An anonymous survey allowed for
stakeholders to share their honest opinion without anyone knowing whose opinion it was or which adolescent(s) they were referring to. In addition, strict confidentiality was stressed.

All three groups of stakeholders identified a need for a Life Skills program for female adolescents who have been affected by or are at-risk for sex trafficking, sexual exploitation, and/or prostitution. The eight youth who completed the survey ranged from 12 to 18 years of age. When asked if they would be interested in attending a Life Skills program, and provided with a 4-point Likert scale option, three girls marked Absolutely, four girls marked Most Likely, one girl marked Somewhat, and no one marked Not At All. The girls were again provided with the same Likert scale option when they were asked if they think they would benefit from attending a Life Skills program; three of the eight marked Absolutely, three marked Most Likely, two marked Somewhat, and again not one girl marked Not At All. The female adolescents who completed the needs assessment survey were also asked to rate their skill or level of knowledge of 28 potential life skill topics from 1-10. The self-rate score varied significantly between each girl and each topic, verifying their individual needs within the OTLSP.

The seven employees and volunteers of Second Chance who completed the needs assessment survey reported that they interact with and provide services to such female adolescents anywhere from daily to 2-4 days per week; therefore it is inferred that they have a high insight into the needs of this population. All seven of the Second Chance employees and volunteers checked the Yes option when asked if they feel that there is a need for a Life Skills program for the girls they serve. When asked if they think these girls would be willing to participate in a program that focuses on life skills, and provided a 4-point Likert scale option, five of the seven marked Most Likely and two marked Somewhat.
Eleven adult female survivors of sex trafficking, sexual exploitation, and/or prostitution were also asked to complete the needs assessment survey. Since these individuals have experienced similar traumatic events as those experienced or potentially experienced by the female youth that this program aims to serve, their insight and viewpoint is extremely valued. All eleven adult women answered Yes when asked if they feel there is a need for a Like Skills program for this youth population. When asked if they feel the adolescent girls would be willing to participate in a program that focuses on like skills, and provided a 4-point Likert scale option, five of the eleven marked Absolutely, four marked Most Likely, two marked Somewhat, and zero marked Not At All.

All three versions of the needs assessment surveys asked the stakeholders to rate the need of 28 potential topics for the OTLSP on a 3-point Likert scale of Very Needed, Somewhat Needed, and Not Needed At All. Although all 28 topics were marked as Very Needed by the majority of all stakeholders, a few topics were identified as more of a priority. The female adolescents reported being most interested in learning about the following life skills: grocery shopping, budgeting/money management, healthy eating, job/vocational skills, college preparation, goal setting/future planning, red flags in unhealthy relationships, red flags for sex trafficking/sexual exploitation, education on sex, sexually transmitted diseases, and pregnancy, and education on drug addiction/abuse. Second Chance employees/volunteers identified job/vocational skills, goal setting/future planning, communication skills, conflict resolution, red flags in unhealthy relationships, and red flags for sex trafficking/sexual exploitation as the most needed life skill topics. Lastly, the adult survivors stated that the most needed life skills topics include: time management, self-care, self-respect, forgiveness, red flags in unhealthy
relationships, red flags for sex trafficking/sexual exploitation, education on sex, sexually transmitted diseases, and pregnancy, and education on drug addiction/abuse.

Within the needs assessment surveys, the seven Second Chance employees/volunteers and the eleven adult female survivors were provided with a list of seven potential challenges/barriers and asked to check any of the following that they believe the young girls affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution typically face(d) in regards to living a healthy, independent lifestyle. When combining the two groups of stakeholders, the results were as followed: 16/18 checked Poverty; 15/18 checked Poor Knowledge of Resources; 17/18 checked Lack of Support System; 18/18 checked Low Self-Esteem/Self-Worth; 12/18 checked Minimal Academic Education; 15/18 checked Low-No Supervision; and 16/18 checked Hanging Out With the “Wrong Crowd”. In addition, these stakeholders were asked to write down any other challenges or barriers faced by this population that were not previously listed. They wrote: substance abuse, peer pressure from older siblings, having children at a young age, sexual abuse and child abuse, and being involved with the wrong man.

In addition to the literature review and the three needs assessment surveys, a semi-structured interview was implemented with Mary Schmidbauer, the Executive Director of Second Chance. Please see Appendix F for the results of this interview. Through this interview, and other conversations with staff members at Second Chance, it was determined that psychological aspects and social participation were both significant needs for this population as well as the previously mentioned life skills topics. Most potential participants lack the education and vocabulary to express themselves properly. Often, their main way to express their opinion is through body language and facial expressions. According to staff members at Second Chance,
these girls have blocked off their emotions, do not trust others, and most often do not open up to anyone they do not know, if anyone at all. These parodies of social participation could potentially create issues in any career/work and healthy interpersonal relationships the girls desire to obtain. All previously mentioned needs will be addressed throughout the Occupational Therapy Life Skills Program.

**Model of Practice**

The OTLSP will be based around Gail S. Fidler’s Life-Style Performance Model of Practice (Fidler, 1996). The Life Style Performance Model provides a way of describing and examining the interacting, multiple dimensions of doing and living from an organized, holistic framework applicable to all ages, cultures, and persons. According to Fidler, achievement of social efficacy, personal satisfaction, and a way of living that is satisfying to self and significant others relates directly to achieving and maintaining an age-specific, culturally relevant synergy among four primary domains of performance:

1. Taking care of one’s self and maintaining one’s self in as self-dependent a manner as personal needs and capacities determine
2. Pursuing personally references pleasure, enjoyment, and intrinsic gratification
3. Contributing to the need fulfillment and welfare of others
4. Developing and sustaining reciprocal interpersonal relationships.

Fidler offers this framework for defining individually relevant, wellness-generating, and remedial goals of occupational therapy interventions. The configuration of this model makes it possible to identify the relationship of occupational patterns to the pursuit of a person’s unique needs to achieve a personal identity, to know one’s self as a contributing member of society, and
to confirm one’s self as an acceptable human. Fidler stressed the importance of intrinsic motivation as well as individual interests, capacities, and customary patterns of daily living as the basis for prioritizing intervention. This model strives to create a harmonious life style balance between the individual and the environment.

The first priority in applying this model to occupational therapy intervention is coming to know and understand what is or has been a person’s characteristic way of living and how that reflects or does not reflect personal and social needs and expectations. From there, the intervention for either prevention or remediation must be designed in response to five fundamental questions:

1. What does the person need to be able to do?
2. What is the person able to do?
3. What is the person unable to do?
4. What interventions must be undertaken and in what order of priority so that the person will be able to move toward fulfilling relevant life-style performance needs and expectations?
5. What are the characteristics and patterns of occupations and the environment that will enhance the quality of this person’s living (Fidler, 1996)?

Fidler’s Life-Style Performance Model of Practice adequately fits with the needs of the participants. This model of practice aims to identify the individualized needs of the participants, the importance of those needs to the female adolescents, and the degree of mastery required to accomplish a meaningful, independent, well balanced lifestyle (Fidler, 1996). Each adolescent joining this program will have a different history with exclusive experiences, skills, interests, values, desires, and needs. At the start of interventions the occupational therapist will complete
an Occupational Profile with each participant regarding their background and history as well as the Life Skills Assessment. Based on the findings of these interview tools, the interventions will be planned, modified, and individualized as much as possible. Although the interventions will be implemented in a group setting, each need of the participants will be addressed.

Program Goal and Objectives

The goal of the Occupational Therapy Life Skills Program (OTLSP) at Second Chance is to enhance person-centered life occupations in female adolescents affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution.

Program objectives:

1. Two weeks after the initiation of the OTLSP participants will identify their top five out of 14 life skills areas they would like to focus on throughout the program.

2. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 20% or more in the area of their first choice of life skills to address.

3. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 20% or more in the area of their second choice of life skills to address.

4. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 15% or more in the area of their third choice of life skills to address.
5. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 15% or more in the area of their fourth choice of life skills to address.

6. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 15% or more in the area of their fifth choice of life skills to address.

7. At the completion of the OTLSP 75% of females served will have increased their overall Life Skills Assessment score by 20% or more.

8. Three months following the completion of the OTLSP, at least 80% of participating females will have less than a 5% change in their overall score on the Life Skills Assessment to determine a lasting effect of the program.

**Marketing and Recruitment of Participants**

The OTLSP aims to serve female adolescents affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution. Inclusion criteria includes females between the ages of 12 and 17 years, within the Lucas County area, who have been reported as being affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution as determined by the participants themselves or any key stakeholder (i.e. parents, school faculty, law enforcement, Second Chance staff members, etc.). To participate in this program a Consent for Services form must be reviewed and signed by the adolescent receiving services and by her legal guardian. Please see Appendix H for a copy of this form. A Consent for Services form has already been obtained for all female adolescents currently receiving services at Second Chance. Youth will be excluded from the OTLSP if they appear to currently be under the influence of any drugs or
alcohol, demonstrate signs of recruitment for sex trafficking or prostitution as determined by a Second Chance staff member, harm or threaten any Second Chance staff, volunteer, or member, or if either the youth themselves or their guardians do not provide consent for participation. It is anticipated that the program will serve up to 10 girls at one time to assure that each receives the individual attention she needs and deserves.

Recruitment of participants for the OTLSP can be accomplished in a variety of ways. Nearly anyone who has direct contact or influence over the potential female participants would be someone beneficial to inform about this program. Informing these individuals should be accomplished through cost-effective and attractive marketing techniques. A clear, organized, and eye-catching marketing flier has been created to provide stakeholders with a brief snapshot summary of the OTLSP. Please see Appendix I for the marketing flier. This flier is a beneficial resource that will be presented to numerous stakeholders, which is future detailed below.

There are many female adolescents currently attending Second Chance who meet the criteria for inclusion into the OTLSP program. As previously identified, all female youth members of Second Chance who completed the needs assessment survey identified that they would be interested in participating in an occupational therapy life skills program and believe they would benefit from such education. During the needs assessment survey when the girls were asked where they see themselves in ten years all youth describe aspiring to live a healthy, independent lifestyle. The female adolescents identified goals such as attending college, working in a variety of professions including astronomy, cosmetology, fashion, and singing/acting, and having a “wonderful family and home”. Each of these desires that these young girls’ possess are obtainable dreams that the OTLSP aims to assist them in reaching. It will be the role of the occupational therapist, as well as other staff members at Second Chance, to personally invite,
face-to-face, each of the current female members of Second Chance who qualify to attend this program and enlighten them on all the interesting and educational topics that will be addressed. Therefore, it will be crucial to assure that all employees and volunteers at Second Chance be aware of the details of the OTLSP program and can inform the girls they work with about it and encourage them to participate. The female youth members at Second Chance will be handed an OTLSP marketing flier to attempt to spike their interest in this service. They will also have access to these fliers sitting on the desk near the sign in sheets they fill out every day and hanging on the walls of Second Chance. These adolescents will also be asked to invite and provide the marking fliers to any other friends they think would like to learn about different life skills and how to live independently to assist in recruiting more girls.

It has been determined, through the needs assessment surveys and Second Chance documentation, that current members of this organization have been referred through a variety of outside organizations including: ZEPF Community Mental Health, Unison Behavioral Health Group, Child Service Bureau, Juvenile Detention Center, and more. During marketing and recruitment it will be beneficial to provide each of these organizations with numerous copies of the marketing flier for them to pass out to any female adolescents that they feel would qualify and benefit from the OTLSP. The employees of these outside organizations will be encouraged to spread the word of the program so that these girls can partake in all of the wonderful benefits the OTLSP has to offer. In attempt to further educate these employees about the aim of the OTLSP and all that it entails a Fast Fasts sheet has been created. Please see Appendix J. This fast facts sheet provides the employees with easily identified bulleted information on topics including: criteria for who qualifies for the program, the purpose of the program, the type of sessions being offered, when the program takes place, location at Second Chance, and that the
program is free of charge. The occupational therapist will inform the stakeholders of what occupational therapy is and how this profession aims to educate these girls. Contact information for Second Chance will also be provided in case anyone is inquiring for more details. Marketing could be expanded by providing other organizations with the marketing flier and fast facts sheet, including: Toledo area middle and high school systems, social services, homeless shelters and soup kitchens, public health department, and more.

Lastly, marketing and recruitment will be accomplished through outreach efforts and word-of-mouth. Within the organization of Toledo Area Ministries, Tony Garrett is the lead Outreach Coordinator. This entails attending local ‘hotspot’ areas where female teens frequently socialize or high trafficked and prostituted areas. In the Lucas County area outreach locations include, but are not limited to: bus stops, soup kitchens, convenience stores, Westfield Franklin Park Mall, roller skating rinks, bowling alleys, and public libraries. During outreach efforts Mr. Garrett interacts with local teens in attempts to educate them on Second Chance and the services provided, offer individuals any needed health and hygiene products (i.e. shampoo, lotion, tampons, etc.) or offer them snacks and water. While conversing with these adolescents, Mr. Garrett continually attempts to further educate himself on the trends of this population, other potential outreach locations, and any specific needs or desires of the youth. From April 2012 through February of 2013 a grand total of 2,073 individuals have been provided with documented assistance from Toledo Area Ministries outreach services. Mr. Garrett has been working with adolescents in the Lucas County area for over 30 years and has an extensive career history. Mr. Garrett has been employed as a probation officer, probation officer supervisor, assistance administrator and administrator of the Lucas County Juvenile Detention Center, an intake officer, and a Respite manager and marketing manager for individuals who are
developmentally delayed. Due to his comprehensive and in-depth knowledge of the issue of sex trafficking and prostitution in Toledo, organizations and services provided in the local area, and his extensive experience working with at-risk youth, it is easy to state that Mr. Garrett is a valuable resource. Mr. Garrett will be provided with an OTLSP fast facts sheet and will be informed of what the OTLSP aims to accomplish. Mr. Garrett will be asked to pass out the OTLSP marketing flier during his outreach efforts in the community and will also be collaborated with during additional marketing and recruitment aspects.

**Programming**

The Occupational Therapy Life Skills Program aims to meet the individualized life skill needs of each participant, address areas of occupational living interests for each participant, and matches the guidelines of the Life-Style Performance Model of Practice. The OTLSP will be held every Tuesday and Thursday evening from 6:00 to 7:30 for 13 weeks. This program will be held twice a year, from February until May, then again from September until December. During the needs assessments and interviews with Second Chance staff members, a majority of the stakeholders identified “school months” as the best time to hold the OTLSP for optimal attendance rates. It was also determined that these female adolescents would be willing to attend a program offered at least four hours per week. In addition, dinner will be served every evening, Monday through Thursday, at 5:15. Second Chance will be hosting the OTLSP. Since Second Chance is a drop-in center that is open Monday through Thursday from 12:00 until 8:00 PM, participants are welcome to arrive any time after noon. Many of the females who will be participating in this program will already be at the facility when the program begins. Second Chance does currently provide transportation to any female adolescent wanting to attend;
therefore, transportation to and from the OTLSP will already be provided by a staff member of Second Chance. Other participants of the program may find their own transportation. A licensed occupational therapist will independently run the OTLSP with a staff member from Second Chance assisting with the one-on-one needs of the participants. This will be discussed in further detail in the Staffing section.

**Documentation**

As previously mentioned, each female adolescent participating in the OTLSP and her legal guardian will need to sign a Consent for Services form prior to the start of the OTLSP. After consent is obtained the documentation process can begin. Each participant will be asked to complete four forms at varying points throughout the program: an Occupational Profile, the Life Skills Assessment, the Top Life Skills form, and the Program Evaluation form. An individual Occupational Profile will be completed to assist in obtaining a well-rounded understanding of the participants’ life experiences and individual needs. Please see Appendix K for the Occupational Profile. This profile discusses information regarding the participants’ demographics including: age, gender, diagnosis (if applicable), living arrangements, school information, interests and hobbies, legal guardian’s name and contact information, past traumatic experiences (rape, abuse, neglect, etc.), any involvement with sex trafficking, sexual exploitation, and/or prostitution, and more. Due to the sensitivity of this information the occupational therapist will wait until Thursday of Week Two and Tuesday of Week Three of the OTLSP to complete this form to provide more time to develop a therapeutic rapport with each participant.

Each participant will independently complete the Life Skills Assessment for pre-test, post-test, and three-month follow-up results. Please see Appendix L for the Life Skills
Assessment. The Life Skills Assessment has 14 sections, one section for each topic covered throughout the OTLSP. Each section asks the participants to rate how much they agree with varying statements related to each life skills topic using a 5-point Likert scale. The Likert-scale consists of five options: No, Mostly No, Somewhat, Mostly Yes, and Yes, with the participant having the possibility of earning 1-5 points per statement. The higher score a participant earns the more confidence they have in their knowledge of that life skill. The occupational therapist will be responsible for reviewing and scoring each of the participants’ Life Skills Assessments at all three points of time that it is completed. The entire Life Skills Assessment, including each section, will be taken as a pre-test on the first Tuesday of Week One to obtain a starting base score for each participant. At this time, the participants will also complete the Top Life Skills form. Please see Appendix M for the Top Life Skills form. Within this form, each participant will choose which five life skills topics or sections they are most interesting in learning about. These top five occupations will be utilized to create each participant’s individualized goal for the OTLSP. Then, throughout the weekly intervention sessions, after each section is discussed each participant will complete that one section of the Life Skills Assessment. This is done to obtain a post-score for each participant that attended that session and to compare that score to their pre-test score to monitor each participant’s progress. In addition, each participant will be asked to return to Second Chance to complete a short follow-up meeting three months after the completion of the OTLSP. The three-month follow-up meetings will be one-on-one with the occupational therapist and the participant and will be scheduled individually with each girl. During this three-month follow-up session the participants will again complete the entire Life Skills Assessment to measure the girls’ improvements and lasting effects over time. Although the
female adolescents will be completing the Life Skills Assessment independently, the occupational therapist will be standing by to assist the girls if they have any questions.

Lastly, each female participant will be asked to complete a Program Evaluation Form. On Thursday of Week Seven each participant will meet with the occupational therapist to discuss the individual’s progress through the program and provide any feedback the youth may have regarding the quality of the program. Each adolescent will complete a midterm Program Evaluation Form during this meeting and a final Program Evaluation Form during their three-month follow-up meeting. Please see Appendix N for the Program Evaluation Form. The purpose of the Program Evaluation Form at both mid-point and following the completion of the program is to investigate the quality and effectiveness of the OTLSP from the participants’ point of view. It is desired to obtain the insight of the participant regarding what they liked and disliked about the program, what they have learned from each session, what type of implementation methods they learn from the best, any recommendations for improvement they may have, or any other comments they would like to mention. It is important for the adolescent participants to be aware that any answers they provide will be kept confidential so they are encouraged to be as honest as possible to assist in making the OTLSP and effective, beneficial, and enjoyable as possible.

Along with the participants, the occupational therapist will be responsible for completing documentation paperwork as well. The occupational therapist will be responsible for writing and monitoring each participant’s individual goals, assuring each participant signs the sign in sheet, writing individual progress notes for each session, and writing a discharge summary note for each participant. Based off the findings from the Occupational Profile, the Life Skills Assessment, and the participant’s top five choices of life occupations they would like to address,
the occupational therapist will write individual goals for each participant’s specific needs and desires. Each goal will be clear, concise, realistic, measurable, with an observable action, and with a provided time frame.

Each female participant will be required to sign in for each OTLSP session they attend, but it will be the occupational therapist’s responsibility to assure that each girl has signed in. Please see Appendix O for the Sign In Sheet. The occupational therapist will complete the top section of the Sign In Sheet including: the date, session number, topic and description of what will be discussed, and any staff members assisting with that session. The participants will be responsible for printing and signing their name as well as writing the time they arrived. The Sign In Sheets will be utilized to keep track of who attended each session and how many girls participated.

After each session the occupational therapist will be responsible for writing a brief progress note on each individual. Please see Appendix P for the Daily Progress Note. A separate form will be used for each participant and each Daily Progress Note sheet provides enough space for two progress notes. The occupational therapist will fill out the participant’s name, the date, session number, session topic, and any professional observations they made of that particular participant during that OTLSP session. Observations of the adolescent may include, but are not limited to: behaviors, working extra hard, actively participating, making inappropriate comments, having issues with other girls, struggling, succeeding, or enjoying a specific topic, or remaining quiet that day. These Daily Progress Notes can be kept short, concise, and to the point, and will be utilized to assist with monitoring each participant’s progress, attitude, and behaviors. The occupational therapist will print and sign his/her name at the end of each Progress Note.
Lastly, at the end of the OTLSP the occupational therapist will be responsible for completing a Discharge Summary Note for each individual participant. The Discharge Summary Note can be completed on the same form as the Progress note, but in the topic section the occupational therapist will write Discharge Summary Note. This note will be a brief overview of the participant’s progress including the total number of sessions she attended, the ways her behaviors and attitude have changed, the sessions she appeared to enjoy or the things she appeared to learn, and any other relevant information.

Each participant will have her own file where each of her individual previously mentioned documents will be kept. On the front of each file there will be a Checklist Form. This form is a list of each document required for every participant as an easily assessable overview. Please see Appendix Q for the Checklist Form. Due to the sensitive and personal information obtained in the assessment tools a strict confidentiality policy will be enforced. The occupational therapist and program director will be the only faculty allowed access to these documents and all files will be stored in a locked cabinet at Second Chance in the program director’s locked office. This confidentiality policy will be stressed to the female participants as well to provide them with assurance and peace of mind.

**Content Overview**

The OTLSP will be addressing many life skills and occupations over a 16 week period. The following is an overview of the weekly schedule and topic areas of the program:

**Week 1**

*Tuesday: Introduction*
• Introduction- The occupational therapist thanks everyone for coming and expresses gratitude for the girls’ attendance. It is important to make each girl feel welcome and important. Inform the girls that each day they come to the center they need to sign in. Show them the sign in sheet, where it will always be located, and have each girl sign in. The occupational therapist will provide a brief overview of what will be covered throughout the OTLSP including the life skills topics, the intervention methods, schedule of the program, and exciting incentives such as the opportunity to win prizes and “graduate” at the end of the program. Next explain what occupational therapy is and how the profession aims to accomplish the goals of the OTLSP. Remind the girls that this is a fun program and the more often they come the more they will learn and benefit. Focus on empowerment and informing the girls that the goal is for them to learn how to live healthy, independent, and successful lifestyles.

• Ice breaker- As a way for everyone to begin to get to know each other, start with Fact or Fiction. Hand each participant a piece of paper and instruct them to write three statements on the paper. Two of the statements are true facts about the individual and one of the statements is fiction. These three statements can be written in any order. Give the girls a few minutes to write down their three statements. The occupational therapist will start the icebreaker and instruct the girls to first state their name and age, then read their three statements. The participants attempt to guess which statement is fiction. After the participant has revealed the truth about the three statements, encourage the girls to share a little bit about the two true statements if they would like.

• Group discussion- Following the ice break, have a group discussion on the expectations of the participants. Inform them that they are always welcome to attend the OTLSP, even
if they have missed a few sessions. Let them know that the center is open from 12:00 to 8:00 Monday through Thursdays, that dinner is served at 5:15 and that they are welcome at any time. Have each girl write down the 24-hour hotline number in case of emergencies or if they need anything. Also, briefly inform them of the services offered through Second Chance, including transportation to and from the center. Next discuss the Graduation Ceremony at the end of the OTLSP. Inform the girls that there will be a graduation party with food and prices that they get to plan and they can invite their friends and family, a Graduation Certificate awarded to each girl who qualifies, and the $25 gift card each girl receives when they graduate. Mainly focus on all of the benefits participants will receive if they earn their graduation and all of the things they will learn. Discuss that to officially graduate from the OTLSP all the girls have to do is attend at least 20 of the 26 sessions offered and follow all program rules. Lastly, tell the girls that they are the leaders of this program and it is designed to meet their needs. Therefore, the occupational therapist would like to create the program rules as a group. Together compile an appropriate list of rules and write them down on a large poster board to be hung up on the wall of the center where the sessions will be held.

- **Activity-** It is important for the girls to know their way around Second Chance and to feel comfortable there. Have the participants pair up into teams of two to play a scavenger hunt around the center. Inform them that they have to locate nine places in the center: a place they can cook a meal; where they can shower; washer and dryer; the house phone they can use; where they can have internet access; the game closet; a place where they can privately nap; where they sign in at; and a place where they can relax and socialize. At each location there is a notecard with one letter on it that was placed there by the
occupational therapist prior to the start of today’s session. Once a team of girls have found the letter, write it down, and leave the notecard there. When they have found all nine locations and all nine letters have them return to the room they started in and unscramble the nine letters to figure out one word. The word the nine letters spell is PRICELESS. The word priceless was chosen because it is a symbolic word utilized at Second Chance to let the girls know that they are priceless and they should never have to feel they should sell themselves for anything less. Once the girls are back together in a group explain the meaning of the word priceless to them. The first team who figured out the word priceless gets to each choose a prize out of the Prize Box. The Prize Box will be utilized frequently throughout the OTLSP and will consist of hygiene products (toothbrush, deodorant, lotion, body spray, shampoo, etc.), school supplies (notebooks, pens and pencils, calculator, etc.), and any other necessary and useful items (hats, gloves, headbands, socks, etc.).

• Life Skills Assessment- Following the scavenger hunt, have each participant independently take the Life Skills Assessment. Let them know that it is okay if they do not know an answer but to try their best. Ask the girls to complete the assessment on their own but if they have any questions the occupational therapist is available to help. Give the girls plenty of quiet time to complete this assessment. Following the assessment have each participant fill out the Top Life Skills form, where they choose which top five life skills they are the most interested in learning about.

• Closing- End the session with positive affirmations. Explain to the girls that the way they view themselves can impact so much in their lives. The more positive things people say about themselves the more positive they will feel, the more positive actions they will
make, and the more positive their lives will be. Go around in a circle, taking turns having each participant say at least three positive statements about themselves. The statements can be what the person is good at, about their appearance, something nice they have done, and much more. When everyone is finished, thank everyone for coming, assign clean up jobs if applicable, and tell them you look forward to seeing them on Thursday.

**Thursday: Beauty and Self-Esteem**

- **Ice Breaker: My Name Is?** Hand each participant a blank nametag. Ask each girl to write down her name and attach an adjective to the beginning that not only describes a positive characteristic about herself but also starts with the same letter of her name (i.e. Generous Gina, Funny Francine, Motivated Mary, etc.). Have each participant wear their nametag and refer to each other with these new names for the rest of the night.

- **Group Discussion: Beauty.** Define beauty. Have the girls list people they think are beautiful and why? What makes people beautiful? Being beautiful is more than skin deep. Have the group list qualities that make them beautiful. No one is perfect but each person is beautiful just the way they are.

- **Activity: On the computer, pull up celebrity photo shop before and after pictures.** Have the girls identify what part of the celebrities’ appearance has been changed. Reiterate that no one is perfect. Everyone, even celebrities, has flaws and it is those flaws that make us unique and beautiful.

- **Poem: You Are Unique.** Please see Appendix R (“You are unique,” n.d.). Hand each participant a copy of the You Are Unique poem and ask one participant to read it aloud.

- **Activity:** When explaining that each participant is beautiful and important in her own way relate it to the idea that each girl in the OTLSP is “famous” in our group. Therefore,
they all need to enter the “OTLSP Hall of Fame”. Using a large poster board draw one square space for each participant. On the top of the poster board write “OTLSP HALL OF FAME”. Then have the girls dip their hands into the paint color of their choice and put their handprints in one of the square spaces on the paper. Underneath their handprint have each girl sign her autograph. Hang the poster board up in the Center so the girls can constantly be reminded that they are “famous” and beautiful in their own way.

- Group Discussion: Have a group discussion relating beauty and self-esteem. What is self-esteem? Does being beautiful mean you have high self-esteem? What qualities do people with high self-esteem have? What about people with low self-esteem? What are the benefits of having high self-esteem? What are ways to increase your self-esteem?

- Homework: 10 Steps to Self-Esteem. Please see Appendix S (“10 steps,” n.d.). Pass out a copy of the 10 Steps to Self-Esteem form to each participant. Go around the room asking each girl to read one of the steps. Briefly discuss how having high self-esteem does not happen overnight. It is a continual process that requires a person repeatedly accomplishing each of these steps. It is the individual’s responsibility to think of these 10 steps. For their homework, ask the girls to write down at least three steps that they began working on over the weekend. This could be a list of what makes you feel good, what gets you down, or goals that you want to achieve. This could also include an example of when you asked for help, stood up for your beliefs, or helped someone else. Let the girls know that anyone who completes this homework assignment will get to choose something from the Prize Box.

- Closing: End the session with positive affirmations. This time have each girl say two positive statements about themselves and one positive statement about another
participant. Inform the girls of the power of complimenting others and of the happiness it brings to someone to be complimented. Try to facilitate this fairly by attempting to have each member in the group be complimented by someone else and to not have positive statements repeated. Tell the girls that each session will end with these types of positive affirmations because the more often a person hears something positive the more likely they are to truly believe it.

**Week 2**

**Tuesday: Self-Respect and Sexual Relationships**

- **Homework Review**: Have the participants share one step they wrote down for their homework and briefly remind them of how each of these steps can increase their self-esteem. Congratulate the participants for taking action in their lives towards increasing their self-esteem. Let the participants who shared their homework choose an item out of the Prize Box.

- **Activity: Make-Up Mania**: As discussed last week beauty is more than skin deep, but part of having high self-esteem is feeling beautiful in your own skin. Remind the girls that as discussed last week, a person does not have to wear make-up or fancy clothes to be beautiful. All that matters is whatever makes them feel good. Taking care of yourself and pampering yourself is part of treating yourself right. So go ahead and indulge! Have the girls break into pairs of two and give each other make-overs. Briefly discuss how sometimes ‘less is more’ and often the more natural look is more beautiful. Describe the different types of make-up and some simple applying tips and techniques. This does not have to be anything extensive, just the idea of having someone else applying their make-up and making them feel pampered.
- **Group Discussion:** Another part of self-esteem is self-respect. Taking care of yourself and treating yourself like you are priceless shows that you have high self-esteem. This is especially true when it comes to sexual relationships. Have a group discussion on sexual relationships. What are some good things about sexual relationships? How about bad/dangerous things? When is a good time to begin a sexual relationship with someone new? Discuss some repercussions of sexual relationships as well as how to protect yourself from them. This includes practicing abstinence, minimizing the number of sexual partners, knowing your sexual partner very well, birth control and condoms. Emphasize the importance of choice and that it should be each individual’s choice when they begin a sexual relationship. Explain that knowledge is power and the more you know about sexual relationships the better choices you can make.

- **Activity:** Create 30 notecards and pass three out to each girl in the group but do not let them look at their cards yet. Please see Appendix T for Sexual Relationship Notecards (“24 Random facts,” 2010; Hiatt, Clark, Nelson, 2006). Let them know that some notecards have a sexually transmitted disease written on them, some represent pregnancy, and some cards say the word pass. Have a small lightweight ball of any type. Explain to the girls that each time one person throws the ball to another person it represents those two people having a sexual relationship. Then the person who received the ball has to read one of their notecards out loud that represents the outcome of that sexual relationship. By the end of the activity all notecards will have been read aloud, providing each member with general information on the most common sexually transmitted diseases and pregnancy. Explain to the girls that not all sexual relationships lead to an
STD or pregnancy but it is important to know that they can and it is simple to protect themselves.

- **Group Discussion:** Discuss the importance of annual check-ups with a doctor and a gynecologist. Let the girls know that the best way to stay healthy is to prevent an illness or disease; however, if that is not possible then monitoring their bodies and being aware of an issue while it is still new can prevent it from getting worse and give them an opportunity to treat it while they still can. Discuss that nearly all health insurance policies cover at least one annual preventative check-up and if you don’t have insurance the local health department will provide you with such services for free. Also discuss how the girls can receive birth control and condoms from the health department. Locate health departments in the area and provide the girls with the address, phone number, and bus route of each health department.

- **Life Skills Assessment:** At the end of the session, have each participant complete sections one and two of the Life Skills Assessment: Self-Care and Sexual Relationships. Have the participants complete the assessment independently but be sure to provide assistance if needed.

- **Closing:** Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: Stress Relief and Recreational Interests**

- **Opener:** Guided Imagery. Inform the girls that today is going to start with a relaxation technique called guided imagery. Instruct them to sit comfortably in their chairs, with their feet flat on the floor, their hands placed gently on their laps, and their body relaxed. Tell the girls during the five minute video they can either choose to close their eyes to
listen and imagine the words or they can watch the video clip, which ever makes them feel more comfortable. The important part of this exercise is to focus on relaxing your body with calm and controlled breathing. Try to breathe slowing in through your nose and slowed exhale through your mouth. Ask the girls to please remain quiet throughout this video. The occupational therapist can choose any guided imagery video they like. Two examples are: The Forest Awakens and The Five Minute Vacation (“Take 5,” 2010; “The 5 minute vacation,” 2008).

- **Group Discussion:** Another aspect of taking care of yourself and staying healthy is controlling your stress. Everyone experiences stress in their lives, it is inevitable. Have the group compile one list on a poster board of things that cause them stress in their lives (i.e. homework, parents yelling at them, being hungry, living in unsafe neighborhoods, untrustworthy friends or boyfriends, etc.). On a second poster board, as a group, create two separate lists: healthy ways to relief stress and unhealthy ways to relieve stress (i.e. exercising, taking a deep breath, talking about the issue versus doing drugs, running away, or fighting). Have a group discussion on the following topics: the effects these different techniques have on an individual; how effective these techniques are; how frequently the girls try these techniques; and why it is so important to utilize healthy stress relief techniques. Inform the participants of how important it is to relieve their stress instead of keeping it bottled in. It is crucial to take care of yourself in this way to make yourself healthy and happy in life.

- **Group Discussion:** One technique that helps relieve stress is being involved in recreational activities or hobbies. What do you like to do for fun? What type of activities or hobbies have you done in the past that have been fun and maybe relieved some of your
stress? Are there any new activities you would like to try in the future that you have not done before? What is out there that is accessible and affordable? Create a group list of a variety of recreational activities and hobbies.

- **Group Activity: Easy access to fun!** Set up five stations that consist of fun, accessible leisure options. Stations may include: reading, crafts (drawing, sewing, creating bracelets), playing cards and/or table games, dancing and singing, and journaling or scrapbooking. At each station have the materials needed for each leisure option as well as an index card that explains each recreational activity. The index cards should include what the activity is, what materials and/or location is needed, how to participate, the benefits of that activity, and any other relevant information. Have the girls break up into pairs of two. One pair of girls will be at each station for five to seven minutes to provide them with enough time to explore what the activity is and begin to try it out. Have each participant rate how interested they are in trying this activity in their leisure time on a scale of 1-10 (10 being very interested). After five to seven minutes have the pair of girls switch to another station until each participant has been to each recreational station.

- **Group Discussion:** Ask the girls the following questions: How did you feel about these recreational activities? Did you already know about these occupations? Would you be interested in trying these types of things in your leisure time? Do you think participating in such hobbies or recreational interests could help relieve some of your stress?

- **Occupational Profile:** Have each participant fill out the Occupational Profile independently and in private. Inform the girls that this form asks some personal and sensitive questions. Let them know that the occupational therapist and the program director are the only two people who will see these forms and the purpose of the
Occupational Profile is to get to know the girls better and better understand any of their needs. However, if there are any questions they do not feel comfortable answering they don’t have to and they can skip that question. The occupational therapist will be in the room to assist with any questions they may have or if the girls need any assistance.

- **Life Skills Assessment**: At the end of the session, have each participant complete section three of the Life Skills Assessment: Stress Relief and Recreational Interests. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- **Closing**: Ask participants to end with three positive affirmations, two for themselves and one for another member of the group. Also, ask the girls to either wear or bring comfortable clothes with them to next Tuesday’s session since they will be participating in some short exercises.

**Week 3**

**Tuesday: Exercise**

- **Ice Breaker: Tangled Web**: Have all participants stand in a circle facing each other. Each person extends both of their hands across the circle and holds one hand of two different participants standing opposite from them. One person cannot hold the hands of a person standing directly next to them and one person cannot hold both hands of one single participant. The task is to unravel the spider’s web of interlocking arms without letting go of anyone’s hands.

- **Diagram**: Use the Body Diagram in Appendix U to briefly describe how the body works (“How many organs,” 2011). Just like each participants during the Tangled Web, our body is one unit that is completely connected and has to work together to be successful.
We breathe in oxygen through our mouths which enters our body through our lungs, mixes with our blood, passes through our hearts to send oxygen to all of our other organs and muscles to make us move and function. We eat healthy food through our mouths which is broken down in our stomachs and distributed throughout or bodies to provide us with nutrients and energy. Every organ and cell and muscle all work together. Our body is a machine and is it up to the individual to keep her body working its best and staying healthy. The best way to do so is by exercising and eating healthy.

- Video: http://www.youtube.com/watch?v=aUaInS6HlGo Play the video on the benefits of exercising and the effects it has on the human body (“3 and ½ hours,” 2011).
- Group Discussion: After watching the video have a group discussion on the benefits of exercising and ask the girls what they learned from the video. Repetition and repeating facts is a useful way for people to retain information. Create a group list of different types of exercising. Briefly discuss the more a person is moving her body, the more she is exercising, and the harder she is working her body. It is important to have a balanced work-out. Not working your body so hard that it hurts but working it hard enough to challenge your body and strengthen it.
- Stretch and Exercise: Provide a towel and water bottle to each participant. Inform them that if at any point they start to feel like they need a break to please sit down and rest. Do not push your body past what it can handle. Also, have everyone drink lots of water during this time and to work out at their own pace. Start this group occupation off with a full body stretch. Use this link: http://www.youtube.com/watch?v=1HPAqv-3X98 for an easy to follow, full body stretch (“Full body stretch,” 2009). Discuss the importance of stretching before exercising. Also, stretching is a great relaxation technique. Then
demonstrate a variety of types of exercises in short segments (approximately five minutes long per exercise segment with rest periods in between). The following links may be used for yoga (http://www.youtube.com/watch?v=dn8TOat-3Cg), Zumba (http://www.youtube.com/watch?v=HxVDN8zJ6lY) and kickboxing (http://www.youtube.com/watch?v=4U5kXK82H9I) (“Calming routine,” 2012; “Kickboxing cardio,” 2012; “Zumba exhilarate,” 2012). Completing all exercise segments simultaneously would be very demanding on the bodies of individuals who do not frequently workout. Therefore, the girls can choose to participate if they would like but it is not a requirement.

- Homework: Ask each participant to exercise at least once before Thursday’s session. Their exercise can include any of the stretching or exercises that were practiced today as long as they work-out for at least 20 minutes. The more a person exercises, the easier it becomes, and the healthier a body functions. Remind them that it is their body and it is up to them how they would like to take care of it.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: Healthy Eating**

- Activity: Provide the group with a stack of magazines. Have each participant go through and cut out three food advertisements. They can be of any type of food and any size advertisement. Then have each girl rate how much they were attracted to it (1-10, 10 being liked the advertisement very much), how often they eat this product (1-10, 10 being eat it every day), and rate how healthy they think that product is (1-10, 10 being very
healthy). After each participant is finished have each of them show the food
advertisements they found and share the numbers they rated.

- **Group Discussion:** Have a group discussion on healthy eating. Discuss the role media
  plays in what products people choose to eat, regardless of the health factors. Choose a
  few of the food products that were chosen during the first activity. Look them up online
to read their nutritional values. Discuss what factors are most important in looking at
when choosing healthy foods, such as serving size, fats, cholesterol, sodium,
carbohydrates, protein, and vitamins. Please see Appendix V for a Nutritional Facts
Guide to use as a reference during group discussion (U.S. Department of Health and
Human Services, 2013). Let the girls know that having a healthy diet will make them
stronger, have more energy, and live longer.

- **Activity:** Pass out a copy of the Food Pyramid to each participant. Please see Appendix
  W for the Food Pyramid handout. Have a group discussion on the importance of having a
healthy diet and what it means to have a balanced diet. Go through each section of the
food pyramid and briefly discuss some healthy options that would qualify for that section.
While you are discussing each section, pass out a sample of a healthy food choice that
was prepared prior to the start of the group. Healthy food options may include: wheat
thins (bread section) with a vegetable spread (depending on spread either milk and cheese
and/or vegetable section); whole grain cherries (bread section); carrots, broccoli, or
celery (vegetable section); bananas, grapes, strawberries (fruit section); fat free milk and
Greek yogurt (milk and cheese section); walnuts/peanuts and canned cooked tuna (meat
section); and one Hersey Kiss each (fats and sweets section). As the girls are trying the
different foods ask them how they taste, if they would eat it for a meal, and what other food items are similar.

- Plan for Next Week: Inform the girls that the next segment of the OTLSP will consist of going grocery shopping for a meal the group will cook together. Plan a balanced meal including one item from all food groups, list of all ingredients, and a grocery list. Determine a budget and discuss a plan to stay under that price range. When creating a grocery list look through coupons and ads. Discuss how you can save time when you make a list first and how you can save money when you use coupons and look at sale items.

- Life Skills Assessment: At the end of the session, have each participant complete section four of the Life Skills Assessment: Exercise and Healthy Eating. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Week 4

Tuesday: Grocery Shopping

- Group Discussion: Today will be the grocery store outing. Remind everyone of the budget we cannot exceed, the grocery items we need, the coupons and sale items we found, and the time frame we have. Also, let the girls know that this is a great chance to look at nutritional facts on containers and determine which products are the healthiest.

- Go Grocery Shopping: To save time, split the participants into 2 or 3 small groups and divide the grocery list accordingly. Have the occupational therapist and a staff member stay with each group of girls at the store. Have each group of girls collect all of the items
on their list while using their coupons and staying under budget. Before checkout meet back up as a large group and assure that you have everything you need. Drive back to the Center from the grocery store.

- Group Occupation: As a group unpack the groceries and put them in the appropriate places in the kitchen. Discuss what was successful and what might have been unsuccessful at the grocery store. Ask the girls what they found to be easy to do and what was challenging. Compliment the group of participants on working as a team to accomplish the task of buying all of the healthy groceries we needed while staying under our budget.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Thursday: Cooking Occupation

- Ice Breaker: Mine Field. This exercise is designed to encourage teamwork and communication. In a large room in the Center, objects are scattered around the floor that are considered to be ‘mines’. Objects can consist of anything already around the Center including: pillows, books, a broom, a jacket, or more. Using masking tape create a start line and a finish line on opposite ends of the room. Have the girls pair up into groups of two. One partner is blindfolded at the starting line and the other partner is standing at the finish line. It is the job of the participant at the finish to instruct the blindfolded participant how to get to the finish line without stepping on a mine. If a participant steps on a mine she has to start over. To make this task more challenging have two teams of girls go through the mine field at the same time for the noise to be more distracting.
- **Group Discussion:** After each team of girls has had a chance to walk through the mine field discuss the importance of teamwork and communication. When someone communicates well to another person and the other person expresses that they understand the entire operation goes more smoothly. On the contrary, if someone was to yell at the other person or fail to express a thought clearly, the one who is blindfolded becomes very confused. Working as a team means understanding how to talk to each other and assisting someone else when they need help. Ask the girls to keep this in mind during the cooking task.

- **Group Cooking Occupation:** As a group, determine all of the steps needed to make the chosen meal. Briefly discuss timing of multiple dishes and multi-tasking. Split up small preparation and cooking tasks and have the girls choose which one they would like to be responsible for. While the group is preparing the meal and cooking discuss safety issues and what to do if something goes wrong. The occupational therapist, Second Chance staff member, and any volunteers if available should be closely watching the participants during this activity to assure everyone is safe and to provide assistance as needed.

- **Late Dinner:** Enjoy a late dinner of the wonderful meal the girls cooked together. Congratulate them on working as a team to safely create a beautiful and delicious meal. During dinner briefly discuss any challenges during this cooking occupation and aspects that the girls enjoyed.

- **Life Skills Assessment:** At the end of the session, have each participant complete section five of the *Life Skills Assessment: Grocery Shopping and Meal Preparation*. Have the participants complete the assessment on their own but be sure to provide assistance if needed.
• Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Week 5

Tuesday: Home Management

• Ice Breaker: Team Blackjack. Have the great break into teams of three or four people. Like the game blackjack, the goal is for the team to reach 21 using their fingers. The girls cannot communicate verbally. Have them stand in a circle facing each other with their hands behind their backs. When the occupational therapist says, “ready, set, go!” the participants hold out their hands in the middle of the circle to reveal a number. The girls can hold up zero to ten fingers each. The team that has 21 by counting all their fingers up wins. Although this ice breaker is not related to the session topic, it is a fun way to get the girls up and motivated for today’s session.

• Group Discussion: Cleaning is a mundane task that can be tedious, annoying, and time consuming. However, it does have many benefits, including health benefits. Provide each participant with a copy of the Health Benefits of Cleaning sheet in Appendix X (“10 health benefits,” 2011; Hopman, 2013). Have the girls take turns reading each of the benefits and briefly discuss each one. Ask the participants if they knew of any of these benefits and if any of these were surprising to them.

• Group Discussion: After discussing the benefits of cleaning, talk about specific techniques of cleaning. Every participant has cleaned up after themselves in some way or another but by learning useful tips, cleaning can be done easier, faster, and more thoroughly. Pass out the 10 Golden Rules of Cleaning to each participant. Please see Appendix Y (“10 golden rules,” 2013; Jackson & Kulka, 2011). Again, take turns having
the participants read each rule and briefly discuss each one. Ask the girls if they know of any other tips or techniques they have used while cleaning.

- **Group Cleaning Task:*** Prior to the start of today’s session, prepare 10 pieces of material (rags) with stains on them. Place each stained piece of material inside a bag so that no one can see what the stain is to make it fair to the participants who receive them. Stains may include: grass, wine, chocolate, dirt, bleach, paint, glue, mascara, red pop, spaghetti or any comparable content. Have a variety of “stain removal” products available as well. This can include the homemade cleaning products discussed in Appendix Y. Pass out each of the bags of stained material to all participants. Inform the girls that they are going to race to see who can clean their stained material the fastest. The girls can use any of the cleaning products available or create their own. The first two girls to find a solution that will remove their stain will get to choose a prize from the Prize Box. After the race have each participant share what their stain was, and what items worked and did not work to remove it.

- **Group Discussion:*** Have a group discussion on laundry techniques. This includes, sorting clothing, types of detergent, fabric softener, dryer sheets, machine settings, and reading clothing labels. Take the girls to the laundry room to show them the washer and dryer and review how to use them properly. Let the girls know that taking care of your belongings, including your clothes, will make them last longer and keep them in better quality.

- **Life Skills Assessment:*** At the end of the session, have each participant complete section five of the Life Skills Assessment: Home Management. Have the participants complete the assessment on their own but be sure to provide assistance if needed.
• Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Thursday: Time Management and Organizational Skills

• Ice Breaker: Lists and Priorities. Divide the participants into two equal teams (approximately 4-5 girls on each team). Explain that they have five minutes to earn as many points as possible as a team. The occupational therapist will keep track of the points for each team and the team with the highest amount of points at the end of the five minutes gets to each choose an item out of the Prize Box. Give each participant the List of Tasks that are worth varying points. Please see Appendix Z for the List of Tasks. Following the ice breaker ask the teams how they decided which tasks they wanted to do. Most people will analyze the time the task will take and/or the level of difficulty, compare it with the value (possible number of points), and prioritize as a result. This is also done when managing time as well. People often choose the high-yield, low-effort tasks over the low-yield, high-effort tasks.

• Group Discussion: Time management. Throughout everyone’s life there are always going to be time constraints. People always have things to do and places to be. Have the girls create a group list of some places they might have to go to at a certain time (i.e. school, doctors’ appointments, grocery shopping, driver’s education, friend’s party, work, etc.). Discuss the importance of being on time. Discuss the factors that can play a role in being on time such as location of where the person is heading, type of transportation available including bus schedules and the time it takes to walk somewhere, and waiting in lines. Discuss having a back-up plan if a particular appointment is very important such as a job interview.
• Group Activity: How Long is a Minute? Ask each participant to close their eyes so that no one can look at a clock or monitor the time. Then ask the girls to quietly open their eyes after what they believe has been 60 seconds. Most likely, they will all open their eyes at different times. Afterwards discuss their understanding of time. Even though everyone has an equal amount of time in their day (24 hours), it is experienced and utilized in different ways.

• Group Discussion: Having a timed schedule will allow a person to accomplish more with their time, but it takes being organized to do so. It is important for each individual to find a system that works for them, because being organized is different for each person. Present the girls with different variations of planners (online) including a monthly calendar, weekly calendar, and daily schedule broken down by hours. Discuss how some people like to have their whole month planned out in front of them to stay organized and know what is coming up in the month while other may become overwhelmed with that much information at all once. Some individuals may want to only plan one week or even one day at a time to just focus on the moment. There is not a right or wrong way; it is just whatever works for each individual. It can also be helpful to have a to-do list of things that need to be done and/or prioritize that list. For some people it may be easier to keep the list short with just the most important items on it while others may like every single thing they need to get done on one list. Again, there is not a right or wrong way of staying organized. Whichever type of organization technique works best for you, keep it in a safe and easily accessed location, such as on your dresser or in your purse.

• Group Activity: Let the girls know that for this activity they can either work individually or in pairs of two. Provide each participant with a mock To-Do List and a Weekly
Calendar. Please see Appendix AA and Appendix BB. Have the girls first prioritize the
To-Do List by putting a star by the most important tasks. Next, ask the girls to write
down how long they think each task will take them to complete, including transportation
time. Then ask the girls to fill in their Weekly Calendar in whichever way they would
like, as long as all tasks are on the calendar. Remind the girls to keep in mind location of
each appointment in the local area, how they plan on getting there, and to think of any
issues that may arise in the week. Following this exercise, have the girls present their
weekly schedule and share any tips or techniques that helped them organize their To-Do
List and Calendar. Ask the girls how difficult this task was for them and if they enjoyed
it. Identify what the girls learned about staying organized and time management and if
there was anything they could have done better next time.

- Planners and Homework: Provide each participant with her own planner to keep and take
home. Encourage participants to use it often to stay organized and manage their time
well. For their homework ask them to fill out their planner for the next two weeks. Ask
them to simply write down any upcoming time constraints they may have. Those who
complete their homework will not only be more organized but will also be able to choose
an item from the Prize Box.

- Life Skills Assessment: At the end of the session, have each participant complete section
seven of the Life Skills Assessment: Time Management and Organizational Skills. Have
the participants complete the assessment on their own but be sure to provide assistance if
needed.

- Closing: Ask participants to end with three positive affirmations, two for themselves and
one for another member in the group.
Week 6

Tuesday: Money Management and Budgeting

- Ice Breaker: Deserted Island. Ask the girls to imagine that they are on a deserted island alone. They have been informed that a plane is able to drop off ten items to them for their survival; however, the items cannot include anything that would take them off of the island. Have them write down what ten items they would ask for and why. After everyone has compiled their list, have them share with the rest of the group. Briefly have a group discussion on the most valuable items that were requested. Most likely these items will be things that will help them survive, in other words, things they need.

- Group Discussion: Money Management. Create a group list of things that the girls need (i.e. food, a place to live, clothing, etc.) and things that they want (i.e. a cell phone, expensive clothes, nail polish, to go to the movies, etc.). Discuss the difference between needs and wants. It is okay to pamper yourself occasionally and buy items that are ‘wants’ but in moderation and as your income allows. People cannot always afford everything they want to have so they must prioritize. Ask the girls what would happen if they only bought the things they want?

- Group Activity: For this exercise inform the girls to work individually or in a pair of two. Ask them to pretend that they have an income of $300 per week and that they live on their own and pay all of their own bills. Ask them to create a list of all of the bills they have to pay and how much that will cost them each month. This list should include rent, all utilities, groceries, and any other bills for the lifestyle they plan to live such as phone bill, cable, car payment, gas money and more. Then ask the girls to determine how much extra spending money they would have left over for each week and what they plan to
spend that extra money on. Ask the participants if they plan on putting any money in their savings account each week or each month. After participants are finished have them present their budgeting to the rest of the group and share how they prioritized their money. Briefly discuss how each participant’s budgeting varied or was similar.

- **Group Discussion:** Have a group discussion on the importance of budgeting. Report the actual pricing of bills such as rent and utilities in the local area for the participants if their guesses from the previous exercise were incorrect. Discuss the importance of saving money for a ‘rainy day’ in case of an emergency. Discuss debt with the participants. Debt is when a person is spending more money than they have coming in as an income. Inform the girls of how dangerous credit cards can be for causing debt and why. Lastly, discuss credit score with the girls and how it is affected by debt and can affect future purchases.

- **Closing:** Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: Accounts and Community Resources**

- **Game Time:** Have the participants break into two groups and play the game Life. In this game the players get to make ‘life choices’ including if they want to go to college, buy or rent a house, buy insurance, and more. This is a great opportunity for them to apply what we have been discussing to see the potential outcomes of their choices. Let the girls know that they only have 30 minutes to play the game regardless of whether or not they are finished so that you can move on to the next topic.

- **Group Discussion and Presentation:** Discuss bank accounts with the girls. Identify the difference between a savings account and checking account and the benefits of both. Locate some banks in the area and discuss with the girls how to apply for a checking
account. Log on to an online banking account to demonstrate how to access online banking and make transactions. Discuss debit cards and how to use them properly. Present the girls with a fake checkbook. Demonstrate how to write a check out, what information is on a check, and how to balance a checkbook. Give each of the participants an opportunity to write a fake check. Also, discuss the importance of balancing a checkbook, including overdraft fees, bounced checks, and credit reports. Briefly discuss the importance of keeping all banking information private, including hiding your password if you have to write it down and never sharing your account number with anyone.

- **Group Discussion:** Briefly overview community resources with the participants. This includes food stamps, welfare, Department of Labor, WIC, United Way, HEAP, HUD, Together RX, and more. For this section simply introduce the girls to the resources that are available to help them get started living independently and inform them of what these types of programs aim to assist them with. If the girls have any questions regarding any of these resources they can stay after to ask the occupational therapist in private. The occupational therapist should have contact information for these resources available upon request. Also, the participants will have time to explore these resources more in depth with assistance during the Take Action! session in Week 8.

- **Life Skills Assessment:** At the end of the session, have each participant complete sections eight and nine of the Life Skills Assessment: Money Management and Budgeting and Community Resources. Have the participants complete the assessment on their own but be sure to provide assistance if needed.
• Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Week 7

Tuesday: Vocational Skills

• Opener: Play video clip of NBC’s The Office. Briefly discuss what was happening in this video clip that is unprofessional.

• Group Discussion: Professionalism. Discuss the importance of being professional in the workplace. How would people view someone who is professional versus someone who is not? Create a group list of do’s and do not’s in a professional world. Include how a person dresses, talks, carries themselves, and presents themselves. Discuss how confidence plays a role in professionalism and the benefit of advocating for an individual’s skillset and abilities.

• Group Activity: See Appendix CC: Professional VS Unprofessional for pictures of individuals who are dressed professionally and unprofessionally. Have the girls identify the differences in the photos and state how they would feel about working with each of the individuals. Ask the girls who they would hire first if they were an employer and why.

• Mock Interviews: Ask the participants to pair up into groups of two to conduct mock interviews. Briefly discuss how to be professional during an interview process, including a firm handshake, posture, smile, and eye contact. Discuss what type of questions an employer might ask and what questions are illegal or unethical for an employer to ask. Identify a few questions the participants might want to ask an employer, depending on the job. Provide each participant with Appendix DD: Professional Interview Questions.
Inform the girls these questions are meant as guidelines. The interviewer can ask any of these questions and/or create questions of their own. Have the participants each take a turn playing the employer and the potential employee. Following the mock interviews, have each participant identify what she liked about her partner’s answers or professional behavior, what someone might have been able to improve during the next interview, and what was the most challenging aspect.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: College Preparation**

- Opening: Have each participant complete the free What’s Your Perfect Career survey to determine a type of career they might enjoy in the future (“What’s your perfect,” 2013). After each participant has finished the survey, look up details on a few of the jobs their personalities qualified for. This includes basic facts of the selected career such as school or training required, annual income, demand of employees, and more.

- Group Discussion: College. Create a group list of the benefits of going to college, including the increase in income and health and retirement benefits after graduation, the knowledge obtained, the life skills learned, the friends and people you meet that share similar interests, statistics on college graduates living longer, the fun experiences that take place in college, and more. Discuss why some people may want to attend college and why some people may not want to. Be sure to inform the girls that it is still possible to be successful without attending college; however, many opportunities arise to an individual who has a college degree. Briefly discuss how every individual has their own
path and can make their own choices; the purpose of this session is to assure that the girls are well informed of the option of attending college.

- **Group Discussion: College Information and Funding.** Discuss details that a new college student might need to know. Talk about credit hours, full-time versus part-time students, attending school and working, varying class sizes, and teaching techniques. Discuss college class scheduling. This includes classes being available every day of the week and all times of the day, attending only one or two days per week versus going every day, and creating your own schedule as you please. Inform the participants of the different types of classes and briefly review general education classes that are required prerequisites for most degrees. Let the girls know that they have options of only taking one class at a time to see what they may enjoy or want to do in the future or they can go full-time and not work at all. Talk to the girls about meeting with a college counselor who will inform them of their options, class availability, and class requirements. Discuss grade point average, how it is scored, and how a GPA will affect their graduation and career. Next discuss tuition and funding. Talk about the average cost per class depending on which type of college they attend (community, university, private college) and other expenses (books, supplies, college fees, dorm rooms). Discuss available financial aid, loans, scholarships, and assistance. Visit http://www.fafsa.ed.gov/ to show the girls a FASFA form and how to complete it. Inform them of what information they will need to complete this form (social security number, parent information, tax information, etc.). Talk to the girls about how to apply for college, other forms, and the process of being accepted. Look up colleges in the area and determine which schools the participants may be interested in. Based off their interests, look up college applications and review filling them out.
Answer any questions the participants may have at this time since a lot of information was covered in this session.

- Midterm Program Evaluation: Have each participant complete the Program Evaluation form; please see Appendix N. Let the girls know that all of the answers they provide will be kept in strict confidence and that they should not write their name on the evaluation form. Inform the participants that this information is only being utilized to improve the OTLSP and so they are encouraged to be as honest and truthful as possible.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Week 8**

**Tuesday: Future Planning and Goal Setting**

- Ice Breaker: Have the participants break into two equal groups. Provide each group with any ten random items. Items may include, but are not limited to a paperclip, pencil, piece of paper, book, stuffed animal, t-shirt, napkin, hat, fork, banana, and much more. Inform the teams that they have five minutes to win the game, however they are not being told the object of the game. The girls are able to make as many attempts as they would like and the occupational therapist can only say “yes” or “no” if they have won the game. After the five minutes is up, and most likely neither team determined how to win the game, tell the girls that the actual object of the game was to hide all ten items. State how difficult it is to win something if you do not have a goal or a purpose of the game.

- Group Discussion: goal setting and future planning. As discovered during the ice breaker activity, it is vital to create a goal before you can accomplish it. This applies to many, if not all, life situations. In life, if a person does not have a goal to strive for then he/she is
simply just running around aimlessly, without purpose. A person’s goals can consist of anything and can be as small or as simple as that person desires as long as he/she is working towards something. It is important to realize that you have many options, which may include going to college, obtaining a job, having a family, moving away, losing weight, reading a book, making a new friend, and much more. Your future is based on the goals you set and the actions you take towards those goals. Briefly discuss long-term versus short-term goals and how both are necessary.

- Group Activity: Provide each participant with Appendix EE: Goal Setting. Ask each girl to complete the form by creating two goals for themselves and at least five steps they would need to complete in order to accomplish their goal. Also, have the participants identify some resources they could use to assist with accomplishing any of these steps and a few support systems they could rely on if they need any help or encouragement. The goals can be long term or short term and the steps can be as little or as easy as they would like. Let the girls know that they do not have to think of something challenging and hard; this can be something simple that they are just putting down on paper. Give them an example: goal #1- graduate high school; step #1- go to class on time; step #2- take notes in class; step #3- write down homework assignments and exam dates in planner; step #4- complete all homework assignments; step #5- study at least two hours for each exam/test; and step #6- ask teacher or tutor if I have any questions or need any help. Resources may include the library, school books, and the class schedule. Support systems would consist of the teacher, the tutor, and another trustworthy adult. Give the participants time to complete their goal setting forms and provide assistance as needed.
Afterwards, have each participant share one of her goals with the five steps she created, the resources, and support systems to the group.

- **Homework:** Inform the girls that next week everyone will be creating a resume. In order to make this process go faster and smoother they should attempt to gather some information about themselves and bring it with them on Thursday. Resume information includes: educational history (schools, GPA, field of study), work experience, major achievements, volunteer experiences, professional skills, personal interests, and at least two references (name and phone number).

- **Closing:** Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: Take Action!**

- **Create A Resume:** Provide each participant with Appendix FF: Resume Outline. As a group go through each section of the resume, asking each participant to fill in the information as it applies to them. Discuss that this is just a suggested resume outline and the girls can modify it anyway they see fit. Discuss professional aspects of a resume, including: assuring everything is spelled correctly, only using plain white paper, keeping sections in chronological order, using appropriate language and terminology, and more. Afterwards each participant should have a professional resume created that she can utilize for applying for jobs or school.

- **Take Action:** The remainder of this session will consist of free time for the participants to begin working on some of the steps they created for their goals. This time may be utilized to apply for jobs or colleges, fill out a FAFSA form, apply for community resources as previously discussed, organize their planner, and more. They can take this time to utilize
the occupational therapist’s assistance with working towards their goals. Encourage the girls to ask as many questions as possible and really take those first few steps they need in order to be successful.

- **Life Skills Assessment**: At the end of the session, have each participant complete section ten of the Life Skills Assessment: Future Planning. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- **Closing**: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Week 9**

**Tuesday: Social Relationships: Communication**

- **Ice Breaker**: Telephone. Have the participants stand/sit in one line. The occupational therapist will whisper in the ear of the first person at the beginning of the line a statement (i.e. the blue bird sang loudly as the bright sun came up over her backyard). That person has to whisper that same statement in the ear of the person next to them and so on. Each person can only say the statement one time, without repeating it, and has to try to say it as quietly as possible. The person at the end of the line has to say the statement out loud to the group. Discuss how different the statement was from the beginning to the end of the time; this is due to poor communication.

- **Group Discussion**: Communication. In life there is always going to be personal interaction with others. People have to communicate with other people to get a message out, get something accomplished, learn something, or to simply have a conversation. Create a group list of the forms of communication (i.e. verbal and non-verbal, telephone, Facebook, text messaging, writing a letter, etc.). Discuss the importance of good
communication versus bad communication. What could go wrong if there was bad communication? Discuss how there are different ways to communicate including verbally and nonverbally (facial expressions, gestures, and body language). Both are necessary to get your point across. Ask the girls if verbal communication or nonverbal communication is easier to read on a person and understand. The answer is non-verbal. Discuss why this may be the case.

- **Group activity:** Have the participants break into groups of two people. Each group of girls is going to act out a skit. During this skit both participants cannot talk and have to communicate using only nonverbal forms of communication. The girls can create the skit in any way they would like (i.e. two girls are arguing, watching a movie, working out, etc.). Each skit is only required to be roughly two minutes long. Following each skit have the other participants in the group guess what was happening in the skit and what the girls were thinking or feeling. Briefly discuss how the nonverbal communication was just as clear as if they were verbally communicating.

- **Group Discussion:** Verbal Communication. Have a group discussion of the effects of how things are said. A person’s tone of voice, word emphasis, volume, and timing can all effect how a message is delivered. Have the participants share any experiences they may have had where they or someone else said something a certain way that created a miscommunication. Discuss how this type of verbal communication could affect someone in a professional way, such as in the workplace while talking to their boss.

- **Groups Activity:** Have the participants divide into groups of two people again. Ask them to come up with at least two statements that can be taken in different ways depending on how they were said. Provide the girls with an example, such as, “what are you doing
here?” said happily, scared, and angry. After each group has created their statements have them share with the rest of the participants.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: Social Relationships: Conflict Resolution**

- Group Discussion: Communication and Conflict Resolution. As discussed on Tuesday the way someone communicates can affect how someone else interprets it. Often times poor communication can cause arguments and fights between strangers, family, and friends. Ask the girls to share a situation where there was an argument between two people because of a miscommunication. [It is important here for the occupational therapist to contain these stories and really control where the group discussion goes, including making sure talking about these types of situations does not cause an argument between participants or upset feelings for any member.] Small conflicts can often grow bigger and bigger and ruin a friendship if not addressed properly. Conflicts can occur between any two or more people, at any time, and over nearly anything. Create a group list of individuals people argue with (i.e. parents, friends, teachers). It is very difficult to avoid conflict because all people naturally have varying opinions but the important thing is to attempt to control and resolve conflicts before they become too serious. It is okay to be upset or angry, those are natural emotions; however the important thing is to control our actions the right way and in a positive way. This can often be accomplished by using the four R’s:

1. **REPLAY**: Replay the situation. What happened, what did you do to contribute to this disagreement, what is currently happening?
2. REALIZE: Realize how you feel about it. Name your emotions (i.e. angry, sad, confused). What is going on inside or you?

3. ROUTE: Create a route for you to take. Based off how you are feeling what are your options? What possible actions could you take to resolve this situation?

4. REACT: Looking at the options you have come up, choose the best one and do it. Most important is to THINK BEFORE YOU ACT.

- Group Activity: Ask the participants to watch a video scene of the start of a verbal argument. Before the argument escalates too far stop the video. Ask the girls to pretend they are in this situation. By utilizing the four R’s, how would they resolve this conflict? Have each participant write down their answers. When everyone is finished have a few girls share their answers. Play three to four different video clips for the girls for extra practice in resolving conflicts.

- Group Discussion: As mentioned conflicts happen. People sometimes say things they don’t mean, communicate poorly, or forget to see things from someone else’s perspective. Now that the girls have practiced resolving conflicts effectively, discuss the benefits and consequences of resolving conflicts verbally and quickly. Create a group list of both.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Week 10

Tuesday: Social Relationships: Trust and Forgiveness

- Group Activity: On a piece of paper have each participant draw the outline of a person. On the inside of the person have them write all the qualities of a trustworthy person
including what makes them trust someone. On the outside of the person have the
participants write down all of the benefits of trusting someone or having someone to
trust. After each girl is finished have a few participants share their pictures.

- **Group Discussion: Trust.** Trusting another person can be a difficult thing to do. Why
should you trust someone? Why would you want to trust someone? What would life be
like if a person had no one they could trust? How do you learn to trust people? How long
does it take to learn to trust someone? What if someone lost your trust, can they earn it
back? Have each participant name three people in their lives that they can trust.

- **Group Activity: Trust Fall.** Have the participants divide into groups of two. Have one
participant stand behind the other one. The participant in front will close her eyes and fall
backwards, “trusting” that the girls behind her will catch her. The occupational therapist
will stand behind the second participant to assure that no one falls. In addition gym mats
will be placed behind the participant attempting the “fall” to avoid injury just in case an
incident was to occur. Each partner will have a turn being the one who catches and the
one who falls. Let each participant know that she has the choice whether or not to
participate in this activity, considering it may be too scary from some girls.

- **Group Discussion: Forgiveness.** Sometimes people hurt other people. Whether it is
accidental or intentional, being mistreated in anyway can be very painful. Everyone has
hurt someone else at one point in their lives. Regardless of the situation, why would you
think it is important to forgive others? During this part of the group discuss be sure to
include how forgiving someone else can relieve stress and anger for the person doing the
forgiving. Most often forgiving someone is not about the person being forgiven, it is
about caring for your own mental health and happiness. What benefits does forgiveness have on you? Why is it difficult to forgive? How can we learn to forgive others?

- Group Activity: Have each participant write down the following quote: “the one who walks away is the smartest, who forgives is the strongest, and who forgets is the happiest”. Ask the girls what this quote means to them. Have the girls privately write down three people in their lives they could forgive for something or have forgiven in the past. Inform them that they do not have to write down what that particular person did to upset them and they do not have to share their answers. Next, have the participants think about how they could forgive the people on their list and how they think they would feel after they forgive that person.

- Life Skills Assessment: At the end of the session, have each participant complete section 11 of the Life Skills Assessment: Social Relationships. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Thursday: Life Choices

- Guest Lecture: Adult survivor of sex trafficking. Prior to the arrival of the guest speaker briefly introduce her and inform participants that she will be sharing her life story with the girls. Ask the girls to remember to be respectful, polite, and appropriate during this presentation. Remind them of how powerful body language and facial expressions are. Inform the girls they can ask questions at the end and ask them all to thank our guest for coming and being open with us when she is finished. Ask the guest speaker to tell the girls her story of how sex trafficking affected her and the path her life has taken. If the
guest speaker has any advice for the girls on how to be safe or how to avoid being sexually exploited, ask her to share.

- **Group Discussion:** After the guest speaker has left, reflect on the presentation with the girls. Ask them what they thought of her story; if they could imagine how she feels; if any part of her story is comparable to their lives? Assure that the participants understand that the horrible things that happened in her life were not her fault. Sometimes bad things happen to good people and that is just the way life is. However, it always makes people stronger. The only thing people can control is the people they surround themselves with and the situations they put themselves in. No matter what the situation is, everyone has choices in their life. The choices may not be ideal, and they may be hard decisions to make but nonetheless choices are still available. No matter where their lives are now, each participant in the room has a choice with what they want to do with their lives and they have control over their fate. It is not always easy but anything is possible. Each and every choice a person makes leads them down a different path.

- **Group Activity:** On a poster board write down decisions for the participants to make as a group. Complete this activity one step at a time. Inform the girls that there is a fictional character that they are making decisions for. The first decision is for the girl to ride the bus home or walk home. Have the group choose which they would like to do and circle the decision that the majority of the participants choose. The next decision is to talk to a guy that the girl does not know who approached her or ignore him and ask him to leave her alone. Again, have the group vote on which decision to choose and circle that answer. The occupational therapist will continue this activity all the way until something bad and unexpected happens (i.e. guy invited girl to a party; guy offered girl a drink; guy asked
girl to go somewhere private to talk; guy forces kissing on girl, etc.). After the activity has gone on for a while briefly discuss how every little decision that people make will affect their life. That does not mean that something bad will happen but it does mean that people should be aware of the choices they make and the situations they put themselves in. Always know that each individual has the power to make the right choices and to have control over their own life. [It is important for the occupational therapist to assure the participants that when bad things happen to them it is not their fault rather it is important to assure that they always try to put themselves in safe situations because some things are out of their control.]

- Life Skills Assessment: At the end of the session, have each participant complete section 12 of the Life Skills Assessment: Life Choices. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Week 11**

**Tuesday:** Red Flags

- Group Discussion: Human Trafficking. As discussed last week, it is important for people to put themselves in safe situations where they feel comfortable. Is it possible for people to always know when they are safe? Maybe not, but there are some signs and red flags people can look for to warn them that they may not be in a safe or a good situation.

Provide each participant with Appendix GG: Red Flags for Human Trafficking. Before reviewing the red flags, identify the following terms for the participants: human trafficking, sex trafficking and labor trafficking, and sexual exploitation. As a group, take
turns reading each of the red flags identified in the handout. Discuss the importance of
the participants looking for these red flags in their own lives and in the lives of their
friends. Clearly identify the phone number that anyone can call if they think someone
may be being trafficked and encourage the girls to call if they feel they should.

- Group Discussion: Unhealthy Relationships. Educate the girls that one way traffickers or
pimps coerce their victims is by pretending to be their boyfriend. Traffickers will often
act as if they are in love with an individual to get her to do things for them that she does
not want to do. Due to this, it is important to be able to identify what qualifies for a
healthy or an unhealthy relationship. As a group, make a list of unhealthy relationship
qualities versus healthy. Identify items and assets such as being controlling or possessive,
calling someone names, talking down to someone, being secretive, and much more. Have
the girls create a list of behaviors they will not and should not accept in a relationship of
any kind. Be sure to clearly identify the difference between a disagreement, an unhealthy
argument, and an unhealthy relationship, and how they are correlated. Also discuss the
possibility of a good relationship turning unhealthy and what people should do in those
types of situations. Remind the girls of the things discussed during the conflict resolution
session and how they can utilize those skills within their relationships. Have the
participants identify ways to leave a healthy relationship safely, who they can talk to
about their relationships, and places they can go to feel safe.

- Group Activity: Safety Scenarios. Prior to the start of the activity, briefly discuss
dangerous situations, including life on the streets and being involved in prostitution. As
previously mentioned, unsafe situations can arise despite how much people may work to
avoid them; therefore, it is important for everyone to prepare themselves in case a
dangerous scenario occurs. Read a dangerous scenario aloud to the girls (i.e. a girl gets into a vehicle and, after already closing the door, realizes the passenger door does not have a handle and that she is locked in. The man in the backseat pulls out a gun and puts it to the girls head. What should she do?). Have each participant write down at least three options of things she could do to get herself out of that situation. After each scenario, have the participants share a few of their ideas. Repeat this with at least five safety scenarios for practice and techniques to remember. Following the activity review the importance of being safe and making the best decisions a person can. Remind the girls that they should put their own needs and their own safety above all.

- Life Skills Assessment: At the end of the session, have each participant complete section 13 of the Life Skills Assessment: Red Flags for Human Trafficking and Unhealthy Relationships. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: Drug and Alcohol**

- Game Time: Jeopardy Under the Influence. Have the girls break into two even teams and have each team elect a Team Speaker. Have the teams take turns choosing a card and answering questions. Please see Appendix HH: Jeopardy Under the Influence Cards (“Commonly abused drugs,” 2013). When it is a team’s turn have the girls discuss and decide together which category and difficulty level they want. The occupational therapist will read that chosen question out loud, and that team discusses and chooses what they would like their answer to be. Each team has 90 seconds to decide on an answer. Be sure
to not let anyone cheat by looking up the answer on their phones or internet. Any team caught cheating automatically loses the chance to answer that question and the other team receives those points. The Team Speaker tells the occupational therapist their decision. If the team’s answer is correct they get the point allocated. If the team is incorrect the other team has a change to steal the points by guessing the correct answer. Play until all cards have been answered and the team with the most points wins. Each member on the winning team is able to choose an item out of the Prize Box.

- Group Discussion: Seriousness of drugs and alcohol. As discussed throughout the game of Jeopardy, drugs and alcohol have a significant impact on people’s minds and bodies. Being under the influence can cause people to make poor decisions and choices that they regret. Although some kids may think that drugs are “cool” and that its “fun” to try them, many people die from ingesting these types of substances and there is nothing “cool” or “fun” about that. Define the terms addiction versus substance abuse and identify some statistics and facts regarding these substance. There are many drugs that are severely addicting and even after trying them only once, they could be hooked. Addiction is caused by a chemical imbalance in someone’s brain which is extremely difficult to control or manage. Battling addiction is a lifelong situation that affects every aspect of a person’s life. Being under the influences of drugs and alcohol can affect nearly any aspect of an individual’s life in a negative way. This includes a person’s job, relationships, family dynamics, school, health, appearance, and life experiences. Have the girls identify ways that being involved with drugs and alcohol can affect their lives and the lives of others. Allow time for the participants to share any stories regarding friends
or someone else who has had a bad experience with drugs or alcohol, if they are interested.

- Life Skills Assessment: At the end of the session, have each participant complete section 14 of the Life Skills Assessment: Drugs and Alcohol Abuse and Addiction. Have the participants complete the assessment on their own but be sure to provide assistance if needed.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Week 12**

**Tuesday: Craft Day**

- Opening. Inform the girls that next week will be the community service day. The girls will have the opportunity to visit either a children’s hospital or a nursing home, talk with the patients/clients there and interact in whichever way they see fit. Briefly discuss how often times, these individuals do not receive many visitors and loneliness is often present in such a facility. These individuals will be ecstatic when the participants of the OTLSP come to spend time with them. Have the girls vote on which location/population they are most interested in visiting: either the children’s hospital or a nursing home. After the girls have decided, let them know that the craft they make in this session can be given to one of the kids/elder adult that they meet next week. Giving gifts to others not only makes the receiver feel loved and grateful but often times it makes the person giving the gift feel so warm and good about the deed they did.

- Craft Project: Discuss with the participants how fun arts and crafts project can be. They are a way for people to express themselves, their thoughts, and their personality. They
can be healthy leisure hobbies to engage in, successful ways to relieve stress and take time for yourself, and a fun activities. One unique thing about craft projects is that there is no right or wrong way to do them; it is all in the eye of the beholder. Have a variety of different craft stations set up to provide the participants with a variety of options. Stations may include: painting, creating greeting cards, sewing, making bracelets, sketching, or others. Encourage the participants to try a new craft that may be novel to them. Let them know they can create as many items as they would like and can try each craft station if they have time. During the craft activity, play fun, upbeat music in the background and have fun socializing as a cohort. Allow time at the end of the session for the participants to share their craft projects with the rest of the group.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

Thursday: Social Hour

- Graduation Plan: As a group, plan the graduation party for the following week. Within the planning, include what food the girls would like to have, what games should be played, decide who is going to be invited, create an invitation and/or a welcome banner, and prepare a detailed list of supplies needed. Ask the girls if there are any other items or events they would like to have at their graduation ceremony. For every decision that needs to be made, have all of the girls contribute all of their ideas then hold a vote for the final decisions to keep it the most fair.

- Social Hour: As a group, have the girls create an all-inclusive list of all of the things they have learned over the past 12 weeks. This list can be utilized to express the variety of skills the participants have obtained throughout the OTLSP, for both the participants
themselves to view as well as their guests at the graduation ceremony. Take this time to congratulate the participants on how much they have accomplished and praise them for all of their hard work. Discuss how much these girls have grown during this period and how proud the occupational therapist is of them. Take some one-on-one time with the occupational therapist and each participant to discuss how each feel about the OTLSP as a whole. At this time discuss some aspects of the program that were challenging, rewarding, fun, boring, and interesting. Really reflect with the participants on what their thoughts and feelings are of the program. Lastly, take some time to have the girls vote on Class Awards. Please see Appendix II for the OTLSP Class Awards.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Week 13**

**Tuesday: Giving Back**

- Visit to the Children’s Hospital or Nursing Home. All participants ride together in the Second Chance company vehicles to the location of choice. Prior to entering the facility discuss some ground rules with the girls, including safety concerns, confidentiality, washing hands, appropriate conversation and professional behavior, etc. Recommend some fun things the girls can do with the patients/clients such as reading books, telling stories, and playing board games. Have fun while giving back to the community.

- Group Discussion: Following the visit to the children’s hospital/nursing home debrief the girls on how they felt about volunteering. Ask the girls to share some stories or experiences with the people they just met. Ask the participants to share their thoughts and opinion on volunteering. Discuss how good it can feel to give back to the community and
spend time with a stranger who appears to really appreciate it. Also discuss how often times people feel low and sorry for themselves for how rough their life may be, but it is important to remember that there are always those who are less fortunate. Take the time to realize the blessings someone may have in their life and be happy for the simple things. Life is full of possibilities and options and it is up to each individual to make the most of their life.

- Closing: Ask participants to end with three positive affirmations, two for themselves and one for another member in the group.

**Thursday: GRADUATION DAY**

- Graduation Ceremony: Welcome all of the participants and their guests to the graduation ceremony. Thank everyone for attending and celebrating all of the girls’ hard work. Start the ceremony off with everyone socializing a little, getting to know each other’s’ guests, and eating the food provided. Following that, review the all-inclusive list of the topics discussed and things learned that the girls created the previous week. Briefly review some of the activities and tasks the girls have completed over this 13 week process and how much fun everyone has had. Present the Class Awards to the participants one at a time, assuring that each participant receives at least one. Next identify that a selection of the girls have been extremely committed to the OTLSP and have attended at least 20 of the 26 sessions available. Remind participants that due to their extra dedication, they have earned a Graduation Certificate. Please see Appendix JJ for Graduation Certificate. Individually call up each participant that officially graduated and award them their certificate and gift. Inform the girls that they are always welcome at Second Chance. They are encouraged to attend any additional sessions of the OTLSP when it starts up
again in the fall, as long as class volume is not exceeded, or to receive any other services being offer at the facility. Inform the participants that they now have the life skills necessary to live a successful, independent lifestyle.

- Closing Activity: Positive Affirmations Necklace. Provide each participant with ten small pieces of paper, each with one hole punched in the side. On each piece of paper is the name of each participant in the group, one name per paper. Ask participants to write down one positive affirmation on each piece of paper for each individual participant, including themselves. When everyone is finished, have them pass the piece of paper to each participant whose name is on the top. When all participants have all of their own pieces of paper have them read the ten positive affirmations out loud. Next, have the participants string their pieces of paper onto a long piece of yarn and tie in together to make a necklace. Inform the participants that they can reflect back on these necklaces whenever they would like to hear something good about themselves. Again, thank everyone for attending the OTLSP and the graduation ceremony.

**Three-Month Follow-Up**

- The occupational therapist will schedule individual meeting sessions with each participant of the OTLSP. These sessions can be planned for any day or time that fits the schedule of both the occupational therapist and the participant. During this follow-up session, the participant will be asked to reflect on the OTLSP as well as how her life has changed since completion of the OTLSP. The participant will be asked to complete the complete Life Skills Assessment and the final Program Evaluation form. The female youth will be encouraged to provide as much feedback as possible and to continue to attend Second Chance to receive the vast variety of services.
Principles of Intervention

Each life skill the occupational therapist addresses throughout the OTLSP is a topic that was identified as a need for this population according to the needs assessments and literature review and is a subject that can assist these girls in living a more balanced, independent, and successful lifestyle. The aim of the OTLSP is to try to provide an atmosphere where the participants of the program can feel open to discuss their opinions, ideas, and feelings and partake in as much conversation as possible. This can be affected by the methods of facilitation of each intervention. During the needs assessment the adolescent females, staff members at Second Chance, and the female adult survivors of sex trafficking were all asked which type of programming methods they feel this population would respond best to or benefit most from. These stakeholders determined that the following techniques would be most beneficial: videos, group discussions, hands-on participation, demonstrations, community outings, and handouts.

Mary Schmidbauer, executive director of Second Chance, identified that these girls tend to have a difficult time reading material and understanding it. She stated abstract ideas are concepts that this population often cannot follow or comprehend as well as concrete examples. According to Ms. Schmidbauer, these girls need concrete examples and hands-on practice to learn a new skill and benefit from an intervention. Due to these findings the occupational therapist will facilitate the group interventions with each of the previously mentioned learning methods to provide the participants with a variation of approaches. Throughout the interventions the occupational therapist will be observing the behaviors, attitudes, and abilities of the girls, addressing as many personal needs and interests as possible, and providing ample opportunity to address any psychosocial needs, feelings, or emotions.
It has been found that adolescents often prefer to seek advice from other adolescents rather than from adults (Barnitz, 2001). Barnitz also determined that programs using peer educators recognize that healing children and youth should have the opportunity to build self-esteem and to develop vocational skills and training, in addition to addressing their physical needs and counseling. This program will not only concentrate on staff members treating each adolescent as a survivor but will also provide opportunities for these girls to encourage each other, work together as a team, provide and receive positive reinforcements from their peers, and bond together as a small cohort. Each participant will play a role in teaching and providing examples for their peers with an abundance of opportunities to grow and learn from one another.

An important aspect of the OTLSP is to assist these female adolescents in developing their own autonomous decision-making skills while utilizing their peers as resources and support systems.

The basic concepts and layout of the OTLSP fit the overall foundation of the Life-Style Performance Model of Practice. Gail Fidler (1996) emphasizes the importance of assisting the participants in obtaining a well-balanced lifestyle and strives to create a harmonious lifestyle balance between the individual and the environment, which is exactly what this program is attempting to accomplish. By assisting these girls in learning the life skills they need to live independently as well as the importance of engaging in fun leisure occupations they can begin to live a full and meaningful life. Fidler also addresses the importance of adequately fitting the needs of the participants and to focus on the individual’s interests and patterns of daily living. Throughout the OTLSP the participants’ individual needs and interests are being assessed, investigated, and addressed through conversations and assessments. Each intervention is designed to look at the personal needs of each participant, to encourage autonomous decision-
making, and is planned to mold to the individuality of each girl. The purpose of the OTLSP is to help each participant become successful in functioning in her own independent life.

Each female adolescent will have the opportunity to participate in a graduation ceremony after the completion of the OTLSP to celebrate her success. During the graduation ceremony each participant who qualifies will receive a Graduation Certificate, be rewarded for her accomplishments, and have a few moments to say a few words if she chooses. At the beginning of the program the girls will be informed that if they attend at least 20 of the 26 sessions offered and follow all program rules they will officially graduate from the OTLSP. If they do not meet this attendance rate they will still be allowed to attend the remainder of the sessions of the program but they will not graduate at the end of the 13 weeks. During the needs assessment all stakeholders determined that it would also be beneficial to provide the participants with a type of incentive or reward to encourage attendance and participation. Therefore, during the graduation ceremony all participants who qualify will receive a $25 gift certificate for Target. New participants can join the program at any time for the reason that it is a policy of Second Chance to not turn away any eager adolescent, but again the participants will not graduate at the end of the program if they did not attend a minimum of 20 sessions. Also, after graduating from the OTLSP the girls will be encouraged to continue attending Second Chance and will be informed of the many other great programs offered at the facility. The girls will be encouraged to continue working towards the goals they have developed, continue progress on the life skills they have learned, and better their lives with education, work, and/or volunteering. The female adolescents are allowed to retake the program as many times as they would like. They can always come to future sessions throughout the program and add their input if they so choose. The girls will be
told that they can always come to Second Chance as a safe place to socialize, learn, educate, and grow as individuals.

Second Chance is set up in a home-style environment to make each girl feel as comfortable as possible while she is there. This center is decorated with craft projects and artwork designed by the adolescents themselves, encouraging quotes and posters, and warm and bright colors that appeal to a teen population. The facility consists of a large living room, craft room, kitchen, dining room, laundry room, numerous bedrooms and bathrooms, and a large open room in the basement. The living room contains couches and chairs, large rugs, framed pictures, lots of pillows, and an entertainment system with a television, VCR, DVD player, Wii gaming system, and radio. The craft room has two large, wooden tables and chairs, book shelves, and numerous cupboards full of craft supplies. The kitchen is a standard kitchen with an oven, stove, refrigerator, microwave, sink, and all other necessary appliances and utensils. The dining room is simple yet cozy. It has two large dining tables in the center than can fit up to 14 people, large windows for natural lighting, a working piano, and a computer for the girls to access when needed. Although the center only has one computer available for the adolescents, it does have sufficient seating area around it to show numerous girls at once how to access things on the computer. The laundry room is also simple with one washer, one dryer and ample countertops for folding and sorting clothes. The bedrooms are decorated nicely and are very comfortable for the girls to nap in or lie down if they chose. There is one private bathroom downstairs and two large bathrooms upstairs. The upstairs bathrooms are set up dorm-style with numerous private stalls, four sinks and a few private showers. Lastly, the large open room in the basement has a cement floor and is most often used for storage; however, this room could be accessible for group occupations and for exercising with mats. Second Chance does have a small grassy
backyard as well if we would like to have any of our interventions held outside. Interventions of
the OTLSP will be held in nearly all rooms at Second Chance. Each intervention will be
addressed in a comfortable, open, and non-judgmental environment.

The OTLSP coordinates well with other programs offered at Second Chance as well as
Toledo Area Ministries overall mission and purpose. Many of the programs and sessions offered
at this facility are facilitated by social workers. Often these other programs will focus on the
psychosocial effects of trauma that these girls have experienced and encourage the girls to talk
and express their feelings, experiences, and emotions. Throughout the OTLSP the occupational
therapist aims to address these same aspects but through hands-on occupations and learning new
skills. Each therapeutic technique is unique to its profession but such skills complement each
other in addressing similar overall goals. The program director of Second Chance, Mary
Schmidbauer, is familiar with the aim and direction of the profession of occupational therapy and
agrees with the beneficial match between occupational therapy and social work. Both the social
workers and the occupational therapist will encourage the females served at Second Chance to
attend other groups offered and inform the girls of the many benefits of attending as many
sessions as possible.

**Staffing**

A licensed occupational therapist will facilitate the OTLSP. The occupational therapist
will be responsible for the recruitment of participants, planning and setting up each intervention,
purchasing materials, administering and scoring assessment tools, writing individual goals,
progress notes, and discharge summaries, and facilitating all 26 interventions. The safety and
well-being of each participant will be the responsibility of the occupational therapist while the
girls are attending the OTLSP. The occupational therapist will be responsible for being at Second Chance two days per week and be required to work on average 8-10 hours per week while the program is in session (February to May and September to December) or as much as needed to complete all of the job requirements. Please see Appendix KK for a job description of the occupational therapy part-time position. Also, please see Appendix LL for the advertisement for hiring a qualified occupational therapist.

The occupational therapist will be assisted by a staff member of Second Chance. Second Chance currently employees numerous qualified, effective, and adequate individuals who specialize in working with this population. In regards to the OTLSP, the responsibility of the staff member will be to assist the occupational therapist during group time with any individual needs of the participants. This may include setting up materials for the interventions, passing out or collecting materials and/or worksheets, verifying questions or concerns of the participants, and assisting with observing the participants. Most importantly, the staff member will provide the girls with any sufficient one-on-one time they may desire during the sessions. Lastly, transportation services are currently being provided by Second Chance and will remain the responsibility of the staff member. In addition to staff members, Second Chance is often hosting students and other volunteers for the opportunity to work with this population and learn from hands-on experience and observations. Volunteers will be welcome to assist with the OTLSP, specifically with observations and one-on-one attention for the participants. A maximum of three volunteers will be allowed to assist with the OTLSP per session to avoid overwhelming the participants.

Team meetings will be held with all employees of Second Chance, including the occupational therapist. Meetings will be held once per month. During these team meetings the
occupational therapist will update the other employees on the progress of the OTLSP and monitor the alignment of this program with other programs offered at Second Chance. The occupational therapist will also be updated on the progression of all other programs offered and obtain any relevant information provided. The team meetings will provide the occupational therapist and other staff members amble opportunity to share any thoughts and opinions regarding this population and the services they are currently receiving as well as allow members to ask any questions or advice on how to best serve the participants of Second Chance.

**Budgeting**

Since the OTLSP is a 13 week program there are many supplies and equipment needed to implement the suggested services effectively while including exciting and rewarding interventions for the participants. However, many of the expenditures for this program are very inexpensive and affordable. Budgeting for the OTLSP is divided into personnel costs and program supply and equipment. Please see Appendix MM for an itemized list of all budgeting costs of the OTLSP.

Personnel for the OTLSP include a part-time occupational therapist and a staff member currently employed at Second Chance. The registered and licensed occupational therapist will be required to work a minimum of 8 hours per week for 16 weeks biannually (13 weeks to implement the interventions of the program, two weeks for set-up, recruitment, and preparation, one week for three month follow-up). According to the U.S. Bureau of Labor Statistics (2011) the median hourly wage for a part-time occupational therapist is $35.49. That equals out to the total cost for the occupational therapist being $4,542.72 per rotation of the OTLSP or $9,085.44 annually. The staff member from Second Chance assisting the occupational therapist during
group interventions will be required to work 6 hours per week for 13 weeks biannually. For a nonsupervisory employee in the service-providing industry the average hourly earnings are $10.20 per hour equally $795.60 per program rotation to employ the staff member or $1,591.20 per year (Bureau of Labor Statistics: U.S. Department of Labor, 2012). Total personnel costs for the OTLSP are $5,338.32 per program rotation or $10,676.64 annually.

All supply and equipment needed for implementation of all 26 sessions during the OTLSP is also itemized and priced in Appendix MM. It is important to know that the budgeting costs are designed to accommodate one 13-week Occupational Therapy Life Skills Program and this program is intended to occur biannually. There are many expenses that are free of cost including: all assessment tools (Life Skills Assessment, Occupational Profile, and Program Evaluation), online guided imagery video clip, conflict video clips, financial planning and college preparation equipment, guest speaker, and all appendix references. In addition, there are numerous in-kind contributions from Second Chance. This includes: Second Chance’s vehicle used for transportation of the girls to and from the facility and for group outings, all cleaning supplies and laundry material, and the building expenses such as utilities, janitorial and maintenance work, room space, kitchen appliances and equipment, and more. Other program supply and equipment consists of: office, art, and craft supply, Prize Box content, make-up, ball, blindfold, projection machine, recreational games/equipment, food, exercise equipment, vehicle gasoline, individual planners, Graduation Ceremony materials, and the Target gift cards. Total program supply and equipment cost for a 13-week rotation of the OTLSP is $1,097.14 or $2,194.28 annually. The grand total of the Occupational Therapy Life Skills Program is $6,435.46 per program rotation or $12,870.92 per year.
Funding

The main funding source for the OTLSP could be supplied by Toledo Community Foundation, Inc. Toledo Community Foundation is a public charitable organization created to enrich the quality of life for individuals and families in Northwest Ohio and Southeast Michigan with a particular emphasis on the great Toledo area. Grants from Community Funds support a variety of programs in the fields of education, social services, physical and mental health, neighborhood and urban affairs, natural resources, and the arts.

Toledo Community Foundation states that they have a particular interest in providing seed money for new programs designed to meet emerging community needs or to expand existing successful programs. Emphasis is placed on programs that will: (a) Create safe, positive living environments; (b) Enable families to develop the skills/resources needed to support and nurture each member; and (c) Foster the development of responsible young people who are capable of achieving their fullest potential. Grants are awarded only to nonprofit, charitable organizations. The aim of the Toledo Community Foundation and the purpose of their grant funding significantly match the goal and desires of the OTLSP. Both intend to assist members of the local community in bettering their lives and working towards more successful and independent futures.

Toledo Community Foundation supplies grants to hundreds of organizations throughout the greater Toledo area each year. Some organizations to receive grants in 2010 include: Cherry Street Mission, Boys & Girls Clubs of Toledo, Greater Toledo Urban League, Imagination Station, The Sight Center, Toledo Rotary Foundation, Toledo Community Service Center, Salvation Army, Ronald McDonald House, Safe Place and Rape Crisis Center, Read for Literacy, Camp Courageous, and many more. In 2010, Toledo Community Foundation total
giving amount was $12,881,253.00, with grant amounts ranging from $500.00 to $100,000.00. Length of grants varies depending on the funded organization.

To apply for a grant through Toledo Community Foundation proposals must be submitted online through the Foundation’s website at www.toledocf.org. The following information must be included in all proposals:

- Purpose and need
- Implementation
- Evaluation
- Future support
- Project budget information.

In addition, the following attachments must be included with all proposals

- The names and affiliations of the applicants organization’s Board of Trustees
- Brief background/history of the requesting organization
- The organization’s most recent audit
- The organization’s current operating budget
- Copy of the applicant’s tax exemption letter from the Internal Revenue Services
- Project budget information.

The Foundation considers grant requests three times annually. The deadline dates for the proposals are: January 15, May 15, and September 1. For additional information, applicants may write or call Sarah Harrison, Senior Program Officer at 300 Madison Avenue, Suite 1300, Toledo, Ohio 43604 or (419) 241-5049 or sarah@toledocf.org.

Another funding source that was considered is the Stranahan Foundation. The Stranahan Foundation is a family-governed foundation headquartered in Toledo, Ohio who aims to benefit
individuals, families, and communities in diverse and meaningful ways. This organization possesses priority areas of interest in education, physical & mental health, ecological well-being, arts & culture, and human services. Although the Stranahan Foundation is a wonderful organization that benefits countless people in the area and could potentially match up with the desires of the funding being requested, it is believed that Toledo Community Foundation is a better fit for the Occupational Therapy Life Skills Program. The Stranahan Foundation wishes to support organizations that focus on addressing root causes of problems, takes approaches to solving community problems, and possesses strong support from the community, including potential funders, other nonprofits, community leaders, and potential beneficiaries. Although the OTLSP contains excellent intentions and goals, it aims to address the current occupational needs of the participants as opposed to preventing the initial problems of sex trafficking, sexual exploitation, and/or prostitution within the community.

The length of awarded grants from Toledo Community Foundation varies significantly; however, a minimum of a one year grant is typical. After receiving funding for at least one year, potentially longer, the OTSLP will have valuable statistics and evidence of effectiveness from at least two rotations of the 13 week program. With this data applying for additional grants and/or a continuation on the grant from Toledo Community Foundation will be much more feasible and possible. In addition to applying for other grants or a grant extension for continuation of the OTLSP, internal funding from Second Chance may also be a possibility. Second Chance is currently funded solely by donations and grants. With the addition of the OTLSP and the benefits it presumes to provide for its participants, Second Chance potentially may receive additional funding to continue the operation of this program.
Program Evaluation

The effectiveness of the Occupational Therapy Life Skills Program will be evaluated both summative and formatively. To evaluate the outcome of the program each participant will be evaluated by eight program objectives, listed in Appendix G. Objective one clearly states that each female participant will identify which top five life skills topics they would like to focus most on throughout the program to increase client-centeredness. Objective two through six will be determined based off the top five life skills that each individual participant selects. Objective two and three state that each actively participating female will increase her score by 20% on her top two choices of life skills she aims to address. Objective four, five, and six state that each actively participating female will increase her score by 15% on her third, fourth, and fifth choices of life skills she addresses. All five of these objectives will be measured by the participants’ individual section scores on the Life Skills Assessment; please see Appendix L. The participants will complete the entire Life Skills Assessment on the first day of the program and during a three month follow-up. In addition, participants will periodically take individual sections of the Life Skills Assessment throughout the OTLSP immediately following the session that covered that specific life skills topic. For objectives two through six each individual section of the Life Skills Assessment scores will be compared from week one to the week they take that individual section of the Life Skills Assessment. The overall scores from the Life Skills Assessment from week one and throughout the OTLSP will be compared to determine the success rate of objective seven. Objective seven states that at the completion of the OTLSP 75% of females served will have increased by 20% or more on their overall Life Skills Assessment score. Lastly, objective eight states that 80% of participating females will have less than a 5% change in their overall life skills score to determine a lasting effect of the program after a three
month period. Objective eight will be measured by comparing each participants overall Life Skills Assessment scores from the completion of the OTLSP to the three month follow-up meeting.

The program evaluation of the OTLSP will be completed by a Program Evaluation form. Please see Appendix N to review the Program Evaluation. The occupational therapist will have each participant of the program complete this short evaluation form during week seven for a midterm evaluation and during the three month follow-up for a final evaluation. The Program Evaluation asks participants about their views and opinions of the program at that point, what aspects of the program they like and do not like, any suggestions they have to improve the program, and to rate its level of effectiveness. The occupational therapist will score and record the results of the Program Evaluation forms at both midterm and the follow-up point. In addition to the Evaluation form the OTLSP will also be evaluated by the attendance rate of each participant. Prior to the start of each session all participants will be required to sign in on an attendance sheet. Please see Appendix O for the OTLSP Sign In Sheet. The total number of participants for each session will be recorded by the occupational therapist and reviewed at the end of the program. The occupational therapist will also document when each assessment tool was completed to assure that every participant was included. Finally, the achievements of the OTLSP will be evaluated by the success rate of each participant meeting her individual goals and objectives.

A follow-up meeting will be completed three months after the completion of the OTLSP. The occupational therapist will contact each participant via phone to schedule a time when they can come to Second Chance for an individual face-to-face meeting with the occupational therapist. Each meeting should only take roughly 20-30 minutes per participant.
During this follow-up meeting the occupational therapist will have each participant complete the final Program Evaluation and the entire Life Skills Assessment. Also, the occupational therapist will talk with the participant about her overall feelings about the OTLSP and how she is doing in her life now. The girls will be welcome to ask any questions they may have and any additional resources or services desired will be addressed.

The perception of the quality of the OTLSP according to the key stakeholders will also be evaluated. During the monthly team meetings with staff members and the executive director of Second Chance, the occupational therapist will ask how they perceive the effectiveness of the program. This will be done by the occupational therapist asking the employees at the team meeting how they feel the program is going, if they are noticing any changes in the participants, if they have heard the participants comment about the program, and if they have any suggestions for the program. In addition to the employees of Second Chance, the occupational therapist will also ask these questions to key stakeholders in the participants’ lives, such as their guardians, teachers, or parole officers, when accessible. This can be done any time after week seven of the program. The occupational therapist can either ask these key stakeholders in person when they see them or call them for a brief evaluation interview. The occupational therapist will aim to contact at least eight key stakeholders for a midterm program evaluation conversation. All relevant information gathered from these conversations will be documented by the occupational therapist.

**Timeline**

The timeline for the OTLSP is divided into 15 weeks plus a 3 month follow-up. Week 1 and 2 will be allocated time to recruit participants, pass out and hang program fliers, purchase
supply and equipment, set up community group outings, and begin attending monthly team meetings with Second Chance staff members. During weeks 3 through 15 the occupational therapist will be implementing the 26 sessions, conducting and scoring all assessment tools, completing all documentation, and continuing to attend monthly team meetings. During the 3 month follow-up period the occupational therapist will implement individual meetings with each participant and re-administer the required assessment tools. Please see Appendix NN for the Timeline the Occupational Therapy Life Skills Program.

**Letter of Support**

In order to gain full recognition and acknowledgement of the Occupational Therapy Life Skills Program it is valuable to contain a letter of support from a respected and esteemed source. Please see Appendix OO for a letter of support from Celia Williamson. Dr. Williamson was asked to write a letter of support for the OTLSP secondary to her significant level of experience with this population and the astonishing amount of community work she has completed. Dr. Williamson founded Second Chance, continues to Chair the Second Chance Advisory Board, developed the Lucas County Prostitution Roundtable, and continues to Chair the Prostitution Roundtable as well. Dr. Williamson has published 14 research articles on the topic of prostituted girls in Toledo and has co-hosted and co-chaired five National Conferences on Prostitution, Sex Work, and Human Trafficking. Dr. Williamson was awarded federal research grants totaling 1 million dollars and has brought in almost 1 million dollars to her community to work with vulnerable woman and youth. Dr. Williamson is a nationally known expert on the subject of prostitution and a well-respected professional in the field. The OTLSP would be honored to be supported by such a leader in the community.
Another leader in the community who would be a valuable candidate for writing a letter of support would be Mary Schmidbauer. Ms. Schmidbauer is currently the executive director of Second Chance. She has spent countless hours over the past 13 years advocating for the needs of these young survivors and working towards the prevention of sex trafficking, sexual exploitation, and adolescent prostitution. Ms. Schmidbauer continues to work directly with the girls served at Second Chance, both one-on-one and in groups. She has a significant amount of experience with this population and is beyond familiar with their individual needs, wants, desires, and personalities. As a personal advocate for the individual girls currently being served at Second Chance, Ms. Schmidbauer would be able to include her personal perspective and insight on the needs of these girls into a letter of support for the OTLSP.

Lastly, an occupational therapist would be a beneficial source for writing a letter of support for the OTLSP. This could include nearly any occupational therapist that possesses ample experience implementing life skills programs, is familiar with the extensive benefits of a hands-on life skills program, and who is well-known and respected in the community. Having an occupational therapist’s point of view on the OTLSP would be an effective way to express the unique value of the profession of occupational therapy and the many benefits of the implementation techniques. It is important to have a well-balanced support system for the OTLSP program to show the many ways it can become a beneficial asset to the facility, the community, and, most importantly, the female adolescents it aims to serve.
References


23 and ½ hours: What is the single best thing we can do for our health?. (2011). *Youtube*. Retrieved from http://www.youtube.com/watch?v=aUaInS6HlGo


Appendix A

Organizational Chart for Second Chance
Appendix B

Organizational Chart for Toledo Area Ministries
Appendix C
Survey for the Occupational Therapy Life Skills Program
Female Youth

The purpose of this survey is to determine the needs of female youth (age 13-17 years) to create an occupational therapy life skills program. Please answer the following questions to the best of your ability. All answers will be kept confidential. Thank you for your time and input!

1. What are some of your interests, wants, or desires?
_____________________________________________________________________
_____________________________________________________________________

2. What are some of your concerns, worries, or fears?
_____________________________________________________________________
_____________________________________________________________________

3. Where do you see yourself in 10 years? __________________________________
_____________________________________________________________________

4. Would you be interested in attending a Life Skills program?
   Not at all ______ Somewhat _____ Most likely _____ Absolutely _____

5. Do you think you would benefit from attending a Life Skills program?
   Not at all _____ Somewhat _____ Most likely _____ Absolutely _____

6. Do you think a reward/incentive would increase your interest in participating in a Life Skills program? YES _____ NO _____. If yes, what are some examples of rewards?
_____________________________________________________________________

7. How many days per week would you attend an afterschool program? 1____ 2____ 3+____

8. How long should an afterschool program last? 30 minutes_____ 1 hour_____ 2 hours_____

9. What type of learning tools do you benefit the most from? (Please check all that apply).
   Handouts/Reading Material _____ Lectures _____ Videos _____ Demonstrations _____
   Community Outings _____ Hands-on Participation _____ Group Discussions _____
   Additional: _________________________________________________________________

10. What advice could you give to someone who is new in working with teenage girls such as yourself? (Or write any other thoughts/comments here).
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

The following chart is a list of possible skills to be taught or topics to discuss during a Life Skills program designed for youth. In the column marked **RATE (1-10)** please rate your skill or level of knowledge for each item, with 1=poor skills/no knowledge and 10=great skill/expert knowledge. Then check if you are **NOT INTERESTED, SOMEWHAT INTERESTED, OR VERY INTERESTED** in learning about this topic. If you have questions PLEASE ask.

<table>
<thead>
<tr>
<th>POSSIBLE LIFE SKILLS TO LEARN IN PROGRAM:</th>
<th>RATE (1-10)</th>
<th>NOT INTERESTED</th>
<th>SOMEWHAT INTERESTED</th>
<th>VERY INTERESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning/home management</td>
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<tr>
<td>Laundry</td>
<td></td>
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<tr>
<td>Grocery shopping</td>
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<tr>
<td>Cooking/meal preparation</td>
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<tr>
<td>Organizational skills</td>
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<td></td>
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<tr>
<td>Time management</td>
<td></td>
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<td></td>
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<tr>
<td>Budgeting/money management</td>
<td></td>
<td></td>
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<tr>
<td>Community resources (welfare, food stamps)</td>
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<tr>
<td>Healthy eating</td>
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<tr>
<td>Exercise</td>
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<tr>
<td>Self-care (hygiene, beauty)</td>
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<tr>
<td>Leisure interests/resources</td>
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<tr>
<td>Stress relief</td>
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<tr>
<td>Craft/art projects</td>
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<tr>
<td>Volunteering/giving back to community</td>
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<tr>
<td>Job/vocational skills (professionalism, interviewing)</td>
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<tr>
<td>College preparation</td>
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<tr>
<td>Goal setting/future planning</td>
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<tr>
<td>Communication skills</td>
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<tr>
<td>Conflict resolution</td>
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<tr>
<td>Anger management</td>
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<tr>
<td>Self-respect</td>
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<tr>
<td>Trust</td>
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<tr>
<td>Forgiveness</td>
<td></td>
<td></td>
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<tr>
<td>Red flags in unhealthy relationships</td>
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<tr>
<td>Red flags for sex trafficking/sexual exploitation</td>
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<tr>
<td>Education on sex, sexual transmitted diseases, and pregnancy</td>
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<td></td>
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<tr>
<td>Education on drug abuse/addiction</td>
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</tbody>
</table>

**Thank you for taking the time to complete this survey!**
Appendix D
Survey for the Occupational Therapy Life Skills Program
Second Chance Staff

The purpose of this survey is to determine the needs of female youth (age 13-17 years) who have been affected by or who are at-risk of sex trafficking, sexual exploitation, and/or prostitution in regards to an occupational therapy life skills program. Please answer the following questions to the best of your ability. **All answers will be kept confidential.** Thank you in advance for your time and input!

1. How frequently do you interact with this population? ______________________

2. What type of challenges or barriers do these girls typical face in regards to living a healthy, independent lifestyle? (Please check all that apply).
   - Poverty ______
   - Poor Knowledge of Resources _____
   - Lack of Support System ______
   - Low Self-Esteem/Worth ______
   - Minimal Academic Education ______
   - Low-No supervision ______
   - Hanging Out With the “Wrong Crowd” ______
   - Additional: _________________________________________________________________

3. Do you feel that there is a need for a Life Skills program for these girls?  YES ____ NO ____

4. Do you think that this population would be willing to participate in a program that focuses on life skills? Not at all ______ Somewhat _____ Most likely _____ Absolutely _____

5. Do you think a reward/incentive would improve participation in a Life Skills program?
   - YES _____ NO _____ If yes, what are some examples? ________________________

6. What level of perception or insight do you feel these girls have into their own needs?
   _____________________________________________________________
   _____________________________________________________________

7. What type of programming methods do you believe this population would respond the best to or benefit the most from? (Please check all that apply).
   - Handouts ______
   - Reading Material ______
   - Lectures ______
   - Videos ______
   - Community Outings ______
   - Hands-on Participation ______
   - Demonstrations ______
   - Group Discussions ______
   - Abstract Examples ______
   - Concrete Examples ______
   - Additional: _____________________________________________________________

8. Based off your personal experience with this population, what advice could you give to someone who is new in delivering services to these individuals?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________


The following list consists of possible skills/topics that could be taught and/or discussed in a Life Skills program. Please rate each item on the level of need you believe the female youth affected by or at risk of sex trafficking, sexual exploitation, and/or prostitution have. Use your best judgment.

<table>
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Thank you for taking the time to complete this survey!
Appendix E
Survey for the Occupational Therapy Life Skills Program
Adult Female Survivors of Sex Trafficking, Sexual Exploitation, and/or Prostitution

The purpose of this survey is to determine the needs of female youth (age 13-17 years) who have been affected by or who are at-risk of sex trafficking, sexual exploitation, and/or prostitution to develop an occupational therapy life skills program. You have been asked to complete this survey because you may have more in depth knowledge of the needs, lifestyle, desires, and experiences of these girls. When answer the following questions try to think about what needs you had as a teenage and what type of knowledge/skills would have benefitting you at that time. All answers will be kept confidential. Thank you for your time and input!

1. Do you believe you have been affected by sex trafficking, sexual exploitation, and/or prostitution at one time in your life?  YES _______ NO _______

2. What type of challenges or barriers do you believe these young girls typical face in regards to living a healthy, independent lifestyle? (Please check all that apply).
   Poverty _____ Poor Knowledge of Resources _____ Lack of Support System _____
   Low Self-Esteem/Worth _____ Minimal Academic Education ________
   Low to no adult supervision _______ Hanging Out With the “Wrong Crowd” ______
   Additional: ___________________________________________________________________

3. What do you think are some of these girls’ interests, wants, or desires at this age in their lives (13-17 years old)? What could be some of their concerns, worries, or fears?
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

4. Do you feel that there is a need for a Life Skills program for these girls?  YES ____ NO ____

5. Do you think that these girls would be willing to participate in a program that focuses on life skills? Not at all _____ Somewhat _____ Most likely _____ Absolutely _____

6. Do you think a reward/incentive would improve participation in a Life Skills program?
   YES ______ NO ______ If yes, what are some examples? __________________________________

7. What level of perception or insight do you feel these girls have into their own needs?
   ___________________________________________________________________________

8. What type of learning tools do you think these young girls would respond the best to or benefit the most from? (Please check all that apply).
   Handouts/Reading Material _____ Lectures _____ Videos _____ Demonstrations _____
   Community Outings _____ Hands-on Participation _____ Group Discussions _____
   Additional: ___________________________________________________________________

9. Based off your personal experiences, what advice could you give to someone who is new in working with these individuals?
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

The following chart is a list of possible skills to be taught or topics to discuss during a youth Life Skills program. Based off your experiences, please rate each item on how much you believe it is
needed for these young girls being effected by or at risk for sex trafficking, sexual exploitation, and/or prostitution. Use your best judgment.

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Appendix F  
Key Informant Semi-Structured Interview  
Executive Director of Second Chance

Site: Second Chance, Toledo, Ohio  
Interviewee: Mary Schmidbauer, executive director of Second Chance

Introduction:  
- Greet Mary and thank her for meeting with me  
- Move to quiet space for interview  
- Explain tape recorder and obtain permission to record interview  
- Receive permission to use quotes from the interview, including use of Mary’s name in the Capstone Dissemination  
- Note: Since I have met with Mary numerous times in the past there is no need to introduce myself or my intentions. On a previous date I have elaborately explained occupational therapy in CFTO terms to Mary including the diversity of our profession and how an OT could benefit the girls Mary serves.  
- Occupational therapy was defined as a profession that uses occupations as both the individualized goal for the person being served as well as the means of reaching that outcome. Occupations are considered anything that is meaningful or purposeful to an individual person, so for example brushing your teeth, playing a game, going to school/work, eating dinner, etc. As OTs we look at the person as a whole and identify any aspect of their life that they may be struggling with and help them succeed.

Purpose of Interview:  
To discuss issues faced by adolescent females served at Second Chance, especially those who have been or are at risk of being affected by sex trafficking, prostitution and/or commercial sexual exploitation.

Interview Questions:  
1. Can you start off by telling me a little bit about Second Chance and the services provided here?  
   - Provides direct services for victims who have experienced or been affected by commercial sexual exploitation of children or some level of prostitution, usually at the hands of someone else or in some form of earlier victimization

2. How are these programs/services typically funded?  
   - Grants or donations  
   - Currently 2 federal grants  
   - Donations typically after public speaking events

3. How do girls become eligible for these services and at what point do they become ineligible, if at all?
• We are one program in town that never actually closes
• Any level of “identification” (meaning identifying girls who have been affected by or involved in sex trafficking or prostitution) is accepted
• Only “count” girls who have been involved with any form of FBI investigations
• Referrals for services may come from the girl themselves, family members, children services workers, juvenile detention officers, or probation officers based on risky behaviors, actual admission, or actual involvement from FBI (with a documented pimp or John)
• We also work with anyone at risk of being affected - For example: mom may be concerned that daughter is involved in things she doesn’t want her to be involved with so we will do some type of prevention/education service (self-esteem, victim proofing approach)
• Anyone is eligible if they identify involvement or exploitation, involvement with being exploited, or working in trading sex or sex activities for money, place to stay, a ride, whatever.

4. How are girls recruited to or learn about Second Chance?

• Mainly word of mouth
• Now that we are involved with run-away and homeless youth- more girls are telling other people about us, not necessarily from the perspective of trafficking or being trafficked but in the sense “hey this is somewhere safe you can go, it’s kind of cool, you should come check it out”, that sort of thing.
• We’ve had a number of girls bring other girls or sibling, which is pretty cool.

5. To your knowledge, how many girls has Second Chance worked with over the past 9 years and what were some of their outcomes?

• I am not sure how many girls Second Chance has worked with since they opened in 1993, but during my time here (since 2007) we have worked with over 150 girls who have been identified as at risk, exposed or actually exploited.
• I would say the majority of them were in the ‘at risk’ or exposed component.
• I think the thing Second Chance has that no other provider focuses in on, is that we don’t close them out so they feel years down the road they can call us. We just had, last spring, one of our first clients of Second Chance back in 1999 and she called and we were able to connect her with Kizzy who was actually her case worker then. So she didn’t have to tell her story again or start over, she just said “man Kizzy I haven’t talked to you in 10 years but here’s what’s going on”. Having the ability to be able to connect people with that sort of longevity I think is really cool. The thing that’s significant is we develop a relationship, which is different than most places around. Most facilities are there to provide a service. One thing you will hear people say is “you’re not like those other people; you’re not like those other agents; you’re different”. I always take that as a big compliment because it is challenging to always be available, to always be accessible but I think it is important. When no one else will talk to somebody and we will pick up the phone.
6. During the groups offered here, both Tuesday through Thursday and Saturdays, what is the attendance rate like? [How many girls attend each group (age 13-17)? Additionally, how frequently do these girls attend numerous groups?]

- It varies
- On a low attendance day we’ll have no one, on a medium attendance day we may have between 2-3 and on a high attendance day it may range from 7-10.
- It just depends on where people are at, and whether or not they are interested in here and what else is going on and it might or might not be available to them at a good time.
- We will actually pick people up; if we pick them up they are here and they participate. And most of the time, I think, they enjoy what we do.

7. What are some of the issues or barriers faced by these young girls, specifically the 13-17 age group?

- They are in a time of their life where everything is in flux. I think that, depending on their background and what has happened to them, if you add any trauma to that then everything’s in even more flux because you are not thinking or you may have hyper-vigilant responses to stuff and that sets you off. So then you have an attitude problem at school and that gets you expelled or someone says you’re ugly and your mother dressed you funny and that gets you time in JDC because you took them out. Ya know, so there’s self-management, self-acceptance, understanding where they’re at and what their role is are all challenges and barriers sometimes.
- Also, dealing with resources. Sometimes families don’t have what they need.
- Perspective and expectation- So many of the girls are driven by what media says should be and there isn’t a filter for looking at media as being fake. If it’s on TV it’s true. So we have Jersey Shore kids everywhere and Jersey Shore isn’t reality, or fill in the show you want. We have those kinds of expectations and most families can’t meet those. And then you have a family that’s challenged, A they have a teenager in the family but B that teenage has some special need, not in a developmental sense but in their need of care and so that creates barriers all over the place as well.
- We also have moms who don’t know what to do with their kids because they are still teenagers themselves. Their kids are in flux because they don’t know how to parent.

8. Do you believe the girls served at Second Chance are struggling with life skills, future planning abilities and/or psychosocial skills, and if so in what areas specifically?

- Sure, absolutely, all of the above.
- Bridges out of poverty is a framework for understanding generational poverty. It proposes that in generational poverty, meaning 2 or 3 generations in systemic welfare you begin to lose middle care rules and values. Future planning is a middle class value. Achievement and goal planning are all middle class rules. In generational poverty you are surviving. You get up each day to do what you have to do to get by and to get today taken care of and don’t think about the future because it is going to be the same as it was yesterday. There isn’t a lot of forward looking or planning. It’s all crises driven, Tierney of the moment. And it holds you literally in a fiery of firefighting and crises
management and agency time. If you look at people in generational poverty they have within 6-10 agencies they are dealing with on a day to day basis. Half if not all of them expect volunteer time or some sort of commitment and then they are on the bus because they may not have any other forms of transportation. The bus only runs every year or so therefore going to an appointment can be a whole day event extravaganza where as if you have some sort of autonomy or higher economic status you may be able to get to numerous appointments in a day.

- So there are challenges all the way around as far as traditional middle class expectations. Education is a middle class expectation because if you are stuck fighting fires everyday doing homework, or saying “oh in 12 years I get a diploma” none of that matters. And then if you go to a school where the teacher says “sit down, shut up, and listen to me” when you don’t know how to sit down, or shut up or listen, there’s no hope for that kid. So we have a whole level of systemic expectations of people who are in generational poverty that come from a very bias prospective don’t give them much of a shot for evolution or a chance to succeed.
- What’s a budget? Dollar menu?
- Example of life skills in generational poverty: how skilled are you with using a knife? To cut food, as a screw driver and as cutting hair? Because all you have is a knife, not a screw driver or a pair of scissors.

9. How willing do you feel the girls served here would be to participate in a group that focuses on life skills, future planning, and psychosocial skills?

- I think they would be willing but it’s going to take the facilitator time to learn how to approach them about those sorts of things.
- I think it will take awareness of Bridges out of Poverty, generational awareness, middle class expectations verse generational poverty, and stuff like that but I think everyone is here because they are searching for something and I think they get that they do not have all the answer.

10. What level of perception or insight do you think these girls have into their own needs?

- I think it depends on the area. They have some level of perception to where they’re weak but they are never going to tell you that because on the street in order to survive they’ve got to be tough. You’re never going to get “I’m vulnerable on this; or my self-esteem is at a 7 right now”. You are going to get some sort of non-verbal explanation of what is going on and you have to be able to perceive and react and receive non-verbal communication because another issue of generational poverty is they may have 800 words in their vocabulary. And none of their words are going to deal with emotion. Most of their words are going to be profane and their body gestures are going to compensate for the rest of the 800. So it is almost a level of teaching and facilitation communication.
- If you come in and say “today we are going to talk about future planning” they are going to look at you and say “umm hmmm what makes you think I got a future”? So the matter of making what you’re going to teach relevant is going to be a game with them.
11. What type of programming methods do you believe the girls served at Second Chance would respond the best to or benefit the most from?

- {Previously answered}
- Hands-on is the best method
- One of the points made in Bridges out of Poverty is transferring things from abstract to concrete is not something anyone is capable of doing. So if you talk about abstract concepts you have to have concrete examples in order for them to be able to internalize them.

12. Do you feel your staff and administrators would be supportive of this type of program, specifically one implemented by an occupational therapist?

- Uh I hope so, if not they won’t be my staff. They had the same misconceptions I had when you came, “we don’t need any built up students, I don’t understand”. However, in recognizing we are dealing with adolescents who are mostly nonverbal by choice and then adding on the generational poverty on top of that with limited vocabulary and limited ability to express themselves there needs to be things to modify and adjust and provide them with support. They (meaning staff) have probably some of the same wrong assumptions I had but I think they are willing to learn and we will all try to recognize that everybody has a part to play. Your skills are going to be different than some of ours but at the same time if we watch you and learn your skills then we are going to be able to play an entirely different part then the one we already plan.

13. Based off your personal experience of working with adolescents affected by sex trafficking and prostitution, what advice could you give to someone who is new in delivering services to these individuals?

- Honesty and straight forwardness is key.
- The first thing I tell the girls when they first meet me is I know you don’t trust me, you don’t have to trust me, you don’t know me from Adam but I’m going to show you that I am going to be there consistently for you, and then I do my best to be there consistently for them.
- If you don’t know something, ask. Don’t get caught up in this “I need to act like I know everything” bit.
- Be skeptical and challenging but not jaded. I think it’s really easy for us all to get played all the time. Recognize that none of us are immune to that. No matter how many years you’ve been playing the game you still get stung. And sometimes that’s part of them building trust with you. When you do get nailed say “I do really realize what kind of game you pulled on me last week and I don’t appreciate it” is a way of building a relationship that holds them accountable but doesn’t push them away because they did something wrong. So many of their relationships are people holding power over them or distancing themselves from them because they did something wrong. So when you say I don’t appreciate that but I am still here, it is a life lesson for them that they’ve never really seen before.
14. Are there any additional resources you think would be beneficial to review in order to learn more about the needs of adolescents affected by sex trafficking and prostitution?

- Bridges out of Poverty
- Dominic Rose Sepowitz, MSW - “ESUBA” Program
- Treating Traumatic Stress in Children and Adolescents, Margaret Blaistein & Kristine Kinniburgh
- Tyler Perry - I Can Do Bad All By Myself and Medea Goes to Jail
- Second Chance - Loosing Maria

*The focus and aim of the program is on the girls who are survivors, but the other girls are welcome to join in and are part of the occupational form. They are relevant and their progress can be measured but more casually.*
Appendix G
Occupational Therapy Life Skills Program
Program Goal and Objectives

**Goal:**
The goal of the Occupational Therapy Life Skills Program (OTLSP) at Second Chance is to enhance person-centered life occupations in female adolescents affected by or at-risk for sex trafficking, sexual exploitation, and/or prostitution.

**Objectives:**
1. Two weeks after the initiation of the OTLSP each participant will identify their top five out of 14 life skills areas they would like to focus on throughout the program.
2. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 20% or more in the area of their first choice of life skills to address.
3. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 20% or more in the area of their second choice of life skills to address.
4. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 15% or more in the area of their third choice of life skills to address.
5. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 15% or more in the area of their fourth choice of life skills to address.
6. By the end of the OTLSP all actively participating females served will have increased their Life Skills Assessment score by 15% or more in the area of their fifth choice of life skills to address.

7. At the completion of the OTLSP 75% of females served will have increased their overall Life Skills Assessment score by 20% or more.

8. Three months following the completion of the OTLSP, at least 80% of participating females will have less than a 5% change in their overall score on the Life Skills Assessment to determine a lasting effect of the program.
Appendix H
Second Chance Consent for Services

I hereby give my consent to Second Chance to provide counseling and/or case management services to me (or my child) as an active client or participant. Services to be provided will be identified through an assessment and included in my Individualized Goal Plan. Items identified in the Individualized Goal Plan will be included but will not be limited to assistance with referrals for housing, employment, advocacy with Lucas County Children Services, Juvenile Detention Center, the Lucas County Court System, and communication with mental health providers.

This consent extends not just to the assigned worker but to other appropriate staff members of Second Chance. I am aware and understand that Second Chance may confer with another community agency or professional(s) to provide the help I am seeking with an authorized consent to share information. I understand that in order for Second Chance to best assist me, I may be asked to provide specific and accurate personal information.

I acknowledge that I (or my child) am seeking these services (please circle one of the following): on my own behalf voluntarily, by court order, through Lucas County Juvenile Justice Center or as part of a case plan through Lucas County Children Services. I have been informed of my rights as a client of Second Chance which includes my right to withdraw from services at any time I choose.

I am aware of my responsibility to be an active participant in establishing the service goals and interventions in my Individualized Goal Plan and have been given the opportunity to ask questions about the services provided by Second Chance. I understand that if I discontinue services prior to completion of my goal plan or other agency approval, that Second Chance has the right to report my lack of attendance and progress.

I understand that Second Chance staff has a duty to report abuse or neglect and a duty to warn or protect others from harm or danger by reporting to the proper authorities, including Lucas County Children Services, Lucas County Juvenile Detention, the police, or the FBI, when deemed necessary.

I understand that if I should withhold consent to contact other community agencies Second Chance may not have sufficient or accurate information to assist me and that this may limit the help Second Chance is able to provide and can affect my success rate in completing my Individualized Goal Plan or other services.

I hereby authorize Second Chance by and through its employees to act on my behalf and advise me regarding services identified through my Individual Service Plan and other concerns. I understand that Second Chance will not act as my legal representative and will not provide legal counsel to me. I further understand that Second Chance, by and through its employees, will make no decisions or take any action without my knowledge and consent.

__________________________________________   _______________________
Signature of Client                        Date

__________________________________________   _______________________
Signature of Guardian                      Date

__________________________________________   _______________________
Second Chance Representative               Date
ENHANCING LIFE SKILLS

Come learn the skills you need to live independently and successfully!
We cover:
* Time management
* Money Management
* Cooking and meal preparation
* Grocery shopping
* Home management
* Leisure & Recreation
* Social relationships
* Community resources
* Vocational skills
* MUCH, MUCH MORE!

~ IT IS FREE OF COST ~

All females between ages 12 and 17 years old are WELCOME =)
Every Tuesday and Thursday from 6:00 to 7:30 pm at Second Chance

Come to: SECOND CHANCE
221 Page Street
Toledo, Ohio 43620
Behind St. Vincent’s Medical Center
Between Cherry Street and Franklin
(TARTA Bus #19, #24, or #16)

For Questions: CALL ANYTIME
Phone: (419) 244-6050

Appendix I
Marketing Flier
Enriching Life Skills

Appendix J

Occupational Therapy Life Skills Program

FAST FACTS

Purpose of the OTLSP:
- The goal of the OTSLP is to enhance person-centered life occupations.
- We aim to assist these young women in learning how to live healthy, independent, and successful lifestyles including every aspect of living autonomously.

Who Qualifies:
- The OTLSP intends to serve female adolescents between the ages of 12-17 years, living in the Lucas County area, who have been affected by or who are at-risk of sex trafficking, sexual exploitation, and/or prostitution.

Topics Covered:
- Job/Vocational Training
- Self-Care/Self-Respect
- Goal Setting/Future Planning
- Substance Abuse Education
- Budgeting/Money Management

- Grocery Shopping
- Time Management
- Healthy Eating/Exercise
- Community Resources
- Sex Education

- Communication Skills
- College Preparation
- Health Management
- Conflict Resolution
- AND MUCH MORE!!!

When and Where:
- The OTLSP will be held every Tuesday and Thursday from 6:00 – 7:30 pm.
- This program will take place at Second Chance, located at 221 Page Street, Toledo, Ohio 43604, behind St. Vincent’s Medical Center, between Cherry Street and Franklin.
- Members can arrive by TARTA bus #19, #24, or #16, or we offer pick-up and drop-off services from home only. Call Tony Garrett for transportation at (419) 297-9374.

Benefits and Perks:
- The OTLSP is complete free of charge to all participants.
- Each participant will have the opportunity to learn these life skills through a variety of implementation techniques including hands-on experiences, small group discussion, handouts and videos, community outings, role-play, and more.
- The OTLSP aims to serve no more than 10 girls at one time to provide them with the individualized attention they need and deserve.
- Dinner will be served at 5:15 each day, prior to the start of group. The girls will have access to additional resources as needed including: health/hygiene products, journals/notebooks, laundry, clothing, internet access, and more.
- A $25 gift certificate to Target will be utilized as an incentive at the completion of the 16 week program to each girl who attended at least 25 of the 32 sessions available.

For more information please feel free to contact Casey Poupard, OTR/L at (734) 734-4237 or cp0303@hotmail.com or contact Second Chance at (419) 244-6050.

Thank you for your interest in this beneficial program.
Appendix K

Occupational Therapy Life Skills Program
Occupational Profile

Participant’s Name: _________________________  Today’s Date: ________________

Name of staff assisting with Occupational Profile? ______________________________

Please note: Many of the following questions are personal, sensitive, and may be difficult to answer. Please answer the questions to the best of your ability and as truthful as possible. A strict confidentiality policy will be enforced and none of the information gathered will be shared with anyone outside of this program. However, if at any time you do not feel comfortable answering any of the questions please feel free to skip them or ask the occupational therapist for assistance. Thank you for your honesty.

GENERAL INFORMATION:

Date of birth: _________________  Age: __________  Male: _____  Female: ______

Home address: ___________________________  City, State, Zip: _________________

Religion (if applicable): _____________________  Church you attend: _________________

Frequency of attendance: Daily ____ Weekly ____ Monthly ____ Never _____

Diagnosis (if applicable): _________________________  Age Diagnosed: _________________

Any health complications: ___________________________________________________________________

Past hospitalization, with date(s): ____________________________________________________________

Current medications: ___________________________  Frequency of medications: ____________

EDUCATION:

Name of school: ______________________  Level of grade completed: _________________

Teacher’s name: _____________________  Principle’s name: _________________________

Attendance rate: Never miss class _____ Miss class sometimes _____ Miss class often ______

Current GPA: _______  Favorite subject: _____________  Least favorite subject: ____________

Current extracurricular involvement: ___________________________________________________________________

Past extracurricular involvement: ___________________________________________________________________

Do you plan on going to college? YES _____ NO _____ Which college: _________________

WORK HISTORY:

Current employer: _______________  Length of employment: ______  Average hours: _______
Position: ________________ Job duties: __________________________ Hourly rate: ______
What do you want to be when you grow up? ________________________________
Previous work experience: __________________________________________________________________________
Volunteer experience: __________________________________________________________________________

FAMILY HISTORY:
Legal guardian’s name(s): ________________ Relationship: ________________
Siblings and their ages (list all): __________________________________________________________________

Who do you live with? __________________________________________________________________________

Do you live in a safe environment? YES ___ NO ___ How long have you lived there? ______
Family medical history: __________________________________________________________________________

Do you have any pets? YES _____ NO ______ Type and name(s): __________________________________________________________________

PERSONAL INTERESTS:
List all current hobbies: __________________________________________________________________________
List all past hobbies: __________________________________________________________________________
How often do you participate in your hobbies? Daily ___ Weekly ___ Monthly ___ Never ___
Favorite place(s) to go: ________________ How often do you go there? ________________
Best friend’s name(s): ________________ How often do you see them? ________________
On a scale of 1-10 how happy are you? (1=very sad and 10=extremely happy): ______________
Why did you choose that number? __________________________________________________________________

EMERGENCY CONTACT:
Contact’s name: ________________ Date of birth: _____ Relationship: ________________
Daytime phone number: ________________ Evening phone number: ________________
Contact’s address: ________________ Contact’s employer: ________________

PSYCHOSOCIAL HISTORY:
What type of services do you currently receive (i.e. mental health services, case worker, tutoring, food stamps, etc.)? __________________________________________________________________
Frequency of alcohol use: Never _____ Few times a year _____ Monthly _____ 1-2x week _____
4-5 week _____ Daily _____ Yes, in past but quit _____
Tobacco use: Yes _____ No _____ Quit _____ Cigarettes per day: ______________
Illegal drug use: Yes _____ No _____ Type of drug(s): __________________________

If yes, frequency: A few times per year _____ Monthly _____ 1-2x week _____

4-5 week _____ Daily _____

Have you ever been involved in sex trafficking or sexual exploitation? YES _____ NO _____

When? ___________________ How old were you? _______________

For how long? ___________________ Currently still involved? YES _____ NO _____

Have you ever traded sex or sexual acts for anything of value (money, gifts, place to stay, food, etc.)? YES _____ NO _____

Currently still involved? YES _____ NO _____

When? _______________ How old were you? _______________ With whom? _______________________

Have you ever been a victim of abuse? YES _____ NO _____ When? ___________________

How old were you? _______________ By whom? _______________________

Please check all types of abuse that apply: Physical ____ Sexual ____ Verbal ____ Neglect ____

Have you ever witnessed someone else being abused? YES _____ NO _____ When? _______________

How old were you? _______ Who was it? _______________ Abused by whom? _______________

PROGRAM INFORMATION:

Have you ever attended Second Chance in the past? YES _____ NO _____

Frequency of attendance at Second Chance? Daily_____ Weekly _____ Occasionally _____

Have you ever received occupational therapy services? YES _____ NO _____

If yes, when? _______________ Frequency of occupational therapy services? _______________

What are your strengths? ____________________________________________________________

______________________________________________________________________________

What are your weaknesses? _________________________________________________________

______________________________________________________________________________

Why are you seeking services? _____________________________________________________

What is your goal for the OTLSP? _________________________________________________

How did you hear about the OTLSP? _______________________________________________


Thank you for your time and for completing the Occupational Profile!
## Appendix L

### Life Skills Assessment

Name: ___________________________________________  Date: ________________

### Self-Care

<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I think I am beautiful.</td>
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<td>I think beauty is more than skin deep.</td>
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<tr>
<td>I am confident in the person that I am.</td>
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<td>I know I am a unique individual.</td>
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<td>I treat myself with respect.</td>
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<tr>
<td>I know how to compliment myself.</td>
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<td>I have high self-esteem.</td>
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<td>I know that I am priceless.</td>
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<td>I appropriately take care of my own hygiene.</td>
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<tr>
<td>I wash up and brush my teeth daily.</td>
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<tr>
<td>I can take care of my own minor injuries and illnesses.</td>
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<tr>
<td>I know how to make my own medical appointments.</td>
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<tr>
<td>I know when I should go to the emergency room instead of the doctor’s office.</td>
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</table>

### Sexual Relationships

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<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>I can turn down a sexual advance.</td>
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</tbody>
</table>
I know that I have the choice to be sexually involved with a partner.  

I know how to prevent myself from getting pregnant.  

I have been educated on a variety of sexually transmitted diseases (STDs).  

I know how to protect myself and my sexual partners from STDs.  

I am aware of the dangerous and harmful health effects of STDs.  

I know that not treating a STD can lead to worse health complications.  

I know where to go to get information on sex and/or pregnancy.  

I know where I can go to access condoms, birth control, and other sexual health services.  

I think it is important to have annual check-ups from a gynecologist.  

I think it is important to be tested for STDs if I have been sexual active.  

<table>
<thead>
<tr>
<th>Stress Relief and Recreational Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the following statements like me</td>
</tr>
<tr>
<td>I know when I am over stressed.</td>
</tr>
<tr>
<td>I know the difference between healthy and unhealthy ways of relieving stress.</td>
</tr>
<tr>
<td>I believe it is harmful to keep my stressed bottled in.</td>
</tr>
</tbody>
</table>
I know how to decrease my stress.
I frequently engage in stress-relieving activities.
I have recreational interests that I enjoy participating in.
I think there are health benefits from engaging in recreational activities.
I am aware of how to access healthy recreational activities that are affordable.

**Exercise and Healthy Eating**

<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the health benefits exercise has on the human body.</td>
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<tr>
<td>I know of different types of easily accessible and affordable exercises.</td>
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<tr>
<td>I often engage in exercising because it is fun.</td>
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<tr>
<td>I often engage in exercising because it makes me feel good.</td>
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<tr>
<td>I think about what I eat and how it impacts my health.</td>
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<tr>
<td>When I can I choose to eat healthier meals to benefit my health.</td>
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<tr>
<td>I understand how to read food product labels to see how much fat, sugar, calories, etc. the food has.</td>
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<tr>
<td>I know the importance of portion</td>
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</table>
control and serving sizes.

I think it is important to maintain a well balance diet.

I make sure to eat enough nutrients most days.

When eating a meal I try to include an item from each section of the food pyramid.

**Grocery Shopping and Meal Preparation**

<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am capable of doing my own grocery shopping.</td>
<td></td>
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<tr>
<td>When I go grocery shopping I take a list with me to stay organized.</td>
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<tr>
<td>During grocery shopping I compare prices of the items I need.</td>
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<tr>
<td>During grocery shopping I remember to compare nutritional labels to choose the healthiest items.</td>
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<tr>
<td>When grocery shopping I am able to stay within my financial budget.</td>
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<tr>
<td>When grocery shopping I am able to stay within my time constraint.</td>
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<tr>
<td>I make a weekly meal menu.</td>
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<tr>
<td>I can make a meal with or without using a recipe.</td>
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<tr>
<td>I am able to manage my time when preparing a meal.</td>
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</table>
I know it is much healthier to cook a good meal at home then eat fast food.

I feel safe when cooking in the kitchen.

I know what to do if a fire were to start in the kitchen while cooking.

I know how to use a fire extinguisher.

### Home Management

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<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I keep my living space clean.</td>
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<tr>
<td>I believe there are health benefits to keeping my living space clean.</td>
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<tr>
<td>I know what products to use when cleaning the kitchen and bathroom.</td>
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<tr>
<td>I think it is important to keep my living space organized.</td>
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<tr>
<td>I know how to do my own laundry.</td>
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<tr>
<td>Before doing my laundry I sort my clothes appropriately.</td>
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<tr>
<td>If I have a stain on my clothing I know some products that I can use to get it clean.</td>
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<tr>
<td>I know how to read clothing labels to wash them appropriately.</td>
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### Time Management and Organizational Skills

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<th>Are the following statements like me</th>
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<th>Mostly No</th>
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<th>Mostly Yes</th>
<th>Yes</th>
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</table>

I am good at organizing my time.

I can usually get everything done that I wanted to each day without running out of time.

I make a list of things I have to do to keep myself organized.

I know how to best organize my to-do list based off my time schedule.

When planning out my schedule I remember to factor in time for transportation.

I am able to stay organized.

I do not have a difficult time keeping track of my belongings.

I use a planner to stay organized.

### Money Management and Budgeting

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<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I understand the importance of managing my money and finances.</td>
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<tr>
<td>I know that I will be in debt if I spend more money than I make.</td>
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<tr>
<td>I know the difference between items that are ‘wants’ versus ‘needs’.</td>
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<tr>
<td>I believe it is most important to pay my bills before I buy anything I want.</td>
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<tr>
<td>I put myself on a budget with a weekly spending limit to assure I do not spend more money than I have.</td>
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## Community Resources

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<th>Are the following statements like me</th>
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<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I know how to access community</td>
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resources I may be eligible for, such as social security, Medicaid, food stamps, etc.

There is at least one adult I trust who I could ask for assistance with accessing community resources.

I know how to find safe and affordable housing.

I can figure out the cost of moving into a new place including deposit, rent, utilities, and furniture.

I know how to fill out an apartment rental application.

I know what would happen if I break my rental lease.

I can explain why people need renters or homeowners insurance.

I know how to get health insurance when I am older than 18.

I know where to go to get on the internet.

I am usually able to find what I need on the internet.

I know how to use my email account.

I know the risk of meeting someone in person that I met on the internet.

I know how to use public transportation to get where I need to go.

**Future Planning**
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<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
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<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I am professional in the work field.</td>
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<tr>
<td>I know what to wear and what not to wear to a job interview.</td>
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<tr>
<td>I am aware there are questions that an employer is not allowed to ask me during an interview.</td>
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<td>I feel confident in my interview skills.</td>
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<tr>
<td>I know how to develop a resume.</td>
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<tr>
<td>I know how to fill out a job application.</td>
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<tr>
<td>I know what the information on a pay stub means.</td>
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<tr>
<td>I am aware of what sexual harassment and discrimination are and that they are illegal.</td>
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<tr>
<td>I know how to access the documents I need for work and school such as my social security card.</td>
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<tr>
<td>I get to school/work on time.</td>
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<tr>
<td>I know how to prepare for exams and/or presentation.</td>
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<tr>
<td>I know where I can get tutoring or other help with school work.</td>
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<tr>
<td>I look over my homework for mistakes.</td>
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<tr>
<td>I get my homework done and turned in on time.</td>
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<tr>
<td>I know where to find information</td>
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</table>
I know what type of education (college, trade school) I need for the work I want to do.

I know how to apply for the education I would like after high school (college, trade school).

I know how to find financial aid to help pay for my education or training.

I am aware of how to fill out a FASFA form.

I have talked about my education plans with an adult who cares about me.

I know the benefits of attending college.

I know I have options for my future career and/or education.

I think it is important to maintain a good grade point average.

I believe my future is based off the goals I set and the actions I take towards those goals.

I understand the importance of setting goals in life.

I know how to set goals and plans steps to accomplish those goals.

It is important to rely on some type of support system when I am working towards my goals.

### Social Relationships


<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to speak up for myself.</td>
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<tr>
<td>I know how to act in social or professional situations.</td>
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<tr>
<td>I know how to show respect to people with different beliefs, opinion, and cultures.</td>
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<tr>
<td>I am able to treat other people with respect even if they may have disrespected me in the past.</td>
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<tr>
<td>I have friends I like to be around who help me feel valued and worthwhile.</td>
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<td>I can deal with anger without hurting others or damaging things.</td>
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<td>I am able to show others that I care about them.</td>
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<tr>
<td>I can take criticism and direction when it is helpful without losing my temper (such as at school or work).</td>
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<td>I know the benefits of communicating my thoughts effectively and kindly.</td>
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<td>I am aware of different ways to communicate.</td>
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<td>I know that conflict can arise if there is poor communication.</td>
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<td>I am able to control my anger when I get upset.</td>
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<td>I am a trustworthy person.</td>
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<td>I am able to trust other people.</td>
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</table>
I believe it is important to forgive other people.

I know the benefits of forgiveness.

I think I am strong enough to forgive the people who have hurt me.

### Life Choices

<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I believe I can influence how my life will turn out.</td>
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<td>I can describe my vision for myself as a successful adult.</td>
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<tr>
<td>I believe my relationships with others will help me succeed.</td>
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<td>I feel I am ready for the next phase of my life.</td>
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<tr>
<td>Most days, I am proud of the way I am living my life.</td>
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<tr>
<td>Most days, I feel I have control over how my life will turn out.</td>
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<tr>
<td>I think about how my choices impact others around me.</td>
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<td>I can explain the benefits of doing volunteer work.</td>
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<tr>
<td>I would like to use my experience to help other youth.</td>
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</table>

### Red Flags for Human Trafficking and Unhealthy Relationships

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<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly</th>
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<th>Mostly</th>
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<td>I know the red flags of human trafficking.</td>
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<tr>
<td>I know what it means for someone to be a victim of sex trafficking or sexual exploitation.</td>
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<tr>
<td>I am aware that a person under the age of 18 who is trading sexual favors for anything of value is considered a victim not a criminal.</td>
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<tr>
<td>I know the phone number I can call if I think myself or someone I know is being trafficked.</td>
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<td>I would report a situation of someone being trafficked.</td>
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<tr>
<td>I know it is not okay for someone else to try to control my decisions.</td>
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<td>I know that I should not share my personal information with someone that I do not know well or trust.</td>
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<td>I know that it is not safe to go out of town with someone I do not know well or trust.</td>
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<td>I know I should not travel at night alone.</td>
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<tr>
<td>I am aware that some traffickers pretend they are someone’s boyfriend to try to abuse young girls.</td>
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<td>I know the signs of an unhealthy relationship.</td>
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<tr>
<td>My relationships are free from hitting,</td>
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slapping, shoving, being made fun of, or name calling.

I believe that verbal abuse is just as painful as physical abuse although they are both wrong.

I know it is unhealthy for someone to act possessive or controlling over me.

I know there is a difference between a disagreement and an unhealthy fight.

I know how to get myself away from a harmful situation.

I have a safe place to go when I feel unsafe.

If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.

I know that I am priceless.

### Drugs and Alcohol Abuse and Addiction

<table>
<thead>
<tr>
<th>Are the following statements like me</th>
<th>No</th>
<th>Mostly No</th>
<th>Somewhat</th>
<th>Mostly Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>I know how dangerous it can be to try illegal drugs even once.</td>
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<td>I know that many people have died from overdosing the first time they have ever tried drugs.</td>
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<td>I am aware of the health effects illegal drugs and alcohol can cause me.</td>
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<td>I know how addicting many illegal drugs can be.</td>
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</table>
I know there are severe consequences of taking illegal drugs.

I am aware of the effects drugs and alcohol have on my mind and body.

I agree that being under the influence of drugs and/or alcohol can cause people to make poor decisions.

I think it is smart to stay away from illegal drugs.

I do not want illegal drugs in my lifestyle.

I can define ‘drug addiction’ and ‘drug abuse’

I believe that being addicted to drugs will negatively interfere with a person’s life, including their career, school, and relationships.
Appendix M
Occupational Therapy Life Skills Program
Top Life Skills Form

Below is a list of all of the life skills topics that will be covered during the OTLSP. Please choose the top five life skills you are interested in learning about by writing the numbers 1 – 5 in the space provided (1 is the life skill you are interested in the most and 5 is the fifth life skill you would like to learn).

______ Self-Care
______ Sexual Relationships
______ Stress Relief and Recreational Interests
______ Exercise and Healthy Eating
______ Grocery Shopping and Meal Preparation
______ Home Management
______ Time Management and Organizational Skills
______ Money Management and Budgeting
______ Community Resources
______ Future Planning
______ Social Relationships
______ Life Choices
______ Red Flags for Human Trafficking and Unhealthy Relationships
______ Drugs and Alcohol Abuse and Addiction
Appendix N
Occupational Therapy Life Skills Program
Program Evaluation

Please answer the following questions to the best of your ability regarding your participation in the Occupational Therapy Life Skills Programs (OTLSP). Your answers are very appreciated.

1. What do you like about the OTLSP?
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________

2. What do you not like about the OTLSP?
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________

3. On a scale of 1-10 rate the quality of the OTLSP. (1 being very poor and 10 being great)
   1  2  3  4  5  6  7  8  9  10

4. On a scale of 1-10 rate the effectiveness of the OTLSP. (1 being very poor and 10 being great)
   1  2  3  4  5  6  7  8  9  10

5. On a scale of 1-10 how liking are you to suggest the OTLSP to other girls? (1 being not likely at all and 10 being very likely)
   1  2  3  4  5  6  7  8  9  10

6. Do you feel you have benefited from the OTLSP so far? (circle one)  YES  NO

7. Do you have any suggestions to improve the OTLSP?
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________

Thank you for completing this Program Evaluation Form and for participating in the OTLSP!
Appendix O
Occupational Therapy Life Skills Program
Sign In Sheet

Session Number: ___________________________ Date: ____________
Occupational Therapist: _______________________________________________________
Staff Member: _______________________________________________________________
Topic: ______________________________________________________________________
Description: __________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
I hereby agree to follow all program rules, not harm, threaten, or endanger myself or others, and actively participate throughout the duration of this program session.

<table>
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<tr>
<th>#</th>
<th>PRINT NAME:</th>
<th>SIGNATURE:</th>
<th>TIME:</th>
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Additional Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Appendix P

Occupational Therapy Life Skills Program

Daily Progress Note

Participant’s Name (Last, First): ________________________________

Date: __________ Session Number: ___________ Topic: ______________

Session Observation: ___________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Occupational Therapist’s Print Name: ______________________________

Occupational Therapist’s Signature: ______________________________

Date: __________ Session Number: ___________ Topic: ______________

Session Observation: ___________________________________________

____________________________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________

Occupational Therapist’s Print Name: ______________________________

Occupational Therapist’s Signature: ______________________________
# Appendix Q
## Checklist Form

<table>
<thead>
<tr>
<th>Documentation Form:</th>
<th>Date Completed:</th>
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<tbody>
<tr>
<td>Consent for Services…………</td>
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<tr>
<td>Occupational Profile…………</td>
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<tr>
<td>Life Skill Assessment…………</td>
<td>Pretest:</td>
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<td>Follow-Up:</td>
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<td>Top Life Skills Form…………</td>
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<tr>
<td>Program Evaluation Form…………</td>
<td>Midterm:</td>
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<td>Follow-Up:</td>
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<td>Individual Goals…………</td>
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<td>Daily Progress Note…………</td>
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<td>Session 25:</td>
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<td>Session 26:</td>
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<td>Discharge Summary…………</td>
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Appendix R

You Are Unique

You may not think that the world needs you, but it does. For you are unique, like no one that has ever been before or will come after.

No one can speak with your voice, say your piece, smile your smile, or shine your light. No one can take your place, for it is yours alone to fill.

If you are not there to shine your light, who knows how many travelers will lose their way as they try to pass by your empty place in the darkness?

(“You are unique,” n.d.)
Appendix S

10 steps to self esteem

1. Know yourself.
2. Understand what makes you feel great.
3. Recognize things that get you down.
4. Set goals to achieve what you want.
5. Develop trusting friendships that make you feel good.
6. Don’t be afraid to ask for help.
7. Stand up for your beliefs and values.
8. Help someone else.
9. Take responsibility for your own actions.
10. Take good care of yourself.

(“10 steps,” n.d.)
Appendix T

Sexual Relationship Notecards

Notecard 1: **Chlamydia (NGU)**
- A person gets Chlamydia during vaginal, anal, or oral sex with someone who already has it.
- Symptoms show up 7-28 days after having sex.
- Some Men and Women have no symptoms.
- Symptoms for women:
  - Discharge from the vagina
  - Burning or pain when urinating
  - Need to urinate more often
  - Pain in stomach, sometimes with fever and nausea
- If you do not get treated you can
  - Give Chlamydia to all of your future sex partners
  - Lead to more serious infections
  - Damaging your reproductive organs so you would no longer be able to have children
  - A mother with Chlamydia can give it to her baby during childbirth

Notecard 2: **Genital Warts (HPV)**
- A person gets Genital Warts during vaginal, anal, or oral sex, and sometimes by genital touching with someone who already has it.
- Symptoms show up 1-8 months after contact with HPV, which is the virus that causes genital warts.
- Many people with HPV have no symptoms
- Symptoms for women:
  - Small, bumpy warts on the sex organs and anus
  - Itching or burning around the sex organs
- If you do not get treated you can
  - Give Genital Warts to all of your future sex partners
  - A mother with Genital Warts can give it to her baby during childbirth
  - Warts may go away on their own, remain unchanged, or spread and get worse
  - You could have a type of HPV that is linked to cervical cancer

Notecard 3: **Gonorrhea**
- A person can get Gonorrhea during vaginal, anal, or oral sex with someone who already has it.
- Symptoms show up 2-21 days after having sex.
- Some women and men have no symptoms.
- Symptoms for women:
  - Thick yellow or gray discharge from the vagina
  - Burning or pain when you urinate or have a bowel movement
  - Abnormal periods or bleeding between periods
  - Cramps and pain in the lower abdomen (belly)
- If you do not get treated you can
  - Give Gonorrhea to all of your future sex partners
  - Lead to more serious infections
  - Damaging your reproductive organs so you would no longer be able to have children
  - Can cause heart trouble, skin disease, arthritis, and blindness
  - A mother with Gonorrhea can give it to her baby during childbirth

Notecard 4: **Hepatitis B**
- A person can get Hepatitis B during vaginal, anal, or oral sex with someone who already has it; spread by sharing needles to inject illegal drugs, or for any other reasons; and spread by contact with infected blood.
- Symptoms show up 1-9 months after contact with the hepatitis B virus.
- Many people have no symptoms or mild symptoms.
- Symptoms for women:
  - Flu-like feelings that do not go away
  - Tiredness
  - Jaundice (yellow skin)
  - Dark urine, light-colored bowel movements
- If you are not treated for Hepatitis B:
  - You can give Hepatitis B to all of your future sex partners
  - Some people recover completely
  - Some people cannot be cured. Symptoms may come and go
  - Can cause permanent liver damage or liver cancer
  - A mother with Hepatitis B can give it to her baby during childbirth

Notecard 5: **Herpes**
- A person gets herpes during vaginal, anal, or oral sex, and sometimes by genital touching with someone who already has it.
- Symptoms show up 1-30 days or longer after having sex.
- Some people have no symptoms.
- Symptoms:
  - Flu-like feelings
  - Small, painful blisters on the sex organs or mouth
  - Itching or burning before the blisters appear
  - Blisters last 1-3 weeks
  - Blisters can go away, but you still have herpes. Blisters can come back at any time.
- If you are not treated for herpes:
  - You can give herpes to all of your future sex partners
  - Herpes cannot be cured
  - A mother with herpes can give it to her baby during childbirth

Notecard 6: **HIV/ AIDS**
• A person can get HIV/AIDS during vaginal, anal, or oral sex with someone who already has it; spread be sharing needles to inject drugs or for any other reason; spread by contact with infected blood.

• Symptoms show up several months to several years after contact with HIV, the virus that causes AIDS.

• Can be present for many years with no symptoms.

• Symptoms for women:
  o Unexplained weight loss or tiredness
  o Flu-like feelings that do not go away
  o Diarrhea
  o White spots in mouth
  o Yeast infections that do not go away

• If you do not get treated for HIV/AIDS:
  o You can give HIV to all of your future sex partners and/or someone you share needles with
  o HIV cannot be cured. Can cause illness and death
  o A mother with HIV can give it to her baby in the womb, during birth, or during breast feeding

Notecard 7: Syphilis

• A person gets Syphilis during vaginal, anal, or oral sex, and sometimes by genital touching, with someone who already has it.

• 1ST STAGE:
  o Symptoms show up 1-12 weeks after having sex
  o A painless sore or sores on the mouth or sex organs
  o Sores last 2-6 weeks
  o Sores may go away but you still have syphilis

• 2ND STAGE
  o Symptoms show up as the sores heal or after
  o A rash anywhere on the body
  o Flu-like feelings
  o Rash and flu-like feelings may go away but you still have syphilis

• If you are not treated:
  o You can give syphilis to all of your future sex partners
  o A mother can give syphilis to her baby during childbirth
  o Can cause heart disease, brain damage, blindness, and death

Notecard 8: Trichomoniasis (“Trish” or NGU)

• A person gets Trichomoniasis during vaginal sex with someone who already has it.

• Symptoms show up 3-14 days after having sex.

• Many people have no symptoms.

• Symptoms for women:
  o Itching, burning, or irritation in the vagina
  o Yellow, greenish, or gray discharge from the vagina

• If you are not treated:
  o You can give Trichomoniasis to all of your future sex partners
Uncomfortable symptoms will continue

Notecard 9 and 10: Pregnancy

- 3 in 10 teen American girls will be pregnant at least once before age 20. That is nearly 750,000 teen pregnancies each year.
- Parenthood is the leading reason that teen girls drop out of school. More than half of teen mothers never graduate from high school.
- Less than 2% of teen moms earn a college degree by age 30. About ¼ of teen moms have a second child within 24 months of their first baby.
- 8 out of 10 teen dads do not marry the mother of their child.
- A sexually active teen that does not use a contraceptive (form of prevention) has a 90% chance of becoming pregnant within one year.
- Almost 50% of teens have never considered how a pregnancy would affect their lives.
- Each year in the United States, there are approximately six million pregnancies.
- Each year, 1.2 million women in the US choose to end their pregnancies through early termination (abortion).
- About 3% of all pregnant women will give birth to twins.
- Just under 500,000 (half a million) babies are born each year in the US to teenage mothers.
- After delivery, approximately 13% of US women are diagnosed with post-partum depression.
- Approximately 70% of expectant mothers report experiencing some symptoms of morning sickness during the first trimester of pregnancy.
- Although the feet do not actually get longer or wider during pregnancy, most women gain up to half a shoe size due to increased fluid volume in the feet.

Notecard 11-30: PASS

- Don’t just assume you do not have a sexually transmitted disease- get checked regularly!
- Do not just hope the STD will go away- it won’t!
- Most county health departments have special STD clinics.
- If you do not know where to get checked for an STD at, call the local family planning clinic for information. Your personal information will be kept private.
- You may feel embarrassed about having an STD. It may be hard for you to go to a provider or clinic for help. But you must get treated for an STD. This is the only way you will get better.
- Not having sex is the best way to protect yourself from getting an STD or pregnant.
- If you have sex use latex condoms with a water based lubricant every time you have vaginal, anal, or oral sex. Condoms will help protect you from an STD and becoming pregnant most of the time, but not all of the time.
- If you have sex and are allergic to latex use plastic (polyurethane) condoms.
- Talk to your partner about past sex partners and about needle drug use. Do not have sex with someone who you think may have an STD.
- If you have an STD tell your sex partner(s). Your partner must get tested and treated too.

(Hiatt, Clark, Nelson, 2006; “24 Random Facts,” 2010)
Appendix U
Body Diagram

(“How many organs,” 2011)
Appendix V
Nutritional Facts Guide


Understanding what the Nutrition Facts Label includes can help you make food choices that are best for your health.

1. **Serving Size**

   This section shows how many servings are in the package, and how big the serving is. Serving sizes are given in familiar measurements, such as “cups” or “pieces.”

   - Remember: All of the nutrition information on the label is based upon one serving of the food. Most packages of food contain more than one serving! If you eat two servings of the food, you are eating double the calories and getting twice the amount of nutrients, both good and bad.

2. **Amount of Calories**

   The calories listed are for one serving of the food. “Calories from fat” shows how many fat calories there are in one serving. Remember – a product that’s fat-free isn’t necessarily calorie-free. Read the label!

3. **Percent (%) Daily Value**

   This section tells you how the nutrients in one serving of the food contribute to your total daily diet. Use it to choose foods that are high in the nutrients you should get more of, and low in the nutrients you should get less of. It can help you determine if a food is high or low in a nutrient: 5% or less is low, 20% or more is high. You can also use the %DV to make dietary trade-offs with other foods throughout the day.

   Daily Values are based on a 2,000-calorie diet. However, your nutritional needs will likely depend on how physically active you are.
4. **Limit these Nutrients**

Eating too much total fat (especially saturated fat and trans fat), cholesterol, or sodium may increase your risk of certain chronic diseases, such as heart disease, some cancers, or high blood pressure. Try to keep these nutrients as low as possible each day.

5. **Get Enough of these Nutrients**

Americans often don't get enough dietary fiber, vitamin A, vitamin C, calcium, and potassium in their diets. These nutrients are essential for keeping you feeling strong and healthy. Eating enough of these nutrients may improve your health and help reduce the risk of some diseases.

There are other nutrients that are important, but that you should *eat in moderate amounts*. They can increase your risk of certain diseases. They are: total fat (especially saturated fat), Cholesterol, and Sodium.

(U.S. Department of Health and Human Services, 2013)
Appendix W
Food Pyramid

- Fats, Oils and Sweets: use sparingly
- Milk, Yogurt and Cheese Group: 3 Servings
- Vegetable Group: 3 Servings
- Fortified-Cereal, Bread
- Meat, Poultry, Fish, Dry Beans and Nut Group: 2 Servings
- Fruit Group: 2 Servings
- Rice and Pasta: 6 Servings
- Water: 8 Servings

Additional: + Calcium, Vitamin D, Vitamin B-12 Supplements
Appendix X
Health Benefits of Cleaning

It Burns Calories
Although it might not seem like too much of a workout, cleaning is one of many unlikely calorie melters. You can burn an average of 205 calories an hour during a cleaning frenzy—even more if you’re really moving (think cleaning out the gutters). Check out the top calorie-burning chores to make sure you maximize your “workout” potential.

It Reduces Stress
We all love the feeling of a clean, clutter-free home, and that finished product, as well as the process itself, can reduce anxiety levels. In 2008, an article published in the British Journal of Sports Medicine stated that twenty minutes of activity—including housework—cuts anxiety and stress by as much as 20 percent. After all, if you know where to find your car keys, for instance, you can completely bypass that frantic and stressful search right before work.

It Helps Your Allergies
Your daily sneeze attacks might become a thing of the past. By purging your home of those dust mites, you can improve or avoid allergies and hay fever entirely. Chores like sweeping, dusting, and vacuuming dispose of dust, dust mites, pet dander, and dozens of other allergens that cause cold and flu-like symptoms. People with allergies, asthma, and respiratory problems can relieve their symptoms and breathe easier by keeping their house clean. Frequently vacuuming, washing your sheets and curtains, cleaning out your sink and refrigerator, and thoroughly dusting your furniture are among the best ways to control your allergies. Your annual spring clean is the perfect time to really reach those nooks and crannies that you rarely get to otherwise. Taking time now will save you headaches (and itchy, red eyes) later.

It Improves Concentration
While our ability to multitask is now better than ever, a cluttered, messy house can sidetrack even the most focused among us. Without endless stacks of papers, piled up laundry, and an overflowing junk drawer, studies show you will be better able to concentrate on the task at hand. Having a clean work space also allows you to better prioritize, because you are able to see what’s important without being bogged down by all the clutter surrounding you. With a little cleaning, you will be able to accomplish more in less time, and will quickly feel more optimistic and in control of your surroundings. Talk about multiskilling!

It Gives You an Anger Outlet
We all need to vent sometimes, but instead of snapping at your significant other, take it out on the dust mites. Cleaning is a productive way to release anger and frustration, which is why some people reach for a vacuum after a long day at work or a heated argument. Dealing with your anger in this way prevents you from saying or doing things you shouldn’t—it’s a relationship lifesaver.

Sanitation
Every time you clean the house with disinfectants, you are killing bacteria, viruses, and other microorganisms that can compromise your health. These powerful cleansers target germs and
bacteria, such as E. coli, staph, and salmonella that are responsible for many foodborne illnesses and infections. Sanitizing surfaces in the kitchen, bathroom, and other areas of the house will help protect you from these potentially dangerous bacteria.

**Reduces mold**
Keeping your house clean provides more opportunities to detect mold growth and fix the problem in a timely manner. Mold can wreak havoc on people’s health, causing allergic reactions, cold and flu-like symptoms, asthma attacks, and other severe health problems. Regular cleaning and inspections help control and prevent mold growth.

**Lowers risk of injury**
Keeping your house clean and organized can reduce the chance of injury by minimizing clutter and keeping things out of harm's way. Leaving loose items around like toys may increase the risk of trips and falls. Stacks of boxes and other large piles can easily fall on top of someone and injure them. Simply tidying up and organizing can make a huge difference in the overall safety of your home.

**Wards off pests**
In general, bugs and other household pests like warm, damp environments and they have a tendency to disguise themselves in dusty, untidy areas. Regular cleaning helps occupants discover pest problems and treat them accordingly. In addition to regular exterminations, simple chores like taking out the garbage, sweeping, and vacuuming keeps bugs and other pests from making your home their nesting ground.

**Encourages cooking**
A dirty and unorganized kitchen can deter people from cooking at home because they don't want to make the mess even worse. A clean kitchen is much more inviting than a messy one. Washing the dishes, wiping down the countertops, and cleaning out the refrigerator allow the kitchen to serve as a functional workspace where you can cook healthy meals for the whole family.

**Improves mental state**
Let's face it: there's nothing better than walking into a house that is clean and organized. In fact, the process of cleaning and de-cluttering has been known to provide many mental health benefits. From the physical movements to the completion of a task, people find cleaning very cathartic. It's also a great way to release frustration, anxiety, and anger.

**Reduces health and safety hazards**
A clean house can mean the difference between life and death. Those who live in an unsanitary environment are more susceptible to illnesses caused by bacteria, allergens, and pests. An untidy home can also be a safety hazard for its occupants. Clutter is a fire hazard and can physically trap occupants inside their homes, preventing them from escaping in an emergency. Cleaning frees up space and keeps messes from becoming serious hazards.

(“10 health benefits,” 2011; Hopman, 2013)
Stick to these ten rules, and get your cleaning done quickly and effortlessly.

1. **Clean it up sooner than later**
Spills and stains are generally much easier to clean up when you attack them right away. When you treat that tomato sauce splatter on your dress shirt without delay, for instance, it offers little resistance. If you wait until the next day, you’ll be sporting a permanent-looking red polka dot that you’ll expend a lot more cleaning solution and time getting out. Similarly, clothing or carpet stains are easiest to remove when they’re fresh. The longer you wait the more chance the stain has to set.

The rare exception to this rule: Mud tracked onto your carpet is easiest to clean when you’ve let it dry first. Wait until its bone dry and crumbly; then just vacuum it up.

2. **Clean from the top down**
Don’t fight gravity when you clean. You’ll lose. Working from high to low almost always works better in cleaning situations.

When you’re cleaning the entire house, start on the top floor and work your way down to avoid tracking through rooms you have already cleaned.

When you’re cleaning a room, first remove the cobwebs from the ceiling and upper molding. Then dust the ceiling fan and light fixtures, followed by window frames and wall hangings. Moving downward, conquer the furniture, baseboards, and floors. This ensures that any dust shaken loose from on high does not settle on something you’ve already cleaned below. You don’t want to dust the room twice, do you?

Similarly, when you clean windows and mirrors, start up high and work your way down, because your cleaner obeys gravity. This saves you elbow grease and time.

The rare exception to this rule is wall washing. If you start at the top when you’re washing a wall in your home, dirty water will drip onto the lower areas you haven’t cleaned yet, making streaks that will be tough to remove.

3. **Think dry, then wet**
When you’re cleaning a room, start with the cleaning jobs that require dry methods (dusting, sweeping, and vacuuming, for instance). Then move on to wet methods (using an all-purpose cleaner and glass cleaner, mopping, and the like). This way, there will be less dirt floating around in the room to cling to wet surfaces.
4. **Start with the least harmful approach**
Use your gentlest cleaning methods first and move up to more aggressive techniques only if necessary. And know your materials well enough so that you will stop your cleaning efforts before you do damage. Better to suffer along with a small spot on your stovetop, for instance, than to ruin the surface with steel wool.

5. **Let time do the work for you**
A little time management trick will make your cleaning easier and faster. When you plot out your approach to a cleaning task, remember to spray on your cleaning chemicals first and then find another little job to do while the cleaner does its dirty work. If you’re cleaning in the kitchen, for instance, spray your cleaner on the counter and appliances, then occupy yourself with removing old food from the refrigerator while the cleaner soaks in. When you come back to wipe clean, there will be little or no scrubbing to do.

6. **Carry your supplies with you**
Carry your core cleaning products with you. This will save you from making multiple trips around the house looking for the right tools and cleaners. Pick up one of these accessories at a home improvement store or hardware store: a. A cleaning caddy — a plastic or rubber carrier with a handle and compartments for holding your gear b. A sturdy, large plastic bucket with a good handle c. A rolling supply cart d. An apron with roomy pockets Put all of your cleaning supplies into the receptacle you’ve chosen, including clean rags, paper towels, and a trash bag for emptying all of those wastebaskets, and cart it with you from room to room. If your house has more than one floor, keep a fully stocked caddy on each level.

Don’t weigh your carrier down with specialty products that are needed for only one job around the house. Store toilet bowl cleaner, for instance, under the bathroom sink.

7. **When in doubt, make a stealth test**
Before you use a new cleaning technique or product, test the method on an inconspicuous area of the object you’re cleaning. This rule also applies when you first clean an object that is delicate and might be damaged by a cleaning compound. Testing will show you whether the object is colorfast and whether the cleaning method is likely to do damage.

8. **Don’t deluge easily damaged items**
When you clean an item that could be harmed by a liquid cleaning product (electronics, computer screens, framed artwork, or framed photographs, for example), first spray the cleaner on your cleaning cloth and then wipe. Don’t spray cleaner directly on the object you’re cleaning.
Cleaner dripping into your electronics could do damage, and cleaner dripping into a frame and soaking the matting could harm your artwork.

9. Yes, you’ve heard this before
But the makers of all of those wonderful furnishings in your house do know best how to clean them. And the makers of your cleaning products know best how to use them. So when at all possible, follow the manufacturer’s directions when cleaning anything. This goes for everything from toasters to silk blouses and down comforters to miniblinds. File the directions and cleaning tips that come with any new appliance, rug, or other household item. Don’t remove those care labels that come on clothes, linens, and other potentially washable objects.

10. Protect thyself
Last but not least, take care of yourself. Many cleaning products contain acid, bleach, abrasives, and other ingredients that can damage your eyes, skin, nose, and even your lungs. So make sure your cleaning kit includes a pair of rubber gloves and protective safety glasses. If it’s not too steamy, wear old long pants or sweats and an old long-sleeved shirt to cover your arms in case of spatters from cleaning products. Cover your hair with a kerchief or baseball cap.

To protect your nails, dab a line of petroleum jelly underneath your nails to keep out dirt. Dot more on your cuticles to keep them from drying out, roughening, and splitting from exposure to cleaning chemicals. Don’t let your cleaning products get mixed together. Some combinations—chlorine bleach and ammonia, for instance—will produce poisonous gases. When you’re using cleaning chemicals, make sure the room you’re in is properly ventilated.

Extra Cleaning Tips:

Recommended Safer Products

- Baking soda with water makes an all-purpose cleaner.
- Borax removes stains on toilet bowls.
- Lemons remove greasy fingerprints on windows.
- Toothpaste cleans silver.
- Vegetable-based liquid soap (such as castile soap) diluted with water makes an all-purpose cleaner.
- Salt can remove red wine stains.
- White distilled vinegar, diluted in water, is also a good all-purpose cleaner, and rinses and removes baking soda residue.
- Store all homemade and retail cleaners out of reach of children and pets. Don’t store retail cleaning products where food is stored!
Cleaning Tools

- White nylon scrubber sponge as an abrasive tool for scrubbing surfaces. If it doesn’t work, use a more abrasive tool, such as very fine steel wool. It’s important to not scratch the surface, so always use tools with liquid, be gentle, and test for scratching.
- Old 100% cotton clothing, diapers, or towels for dusting and cleaning; or try a microfiber cleaning cloth.
- Toothbrush for cleaning small crevices.
- Spray bottles (small and large) for mixing and spraying your homemade cleaners.
- Scrub brush (large) with stiff bristles for cleaning tile grout.
- Rubber gloves to protect your hands.
- Goggles to cover your eyes.
- Plunger and snake for clogged drains.
- Squeegee with replaceable blades for drying mirrors, glass doors, and windows.
- Very fine steel wool for scrubbing more resistant dirt.
- Pumice bar for cleaning toilet bowl stains.
- Sponge mop with attached scrub pad.
- “Handyman’s” apron or plastic bin to carry your tools and products around with you.
- Single-edge razor blade or paint scraper.

(“10 golden rules,” 2013; Jackson & Kulka, 2011)
Appendix Z
Lists and Priorities Ice Breaker
List of Tasks

1. Do a lap around the room (5 points)

2. Create something for the occupational therapist to wear, such as a hat or tie (10 points; bonus 5 points if the occupational therapist actually wears it)

3. Find out something unique about each person on the team (5 points)

4. Sing a song together (15 points)

5. Make a paper airplane and throw it from one end of the room to another (10 points)

6. Get everyone in the group to sign a single piece of paper (5 points)

7. Count the number of pets owned by your group (20 points)

8. Assign a nickname to each member of the team (5 points)

9. Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)

10. Make a tower out of the materials owned by your group (10 points)

11. Convince a member of another team to join your group (20 points)

12. Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)

13. Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)

14. Make a list of what your team wants out of the OTLSP (15 points)

15. Form a conga line and conga from one end of the room to another (5 points; bonus 10 points if anyone joins you)
Appendix AA
To-Do List

Within one week this is the list of things you have to get done. First, prioritize the To-Do List by putting a star (*) by the most important tasks. Next, write down how long you think each task will take to complete, including transportation time. Lastly, fill in the Weekly Calendar in whichever way you would like, as long as all tasks are on the calendar. Remember to keep in mind the location of each appointment in the local area, how you plan on getting there, and to think of any issues that may arise in the week. Good luck! =)

- Attend School: Monday, Wednesday, and Friday from 7:25am-2:30pm
- Dentist Appointment: Thursday at 11:00am
- Grocery Shopping (Hours of Operation 9am-8pm)
- Pay Electric Bill: Due on Wednesday
- Pay Rent: Due on Friday
- Babysit: Monday and Thursday 4:00pm-6:30pm
- Homework: Schedule at least 10 hours this week
- Friends Party: Schedule At Anytime
- Work at Burger King: Tuesday 9:00am-4:00pm and Saturday 1:00pm-9:30pm
- Attend Church: Sunday 10:30am
- Bank: To Cash your Check for Money before Grocery Shopping (Hours of Operation 8:00am-5:00pm)
- Favorite TV Show: Wednesday 7:00pm
- Tutoring: Fridays 4:00pm-5:15pm
- Movie Theater: Go to the movies with your friends any day at 7:10pm
Appendix BB
Weekly Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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</table>
Appendix CC
Professional VS Unprofessional

What to wear?

This guide demonstrates acceptable Business Professional and Business Casual attire for your upcoming career events.

NOTE: For interviews, always dress Business Professional attire.
ENHANCING LIFE SKILLS 165

What NOT to wear.

Have you ever made any of these non-professional fashion "noops?" Use this guide to find out what's NOT appropriate to wear in any professional setting. Don't be embarrassed by making any of these mistakes at your next Job Fair or Interview.
Welcome the interviewee and thank them for coming. Shake their hand and SMILE. Ask the following questions during the interview.

1. Tell me a little about yourself.
2. Why do you want this job? What do you like about it?
3. What made you interested in our company?
4. What are some of your strengths?
5. How about your weaknesses?
6. How have you or would you handle stressful or difficult situations professionally?
7. Where do you see yourself in five years?
8. Why should we hire you?
9. Do you have any questions for me at this time?
Appendix EE
Goal Setting

**Goal #1:**

Step #1: _____________________________________________

Step #2: _____________________________________________

Step #3: _____________________________________________

Step #4: _____________________________________________

Step #5: _____________________________________________

Resources: _______________________________________

Support System: ____________________________________

**Goal #2:**

Step #1: _____________________________________________

Step #2: _____________________________________________

Step #3: _____________________________________________

Step #4: _____________________________________________

Step #5: _____________________________________________

Resources: _______________________________________

Support System: ____________________________________
FIRST LAST NAME
[Street Address, City, ST Zip Code, Phone Number, E-mail Address]

OBJECTIVE
[Describe your career goal or ideal job.]

WORK and VOLUNTEER EXPERIENCE
[Start date TO end date] [Company Name] [City, ST]
[Job Title]
• [Describe your job responsibilities/achievements]
• [Describe your job responsibilities/achievements]
• [Describe your job responsibilities/achievements]

[Start date TO end date] [Company Name] [City, ST]
[Job Title]
• [Describe your job responsibilities/achievements]
• [Describe your job responsibilities/achievements]
• [Describe your job responsibilities/achievements]

[Start date TO end date] [Company Name] [City, ST]
[Job Title]
• [Describe your job responsibilities/achievements]
• [Describe your job responsibilities/achievements]
• [Describe your job responsibilities/achievements]

EDUCATION
[Dates of attendance] [School name] [City, ST]
[Degree obtained/area of study] [GPA]
• [Special Awards/accomplishments/club involvement]
• [Special Awards/accomplishments/club involvement]
• [Special Awards/accomplishments/club involvement]

PROFESSIONAL SKILLS and PERSONAL INTERESTS
• [List here]
• [List here]
• [List here]

REFERENCES
• [Name, Address, Phone Number]
• [Name, Address, Phone Number]
• [Name, Address, Phone Number]
Appendix GG
Red Flags for Human Trafficking

Are you or someone you know being trafficked? Is human trafficking happening in your community? Is a situation you may have encountered actually human trafficking? The following is a list of potential red flags and indicator of human trafficking to help you recognize the signs.

The individual in question:

Common Work and Living Conditions
Is not free to leave or come and go as they please
Is under the age of 18 and is providing commercial sex acts
Is in the commercial sex industry and has a pimp or a manager
Is unpaid, paid very little, or paid only in tips
Works excessively long and/or unusual hours
Was not allowed breaks or suffers under unusual restrictions at work
Owes a large debt and is unable to pay it off
Was recruited through false promises concerning the nature and condition of the work
High security measure exist in the work and/or living locations (i.e. opaque windows, Boarded up windows, bars on windows, barbed wire, security cameras, etc.)

Poor Mental Health or Abnormal Behaviors
Is fearful, anxious, depressed, submissive, tense, or nervous/paranoid
Exhibits unusual fearful or anxious behaviors after bringing up law enforcement
Avoids eye contact

Poor Physical Health
Lacks health care
Appears malnourished
Shows signs of physical and/or sexual abuse, physical restraint, confinement, or torture

Lack of Control
Has few or no personal possessions
Is not in control of his/her own money, no financial records, or bank accounts
Is not in control of his/her own identification documentation (ID or passport)
Is not allowed or able to speak for themselves (a third party may insist on being present and/or translating)

Additional
Claims of just visiting and inability to clarify where he/she is staying/address
Lack of knowledge of whereabouts and/or do not know what city they are in
Loss of sense of time
Has numerous inconsistencies in his/her story

If you notice any of these red flags please contact the National Human Trafficking Resource Center hotline at 1-888-3737-888 to report the situation.
## Appendix HH
### Jeopardy Under the Influence

<table>
<thead>
<tr>
<th>MARIJUANA</th>
<th>COCAIN</th>
<th>HERION</th>
<th>PILLS</th>
<th>ALCOHOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this substance considered addicting?</td>
<td><strong>100</strong>: YES</td>
<td><strong>100</strong>: YES</td>
<td><strong>100</strong>: YES</td>
<td><strong>100</strong>: NO</td>
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<tr>
<td>Identify at least two other names of this substance (street names acceptable).</td>
<td><strong>200</strong>: Pot, herb, grass, widow, boom, ganja, hash, Mary Jane, cannabis, skunk, chronic.</td>
<td><strong>200</strong>: Coke, dust, line, nose candy, snow, sneeze, powder, white pony, flake, C, cain, rock, neurocain, crack.</td>
<td><strong>200</strong>: Smack, H, Junk, Big H, Blacktar, Brown sugar, dope, horse, mud, and skag.</td>
<td><strong>200</strong>: Large variety: pain killers, Opioids, hydrocodone, Vicodin, morphine, fentanyl, codeine, oxycodone, Percocet, Oxycontin, stimulants, Adderall, Dexedrine, Ritalin, depressants, Mebaral, Nembutal, Valium, Xanax.</td>
</tr>
<tr>
<td>In what ways can a person ingest this substance?</td>
<td><strong>300</strong>: Most commonly smoked by rolling into a cigarette (“joint”) or cigar casing (“blunt”) or through a pipe or bong. Also be baked into food or mixed into tea.</td>
<td><strong>300</strong>: Can be injected, smoked, sniffed, or snorted.</td>
<td><strong>300</strong>: Injected in a vein, smoked, or snorted.</td>
<td><strong>300</strong>: Orally, crush the tablet to ingest or snort it, or dilute it in water to inject it.</td>
</tr>
<tr>
<td>What effects does this substance have on an individual’s mind</td>
<td><strong>400</strong>: Elevated mood, euphoria, hallucination, paranoia, anxiety, impaired memory.</td>
<td><strong>400</strong>: Exhilaration, invincible, alert, euphoric, lots of energy, agitation, depression, anxiety, paranoia.</td>
<td><strong>400</strong>: Euphoric ‘rush’, nod in and out, decreased mental capacity.</td>
<td><strong>400</strong>: Loss of consciousness, confusion, tiredness, poor mental functions, poor decision making skills.</td>
</tr>
</tbody>
</table>
**ENHANCING LIFE SKILLS 171**

| What it makes them do? [Name at least three symptoms] | difficulty in thinking, lack of attention and focus, poor driving skills, poor decision making skills, inability to shift attention normally, inability to understand complex info, lack of motivation. | decreased appetite, irritability, hallucinations. | dulled emotions, poor decision making skills, lack of cognitive functioning, restlessness, insomnia. | depression, psychiatric reactions, coma. | driving skills, dementia, mental health problems, depression, anxiety, panic attacks, trigger phobias, hallucinations, illusions, confusion, aggression, angry and violent behavior. |
| What effects does this substance have on an individual’s body? [Name at least three symptoms] | **500**: Respiratory problems, high risk of infections (especially in lungs), increase risk of lung, head, and neck cancer, decreased sperm count in men, irregular menstruation in women. | **500**: Cardiac arrest, seizures, respiratory failure, insomnia, blurred vision, vomiting, constricted blood vessels, dilated pupils, nasal infection, nose bleeds, rapid breathing, sweating, violent behavior, twitching, chest pains, ulceration, holes in nostril barriers, sexual problems, heart disease, heart attack, stroke, seizure, gastrointestinal problems. | **500**: Dry mouth, heavy feeling limbs, collapsed veins, heart infection, abscesses, cellulitis, liver disease, pulmonary complications, pneumonia, diarrhea, vomiting, cold flashes with goose bumps, kicking movements, muscle and bone pain, overdose. | **500**: Seizures, weakness, slow breathing (respiratory depression), cold and clammy skin, small pupils, reduced vision, nausea, vomiting, hot/cold sweats, heart palpitations, joint/muscle aches, uncontrollable coughing, diarrhea, watery eyes, rapid or irregular heartbeat, high blood pressure, heart damage or failure, overdose. | **500**: Liver cirrhosis, immune system problems, brain damage, increase risk of cancer, stroke, stomach ulcers, pancreatitis, gastritis, high blood pressure, impotence, nerve problems, blurred vision, tremor of the hands, vomiting, weakness, headaches, difficulty sleeping, sweating, dehydration. |

**BONUS: 200 points for each additional drug not previously mentioned that each team can identify.**

(“Commonly abused drugs,” 2013)
For each award below please write down a name of the top two members of the OTLSP that you feel best fit that category. Please try to write each participants name down at least once. Have fun!

1. Funniest person:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

2. Best personality:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

3. Best dressed:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

4. Most likely to become famous:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

5. Friendliest person:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

6. Best smile:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________
7. Prettiest eyes:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

8. Easiest person to talk to:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

9. Most athletic:
   - And the winner is: ________________________________
   - Second is cool too: ________________________________

10. Most caring person:
    - And the winner is: ________________________________
    - Second is cool too: ________________________________

11. Smartest person:
    - And the winner is: ________________________________
    - Second is cool too: ________________________________

12. Most likely to become president:
    - And the winner is: ________________________________
    - Second is cool too: ________________________________
Appendix JJ
Graduation Certificate

GRADUATION CERTIFICATE

This certificate is presented with honor to:

________________________________________
Participant’s Name

For successful completion of the
Occupational Therapy Life Skills Program

SALUTE TO ALL OF YOUR HARD WORK AND DETERMINATION
in the hope that this will inspire you
to always reach for the stars!

________________________________________
Program Director’s Signature    Date
Appendix KK

Occupational Therapy Job Description

**Position Title:** Occupational Therapist, Life Skills Program

**Position Description:** An Occupational Therapy Life Skills Program (OTLSP) is being offered at Second Chance, a drop-in center for female adolescents (ages 12 to 17 years old) affected by or at risk for sex trafficking, sexual exploitation, and/or prostitution. Life skills being addressed include self-care, home management, money management, organizational skills, time management, stress relief and recreational interests, vocational skills, college preparation, social relationships, and more. An occupational therapist is required to facilitate all 26 group interventions being offered twice per year (February through May and September through December). Interventions are held every Tuesday and Thursday from 6:00 to 7:30 pm during peak months and will be facilitated in the cozy, home-like environment of Second Chance.

**Professional Qualifications:**
- Licensed in the State of Ohio
- Registered by NBCOT
- Minimum of a Master’s Degree in occupational therapy
- Minimum of 2 years work experience required
- Previous work experience with at-risk youth, specifically females, preferred

**Job Duties and Responsibilities:**
- Physically at Second Chance two days per week
- Minimum of 8-10 work hours per week
- Facilitating all 26 group interventions (52 per year)
- Recruitment of participants
- Purchasing materials and setting up each intervention
- Administering and scoring assessment tools
- Writing individual goals, progress notes, and discharge summaries
- Attending all monthly staff meetings at Second Chance
- Safety and well-being of all participants of the OTLSP

**Skills and Specifications:**
- Innovative and flexible
- Knowledge of all life skills addressed
- Familiarity with Lucas County and local area
- Openness to working with troubled and at-risk youth
- Knowledge of sex trafficking, sexual exploitation, and prostitution issue in the area

**Please report to:**
Mary Schmidbauer, Executive Director of Second Chance
Address: 221 Page Street Toledo, Ohio 43620
Phone: (419) 244-6050 Extension #123
Email: Secondchance@tamohio.org
Appendix LL
Occupational Therapy Position Advertisement

Licensed Occupational Therapist
Challenging and rewarding part-time opportunity
Second Chance, Toledo, Ohio

Second Chance is a drop-in center that offers supportive services to female youth affected by or at risk for sex trafficking, commercial sexual exploitation, and/or prostitution. Their aim is to advocate community awareness with the goal of ending victimization of women and youth and to secure treatment and services for these survivors.

An Occupational Therapy Life Skills Program (OTLSP) is being offered at Second Chance for female adolescents (ages 12 to 17 years old) affected by or at risk of sex trafficking, sexual exploitation, and/or prostitution. Life skills being addressed include self-care, home management, money management, organizational skills, time management, stress relief and recreational interests, vocational skills, college preparation, social relationships, and more. An occupational therapist is required to facilitate all 26 group interventions being offered twice per year (February through May and September through December). Interventions are held every Tuesday and Thursday from 6:00 to 7:30 pm during peak months and will be facilitated in the cozy, home-like environment of Second Chance.

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- Attending all monthly staff meetings at Second Chance

To be considered for this position you must be innovated and flexible and have an applicable knowledge base of all life skills addressed. The occupational therapist must be familiar with the Lucas County area and possess extensive knowledge of sex trafficking, sexual exploitation, and prostitution issue in the area.

If interested please send your resume with cover letter to Mary Schmidbauer, Executive Director of Second Chance at Secondchance@tamohio.org. For questions please call (419) 244-6050 Extension #123.
## Appendix MM

### Budget Overview

### Personnel

<table>
<thead>
<tr>
<th>Position</th>
<th>Hours per week</th>
<th>Wages</th>
<th>Fridge Benefits</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTR/L</td>
<td>8</td>
<td>$35.49/hour</td>
<td>--</td>
<td>$4,542.72/biannually</td>
</tr>
<tr>
<td>Staff member</td>
<td>6</td>
<td>$10.20</td>
<td>--</td>
<td>$795.60/biannually</td>
</tr>
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</table>

**TOTAL PERSONNEL COST:** $5,338.32

### Program Supply & Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost Per Item</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills Assessment</td>
<td>Assessment tool</td>
<td>10</td>
<td>FREE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Occupational Profile</td>
<td>Assessment tool</td>
<td>10</td>
<td>FREE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Programming documents</td>
<td>Program Evaluation, Sign-in Sheet, Daily Progress Notes, Consent for Services, etc.</td>
<td>10 each</td>
<td>FREE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Office supplies</td>
<td>Paper, pens, tape, nametags, notecards, etc.</td>
<td>--</td>
<td>Varies</td>
<td>$35.00</td>
</tr>
<tr>
<td>Art supplies</td>
<td>Markers, scissors, poster boards, glue, crayons, etc.</td>
<td>--</td>
<td>Varies</td>
<td>$45.00</td>
</tr>
<tr>
<td>Prize Box content</td>
<td>Hygiene products and school equipment (shampoo, face wash, deodorant, pens, notepads, hat/gloves, etc.)</td>
<td>--</td>
<td>Varies</td>
<td>$80.00</td>
</tr>
<tr>
<td>Make-up (Make-up Mania)</td>
<td>Foundation, powder, blush, eye shadow, mascara, numerous adapters, etc.</td>
<td>--</td>
<td>Varies</td>
<td>$30.00</td>
</tr>
<tr>
<td>Ball</td>
<td>Small, lightweight, soft</td>
<td>1</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Magazines</td>
<td>Varying brands, teen appealing and appropriate</td>
<td>~12</td>
<td>FREE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Projection Machine</td>
<td>View Sonic PLED-W200 WXGA (1280 x 800)</td>
<td>1</td>
<td>$400.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>Craft Supplies</td>
<td>Bracelet string, paint, sewing equipment, etc.</td>
<td>--</td>
<td>Varies</td>
<td>$25.00</td>
</tr>
<tr>
<td>Recreational Games Equipment</td>
<td>Cards, board games, Wii Dance, radio, etc.</td>
<td>--</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
<tr>
<td>Exercise Equipment</td>
<td>Towels and water bottles set</td>
<td>10</td>
<td>$2.00</td>
<td>$20.00</td>
</tr>
<tr>
<td>Food – Healthy Snacks</td>
<td>Fruit, vegetables, nuts, wheat thins, milk, yogurt, tuna, etc.</td>
<td>10 people</td>
<td>Varies</td>
<td>$25.00</td>
</tr>
<tr>
<td>Food – Cooking Occupation</td>
<td>Girl’s choice</td>
<td>10 people</td>
<td>Varies</td>
<td>$35.00</td>
</tr>
<tr>
<td>Food – Graduation</td>
<td>Hotdogs, buns, condiments, chips, cake, juice, etc.</td>
<td>25 people</td>
<td>Varies</td>
<td>$55.00</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Quantity</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Ceremony</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Supplies</td>
<td>Paper plates, utensils, napkins, etc.</td>
<td>--</td>
<td>Varies</td>
<td>$10.00</td>
</tr>
<tr>
<td>Cooking Equipment</td>
<td>Stove, oven, mixing bowls, knives, serving dishes, etc.</td>
<td>--</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
<tr>
<td>Life</td>
<td>Board game</td>
<td>2</td>
<td>$11.86</td>
<td>$23.72</td>
</tr>
<tr>
<td>Blindfold</td>
<td>Bandana to cover participants’ eyes for activity</td>
<td>2</td>
<td>$1.99</td>
<td>$3.98</td>
</tr>
<tr>
<td>Vehicle</td>
<td>Second Chance’s Van</td>
<td>1</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
<tr>
<td>Van gasoline</td>
<td>Gasoline for transportation</td>
<td>~20 miles total</td>
<td>$3.80 per gallon</td>
<td>$2.54</td>
</tr>
<tr>
<td>Guided Imagery</td>
<td>Soft relaxation technique</td>
<td>1</td>
<td>FREE Online</td>
<td>$0.00</td>
</tr>
<tr>
<td>Exercise Clips</td>
<td>Online instructional video clips of kickboxing, yoga, and Zumba</td>
<td>3</td>
<td>FREE Online</td>
<td>$0.00</td>
</tr>
<tr>
<td>Guest Speaker</td>
<td>Adult female survivor of sex trafficking</td>
<td>1</td>
<td>Volunteer</td>
<td>$0.00</td>
</tr>
<tr>
<td>Cleaning supplies</td>
<td>Bleach, Windex, paper towels, scrub brush, etc.</td>
<td>--</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
<tr>
<td>Laundry material</td>
<td>Detergent, fabric softener, baskets, etc.</td>
<td>--</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
<tr>
<td>Planners</td>
<td>Daily planners/calendars</td>
<td>10</td>
<td>$2.99</td>
<td>$29.90</td>
</tr>
<tr>
<td>Conflict video clips</td>
<td>Online video segments of people with conflicts</td>
<td>5</td>
<td>FREE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Financial planning equipment</td>
<td>Fake checkbook, FASFA forms, utility bills, etc.</td>
<td>10</td>
<td>FREE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Graduation Ceremony materials</td>
<td>Decorations, welcome banners, completion certificates, games, etc.</td>
<td>10</td>
<td>Varies</td>
<td>$25.00</td>
</tr>
<tr>
<td>Target Gift Cards</td>
<td>Reward for successfully graduating the OTLSP</td>
<td>10</td>
<td>$25.00</td>
<td>$250.00</td>
</tr>
<tr>
<td>Second Chance building expenses</td>
<td>Utilities, janitorial and maintenance work, etc.</td>
<td>--</td>
<td>In-kind Contribution</td>
<td>In-kind Contribution</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM SUPPLY & EQUIPMENT COST: $1,097.14**

<table>
<thead>
<tr>
<th>Overall Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses</td>
<td>$5,338.32</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Supply &amp; Equipment</td>
<td>$1,097.14</td>
</tr>
</tbody>
</table>

**GRAND TOTAL: $6,435.46/Biannually**

*Please Note: Budgeting costs are designed to accommodate one 13-week Occupational Therapy Life Skills Program. This program is intended to occur twice per calendar year.*
## Appendix NN
### Timeline

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Recruitment: pass out and hang program fliers</td>
<td>X</td>
</tr>
<tr>
<td>Purchase equipment and materials</td>
<td>X</td>
</tr>
<tr>
<td>Set-up community outings with permission from facilities</td>
<td>X</td>
</tr>
<tr>
<td>Monthly team meetings with Second Chance staff</td>
<td>X</td>
</tr>
<tr>
<td>Conduct initial Life Skills Assessment</td>
<td>X</td>
</tr>
<tr>
<td>Conduct Occupational Profile</td>
<td>X</td>
</tr>
<tr>
<td>Score all assessment tools</td>
<td>X</td>
</tr>
<tr>
<td>Write individual goals</td>
<td>X</td>
</tr>
<tr>
<td>Implement biweekly interventions (13 weeks)</td>
<td>X</td>
</tr>
<tr>
<td>Complete biweekly progress notes</td>
<td>X</td>
</tr>
<tr>
<td>Re-administer individual sections of the Life Skills Assessment</td>
<td>X</td>
</tr>
<tr>
<td>Conduct midterm Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>Facilitate Graduation Ceremony</td>
<td></td>
</tr>
<tr>
<td>Write individual discharge summaries</td>
<td></td>
</tr>
<tr>
<td>Conduct individual 3-month follow-up meetings</td>
<td></td>
</tr>
<tr>
<td>Conduct final Program Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
To whom it may concern:

I am writing this letter to represent my full support of the Occupational Therapy Life Skills Program at Second Chance. The overarching goal of this program is inclusive and significant, the intervention techniques are innovative and effective, and the need for the program is clear and prevalent. The positive effects this life skills program could have on the adolescent females it aims to serve would be beyond beneficial to the population, facility, and the community as a whole.

As the founder of the Second Chance Program, I have ample experience working firsthand with domestic minor survivors of sex trafficking. I have dedicated over 20 years of my career to working towards the prevention of this issue, promoting awareness about its severity, and advocating for survivors and their recognizable needs. With my experience as the base of my decision, it is clear the Occupational Therapy Life Skills Program is needed.

The domestic minor sex trafficking victims currently being served at Second Chance often have many psychosocial needs. They lack the guidance and education needed to know how to live healthy independent lifestyles and frequently do not have the resources to know where to start. More times than not, they are living in unsafe situations without an exit strategy. By facilitating an educational program that uses hands-on learning, these girls can acquire the skills needed to become independent and care for themselves effectively. All the while they will be gaining self-confidence, interpersonal skills, and experiencing a brighter future.

I submit my full support of the Occupational Therapy Life Skills Program to be implemented at Second Chance. I strongly feel this program will be a beneficial addition to the facility, an effective way to treat the needs of this population, and a value to have in the Greater Toledo Area. For any additional questions or comments please feel free to contact me. Thank you for considering the Occupational Therapy Life Skills Program.

Sincerely,

Celia Williamson, Ph.D.
Professor
Social Work Program
College of Social Justice and Human Service
The University of Toledo
Chair, Research and Analysis Subcommittee of the Ohio Attorney General’s Trafficking in Persons Commission
Member, Human Trafficking Coalition
Celia.williamson@utoledo.edu
Phone: 419.530.4084