Helping animals and teens together (HATT) : a program development plan

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Helping Animals and Teens Together (HATT): 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

Children and youth living in foster care have a variety of needs, many of which are not addressed in foster care homes. A needs assessment was planned to determine the needs of youth living in foster care are. It was determined that there was a gap in programs that address self-efficacy, stability, and companionship. A needs assessment was also conducted with rescued animals. Observations and conversations with shelter staff determined that animals living in shelters are in need of socialization and training.

In order to fulfill these needs, the Helping Animals and Teens Together (HATT) Program will be developed. The goal of the Helping Animals and Teens Together (HATT) Program at The Guidance Center is to increase the self-efficacy of at-risk youth living in foster care. The objectives of the HATT Program are to increase several aspects of self-efficacy as measured by different components of Bandura’s Multidimensional Scales of Perceived Self-Efficacy (1990).

The participants for the HATT Program will include youth living in foster care between the ages of 11 and 17. The program can accommodate up to ten participants at one time with 40 individuals expected in the first year. The program will take place at The Guidance Center in Southgate, Michigan, and at a local animal shelter.

Participants will be expected to perform daily care tasks and basic training and obedience for the rescued animals at the animal shelter. Along with the daily responsibilities, the youth will attend bi-weekly meetings with an occupational therapist to reflect on caregiving responsibilities and to focus on weekly topics ranging from ways to increase self-efficacy to information about animal care and responsibilities. Youth will be evaluated on the objectives and by tracking time spent at the shelter using sign in sheets.
Introduction

Program Goal

The goal of the Helping Animals and Teens Together (HATT) Program at The Guidance Center is to increase the self-efficacy of at-risk youth living in foster care. According to psychologist Albert Bandura, self-efficacy is one’s perception of their ability to successfully perform a given task versus their actual ability to perform said task. Self perception is pivotal to self-efficacy and provides the basis for which the decision is made to whether or not to attempt a certain task. The person’s evaluation of the difficulties of a given task, as well as the challenges that may arise during the task, may prevent initial or further participation. Those who possess high-self efficacy are more likely to take on and persist through a task, where low perceived self-efficacy permits avoidance and lack of follow-thru (Bandura, 1982).

Sponsoring Agency

The Guidance Center is a multi-dimensional non-profit human services agency located in Southgate, Michigan. It originally opened in 1958, and offers programs for children, adults, family, and youth. The Guidance Center has over 700 employees who served more than 25,000 children, youth, and adults last year. There are currently 22 locations in Southeast Michigan. The mission of the Guidance Center is to “enhance the development and well-being of children, adults, and families in need throughout the communities we serve” (The Guidance Center, 2013). The program that I will be developing at this facility will focus on the at-risk youth living in foster care in the area served by The Guidance Center.
Please see Appendix A for The Guidance Center’s organizational chart. The occupational therapist funded by this program would answer to the Director of Children’s Behavioral Health Services. All of the current programs directed towards children and youth, with the exception of school based services, report to the Director of Children’s Behavioral Health Services, so it is fitting that a new program for children and youth would be directed by this person as well.

Contact with Stakeholders

My initial contact and semi-structured interview with Steven Genden, Clinical Administrator and Coordinator of Training at The Guidance Center, focused mostly on learning about The Guidance Center and its variety of programs. Please see Appendix B for the questions and answers to the semi-structured interview.

Although The Guidance Center does occasionally work with youth in foster care in several different programs, there is not one person that specializes in this population working at The Guidance Center. There is not a specific group that I would have been able to observe that served youth living in foster care directly. I was however, able to observe and speak with several youths who are considered “at risk” by The Guidance Center. Some of the groups that I attended were Corey’s JJ group, Teen Coalition at Downriver High School, mentoring at Aquinas, Sabbath Middle School (River Rouge) group, YAP group at Aquinas, Melvindale Teen Coalition at Melvindale High School, mentoring in River Rouge at Walter White Community Resource Center.

In order to gain insight about youth living in foster care without actually speaking with the youth, I contacted Lucas County Children’s Services to speak with someone who worked directly with youth in foster care. I was invited to attend the introduction course
for foster parenting through the Children’s Services department. I spoke with former and current foster parents who stated that the youth living in foster care are in need of stability, companionship, and increased self-esteem and self-efficacy (personal communication, February 9, 2013).

I spoke with Lorran Upchurch, MSW, and foster parent, who stated that a program that would “give the youth something to look forward to, invest time in, show and receive affection from, and be given responsibility is a really good idea…. From a mental health standpoint, I think it would be a great opportunity for these kids to build their self esteem, confidence, and self worth”. She also had a few concerns with adding a program to a foster parent’s already busy schedule. She stated, “As a foster parent, one of the most frustrating aspects is the appointments. Case workers, school meetings, medical appointments, therapy, etc. can be a huge time commitment.” This is a very understandable and realistic concern. I informed her that this program would be something that could take place right after school and transportation would be provided for the youth. She was pleased with that and stated that would be very helpful and considerate to the foster parents.

Initial contact was also made with animal shelters. Another semi-structured interview (Appendix C) was conducted with Lori Stevenson, kennel manager and president of the board of directors at K9 Stray and Rescue League in Oxford, Michigan. Through her interview along with observations at this shelter and others, I learned that animals living in shelters are in great need of socialization and behavior training (L. Stevenson, personal communication, January 25, 2013).
Future Need

Once the program is up and running, the need for continuation must be assessed. The literature will be thoroughly reviewed again to check for new and additional publications and studies on this topic. Qualitative surveys will be given to participants in this program, along with foster parents, and case workers. Along with the results from this survey, observations and informal conversations will be ongoing to collect as much information as possible on how the participants are feeling about the program along with any benefits they might be experiencing.

Another way of assessing future need will be to survey the adopters of the animals that also went through the program. Please see Appendix D for a sample of a short questionnaire assessing the animal’s behavior and satisfaction of the adopter with the animal. The satisfaction of adopters of the animals going through the program is a good indicator that the program is very beneficial to the animals.

Review of Literature

There are many children and youth living in residential/group homes, in foster care, or even on the streets (Mech, Ludy-Dobson, & Hulsemann 1994; Rew, 2000; Lemon, Hines, & Merdinger, 2004). According to the Adoption and Foster Care Analysis and Reporting System (AFCARS) (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, 2011), 408,425 children were in foster care on September 30, 2010 in the United States (2011). As found in studies by Topolski, Edwards, Huebner, Connell, and Mount (2001) and Mech, Ludy-Dobson, and Hulsemann (1994), these individuals are more “at-risk” than other individuals of the same age. Topolski and
colleagues (2001) examined health risk behaviors in adolescents. The author found that those adolescents who did not get along with their parents or felt that no one “cared” were more likely to use drugs, alcohol, or cigarettes.

The Occupational Therapy Practice Framework (OTPF) (American Occupational Therapy Association, 2008a) identifies six domains to be considered by occupational therapists. Children in foster care can have deficits or problems with several if not all of these domains. They may have trouble with social participation, education, occupations of daily living (ODL), or instrumental occupations of daily living (IODL) (Turner & Macdonald, 2011). They may also have difficulties with body functions or body structures listed under client factors (Van IJzendoorn et al., 2011). Cognitive, communication, and social skills are areas that may be affected in children living in foster care under the OTPF domain titled performance skills (Van IJzendoorn et al., 2011). Children living in foster care may have a very hard time establishing habits, routines, roles, and rituals (listed under performance patterns) due to the fact that many of them move from home to home and do not have much stability in their lives (Turner & Macdonald, 2011). These children may also have difficulty with context and environment such as personal, physical, social, and temporal (Van IJzendoorn, et al., 2011). Activity demands are the sixth domain and another area of potential difficulty for children living in foster care. They may have complications with social demands of sequencing and timing. Children living in foster care usually have a lot of instability and uncertainty in their lives (Turner & Macdonald, 2011; Van Ryzin, Mills, Kelban, Vars, and Chamberlain, 2011). A program that could address all of these aspects in these children is currently in need.
A study conducted by Steen and Smith (2012), compared private and public foster care agencies. They noted a dramatic increase in private foster care agencies and focused on determining if this type of care was superior to the more traditional public foster care. Steen and Smith found that there are advantages and disadvantages to both types of these agencies. The success of any foster care agency depends on the internal and external supports and characteristics. The need for internal and external supports for the children living in foster care is essential to their success. A program focusing directly on youth and children living in foster care would be greatly beneficial to this population and enhance both public and private foster care agencies.

Animals have been shown to have therapeutic benefit in a variety of populations. Wisdom and colleagues (2009) conducted a study with adults with serious mental illness. According to participants, the pets provided companionship as well as promoting empathy, “therapy”, social skills, “family”, self-efficacy, strengthening, and empowerment. In a randomized controlled trial with a pretest-posttest, Banks and Banks (2002) found that residents in a long-term care facility demonstrated decreased loneliness, as measured by the UCLA Loneliness Scale Version 3, from interactions with a dog in their rooms. All of the residents had positive relationships with animals in the past according to the Demographic and Pet History Questionnaire (DPHQ). Pets have also served as a coping strategy for homeless youth. In a secondary analysis of a study conducted by Rew (2000), homeless adolescents described their pets as companions. The pets provided safety, unconditional love, and a reason to keep going because they needed care from the youth in return. The youth counted on the animals to help them survive.
when they had nothing else. It was suggested that animals provided “therapeutic value” to the youth.

Animal-assisted therapy (AAT) has been widely used through a variety of different techniques. Most of these techniques are not consistent with the definition of AAT (Kruger & Serpell, 2010). AAT can be defined as an intervention following specified goals where a qualified animal, meeting a set of criteria, is a crucial part of the treatment process. A health/human service professional possessing the necessary expertise and working within the realm of his/her profession, designs and/or applies AAT. AAT was developed to assist in the improvement of human physical, social, emotional, and/or cognitive functioning [cognitive functioning refers to thinking and intellectual skills]. Available in multiple settings, AAT can be applied to an individual or in groups. The process is also documented and evaluated. The integral features of AAT include specified goals and objectives for each individual as well as measured progress (Pet Partners, 2012).

The Handbook of Animal-Assisted Therapy: Theoretical Foundations and Guidelines for Practice (Fine, 2010), guides readers through different types of programs with animals and a variety of ways to take advantage of the human-animal bond. This book proposes the term Animal-Assisted Interactions (AAI) as opposed to AAT. This term encompasses all different types of interactions with animals regardless of goals and objectives. It encourages the development of different programs that take advantage of the human-animal bond in a variety of different populations. It describes using animals that are specifically trained as well as animals that are primarily for companionship and company. This book can be used as a guide to developing these programs and has a
whole chapter dedicated to what goes into the development of a program utilizing this approach.

A program that is currently using AAI practices is Teacher’s Pet: Dogs and Kids Learning Together (2013). Teacher's Pet provides a perfect fusion between animal shelters and at-risk youth programs located in Oakland County Michigan. The program, which is a basic obedience workshop, takes these at-risk youth and couples them with shelter dogs who have demonstrated a difficulty in their adoptability. This pairing takes advantage of the bond humans can form with animals to promote astounding growth and behavioral improvements of the youth while increasing the adoptability of the shelter dogs.

In an interview, Amy Johnson, founder and program director at Teacher’s Pet, provided information about the programming at Teacher’s Pet. Youth from several educational programs or juvenile detention organizations engage in the Teacher’s Pet program for two hours, two times a week for eight to ten weeks. The dogs are transported, by Teacher’s Pet staff, to the school or facility. Initially students are able to walk around and interact with the dogs and rank them in order of which they would prefer to work with and why they would like to work with that dog. Teacher’s Pet staff then collects the rankings from each student and as a team, paying careful attention to the rankings, will select a dog for each student. Students are not guaranteed to work with the dog that they choose (personal communication, February 14, 2013).

Students are then educated on basic dog behavior and basic obedience training. They are taught signs to look for in their dog to tell how their dog is feeling. After the eight to ten weeks of training, the dogs are available for adoption. The students can go to
the adoption drives and inform potential adopters about their dog. They get the chance to show the adopter what the dog has learned and how they behave. Children and youth can participate in this program an unlimited number of times for as long as they are from a facility that works with Teacher’s Pet (personal communication, Amy Johnson, February 14, 2013).

In order to be a part of this program, youth are required to write an essay and/or fill out a questionnaire on why they want to be a part of the program. The youth are then selected based on their answers. Ms. Johnson feels that having the youth be selected is an honor and they feel privileged and compelled to put 100% of their effort into training the dogs. She feels that if they are forced to be in the program, she would not get the same response from them. The only excluding factor for a child to participate in the program is if they will be discharged from their current program before the ten weeks is up. If the youth are expected to leave the facility before the conclusion of the program, it may have a negative affect on the child and the dog. People sometimes feel that if a child has a history of animal abuse then they should not be allowed to participate in this program. However, Ms. Johnson feels that,

these are the kids that need the program the most. We focus on teaching animal behavior and this usually opens the youth’s eyes to the emotions that the dogs have. These kids are the ones that say they never realized that dogs could feel. They are usually impacted the most by the program (personal communication, February 14, 2013).

After speaking with some of the past participants of this program (personal conversation, March 30, 2012), I learned that the youth would like to spend more time
with their assigned animal. They would like to have some free time to play and be able
to care for their animal. They really liked their experience and some of them stated that
they wanted to volunteer at the shelter in the future. Many of the participants that I spoke
with at Teacher’s Pet were residents at Oakland County Children’s Village.

Children's Village is a division of Oakland County's Department of Health and
Human Services Department. (Oakland County Children’s Village, 2012). This division
applies a specialized treatment to emotionally impaired or at-risk youth referred by the
Oakland County Circuit Court Family Court who are in need of temporary out-of-home-
care. Common diagnoses of children represented in this program are conduct disorder,
bipolar disorder, anxiety, or depression. Children's Village has set a goal to promote
positive lifestyle changes in the life of the youth. By utilizing a less restrictive
environment, they hope to establish and reinforce values and social skills that make one
successful while living in a community. The primary objective is the fastest
reintroduction of the youth back into the community while maintaining the safety of the
client and community. This is done with intense collaboration between the program, the
client, and the client's family (Oakland County Children’s Village, 2012).

Needs of Animals

After I observed animals in several rescue shelters and spoke with Lori Stevenson,
it was clear to me that the animals were in great need of socialization. Their basic needs
of food and water were met, but they were not given adequate opportunities outside of
their cages. While I walked through the rows of cages, dogs were barking and howling.
Some were at the front of the cage wagging their tails in attempt to gain attention of
people passing by, while others were cowering in the back of their cages in fear of
anything coming close to them. Many of the cats (located in a different area of the
shelter) were sleeping in their cages. Some of the cats that were awake were meowing
and reaching out their paws to try and reach to people walking by, while others were just
sitting and watching. In the cat room, the cats seemed to be relatively comfortable with
the big open space. Some were huddled together sleeping, while others were playing
with each other. This atmosphere seemed to be less stressful for the cats and allowed
them a greater opportunity for socialization. Volunteers and interested adopters would sit
on the floor and be surrounded by the cats in an instant. Overall, these cats seemed
happier and more content with their living environment. All of the animals at the shelter
were in need of socialization. Some appeared to thrive on the attention given, while
others would benefit from socialization to decrease the anxiety of being around people
and other animals.

Animal shelters and rescues are overflowing with large numbers of animals being
rescued every day (The Humane Society of the United States, 2013). Many of them have
to turn animals away because they just do not have the space for them. Finding an
animal’s “forever home” is the main goal of most animal shelters and rescues. A
“forever home” is a place where the animal will live out the rest of its life. Most rescues
are very particular on who adopts the animal from them. The family must have the
means to care for the animal and prove that they will give it the best home possible.
Animals living in shelters and cages for many years are usually not suitable for adoption.
Also, if an animal has been abused or neglected, often they do not have the proper
training or socialization to be adopted into a loving home. Many shelters do not have the
staff or volunteers to provide all of the animals with the training and socialization they
need to make a good house pet. It would be beneficial to team up with animal shelters to assist them with the training and socialization of the animals to increase their adoptability and give each animal a chance to live out the rest of its life in a “forever home”.

**Needs of Youth**

I attended a foster care parent training session through Lucas County Children’s Services in Toledo, Ohio. I was able to speak to many former and present foster parents. Some of these parents agreed that children living in foster care have a variety of different needs (personal communication, February 9, 2013).

One parent stated that children in foster care are sometimes moved around a lot and they could benefit from programs teaching them how to deal with coping with all of their different situations and constantly changing environments. One main goal of the Lucas County Children’s Services foster care is to keep kids in the same home for as long as possible because as brought up many times during the training session by the facilitator, “Moves hurt kids!” This point was stressed on many different occasions, but even though it is highly addressed, many kids are still moved from home to home (personal communication, February 9, 2013).

At the beginning of the training session, the facilitator mentioned the needs for foster care. She stated that preference is given to families who will take in siblings or groups of 3 or more children. Siblings will stay together if at all possible. A lot of foster parents like to take young children, so families who will take teens aged 12-18 are essential (personal communication, February 9, 2013).

According to my conversations, life skills are something else children and youth living in foster care lack. When there are many youth living in the same foster care home,
it is sometimes difficult for the foster parent to teach each of them the skills they will need to live by themselves as adults. Since preference is given to foster homes who will take 3 or more children, many foster parents have many children living in their home. Having a separate program teaching each of the youth life skills and how to live on their own would be beneficial to the population as a whole.

One parent stated that sometimes, it is hard for these children to make friends, either due to moving, lack of social skills, or due to the fact that many children in foster care tend to isolate themselves from others. They may be afraid to get too attached to anyone because they may not know when they will move again. Most youth in foster care know that the placement is usually temporary. They may return home, end up moving to another foster home, or be adopted by another family (personal communication, February 9, 2013). It may also be good for them to learn more about and experience some kind of companionship in their everyday lives.

While having a pet provides an owner with a sense of kinship, basic care and responsibilities also come with the commitment. Pet owners provide anything from food and water to shelter and veterinarian care. With basic needs fulfilled, enjoyment can be derived from a deeper sense of camaraderie through play, exercise and further training. Evidence also suggests that this level of commitment to another living creature can also provide therapeutic benefits (Varma, 2011). People who become the primary caregivers often feel obligated to better maintain themselves so that they can provide better care for those they care for.

According to Templer and Arikawa (2011) animals are often viewed by their owners as family members and are given the same care and respect as other members of
the family. Working daily with an animal may give the youth this sense of companionship and they may gain this motivation to care for the animal as if it was their pet or family member.

**Occupationally Based Programming**

The Helping Animals and Teens Together (HATT) Program will capitalize on the motivation to take better care of oneself in order to care for others. The youth involved in this program will be caring for rescued animals (dogs and cats) residing at a local animal rescue. The youth will be expected to care for the animals on a daily basis before or after school as appropriate. The youth will be in charge of feeding, grooming, bathing, socialization, and training. If the youth are not able to be at the facility during feeding times, or as often as they would like for playing and socialization, they may be permitted to create a schedule to post for workers at the facility to follow. This animal will be the responsibility of the youth, and all basic needs must be met by the youth. The occupational therapist, along with workers at the animal shelter will supervise the youth to ensure the animal is getting the best possible care.

**Model of Practice**

The model of practice used for this program will be Gail Fidler’s Lifestyle Performance Model (1996). The four aspects of lifestyle as noted by Fidler are self-care and maintenance, reciprocal relations, self-needs/intrinsic gratification, and service to others. The youth participating in the HATT Program will be meeting all four of these identified aspects of lifestyle. Self-care and maintenance will be addressed by incorporating a daily schedule. The youth will have to determine a set time every day on when to feed the animal, when to give the animal water, and when to walk, train, groom,
and play with the animal. The youth will also be expected to keep the animal’s cage and food area clean. They will be expected to clean up after the dog outside or clean out the cat’s litter box. While learning and mastering these caregiving tasks, the youth may transfer his or her learning to care for one’s self, living area and personal belongings.

Reciprocal relationships (Fidler, 1996) will be addressed by learning how to treat his or her animal as a friend. Once he or she is able to develop a relationship with another living being, he or she may be more able to begin to have relationships with people. The interpersonal skills will also be considered. The youth may learn to create values while providing for and training the animal. This skill may also transfer over to his or her personal life and he or she may gain values about other things in his or her life. Self-expectation will also be addressed in this program.

The third aspect of lifestyle in this model is self-needs/intrinsic gratification (Fidler, 1996). Acknowledging one’s own personal needs may be gained from acknowledging the needs of the animal. Once it becomes easier to know what the animal needs, it may grow to be easier for the youth to recognize and acknowledge what he or she needs. The interests of the youth in caring for and training animals will be met in this program. The screening process occurring before the start of the program will ensure the youth have an interest in animals and a desire to care for and train them. The youth will also develop and be able to use newly discovered abilities and skills in order to care for and train the animals. Some of their skill deficits will be recognized and may be able to improve through caring for and training the animals. Participating in something that is interesting and meaningful to the youth should result in intrinsic gratification of values and attitudes.
Service to others is easily seen in the HATT Program. The youth in this program will be caring for and training rescued animals on a daily basis to allow them to become more adoptable and give them the opportunity to be adopted into their “forever home.” Through this service, the youth are finding the skills required of them to accomplish this difficult task, they are exploring their existing skills, recognizing their skill deficits, and developing a role identity of care giver for the animal. The youth have major responsibilities and the future of the animal depends on their actions and how they are fulfilling their role. Caring for and training this animal will be a large role and responsibility for the youth. This aspect could also translate into gaining roles and responsibilities in the youth’s everyday life.

Several components of performance are also identified in the Lifestyle Performance Model. The components are as follows: 1) sensory/motor functions; 2) cognitive functions; 3) psychological functions; 4) interpersonal skills. Dysfunctions resulting from response to performance deficits are also addressed.

The sensory/motor functions are not directly addressed in this program; however, they will all be used through working directly with animals. Work tolerance is one that will definitely be addressed without necessarily focusing on it.

Cognitive functions, such as temporal adaptations, sustaining focus-goal directedness, perceiving cause-and-effect relationships, coping with a variety of circumstances simultaneously, making choices, abstract, generalize, reason, evaluate and assess alternatives, implement decision or plan, and establish and sustain appropriate priorities will all be necessary in participating in this program. The youth involved in the HATT Program will develop most if not all of these skills just by participating.
The psychological functions will be the main focus of the HATT Program and will be what is evaluated at the beginning and the conclusion of the program. Self-efficacy will be the factor determining the effectiveness of the program. The Multidimensional Scales of Perceived Self-Efficacy (MSPSE; Bandura, 1990) will be used to determine how the youth have improved during the program (Appendix E).

Other components of performance under the psychological functions that will be addressed are a sense of self-competence, and self respect, self-reliance, internal motivation, a sense of autonomy, viewing self as agent, coping with success, criticism, failure, and competition, seek and experience intrinsic gratification and pleasure, invest, make commitment to external objects, persons, tasks, events, and tolerate frustration.

Interpersonal skills to be addressed in this program are relationship to others, ability to give, receive, share, capacity for trust, responsiveness to needs and feelings of others, ability to demonstrate warmth and respect for others, and leadership skills.

Some of the dysfunctions resulting from response to performance deficits that may be present before participation in the HATT Program are hopelessness, poor self-esteem, aversive behavior, aggression, depression, and denial. It is a hope that these dysfunctions can be reduced or eliminated during the participation in the HATT Program.

**Government Initiatives**

Healthy People 2020 (U.S. Department of Health and Human Services, 2012) is the nation’s 10 year agenda for improving health. Overarching goal number 2 states that the goal of Healthy People 2020 is to “achieve health equity, eliminate disparities, and improve the health of all groups. The HATT Program is intended to rectify health disparities of at-risk youth living in foster care, which meets this goal in the agenda. The
main health disparities of at-risk youth living in foster care are social disadvantages and possibly trauma. Overarching goal number 4 addresses the promotion of quality of life, healthy development, and healthy behaviors across all stages of life. The HATT Program will encourage healthy development, behavior, and quality of life in the youth who participate by giving them the opportunity to care for another living being which may transfer into the care of oneself.

Healthy People 2020 (U.S. Department of Health and Human Services, 2012) also has an objective focusing directly on adolescent health. This objective aims to address health and wellness in the adolescent population. One goal is to increase the amount of adolescents participating in extracurricular out-of-school activities, while another goal is to increase the amount of adolescents and young adults who transition to self-sufficiency from foster care. The HATT Program is an out-of-school school program focusing on youth in foster care. Gaining the skills offered in this program will likely increase the participant’s self-sufficiency and allow him or her to be more successful upon leaving foster care and having to care for oneself.

National Trends

The American Occupational Therapy Association (AOTA) promotes health and prevention of disease and disability and encourages people to take control of their own health through participation in programs and community services (American Occupational Therapy Association, 2008b). Mental and social well-being are some of the focuses of AOTA. The HATT Program gives youth the opportunity to take control of their own lives and improve their health while preventing further complications in their lives.
The American Academy of Child and Adolescent Psychiatry (AACAP) supports caring for a pet for a child or adolescent. The AACAP states that caring for a pet can improve responsibility, self-esteem, self-confidence, and social skills. Caring for a pet can teach respect for other living things and provide lessons on life. Caring for an animal in a positive way can lead to the development of trusting relationships with others and can help the child develop non-verbal communication skills. Children caring for animals can experience love, loyalty, and affection as well as physical activity (2010). This information from the AACAP supports the development of the HATT Program. Many of these benefits may be experienced by the participants in this program.

**International Trends**

Animal Assisted Therapy International (2011) is an organization that is recognized in many different countries and located in Canada, Argentina, Israel, and Australia. Animal Assisted Therapy International has been involved in animal assisted therapy for over 15 years. This organization supports the idea that self-esteem can be enhanced through interacting with animals. It is also mentioned that interacting with animals reduces anxiety, anger, depression, and physical pain. The ideas and aims of this organization are consistent with the goals and objectives of the HATT Program. This program aims to help increase self-esteem and self-efficacy in youth living in foster care.

**Objectives**

**Program Goal**

The goal of the Helping Animals and Teens Together (HATT) Program at The Guidance Center is to increase the self-efficacy of at-risk youth living in foster care.
Program Objectives

1. At the conclusion of the program, participants will report statistically significant increases in self-efficacy in enlisting social resources.*

2. At the conclusion of the program, participants will report statistically significant increases in self-efficacy for self-regulated learning.*

3. At the conclusion of the program, participants will report statistically significant increases in self-efficacy for leisure time skills and extracurricular activities.*

4. At the conclusion of the program, participants will report statistically significant increases in self-regulatory efficacy.*

5. At the conclusion of the program, participants will report statistically significant increases in self-efficacy to meet others’ expectations.*

6. At the conclusion of the program, participants will report statistically significant increases in social self-efficacy.*

7. At the conclusion of the program, participants will report statistically significant increases in self-assertive efficacy.*

8. At the conclusion of the program, participants will report statistically significant increases in self-efficacy for enlisting parental and community support.*

*All objectives will be measured by the application of Bandura’s Multidimensional Scales of Perceived Self-Efficacy (Bandura, 1990) to specific desired outcomes.

Marketing and Recruitment of Participants

Marketing Plan

Initial marketing strategies would include participation by the staff at The Guidance Center, including the Clinical Administrator and Coordinator of Training, the
Director of Children’s Behavioral Health Services, and the Programs Manager. These staff members would be essential in contacting foster parents and social workers to recruit youth living in foster care. Since there is not an existing program at The Guidance Center exclusively for youth living in foster care, the marketing strategy may need to move beyond The Guidance Center. In order to reach more youth living in foster care in the area, radio advertisements, postcards, flyers, newspaper advertisements, and advertisements in The Guidance Center newsletter and website will be implemented, in addition to word of mouth. Some of the marketing materials will be directed to the youth living in foster care. Other recruitment tools will be directed towards foster parents because they may recognize the need for their foster child to participate in a program like the HATT Program and encourage the child to participate.

There will be two different radio advertisements. The first one will be directed towards the youth living in foster care, and the second one will be directed for foster parents. An example of the two radio commercials can be found in Appendix F.

According to City-Data.com (2012), some of the strongest FM radio stations in Southgate, Michigan, are owned by AMFM radio licenses, L.L.C, Greater Boston radio, Inc., Board of Education, City of Detroit, ABC, Inc, Infinity Broadcasting Operations, Inc, WMUZ Radio, Inc., Radio One of Detroit, LLC, and WGPR, Inc. These companies will be contacted to determine the number of listeners in Southgate, Michigan and to obtain permission to broadcast a commercial through their stations. Most of these companies offer free public service announcements. Once all of these companies are contacted, the stations with free public service announcements that have the most listeners in Southgate, Michigan, will be chosen for broadcasting these commercials. I will also take into
account the type of music the stations play. I would tend to put the commercial geared
towards the youth on a station that plays today’s popular music.

The postcards will be available at local children’s and family service agencies,
local school, The Guidance Center, and other locations where foster parents and children
may visit. These postcards will give information about the HATT Program and will be
geared towards the foster parents. An example of the postcard can be seen in Appendix
G. These postcards are intended to be handed out at local agencies and not mailed;
therefore, they will not need a place for an address or a stamp.

The flyers are intended to grab the attention of the youth. These flyers will be
posted in children’s service agencies, The Guidance Center, local schools, and other local
places where youth in foster care may visit. Special permission will be required to post
these flyers in any location. Appendix H shows what the flyer will look like.

The newspaper advertisement will be placed in The News Herald. This
newspaper serves all of the Downriver Region, including Southgate, Michigan. This
newspaper advertisement will be directed towards foster parents. It is more likely that
the foster parent will read the newspaper than the youth. This advertisement can be seen
in Appendix I.

The advertisement in The Guidance Center newsletter, called Leading the Way,
and on the website will be similar to the advertisement in the newspaper. Again, it is
more likely that the foster parent will read this newsletter or website than the youth, so
this advertisement will also be directed to the foster parents. The Leading the Way
Newsletter is published quarterly, so the advertisement would appear in four issues,
covering the whole year.
Since social workers interact directly with foster children and their parents, educating the social workers to inform the foster families about this program will be a key in recruiting. I will deliver the postcards to social workers in the Southgate, Michigan area and inform them about the HATT Program. I will hold a short education session in person to all social workers or other professionals who would be interested to provide as much information as possible on the HATT Program. I will then ask them to mention this program to all of the families who have youth that fit the criteria for the program.

**Participants**

The population that will be targeted with the HATT Program will be at-risk youth living in foster care in Southgate, Michigan and the surrounding areas. Participants will be between the ages of 11-17 and can be both male and female. Participants must show a desire to work directly with animals and express that desire through an interview or in writing. The HATT program will be able to accommodate up to 10 participants at one time; however, not all participants will necessarily start at the same time. It is anticipated that 40 participants will benefit from the HATT Program in the first year of programming. Demographic information will be collected at the start of the program for each individual by answering questions on a demographic questionnaire. The questionnaire will have questions including age, gender, ethnicity, education, simplified medical history, number of foster homes lived in, how long in foster care, and amount of time in current foster home.
Programming

Once an individual shows interest in participating in the HATT Program, he or she will be screened by an in-person interview with the occupational therapist. After it is determined that the youth will be a good match for the program, he or she will be enrolled. The program will start the following Monday, with the occupational therapist administering an evaluation and Bandura’s Multidimensional Scales of Perceived Self-Efficacy, more specifically Children’s Scales of Perceived Self-Efficacy (1990). These Scales measure an individual’s self-efficacy through enlisting social resources, self-regulated learning, leisure time skills and extracurricular activities, self-regulatory efficacy, self-efficacy to meet others’ expectations, social self-efficacy, self-assertive efficacy, and enlisting parental and community support. All of these items will be addressed during the HATT Program.

Members of the staff at the animal rescue, along with the dog trainer at the facility, will select a number of animals in the shelter that would be good candidates for the program. The animal will undergo screenings by staff at the animal shelter to be sure it is also a suitable fit for the program. Some of the qualifications of the animal will be a need for socialization, a need for training (for dogs), and no history of bites or aggression. The animal must be up to date on all vaccinations and must have been cleared by a veterinarian prior to the start of the program.

After the evaluation and assessment of the youth and animals are complete, the occupational therapist, along with the staff at the animal rescue will choose a few animals, dogs or cats, which would be available for the youth to choose. The youth will then be able to interact with each animal and make the selection of which animal he or she
chooses. The youth will have to provide the reasons he or she selected the particular animal. The occupational therapist will then decide if it will be a good match.

The HATT program will be an 8 week program. The first 6 weeks will be the daily interactions with the animals, followed by 2 weeks of seeking adoptive parents for the animal’s forever home. During the 8 week program, the youth will meet with the therapist twice a week for an hour to discuss different topics pertaining to animal training, animal care, animal abuse and neglect, interpersonal skills, dealing with peer pressure, proper socialization and communication, positive self-assertion, and asking for help from others such as staff, therapist, parents, siblings, teachers, or peers. According to Van IJzendoorn and colleagues (2011), interpersonal skills, communication, and social skills may be affected negatively in youth living in foster care. These areas are also identified in the Occupational Therapy Practice Framework (OTPF) (American Occupational Therapy Association, 2008a), which is why they will be addressed in the HATT program.

Upon entering the program, the youth will attend a one-on-one meeting with the occupational therapist to discuss how to create a schedule and to allow the youth to choose his or her animal. There will also be a short lecture on how to care for animals and what will be expected of them in this program. An outline of this lecture can be seen in Appendix J. The youth will be supervised while at the shelter by either the occupational therapist or the staff that are on duty. All of the scheduling for the animal will be determined by the youth; however, the youth will be given samples for reference. A sample of a daily schedule can be seen in Appendix K. Each schedule will be approved by the occupational therapist and the staff working at the animal shelter. The schedule must allow time for school or other responsibilities. Since the occupational
therapist will not be at the shelter every time the youth are there, the occupational therapist will have weekly meetings with the staff at the shelter to ensure there are no problems.

Youth will be able to visit the shelter to interact with their animal at any time during open shelter hours. The youth must sign in and out with the staff member at the front desk to account for all time spent at the shelter. A van will be provided to pick up the students after school and take them to the animal shelter. It is the youth’s responsibility to find a ride home from the shelter. Youth may also visit the shelter at other times when the shelter is open, but must find his or her own ride to and from the shelter.

Each individual is required to visit his or her animal every week day and is highly encouraged to visit on the weekends. If the youth is unable to visit any time during the week, he or she will need to speak directly with the occupational therapist for permission to miss a day. Permission will be granted on a day-to-day basis. Youth will be asked to post the animal’s feeding schedule so staff can fill in any time the youth is unable to be present. The youth should plan to do a majority of the tasks while he or she will be present so the staff will be fulfilling minimum duties.

During the bi-weekly meetings with the occupational therapist, the youth will have 15-20 minutes at the beginning of the session to discuss his or her animal. The youth may address any concerns or issues, or discuss positive experiences that may have occurred. The remainder of the group will consist of videos, Power Points, group discussions, and mini lectures for the topic of that week. Please see Appendix L for a
more detailed outline of the 8 weeks of programming. The weekly topics will be as follows:

- **Week 1**: Animal care: How to provide basic care for your animal
- **Week 2**: Learning interpersonal skills
- **Week 3**: Animal training: Why it is necessary and what are the benefits
- **Week 4**: Proper socialization and communication
- **Week 5**: Dealing with peer pressure
- **Week 6**: Animal abuse and neglect: Documented cases and how to avoid it
- **Week 7**: Positive self-assertion
- **Week 8**: Asking for help from others

All participants will attend all of these sessions; however, due to the fact that participants may enter the program at any time, they may attend the sessions in a different order from what is listed here.

As mentioned earlier, upon entering the HATT program, the occupational therapist will administer an evaluation along with Bandura’s Multidimensional Scales of Perceived Self-Efficacy (1990). Individualized goals will be written for each participant along with the program goals during the first week. A progress note will be written for each individual after his or her fourth week in the program. Bandura’s Multidimensional Scales of Perceived Self-Efficacy will again be administered during the last week of participation. The individual will be discharged from the program after eight weeks. A note will be written for each individual describing the improvements seen by the occupational therapist along with the changes made on Bandura’s Multidimensional Scales of Perceived Self-Efficacy. There will also be a note at the bottom stating whether
or not the therapist recommends for the individual to go through the program again.

There is no limit to the amount of times an individual can be enrolled in the program.

The information collected through the assessments and observations will be compiled and a note will be written by the occupational therapist for each individual. The foster parents, along with the case workers, will be given a copy of the note and a meeting will be held with the participant, the foster parents, the case worker, and the occupational therapist to discuss the participant’s strengths and weaknesses in regards to the HATT Program. The Guidance Center will be given overall group scores to determine if the program objectives were met and how well the participants are doing. In order to maintain confidentiality, The Guidance Center will not be given individual scores or notes.

**Principles of Programming**

While participating in this program, the youth will be working on the four aspects of lifestyle as stated by Gail Fidler in the Lifestyle Performance Model (1996). Self-care and maintenance may be transferred from daily caregiving responsibilities such as, feeding the animals, cleaning up cage and food areas, cleaning litter boxes, and cleaning up after the dog outside, to daily self-care needs such as keeping one’s living area and personal belongings clean and in order. Incorporating a daily schedule is also a very important part of one’s life. A foundational idea of the program will be to create a schedule to follow with the animal. The youth will have to determine a set time every day on when to feed the animal, when to give the animal water, and when to walk, train, groom, and play with the animal.
Learning to treat the animal as a friend and developing a relationship with the animal may lead to the youth being able to develop relationships with others. This would be what Fidler refers to as a reciprocal relationship (1996). Interpersonal skills will be addressed directly during one of the bi-weekly meetings. Values and self-expectations may also be acquired just from participation in the program.

Self-needs and intrinsic gratification (Fidler, 1996) will be built into the program as well. Acknowledging one’s own personal needs may be gained from acknowledging the needs of the animal. Once it becomes easier to know what the animal needs, it may grow to be easier for the youth to recognize and acknowledge what he or she needs. The interests of the youth in caring for and training animals will be met in this program. The youth will also develop and be able to use newly discovered abilities and skills in order to care for and train the animals. Some of their skill deficits will be recognized and may be improved through caring for and training the animals. Participating in something that is interesting and meaningful to the youth should result in intrinsic gratification of values and attitudes.

Service to others is the fourth and final aspect of lifestyle that Fidler (1996) identifies. The youth in this program will be caring for and training rescued animals on a daily basis to allow them to become more adoptable and give them the opportunity to be adopted into their “forever home.” Through this service, the youth are finding the skills required of them to accomplish this difficult task, they are exploring their existing skills, recognizing their skill deficits, and developing a role identity of care giver for the animal. The youth have major responsibilities and the future of the animal depends on their actions and how they are fulfilling their role. Caring for and training this animal will be a
large role and responsibility for the youth. This aspect could also translate into gaining roles and responsibilities in the youth’s everyday life.

Since many youth in foster care move around a lot and do not have very much stability in their lives (Turner & Macdonald, 2011), they may have a hard time establishing the habits, routines, roles, and rituals that OTPF (American Occupational Therapy Association, 2008a) identifies as part of one of the six domains to be considered by occupational therapists. The HATT Program will be a source for stability in the youth’s life. There will be a schedule (created by the youth) to follow and specific meeting times each week. The youth will know what is expected of them, and there will be specific guidelines in place if something happens that prevents the animal from continuing with the program, such as adoption or illness.

In addition to the four aspects of lifestyle proposed by Fidler (1996), she also emphasizes the relationship between self, doing, and the environment. The HATT program follows this principle by allowing the participants to work directly with the animals in their environment and be very active in doing. The participants will experience autonomy (being in control of one’s life) by making a schedule and following it, affiliation (sense of belonging) by working at the animal shelter and collaborating with others, volition (access to sufficient information) by having access to resources available at the animal shelter and resources and information handed out during sessions with the HATT Program, and consensual validation (feedback from one’s activity and others) by the response of the animals, volunteers, staff at the animal shelter, and the occupational therapist. The participants will also experience predictability (limit ambiguities) through the use of a daily schedule, self-efficacy (evidence of one’s competence) by experiencing
the success of improving an animal’s life, adventure (to seek and try out new things) by taking full responsibility for another living being, and reflection (review and contemplate recent and past events) by discussing successes and difficulties in the bi-weekly meetings with the occupational therapist.

**Care Coordination**

The occupational therapist will conduct weekly meetings with the staff at the animal shelter. These meetings will be used to allow the staff to present any issues or concerns that have come up with the youth or animals. The staff will also be provided an opportunity to ask questions and clarify the responsibilities of the youth. The occupational therapist will ensure by asking staff members that all of the youth are engaging appropriately with the animals.

If there is a complaint from staff at the animal shelter about a particular individual, the occupational therapist will hold an individual meeting with that person. If the issue can not be resolved within one week, or if the issue is major, a meeting will be held with the foster parents and possibly with staff at The Guidance Center. If the issue is not resolved after this meeting, the individual will be asked to leave the program.

The foster parents will be given the opportunity to attend a weekly meeting with the occupational therapist if he or she desires. These meetings will consist of updating the foster parents on any progress his or her foster child is making along with any concerns the occupational therapist has. The occupational therapist will also clarify any concerns or questions the foster parent may have.
Staffing, Budgeting, and Funding

Staffing

The HATT Program will be directed by a part-time occupational therapist. Many volunteers and the staff at the animal shelter will also be a necessary part of this program. Appendix M shows a detailed job description for the occupational therapist. Appendix N is a flyer advertising the open position. The occupational therapist will be required to work approximately twenty hours per week. Weekly hours may vary depending on the number of participants enrolled and the week of the program. The estimation of weekly hours is based on 10 participants and allow one hour for evaluation per participant. The occupational therapist will be responsible for running bi-weekly meetings for all participants, holding meetings with staff at the animal shelter to ensure things are running smoothly, and visiting the animal shelter on a weekly basis to observe participants. The occupational therapist will also be available to meet with any foster parents who may have questions or issues. Evaluations and paperwork are also a requirement of the occupational therapist.

The staff at the animal shelter and volunteers would be needed to ensure the participants are following the schedules that they made and the animals are being cared for appropriately. They would be expected to follow the schedule that the participant created and if the participant is not present for a necessary need, such as a feeding, the volunteer or staff will fill in for the participant and meet that need. Volunteers may also attend bi-weekly meetings to assist the occupational therapist. Volunteers are also invited to attend the weekly meetings with animal shelter staff. Hours for the volunteers would vary depending on how many volunteers there were. Volunteers would be
recruited through the animal shelter and by word of mouth. The animal shelter already has many volunteers that do a variety of duties. They will be recruited by shelter staff and the occupational therapist.

**Budgeting**

The budget provided in Appendix O gives a detailed summary of the required cost to implement this program successfully. Costs are divided into two categories, personnel and supplies. The estimated hours and wages for the occupational therapist are given. The therapist’s wage is based on the median hourly wage reported by the American Occupational Therapy Association’s *2010 Occupational Therapy Compensation and Workforce Study*. Since this position will be part-time status, no fringe benefits will be allotted (American Occupational Therapy Association, 2010).

A variety of marketing materials and supplies will also be required in order to successfully carry out this program. These items are also detailed in the appended budget. The quantity of each item is an estimation of the amount needed for the entire year. The most significant cost besides compensation of staff will be a van to transport the participants to the shelter. Ideally a van could be donated, but if that is not possible, a reliable used van is estimated in the budget (Appendix O). A used 2002 Chevrolet 12 passenger van was found on Kelley Blue Book for $3,899 (2013). Once the van is purchased, that amount will not need to be included in the budget for following years. Insurance will be necessary as well, which is also estimated in the budget based on current insurance rates of $100 per month at Esurance an Allstate Company (2013). Money must also be allotted for gas. The van will pick the participants up at their respective school in the Southgate and Wyandotte areas and transport them to the
Wyandotte animal shelter. This would equal out to about 15 miles per day, 5 days per week. If the program runs through the school year which is about 42 weeks, the van would travel around 3,150 miles per year. With an average gas price of around $3.81 per gallon, the coast of gas for one year would be around $800.

The marketing materials are the next biggest expense. These materials are necessary in for getting the word out about the HATT Program. The amount of advertising may decrease as the program becomes more well-known. The radio commercial is based on the free public service announcements provided on local stations in the Detroit area, which covers the Southgate, Michigan area. The cost for the postcards, found on Vistaprint (2013), was cheaper when more postcards were purchased at one time. I decided to buy 250 postcards at one time to save money for the program in the long run. The price for the flyers was based on the cost for a color copy in the facility copy machine. The cost for the newspaper advertisement was found by calling The News Herald, which is the local paper available in Southgate, Michigan.

Miscellaneous office supplies (not counting marketing materials) were added together and the cost was estimated. In-kind costs include the meeting room, tables and chairs in the meeting room, projector, cost for copies using the facility copier machine, heating, and internet. The Guidance Center will supply all of these items to the HATT Program for no charge to the program. The final cost of the HATT Program will be $42,953.49.

**Potential Funding Sources**

A foundation that has given grant money to The Guidance Center previously is the W.K. Kellogg Foundation (n.d.) of Battle Creek, Michigan. The overall mission for
the W.K. Kellogg Foundation reads, “We support children, families and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society” (W.K. Kellogg Foundation, n.d.). Everything they do is in the service of that goal. The founder of the foundation, Will Keith Kellogg, had an intention to promote the health, happiness, and well-being of children. Since the W.K. Kellogg Foundation has provided grant money for successful programs at The Guidance Center in the past, there is a good chance that they would be willing to fund another program at The Guidance Center. The HATT Program will be consistent with the mission of the W.K. Kellogg Foundation as the participants are at-risk youth living in foster care which is a very vulnerable population. The HATT Program aims to increase each participant’s self-esteem which will lead to a greater success to the individual and give each participant a greater opportunity to contribute to the community and society. The HATT Program would also be consistent with the founder’s intention of providing health, happiness, and well-being to the participants.

In addition to the match between the goals and missions of the W.K. Kellogg Foundation, The Guidance Center, and the HATT Program, the W.K. Kellogg Foundation also reserves 80 percent of their funds to allocate domestically. About half of that is strictly reserved for Michigan, Mississippi, and New Mexico. Since The Guidance Center, and therefore the HAT Program, is located in Michigan, there is a better chance for the W.K. Kellogg Foundation to award a grant.

The budget of the HATT Program including in-kind contribution from The Guidance Center is $42,953.49. This amount is substantially less than the amount
requested by The Guidance Center previously. Also, it is less than the amounts that have been given out by the W.K. Kellogg Foundation in the past. In 2012, the W.K. Kellogg Foundation awarded grants from anywhere between $14,000 and $2,000,000. The amount requested from the HATT Program at The Guidance Center will be $42,798.49, which falls between those amounts.

In order to request a grant from the W.K. Kellogg Foundation, it is a requirement to submit a grant application online. There are no submission deadlines, applications are submitted throughout the year and are reviewed at the headquarters in Battle Creek, Michigan. To be eligible for support, the organization or institution, as well as the purpose of the proposed project, must qualify under regulations of the United States Internal Revenue Services. As a result of this, they are not able to provide funding directly to individuals. Since The Guidance Center has requested and received grant money from this foundation in the past, this requirement should not be an issue. Once the required online application is submitted, an e-mail is sent to the applicant acknowledging its receipt and providing a reference number. It is the goal of the W.K. Kellogg Foundation to review and e-mail an initial response within 45 days. That e-mail will say whether the grant has been declined or has been selected for further development.

Another potential funding source for the HATT Program is the Pedigree Foundation (2013). This foundation was created by Pedigree Brand and awards grants to nonprofit animal shelters and dog rescue groups in the United States. This foundation awards grants to “animal shelters and dog rescue groups that demonstrate innovation and out-of-the-box thinking that increases awareness, volunteerism, donations, and ultimately, dog adoptions” (Pedigree Foundation, 2013). This would be a very good foundation to
consider; however, the foundation gives special consideration to programs that can demonstrate improved adoption rates and proof of organizational stability. This may be a good grant to look to in the sustainability of the program. Another downside to this grant is that the amounts range from $10,000 to $25,000. This amount would not cover the projected budget for the HATT Program.

Another potential funding source is the Annie E. Casey Foundation (2013). This foundation focuses on community supports for disadvantaged children and families. The Casey Foundation focuses a lot of their resources on foster children and youth. Initially, I thought that this would be a very good foundation to request grant money from, but upon closer look I noticed that the foundation states that they “do not seek, nor often fund, unsolicited grant applications” (Annie E. Casey Foundation, 2013).

**Potential Barriers to Funding**

Typically, foundations prefer to give funds to experienced people. Since this is a student project, it may be difficult to convince the foundation to fund a new program. It may help that the student is working with The Guidance Center, which has received funding from the W.K. Kellogg Foundation in the past. The student is also inexperienced in requesting grant money and may be more vulnerable to making mistakes on the grant application. These difficulties can be managed by requesting assistance from the main grant writers at The Guidance Center who are very experienced in writing grants.

Another barrier is the lack of evidence that supports the effectiveness of this type of program. The foundation would have to rely on the information written in the student’s proposal. The program that is being developed is a very uncommon program. There are only a few programs currently running that are similar to this program. There
is no known program that runs exactly as the HATT Program, therefore, it is impossible to know if the program will be successful until after it has been funded and allowed to run. While some funders prioritize new, innovative programming, others may not view this as a wise investment of their money. This may make the foundation uneasy and result in a denial of the funding.

**Self-Sufficiency Plan**

A self-sufficiency plan is necessary to have in place when the funding from the grants runs out. The most significant cost of this program is for the salary of the occupational therapist. However, it is possible to reduce the hours needed by an occupational therapist by requiring him/her to only conduct and analyze the initial, midterm, and final evaluations. The bi-weekly meetings could then be run by a volunteer, preferably one who helped out and observed the occupational therapist in the first year. Teacher’s Pet, a similar program described earlier has volunteers who run the actual program. The program director is responsible for overseeing the program and making sure things continue to run smoothly. When funds are available, she will give the volunteers a small amount of pay. This could be something that the HATT Program could look into. This strategy would significantly reduce the overall budget for the program. The therapist’s salary would ideally be covered by additional grants or donor funding. If grants or funding were not available, other possible options would be fee for service, where each individual pays a small fee to participate. Also, as mentioned earlier, once a van is purchased, it will not need to be included in the budget, and the amount of marketing materials may decrease as the program becomes more well-known in the community. This will also reduce the cost of the program in the future.
Program Evaluation

Outcome Evaluation Procedures

All objectives of the HATT Program are measured by Bandura’s Multidimensional Scales of Perceived Self Efficacy (1990). These scales are designed to measure an individual’s beliefs of his or her own capabilities. The Children’s Self-Efficacy Scale has 8 sections dealing with different types of self-efficacy. Each section has 4 to 10 items. An individual is asked to rate his or her confidence from 0-100 (0 = cannot do at all; 100 = highly certain can do) on each of the items. The participants will assess themselves on these scales at the beginning of the program, and then will reassess themselves at the conclusion of the 8-week program. There will be no control group to compare the participants to. The items in each section will be averaged to determine the total score for each section. The average scores from each section will be recorded and after the re-administration of these scales at the end of the program, will be compared to each other. The mean change scores will be calculated for each section and a t-test will be conducted. The objectives will be met if there is a statistically significant difference between the two.

Process Evaluation Procedures

The HATT Program will be successful only if participants show up to the shelter to take care of their assigned animal. In order to make sure participants are visiting their animal, a sign in sheet will be located at the front desk for the youth to sign in and out. This will allow the occupational therapist to know how often the youth visited and how much time was spent with each animal.
All of the evaluations and assessments for each individual will be located in the program files to ensure that all participants completed all required documentation. Once the occupational therapist completes individual plans, they will also be filed in the program files. They can be looked back to at any time to ensure the individual plans and goals are being followed.

The HATT Program will also hire a certified occupational therapist to oversee the program. The occupational therapist will ensure the participants are able to fulfill the daily occupations necessary to care for the animals. The occupational therapist will also use his or her observation skills to be sure that the participants are engaging with their animals so they will benefit as much as possible from the program. The occupational therapist will also be responsible for running the bi-weekly groups with the participants and leading the discussions and lectures.

**Formative Evaluation Procedures**

The formative evaluations will be completed during the fourth week to ensure the program is running smoothly and that everyone is on the same page. Evaluations of all key stakeholders will be conducted to get opinions on how the program is running and if possible, to make changes to the program before the conclusion. The following stakeholders will be evaluated on their opinions with the HATT Program: administration and staff at The Guidance Center, including Steven Genden and Tracy Wyman, foster parents, social workers, teachers, participants, and staff at the animal rescue. Please see Appendix P for an example of a formative evaluation questionnaire.

This evaluation will be administered once more at the conclusion of the eight weeks as a summative evaluation. This information will be used not only for summative
purposes but also to make any applicable changes to upcoming cycles of the program to better address the needs of the participants and the views of the other stakeholders.

## Timeline

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*This schedule is for each individual, dates will vary depending on when the program is started. The program will run continuously through the year with participants entering and exiting the program at different times.*
Letters of Support

Amy Johnson, Founder and Program Director at Teacher’s Pet: Dogs and Kids Learning Together provided the first letter of support. Please see Appendix Q to read the letter. Since Amy Johnson runs a similar program to the HATT Program, I thought that she would be the best person to write a letter. She is an expert in the field of utilizing the human-animal bond between youth and animals. She is a firm believer that this approach is beneficial to both populations, and would like to see more of these programs implemented. Another person who would be approached to write a letter of support would be the Director of Children’s Behavioral Health Services at The Guidance Center. The director would be able to speak directly about The Guidance Center and how this program would fit into the facility and benefit the youth in the area. The third letter of support would be requested from Lorran Upchurch, Master of Social Work at Lucas County Children’s Services, or a social worker in the Southgate, Michigan area. This would give insight to the needs of the youth living in foster care and provide information for existing programs and how additional programs would benefit them.
References


illness. *American Journal of Orthopsychiatry, 79*(3), 430-436. doi:

10.1037/a0016812
Appendix A

Organizational Chart
Appendix B

Semi-Structured Interview with Steven Genden

Key Informant Semi-Structured Interview
Site: The Guidance Center, Southgate, MI
Interviewee: Steven Genden, Clinical Administrator and Coordinator of Training

Introduction to Interview
Introduce myself
Ask for permission to use video camera and explain reason
Statement of Confidentiality – use of names and quotes in paper
Give description of OT using the 3 step process proposed by Nelson
1. What do you know about occupational therapy?
   *I know that I am envious about the work that they do, me being a psychologist.*
2. Describe that occupation is anything a person does that has meaning a purpose to them.
   *Yeah, like meaningful work*
3. OT involves a client engaging in the occupation to promote health or achieve a higher quality of life. The OT sets things up so that the person can have better health or quality of life through his or her own active efforts, what we call occupations. We, as OTs are just facilitators; the client helps him or herself through occupations that we set up.
   *This sounds a lot like the SAMHSA, which is the federal government both in mental health and substance abuse, just put out a statement that goes in very much with what you are talking about. I think that OT has a set of skills that would be important for a lot of our clients. The new definition of recovery is a process of change through which individuals improve their health and wellness that is self directed life strive to reach their full potential. Some of the guiding principals are that recovery is holistic. Most of treatment services are moving that way too. We aren’t talking about a person as a set of symptoms or as defined by their diagnosis or symptoms, but as a whole person who has these symptoms or diagnosis.*
4. Well I am glad that we are on the same page with those thoughts. I also just wanted to point out that OTs work in many different settings, with many different kinds of people. Some people tend to think that OTs only work in hospitals, schools, or nursing homes, but we can actually work anywhere.
   *Yes, that makes sense. That is why you want to work with our facility. Currently, our developmental disabilities section tends to use OT more than anyone else around here though.*

Purpose of Interview
To discuss at-risk youth and youth living in foster care and find out what types of things could help them grow up to be responsible and successful.

Interview Questions
1. Can you tell me a little bit about what goes on here at the Guidance Center with the children and youth?
   There are many different programs including community programs and school based programs. Basically, we work with families, adults, adolescents, and children towards them setting a whole life that they want. We can also refer families to different places if we do not cover the specific needs. We are not so much center-based, we are more in the community and in the home.

2. What are some of the major characteristics of the children and youth served here?
   We are a community health organization, so any child that has severe emotional health issues. We see a lot of substance abuse disorders. We also see children who are adjudicated. Our juvenile justice program is huge here. We see children with trauma issues. We work in the school for children that the school sees at-risk. They may be into minor problems such as shoplifting. We have mentoring programs in the community to work with kids in the community. We have parents as teachers programs where we go into the home to teach the parents how to work with their kids. We have a lot of community literacy programs going on here. We have resource centers, similar to libraries, for families that need help and resources. We also have Head Start programs; we are one of the largest in the state. We also work with parent/infant programs. Also developmental disabilities programs, most of which work with the children and parents in their own homes. We also work a lot with foster care and teacher foster care parents how to work with the children and youth that they are caring for.

3. What else is there to offer the youth besides the programs listed on the website?
   There are also many volunteer opportunities for youth and families to help in the community.

4. How often and to what capacity do you interact with the children and youth here?
   Mostly secondarily; I supervise people who work directly with the youth. I do not personally interact with any of the youth.

5. Do you get a good response in terms of participation in your existing programs?
   We work with over 25,000 people. Someone hypothesized that we were in 1 in every 4 homes in down river; at least seeing someone in the family. Our name used to be Down River Clinic. We kind of out grew that name because we are no longer a clinic type setting anymore.

6. Do you think that the youth currently attending the Guidance Center would benefit from another program?
Yes, at one time we went for grants that were just grants, and I think that over the last few years we realized that it was a mistake. We really have our own vision, mission, and strategic plan so as long as something that seems interesting fits the direction that we are going then sure. What it is, I don’t know and a lot of things we have had over the years didn’t develop.

7. What are some programs that may have been discussed in the past but never brought to life at the Guidance Center? What prevented them from becoming reality?
   
   There really aren’t any programs that failed here. We had some programs, like KidsTALK, that went through severe financial and funding issues, but we worked really hard and subsidized them for a while, and now they are a very thriving program. We work with a lot of charitable organizations. We work with state, county and federal grants. So we have ways, we actually have 3 people who are grant writers. We are very active in securing what we need to secure in order to make things work. Everything doesn’t work, and right now it’s hard because you don’t like talking about that, but unfortunately everything doesn’t work.

8. Are there any other programs that you could see benefitting the youth here?
   
   Again, youth are not really my main source. There were a few adult programs that I had in mind that never really surfaced. But I have never really thought about any programs to benefit youth. We have been thought of as a youth clinic for so long, but that is not very true, but we have a nuance layer of youth programs going on.

9. Do you think the youth here would benefit from interacting and caring for animals?
   
   Some would; I wish I could say all. We had one program bringing therapy dogs into one of the intense programs. That became popular for a while. We also have youth volunteering in Humane Societies and other types of no kill shelters, working with the animals.

10. What types of youth do you think would benefit from participating in this type of program?

   The word holistic comes to mind. People are individuals and I don’t want to categorize them by certain diagnoses because there is a wide variety of how people express themselves no matter what their diagnosis is. My only fear about that is the liability of animals that are more feral that you can’t always expect what is going to happen.

11. Do you think the youth here would be willing to participate in a program that allows them to interact and care for animals?
I have no idea. That is a very good question. I don’t know. You should consider setting up focus groups or long term surveys before to find out.

12. What do you think would be the best way to find out if the youth here would be interested in participating in a program with animals?
   There are ways. One of the problems is that if people don’t see what’s in it for them, getting people to operate on surveys and everything else may be difficult. And it may be something that we may have to give like a gift certificate or something to get them involved, but I think there are ways of doing it.

13. Is it possible for me to hold focus groups with the youth here?
   If you go through our recipient’s rights training and a bunch of other things to allow you, then yeah you would be able to. That will be how much you want to put in, in terms of working with our clients. But I don’t think anything is impossible. We have OT people working with us, so we have no problem with your profession. It’s just a matter of making sure things are ok. Do you know what recipient rights are? Our clients are a vulnerable population, they have certain rights. There are actually trainings that you have to go through and sign off to show that you understand these rights before you can interact with them, but there will be supervisors, so that won’t be a problem.

14. Do you think staff and administrators would be supportive of this type of program?
   Some will. You have some people who are very interested in creating this program with you which we will be calling on to help us clear paths, and I will say also because they are very anxious, they will make sure the program is something that can work. They aren’t going to endorse anything that they don’t think will work.

15. How does your facility usually fund new programs?
   Grants are widely the main source, but theoretically all of our programs must be self supporting. Practically we help subsidize programs that are struggling to get on, but that can’t happen forever of course. We are non-profit, things have to balance out. But we find ways that things are funded. We go into the community a lot, we ask for donations. Our board is very active in getting people involved. We have various fundraisers during the year; 3 or 4 major fundraisers. I think our budget last year was over 30 million so we are a large organization.

16. One of my responsibilities is to find the money to fund this program, so would I be able to talk with these grant writers?
Yes, absolutely. The problem with funding is that the government usually offers seed money but then there has to be enough in the program for it to become self-funded.

17. Do you know of any animal shelters near by that may want to team with your facility to start this type of a program?

   I do not know of any around here. I live in Oakland County, so you would have to look around here for some.

18. Are you aware of any recent literature regarding at-risk youth or youth living in foster care that I would be able to look into further?

   There is nothing that I know of, since I don’t work with youth, but you can probably find things through the internet. There is a person that I can get you in touch with who works with youth here. Jessica Okkerse is the supervisor of our child prevention and school-based. There is also a website about at-risk youth that you may be able to find information on; at-risk.org is the name of the site.
Appendix C

Semi-Structured Interview with Lori Stevenson

Key Informant Semi-Structured Interview
**Site:** K9 Stray Rescue League
**Interviewee:** Lori Stevenson, Kennel Manager and President of the Board of Directors.

**Introduction to Interview**

- Introduce myself
- Ask for permission to use video camera and explain reason
- Statement of Confidentiality – use of names and quotes in paper
- Give description of OT using the 3 step process proposed by Nelson

1. What do you know about occupational therapy?

2. Describe that occupation is anything a person does that has meaning a purpose to them.

3. OT involves a client engaging in the occupation to promote health or achieve a higher quality of life. The OT sets things up so that the person can have better health or quality of life through his or her own active efforts, what we call occupations. We, as OTs are just facilitators; the client helps him or herself through occupations that we set up.

4. I also just wanted to point out that OTs work in many different settings, with many different kinds of people. Some people tend to think that OTs only work in hospitals, schools, or nursing homes, but we can actually work anywhere.

**Purpose of Interview**

To discuss what rescue animals need and how working directly with youth could benefit them. Discuss current program with youth.

**Interview Questions**

1. Can you tell me a little bit about K9 Stray Rescue League?

   *K-9 Stray Rescue League is a state and federally licensed non-profit group formed in 1990 primarily to save dogs on the euthanasia list at local animal shelters and educate the public about the importance of spaying/neutering companion animals. We strive to appropriately place healthy animals in loving forever homes.*

   **Purpose:**
Most of the dogs at county and local shelters are there through no fault of their own. All they need is a loving, understanding, and responsible new home. We strongly encourage you to give these dogs a "New Leash on Life" by adopting from a local or county shelter, a humane society, or an organization like ours.

Medical:

K-9 Stray Rescue League makes sure that all of its dogs are spayed or neutered and are brought up-to-date on all medical needs. We don’t want to add to the over-population problem that currently puts so many innocent animals on death row (5-9 million are euthanized in the US every year.) If there are still remaining medical needs for a dog at the time of adoption, we give you a vet authorization to take him/her to one of our vets to make sure everything is current.

2. What are some of the major characteristics of the animals here?

Our dogs are evaluated for temperament before they are accepted into our program. Our dogs have solid temperaments. Many come in neglected and/or with medical issues. Many are in need of basic obedience, but the temperaments are sound, and basic obedience can be taught.

3. How often and to what capacity do you interact with the animals here?

We are very hands on facility with our animals. They are walked for 2 miles a day almost every day of the week. We have volunteers who work with timid dogs or dogs with special needs. Dogs who need special attention get office and kitchen time with all of us. We strive to provide the dogs with the social skills they need to be a good family member to their new family.

4. How many animals do you currently enroll in the existing program with Teacher’s Pet?

We provide 6 – 8 dogs to Teacher’s Pet Program three times a year.

5. Do you think that other animals would benefit from this type of program?

YES. I think this program is wonderful for helping the dogs gain basic obedience and the child gain confidence. The benefits for the dogs and children are vast and incalculable.
6. What types of interactions do you think the animals would benefit from?

* A program where the dogs would live with the trainer and gain house and bathroom manners along with basic obedience.

7. Do you think staff and administrators would be supportive of this type of program?

* Yes.

8. How does your facility usually fund new programs?

* It is difficult. We have to actively fund raise to support what we are currently doing.

9. How do you fund the current program with Teacher’s Pet?

* We do not fund the teacher’s pet program. We simply provide healthy dogs, food, and medical care for the animals while they are in the program.

10. What are the biggest barriers of allowing youth to work with these rescue animals?

* No barriers for us. We just make sure the dogs provided are safe for the children to work with and interact.

11. Do you know of any animal shelters in Southgate, MI that may want to start this type of a program?

* Not at this time.
Appendix D

Questionnaire for Animal Adopters
Did your dog/cat participate in the HATT Program?

Yes  No

Did you adopt a dog or cat?

Dog  Cat

How old was your dog/cat when you adopted it? ______________________________

How long was your dog/cat at the shelter before it was adopted? ____________________

Are you satisfied with the overall behavior of the dog/cat you recently adopted?

Not at all Satisfied  Somewhat Satisfied  Extremely Satisfied

Did your dog/cat seem properly socialized when entering your home?

Not at all Socialized  Somewhat Socialized  Extremely Socialized

If you adopted a dog, did it demonstrate basic training and obedience?

No Training/Obedience  Some Training/Obedience  Excellent Training/Obedience

Please list something that you wish your dog/cat would have learned or gained while at the shelter.

Any additional comments?
Appendix E

Children’s Perceived Self-Efficacy Scale

Children's Perceived Self-Efficacy Scale
This questionnaire is designed to help us get a better understanding of the kinds of things that are difficult for you. Please rate how certain you are that you can do each of the things described below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

*Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:*

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<th>moderately can do</th>
<th>highly certain can do</th>
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<td>70</td>
</tr>
<tr>
<td>80</td>
<td>90</td>
<td>100</td>
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**Self-Efficacy in Enlisting Social Resources**
- Get teachers to help me when I get stuck on schoolwork
- Get another student to help me when I get stuck on schoolwork
- Get adults to help me when I have social problems
- Get a friend to help me when I have social problems

**Self-Efficacy for Self-Regulated Learning**
- Finish my homework assignments by deadlines
- Get myself to study when there are other interesting things to do
- Always concentrate on school subjects during class
- Take good notes during class instruction
- Use the library to get information for class assignments
- Plan my schoolwork for the day
- Organize my schoolwork
- Remember well information presented in class and textbooks
- Arrange a place to study without distractions
- Get myself to do school work

**Self-Efficacy for Leisure Time Skills and Extracurricular Activities**
- Learn sports skills well
- Learn dance skills well
- Learn music skills well
- Do the kinds of things needed to work on the school newspaper
- Do the things needed to serve in school government
- Do the kinds of things needed to take part in school plays
- Do regular physical education activities
- Learn the skills needed for team sports (for example, basketball, volleyball, swimming, football, soccer)

**Self-Regulatory Efficacy**
- Resist peer pressure to do things in school that can get me into trouble
Stop myself from skipping school when I feel bored or upset
Resist peer pressure to smoke cigarettes
Resist peer pressure to drink beer, wine, or liquor
Resist peer pressure to smoke marijuana
Resist peer pressure to use pills (uppers, downers)
Resist peer pressure to have sexual intercourse
Control my temper

Self-Efficacy to Meet Others’ Expectations
Live up to what my foster parents expect of me
Live up to what my teachers expect of me
Live up to what my peers expect of me
Live up to what I expect of myself

Social Self-Efficacy
Make and keep friends of the opposite sex
Make and keep friends of the same sex
Carry on conversations with others
Work well in a group

Self-Assertive Efficacy
Express my opinions when other classmates disagree with me
Stand up for myself when I feel I am being treated unfairly
Get others to stop annoying me or hurting my feelings
Stand firm to someone who is asking me to do something unreasonable or inconvenient

Self-Efficacy for Enlisting Parental and Community Support
Get my foster parents to help me with a problem
Get my foster brother(s) and/or sister(s) to help me with a problem
Get my biological brother(s) and/or sister(s) to help me with a problem
Get my foster parents to take part in school activities
Get people outside the school to take an interest in my school (for example, community groups, churches)
Appendix F

Radio Advertisement for the HATT Program

Radio Advertisements for the HATT Program
Attention Teens! Are you currently living in foster care? Are you between the ages of 11 and 17? Do you love animals? Would you like to care for an animal that has been rescued? We may have a program for you!
The Guidance Center in Southgate, Michigan would like you to join us in a program just for you. In this program, you will be traveling to a local animal rescue to care for an animal that needs you. For more information about the Helping Teens and Animals Together (HATT) Program please call The Guidance Center at 734-785-7700 or visit them on the web at [www.guidance-center.org](http://www.guidance-center.org).

Attention Foster Parents! Do you have a foster child between the ages of 11 and 17 who may need to increase their self-esteem? Does he or she like animals? The Guidance Center in Southgate, Michigan would like him or her to join us in a program geared towards your foster child. In this program, he or she will be traveling to a local animal rescue to care for an animal in need. For more information about the Helping Teens and Animals Together (HATT) Program please call The Guidance Center at 734-785-7700 or visit them on the web at [www.guidance-center.org](http://www.guidance-center.org).
Appendix G

Postcard for the HATT Program

FRONT

Would your foster child
The Guidance Center in Southgate, MI has a new program geared towards youth living in foster care.

This occupational therapy program is for youth ages 11-17 living in Southgate, MI and the surrounding areas. This program teams up youth and animals to benefit everyone involved. The teens will be caring directly for rescued animals at a local animal shelter by providing them with all of their basic needs.

The youth will learn skills that will help develop self-esteem and independence while the animals will benefit from the one on one interactions and attention.

For more information please contact The Guidance Center at 734-785-7700 or visit them on the web at www.guidance-center.org.
Appendix H

Flyer for the HATT Program
Hey Teens!

Do you want to help take care of rescued animals?

Are you currently living in foster care?

You can participate in our program, Helping Animals and Teens Together (HATT), at The Guidance Center!

For more information please contact The Guidance Center in Southgate, MI 734-785-7700 or www.guidance-center.org
Appendix I

Newspaper Advertisement for the HATT Program

The Guidance Center in Southgate, MI has a new program geared towards youth living in foster care.

This program is for youth ages 11-17 living in foster care in Southgate, MI and the surrounding areas. This program teams up youth and animals to benefit everyone involved. The teens will be caring directly for rescued animals at a local animal shelter by providing them with all of their basic needs.

The youth will learn skills that will help develop self-esteem and independence while the animals will benefit from the one on one interactions and attention.

Newspaper Article for the HATT Program

For more information please contact The Guidance Center at 734-785-7700 or visit them on the web at www.guidance-center.org.
Appendix J

Outline of Introductory Meeting for HATT Program
Introductory Meeting for HATT Program

- Evaluation and administration of Bandura’s Scales of Perceived Self-Efficacy
- Selection of animal
- Introduction to animal
- Short video explaining HATT Program details and goals
- Basic animal care with examples
- Creating daily schedule
- Recognizing basic animal body language
- Basic training techniques including positive reinforcement
- Question and answer
Appendix K

Sample Daily Care Schedules
### Sample Daily Care Schedule for Dogs

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<thead>
<tr>
<th>Day</th>
<th>Feed/Water</th>
<th>Groom</th>
<th>Play/ Socialization</th>
<th>Clean Cage</th>
<th>Bathing</th>
<th>Walking on leash</th>
<th>Training</th>
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<td>--</td>
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<td>4:30-5:00pm</td>
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<td>--</td>
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<td>4:00-4:30pm</td>
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<tr>
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<td>4:00-5:00pm</td>
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<tr>
<td>Friday</td>
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### Sample Daily Care Schedule for Cats

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<th>Groom</th>
<th>Play/ Socialization</th>
<th>Clean Cage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00am</td>
<td>4:30-5:00pm</td>
<td>3:15-4:30pm</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00am</td>
<td>4:30-5:00pm</td>
<td>3:15-4:30pm</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:00am</td>
<td>4:30-5:00pm</td>
<td>3:15-4:30pm</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Thursday</td>
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<td>4:30-5:00pm</td>
<td>3:15-4:30pm</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Friday</td>
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<td>4:30-5:00pm</td>
<td>3:15-4:30pm</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Saturday</td>
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<td>11:30am-12:00pm</td>
<td>10:15-11:30am</td>
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<tr>
<td>Sunday</td>
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<td>12:00-12:30pm</td>
<td>11:15am-12:00pm</td>
<td>11:00am</td>
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</tbody>
</table>
Appendix L

Weekly Topic Outlines
Week 1: Animal care: How to provide basic care for your animal
   • Begin sessions with 15-20 discussion on animal and questions or concerns.
   • Review of introduction to animal and basic needs
   • Review and modification of schedule for animal in care: providing time for
     exercise, play, feeding, grooming, and training
   • Providing examples of correct and incorrect ways to care for animal
   • Introduction to outside services and resources available for more information on
     animal

Week 2: Learning interpersonal skills
   • Begin sessions with 15-20 discussion on animal and questions or concerns that
     may have come up from week before
   • Watch video on interpersonal skills
   • Discussion of lessons learned from basic care of animals, applied to oneself
   • Lesson on applying awareness of animals needs to oneself
   • Discovery and application of interpersonal relationship between animal and care
     giver

Week 3: Animal Training: Why it is necessary and what are the benefits
   • Begin sessions with 15-20 discussion on animal and questions or concerns that
     may have come up from week before
   • Discussion about animal training including its necessity, benefits, and basic
     training methods
   • Show training PowerPoint and video
   • How to recognize animal behavior and animal body language
   • Lesson on outside resources for research into further training

Week 4: Proper socialization and communication
   • Begin sessions with 15-20 discussion on animal and questions or concerns that
     may have come up from week before
   • Introduction into basic socialization of animal with other people and animals
   • Use of proper commands
   • Use of discipline (positive reinforcement) to maximize proper socialization
   • Lesson on resource and further outside research

Week 5: Dealing with peer pressure
   • Begin sessions with 15-20 discussion on animal and questions or concerns that
     may have come up from week before
   • Discussion of peer pressure
   • How does it affect you and how does that reflect on your interactions with your
     animal
   • Proper countermeasures to peer pressure for various peer pressure interactions
   • Utilization of animal in care to aid in neutralizing negative effects of peer
     pressure on the at-risk youth.
Week 6: Animal abuse and neglect: Documented cases and how to avoid them
- Begin sessions with 15-20 discussion on animal and questions or concerns that may have come up from week before.
- Basic training in the types and severity of abuse and neglect
- Basic training how to recognize signs of abuse and neglect.
- Whether or not to report abuse and neglect.
- Applying reaction of animal to how youth or others react to abuse and neglect and what to do to reverse said effects.
- Show videos of documented cases such as dog fighting and puppy mills
- Discussion on outside resources for reporting and follow up with abuse and neglect for animals and people.

Week 7: Positive self-assertion
- Begin sessions with 15-20 discussion on animal and questions or concerns that may have come up from week before.
- Introduction to assertion skills
- Discuss what is a positive versus a negative self-assertion and how best to positively assert oneself.
- Show video and PowerPoint
- Discussion and application on positive self-assertion in regards to animals and how best to utilize proper self-assertion skills.

Week 8: Asking for help from others
- Begin sessions with 15-20 discussion on animal and questions or concerns that may have come up from week before.
- Discussion on previous history of asking for help.
- Introduction to facts and misconceptions about asking for help: not a sign of weakness rather a sign of strength.
- Discussion on when, who, and how to properly ask for help.
- Perseverance versus submission to task.
- Applying lessons to animal care giving.
- Outside resources that can be utilized further if in need of assistance.
Appendix M

Position Description – Occupational Therapist
Position Description - Occupational Therapist

Position Title: Occupational Therapist, HATT Program Director

Professional Qualifications:
- Licensed in the State of Michigan
- Registered by the National Board for Certification in Occupational Therapy
- Minimum of a Bachelor degree in occupational therapy
- New graduates welcome to apply
- Preferred minimum of one year of experience in a community-based setting

Reports to: Director of Children’s Behavioral Health Services

Duties and Responsibilities:
- Administer and score Bandura’s Multidimensional Scales of Perceived Self-Efficacy
- Perform initial evaluation and monitor progress
- Review participant intake packets for demographic information
- Plan and organize twice weekly meetings
- Create relevant worksheets and handouts for meetings
- Document evaluations, progress notes, discharge plans, and program evaluations
- Weekly meetings with animal care staff and volunteers
- Communicate as needed to case workers and foster parents
- Visit animal shelter to observe participants
- Comply with the occupational therapy licensure and certification regulations
- Attend relevant continuing education programs

Skills and Specifications:
- Effective teaching skills
- Effective interpersonal and communication skills with facility staff, participants, and volunteers
- Strong decision making and problem solving skills
- Attention to detail
- Strong organizational skills
- Able to work independently and in groups
- Strong documentation skills

Working Conditions:
Work is performed in the meeting room at The Guidance Center and the animal shelter

Physical Capabilities:
Should be able to sit or stand for long periods of time, as necessary.
Allergy Alert: Will be working directly with dogs and cats
Appendix N

Job Advertisement Flyer
Occupational Therapist
Part-Time

HATT Program Director
( Helping Animals and Teens Together)

The Guidance Center is a non-profit human services agency located in Southgate, Michigan. It offers programs for children, adults, family, and youth. The mission of the Guidance Center is to “enhance the development and mental well being of children, adults, families, and communities through the delivery of creative, innovative, and quality programs”

We have an immediate opening for a grant-funded occupational therapist to direct a program to help at-risk youth living in foster care develop self-efficacy and self-esteem through caring for rescued animals at a local animal shelter.

QUALIFICATIONS
Licensed in the state of Michigan
Registration by NBCOT
New grads welcome to apply!

SEND RESUME TO:
Director of Children’s Behavioral Health Services
The Guidance Center
13101 Allen Road
Southgate, MI 48195
Appendix O

Budget
## Budget for the HATT Program

### Personnel

<table>
<thead>
<tr>
<th>Position</th>
<th>Hours per week</th>
<th>Wage</th>
<th>Fringe Benefits</th>
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<tbody>
<tr>
<td>Program Occupational Therapist</td>
<td>20</td>
<td>$35.35/hour</td>
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<td>$36,764.00/year</td>
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**Subtotal:** $36,764.00

### Program Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost per Item</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td>Marketing</td>
<td>Radio Commercial</td>
<td>5</td>
<td>$0.00</td>
<td>$0.00</td>
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<td></td>
<td>Postcard</td>
<td>250</td>
<td>$0.14/250 or more</td>
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<td></td>
<td>Flyer</td>
<td>100</td>
<td>$0.20</td>
<td>$20.00</td>
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<tr>
<td></td>
<td>Newspaper Advertisement</td>
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<tr>
<td>Transportation</td>
<td>Van</td>
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<tr>
<td></td>
<td>Gas</td>
<td>---</td>
<td>$800</td>
<td>$800</td>
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<td></td>
<td>Insurance</td>
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**Subtotal:** $6,034.49

### In-Kind Contribution

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<th>Item Description</th>
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<tr>
<td>Meeting Room</td>
<td>Rent room for bi-weekly meetings including tables and chairs</td>
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<td>Projector</td>
<td>Used for meetings and lectures</td>
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<tr>
<td>Copies</td>
<td>Used for handouts</td>
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<td>$0.10</td>
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<tr>
<td>Heating</td>
<td>In building</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Internet</td>
<td>For meetings and lectures; through facility</td>
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</table>

**Subtotal:** $155.00

**Grand Total + In-Kind Contribution:** $42,953.49

**Grand Total Funds Being Asked For:** $42,798.49
Appendix P

Formative Evaluation Sample
Formative Evaluation Sample

Please rate your overall satisfaction with the HATT Program:

<table>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Satisfied</td>
<td>Very Satisfied</td>
<td></td>
<td></td>
<td></td>
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Please rate your satisfaction with the improvement of the youth:

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<th>2</th>
<th>3</th>
<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Satisfied</td>
<td>Very Satisfied</td>
<td></td>
<td></td>
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Please rate your satisfaction with the transportation required:

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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Satisfied</td>
<td>Very Satisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

Please list the strengths of the HATT Program:

Please list the weaknesses on the HATT Program

Please state what you would like to change about the HATT Program:
Appendix Q

Letter of Support
April 4, 2013

Rachel L. Williams
HATT Program Coordinator
The Guidance Center
Southgate, Michigan 48195

Dear Mrs. Williams,

This letter is to show my support and enthusiasm for the Helping Animals and Teens Together (HATT) Program at The Guidance Center, which will utilize occupational therapy services to allow youth living in foster care to increase their self-efficacy and enhance their lives.

The HATT Program is similar to our Teacher’s Pet: Dogs and Kids Learning Together program. The Teacher’s Pet program pairs at-risk students with hard-to-adopt shelter dogs for a two hour, twice a week, educational and practical program. At the conclusion of the positive obedience training program, the dogs are available for adoption. We have seen an increase in the sociability of both the dog and the youth and have noticed that the youth are more willing to take on responsibilities for their dog and would love to spend more time with their dogs.

I am a firm believer in using the human-animal bond for the benefit of both populations and I have seen the results in my work and the Teacher’s Pet Program. I believe that the HATT Program, which will utilize daily interactions, has the potential to be an even greater influence on both populations. Immersing the youth into full time care giver positions for the animals will allow them to connect on a deeper level which will form a mutually beneficial companionship to help achieve myriad of treatment outcomes.

As an occupational therapist utilizing the longer term programming, the HATT Program will allow for excellent assessments and evaluations while obtaining the much needed quantitative data about the program as well as the field. This data will also help expand and foster the growth of this discipline so that it can be more widely accepted among a variety of professionals.

I strongly believe the participants of the HATT Program, both human and animal, will benefit greatly from this program. I hope that the HATT Program will become a reality and can help benefit similar programs to this in the future.

Sincerely,

Amy Johnson
Founder and Program Director
Teacher’s Pet: Dogs and Kids Learning Together

c/o 16900 Anita * Fraser, Michigan * 48026 * www.teacherspetmichigan.org

Teacher’s Pet: Dogs and Kids Learning Together is a 501(c)3 nonprofit organization. Tax ID number: 20-3168612