

HOPE

Helping Offenders Prosper through Employment

HOPE for Home

Family Psychoeducation and
Family Coaching Manual

HOPE for Home

General Description

HOPE for Home is the family component of the Helping Offenders Prosper through Employment (H.O.P.E.) mentoring program for incarcerated youth. It is a manualized intervention based on empirical evidence about family dynamics, youth career development, and juvenile delinquency. *HOPE for Home* is designed to enhance the outcomes of incarcerated youth who participate in the mentoring and vocational certification of the H.O.P.E. program. *HOPE for Home* targets youth-caregiver relationships to activate the protective family factors that influence youth educational and vocational trajectory. It involves psychoeducational and coaching activities that engage caregivers in the reentry process of the juvenile involved in the justice system.

The HOPE for Home activities begin when the youth enters the juvenile detention facility, and continue in the community after the youth is discharged. Youth's caregivers participate in family psychoeducation to build the knowledge and skills needed to promote positive youth-family interactions that support youth's development of career-related self-efficacy, positive outcome expectations, and goals during the duration of the sentence. At post-release, caregivers receive supportive coaching in the community, either in person or via telecommunication technology (e.g., skype, facetime, phone), to aid in maintaining the youth's progress towards their school/career goals.

Why Engage Caregivers?

Youth personal and vocational development occurs in the context of multiple systems and complex interactions between the family, the juvenile justice system, the school, the peers, and the community. In particular, research on adolescent career development has shown that the family environment influences youth's career exploration and planning, youth's career-related stress, youth's difficulty with establishing and pursuing career goals, and youth's educational and employment outcomes. Caregivers' warmth and support, open communication, and responsiveness to youth's needs are protective factors that increase the likelihood of positive vocational outcomes. The reverse is also true: poor parental supervision, lack of caring and supportive adults, high family conflict, and harsh and inconsistent discipline are well-established family risk factors associated with juvenile delinquency. In light of this scientific information, the *HOPE for Home* activities target the variables in the family environment that are linked to positive youth outcomes.

Theoretical Framework

The goals, objectives, and activities of HOPE for Home are grounded in developmental and social cognitive theories of youth career-related behaviors: Social Cognitive Career Theory (SCCT; Lent, 2005) and Positive Youth Development (PYD, McNeely & Blanchard, 2009).

SCCT and PYD provide a framework for understanding how family relationships influence youth's academic and career-related outcomes.

- SCCT explains how the interplay between youth's self-efficacy beliefs, outcome expectations, and career goals contribute to youth educational and vocational success in the context of environmental supports and barriers. It highlights the role of contextual variables such as parenting style, role modeling, family norms, and social support in the development of career-related beliefs and skills.
- PYD focuses on the development of personal resources -- the 5 Cs -- that enable youth to become successful adults in their community: Competence or perceived abilities; confidence or self-efficacy and self-worth; connection or positive bonds with others; character or morality, integrity, and respect for rules; and caring or sympathy and empathy. Youth develop the 5 Cs through learning and experience, in the context of their relationships with others—family members, peers, justice officials, and school personnel.

HOPE for Home is an intervention program based on systemic principles. These principles emphasize the dynamic, interdependent, and reciprocal relation between personal and contextual variables, between the youth and their environment over time. They highlight families' and individuals' resilience or capacity to change their behaviors and interactions to overcome adverse experiences and better respond to new demands and opportunities.

Goals and Objectives

The goal of *HOPE for Home* is to enhance the vocational and educational outcomes of incarcerated youth that participate in H.O.P.E. mentoring by engaging caregivers in psychoeducational and coaching activities and by building the knowledge and tools caregivers need to support youth's development of career-related self-efficacy beliefs, expectations, goals, and skills (e.g., communication, conflict management, decision-making, goal-setting, and self-regulation).

The objectives of *HOPE for Home* are to increase caregivers' sensitivity and responsiveness to the developmental and vocational needs of at-risk adolescents, to reduce youth-caregiver conflict, and to increase caregivers' ability to support the youth's pursuit of school/career goals post-release. *Table 1* presents the objectives and interventions related to the goals of *HOPE for Home*.

Table 1: HOPE for Home: Goals, objectives, and interventions

| Goals | Objectives | Interventions | Time |
|---|---|--|---------------------|
| Goal#1: Engage families | Increase caregivers' understanding of the role of families in promoting adolescent personal and career development. | Psychoeducation and discussion facilitated by family coaches | Pre-release |
| | Increase caregivers' participation in career/education planning activities. | Reentry planning meeting with youth, youth counselor, youth mentor, and family coach to discuss school/career goals and agree on a reentry plan for education and/or employment | Pre-release |
| Goal #2: Increase family support | Increase caregivers' responsiveness to youth's developmental and vocational needs. | Psychoeducation and discussion facilitated by family coaches | Pre-release |
| | Increase caregivers' capacity for effective behavioral modeling | Skill-building and practice: <ul style="list-style-type: none"> • Teach decision making, goal setting, and self-regulation skills during psychoeducation sessions • Practice skills during psychoeducation sessions • Family coaching in the home/community | Pre- & post-release |
| | Increase clear and direct communication between caregiver and youth. | Skill building and practice: <ul style="list-style-type: none"> • Teach and role play effective communication during psychoeducation sessions • Practice skills during planned family events and phone calls in the juvenile detention facility • Family coaching in the home/community | Pre- & post-release |
| | Increase positive youth-caregiver interactions | Skill building and practice: <ul style="list-style-type: none"> • Teach and role play problem solving and conflict management during psychoeducation sessions • Practice skills during planned family events and phone calls in the juvenile detention facility • Family coaching in the home/community | Pre- & post-release |

HOPE for Home Activities

HOPE for Home consists of the following activities: family assessment; family psychoeducation; skill practice; reentry planning; and family coaching.

Family assessment. *HOPE for Home* starts with the assessment of the youth's family environment, including risk and protective factors linked to behavioral and vocational outcomes in adolescence. The objectives of *HOPE for Home* assessment are to: (1) determine which caregivers are eligible and willing to participate in the program; (2) identify relevant objectives for family coaching; and (3) track change over time. Family assessment occurs in the detention facility at the beginning of incarceration, lasts through the length of the sentence, and continues when released to the community.

Family assessment includes data collected from multiple sources (e.g., self-report, youth's records) and perspectives (i.e., the youth, the youth's legal guardian(s), and the youth's counselor in the detention facility). The youth and their legal guardian(s) complete the intake family questionnaire at the beginning of incarceration (see appendices). Together with the youth's risk/need assessment (e.g., YLS/CMI), the family questionnaire provides information to identify risk and protective factors in the youth's environment and to determine which family members are eligible to participate in *HOPE for Home*.

While in the detention facility, the youth, the caregiver, and the youth counselor complete progress measures that track changes in various domains: knowledge, skills, self-efficacy, and youth-caregiver interactions (see appendices). Progress measures provide information that is integrated into reentry planning.

Family psychoeducation. Family psychoeducation takes place during the youth incarceration, after eligible caregivers have been identified and have agreed to participate in the program—one caregiver per youth participates in the psychoeducation sessions. Group meetings are the preferred method for family psychoeducation, and *HOPE for Home* psychoeducation groups are composed of 3 to 5 caregivers. There are 4 *HOPE for Home* psychoeducational sessions that last 50 to 60 minutes each.

The goals of family psychoeducation are to engage caregivers in the rehabilitation of incarcerated youth and to increase their ability to offer support and positive behavioral modeling when adolescents return to their communities. Family psychoeducation addresses topics relevant to vocational development during adolescence and aims to increase caregivers' knowledge of and responsiveness to youth's developmental and vocational needs. Family psychoeducation also involves opportunities for skill practice (i.e., role plays) where caregivers use the skills they learn with the help of the family coach. Family coaches are trained to facilitate the multi-family psychoeducation sessions. They encourage caregivers to use the skills they learn during family visits or phone calls with the youth in the correctional facility. Youth's counselors and other key personnel monitor and promote the use of the skills during youth-family contact in the detention facility.

Family psychoeducation covers two broad subject areas: adolescent (1) psychosocial and (2) career development. Each subject area is linked to specific skills that caregivers will use to promote positive youth outcomes: effective communication, decision making strategies, goal setting, problem solving, and conflict management. *Table 2* describes the specific topics discussed under each subject area and their related skills.

Table 2: Family Psychoeducation: Topics and related skills

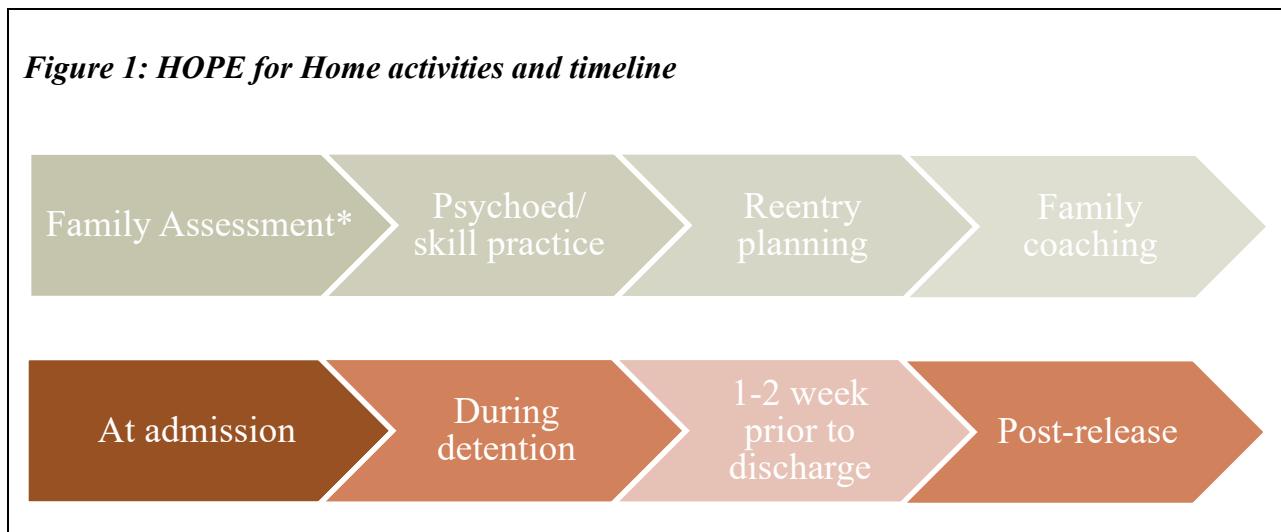
| Adolescence | Psychosocial development | Career development |
|----------------|---|---|
| Topics* | <ul style="list-style-type: none"> • The adolescent brain: Forming age-appropriate expectations • Building identity and balancing autonomy and connection in the teen years: Managing conflict effectively • Growing emotional and social competence: Adult behavioral modeling, guidance, and support | <ul style="list-style-type: none"> • Identity, independence, competence, and career maturity: Helping teens answer the question “What do I like to do, what is important to me, and what do I do well?” • Career maturity and career planning: the role of adult caregivers |
| Skills | <ul style="list-style-type: none"> • Communication skills including effective listening and open-ended questions • Decision-making strategies • Conflict management, problem-solving and negotiation • Self-regulation or self-management | <ul style="list-style-type: none"> • Communication skills • Decision-making strategies • Goal-setting skills |

* Topic discussions highlight what adult caregivers can do to help their youth master these critical developmental tasks using topic-related skills. Discussions also emphasize caregivers' role as a source of information about the world and the workplace as well as a source of support, guidance, and behavioral modeling.

Reentry planning. Shortly before discharge, the youth, the youth's counselor, the youth's mentor, the youth's caregiver, and the family coach meet to discuss the youth's school/career goals. They also develop a reentry plan that describes how the youth will attain their school/career goals with the support of the caregiver (see reentry plan template in appendices). The primary goal of reentry planning is to promote caregivers' ongoing engagement after discharge. Caregivers' participation in reentry planning tells caregivers their role is critical to successful reentry. Reentry planning is also the opportunity for the youth's mentor and the youth's caregiver to meet, discuss, and clarify their respective roles in the reentry process. In addition, it is an opportunity for the youth and the caregiver to practice the skills (i.e, effective communication, negotiation, decision making, goal and limit setting) they have learned. The reentry plan serves as a collaborative contract between the youth, the caregiver, the mentor, and the family coach. It includes the following elements: (1) specific school or/and occupational goals with related action steps; (2) type and frequency of contact between the youth and the mentor in the community; (3) type and frequency of contact between the family coach and the caregiver (see “family coaching”); (4) rules for using communication technology (e.g., tablets, smart phone) to contact mentors and family coaches.

Family coaching. When the youth returns home, caregivers participate in family coaching in person or via communication technology (e.g., tablets, phone). Family coaching focuses on maintaining family engagement and positive youth-caregiver interactions. It also promotes caregivers' use of community resources to improve youth's outcomes (see "family coaching" in appendices). The frequency of family coaching decreases over time, from weekly to bi-weekly to monthly contacts, for a period of 12 months post-release. Family coaching is delivered in an individual format: The family coach meets with one caregiver only.

Figure 1: HOPE for Home activities and timeline



*Assessment is multidimensional and ongoing. It begins with the evaluation of the family environment (i.e., characteristics, strengths, risk factors, types of relationships) –, and continues with the administration of outcome measures that provide feedback about the youth and caregiver's progress towards the goals of *HOPE for Home*.

The Family Coach: Role and responsibilities

The family coaches complete the H.O.P.E. orientation and the *HOPE for Home* online training before planning their first visit with the youth's caregivers. During the H.O.P.E. orientation, the family coaches learn about the policies and procedure of H.O.P.E. and the juvenile detention facility where incarcerated youth are participating in H.O.P.E. mentoring. The *HOPE for Home* online training describes the activities involved in family assessment, psychoeducation and coaching, and explains how to conduct the psychoeducation sessions and how to coach the adult caregiver in the community. Throughout the duration of the *HOPE for Home* activities, the family coach has regular contact with the Directors of H.O.P.E., in person and via email or phone, for support and assistance.

The family coach is responsible for:

- Reading the *HOPE for Home* manual;
- Attending the H.O.P.E. orientation;
- Completing the *HOPE for Home* online training, which consists of five short webinars (12 minutes or less);
- Communicating with the adult caregivers of the HOPE mentees;
- Preparing for and facilitating the 4 family psychoeducation sessions;
- Participating in the reentry planning meeting with the youth, the caregiver, the youth's counselor, and the youth's mentor;
- Communicating with the youth's mentor as needed;
- Coach the adult caregivers after the youth returns home through regular contact in person or via communication technology (i.e., skype, facetime, phone);
- Documenting all contacts with caregivers, youth counselors, and youth mentors (see appendices, p. 17);
- Attending regular in-person or phone meetings with the Directors of H.O.P.E.

The family coaches are encouraged to expand their knowledge of adolescence, risk and protective factors linked to juvenile delinquency, and career development by reviewing the recommended resources.

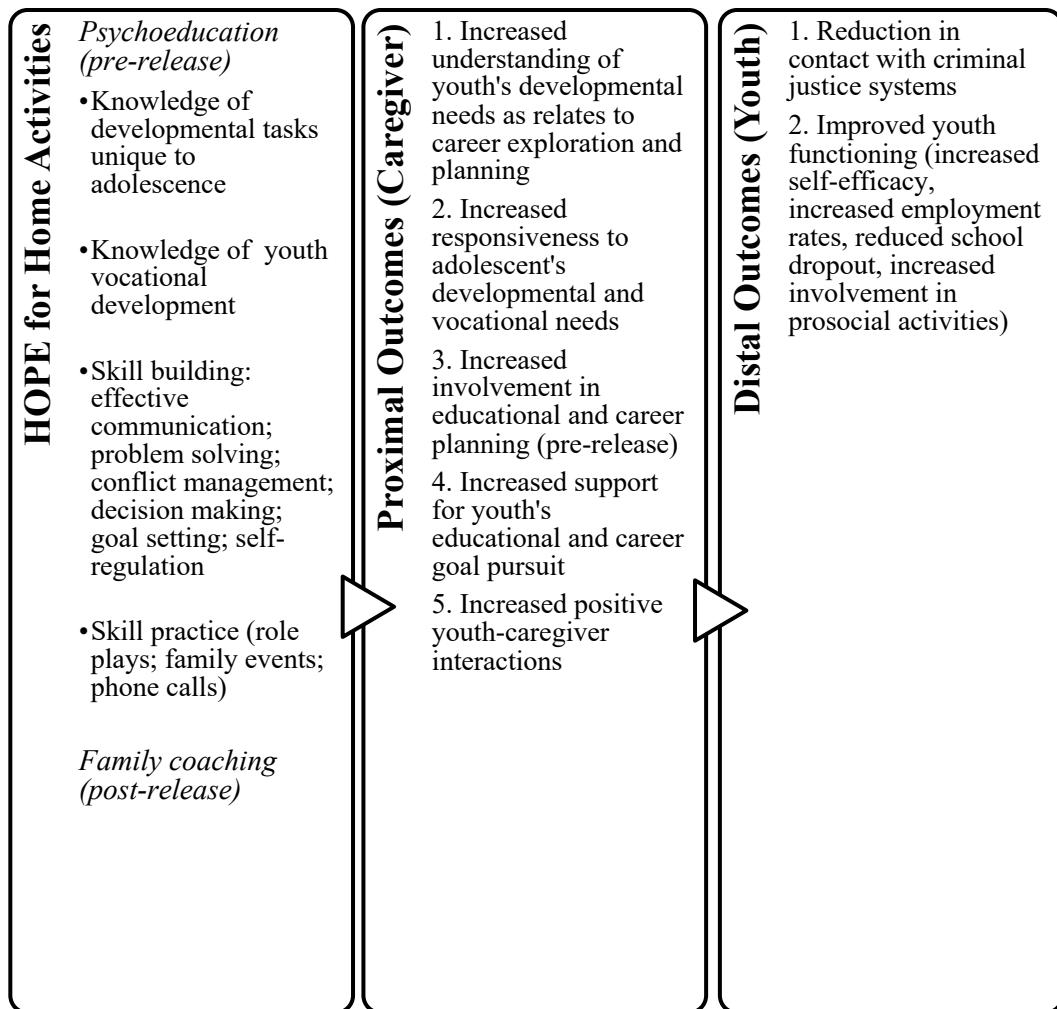
The family coaches facilitate the family psychoeducation sessions in ways that encourage sharing and conversations. They provide information, model the use of effective interpersonal skills, and coach rather than lecture caregivers. The family coach creates a collaborative and nonjudgmental environment where caregivers feel safe to ask questions, discuss challenges, and practice skills.

When the youth returns home, the family coach continues to provide guidance and support and to help the caregiver use the knowledge and skills they have built during family psychoeducation.

Each family coach has a maximum caseload of 2 adult caregivers in the community.

HOPE for Home Logic Model

The *HOPE for Home* logic model highlights the desired proximal and distal outcomes of the *HOPE for Home* activities. Specifically, it is anticipated that family psychoeducation and skill building activities will increase caregivers' understanding and responsiveness to youth's needs, improve their ability to support youth's progress towards educational and vocational goals, and thus reduce the likelihood of recidivism and re-incarceration. In addition, it is anticipated that family psychoeducation and skill building activities will increase positive adult monitoring and youth-caregiver interactions which are protective factors against juvenile delinquency.



Resources

Lent, R. W. (2005). A social cognitive view of career development and counseling. In S. D. Brown & R. W. Lent (Eds.). (2005). *Career development and counseling: Putting theory and research to work* (pp. 101-127). Hoboken, NJ: John Wiley & Sons Inc.

McNeely, C, & Blanchard, J. (2009). *The teen years explained: A guide to healthy adolescent development*. Center for Adolescent Health, Johns Hopkins University. Available at http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/_pre-redesign/Interactive%20Guide.pdf

Rae Simpson, A. (2001). Raising teens: A synthesis of research and a foundation for action. Center for Health Communication, Harvard School of Public Health. Available at <http://hrweb.mit.edu/worklife/raising-teens/downloads.html>

HOPE

Helping Offenders Prosper through Employment

HOPE for Home Family Psychoeducation and Family Coaching Manual

Appendices

1. Intake family questionnaire
2. Reentry plan template
3. Family coaching
4. Family coaching documentation of contact
5. Assessment schedule
6. HOPE for Home measures

HOPE for Home

Intake Family Questionnaire

Youth's name: _____ Youth's ID #: _____

Today's date: ____ / ____ / ____

Indicate respondent's relationship with the youth:

- Self
- Legal guardian, specify: _____
- Other significant adult, specify: _____

Youth's Family Genogram

On a separate piece of paper, construct the youth's family genogram and answer the following questions.

1. Who lived in the same household with the youth prior to the youth's incarceration? How is each person related?
2. Which family members and other adult figures have been involved in the youth's life prior to incarceration? Describe their relationship with the youth (e.g., close, distant, conflictual, close conflictual, estranged). Where do these family members and other adult figures live?
3. Who works in the youth's immediate household and extended family network? Do they like their work?
4. Have any family members been arrested? For what? When? What was the result?
5. Who in the immediate household and extended family has experienced problems with drugs and alcohol? When (past/present)?
6. Have there been incidents of physical, sexual, and emotional violence in the youth's immediate household and extended family? Who was the victim? Who was the perpetrator of violence?
7. Who in the immediate household and extended family does the youth feel closest to, or who does the youth turn to when in need of emotional or material help?

Recommendation

Based on the information you gathered from constructing the family genogram, discuss and identify the family member who will participate in HOPE for Home. Family is defined broadly to include those caring adults that have been involved in the youth's life and that have the potential to provide effective support when the youth returns to the community.

HOPE

Reentry Educational/Vocational Plan

Youth's name: _____

Youth's ID #: _____

Today's date: ____ / ____ / ____

Youth's strengths:

What the youth will need help with in the community:

Vocational/Educational Plan:

The vocational/educational plan describes the youth's vocational and/or educational goals, what the youth will do to progress towards his or her goals (i.e., specific steps or actions), and the services and resources the youth and the adult caregiver will use to support the youth's progress towards his or her goals. See the example provided below.

| Goals | Specific steps | Services/Resources |
|--|---|---|
| Goal #1: Complete vocational certification in community college. | <ul style="list-style-type: none">• Attend the number of classes required for course completion.• Complete all course assignments.• Ask mentor for educational support if needed. | <ul style="list-style-type: none">• Mentor• Adult caregiver (assistance with transportation to community college, if needed)• Course instructor |
| | | |
| | | |
| | | |

Contact between youth and mentor: When, where, frequency

Contact between adult and family consultant: Frequency, purpose, method of contact

Telecommunication: Rules and expectations

Discuss, negotiate, and agree upon the rules you will follow when using a smart phone or tablet to communicate with the mentor, the family consultant, the youth, and the adult caregiver.

Rule #1: _____

Rule #2: _____

Rule #3: _____

Rule #4: _____

HOPE for Home

Family Coaching

1. The family coach sends a text/email reminding the adult caregiver about their phone or video meeting, one to two days prior to the scheduled meeting.
2. The family coach contacts the adult caregiver in person or using phone or video-conferencing.
3. The family coach greets the adult caregiver and inquires about the adult's interactions with the youth since the last meeting.
4. The family coach acknowledges the challenges the adult has described, if any, and highlights the adult's efforts to use the knowledge and skills they have learned and practiced in family psychoeducation.
5. The family coach and the adult caregiver discuss how the knowledge and skills were used and what could be changed, decreased, or increased to support and maintain the youth's progress in the community. This may include the use of resources in the adult and youth's social network.
6. The family coach and the adult caregiver schedule their next contact or meeting.
7. The family coach documents what the adult caregiver reported and what the family coach said or did to support the adult caregiver and encourage the adult caregiver to use the knowledge and skills they learned in family psychoeducation.

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Family Coaching

Documenting Contact with Youth's Adult Caregiver

Date of contact: ____ / ____ / ____ Time of contact: _____ am pm

Coach Name: _____

Caregiver name: _____

- 1. Caregiver's Subjective Report:** Indicate which issues (e.g., youth's progress towards education goals, problem behaviors, caregiver-youth interactions) were discussed during the meeting.

- 2. Family Coach's Recommendations:** Indicate which psychoeducational topics and skills were discussed as strategies to maintain the youth's progress and/or address the caregiver's concerns. Also report recommendations for using community resources.

HOPE for Home

Assessment Schedule

| Time | Measures (who completes) | Administration | Frequency |
|---|--|------------------|----------------|
| Intake (Shortly after admission) | Family Intake Questionnaire (Youth and legal guardian) | Intake personnel | 1 |
| | General Self-Efficacy Scale (Youth) | Self-report | 1 |
| | Parental Nurturance Scale* - adapted version (Youth) | Self-report | 1 |
| Psychoeducation (Pre-post) | HOPE for Home Survey** (Caregiver) | Self-report | 2 (pre & post) |
| | Strengths and Difficulties Questionnaire – Parent Version*** (Caregiver) | Self-report | 1 |
| Family visits/calls (Intake, mid-sentence, one week before discharge) | Caregiver Skill Observation Checklist | Youth counselor | 3 |
| Reentry planning (Meeting with youth, caregiver, mentor and youth counselor prior to discharge) | General Self-Efficacy Scale**** (Youth) | Self-report | 1 |
| | Parental Nurturance Scale – adapted version (Youth) | Self-report | |
| | Strengths and Difficulties Questionnaire – Parent Version (Caregiver) | Self-report | |

* The *Parental Nurturance Scale* (PNS) measures the degree to which youth experience approval, acceptance, and affirmation in their relationship with caregivers. It is used to evaluate the level of support in the youth-caregiver relationship.

** The *HOPE for Home Survey* measures caregivers' attitudes and beliefs about youth developmental needs as well as skills. It is designed to measure whether *HOPE for Home* increases caregivers' understanding and responsiveness to youth developmental needs.

*** The *Strengths and Difficulties Questionnaire* (SDQ) is a measure of youth's emotional, behavioral and social functioning. Scoring instructions are available at <http://www.sqinfo.com/py/sqinfo/c0.py>.

**** Information about the *General Efficacy Scale* is available at <http://userpage.fu-berlin.de/%7Ehealth/engscal.htm>.

General Self-Efficacy Scale

Name: _____

Date: ____ / ____ / ____

For each of the following statements, think about your life and career goals and check the box that best describes how true you think the statement is for you. There are no right or wrong answers, so don't spend a lot of time on any one statement. We are interested in learning more about your general experience about each statement. Be sure to check one of the boxes for each statement.

1. I can always manage to solve difficult problem if I try hard enough.
 Not at all true Hardly true Moderately true Exactly true

2. If someone opposes me, I can find the means and ways to get what I want.
 Not at all true Hardly true Moderately true Exactly true

3. It is easy for me to stick to my aims and to accomplish my goals.
 Not at all true Hardly true Moderately true Exactly true

4. I am confident that I could deal efficiently with unexpected events.
 Not at all true Hardly true Moderately true Exactly true

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
 Not at all true Hardly true Moderately true Exactly true

6. I can solve most problems if I invest the necessary effort.
 Not at all true Hardly true Moderately true Exactly true

7. I can remain calm when facing difficulties because I can rely on my coping abilities.
 Not at all true Hardly true Moderately true Exactly true

8. When I am confronted with a problem I can usually find several solutions.
 Not at all true Hardly true Moderately true Exactly true

9. If I am in trouble, I can usually think of a solution.
 Not at all true Hardly true Moderately true Exactly true

10. I can usually handle whatever comes my way.
 Not at all true Hardly true Moderately true Exactly true

The PNS—Adapted Version

Name: _____

Date: ____ / ____ / ____

For each of the following statements, indicate the number on the 5-point scale below that best describes how that each statement applies to you and the family member that is participating in the HOPE program. Try to read and think about each statement as it applies to you and the family member *now*. There are no right or wrong answers, so don't spend a lot of time on any one statement. We are interested in learning more about your general experience. Be sure to answer all items. Write your answer in the box to the right.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

| | | |
|----|---|--|
| 1 | My family member seldom says nice things about me. | |
| 2 | I am an important person in my family member's eyes. | |
| 3 | My family member often acts as if she/he doesn't care about me. | |
| 4 | My family member enjoys spending time with me. | |
| 5 | My family member expresses her/his warmth and affection for me. | |
| 6 | My family member is easy for me to talk to. | |
| 7 | I am tense and uneasy when my family member and I are together. | |
| 8 | I feel that my family member finds fault with me more often than I deserve. | |
| 9 | My family member takes an active interest in my affairs. | |
| 10 | I feel very close to my family member. | |
| 11 | My family member does not understand me. | |
| 12 | My family member believes in me. | |
| 13 | I don't feel that my family member enjoys being with me. | |
| 14 | My family member doesn't really know what kind of person I am. | |
| 15 | My family member is a warm and caring individual. | |
| 16 | My family member does not feel that I am important and interesting. | |
| 17 | My family member is very interested in those things that concern me. | |

| | | |
|----------------------|---|--|
| 18 | My family member is often critical of me and nothing I do ever seems to please him/her. | |
| 19 | My family member seldom shows me any affection. | |
| 20 | My family member consoles me and helps me when I am unhappy or in trouble. | |
| 21 | My family member is generally cold and removed when I am with him/her. | |
| 22 | I receive a lot of affirmation from my family member. | |
| 23 | My family member is very understanding and sympathetic. | |
| 24 | My family member does not really care much what happens to me. | |
| Total Score = | | |

Strengths and Difficulties Questionnaire

P 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child's behavior over the last six months.

Your child's name

Male/Female

Date of birth.....

| | Not True | Somewhat True | Certainly True |
|---|--------------------------|--------------------------|--------------------------|
| Considerate of other people's feelings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Restless, overactive, cannot stay still for long | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often complains of headaches, stomach-aches or sickness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares readily with other youth, for example CD's, games, food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often loses temper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Would rather be alone than with other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally well behaved, usually does what adults request | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many worries or often seems worried | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helpful if someone is hurt, upset or feeling ill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Constantly fidgeting or squirming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has at least one good friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often fights with other youth or bullies them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often unhappy, depressed or tearful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally liked by other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Easily distracted, concentration wanders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nervous in new situations, easily loses confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kind to younger children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often lies or cheats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Picked on or bullied by other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often offers to help others (parents, teachers, children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinks things out before acting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Steals from home, school or elsewhere | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gets along better with adults than with other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many fears, easily scared | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good attention span, sees chores or homework through to the end | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Caregiver Observation Checklist

Date of observation: ____ / ____ / ____

Phone call

Family visit

Caregiver Name: _____

Youth name: _____

Observed by (name): _____

Based on your observation of the caregiver and youth's interactions, please circle the number on the 5-point scale that best describes the degree to which the caregiver and the youth used the following skills effectively. Please check box if not applicable.

Effective Communication (e.g., I-statement; clear and brief statement)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Never Almost never Occasionally Almost always Always

Problem Solving

N/A

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Never Almost never Occasionally Almost always Always

Conflict management (e.g., time out, emotion regulation)

N/A

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Never Almost never Occasionally Almost always Always

N/A

Decision making (i.e., helped the teen consider the pros and cons of all options)

N/A

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Never Almost never Occasionally Almost always Always

Goal setting

N/A

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Never Almost never Occasionally Almost always Always

HOPE for Home Survey

Date: ____ / ____ / ____

Caregiver Name: _____

Youth name: _____

Please circle the number on the 5-point scale that best describes the degree to which you agree with the following statements.

1. Teens argue with adults because they like it.

1 _____ 2 _____ 3 _____ 4 _____ 5
Strongly disagree Disagree Undecided Agree Strongly agree

2. Teens need adult guidance to become more aware of others' feelings.

1 _____ 2 _____ 3 _____ 4 _____ 5
Strongly disagree Disagree Undecided Agree Strongly agree

3. Teens participate in risky activities because they are not afraid of danger.

1 _____ 2 _____ 3 _____ 4 _____ 5
Strongly disagree Disagree Undecided Agree Strongly agree

4. Teens exercise their new thinking skills when they challenge adults' opinions.

1 _____ 2 _____ 3 _____ 4 _____ 5
Strongly disagree Disagree Undecided Agree Strongly agree

5. By age 14, teens should know what they want to do in life.

1 _____ 2 _____ 3 _____ 4 _____ 5
Strongly disagree Disagree Undecided Agree Strongly agree

6. Teens develop productive thinking skills when adults listen to them and ask them questions.

1 _____ 2 _____ 3 _____ 4 _____ 5
Strongly disagree Disagree Undecided Agree Strongly agree

7. Peer relationships help teens develop social skills and a sense of who they are.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

8. The teenage brain is the same as the adult brain.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

9. Teens perceive risk taking as rewarding.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

10. It is important teens develop a clear and accurate sense of who they are as an individual.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

HOPE

Helping Offenders Prosper through Employment

HOPE for Home

Psychoeducation Handouts

FAMILY PSYCHOEDUCATION

| Theme | Session number and topic | Skill practice (handout) |
|-------------------------------------|---|--|
| Adolescent psychosocial development | Session #1: Physical and cognitive development (“The adolescent brain”) | <ul style="list-style-type: none"> Communication skills (“Talking with teens”) |
| | Session #2 Psychosocial development (“Teens’ identity and relationships”) | <ul style="list-style-type: none"> Conflict management and self-regulation (“Managing conflict with teens”) Problem solving skills (“Resolving conflict with teens”) |
| Adolescent career development | Session #3: Career planning | <ul style="list-style-type: none"> Decision-making and goal-setting skills (“Helping teens make decisions and set goals”) |
| | Session #4: Preparing for reentry planning meeting | <ul style="list-style-type: none"> Review knowledge and skills Discuss how knowledge and skills will be used during reentry planning meeting |

Sessions 2 through 4 provide opportunities to review knowledge and practice skills learned in earlier sessions. For example, caregivers use communication and self-regulation skills as they work to resolve conflict with their teen. They also use their understanding of adolescent psychosocial development to set realistic expectations during problem solving and career decision making. Knowledge review and skill practice occur throughout the program, in and outside of the sessions, to consolidate what caregivers learn during their participation in the psychoeducation group.

HOPE for Home

THE ADOLESCENT BRAIN

Brain maturation. Adolescence is a time of great physical changes, including physical growth, facial and/or body hair, weight gain, and increase in muscle mass. It is also a time of dramatic brain changes that increase teens' capacity to think abstractly, to debate ideas, beliefs and values, and to reflect on how they feel and think. Brain maturation is a process that ends in young adulthood, between age 21 and 25.

How does brain maturation influence teens' behaviors?

Risk taking. In mid-adolescence, teens are more likely to experience reward when they engage in risky behaviors. This increases the probability they take on challenges that prepare them for adulthood, such as doing a summer internship away from home.

"It's not fair." As the brain changes, teens' reasoning ability expands. However, teens tend to see things in black and white. They have difficulty understanding the nuances of adults' opinions. They also tend to view decisions as a matter of personal choice rather than a question of moral standards or values or traditions. From teens' perspective, it is not fair their parents tell them to clean their room, because their room is their space ... and a clean or messy room does not matter in the grand scheme of things.

Being self-conscious is the result of brain changes that increase teens' capacity to observe how they think, feel, and look, and how they are perceived by others. This new skill enables them to develop self-awareness, to direct their attention to the world around them, and to become interested and involved in broader issues such as animal and human rights.

Empathy. As teens become more aware of their emotions and thoughts, it is important that they also learn to understand and take into consideration the thoughts and feelings of others. However, until the brain fully develops, teens may misinterpret nonverbal communication (e.g., facial expressions) in social interactions. For example, they may think their parents are mad at them, when actually their parents are feeling tired and grumpy.

Reflection question. How does the information above help you think differently about your teen? How will it help you develop new expectations towards him or her?

How can caregivers help teens develop their new brainpower? Caregivers can use specific communication and problem solving strategies to help teens make positive choices and develop empathy and reasoning abilities. Caregivers can also show teens how to regulate their emotions and manage conflict.

Yes...
It's Normal for Adolescents To...

- *Argue for the sake of arguing.* Adolescents often go off on tangents, seeming to argue side issues for no apparent reason; this can be highly frustrating to many adults (Walker & Taylor, 1991). Keep in mind that, for adolescents, exercising their new reasoning capabilities can be exhilarating, and they need the opportunity to experiment with these new skills.
- *Jump to conclusions.* Adolescents, even with their newfound capacities for logical thinking, sometimes jump to startling conclusions (Jaffe, 1998). However, an adolescent may be taking a risk in staking out a position verbally, and what may seem brash may actually be bravado to cover his or her anxiety. Instead of correcting their reasoning, give adolescents the floor and simply listen. You build trust by being a good listener. Allow an adolescent to save face by not correcting or arguing with faulty logic at every turn. Try to find what is realistically positive in what is being said and reinforce that; you may someday find yourself enjoying the intellectual stimulation of the debates.
- *Be self-centered* (Jaffe, 1998). Adolescents can be very "me-centered." It takes time to learn to take others' perspectives into account; in fact, this is a skill that can be learned.
- *Constantly find fault in the adult's position* (Bjorklund & Green, 1992). Adolescents' newfound ability to think critically encourages them to look for discrepancies, contradictions, or exceptions in what adults (in particular) say. Sometimes they will be most openly questioning or critical of adults with whom they feel especially safe. This can be quite a change to adjust to, particularly if you take it personally or the youth idealized you in the past.
- *Be overly dramatic* (Jaffe, 1998). Everything seems to be a "big deal" to teens. For some adolescents, being overly dramatic or exaggerating their opinions and behaviors simply comes with the territory. Dramatic talk is usually best seen as a style of oration rather than an indicator of possible extreme action, unless an adolescent's history indicates otherwise.

American psychological Association. (2002.) *Developing Adolescents.*
<http://www.apa.org/pi/families/resources/develop.pdf>

The Building Blocks of Empathy

Empathy is the ability to identify with another person's concerns and feelings. Empathy is the foundation of tolerance, compassion, and the ability to differentiate right from wrong. Empathy motivates teens and adults alike to care for those who are hurt or troubled.

Ways you can help build empathy in an adolescent:

- Demonstrate tolerance and generosity in your thoughts, words, and actions.
- Actively participate in religious or social organizations that ask you to focus on issues larger than yourself.
- Fine-tune your own empathetic behaviors and act on your concerns to comfort others, so that teenagers can copy your actions.
- Build a young person's emotional vocabulary by using such "feelings" statements as "Your friend seems really (anxious, mad, discouraged)." You can also point out nonverbal feeling cues to a teenager.
- Teach empathy and awareness of others, such as helping youth understand on an emotional level the negative consequences of prejudice.
- Talk with a young person about how his or her own suffering can lead to compassion for other teens who experience suffering.

McNeely, C. (2009). The Teen Years Explained. https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_docs/TTYE-Guide.pdf

HOPE for Home

TALKING WITH TEENS

Talking with teens is often a challenge and a source of frustration for adult caregivers. This is because teens are developing and testing their new ability to reason and debate. Your role as caregiver is very important. You can help teens develop productive thinking skills by exercising patience when your teen challenges your opinion; by listening to them and acknowledging what they say; and by showing them how to have a respectful conversation.

Reflection question: Patience is a skill. How will you exercise patience when your teens challenge your opinions?

I WILL _____

Listening involves actively showing the teen that you are paying attention to what they are saying and letting them know that you heard them. You show you are paying attention when you nod, when you look at the teen directly, and when you make small comments like “yes” or “uh huh”. You let them know they were heard when you summarize what they said and when you ask questions to clarify what they said. For example, if you were asked to show you were listening to this lesson, you might say:

- “*I understand* it is important for me to look at my teen when he or she talks to me.”
- “*What I am hearing is* that I can help my teen be a better thinker by asking questions to clarify what they said.”

Now practice these listening skills with the person sitting next to you. Begin by telling the person about your day. Stop from time to time to allow the person to summarize what you told and ask questions.

Important note: Remember NOT to correct the teen’s reasoning even when it sounds illogical. Help the teen reflect on how they arrived at their conclusions by asking questions.

Asking questions shows that you are listening, makes teens think about what they say, and is a good way to help teens use their developing thinking capacities. Open-ended questions like “How do you think it may help you to join an after-school club?” encourage teens to think and build sound arguments. Close-ended questions like “will you regret quitting your job to join the club?” are not as effective in maintaining a conversation.

Exercise: Now try to turn the following statements into open-ended questions: (1) So you didn’t like that, did you? (2) Don’t you think it would be better if you did your homework first? Make sure the open-ended questions help the teen practice their new thinking abilities.

Tips for Talking With Adolescents

- Engage adolescents with nonthreatening questions. Choosing only one or two questions at a given time, ask adolescents questions that help them to define their identities. For example, whom do you admire? What is it about that person that makes them admirable? What do you like to do in your free time? What do you consider to be your strengths? What are your hopes for the future? What have you done in your life that you feel proud of (even if just a little)?
- Listen nonjudgmentally (and listen more than you speak). This enables the adolescent to realize that you value his or her opinions, and thus to trust you more (Forgatch & Patterson, 1989).
- Ask open-ended questions. Ask questions that require more than a yes or no response; this helps the adolescent think through ideas and options (Hill & O'Brien, 1999).
- Avoid “why” questions. “Why?” questions tend to put people on the defensive (Plutchik, 2000). Try to rephrase your questions to get at what the adolescent was thinking rather than the reason for something the adolescent has said or done. For example, instead of asking, “Why did you say that?” say instead: “You seemed to be really trying to get across a point when you did that. Can you tell me more about what you meant?”
- Match the adolescent’s emotional state, unless it is hostile. If the adolescent seems enthusiastic or sad, let your responses reflect his or her mood. Reflecting someone’s mood helps the individual feel understood (Forgatch & Patterson, 1989).

American psychological Association. (2002.) *Developing Adolescents.*
<http://www.apa.org/pi/families/resources/develop.pdf>

HOPE for Home

MANAGING CONFLICT WITH TEENS

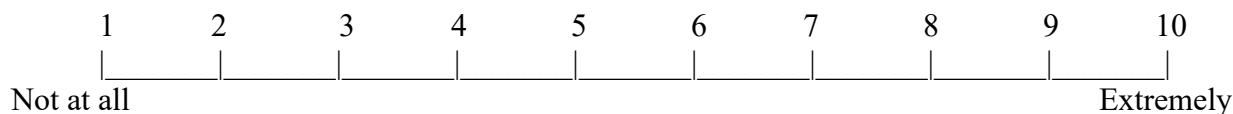
What is conflict? Conflict can happen when family members misunderstand each other and have different views or beliefs. When conflict is managed well, it offers the opportunity to learn what is important to each individual and to increase family connectedness. When family members do not know how to navigate conflict, they may argue, express negativity (e.g., anger), criticize each other, or stonewall. Negativity, criticism, and stonewalling contribute to family disconnection.

Managing conflict effectively. To manage conflict effectively, it is important to: (1) control negativity and (2) use effective communication and problem solving skills. Controlling negativity requires that we regulate our negative emotions, such as anger and hurt. Here are steps you can take to manage negative emotions.

Down-regulate negativity. How do you know you are upset? Do you feel tension in your body? To manage negative emotions, it is important that you be aware of the tell-tale signs of your anger, upset, hurt, pain or frustration. Take a few minutes to reflect and write down your tell-tale signs.

MY TELL-TALE SIGNS ARE: _____

In situations of conflict, pay attention to the signs you listed above and ask the question: On a scale of 1 to 10, how angry, hurt, frustrated am I?



Too much anger, hurt, frustration (5 or above) interferes with effective communication. When you are experiencing high levels of negativity, let your family member know you need a break from the conversation to calm down. Then practice the exercise below to reduce your negative emotions.

Exercise. Sitting on a chair with your feet on the floor or taking a walk, inhale. Be aware that “I am inhaling - 1”. When you exhale, be aware that “I am exhaling - 1.” Remember to breathe from your stomach. When beginning the second inhalation, be aware of “I am inhaling – 2.” And slowly exhaling, be aware that “I am exhaling – 2.” Continue on to 10. After you have reached 10, return to 1. Whenever you lose count, return to 1.

HOPE for Home

TEEN'S IDENTITY AND RELATIONSHIPS

Teens' new brainpower enables them to think about who they are as they explore the world around them and experiment with different ways of being. Exploring and experimenting are normal activities of adolescence: They help teens clarify their interests, roles, and values; find out what they want to do with their lives; and therefore make informed career decisions.

Developing an identity involves:

1. Forming a perception of who you are -- also called "self-concept" -- and defining your attributes, abilities, roles, goals, interests, beliefs, and values;
2. Evaluating how much you like your perception of who you are -- also called "self-esteem."

Families and caregivers can promote teens' search for an identity by providing encouragement, emotional support, and age-appropriate limits that protect teens as well as foster their developing independence.

Exercise. How can caregivers help teens develop a clear and positive picture of who they are and safely explore the world around them?

Developing independence requires that teens focus on their relationships outside of the family. Teens spend more time with their peer groups where they learn how to interact with others and how to build friendship; form a sense of identity, including values and opinions about what is good and bad; gain emotional support; and learn coping strategies. Peers are also a source of acceptance and status. Positive peer relations are linked to positive self-image in adolescence and young adulthood.

Exercise. To establish and work towards career goals, it is critical that teens develop an accurate and positive view of self, positive relationships with others, and acceptance of increased responsibility and independence. What can caregivers do to help teens develop positive peer relationships?

How to Support Healthy Identity Formation

- Accept the adolescent for who she or he is.
- Respect the differences between the two of you.
- Negotiate with teenagers, especially when establishing limits, and explain your reasoning.
- Practice consistency in enforcing rules.
- Encourage a young person's self-expression.
- Take the teen's point of view into account when reasoning with him or her.

SOURCE: Steinberg, L. and Levine, A. (1997). *You and your adolescent*, New York: Harper Perennial, (pp. 191–193).

McNeely, C. (2009). The Teen Years Explained. https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_docs/TTYE-Guide.pdf

Show teens what makes a good friend

Good friends:

- Listen to each other
- Do not put each other down
- Do not intentionally hurt each other's feelings
- Can disagree without damaging each other
- Are dependable and trustworthy
- Express mutual respect
- Give each other room to change and grow

McNeely, C. (2009). The Teen Years Explained. https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_docs/TTYE-Guide.pdf

HOPE for Home

HELPING TEENS RESOLVE CONFLICT

Remember, when teens disagree with you or criticize your opinion or behavior, they are exercising their developing capacity to debate. Disagreement does not always lead to conflict and heated arguments. Disagreement is the opportunity to learn what and how teens think and to help them strengthen their reasoning skills. It is also the opportunity to teach teens how to use effective negotiation and problem solving skills.

Problem solving

Effective problem solving focuses on one specific problem at a time and involves four steps described below:

Step #1: State the problem. Begin with something positive (show appreciation) and be specific.

“I like it when you tell me where you are going and what time you will be home. It makes me feel like you care about me. This past week, you went out with your friends and did not tell me about it. This worries me. What can we do about it?”

Step #2: Brainstorm solutions. What do you wish the teen did differently? Together with the teen, make a list of solutions. Solutions are behaviors the teen and you think you can do to make things better.

Step #3: Evaluate each solution. Look at the list of solutions and eliminate those that are not workable. Use the best solutions to develop and agree on a plan of action.

Step #4: Evaluate outcomes. Have the teen and you hold up your end of the bargain? Did your plan work? If not, the teen and you discuss what made it difficult to follow through, and consider what you could change and do differently.

Let's practice. Jorge, age 16, has been living with his uncle Max. Jorge goes to school, and helps Max cook and clean the apartment where they live in exchange for room and board. For the past two weeks, Jorge has been spending more time with his friends at the gym than at home with his uncle. Max is upset and worries about Jorge's behaviors. If you were Max, how would you manage the situation? Use the problem solving steps above.

HOPE for Home

HELPING TEENS MAKE CAREER CHOICES

The physical, emotional, and social changes that occur during adolescence influence teens' career choices. As they develop a sense of identity, they clarify their work-related interests and values – what they like to do. In addition, teens become more aware of their strengths and weaknesses – what they can do well. Self-awareness is important but not enough to make informed career decisions. Teens must explore the world of work with the support of adult caregivers.

Career exploration involves gathering information about the world of work and gaining experiences through volunteer and leisure activities or part-time jobs. Below are things you can do to support your teen's career exploration.

1. Adopt an encouraging attitude to boost your teen's confidence and excitement about their future.
2. Talk with your teen about their career dreams.
3. Share information about your career. Tell them about your experiences and the decisions you made.
4. Help your teen talk about their interests and strengths.
5. Help your teen gather career information using online resources.
6. Encourage your teen to plan for training at a technical institute, community college, university.
7. Keep talking with your teens. Planning for the future requires several conversations.

Exercise. Look at the tips for promoting teens' career exploration and discuss what you will do to help your teen gather information about the world of work.

Formulating career plans. During adolescence, teens begin to formulate career plans that help them to express who they are. Career plans are based on teens' values, interests, abilities, and preferred lifestyle as well as information they gathered about the world of work. Career planning involves the use of decision making skills.

Exercise. Use the "helping teens make decisions and set goals" handout to discuss how you will help your teens formulate and solidify their career plans.

TIPS FOR PROMOTING CAREER EXPLORATION

Ask the Right Questions

“What do you want to be when you grow up?” can be an overwhelming question. Instead, start with related—but easier—brainstorming topics. You can then use the answers to lead into a bigger discussion. Some ideas to help you get talking with your teen:

- If you could have anyone’s job in the world, what would you choose?
- Would you ever want to work for yourself?
- How much money do you imagine yourself making when you’re older?
- What activities are you most excited about or committed to?
- Would you ever want to work outside? At a desk? On the road?

What to Share

Your teen probably doesn’t know much about your work. Sharing your experiences is a great way to give an example of how career goals or dreams are shaped and changed.

Start with these kinds of topics:

- What your day-to-day job involves.
- What decisions led to your career. Be honest about things you might have changed or choices you made that really paid off.
- What you like most or least about the jobs you’ve had.
- How skills learned in a variety of settings help you in different ways.
- How your education connected to your career path.

How to Identify Career Interests and Strengths

There are many ways to identify interests, skills, and personality strengths. They range from the simple (sitting down and brainstorming a list) to the more complex (taking a career aptitude test like the Keirsey Temperament Sorter or the Jung Typology Test).

One easy way to get started is by asking outside-the-box questions:

If you had your own TV show, what would it be about?

What lights you up enough that you’d want to share it with the world? *This question can help your teen zero in on their passions.*

In your ideal world, what would your work location look like?

Is it in an office? Outdoors at a national park? Are you on the road? Are you surrounded by people? Or are you by yourself, quietly working away?

InsideJobs. Career exploration for teens: A parent guide to starting the career conversation.

<http://www.insidejobs.com/career-exploration-for-teens.pdf>

HOPE for Home

HELPING TEENS MAKE DECISIONS AND SET GOALS

During adolescence, teens begin to make choices about their adult life and their future roles. They make educational decisions, select high school courses, join an after-school club, or apply for college. Sound decision making is an important skill that helps teens make satisfying and positive life and career choices.

Positive decision making involves a sequence of steps:

1. Specify the decision to be made.
2. Generate a list of options: “A, B, or C.”
3. Gather information on each possible option: “What do I know about A? B? and C?”
4. Evaluate each option: Does A reflect who you are, your values and goals? Will B allow you to be the person you want to be? Will C make it possible to accomplish your goals?
5. Ask yourself the following questions: What are the benefits and risks of each option? What is the likelihood A will help me be successful? What will happen if I choose B?
6. Based on your answers to Questions 4 and 5, rank order and select the most desirable option. Then make a plan for implementing the selected option.

Adults play an important role in teens’ development of positive decision making. They create opportunities for adolescents to discuss their options and practice making well-thought-out and satisfying choices.

Exercise: Think about where, when, and how you may help your teen practice decision making.

- WHERE: _____
- WHEN: _____
- HOW: _____

Setting S.M.A.R.T. goals. Teens use decision making skills to set education and career goals. Caregivers can use effective communication skills (see HOPE-FP handout) to help teens choose S.M.A.R.T. goals that are **Specific, Measurable, Attainable, Relevant, and Time-bound**.

- Specific goals are well-defined and clear: “I will save \$25 each week.”
- Measurable goals include something that can be measured: “By December, I will reduce my weekly expenses by \$25.”
- Attainable goals are realistic. Make sure to help the teen evaluate their goals: Is it possible to attain the goals?
- Relevant goals are goals that help teens progress towards their preferred adult lifestyle and career.
- Time-bound goals are goals that have a deadline.