



INDEPENDENT LIVING SKILLS

COACH TRAINING GUIDE



Project Everlast
nebraskachildren

HELPING YOUNG PEOPLE NAVIGATE ADULTHOOD

Young Person



Imagine being shown a map to the greatest treasure of all time, but you're only allowed to look at it for 30 seconds before you can start searching. Oh, and you're also blindfolded, spun around 30 times, and dropped off in the middle of nowhere. Sounds impossible, right? Well, this is how some of our young people feel when they're asked to navigate the world on their own. And that's where you come in.

Life Skills Coach



THE FIRST MATE

As an Independent Living Skills Coach, you have many roles: When a young person needs a map, you can help them draw one to get where they want to be. When a young person loses their way, you can act as their compass. Better yet, think of yourself as the first mate who helps them learn how to steer their ships toward safe harbors, with ports for education, housing, employment, and more. This guide will help you be the best first mate you can be for your young people as they become captains of their own ships.

A photograph showing a woman with dark hair and glasses, wearing a black top, and a man with short grey hair, wearing a white polo shirt, both looking down at a document on a table. The woman is holding a pen. In the background, there are pink flowers and a blue exercise ball.

REFERRALS & ASSESSMENTS

TAKING STOCK AND CHARTING A COURSE

A young person's journey to success includes several touch points, beginning with a referral. At Project Everlast Omaha, once we receive a young person's referral, we assess and determine both the young person's needs and the skills that are already at their disposal.

Once those needs and skills are identified, we refer them out to experts in the appropriate areas; often, this is where a referral will be made for a Coach. Additionally, we reach out to various providers to ensure that everyone is on the same page for this young person as they begin their journey. Depending on the young person's unique needs, these providers may include:

- Heartland Workforce Solutions, www.hws-ne.org
- IowaWORKS, www.iowaworkforcedevelopment.gov
- Spruce Staffing, www.sprucestaffing.com
- OneWorld, www.oneworldomaha.org
- Charles Drew, www.charlesdrew.com
- All Care, www.allcarehealthcenter.org
- Youth Emergency Services, www.yesomaha.org
- Heartland Family Service, www.heartlandfamilyservice.org
- Lutheran Family Services, www.lfsneb.org
- Southwest Iowa Mental Health and Disability Services, www.swiamhds.com
- Opportunity Passport
- Learn and Earn to Achieve Potential
- D2 Center, www.d2center.org
- Metropolitan Community College, www.mccneb.edu
- Iowa Southwestern Community College, www.swcciaowa.edu
- Open Door Mission, www.opendoormission.org
- Siena Francis House, www.sienafrancis.org
- Micah House, www.themicahouse.org
- Jacob's Place, www.omahahomeforboys.org
- Early Childhood Services, www.ecsomaha.org
- FAMILY, Inc., www.familyia.org



There are several popular assessment aids you can use in addition to any proprietary forms your agency uses to assess needs and determine the best possible services to access. One of the most popular forms is the Ansell-Casey Life Skills Assessment, which looks at a young person's ability to live independently and identifies potential gaps to address. Or, to use our nautical analogy, this assessment helps you and the young person determine what skills and resources they already have on board their ship, what they need to stock, and which ports they need to visit—and in what order, priority-wise. This process is the beginning of helping young people to create their own maps.

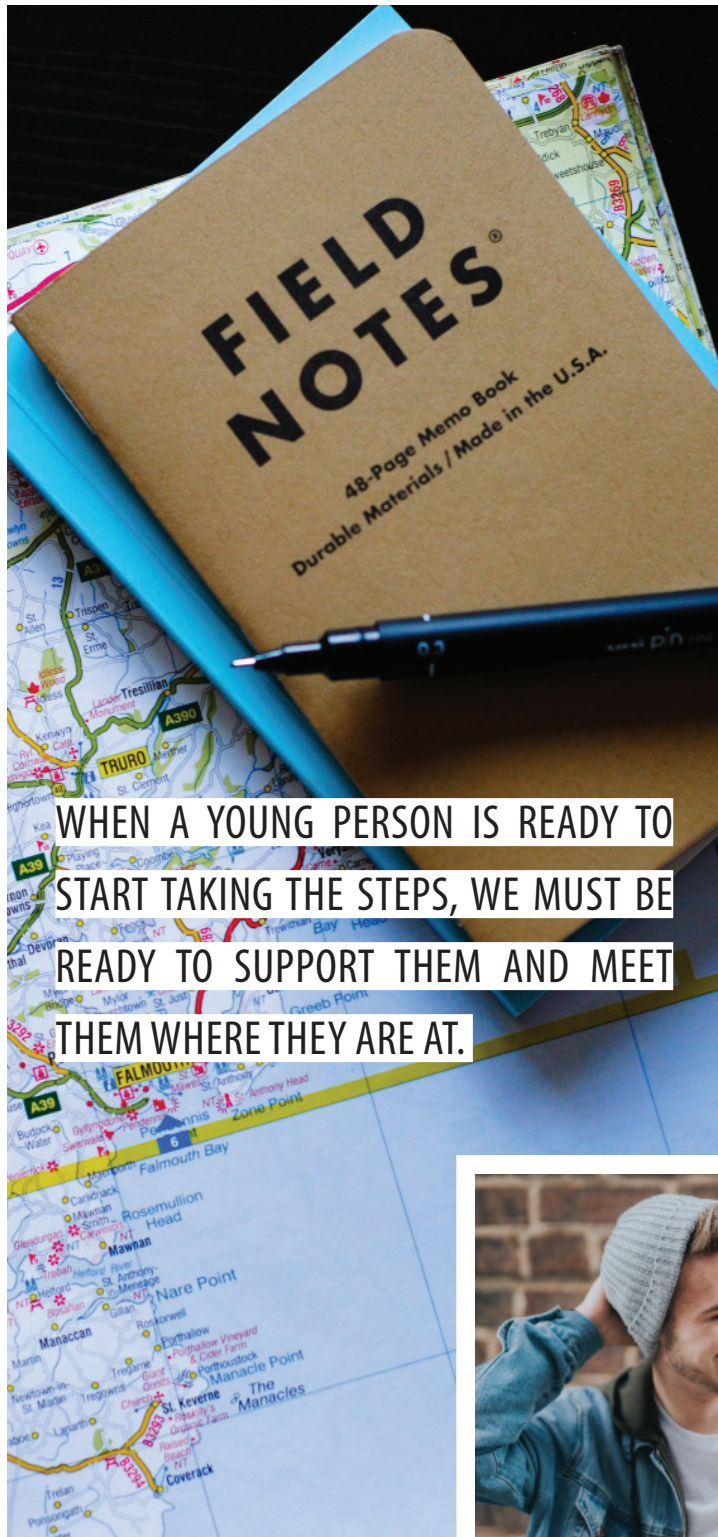
See page 15 for a copy of the Ansell-Casey Life Skills Assessment.

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Be organized,
find a way that works for you,
and roll with it. Even when
you get frustrated, just push
through because at the end
of the day, you are helping
youth to stay engaged and
learn life skills. —Melissa Frye,
BS, Independent Living Specialist

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DRAWING A MAP FOR HEALTHY GOALS



WHEN A YOUNG PERSON IS READY TO
START TAKING THE STEPS, WE MUST BE
READY TO SUPPORT THEM AND MEET
THEM WHERE THEY ARE AT.

One of the most important things you and your young person will do together is deciding where to point their ship. As you go through the goal-setting process together, remember that ultimately the plan must be self-driven, and the young person must be in control of where they want to go in life and what they're doing to get there. In other words, you're there to help them create their map and to ensure they're looking forward toward the horizon rather than getting stuck in their own wake, so to speak.

When a young person is ready to start taking the steps, we must be ready to support them and meet them where they are at. We say "strike while the iron is hot" many times a day when referencing reaching out to these young people, whose lives are often tumultuous and inconsistent. Often, they may unconsciously resist the process or find themselves sabotaging their own journey. So, be patient and consistent with your expectations. Start by helping them set smaller goals to arrive at the big ones. If a young person has not been in contact for



a few weeks and has missed appointments but then reaches out and says they are wanting to meet again, meet with them without blame. Help them to realize the importance of making those appointments.

NO GOAL IS TOO SMALL



Please also keep in mind that no goal is too small. If the young person wants to learn how to dress properly for a job interview, find resources to help them develop those skills. If the young person wants to know how to load their dishwasher, help them learn. Their goals can also be more lofty, and part of the Independent Living Skills Coach's purpose is to help them plot the course. If a young person wants to become a lawyer, help them map out a plan to take the necessary steps to get there. They'll see that it's a long journey to reach those lofty goals, but they'll also see that there are a lot of really great milestones along the way: finishing high school or getting a GED, enrolling in and completing college, gaining real-life experience, and finishing schooling. Help them see that big dreams won't be achieved overnight, but they are capable of achieving great successes on the way there.

Finally, as you help your young people navigate their journey, remember that not everything will be a success, but the skills the young person learns will forever be useful. Once the young person has been to a port a couple of times, that young person will then be able to navigate themselves back to the port. Once a young person realizes they have better results in job interviews by dressing well, they will strive to dress well for every interview. The real treasures you will give to these young people will include support, belief in themselves, these skills, and the knowledge they can use to better their lives.



OBSTACLES & SETBACKS

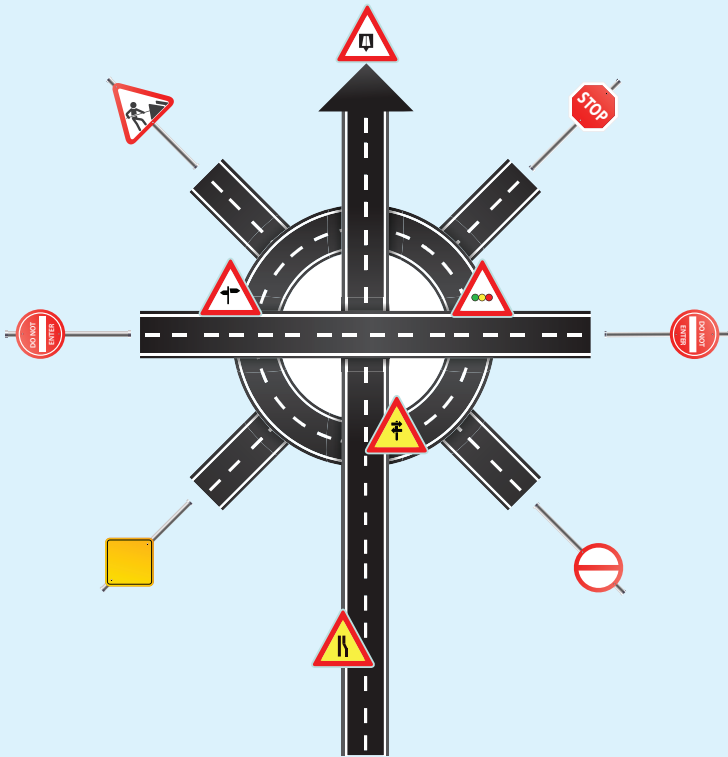
PREPARING FOR CHOPPY WATERS

The young people we work with have had numerous storms in their lives, and oftentimes those storms are still raging—or new ones are starting. As their Independent Living Skills Coach, you may be asked to help them navigate rough waters and work through how these events have affected them. In this section, we'll talk a little bit about how to handle these situations.

First, it's important to recognize that trauma has lifelong effects that can present challenges to both success and survival. The research around Adverse Childhood Experiences tells us that childhood traumas can have negative impacts on physical and mental health, relationships, and overall enjoyment of life. These traumatic events can also include poverty, experiencing racism, bullying, constant displacement, isolation, etc. While mental health is and always will be a huge focus when helping these young people, treating a young person's trauma is also important and can be as simple as being

there to show them how to open a bank account or help them get a new birth certificate. Remember though, if there are experiences you can't help them through or feel uncomfortable addressing, it's important that you help them find someone who can.

Many times, our young people have never been told they can and will be successful, nor have they been supported in reaching for their dreams, so it's easy for them to feel defeated and give up. As their coach, it's your responsibility to be supportive, let them know you believe in them, and help them achieve their goals through realistic steps and hard work. This may mean helping them look at their own skills, motivations, and barriers with a realistic lens. Perhaps there are skills in their arsenal that they aren't using but should be. For example, a young person may say they know how to cook, but do they use those skills? Helping a young person change their habits is crucial to helping them reach their goals.



Even as you work hard to encourage them, it's important that you're realistic about the progress you make. Don't expect your young people to suddenly have clear skies and calm waters—there will be challenges, and both parties will make mistakes along the way. Remember that it's a journey with an ever-evolving map and obstacles that are unique to each individual. Here's an example: If you've had sporadic contact with a young person and then one day they reach out to you for help, that's a success.

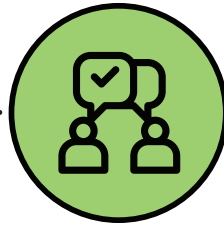
If they've made one out of three appointments when they usually blow off everything, that's a success—especially if being there meant finding transportation, taking time from work, or finding child care. Our job is to meet the young person where they are (both emotionally and physically) and to let them know there's no shame or judgment for anything.

Finally, remember that it's important to keep your cool and always come from a helpful place. Your young people may test your trust and push you away, but you must try not to take these things personally, because most of this testing comes from past trauma and hurt feelings. However, this does not also mean that you must take abuse from the young person. You can and must set healthy boundaries for yourself to keep yourself safe. Communicating these boundaries early on will help to establish a healthy working relationship with your young people. After all, even the captain of a ship must understand that there are consequences for treating their crew poorly.

In the system, I had a Life Skills Coach who treated me as if I were her child. She had high expectations for me. If I didn't meet them, she would be honest with me and explain why she had the expectations so high for me. I hated/loved her for those reasons. The only reason I'd ever hate her was when she would tell me why she was disappointed in me. I never knew how much a person could truly care about me until I met her. Even now that I am 21 and with two children, I still count her as my support system and love her so much more. So just be open and don't be scared to care. We stubborn children need/want that the most.

—Bea

WHAT ARE YOUR BOUNDARIES?



SUPPORT

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Because of everything our young people have survived, trust is a gift that can be difficult to earn. Consistency, being willing to meet a young person where they are, nonjudgmental, doing what you say you are going to do, and not creating any additional obstacles in their lives are all ways to start building this trust. It's also important to build a relationship that's based on more than just what a young person needs to do. Find out what they think is important. Ask questions about what they enjoy in life, what relieves their stress, what their hobbies are, and allow them to open up at their own pace. Finding common ground may not be as difficult as you think. Video games, cooking, parenting, similar life experiences, sports, etc., can all lead to an unexpected connection between you and a young person.

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Youth will typically ask for help when they need it regarding challenges they are facing. Don't force an issue, but allow them to feel welcome to talk to you if they need to. Don't ask unwarranted questions unless invited. Don't try to make them feel bad about their current situation and instead try to be a source of encouragement for them.

—Cody

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MAKING CONNECTIONS WITH YOUNG PEOPLE

Often when we talk about the things that we enjoy, we can find some level of connection with a young person. Ask the young person what they enjoy and try to find a common ground. Use the space below to write some of your passions and hobbies, then write a simple strategy about how you could use these passions to create a connection with a young person.

Sometimes we may face a situation where a young person either does not want to open up or simply may not share any common ground with us. Use the space below to create a strategy for connecting with a young person who does not share a common ground. This could be as simple as asking broad questions and finding out what makes them happy or acknowledging that it may take time to form that connection.

SELF-CARE: KEEPING THE CREW HEALTHY

You may be acting as a young person's first mate, but don't forget: You're the captain of your own ship, too, so it's important to take the time to shine your own hull, patch your own sails, and upgrade your own equipment, so to speak.

There will be several opportunities for trainings as you move forward in this journey—training that not only betters yourself, but improves the experience for your young people. For example, Youth Thrive™ is a training that all our partners are required to take. For additional information and to sign up for the training, you can contact Phillip Burrell with Project Everlast at pburrell@nebraskachildren.org.

Also, remember that we are all one big family. Talking to your fellow coaches is key—after all, two heads are better than one—and the Central Access Navigators at Project Everlast are also an excellent resource. We are a community, and this community is supportive of one another in helping our young people to succeed.

Finally, self-care is very important to ensuring that you as the supporter aren't getting overwhelmed and burnt out. Treat yourself, pamper yourself, and be good to yourself, whether it's through retail therapy, yoga, working out, or simply getting enough sleep.

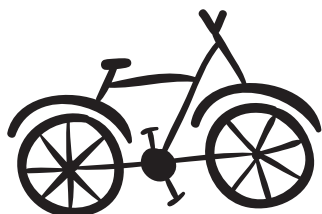
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The work we do is IMPORTANT!

We can be the one person that the young adult decides to trust and build rapport with—it is critical that we understand this, without bringing the weight of the world on our shoulders. We can assist the young person to the best of our ability, but we cannot allow ourselves to take on the decisions that they make. We can encourage and support their decisions, but we cannot change their decisions. —Katie Griffin, M.S.

Independent Living Specialist

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PAPERWORK & PROCESSES

THE NITTY-GRITTY OF TRACKING PROGRESS

The further you progress on your voyage with your young people, the more important it becomes to keep accurate records of your results and processes. Nobody loves paperwork, but the truth is, it's both very helpful and important. Recording data on your clients helps to see trends that young people in our services are facing, and with this information, we can adjust our practices to match those needs. Also, by maintaining this data, we can show funders why the support we offer is important: because we're facilitating supports and services that both the young people and the community need. Plus, assessments help us ensure that our young people are being directed to the proper agencies and give us a map to follow as we set sail.

Every agency uses different assessments and reporting methods, so please consult your supervisor about what forms you are supposed to be using. Within this packet of materials, you'll find a copy of the coaching report we'll ask you to fill out for each of your clients monthly and report back to us with. Please ask your supervisor for additional copies and training on other required documents.

Ongoing assessment is also important. First, it helps us measure the progress the young person is making and what they've been able to accomplish in the time we've been working with them. Secondly, we can see where they still have needs.

“My PALS Specialist helped me build a budget so I could manage my money more efficiently and pay my bills on my own. They helped me get everything in order when I was applying for colleges, scholarships, and helped me with filling out my FAFSA and filing my taxes. My specialist always returned my calls or emails within the same day.” —Diedra

Once again, every agency may have different hard-and-fast rules that they use to make sure they are connecting, assessing, and maintaining their relationships with the young people they serve, but here are some suggestions we highly recommend:

- Let the referral source know you got the referral.
- Reach out to the young person within 48 hours of receiving the referral.
- Attempt to contact the young person five times before closure. We consider one contact attempt to include using multiple methods in one day—for example, calling, leaving a message, sending a text, and sending a Facebook message on the same day would be considered one attempt.
- Once contacted, schedule a time to do an orientation. The case is officially opened after the first face-to-face meeting or first in-depth phone conversation.
- If the young person is unable to come to you for orientation, best practice tells us that it's great for establishing the relationship if you're able to go out and meet them where they are.
- Create the plan, driven by the young person. This includes creating both short- and long-term goals.
- Work together to help them achieve the things they want to achieve.
- Stay connected.
- Reach out to partners if the young person goes MIA.

One final thing to keep in mind is that when it comes to Independent Living Skills Coaching, sometimes the journey is the destination. Perhaps a young person came

through and achieved all the goals they set for themselves. Or perhaps a young person was not yet in the right space to achieve their goals. Either way, the journey does not end. At Project Everlast, we reach back out to our young people 60 days after the initial referral to make sure they're doing OK and that they've remained connected to supports. Sometimes, we find that a young person has lost their way and is in need of more navigation. Don't be surprised to see a young person need services multiple times, and make sure they know it's OK if they do.

We'll always be here, because the young person's journey is always adapting, evolving, and in need of support. It's our job to be the first mates they need as they find their way.

I believe one of the greatest characteristics of our program is being approachable, accessible, and available to youth without them having to be involved in ours or any other program. They also know, however, that they can become involved in our program at any time if needed to maintain whatever normalcy and/or stability that is needed in their lives because of the relationships we make.

—Jane Kasik, PALS Specialist

Ansell-Casey Life Skills Assessment

Youth Level III — Version 4.0

Instructions: These questions will ask you about what you know and can do. Please try to answer all the questions.

Demographics

1. I am: ☐ Male ☐ Female

2. My current age (years): _____

3. My grade in school:

- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade
- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade
- ☐ Trade school
- ☐ In college
- ☐ Not in school
- ☐ Other

4. My race/ethnicity? (Please choose all that apply)

- | | |
|---|--|
| <input type="radio"/> American Indian or Alaskan Native | <input type="radio"/> Korean |
| <input type="radio"/> Asian Indian | <input type="radio"/> Native Hawaiian |
| <input type="radio"/> Black, African-American | <input type="radio"/> Other Asian |
| <input type="radio"/> Chinese | <input type="radio"/> Other Pacific Islander |
| <input type="radio"/> Filipino | <input type="radio"/> Other Race: _____ |
| <input type="radio"/> Guamanian or Chamorro | <input type="radio"/> Samoan |
| <input type="radio"/> Hispanic/Latino/Spanish | <input type="radio"/> Vietnamese |
| <input type="radio"/> Japanese | <input type="radio"/> White |

5. My primary race/ethnicity? (Please choose only one)

- | | |
|---|---|
| <input type="radio"/> American Indian or Alaskan Native | <input type="radio"/> Guamanian or Chamorro |
| <input type="radio"/> Asian Indian | <input type="radio"/> Hispanic/Latino/Spanish |
| <input type="radio"/> Black, African-American | <input type="radio"/> Japanese |
| <input type="radio"/> Chinese | <input type="radio"/> Korean |
| <input type="radio"/> Filipino | <input type="radio"/> Native Hawaiian |
| | <input type="radio"/> Other Asian |

- ☐ Other Pacific Islander
- ☐ Other Race: _____
- ☐ Samoan
- ☐ Vietnamese
- ☐ White

6. If you are American Indian, Native American, or Alaska Native, please write the name of your Tribal or Community Affiliation on the line below.

7. Postal (zip) code of your home address (for research purposes): _____

8. Which answer best describes your current living situation:

- ☐ On my own (alone or shared housing)
- ☐ With my birth (biological) parents
- ☐ With my birth (biological) mother or father
- ☐ With my adoptive parent(s)
- ☐ With my foster parent(s) who is/are unrelated to me
- ☐ With relatives (not foster care)
- ☐ With relatives who are also my foster parents
- ☐ In a group home or residential facility
- ☐ In a juvenile detention or corrections facility
- ☐ With a friend's family (not foster care)
- ☐ At a shelter or emergency housing
- ☐ With my spouse, or partner, or boyfriend or girlfriend
- ☐ Other

9. How many years have you been in this living situation? _____

10. I have a Social Security card:

- ☐ Yes
- ☐ No

11. I have a copy of my birth certificate:

- ☐ Yes
- ☐ No

12. I have a photo ID:

- ☐ Yes
- ☐ No

13. When completing this assessment, I am at the following location:

- ☐ Employment or vocational agency
- ☐ Youth/family community service agency
- ☐ School library, classroom, or computer room
- ☐ Public Library
- ☐ Foster care agency
- ☐ Recreation facility (like YMCA, Boys/Girls Club)
- ☐ Where I live
- ☐ University
- ☐ Church, synagogue, temple, mosque or religious facility
- ☐ Juvenile detention or correction facility

Knowledge and Behavior

Please circle the number (1, 2 or 3) that describes you best:

		Not like me	Somewhat like me	Very much like me
Communication				
1.	I get help if my feelings bother me	1	2	3
2.	I can explain how I am feeling (like angry, happy, worried or depressed)	1	2	3
3.	I ask for help when I need it	1	2	3
4.	I talk with an adult I feel close to	1	2	3
5.	I talk over problems with a friend	1	2	3
6.	I accept compliments or praise without feeling embarrassed	1	2	3
7.	I clearly present my ideas to others	1	2	3
8.	I ask questions to make sure I understand something someone has said	1	2	3
9.	When I disagree with someone, I try to find a compromise	1	2	3

		Not like me	Somewhat like me	Very much like me
Daily Living				
1	I use things in the kitchen, like the microwave, electric mixer, and oven	1	2	3
2	I store food so it doesn't spoil or go bad	1	2	3
3	I fix meals for myself on my own	1	2	3
4	I keep my living space clean	1	2	3
5	I know how to wash my clothes according to the label (for example, hand wash, dry clean, cold water)	1	2	3
6	I prevent or minimize roaches, ants, mice, mold, mildew, etc	1	2	3
7	I fix my clothes when they need it, like sewing on a button	1	2	3
8	I follow the basic fire prevention and safety rules for where I live	1	2	3
9	I can set up a free email account	1	2	3
Housing and Money Management				
1	I can complete a rental agreement or lease	1	2	3
2	I can arrange for new telephone service and utilities (such as gas, water, electricity)	1	2	3
3	I can calculate the start-up costs for new living arrangements (for instance; rental deposits, rent, utilities, furnishings)	1	2	3
4	I can explain how to get car insurance	1	2	3
5	I can explain how to establish and maintain a good credit rating	1	2	3
6	I can interpret pay stub information	1	2	3

		Not like me	Somewhat like me	Very much like me
7	I understand billing information (such as a phone bill)	1	2	3
8	I can develop a monthly budget for living on my own	1	2	3
9	I can explain the good points and bad points of buying on credit	1	2	3
10	I can explain how to get and renew a driver's license	1	2	3
11	I can explain where to get help if there is a conflict with the property manager	1	2	3
12	I can contact places around where I live to get financial advice	1	2	3
13	I can explain how to write checks, make deposits and ATM transactions, and balance a checking/savings account	1	2	3
14	I can understand and respond to ads for housing	1	2	3
15	I can explain where to get information about financial aid for education	1	2	3
16	I can name two ways to save money on things I buy	1	2	3
17	I am aware of local social service agencies (like employment and counseling services)	1	2	3
18	I can explain the education or training needed for my career options	1	2	3
Self Care				
1	I can explain how to prevent pregnancy	1	2	3
2	I can explain how girls get pregnant	1	2	3
3	I can explain two ways to prevent sexually transmitted diseases (STDs) such as HIV/AIDS and syphilis	1	2	3

		Not like me	Somewhat like me	Very much like me
4	I can explain what happens to your body if you smoke or chew tobacco, drink alcohol, or use illegal drugs	1	2	3
5	I can take care of minor injuries and illnesses	1	2	3
6	If I need medical help quickly, I know how to get it	1	2	3
7	I can explain what can happen if someone drives while drinking or on drugs	1	2	3
8	I can contact places around where I live to get information on sex or pregnancy	1	2	3
9	I can name two or more places to get help if I feel unsafe	1	2	3
10	I can turn down a sexual advance	1	2	3

Social Relationships

1	I am polite to others	1	2	3
2	I respect other people's things	1	2	3
3	I respect other people's ways of looking at things, their lifestyles, and their attitudes	1	2	3
4	I show appreciation for things others do for me	1	2	3
5	I deal with anger without using violence	1	2	3
6	I think about how my choices affect others	1	2	3
7	I can safely interact with others on the internet	1	2	3

Work and Study Skills

1	I get my work done on time	1	2	3
2	I get to school or work on time	1	2	3
3	I prepare for exams and presentations	1	2	3
4	I look over my work for mistakes	1	2	3
5	I use the library, newspaper, computer/internet, or other resources to get information	1	2	3

		Not like me	Somewhat like me	Very much like me
6	I know how to use the internet to do my homework	1	2	3
7	I know how to use a search engine	1	2	3
8	I can create, save, open, retrieve, and print documents on the computer	1	2	3

Extra Items

1	I can make appointments with my doctor, dentist, or clinic when needed	1	2	3
2	I avoid relationships that hurt or are dangerous	1	2	3
3	I can explain how to get a copy of my birth certificate	1	2	3
4	I can explain how to get a copy of my Social Security card	1	2	3

Performance Items:

Please mark the best answer for each of the following questions:

Communication

1. To keep a conversation going, you should?

- A. Ask questions
- B. Brag about everything you have accomplished
- C. Talk about politics
- D. Smile a lot

2. To present your ideas clearly to someone else, you must first?

- A. Make sure you understand your own ideas
- B. Get a good night's sleep
- C. Write down the ideas
- D. Think of all the alternatives to your ideas

- 3. If a friend sends you an e-mail and you don't understand what they said, you should?**
- A. Delete the e-mail
 - B. Send an e-mail back asking them what they mean
 - C. Ignore them
 - D. Write a long response to what you think they are trying to say
- 4. If someone is phishing they are:**
- A. Hungry
 - B. Trying to steal your banking information with a false website
 - C. Telling a bad joke
 - D. Trying to steal your wireless

Daily Living

- 5. If the power goes out where you live, which of these probably won't work?**
- A. Microwave
 - B. Oven
 - C. Refrigerator
 - D. All of these probably won't work
- 6. Which of these is a safety hazard in the bathroom?**
- A. A washcloth and towel
 - B. A hairdryer plugged in right next to the bath tub or shower
 - C. An open window
 - D. An overturned waste basket
- 7. If you are cooking something in a pan using grease and the grease catches fire, what should you do?**
- A. Throw water on the fire
 - B. Smother the fire with a towel
 - C. Carry the flaming pan outside
 - D. Smother the fire with the lid of a pan

Housing and Money Management

- 8. If someone wants to rent an apartment, which of these do they have to complete?**
- A. Mortgage papers
 - B. Driver's license forms
 - C. Change of address forms
 - D. A rental application

9. To get the best car insurance rate, you need to?

- A. Come from a rich family
- B. Drive an expensive car
- C. Have a safe driving record
- D. Get insurance from a small company, not a large one

10. Which of these are good ideas about credit cards?

- A. Try not to use a credit card for luxuries
- B. Try to use credit cards only when you can pay what you charge each month
- C. It's better to use cash than credit cards
- D. All of the above are good ideas about credit cards

Self Care

11. Which of these is a treatable bacterial infection that can spread throughout the body and affect the heart, brain and nerves?

- A. Syphilis
- B. Human papillomavirus (HPV)
- C. Herpes
- D. Chlamydia

12. If someone chews smokeless tobacco, what is likely to happen to them?

- A. Their teeth will get brown stains
- B. They will become addicted to nicotine
- C. They will be more likely to have cancer later on
- D. All of these are more likely to happen to them

13. A fever is when the body temperature gets higher than normal. Normal body temperature for most people is?

- A. 100.2 degrees
- B. 102.4 degrees
- C. 92.3 degrees
- D. 98.6 degrees

Social Relationships

14. If your teacher's name is Mr. Jonathan P. Edwards, what should you call him?

- A. Mr. Edwards
- B. Jon
- C. Jonathan
- D. Teacher

15. If you want others to show respect for you, you should?

- A. Get really high grades in school
- B. Show them respect
- C. Always be on time for appointments
- D. Dress like everybody else

16. If someone you know is from another race, you should?

- A. Avoid them
- B. Think you are better than they are
- C. Respect them as much as anyone else
- D. Try to make them your best friend

Work and Study Skills

17. What's the best way to make sure you get your homework done?

- A. Do the toughest part first
- B. Turn off the TV or anything else that might distract you
- C. Get it done before it gets too late
- D. All of these are pretty good ways to get homework done

18. Which of these is true about using the internet to help with school work?

- A. It's always OK to send your e-mail address to others if they offer to help you get your assignment done
- B. Go only to sites that will definitely help with the assignment
- C. There are many sites that will actually do your assignment for you
- D. Most internet sites take so long to help you that it isn't worth looking on the internet for help

19. A resume should have which of the following on it?

- A. Your birth date
- B. Information about your race
- C. Your work history
- D. Your past salary information

Extra Items

20. If you have \$100 in your bank account and you write a check for \$125, what will happen?

- A. The bank will call you and ask you to put more money in the account
- B. The bank will put in an additional \$25 into your account
- C. Your check will not be honored and your check may "bounce"
- D. Your bank account will be immediately closed

21. A smoke alarm?

- A. Is something that wakes you up in the morning
- B. Sounds if there is a fire or smoke where one lives
- C. Goes off if someone smokes a cigarette in the next room
- D. Is just another name for a fire extinguisher

22. If you have an important problem you would like to talk over with someone else, who should you talk to?

- A. A friend you just met
- B. An adult you trust
- C. Any teacher at school
- D. Your next door neighbor

Assessment Evaluation

1. Not counting today, how many times have you taken an ACLSA?

2. I filled out this assessment (please mark all that apply):

- ☐ With an adult ☐ By myself ☐ With a friend

3. How did you like this assessment?

- ☐ I liked it ☐ It was OK ☐ I didn't like it

Additional Questions

This section is for use with questions provided by your school, agency or caregiver.
If no questions have been provided, you may stop here. Thank you.

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