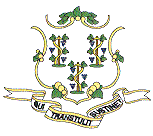
**State of Connecticut**

**Department of Children and Families Learning Inventory of Skills Training (L.I.S.T.)**

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| **Instructions** | | | | | | | | | | |
| **Scoring:** Each domain has a "minimum" number of skills in each category (Basic, Intermediate, Advanced) that must be known before moving on to assess the next.  The individual is "placed" in the category of the domain in which they know the minimum number of skills.  For example, in the "Basic" category of the Money Management domain, the individual must know 3 of 5 skills in order to move on to assess their skills in the "Intermediate" category.  If they only know 2 of the 5 skills, they are considered "Pre-Basic" and the assessment of money management skills would end there.  If they know 3 or more of the 5, the assessor moves on to the "Intermediate" category and begins assessing those skills.  In the "Intermediate" category the individual must know 4 of the 6 items.  If they only know 3 of the 6 items, they are rated as "Basic" and so on.  In order to be scored as "Independent" the individual should know all the skills in the "Advanced" category.  **Assessment:** The assessment should be conducted by someone who knows the client well and in conjunction *with* the client.  This tool should be administered in the language in which the youth feels most comfortable.  It should be as demonstrative as possible, and the assessor should ask questions that elicit demonstrative answers (versus "yes" or "no" answers).  Each domain can be assessed independently, and only as applicable to the individual.  **Pre-Basic = 1              Basic = 2              Intermediate = 3              Advanced = 4              Independent = 5** | | | | | | | | | | |
| **Cover Sheet (must be completed)** | | | | | | | | | | |
| Name: | | DOB: | | DCF AO: | | | DCF LINK Case #: | | DCF LINK Person ID#: | |
| DCF Legal Status: | Assess. Start Date: | Skills Teaching Start Date: | | Placement (time of evaluation): | | | Baseline Score: | | Current Score: | |
| Completed Keys to Financial Future  Yes  No | | If Yes, Select Date of Completion:  Click or tap to enter a date. | | Completed Black Lives Matters Safety “The Conversation”  Yes  No | | | | | If Yes, Select Date of Completion:  Click or tap to enter a date. | |
| Provider/Program Name (ex. Marrakech-CBLS): | | | | Provider ID #: | | | Provider Service Type:  Choose an item. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **Order to complete skill attainment:**  This section should be completed by the individual; the order in which they prioritize the skill areas is the order in which facilitation of skill building should occur (include teaching plan): | | | | | | | Number of Previous  Out of Home Placements  **(do not leave blank):** | | | |
| **Required Domains** | | | **Level of Skills Attained** | | | | | | | |
| **Pre-Basic**  **1** | **Basic**  **2** | | **Intermediate**  **3** | | **Advanced**  **4** | | **Independent**  **5** |
| Money Management | | |  |  | |  | |  | |  |
| Food Management | | |  |  | |  | |  | |  |
| Personal Appearance & Hygiene | | |  |  | |  | |  | |  |
| Home Management | | |  |  | |  | |  | |  |
| Housing | | |  |  | |  | |  | |  |
| Emergency & Safety Skills | | |  |  | |  | |  | |  |
| Health & Wellness | | |  |  | |  | |  | |  |
| Educational Planning | | |  |  | |  | |  | |  |
| Job Seeking | | |  |  | |  | |  | |  |
| Anger, Stress & Coping Skills | | |  |  | |  | |  | |  |
| Sexual Health | | |  |  | |  | |  | |  |
| Knowledge of Community Resources | | |  |  | |  | |  | |  |
| Permanency | | |  |  | |  | |  | |  |
| **As Needed Domains** | | | **Level of Skills Attained** | | | | | | | |
| **Pre-Basic**  **1** | | **Basic**  **2** | **Intermediate**  **3** | | **Advanced**  **4** | | **Independent**  **5** |
| Job Maintenance Skills | | |  | |  |  | |  | |  |
| Interpersonal Skills | | |  | |  |  | |  | |  |
| Intimate Relationships | | |  | |  |  | |  | |  |
| Transportation | | |  | |  |  | |  | |  |
| Medication Management | | |  | |  |  | |  | |  |
| Parenting and Childcare | | |  | |  |  | |  | |  |
| Legal Skills | | |  | |  |  | |  | |  |

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| **01 Money Management**  **Required** |

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| **Basic** – Must know **4 of 6** to advance to the next level of accomplishment | |
|  | Can correctly answer the following question.  If you have 2 quarters, one dime, one nickel and 4 pennies, how much money do you have |
|  | Can correctly answer the following question.  You go to the store to buy milk, cereal, bread and soda.  Your total is $12.65 (including tax). You pay with a $20 bill.  How much change should you get? |
|  | Can you give **3** examples of "luxuries" (things you want) and 3 "necessities" (things you need)?  (You may want to use something visual that person can choose from) |
|  | Can you share what is the difference between "sale price" and "regular price"? |
|  | Describe a few ways to save money |
|  | Use a calculator and provide the correct answer to the following:  17+34?  42-19?  12x64?  108÷16? |

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| **Intermediate** – Must know **7 of 9** to advance to the next level of accomplishment | |
|  | Share how you would go about opening a checking or savings account?  What items would you need to bring with you? |
|  | Demonstrate knowledge that a debit card is connected to a checking account. |
|  | Can define credit score. |
|  | Create a budget for a week (shows some understanding of the concept of saving) |
|  | Using a sample of pay stub.  Identify on the paystub where "gross pay" is located and "Net pay"?  "Deductions"?  **Appendix 6 pg. 83** |
|  | Demonstrate you can fill out this check/money order to pay the bill?  **Appendix 4 pg. 81** |
|  | Can demonstrate how to modify a budget for "unexpected" emergencies |
|  | Can demonstrate how to read monthly bank statements, compare balances, make adjustments as necessary. |
|  | Can list important things to look for when choosing a bank (Monthly fees, interest earned, ATM fees, free checking, student account) |

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| **Advanced** – Must know **7 of 9** to be rated as Advanced | |
|  | Can develop a monthly budget covering regular expenses for independent living (show an example) |
|  | Can explain how to comparison shop using unit pricing information |
|  | Understands and can explain the difference between buying on credit/loan, interest, and late payment penalties (credit cards, etc.) |
|  | Can demonstrate how to create a savings plan (short term and long-term goal) |
|  | Demonstrates an understanding of different banking options by listing 3 different types of accounts. |
|  | Give 2 examples how to increase credit score and 2 example of how to decrease a credit score. |
|  | Can describe what is compound interest. |
|  | Can describe the process to transfer money online using a payment app to a friend or family, safely. (CashApp, Zelle, Venmo, etc.) |
|  | Can describe how to pay bills online using their bank account. |
| **02 Food Management**                **Required** | |

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| **Basic** – Must know **4 of 5** to advance to the next level of accomplishment | |
|  | Can explain proper hygiene and sanitation related to food preparation and eating, including why it is important to wash their hands and how to do so properly |
|  | Can describe the "My Plate" nutrition guide and name the food categories in it that contribute to a healthy lifestyle |
|  | Can demonstrate how order in a cafeteria or fast food restaurant |
|  | Can list the name and use of a minimum of 2 cooking utensils |
|  | Can explain the benefits of using coupons and grocery store discount cards, as well as how to get and use them |

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| **Intermediate** – Must know **5 of 7** to advance to the next level of accomplishment | |
|  | Can demonstrate how to order a meal from the menu in a restaurant |
|  | Can demonstrate how to prepare a nutritious breakfast, lunch, and dinner for one |
|  | Can create a grocery shopping list |
|  | Demonstrates how to use cooking utensils safely |
|  | Can demonstrate how to use 2 kitchen appliances effectively and safely |
|  | Can explain when it's appropriate to snack and how snacking impacts their overall health |
|  | Can explain or give an example how food is an expression of cultural identity |

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| **Advanced** – Must know **9 of 11** to be rated as Advanced | |
|  | Can demonstrate where to appropriately store different food items |
|  | Can describe signs of spoilage in food, and can use dates on food packages to prevent spoilage |
|  | Can provide examples how emotions can influence eating |
|  | Can demonstrate how to follow the instructions/recipes for preparing food |
|  | Provide a sample that demonstrates they can plan a weekly menu of nutritious meals |
|  | Can discuss what portion control is and provide examples as to how much food is in a serving. |
|  | Create a shopping list that incorporates a week's menu and stays within a given food budget |
|  | Can demonstrate how to set the table properly |
|  | Can carry out a grocery shopping trip on their own |
|  | Can prepare a meal using a recipe and can adjust the recipe for more/less people |
|  | Can explain what eating disorders are and the health implications they can lead to. |

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| **03 Personal Appearance & Hygiene**   **Required** |

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| **Basic** – Must know **5 of 8** to advance to the next level of accomplishment | |
|  | Can demonstrate how to properly wash hands. |
|  | Can describe when it is appropriate to wear a mask. Can demonstrate always having a mask available to them. |
|  | Can demonstrate how to appropriately, cough, sneeze, etc... to avoid spreading germs and/or virus. |
|  | Can describe 3 situations when it is critical to wash hands and the importance of doing so. |
|  | Can describe the importance of showering or bathing regularly |
|  | Can explain how to use common personal hygiene products. (shampoo, soap, deodorant, shaving cream, etc.) Can describe how long these products last and how much they cost. |
|  | Can explain the importance of oral hygiene (brushing teeth, flossing, rinsing, etc.) regularly. |
|  | Can describe how often to do laundry. |

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| **Intermediate** – Must know **4 of 6** to advance to the next level of accomplishment | |
|  | Demonstrates an ability to keep hair and skin neat and clean. (Knows how to use basic grooming tools such as hair dryer, razor, brush, comb, etc., specific to their ethnicity) |
|  | Can demonstrate an understanding of how to dress in clean clothing appropriate to the season |
|  | Can demonstrate an understanding of skin care rituals needs specific to themselves (ie., acne care, blemishes, lotions, frequency of washing hair, allergies) |
|  | Can read clothing labels to determine which clothes are to be dry-cleaned, hand washed, and machine-washed |
|  | Can demonstrate steps necessary to successfully clean laundry (separate, temperature, amounts of soap, bleach) |
|  | Can demonstrate an understanding that personal appearance can perceived as a threat (i.e., hoodies, masks, skin hats, etc.) |

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| **Advanced** – Must know **4 of 6** to be rated as Advanced | |
|  | Can demonstrate an ability to use appropriate stain removal techniques for different types of stains. |
|  | Can recognizes social cues and adjust (related to perceived personal appearance and/or body odor). |
|  | Can demonstrate an understanding of the proper use of makeup (as appropriate). |
|  | Demonstrates an understanding how to dry clothes in dryer using appropriate settings. |
|  | Can demonstrate how to iron clothes or alternative to get out wrinkles. |
|  | Can describe appropriate clothing to wear specific to the occasion/events in appropriate season. |

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| **04 Home Management**  **Required** |

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| **Basic** – Must know **5 of 6** to advance to the next level of accomplishment | |
|  | Can demonstrate how to wash dishes adequately using soap and hot water |
|  | Can demonstrate the ability to shop for food and household supplies |
|  | Can demonstrate how to sweep and wash floors, wash windows, dust, clean toilet/tub/sink |
|  | Can demonstrate how to change a light bulb |
|  | Can demonstrate how to make a bed |
|  | Can explain how to dispose of garbage and separate out the recycling |

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| **Intermediate** – Must know **7 of 9** to advance to the next level of accomplishment | |
|  | Can demonstrate how to use vacuum cleaner properly, change bag(s) and/or empty the compartment |
|  | Can demonstrate how to change the bedlinen and how often it needs to be changed |
|  | Can give 2 examples of how to prevent sinks and toilets from clogging. |
|  | Can demonstrate the ability to recognize when situations require help and can describe the next steps (i.e., call the landlord, the plumber, electricity issues, etc.) |
|  | Give examples of appropriate cleaning products to use for different cleaning jobs (toilet, countertop/different services, floors, etc.) |
|  | Can demonstrate how to clean a stove, (gas vs. electric as applicable), refrigerator and other appliances |
|  | Can explain the necessary steps to properly sanitize your home to prevent the spread of germs |
|  | Can explain how to properly use a garbage disposal (if applicable) |
|  | Can explain what cleaning products are dangerous when used together |

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| **Advanced** – Must know **5 of 6** to be rated as Advanced | |
|  | Can demonstrate how to stop toilet from running |
|  | Can demonstrate how to use a plunger to unclog a toilet or sink |
|  | Can demonstrate how to perform routine house-cleaning to maintain the home in a reasonably clean state without assistance |
|  | Can explain what to do should the electricity go out |
|  | Can list ways to conserve energy and water |
|  | Can explain how to avoid bedbugs, roaches, flies, ants, mice, etc., Can describe steps necessary to eliminate them should their home become infested. |

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| **05 Housing**  **Required** |

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| **Basic** – Must know **3 of 4** to advance to the next level of accomplishment | |
|  | Give examples of under what circumstances would one need to find housing |
|  | Can give examples of a situation when it is necessary to access emergency shelter. Describe the steps necessary to access emergency shelter. |
|  | What are reasonable housing options and what do they cost? |
|  | Explain what to do if you are locked out of your home. |

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| **Intermediate** – Must know **4 of 5** to advance to the next level of accomplishment | |
|  | Can demonstrate how to use the internet for housing search (Craigslist, Zillow, etc.) |
|  | Can define basic terms associated with housing (lease, sub-let, utilities, studio, security deposit, reference, rent to own, mortgage etc.) |
|  | Can explain the steps necessary to calculate the costs associated with different types of housing & identify type of housing that is within budget and meets current housing needs |
|  | Can list the pros/cons of having/choosing a roommate (at least 2 of each) |
|  | Can recognize when they are being treated unfairly because of their race/ethnicity (showing rents in certain neighborhoods) and can describe how they would advocate for themselves. |

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| **Advanced** – Must know **7of 9** to be rated as Advanced | |
|  | Can demonstrate how to calculate "start-up" costs (utility deposits, connection fees, security deposit, 1st month’s rent, purchase of furniture, etc.) |
|  | Can complete a rental application |
|  | Can explain how to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and neighborhood |
|  | Can explain and understand the concept of a lease and landlord/tenant rights and responsibilities |
|  | Can explain the rights of other residents with regard to property and noise and understands the consequences if the rights of others are not respected |
|  | Can explain role of the landlord including what repairs they should perform on the apartment should they arise |
|  | Can explain what to do when the landlord does not follow through on things such as removal or rodents or repairs |
|  | Can explain the importance of renter’s insurance |
|  | Can explain the consequences of breaking a lease |

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| **06 Emergency & Safety Skills**  **Required** |

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| **Basic** – Must know **4 of 6** to advance to the next level of accomplishment | |
|  | In the case of an emergency, can describe knowledge of police, ambulance, fire department and can reach by calling appropriate number. What is the number? |
|  | Demonstrate the ability to recognize an emergency situation |
|  | In the event of a fire, can describe an appropriate plan to evacuate residence |
|  | Can show a basic understanding of fire prevention (properly dispose of smoking material, using gas stove to heat house etc.) |
|  | Can demonstrate how to check smoke alarm and how to replace battery |
|  | Can demonstrate how to lock/unlock doors/windows, and can explain why this is important |

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| **Intermediate** – Must know **4 of 5** to advance to the next level of accomplishment | |
|  | Can explain how to use a fire extinguisher (PASS method: pull the pin, aim the nozzle at the base of the fire, squeeze the trigger, sweep back and forth with the spray) |
|  | Can explain how improperly used appliances can cause fires or electrocution |
|  | Can describe how to recognize the smell of a gas leak and knows what to do/whom to call if they smell a gas leak |
|  | Can name at least three precautions for protecting oneself at home and in the community |
|  | Can describe how to prepare for losing electricity or a natural disaster (blizzard, hurricane) |

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| **Advanced** – Must know **5 of 5** to be rated as Advanced | |
|  | Can explain different methods for putting out different types of fires |
|  | Can demonstrate how to properly store cleaning materials |
|  | Can list how to determine when professional medical help is needed |
|  | Can describe what to do during a thunderstorm or tornado warning |
|  | Can explain how to properly store important documents in case of an emergency |

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| **07 Health & Wellness  Required** |

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| **Basic** – Must know **5 of 7** to advance to the next level of accomplishment | |
|  | Can describe personal and family health history (medical, dental, mental health) |
|  | Understands health the risks of drug (including nicotine and vaping) and alcohol abuse |
|  | Can describe the importance of social distancing and other methods to reduce the spreading of germs and/or a virus |
|  | Can recognize and describe the symptoms of a cold, the flu, and other common health problems |
|  | Describe how and where to get emergency health care |
|  | Demonstrate how to use a first aid kit (for a minor cut, minor burn, splinter, etc.) |
|  | Can select a doctor, dentist or clinic for regular healthcare |

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| **Intermediate** – Must know **8 of 11** to advance to the next level of accomplishment | |
|  | Describe how to obtain a copy of personal immunization records and medical history |
|  | Explain how to correctly use simple in-home medical items (thermometer, pregnancy test, etc.) |
|  | Describe (if applicable) how to care for and maintain their own medical equipment (inhaler, CPAP/BIPAP, nebulizer, glucometer, EpiPen, asthma pump, etc.) |
|  | Understands health care needs specific to self and knows when to disclose. |
|  | Can describe the steps necessary to take care of self during a time of illness or injury. |
|  | Can demonstrate how to make and keep appointments with health care professionals (doctor, dentist, clinician, etc.) |
|  | Demonstrates an understanding of labs and important tests as they relate to own special healthcare needs |
|  | Demonstrates an understanding of confidentiality, HIPAA and consents |
|  | Demonstrates an understands of the importance of sleep in relation to daily functioning |
|  | Can tell if they have insurance, what kind, how to maintain it, and why it is important. |
|  | Can determine when to go to an emergency room and when to make an appointment with the family doctor or walk-in clinic |

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| **Advanced** – Must know **7 of 9** to be rated as Advanced | |
|  | Understands patient rights and knows how to advocate for self on health care issues with medical professionals and behavioral health care providers |
|  | Can identify at least one adult whom they trust who would be legally allowed to make medical decisions for and/or advocate for them should they be unable to speak or advocate for one's self (i.e., a health care proxy). |
|  | Can share an appropriate understands how diet and exercise impacts health |
|  | Can affirm the importance of having and maintaining good mental health and who they can go to if they need support. |
|  | Can explain to others, their mental health, physical symptoms, and treatment/services that they are receiving |
|  | Can give examples of the benefits of engaging in healthy leisure activities |
|  | Has and knows how to obtain and/or maintain active enrollment in healthcare insurance (how to enroll, benefits, provider network) |
|  | Understands that everything they read online isn't true about health and can name where to go for reliable information. |

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| **08 Educational Planning**  **Required** |

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| **Basic** – Must know **2 of 3** to advance to the next level of accomplishment                 Has a basic understanding and meets educational requirement to advance from grade to grade | |
|  | Can describe educational goals and how to obtain them |
|  | Can describe what their options are for post-secondary education |
|  | Can explain benefits/importance of attending your classes and benefits/importance of being there on time |

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| **Intermediate** – Must know **3 of 5** to advance to the next level of accomplishment | |
|  | Can describe how to advocate for their educational needs. |
|  | Has a general idea of what educational degree (diploma, GED, certificate, associates, bachelors, masters, etc.) is needed for the job he/she wants |
|  | Understands the value of degree and how to prepare |
|  | Can describe at least 2 study strategies that work well for them |
|  | Can describe how they organize their time to get all their assignments and responsibilities completed |

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| **Advanced** – Must know **11 of 13** to be rated as Advanced | |
|  | Describes how to obtain school transcripts |
|  | Knows current educational credits and standing and can give correct answers when asked |
|  | Can demonstrate how to develop appropriate educational plan for the career goal(s) |
|  | Share their understanding of the educational/skill requirements to reach their chosen career goal(s) |
|  | Is aware of the cost of higher education/vocational training, and has strategies to pay them |
|  | Knows the benefits, draw backs and differences between a loan and a grant and can demonstrate an ability to use that knowledge to make inform decisions in their own best interest |
|  | Knows where to find and how to access adult education or vocational training in the community and can demonstrate an ability to use that knowledge to make decisions that results in completing their educational goals |
|  | Can demonstrate an ability to obtain financial aid/scholarships for their education |
|  | Can explain how grades impact their ability to get into certain educational programs or majors |
|  | Can demonstrate the ability to apply for college, trade school, secondary education |
|  | Can apply for and use FAFSA and use Naviance |
|  | Can type a paper in Word or Pages |
|  | Can explain what testing they may need for higher education (i.e. SAT, ACT) and apply |

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| 1. **Job Seeking Skills**   **Required** |

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| **Basic** – Must know **3 of 4** to advance to the next level of accomplishment | |
|  | Can describe current employment interests |
|  | Can describe their career goals and what steps are needed to move toward achieving career goals |
|  | Can explain what reasonable pay (fair market value) employment in desired field |
|  | Can determine if a job would meet financial needs |

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| **Intermediate** – Must know **6 of 8** to advance to the next level of accomplishment | |
|  | Can describe the steps necessary to prepare and apply for a job (any job) |
|  | Can fill out a standard job application form, in person, on paper and/or online |
|  | Can describe how to prepare for a job interview and give appropriate answers to common interview questions such as “Tell me about yourself., What are your weaknesses? Why should we hire you?” |
|  | Can describe how to act professionally in an interview (arrive early, shake hands, make eye contact, dress appropriately) |
|  | Can describe what information is needed to create a resume |
|  | Can read an analog clock (one with hands) |
|  | Can create an appropriate email address when applying for jobs/schools and other more professional settings |
|  | Has a reliable communication source (working phone/devise, email, address) in order for potential employer contact |

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| **Advanced** – Must know **4 of 6** to be rated as Advanced | |
|  | Can describe legal documents necessary for the hiring process and how to secure the documents |
|  | Can give examples as to how to follow up after an interview |
|  | Can demonstrate critical thinking when considering job offers |
|  | Can recognize discrimination in the workplace, how it affects you, and what you can do about it |
|  | Can differentiate when it is in their best interest to share information (mental health, disabilities, health conditions) |
|  | Can demonstrate an understanding of their employer's responsibility to make accommodations based on the disability act, when applicable |

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| 1. **Anger, Stress and Coping Skills**   **Required** |

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| **Basic** – Must know **5 of 6** to advance to the next level of accomplishment | |
|  | Can explain and define “stress” |
|  | Recognizes everyone has triggers and can describe their triggers |
|  | Can describe under what conditions they would need mental health services. |
|  | Can give examples of their strengths. (self-esteem) |
|  | Can describe what it feels like to be angry. |
|  | Can list strategies to de-escalate, relax, or refocus when feeling out of control |

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| **Intermediate** – Must know **8 of 10** to advance to the next level of accomplishment | |
|  | Can identify and list various emotions that they experience (stress, anxiety, anger, sadness happiness) and how these feeling manifest. |
|  | Can describe their own "triggers" that may lead to relapse (specific for adolescents actively involved in substance abuse treatment) |
|  | Identify at least three or more positive supports (at least one of which must be outside of the mental health system such as a relative, friend, pastor, etc.) |
|  | In a mental health crisis, describe a true emergency versus a non-emergency and what would you do |
|  | Can describe effective ways to be assertive in an effort to advocate for themselves. |
|  | Share a situation when your efforts to advocate were ineffective and how they could improve |
|  | In situations when a conflict arises describe your personal style of resolution |
|  | Recognizes how implicit biases (prejudice, racism) may impact how people perceive them or they see others and give an example (this may include body language, size, gender, color, religion, beliefs, LBGTQ) |
|  | Can describe the effects of anger on different aspects of life |
|  | Can explain how substance use can influence judgement |

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| **Advanced** – Must know **5 of 7** to be rated as Advanced | |
|  | Can describe effective strategies to process feelings openly with appropriate resources. (with significant others, with natural supports, with therapist, etc.) |
|  | Recognizes when things are overwhelming, and they need help. Describe the steps to getting help. |
|  | In difficult situations, describe effective ways to cope with emotional stressors. |
|  | Recognizes and can describe how previous trauma impacts their ability to cope in certain situations. |
|  | Can describe what "I statements" are and when to use them |
|  | Understands what the effect of self-talk (negative vs. positive) has on anger |
|  | Recognize and describe the difference between verbal and non-verbal cues and how recognizing them can help reduce or escalate a conflict situation. |

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| **011 Sexual Health Required** |

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| **Basic** – Must know **4 of 4** to advance to the next level of accomplishment | |
|  | Can describe how females become pregnant |
|  | Describe methods to prevent pregnancy (include methods for male and female) |
|  | Can describe where to get appropriate information regarding sexual health and reproductive prevention |
|  | Can describe the definition of “consent” and how to give consent |

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| **Intermediate** – Must know **6 of 8** to advance to the next level of accomplishment | |
|  | Can accurately describe multiple methods to avoid pregnancy |
|  | Can list two or three sexually transmitted diseases/infections including symptoms and long-term implications |
|  | Can list appropriate methods to treat sexually transmitted diseases and where to get such treatment |
|  | Can accurately describe multiple ways to prevent the spread of sexually transmitted diseases/infections |
|  | Can list two or three examples of when a person cannot give sexual consent (intoxicated, age, intellectual ability) |
|  | Can describe how to recognize when someone has been sexually violated (including sexual harassment, sexual assault, in absence of intercourse) and where to get help |
|  | Describe emotional implications to having a sexual relationship |
|  | Can describe how to make decisions around sexual activity prior to having sex |

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| **Advanced** – Must know **3 of 4** to be rated as Advanced | |
|  | When pregnancy is not avoided, describe the options (carry to term, adoption, termination) |
|  | Describe sexual exploitation (domestic minor sex trafficking, sexual assault, power and control, etc.) |
|  | Understands how to properly use Plan-B contraceptive and the health risk if not used properly |
|  | Can describe how to recognize healthy sexual experiences, including equality of power between partners. |

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| **012 Knowledge of Community Resources**                        **Required** |

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| **Basic** – Must know **5 of 6** to advance to the next level of accomplishment | |
|  | Can describe the current community in which they live |
|  | Can demonstrate knowledge of supports and resources available in their community. (food pantry, shelter, recreation, education) |
|  | Can describe ways to get help in the event of an emergency |
|  | Can give directions to delivery services when ordering food, services or resources online |
|  | Can give directions to the nearest supermarket and/or shopping district |
|  | Share the name and location of the nearest hospital |

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| **Intermediate** – Must know **3 of 4** to advance to the next level of accomplishment | |
|  | Can describe how to find the location of a service in the community (laundromat, bank, library, post office, police station, etc.) |
|  | Demonstrate the steps necessary to locate a local medical provider (dentist, therapist, primary care physician, eye doctor, etc.) |
|  | Knows whom to contact if utilities are disconnected or heat goes out |
|  | Can determine possible eligibility for assistance and explain where to apply for things as food stamps, WIC, Food share, cash assistance, subsidized housing (section 8), etc. |

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| **Advanced** – Must know **4 of 5** to be rated as Advanced | |
|  | Can register to vote, indicate where you go to vote and/or describe how to find out |
|  | Can describe how to obtain a copy of his/her birth certificate or duplicate social security card |
|  | Has awareness of "specialized" resources: mental health counseling, Department of Social Services, social security services, credit counseling, Planned Parenthood, student aid offices, tenant groups, CLRP, animal control, public recreation, etc. |
|  | Knows who their elected representatives are and how, why and when to contact them |
|  | Can explain what energy assistance is and where/how to apply for it. |

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| **013 Permanency**  **Required** |

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| **Basic** – Must know **4 of 6** to advance to the next level of accomplishment | |
|  | Can describe an adult who the you would call in the middle of the night if you had an emergency |
|  | Describe an adult you trust and how would you stay in touch with them/ how they would stay in touch with you. |
|  | Describe ways to connect with healthy adults to support you long term |
|  | Can describe how to get in touch with at least one person you consider family when needed (family member does not require blood ties) |
|  | Can describe their definition of family |
|  | Can describe their current living situation. Indicate if it's permanent. If not, can indicate what are their next steps |

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| **Intermediate** – Must know **6 of 8** to advance to the next level of accomplishment | |
|  | If you were in the hospital, describe who would need to know you were there and who would you like to have visit |
|  | In the event of an emergency, where would you go for shelter? Describe the steps necessary |
|  | Describe what being a positive role model looks like |
|  | Describe and list positive adults with whom you maintain regular contact. Describe how those contacts help you achieve your permanency goals?  \* for evaluator (be prepared to describe what a permanency goal is) |
|  | Describe an adult you feel comfortable talking to about your progress in school and/or work (if you can’t think of one then describe an ideal adult) |
|  | Should you desire to know more about their birth family, can describe the steps necessary to get this information. |
|  | Can describe long term goals (what do you want to be when you grow up?) |
|  | Can describe strategies to make connections with adults who provide emotional parental support. |

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| **Advanced** – Must know **5 of 7** to be rated as Advanced | |
|  | Name an adult you trust who you would want to be legally allowed to make medical decisions on your behalf & advocate for you if they were unable to speak for themselves. |
|  | Provide a description of a relationship with a responsible adult that you would maintain after you exit care. Does one currently exist? If no, describe what supports you would need now to ensure that there is a responsible adult relationship when you exit care |
|  | Can describe where you can go to get financial advice. |
|  | Describe programs, services, or supports you have benefitted from and how will you use those resources to support yourself into adulthood. |
|  | Describe your understanding of your DCF legal status. Based on your personal goals, can describe what services are available to you post-majority. |
|  | Describe your rights as a DCF involved adolescent/young adult. Describe pros and cons of your involvement with DCF. |
|  | Can describe different strategies and venues to advocate for yourself within the DCF agency as well as the larger community. |

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| **114 Job Maintenance Skills**                                **As needed** |

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| **Basic** – Must know **3 of 3** to advance to the next level of accomplishment | |
|  | Demonstrates appropriate knowledge of what to wear to work |
|  | Can list reasons why it is important to report to work on time/early |
|  | Can explain when it is appropriate to call out of work and describe the steps to do so |

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| **Intermediate** – Must know **4 of 5** to advance to the next level of accomplishment | |
|  | Can describe the appropriate way to speak to a supervisor |
|  | Describe behaviors/actions that will get a person fired (immediate termination) |
|  | Can locate and explain what gets taken out of their paycheck (withholdings, taxes, benefits, etc.) and how much |
|  | Can identify what benefits their job offers. (sick time, vacation time, retirement, etc.) |
|  | Can describe how to advocate and troubleshoot when struggling with how to successfully do a task |

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| **Advanced** – Must know **5 of 8** to be rated as Advanced | |
|  | Can explain how to remain professional when conflicts arise (that make you angry) with supervisor, co-worker, or customers. Describe the appropriate steps necessary to address the conflict |
|  | Can demonstrate the capacity to recognize appropriate work (co-worker) relationships and interactions |
|  | Can explain their company’s grievance procedure to report and resolve disputes/issues/concerns |
|  | Can generate an appropriate sexual harassment complaint and/or avoid being the subject of such allegation |
|  | Can recognize when you are being treated unfairly and/or the company has a culture that is unhealthy (hostile work environment, racial, sexual orientation, gender). Describe the process of necessary actions steps |
|  | Can describe how to advocate for yourself to advance in the workplace (raise, promotion, etc.) |
|  | When appropriate can identify different supports to maintain the job |
|  | Can explain how to file for unemployment benefits and when they are eligible to receive them |

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| **115 Interpersonal Skills**  **As Needed** |

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| **Basic** – Must know **4 of 5** to advance to the next level of accomplishment | |
|  | Can respond to introductions and answer simple questions |
|  | Can describe what makes a friend and identify one friend |
|  | Can make "small talk" face to face |
|  | Describe the importance of communicating with at least one person weekly |
|  | Can demonstrate how to enter a room in social situation |

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| **Intermediate** – Must know **4 of 6** to advance to the next level of accomplishment | |
|  | Define "boundaries" and give examples |
|  | Give examples of how to treat others properly (good manners, respect, and relative to culture, ethnicity, race, gender and orientation) |
|  | Describe how you recognize the need for help and indicate who would be the appropriate person to ask for a giving situation |
|  | Can describe appropriate modes of communication for given situations (when to text, talk, call etc.) |
|  | Explain appropriate methods to express their feelings |
|  | Demonstrate how to identify unhealthy relationships and describe methods to avoid these relationships |

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| **Advanced** – Must know **5 of 8** to be rated as Advanced | |
|  | Identify personal strengths and needs (with assistance if necessary) |
|  | Describe how to accept invitations from others to be involved in social activities (both formal and informal) |
|  | Describe how to plan a social activity with friends (when, where, how much does it cost, how to get there, etc.) |
|  | Can describe how to access services and or support when needing assistance to resolve interpersonal conflicts or with others |
|  | When feeling anger or aggression, describe ways to deescalate these feelings to avoid conflict |
|  | Describe appropriate methods to resist involvement in negative peer pressure (negative activities) |
|  | Can demonstrate "good" table manners (can use a knife and fork, chew with month closed, napkins appropriately, know proper etiquette in restaurants, etc.) |
|  | Can demonstrate an awareness as to how their ethnicity can impact their interpersonal relationships (work, school, social, legal, personal, familial, community) |

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| **116 Intimate Relationships**            **As Needed** |

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| **Basic** – Must know **3 of 4** to advance to the next level of accomplishment | |
|  | Can define what an intimate relationship is and if they are currently in one. |
|  | Should intimate relationships become overwhelming or for advice in general, describe what organization or people you would reach out to for support. |
|  | Can describe two or three qualities to look for in a partner that complement the adolescent's personality |
|  | Can describe two or three qualities in a partner that are unhealthy |

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| **Intermediate** – Must know **6 of 8** to advance to the next level of accomplishment | |
|  | Can describe being “in love”, and the adolescent can indicate if he/she ever experienced that feeling. |
|  | Can describe how being in an intimate relationship has or will impact the adolescent's life goals |
|  | Can describe impact of sexting |
|  | Can describe two or three behaviors from an intimate partner that would suggest the relationship is moving in an unhealthy direction |
|  | Can define abuse and give examples (looking for answers like; physical, sexual, emotional, verbal) |
|  | Can describe the role of respect in a relationship. (explore culture, customs and religious beliefs influences this skill) |
|  | Can describe how to enter an intimate relationship (how do you meet people safely) |
|  | Can describe what actions would ensure safely meeting a person that you are interested in having an intimate relationship. Give examples that include meeting online, social media, face to face interactions. |

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| **Advanced** – Must know **6 of 7** to be rated as Advanced | |
|  | Can describe their value system in an intimate relationship. (self-respect, intimate partner respect, relationship respect) |
|  | Give examples of intimate partner violence and its effects |
|  | Can identify if you are in an unhealthy relationship (intimate partner violence) and describe what steps you would take to protect yourself |
|  | Can describe their values around sexual relationships |
|  | Can explain healthy ways to cope with the ending of an intimate relationship |
|  | Can describe appropriate boundaries involving intimate relationships (considering age, power and relationship) |
|  | Can identify different types of relationships and the importance of maintaining more than one type of relationship. (friend, lovers, etc.) |

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| **117 Transportation**  **As Needed** |

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| **Basic** – Must know **4 of 5** to advance to the next level of accomplishment | |
|  | Can list different types of public transportation |
|  | Give examples what the local options are for transportation (specifically available to you in the area you live) |
|  | Explain the initial steps to planning a trip using public transportation |
|  | Describe different methods of transportation (bikes, scooter, skateboards, etc..) |
|  | Describe how to set up an account for an Uber/Lyft/or any similar service. |

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| **Intermediate** – Must know **4 of 6** to advance to the next level of accomplishment | |
|  | Can get an Uber or Lyft or taxi and provide information needed; knows approximate cost |
|  | Can plan a trip using the bus system including (times, where to get on, transfers, departure location, cost, etc.) |
|  | Can plan a vacation, describing mode of travel, lodging, documents needed etc. |
|  | Can explain how to get directions when lost |
|  | Can explain all the steps necessary to get a driver’s license, including what documents they need |
|  | Name 3 basic repairs and/or maintenance for a car |

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| **Advanced** – Must know **7 of 9** to be rated as Advanced | |
|  | Can describe how to use a GPS. |
|  | When given instructions, can demonstrate how to make public transportation journey involving several transfers |
|  | Can read a map, and use it to obtain directions to a designated location |
|  | Can explain steps necessary to get car insurance and the approximate cost |
|  | Can demonstrate how to pump gas safely |
|  | Can describe ways to stay safe when using a ride sharing app |
|  | Can search and enroll in driving school |
|  | Can describe what is required to purchase a car, and demonstrate steps |
|  | Can demonstrate an understanding of the costs associated with having/maintaining a car. (gas, insurance, motor vehicle tax, registration, oil changes, and routine maintenance) |

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| 1. **Medication Management**   **As Needed** |

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| **Basic** – Must know **5 of 7** to advance to the next level of accomplishment | |
|  | Demonstrates how to open a childproof container |
|  | Can explain why they shouldn’t take someone else’s medication |
|  | Can list the names of the medications they are taking (or has a list of them to refer to) |
|  | Explain the difference between prescription and OTC medications |
|  | Can explain the diagnoses/reasons for which they are taking medications/supplements |
|  | Can tell us if they are allergic or have adverse reactions to medications/supplements and which ones |
|  | Can identify what their medications look like (appearance such as size, shape, color) |

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| **Intermediate** – Must know **6 of 8** to advance to the next level of accomplishment | |
|  | Describe the dosages and how often to take their prescribed medications (when applicable) |
|  | Recognizes the potential side effects of medications and can explain what to do if experiencing side effects |
|  | Can explain the steps necessary when having an adverse effect from medication (overdose, allergic reaction, or side effects) |
|  | Can demonstrate an appropriate use of over the counter medications for basic healthcare needs (drugs for pain, stomach upset, diarrhea, fever, cold, allergy, etc.) |
|  | Can demonstrate how to read medication label correctly and follow the instructions |
|  | Can describe the steps necessary to refill medications at the pharmacy |
|  | Can demonstrate an understanding of the purpose of prescribed medical equipment, knows how to take care of it and how to use it |
|  | List appropriate ways to discard discontinued or expired medication safely |

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| **Advanced** – Must know **8 of 10** to be rated as Advanced | |
|  | When medication is required to treat a chronic and ongoing condition, can demonstrate the appropriate steps to schedule and maintain appointments with medication prescribers. Include reasons why it's important to maintain these appointments |
|  | Can describe the importance of sharing lifestyle activities that may impact the effectiveness or risks of current medication. (drug use legal and illegal, food, supplements, vitamins, etc.) |
|  | Can give examples of the necessary and appropriate questions to ask a doctor or pharmacist regarding medications |
|  | Can explain the necessary lifestyle modifications as required by prescription medications |
|  | Can demonstrate safe medication storage practices |
|  | Can describe the consequences for medication non-compliance. Describe the next steps to become compliant under those circumstances |
|  | Can demonstrate an understanding as to how genetics can influence medication choices |
|  | Can identify the signs of becoming dependent on a medication |
|  | Can name the necessary step to obtain help if one becomes dependent on medication |
|  | Can explain under what circumstances you should disclose prescribed medication usage as it relates to other venues |

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| **119 Parenting & Childcare**  As Needed |

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| **Basic** – Must know **3 of 4** to advance to the next level of accomplishment | |
|  | Can describe the signs and symptoms of pregnancy |
|  | Describe the biology of pregnancy and childbirth |
|  | Can indicate the need for lifestyle changes during pregnancy. (drug use, tobacco, foods, caffeine, mental health care, etc.) |
|  | Can describe how/what to discuss with your partner once someone becomes pregnant |

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| **Intermediate** – Must know **5 of 7** to advance to the next level of accomplishment | |
|  | Can describe where to obtain appropriate medical treatment during pregnancy |
|  | Describe what level of supervision is necessary to keep your child safe. Can specify appropriateness based on age and ability |
|  | Able to describe the steps necessary to identify alternate appropriate childcare providers (including but not limited to; ongoing daycare, short term babysitter, etc.) |
|  | Can describe how to obtain regular medical care for your child including emergency and nonemergency well care |
|  | Can list required daily childcare needs (changing diapers, bathing, feeding, play, naps, etc.) based on child's age and development level and shows prophecies in areas listed |
|  | Can explain when a child needs immediate medical care |
|  | Can explain how to childproof a home |

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| **Advanced** – Must know **6 of 8** to be rated as Advanced | |
|  | Can describe what toys and activities are appropriate for the child’s age and developmental level |
|  | Can describe how to access community resources for children (Early Intervention, DCF, WIC, etc.) |
|  | Can describe methods of discipline, reason to use and expected outcome (avoid physical and verbal aggression) |
|  | Can describe activities that would encourage positive outcomes using positive reinforcement |
|  | Can describe "quality time” and give examples and how often this should occur (reading, talking, playing, listening to child, etc.) |
|  | Can describe what resources they might use to learn new parenting methods, including how to respond to their physical, social, and emotional needs |
|  | Can explain how to properly feed a child with age appropriate and nutritious foods |
|  | Can demonstrate knowledge and ability to address their child’s medical/emotional healthcare needs. (includes but not limited to when to secure medical treatment, well childcare services, medical and mental health outpatient services and administering medication both prescription and over the counter) |

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| 1. **Legal Skills**   **As Needed** |

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| **Basic** – Must know **3 of 4** to advance to the next level of accomplishment | |
|  | Can list what actions they would take if arrested |
|  | Can demonstrate awareness that interactions with law enforcement may be different based on race/ethnicity |
|  | Can name illegal 3 actions |
|  | Can indicate their citizenship status |

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| **Intermediate** – Must know **6 of 9** to advance to the next level of accomplishment | |
|  | Can describe an understanding of personal rights if arrested |
|  | Demonstrate knowledge of strategies to use when race/ethnicity is influenced police interactions. (i.e., "the conversation") |
|  | Can explain when and under what circumstances securing a lawyer should be initiated |
|  | Describe how to secure legal services |
|  | Recognizes the legal age for buying alcohol and tobacco products and understand the legal ramifications of doing so underage or for minors |
|  | Can read a contract and explain the importance of doing so |
|  | Can describe how and where to register to vote |
|  | Can explain the responsibilities of a conservator or representative payee |
|  | Can explain what “age of consent” means |

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| **Advanced** – Must know **3 of 4** to be rated as Advanced | |
|  | Can explain what the selective service is and what is your legal responsibility to sign up |
|  | Understands the benefits of signing a contract or lease (can discuss concern as well) |
|  | Can describe the legal penalty for all the following:  ☐ Buying, selling, possessing and smoking marijuana and other drugs  ☐ Buying and drinking alcohol if underage  ☐ Buying, selling, and/or using alcohol, drugs and/or tobacco with/for minors  ☐ Trespassing  ☐ Shoplifting  ☐ Burglary  ☐ Possession of stolen property  ☐ Traffic violations |
|  | Knows their rights as a youth involved with the Connecticut Department of Children and Families. (what they are entitled to, how to register a complaint, what DCF funds cover, frequency of worker contact, etc.) (see adolescents rights, etc.) |

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