

# Engaging Youth in the Transition Framework



Katelyn Corbett • Shannon Heath • Marty Zanghi

Edmund S. Muskie School of Public Service  
Institute for Public Sector Innovation  
University of Southern Maine



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SOUTHERN MAINE

**For additional information or copies of this book, contact:**

Marty Zanghi  
Institute for Public Sector Innovation  
Edmund S. Muskie School of Public Service  
University of Southern Maine  
PO Box 9300, 93 Falmouth Street  
Portland, Maine 04104-9300  
Tel: 207-780-5867; Fax: 207-228-8406  
email: [martyz@usm.maine.edu](mailto:martyz@usm.maine.edu)

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Katelyn Corbett

Shannon Heath

Marty Zanghi

Edmund S. Muskie School of Public Service  
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University of Southern Maine  
96 Falmouth Street  
Post Office Box 9300  
Portland, ME 04104-9300

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## Acknowledgements

This guidebook for engaging youth in foster care as trainers was made possible by a grant from the Andrus Family Fund, a philanthropic foundation that explores new perspectives and innovative models of practice. Their work involves collaboration with programs and individuals working to create safer physical, emotional, and psychological environments for youth in and transitioning from foster care. The Andrus Board members challenge themselves to contribute to the body of knowledge and experience about what is necessary to create and sustain effective social change. They do this by focusing on transitions—those critical junctures in time and process which, if properly attended to, affect positive change.

The Andrus Family Fund believes that one vital factor in creating successful social change is recognizing and addressing the emotional and psychological effects of the change process. They find William Bridges' work on transitions to be a helpful framework for defining the psychological process people experience throughout their lives.



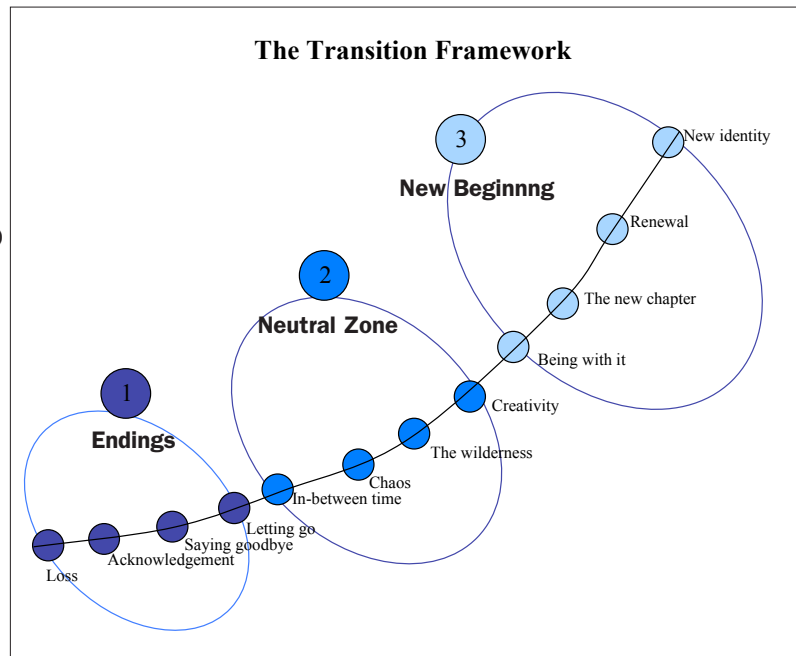
# Background

The Transition Framework was originally conceptualized by William Bridges as a model for organizational change and transition management. William Bridges is recognized as a pioneer in the field of transition management. Bridges has authored ten books including the best selling *Transitions* (1980, 47th printing) and *Managing Transitions* (1992). His most recent book, *The Way of Transition* (2001) is an autobiographical study of how to turn a difficult loss into a time of renewal.

William Bridges makes a clear distinction between change—an event or situation that happens relatively fast and is defined by an outcome, and transition—a slowly occurring psychological reorientation process, experienced when individuals come to terms with the change. Change is external, transition is internal.

Unless transition occurs, change will not be transformative. Bridges' Framework helps us to understand more clearly the process of transition that accompanies these changes. The focus is on the experiences that occur within individuals that help them come to terms with change.

William Bridges describes three stages: Endings (1), the Neutral Zone (2) and the New Beginning (3).



## **Introduction**

Members of the Youth and Community Engagement team (YCE), part of the Muskie School of Public Service at the University of Southern Maine, have a history of creating successful and dynamic working partnerships with young people. Engaging youth in a variety of roles (advisors, trainers and curriculum developers) has been a priority for this team and has resulted in a significant number of publications and policy changes that have improved the lives of youth in foster care. By respecting the concerns and ideas of youth in care and creating meaningful opportunities for youth to participate in discourse, the Youth and Community Engagement team has set a standard of excellence for partnering with young people.

Since 2004 the Muskie School has enhanced its youth and mentor programming using the William Bridges Transition Framework as the basis for understanding the process of transition for youth in foster care. We have incorporated the framework into our mentor training, implemented an experiential-based mentor/youth training component and created a mentor program, operations manual and experiential guidebook. In addition, we have utilized the Youth Experience of Transition (YET) survey for youth and mentors participating in our trainings. The YET is an instrument developed by Patricia Chamberlain from the Oregon Social Learning Center to evaluate how youth in care absorb and apply the framework in their lives. It has been validated for youth ages 14 to 18.

As a result of this successful work, we became committed to enhancing the use and application of the transition framework both within the YCE and when working with our community partners. With continued support from the Andrus Fund in 2006, we developed new goals to expand our knowledge and competencies and provide training and technical assistance to other organizations.

## **Engaging youth in a variety of roles**

# Executive Summary

This document is a summary of the Muskie School's Youth and Community Engagement team's most recent experience expanding their work with young people in foster care and the transition framework. Our two primary goals were to deepen our understanding of how youth in foster care connect with the framework and to explore how adult partners can best support healthy transitions for young people. A secondary goal was to work with a group of youth to develop training techniques and a curriculum for sharing the framework with residential group care providers.

The process of engaging youth in foster care with the transition framework has consistently proven to be complex and, at the same time, rich in valuable lessons. Previous work with the framework has shown YCE staff members that repeated exposure to the model, linked to personal experience, is necessary to understand its value. Working with youth to develop training skills for teaching the framework has taught us two significant lessons:

- 1.) Youth need a circle of continued and consistent support when engaged in the process of learning about the transition framework when they are simultaneously experiencing personal transitions.** We found that as our youth group began to understand the framework more deeply and as their own personal experiences continued to intensify, the lack of adults' understanding of transitions "at home" was creating a void. There was no common language between the young people and their care providers to process their experiences with transitions. Despite the support YCE staff members provided during youth meetings, the circle of support could be most effective only if their care providers were educated in the model as well.

**continued and  
consistent support**



**2.) Youth currently experiencing significant transitions are too vulnerable to take on the role of trainers in the framework.** As our youth group practiced their new training skills and explored their roles as trainers, intense emotional reactions surfaced. Their need to talk about transition as it related to their personal experiences superseded their ability to step out of themselves and into the role of trainer. Making this leap to develop training skills required a higher level of expertise from our young people than we anticipated.

The following report documents YCE's process, experience and lessons learned as we moved forward with the development of youth-led transition training.



**intense**   
**emotional reactions surfaced**

# Summary of Our Process: Getting Started

## 1 Pulling Together the Training Team

The project began to take shape in the fall of 2006 supported by three members of the YCE. A work plan and timeline were drafted during this time.

The primary goal of the project was to form a team of youth and supportive adults who would meet regularly in order to create a training curriculum about the transition framework for residential care providers (see page 22). Immediately, we began discussions to develop criteria for identifying an appropriate group of young participants. We agreed on the following criteria:

- Youth must be aged fifteen or older.
- Youth must have experience being in foster care.
- Youth must have experience living in a group care setting.
- Youth must have some interest in learning about the transition framework.
- Youth must have some presentation experience.

In order to generate interest in the topic, we offered an introductory workshop about transition at the 2007 Youth Leadership Summit, a conference for youth in foster care across the State of Maine. A small group of young people took part in the workshop and participated in several experiential activities designed to encourage discussion about change and transition. We assessed the group's learning using the YET and informally interviewed them about their interest in working on the longer term goals of the project as well. Four of our workshop participants were interested in learning more about the project and four additional young people were identified through our Youth Leadership Advisory Team. For a variety of reasons that will be explored later, our youth training group pared itself down to four committed young people over the course of our work together.

The group was comprised of the following characteristics:

- Group members' ages ranged from 15 to 18 years old at the start of the project.
- All group members were participants in YCE's Youth Leadership Advisory Team and had some panel presentation experience.
- All group members were living in group care when the project began.
- All group members moved at least once during the project, with a combined total of seven moves, to other group homes or foster homes.
- All group members were faced with significant challenges in their new homes, schools and communities during the project.
- All group members showed a genuine interest and commitment to the project, attending meetings regularly and contributing to the training development.
- All group members were willing to share valuable insights about their experience with change and transition.

## **2 Identifying the Training Audience**

Identifying the audience for our youth training began in 2005 as the YCE was finalizing work for a previous Andrus grant that focused on providing transition training to youth in foster care and their adult mentors. Through this work, it became clear to the team that introducing the framework to youth alone was not sufficient for assisting them in managing transition. We theorized that giving care providers more tools for understanding and supporting young people through transition, would result in more positive experiences for young people in care. We surmised that if youth and the adults caring for them had common language and expectations about transition, the process of transition could be normalized and managed more effectively. By helping youth and adults successfully address smaller changes in young people's lives, placements might remain more secure and the significant transition of aging out of the foster care system might become a smoother process. YCE staff felt strongly that our continuing work with Andrus should focus on providing training about the framework to residential care providers.

Work to identify residential care providers in Maine who would most benefit from our youth-led transition training began with the inception of the project in 2006. YCE staff first met with representatives from the Office of Child and Family Services at the Department of Health and Human Services (DHHS) to seek their recommendations before reaching out to agencies. In addition, YCE staff connected with residential care professionals with whom they had working relationships to find appropriate and interested programs. Discussions were initiated with agency directors about the value of bringing transition training to their programs' campuses. It took a number of months to generate solid commitments, but after engaging in multiple conversations, distributing packets of transition framework materials, and offering the training at no cost, three agencies expressed enthusiasm about the training.

Despite continued contact, over the next six months agency interest in the training seemed to wane. The State of Maine was immersed in residential care reform efforts at this time, significantly impacting the scope and role of these agencies. In 2005, the state agency began to reduce the number of children in residential treatment programs and increase the number of children who remain in kinship homes and communities. As a result, residential programs began to experience a significant reduction in the number of youth referred to their programs, impacting their level of funding and for some, their viability. Two of the three program directors indicated that due to tightened training budgets and staff shortages, attendance would have to be limited. The third agency declined the invitation altogether. As a result, we decided to offer one consolidated training in a central location. Invitations were extended to all three interested agencies, and participation was opened up to a group of additional residential programs in the area.

**... giving care providers more tools for understanding and supporting young people through transition would result in more positive experiences for young people in care.**

### **3 Establishing a Meeting Calendar**

As part of the planning process, YCE staff members were determined to establish a consistent meeting time for the entire training team. It was important to us that each young person attend as many group meetings as possible, to get the benefit of repeated exposure to the framework, to facilitate group cohesion and to practice presentation skills. Together with our trainers and their supportive adults, we set up a regular, monthly, three-hour meeting. By creating a calendar ahead of time, we hoped that youth would be more likely to have success arranging for transportation or other adult support necessary to participate. We located free meeting space, a considerable cost savings, and provided transportation ourselves on a regular basis for several of the youth trainers to ensure their participation.

### **4 Getting Oriented**

Our next step was to determine the setting and structure for the first official meeting of our training team. YCE project staff invested a considerable amount of time discussing the best format for both sharing a large amount of information and beginning to develop cohesion within the team. It was determined that a two-day training event with an overnight would best meet our objectives, offering plenty of time for learning and facilitated discussion, as well as time to play and eat together, all critical to the young group's development. Knowing that this process of coaching youth to become trainers would be challenging, we were committed to providing an event that was well organized and executed. We spent several months creating the agenda for this kick-off event; we sent each participant a packet of information about the framework and assigned reading in preparation for the meeting. We invited a national speaker to attend the meeting to offer inspiration, humor and information about youth leadership initiatives across the country. We reserved meeting space and overnight rooms at a hotel for the entire team and organized transportation for each young person to attend. Finally, the date for the kick-off event was set for early May, 2007.



# Summary of Our Process: Digging In

## 1 Facing Reality

The two-day training retreat steamed ahead with a great deal of positive energy from our group of eight young people, three YCE staff, and one Life Skills Worker from the Department of Health and Human Services. The agenda is shown below.

### Day One:

- 3:00pm: Meet at hotel
- 3:30pm: Convene with introductions, review of goals, and guest speaker's presentation
- 5:00pm: Group dinner
- 7:00pm: Group bowling
- 9:00pm: Close the day with brief huddle at hotel
- 10:00pm: In rooms for the night (provided awake overnight supervision)

### Day Two:

- 8:00am: Breakfast at hotel
- 9:00am: Warm up activities
- 9:30am: Review day's agenda and create group expectations
- 9:45am: Introduce transition framework through variety of materials
- 10:45am: Break
- 10:50am: Experiential activity
- 11:30am: Group discussion & debrief
- 12:30pm: Lunch at hotel
- 1:30pm: Group exercise
- 2:15pm: Work on training outline
- 3:15pm: Break
- 3:30pm: Wrap up
- 4:00pm: Depart



The first day of the retreat went smoothly and met our expectations, as did the morning of the second day. It was during the group exercise on the afternoon of day two that YCE staff faced unexpected reactions from the young trainers. Youth were asked to share a piece of music that represented a personal transition for them. As the group listened to the music, the exercise gave way to a flood of emotion as the young people began thinking about the myriad of difficult transitions they had experienced while in foster care. Youth began to leave the room for breaks and to ask for adult support as they processed their feelings. The project coordinators responded to the youths' needs by stopping the exercise, and engaging the entire group in a discussion about the experience. Using the transition framework as a lens, coordinators facilitated an exploration of the impact that unresolved or unrecognized transitions have had on them personally. This process of matching personal feelings with the stages of the framework, led to a deeper understanding of the model's relevance for the youth group.

After the retreat, YCE staff spent many weeks meeting to debrief and discuss the difficult experience. The conversations left us with a renewed understanding of how challenging coaching young people to become trainers in the transition model was going to be. We had serious concerns about how to maintain our participants' psychological safety and were unsure about how to move the project forward. Through our continued discussions, we became aware that we might be asking too much from the youth group. It might be a greater leap than anticipated for young people to move into the role of trainer, while simultaneously experiencing major transitions that were not being well attended to in their own lives. We recognized that any future meetings would need to provide opportunities for our participants to safely process their own personal transitions, while at the same time deepening their understanding of the framework.

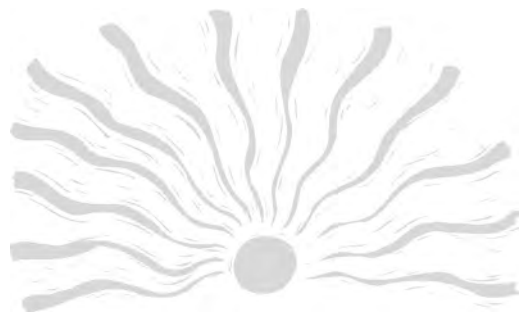


## 2 Creating Meeting Agendas

Prior to each meeting, YCE staff met for several hours to create the agenda. A basic format was used to give structure to the agendas, though the content varied and was designed to successively build upon learning from previous meetings.

### Example of a Meeting Agenda

- 3:00pm: Greet and Eat
- Healthy snacks provided
  - Socializing encouraged
- 3:30pm: Warm up Activity
- Positive Affirmations (see Appendix, page 38).
- 3:45pm: Review of last meeting & goals for today's meeting
- 4:00pm: Dig into Transition Framework
- Develop several case scenarios about young people in transition and ask a group member to read one aloud (see Appendix, page 40). Ask reflective questions to generate discussion.
- 4:45pm: Stretch and Snack Break
- 5:00pm: Practice a Group Experiential Activity
- Group Juggle (see Appendix, page 46)
- 5:45pm: Wrap up and Clean up
- 6:00pm: Depart



Each meeting was intended to deepen the youths' understanding of transition through a process of doing, reflecting and applying each new piece of learning. In addition, the activities, materials and information presented at each meeting were designed to:

1. create rapport and build a working group;
2. introduce the transition framework;
3. provide opportunities to experience change and transition through planned exercises;
4. teach training tools by modeling their use;
5. address a variety of learning styles;
6. support the youth-led design of a training curriculum for the presentation;
7. offer time to practice presentation skills; and
8. provide financial compensation for participation (\$40.00 per meeting/per youth).

After our first two meetings, it became clear that the Greet and Eat component served as our crystal ball for predicting the tone and necessary direction of each get together. YCE staff took their cues from the young people to determine how much time was needed to socialize prior to working together. It varied from ten minutes to 45 minutes, depending on the needs of the group. Most of the social time was often spent talking about young people's recent transitions, including moves to new foster placements, group homes and schools. Processing these transitions with supportive adults, who expected and accepted the young people's reactions, seemed to provide a sense of community for the group. The monthly get-together became more than just a "training meeting." It evolved to serve as a sounding board and safe space for sharing difficult experiences, a place built on trusting relationships.

**Processing these transitions with supportive adults, who expected and accepted the young people's reactions, seemed to provide a sense of community for the group.**

The composition of our training group changed considerably after the first three meetings held during the summer months. Once school began in September, our young people's schedules started to fill with sports and jobs, and eventually we pared down to a committed group of four youth. In addition, we had one young person leave the group after she struggled to recover from the intense emotional experience of our May retreat. It continued to be difficult for her to separate her own experiences from the group's learning process about transition. YCE staff provided plenty of opportunities to process her experience with the group and individually, encouraged her to take breaks as needed and helped her to use the transition framework as a lens for examining her experience. After our second meeting, she determined that shifting into the role of trainer was too difficult given the context of her life at the time. YCE staff supported her decision to leave the project.

### **3 Deepening the Learning**

Once the meetings were underway and youth had been exposed to the basic tenants of the transition framework, we started to introduce approaches for deepening their learning. From our prior work with the model, YCE staff members were aware that individuals who make a personal connection to the framework are much more likely to be profoundly impacted by it. Thus, it was a priority to encourage the group to bring real-life experiences to the table, since they offered great opportunities for making these connections. We also sought to ensure that the group became competent in translating their personal experiences into content for the training audience of care providers. The final priority was to provide opportunities for the young people to observe, learn and practice presentation and training techniques. A variety of tools and methods were introduced during each meeting to engage youth in all three of our expressed goals, and the practices we recommend are listed here.



## **Suggested Approaches for Deepening the Learning:**

- Read the picture book *Wings of Change* by Franklin Hill, portraying the struggle of a caterpillar adjusting to life as a butterfly. We used reflective questioning to make connections with the caterpillar's experience.
- Encourage youth to give the transition framework new language that resonates for them as they question and process the model. One of our participants thought changing the name of the Endings phase to Grief made more sense to her. Another created a depiction of the transition process that used trees to represent each phase, and yet another thought using the stoplight's colors red, yellow and green would best illustrate each stage.
- Examine case studies as a group using the transition model as a lens.
- Facilitate experiential activities that allow participants to have a common, safe group experience with change and transition. YCE's guidebook, *Transitioning from Foster Care* provided a variety of exercises used at each meeting. We encouraged youth to think about using experiential activities as a teaching tool when creating their own curriculum. We suggest using Transition Sculpture, BINGO, Group Juggle and The Change Game (see Appendix, pages 42-49).
- Offer opportunities to practice presentation skills. We regularly provided small group activities that asked young people to introduce a partner or introduce themselves or describe a component of the framework to the large group.
- Model the use of training strategies. For example, at each meeting posters of the agenda, group expectations and the transition framework were displayed. The structure of the meetings remained generally consistent, and YCE staff members modeled co-facilitation as they ran the meetings. Every component of the meetings was designed to serve as a tool to add to the young people's bag of training tricks.
- Model the application of the framework during meetings. We celebrated birthdays, recognized important personal transitions, and acknowledged the shift in the role when youth moved from "learner" to "trainer."

As previously discussed, the goal of this training process was to assist youth in developing their own transitions curriculum adapted from the Bridges' Framework, which could then be used to educate residential care providers about the process of change and transition and its impact on youth in foster care. While the group explored the complexities of the framework, work to develop the training curriculum also began. YCE staff members met with a training consultant to brainstorm how to support the youth with ideas while maintaining youth ownership of the project. We set out to provide a basic training structure that would give the youth a solid foundation on which to build by incorporating their ideas and insights.

Almost immediately, YCE staff started to notice that the youth were having difficulty expanding the content of the workshop and presenting it. Participants began to argue and become confrontational during the meetings, causing frustration for other group members who were committed to working together. It became difficult for individuals to engage in practice opportunities, since the group was unfocused. One young person created a powerful experiential activity for the audience, but had difficulty setting aside his own anger and frustration with current personal transitions to be able to present it effectively. Again, it is important to note that the level of intensity of the group's personal transitions had increased and was clearly being reflected in our meetings. It was evident that the youth group would need considerable support to draft and present the workshop.

In the spirit of keeping the training piece youth-led and directed, YCE staff members took their cues from the young people and significantly shifted gears. We invited an older, former youth in care to come on board and co-facilitate with one of the YCE staff members who also has personal experience in the foster care system. We invited the young people to participate in a new role, not as trainers, but as experts in experiencing transition while in care, and to discuss their insights in a format known as a "Youth Fishbowl Discussion" (see page 33).



For our purposes, the Fishbowl consisted of a small circle of young people and supportive adults who engage in a dialogue about transition while the training participants silently observe. When the shift to use this activity was made, we included the young people in a discussion about it, expecting a reaction of surprise and perhaps even disappointment that they would not lead the presentation. Ultimately, we knew we had made the right decision when the youth group quickly agreed with the new plan and seemed relieved to be sharing personal stories instead of transition content.

YCE staff members identified two major pieces of learning during the process of diving deeper into the framework. The first is that it was significantly more challenging than we anticipated for the youth group to translate their personal experiences with transition into training content. Also, facilitating experiential activities requires a high level of skill that our group did not have the time or the capacity to develop while working together. Exploring their own transitions caused emotional reactions that required energy and attention, and thus limited the youths' ability to jump into the role of trainer. The second piece of wisdom we gained was that although our expectations were proven unrealistic, the process of working toward our goals still had value for our youth group. They expressed a desire to continue meeting, to talk about their experiences and to connect with each other outside of our meetings.

## Two major pieces of learning

**1** it was significantly more challenging than we anticipated for the youth group to translate their personal experiences with transition into training content.

**2** ... although our expectations were proven unrealistic, the process of working toward our goals still had value for our youth group.

There are several things we would have done differently from the start, had we known the challenges we would face.

- **We would have invited older youth, and former youth in care to participate as trainers.** Working with young people who have some distance and perspective about their experience in foster care could have brought an increased level of maturity to the process.
- **We would have invited a larger number of youth to participate.** This would have given us a larger pool to work with since we could anticipate that the group would likely decrease in size over time.
- **We would have provided education about the transition framework to our trainers' care providers.** Giving providers a common language with which to explore transition could have afforded the youth more support.
- **Finally, we would have done more focused outreach with our audience of residential care providers.** Providers seemed to need a better understanding of the value that using the transition framework could bring to their programs.

## **4 Presenting the Training**

The training was presented on January 28, 2008, to a group of foster parents and residential care providers at a central location convenient for our young people. The workshop was entitled, "Transition: The Long and Winding Road," and it offered two contact hours of training for participants. Prior to the event, the entire training group of youth and adults came together for a final dinner to complete the last portion of our work. This was a way to represent coming full circle; symbolically ending our monthly meetings by sitting together over a meal at the same restaurant we visited during our first retreat in May, 2007. It was also a way to thank our young people for the dedication, energy and perseverance they had shown over the past nine months.

Youth participated in a variety of ways during the training: providing insights and examples during group discussions, taking part in the experiential exercise, and sharing honest reflections in the Youth Fishbowl Discussion (see page 33).

# **Training Curriculum**

## **Transition: The Long and Winding Road**

### **Introduction**

This experiential transition training is designed for care providers and other significant adults supporting youth in foster care. The content was provided by youth in care currently experiencing transition. These young people were crucial in determining key learning points for care providers that specifically addressed support needs the youth identified. An adult facilitation team supported the development and co-presentation of the training.

**Estimated Time** 2 ½ hours

### **Objectives**

Participants will:

- Be able to recall the transition framework
- Be able to identify one opportunity where the framework could inform or be applied in their work

### **Materials Needed**

- Posters
  - Positive Learning Environment Agreement
  - Transition Framework
  - Change vs. Transition
- LCD player, laptop and screen
- Power point presentation (page 28)
- 1 rope loop per participant
- Youth Fishbowl Discussion Instructions (page 33)
- Action Plan handout (page 52)
- Evaluation handout (page 50)

## **Session Summary & Timeframe**

1. Setting the Tone (10 minutes)
2. Change Seats Activity (5 minutes)
3. Introduce the Transition Framework PowerPoint Presentation (20 minutes)
4. Change Game Activity (45 minutes)
5. Youth Fishbowl Discussion (45 minutes)
6. Questions, Answers and Review (10 minutes)
7. Evaluations and Closure (15 minutes)

### **Activity One: Setting the Tone**

- Training facilitators introduce themselves, welcome the audience and introduce the training.
- Go around the room and ask everyone to briefly introduce themselves (include youth).
  - o Name
  - o Where they are from
  - o What they think of or feel when they hear the word “change”
- Training facilitator presents housekeeping issues.
  - o We will be together for 2 hours today.
  - o Please silence your cell phones.
  - o Please take breaks as you need them.
  - o Please feel free to ask questions as they come up.

### **Activity Two: Change Seats**

Training facilitator says:

1. “At this point, I would like everyone to stand up (pause to allow everyone to stand up).”
2. “Please collect all of your things (pause and allow everyone to do so).”
3. “Please find a different seat.”

\* Note to facilitator: Do not acknowledge in any way this interruption. Quickly move to the next activity.

## Activity Three: Positive Learning Environment Agreement

\* Note to facilitator: Using the experiential training approach can create perceived high risk events for participants. Participants are being asked to engage in a variety of activities and discussions that are designed to challenge the thresholds of their comfort zone.

The primary role of the facilitator is to create and sustain a safe and positive learning environment where all participants can fully engage in the learning process. Creating a positive learning environment agreement early in the training provides the group with some initial principles for interacting with each other.

**Step 1:** Prior to the start of the training write these principles on an easel or other highly visible medium in the training space.

1. Stretch Your Comfort Zone
2. No One Is Safe Unless We Are All Safe
3. Speak Your Truth
4. Be The Master Of Your Own Story
5. Be Open To Surprises
6. Have Fun

**Step 2:** Gather the group into a semi-circle around the principles.

**Step 3:** Tell participants these are some basic principles that help to create a positive learning environment. Let them know that you are going to explain each one and ask that they weigh in with a “thumbs up” if they agree, or a “thumbs down” if they disagree or feel they cannot commit.

\* Note to facilitator: Address any “thumbs down.” Some participants may need clarification and/or need to talk it out with the group.

Explain each principle as follows:

***Stretch Your Comfort Zone.***

Our comfort zones are powerful boundaries that we create for ourselves in our routines, thoughts and decisions. They are a place where we feel safe and secure with ourselves. Comfort zones are a good thing, as long as we do not get so attached to staying in them that we deny ourselves the opportunity to learn, grow and mature.

Stretching your comfort zone involves courage. Courage should not be confused with a lack of fear, hesitation, or uncertainty; courage is simply an ability to move forward in spite of your fears, hesitations, and uncertainties.

Stretch Your Comfort Zone means that we agree to rally some courage and take reasonable risks for ourselves that challenge us to learn something new about ourselves or others.

***No One Is Safe Unless We Are All Safe.***

Every one of us contributes to this space being a safe place to exercise courage and maintain a positive learning environment.

No One Is Safe Unless We Are All Safe means that we are all agreeing to create a level of physical and emotional safety that allows everyone the opportunity to feel good about stretching their comfort zone.

***Speak Your Truth.***

Truth is a peculiar thing, It changes depending on who you are. We call this perspective. No person's perspective is right or wrong, it is simply yours. Own it. Then respect and accept that other people may have a different perspective than you.

Speak Your Truth means that we all agree to share our thoughts and ideas openly and respectfully, and that we allow others to do the same.

### ***Be The Master of Your Own Story.***

Our experiences, truths, and perspectives are personal and every person should be allowed to articulate and express their own.

Be The Master Of Your Own Story means that we are all welcome to share our personal experiences with people outside of this group. We agree that we will let other members of the group decide for themselves what experiences they want to share with people outside of this group.

### ***Be Open To Surprises.***

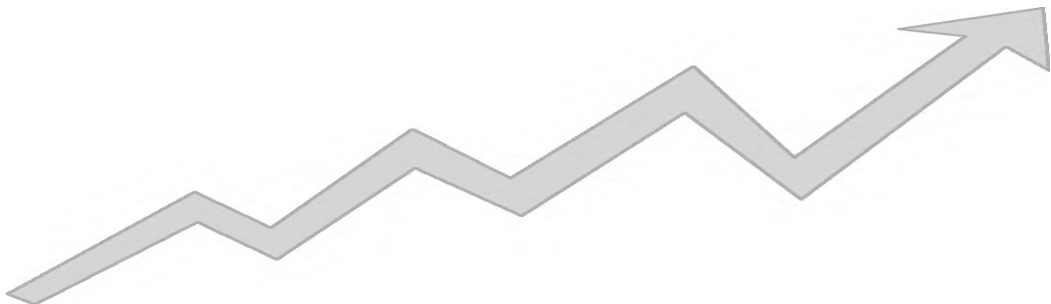
Anytime we stretch our comfort zones we open a door to realizing things about ourselves that we may not have realized before.

Be Open To Surprises means that we all agree to recognize, and let go of pre-conceived ideas about what we are or are not capable of and celebrate our successes and progress.

### ***Have fun.***

Learning can and should be fun! If we all can agree to indulge the principles we have discussed, we can create an exciting learning environment together.

**Step 4:** Once the principles are agreed to, ask the group if there is anything else they want to add to the discussion about creating a positive learning environment.



## **Activity Four: Change Seats II:**

Training facilitator says:

1. “At this point, I would like everyone to stand up (pause to allow everyone to stand up).”
2. “Please collect all of your things (pause and allow everyone to do so).”
3. “Please move to a seat that you have not already sat in.”

The facilitator says, “You are probably asking yourselves why I keep asking you to change seats.... What’s the point in this?” Allow participants to respond.

The facilitator responds, “The point is to illustrate to you one of the key learnings of this training: the differences between a change and a transition. You have experienced two major changes since we began. The transition was the re-orienting that you went through in your new seat. Making note of who you are sitting next to, maybe checking to see where you are in regards to the person you were sitting next to, thinking about why you had to change seats in the first place, figuring out where you are in relation to the door (planning your escape route)... placing your belongings around you (claiming your space). These are transition experiences.”

The facilitator can continue with the following questions: “Did any one lose focus, feel a bit disoriented, annoyed? What are some other reactions you experienced? How might this experience parallel a young person’s experience in foster care or group care?”

The facilitator can say, “This training is about: 1.) learning the difference between a change and a transition and 2.) learning about a transition framework that helps us to understand transition as an internal process and identify predictable phases that individuals experience as a result of a change.”

## **Activity Five: Introduce the Transition Framework PowerPoint Presentation**

The facilitators present PowerPoint slideshow provided on pages 28-31.

# Transition

## The Long and Winding Road

Facilitated By:  
Crystal Castro and Shannon Heath

January 28<sup>th</sup>, 2008

Sponsored by:  
The Youth and Community Engagement Team at The Muskie School of Public Service,  
USM  
& The Andrus Family Fund

## Positive Learning Environment Agreement

1. Stretch Your Comfort Zone
2. No One Is Safe Unless We Are All Safe
3. Speak Your Truth
4. Be The Master of Your OWN Experience
5. Be Open To Surprises
6. Have Fun!

## We All View Change Differently

Depending on our point of view and past life experiences, Change can be:

- ✓ Positive
- ✓ Neutral
- ✓ Negative
- ✓ Chosen or
- ✓ Imposed



## Change

We've all gone through changes in our lives. We switch schools, move to a new place, start a new friendship, end a relationship. These are all changes.



**Change is Situational and EXTERNAL to us.**



Change is quick!



It happens in a moment...on a day. You can mark a change on a calendar.



## Transition is different...



It's what happens inside of us as we adapt to the change. It is triggered by the change.

Transition is the INTERNAL, emotional or psychological process of coming to terms with the effects of change.



## Change Vs. Transition

- ☆ Change is an event that takes place at a specific time
- ☆ Change is External
- ☆ Change is fast
- ☆ Transition is the necessary process of adjusting to that change
- ☆ Transition is Internal
- ☆ Transition is slow



## Transitions Happen In Three Clearly Defined Stages

- ☆ **Endings**--the stage in which “the way things were” becomes no longer possible.
- ☆ **Neutral Zone (In-Between-Time)**--the chaotic, but dynamic stage that occurs after the ending, but before a new beginning has emerged.
- ☆ **New Beginning**--the stage where a new way of doing things, a new identity or a new opportunity for growth and progress emerges.

## Going through this journey isn't easy.

A big part of transition is dealing with the emotions that you feel after a change happens.



Transitions can be painful and hard and take a LONG time to get through...

## Pay Attention to Endings

If we do not give proper attention to our endings, they often appear as symptoms in some other part of our transition process or life. Minimizing, denying, avoiding or ignoring endings is not an effective or healthy strategy for managing change.



## Common Emotions During Endings

- |            |              |              |
|------------|--------------|--------------|
| ☆ Surprise | ☆ Confusion  | ☆ Sadness    |
| ☆ Shock    | ☆ Low Energy | ☆ Fear       |
| ☆ Denial   | ☆ Agitation  | ☆ Worry      |
| ☆ Numbness | ☆ Loss       | ☆ Stress     |
| ☆ Anger    | ☆ Relief     | ☆ Resentment |

## Neutral Zone

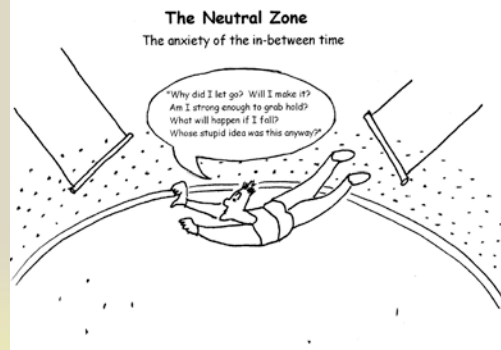
The Neutral Zone is that time when the old way is gone, but the new way doesn't feel right either. Nothing seems to make sense. It can feel confusing and lonely.



Since everything feels like it's up for grabs, this can also be a time to try new things – new hobbies, sports, relationships, behaviors. This is a time to explore.

## Common Emotions During the Neutral Zone

- ☆ Confusion
- ☆ Chaos
- ☆ Blaming
- ☆ Nostalgia
- ☆ Anger
- ☆ Worry
- ☆ Resentment
- ☆ Loss
- ☆ Depression
- ☆ Fear
- ☆ Physical Symptoms—illness
- ☆ Conflict
- ☆ Anxiety



## New Beginning...



After doing the tough work of letting go of some of the old way and going through the confusing/creative time of the Neutral Zone, the new way starts to feel right. You've made a New Beginning.

You feel comfortable in your skin and things start to make sense again...until you go through your next Transition.

## Common Emotions/Signs During New Beginnings

- ☆ Acceptance
- ☆ Ease
- ☆ Inner Peace
- ☆ Integration of Old & New
- ☆ Smiles and Laughter
- ☆ Team Spirit
- ☆ Renewed Energy
- ☆ Understanding
- ☆ Low Stress

## Marathon Effect

- ☆ Everyone moves through transition at their own pace. They cannot simply meet you at the finish line, meet them where they are and finish together
- ☆ When our experience of the “race” does not match up with others scape-goating, blaming, and misunderstanding.



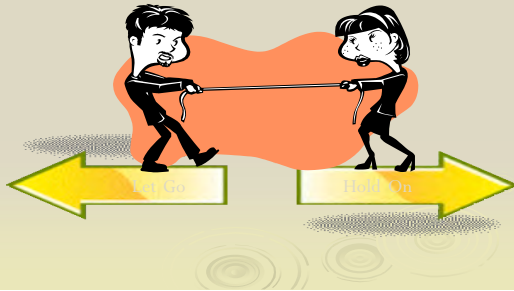
## Resistance

It's the **transition**, not the change that people often resist.

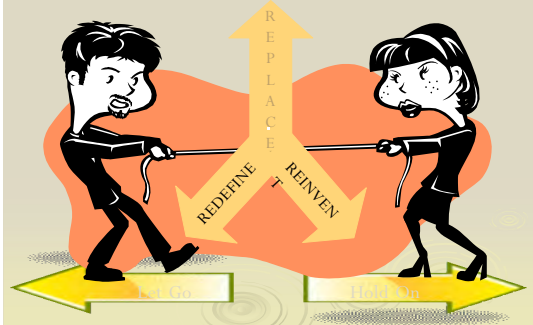
- ☐ Loss of their identity and their world
- ☐ Disorientation of the in-between-time
- ☐ Risk of failing in a new beginning



## Tug of War



## You Need Alternatives...



## THE END

Two roads diverged in a wood  
And I took the one less traveled by  
And that has made all the difference

~Robert Frost



## **Activity Six: Change Game**

(This version of the Change Game was adapted for our training experience from the version presented on page 48 of the Appendix.)

Facilitator tells participants “One of the best ways to understand transition is to experience it. We’ve created this next activity to give you an opportunity to have a personal experience that we can then begin to apply to a young person’s experience.”

### **Instructions:**

1. Give each participant a rope loop and have them place their loop anywhere on the floor and stand inside it.
2. NO portion of their feet may be outside the loop.
3. Loops cannot be moved from their location or re-tied into large loops.
4. Tell them that when you say CHANGE everyone must find a new loop to occupy.
5. After a few changes begin removing loops.
6. Repeat until the entire group must fit into one loop.

Facilitator asks participants to leave the loop and form a circle for debriefing.

Ask participants:

1. What was it like to have your own circle?
2. What was your response to having your circle taken?
3. How did you decide who to share your circle with?
4. Did anyone experience hesitation or confusion about how to adjust to the changes?
5. How did you feel about the circle-takers?
6. Was there a point where you experienced a shift in your thinking/approach/attitude about the changes taking place?
7. How do you typically adjust to changes in your life—what were some similarities in this activity?
8. How might your experience in this activity parallel a young person’s?

## Activity Seven: Youth Fishbowl Discussion

**Purpose:** To provide training participants (observers) the opportunity to hear youth talk about their transition experiences and the youths' perspective for how to support youth experiencing transitions.

**Set up:** The Fishbowl participants sit in a circle in the middle of the room. Your workshop participants, or “the observers,” should sit in a larger circle around the Fishbowl participants.

### Instructions:

The following steps will set the ground rules, then initiate and process the dialogue for the Fishbowl activity:

1. One important ground rule must guide the participation of the observers: During the course of the Fishbowl, observers are not allowed to speak. Their job is to listen and learn from the Fishbowl participants. Mention that the observers will have an opportunity to discuss any issues that emerge in later processing dialogue. Instruct the observers that they are not to invalidate or question the participants' experiences or perspectives.
2. The role of facilitator: It will be her or his responsibility to ask questions, facilitate the Fishbowl Discussion, and make sure everyone has an opportunity to talk.
3. The topics to be discussed by the Fishbowl can be developed to be relevant to your course or workshop. For the most part, Fishbowl participants should have an opportunity to take the conversation where they want—or need—it to go. For this training the facilitator can use the following questions:
  - If you won the lottery this week, how would you spend the money and how would your life change?
  - What have your experiences with transition been like?
  - How would you describe the challenges associated with transition?
  - What is the most difficult part of a transition for you?
  - Have you ever felt like someone has misinterpreted your internal process as a result of your behaviors or external expressions of your internal process?
  - What might it look like?
  - What advice would you give to someone in a transition?
  - What advice would you give to someone working with someone in transition?

4. Allow the Fishbowl Discussion to continue for at least 30 minutes. You can allow it to continue longer if you have time. Make sure everybody in the Fishbowl has an opportunity to talk.
5. After 30 minutes, provide the observers an opportunity to ask for clarification on comments made during the Fishbowl or to ask additional questions. This question and answer period can last up to 30 minutes

\* Note to facilitator: Be sure participants understand that young people may opt to pass on any questions presented.

6. To wrap up the entire exercise, pose a final question, giving everyone an opportunity to answer: What is one thing you have learned from this experience?

### **Activity Eight: Questions, Answers and Review**

Facilitators invite participants and youth to ask any questions about the training. Facilitators can use the questions as opportunities to clarify key points in the presentation.

### **Activity Nine: Evaluations and Closure**

Facilitators distribute evaluation forms to each participant and ask that they be completed and returned. In addition, facilitators can distribute Action Plans as an alternative method for determining what learning participants gleaned from the training.

# Summary of Our Process: Wrapping Up

## 1 Evaluating the Training

The Muskie School at the University of Southern Maine and more specifically, the Youth and Community Engagement team, strongly believe that evaluation is an essential component for any formal presentation. It can provide feedback about the trainer's skills, the content's relevance, and the workshop's impact, and can identify areas for improvement.

An evaluation was developed by YCE's research staff that incorporated the learning objectives of the workshop, and assessed the facilitation skills of the presenters (see Appendix, page 50). Each participant was asked to complete an evaluation form at the end of the workshop.

In addition, participants were asked to make a personal commitment to change one way they work with young people by completing a blank Action Plan (see Appendix, page 52). This tool provided YCE staff with additional information about what resonated for participants during the training. Participants indicated that they would engage in more discussions about loss, begin to acknowledge transitions, and establish better communication with the young people in their care. This told us that our participants had not only gained an understanding of the transition framework, but that they had already made the leap to begin applying their new knowledge.







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## Positive Affirmations Activity

Ask the participants to pair up. Provide the following instructions to participants:

- Each pair must determine who will be the speaker and who will be the listener.
- The speaker will speak for two minutes straight about the things that they are good at—their strengths—their unique abilities—and/or the positive aspects of their life.
- The speaker cannot say anything negative, including limiting statements (i.e., I am a good student but I am not good at math).
- The listener must listen actively and cannot say anything while the speaker is talking (you may need to remind the group what active listening means).
- If the speaker says anything limiting or negative the listener is to say “remember, only positive statements.”
- After two minutes, the members will switch roles and repeat the exercise.
- After all members have shared, each will introduce their partner to the group with two or three positive affirmations.

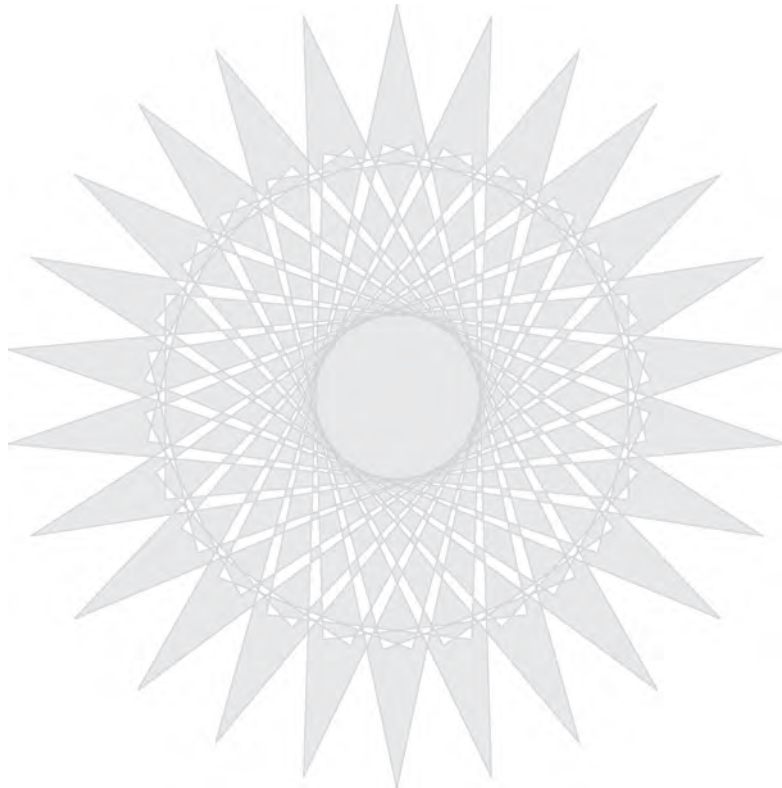
### Possible Debrief Questions:

- What happened during this activity?
- How did your partner act when speaking? How did your partner act when listening? What did you observe?
- What emotions/feelings did you experience?
- What surprised you?
- What do you suppose is the purpose of this activity?
- What did you learn about yourself?
- Why is it important that we give ourselves positive messages?
- What will you do differently as a result of this activity?

## **Facilitator Summary:**

Explain to the group that the things we say to ourselves everyday can greatly impact our self-image and self-esteem. You have experienced briefly how powerful positive affirmations can be and what a positive impact they can have in our lives. It is important to give ourselves positive affirmations each day. Ask participants to be aware of the messages they give themselves over the next week. When they catch themselves in negative self-talk, ask them to immediately replace the negative self-talk with something positive.

Adapted from *Bridges to Independence* skills curriculum, from Walden Family Services, 2005.



## Case Study: Chantelle

Chantelle is a bright-eyed and tall eighteen 18-year-old who has been in and out (but mostly in) the New York foster care system since she was 7 years old. She has never known her father and she was removed from her home because of her mother's involvement in drugs and prostitution. Both parents have given up their parental rights and Chantelle has not seen or heard from her mother since she was 11. Although she had a few foster care placements that lasted a year or more, she has mostly had the misfortune of being moved around the system from foster family to foster family.

Starting at age 15, Chantelle has been living at Williams House, a residential group home that has the explicit goal of helping youth "transition" out of the foster care system into secure jobs and living situations. After-school programs and groups help give youth a variety of job and life-skills in addition to ongoing counseling. For the past year, Chantelle has been allowed to work a part-time job at a local restaurant as a cashier as part of her job-skills development. About two months ago, due to staff turnover at the restaurant, Chantelle's responsibilities grew to include hostessing and table busing. Although she is capable of both these tasks, the unpredictable nature of not knowing what she will be asked to do when she goes to this job has been stressful.

For the past 18 months, Chantelle has been adapting to a new level of awareness of her sexual identity. Chantelle was able to come out to herself and to her friends when she was 16 ½. This followed a romantic crush on a fellow student at school, who eventually ended up rejecting Chantelle's affections. Chantelle has received lots of support and information about her sexual orientation from the staff at Williams House and from her case manager. However, because there are no other gay or lesbian residents at the home, Chantelle does feel different and there are times when she wishes there were other girls her age in whom she could confide.

For Chantelle, her three years at Williams House has been the most constant and stable "home" of her entire life. Unfortunately for Chantelle, her stay is almost over. She will be graduating from High School in three months and she will also be "graduating" from Williams House and will be moved out to an independent living apartment. The staff has been working hard with her over the past several

months, focusing all their energies towards her graduation. To overcome some of her sadness about leaving, the staff has been trying to focus Chantelle on just the positive aspects of what her new life will be like. In fact, as part of her preparations for her change to independent housing, her case manager gave her a tour of some of the housing options that were going to be available to her.

This past six weeks have been challenging for the staff at Williams House because Chantelle began acting in uncharacteristic ways. First, she was caught shoplifting some small items from a convenience store. Then, she began showing up late for her job. Her boss is threatening to fire her if she is not more dependable. She became more irritable than usual and began getting in verbal arguments with other residents. This past week, she didn't show up for one of her afternoon groups and came back to Williams House two hours later with a new hair color. Overall, she has been withdrawn, cranky, and irritable.

Her case manager and the staff at Williams House have scheduled a special meeting to discuss what interventions, if any, they should make to help Chantelle. The house director strongly believes in setting boundaries and is prepared to recommend a set of consequences if her behavior doesn't improve. House staff feel that Chantelle needs to spend more time developing some of the life-skills that she will need to live independently and that she should quit her job for the last three months before graduation and focus all her time in the life-skills program. Chantelle's case manager is wondering about clinical issues (depression or anxiety) and is thinking about the possibility of a mental health evaluation to see if she might need medication.

*If YOU were invited to attend this meeting what input might you give? How can your knowledge of transitions inform this situation? Are there important things that everyone is missing? What is going on here?*

Created by Rev. Kenneth R. Downes, Transition Management Consultant.

## Transition Sculpture/ Model

**Purpose:** This activity is great for getting participants to apply the Williams Bridges Transition Framework to personal experience.

**Time:** 1.5 hrs.

**Materials:** A variety of art and craft supplies

**Preparation:** It is helpful to try this activity out with co-workers or peers familiar with the transitions framework beforehand. Share these models as examples in a presentation. Keep in mind that maturity level affects the amount and level of insight that will be demonstrated.

### Doing the Activity (instructions):

Tell participants they are going to create their own interpretation of what transition might mean to them. Using the materials supplied (or whatever they can find on their own), they can create a 3-D representation, write a story/poem/song, or draw something that represents a transition experience they've gone through.

The guidelines are that whatever is made or created needs to:

- Show an Ending, Neutral Zone, and Beginning.
- Should differentiate Change and Transition.

Let participants know they have an hour to work on their projects and then will have an opportunity to share/explain with the whole group. Write the following questions on a flip chart as visual aid for their presentations.

### Reflecting the Experience:

- Does your creation have a name?
- Describe the parts? (Ending, Neutral Zone, Beginning)
- What personal experience did you use for building your model?
- How does your model represent your transition process?

### Applying the Learning:

- What did you learn about yourself and transition?

(Source: Muskie School of Public Service, *Transitioning from Foster Care: An Experiential Guidebook*.)

## BINGO Activity

**Purpose:** A warm-up activity designed to introduce participants to each other at the beginning of a training. A way to discover changes others have experienced.

**Time:** 15 minutes

**Materials:**

- CHANGE BINGO sheet (page 45)
- Pens
- Prize for the winner

**Preparation:**

- Disseminate the BINGO sheet to people either as they enter the training room or after all participants have arrived.

**Doing the Activity (instructions):**

1. Ask participants to move around the room and have others initial an item that pertains to them.
2. Participants can have people sign more than one space as long as everyone signs at least once (unless there are more than 15 people in the room, then they can only sign once).
3. The first person to complete the sheet yells “BINGO” (or, if a small group, when a line across, down or diagonal is completed) and wins a prize.

Facilitators Note: Some people may be shy about talking to others in the group. Make sure to mingle among the participants and introduce people that seem to be hanging back or not participating.



## Reflecting the Experience:

**Facilitator:** This exercise illustrates that everyone has gone through many changes in their lives. Possible questions to ask:

- What are some examples of changes you had in common with others?
- How did it feel to share with people you don't know very well?
- What are the most common changes people identified on their sheets?

## Applying the Learning:

**Facilitator:** Think about some of the changes you've gone through in your life. How might this activity relate? Possible questions to ask:

- Considering all the changes you might have experienced, what learning might you take from this activity?
- What impact does change have on our lives?



<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Started a new job	Tried something new	Moved	Have a baby	Added or lost a family member
Took a new class	Lived in more than one state	Tried a new haircut or color	Tried a new food this year	Bought a car recently
Took a vacation	Have a good friend that moved away	FREE	Achieved a personal goal	Knows the difference between transition and change
Have a new friend	Broke up or has a new partner	Likes to move	Lived in another New England state	Asked for help
Went to more than one school	Cleaned out some clutter	Has/had a mentor	Joined a new group	Exercises

**Directions:**

Each blank space identifies something about the people at this training. Seek out your fellow participants, introduce yourself, and if one of the listed items pertains to them, ask them to sign their name in the appropriate place on your BINGO card. Each person can only sign one item and you cannot sign your own card. Call out BINGO when you have signatures in every box.

Source: Adapted from *Quick Silver* p. 78 © Project Adventure, Inc.

## Group Juggle Activity

**Purpose:** A name game to introduce the difference between change and transition.

**Time:** 20 minutes

**Materials:**

- 4 or 5 Koosh balls
- A balloon

**Preparation:** Ask participants to make a circle.

**Doing the Activity (instructions):**

1. Have participants gather in a circle, close enough that their shoulders are touching
2. State that the object of this activity is for everyone in the group to juggle together.
3. State that during this activity participants just need to remember two things; who they throw the ball to and who throws it to them.
4. The idea of this activity is to create a pattern that will never break.
5. Toss the first Koosh ball to someone and help the group create the pattern one time.
6. Once the group has the pattern down, add up to three additional balls (depending on the proficiency of the group you can add more or less).
7. As the group develops proficiency add a red balloon to the sequence to create a new dynamic in the activity flow. The group may continue to keep the balloon in the air by making a variety of changes or they may just give up. Either way is fine and should be used for debriefing.

## Reflecting the Experience:

Possible questions:

- How did you feel before the balloon was thrown in?
- What happened once the balloon was thrown in? How did you feel?
- What might the balloon represent to you?

## Applying the Learning:

**Facilitator:** This activity can open up a discussion about the response to change—which is the internal, emotional transition people go through when change happens.

Possible questions:

- Think about a change that has happened in your life. If the balloon represents change, how might it compare to your experience?
- How would you describe your response to this change?
- What are the opportunities in this transition?
- What are some of the difficulties or challenges in this transition?

Source: Adapted from *Quick Silver* p. 201 © Project Adventure, Inc.



## The Change Game

**Purpose:** This activity explores change and individual response to change. It provides an opportunity to explore how the variety of responses to change can affect the ability or efficiency in developing relationships. The activity also involves problem solving and relationship building.

**Time:** 30-45 minutes

**Materials:**

- One 18" to 24" rope per participant

**Preparation:** Tie each rope into a loop.

**Doing the Activity (instructions):**

1. Ask participants to make a loop and place it anywhere on the floor. They should put both feet inside the loop with NO PORTION of their feet extending outside the loop.
2. Explain that loops cannot be moved from their location or re-tied into larger loops.
3. Tell them that when you say "CHANGE," everyone must find a new loop to occupy. They may take as much time as they need.
4. After a few changes the facilitator removes loops (1 or more at a time, depending on the length of time you want to spend)
5. Continue to remove loops until there is one loop for the whole group.

**Facilitator Note:** There are many solutions to this game. Some groups have "piled" everyone's feet into the circle while lying on the floor while others have created their own circle by standing together outside the loop. Be open to the different solutions that groups come up with. Innovation and creativity only begins when the group enters the Neutral Zone.

## Reflecting the Experience:

- What was it like to have your very own loop? What changed?
- How did it feel to have a loop taken away?
- Did anyone wonder if they would be the one left without a loop? How did that feel?
- What adjustments did people have to make as the number of loops lessened?
- Did anyone experience hesitation about how to adjust to the change? What was your hesitation?
- How did people make decisions about who they shared a loop with? Did someone invite them, or gesture for them to join, or just look welcoming?

## Applying the Learning:

**Facilitator:** This activity is about change and how when change happens it is necessary to make adjustments. Our reactions to change may be different from someone else's—shorter, longer, more anxiety, easy, etc.

- How might your initial reactions in this activity relate to a life experience where you had to adjust to a change?
- How have you adjusted to changes that have happened in your life?
- How did you feel about the facilitator as the “circle-taker”?
- Who has taken circles from you in your own life?

Source: Adapted from *Quick Silver* pp. 172-173 © Project Adventure, Inc.



# Managing Transitions in Foster Care

Muskie School of Public Service

Jan. 28, 2008

## Evaluation

Please check one box for each of the following statements:

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The training raised my awareness of the transition framework.				
2. The facilitators were well prepared.				
3. The experiential activities helped me to think about my own experiences with change and transition.				
4. The training increased my awareness and understanding about young peoples' experiences with change and transition.				
5. I can identify one opportunity where the transition framework can be applied in my work with young people.				

Include as many written comments as you can.

Please use other side of page for further comments, if necessary.

6. Was there a question that you wanted to ask during the workshop, but didn't get a chance to ask?

\_\_\_Yes

\_\_\_No

7. If yes, what was your question?

8. Would you be interested in future trainings on this topic or other related topics?

9. Additional comments about the training:

**Thank you for your participation in this effort!**

**ACTION PLAN**

**WORKSHOP:**

**NAME**

**DATE**

<b>ACTION ITEMS</b>	<b>START DATE</b>	<b>EXPECTED OUTCOMES</b>
I plan to:		

2007-2008

Muskie School of Public Service  
University of Southern Maine

## Resources

### Publications

Butler, Steve and Rohnke, Karl. (1995). *QuickSilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*. Kendall/ Hunt Publishing Company.

Heath, Shannon and Markowitz, Nancy. (2006). *Transitioning from Foster Care: An Experiential Activity Guidebook*. Muskie School of Public Service. University of Southern Maine.

Hill, Franklin. (2000). *Wings of Change*. Illumination Arts Publishing Company.

Walden Family Services. (2005). *Building Bridges to Independence Curriculum*. San Diego, CA. [info@waldenfamily.org](mailto:info@waldenfamily.org)

### Websites

Andrus Family Fund website. <http://www.affund.org>

Transitions Knowledge Bank website. [www.transitionandsocialchange.org](http://www.transitionandsocialchange.org)



# Notes



# Notes



# Notes



## **The University of Southern Maine**

The University of Southern Maine, with a rich history reaching back to 1878, is a comprehensive metropolitan university offering associate, baccalaureate, graduate, and professional degrees within the University of Maine System. The University of Southern Maine's fundamental mission is teaching, research, and public service for the benefit of the citizens of Maine and society in general. In achieving its mission and fulfilling its responsibilities as a university, the University of Southern Maine addresses the aspirations and needs of southern Maine and serves as a vehicle for linking southern Maine and the state to the nation and the world. The University actively encourages faculty, staff, and students to contribute to and participate in state, national, and international academic and professional communities.

## **The Muskie School of Public Service**

The Muskie School of Public Service educates leaders, informs public policy, and strengthens civic life through its graduate degree programs, research institutes and public outreach activities. By making the essential connection between research, practice, and informed public policy, the School is dedicated to improving the lives of people of all ages, in every county in Maine and every state in the nation.



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