

Session 8

Walking the Talk

Facilitator Notes

Key Concepts

- Regardless of accessible resources and available funding, positive youth development continues to be an effective approach in working with youth.
- It is important to develop a plan incorporating opportunities and supports for positive youth development objectives.

Highlights

- Hearing what youth say when preparing to move out on their own
- Developing a case plan incorporating positive youth development principles
- Working in groups to develop bumper stickers summarizing curriculum sessions
- Identifying how participants will incorporate curriculum information

Challenges

- Administering the third embedded evaluation
- Inspiring groups to be creative in developing bumper stickers

Materials

- Quotes for Practitioners
- Sticky wall
- Half sheets of paper of various colors
- Handouts and overheads
- Flip chart, markers and tape
- ILC video
- Embedded evaluation score sheets (**Handout 8d**) printed on NCR paper
- Journal

Session Objective

To review the knowledge and skills participants obtained through the training and how these will be applied to promote positive youth development

Session Outline

- ❑ Activity 8.1
Welcome and Session Video (30 minutes)
 - ⌘ Listening to advice for child welfare practitioners from youth in care

- ❑ Activity 8.2
Promoting Development of Youth in Care (45 minutes)
 - ⌘ Teaching how to develop a plan for a specific youth in care

- ❑ Break (15 minutes)

- ❑ Activity 8.3
Positive Youth Development and Case Planning (40 minutes)
 - ⌘ Relating how to incorporate positive youth development strategies in case plans

- ❑ Activity 8.4
ILC Highlights (30 minutes)
 - ⌘ Reviewing training highlights

- ❑ Activity 8.5
Incorporating Positive Youth Development in Our Work (15 minutes)
 - ⌘ Identifying how the ILC training will impact participants' work

- ❑ Activity 8.6
Wrap-up (5 minutes)

Session Handouts and Overheads

- 📄 Declarations 8a

- 📄 Individualizing Positive Youth Development 8b

- 📄 Embedded Evaluation #3—Narrative and Questions 8c

- 📄 Embedded evaluation #3—Score Sheet 8d

- 📄 Evaluation Post Card 8e

- 📄 Words of Appreciation from Youth in Care 8f

Session 8—Activity 8.1

Welcome and Session Video

Learning Objective

Participants will be able to apply some of the advice from youth in care to their own work.

Materials

- Video
- Handout 8a

Time

30 minutes

Facilitator Preparation

- Identify group norms, if this is a stand-alone session.
- Hang Quotes for Practitioners from **Introduction Handout b**—printed on separate sheets of card stock paper—around the room.

Procedure

Step 1

- Welcome participants to Session 8.
- Tell participants that this session will review the previous seven sessions and integrate into practice how to promote the development of youth in care.

Step 2

- Distribute **Handout 8a**.
- Mention that these statements represent what youth should be able to say if they are prepared to transition from care.
- Invite participants to read the quotes aloud.
- When all quotes have been read, begin the video.

Step 3

- Introduce the video by acknowledging that the *Interdependent Living Curriculum* video was produced by young people and showcases youth in care.
- Mention that youth were behind and in front of the camera.
- Underscore that it is important to recognize that youth in care are “experts” on foster care since they are living the experience.

Step 4

- Show Session 8 video.

Step 5

- Facilitate a discussion by asking the following questions:
 - “What were some of the feelings you experienced listening to what youth in the video had to say?”
 - “What words or images stood out for you?”
 - “How will you use the advice from youth in your work?”

Step 6

- Stress that the *Interdependent Living Curriculum* focuses on attitudes, approaches and applications of positive youth development principles.
 - Regardless of accessible resources and available funding, positive youth development continues to be an effective approach in working with youth.

Step 7

- Review highlights from the previous sessions:
 - Session 1
 - Importance of healthy youth/adult relationships
 - Importance of promoting interdependence
 - Attitudes which inhibit and promote positive youth development
 - Session 2
 - Development goals in working with youth in care
 - Existing services, resources and strategies
 - Session 3
 - Characteristics of youth culture
 - Barriers to youth input and participation
 - Session 4
 - Engaging youth as participants and resources
 - Session 5
 - Promoting application of worker knowledge and skills for positive youth development
 - Session 6
 - Understanding the supports necessary to promote positive youth development
 - Session 7
 - Strategies to connect youth in care with family and community supports

Step 8

- Review Session 8 objective:
 - To review the knowledge and skills participants obtained through the training and how these will be applied to promote positive youth development.

Session 8—Activity 8.2

Promoting Development of Youth in Care

Learning Objective

Participants will be able to develop a plan for a specific youth in care that embodies youth development strategies covered in this curriculum.

Materials

- Handout 8b

Time

45 minutes

Procedure

Step 1

Promoting positive youth development actively involves youth, significant adults and community resources. It is an approach that is intentional and individual.

- Review key word(s) in each session.
- Quickly review concepts in each session and answer questions.

Step 2

- Ask participants to locate **Handout 1c**.

Step 3

- Distribute **Handout 8b** and instruct participants to complete the handout based upon identified development needs and issues of the specific youth identified in **Handout 1c**.
- Walk participants through the form, directing them to identify 3-4 goals for the identified youth and complete items for each column.

Step 4

- Remind participants that since this work is intentional and individual, they should be specific in their responses.

Step 5

- Encourage participants to use resources from previous sessions to help them complete the exercise, particularly **Handout 2b**.

Step 6

- Allow participants about 20 minutes to complete the exercise.

Step 7

- Invite participants to find a partner and share their plans. Instruct participants listening to their partners' plans to play "devil's advocate."

Step 8

- Facilitate a discussion by asking the following questions:
 - "What did you find challenging about this exercise?"
 - "What was easy?"
 - "Were there any surprises for you as you mapped out the strategies?"
 - "What did you learn from each other?"

Step 9

- Invite participants to share parts of their plans with the group.

Session 8—Activity 8.3

Positive Youth Development and Case Planning

Learning Objective

Participants will be able to use positive youth development principles in developing case plans.

Materials

- Trainer's Notes
- Handouts 8c and 8d

Time

40 minutes

Facilitator Preparation

- Print the embedded evaluation score sheet (**Handout 8d**) on NCR paper so that each participant can hand one copy in and keep the other one.

Procedure

Step 1

- Explain the purpose of this third evaluation:
 - To see if the training is working well and if participants are able to apply the concepts to case scenarios
- Tell participants that this evaluation is to see how the group is doing, not how individuals are doing.

Step 2

- Pass out **Handout 8c**.
- Remind participants which handouts will assist them in this exercise:
 - **Handout 2b**—Positive Youth Development Outcome Areas
 - **Handout 2e**—Approaches (Object, Recipient, Resource)
 - **Handout 4c**—Understanding Personal Power from a Youth Perspective

Step 3

- Give each participant a score sheet (**Handout 8d**).
- Ask participants to complete the demographics section on the score sheets.
- Note that their names will not go on this paper so the results will be anonymous.
- Direct participants to note the adult approach toward the youth, the level of personal power of the youth—which are reflected in the case plans—and the youth outcomes related to the goal.

Step 4

- Once participants have finished, collect the top sheets.

Step 5

- Discuss each dialogue using the Trainer's Notes.
- Thank the participants for helping to evaluate the effectiveness of the training.

Trainer's Notes

Responding to Goal Plans on Current Case Plan

Goal 1

Graduate from high school

Adult Approach—Recipient

The Social Service and School District interagency agreement offered little room for choice in Maria's situation. She could have refused to go to the alternative school and studied for a GED instead. However, she WAS given the choice. Also, she selected one of her classes based on her own criterion (it will be a cinch). Within the limited arena of choice, Maria was involved in decision-making.

Level of Personal Power—Moderate

Maria participated in designing her case plan goal to graduate in terms of her "categorical" status: she can graduate from high school only by attending the alternative school.

Positive Youth Development Outcomes—Primary = Intellectual Ability

This goal is primarily related to intellectual ability. Additional applicable outcomes are: Self-worth, Responsibility and Autonomy, and Mastery and Future.

Goal 2

Prepare for and begin employment

Adult Approach—Resource

The IL worker explained the program to the IL group and then discussed the opportunity with Maria in terms of her own interests and aspirations.

Level of Personal Power—Self-managing

Maria checked out the program further, applied and made practical arrangements for her schedule and her transportation.

Positive Youth Development Outcomes—Primary = Employment

This goal is primarily related to employment. Additional applicable outcomes are: Self-worth, Responsibility and Autonomy, and Mastery and Future.

Goal 3

Feel good about personal appearance

Adult Approach—Resource

Maria was motivated to work on her weight. She approached her foster mother, and they worked on a plan together.

Level of Personal Power—Extensive

Maria had a high level of involvement and decision-making but worked together with her foster mother.

Positive Youth Development Outcomes

All of the following outcomes apply: Self-worth, Physical Health and Mental Health.

Session 8—Activity 8.4

ILC Highlights

Learning Objective

Participants will be able to recall lessons of previous sessions.

Materials

- Flip chart, markers and tape
- Sheets of seven different colors of paper the size of large bumper stickers

Time

30 minutes

Facilitator Preparation

- Write key words from each previous session on the flip chart.

Procedure

Step 1

- Ask participants to form seven groups.
- Assign groups a session number on which to focus.
- Give each group a different color of paper to use for their bumper stickers.

Step 2

- Ask groups to identify key words or phrases that capture a lesson of their session and then to develop bumper stickers that communicate this teaching.
- Give groups 15 minutes to prepare.
- Encourage groups to review the materials in their assigned session.

Step 3

- Invite groups to present their bumper stickers beginning with Session 1.
- Ask groups to place their bumper stickers on the sticky wall.

Step 4

- Once all groups have made their presentations, congratulate the groups on their creativity and insights.
 - This exercise is similar to the process of promoting positive youth development: working as a team, being creative in approaching your objective, learning as you go and being willing to step outside of the box and try different things.

Step 5

- Stress that positive youth development is an approach that meets youth where they are and works cooperatively to help them accomplish their goals.
- As the youth in the video say, “This is your job, but it is our life.”

Session 8—Activity 8.5

Incorporating Positive Youth Development in Our Work

Learning Objective

Participants will recognize and understand how training information can be incorporated in their work.

Materials

- Half sheets and markers
- Envelopes and stamps
- Handout 8e

Time

15 minutes

Facilitator Preparation

- Copy both postcards on half sheets of heavy card stock (**Handout 8e**).
- Print the return address on the front of Postcard #2 only.
- Put Postcard #2 in an envelope addressed to each participant and mail it to participants two months after they have completed the training.

Procedure

Step 1

- Distribute half sheets to participants and ask them to identify specific ways their work will be enhanced as a result of this training.
- Ask participants to write only one idea per half sheet.

Step 2

- Collect half sheets and post on the sticky wall.

Step 3

- Read half sheets aloud and invite comments or reactions.

Step 4

- Facilitate a discussion by asking the following questions:
 - “What supports do you need to promote positive youth development?”
 - “What recommendations do you have for your agency to promote positive youth development?”

Step 5

- Inform participants that they will be receiving a follow-up survey in the mail regarding the influence the *Interdependent Living Curriculum* has had on their work.

Step 6

- Circulate a sheet on which participants will write their mailing addresses.

Step 7

- Distribute Postcard #1 and ask participants to complete it and hand it back to you. Ask them to put the first three letters of their

mother's maiden name on the postcard.

- This will help link their first and second postcards while assuring their privacy.

Step 8

- Tell participants that they will receive another postcard in the mail in two months.
- Ask participants to complete and return the postcard so we can learn whether and how they are using the training in their work with youth.

Session 8—Activity 8.6

Wrap-up

Learning Objective

Participants will be able to recall session information and learning.

Materials

- Journal
- Handout 8f

Time

5 minutes

Procedure

Step 1

- Invite participants to recall the various sessions by looking around the room at the words and phrases from each of the seven sessions.

Step 2

- Ask participants to reflect on how this training has influenced their work with youth in care.

Step 3

- Invite participants to share a word or phrase that summarizes the training experience for them.

Step 4

- Once participants have shared, thank them for their attention and participation.
- Also thank them for their dedication and hard work in making a difference in the lives of youth in care.
- Acknowledge that they serve in a variety of challenging roles, often without recognition and appreciation.

Step 5

- Invite participants to complete Session 8 of their journals.

Step 6

- Distribute youth quotes (**Handout 8f**) and ask participants to read quotes aloud.

Session 8—Handout 8a

Declarations

Working as partners with youth in implementing this framework, we have defined “success” as the point at which youth transitioning from care are able to assert and believe the following declarations. These statements, spoken in the voices of youth in transition, serve as the fundamental guiding principles for our work.

I envision my success.

I am a strong person with unique talents, gifts and skills.

I am proud of the cultural and personal values that make me who I am.

I am responsible for my own life and know how to make good decisions.

I determine the relationships that are significant in my life.

I pursue relationships that help me succeed and seek opportunities to make contributions to others.

I am committed to learning the skills to succeed.

I need to begin the process of learning to live on my own early and continue it throughout my life.

I understand that every community is different and that I need to create my own sense of place in each without losing my identity.

I am a leader and I make important contributions to my community.

I benefit most by having services and supports that work together to help me achieve my goals.

In order to help other youth, I will use my experiences to create positive change in programs and services.

From

Casey Family Programs. (2001, September). *It's my life: A framework for youth transitioning from foster care to successful adulthood*. Seattle, Washington: Author.

Session 8—Handout 8b

Individualizing Positive Youth Development

Youth's first name: _____

Development Area	Objectives	Activities	Youth Participation	Supports/Individuals & Resources	Target Date
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Goal 1

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Goal 2

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Goal 3

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Goal 4

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Embedded Evaluation #3

Participant Handout: Case Description and Partial Case Plan

Step 1

- Read the Following Case Scenario

Maria Guzman, who will be 18 in four months, has lived in the Otero group home for 2 years. Maria is Cuban. At age 15 she ran away from home and was picked up by the police five months later. She had been living on the streets for several weeks after being abandoned by her 25-year-old boyfriend. At the time, she was using marijuana three or four times daily. She was pregnant and had both an STD (Chlamydia) and a systemic infection that required several rounds of antibiotics. She miscarried at about 6 months while in the Otero home.

Following the miscarriage Maria became seriously depressed and cut herself. She was hospitalized for ten days and then returned to the Otero group home. She has been on an anti-depressant since and has made no further suicidal gestures, although she has periodic bouts of depression. During these times, Maria says that she sometimes feels that her life is destined for sorrow. Maria is in a weekly counseling group and an IL group. Maria describes herself as lonely much of the time. She can be outgoing in a structured, active situation, but left to her own devices, she loses motivation and often becomes lethargic and depressed. She says it is hard to make friends, and while she is friendly with several youth at school and at the group home, she has no close friends. She says she feels people her age always turn on her and she cannot trust them.

Maria has had no contact with her mother in nearly three years. Her mother has a history of drug use and her whereabouts are unknown. Maria's father is in the Navy and often stationed out of the country. He legally separated from Maria's mother after Maria, the youngest of three children, ran away from home. Maria talks to him occasionally and she receives postcards from him about once per month. Her two older brothers, ages 25 and 27, are also in the Navy and she has had no contact with either since run-

ning away from home. Maria has more contact with her paternal great-grandmother who lives nearby. She visits once a month and talks to her weekly. Her great grandmother is physically frail but mentally active. Maria knows she has many other relatives in the U.S., but she has not seen them since her childhood. Her great grandmother sometimes tells her about them. Maria would like more contact with her father and brothers, but she says they are too busy and maybe they are ashamed of her. She is wary of contacting other relatives because she doesn't want them to find out about her past.

Maria's schoolwork has improved this year. Last year she was failing most of her classes in regular school. The Social Services agency and the school district have a joint agreement that requires youth in out of home care to transfer to the alternative school in such a situation. Her caseworker and IL worker told her that according to District policy, she had a choice of transferring to the alternative school or dropping out and working on a GED. She chose the alternative school. She has one semester left; it starts next week. She must take required classes to graduate, and she has agreed to do so, although she says she hates the subjects. She has one class in which she has a choice, and she has selected Spanish; she knows it will be a cinch. If she passes all of these classes, she will graduate in four months.

Last month Maria's IL worker told the IL group about a trainee program at a local department store. Youth in their senior year of high school can enter a training program in which they attend classes for four hours and work with a sales clerk for six hours. When they graduate, they enter a full-time training program and work as sales clerks. Maria was interested and discussed the program with the IL worker. She made an appointment with the department store

representative and discussed the program. She applied to the program, and found out this week that she was accepted. She will begin the training program next month. She immediately talked to her counselor at school to coordinate her school and training program schedules. She obtained the bus schedule so that she can get to the training program from school. Maria says she hopes to specialize in cosmetics.

to hide her weight and says that this is one of the reasons other youth don't get close to her. She has told her workers and foster mother that she is ready to work on losing weight. She and Mrs. Otero have talked about jointly developing a menu, and Maria suggested she could help Mrs. Otero prepare meals as a way of learning to prepare healthy food. Mrs. Otero is enthusiastic and says they can find recipes together that will be healthy for Maria and the family.

Maria is overweight and is given to binge eating. She often wears clothes designed

Step 2

- Read the partially completed case plan for Maria.
 - Maria's caseworker has been working with Maria to update her case plan below, which is partially finished. Three goals are addressed.

Note: Some dates are identified by the time period from the current date for this exercise.

Case Plan for Maria

Goal 1

- Graduate from high school

Target Date	Objectives	Activities	Youth Participation	Supports & Resources	Relationships
June	Pass all necessary classes	Take classes identified on schedule; participate and do homework	Agrees to participate and do all necessary work; will select only one class as all of the rest are mandatory	Teacher and Maria will review expectations and completed homework daily (strategic). Teacher helps Maria to talk about motivation and barriers and to identify other needed help (e.g., tutoring). Foster parents support the homework process with review (strategic) and encouragement (emotional)	Foster parents; IL worker and case worker; counselor at school; great grandmother

Goal 2

- Prepare for and begin employment

Target Date	Objectives	Activities	Youth Participation	Supports & Resources	Relationships
Six months	Complete first phase of department store training program	Participate in all work and training aspects	Will indicate a preference for cosmetics	Great-grandmother, IL and case workers, and foster parents reinforce Maria's self-motivation; IL and caseworker and foster parents support her in envisioning benefits (emotional); teacher helps coordinate department store training program and school schedules (strategic)	Foster parents, IL and caseworkers, great grandmother

Goal 3

- Feel good about personal appearance

Target Date	Objectives	Activities	Youth Participation	Supports & Resources	Relationships
Six months	Achieve ideal weight of 140 pounds	Help plan and prepare healthy menu	Read and select menus and help prepare food	Foster mother reinforces self-motivation and helps her envision benefits (emotional) and with Maria's help will purchase health focused cook books (strategic)	Foster mother

Step 3

- Rate the Goals above in terms of adult approach, level of power and participation, and related youth outcome
- Review Goal 1. On the answer sheet, indicate the following:
 - the adult's approach toward Maria
 - the level of her power and participation
 - the youth development outcomes related to the goal
- Repeat this process for Goals 2 and 3.

Embedded Evaluation #3: Score Sheet

Today's Date _____ Trainers' First Names _____

Which best describes your role:

- caseworker supervisor
 IL worker other (specify) _____

How long have you worked with youth in some capacity?

_____ years and _____ months

Rate Maria's goals in terms of adult approach, level of personal power, and related youth outcomes

- Review Goal 1 for Maria.
 Indicate the following by checking the appropriate boxes:
• The adult approach toward Maria
• The level of her personal power
• The youth outcomes related to the goal
 Repeat steps for Goals 2 and 3.

Goal 1

Graduate from high school

Adult Approach

From the information available in the case scenario, which word **best** describes how the adult approached involving Maria in developing this goal and plan?

- Object Recipient Resource

Level of Personal Power

From the information available in the case scenario, which level of power **best** describes Maria's involvement in developing this goal and plan?

- None Extensive
 Limited Self-managing
 Moderate

Positive Youth Development Outcomes

Of the following positive youth development outcomes, which two (2) **most** fit with this goal and plan?

- | | |
|--|--|
| <input type="checkbox"/> Belonging and Membership | <input type="checkbox"/> Safety and Structure |
| <input type="checkbox"/> Self-worth | <input type="checkbox"/> Mastery and Future |
| <input type="checkbox"/> Responsibility and Autonomy | <input type="checkbox"/> Spirituality and Self-awareness |
| <input type="checkbox"/> Physical Health | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Intellectual Ability | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Civic and Social Ability | <input type="checkbox"/> Cultural Ability |

Goal 2

Prepare for and begin employment

Adult Approach

From the information available in the case scenario, which word **best** describes how the adult approached involving Maria in developing this goal and plan?

- Object Recipient Resource

Level of Personal Power

From the information available in the case scenario, which level of power **best** describes Maria's involvement in developing this goal and plan?

- None Extensive
 Limited Self-managing
 Moderate

Positive Youth Development Outcomes

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| <input type="checkbox"/> Self-worth | <input type="checkbox"/> Mastery and Future |
| <input type="checkbox"/> Responsibility and Autonomy | <input type="checkbox"/> Spirituality and Self-awareness |
| <input type="checkbox"/> Physical Health | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Intellectual Ability | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Civic and Social Ability | <input type="checkbox"/> Cultural Ability |

Goal 3

Feel good about personal appearance

Adult Approach

From the information available in the case scenario, which word **best** describes how the adult approached involving Maria in developing this goal and plan?

- Object Recipient Resource

Level of Personal Power

From the information available in the case scenario, which level of power **best** describes Maria's involvement in developing this goal and plan?

- None Extensive
 Limited Self-managing
 Moderate

Positive Youth Development Outcomes

Of the following positive youth development outcomes, which two (2) **most** fit with this goal and plan?

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| <input type="checkbox"/> Responsibility and Autonomy | <input type="checkbox"/> Spirituality and Self-awareness |
| <input type="checkbox"/> Physical Health | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Intellectual Ability | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Civic and Social Ability | <input type="checkbox"/> Cultural Ability |

Session 8—Handout 8e

Interdependent Living Training							1
First 3 letters of mother's maiden name _____		Name of My State _____					
My role is primarily							
<input type="checkbox"/> Caseworker <input type="checkbox"/> IL worker <input type="checkbox"/> Supervisor <input type="checkbox"/> Other							
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
I am satisfied with the training.		1	2	3	4	5	
I will incorporate some of what I learned into my work.		1	2	3	4	5	
I will do my job better because of this training		1	2	3	4	5	
My agency will support me in using knowledge/skills from this training.		1	2	3	4	5	
Adolescents and their families will benefit from my taking this course.		1	2	3	4	5	
Most helpful material is _____							
What factors do you anticipate will support or limit your use of this training at work?							
Support _____							
Limit _____							
Comments _____							

Interdependent Living Training							2
First 3 letters of mother's maiden name _____		Name of My State _____					
My role is primarily							
<input type="checkbox"/> Caseworker <input type="checkbox"/> IL worker <input type="checkbox"/> Supervisor <input type="checkbox"/> Other							
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
I am satisfied with the training.		1	2	3	4	5	
I have incorporated some of what I learned into my work.		1	2	3	4	5	
I do my job better because of this training		1	2	3	4	5	
My agency supports me in using knowledge/skills from this training.		1	2	3	4	5	
Adolescents and their families benefit from my taking this course.		1	2	3	4	5	
Most helpful material was _____							
What factors support or limit your use of this training at work?							
Support _____							
Limit _____							
Comments _____							

Session 8—Handout 8f

Words of Appreciation from Youth in Care

Youth Quotes from IL Project Survey

- ★ You teach me responsibility.
- ★ You've helped me be responsible for my actions.
- ★ You give me support for my future.
- ★ You told me to stay confident.
- ★ You have taught me to stand on my own and not need help.
- ★ You help me by being there in the time of need.
- ★ You are teaching me how to budget and keep on track.
- ★ You help me achieve my goals.
- ★ You are always there when I need you.
- ★ You are getting me prepared for the future.
- ★ You help me to achieve goals.
- ★ You help me by being compassionate.
- ★ You are helping prepare me for my future and bigger and better things that are yet to come.
- ★ You allow me to have different opportunities of learning information and preparing me for the real world.
- ★ You teach me skills.
- ★ You help me by understanding me.
- ★ You are enriching my life with educating classes.
- ★ You give me the push I need.
- ★ You are teaching me how to handle things better.
- ★ You help me by talking to me and keeping me out of trouble.
- ★ You are showing and teaching me how to be independent.
- ★ You helped me to get a job.
- ★ You tell me that I am going to make something out of myself.
- ★ You show me how to manage money.
- ★ You give me love and respect.
- ★ You teach me that I have to do it for myself.
- ★ You are helping me by letting me know that I can do anything that I put my head to.

