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| **I Think I Want to Move: Discovering My Options** | | | | | | |
| **Component:**  CRS | **Service:**  IRGA | | **Duration:**  8 weeks | 1 Session weekly for 8 weeks at 45 minutes each | The course is designed for 8 sessions. |  |
| **Service Definition (per Part 512):** | | **Section 512.5. Service Categories and Requirements**  (b) *Basic Living Skills Training* is a service designed to improve an individual's ability to perform the basic skills necessary to achieve maximum independence and acceptable community behaviors that are critical to his or her recovery. This service focuses on the acquisition of skills, as well as strategies for appropriate use of the skill, utilizing teaching interventions such as motivational, educational and cognitive-behavioral techniques. The service may include opportunities to practice, observe, reinforce and improve the individual's skill performance. The topics which may be covered include, but are not limited to: grooming and personal hygiene, nutrition, homemaking, building relationships, childcare, transportation, use of community resources, and engaging in social interactions. | | | | |
| **Class Description:** | | **I Think I Want to Move: Discovering My Options** is designed to have participants explore types of housing that exists outside of an Adult Home. The first two lessons are designed to give participants the final “push” they need to want to move. Each of the remaining lessons, provide information about the many different housing options that are available to participants. | | | | |
| **Pre-Requisite Facilitator Reading:** | | None | | | | |
| **Learning Approaches/ Modalities** | | 🗹 Lecture 🗹 Discussion 🞏 Mixed media/ Art-based 🗹 Pen & paper exercises  🞏 Computer-based interventions 🞏 Role play interventions x🞏 Modeling/ coaching  🞏 Other: \_\_Video\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Location** | | 🗹 Site-Based 🞏 Community-Based: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Who should participate?** | | This course is designed for people who enter a PROS program, and have a goal of acquiring housing but don’t yet have all the information to make an informed choices as to where they want to live, and who are in the preparation stage of change. | | | | |
| **Purpose:** | | The purpose of this group is to explore the many options that participants have for obtaining housing. | | | | |
| **Class Objectives:** | | 1. Explore the limitations to current living arrangements. 2. Describe opportunities for future living arrangements. 3. Obtain information about the many types of housing available in New York State. 4. List the pros and cons to the different types of housing. 5. Identify the type of housing that best suits the participant. 6. Make an informed decision about the type of participants want to live in. | | | | |
| **Comments:** | | During this class, participants will explore the many options available to them for housing. The class covers the following types of housing: General apartment living, OMH program housing such as Congregate Care (licensed and unlicensed SRO’s), Apartment Treatment, and Supportive Housing, Section 8 housing, Affordable Housing (Section 236), Market-rent housing, housing with a roommate, and the purchasing of one’s home. Discussion of the pros and cons of each type of housing will be discussed. | | | | |
| **Source(s):** | | * HUD. (2017). Housing Choice Fact Sheet. Retrieved from:   [*https://www.hud.gov/topics/housing\_choice\_voucher\_program\_section\_8*](https://www.hud.gov/topics/housing_choice_voucher_program_section_8) | | | | |

*Table of Contents*

*Session 1:* ***Introduction to Course***

*This class is designed for introductions, establishing group purpose and creating group norms. Participants will establish commonality and develop trust.*

*Session 2:* ***What Would I Change?***

*This is class is asks the question: We all want to change change something in our lives. Even when things are going well, they could be going better. This lesson focuses on “what we would like to change” about where we live. What is it about their current living arrangement that could be better?*

*Session 3:* ***What’s Out There for Me? – Part 1***

*Choosing a new place to live require that we know what’s out there. This lesson focuses on identifying the pros and cons of having an apartment.*

*Session 4:* ***What’s Out There for Me? – Part 2***

*This session is purely informational. During this class, we will begin to look at the different kinds of housing that is offered through the Office of Mental Health. This includes the following:*

*Congregate Housing*

* *Congregate Treatment*
* *Licensed CR/SRO*
* *Unlicensed SP/SRO*

*Apartment Housing*

* *Apartment Treatment*
* *Supported Housing*

*Session 5:* ***What’s Out There for Me? – Part 3***

*This session is purely informational. During this class, we participants will explore HUD housing*

*through Section 8. How to apply, requirements, and rental subsidies will be discussed.*

*Session 6:* ***What’s Out There for Me – Part 4***

*The purpose of this class is to help participants distinguish between market-rent properties and*

*affordable properties. Section 236 projects will be discussed as an economical way to have an*

*apartment.*

*Session 7:* ***What’s Out There for Me? – Part 5***

*During this class participants will explore what having a roommate is like – the Pros and cons. Ironically, sometimes living on our own requires us to find a roommate.*

*Session 8:* ***What’s Out There for Me? – Part 6***

*This class explores the pros and cons of owning your own place. Participants will learn about*

*Individual Development Accounts (IDA’s), which assist individuals living in poverty to purchase*

*their own home.*

**Facilitator Practice Considerations**

**ROPES METHOD**

**Review** – This is the first step in ROPES. Its purpose is to prepare individuals’ readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)

**Overview** – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

**Presentation** – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

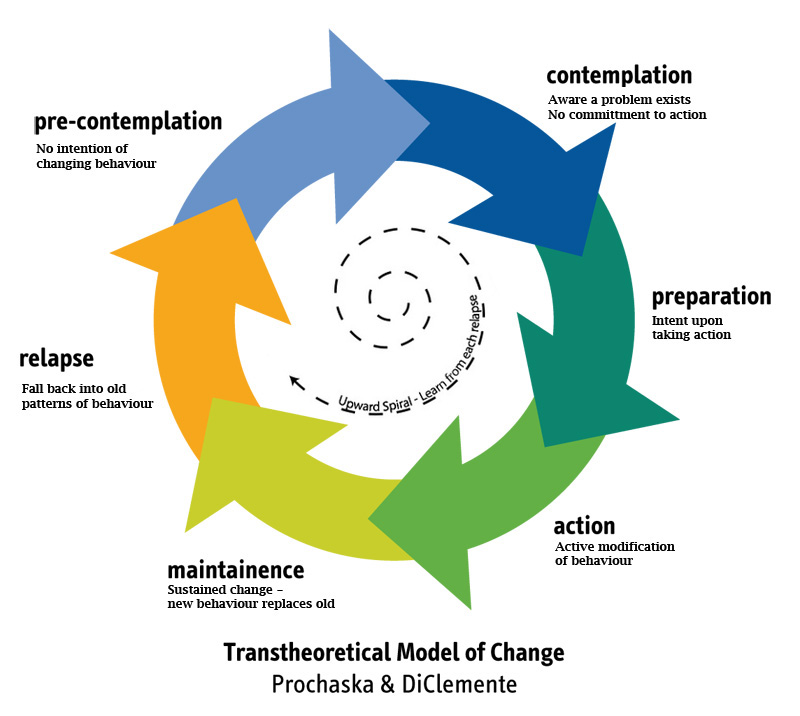
**Exercise** – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)

**Summary** – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

**ARCH Principles**

*Micucci, Joseph A. (2009)*

**Stages of Change**

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