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| Tools for Tenants |
| **Component:** | *CRS* | **Service:** | *CLE* | **Duration:** | **8 # of Session at 45 minutes each***.* |
| **Service Definition (per Part 512):** | Community Living Exploration is a service designed to help an individual understand the demands of specific community life roles, in order to make decisions regarding participation in those roles. Community living exploration services can also be used to help motivate individuals who are not yet exhibiting active interest in more integrated community life roles, by increasing their knowledge of opportunities available in the community. Topics may include, but are not limited to: options for satisfactory experiences with living environments, work or career opportunities, educational opportunities, opportunities to connect to culturally-based community services, and resources for use of leisure time. It is expected that, to the extent possible, these services will be developed in natural community environments. |
| **Class Description:** | *Participants will learn about permanent supportive housing. They will also identify what their preferences are when considering a move to supportive housing.* |
| **Learning Approaches/ Modalities** | ◼ Lecture ◼ Discussion 🞏 Mixed media/ Art-based 🞏◼ Pen & paper exercises 🞏 Computer-based interventions 🞏 Role play interventions 🞏 Modeling/ coaching🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Location** | ◼ Site-Based ◼ Community-Based: visit to a supportive housing apartment in the community |
| **Who should participate?** | *This group is designed for people who are considering a move to permanent supportive housing. They may have a history of living in adult homes or psychiatric centers for long periods of time.* |
| **Purpose:** | *Identifying values, skills and personal preferences when considering a move to permanent supportive housing.* |
| **Class Objectives:** | *Participants will identify their values and preferences when considering permanent supportive housing. They will learn about the supports available for people that ensure a successful transition to supportive housing. Participants will also visit a supportive housing apartment in the community to help adjust expectations when necessary.* |
| **Source(s):** | *Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, Tools for Tenants KIT*  |

Notes:

*Table of Contents*

*Session 1: What is supportive housing?*

*Session 2: Being able to afford living on your own*

*Session 3: Identifying your housing preferences*

*Session 4: Navigating the lease process*

*Session 5: Who will support you when you move?*

*Session 6: Being a good tenant*

*Session 7: Knowing when to move on*

*Session 8: Fair housing rights*

**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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