

Skill Builder's Toolkit

Book 2

- ❖ **Educational Planning**
- ❖ **Interpersonal Skills**
- ❖ **Legal Skills**
- ❖ **Pregnancy Prevention,
Parenting and Childcare**



EDUCATIONAL PLANNING

Understands educational/skill requirements for job selected.	Based upon job chosen- review with client	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Is aware of the cost of higher education/vocational training.	EP-9	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Knows the difference between a loan and a grant.	EP-13 EP-16	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Knows where to find and how to access adult education or vocational training in the community.	www.jobcorps.gov www.fvinn.org	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Knows how to obtain financial aid/scholarships for additional education.	EP-5 EP-6 EP-7 EP-9 EP-13 EP-14 EP-15 EP-16	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Understands future prospects and probable living standards relative to levels of education and specialized skills.	EP-9	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A

6 EASY STEPS TO GETTING YOUR GED!!

STEP 1: FIND A PREP CENTER

We can help you find local prep classes,
and most of them are free.

Before you take the GED Test, it's best to attend classes.

Enter your zip code above or call our helpful GED center toll free at 1-877-38-YOURGED to find classes in your neighborhood.

STEP 2: REGISTER FOR PREP

Find the classes that are right for you.

Once you find your local GED Test prep classes, you'll need to register. The process varies from place to place, but when you go, you'll probably be asked to take a placement test. Don't worry! This test is just used to find out which classes are right for you. Everyone takes it and it's nothing to stress out about. When it's done, you'll be one step closer to earning your GED Diploma.

STEP 3: GO TO CLASS AND STUDY

You can't pass without class.

It may seem obvious, but if you want to earn your GED Diploma, you have to put in the time and effort. It's not going to be easy. You might have to juggle work, kids and other responsibilities with class and studying. Just remember — almost everyone who has earned a GED Diploma (over 17 million people) had to go through the same thing. You can do it. It will be more than worth it.

STEP 4: TAKE PRACTICE TESTS

Practice makes perfect.

Before you take the real GED Tests, it's a good idea to practice. When the time is right, your teachers will help you take some practice tests so you know what to expect for the real thing.

V-7 Choosing Classes

Objective: The student will indicate at least five choices of future classes that interest him or her and are appropriate selections.

Comments:

Remember when students' favorite classes were always lunch and gym? As students get older and approach the time at which they must make some necessary pre-vocational decisions, suddenly it really is important to think about what classes will help them towards their goals. In this lesson, students are to think about possible classes and activities that fictional characters should take in order to pursue their goals.

Introductory Activities:

- Have students list at least one class they are thinking about enrolling in during the next year or two.
- Have students tell or write why they are looking forward to this class.
- After completing (b), have students raise their hands if they selected the class because it sounded like "fun." Then have them raise their hands if they selected the class because it was part of a "career plan."

Activity:

Answers: (examples) 1. a. yes; b. yes – work at a kennel or veterinarian's office to see if he likes the work; c. drawing (some careers involve medical drawings for textbooks); 2. a. home economics, food preparation and nutrition; b. yes – she shouldn't limit herself – she may become interested in another career or interested in working with caring for children rather than adults; c. don't do it – she probably won't be successful; 3. a. if he is keeping them up; b. what kind of a worker Antonio is – does he show up on time?; c. any classes that will help Antonio with independence after school – business classes, auto mechanics classes, food preparation, etc.

Discussion: Go through each of the three examples on the worksheet. Not all details were provided, so students must make some assumptions about the students. Allow students time to express their opinions about what these students should do.

- Why would it be helpful for Ralph to take science classes in high school? (he will need to take science in college!)
- Does every elective that Ralph take need to be relevant to his future career plans? (no – in fact it's a good idea to use the time to keep exploring different options and try out different activities)
- What might happen if Maria decides she is tired of working at a nursing home but hasn't had any other sort of training? (she'll probably quit and start from ground-zero)
- Why is it important for Maria to take other classes such as business or child care? (she may want to have other options if she decides she doesn't want to work in the nursing home forever)

EP-2

5. Why shouldn't anyone take classes based on who is in the class? (except for the obvious social reasons, it may not have any relevance to what the student wants to accomplish)
6. Why is Antonio's situation a pretty good one? (he's still in school, but he also gets some work experience)

Extension Activities:

1. Invite a school counselor to visit your class to talk about special types of programs (such as work-study, job shadowing, volunteering in classrooms for credit, etc.) available to students. Sometimes just knowing about inventive, exciting programs that are in the not-too-distant future is a good incentive for students who are thinking about quitting to stay in school.
2. Invite an upperclass student (senior, junior) from the high school to visit your class to talk about what classes are particularly interesting or useful for him or her. A peer may have a lot more influence over the expectations of a student than a teacher. Students may not be aware of some classes that are particularly new and very exciting.

Evaluation:

- a. List at least three possible classes you are interested in taking in the future.
- b. For each class listed in (a), write one reason why you are interested in that class.

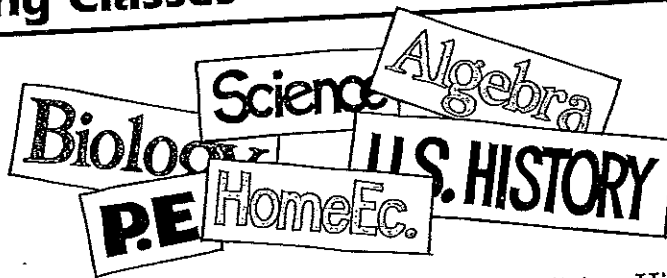
EP-2

Name _____

Date _____

Choosing Classes

Directions: The following characters are planning classes for the rest of their high school education. Pretend you are their counselor and help them make appropriate selections.



1. Ralph wants to finish high school and then go on to college to study veterinary medicine. His grades are pretty good and he is willing to put time in to study.

a. Should Ralph take a lot of science classes? _____

b. Would you suggest that Ralph do some volunteer work? What? _____

c. Ralph is also interested in art. What electives might Ralph want to take? _____

2. Maria doesn't know if she wants to go to any type of school after high school. She already has a part-time job in a nursing home and would like to work there full-time. Her grades are C's, but she doesn't enjoy school or put much effort into her classes.

a. What type of classes might Maria do well with? _____

b. Would you suggest that Maria take some business classes or child care classes? Why? _____

c. If Maria wanted to take Advanced Physics because her boyfriend is enrolling in the class, what would you tell Maria? _____

3. Antonio is involved in a special work/study program that allows him to take classes in the morning and then work at a vocational training school program in the afternoon. As long as he keeps his grades up, he can continue in this program until he graduates.

a. What would you want to know about Antonio's grades? _____

b. What information might you want to know from the vocational school instructors? _____

c. What classes might you suggest Antonio take at the high school? _____

V-9 Finishing High School

Objective: The student will give at least two reasons why it is important or beneficial to complete high school.

Comments:

There are a lot of reasons why teenagers drop out of high school. Among these are the facts of pregnancy, poor grades, truancy, getting into trouble at school, boredom, seeing no relevance, and a simple lack of motivation. In this lesson, students are asked to respond to comments about completing high school.

Introductory Activities:

- a. Have students raise their hands if they intend to graduate from high school.
- b. Have students raise their hands if they have a close friend who has dropped out of high school.
- c. Have students raise their hands if they have a brother or sister who has already dropped out of high school.

Activity:

Students are to read the twelve statements on the worksheet "Finishing High School." They are to circle AGREE or DISAGREE to show how they feel about the statement. They are all opinion statements, so inform students that they will not be scored "right" or "wrong."

Discussion: It may be quite surprising to hear your students' views on completing high school. While some may be overly optimistic that they of course will complete high school (even with poor attendance, poor grades, low motivation), others – particularly those without support from home – may already be planning to quit. Without being judgmental or "preachy," listen to the students' comments and opinions. Extension activities may prove to be quite enlightening to some of these students!

1. What do you think is the main purpose of high school?
2. If someone close to you has dropped out of school, why would that make it more likely that an individual would also drop out of school? (**that's their model, may think of this as "freedom," the individual may already have a job**)
3. Do you think there is a connection between the amount of education a person has and his or her earning potential?
4. What other kinds of training are available after high school besides a regular four-year college program? (**two-year degrees, vocational schools, apprentice programs, etc.**)
5. Do you feel your parents value a high school education?
6. Why is a high school degree sometimes important to a parent or grandparent who never got one? (**they might feel as though they have missed an opportunity**)
7. What are some ways that classes and schools try to make learning more relevant? (**offer on-the-job programs, work/study, etc.**)
8. Do you know of anyone who has completed the GED program? What comments did this person have about the program?

9. If someone has quit high school, how easy do you think it would be to return – especially after having a baby or working for awhile? (**probably difficult – new responsibilities, less time, more stresses**)
10. What advice would you give to someone who was struggling in high school, but still wanted to stay in and try to finish? (**get help – talk to a counselor, teachers, get tutoring, etc.**)

Extension Activities:

1. If possible, have a counselor come in to explain the GED (equivalency) program. Some students may think this is an easy way to get through high school. Find out about the history of the program (military program during World War II), the restrictions, time involved, level of material, and commitment of time that is necessary to complete the program.
2. Have students research the earning potential of students with and without high school degrees.
3. Have students find out reasons why teenagers drop out of high school. How many plan to return? How many actually return?
4. Invite speakers to your class who have made the decision (or felt it was necessary) to drop out of high school. Do they regret the decision? What factors were involved in their life at the time? What are they doing today?

Evaluation:

- a. List at least two reasons why it is beneficial to complete high school.
- b. List at least two reasons why teenagers may choose to drop out of high school.
- c. Write a paragraph explaining your intentions about finishing high school.

Name _____ Date _____

Finishing High School

Directions: Complete the following survey by expressing your opinions and reactions to the following statements about high school. Circle *agree* or *disagree* after each statement.



- | | | |
|--|-------|----------|
| 1. It is important to have a high school diploma. | Agree | Disagree |
| 2. You can still get a good job without a high school degree. | Agree | Disagree |
| 3. High school is a waste of time if you don't plan to go to college. | Agree | Disagree |
| 4. Most high school classes don't have any practical value. | Agree | Disagree |
| 5. It is easy to get a GED (equivalency degree) if you drop out of school and then want to get a degree. | Agree | Disagree |
| 6. There are ways to get help if you want to finish high school. | Agree | Disagree |
| 7. A lot of my friends either have quit school or intend to quit high school. | Agree | Disagree |
| 8. One or both of my parents did not finish high school. | Agree | Disagree |
| 9. I have a brother or sister who quit school. | Agree | Disagree |
| 10. I would consider leaving high school, but only if I had a job already lined up. | Agree | Disagree |
| 11. The only reason I am in high school is because of the activities and my friends. | Agree | Disagree |
| 12. If you really want to get a high school diploma, you will find a way. | Agree | Disagree |

V-1 What Are You Good At?

Objective: The student will identify at least 20 things that he or she feels he or she can do well. This may include accomplishments, personality attributes, talents, etc.

Comments:

In beginning the search for a job and hopefully a career, the student may begin by looking at his or her own skills and interests. While not everyone is lucky enough to find his or her job fascinating, it is a worthwhile endeavor to take inventory of what one is able to do well and is interested in doing. Perhaps later there will be some overlap between the job and the interest. In this lesson, students are to make a list of what they feel are their skills, talents, and/or things that they are knowledgeable about.

Introductory Activities:

- a. Define *skill*. (something someone is able to do well; this can be an acquired thing with learning)
- b. Define *talent*. (a natural ability to do something well; this is something that you have or you don't – it can be developed and enhanced, but it is more of something that is within the person)
- c. Define *job*. (a task that is performed usually for money; can be short-lived and may not involve a lot of training or skill)
- d. Define *career*. (a profession, usually involving training, which may last throughout a person's life)

Activity:

Discussion: Provide time for students to share their ideas about their skills and interests. If some students say they cannot think of any, encourage classmates who know them to help them out.

1. Do you have skills or talents that seem to run in your family? If so, what?
2. Why do you think people in the same family might have similar interests? (availability of resources)
3. How did you become good at the things you are proficient in now? (practice, good teaching, asking questions, etc.)
4. Do you need other people to tell you that you are good at something or is it enough for you to recognize your skills yourself?
5. What are some skills that can be learned if you are willing to become a student or apprentice?
6. What are some examples of talents that some people just naturally possess? (musical ability, athletic ability, etc.)
7. What are some skills you have developed within the last year?
8. How did you learn a new skill?

Extension Activities:

1. Encourage students to take part in a workshop, mini-course, correspondence class, YMCA/YWCA evening class, cooking class at the community center, etc. Many classes are free or are available for a small charge. Learn a new skill!
2. Help students offer their services for free to become an apprentice to someone who does something they are interested in or would like to learn more about. Try to help students hook up with an auto repair shop, riding stable, artist, etc.

Evaluation:

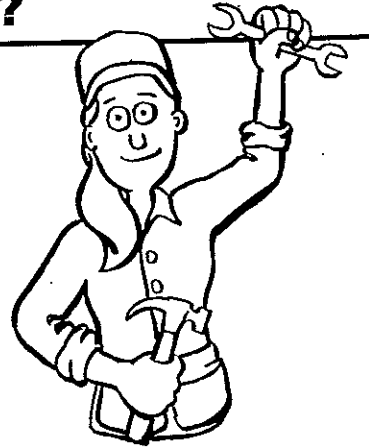
- a. List two skills in which you are competent that you have learned or developed in the past year.
- b. List two talents you possess.

Teacher Notes:

Name _____ Date _____

What Are You Good At?

Directions: Make a list for yourself of 20 to 25 (or more) things you are able to do well. Don't limit yourself to only things you can make or compete at; include things you know a lot about and your personality strengths.



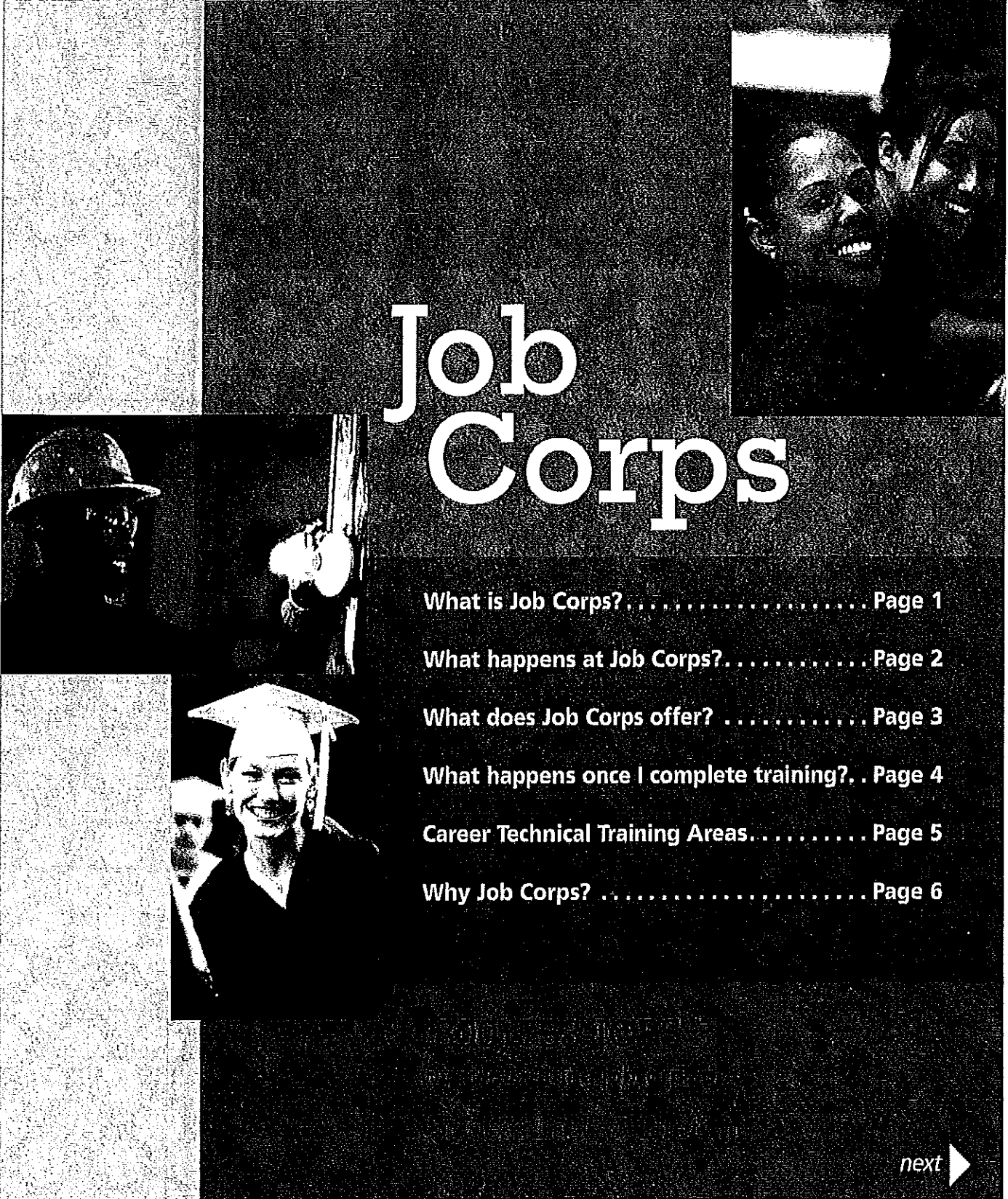
Examples:

I am good with children.

I can fix things – a bike, VCR, etc.

I know a lot about astronauts and the space program.

- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | _____ |
| 12. _____ | _____ |
| 13. _____ | _____ |
| 14. _____ | _____ |
| 15. _____ | _____ |



Job Corps

What is Job Corps? Page 1

What happens at Job Corps? Page 2

What does Job Corps offer? Page 3

What happens once I complete training? . . Page 4

Career Technical Training Areas Page 5

Why Job Corps? Page 6

next ▶

1

Are you someone who is ready to work, learn, and become a leader?

Do you want to do something more with your life?

Here's your chance.
It begins with Job Corps.



What is Job Corps?

Career technical training ... education ... professional skills ... Job Corps will work with you from your first day in the program to the moment you start your new job. No matter where you are coming from or where you want to go, Job Corps is here to help.

Each year Job Corps enrolls more than 60,000 students ages 16 through 24 in more than 100 career technical areas at 124 centers across the nation. Job Corps offers hands-on training in America's fastest growing careers, and our graduates land high-wage jobs.

Not to mention that all Job Corps training programs provide you with the latest skills that today's jobs require so you'll be ready when great opportunities come your way.

And the best part?
It's at no cost to you.

Contact Job Corps to find out about the centers closest to you and if you qualify for the program.

"The people at Job Corps reached out to me and helped me see potential that I didn't see in myself. They pushed me in the right direction. I wouldn't be as successful as I am now if it weren't for my Job Corps family."

Darshay, Jacksonville
Job Corps Center



◀ back

(800) 733-JOBS

www.recruiting.jobcorps.gov next ▶

2

Most of your time on center will be devoted to career technical training and education.

You'll learn the skills you need to get a high-paying job and become a successful professional.



What happens at Job Corps?

Interested in construction?
Information technology?
The automotive field?
Job Corps offers hands-on training
in multiple career areas.

You also will have the chance to train with Job Corps employer partners on actual work sites. Job Corps has partners in every corner of the country who are looking for qualified students to train and hire.

Job Corps is committed to providing each student with the safest possible learning environment and has a policy of Zero Tolerance for violence and drugs.



"Job Corps has given me several career opportunities and has prepared me for the real world. There is so much I learned that I will use for the rest of my life."

— Perla,
Paul Simon Chicago
Job Corps Center



◀ back

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Already have your diploma? Congratulations! Know what you're going to do next? If not, are you looking for career options, technical training, or a bridge to higher education?



What does Job Corps offer?

Job Corps helps high school graduates launch their careers. If you haven't graduated from high school, Job Corps can help you earn your diploma or GED.

We have certified training staff ready to help you reach your academic goals and a tutoring program if you are looking for extra guidance.

You also will benefit from mentoring programs that pair you with center staff, career counselors, and community leaders.

After you start training, it won't be long until you are focused on finding a job. You will work with Job Corps staff to help find job openings and submit resumes.



◀ back

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4

Job Corps graduates get good jobs and have the support they need to start a successful career.

When your training at Job Corps is complete, Job Corps will work with you for up to 21 months after you graduate.



What happens once I complete training?

Job Corps understands that being independent involves more than just having a job. So when your training at Job Corps is complete, counselors will assist you while you look for a job ... and help you connect with local housing, transportation, and day-care resources in your neighborhood.

Don't have a resume? Don't worry. You'll create one at Job Corps and learn how to put your best foot forward with employers.

When you leave Job Corps you will be on the road to a career with high wages and the chance to move up in your field.

Job Corps will help you get started.

It's a new job
It's a new life
It's a new chance
It's a new future
It's a new opportunity
It's a new challenge
It's a new adventure
It's a new beginning
It's a new start
It's a new way of life
It's a new way of thinking
It's a new way of doing things
It's a new way of seeing the world
It's a new way of being



◀ back

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next ▶

5

Advanced Manufacturing
Welding



Automotive and Machine Repair
Automobile Technician
Collision Repair and Refinish

Health Care
Clinical Medical Assistant
Licensed Practical/
Vocational Nurse
Medical Office Support
Nurse Assistant/Home
Health Aide
Pharmacy Technician



Career Technical Training Areas

Construction
Bricklaying
Carpentry
Cement Masonry
Electrical
Facilities Maintenance
Heating, Ventilation, and
Air Conditioning
Painting
Plumbing

Finance and Business
Accounting Services
Office Administration



Homeland Security
Security and Protective Services

Hospitality
Culinary Arts
Hotel and Lodging

Information Technology
Computer Technician
Network Cable Installation

Renewable Resources
and Energy
Landscaping
Urban Forestry

Retail Sales and Services
Retail Sales

Transportation
Heavy Equipment Operations
Material and Distribution Operations

... and many more!

Not every center offers each of these career technical training areas. Please check with your admissions counselor to see which training programs are offered at the Job Corps center nearest you.

These career areas offer training in the latest green technology and industry-based practices to prepare graduates for careers in the green economy.

You may be in a rush, but it takes about a year to gain the knowledge and skills needed to start a career and a new life. Our most successful students stay in the program between one and two years.

◀ back

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Why Job Corps?

Because Success Lasts A Lifetime

Job Corps might be right if you:

- are 16 through 24 years old.
- are a citizen or legal resident of the United States.
- meet the program's income qualifications.
- are serious about starting a career.
- are a high school graduate who wants to pursue career technical training or advance to college.
- are a student who wants to complete your high school diploma or GED.

Call us today.

(800) 733-JOBS

www.federalregister.gov

www.jobcorps.gov



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◀ back

return to front ▶



**CONNECTICUT
ADULT EDUCATION**

Instructional Programs

Sections 10-67 to 10-73(d), inclusive, of the Connecticut General Statutes (C.G.S) require that the adult education services described in this section be provided by local school districts, free of charge, to any adult 16 years of age or older who is not enrolled in a public elementary or secondary school program. Local school districts and other eligible agencies providing mandated adult education programs are reimbursed by the Connecticut State Department of Education on a cost-sharing, sliding scale based on the relative wealth of a district.

The mandated instructional program areas are described below:

1. **Elementary School Completion / Adult Basic Education (ABE)**
Instruction is designed for adults seeking a high school diploma who are functioning below the secondary school level and lack the basic reading, writing and numeracy skills necessary to function effectively as workers, parents and citizens. Instruction can be individualized or offered in a classroom, or a learning lab. Persons completing ABE are prepared to benefit from secondary level instruction.
2. **Secondary School Completion**
Connecticut Adult Education offers three distinct pathways for adults to attain a high school diploma.

1. Adult High School Credit Diploma (AHSCD):

The Adult High School Credit Diploma program is a prescribed plan, process and structure for earning a required number of academic and elective credits. The provider must be a local education agency (LEA) or Regional Education Service Center (RESC).

Credits toward a local diploma must be obtained through a prescribed plan that requires a minimum of 20 credits in academic and elective areas (C.G.S. Section 10-69(b)). Credits for work or military experience, independent study projects and online courses are additional ways to obtain credit. Each provider/town can enhance the basic AHSCD program but must adhere to the minimum state requirements: 1) use certified teachers and counselors; 2) adhere to State Department of Education requirements regarding assessment, enrollment, accountability and reporting; 3) meet required credit standards; and 4) ensure that a one credit course offers a minimum of 48 instructional hours.

Credits are required to be distributed as follows:

4 English

3 Social Studies (including 1 credit in US/American History and half credit in Civics/Government)
3 Math
2 Science
1 Arts/Vocational Education
7 Electives

An adult who successfully completes the required credits of the AHSCD program is awarded a high school diploma by the providing LEA or RESC.

2. General Educational Development (GED):

Adults who have not completed high school must demonstrate, through a five-part examination that includes a writing sample, the attainment of academic skills and concepts normally acquired through completion of a high school program. Applicants for this examination must be at least 17 years of age and officially withdrawn from school for at least six months. Individuals who pass the GED Tests are awarded a Connecticut State High School Diploma. GED instructional programs, provided throughout the state in local school districts and a variety of other instructional sites, help individuals to prepare for this rigorous examination.

3. National External Diploma Program (NEDP):

This program provides a secondary school credential designed for adults who have gained skills through life experiences and demonstrated competence in a particular job, talent or academic area. The NEDP is a portfolio assessment program that offers no classroom instruction. An adult who successfully completes the portfolio assessment, as required, is awarded a high school diploma by the providing LEA or RESC.

3. Americanization/Citizenship

Instruction is designed for foreign-born adults who wish to become United States citizens. Persons completing this program are prepared to pursue citizenship through the prescribed process of the United States Citizenship and Immigration Services.

4. English as a Second Language (ESL)

Instruction is designed for adults who have limited proficiency in the English language or whose native language is not English. ESL programs assist individuals to improve their English skills in listening, speaking, reading and writing in order to find or maintain employment, attain citizenship, become more involved with their children's schooling and make greater use of community resources. Instruction is provided in English as a unifying means of serving the broad ethnic diversity of limited-English-speaking adults.

Answers to Frequently Asked Questions

What is Job Corps?

Job Corps is the nation's largest career technical training and education program for young people at least 16 years of age that qualify as low income. A voluntary program administered by the U.S. Department of Labor, Job Corps provides eligible young men and women with an opportunity to gain the experience they need to begin a career or advance to higher education.

To find out more about the Job Corps program, please feel free to explore our Web site, and in particular, our [About Job Corps](#) page.

Where is Job Corps?

Job Corps has 124 centers nationwide, including the District of Columbia and Puerto Rico. Please see our [Locations](#) page to find the Job Corps center nearest you.

What does Job Corps offer?



Job Corps offers hands-on training in more than 100 career technical areas, including: automotive and machine repair, construction, finance and business services, health care, hospitality, information technology, manufacturing, renewable resources, and many more. All training programs are aligned with industry certifications and are designed to meet the requirements of today's careers.

Job Corps also offers the opportunity to earn a high school diploma or a GED for those youth who don't have either. For youth who already have a high school diploma, Job Corps can help them prepare for college through partnerships with local colleges. Resources are also available for English Language Learners.

Courses in independent living, employability skills, and social skills are offered to all Job Corps students in order to help them make the transition into the workplace. For more information, please see our [Recruiting Web site](#).



Norwalk, CT

University of Phoenix - Fairfield County Campus - Norwalk

At University of Phoenix, we believe everyone deserves access to higher education.

- BS in Business/Management



Farmington, CT

Sanford-Brown College - Farmington

Get the skills you need in Tech, Business, or Healthcare in as little as 9 months from Sanford-Brown College.

- Business Office Administration
- Cardiovascular Sonography
- Diagnostic Medical Sonography



Shelton, CT

Lincoln Technical Institute - Shelton

Get the career training you need to succeed at Lincoln Technical Institute.
For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Electrician
- Medical Assistant
- Nursing



East Windsor, CT

Lincoln Technical Institute - East Windsor

Get the career training you need to succeed at Lincoln Technical Institute.

For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Automotive
- Collision Repair
- Diesel



Hamden, CT

Lincoln Technical Institute - Hamden

Get the career training you need to succeed at Lincoln Technical Institute.
For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Electrician
- Medical Administration
- Medical Assistant



New Britain, CT

Lincoln Technical Institute - New Britain

Get the career training you need to succeed at Lincoln Technical Institute.
For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Electrician
- Heating, Ventilation, & Air Conditioning (HVAC)
- Medical Assistant



Southington, CT

Branford Hall Career Institute - Southington

Get the career you want at Branford Hall Career Institute.

- Computer Networking Management
- Health Claims Specialist

EP-8

- Massage Therapy

BRANFORD HALL Career Institute

Danbury, CT

Branford Hall Career Institute - Danbury

Get the career you want at Branford Hall Career Institute.

- Nurses Aide
- Patient Care Technician I
- Patient Care Technician II

BRANFORD HALL Career Institute

Branford, CT

Branford Hall Career Institute - Branford

Get the career you want at Branford Hall Career Institute.

- Computer Networking Management
- Health Claims Specialist
- Massage Therapy



Enfield, CT

Porter and Chester Institute - Enfield

Looking for a new career but traditional college isn't your thing? We understand. That's why Porter and Chester Institute provides you with the hands-on training to prepare you for the career you deserve.

- Automotive
- Computer Aided Drafting and Design
- Electrician

Porter and Chester Institute - Branford

Looking for a new career but traditional college isn't your thing? We understand. That's why Porter and Chester Institute provides you with the hands-on training to prepare you for the career you deserve.

- Automotive
- Computer Aided Drafting and Design
- Computer Networking



Oakville, CT

Porter and Chester Institute - Watertown - Oakville

Looking for a new career but traditional college isn't your thing? We understand. That's why Porter and Chester Institute provides you with the hands-on training to prepare you for the career you deserve.

- Administrative Health
- Automotive
- Computer Aided Drafting and Design



Enfield, CT

Porter and Chester Institute - Enfield

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- Automotive
- Computer Aided Drafting and Design
- Electrician



Bridgeport, CT

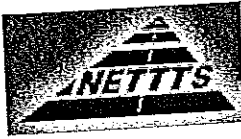
New England Tractor Trailer Training School - Bridgeport

Get your career started at New England Tractor Trailer Training School.

- Commercial Drivers License "Class A"
- Heavy Straight Truck Driving

EP-8

<http://www.school-directory.net/schools-in-connecticut/3.html>



Somers, CT

New England Tractor Trailer Training School - Somers

Get your career started at New England Tractor Trailer Training School.

- Commercial Drivers License "Class A"
- Heavy Straight Truck Driving



West Hartford, CT

American Institute Connecticut - West Hartford

Get started on your career at American Institute.

- Computer Systems and Business Applications
- Medical Assistant
- Medical Coding and Billing



Hartford, CT

Lincoln College of New England - Hartford

Give your career a boost with training with Lincoln College!
For more student consumer information, please
visit www.lincolnedu.com/lincolnconsumerinfo

- Accounting, AAS
- Broadcasting, AAS
- Business Management, AAS



Newington, CT

CCMT - Newington Campus

Prepare for a Career That You Will Love ... in Massage Therapy!

EP-8

- Massage Therapy



Groton, CT

CCMT - Groton Campus

Prepare for a Career That You Will Love ... in Massage Therapy!

- Massage Therapy
- Spa Massage Therapy



Westport, CT



West Hartford, CT

American Institute Connecticut DMS - West Hartford

Advance your career with American Institute - Diagnostic Medical Sonography.

- Diagnostic General Sonography



Hamden, CT

Stone Academy - Hamden

Stone Academy has provided students with a career-oriented business education for more than a century. Its rich history dates back to 1864 when it was founded as the United States College of Business. Later the school became known as Stone School of Business. In 1988, as a result of a merger with The Academy for Business Careers, the school became Stone Academy. In 2002, following a merger with Goodwin Institute, Stone Academy opened a branch campus in Waterbury. Stone Academy later added a final campus in East Hartford, CT in 2005.

Stone Academy is dedicated to giving each student personal attention to assist them to find the financial means to pay for their education. A variety of financial aid is available to qualified people in the form of, grants, loans, and part-time employment. Grants do not have to be repaid. Loans have to be paid back. Many loans are repaid after the student graduates or leaves school.

EP-8

<http://www.school-directory.net/schools-in-connecticut/3.html>

Stone Academy understands that finishing school is just the start for you. That's why we offer career placement assistance!

Our Career Placement Office:

- Distributes resumes
 - Post local area jobs
 - Informs graduates of new openings
 - Teaches students how to write a powerful resume?
 - Works with students to perfect interviewing techniques
-
- Medical Office Professional
 - Patient Care Associate



East Hartford, CT

Stone Academy - East Hartford

Stone Academy has provided students with a career-oriented business education for more than a century. Its rich history dates back to 1864 when it was founded as the United States College of Business. Later the school became known as Stone School of Business. In 1988, as a result of a merger with The Academy for Business Careers, the school became Stone Academy. In 2002, following a merger with Goodwin Institute, Stone Academy opened a branch campus in Waterbury. Stone Academy later added a final campus in East Hartford, CT in 2005.

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- Works with students to perfect interviewing techniques

- Medical Office Professional
- Patient Care Associate



Waterbury, CT

Stone Academy - Waterbury

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- Distributes resum?s
 - Post local area jobs
 - Informs graduates of new openings
 - Teaches students how to write a powerful resum?
 - Works with students to perfect interviewing techniques
-
- Medical Office Professional
 - Patient Care Associate

Questions to Ask Schools You are Considering

Education it seems is profitable business. What with the number of diploma mills and so called 'accredited' colleges that are mushrooming all over the country, the average American student is overwhelmed by choices. With every school claiming its superiority, it may be difficult for you to identify the genuinely good ones from the colleges or schools that are substandard. Before you enroll in a program, ask the schools you're considering the following questions and see what they have to say!

Accreditation

By choosing an accredited and licensed school, you can be assured that your degree meets a basic set of standards. Jot down the names of schools that appeal to you and then ask the following questions:

- Is your school accredited and licensed?
- If yes, which agency has accredited your school? To find out if the school has been accredited by a reputed agency, check out the following, List of Nationally Recognized Accrediting Agencies; Directory of Higher Education Officials; Council on Higher Education Accreditation
- What is the reputation of the school according to the State Attorney General's Office and the local Better Business Bureau?

Industry Reputation

Generally speaking, if reputed companies are picking up students from the previous batches, you can safely assume that the school has a good reputation in the industry.

- What kind of credential would I get upon graduation? Would potential employers recognize it?
- What are the companies that have been hiring your school's graduates in the last seven years?
- What are the companies that have been hiring your school's graduates in my program of choice?

Placement

The previous years' placement records are a good way to gauge the school's reputation and credibility.

- What are the graduate survey results for your school in the last three years?
- What is your placement record in my program of choice in the last 10 years?
- Does this school provide a work experience program? If so, who would be responsible for finding the work placement, the students or the school?
- If the school has advertised its placement rates, check if it also publishes the following:
 - Graduation statistics
 - Recent employment statistics
 - Other information to back its claims

Alumni

The following questions you can ask students that have graduated from a college or university of interest.

- Could you provide me with a list of graduates that I can talk to? (If you do get to talk to graduates, ask them all about their training and if they eventually found the kind of work that they wanted after they finished school.)
- Could you team me up with a student for a day? If you do team up with a student, here are some questions you can ask:

- Do you like the program?
- Why would you recommend it for me?
- Do you think that you're learning what you need to know to get work?
- What is your opinion of the faculty?
- Does the faculty spend time to ensure you understand course materials?
- Have you faced any problems with the school, the classes or the faculty?

Finance

- How much would the program cost? Are tuition waivers available?
- Do you provide fellowships and assistantships? What are the criteria required for application?
- What are the forms of financial aid available? When are the deadlines?
- What is your set of criteria for selecting financial aid recipients?
- What is the process by which you determine financial need?
- What is the type and amount of assistance you provide students with?
- How and when would students receive the financial aid payments?
- If I change my mind after I apply, will I get back my fees?
- What is your return-of-aid policy?

Additional Financial Aid Information and Resources can be found in our article [Options for Financial Aid and Assistance](#), for students that need to interested in grants, scholarships or student loans.

Admission Requirements

- When are the admission deadlines?
- Would I be required to take standardized tests before admission?
- What are the required application materials?
- Who makes the admission decisions and what are the criteria used?
- In what way and when will I be notified about admission?

Timeframe

- How long would this program take?
- Do students have to attend full-time?
- Are part-time options available?

Job Outlook

- When was the curriculum last revised? (This should give you an idea about whether the course keeps pace with latest industry practices)
- Will I be using up-to-date equipment, machinery and processes?
- Do you focus more on theory or on practical work?
- How much money do students of this program usually make upon graduation?
- Does the course offer internships, externships and apprenticeship programs that will add value to my future?

Course Details

- What is the size of the program?
- May I know the background of the faculty handling my course?

- Do you often hold seminars and invite visiting speakers?
- What are the student activities generally offered?
- What are the requirements for obtaining my degree?
- Will I have access to support services?
- Will I be required to take extra background courses/prerequisites?

Others

- Would I be allowed to sit in on a class or two before I decide?
- Would it be possible to talk to a few faculty members?
- Do your credits transfer to other schools?
- If I were to start taking classes here, and I have to move, will my course be recognized by another school?
- What is your school's completion and transfer-out rate?

Thinking About Dropping Out?

Approximately 3,300 young people drop out of school every day in the United States. If you've dropped out or are thinking about it, consider these facts:

- 3.8 million persons ages 16-24 were high school dropouts in 1994; of these, 362,000 were ages 16-17.
- During 1994, 498,000 GED credentials were issued, with 35,000 going to persons under age 19.
- Reasons often given for leaving school include not liking school, failing grades, conflicts with teachers, suspension or expulsion, needing a job, and family-related reasons (e.g., pregnancy, etc.).
- The unemployment rate in 1995 among dropouts was 20%, compared to 12% for those who finished high school.

Now consider these average annual salaries (1994 figures):

Less than a ninth grade education:

males	\$17,532
females	\$12,430

Some high school but no diploma:

males	\$22,048
females	\$15,133

High school diploma or GED:

males	\$28,037
females	\$20,373

Two-year college degree:

males	\$32,279
females	\$23,514

Four-year college degree:

males	\$43,663
females	\$31,741

Regardless of your reason for leaving or wanting to leave school, there may be a program for teenagers in your same situation. You'll find continuing education programs for teen parents, substance abusers, working teens, and those with poor academic records. Contact a school counselor or district office for information about these opportunities.

Sources: *Digest of Education Statistics 1996*, U.S. Department of Education; *Statistical Abstract of the United States 1996*

How to Get Transcripts From High School Online

If you have been out of school for a while and are just deciding to go back to college, you may need a copy of your transcripts. Maybe you are applying for a job and need your diploma. You can get copies of your diploma or copies of your high school transcripts by following the steps below.

Instructions

1

Contact the school board in which you went to high school. If you no longer live in the area, simply search for the high school name under the white pages. Speak to someone who keeps track of paperwork within the facility.

2

Request a copy of your transcripts. Ask them to send a copy of your transcripts to your address. Make sure that the transcripts are notarized. Most transcripts are not valid unless notarized.

3

After you receive your paperwork, you can then apply to schools and for a job.



WWW.HCC.COMMNET.EDU
A Member of the Connecticut Community College System

Application for Admission

This application is to be used by a NEW - DEGREE AND CERTIFICATE or NON-DEGREE applicant who intends to enroll as a full-time or part-time student.

NEW - DEGREE AND CERTIFICATE STUDENT

An individual who has never attended Housatonic Community College and wishes to enroll in a degree or certificate program, a NEW-DEGREE AND CERTIFICATE applicant must:

- Complete both sides of the Student Data Sheet and return it, along with a non-refundable \$20 application fee, to the Housatonic Community College Admissions Office (Please make check or money order payable to Housatonic Community College). **NOTE: All First-time applicants for any semester must pay a non-refundable \$20 application fee.**
- Students who have attended other Connecticut Community Colleges do not have to pay the \$20 application fee.
- Have your high school transcript or diploma or GED results and transcripts from any other college(s) attended sent to the Admissions Office. **THIS IS THE APPLICANT'S RESPONSIBILITY.**
- Proof of immunization: Beginning August 1, 2010, all incoming freshman will be required to show proof of immunity to measles, mumps, rubella and varicella. For more information refer to the Student handbook, School catalog, applicant checklist, or call Health Services at (203) 332-5062
- Provide proof of proficiency in English and Math, or take the college placement test.

Note: Satisfactory completion of college level English and Mathematics course work may result in waiving the need for an applicant to take the Accuplacer Placement Test normally administered to incoming students. Please check with the Admissions Office regarding these test waiver qualifications.

NON-DEGREE STUDENT

An individual who does not intend to enroll in a degree or certificate program at this time. Please Note: All Non-Degree Students are part-time and limited to no more than 11 credit hours per semester (Non-Degree students are **NOT** eligible for financial aid.) **NON-DEGREE STUDENTS:** Please see criteria below:

- Complete both sides of the Student Data Sheet, indicating a curriculum code choice of EZ99 (Non-Degree Student), and return it with a non-refundable \$20 application fee. (A student who is readmitting as a Non-Degree Student needs to fill out a Pink Re-Admit application).
- ESL students not enrolled in a degree or certificate program and only taking an ESL course, indicate a curriculum code of EZ99 (Non-Degree Student).
- Non-Degree Students are not eligible for federally funded financial aid until they enter a Degree or Certificate Program.
- Non-Degree Students cannot take English or Math courses without completion of the placement tests or proof of college level proficiency.
- Non-Degree Students do not have to provide proof of measles and rubella immunization.

SPECIAL NOTE

- Social Security Number: Disclosure of the number is requested.
- Home-schooled students must contact the Admissions Office prior to being enrolled.



For Office use only	Date _____
BANNER @	
Received _____	Entered _____
Entered by _____	
Admit Type _____	Student Type _____
Ability to Benefit met	Yes _____ No _____
Application Fee paid	Yes _____ No _____
Cash _____	Check # _____ Waived _____
Credit Card _____	Deferred _____

APPLICATION FOR ADMISSION

Applicant's Legal Name _____
(Last)
(First)
(Middle)

Former Last Name(s) _____ / /
(Social Security Number)
(Date of Birth)
(Gender: M/F)

(Social Security Number is requested for purposes of financial aid, Federal income tax benefits, the provision of some College services, accuracy of student records and other business purposes.)

Mailing Address _____
Street
City
State
Zip

Permanent Address _____
Street
City
State
Zip

Telephone _____
Home
Work
Cell

E-mail _____
(used for correspondence from the College)

Have you ever attended this college? Yes No If yes, when? _____
 Have you previously attended a CT Community College? Yes No If yes, where? _____
 For which semester are you applying? Fall (Sept-Dec) Spring (Jan-May) Winter (Dec-Jan) Summer (Jun-Jul) Year _____

CITIZENSHIP

Are you a United States citizen? Yes No If no, are you a Permanent Resident? (Green Card holder) Yes No

ETHNICITY/ RACE

Please provide the following ethnicity and race data. This information is requested on a Voluntary basis by the U.S. Department of Education, National Center for Education Statistics. Your answer will not affect admission to or registration in the college.

Do you consider yourself to be Hispanic/Latino? Yes No

What is your race? Select one or more:

- White(10) Black or African American(20) Asian(45) American Indian or Alaskan Native(50)
 Native Hawaiian or Other Pacific Islander(80) Other(90)

FAMILY EDUCATIONAL BACKGROUND

Do either of your parents hold a Bachelor's Degree (4-year College Degree) or higher? Yes No

MILITARY STATUS

Are you currently on active duty with the U.S. armed forces? Yes No (ACTD)

Are you currently a member of the National Guard or Reserve? Yes No (NGRE)

Have you ever served in the U.S. armed forces? Yes No (VET1)

Are you a dependent of a member of the U.S. armed forces? Yes No (VETD)

If you answered "Yes" to any of these questions you may be entitled to benefits and you should meet with the College's Veterans Certifying Official (VCO).

IN-STATE TUITION

1. I am eligible for in-state tuition because I have continuously resided in Connecticut for at least one year and Connecticut is my permanent home. ____ Yes ____ No

2. Even though I answered "No" to the question above, I claim and can demonstrate through documentation that I am eligible for in-state tuition. ____ Yes ____ No

Out-of-state students may be eligible for a reduced tuition rate through the NEBHE program. For details, see the college catalog or website.

3. ____ Check here if applying under the New England Regional Student program (NEBHE).

If you answered "Yes" to question #2 or checked question #3, you must submit a "Declaration of Eligibility for In-State or NEBHE Tuition" for review and determination of eligibility.

DEGREE STATUS

In which Degree/Certificate program are you planning to enroll? _____ Please write major name and code above.
list of majors/codes on back of application.

HIGHEST DEGREE LEVEL (check one only)

- No High School Diploma or GED(01)
- Undergraduate Certificate (05)
- Master's Degree (09)
- First Professional Degree (JD, MD, DDS, LLB) (12)
- High School Diploma or GED(02)
- Associate's Degree (07)
- Other Advanced Degree (10)
- Sixth-Year Certificate (13)
- Some College (06)
- Bachelor's Degree (08)
- Doctoral Degree (11)

EDUCATIONAL GOALS

- Certificate (credit) (CT)
- Associate's Degree (DG)
- Developmental (College Preparation) Education (DV)
- Fulfill other college's requirement (AC)
- Transfer with an Associate's Degree (DT)
- Transfer without an Associate's Degree (DN)
- Job Preparation/Retraining Course (JB)
- Job Promotion (JP)
- Personal Development Course(s) (PD)
- Improve English Skills/Proficiency (ES)
- Unsure at this time (UN)
- Other Goal (NL) _____

ACADEMIC BACKGROUND

Do you have a High School Diploma? Yes No Pending Graduation Year _____

Name of High School _____ Town _____ State _____ Country _____

Do you have a General Equivalency Diploma (GED)? Yes No Year _____ GED Number _____ Town/State _____

Do you have an Adult High School Diploma? Yes No Graduation Year _____ Town/State _____

Do you have a Home School Diploma? Yes No Graduation Year _____ Town/State _____

Have you participated in the High School Partnership Program through the CT Community Colleges? Yes No

Have you participated in the College Career Pathways/Tech Prep Program through the CT Community Colleges? Yes No

PREVIOUS COLLEGE BACKGROUND

College/University Name	State	Dates of Attendance	Graduation Date	Degree Awarded
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

INTERNATIONAL STUDENT INFORMATION

Are you an International Student who needs an I-20 form for an F1 Visa? Yes No

Other Visa Holder (indicate type) _____ Visa Admission Number _____

Visa Start Date _____ Visa End Date _____

International Address _____

EMPLOYMENT INFORMATION

Employed Full Time Employed Part-time Unemployed

Name of Employer _____ Address of Employer _____

Title/Position _____ Does your Employer have a Tuition Reimbursement Program? Yes No

E-MAIL COMMUNICATIONS

I request the College forward to me at the e-mail address I have provided all correspondence, including personally identifiable information pertaining to me from College records that are protected by FERPA.

Signature: _____ Date: _____

CONSENT FOR THE DISCLOSURE OF EDUCATION RECORDS

I understand that to maintain accurate student records, including the records pertaining to my attendance at the College, and for other necessary business purposes, the College may need to release or provide access to personally identifiable information in its records pertaining to me to another College in the Community College System or to the System's administrative office. Accordingly, I hereby authorize the College to release or allow access to such information to those indicated for the purposes described.

Signature: _____ Date: _____

I certify with my signature below that I am the applicant and that the information I have provided above is accurate. If admitted, I pledge to comply in good faith with all the rules and regulations of the College. I realize that any misleading information provided by me on this application may be cause for dismissal. I understand that information collected in this application is for reporting purposes only and will not be used in the selection process for admission.

Student Signature _____ Date _____

Parent/Guardian Signature (if under 18) _____ Date _____

Programs Designated With Asterisks ()
Have Special Admission Requirements**

HCC DEGREE PROGRAMS	Degree Code	Primary Code	Dept. Code
Accounting	AS	EA03	0028
Accounting- Small Business Option.	AS	EA61	0028
Aviation Maintenance	AS	EA30	0130
Banking	AS	EF08	0028
Business Administration			
General	AS	EA67	0028
Customer Service/Marketing Option	AS	EB55	0028
Finance Option	AS	EA56	0028
Global Business Option	AS	EA65	0028
Human Resource Management Option	AS	EB56	0028
Management Option	AS	EA60	0028
Small Business Management Option	AS	EA89	0028
Uconn-Stamford/Waterbury Transfer Program	AS	EA67	0028
Business Office Technology			
Executive Assistant Option	AS	EB18	0028
Word Processing/Information Specialist	AS	EA92	0028
College Of Technology Pathway Programs			
Engineering Science Option	AS	EB16	0130
Technological Studies Option	AS	EA90	0130
Technology Studies: Electrical Option	AS	EF06	0130
Technology Studies: Industrial Tech.Option	AS	EA08	0130
Computer Information Systems	AS	EB60	0028
Criminal Justice	AS	EB13	0019
Early Childhood Education	AS	EA95	0019
Special Education Option	AS	EB14	0019
Fine Arts: Art	AA	EB20	0108
General Studies	AS	EB30	0096
Graphic Design	AS	EB33	0108
Multimedia Option	AS	EB70	0108
Human Services	AS	EB35	0019
Liberal Arts & Sciences			
Computer Science Concentration	AA	EB38	0028
Humanities/ Behavioral & Social Sciences	AA	EB45	0019
Journalism/Communication Concentration	AA	EB46	0108
Mathematics/Science Concentration	AA	EB42	0130
Pre-Engineering Science Concentration	AA	EB47	0130
Pre-Environmental Science Concentration	AA	EB48	0130
Non-Degree/Non-Matriculated	0000	EZ99	0000
Nursing**	AS	EB30	0130
Occupational Therapy Assistant**	AS	EA77	0130
Pathway to Teaching Careers	AA	EC35	0096
Physical Therapy Assistant**	AS	EA79	0130
Theater Arts	AA	EB61	0108

** Special Admissions Requirements

Address Envelope to:

Admissions Office
Application Processing
Housatonic Community College
900 Lafayette Blvd.
Bridgeport, CT 06604-4704

Housatonic Community College is an Equal Opportunity Public institution of higher education. Housatonic is an advocate of the principles of Affirmative Action and guarantees to all students on a non-discriminatory basis freedom of access to all rights, privileges, programs and activities regardless of race, sex, religion, national origin, marital or veteran status, handicap or age.

HCC CERTIFICATE PROGRAMS	Degree Code	Primary Code	Dept. Code
Business Certificates			
Accounting for Small Business	CERT	EJ80	0028
Admin. Support Assistant	CERT	EJ09	0028
Customer Service/Marketing	CERT	EK03	0028
PC Applications	CERT	EJ01	0028
Retail Banking	CERT	EK04	0028
Small Business Management/Entrepreneurship	CERT	EK05	0028
Word/Information Processor	CERT	EJ60	0028
Computer Information Certificates			
Network Administrator	CERT	EJ04	0028
Personal Computer Repair Technology	CERT	EJ02	0028
Web Design: Technology	CERT	EK07	0028
Criminal Justice Certificates			
Corrections	CERT	EJ62	0019
Criminal Investigation	CERT	EJ61	0019
Police Management & Administration	CERT	EJ06	0019
Security Operations	CERT	EJ63	0019
Early Childhood Education Certificates -			
Early Childhood Education	CERT	EJ89	0019
Infant/Toddler	CERT	EJ07	0019
Child Development Association Prep.	0000	EJ73	0019
ESL Certificates			
Advance English Proficiency	CERT	EJ03	0069
Graphics Certificates			
Graphic Design	CERT	EJ91	0108
Web Design: Graphic Foundation	CERT	EK06	0108
Health Careers Pathways Certificate	CERT	EK55	0130
Human Services Certificates			
Behavioral Healthcare - Track I	CERT	EJ67	0019
Behavioral Healthcare - Track II	CERT	EJ68	0019
Child & Youth Mental Health	CERT	EJ71	0019
Disabilities Specialist	CERT	EJ72	0019
Math/Science Certificates			
Electrical	CERT	EN12	0130

APPLICANT CHECKLIST

HAVE YOU:

- Turned in the non-refundable \$20.00 Check or Money Order Application fee?
- Picked a degree or certificate program?
(Non-degree students DO NOT qualify for financial aid.)
- Provided proof of immunity to measles/ mumps/ rubella/ varicella.
Exemptions: *non-degree
*born before 1/1/1957
*continuing education non-credit
*all classes are on-line
- For more information call Health Services at (203) 332-5062
- Provided copy of High School Diploma or Transcript and/or GED?
- Contacted Financial Aid Office for a Financial Aid Application? Call 332-5047 *(At least 6 to 8 weeks prior to 1st day of class)*
- Provided proof of citizenship/residency/passport, if applicable
Visa applicants are required to pay out of state fees.
- Visited Admissions Office to request evaluation for college credit?

* If you are interested in transfer credit, please have all official college transcripts sent to the Admissions Office. Transcripts must be received before being advised. All foreign College transcripts MUST be evaluated first by a Foreign Credentials Agency and sent to the Admissions Office. Additional information is available in the Admissions Office.

WHAT IS A GRANT?

Grants are not benefits or entitlements. A federal grant is an award of financial assistance from a federal agency to a recipient to carry out a public purpose of support or stimulation authorized by a law of the United States. Federal grants are not federal assistance or loans to individuals.

A federal grant may not be used to acquire property or services for the federal government's direct benefit. The 26 federal agencies offer over 1,000 grant programs annually in various categories.

GRANT CATEGORIES

More than 1,000 grant programs are offered by the 26 federal grant-making agencies, and these programs fall into 21 categories. Select any of the categories below to learn more about specific grants and agencies. Some agencies may be listed in multiple grant categories.

- Agriculture
- Arts
- Business and Commerce
- Community Development
- Disaster Prevention and Relief
- Education
- Employment, Labor and Training
- Energy
- Environmental Quality
- Food and Nutrition
- Health
- Housing
- Humanities
- Information and Statistics
- Law, Justice and Legal Services
- Natural Resources
- Recovery Act
- Regional Development
- Science and Technology
- Social Services and Income Security
- Transportation

AGENCIES THAT PROVIDE GRANTS

The Department of Health and Human Services is the Grants.gov program's managing partner, and allows access to the 26 federal grant-making agencies available through this convenient E-Government initiative. Below are the links to those agency websites. If you would like to learn more about grants specific to these agencies, please click here.

Agency for International Development

The Agency for International Development is an independent federal government agency that provides economic and humanitarian assistance in more than 100 countries to ensure a better future for us all.

Corporation for National and Community Service [EXIT Disclaimer]

The Corporation for National and Community Service is the nation's largest grant-maker supporting service and volunteering. Through Senior Corps, AmeriCorps and Learn and Serve America programs, the Corporation is a catalyst for change and offers every American a chance to contribute through service and volunteering.

Department of Agriculture

Established in 1862, the Department of Agriculture serves all Americans through anti-hunger efforts, stewardship of nearly 200 million acres of national forest and rangelands, and through product safety and conservation efforts. The USDA opens markets for American farmers and ranchers and provides food for needy people around the world.

Department of Commerce

The Department of Commerce fosters and promotes the nation's economic development and technological advancement through vigilance in international trade policy, domestic business policy and growth, and promoting economic progress at all levels.

Department of Defense

The Department of Defense provides the military forces needed to deter war and protect the security of the United States through five major areas: peacekeeping and war-fighting efforts, Homeland Security, evacuation and humanitarian causes.

Department of Education

The Department of Education ensures equal access to education and

promotes educational excellence through coordination, management and accountability in federal education programs. The Department works to supplement and complement educational efforts on all levels, encouraging increased involvement by the public, parents and students.

Department of Energy

The Department of Energy's goal is to advance national, economic and energy security in the U.S.; to promote scientific and technological innovation in support of that goal; and to ensure environmental cleanup of the national nuclear weapons complex.

Department of Health and Human Services

The Department of Health and Human Services is the federal government's principal agency for protecting the health of all Americans and providing essential human services, especially to those who are least able to help themselves.

Department of Homeland Security

The Department of Homeland Security has three primary missions: Prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism and minimize the damage from potential attacks and natural disasters.

Department of Housing and Urban Development

The Department of Housing and Urban Development's mission is to increase homeownership, support community development and increase access to affordable housing free from discrimination. HUD fulfills this mission through high ethical standards, management and accountability, and by forming partnerships with community organizations.

Department of the Interior

The Department of the Interior protects and provides access to the Nation's natural and cultural heritage, including responsibilities to Indian tribes and island communities. Departmental goals include resource protection and usage, overseeing recreational opportunities, serving communities and excellence in management.

Department of Justice

The Department of Justice enforces the law and defends the interest of the United States, ensuring public safety against threats foreign and domestic; providing federal leadership in preventing and controlling crime; seeking just punishment for those guilty of unlawful pursuits;

and ensuring fair and impartial administration of justice for all Americans.

Department of Labor

The Department of Labor fosters and promotes the welfare of job seekers, wage earners and retirees by improving their working conditions, advancing their opportunities, protecting their retirement and health benefits and generally protecting worker rights and monitoring national economic measures.

Department of State

The Department of State strives to create a more secure, democratic and prosperous world for the benefit of the American people and the international community.

Department of Transportation

The Department of Transportation's mission is to ensure fast, safe, efficient, accessible and convenient transportation that meets vital national interests and enhances the quality of life of the American people, today and into the future.

Department of the Treasury

The Department of Treasury is a steward of United States economic and financial systems, and promotes conditions for prosperity and stability in the U.S., and encourages prosperity and stability in the rest of the world.

Department of Veterans Affairs

The Department of Veterans Affairs strives for excellence in patient care and veteran's benefits for its constituents through high quality, prompt and seamless service to United States veterans.

Environmental Protection Agency

The mission of the Environmental Protection Agency is to protect human health and the environment. Since 1970, EPA has been working for a cleaner, healthier environment for the American people.

Institute of Museum and Library Services

The Institute of Museum and Library Services is the primary source of federal support for the nation's 122,000 libraries and 17,500 museums. The Institute serves as a leader in providing services to enhance learning, sustain cultural heritage and increase civic participation.

National Aeronautics and Space Administration

The National Aeronautics and Space Administration serves as the nation's forefront of such exploration and continues to pioneer in aeronautics, exploration systems, science and space operations.

National Archives and Records Administration

The National Archives and Records Administration enables people to inspect the record of what the federal government has done, enables officials and agencies to review their actions and helps citizens hold them accountable.

National Endowment for the Arts

The National Endowment for the Arts is a public agency dedicated to supporting excellence in the arts; bringing the arts to all Americans and providing leadership in arts education. The Endowment is the largest national source of funds for the arts.

National Endowment for the Humanities

The National Endowment for the Humanities is an independent grant-making agency of the United States government dedicated to supporting research, education, preservation and public programs in the humanities.

National Science Foundation

The National Science Foundation is an independent federal agency created to promote the progress of science, to advance the national health, prosperity, and welfare and to secure the national defense. The NSF annually funds approximately 20 percent of basic, federally-supported college and university research.

Small Business Administration

The Small Business Administration maintains and strengthens the nation's economy by aiding, counseling, assisting and protecting the interests of small businesses and by helping families and businesses recover from national disasters.

Social Security Administration

The Social Security Administration advances the economic security of the nation's people through compassionate and vigilant leadership in shaping and managing America's Social Security programs.

General Scholarship Information

The term "scholarship" can have many meanings. At its most basic, a scholarship is money for college that you will not be expected to repay. Scholarships are worth seeking!

Scholarships sponsored by colleges are often designated for students who fit a particular profile (from the college's home state, holding a specified grade average, enrolling in a particular major, or bringing special talent in athletics, music, and the like).

Other outside scholarships may be available to students whose parents work for a particular company or to students who are eligible for scholarships sponsored by church or civic organizations.

You will need to check with each college to see what scholarships are available. You should also become familiar with any scholarships available through your company or community.

And be sure to use our free Scholarship Search for any other scholarships you might qualify for!

What Does It Take to Get a Scholarship?

Many students assume that they have to be brilliant, or athletically talented, or gifted musically, to earn a scholarship for college. What they don't realize is that sometimes they just need to be persistent!

Be persistent in getting good grades. Many colleges award scholarships to students with significant financial need in the accepted applicant group — a grant that you don't need to repay, just for making the cut and getting admitted!

Good grades won't hurt if you hope to get a scholarship even if your family doesn't demonstrate financial need. When scholarships are awarded on the basis of academic merit, without regard for need, students who have worked hard and achieved results in high school will be the winners.

You should also be persistent in seeking out other scholarship sources. Sometimes all it takes to get a scholarship is to find out who in your area is offering them: your church, your employer, your parents' employers, local civic organizations. You'll just need to fill out any required applications or interviews on time in order to be considered.

How Do I Find Out About Scholarships?

Hit the books.

Doing research can help you find scholarships you may not have otherwise known about. Most public and campus libraries carry scholarship guides. Ask your librarian or guidance counselor for help. Also look under "financial aid," "student aid," and "scholarships."

Check with the colleges you're applying to.

Most college-sponsored scholarships don't require additional applications beyond their standard admission and financial aid applications. Just be sure to complete and file the applications on time!

Some colleges offer special scholarships (for certain major fields or for certain talents) that you can apply for in addition to any that are open to all applicants.

Ask employers.

Your parents might already be aware if scholarships are provided for children of employees. If not, the human resource department is usually the place to check to find out what is available. The staff there should be able to provide applications, deadlines, and any other information you'll need.

If you are employed, check with your employer to see if scholarships are available. Be sure to get any application forms and information about deadlines and complete the process on time.

Check local scholarships.

Many community organizations, churches, and clubs offer scholarships. Your high school guidance counselor should be able to provide information about most of them, and can refer you to sponsors who can provide applications and information.

Search the Net.

Using keywords like those mentioned earlier, you can find a wealth of free scholarship information on the World Wide Web. Some sites even allow you to apply online for scholarships. But, be careful . . .

Don't Get Scammed!

Unfortunately, in their efforts to pay the bills, many students and their families are falling prey to scholarship scams. Visit our [Looking for Student Aid](#) page for pointers on avoiding scams and for a checklist of places to find free scholarship--and other non-federal aid--information. The site includes a printer-friendly fact sheet you can share with other students. For more information on avoiding scams, visit the Federal Trade Commission's "Scholarship Scams" page by [clicking here](#). The FTC works to prevent fraudulent, deceptive, and unfair business practices in the marketplace.

How Do I Apply for a Scholarship?

The most important thing to do to apply for scholarships is to get accurate information up front:

- What are the qualifications for applicants?
- Where do you get forms and how do you apply (online, by mail, etc.)?
- Are additional interviews or references required?
- What are the deadlines?

Once you have the information in hand, you can make a chart of what's due and when (use the Scholarship Checklist), and follow through. Taking small steps throughout the process will help ensure you will meet all the requirements on time. Then, you get to sit back while the sponsors make their decisions.

Remember, most scholarship funding comes directly from the colleges themselves, so focus on making your college applications as strong as possible.

Student Aid on the Web

Scholarship Checklist

International Scholarships

- Special application forms required?
- Interview required?
- Application deadline?

Special Talent Scholarships

- Art, Music, Theater
 - Special application forms required?
 - Interview, audition, or portfolio required?
 - Application deadline?
- Athletics
 - Special application forms required?
 - Interview, highlight tape required?
 - Application deadline?
- Leadership
 - Special application forms required?
 - Interview required?
 - Application deadline?
- Science/Engineering
 - Special application forms required?
 - Interview required?
 - Application deadline?
- Other _____
 - Special application forms required?
 - Interview required?
 - Application deadline?

Employer-Sponsored Scholarships

- Parents' Employer(s)
 - Special application forms required?
 - Interview required?
 - Application deadline?
- Student's Employer
 - Special application forms required?
 - Interview required?
 - Application deadline?

EP-15

Local/Community Scholarships

Organization _____

- Special application forms required?
- Interview required?
- Application deadline?

• Organization _____

- Special application forms required?
- Interview required?
- Application deadline?

Money for College

Whether you're enrolling in college for the first time or returning to school after a period of time off, you should apply for federal student aid.

Federal student aid from the U.S. Department of Education is the largest source of aid in America, providing over \$150 billion in grants, work-study, and federal loans for students attending four-year colleges or universities, community colleges, and career schools. On this page, we discuss who gets aid, the types of aid available, how to apply, and more!

Who Gets Aid

Student Aid Eligibility

Eligibility for most federal student aid is based on financial need and on several other factors.

The most basic eligibility requirements to receive federal student aid are that you must

- be a U.S. citizen or an eligible noncitizen,
- have a valid Social Security number,
- register (if you haven't already) with the Selective Service, if you're a male between the ages of 18 and 25,
- maintain satisfactory academic progress in college or career school, and
- show you're qualified to obtain a postsecondary education by
 - having a high school diploma or General Educational Development (GED) certificate;
 - passing an approved ability-to-benefit test (if you don't have a diploma or GED certificate, a school can administer a test to determine whether you can benefit from the education offered at that school);
 - completing six credit hours or equivalent course work toward a degree or certificate;
 - meeting other federally approved standards your state establishes; or
 - completing a high school education in a homeschool setting approved under state law.

[Read more about student aid eligibility](#)

Types of Aid

TOP

Federal Student Aid Programs

We offer the following types of aid to help you pay for your education after high school.

- Grants—student aid funds that do not have to be repaid (other conditions apply).
- Work-Study—a part-time work program to earn money while you are in school.
- Federal Loans—student aid funds that you must repay with interest.
 - Types of federal student loans:
 - Perkins
 - Direct Stafford
 - Direct PLUS (graduate and professional degree student borrowers)
 - Direct PLUS (parent borrowers)
 - Direct Loan Consolidation

More Other Sources of Aid

- More federal aid sources
- Your college, university, or career school
- State higher education agencies
- Scholarships
- Scholarships for military families

EP-16

Reduce Education Costs

- Check for Tax Breaks
Read IRS Publication 970, *Tax Benefits for Education* to see how you might benefit from federal income tax credits for education expenses.
- Saving Money
You and your family can set up a tax-free Coverdell Education Savings Account—money from this account can be withdrawn without penalty. Learn about the tax advantages of state college savings plans and prepaid tuition plans at www.collegesavings.org
- 30 Ways to Reduce College Costs

Apply for Aid

TOP

Applying for federal student aid is quicker and easier than ever. You can complete the *Free Application for Federal Student Aid* (FAFSASM) at www.fafsa.gov. Follow these easy steps to simplify the process of applying for federal student aid.

1. Gather the documents needed to apply. For example, you'll need
 - income tax returns (yours and most likely your parents), W-2 forms, and other records of income, and
 - identification documents (social security cards, drivers licenses).

Get the complete list of documents

2. Apply online at FAFSA on the WebSM. Submit a FAFSA. The FAFSA is used to apply for federal financial aid (grants, work-study, and loans). Also, many colleges, universities, and career schools use your FAFSA information to award state and college aid. The process is free. Never pay to apply for federal financial aid. You'll need a PIN to "sign" your online FAFSA, make corrections to the application, and more. If you are a dependent student, your parent will need one too. You can get your PIN before you begin or as you complete the FAFSA — it's up to you. Get a PIN now!
Note: Complete the FAFSA each year, starting on January 1. Be sure you meet application deadlines. For deadlines, visit www.fafsa.ed.gov.
3. Get free information and help from
 - your school counselor,
 - the financial aid office at the college, university, or career school you plan to attend, or
 - the U.S. Department of Education at www.fafsa.gov (online chat is also available), or call 1-800-4-FED-AID (1-800-433-3243).

More

- See FAFSA Filing Options for more ways to file.
- Use FAFSA4CasterSM to estimate your federal aid eligibility.
- Create a MyFSA account to keep track of your college searches and applications, your career interests and searches, and more.
- Transfer information from your MyFSA profile to the FAFSA.

What's Next?

TOP

After You Submit the FAFSA

We process your FAFSA and the results are sent electronically to the schools you listed on your application, and we send you a *Student Aid Report* (SAR).

The Student Aid Report (SAR)

Your SAR summarizes all the information you provided on your FAFSA. It must be correct before you can receive federal aid. Read the information on how to find out how and when you will receive your SAR, and what to do with it once you receive it.

How and when you will receive your SAR

Student Aid on the Web

Generally, it takes less time to process and send the SAR to you when you submit the FAFSA online and provide a valid email address. If we have your valid email address, you'll get your SAR email in three to five days. This email contains a secure link to your SAR online. If you don't provide a valid email address, it takes about seven to 10 days before you'll receive your SAR by postal mail.

If you submit a paper FAFSA, you'll receive your SAR by email within 2 weeks, or 3 weeks if you do not provide an email address.

Note: If you have a PIN and your FAFSA has been processed, you can login at www.fafsa.gov to view SAR information regardless of whether you filed the online or paper FAFSA or provided an e-mail address or not.

What to do with your SAR

When you get your SAR, review it for accuracy.

A complete, correct SAR will contain your

- Expected Family Contribution (EFC), the index number used to determine your federal student aid eligibility, and
- Data Release Number (DRN), a four-digit number assigned to your application by the U.S. Department of Education.

If you need to make corrections to your SAR, you can

- make them online using your PIN at www.fafsa.gov.
- check with your school; the school might be able to make them for you electronically.

If you received a paper SAR, make any necessary corrections on that SAR and mail it to the address on the form for processing.
See [Correcting Your FAFSA](#).

Financial Aid

Be sure the financial aid office at each school you're interested in has all information needed to determine your eligibility. Follow all directions on all communications from the school or from the U.S. Department of Education, and respond by any deadlines. If you don't, you might not receive federal student aid.

The Financial Aid Award

If you listed a school on your FAFSA and have been offered admission by that school, the financial aid office at the school will send you an award letter (most likely electronically). The award letter includes the types and amounts of financial aid you may receive from federal, state, and school sources. This combination of aid is your financial aid package.

Sample Financial Aid Package

Review each award letter carefully and compare how much aid you can receive at each school. Pay attention to letters or email from schools, follow all directions, and contact the financial aid office if you do not understand what the school is offering you. Again, if you don't, you might not receive federal student aid.

Borrowing Responsibly

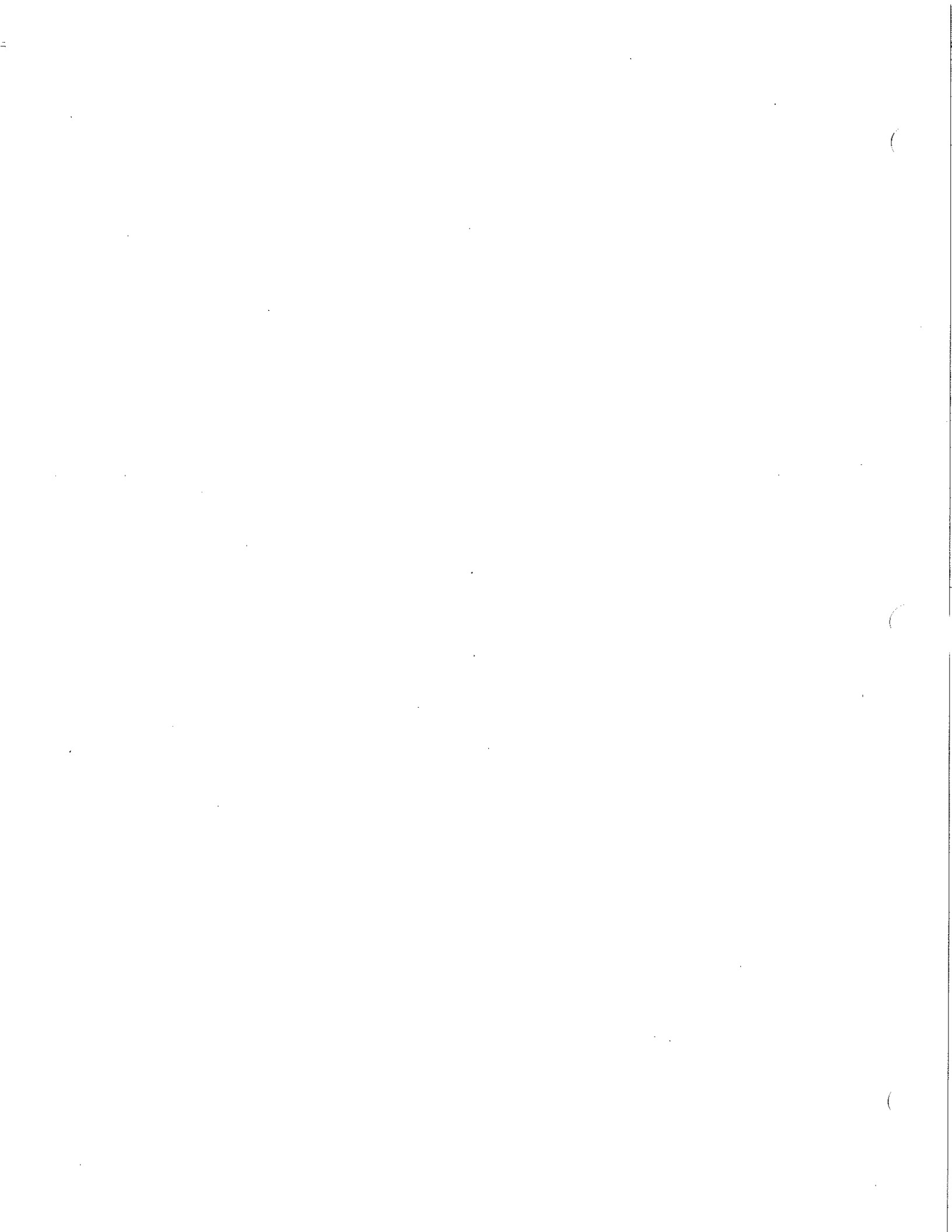
Your financial aid package may include federal student loans. In the case of loans, keep in mind that whatever amount you borrow must be paid back with interest. While loans can be a good investment in your future, taking out a federal student loan is a serious obligation.

Receiving the Money

Schools must pay you at least once per term (semester, trimester, or quarter). If your school doesn't use formally defined, traditional terms, then they must pay you at least twice per academic year.

Your school will

- credit your grant funds to your school account,
- pay you directly (usually by check),
- combine these methods, or with your permission,
- credit your bank account.



INTERPERSONAL SKILLS

A. Interpersonal Skills														
Basic Skill			Date Completed & Level of Assistance											
Can respond to introductions and answer simple questions.	Activity	Based on observation of skill	Max			Mod			Indep			N/A		
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
Can identify one friend.	IS-6 IS-7 IS-8 IS-39		Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
Look others in the eye and shakes hands if other person offers.	IS-24		Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
Can make "small talk" (face to face).	IS-1		Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
Communicates with at least one person weekly.	IS-42		Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
Intermediate Skill			Date Completed & Level of Assistance											
Can make introductions, including approaching others to introduce self.	Activity	IS-1 IS-3 IS-19 IS-20 IS-25 IS-26	Max			Mod			Indep			N/A		
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
			Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
Is aware of boundary issues.	IS-4 IS-40		Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A
Is not harmful to others.	Based on observation of skill		Max	Mod	Min	Max	Mod	Min	Max	Mod	Min	Max	Mod	Min
			Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A	Stdb	Indep	N/A

Refrains from physical violence as a means of solving interpersonal conflict.	IS-29					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-30					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-31					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-32					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Has practiced how to say "no" to a peer who is trying to persuade him/her to do something wrong.	IS-11					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-12					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-13					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-15 IS-18					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Can develop a realistic plan with appropriate steps identified to achieve goals.	IS-10					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-15					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-16					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-18					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Can describe the relationship between actions and consequences.	IS-22					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-23 IS-35					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Has "good" table manners (can use knife, fork, spoons, napkin appropriately).	IS-23 IS-35					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-43					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Avoids hurtful or dangerous relationships.	IS-43					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A

I-15 Making Friends

Objective: The student will identify three to four ways to initiate a friendship.

Comments:

Some students have difficulty making friends. Perhaps they are shy, too loud, or simply try too hard. In this lesson, several ways to initiate a friendship are discussed.

Introductory Activities:

- a. Have students list two people who have recently become their friends.
- b. Have students write the names of two people whom they consider to be friendly.

Activity:

Students are to examine the ten cartoon situations on the worksheet "Making Friends" and evaluate how good of a way it is to initiate making friends with someone else. In some cases, "maybe" is an appropriate answer.

Answers (examples) 1. No – may be too aggressive. 2. Yes – acting first. 3. Yes – go where people are. 4. No – isolating self. 5. Yes – acting friendly. 6. Yes – being helpful. 7. Yes – acting first. 8. No – critical comment or Maybe – teasing in a friendly way. 9. Yes – acting first. 10. Yes – being resourceful.

Discussion: Students should be prepared to explain their answers and try to come up with some general ideas for making friends such as: look and act friendly towards others, include others, be available, go where other people are, and make the first move.

1. Which of the ways on the worksheet would you try?
2. Which of the students on the worksheet would you find irritating or offensive?
3. When is the last time you picked out someone whom you would like for a friend? How did you become friends?
4. Is it harder to initiate friendships with someone of the opposite sex?
5. If you are basically a shy person, what are some quiet ways you could initiate talking or contact with someone else?

Extension Activities:

1. Have students target someone whom they would like to befriend. Have them practice friendship-making skills to initiate contact with the person. Keep a journal of progress!
2. By secret ballot, have students write the names of three people in the class/school/group who they consider to be good at making friends. Analyze why these people are friendly.

Evaluation:

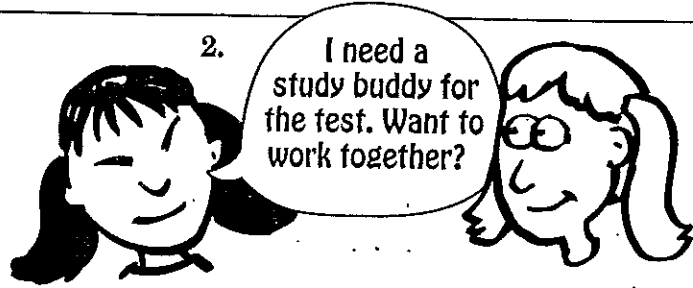
- a. List three good ways someone could initiate a friendship with another person.
- b. List one way that would probably *not* be a good way to make friends with someone else and explain why.

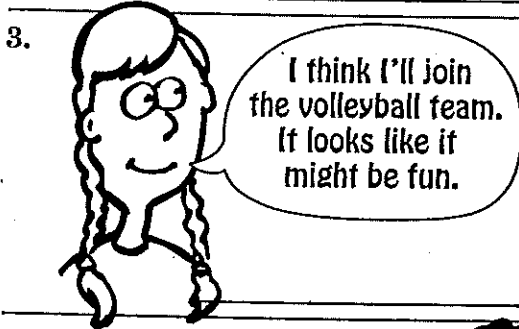
Name _____ Date _____

Making Friends


Directions: Read each situation and decide if it is or is not a good way to approach someone to initiate a friendship. Write **yes**, **no**, or **maybe** on the line next to each item. Be prepared to explain your answers!

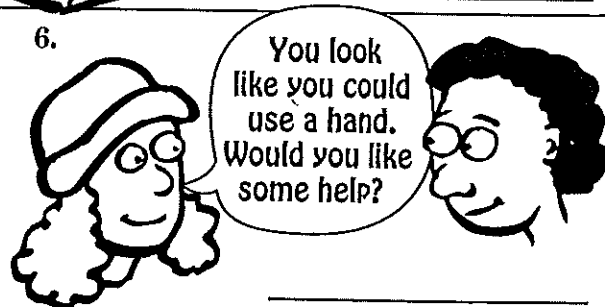
1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

7.  _____

8.  _____

9.  _____

10.  _____

Your Attitude

Match the attitude demonstrated below by the characters with the impression that it gives.

- _____ 1. I don't want to talk.
- _____ 2. I know what I'm doing.
- _____ 3. I want you to respect me.
- _____ 4. I'm interested in you.
- _____ 5. I'm eager to learn.
- _____ 6. I'm very patient.

<p>a.</p>  <p>When I tell you to do something, you must do what I say, when I say, how I tell you to do it. Don't question me or what I'm planning—just do it.</p>	<p>b.</p>  <p>Don't worry if you don't understand this right away; I'll keep explaining until you get it!</p>
<p>c.</p>  <p>Where did you live before you lived here? What do you like to do? Would you like to go with us to the mall?</p>	<p>d.</p>  <p>Watch. You put this disk in here. Then you push these two buttons. Now wait for the light to go on.</p>
<p>e.</p>  <p>Show me how you drew that! Give me a pencil. May I try?</p>	<p>f.</p>  <p>Yeah. Ok. Whatever.</p>

Name _____ Date _____

Worksheet #40

Getting Prepared

If you know you need to make a good impression, get yourself ready! What would you need to do to make your best impression in these cases?

1. talking to the parents of a child you hope to babysit
2. meeting a cute boy/girl after a game
3. trying out for the school play
4. volunteering as a nurse's aide at the hospital
5. picking up your family's foreign exchange student at the airport
6. interviewing for a job at the city zoo as an animal caretaker
7. tutoring elementary students after school
8. explaining to the track coach why you missed practice
9. meeting the grandparents of your best friend
10. trying to get votes to be elected class president



IS-3

Name _____

Date _____

Worksheet #41

Asking Appropriate Questions

What is wrong with asking these questions in the situations below?

1.

I heard your dad was sick. Do you think he's going to die?



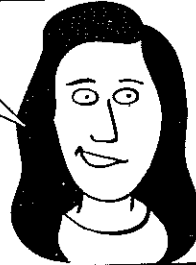
2.

Hey, your skin looks a whole lot better since you've been going to the skin doctor. Are you still going for treatments?



3.

Did you dye your hair?



4.

Are you really going to wear those shoes in public?



5.

Was that your mother I saw at the welfare department yesterday? Doesn't she have a job yet?



6.

Where are you going? When will you be back? Is Johnny going with you? May I go too?



Finding a Common Point with Others

Draw or write a short story showing how two people could find a common point with each other using these examples. You may want to include the following bit of conversation in your cartoon or story.

1. "Didn't I see you at the sky-diving school last weekend?"
2. "I can't stand Roberto. He is so mean."
"Really? I can't stand him either!"
3. "These are beautiful pictures of your horse!"
4. "Did I hear someone say that you used to live in New York City?"
5. "Yes, I am related to Nick, the star of the basketball team. He's my older brother."
6. "You have great taste in jeans. Where did you get those?"
7. "Your name was on the list for making the bowling team. I'm the captain of the team."



Skill 12—Making and Keeping Friends

INSTRUCTOR PAGE

Rationale: Having friends is one of the nicest consequences of developing good social skills. Friends not only add a lot of satisfaction to our lives but they also can benefit from what you have to offer.

WORKSHEETS

Worksheet #64: My Good Friend?

After reading the comic about a jealous girl and her definition of what a friend is, students are to answer the questions about friendship.

Answer Key: (answers may vary)

1. Renee thinks a friend should be at her beck and call, overreacted to Shantelle's action, blames without investigating, etc.
2. Shantelle is jealous, possessive, and doesn't listen.
3. We don't know why Renee didn't wait for Shantelle (perhaps she had a reason), but something happened to change her plans; still, she wanted Renee's company for another activity so she must not be too estranged from her.

Worksheet #65: Is This a Good Friend? (Part I)

Students are to read the descriptions of friends and circle their responses to indicate if they agree or not. The heart of this worksheet is in the discussion that should follow. What definition or descriptions can students come up with that define or describe a friend?

Answer Key: (answers may vary)

1. false—who is ever always in a good mood?; 2. true; 3. true; 4. false—things change;
5. true—or at least tries to understand!; 6. answers may vary—what is good advice?;
7. true (but explain)—what is “there for you”?; 8. false—but circumstances may affect this; 9. false—this is a possessive, jealous friendship; 10. hopefully, true most of the time—but who can listen all of the time?; 11. false—you may be wrong; 12. false—you may ask for something that isn't good for you

Worksheet #66: Is This a Good Friend? (Part II)

This is a continuation of the topic of worksheet #65. This gives examples of how a restricted friendship can't really operate well. By comparing your expectations for friendship with reality, you can hopefully understand that friends are people, complete with limitations and needs of their own.

Answer Key: (answers may vary)

1. corresponds to item #1 on worksheet #65; 2. corresponds to item #4; 3. corresponds to item #5; 4. corresponds to item #6; 5. corresponds to item #7; 6. corresponds to item #8;
7. corresponds to item #9; 8. corresponds to item #11; 9. corresponds to item #12

Worksheet #67: Ways to Make Friends

This worksheet gives a few ideas on ways to make friends. Students should read and explain the items, then apply them to their own situations.

Answers will vary.

Worksheet #68: Are You a Good Friend?

Students are to read the situations in which another individual is involved and come up a response. How understanding, forgiving, or possessive of a friend are they?

IS- 6310

Answer Key: (answers will vary)

1. introduce Cynthia to several others who will be at the party
2. stop lending things
3. start being busier when she calls
4. meet Mark at neutral places
5. invite her to come to your house
6. start inviting Tony to join you when you go out with other friends

TEACHER TIPS

- When having a class discussion on friendship, have students think of their oldest friend (one that they've had the longest), newest friend, best friend, and closest friend. Discuss how each achieve this status.
- Talk about what friends have in common—sports, other hobbies, interests, leisure activities, etc. Then talk about how some friends may be “opposites” in some ways, yet still be close friends. How can this be?

PARENT POINTERS

- Provide opportunities for your child to bring friends to the house. Know who he or she is hanging around with and what the common attraction is. What do they do with their time together?
- Encourage your child to participate in healthy activities in which he or she may find friends. A church group, YMCA activities, summer camp, and any kind of organized lessons are just a few examples of places where your child will meet others.
- If you take a short trip or family excursion to the movies or museum, ask your child to invite a friend. Include the friend in conversations and other activities.
- When your child's friends do come over, show a sincere interest in him or her, but try not to be overly inquisitive. Remember to respect their privacy, but let them know you are there—and available. Sometimes other people's children find it easier to talk to a friend's parent than their own!

PRACTICE ACTIVITIES

... Create a class “holiday” to celebrate Friendship. Design activities for students (and enlist their ideas) simply to pay tribute to good friends. This could include cards, deeds, special events, and maybe a newspaper write-up.

... Assign research projects to students to find out who the friends of famous people (past and present) are—and how they influenced the person. (The friendship of Helen Keller and Annie Sullivan is one example!)

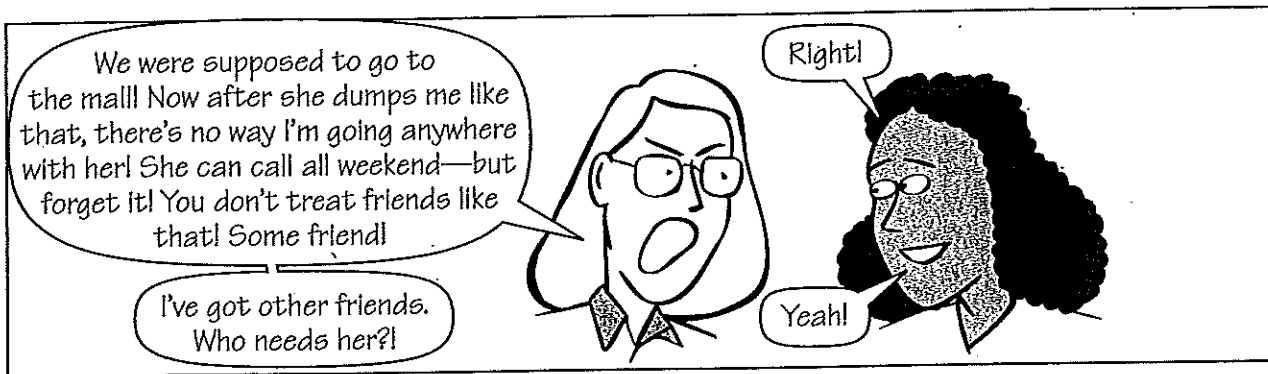
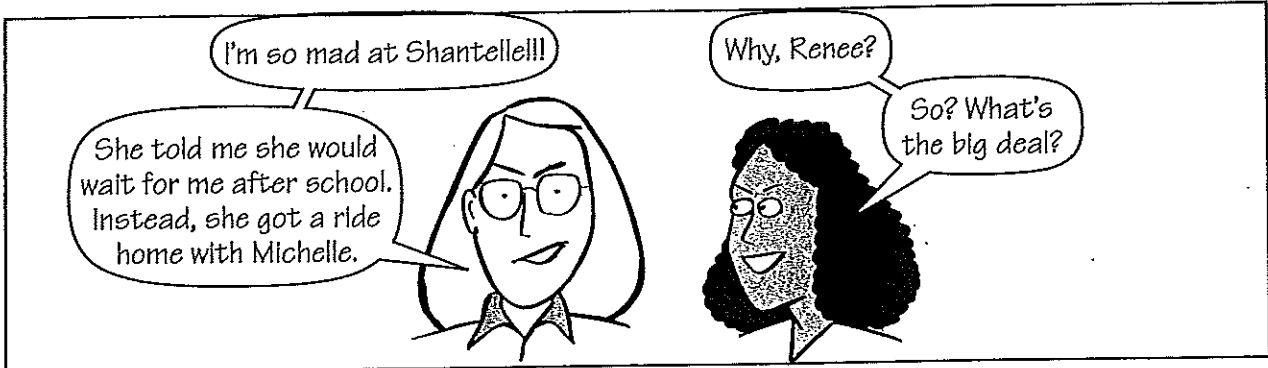
... Assign journal activities in which students write about various aspects of friendship. Entries might include: What's the best thing your friend ever did for you? (And vice versa) Have you ever felt “betrayed” by a friend? Do you agree with this statement: to have a friend you first must be one?

... Challenge students to select a person whom they don't know well and go out of their way to find out more about him or her.

... Help students complete a social chart in which they list a best friend in the center circle, close friends in the next circle, and casual friends in the third circle.

Worksheet #64

My Good Friend?



1. What do you think Renee's definition of a friend is?
2. How good of a friend would you say Shantelle is to Renee?
3. How good of a friend would you say Renee is to Shantelle?

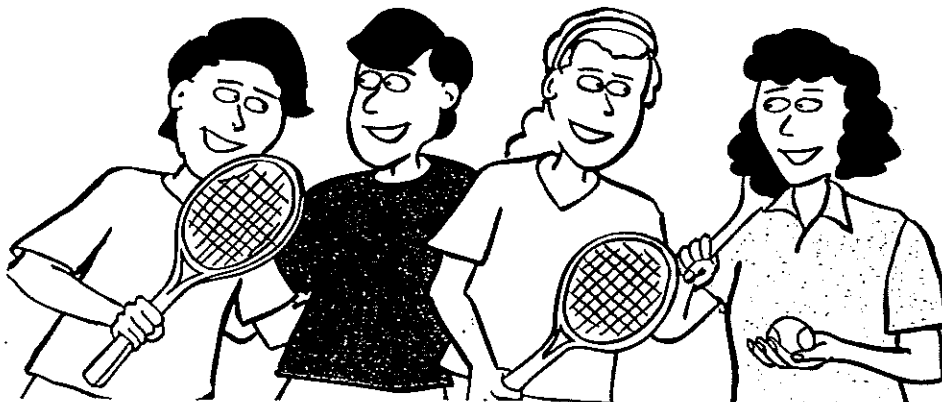
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Worksheet #65

Is This a Good Friend? (Part I)

Read the following statements. Circle TRUE if you think it is true or FALSE if you disagree with the statement.

- | | | |
|--|------|-------|
| 1. A friend is always in a good mood. | True | False |
| 2. A friend doesn't talk about you behind your back. | True | False |
| 3. A friend sticks up for you. | True | False |
| 4. A friend is someone who will always be close to you. | True | False |
| 5. A friend is someone who understands you and how you think. | True | False |
| 6. A friend is someone who gives good advice. | True | False |
| 7. A friend is someone who is always there for you. | True | False |
| 8. A friend is someone who would lie for you. | True | False |
| 9. A friend doesn't have other friends—only you. | True | False |
| 10. A friend is someone who will listen to your problems. | True | False |
| 11. A friend is someone who agrees with you all of the time. | True | False |
| 12. A friend is someone who would give you whatever you asked. | True | False |



IS -

Name _____

Date _____

Worksheet #66

Is This a Good Friend? (Part II)

Look through your responses to worksheet #65. Did you come up with some ideas about what describes a good friend? How are the following examples exceptions to the characteristics described on worksheet #65?

1. I just don't have time to talk to you right now. My dad has been yelling at me for not cleaning my room and I'm really in a bad mood. Talk to you later.



2. Oh, hi there! I haven't seen YOU since you moved away in second grade! How've you been?



3. You know, Fred, I don't understand a thing about your religion, but I know it's important to you . . . Wanna go play football?



4. I think definitely you should quit your job and go to junior college. At least, that's what my parents keep telling me.



5. Sorry I couldn't make your recital. I got stuck with my brother's paper route.



6. I told your parents you were at my house last night so they won't be hassling you about going drinking with everybody. You should be OK!



7. I can't make it to your game tomorrow—I'm going to Sandy's birthday party. I'll have to see you later.



8. It really bothers me that you smoke. There are so many people who are trying to quit—and there isn't one thing good about it! I wish you'd stop.



9. Sure you can borrow my research report. I hope you get an A on it like I did!



Ways to Make Friends

Here are some ideas for ways to make new friends. How could they apply to you and your life?

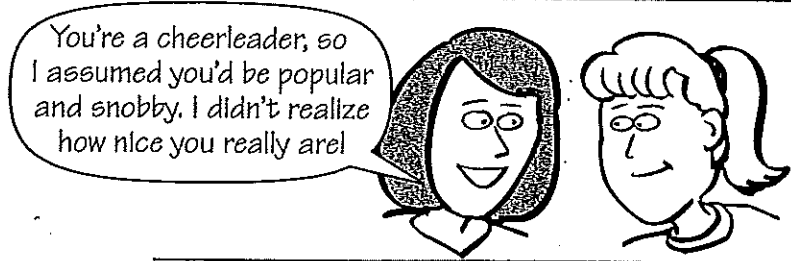
1. Be available.



2. Show your personality.



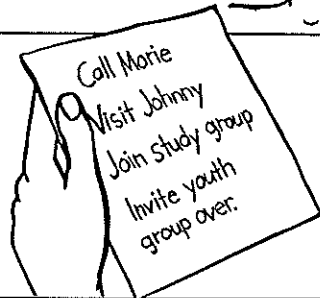
3. Be willing to change a negative first impression of someone.



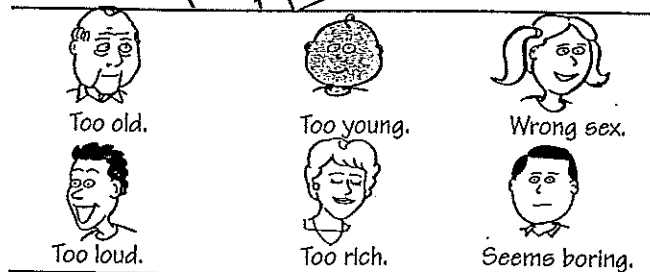
4. Make the first move.



5. Be willing to make an effort to find friends.



6. Don't overlook people.



Name _____

Date _____

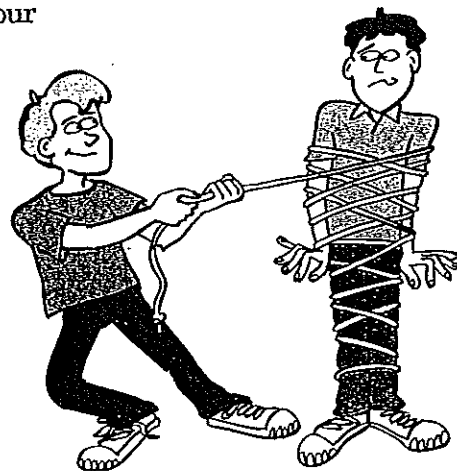
Worksheet #68

Are You a Good Friend?

What would you do in the following situations? What does your response indicate about how you feel about friendship?

1. CYNTHIA is very shy and doesn't like parties. You've been invited to a pool party at another friend's house and you'd really like to go. What can you do about Cynthia?

2. DENNIS is always borrowing your stuff—your CDs, your jean jacket, and even your car, but when you ask him about borrowing his tennis equipment or a video that he just got, he always seems to have an excuse. What can you do about this?



3. AMANDA has her share of problems—divorcing parents, an obnoxious brother, allergies, and constant run-ins with teachers at school. Whenever you call, she wants to go on and on about her problems. At first they seemed important and you didn't mind listening, but now it's like the same story over and over. What can you do?

4. You are really becoming close friends with MARK, a friendly, outgoing guy with a lot of interests—but you can't stand his parents. Whenever you go over to his house they want to know everything about you, your family, your plans—everything! You'd like to hang out with Mark, but that family is something else!!!

5. JANELLE is a terrific artist, and she's willing to give you some tips. It seems, though, that whenever you show up for a lesson, two or three other people are there too and you get ignored. You'd like to get to know Janelle (not to mention take advantage of the lessons), but her offer always seems to include a lot of other people. What might you do?

6. TONY was a fun friend at first, but now it seems that he doesn't want you to have any other friends. If you hang out with anybody else, he pouts and acts like you've deserted him. You like Tony, but you'd sure like to have a few other friends too. What'll you do?

Skill 17—Reacting Appropriately to Peer Pressure

INSTRUCTOR PAGE

Rationale: Pressure from peers is very strong and can be positive or negative, depending on how it affects one's personal stance and goals. Students need to realize how powerful this pressure can be and be equally strong in their decisions as to how to respond to it.

WORKSHEETS

Worksheet #90: Feeling the Pressure

Students are given a short story about two characters who experience pressure—one positive (to join in a sport) and the other negative (to be cruel to someone).

Answer Key:

1. positive pressure
2. negative pressure
3. Nancy may have learned that joining in can be fun; Robbie may have learned that it isn't worth hurting others to be accepted by another group.

Worksheet #91: Positive and Negative Peer Pressure

Students are to read a list of comments that reflect either a positive or negative perspective.

Answer Key:

1. positive; 2. positive; 3. negative; 4. positive; 5. negative; 6. positive; 7. negative; 8. positive; 9. negative; 10. positive; 11. negative; 12. negative; 13. positive; 14. negative; 15. positive; 16. negative

Worksheet #92: Everybody's Doing It

Even if a peer group gives approval to an activity, it does not necessarily mean that it is okay for an individual in a different situation.

Answer Key:

1. *positive*—time spent with a friend; *negative*—maybe time should be spent studying or getting ready for the day
2. *positive*—the “right” running shoes are important for a serious athlete; *negative*—the person may not be able to afford or even need expensive shoes
3. *negative*—could be harmful; *neutral*—may not matter
4. *negative*—could be harmful
5. *positive*—could be exciting and fun; *negative*—may try to get someone to do something he or she does not really want to do
6. *negative*—could get caught and get in trouble
7. *positive*—may have a humorous idea for your license plate; *negative*—may not want to spend the extra money
8. *negative*—sounds like this person has tried to lose weight before; this person may really be criticizing the other
9. *negative*—that's a lot of money to spend for a dress
10. *negative*—now the pressure is on to spend a lot of money on a limo and the prom
11. *positive*—perhaps Mr. Jones will think it's funny; *negative*—perhaps Mr. Jones will be upset
12. *negative*—this is vandalism

Worksheet #93: Why We Respond to Peers

This worksheet gives examples of why peer pressure is so powerful. Students are to match the reasons with the examples.

Answer Key:

1. b (member of the track team)
2. e (the weird hairstyle is accepted by the others)
3. d (they all feel the same way about study time)
4. c (peers can fulfill a friendship role)
5. a (you might try things you wouldn't think of trying on your own)
6. f (being smart is accepted by this group)

Worksheet #94: When There's a Conflict

Students are to think about their position in a conflict situation by considering the following questions: Is it a question of right and wrong? Could this be harmful? How will it affect my long-range goals?

Answer Key: (answers may vary)

1. take Japanese—it's part of her long-range goals
2. this person may feel that it's wrong for him to use a fake ID to go to a movie that is not appropriate for him
3. could be harmful
4. may affect long-range goals
5. could be harmful
6. question of right/wrong

Worksheet #95: Resisting Negative Pressure

This worksheet contains a list of ways to help deal with negative peer pressure. Students are to think of ways they could apply them to their own situations.

Answers will vary.

TEACHER TIPS

- You are in a position to observe peer pressure and its effects first-hand. Talk about how individuals who stand up for themselves, their values, their reputations, and their beliefs have a perfect right to stand up to pressure that negatively affects them.
- Identify the social outcasts in your class. Do what you can to enhance their skills and talents among peers. Try to find the uniquenesses of each student and highlight them whenever possible.
- Make your rules clear when you use cooperative groups. Everyone must participate, courtesy among members is expected, the team must produce a product, etc.
- Many students of this age have poor self concepts. Use every opportunity to preach the message of valuing yourself over and over and over.

PARENT POINTERS

- Realize that peers have a powerful influence on your child—and it's not necessarily all negative. Seek out the positive effects and encourage them (joining groups, taking risks, becoming more vocal in their beliefs and discoveries, etc.).

- Reaffirm your family's values and expectations. Be clear with your child about what you expect of him or her in terms of school, leisure time, home responsibilities, etc. Remember that your family is Your Family and follow its rules which may not be the same as others (e.g., "We do homework after school every school night before we go out with friends," etc.).
- Discuss consequences of breaking rules with your child. Have a family meeting regularly to keep lines of communication open and to talk specifically about rules and limits, and when it is appropriate to make changes in them, depending on your trust in your child and his or her ability to adhere to the existing rules.
- Find out who your child's peers are and what the pressures are in your child's life. Are drugs a problem? Does your child feel inferior? Check in occasionally with the teacher, school counselor, and other parents.

PRACTICE ACTIVITIES

... Dig out old fashion magazines from 20 to 30 years ago and have a good laugh. Then talk about how things that were popular back then have changed (and come back in a different form). Specifically, look at hairstyles, clothing, fads, language, music, dances, and social concerns. What's the same today? What's different? Was there more pressure back then? Or just different pressure?

... Get pen-pals from another section of the country and exchange information on what's popular or trendy there. Is peer pressure the same across different parts of the country?

... Conduct a survey. What are the Top Ten pressures felt by students at the school? This could lead to a good discussion on ways to handle the pressure, individually or as a school.

Feeling the Pressure

Nancy sat nervously on the edge of the bench as she waited for the softball game to begin. She always enjoyed watching her friends play, especially because they usually won.

"Hey, Nancy," called Angela as she jogged past her. "Why don't you join us? Caroline got sick and we could use another player to take her place."

"Oh, no," Nancy cried, shaking her head. "I'm no good. You'd be better off playing with fewer players."

"No, join us!" insisted Janine. "It's all just for fun. We don't care if we win or lose. Oops, there's the coach. Pretend you didn't hear me say that!" They all laughed.

"Well . . . I'm not sure," Nancy moaned, protesting as the girls grabbed each of her arms and tried dragging her over to where the teams were gathering. "I guess I could . . . just this once."

Meanwhile, Robbie was behind the bleachers with several of his friends, waiting for the game to begin. "We'll give you five dollars to trip Nancy as she walks by," Travis offered to Robbie. "It'll be really funny."

"I don't really want to," Robbie said. He knew what it was like to be the object of a joke and to be laughed at.

"Oh, come on," Arnie said, slapping Robbie on the back. "We'll stand on each side of you. Then when she walks by, just stick your leg out. Make it look like an accident."

"I don't know," Robbie said. "I don't think it's very nice . . ."

"Here she comes," Arnie whispered, shoving Robbie in front of him. "Do it."

"Well, OK," Robbie said. He knocked into Nancy and watched sadly as she tripped and fell face first to the ground. Nancy picked herself up and stared at Robbie. Robbie couldn't look at her. Instead, he looked around for his friends. Where did they go? Suddenly he was the center of attention—and felt very stupid.

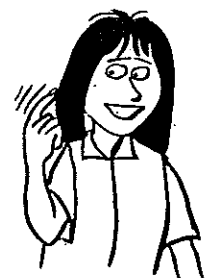
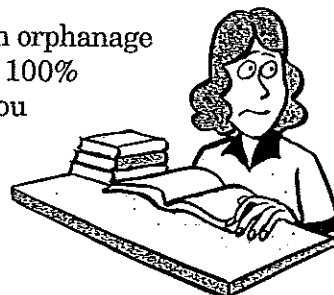


1. What kind of peer pressure did Nancy experience?
2. What kind of peer pressure did Robbie experience?
3. What do you think Nancy and Robbie learned from their experiences with doing what their peers wanted them to do?

Worksheet #91 **Positive and Negative Peer Pressure**

Read each of the comments below. Decide which show pressure from peers to do something positive and place a *P* on the appropriate lines. Place an *N* next to the comments that show pressure from peers to do something negative.

- _____ 1. "Let's join 4-H. It'll be really fun."
- _____ 2. "We're all going to go to the spring dance. I know we have to invite girls, but if we all do it, it'll be ok."
- _____ 3. "Everyone smokes. Here—I've got a whole pack for you."
- _____ 4. "If you got your hair cut like Hannah's, your face would really show. I know where you can get it cut."
- _____ 5. "If you want to be accepted, you'd better swear once in awhile or people will think you're goody-goody."
- _____ 6. "Volunteering at the hospital is a really neat experience. We can sign up after school to work there all summer."
- _____ 7. "Don't talk to Debbie. We're all mad at her because she acts like she's better than we are."
- _____ 8. "They're having a sale on sweatpants at the sporting goods store. We're going to wear them with our favorite baseball team shirts on Friday."
- _____ 9. "If a cop tries to pull me over and give me a ticket, I'll tell him a thing or two. Don't let them boss you around."
- _____ 10. "Our group is meeting tonight to cook a Russian meal for an extra-credit project for Social Studies. Join us."
- _____ 11. "If anyone thinks they can beat me up, you're welcome to try it right now."
- _____ 12. "Don't buy those cheap jeans—they look awful. If you don't have expensive jeans, you'll get talked about."
- _____ 13. "I don't think you should go out with Brent. He's got a really bad reputation and I know he's been in trouble with the police. I would worry about you."
- _____ 14. "I know your parents don't want you to get a tattoo, but I know where you can get one really cheap. They'll never find out."
- _____ 15. "We're collecting money to send to an orphanage in Haiti. We're trying to get 100% participation for our class. Can you donate?"
- _____ 16. "You can finish your homework later—we are all going to the movies tonight. Come on."



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Everybody's Doing It

Even if "everyone is doing it," are the effects of joining in positive, negative, or just neutral (doesn't really matter)? How could the same example be positive for someone and negative for someone else?

1.



Let's get to school early so we can walk around and talk.

2.



You better get expensive running shoes.

3.



Come on—let's get our noses pierced!

4.



Smoking is okay as long as you don't inhale.

5.



We're all going skydiving next weekend!

6.



We can stay out past the curfew if we don't get caught.

7.



For an extra \$10, you can get a personalized license plate for your car.

8.



You would look really great if you lost another ten pounds. Are you going to try to get really skinny again?

9.



That dress you really liked is on sale for only \$500!!! Please get it!

10.



Well, you and Tony are going to the prom in a stretch limo, aren't you?

11.



Let's toilet paper Mr. Jones's house! He'll think it's really funny!

12.



Get your baseball bat—we can knock down some mailboxes while we're driving!

When There's a Conflict

Sometimes you may not agree with or feel comfortable with the type of pressure that peers are putting on you. Think about:

- Does this involve a question of right vs. wrong?
- Could this be harmful to me?
- How will this affect my long-range goals for myself?

How might you resolve the following conflicts?

1.

2.

3.

4.

5.

6.

Name _____

Date _____

Worksheet #95

Resisting Negative Pressure

Here are some ways you can resist negative peer pressure. How could you use these in situations that have happened to you?

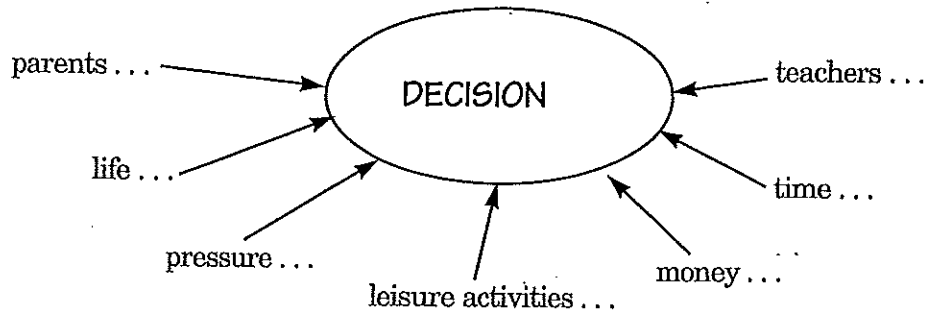
1. Find a source of strength (counselor, best friend, religion).
2. Find new friends who share your values.
3. Think of your long-range goals—don't lose sight of them.
4. Put the situation in perspective: Will this matter 10 years from now?
5. Get deeply involved in something positive (volunteer work, getting straight A's on your report card, sports, choir, etc.),
6. Decide to value yourself. Is it worth it to you and your reputation to give in to the pressure? Is it worth fighting?
7. Use humor to get out of the situation.
8. Don't waver in your stand: NO means NO. Practice saying it until it comes naturally!
9. Think about your reputation and what you want it to be.
10. Be a peer who puts positive pressure on others (encourage others to join you in your quests, include others in your activities, be a leader, etc.).

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IS-15

A Decision-Making Chart



1. Does a decision need to be made?

Yes

No, not right now

2. Is it trivial or important?

trivial

important

Is it reversible? Is there little risk?

Are many people involved in this decision?

Do the consequences affect long-range plans?

Is this an urgent decision?

3. Do you need to get more information?

What will it cost in terms of:

- time
- money
- commitment
- relationships

Is it a real possibility for you? Are other people supportive?



4. How does this decision affect you and your goals?

Right on track!


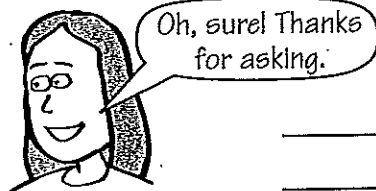
Not sure—might need to rethink goals!

5. What is the basis for your decision?

- right in line with what you really want
- consistent with your values
- not at the expense of other people

Taking Advantage of Social Opportunities

How are these individuals taking advantage of social opportunities that have come up?



1.  Would you like to go to the game with us on Friday?
 Oh, sure! Thanks for asking.


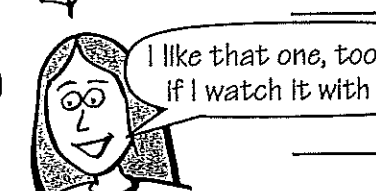
2.  Let's plan a party for everyone who helped with the play.
 Yes! I'll help make phone calls to invite people.

3.  Ketchup... ketchup... Hil Do you happen to know where the ketchup is?
 Well, I sure do. Do you shop here often?

4.  What a pretty dog you have. What kind is it?
 She's a husky mix. Do you like dogs?

5.  Here's a sign-up for people to join an exercise class. It looks like fun.
 Let's do it!

6.  I love to listen to music!
 Do you want to go to the dance?

7.  Oh good! My favorite TV show is coming on.
 I like that one, too. Mind if I watch it with you?

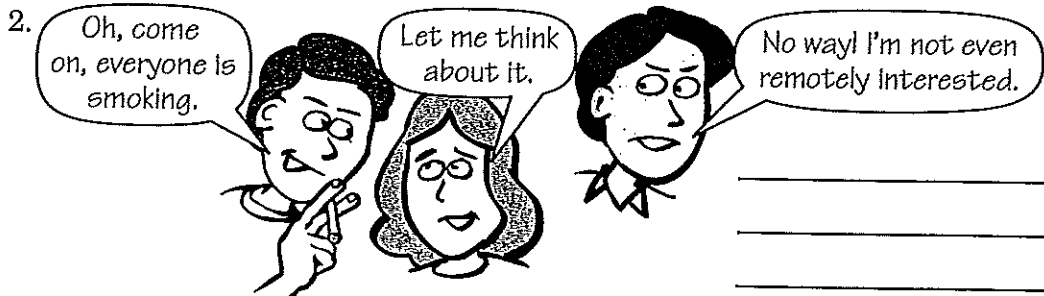
8.  The hospital is asking for volunteers to help decorate the halls for Christmas.
 Let's do it! That might be fun!

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Deciding How Much Influence Others Will Have Over You

How are the following characters demonstrating different reactions to the influence that a peer is trying to have over them?

1.  Three cartoon characters are shown. The first character on the left says, "Let's cut school today!" The middle character says, "Okay, I'm there!" The character on the right says, "No—I have a big test coming up. Can't make it this time." Below the characters are three horizontal lines for writing.

2.  Three cartoon characters are shown. The character on the left says, "Oh, come on, everyone is smoking." The middle character says, "Let me think about it." The character on the right says, "No way! I'm not even remotely interested." Below the characters are three horizontal lines for writing.

3.  Three cartoon characters are shown. The character on the left says, "That dress is really cute!" The middle character says, "I don't care how much it costs—I'm going to buy it!" The character on the right says, "I like it, too, but it's very expensive. I'll look for something I can afford." Below the characters are three horizontal lines for writing.

4.  Three cartoon characters are shown. The character on the left says, "I heard you were friends with Marcia. You know about her wild reputation, don't you?" The middle character says, "What do you know about her that I should know?" The character on the right says, "I'm making my own judgments." Below the characters are three horizontal lines for writing.

5.  Three cartoon characters are shown. The character on the left says, "Why would you want to take World History in summer school? You should PLAY in the summer!" The middle character says, "Well, I need the credits. I'm not going to be playing this summer!" The character on the right says, "You're right! I'll take it in the fall." Below the characters are three horizontal lines for writing.

Choosing to Befriend Someone

How are these characters "going the extra mile" to become a friend to someone?

1.

Jeanne's all by herself again. I'd really like to go out with my friends, but I think Jeanne would appreciate someone spending time with her. I can see my friends later.



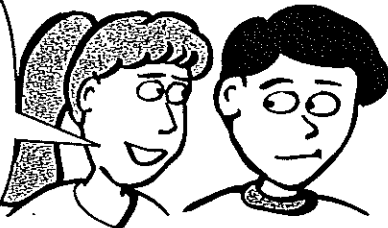
2.

Hey, would you like to play some football with us in the park after school? It's just for fun.



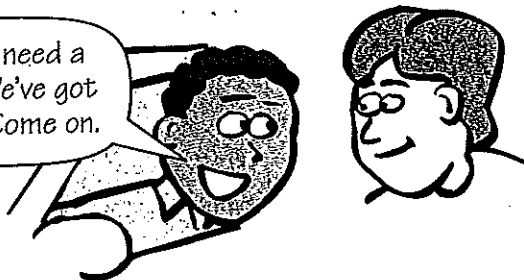
3.

We need an artist to help us with the yearbook cover. Paul, you're really good at drawing. Why don't you come to the meeting tonight?



4.

Larry, need a ride? We've got room. Come on.



5.

Hi, Mara. I just had a few minutes and thought I'd call to see how that test went that you were worried about.



Becoming a Good Conversationalist

What are some ways you can strike up a conversation with someone in these situations?

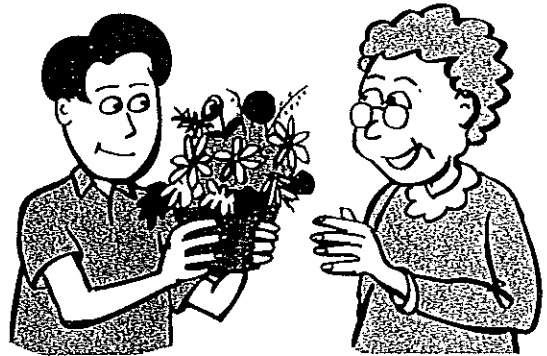
1. sitting next to someone on a public bus

2. walking along the hall at school with a person you don't know

3. taking your dog for a walk through your neighborhood

4. waiting in the dentist's office

5. getting your hair cut at a salon



6. working at the visitor's booth at your church

7. visiting elderly people at a nursing home

8. applying for a job at the local newspaper office

9. making a new student feel welcome

10. answering questions at a summer day camp for children

11. working as a receptionist in a busy doctor's office

12. delivering flowers for a local florist

- > Always remember there will be at least two sides to every story. If you cannot accept that, you will never be effective at resolving conflicts.
- > When a conflict is presented to you, stop what you are doing and listen. The first few sentences from the person presenting you with the conflict will usually be the most critical to grasp. You must take the time to listen.
- > If you are the one bringing conflict to someone, make sure you can control your emotions. People have a tendency to talk back in the same manner in which they are talked to. So, if you're firm and controlled, they will most likely respond to you in the same manner. However, if you jump in with both feet and start yelling, expect the same response from them. Of course, there will always be those personality types who will yell back regardless of how you confront them. Still, the advantage will be yours if you can remain somewhat calm, because you will be able to think and react more rationally.
- > Try to examine the conflict piece by piece and identify the root cause of the problem. The faster you can do this, the better off you'll be.
- > When you initially get involved with someone to resolve a conflict, make sure you have the time to somewhat work through the issues. Do not just lay out your side of the story and walk away. Hear the other person out and start the resolution process as soon as possible.
- > While keeping your emotions in check, discuss possible alternatives to resolve the situation. If either of you starts to get angry, stop. If you fail to stop, you will most likely make the situation worse. If it takes days to calmly resolve the conflict, so be it.

Learn from each conflict you're involved in and focus on what worked. You will surely need the skills next time around. Although each situation will be different, the basic analytical skills previously mentioned and maintaining self-control will serve you well.

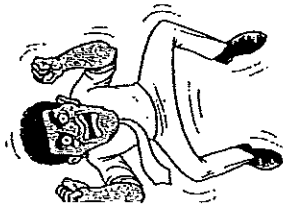
Conflict Resolution

Have you ever noticed the way some people deal with conflict? It's as if they have received special training on the subject. The way they seem to present themselves during the whole ordeal is as impressive as their ability to bring the situation to order and final resolution. If I'm talking about you, then stop reading and move on, because you have mastered a vital skill. If you don't think resolving conflict is a skill, then think again. Having the ability to resolve conflict successfully is a skill that requires the patience of a saint and the fortitude of an Army general. To help you hone your conflict resolution skills

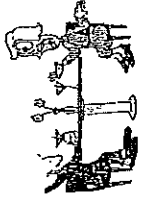
feelings about something or someone, but it is unacceptable. You act out those feelings in a harmful manner. So, when you start to feel angry, stop, take a few long breaths, and think about somewhere that makes you happy or relaxed. This little exercise is sometimes referred to as going to one's "happy place."

I don't claim to have all the answers, but I do know that yelling is not going to solve anything except the debate over who can yell the loudest. When you feel anger coming on, notice how your body reacts and learn to recognize those feelings. Anger causes you to be disrespectful, spiteful, and insensitive to others. In addition, feelings that accompany anger can play a role in your desire to become violent towards other people as well as yourself. It can interfere with your ability to perform adequately at work and can put tremendous stress on personal relationships with friends and family. Ultimately, anger and the emotions that usually come with it can cause serious mental and physical problems. Understanding that you have a problem dealing with anger is a big step in doing something about it. If you need help, talk with your doctor and get their advice. To do nothing could prove to be detrimental to your health as well as your relationships.

Anger Management



Experiencing anger is part of our day-to-day lives and should, therefore, be managed and understood when at all possible. As with any behavioral skill, anger is best controlled when you know how to deal with it. Anger can serve as a great motivator, inspiring all of us to deal with problems and develop innovative solutions. The best way to control anger is by learning to talk about what is bothering you and to not keep your emotions bottled inside. Sometimes just talking and listening to others about a particular problem or feeling you're having will make things better. The best thing to remember about anger is that it's okay to have certain



25

Manners and Etiquette



Having good manners and exercising proper etiquette are signs of refinement and class. Conversely, the lack of good manners and etiquette usually signifies either an insufficient lack of proper upbringing or an unwillingness to conform to established codes of conduct and behavior. In any event, the perception of one who does not practice good manners is not very flattering.

Dining Manners and Etiquette

For the most part, people are reasonably conscious about how they behave at home and in public, especially when it comes to table manners. Of all the behavioral attitudes and practices performed by humans, table manners, or the lack thereof, are probably the most noticeable. This is probably because most people, whether they practice them or not, can spot bad table manners a mile away. So, do yourself and your dining guest a favor and be more conscious of your table manners.

For those of you who need reminding, here are fifteen tips to practice at the table:

1. When you first sit down to the table, do not take your napkin and flop it open like a bull whip and then stuff one corner under your neck. Instead, unfold the napkin and place it on your lap. When you need to use it, lightly dab the area, don't wipe your face with it as if you were using a washcloth.
2. Be conscious of how you sit at the table. Do not slump down in the seat, rock the front legs of the chair off the floor, or sit on the very edge of the seat. Sit up relatively straight and keep your elbows off the table.
3. If you have packages with you or a cell phone, place them somewhere other than on the table. If you have a cell phone or pager, turn it to a silent alarm while you are dining.

IS-23

4. Remember to wait until everyone has been served before you start eating. However, if you are dining at a large event, such as a wedding reception or banquet, wait until those at your table have been served. It is not necessary for everyone in the room to be served before you start indulging.
5. When you pick up a utensil and start eating, remember that the utensil does not go back on the table. For example, once you have finished using your knife, place it back on your plate, making sure that even the handle does not rest on the table. Oh, by the way, don't use you're eating utensils as pointers when you are talking. Waving around a knife as you explain how you caught "the big one" on Cumberland Lake last weekend is rude.
6. When you chew, keep your mouth closed and do not talk with your mouth full. There is nothing that you have to say that is so important that you can't wait until you swallow.
7. Dining is supposed to be enjoyed, so relax and slow down. This is probably not going to be your last meal, so practice good manners and pace yourself. You do not want to be eating pie and gulping down coffee while the rest of the table guests are enjoying their salads. At the same time, don't be waiting for your appetizer to cool to exactly 74.3 degrees while your guests are waiting for the check to come.
8. When eating bread, break off a small piece and butter it. Do not butter a large slice and set it on your plate.
9. If you are sitting in a smoking section with table guests, don't light up until everyone at the table has finished eating. Even after dining, if someone at the table does not smoke, ask if it would be all right to burn one. I have dined with guests who smoke as soon as they have finished cramming their double-bacon-cheeseburgers down their necks, and I have also dined with those who need a cigarette between courses. If at all possible, wait to have a cigarette until you're away from the table.

10. When confronted with the dreaded place-setting dilemma, remember that if you use the outermost utensil first and work your way in, you can't go wrong. However, if you are going somewhere that you expect to encounter a very formal setting, read up on the latest rules and etiquette first; you'll be glad you did.
11. I should not have to say this, but I am still amazed at those who blow their nose at the table. Do not blow your nose at the table and refrain from putting on lipstick, combing your hair, and cleaning your fingernails with your handy-dandy Swiss Army knife. One last thing—if you have something stuck in your teeth, excuse yourself and remove it in the bathroom.
12. Cut just enough food for a single bite. Don't sit there and section off everything on your plate as if your waiter was going to remove your knife the first time you set it down.
13. If you really enjoy dunking your jelly doughnuts in your coffee, dipping your cookies in your milk, or mixing all the food on your plate together to look like a Picasso painting, do that in the privacy of your home.
14. If you accidentally belch, loudly smack your lips, or slurp your soup, simply say "Excuse me." If you know that a particular beverage makes you belch, avoid it, or at least drink it slowly. If you eat slowly and use proper manners, you will not be smacking your lips together or slurping your soup.
15. Have you ever seen anyone push their plate away from them or scoot their chair back and cross their legs after eating? If you haven't, it's probably just a matter of time. The act of pushing away your plate looks as if you are glad to finally be finished with that meal. Pushing your chair back looks as if you are telling the rest of the table guests that you are ready to leave now! It's rude to do either.

Greeting People

Make a good first impression when you first meet someone in person. You may not remember their name, what they do, or where they live, but you will remember whether or not you liked them. There's just something about a pleasant first encounter. When first introduced, say hello, how are you doing, good morning or evening, but say

something. Don't try to be cool and just nod in the general direction of someone talking to you. People may appear to be standoffish, but they will usually come alive when greeted or spoken to.

If you are seated and someone is introduced to you, stand up and greet them, unless you are in a tight spot behind a table or bar. If someone offers their hand to you, shake it while looking them in the eyes. Apply moderate pressure and shake the hand for only a few seconds. Everybody has a pet peeve—getting a poor handshake from a man is mine. I can't stand extending my hand to another guy and feeling like I am holding a dead fish. If you are going to shake someone's hand, shake it! I'm not talking about squeezing the life out of them, on the other hand, don't make me want to check your pulse to see if you're alive.

IS -25 through IS-28 taken from the following source

Bellack, A., Mueser, K, Ginerich, S., Agresta, J. (1997). *Social skills training for schizophrenia: A step-by-step guide*. New York, NY: The Guildford Press.

CONVERSATION SKILLS

SKILL: Starting Conversations

RATIONALE: There are many situations when you want to start a conversation with another person. This may be someone you know or someone you have never met but would like to get to know. Sometimes people feel shy about starting a conversation. We find that things go more smoothly when you keep specific steps in mind.

STEPS OF THE SKILL:

1. Choose the right time and place.
2. Introduce yourself or greet the person you wish to talk with.
3. Make small talk (e.g., talk about the weather or sports).
4. Judge if the other person is listening and wants to talk.

SCENES TO USE IN ROLE PLAYS:

1. A new person is starting at the day program.
2. People are waiting for an activity to begin at the Community Residence or the day program.
3. You are at a family gathering.
4. You are sitting with another person at lunch.
5. You are meeting your new case manager for the first time.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Steps 1 and 4 require the client to make judgments regarding what are the appropriate time and place to begin a discussion as well as whether the person being addressed is interested in participating. Therefore, it is important for group leaders to spend time assisting clients with the identification of social cues that they can look for when making such judgments.
2. Clients may not be familiar with what constitutes "small talk" (Step 3). Group leaders may want to generate a list of topics with the group that can be used for making small talk.

IS-25

CONVERSATION SKILLS

SKILL: Maintaining Conversations by Asking Questions

RATIONALE: Sometimes you may want to go further than a brief conversation; you may want to talk longer with someone because you like the person or are interested in what is being said. Often, people don't know how to keep a conversation going, or they feel uncomfortable. One way to keep a conversation going is by asking questions.

STEPS OF THE SKILL:

1. Greet the person.
2. Ask a general question.
3. Follow up on what the person says with a specific question.
4. Judge if the person is listening and is interested in pursuing the conversation.

SCENES TO USE IN ROLE PLAYS:

1. Watching a TV program with another person who also seems to enjoy the program.
2. Seeing your roommate after he or she has spent a day with his or her family.
3. Having a cup of coffee with a friend at the day program.
4. Sharing a chore (such as cleaning up after dinner) with someone.
5. Talking to a counselor about a supported employment program.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Clients may have difficulty determining what kinds of questions are socially appropriate to ask in different situations. Group leaders can use the role play scenes to help clients identify socially appropriate questions to ask in various situations. For example, group leaders can ask clients to generate a list of questions that would be appropriate to ask a friend with whom they are having coffee before role playing the scene so that they have some options to choose from.
2. Group leaders need to distinguish "general" questions from those that are more specific. Providing the group with examples of the two types of questions will be useful.
3. Group leaders may need to assist members with the identification of social cues required in Step 4.

CONVERSATION SKILLS

SKILL: Maintaining Conversations by Expressing Feelings

RATIONALE: Giving factual information is one way to keep a conversation going. Another way is to tell someone how something makes you feel. This allows people to learn more about each other's feelings and whether they might have more in common to talk about. Examples of feelings that might be expressed are happy, sad, excited, disappointed, pleased, upset, and irritated.

STEPS OF THE SKILL:

1. Greet the person.
2. Make a brief statement about how something makes you feel.
3. Judge if the other person is listening and is interested in pursuing the conversation.

SCENES TO USE IN ROLE PLAYS:

1. Telling a staff member that you don't like your assigned chore at the Community Residence.
2. Telling your case manager that you enjoyed the last group.
3. Telling a family member that you are excited about going to the movie this weekend.
4. Telling a staff member that you are disappointed that a day program party was canceled.
5. Telling a friend that you liked a TV program last night.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should assist members with generating a list of different feelings that people might want to express to each other.
2. Group leaders should also assist members with identifying situations that they are likely to encounter when expressing feelings would be appropriate.
3. Group leaders may need to assist members with the identification of social cues required in Step 3.

CONFLICT MANAGEMENT SKILLS

SKILL: Compromise and Negotiation

RATIONALE: Often, people find that they disagree with each other, even when they want to do something together. At these times, it is helpful to work out a compromise. In a compromise, each person usually gets some of what he or she wants, but usually has to give up something. The goal is to reach a solution that is acceptable to all involved.

STEPS OF THE SKILL:

1. Explain your viewpoint briefly.
2. Listen to the other person's viewpoint.
3. Repeat the other person's viewpoint.
4. Suggest a compromise.

SCENES TO USE IN ROLE PLAYS:

1. You want to go to lunch with your friend at the pizza parlor. He or she does not want pizza that day.
2. Your case manager asks you to schedule an appointment for 2:00 p.m. on Wednesday. You have plans to go on a day program outing at that time.
3. You and your friend want to go see a movie. You want to see an action movie, and your friend wants to see a comedy.
4. In planning an outing for the Community Residence, the counselors suggest bowling. You would rather go out for ice cream.
5. You want to visit your family next weekend. They have other plans.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

Not all clients will understand what it means to negotiate and come to a compromise. Therefore, it is important that the group leaders spend time explaining these concepts *before* beginning a role play. For example, to negotiate something, both parties have to state what it is that they want to get out of the interaction. Once all the wishes have been listed, both parties must review the list and decide upon a compromise. A compromise usually occurs when both parties get some of what they wanted.

TS-28

CONFLICT MANAGEMENT SKILLS

SKILL: Disagreeing with Another's Opinion without Arguing

RATIONALE: Not everyone we come in contact with will agree with all of our ideas or opinions, just as we do not agree with all of theirs. Disagreeing with another person's opinion does not have to lead to bad feelings or an argument. In fact, life would be boring if everyone had the same ideas. When you disagree with another person's opinion, things often go more smoothly if you keep certain things in mind.

STEPS OF THE SKILL:

1. Briefly state your point of view.
2. Listen to the other person's opinion.
3. If you do not agree with the other person's opinion, simply state that it is okay to disagree.
4. End the conversation or move on to another topic.

SCENES TO USE IN ROLE PLAYS:

1. You and a friend have a different opinion about a movie you just saw.
2. You and your roommate have a different opinion about which musical group is better.
3. You and a staff member at the Community Residence have a different opinion about what type of clothing looks best on you.
4. You and a family member have a different opinion about a candidate in an upcoming election.
5. A counselor differs with you about what has been the most helpful thing in getting you a job.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

It is important to emphasize that this skill is designed to be used in situations where there are no significant consequences for having a different opinion. In situations where there may be more serious consequences, such as disagreeing with a doctor's opinion about using medication, the skill **Compromise and Negotiation** should be employed. There may also be situations where any kind of disagreement may cause a strong or even violent reaction, such as encountering a political or religious extremist. In these situations, **Leaving Stressful Situations** may be a more appropriate skill to use.

IS-29

CONFLICT MANAGEMENT SKILLS

SKILL: Responding to Untrue Accusations

RATIONALE: Most of us have found ourselves in situations where we have been accused of doing something that we have not done. Usually when this happens, the person making the accusation truly believes that we have committed the act and is not able to listen to reason. It is therefore important to remain calm and not get into a fight or argument when this occurs. We have found that there are some specific things you can do to help stay calm when you are falsely accused of something.

STEPS OF THE SKILL:

1. Using a *calm* voice, simply deny the accusation.
2. If the other person continues to accuse you, ask the person to stop.
3. If the person does not stop accusing you, tell him or her that you are going to get a staff member to assist with the situation.
4. Walk away and get assistance.

SCENES TO USE IN ROLE PLAYS:

1. A housemate accuses you of stealing his or her clothes from the communal dryer.
2. A housemate accuses you of not doing your assigned chores.
3. A person at the day program accuses you of listening in on his or her conversations.
4. A staff member at the Community Residence accuses you of starting a fight with another resident.
5. A relative accuses you of stealing money during your last visit.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders can point out that some untrue accusations occur when someone simply has made an error, while other accusations are the results of symptoms of an illness. In both instances, it is important to stay calm and not get into an argument.
2. It is important to note that clients may not have access to a staff member, as referred to in Step 3. Group leaders can work with clients to generate a list of other helpful people to turn to if no staff are available. The skill Leaving Stressful Situations may also be useful when staff are not around.

IS-30

ASSERTIVENESS SKILLS

SKILL: Expressing Unpleasant Feelings

RATIONALE: Even when people do their best to please each other, there will be times when things are displeasing or unpleasant. It is only natural in the course of living with other people and going to programs with other people that unpleasant feelings arise. Examples of unpleasant feelings are anger, sadness, anxiety, concern, or worry. How people express their feelings can help to prevent arguments and more bad feelings. It is helpful to keep certain things in mind when expressing an unpleasant feeling.

STEPS OF THE SKILL:

1. Look at the person. Speak calmly and firmly.
2. Say exactly what the other person did that upset you.
3. Tell the person how it made you feel.
4. Suggest how the person might prevent this from happening in the future.

SCENES TO USE IN ROLE PLAYS:

1. Your roommate left dirty clothes in the living room.
2. Your case manager missed an appointment with you.
3. You are worried when your roommate is out later than expected.
4. Your family canceled a weekend visit.
5. Your friend was late meeting you for lunch.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

This skill requires that group members identify an unpleasant feeling (Step 3). However, not all members will be able to do this. It is helpful in the first session of teaching this skill to generate a list of unpleasant feelings. The list can be written on a flip chart and placed where it can be seen when group members are role playing.

ASSERTIVENESS SKILLS

SKILL: Expressing Angry Feelings

RATIONALE: One type of feeling that many people have special difficulty expressing is anger. At times everyone gets angry. This does not have to lead to shouting or hitting or cutting off friendships or relationships. It is usually helpful to relieve feelings of anger by expressing yourself in a direct, honest way. Sometimes you might want to wait until you have "cooled off" a little and are feeling calm.

STEPS OF THE SKILL:

1. Look at the person, speak firmly and *calmly*.
2. Tell the person specifically what he or she did that made you angry. Be brief.
3. Tell the person about your angry feelings. Be brief.
4. Suggest how the person might prevent the situation from happening in the future.

SCENES TO USE IN ROLE PLAYS:

1. Dinner is late every night for a week.
2. Your roommate smokes in the room, which is against house rules.
3. Your relative promises to cash your check by Friday but does not do so.
4. Someone spills coffee on your new white slacks without apologizing.
5. Someone borrows your radio without asking and breaks it.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Many members have a particularly difficult time expressing angry feelings, even in the context of a controlled role play. It is therefore important to devote some time "preparing" group members for this skill. Spending one or two sessions helping members identify common "early warning signs" of anger (such as feeling tense, heart racing, etc.) as well as strategies for managing angry feelings (one of those strategies being the skill at hand), will be extremely useful.
2. Depending on the composition of the group, it may be helpful to divide this skill into three parts and practice each part as a separate role play. The first part would encompass Steps 1 and 2; the second part would encompass Step 3; and the third part would encompass Step 4. Not all members will need the skill divided in this way, but for those who are having some difficulty, this allows them to have positive role-play experiences while practicing the skill.

IS-32

ASSERTIVENESS SKILLS

SKILL: Letting Someone Know That You Are Afraid

RATIONALE: All of us at some time in our lives feel afraid. Sharing our fears with someone we trust usually makes things feel less scary. The person may have suggestions that will help you cope with feeling afraid or have suggestions that will help you change the situation that you are afraid of.

STEPS OF THE SKILL:

1. Choose a person you trust to speak to.
2. Tell that person what you are afraid of. Try to be specific about your fears.
3. Ask the person for advice.

SCENES TO USE IN ROLE PLAYS:

1. You tell your case manager that you are afraid to start at the day program.
2. You tell your case manager that you are afraid to go to the doctor for a physical examination.
3. You confide to your AA group that you are afraid to walk to the meeting because you pass one of the bars that you used to hang out in and are worried that you might go in.
4. You tell a staff member at your new Community Residence that you are afraid that your roommate will not like you.
5. You tell your case manager that you are afraid that your doctor is going to hurt you.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

This skill requires that the client make a judgment about who might be an appropriate person to trust. Not all clients will be able to identify people with whom they trust. Therefore, it may be helpful for group leaders to get clients to identify people whom they might be able to trust in different situations before role playing.

IS-33

ASSERTIVENESS SKILLS

SKILL: Refusing Alcohol or Street Drugs

RATIONALE: Many people have difficulty refusing offers of street drugs and alcohol. Because these substances are available in a wide array of settings, being approached by someone who invites you to use is inevitable. Therefore, it is important to prepare oneself for the possibility of being asked to use. The following steps have been found to be helpful when refusing someone's request.

STEPS OF THE SKILL:

1. Using a clear and firm voice, say "No" to the person.
2. If appropriate, suggest some alternative activity.
3. If the person persists, ask him or her to stop.
4. Walk away if necessary.

SCENES TO USE IN ROLE PLAYS:

1. A friend approaches you and pressures you to use drugs.
2. You agree to join some co-workers at a bar after work. You have had some trouble with alcohol in the past and are resolved to drink club soda. Once you arrive, one of your co-workers insists that you join him for a beer.
3. You are approached on the street by someone who wants to sell you some drugs.
4. You are attending a relative's birthday party, and the host wants you to join a toast and hands you a glass of wine.
5. You are at your day treatment program when a friend asks you if you want to get high out back.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

It is important for leaders to remind the group that there are different issues involved in refusing drugs and alcohol and that those issues depend on the person who is offering the substances. For instance, if you are approached on the street by someone who wants to sell you drugs, it would be inappropriate and possibly dangerous to offer an alternative suggestion (Step 2). On the other hand, if a family member or friend pressures you to have a drink, you might want to explain why you are refusing before offering an alternative activity.

HS-SI

COMMUNITY LIVING SKILLS

SKILL: Eating and Drinking Politely

RATIONALE: Many social situations involve eating and drinking. People will enjoy including us in these situations when we eat and drink politely. Many people know how to do this already, but it always helps to review the main points.

STEPS OF THE SKILL:

1. Take your time and check the temperature of the food or drink.
2. Take small bites or sips, and chew all food thoroughly.
3. Swallow what is in your mouth before speaking.
4. Use a napkin to wipe hands and mouth.

SCENES TO USE IN ROLE PLAYS:

Refer to Step 2 under "Special Considerations When Teaching This Skill."

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should remind group members that the steps listed in the skill are just "main points" and then should assist them in generating a list of other components that are involved in eating and drinking politely.
2. This skill needs to be practiced with actual food and drink. If the group already includes snacks, it is preferable to bring in special food (e.g., pie, pizza, or ice cream) to use when practicing. Group leaders will provide feedback on how well the group members followed the four steps of the skill as well as on any other component that the group identified as being important.

IS-35

FRIENDSHIP AND DATING SKILLS

SKILL: Expressing Positive Feelings

RATIONALE: When people have encountered a series of difficulties, they tend to focus on the problems around them and forget to notice the positive things that other people do. Noticing positive things helps to increase a person's sense of belonging and sense of being able to do things well. Also, a person who knows he or she is doing something well is more likely to repeat what he or she has done to please others.

STEPS OF THE SKILL:

1. Look at the person.
2. Tell the person exactly what it was that pleased you.
3. Tell them how it made you feel.

SCENES TO USE IN ROLE PLAYS:

1. A staff member at the Community Residence cooked a meal you enjoyed.
2. A friend helped you out with a problem.
3. A counselor woke you up so that you would be on time for an appointment.
4. A family member gave you a ride to an outside appointment.
5. A co-worker at your new job ate lunch with you.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

Sometimes clients may protest that it is not necessary to say positive things because people already know when they are doing something nice. Group leaders can remind clients that everyone likes it when someone has appreciated something that he or she has done.

FRIENDSHIP AND DATING SKILLS

SKILL: Expressing Affection

RATIONALE: There are times when you may find that you like someone very much and want to let that person know how you feel. Letting someone know that you care about him or her can seem awkward or even a little scary. We have found that following these few steps can help to make expressing affection go a little more smoothly.

STEPS OF THE SKILL:

1. Choose a person whom you are fond of.
2. Pick a time and place where you can talk to the person in private.
3. Express affection using a warm and caring voice tone.
4. Tell the person why you feel this way.

SCENES TO USE IN ROLE PLAYS:

1. You have just finished a date with a person whom you like very much.
2. You have been dating this person exclusively for the past 4 months.
3. It is your grandmother's birthday, and you want to let her know how important she is to you.
4. It is Valentine's Day, and you just received flowers from a person you have dated a few times.
5. You want to let a friend know how much he or she means to you.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should point out at the beginning of group that this skill focuses on the expression of verbal affection. However, group leaders can use this skill as an opportunity to have a frank discussion about the physical expression of affection if they are so inclined.
2. This skill requires that a group member be able to identify which people are appropriate to express affection to. It will be helpful for group leaders to discuss with members how to decide who is and is not an appropriate choice to express affection to.
3. Group leaders should remind group members that even when they choose an appropriate person to express affection to, their gesture may not be well received. It will be useful for group leaders to help members identify clues to look for that may indicate that the other person is uncomfortable and how to respond in those instances.

IS-37

VOCATIONAL/WORK SKILLS

SKILL: Solving Problems

RATIONALE: All of us experience problems at one time or another. Problems can be big or small and can occur in any setting, including at work. Learning a systematic way of dealing with problems is an important skill needed to function in the world as well as to maintain and excel in our jobs.

STEPS OF THE SKILL:

1. Define the problem.
2. Use brainstorming to generate a list of possible solutions.
3. Identify the advantages and disadvantages of each solution.
4. Select the best solution or combination of solutions.
5. Plan how to carry out the best solution.
6. Follow up the plan at a later time.

SCENES TO USE IN ROLE PLAYS:

1. You have been put on probation at work because you frequently show up late in the morning.
2. You have been offered a job that you would like to take, but the hours conflict with your weekly therapy appointment.
3. You have a job as a maintenance worker in a cafeteria. Your supervisor tells you that you are working too slowly and asks you to figure out a way to improve your productivity.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Because this skill is somewhat more complicated and takes longer to practice than the other skills, it is taught using a somewhat different format. Instead of having each group member complete a role play individually, group leaders should present a scenario to the entire group and then assist them through the steps of the skill together. Teaching the skill in this format has two functions: (a) it keeps all members interested and involved, and (b) it provides the members with experience working together toward a common goal (which requires that they put to use some other skills that they have learned).
2. Step 2 requires group members to generate a list of possible solutions. During this step, group leaders need to emphasize the importance of writing down all ideas without judging whether or not they are good or bad. This technique is called "brainstorming."
3. The Problem-Solving Worksheet in Appendix A is helpful in teaching this skill.

This general idea
 can be used to
 problem solve with
 various situations.
 Develop scenarios
 based on the
 client.

IS-88

Use the following pages as conversation starters to work on developing the corresponding skill. You may use them in conversation or as a game.

To use as a game: Cut out the different questions into "cards" place face down and have the client pick a card at a time to begin to discuss.

What are the top three qualities you admire in a good friend? Do you ever tell him or her how you feel?

What is an advantage of having a lot of friends rather than just a few? What is a disadvantage?

What is something you find really attractive in a good friend?

What qualities make you a good friend?

What is a quality you look for in a friend?

Define what a 'good friend' means to you.

Friends are sometimes described in two circles—the inner one (those closest to you) and the outer one (not as close). How many friends are in your innermost circle?

What do you do to keep your friends?

Name two ways to support a good friend who is going through a difficult time.

How important is forgiveness in friendships? Give an example of when you have needed to be forgiven.

Who are your best **social supports**?

Who is one of your **favorite people**?

What do you like best about that person?

Using 10 different words, how would you **describe your best friend**?

Describe a **perfect friend**.

Who is someone you really **enjoy talking** with?

What are the two most desirable **qualities in a friend**?

What is it about his or her conversations that you like?

How about the two least desirable?

What usually **gets you in trouble**
in social situations?

What do you do that **offends**
others?

You are having a conversation
with someone you hardly know.
They keep touching your arm
and putting their face close to
yours.

What are three topics to **avoid**
discussing with people you don't
know well?

How do you **react inside**? How
would you **react to them**?

What are five **turn-off behaviors**
when you first meet someone?

Is it O.K. to be **truthful in every**
social situation?

Why or why not?

Are there times that you need to
just be by yourself?

When? What do you do?

In social situations, sometimes
I give off the wrong signals when I

What are two subjects that you
do not to discuss with people when
you first meet them?

What is a sure-fire way to lose
a friend?

What is the best compliment a friend could give you?

Rate yourself:
How considerate a friend are you?
(5-very considerate; 1-inconsiderate)

On a scale of 1-5, how open to feedback are you when your friends give it to you?
(5-really open; 1-closed down)

What is one quality you are working on to make you a better friend?

Explain.

What is the most generous thing you have done for a friend lately?

What is the nicest thing you could do today for a really good friend?

Fill in the calendar on the following page monthly.

Use the calendar as a way to keep track of contacts or interactions with friends or other individuals.

Educate the client on various ways to interact with people. Encourage the client to interact face to face; however, phone or e-mail may be a way to increase the frequency of contacts with other people.

SUN	MON	TUES	WED	THURS	FRI	SAT

ROLE PLAY: HOW TO ASK FOR HELP

Role-play with the client various ways to ask for help.

Practice these skills in the community and provide guidance and assistance when needed.

Gradually allow client to ask for help independently.

Scenarios

1. Ask for help in a supermarket on where to find specific items.
2. Ask for help in a bus station on how to find specific bus line.
3. Ask for help in a bank on how to open an account.
4. Ask for help in a store to get an item out of reach.
5. Ask for help at a gas station to learn how to pump gas.

Complete this worksheet regarding healthy and dangerous relationships. Put an X through those scenarios (or friendships) that are dangerous/ unhealthy relationships.

A friend continuously asks you for money. He never pays you back, but you give him the money anyways.

Walking into work you realize that you forgot your lunch. A friend you work with offers to share her lunch with you.

A friend is continuously bullying you about the way you look. Even though you have told him several times that these words hurt your feelings he continues to bully you.

A family member is in the hospital and you only told one person you work with because you were uncomfortable sharing the information with a lot of people. You asked if that person could please not tell anyone. A co-worker randomly asks you how your family member is.

You were feeling sad all day and felt that no one had noticed. A friend went out of her way to call you because she was worried about you.

You don't drink or like to smoke. Your friend is constantly putting pressure on you to do one or the other, or both. It always makes you feel uncomfortable.

Complete this worksheet regarding healthy and dangerous relationships. Put an X through those scenarios (or friendships) that are dangerous/ unhealthy relationships.

A friend continuously asks you for money. She never pays you back, but you give her the money anyway.

A friend is continuously bullying you about the way you look. Even though you have told him several times that these words hurt your feelings, he continues to bully you.

You were feeling sad all day and felt that no one had noticed. A friend went out of her way to call you because she was worried about you.

You don't drink or like to smoke. Your friend is constantly putting pressure on you to do one or the other, or both. It always makes you feel uncomfortable.

Walking into work you realize that you forgot your lunch. A friend you work with offers to share her lunch with you.

A family member is in the hospital and you only told one person you work with because you were uncomfortable sharing the information with a lot of people. You asked if that person could please not tell anyone. A co-worker randomly asks you how your family member is.

LEGAL SKILLS

A. Legal Skills		Date Completed & Level of Assistance											
		Activity			Activity			Activity			Activity		
Basic Skill		LS-16	LS-17	LS-12									
Has the phone number of someone to call if arrested or victimized.													
Understands generally what actions are against the law and what the consequences are.													
Intermediate Skill		LS-10	LS-9	LS-1	LS-2	LS-3	LS-4	LS-15	LS-18	LS-11			
Knows personal rights if arrested.													
Knows what the function of a lawyer is.													
Knows legal age for buying alcohol and tobacco products.													
Understands the meaning of "legal age" in legal terms (what you can do, what you cannot do).													
Knows how to read a contract.													
Has understanding of dependency process.													
Knows how and where to register to vote.													



STATE OF CONNECTICUT MAIL-IN VOTER REGISTRATION

(Disponible en Español)
ED-671 S
REV. 9/06
(CGS §9-23g)

■ YOU MAY USE THIS EASY FORM TO:

- register to vote in Connecticut
 - change your name and/or address on current registration
 - enroll in a political party or change party enrollment (Changing parties may result in losing rights in all parties for 3 months)
- IMPORTANT! Keep your voter record up to date**

■ TO REGISTER TO VOTE IN CONNECTICUT

YOU MUST:

- be a United States citizen;
- be a resident of a Connecticut town;
- be at least 17 years old (must turn 18 before election day); see section 1b below
- have completed confinement and parole if previously convicted of a felony.

■ IF YOU MOVE:

You must fill out a new voter registration card if you have moved to a new town. Also, use this form to change address within town. (See section 1a and section 10 below)

■ QUESTIONS?

Call your local Registrar of Voters or the Secretary of the State at (800) 540-3764 or (860) 509-6100 (TDD, 800-303-3161)

■ REGISTRATION INSTRUCTIONS:

1. Fill in *all* boxes that apply to you on this application.
2. Place a first-class stamp on the application card, fold, and mail it to the town hall where you live (or deliver it to your town hall or voter registration agency).
3. You are not a voter until your application is approved by the Registrar of Voters.
4. You should receive a confirmation within 3 weeks. If you do not, contact the Registrar in your town hall.
5. If (1) you submit this form by mail and (2) you are registering for the first time in town, you may wish to submit with this application your driver's license number or if none, the last four digits of your social security number; or (a) a copy of a current and valid photo I.D. or (b) a copy of a current utility bill, bank statement, government check, paycheck, or government document that shows your name and address, in order to avoid additional I.D. requirements the first time you vote.

■ REGISTRATION DEADLINES FOR NEW VOTERS:

PRIMARY: Your application must be postmarked by the **5th day before a primary** (OR received by your Registrar of Voters or a voter registration agency by the **5th day before a primary**).

You may apply in person to your town clerk or registrar until 12:00 noon on the last business day before a primary.

ELECTION: Your application must be postmarked or received by a voter registration agency by the **14th day before an election** (OR you may register in person with your Registrar of Voters by the **7th day before an election**).

PLEASE USE PEN - PRINT CLEARLY

FOLD

1a Check Boxes that Apply:		<input type="checkbox"/> New Voter Registration (includes move to a new town)	<input type="checkbox"/> Address Change (within the same town)	<input type="checkbox"/> Name Change	<input type="checkbox"/> Party Enrollment Change
1b Are you a U.S. citizen? <input type="checkbox"/> YES <input type="checkbox"/> NO		Will you be 18 on or before election day? <input type="checkbox"/> YES <input type="checkbox"/> NO		If you checked "NO" to either of these questions, do not complete this form.	
2 Name of Applicant		Last Name		First Name	
Mr. Mrs. Miss Ms.				Middle Name or Initial	
				Jr. Sr. II III IV	
3 Date of Birth (Month Day Year)		4 CT Driver's License Number (If none, last 4 digits of Soc. Sec. No.)		5 Address Where You Live No., Street, Apt. # Town _____ Zip _____ State Connecticut	
6 If Different, Address Where You Get Your Mail (P.O. Box, etc.)		7 Telephone Number (optional) ()		8 Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	
9 Do you wish to enroll in a political party? <input type="checkbox"/> YES. Name of party: ___Republican ___Democratic Other: _____ <input type="checkbox"/> NO. I do not wish to enroll in a party at this time.		10 NAME or ADDRESS CHANGE. Previous Voting Address (If none, write "NONE") No, Street, Apt # _____ Town _____ County _____ State _____		Name Under Which Registered (if different from above)	
11 I swear or affirm that: • I am a U.S. Citizen • I live at the address shown in box 5 above • I am at least 17 years old • I have not been convicted of a disfranchising felony, or if so, I have been released from confinement and, if applicable, parole • The information provided here is true Signature _____ Today's Date: ____/____/____		12 Would you like to work at the Polls on Election Day? <input type="checkbox"/> YES <input type="checkbox"/> NO			
NOTE: The particular social service office at which you register to vote, or whether you decline to register, remains confidential and will be used only for voter registration purposes.		S		WARNING: If you sign this statement even though you know it is untrue, you can be convicted and imprisoned for up to five years and fined up to \$5,000.	
THIS SECTION COMPLETED ONLY BY AGENCY R SPECIAL ASSISTANT REGISTRAR OR TOWN CLERK (Date Received by Agency)		THIS SECTION COMPLETED ONLY BY REGISTRAR OF VOTERS			
DATE RECEIVED BY REGISTRAR		REGISTRAR INITIAL		APPLICATION IS HERE BY:	
				<input type="checkbox"/> ACCEPTED <input type="checkbox"/> REJECTED <input type="checkbox"/> NOTICE RETURNED UNDELIVERABLE	
DATE ENROLLMENT EFFECTIVE IF CHANGING PARTY		REASON FOR REJECTION			

PLEASE TAPE - DO NOT STAPLE

From: _____

Place
Stamp
Here

REGISTRAR OF VOTERS

_____ TOWN HALL
Name of Town

Address

_____, CT _____
Town Zip



ESTADO DE CONNECTICUT INSCRIPCIÓN DE VOTANTES

ED-671 S (sp)
REV. 5/09
(CGS §9-23g)

USTED PUEDE UTILIZAR ESTE FORMULARIO

SENCILLO PARA:

- inscribirse para votar en Connecticut
 - cambiar su nombre y/o dirección en el registro de electores
 - inscribirse en un partido político o cambiar su inscripción en un partido (al cambiar de partido usted podría perder sus derechos en todos los partidos durante 3 meses)
- ¡IMPORTANTE! Mantenga actualizado su registro de votante

PARA INSCRIBIRSE PARA VOTAR EN CONNECTICUT

USTED DEBE:

- ser ciudadano de los Estados Unidos;
- ser residente de un pueblo de Connecticut;
- tener por lo menos 17 años de edad (usted puede votar cuando cumpla 18 años); vea la sección 1b abajo;
- haber completado su encarcelamiento y libertad condicional si fué previamente condenado por un delito grave.

SI SE MUDA:

Usted deberá llenar una tarjeta de inscripción como nuevo votante si se ha mudado a un nuevo pueblo o ciudad. Además, use este formulario para cambiar de dirección dentro de un pueblo o ciudad. (Vea la sección 1a y la sección 10, abajo)

¿PREGUNTAS?

Llame a su Oficial de Registro de Votantes local o a la Secretaria del Estado, al (800) 540-3764 o al (860) 509-6100 (TDD, 800-303-3161).

INSTRUCCIONES DE INSCRIPCIÓN:

1. Llene todos los encasillados que apliquen en esta solicitud.
2. Coloque sello de primera clase sobre la tarjeta de solicitud, dóblela y envíela por correo al ayuntamiento del lugar donde vive (o preséntela a su ayuntamiento o a la oficial de registro de votantes).
3. Usted no es un votante hasta que su solicitud sea aprobada por La Oficial de Registro de Votantes.
4. Usted deberá recibir una confirmación dentro de las próximas 3 semanas. Si no la recibe, contacte al funcionario del Registro de Votantes de su municipio.
5. Si (1) envía este formulario por correo y (2) usted se está inscribiendo por primera vez en un pueblo o ciudad, tal vez desee presentar, junto con esta solicitud, su número de licencia de conducir, o si no tiene, los cuatro últimos números de su número de seguro social; o (a) una copia de una identificación con foto actual y válida, o (b) una copia de una factura de un servicio público actual, estado de cuenta bancaria, cheque del gobierno, cheque de pago o un documento del gobierno que tenga su nombre y dirección, a fin de evitar más requisitos de identificación la primera vez que vote.

PLAZOS DE REGISTRO PARA NUEVOS VOTANTES:

PRIMARIAS: Su solicitud debe tener un matasello fechado a más tardar el 5° día previo a una primaria (O recibido por su Registro de Votantes o una agencia de registro de votantes a más tardar el 5° día previo a una primaria). Usted puede hacer la solicitud en persona al secretario de su municipalidad o al funcionario del registro de votantes hasta las 12:00 del mediodía del último día de negocio antes de una primaria.

ELECCIONES: Su solicitud debe tener un matasello fechado a más tardar el 14° día previo a una elección (O puede inscribirse personalmente con su Registro de Votantes a más tardar el 7° día previo a una elección).

¡AQUI - - - - - POR FAVOR USE UN PLUMA - ESCRIBA EN LETRA DE MOLDE CLARAMENTE - - - - - DOBLE AQUI

1a Marque los Encasillados Que Apliquen: <input type="checkbox"/> Inscripción de un Nuevo Votante (incluye la mudanza a un nuevo pueblo o ciudad) <input type="checkbox"/> Cambio de Dirección (dentro del mismo pueblo o ciudad) <input type="checkbox"/> Cambio de Nombre <input type="checkbox"/> Cambio de Inscripción en un Partido	
1b ¿Es Usted Ciudadano de los E.E.U.U.? <input type="checkbox"/> SI <input type="checkbox"/> NO	¿Tendrá usted 18 años el día de la elección o antes? <input type="checkbox"/> SI <input type="checkbox"/> NO
2 Nombre de Solicitante Sr. Sra. Sta. Sra./Sta.	Apellido Nombre Segundo Nombre o Inicial Jr. Sr. II III IV
3 Fecha de Nacimiento	4 Número de Licencia de Conductor de CT (si no llene uno, los últimos 4 dígitos del N° de seg. soc.)
5 Dirección Donde Vive No., Calle, Apt. Pueblo _____ Zona Postal _____ Estado Connecticut	
6 Si Diferente, Dirección Donde Reciba la Correspondencia (P.O. Box, etc.)	7 Teléfono (opcional) ()
8 Sexo <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	
9 ¿Desea inscribirse en un partido político? <input type="checkbox"/> SI. Nombre del Partido: __Republicano __Democrático Otro: _____ <input type="checkbox"/> NO. No deseo inscribirme en un partido en este momento.	10 CAMBIO DE NOMBRE O DIRECCION. Dirección Donde Votaba Anteriormente (si ninguna, escriba "NINGUNA") No, Calle, Apt _____ Pueblo _____ Condado _____ Estado _____ Nombre Bajo el Cual Estaba Inscrito (si es diferente al de arriba)
11 Yo, Juro o afirmo que: • Soy ciudadano de E.E.U.U. • Vivo en la dirección indicada arriba en el encasillado 5 • Tengo por lo menos 17 años • No he sido condenado por un crimen que me prive del derecho a votar o, si ha ocurrido, he sido puesto en libertad del encarcelamiento y, si corresponde, de la libertad condicional. • La información provista aquí es verídica Firma _____ Fecha de Hoy: / /	12 ¿Le gustaría trabajar en un lugar de votación el día de las Elecciones? <input type="checkbox"/> SI <input type="checkbox"/> NO

NOTA: La oficina de servicio social específica en la cual usted se inscriba para votar, será confidencial y se usará solamente con el propósito de la inscripción electoral.

S ADVERTENCIA: Si usted firma esta declaración aún sabiendo que no es cierta, puede ser convicto e ir a prisión por un máximo de cinco años y recibir una multa de hasta \$5,000.

ESTA SECCIÓN SERÁ LLENADA SOLAMENTE POR LA AGENCIA (O UN SECRETARIO ESPECIAL DEL REGISTRO DE VOTANTES O FUNCIONARIO DE LA MUNICIPALIDAD)		ESTA SECCIÓN SERÁ LLENADA SOLAMENTE POR EL FUNCIONARIO DEL REGISTRO DE VOTANTES	
DATE RECEIVED BY REGISTRAR	REGISTRAR INITIAL	APPLICATION IS HERE BY:	DATE NOTICE MAILED
DATE ENROLLMENT EFFECTIVE IF CHANGING PARTY		<input type="checkbox"/> ACCEPTED <input type="checkbox"/> REJECTED <input type="checkbox"/> NOTICE RETURNED UNDELIVERABLE	
		REASON FOR REJECTION	

FOR FAVOR CIERRE CON CINTA ADHESIVA - NO ENGRAPAR

De: _____

COLOCAR
ESTAMPILLA
AQUÍ

REGISTRAR OF VOTERS

_____ TOWN HALL
Nombre del pueblo o ciudad

Dirección

_____, CT _____
Pueblo/ciudad Código postal

“How old do I have to be to smoke?”

Tobacco—whether it takes the form of cigarettes, snuff, or smokeless (chewing) tobacco—is a subject of great concern to adults and teens. Several states are suing the tobacco industry to recover the rising costs of health care blamed on smoking. Tobacco companies are under pressure from the U.S. Food and Drug Administration (FDA) regarding the dangers of nicotine, its relationship to lung disease and other respiratory ailments, and its addictive properties.

In most states, you must be eighteen to smoke and buy tobacco products. A 1997 FDA ruling requires stores to ask for photo identification before selling cigarettes or chewing tobacco to

- An estimated 3,000 children begin smoking each day. 1,000 of them will die from a tobacco-related illness.
- Between 1991 and 1994, the percentage of eighth graders who smoke rose from 14 to 18%.
- Tobacco smoke contains at least 43 cancer-causing substances.
- One out of 5 high school seniors is a daily smoker.
- Smokers lose an average of 15 years of life.
- A 1997 survey of 16,000 teens ages 14-19 found that 26% (about 6 million teens) had tried cigars during the past year. Cigars contain as much as 40 times more tar and nicotine than cigarettes.

Sources: *Congressional Quarterly Researcher*, December, 1995; American Lung Association, New York, NY; Centers for Disease Control and Prevention

anyone who looks younger than twenty-seven. If you're caught violating the law, you and any adult involved can be prosecuted.

Even if you don't smoke or chew tobacco, breathing second-hand smoke has proven to be a health hazard. Consequently, many public buildings across the nation offer smoke-free environments or separate no-smoking sections. If you're caught smoking in a restricted area, you may be cited. If you're also underage, you'll receive a second citation.

Teenagers often think it's okay to light up because their parents and friends smoke. Some parents approve of their children smoking, and some even buy cigarettes for them. If you or a friend is in this situation, take a look at the statistics and decide for yourself if your health and future well-being are worth the risk.



American Cancer Society

1-800-227-2345
www.cancer.org

Call the toll-free number to be connected with the American Cancer Society office nearest you. Call or go online to get information about the Great American Smokeout® program, how to get help quitting smoking, and information about cancer treatment and prevention.

American Lung Association

1-800-LUNG-USA (1-800-586-4872)
www.lungusa.org

Contact the American Lung Association for information about lung health, smoking, air pollution, current national research reports, and much more.

Arizona Department of Health Services Tobacco Education and Prevention Program

www.tepp.org

The Tobacco Education and Prevention Program's goal is preventing tobacco use, especially among children.

LS-1

The BADvertising Institute

www.badvertising.org
The powerful images at this site will make you think twice about cigarette advertising and motivate you to quit smoking (or never start).

GottaQuit.com

www.gottaquit.com
Research on smoking, information on the ways tobacco companies mislead teens, and support and ideas for quitting.

Nicotine Anonymous

Nicotine Anonymous World Services

449 Main Street, PMB #570

Huntington Beach, CA 92648

(415) 750-0328

www.nicotine-anonymous.org

Check the white pages of your local phone book for a group near you. You can also find a meeting in your area by visiting the Web site and searching by state. Offers support toward eliminating nicotine from your life.

NoTobacco.org

www.notobacco.org

Find research on the effects of smoking, fake smoking ads, and tips for quitting.

“When can I have a beer?”

You must be twenty-one in most states to buy or drink beer, wine, or any alcoholic beverage. If you break the law and are caught drinking, you may be fined and given community service hours to complete. The person who sells or gives you alcohol may also be prosecuted.

In California, you must be 21 before eating any candy, cake, cookie, or chewing gum that contains alcohol.

Even if you aren't legally *intoxicated* (your blood alcohol level is over your state's limit), you can still get into trouble for being *under the influence* of alcohol. This means that you aren't legally drunk, but your senses are affected. You may find yourself in dangerous situations and unable to make good choices when you have drugs or alcohol in your system. Poor decisions made under the influence may have a drastic impact on the rest of your life.

Between concerned family members, school, and community events, you've probably heard a lot about the dangers of alcohol, and the statistics speak for themselves. The medical facts are equally clear: alcohol damages your brain cells, inflames the stomach lining, kills liver cells, blocks memory, dulls your senses, and has been linked to birth defects in infants.

- Over 4 million teenagers in America have serious problems with alcohol.
- Approximately 30% of boys and 22% of girls classify themselves as drinkers by age 12.
- 28% of high school seniors are “binge drinkers,” consuming 5 or more drinks at a time.
- Every year, over 3,000 teenagers are killed in drunk-driving crashes.
- Most teenage passengers are killed in accidents with teen drivers.
- Every 26 minutes, someone is killed in an alcohol-related accident.

Sources: National Safety Council; Students Against Drunk (SADD)

**Al-Anon and Alateen**

1-800-344-2666

www.al-anon.alateen.org

Al-Anon is a worldwide organization that provides support to families and friends of alcoholics; Alateen is for younger family members who are affected by someone else's drinking. Request their free packet of teen materials.

Alcoholics Anonymous

AA World Services, Inc.

P.O. Box 459

Grand Central Station

New York, NY 10163

(212) 870-3400

www.aa.org

Since its founding in 1935, AA has helped millions of men and women around the world to stop drinking.

American Council on Alcoholism Helpline

1-800-527-5344

Referrals to alcohol treatment programs nationwide and educational materials.

“When will I be an adult?”

Anyone under the age of eighteen is referred to as a *minor*, a *child*, a *juvenile*, or an *adolescent*. The term used depends on the situation. Once you turn eighteen, you're legally an *adult*, with all of the rights and obligations of adulthood.

Turning eighteen, or the “age of majority” (in most states), entitles you to complete independence—in most situations. You can enjoy the freedom to move away from home, buy a car, work full-time or travel, marry, vote, and join the armed services. In other words, major decisions about your life are yours to make.

This is not to say that your parents are automatically excluded, especially if they continue to support you. There's nothing magical about turning eighteen. The legal rights you now enjoy are balanced with certain obligations and responsibilities.

“What does emancipation mean?”

At some point before your eighteenth birthday, you'll probably think about being free—that's *emancipation*. But what does it mean exactly? What are the legal consequences of being “free” from your parents? Are there any drawbacks to emancipation before you turn eighteen?

An emancipated person is legally free from his or her parents or legal guardian. This means that your parents are no longer responsible for you or your actions, and you no longer have the

right to be taken care of by them. The legal consequences of emancipation are the same as though you were eighteen.

A teenager becomes emancipated in one of two ways: either by a court order (if your state has an emancipation law) or by certain other circumstances. Not all states have emancipation laws. Some states with emancipation laws include Alabama, Arkansas, California, Illinois, Indiana, Kansas, Louisiana, Michigan, Mississippi, North Carolina, Oklahoma, and Tennessee. If your state has an emancipation law, take a look at the law and follow its requirements, and the court will either grant or deny your request for emancipation. For example, you may have to show the court that you have a job, live on your own, and pay your bills, and that your parents don't claim you as a dependent on their taxes. The court may then declare you a legally free teenager. Your lifestyle is taken into consideration in determining whether you're emancipated or not.

If your state doesn't have an emancipation law, you still may become legally free from your parents before you're eighteen. If you join the armed services or get married, you're considered independent of your parents. Most states acknowledge your independence if either of these events occur before you reach the age of majority.

Teenagers who run away or are kicked out of their homes aren't legally emancipated. Their parents may still be held responsible for their actions and will continue to have authority over them.*

Responsibility shifts from your parents or guardians to you once you're emancipated. You still may not have all the rights and privileges of adulthood (being able to vote, enter into contracts, buy property, etc.), but the experience of living independently while you're sixteen or seventeen will be a learning experience in preparation for your complete independence.

“Unemancipated minors . . . are subject as to their physical freedom, to the control of their parents or guardians . . . they lack the right to come and go at will.”—U.S. Supreme Court (1995), *Vernonia School Dist. v. Acton*

* See Chapter 7, pages 140-144.

LS-3

“When can I vote?”

It wasn't that long ago that the right to vote in this country became universal. In your parents' lifetime, millions of Americans

LS-4

were prevented from voting. Some states had what was called a *poll or head tax*. Adults who wished to vote were required to pay a tax, so those who couldn't afford the tax were unable to vote. Literacy tests were also required, and those who couldn't pass the test were denied the right to vote. Between 1964 and 1966, both the poll tax and voter registration tests were eliminated as unconstitutional. The Civil Rights Act of 1965 and the U.S. Supreme Court opened the door to full voter participation by all U.S. citizens.

In 1971, the 26th Amendment to the U.S. Constitution was passed. It granted all citizens eighteen years of age or older the right to vote. This applies to you and is without any restrictions. You merely need to register where you live and exercise your right by voting at every opportunity. This is one of the greatest rights Americans have. It allows us to choose our leaders and speak our minds on the issues before us—but not just on a national level. Don't think of local, city, town, or county elections as insignificant or unimportant. Decisions made by these elected officials affect your life, too.

Information about how and where to register to vote is available at your local elections office or post office. A registrar might also be available to come to your home. California has "high school voter weeks," when you may register to vote at school during the last two weeks of September and April. Take advantage of this kind of registration opportunity, then vote when elections are held. If you know in advance that you'll be on vacation or away from your voting precinct on election day, arrange for an absentee ballot. Your local elections office or registrar will help you.



Kids Voting USA is a nonprofit, nonpartisan organization that enables children and teens to visit official polling sites on election days and cast

LS-4

their own ballots on the same issues and candidates the adults are voting for. Speakers are available to come to your school and address civics and social studies classes. To date, 41 states and the District of Columbia are members of the Kids Voting USA network. For more information (and to find out if your state is a member), contact:

Kids Voting USA
 Superstition Office Plaza
 3933 McClintock Drive, Suite 505
 Tempe, AZ 85282
 1-866-500-VOTE (1-866-500-8683)
www.kidsvotingusa.org

of Rights. You must still register with the Selective Service System, but you may be permitted to serve through noncombat civilian service. Discuss this with your parents before deciding what to do.



Selective Service System

P.O. Box 94638
Palatine, IL 60094
(847) 688-6888

U.S. Air Force Academy
Colorado Springs, CO 80840-5151
(719) 333-1818
www.af.mil

U.S. Military Academy
West Point, NY 10996
(845) 938-4011
www.usma.edu

U.S. Naval Academy
121 Blake Road
Annapolis, MD 21402
(410) 293-1000
www.nadn.navy.mil

“Will I get drafted?”

Throughout U.S. history, young men have been called for military service. From colonial times through the Vietnam War, eligible males over eighteen have been drafted. In 1973, the government ended the draft, replacing it with a “stand-by draft” for men and voluntary service for men and women. All males, within thirty days of their eighteenth birthday and continuing up to age twenty-six, are required to register with the Selective Service System. This rule doesn’t apply to women. Registration provides the government with a list of men to call up for service in the event of a national emergency. Failure to register is a crime with a penalty of five years in prison or a \$250,000 fine.

Men and women may join the army, navy, air force, marines, national guard, or coast guard. If you’re interested, contact your local recruiter. He or she will give you complete information about enlisting, including benefits, length of service, and education and travel opportunities. If you’re thinking of a career in the military as an officer, contact the Naval Academy in Annapolis, Maryland; the Air Force Academy in Colorado Springs, Colorado; or the Army’s U.S. Military Academy in West Point, New York, for information.

You may not be eligible to join the armed services because of your age. Not all branches will take you if you’re under eighteen, unless you have your parents’ consent or you’re emancipated. You may also need your high school diploma or GED certificate to enlist. Some branches won’t take you if you’re on probation or parole, or if you have a juvenile record. You may need to ask the court to destroy your record, which will clear the way for your enlistment.* These are all questions to discuss with your recruiter.

If, by reason of religious training or belief, you object to military training and service, you may be excused from active duty. A *conscientious objector* is protected by the U.S. Constitution and the Bill

* See Chapter 8, pages 170-171.

Chapter 6

You and Other Important Rights

"Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a greater person of yourself, a greater nation of your country, and a finer world to live in."

Martin Luther King, Jr., American civil rights leader and Nobel Prize winner

Laws regulate many aspects of your life—from how late you can stay out at night to whether you can sign a contract or cross the border. This chapter addresses these and many other types of rights, including the rights of gay, lesbian, and bisexual teens. You'll even read about a fifteen-year-old whose lack of telephone etiquette took him to the U.S. Supreme Court and changed the way juveniles across the nation are treated in the criminal justice system.

"Can I sign a contract?"

Most transactions today are put into writing, whether a lengthy legal contract or the fine print on a ticket stub or a store receipt. Putting an agreement in writing—between two people, two companies, or a person and a place of business—provides a record of the agreement. Everyone feels safer this way, particularly if one side doesn't follow through. But not all contracts need to be in writing to be valid. Some jobs may be done on an "as-needed" basis.

LS-6

Before you sign any document, read it carefully. Take the time to be sure you understand the terms. The fact that you're a minor may not excuse you entirely from having to comply with the contract should you later decide you want out.

no formal contract is involved. Once the work is done, payment is due. The law recognizes this type of informal agreement. Yard work, baby-sitting, and neighborhood car washes are examples.

A *contract* is defined as an agreement to do something for someone in exchange for something else. It may be between individuals, businesses, or governments. If one side fails to fulfill its part of the agreement, it's known as breaking the contract, or *breach of contract*. Generally, as a teenager, you may sue another person or business if you've been harmed or injured. Most states require that a parent, guardian, or other adult join in the lawsuit with you. Breaking a contract is a civil wrong, meaning that your case is filed in a civil, not criminal, court. The amount involved, whether \$10 or \$1,000,000, dictates the court where you'll file your lawsuit.

As a teenager, you may be able to enter into certain types of contracts. Your local laws tell you what kinds and under what circumstances. You may need to have a parent co-sign the contract with you. A cosigner is fully responsible if you back out of the contract or are unable to fulfill the terms.

If you're married and therefore emancipated,* you may be eligible to enter into other contracts—for example, the sale or purchase of a car or house. You can also obtain medical care and treatment for you and your spouse. That may require your signature on a medical agreement, which is a type of contract.

“Can I get out of a contract?”

The laws about contracts and minors aren't the same in every state. Because of your age and lack of business experience, you may be allowed to get out of a contract you sign. This is called

disaffirming a contract, and it means you may refuse to honor its terms. The law recognizes that some businesses engage in unfair practices. Teenagers and young adults are frequent targets of scam artists and aggressive marketing campaigns.

To learn what legal protection you have, refer to your state's laws. Ask your librarian for help, or call your district attorney or attorney general's office and talk to a member of their consumer protection staff. The office may have a pamphlet to send you regarding your rights as a consumer.

In the United States, there's a “Cooling-Off Rule,” also called the “Door-to-Door Sales Rule.” If you buy something that costs more than \$25, you have three days to cancel the purchase. The sale must take place in your home or away from the seller's regular place of business—for example, at a home party, at a restaurant, or in a rented room. The rule doesn't cover mail or telephone orders, or sales at arts and crafts fairs. Contact the Federal Trade Commission (FTC) for specifics on how to cancel a sale and deal with any problems.



Federal Trade Commission
Office of Consumer Education
Washington, DC 20580

(202) 326-2222

www.ftc.gov

Request the “Cooling-Off Rule” information sheet. Or download the PDF:
www.ftc.gov/bcp/online/pubs/buying/cooling.pdf

If you sign a contract with an adult cosigner, you may be able to disaffirm the contract, but the cosigner remains responsible. Not all contracts you enter into may be disaffirmed. If you've obtained products or services and fail to pay for them, the provider may take you to court and might possibly involve your parents. This includes purchases involving food, clothing, lodging, and medical care.

Other large-ticket items that you've contracted for—a car, sports equipment, or stereo—may or may not be disaffirmed. You may be able to return the item without any payment to the store, or you may be required to pay for its use or any damage.

A note of caution: Before you make any out-of-the-ordinary purchase or enter into a purchase agreement, take some time to think it through. Discuss your plans with an adult, and carefully read the contract before you sign it. If you don't understand something in the contract, ask for clarification. If the salesperson is uncooperative or acts confused, walk away from the situation. If the offer seems too good to be true, it probably is. Finally, always get a copy of the contract you sign.

**“What will happen to me
if I get caught shoplifting?”**

Scene One: After school, Julie, Colin, and Matt stop at the local store for a snack and something to drink. Julie is by herself for a few seconds, and she slips a pack of gum into her pocket, knowing that she doesn't have enough money to pay for all of the items she wants. She pays for her chips and drink and leaves the store with her friends.

LS-7

Scene Two: Julie, Colin, and Matt only have 60 cents between them. They stop at the store, and while Matt keeps the car running, Julie and Colin enter the store. While Colin distracts the clerk, Julie puts a six-pack of beer in her backpack. They leave the store and begin to party at a nearby park.

Shoplifting is defined as taking property that's displayed for sale, without paying for it. It's a crime with both civil and criminal consequences. It's also a crime that requires *intent*. If you were shopping and put something in your pocket, continued shopping, went to the checkout, and paid for everything but the item in your pocket, you could be questioned about your intentions. If it turned out that you had the money to pay for the item and didn't act or look suspicious during the incident, you would probably be allowed to leave. Otherwise, you could be held for further questioning or for the police.

Scene One above presents a different picture. Julie knew that she didn't have enough money for everything she wanted, so she stole the gum and paid for the rest. This is shoplifting, and since her friends didn't know or play any part in the incident, they would be free to go if caught by the store owner.

Scene Two is your classic "beer run," where all involved know exactly what's happening and what their role is. Just because Julie took the beer doesn't mean the others won't be prosecuted if caught. Under the law, anyone aiding a crime shares full responsibility, just as if he or she had actually committed the act. Julie, Colin, and Matt could all be charged with shoplifting and possession of alcohol.

In many jurisdictions, a store can collect a civil penalty, plus the cost of the item taken, from the shoplifter or his or her parents. For

In Washington, if you don't pay your restaurant bill, your parents may be responsible for up to \$500.

For example, the civil penalty for the stolen six-pack could be \$100, plus the retail cost of the beer.

If you shoplift, the police may send their report to the local prosecutor who decides whether to file charges. If filed, you'll be in

court facing possible detention or probation. First-time shoplifters usually go through a diversion program, which includes counseling, community service hours, and restitution. If you're caught a second time, probation may be considered, with specific terms set by the court. If you continue to steal, it's possible you'll receive detention or placement with the state department of juvenile corrections.

FYI



Cleptomaniacs and Shoplifters Anonymous

1-800-848-9595

Call to request printed materials or audiocassettes for a

LS-7

“What is ‘trespassing?’”

“Do Not Enter,” “Private Property,” “No Trespassing.” You’ve probably seen these signs on vacant lots, wooded areas, abandoned houses, or near factories. *Trespass* is defined as entering or remaining on someone’s property without permission. If there’s a sign posted (whether you see it or not), or if you’ve been told by the owner not to be on the property, this is considered adequate notice. Disregarding these rules can result in a charge of trespass, which is a misdemeanor.

It’s not always necessary to post a “No Trespassing” sign. If the owner of the property or a security officer tells you to leave and not return, that’s notice enough. If you return, you’re trespassing.

If you’re disruptive at a mall and a security guard tells you to leave and not return, you must do so. As long as you’re not excluded based on race, gender, religion, or disability, the restriction placed on you is valid.

Other places that are off-limits include mines, railroad cars and tracks, and fenced commercial yards.

If a property is fenced, it’s a good indication that you need permission to be there. This includes fenced property in rural areas where you might want to hunt or target practice. Places that aren’t as obvious include your neighbor’s yard or pool, school grounds when school is out, or church property and parks when they’re closed. Someone’s car or garage are off limits, unless you have permission. If you’re ever in doubt about whether you’re trespassing,

- In Hawaii, no minors are allowed in dance halls where paid partners are available.
- If you’re caught peeking into someone’s window in South Dakota, you’ll be explaining why to a judge.
- If you’re under 16 in Washington, you must be with a parent or guardian at an outdoor music festival. If you’re not, you could be charged with trespassing and/or a curfew violation, depending on the time of day.

Five Situations When Hiring an Attorney Should Be Considered

ATTORNEY



AT LAW

The small claims court system is designed to be a *user-friendly*, no-experience-necessary type of process. However, certain situations justify the hiring of an attorney. Regardless of what your personal, preconceived notion of attorneys might be, and despite what jokes you might indulge in at their expense, you will have no greater appreciation and respect for what they can do for you than when you really need one. So, consider the following five scenarios that could justify hiring an attorney.

1. When proving your case requires the expert testimony of professionals and or subject matter experts in specific fields such as medicine.
2. When your case has been transferred/removed to a court of "superior" jurisdiction. In this case, having an attorney familiar with the rules of procedure and evidence is highly recommended.
3. When proving your case where fraud is the basis.
4. When there is much at stake and taking a chance is risky. Not spending a little money on legal fees can sometimes prove to be an unwise decision.
5. When, after considering your options, you just don't want to attempt it on your own. If you are the type that gets nervous talking to people or you think that you will become angry and violent while explaining your case to a judge, then consider hiring an attorney.

What Happens After You File Your Claim?

After you have completed your *statement of claim* or *complaint*, the clerk will send a copy to the constable, marshal, or sheriff to be served on the defendant(s). A summons will be attached to the claim, which simply states that the party is being sued. The person/defendant being served with the summons has, depending on the state and local rules, between ten and thirty days to respond. If they fail to respond in time, a judgment will be taken against them. In essence, by not responding, the defendant has lost. If, on the other hand, the person called located for whatever reason, you, as the originator

of the claim, will be notified by the court. At this point, it will be up to you to find another address or location where the summons can be served. The decision to pursue the matter any further is entirely up to you at that point.

LS-9

YOUR RIGHTS WHEN ARRESTED

ARRESTED

1. *When Are You Under Arrest?*

Under Connecticut law, a police officer may make an arrest without a warrant under a variety of circumstances, most notably when the arresting officer has reasonable grounds to believe that an offense has been committed, or is in the process of being committed. As a consequence, the majority of arrest involving crimes that do not take place in the home are conducted without a warrant ever being issued.

Since most arrests take place without benefit of a warrant, it is important to know when an arrest has actually occurred in order to invoke the many important rights triggered by the act of arrest.

As a general rule, you are arrested whenever a law enforcement officer takes you into custody or otherwise deprives you of your freedom of movement in any significant way. In fact, you may be under arrest even though no one has actually used the word "arrest" or any comparable word. The fact that you have been deprived of your freedom of movement in some significant manner may amount legally to an arrest.

Under some circumstances a citizen has a limited power to conduct an arrest.

2. *May a Law Enforcement Officer Detain You Without Arresting You?*

Based upon reasonable suspicion that you may be involved in criminal activity, a police officer may detain you and require you to identify your self and explain your whereabouts at a particular time without arresting you. The officer may not, however, remove you from the immediate vicinity without making an arrest unless you voluntarily accompany the officer to some other location.

If the officer has reasonable grounds to believe that you are armed or that you may be dangerous to him or her or others, the officer may conduct a limited pat-down of your outer garments for the purpose of detecting weapons. If this "frisk" results in the officer's reasonable belief that you are carrying a weapon, the officer may remove the suspicious object for the purpose of protecting him or herself. The officer must return to you any lawful object unless you are placed under arrest. Unless you are under arrest, the frisk or search is limited to the suspects weapons.

The officer may ask you some questions in order to complete the field investigation. You have a constitutional right not to answer them, but it is nonetheless advisable to provide your name and address, as your failure to do so may suggest to the officer that criminal activity is afoot. More-over, there is an infraction law requiring you to produce your license and registration to an officer when he or she stops a motor vehicle you are operating.

At the conclusion of the temporary detention, the officer must either arrest you or let you go. Ordinarily, such temporary detention should not exceed 20 minutes.

If you should enter a retail establishment where goods are placed on display for sale, the merchant or employees may detain you on the premises for a reasonable time for questioning if they have probable cause to believe that you have stolen or have attempted to steal goods for sale. Under such circumstances a police officer called to the scene may make an arrest for shoplifting even though an alleged offense was not committed in his or her presence.

3. *What Are Your Rights After You Have Been Arrested ?*

An arrest triggers a number of constitutional protections which must be afforded by the arresting

officer.

You have the right to know the crime or crimes with which you have been charged.

You have the right to know the identity of the policeman with whom you are dealing.

You have the right to communicate by telephone with your attorney, family, your friends, or a bondsman after you have been brought to the police station and booking procedure are completed.

You have the right to be represented by an attorney at all critical stages of your case, including police questioning. If you cannot afford an attorney, the court will appoint an attorney to represent you free of charge provided you qualify under existing guidelines as an insolvent person.

Remember, constitutional rights may be waived or given up voluntarily. Before you say or sign anything that might result in a waiver of a constitutional right, make sure you consult with an attorney.

4. *What Rights Do You Have When Questioned By Police ?*

It is essential to understand that you are under absolutely no compulsion to co-operate with the police in any way should they begin questioning you about a crime for which you have been arrested, or any other crime.

You have an absolute right to remain silent. If you choose to speak, anything you say can and will be used against you in a court. If you decide to answer any questions, you may stop at any time and all questioning must cease.

You have the right to consult with your attorney before answering any questions.

You have the right to have your attorney present if you decide to answer any questions, and if you cannot afford an attorney, one will be provided for you or appointed for you by the court without cost to you, before any further questions may be asked.

5. *What should You Say ?*

The simple answer is that you should not say anything to anyone concerning any aspect of the offense with which you have been charged except, of course, to your attorney. You cannot be legally required or forced by a police officer or anyone else to talk, to answer questions, or sign any papers. If by threats, by persistent questions, or by other means of coercion, you are forced to give incriminating information, its use against you can be prevented in court.

Certain official parties, such as the bail commissioner, may, in the course of their duties, inquire as to certain aspects of your conduct in connection with the allegations being made. Politely refuse to respond until you have had a chance to talk to an attorney.

You may be required to provide certain non-testimonial evidence. In particular, you may be required to participate in a lineup, to prepare a sample of your penmanship, to speak phrases associated with the crime with which you are charged, to don certain wearing apparel, or give a sample of your hair. You should ask to have a lawyer present if you are asked to participate in a lineup, after you have been formally charged by the prosecuting attorney.

You may also be required to be fingerprinted and photographed.

6. *How Do You Arrange For a Lawyer ?*

If you do not know a lawyer in the area where you have been arrested and have no lawyer in your home town whom you would call, you may contact your county or city Bar Association for the name of an attorney on the lawyer referral list. Any attorney you contact will be happy to discuss fees with you and give you some idea of the cost involved. Normally, you have a right to a written fee agreement that outlines the basis of the fee and the scope of the matter to be handled by the attorney.

If you cannot afford a private lawyer, you should advise the judge of this fact at your first appearance or as soon as after that is possible. The judge will ask you some questions to see if you

are eligible for the services of an attorney at public expense. You will probably be asked to make a sworn statement as to your inability to afford a private attorney.

Release After Arrest

Except for an arrest to an extremely serious offense, e.g. capital offenses, the Connecticut and United States Constitution provide that in all criminal prosecutions the accused shall have a right to be released on an amount of bail which is sufficient to assure your appearance in court. Bail is generally defined in some type or amount of security that releases the arrested person and insures that person's future attendance in court.

If you are arrested for a less serious offense, for example a misdemeanor where the penalty may be one year or less in jail, the police officer may give you written summons and complaint and allow a less restrictive form of release, such as a promise to appear or a non - surety bond, and give you specific date to appear in court. If you are arrested on a more serious offense, such as a felony, which is punishable by more than a year in jail, or if the police officer feels that you will not appear in court, the officer will take you to the police station. At the station, the police officer may use any of the forms of release procedures outlined below.

Types of release procedures are as follows :

1. ***Written Promise To Appear In Court***

A. **with non-financial conditional**

B. **without conditions**

This allows arrested person to be released upon their that they will appear in a court the specific date scheduled.

2. ***Non - Surety Bond***

This is a promise by you to pay a specified amount if you fail to appear at court on your scheduled trial date.

3. ***Surety Bond***

This is a specific monetary amount set to insure your appearance in court on a specific date. This specific amount of money can be posted to insure your release. This amount may be paid by cash posted by you, your relatives or friends. If your relatives or friends cannot provide enough money to meet the amount of money of the surety bond, you may contact a professional bondperson(s) to provide surety for that amount. The bondperson(s) charges a fee for posting of the bond. The amount of fee is established by law. The bondperson(s) may also require some type of security for posting of that bond, such as a car, house or other property. Names of bondperson(s) are available at the police station and you have the right to contact one.

These methods of release are available to insure your release at the police station. If at the police station, the police do not release you on a promise to appear in court, a non-surety bond, or you cannot obtain funds or a bondperson(s) to post a surety bond, you then have a right to be interviewed by a bail commissioner. They are required by statute to notify the bail commissioner of your inability to post the bond set by them. The bail commissioner is a court employee whose job it is to afford arrested persons an opportunity to be released from jail if unable to post the bond set by the police, provided that he or she is convinced that you will appear in court. He or she can recommend that the police change their decision and release you on a promise to appear, a non-surety-bond or a surety bond in a smaller amount. The bail commissioner's recommendation is still subject to being overruled by a state's attorney if challenged by the police. The bail commissioner can also leave the police's decision the same if he or she thinks it is reasonable. Since the bail commissioner is a state employee, you do not have to pay a fee.

You cannot be denied bail under our Constitution. This means that, if the police or the bail commissioner do not release you on a promise to appear or a non-surety bond, then they must then set an amount for a surety.

If, after the bail commissioner's interview, you still cannot meet the terms of release, you will be held at the police station and brought before the court on the next available day for a review of bond. There are procedures established to conduct a review of the circumstances of your arrest as they relate to the bond set by the police or the bail commissioner. You will not appear before the court if it is within this non-court session review.

Once before the court, you or your attorney can present to the court to reduce the amount of the surety bond or allow you to be released upon the promise to appear or non-surety bond. The factors which the police, bail commissioner, and the court consider in your release decision are:

- 1. Your Tie to the Community**

(This means how long you have lived in the area, whether you have a steady job, a family and similar matters. These will give the police, bail commissioner or court an indication as to whether you will appear in court);

- 2. Whether the Safety of any Other Person will be Endangered by your Release;**
- 3. Nature of the Offense With Which You are Charged;**
- 4. Your Prior Criminal Record; and**
- 5. Your Prior Record of Appearances in Court.**

Additional, the Connecticut Legislature has adopted a preventative detention law that authorizes a judge to revoke your existing bail and deny you bail under certain circumstances.

In certain circumstances, the court may allow you, your relatives or friends to post 10 % of the bond with the clerk's office. This amount of money is returnable at the conclusion of the case as long as you appear for each court date. In addition, the court may allow you to post real estate as security for your release. These procedures are only available with the courts approval, and the posting of a real estate bond usually requires the assistance of an attorney.

No matter how you are released, if you do not appear in court, a warrant for your arrest will be issued and you can be charged with an additional crime of failure to appear. If you do not appear in court and you have posted a bond, you or the bondperson(s) may have to pay the amount of the bond to the state.

Your Appearance In Court

Your first appearance in the court is called an arraignment, at which time you have the right to have an attorney represent you. If you do not have an attorney at that time, the prosecutor or the judge will continue your case to allow you obtain counsel. If you are unable to afford an attorney, you should seek out the Public Defender's Office which is staffed with attorney's. If you financially qualify for their services, the court will appoint a public defender as your attorney. The fee for the Public Defender's services is twenty-five dollars (\$25.00) which fees can be waived under certain circumstances. While at the courthouse, use caution when speaking to anybody about the case, because anything you say to anyone except your attorney can be used against you.

For those people who have never been convicted (found guilty) of a crime, there are a number of programs available for first-time offenders. Please be advised that all of these diversionary programs are discretionary with the court after a hearing on the case. You may, therefore, wish to consult with an attorney before applying for a particular program. The following four (4) programs represent some, but not all, of these pretrial diversionary programs:

1. Alcohol Education Program

If you are charged with Operating While Under the Influence of Alcohol or Drugs, and you have never been convicted of Operating Under the Influence in Connecticut or any other state and you have never previously used the Alcohol Education Program, then you may be eligible for the Alcohol Education Program. This is a one year program with required classes and possible counseling. A

non refundable fee is required to participate in this program. If this program is successfully completed, the charges will be dismissed.

2. Accelerated Rehabilitation

If you are charged with a crime(s) not of a serious nature, and you have never been convicted of a crime in this state or any other state and have not utilized certain other diversionary programs, you may be eligible for the Accelerated Pretrial Rehabilitation Program, which is a pretrial program, carrying a period of probation of up to two (2) years: A non-refundable fee is required to participate in this program. If successfully completed, the charge(s) will be dismissed.

3. Family Violence Education Program

If you are charged with a domestic violence offense, you should check with the Family Relations Office in order to determine whether you qualify for the Family Violence Education Program, a program of up to two (2) years with an education component, which could keep you from a criminal record if successfully completed. With respect to any of these programs, it is solely within the discretion of the judge hearing your case as to whether or not you are a suitable candidate for the particular program and you may wish to have an attorney represent you. All three programs, if granted and thereafter successfully completed, enables the defendant to apply for dismissal of the charges. However, once you have used a particular program, you are forever barred from using it again.

4. Community Service Labor Program

If you are charged with the possession of marijuana or possession of narcotics, and you have never before been convicted of certain drug offenses, then you may be eligible for the Community Service Labor Program. If granted, the applicant must agree to perform community service with an approved, non-profit charitable organization. If the program is successfully completed, the possession charge will be dismissed. There is a limitation on the availability of this program.

5. Youthful Offender Status

If you are a youth between the ages of 16 and 17, you may be eligible for Youthful Offender Status. If adjudged a youthful offender, you would not be convicted of a "crime". You could, however, be committed to prison and / or pay a fine for being a Youthful Offender. If you successfully completed a court imposed sentences as a Youthful Offender, the court may erase the record of your arrest and prosecution when you reach age 21.

RECORD OF ARREST

If you are found not guilty of a charge for which you are arrested, or the charge is dismissed by the court, the law requires that all records of your arrest and prosecution be "erased" twenty (20) days after the dismissal. This does not mean the records are destroyed, but the clerk of the court and the police may not give information about your arrest to anyone. If the prosecutor "nolles" a charge for which you where arrested (that is, if he or she decides not to prosecute the case), all records of your arrest are also "erased," but not until 13 months after the nolle has entered.

Description of Juvenile Court Dependency Process

How a Case Gets to Court

The Dependency process begins when someone reports suspected child abuse or neglect or when a minor left without support as result of parents' incarceration/institutionalization, or parent unwilling to provide care.

An investigation is done by the Department of Social Services and if it is believed that the child's safety requires court protection, a petition is filed to declare the child a dependent of the Court.

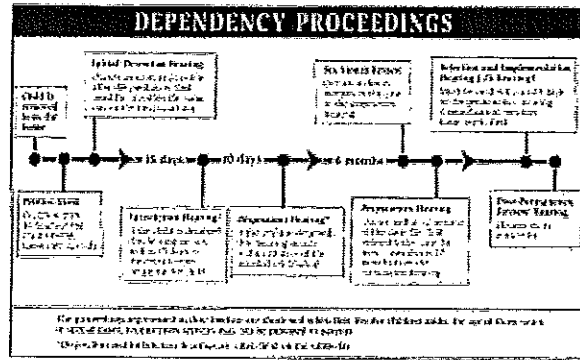
Basic reasons minors may become Dependents are:

- Minors suffering, or having substantial risk of suffering, serious physical harm inflicted nonaccidentally by parent/guardian.
- Minors suffering serious physical harm or illness, due to failure of parent to adequately supervise/protect minor, or negligent failure of parent to provide adequate food, clothing, shelter, or medical treatment, or inability of parent to provide regular care due to parents' mental illness, developmental disability, or substance abuse.
- Minors suffering serious emotional damage (severe anxiety, depression, aggressive behavior toward self/others) as result of conduct of parent.
- Minors suffering sexual abuse by parent, or parent fails to protect minor from sexual abuse.
- Minor left without support as result of parents' incarceration/institutionalization, or parent unwilling to provide care.

If reunification with the family is not possible, the Juvenile Court shall order an appropriate permanent plan for the minor's care such as adoption.

Outline of the Juvenile Dependency Process

Below is a graphical representation of the court process:



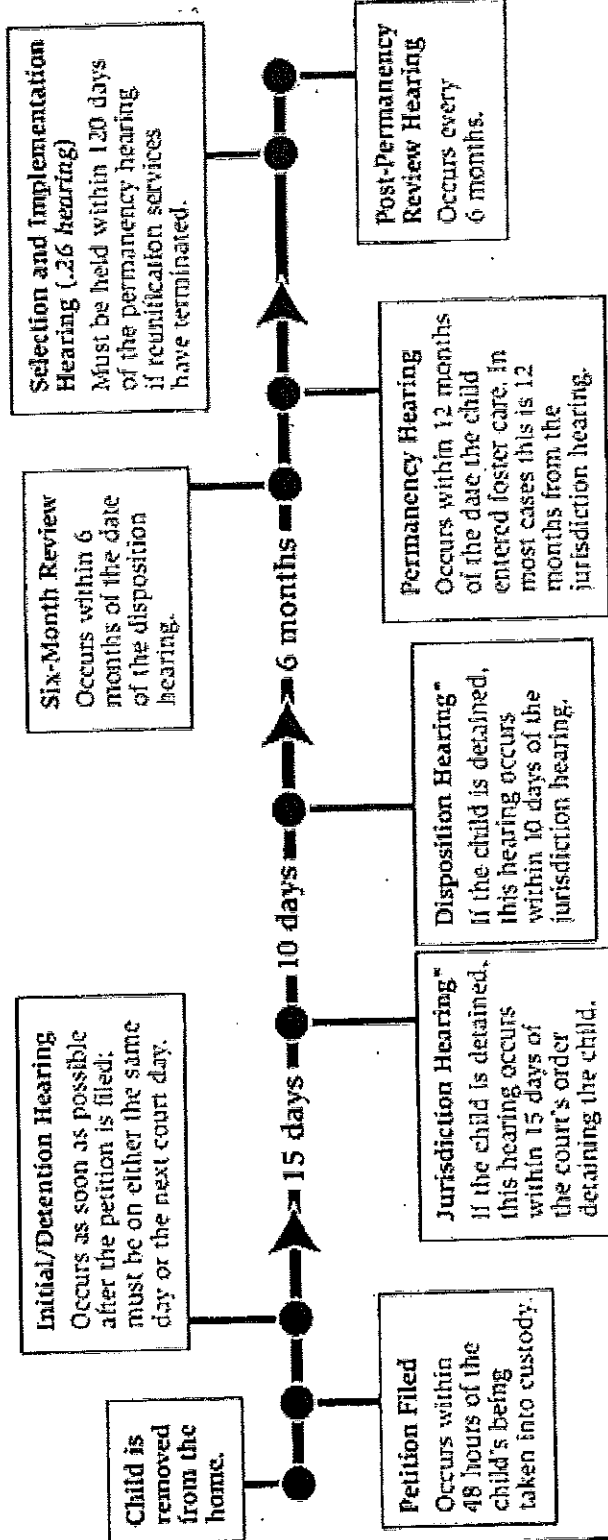
(Click to Enlarge)

- **Child is removed from the home.**
- **Section 300 Petition Filed**
 - Occurs within 48 hours of the child being taken into custody. An investigation is done by the Department of Social Services and if it is believed that the child's safety requires court protection, a Section 300 petition is filed to declare the child a dependant of the Court.
- **Initial/Detention Hearing**
 - Shortly after a child is removed from a parent, the juvenile court holds an initial court hearing, sometimes called the detention hearing. This hearing is the court's first chance to hear about the situation that brought the family to the attention of the Department of Social Services. At the initial hearing, the judge decides whether the child's safety requires that she be removed from her home until legal proceedings take place on the allegations of abuse or neglect, and whether she should stay in the temporary custody of the Department of Social Services. This hearing happens as soon as possible after the child is removed from her home, and before the end of the next court day after the petition is filed.
- **Jurisdiction Hearing**
 - The child's parents have a right to a trial on the allegations of abuse or neglect charged against them. At this hearing, the court receives evidence and determines whether the allegations of abuse or neglect are true. If true, then the court sustains, or upholds, the petition. To do this, the court must determine whether the child fits one of the descriptions in Welfare and Institutions Code section 300, which authorizes the court to intervene for a child's protection. The jurisdiction hearing must be held within 15 days of the court's order detaining the child.
- **Disposition Hearing**

- If the juvenile court finds at the jurisdiction hearing that the child was abused or neglected, the court may decide to make the child a dependent of the court.
- If the court declares that the child is a court dependent, the judge then decides whether the child should remain with a parent or be legally removed from the parents' care. If the child is removed from the parents, the court then considers who should care for the child. The court must consider relatives as the first placement alternative. If placement with a relative is not possible, the child is usually placed in a foster home.
- In most cases, the court orders a reunification plan for the parents so that the child can return home. A reunification plan describes the responsibilities and duties of both the social services department and the parents to remedy the problems that caused the child's removal. At the disposition hearing the court can also make orders about visitation, issue restraining orders, and make any other orders the judge finds are in the best interest of the child.
- **Six Month Review Hearing**
 - The juvenile court must review the cases of all children placed in foster care at least once every six months. At the first review hearing, information is given on the parents' progress with their reunification plan (court ordered services) and on how the child is doing in foster care. The court may return the child to his home or may order that the child continue to live in a foster home.
- **Permanency Hearing**
 - A permanency hearing must be held within 12 months of the date the child entered foster care. The court will decide if the child can safely be returned home or if efforts to reunify the child with her birth family should end. In some cases, the court may decide to continue trying to reunify the family. It is important to remember that terminating reunification services does not terminate parental rights. The child's parents are often able to continue visits and other involvement with the child even if the court terminates reunification services.
 - If the child cannot return home, another permanent plan will be selected at the permanency hearing. That plan could be adoption, legal guardianship, or another planned, permanent living arrangement. The preferred choice is the most permanent home possible for the child, so the court considers first adoption and then legal guardianship. If neither of those options is possible or neither is in the child's best interest, then the judge orders another planned, permanent living arrangement.
- **Selection and Implementation (or .26) Hearing**

- Within 120 days of termination of reunification services for the child's parents, a Selection and Implementation Hearing must be held. (This is sometimes called the *.26 hearing* because the law governing it appears in Welfare and Institutions Code section 366.26.) The county social worker prepares a report for this hearing that includes information about the child and a preliminary assessment of whether the child is likely to be adopted, and may identify any prospective adoptive parents.
- At the selection and implementation hearing, the court can permanently terminate parental rights and order that the child be placed for adoption. **If no adoptive home has been identified, the court can order adoption as the permanent plan and order the county social worker to find an appropriate adoptive home for the child.**

DEPENDENCY PROCEEDINGS



The proceedings represented in this timeline are shortened when they involve children under the age of three years.

In special cases, reunification services may not be provided to parents.

*Disposition and Jurisdiction hearings are often held on the same day.

ACTIONS AGAINST THE LAW

Absolute discharge

In certain circumstances, when the court has found a person tried to be guilty, instead of sentencing, it may make an order discharging them absolutely. This is competent where the offender is convicted on indictment, or where he is charged before a court of summary jurisdiction with an offence which the court is satisfied he committed. In either case the court must be of the opinion, having regard to the circumstances, that it is inexpedient to inflict punishment.

Absconding from Justice

e.g. failure to appear for trial.

Accused (see Pannel)

A person charged with the commission of a crime or offence.

Acts of Adjournal

Acts made by the High Court of Justiciary which contain rules for regulating court procedure.

Admonished (also: Admonition)

If a person is found guilty, and the offence is considered trifling, or there are special circumstances associated with the accused or the offence, the court may dismiss the person with an admonition.

Advocate Depute

Advocate appointed by the Lord Advocate to assist him and the Solicitor General in the discharge of their functions. Also known as Crown counsel.

Aggravated assault (examples of indictments):

- Assault to injury/ to severe injury/ to injury of the person/ to permanent disfigurement/ to the effusion of blood/ to the danger of life/ by cutting and stabbing
- Indecent assault (see Rape)
- Assault with intent to ravish (see Rape)

Appellant (see Court of Criminal Appeal)

A person who appeals to a higher court against the decision of a lower (inferior) court.

Art and part

Acting in the capacity of an accessory or accomplice.

Assault (also: assault with attempt to rob; assault and robbery etc.)

Any act of violence or attack on the person, including an attack threatened.

Assize

List of potential jurors.

Assolized (Assolized simpliciter)

To free, or to be absolved of guilt.

Avizandum (Latin)

When a judge decides to take time to consider a case, reach a decision and write the judgement, the court is said 'to make avizandum'.

if

When a person charged with a crime applies to the court for liberation on bail. The prosecutor is entitled to be heard, and to seek a refusal of bail. The crimes of murder and treason are not bailable.

Bail bond forfeited

Failure of the accused to appear for trial and bail bond retained by court.

Banishment

Banishment, either from Scotland or from a county, was a sentencing option available to the courts until the early 19th century.

Base coin (also: Contravention of 2 Will. IV, c. 34; 24 & 25 Vict.)

Manufacturing, forging or using counterfeit coins or money.

Bestiality

Unnatural carnal connection or sexual intercourse with animals.

Bigamy

Knowingly entering into an unlawful marriage with a third party while the previous spouse is still alive (includes contravention of 17 & 18 Vict., c. 80, s. 60 (Registration Act))

Breach of the peace

Crime used to cover a wide range of socially disruptive or offensive behaviour. Typically, a public disturbance by an individual, or individuals, or conduct interfering with the peace of a neighbourhood.

Breach of trust and embezzlement (Breach of trust, fraud and embezzlement)

Felonious appropriation of what has been entrusted to the accused.

Burden of proof (see Proven and Not proven)

The onus, or burden, of proving the case against an accused. The prosecution (Crown) has to prove guilt beyond reasonable doubt.

Capital punishment

The death penalty, or death by hanging. Until 1834, there were almost fifty capital crimes in Scotland, but the numbers were reduced by statute. Eventually the death penalty was restricted to cases of murder, attempted murder and treason until its abolition in 1964.

Cattle-stealing (also: Horse-stealing and Sheep-stealing)

Theft of livestock.

Celebrating clandestine marriages

Conducting unlawful marriages.

Child murder, or concealment of pregnancy (Contravention of Concealment of Birth (Scotland) Act 1809; Con. 49 Geo. III, c. 14)

When a woman concealed her pregnancy during its course and did not seek help or assistance at the birth, and the child was found dead or missing. Concealment meant non-disclosure not merely active deception.

Clandestine injury (see Rape)

Sexual intercourse with a sleeping or unconscious woman

Committal

A person charged with a serious crime may be committed to remain in an institution pending trial on indictment.

Coining and uttering base coin (see Base coin)**Concealment of pregnancy (see Child murder).****Contempt of court**

Disregard for the authority of the court, including committing disorderly behaviour in court, improper conduct intended to influence the course of justice, or bringing the administration of justice into disrepute.

Conspiracy.

Where two or more persons agree to carry out a criminal purpose.

Court of Criminal Appeal

Established under The Criminal Appeal (Scotland) Act 1926. Consists of three judges to hear appeals for criminal cases falling under solemn procedure.

Culpable and reckless conduct (also: Culpable violation and neglect of duty)

Culpable and reckless acts which cause injury to others or which create a risk of injury.

Culpable homicide (voluntary/ involuntary)

Intentional/ reckless act with some diminishing factor/ death caused unintentionally by criminal act or culpable negligence

Deforcement (also: Obstructing etc.)

Resistance to messengers-at-arms, customs officers, police or other officers while employed in the execution of their legal duties.

Diet

A sitting, or meeting of the court for the purpose of taking steps in the proceedings in any prosecution.

Diet deserted

A sitting abandoned.

Diet deserted pro loco et tempore

A sitting abandoned for another time and place.

Embezzlement (see Breach of trust)**Extortion (also: Attempted extortion) –**

Where goods are obtained by a threat of future violence or some other kind of threat

False accusation

Falsely accusing another of committing a crime.

Falsehood, fraud and wilful imposition (also: Fraud; Falsehood; Falsehood and Wilful imposition)

Fraud or falsehood by word of mouth, writing or conduct; fraud, uttered with the intent to cheat; and wilful imposition, with the intention that it has been carried into effect.

Firearms offences (examples)

Firing a loaded weapon with intent to cause injury or death

- Discharging a loaded firearm/ gun, or fowling piece/ revolver/ pistol/ rifle
- Assault by firing a loaded firearm/ gun/ revolver etc.
- Contravention of 10 Geo. IV, c. 38, s. 2

Fire-raising (see Wilful fire-raising)**Fisheries offences (see Poaching)****Forgery (also: Uttering forged writings)**

Forgery per se is not a crime. The crime is uttering, i.e. using as genuine a fabricated writing falsely intended to pass as genuine the writing of another person.

Fraud (see Falsehood etc.)**Fugitation**

Sentence imposed upon an accused who fails to appear for trial at the appointed diet (declared 'outlaw and fugitive', or sentence of 'outlawry' imposed)

Furtum usus (Latin)

Clandestinely taking possession of and using

Habit and repute

A criminal by habit and repute; an habitual criminal

amesucken

assault upon a person in the victim's home

High Court (The High Court of Justiciary)

The supreme criminal court in Scotland. It consists of the Lord Justice-General (who is the head of the court and the same person as the Lord President of the Court of Session, the supreme civil court), the Lord Justice-Clerk, and the other judges of the Court of Session. When sitting in the Court of Justiciary, the judges are known as Lords Commissioners of Justiciary.

Housebreaking (also: Housebreaking with intent to rob)

Unauthorised affected entry of building which is secured.

Incest

Offences committed under the Incest Act, 1567. This could be construed as sexual intercourse with ascendants up to great-grandparents and descendants down to great-grandchildren, with brothers or sisters, nephews or nieces, aunts or uncles, and adoptive or former adoptive parents and children. The offence is committed where the relationships are of half blood as well as full blood.

Inferior court

A court of lesser jurisdiction. In Scotland these would be sheriff courts, justice of the peace courts, burgh courts and police courts.

Indictment

Served on the accused. It lays down the charges about the commission of a serious offence or charge.

Intran (Latin)

Enter. Occurs before noting a person or persons present in court eg 'Intran Thomas Baikie present prisoner in the Tolbooth of Inverness'.

Jurisdiction

power to hear and decide. The High Court is a court of 'first instance' and has the power to hear and decide cases coming before it directly.

Lewd practices (also: Lewd, indecent and libidinous practices and behaviour)

Criminal actions used towards children under the age of puberty. Also an offence if committed against a girl between the age of 12 and 16 years.

Lord Advocate (see Advocate Depute)

The senior law officer of the Crown in Scotland responsible for the taking of criminal proceedings.

Malicious mischief (also: Malicious damage)

Destruction or injury to property without the direct intention of removing it from its rightful owner, including a deliberate or wicked intent to injure.

Mobbing and rioting

Forming part of a mob engaged in disorderly, criminal behaviour. The crime consists in combining to the alarm of the lieges (public) for an illegal purpose, or in order to carry out a legal purpose by illegal means, e.g. violence or intimidation. It is the common purpose which distinguishes it from Breach of the Peace.

Murder (also: Attempted murder)

Unlawful killing of another with intent to kill, or with wicked recklessness to life.

Not proven (see Burden of proof)

The Crown has failed to prove the case against the accused beyond reasonable doubt. It is the equivalent of a 'not guilty' verdict. Both verdicts are acquittals, and have the effect that the accused cannot be tried again for the same offence.

Obstructing and deforcing officers (see Deforcement)

Opening lockfast place (see Theft)

Breaking into a locked premises/house/safe.

Pannel (see Accused)

Person brought to trial; the accused.

Perjury

Judicial affirmation of falsehood while under oath.

Plagium (Latin)

Theft of an infant.

Poaching (also: Night-poaching; Con. Night Poaching Act, 1828 & 1844; Con. Game (Scotland) Act, 1832)

The unlawful taking of game or rabbits by night.

Precedent

An example, the judgement of a court or a proposition of law, which may or must be followed.

Precognition

A precognition is a preliminary examination of a person who may be required to give evidence in a criminal trial or civil proof.

Procurator fiscal

The public prosecutor in inferior courts.

Proven (see Burden of proof)

The Crown has proven the case against an accused beyond reasonable doubt. It is the equivalent of a 'guilty' verdict.

Prison breaking

Escaping from lawful confinement.

Rape (also: Attempted rape; Assault with intent to ravish; Clandestine injury; Indecent assault)

Sexual intercourse with a woman by means of the forcible overcoming of her will. Offences such as the carnal knowledge of a woman while asleep, or connection with a woman rendered insensible by drink, may be indicted as 'clandestine injury' or 'indecent assault'.

Reset

Feloniously receiving or retaining goods, obtained by theft, robbery etc., knowing that they have been dishonestly appropriated.

Road traffic offences (examples)

- Contravention of the Motor Car Act, 1903
- Contravention of the Road Traffic Act, 1930

Robbery

Felonious appropriation of property by means of personal violence. The property does not require to be upon the owner at the time.

Sedition

Attempting to disturb the tranquillity of the State for the purpose of producing public trouble or commotion.

Ship-breaking

Unauthorised affected entry of a ship or vessel.

Sine die (Latin)

Without fixed day.

Sodomy

Male homosexual intercourse, construed as act of gross indecency.

Stouthrief

Theft accompanied with violence.

Solemn procedure

Procedure in the criminal courts in which a person is charged on indictment, and the trial is heard before a judge and a jury of 15 persons.

Statutory Offences (examples)

- **Contravention of Concealment of Birth (Scotland) Act 1809**
Taking unlawful steps to conceal birth
- **Contravention of Explosive Substances Act 1883**
Unauthorised usage of explosive substances
- **Contravention of Road Traffic Act, 1930**
Driving offences
- **Contravention of 1 Vict., c. 36 (Post Office Act)**
Offences against the Royal Mail or stealing letters
- **Contravention of Prevention of Corruption Act, 1906**
Offences relating to dishonesty

Subornation of perjury

Inducing another to commit perjury.

Summary procedure

Procedure in the criminal courts in which a trial is heard before a judge sitting alone. Courts of summary jurisdiction deal with less serious offences.

Theft

Dishonest appropriation of property without the owner's consent, with intent to deprive them of its use, either temporarily or permanently:

- Theft by opening lockfast places
- Theft by housebreaking
- Attempted theft
- Theft of a motor vehicle

Threats

The making of oral or written threats.

Trial

The hearing of a case in criminal proceedings.

Uttering (see Forgery)

Verdict

The judgement given, after proceedings in a criminal court have reached final conclusion.

Witness

A person who, on oath or solemn affirmation, gives evidence in an action.

Wilful fire-raising (also: Fire-raising; Culpable and reckless fire-raising)

Deliberate or reckless burning of another's property. The gravity depends upon whether the act was done recklessly or wilfully.

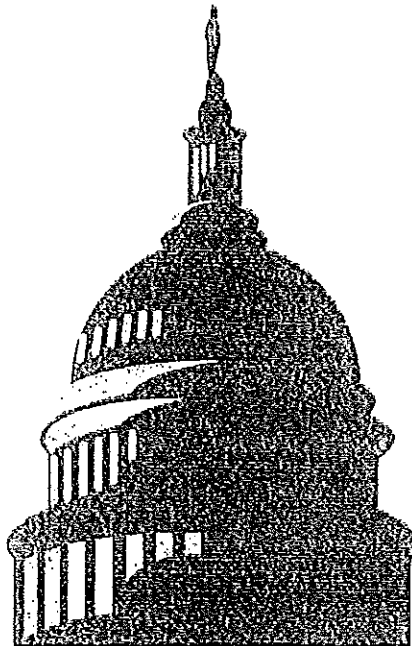
Independent Living Skills Module IV



ACTIVITY

Research the possible legal consequences for the following offenses and record the answers in the chart below.

Offense	Penalty
<i>Shoplifting</i>	
<i>Driving Without a License</i>	
<i>Robbery</i>	
<i>Possession of Stolen Property</i>	
<i>Assault</i>	
<i>Possession of Drugs</i>	
<i>Possession of a Dangerous Weapon</i>	



Independent Living Skills Module IV

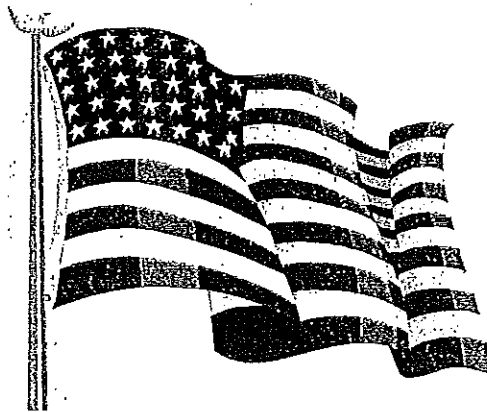
THE RIGHT TO VOTE

The government of the United States of America is a democracy which, as you know, means that its citizens (age 18 and older) have the right to vote.

Officials at all levels of government -- from the President of the United States to the mayor of a city -- are elected by the citizens.

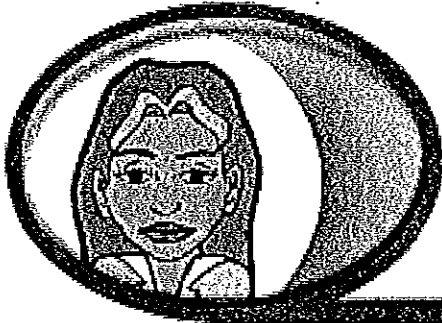
Before you can vote in an election, however, you must:

- be 18 years of age or older; and
- register to vote.



ACTIVITY

1. Find out where and when you can register to vote in your town/city.
2. Find out where you would go to vote if you were eligible to vote in the next election.



LEASE AGREEMENT

(Sample - For Instructional Purposes Only)

THIS AGREEMENT, entered into this day of:

By and between:

_____, lessor

and

_____, lessee;

UNDER WITNESSETH:

Let unto lessee and lessee hires that for and in consideration of the payment of the rents and the performance of the terms of lessee's covenants herein contained, lessor does hereby demise and let unto the lessee and lessee hires from lessor for use as a residence those certain premises located at

(indicate one)

On a month to month tenancy beginning _____

For a term of _____,
commencing _____,
and ending _____

at a rental of \$ _____ per month, payable monthly in advance on the _____ day of each and every month.

Rents are payable at the following address:

It is agreed that if rent is unpaid after 5:00pm 4 days following due date, the lessee shall pay a one time late charge of \$ _____. Any dishonorable check shall be teated as unpaid rent and be subject to the same late charge plus a \$ _____ special handling fee and must be made good by cash, money order or certified check within 24 hours of notification.

IT IS FURTHER MUTUALLY AGREED BETWEEN THE PARTIES AS FOLLOWS:

- 1) Said premises shall be occupied by no more than _____ occupants;
- 2) Lessee shall not violate any city ordinance or state law in or about said premises;
- 3) Lessee shall not sub-let the demised premises, or any part thereof, or assign this lease without lessor's written consent;
- 4) If lessee fails to pay rent or other charges promptly when due, or to comply with any other term or condition hereof, lessor at lessor's option, and after proper written notice, may terminate this tenancy;
- 5) Lessee shall maintain the premises in a clean and sanitary condition at all times, and upon the termination of the tenancy shall surrender same to lessor in as good condition as when received, ordinary wear and tear and damage by the elements excepted; a fee is herewith paid, no part of which is refundable for cleaning up and restoring the premises in the amount of \$ _____.
- 6) There shall be working locks on all outside doors; lessor shall provide lessee with keys for same;
- 7) *(indicate one)*
 - Lessee
 - Lessor

shall properly cultivate, care for and adequately water the lawn, shrubbery and grounds;
- 8) Lessor shall supply electric wiring, plumbing facilities which produce hot and cold running, safe drinking water and adequate heating facilities;
- 9) Lessee shall pay for all natural gas, electricity, and telephone service. All other services will be paid for by Lessor and Lessee as follows:

	Lessee Lessor		Lessee Lessor		
Water	<input type="checkbox"/>	<input type="checkbox"/>	Garbage	<input type="checkbox"/>	<input type="checkbox"/>
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

- 10) Lessee agrees to assume all liability for, and to hold lessor harmless from, all damages and all costs and fees in the defense thereof, caused by the negligence or willful act of lessee or lessee's invitees or guests, in or upon any part of the demised premises, and to be responsible for any damage or breakage to lessee's equipment, fixtures or appliances therein or thereon, not caused by lessor's misconduct or willful neglect.
- 11) The lessor, after 24 hours' written notice specifying the causes, may immediately terminate this agreement and take possession if:
a) Lessee's pet seriously threatens or inflicts personal injury upon the lessor or other tenants; b) Lessee's concern inflicts any substantial damage to the premises; c) Lessee has vacated the premises, the person in possession is holding contrary to a written rental agreement that prohibits subleasing the premises to another person to occupy the premises without written permission of the lessor, and the lessor has not knowingly accepted rent from the person in possession; or d) Lessee's concern commits any act which is outrageous in the extreme;
- 12) The owner (or agent of service) is: _____;
Address: _____
- 13) Any holding over by lessee after the expiration of this agreement or any extension thereof, shall be as a tenancy from month to month;
- 14) If this is a month-to-month tenancy only, then this agreement may be terminated by either party giving the other at anytime not less than 30 days' notice in writing prior to the date designated in the tenancy termination notice, whereupon the tenancy shall terminate on the date designated;
- 15) Lessor acknowledges the receipt of \$ _____ as a security deposit, of which lessor may claim all or part thereof to remedy lessee's defaults in the performance of this agreement (including nonpayment of past due rent) and to repair damage to the premises.
- 16) Pets are
 a) allowed
 b) not allowed
 c) if allowed, "pets" consist of _____
- 17) The following personal property is included and to be left upon the premises when tenancy is terminated:

IN WITNESS WHEREOF, the parties hereto have executed this agreement in duplicate the day and year first above written and lessee acknowledges receipt of a copy of this agreement.

Lessor

Lessee

Independent Living Skills Module IV

In addition to the resources in your community, state-wide and national hotlines offer assistance and can refer you to local organizations for help. The following listing is a sample of hotlines which might be helpful to you now or in the future.

Adult Literacy Hotline.....	800-447-8844
AIDS Hotline (English).....	800-342-2437
AIDS Hotline (Spanish).....	800-344-7432
AIDS Teen Line.....	800-234-8336
Alateen/Alanon.....	617-843-5300
Alcoholics Anonymous.....	617-426-9444
Alcohol Hotline.....	800-ALCOHOL
Ask-A-Nurse.....	800-544-2424
Battered Women's Hotline.....	800-899-4000
Career Learning Line.....	800-442-1171
	617-536-0200
Dating Violence Youth Hotline.....	617-773-HURT
Drug Abuser Anonymous.....	800-274-2042
Drug and Alcohol Hotline.....	800-327-5050
Gay and Lesbian Hotline.....	617-267-9001
High Education Center at Boston Public Library.....	800-442-1171
	800-442-1171
Hunger Hotline.....	617-523-7010
	800-645-8333
Massachusetts Department of Education.....	617-888-8888
Massachusetts Department of Transportation.....	617-267-6260
Narcotics House.....	800-234-0420
Planned Parenthood.....	800-682-9218
Rape Crisis Hotline (English).....	617-492-RAPE
Rape Crisis Hotline (Spanish).....	617-492-2803
Samaritans.....	617-247-0220
Samarateens.....	800-252-8336
Smokenders.....	800-828-4357
Teen Alcoholism Hotline.....	800-252-6465

LS-16

PM: CT Hotlines and Services

Office of Policy and Management Program Victim

CT Hotlines and Services Victims of Crime

Services and Hotlines in Connecticut

If you need help in finding services, the **Office of Victim Services, Connecticut Judicial Branch**, is the state's lead agency for providing services to victims of violent crime. OVS is located at 225 Spring St., Fourth Floor, Wethersfield, Connecticut and can be reached by calling:

Office of Victim Services Contact	Phone	TDD	Toll-free
Administration	860-263-2760	860-263-2778	800-822-8428
Services	860-263-2760	860-263-2778	800-822-8428
Compensation	860-263-2761	860-263-2779	888-286-7347

Please visit the [OVS website](http://www.ojs.ct.gov) for information on victim compensation programs, information and referral services, victim's constitutional rights and notification of the status of an inmate.

<http://www.jud.ct.gov/crimevictim/>

Connecticut Domestic Violence Hotline

You can be immediately connected with services in your area by calling the toll free domestic violence hotline at:
1-888-774-2900

Connecticut Coalition Against Domestic Violence (CCADV) Services

[CCADV Homepage](http://www.ccadv.org)

Connecticut Sexual Assault Hotline

You can be immediately connected with services in your area by calling the toll free sexual assault hotline

Statewide 24 Hour Toll Free Hotline

1-888-999-5545 English
1-888-568-8332 Español

Connecticut Sexual Assault Crisis Services (CONNSACS)

All services are free and confidential
<http://www.connsacs.org/index.htm>

State of Connecticut, Office of the Victim Advocate (OVA)

<http://www.ova.state.ct.us/>

The Office of the Victim Advocate (OVA), is an independent state agency that monitors and evaluates how victims are treated by the criminal justice system in Connecticut. Please visit the OVA website for information on victim's

15-17

rights and investigational reports.

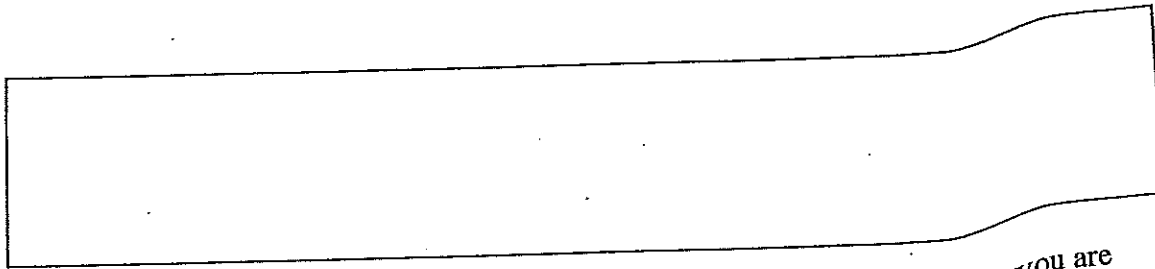
State of Connecticut, Department of Children and Families (DCF)

<http://www.ct.gov/dcf/cwp/view.asp?a=2556&q=314388>

The DCF has a single point of contact statewide for the reporting of suspected child abuse and neglect. The Child Abuse and Neglect Hotline operates 24 hours a day and seven days a week. Anyone who suspects that a child has been abused or neglected or is in danger of abuse or neglect is strongly encouraged to call the Hotline. The toll free number is 1-800-842-2288. Also, see the child abuse and neglect definitions that are part of this website.

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Independent Living Skills Module V



Prior to looking for an apartment, you will also have to decide whether or not you are willing to sign a detailed rental agreement, called a lease. Most landlords require tenants to sign a lease, which defines responsibilities and expectations for both parties. Leases offer protection to the tenant and the landlord. They are legal documents and, therefore, binding. By signing a lease, tenants usually commit to keeping the apartment for 12 months and are held financially responsible for the rent during this period. Leases also specify rules and restrictions for tenants, i.e. pets, use of the apartment facilities (pool, laundry), noise levels, parking, etc. Most leases also require that tenants do not sublease (rent the apartment to someone else) without permission.

In general, a lease is considered a legal contract whose conditions are agreed upon when both the tenant and the landlord sign their names. So be sure to read the entire agreement carefully and thoroughly before you sign a lease.

ACTIVITY

Read the sample lease below and answer the questions which follow.

This 1st day of September, 19__,
 herein called ("Lessors") hereby lease to _____
 herein called the ("Lessee") the following premises: A first floor apartment located at _____.

Rent per month: Six Hundred Thirty Five Dollars (\$635.00), term: 12 months,
 commencement date: September 1st, 19__.

1. Rent

The monthly rental to be paid by the Lessee for the apartment shall be as indicated above to be paid on the 1st day of each and every month, in advance, so long as this Lease is in force and effect.

2. Security Deposit

The Lessor agrees to hold the security deposit of Six Hundred Thirty Five dollars in an interest bearing escrow account, as a security deposit for the full, faithful, and punctual performance by the Lessee of all lawful covenants and conditions of this lease. It is understood that this security deposit may be applied to damages caused by the Lessee. The Lessors will return the security deposit, less the amount applied to damages, with interest as required by law and make a full accounting to the Lessee for a period of 30 days after the building is vacated. It is further understood that the security deposit is not to be considered prepaid rent, nor shall damages be limited to the amount of this security deposit.

LS-18

Lessee further agrees that upon vacating the apartment, it will be returned to a similar condition as when it was rented, reasonable wear and tear excepted.

12. Complete Agreement

It is agreed, except as herein otherwise provided, that no amendment or change or addition to this lease shall be binding upon the Lessors or Lessee unless reduced to writing and signed by the parties hereto. It is hereby agreed that this is the entire agreement of the parties.

13. Joint and Several Obligations

If this Lease is executed by more than one person or entity as Lessee, then and in that event all the obligations incurred by the Lessee under this Lease shall be joint and several.

14. Severability

Unenforceability for any reason of any provision(s) of this Lease shall not limit or impair the operation or validity of any other provision(s) of this Lease.

15. Holdover

If the Lessee remains in possession without the written consent of the Lessors at the expiration of the term hereof or its termination, then the Lessors may recover, in addition to possession, the monthly rental stipulated above for each month, or portion thereof, during the Lessee's holdover plus either one and one-half (1-1/2) times the monthly rental or the actual damages sustained by the Lessors, whichever is greater, plus the Lessor's costs of recovering said amounts and possessions, or if the apartment appears to have been abandoned.

16. Right of Entry

The Lessors may enter the apartment at any time where such entry is made necessary by an extreme hazard involving the potential loss of life or severe property damage, and between 8:00 a.m. and 8:00 p.m. in order to inspect the apartment, to make repairs thereto, to show the same to a prospective or actual purchaser or tenant, pursuant to court order, or if the apartment appears to have been abandoned.

17. Delivery of Lease

The Lessors shall deliver a copy of this Lease duly executed by the Lessors or their authorized agent, to the Lessee within thirty (30) days after the Lessee delivers and executed copy of this Lease to the Lessors.

18. Renewal/Notice to Quit

It is understood that the Lessee shall notify the Lessors of her/his intention to renew the Lease at the expiration of the term, or, alternatively, shall notify the Lessors of his/her intention not to renew within thirty (30) days of the end of the lease term.