**Morning Session**

* **Toby:**  Initial question – most of this work has been with kids, but when thinking about adults how do you recruit these adults we are talking about – are they the long-term unemployed, have they been in several job search program, or are they newly unemployed?
* **DICK:** This work hasn’t been exclusively applied with kids; it’s also been done with adults with traumatic brain injury. The work we have to do always comes down to behavior. The behavior may look like an executive skill disorder when it is actually a breakdown on EF skills. But in terms of breaking down the populations, you should triage.
* **DONNA:** I think everyone’s population depends on the specific program. We have to think about how to reduce the stress in order for them to use the EF skills they have. That’s taking into account the context and situation. What you can do to reduce demand? Then you look at a person’s profile to address individual needs. What can you do on the environmental side to reduce the demands? What can be done on a program level and what can be done on an individual level? Individual interventions then can be tailored to do in an individual or group setting. What environmental mods can be created to help make those tasks less demanding?
* **DICK:** If you want people to engage in a task that is not immediately relevant to their daily needs, then you need to take care of their other needs beforehand. What are the things that are most on people’s minds to make them worry? How do we address those concerns?
* **DONNA:** What I love about MOMS is that they do the CBT to prepare them for what comes next and building skills. They are not starting with job search first.
* **TERRI:** But CBT isn’t necessarily used for stress management.
* **JOHN:** We stay away from clinical terms; moms know it as stress management. And we also promote other activities for wellness. Stress management is co-taught with a clinician for fidelity. And the work part will be with a clinician as well
* **DONNA:** They also have homework. Community ambassadors available for help with homework.
* **DONNA:** Terri has several questions about trauma-informed care, CBT, etc. Dick can you address?
* **DICK:** What do you mean by trauma-informed care?
* **TERRI:** Trauma-informed is supposed to apply to non-mental health care system?
* **JOHN:** It is to understand how trauma has affected and still impacts clients’ lives
* **DONNA:** My understanding of trauma informed care and that terminology is to help people to understand the impact of trauma in people’s lives for non-mental health services and to deliver services accordingly. Not treatment, but a set of principles for services.
* **DICK:** I don’t provide treatment anymore, but if a kid has PTSD or something, I don’t want teachers to be the therapist.
* **TERRI:** Right. It’s not that we are asking teachers to do therapy but to know that it is there.
* **DICK:** In their attempts to be helpful, they could be making things worse. Those kids need to be taken out of that environment. But the bottom line is we need to get these people to exist in the world on the world’s terms and not their term. If we want them to integrate into society, they have to be able to function in the norm of societal expectations. So everything we do comes from this expectation. Caveat: make it easier for individuals to survive in that environment until they can develop those skills. So there has to be environmental modifications. Early accommodation as a training ground.
* **DONNA:** Boyd when you mentioned doing accommodations first then work, I also thought of how MOMS does CBT first then work. Your changing the demands in the IPS model before work may be feaible
* **BOYD:** the idea of “fixing” people first has been shown not to work in the voc rehab world. The skills are not necessarily translating.
* **DONNA:** I don’t thinks MOMS is the same thing. I don’t think they are trying to “fix” them, but give them skills
* **JOHN:** I agree (ex: woman who worked for John whose world fell apart). This woman needed to be mentally stabilized then given some job readiness assistances and she could be on her way.
* **BOYD:** But if you have an individual who wants to work now, you don’t stop that and do CBT. It needs to be flexible.
* **JOHN:** There is an assessment first and then it is determined if the person who needs CBT or not
* **BOYD:** In IPS and voc rehab in general, I want to make sure it’s understood that these models can be flexible and can accommodate different levels of need and skills. Meet person where they are at.
* **DICK:** All we’ve been talking about for the last day is fixing people but fixing people for the context of the situation. Figure out what the employee needs for a particular situation – that’s where the behavior list comes in. Do a task analysis for the context (ideal employee profile from employer). Then triage for people who come into the program
* **BOYD:** The only thing I would add to that is motivation. With school, no one wants to be there. At a job, they are getting paid, they enjoy it, they are motivated
* **DICK:** Motivation is the entry point for all of this.
* **LINDSEY:** I want to go back to this idea of people’s stress in their lives. When we are designing programs to empower them to reduce the stress and access the skills they already have and tap into some motivation.
* **DICK:** successful programs have those elements. Meeting basic needs first
* **KATE:** We get people there with pizza and gift cards, but once they understand their identity, people will stay. It’s redesigning program and thinking about how to entice people.
* **DONNA:** I recently talked to someone who runs a Career Pathways program for HeadStart. The staff sees the benefit as greater than the cost, but the clients see the cost as greater than the benefits. How do we reconsider cost or perceived costs? I think what we’ve done with TANF is that we’ve cycled people through so many times, they don’t think they are going to get anything they haven’t gotten before.
* **KATE:** How to change the system? TANF is not hiring voc rehab folks. We need a different skill set; how do we restructure the field?
* **BOYD:** We talk about external interventions like child care and transportation, but I don’t hear a lot about the internal interventions like CBT which require a unique skill set.
* **DICK:** About training staff: We can create fidelity check lists to what extent can they demonstrate this skill. Develop very concrete markers for people to look at; making people good evaluators. It’s about making people good evaluators. We can train peer coaches.
* **JILL:** We have changed our hiring practice and trained staff. For some case managers who have worked for 20 years, coaching is not a good fit.
* **DONNA:** In IPS you still get 50% of people getting jobs, what do you do to get more people in jobs?
* **BOYD:** Case managers can tell if an issue is a product of the disability or a result of chronic poverty.
* **DICK:** It’s not just the external conditions; some people handle similar situations differently. EF should not be the only intervention; how do we focus on the people who do not manage the environment well? Whether it’s CBT or whatever, how do we get people to manage their stress in the environment?
* **BOYD:** The traditional model is going into the office to get mental health services.
* **DICK:** It’s a terrible model. Psycho therapists need to go into community
* **TERRI:** Keep hearing about triage. But maybe we need multiple levels of triage. This would affect our staffing models. We need more clinicians. Need to go beyond job development to job reconfiguration. Those with most barriers need longer-term supported employment but don’t have a way to provide in a sustained manner. We need policy change to allow for different pathways.
* **DICK:** If you wait for the policy change, won’t deal with issues at hand. Need a starting point. Relieve the immediate stress give coping skills and environmental accommodation. What are pretty good predicative discriminators for triage? We don’t know.
* **KATE:** we are getting so big, I think we need to start small. I can work backwards
* **DONNA:** I think if we took EF seriously, we would do assessment different, programs differently, etc. Right now they don’t focus on time management, goals setting, etc.
* **DICK:** Don’t have to fix all the EF skills, but just the EF skill(s) that annoys the employer.
* **KATE:** Isn’t that the key with motivation? The problem is the program is trying fix the person and not asking the family what their needs or issues are.
* **TERRI:** I wonder if we need to be talking about which EF skills are necessary for entry level employment.
* **DONNA:** When you think about what it takes to be good at job search there are skills we never focus on, the foundational skills
* **BOYD:** But some of the skill necessary in job search are not as important for the job
* **DONNA:** The foundational skills are the ones that can lead to job loss. We can go through and say, which skills would be good for job search and/or keeping a job

*List from group:*

* Goal-directed persistence (job search and employment)
* Task Initiation (Job search)
* Response inhibition (employment and job search)
* Sustained attention (job search and employment)
* Cognitive flexibility - ability to think beyond boundary (not specified)
* **DONNA:** we should go through and think about what our behaviors for foundational skills are the strategies.
* **DICK:** *Situational Factors Impacting EF skills (Barkley, Guare*): If you are stressed, your time horizons shrinks to what is happening right now. When focused on context, much more drawn toward immediate gratification; “what takes care of me right here and right now?” And because of that people make bad decisions. Teens are very context dependent.
* Think about how to make the context better 🡪 contextual interventions (Incentives, pay people, environmental modification). Change staff expectations, “this is the best we can do right now.” Back to baby steps notion.
* As soon as I introduce a contextual variable that allows a person to endure an environment for longer as normal, I’ve built response inhibition. Goal directed persistence is simply delayed gratification. Have to teach a person to stop in a small way, have to get my foot in the door. Barkley’s distractors: TV, social media

**DONNA:** What distractors we see for our population?
*List from group:*

* Crises – build social networks
* Housing
* Children’s behavior
* Family drama
* Health
* **DONNA:** what do we do if these are the distractors?

*List from group:*

* + What will make you feel better about it?
	+ Response Inhibition – get people to think about what I did before *(see convo below*)
	+ Tiny steps forward get a payoff – tokens allow to see progression *(see convo below)*
* **DICK:** Tweak environment but we can’t solve these issues necessarily.
* **RUTHIE:** The incentives we have allow them to focus more on tasks and delay the response to the crisis because the incentives ($) could end up addressing the crisis. Incentives are helpful. We talk to clients about their responses to the crises when they do rush to address them. Ask them: “How did it help you meet your goal?”
* **DICK:** Talking with someone when going through crisis. Build social network in MOMS partnership. Immediate needs, provide a menus of solutions to address crises. Allow clients to choose which crisis they want to address first.
* **BOYD:** We do provide resources for address immediate crises, but I like what Ruthie said about talking about how it meets your goals.
* **DICK:** Some clients don’t have skin in the game. If continuously giving them services, they have no skin in the game. What’s the skin in the game? 🡪 Active involvement. I live and die on reinforcers
* **DONNA:** It sounds like there are two things going on here: 1) Dealing with crises and distractors and 2) teaching response inhibition.
* **DICK:** Response inhibition - get people to think about what I did before.
* **BRI:** Question about fading out incentives
* **RUTHIE:** Incentives grow as tasks become more complex or challenging. But this is an expensive program so we decreased the incentives for new clients and have the same results
* **DICK:** A way to fade incentives is decreasing the increase of the incentive with the more complex the task. Also people like incentives for the sake of incentives and getting the recognition
* **DONNA:** Like Toby’s public recognition comment.
* **JOHN:** Purpose of MOMba (cell phone app) is to reduce social isolation. But it also provides data. So some Yale researchers are finding that moms are accumulating tokens with the app and are spending it on their kids or to get a bigger gift card.
* **DICK:** They are getting better and delayed gratification; climbing the rungs of the ladder.
* **JOHN:** But it wasn’t intentional. It just evolved.
* **DONNA:** it seems to me that response inhibition can lend itself to being done in a group.
* **TERRI:** Just thinking about incentive. Is there an inherent value of something being a token even if that token is equal to $5, but by virtue of it being a token creates delayed gratification?
* **DICK:** Kids understand the concept of tokens. See that each small step you take, there is a payoff. The little things I do today, impact my goal. Tokens allow you to see a concrete progression towards goal. And you can create a menu of what people can buy which is different than cash.
* **TERRI:** Cost of incentives and will power – in substance abuse, for every day a person is sober, he or she gets a ticket and then there a grab bag. Public recognition to see how many times a person goes to the grab bag.
* **DICK:** what initially goes into grab bag has to be something that people want. If the goal is executive skills we ought not to be doing anything that does not engage clients.
* **DONNA:** Incentives in MOMS are often hygiene products and diapers.

*Break*

* **DICK:** When I said yesterday that I don’t buy this tough love approach…I want to clarify. Support plans, we say, must follow plan. Must use consequences and follow prescribed plans. Adamant about people following expectation. When we build skills and needs into program, we then follow the expectations.
* We never modify on the fly. It’s a dangerous proposition. Especially with kids on autism spectrum. We don’t vary the program. That’s one piece where tough love is all about that.
* **TERRI:** thinking about environment modifications, some things are on a group level or at an individual level. Discipline and things like that I see may have to happen on the group levels
* **DICK:** As long as it is understood in the parameters you’ve set already, it’s good
* **BOYD:** How to you build in an acceptance to fail? If they don’t follow a plan, there’s a consequence to that. Can people drop out and then come back?
* **DICK:** They can’t drop out. We let people fail by taking a high estimate of how many times they will fail and let people fail within that. If people start to fail despite that, it’s on me, in regards to program or plan design. I look at where I made a mistake in terms of expectation.
* **BOYD:** That’s a mind shift.
* **DONNA:** That would be a change—not that people failed, but where did program fail? For example, if an asset building program…failed. So design failed. Putting failure on people instead of program.
* **JOHN:** When I was at Casey we used to do failure round tables. The failure had to be 3 to 4 years out. Wasn’t about blaming but figuring out what went wrong. It was rich learning.
* **DONNA:** I like the idea a lot. What went wrong?
* **TERRI:** We’ve been thinking about that, about producing an annual failure analysis.
* **DICK:** in the context of EF skills is that you still come back to 3 variables –
	+ Is the environment or the task too demanding (intervention),
	+ Was the skill teaching lousy, or
	+ Was the person motivated? Don’t tweak while on-going. Stop plan and give a new plan.
* **BOYD:** I tend to think this person is not motivated, but you’re saying is it’s our job to find the motivation
* **DICK:** Example of small motivator (for kids): a quarter of an M&M
* **TERRI:** Children are a great motivator. One program during intake, they probe around motivation. And if that can’t be identified in the first meeting, have several meetings with employment specialist. Important to the client but also employment specialist.
* **LOUISA:** In the what-went-wrong discussion, need to talk about not only at individual level but also the system level. Using data to see what’s going on, state trends. Develop hypothesis for particular institution and identify a goal that didn’t go well and then prove it and improve it. This is done twice a year. Constantly check goals and outcomes to see if they are appropriate.
* **DONNA:** For TANF, you could use this as a starting place: Are we asking too much for people? Then brainstorm alternatives around design.
* **DICK:** *Goal Directed persistence:* Requires the individual to –
	+ Generate and hold a mental representation of the goal in mind (working memory)
	+ Formulate a plan and set of rules to follow (self-directed speech)
	+ Inhibit and regulate negative affect (i.e. disappointment and frustration associated with self-deprivation
	+ Kindle self-motivation or positive drive states in support of the plan (self-regulation of affect)
	+ Experiment with multiple novel approaches toward goal achievement (reconstitution)
* What happens right here, right now affects your goals.
* **DONNA:** In TANF programs the goals are very general. Is there a step of setting more specific goals?
* **RUTHIE:** Have SMART goals.
* **DICK:** Oh yeah ([*One Small Step Can Change Your Life*](http://www.amazon.com/Small-Step-Change-Your-Life/dp/0761129235) Book). It’s crazy to talk about long-term goals if you do not have a strong history of meeting long-term goals. We’ve gotten down to what you can do today to meet your long term goal. Goal setting: Behavioral specificity and timeliness. If people can’t see goal in the short term and can’t articulate steps to goals, decreases ability to accomplish goal.
* **DONNA:** Do you have a long term goal broken down into intermediate goals?
* **DICK:** Yeah, you constantly work to short term goals. Part of the goals setting from the beginning is “what are the impediments to your short term goals”. Coaching based on correspondence training. Public statement of commitment increases likelihood of accomplishment. We treat it as a cognitive rehearsal. Part of goal setting is talking about impediments.
* **DONNA:** This sounds like something you could do in a group. “What are you going to do the next day”
* **DICK:** Reciprocal peer coaching. Provides accountability
* **DONNA:** So are the goals always short term?
* **DICK:** Always short term when people don’t know how will they handle a situation in a specific context.
* **BOYD:** Can’t a person get lost in the weeds of short-term goals? “Why am I doing this?”
* **DICK:** Relevant behaviors for goals. Example of parent asking a kid how their day was and using a checklist of questions to ask to organize their thought of their child 🡪 goal building conversational skills of child
* **DONNA:** thinking about what goals TANF programs actually help people achieve is a useful task for staff to go through
* **DONNA:** Toby, when thinking about pathways there a lot of things you did that involved EF skill. Makes me think how much staff matters – the training the messenger – could make or break the program
* **TOBY**: Pathways group…clients meeting
* **DONNA:** Helpful to think of Pathways and what worked and what didn’t. One thing I took away was how important staff is to implementation.
* **LOUISA:** staff have to believe it, a mind shift for the whole staff
* **DICK:** I don’t want to write people off because if I’m reframing, and they don’t get it, then I’ve done a bad job of reframing. i.e. Paraprofessional with kids…train the trainer model. I don’t tell people what to do. I tell them what I’m going to do. I have to demonstrate that I can do it, that I can predict how it will work out. Coaches have to do a similar thing. We try not to give up on people. Where is resistance coming from?
* **BRI:** seems like you need a credible and competent trainer. We don’t have that in our programs.
* **LOUISA:** Maybe can be more than one person who can provide pieces expertise. Train the trainer will build capacity over time.
* **BOYD:** initially motivational interviewing was just training. Staff used it but slacked off; so then we used practice sessions. Now need people on the ground teaching this (not manager or consultant) but have to have managers on board in every team (champions)
* **LOUISA:** Research says it takes 5 years to re-create organizational culture
* **DICK:** *Task initiation*: going to be a struggle for someone who has lousy sustained attention. Not talking about task completion. People may think they don’t have the skill set to complete the task or it’s overwhelming. For others they just can’t get started. For those for whom the task is overwhelming have to reduce the task demand (change the task presentation). Can’t keep introducing new tasks. That’s one element
* **DONNA:** I think there are some people who just get stuck. How would you break up the job search task?
* **DICK:** specificity matters. Before we ever ask a person to do something, we do a task analysis. How do you constrain the task and break it down into a sequence they can consistently follow. Give specific information that helps people complete the task.
* **DONNA:** How do you know how far to go? Day 1, go to Craigslist. Find 5 jobs. Is that too much?
* **DICK:** See where people are in 20 minutes. Those who haven’t done it, focus on them. Within task measures of who can complete and to what degree.
* **BOYD:** Those who struggle in job search classes are the ones who are the most motivated.
* **DICK:** don’t take success or effort as the predictor
* **DONNA:** We often do structured job search for 4 weeks and then we tell them to go on their own without preparing them for doing the task on their own.
* **DICK:** You faded the prompts too soon – that’s extreme. People have to be able to demonstrate that they know the sequence to engage in the class
* **DONNA:** But also have to demonstrate the clients can do it outside of class
* **DICK:** It’s homework, but when introducing a new environment it can be daunting. While in class, I might just walk away and let them do it on their own. Then maybe take them to a new room. Then maybe ask when are they going to do it on their own (ask for specific time).
* To help people get started, physically sit down with them
* **JILL:** We do independent practice time, but there is a computer lab attendant etc.
* **DONNA:** But figuring out who can do it on their own ups the ante
* **TERRI:** One of the things I hear you saying, Donna, is to use this to further triage. One thing we do is off-sight mock interviews. We can see you had trouble navigating the bus system etc.

**Afternoon Session**

*Where do we go next?*

* **GILDA:** we’re in the process of redesigning TANF programs. First, they have to work with a contractor for 4 months to find employment and hope they don’t come back to agency. Now with HPOG grant will be doing a boot camp before training. I want assessment, EF design and coaching in the boot camp. Will need assessment tool and training for coaches.
* **JOHN:** I think of 3 things:
	+ I want more clarity of validity/relevance of assessment tool and what I can act upon from the assessment of an individual.
	+ Which jobs to go after or avoid for folks with EF deficits.
	+ What specific activities to incorporate into job readiness?
* **KATE:** I would like more technical assistance to determine if we are on right path of design and on-going evaluation of our program to see if we are making a difference. We are thinking about 3 major things:
	+ Engagement
	+ Employment
	+ Education w/ employment retention.
* We’re not focusing on WPR 🡪 flexibility. Would like TA with re-design, help creating a bridge, and assistance developing smart goals
* **DICK:** You mentioned education. What do you mean by that?
* **KATE:** Minnesota just passed legislation to removed barriers to extended education. Have rethink how to run program now.
* **DICK:** If community colleges could build programs based on task analysis necessary for their employers...
* **LOUISA:** I think the hard thing is academic freedom. For the good teachers, they incorporate those characteristics into their classes and their students get it, but others don’t. Maybe do a life skills class so all students get the same skills training
* **TERRI:** I want custom training – a facilitator guide and handbook with templates. Interested in thinking about the sequencing and what it would be and what is the priority.
* **BOYD:** I’d like fidelity scales at the program and individual practitioner level. We don’t know what the fidelity is because there are no model, but maybe pull from MOMS and CWU key elements.
* **TERRI:** Also, menus of environmental modification. Staff trained around task analysis on for these jobs
* **RUTHIE:** CWU wrote a memo on environmental accommodations, but on the program level.
* **KATE:** Sharing information. Influencing policy
* **GILDA:** One thing that should change is that assessment is not a countable activity.
* **TERRI:** Predictive analysis for triage. 2-4 pager of why we are trying to do this in the public sector
* **BOYD:** Or just an explanation of why EF translates to adults
* **DONNA:** We need an EF video for adults
* **DICK:** If you are going to create a video use folks like the peer ambassadors in the video
* **BOYD:** We can make small tweaks in programs and our interactions with clients
* **LOUISA:** Don’t focus so much on the deficit and forget the strengths
* **DICK:** That’s why focusing on the behavior is useful
* **GILDA:** And the best way to present it to the client
* **DICK:** Book – *One Small Step Can Change your Life*. The goal may be “up here,” but you have to start with baby steps
* **DONNA:** BNF curriculum is worth everyone looking at. It’s a very scripted curriculum.
* **JILL:** We bought it. We did a very specific curriculum around financial management with it. And some of the activities they have are useful. On the TANF side, it was less relevant, and we couldn’t focus a lot of our time because a lot of it was home-based.
* **DONNA:** It’s good to at least start from something. And the activities are scripted enough that lower-skilled staff to carry out with the clients. It was not done in a sequence. Each activity is designed to be stand alone. BNF was in clients’ homes, but I wondered if you could apply it to a group?
* **TERRI:** If we had a series of modules and each running each week and each weak the case manager says you need to go to this module this week to work on these skills.
* **LOUISA:** Because BNF was one-on-one, I think the relationship piece is big.
* **DONNA:** Where are the places to connect with family; CWU also provides housing so they have a captive audience. Home visiting is another option; can we connect with the parent to focus on their skills beyond building their interactions with their kids?
* **LOUISA:** Running programs in the community (at a local elementary school)
* **TERRI:** there is some research out there on incentives but on the big payoff incentives. Useful to have an incentive brief with programs implementing small incentives with some success and get some principles.
* **DONNA:** Also something short on building motivation

*Coaching*

* **DONNA:** Given that Lindsey and Jill have done coaching, what is your experience is in developing programs and training people? What are your thoughts?
* **LINDSEY:** One big thing is the fidelity piece. We have this Financial Coaching for Prosperity thing. And the way it is implemented at different organization makes a difference on results. We’re exploring how to build capacity in an organization. We’re looking at how to infuse change at all levels of program. How to infuse EF throughout the organization.
* **BOYD:** When motivational interviewing (MI) first came out, it did not work. But when they introduced principles around MI, then it became more effective. What are those tenets of EF, though? We don’t have that.
* **DONNA:** If you look at Dick’s book, there’s a chapter on principles. I think we need to adapt them.
* **BRI:** Leadership embraces the principles and tenets
* **BOYD:** For the fidelity scale in IPS, CEO has to talk about the importance of it.
* **JILL:** We developed a curriculum with job search, but how we rolled it out was just as important 🡪 We rolled it out as a development group with the Job Club instructors, over 10 weeks. Had to do some “coaching as a way of life” for our organization. Supervisors using coaching in professional development. We want our staff to act a certain way on the frontline and have managers treat them in that way in turn. The next task is to roll out coaching to case managers. What does it mean for a CM to use coaching techniques when they have big caseloads? Developed coaching training in-house
* **DICK:** Have to ask if it works? We test our interventions on the tough kids to see if it works in the extreme. If it fails we need to look at what we need to tweak. Waited to have good data on it.
* **DONNA:** Adele Diamond said coaching works for those who needed the most, but doesn’t work on the rest of the population
* **DICK:** that hasn’t been our experience. I would ask what their outcome measures were.
* **BRI:** How did you facilitate getting the whole organization on board with coaching?
* **JILL:** The staff actually asked for it. They needed some good training on performance management coaching. For those for whom it is not a good fit, they are cut loose.
* **DONNA:** The act of training people is far less important than the implementation of the training. Implementation requires time and requires you to think of the whole day. What do you do to get people to put what they learned in training into practice?
* **JILL:** Yeah that was built in the development group.
* **DONNA:** Online MI teaching - VT wants to put more resources in the practice.
* **DICK:** drop down menus of environment modifications, motivation, skills. Elicit principles of coaching with enough specificity to start to build out.
* **DONNA:** What are things that people are going to do anyway?
* **GILDA:** HPOG Incentives: haven’t given out the incentives because they are not turning in paperwork to get the gift cards even though they met the benchmarks. Question whether this gift card is motivating to them
* **DONNA:** people could conclude that incentives don’t work but it may be really a poor design of the intervention.
* **DICK:** They should have done a reinforcement survey…ask people what incentives they want.
* **DICK:** What was helpful or not helpful from what I presented?
* **KATE:** Wish we had more time to go skill by skill and do the profile.
* **GILDA:** Helpful to do job search skills matching. Also, I liked the youth survey better because it lists concrete behaviors. Liked the one to five scale. Could also have a “no problem to big problem” scale.
* **BRI:** I want find a way to know what causes behaviors.