

## Looking Forward

### Information about the Looking Forward Section for Practitioners

- The items in the Looking Forward section are intended to represent a desired future state or eventual place you are trying to move youth toward. They strive to help articulate the eventual outcome you are striving for your youth if the ‘intervention’ or other methods/trainings succeed.
- These items are not behavioral. They are about internal feelings or overall readiness. Therefore, they are not aggregated or reported in the same way as the skill area items. The Looking Forward items are meant to tell you more information about the youth than what is visible or teachable. It is the added level of confidence and internal feelings that will help them to be successful.

### Interpreting the Results of the Looking Forward Section

- When a youth’s responses indicate low agreement, or youth are responding toward the “Mostly not or No” end of the response options, you should expect that their other responses would also be at that end of the scale, and vice versa.
- If youth are responding to these items more towards the “Mostly not or No” end of the response scale, but are responding to the skill-specific items toward the “Yes or Mostly” end of the scale, then it is important to discuss with the youth what they feel may be missing in helping them prepare for the next phase of their life or moving into adulthood. It may be a confidence issue, or they may have one or two very specific behaviors they feel are crucial that they are lacking.
- If youth are responding to the outcomes toward the “Yes or Mostly” end of the scale, but are responding to the skill-specific items toward the “Mostly not or No” end of the scale, then it is important to discuss with the youth why they feel this way, why their confidence level may be so high, especially if they are not displaying behaviors that are needed to be able to be successful in their next phase of life.

### Using This Information in A Youth’s Learning Plan

- Because these items are not behavioral and are more about internal feelings or overall readiness, it is important to treat them carefully when considering how to include them in a Learning Plan. They are intended to be feelings that occur as a result of being prepared and capable to complete other domain-related behaviors.
- Instead of making them part of what you want the youth to learn or do, treat them as a way to start a discussion about what else may be missing. Discuss with the youth if adding specific behaviors from the skills areas will help increase confidence in their abilities and better prepare them for young adulthood.