

Through the Eyes of the Child Conference
Transitions to Successful Adulthood
Scenario 1

Instructions: Analyze the following factual scenario and read the attached Comprehensive Transition Plan to determine what questions you should ask the child and the caseworker at the three hearings below (third hearing on back of page).

Rachel is four months away from her eighteenth birthday. She has been in the foster care system since she was twelve years old and her plan was changed to APPLA when she was fourteen. Her mother has battled drug and alcohol addiction for as long as she can remember and her father has been incarcerated the entire time she's been in care. She is currently in a regular, non-relative foster placement.

Recently, Rachel's grades have started to suffer and she has been exhibiting some concerning behaviors. She was suspended from school for smoking marijuana and she has missed curfew 3 times in the past month. She, through her attorney, is seeking termination of wardship at next month's hearing.

Review hearing:

- 1.
- 2.
- 3.
- 4.
- 5.

Permanency hearing:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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Transitions to Successful Adulthood
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Motion to terminate wardship:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Comprehensive Transition Plan (T2)

T2 date: 2/15/15 Initial plan Updated plan Benchmark review

Youth information

First name and initial: Rachel		Last name: Mays		
Case no. and P/L: J100000/	ILP case manager (if available): Jerry Bonds		DHS/tribal worker: Terry McCovey	
Date plan completed:	Six month update due: 8/15/15	Referred to ILP: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If yes, date of referral: 12/2012
Date CLSA completed:	Teen parent: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, number of children:	Expectant parent: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Due date:

Youth's strengths (including hobbies and interests):

Youth is a bright student and very social. She enjoys playing the piano and taking care of animals. She would like to learn Spanish and travel to South America in the future.

Identified needs:

In January of 2015, Youth was suspended from school for smoking marijuana. She would be willing to take some drug and alcohol education classes.
Youth needs a copy of her social security card to gain employment.
Youth needs some academic assistance to ensure she graduates on schedule.

Additional notes:

Plan development: (Please list how the youth was involved with development of the plan.)

Youth, ILP-Case Manager Bonds and DHS-Case Worker McCovey met to discuss and develop the plan.

Youth plan

Have other community partners crafted a plan on behalf of the youth? Yes No

If yes, please check all that apply and attach a copy to this form:

- Casey Life Skills Plan (www.caseylifeskills.org)
- Individual Education Plan (IEP) Person centered plan
- Treatment plan and discharge plan (drug and alcohol; residential, mental health, etc.)
- Voc. Rehab./IPE (Individual Plan for Employment)
- Development Disabilities Individual Support Plan (DD ISP)
- Temporary Assistance to Needy Families (TANF/JOBS)
- Workforce Investment Act (WIA) Other (please list):

Youth's initials:

Education

Current educational status: (Example: Currently in school, what grade; how are grades; IEP; graduated; GED; Job Corp, other program?)

Youth is a junior at Candlestick High School. Her overall GPA is 2.9, but because she did not pass any classes in the first semester of her junior year, she is 4 credits behind towards graduation.

Youth does not have an IEP.

Future plans and goals: (Example: Attend college; type of program — two year; four year; graduate degree; vocational training; Job Corp, military?)

Youth has considered college and is interested in traveling to South America. She wants to take Spanish

Short term goals	Steps and services (Who will assist youth?)	Progress
<i>(To help achieve long term goals/plans.)</i>	<i>(Steps to achieve the short term goals and services to be offered.)</i>	<i>(Rating scale below.)</i>
Take Spanish 3/4	School Counselor	+
Research Latin American/South American countries	School Librarian	0
Enroll for a night class to recover credits	School Counselor/DHS McCovey	0

Youth's initials:

Housing

Current living situation (estimated date of independence, resources, concerns, risks and obstacles):

Youth is living in non-relative foster care.

Plan for housing upon discharge: (Where/with whom will you live? Transition to adult foster care?) Complete during benchmark review or when youth is within six months of exiting care.

Youth would like to live with paternal grandmother or on her own in an apartment.

Future plans/goals for housing: (Long range goals after discharge or emancipation – rent apartment, own a home; live in a dorm; shared housing and live with relatives?)

Youth will rent own apartment or live in a college dormitory.

Short term goals	Steps and services (Who will assist youth?)	Progress
<i>(To help achieve long term goals/plans.)</i>	<i>(Steps to achieve the short term goals and services to be offered.)</i>	<i>(Rating scale below.)</i>
Youth learn about ILP subsidies and supports.	ILP--Case Manager Bonds	+

Youth's initials:

Supportive relationships and community connections

Current community support, activities and interests: *(Who is currently your support system? How are they a support? How are you involved in your community?)*

Youth considers paternal grandmother a support. She visits her twice per month. Youth considers her boyfriend and his family to be very supportive. She spends time at his house after school. Youth has close friends from school and has occasional sleepovers at a friends' home. Youth considers Foster Mother, ILP--Case Manager and DHS--Case Worker as supports. Youth would like to visit her father in prison.

Future goals or plans for supportive relationships and community connections: *(Whom can you count on for support? How are they a support? What is your plan for community involvement? Where in the community do you go when you need to find resources?)* Consider completing a permanency pact agreement. See <http://transition.fosterclub.com/article/permanency-pact>, for more details.

Youth plans on developing connections in college or at work.

Short term goals	Steps and services <i>(Who will assist youth?)</i>	Progress
<i>(To help achieve long term goals/plans.)</i>	<i>(Steps to achieve the short term goals and services to be offered.)</i>	<i>(Rating scale below.)</i>
Youth would like to join Spanish club to meet other students and make new friends.	Youth will go to next Spanish club meeting.	0
Youth would like a phone call with her father.	DHS--Case Worker McCovey will contact Pier 13 Correctional Facility to outline a visitation plan.	0

Youth name: Rachel MaysMays Case no. and P/L: J100000/

Youth's initials:

Employment

Current employment status (*skills needed, job search, placement, maintenance*):

Youth is unemployed but would like to work a part-time job during school. She would preferably like to work with animals.

Future goals or plans for employment/career: (*What career field do you want to pursue? How will you gain the skills necessary for your career choice? Who can help obtain work experience in this career area? Plan for job shadow or internship, trade school or Job Corp?*)

Youth would also like to get a part-time job with any employer except at a gas station. She has her foodhandler's card.

Short term goals	Steps and services (Who will assist youth?)	Progress
<i>(To help achieve long term goals/plans.)</i>	<i>(Steps to achieve the short term goals and services to be offered.)</i>	<i>(Rating scale below.)</i>
Volunteer with the Humane Society.	Call or go online to learn how to volunteer. ILP Case Manager-- Bonds will assist.	0
Get SS card	DHS--Case Worker McCovey	0
Fill out job applications at the mall.	Youth will do on her own.	0

Youth name: Rachel MaysMays Case no. and P/L: J100000/

Youth's initials:

Health

Current health status: *(Any physical, mental, emotional strengths and needs. Does youth understand his/her right to designate a health care representative or act on his/her behalf?)*

Youth has regular medical and dental appointments. She wears eyeglasses but would like to wear contacts.

Youth has been feeling depressed. She would like to meet with her old therapist again.

Future goals or plans for maintaining good health: *(Is next dental and physical exam scheduled? What is the plan to meet ongoing physical or mental health needs? What is plan for obtaining Chafee Medical Coverage? Do you understand the medication you are taking, if any, and why you are taking it? Has youth selected a health care representative and complete the designation form?)*

Youth was taking birth control medication, but recently stopped taking it. She has no other meds. Youth schedules her own medical appointments and her upcoming examinations are already scheduled.

Short term goals	Steps and services <i>(Who will assist youth?)</i>	Progress
<i>(To help achieve long term goals/plans.)</i>	<i>(Steps to achieve the short term goals and services to be offered.)</i>	<i>(Rating scale below.)</i>
Get contacts.	Youth make an eye appointment.	+
Youth meet with her mental health counselor.	DHS--Case Worker McCovey will re-refer her to counseling.	0
Youth learn about ILP/Chafee supports.	ILP--Case Manager Bonds	+

Rating scale: (+) =Positive progress, (0) =No change, (-) =Regression, (!) =Accomplished, (*) =New objective

T2 Comprehensive Transition Plan

Youth name: Rachel MaysMays Case no. and P/L: J100000/

Youth's initials:

Transportation

Current transportation status: *(How does youth get to appointments? Who or what does youth rely on for transportation? Is youth taking driver's education class? Does youth know how to make minor repairs or provide proper maintenance for mode of transportation?)*

Youth takes public transportation. She is not interested in driving at this time.

Future goals or plans for transportation: *(Will youth have a driver's license? Will youth own a car? How will insurance be covered? Will youth know bus routes and other transportation options?)*

Youth is comfortable getting around on public transportation.

Short term goals	Steps and services <i>(Who will assist youth?)</i>	Progress
<i>(To help achieve long term goals/plans.)</i>	<i>(Steps to achieve the short term goals and services to be offered.)</i>	<i>(Rating scale below.)</i>

Youth name: Rachel MaysMays Case no. and P/L: J100000/

Youth's initials:

Life skills

Independent living skill area:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Daily living skills | <input type="checkbox"/> Money management | <input checked="" type="checkbox"/> Interpersonal/social |
| <input checked="" type="checkbox"/> Nutrition/safety | <input type="checkbox"/> Consumerism | <input type="checkbox"/> Spiritual |
| <input type="checkbox"/> Legal | <input type="checkbox"/> Credit reports | <input type="checkbox"/> Other: _____ |

Current status:

Future goals or plans:

Short term goals	Steps and services <i>(Who will assist youth?)</i>	Progress
(To help achieve long term goals/plans.)	(Steps to achieve the short term goals and services to be offered.)	(Rating scale below.)

Rating scale: (+) =Positive progress, (0) =No change, (-) =Regression, (!) =Accomplished, (*) =New objective

T2 Comprehensive Transition Plan

Youth name: Rachel MaysMays Case no. and P/L: J100000/

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Youth's initials:

Signatures

Participants or Youth Decision Meeting (YDM) members:

Initial:	Date:	Name:	Role:	Phone:
	2/15/15	Rachel Mays	Youth	
	2/15/15	Jerry Bonds	ILP--Case Manager	
	2/15/15	Terry McCovey	DHS--Case Worker	