

Through the Eyes of the Child Conference
Transitions to Successful Adulthood
Scenario 2

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).

Jordan is sixteen years old and in an APPLA plan. He came into care a year ago and the plan was changed from reunification after neither parent made an effort to engage in case planning. He is in regular non-relative care with several other teens his age. His grandmother wanted to become a foster placement, but DHS was unable to certify her due to a past DUII conviction. Jordan is allowed to have unsupervised contact with his grandmother on the weekends, but DHS suspects that he is having unauthorized contact with his mother while at his grandmother's home.

Over the past several months, the foster parent and school have noticed that Jordan seems distant and withdrawn. He quit playing sports and has complained about sharing a room with his foster brother. He recently had a mental health evaluation that strongly recommended he engage in individual counseling. At this time, he is refusing to see any therapists. Jordan has been present for all court hearings and will likely attend the upcoming hearing.

Review hearing:

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

Permanency hearing:

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

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Motion to terminate wardship:

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

Comprehensive Transition Plan (T2)

T2 date: 4/1/15 Initial plan Updated plan Benchmark review

Youth information

First name and initial: Jordan		Last name: Marichal		
Case no. and P/L: J100100/	ILP case manager (if available): W. Clark		DHS/tribal worker: B. Posey	
Date plan completed:	Six month update due: 10/1/15	Referred to ILP: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If yes, date of referral: 3/2015
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 enjoys working with computers and playing video games. He is insightful and courteous and does his grandmother's yard work on the weekends.

Identified needs:

Youth needs supportive and engaging extra-curricular activities. He would like to learn more about computer programming.

Additional notes:

Youth stated that he wants to live with his grandmother.

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

ILP-Clark met with Youth to outline the T2 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 sophomore at Bay Bridge Polytechnic High School. He is on track to graduate. He is on an IEP for a communication disorder.

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

Youth would like to attend ITT to learn about computer programming.

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>
Research ITT Technical Institute	Look at the ITT website.	0
Deliver speech for social studies class.	SS teacher.	-

Youth's initials:

Housing

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

Youth is living in non-relative foster care. Has to share a room with a foster brother and youth reports that they do not get along very well. He thinks his foster brother has stolen some personal items from him.

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 plans on living with grandmother.

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 would like to live with his grandmother.

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>
Organize room so youth can take an inventory of personal items.	Youth and foster parent	0

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 states grandmother as his biggest support. He gets some support from DHS caseworker and ILP. His foster parent is a support, but he does not feel like part of the family.

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.

Jordan plans on living with his grandmother or his mother as soon as he is no longer involved with DHS.

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>
Spend more time with grandmother.	DHS to evaluate expanding visits.	0

Youth's initials:

Employment

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

Youth not interested in working at this time, but would like to volunteer with the Geek Squad to learn more about computers.

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 will research computer programming.

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>
Call Geek Squad about volunteering.	Youth	0
Research computer programming at the library.	School Librarian	0

Youth name: Jordan MarichalMarichal Case no. and P/L: J100100/

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. He takes no medications. He is in good physical health.
 Youth states that he does not need any mental health counseling.

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?)*
 Foster parent schedules his appointments.

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 schedule his next medical appointment on his own.	Foster parent will provide the contact information.	0

Youth name: Jordan MarichalMarichal Case no. and P/L: J100100/

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 would like to get his driver's permit.

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 will start studying the Oregon Driver's Manual online.

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>
Take and pass a practice driver's permit test.	Youth will download a practice test.	+

Youth name: Jordan MarichalMarichal Case no. and P/L: J100100/

Youth's initials:

Life skills

Independent living skill area:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Daily living skills | <input type="checkbox"/> Money management | <input 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: Jordan MarichalMarichal Case no. and P/L: J100100/

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Youth's initials:

Signatures

Participants or Youth Decision Meeting (YDM) members:

Initial:	Date:	Name:	Role:	Phone:
	4/1/15	Jordan Marichal	Youth	
	4/1/15	W. Clark	ILP	