

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **An Overview of the Curriculum**

#### **Rationale:**

Congress learned through research and testimonials from foster care youth and Child Welfare professionals that the needs of youth exiting the substitute care system were not being met. Finding the appropriate methods, resources, services, and supports to meet the needs of youth exiting care can be a challenge.

Pennsylvania Child Welfare professionals have a responsibility to meet these challenges by providing Independent Living services designed to assist youth in preparing for education, employment, housing, and successful management of adult responsibilities.

Approximately 20,000 youth nationally exit substitute care each year because they reach age 18. In many instances they are expected to support themselves. In reality, many of these youth find it difficult to successfully transition into adulthood, resulting in high rates of homelessness, poverty, delinquent or criminal behavior, or abuse.

Pennsylvania Child Welfare professionals need to be able to identify the continuum of Independent Living services and determine what realistic approach would best support the needs of the individual youth. Additionally, Pennsylvania Child Welfare professionals need to be able to transfer these skills and knowledge to the youth exiting substitute care in order to make every effort possible to reduce or eliminate the instances of homelessness, poverty, and delinquent or criminal behavior, while increasing employability, high school graduation rates, enrollment in post secondary or vocational institutions, and the successful transition to adulthood.

**Trainer Note:** The Foundations of Independent Living: An Overview Curriculum is a prerequisite training for The Independent Living Services Continuum: Engaging Youth in Their Transition Process. The two trainings will typically be trained back to back as a series; however, the trainings are separated so they can be trained independently to accommodate a broad audience.

#### **Competency:**

202-7: The Child Welfare Professional is able to assess the adolescent's level of ability in critical skills needed for independent living, including problems that may interfere with successful emancipation, and can plan and provide services to prepare adolescents for independent living.

202-8: The Independent Living (IL) Professional understands the history, philosophy, and goals of Pennsylvania's Independent Living Program and the concept of diverse county-based models for provision of Independent Living services.

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202-9: The Independent Living (IL) Professional understands Independent Living Program eligibility requirements and the continuum of services that are built upon four major components: education, employment, housing and life skills.

202-10: The Independent Living (IL) Professional understands the process of conducting initial and ongoing assessments of the education, employment, housing and life skill needs of youth. The worker is able to use the assessment process to develop and monitor individualized Independent Living Program plans for youth.

202-11: The Independent Living (IL) Professional understands his/her role in providing a spectrum of training, support, and referral services for youth. The worker is able to secure supplemental services by developing and maintaining collaborative relationships with substitute caregivers, children and youth staff, private provider agencies, school personnel, human service agencies and community members.

### **Learning Objectives:**

Participants will be able to:

- Understand and implement the Independent Living continuum of services. They will also learn how to engage youth in that continuum.
- Develop a case plan with youth.
- Describe the rights of youth in the case planning process.
- Identify ways to engage youth in the case planning process.
- Identify required documentation and its importance to the youth's successful transition.

### **Length of Workshop:**

12 Hours

### **Materials Needed to Present Workshop:**

- ✓ Curriculum-trainer only
- ✓ Handouts, including Resource Guide (7)
- ✓ Overheads (13)
- ✓ Appendices (6)-trainer only
- ✓ Know Your Rights Guide (one copy for trainer resource)
- ✓ Program IL Bulletin (if available, one copy for trainer resource)
- ✓ Video – **(Aging Out)**
- ✓ Independent Living Resource CD (one per participant)
- ✓ Folders
- ✓ Colored markers
- ✓ Overhead projector and screen
- ✓ TV / DVD Player

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- ✓ Radio with CD Player (optional)
- ✓ Easel stands – Two
- ✓ Two blank easel pads (flip chart paper)
- ✓ Post-it note pads
- ✓ 3x5 index cards
- ✓ Paper strips
- ✓ “I Wonder” Board
- ✓ “Parking Lot” Board
- ✓ “What’s in it for me” Board
- ✓ Evaluation forms

### **Resource Guide**

The Resource Guide contains a collection of handouts and resources for each training participant that corresponds with the Independent Living Services Continuum: Engaging Youth in Their Transition Process curriculum. Throughout the training you will encourage training participants to refer to certain pages of the guide when prompted by the curriculum.

### **Appendix**

The Guide to Appendices notes various training supplements within the appendix of the curriculum. The Trainer will need this supplemental training material to accompany certain sections of the curriculum and to conduct activities. The materials needed portion of each section overview will note if a supplement is needed from the appendix for that section to be trained.

### **Target Audience:**

Child Welfare Professionals and Independent Living Professionals: Independent Living workers, Caseworkers, Supervisors, and Foster Parents/Resource Families.

### **Summary:**

Many youth and young adults exit the substitute care system when they reach the age of 18 without the proper skills that they need to make a successful transition to adult life. They lack the skills and connections to services that they need to succeed which results in high rates of unemployment, mental illness, homelessness, poverty and criminal behaviors. Many fall victim to abuse, victimization and teen pregnancy. This workshop offers information to deepen the workers’ knowledge of issues affecting adolescents exiting care, resources available to promote permanency, the continuum of Independent Living services, proper case planning, and required documentation. Particular emphasis is placed on strengths-based ways to engage youth and young adults in the case planning process, program design and service delivery. The workshop will identify

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potential cross-systems partners and discuss ways to involve them in collaborative efforts to serve transitioning youth.

The Foundations of Independent Living: An Overview Curriculum is a prerequisite training for The Independent Living Services Continuum: Engaging Youth in Their Transition Process. The two trainings will typically be trained back to back as a two-day series; however, the trainings are separated so they can be trained independently to accommodate a broad audience.

### **Expectations of the Trainer:**

The trainer should be a learning resource for the participants and a facilitator of knowledge. The trainer should be knowledgeable about a wide variety of topics concerning Independent Living. These topics include, but are not limited to: social issues of youth, components of the Pennsylvania Independent Living Program, permanent connections, available resources, continuum of services, case planning, and required documentation.

### **PA Standards:**

I:G Recognize Assessment: As a Basis for Planning  
I:H Consider Culture  
II:A Establish a Planning Process  
II:C Write a Plan  
II:G Include formal and Informal Resources  
II:H Invoke Extended Family as a Resource  
II:I Meet Concrete Needs  
III:C Document Key Issues and Decisions  
III:D Assure Service Needs  
III:E Implement Service Plan  
IV:E Record Change and Decision Making

### **CFSR Issues:**

Permanency 1: Children have permanency and stability in their living situation  
Item 6: Stability of foster care placement  
Items 7-10: Permanency goal for child  
Permanency 2: The continuity of family relationships and connections is preserved for Children  
Item 14: Preserving connections  
Item 16: Relationship of child in care with parents

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Well Being 1:	Families have enhanced capacity to provide for their children's needs
Item 17:	Needs and services of child, parents, and foster parents
Item 18:	Child and family involvement in case planning
Item 19:	Caseworker visits with child
Well Being 2:	Children receive appropriate service to meet their educational needs
Item 21:	Educational Needs
Well Being 3:	Children received appropriate services to meet their physical and mental health needs
Item 22:	Physical health needs
Item 23:	Mental health needs

### **Skills**

Turning into Self  
Turning into Others  
Clarifying the Worker's Purpose and Role  
Displaying Understanding of Other's Feelings  
Reaching the Feedback  
Questioning  
Communicating Information  
Identifying the Next Steps

### **Diversity/Social Work Values:**

This workshop addresses diversity and social work values in a number of ways. The Child Welfare Professional aides in improving the well-being of all children preparing to exit substitute care. The focus is on supporting the needs of adolescents from all diverse cultures, family dynamics, and ethical backgrounds. The Child Welfare Professional plays the role of resource person, support person, mentor, facilitator, and advocate to promote and develop relationships. Some specific skills addressed in this workshop include tuning in to self, tuning in to the client, tuning in to the environment, and tuning in to the situation.

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### **Agenda for 202: IL Services Continuum: Engaging Youth in Their Transition Process**

<b>Estimated Time</b>	<b>Day One Content</b>	<b>Page</b>
30 minutes	Section I: Introduction	8
75 minutes	Section II: Review of Foundations of Independent Living an Overview	11
75 minutes	Section III: Continuum of Services – Phase I	14
55 minutes	Section IV: Continuum of Services – Phase II	19
55 minutes	Section V: Continuum of Services – Phase III	22
70 minutes	Section VI: Continuum of Services – Phase IV Wrap-Up – Day One	24

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<b>Estimated Time</b>	<b>Day Two Content</b>	<b>Page</b>
90 minutes	Section VII: Welcome and Review from Day 1 Aging Out Video and Discussion	26
45 minutes	Section VIII: Rights of Youth – Case Planning	29
40 minutes	Section IX: Engaging Youth in Case Planning	32
40 minutes	Section X: Required Documentation	36
115 minutes	Section XI Transition Planning	39
30 minutes	Section XII Evaluation and Closure	43

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section I: Introduction**

#### **Estimated Length of Time:**

30 minutes

#### **Learning Objectives:**

Participants will be able to:

- Outline the workshop, learning objectives, and agenda.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ Handout #1 (Name Tent)
- ✓ Handout #2 (Idea Catcher)
- ✓ Handout #3 (Agenda)
- ✓ Handout #4 (Overall Learning Objectives)
- ✓ Overhead #1 (Agenda)
- ✓ Overhead #2 (Overall Learning Objectives)
- ✓ Colored Markers
- ✓ Post-it note pads
- ✓ 5x7 note cards
- ✓ "I Wonder" Board
- ✓ "Parking Lot" Board
- ✓ "What's in it for me" Board
- ✓ Paper strips
- ✓ Flip chart paper

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

Arrange seating around four to five round tables, four to six participants at each table. Prepare the training room by placing markers, post-it notes, 3x5 note cards, and Idea Catchers on each table. Arrange two flip charts with easels on either side of overhead projector at the front of the room.

- Welcome participants to the training.
- Introduce trainer.
- Review the rules of the training program.
- State the rationale of the training.
- Refer to **Handouts #1 (Name Tent), #2 (Idea Catcher), #3 (Agenda) and #4 (Overall Learning Objectives)**.
- Review the Agenda and Timetable for the training day using **Overhead #1 (Agenda)**.
- Review the Learning Objectives using **Overhead #2 (Overall Learning Objectives)**.
- Review “What’s in it for me” Board.
- Distribute and review Idea Catcher
- Review “Parking Lot” and “I Wonder” boards and use of paper strips.

**Trainer Note:** Prepare Parking Lot and I Wonder Boards prior to the start of the training. It may also benefit the trainer to prepare “wall charts” (Titles of the sections for the outline i.e. “Case Planning,” “Rights of Youth,” etc.) prior to the training to facilitate ease in the training day.

### **Step 1:**

The trainer welcomes the participants back to the training as they enter the room and directs the participants to find their seats. The trainer instructs the participants to locate the Child Welfare Training Program Sign-In Sheet on their table and sign initials in the appropriate location.

### **Step 2:**

The trainer welcomes participants as a group to the training and introduces self. The trainer reviews the rules of the training program, i.e. 15-minute rule, sign-in sheet, etc. The trainer instructs the participants to display their **Name Tents (Handout #1)**. The trainer refers to the **Idea Catcher (Handout #2)** and encourages participants to write down any pertinent information they gather throughout the day that they feel is worth keeping including transfer of learning activities.

### **Step 3:**

The trainer begins by reviewing the rationale for the training. The trainer distributes the resource guide and handouts and refers to **Handout #3 (Agenda)** and **Handout #4 (Overall Learning Objectives)**. The trainer reviews the agenda and timetable using

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**Overhead #1 (Agenda).** The trainer reviews learning objectives using **Overhead #2 (Overall Learning Objectives).**

### **Step 4:**

The trainer again discusses the “Parking Lot” and “I Wonder” boards with participants. The trainer instructs participants to ask questions throughout the workshop. However, if the participants choose, they may post questions to the “I Wonder” board using the strips of paper and markers on the tables. The parking lot is for needs of the participants that will not be addressed in this specific workshop but trainer is to follow up on the questions or comments. The trainer addresses these questions throughout the day.

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### **Section II: Review of Foundations of Independent Living: An Overview**

#### **Estimated Length of Time:**

75 minutes

#### **Learning Objectives:**

Participants will be able to:

- Review information covered in 202: Foundations of Independent Living: An Overview

#### **Method of Presentation:**

Small group activity, large group discussion, youth presentation

#### **Materials Needed:**

**Appendix #1 (Word Tag)** prepared by trainer before training

**Appendix #2 (Answer Key – Word Tag)**

**Appendix #3 (Youth Preparation)**

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

- Youth Presentation is used to help workers understand the youth's perspective.
- The trainer assists participants in recalling information covered in Foundations of Independent Living: An Overview. The trainer discusses any additional questions participants may have following that training.
- Distribute a Word Tag to each participant.
- Conduct small group activity to review material from Foundations of Independent Living: An Overview.
- Conduct large group discussion to review material from Foundations of Independent Living: An Overview.

### **Step 1:**

Youth Presentation – To assist participants in understanding the importance of their work and the challenges that youth face, youth who have begun the transition process will address the participants and share their stories from placement, preparing for transition from substitute care and what their experiences were after leaving care.

**Trainer Note:** The trainer should be prepared to ask the youth some questions related to their experiences to prompt them if necessary. (see **Appendix #3 Youth Preparation**). CWTP staff will coordinate youth speakers. If youth do not show up as planned, the trainer should expand the time for the small group and large group activities that follow.

### **Step 2:**

Small Group Activity – The trainer conducts small group activity – “Word Tag Review” to review the material covered in The Foundations of Independent Living an Overview.

- The trainer distributes prepared strips of **Appendix #1 (Word Tag)** at least one to each participant.
- When all of the word tags are distributed, the trainer instructs the participants to pair up with a participant that holds the matching word tag, i.e. Participant B holds the “Collaborative” word tag and Participant X holds the “Partners” word tag. These word tags match to create the phrase “Collaborative Partners”.
- The trainer instructs the group holding the matching word tags to discuss the phrase and be prepared to identify to the large group something he/she learned in regards to the phrase. (Trainer should use **Appendix #2 (Answer Key-Word Tag)**).

### **Step 3:**

Large Group Discussion - After the activity, the trainer assembles the large group at the back of the room in a half circle. The trainer chooses a small group to begin the large group discussion by stating their word tags, new phrase, and information they recalled from The Foundations of Independent Living: An Overview related to the phrase. The trainer continues through each of the small groups until all the groups have had a chance to discuss what the meaning of their word pairings. The trainer collects the

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word tags at the end of the activity. Other questions may also surface at this time from the group and should be answered at this time.

### **Step 4:**

After the large group discussion, the trainer asks for and discusses any additional comments or unanswered questions from the Foundations of Independent Living: An Overview curriculum

**Trainer Note:** A fifteen minute break would be appropriate here if one has not already been taken.

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### **Section III: Continuum of Services – Phase I**

#### **Estimated Length of Time:**

75 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify the four phases of the IL Continuum of Services.
- Describe the referral process of the PA Independent Living Program.
- Identify methods of assessing the needs of the youth in the PA Independent Living Program.
- Identify methods of documenting the strengths and needs of the youth in the PA Independent Living Program.

#### **Method of Presentation:**

Lecture, large group discussion, small group activity

#### **Materials Needed:**

- ✓ Overhead #3 (Four Phases)
- ✓ Overhead #4 (Phase I - Informal)
- ✓ Overhead #5 (Phase II - Formal)
- ✓ Overhead #6 (Phase III - Practice)
- ✓ Overhead #7 (Phase IV - Aftercare)
- ✓ Resource Guide Pages #1 - #4 (Continuum of Independent Living Services)
- ✓ Resource Guide Pages #5 - #7 (Referral)
- ✓ Resource Guide Pages #8 - #10 (Assessment)
- ✓ Resource Guide Pages #11 - #15 (Case Plan)
- ✓ Resource Guide Pages #16 - #17 (Service Coordination)
- ✓ Resource Guide Pages #18 - #19 (Phase I-Independent Living Grid)
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

Any additional examples of IL referrals, needs assessments, or case plans the trainer believes are worthwhile to share.

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer identifies the four phases of the PA Independent Living Program – IL Continuum of Services - and describes the components of Phase I: Referral, Needs Assessment, Case Planning, and Service Coordination.

- Refer to **Resource Guide Pages #1- #4 (Continuum of Independent Living Services)**.
- Identify the four phases of the PA Independent Living Program using **Overhead #3 (Four Phases)**.
- Define the four phases of the PA Independent Living Program using **Overhead # 4 - Overhead #7**.
- Review Phase I – Informal of the IL Continuum of Services using **Overhead #4 (Phase I Informal)**.
- Refer to **Resource Guide Pages #5 - #7 (Referral)**.
- Discuss Referral process in Phase I – Informal using **Overhead #4 (Phase I Informal) and Resource Guide Pages #5 - #7 (Referrals)**.
- Refer to **Resource Guide Pages #8 - 10 (Assessment)**.
- Discuss Assessment process in Phase I – Informal using **Overhead #4 (Phase I - Informal) and Resource Guide Pages #10 - #12 (Assessment)**.
- Refer to **Resource Guide Pages #11 - #15 (Case Plan)**.
- Discuss the Case Planning process in Phase I – Informal using **Overhead #4 (Phase I - Informal) and Resource Guide Pages #11 - #15 (Case Plan)**.
- Refer to **Resource Guide Pages #16 - #17 (Service Coordination)**.
- Discuss service coordination in Phase I – Informal using **Overhead #4 (Phase I - Informal) and Resource Guide Pages #16 - #17 (Service Coordination)**.
- Refer to **Resource Guide Pages #18 - #19 (Phase I – Independent Living Grid)**.
- Conduct small group activity to identify collaborative resources.

### **Step 1:**

The trainer refers to **Resource Guide Pages #1 - #4 (Continuum of Independent Living Services)**. The trainer identifies the four phases of the PA Independent Living Program as the IL Continuum of Services by using **Overhead #3 (Four Phases)**. The trainer identifies the components of each of the four phases of the IL Continuum of Services: Informal, Formal, Practice, and Aftercare using **Overhead #4 - Overhead #7**. (The trainer should note that process is not linear for most youth).

### **Step 2:**

The trainer discusses Phase I – Informal of the IL Continuum of Services using **Overhead #4 (Phase I – Informal)**. The trainer identifies the components of Phase I: Referral, Needs Assessment, Case Planning, and Service Coordination.

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### **Step 3:**

Large Group Discussion - The trainer refers to the first component of Phase I (Referrals) using **Overhead #4 (Phase I - Informal)**. The trainer refers to **Resource Guide Pages #5 - #7 (Referral)**. The trainer engages in large group discussion by asking the participants if anyone is familiar with the referral process. The trainer describes the policy on referral process – found on the cover of the Referral Resource Guide Page (s). The trainer discusses the county specific referral examples in the Referral Resource Guide Page (s) and how the information from the referral is used in the Pennsylvania Independent Living On-line Tracking System (PILOTS).

**Trainer Note:** It would benefit the participants if the trainer was prepared to distribute additional examples of referrals that the trainer believed to be worthwhile.

### **Step 4:**

The trainer refers to the second component of Phase I (Needs Assessment) using **Overhead #4 (Phase I - Informal)**. The trainer engages the participants by asking if anyone is familiar with the different types of needs assessments available and/or what assessment they use in their county. The trainer notes the responses on flipchart paper. The trainer refers to **Resource Guide Pages #8 - #10 (Assessment)**. The trainer describes the policy on needs assessment – found on the cover of the Needs Assessment Resource Guide Pages. The trainer discusses the specific Needs Assessment examples in **Resource Guide Page (s) #8 - #10 (Assessment)**.

**Trainer Note:** It would benefit the participants if the trainer were prepared to distribute examples of needs assessments that the trainer believed to be worthwhile.

### **Step 5:**

The trainer refers to the third component of Phase I (Case Planning) using **Overhead #4 (Phase I - Informal)**. The trainer refers to **Resource Guide Pages #11 - 15 (Case Plan)**. The trainer describes the policy on case planning – found on the cover of the Case Plan Resource Guide Page (s). The trainer reviews the required components of a case plan using **Resource Guide Pages #11 - #15 (Case Plan)**:

- Written description of IL services to be provided
- Timeframes of services to be provided
- Signature of youth

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**Trainer Note:** It would benefit the participants if the trainer was prepared to distribute an example of a case plan or plans that are best- or promising practices. All six service categories (Education, Employment, Housing, Life Skills, Prevention, and Supportive Services) should be covered in a youth's plan over time.

### **Step 6:**

The trainer refers to the fourth component of Phase I (Service Coordination) using **Overhead #4 (Phase I - Informal)**. The trainer refers to **Resource Guide Pages #16 - #17 (Service Coordination)**. The trainer describes service coordination using. The trainer emphasizes the difference between “Doing IL on your own as a program vs. cross system collaboration”.

### **Step 7:**

Small Group Activity – The trainer engages the participants in a small group activity – “Phase I – IL Grid”. The trainer refers to **Resource Guide Pages #18 - #19 (Independent Living Grid)** and assigns one service area to each of the six tables. The trainer encourages participants to work with the other members at the table to identify service coordination (collaborative partners). The trainer reviews the activity:

- The Independent Living Grid lists the six service areas of Independent Living: Education, Employment, Housing, Life Skills, Prevention, and Supportive Services down the left side
- The Independent Living Grid lists the Assessment and Case Planning Process of each of the six service areas.
- The Independent Living Grid DOES NOT provide the needed information detailed under the Service Coordination.
- The trainer provides each table with one of the six service areas of Independent Living and instructs the participants to complete the service coordination (collaborative partners) for that area.

The trainer makes note to the participants that the six areas could be covered simultaneously although there is normally a progression. The trainer also recognizes that the youth connections are learned in other ways than through placement or Independent Living, i.e.

- After school programs
- Community programs
- And more

The trainer provides an example to the participants using the Education Service Area. The trainer identifies service coordinators (collaborative partners) related to education, i.e. guidance counselors, PA CareerLink, OVR, Caseworker, youth, teachers, foster parents, IL worker, MHMR, occupational skills trainer, Intermediate Unit and so on.

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**Trainer Note:** If you have more than five tables, provide the sixth table with the Education Service Area of IL but provide only one example for this area and allow the small group to brainstorm the remaining.

### **Step 8:**

Large Group Discussion - After the activity, the trainer engages the participants in a large group discussion by asking the small groups to report the service coordinators/collaborative partners that were identified to the large group. The trainer encourages the large group to add any additional coordinators to that list.

### **Step 9:**

The trainer provides a time for participants to add any additional comments or questions.

**Trainer Note:** Break for lunch after Step 9. 60 minutes is the usual time period.

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### **Section IV: Continuum of Services – Phase II**

#### **Estimated Length of Time:**

55 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify the components of Phase II- Formal of the IL Continuum of Services.
- Describe the design of an Independent Living Program.
- Describe the Stipend Policy of the PA Independent Living Program.

#### **Method of Presentation:**

Lecture, large group discussion, small group activity

#### **Materials Needed:**

- ✓ **Overhead #5 (Phase II - Formal)**
- ✓ **Resource Guide Pages #1 - #4(Continuum of Independent Living Services)**
- ✓ **Resource Guide Pages #20 - 23 (Curriculum)**
- ✓ **Resource Guide Pages #24 - #31 (Financial Support)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

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### **Outline of Presentation:**

The trainer describes the components of Phase II – Formal of the IL Continuum of Services: Program Design, Curriculum, and Financial support.

- Review components of Phase II – Formal of the IL Continuum using **Overhead # 5 (Phase II – Formal) and Resource Guide Pages #1 - 4 (Continuum of Independent Living Services)**.
- Discuss Curriculum using **Overhead #5 (Phase II - Formal)**.
- Refer to **Resource Guide Pages #20 - #23 (Curriculum)**.
- Discuss Curriculum using **Resource Guide Pages #20 - #23 (Curriculum)**.
- Discuss Financial Support using **Overhead #5 (Phase II - Formal)**.
- Refer to **Resource Guide Pages #24 - #31 (Financial Support)**.
- Discuss Financial Support using **Resource Guide Pages #24 - #31 (Financial Support)**.

### **Step 1:**

The trainer reviews the components of Phase II – Formal of the IL Continuum of Services: Program Design, Curriculum, and Financial Support using **Overhead #5 (Phase II - Formal) and Resource Guide Pages #1 - #4 (Continuum of Independent Living Services)**.

### **Step 2:**

The trainer discusses the Curriculum using **Overhead #5 (Phase II - Formal) and Resource Guide Pages #1 - 4 (Continuum of Services)**. The trainer refers to **Resource Guide Pages #20 - #23 (Curriculum)** and discusses the services available to youth in the PA Independent Living Program. The trainer notes that this list is not exhaustive and counties should implement new and innovative methods of providing the needed services to youth. The trainer reviews the examples in the Curriculum Resource Guide Pages.

### **Step 3:**

The trainer discusses Financial Support using **Overhead #5 (Phase II - Formal) and Resource Guide Pages #1 - 4 (Continuum of Independent Living Services)**. The trainer refers to **Resource Guide Pages #24 - #31 (Financial Support)**. The trainer discusses stipends. The trainer reviews the policies and required elements in the Financial Support Resource Guide Pages.

**Trainer Note:** Inform participants that stipends may typically occur in Phase II around formal activities; however, stipends can and should occur throughout the course of the youth's involvement in the program - based on the needs of the youth.

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### **Step 4:**

The trainer provides a time for participants to add any additional comments or questions. Participants are encouraged to break into small groups to share what their agency or program does with the Formal portion of IL (curriculum, classes and financial supports) and then report the summary of their discussion to the larger group.

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### **Section V: Continuum of Services – Phase III**

#### **Estimated Length of Time:**

55 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify Phase III of the IL Continuum of Services.
- Describe the practice of IL Placement Settings.

#### **Method of Presentation:**

Lecture, Large group discussion, small group activity

#### **Materials Needed:**

- ✓ **Overhead #6 (Phase III- Practice)**
- ✓ **Resource Guide Pages #3 - #6 (Continuum of Independent Living Services)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer describes Phase III – Practice of the IL Continuum of Services.

- Review Phase III – Practice of the IL Continuum of Services using **Overhead #6 (Phase III - Practice)**.
- Discuss the Practices of Independent Living Placement Settings using **Resource Guide Pages #1 - #4 (Continuum of Independent Living Services)**.

### **Step 1:**

The trainer reviews Phase III – Practice of the IL Continuum of Services using **Overhead #6 (Phase III - Practice)**. The trainer describes the Practice of Independent Living Placement Settings using **Resource Guide Pages #1 - #4 (Continuum of Services)**. The trainer identifies Practice Settings using **Resource Guide Pages #1 - #4 (Continuum of Services)**.

### **Step 2:**

Large Group Discussion – The trainer engages in a large group discussion by asking the participants to identify if they have Supervised Independent Living (SIL) programs and if so, which of the SIL methods they use in their county and how the programs work. This would be a good place to re-examine the concept of “success and failure” with IL youth; youth might fail at a task, but it is an opportunity to learn and grow. Our youth should not be told that they are failures. The federal government strongly encourages IL programs and counties to take “risks” on behalf of youth to permit them the opportunity to practice skills before they leave care; practice housing settings should not be limited to college-bound youth, but should strongly be considered for youth who are struggling in placement or considering work force options after leaving care.

**Trainer Note:** A fifteen minute break would be appropriate here if one has not already been taken.

### **Step 3:**

The trainer provides a time for participants to add any additional comments or questions. Participants are encouraged to work in small groups to discuss what their agency or program currently does with Independent Living Placement Settings and then each group is encouraged to share with the entire class.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section VI: Continuum of Services – Phase IV**

#### **Estimated Length of Time:**

70 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify Phase IV of the IL Continuum of Services.
- Describe Aftercare Services.
- Describe Room and Board Policy of the PA Independent Living Program.
- Review Learning from the day and prepare for day 2.

#### **Method of Presentation:**

Lecture

#### **Materials Needed:**

- ✓ **Overhead #7 (Phase IV - Aftercare)**
- ✓ **Resource Guide Pages #1 - #4 (Continuum of Services)**
- ✓ **Resource Guide Pages #24 - #31 (Financial Support)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Shulman Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer describes Phase IV – Aftercare of the IL Continuum of Services.

- Review Phase IV – Practice of the IL Continuum of Services using **Overhead #7 (Phase IV - Aftercare)**.
- Discuss Aftercare Services using **Resource Guide Pages #1 - #4 (Continuum of Independent Living Services)**.
- Discuss Room and Board Services using **Resource Guide Pages #24 - #31 (Financial Support)**.

### **Step 1:**

The trainer reviews Phase IV – Aftercare of the IL Continuum of Services using **Overhead #7 (Phase IV)**. The trainer describes the Aftercare Services using **Resource Guide Pages #1 - #4 (Continuum of Independent Living Services)**.

### **Step 2:**

The trainer reviews the Room and Board Policy of the PA Independent Living Program using **Resource Guide Pages #24 - #31 (Financial Support)**. The trainer describes the two types of Room and Board:

- Emergency Room and Board
- Planned Room and Board

The trainer describes the eligibility for room and board assistance.

**Trainer Note:** Explain that Chafee federal dollars have restrictions, but that state/county funds can be used for youth not in care until age 18 starting in 2009-2010 due to changes in the Needs-Based Plan and Budget (NBPB) process and Appendix 10 for IL/transition programs.

### **Step 3:**

The trainer provides a time for participants to add any additional comments or questions. A small group discussion about Aftercare programs and services in participants' agencies or programs is encouraged; groups should share examples of what they do with the entire class.

### **Step 4:**

Trainer should conduct a Day One Wrap-up and Evaluation. A review of tomorrow's agenda is encouraged. Remind participants that there will be role play.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section VII: *Aging Out* Video and Discussion**

#### **Estimated Length of Time:**

90 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify elements of a PA Independent Living Case Plan.
- Describe the strengths and needs of the youth in the ***Aging Out*** Video.
- Develop a PA Independent Living Case Plan.

#### **Method of Presentation:**

Lecture, small group activity, large group discussion

#### **Materials Needed:**

- ✓ **Handout #3 (Agenda)**
- ✓ **Overhead #8 (Required Elements of a PA Independent Living Case Plan)**
- ✓ **Resource Guide Page #32 (Develop a Case Plan)**
- ✓ **Video – *Aging Out***
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Schulman Skills:**

See Overview

## 202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process

### Outline of Presentation:

The trainer welcomes the group to Day 2. The trainer introduces the ***Aging Out*** video and discusses its relevance. The trainer describes the required elements of a PA Independent Living Case Plan and assists participants in developing a case plan for the youth in the ***Aging Out*** video.

- Describe the ***Aging Out*** video and the youth in the video.
- View the ***Aging Out*** video.
- Identify and Describe the required elements of a Case Plan using **Overhead #8 (Required Elements of a PA Independent Living Case Plan)**.
- Refer to **Resource Guide Page #32 (Develop a Case Plan)**.
- Conduct small group activity to develop a case plan as it relates to **David** in the ***Aging Out*** video.
- Conduct large group discussion to add additional suggestions to the case plans developed by the participants.

### Step 1:

The trainer should transition the group back from Day 1. Review content covered and answer any questions. Trainer should review the **Handout #3 (Agenda)**.

### Step 2:

The Trainer describes the ***Aging Out*** video and identifies the youth in the video. The trainer instructs the participants that the video will be used in assisting them in developing a case plan for David and a transition plan for Daniela. The trainer instructs the participants to pay close attention to the strengths and needs of the youth in the video. Roles for the afternoon's transition conference activity could be handed out before the video to help participants. The trainer then plays the 50 min. video.

**Trainer Note:** Before or during the video, the trainer prepares flipchart papers for roundtable discussion. Each flipchart should identify a different period of David's experience.

- David – When he first came into care as a child
- David – When he became eligible for IL
- David – Just prior to exiting care
- David – Now, in aftercare

### Step 3:

After the video, the trainer describes the required elements of a PA Independent Living Case Plan using **Overhead #8 (Required Elements of a PA Independent Living Case Plan)**.

### Step 4:

Small Group Activity – The trainer engages the participants in a small group activity.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

The trainer arranges the participants into four small groups and distributes the flipchart paper to each group. The trainer refers to **Resource Guide Page #32 (Develop a Case Plan)**. The trainer encourages the participants to work with the other members of their group to develop a case plan for David.

The trainer puts **Overhead #8 (Required Elements of a PA Independent Living Case Plan)** up for review during the activity. The trainer instructs the participants to document the case plan that they develop on the flip chart paper.

### **Step 5:**

Large Group Discussion – After the activity, the trainer instructs the small groups to hang the flipchart paper on the walls around the room. The trainer gives each table a turn to share their response with the large group. The trainer encourages large group discussion on each of the case plans.

### **Step 6:**

Large Group Discussion – After the participants review the case plans, the trainer continues large group discussion by asking the participants:

- Has the film changed your ideas about the foster care system and the children who are in it?
- What did the system do right?
- What did the system do wrong?
- Can you think of ideas you would like to implement right away based on what you have seen in this video?

### **Step 7:**

The trainer provides a time for participants to add any additional comments or questions. The trainer notes that Daniela's situation will be discussed further in the afternoon as part of a transition planning activity.

**Trainer Note:** Be conscious of time during this section; discussion may need to be limited to make sure that needed activities fit into allotted time. Interdependence is a key concept that youth need to understand; none of us can succeed without the help and support of others. How can interdependence be encouraged? Ask participants to briefly share ideas.

A fifteen minute break would be appropriate at the conclusion of the section if one has not already been taken.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section VIII: Rights of Youth – Case Planning**

#### **Estimated Length of Time:**

45 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify the rights of youth in the case planning process.
- Describe the rights of youth in the case planning process

#### **Method of Presentation:**

Lecture, large group discussion

#### **Materials Needed:**

- ✓ **Overhead #9 (Rights of Youth – Case Planning)**
- ✓ **Resource Guide Page #33 (Rights of Youth – Case Planning)**
- ✓ **Resource Guide Pages #34 - #35 (Know Your Rights)**
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

Know Your Rights Manual  
Program Bulletin (if available)

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer describes the rights of the youth in the case planning process and identifies specific rights of older youth in care.

- Refer to **Resource Guide Page #33 (Rights of Youth – Case Planning)**.
- Discuss the rights of the youth in the case planning process using **Overhead #9 (Rights of Youth – Case Planning)**.
- Identify websites that discuss youth rights using **Resource Guide Page #33 (Rights of Youth – Case Planning)**.
- Refer to **Resource Guide Pages #34 - 35 (Know Your Rights)**.
- Discuss the Youth Rights using **Resource Guide Pages #34 - 35 (Know Your Rights)**.
- Conduct large group discussion to identify youth rights using the ***Aging Out*** video.

### **Step 1:**

The trainer refers to **Resource Guide Page #33 (Rights of Youth – Case Planning)** and discusses the Federal and State legislation that identifies the rights of the youth in the case planning process using **Overhead #9 (Rights of Youth – Case Planning)**. The trainer identifies websites that discuss and/or advocate for youth rights using **Resource Guide Page #33 (Rights of Youth – Case Planning)**.

### **Step 2:**

The trainer refers to **Resource Guide Pages #34 - 35 (Know Your Rights)** and discusses the rights of youth using **Resource Guide Pages #34 - 35 (Know Your Rights)**.

### **Step 3:**

Large Group Discussion – The trainer encourages large group discussion to identify rights of the youth in the ***Aging Out*** video. The trainer encourages the participants to identify rights of the youth that were violated by asking them to think about the youth in the video in regards to their rights. The trainer puts **Overhead #9 (Rights of Youth – Case Planning)** up to assist participants. The trainer then asks the participants:

- What rights of David's were violated?
- The trainer should assist the participants in responding with:
  - Determining the services needed to assist David with his transition.
  - A written description of the programs and services available.
  - Visits with his family at least once a month.
  - Independent Living Services.

The trainer documents the responses on the flipchart paper. The trainer then asks the participants:

- What rights of Daniela's were violated?
- The trainer should assist the participants in responding with:

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

- Determining the services needed to assist Daniela with her transition.
- A written description of the programs and services available.
- Independent Living Services.
- The right to save all of the money that she earned.
- To only be discharged from care when a discharge plan was in place.

The trainer documents the responses on flipchart paper.

### **Step 4:**

The trainer reviews websites using **Resource Guide Page #33 (Rights of Youth – Case Planning)** to introduce further information in regards to youth rights and partner agencies or advocacy groups that can assist youth or transition professionals. Examples that might be highlighted include the Juvenile Law Center, Kids Voice, the Educational Law Center, Pennsylvania Department of Education, the Office of Vocational Rehabilitation (OVR) and the Pennsylvania Higher Education Assistance Agency (PHEAA).

**Trainer Note:** The Trainer should highlight the Know Your Rights Guide that was developed by the Juvenile Law Center, Kids Voice and the Pennsylvania Youth Advisory Board (YAB.) The resource can be downloaded for free at [www.independentlivingpa.org](http://www.independentlivingpa.org); [www.jlc.org](http://www.jlc.org) or [www.kidsvoice.org](http://www.kidsvoice.org). A hardcopy can be provided as a trainer resource.  
Trainer can also reference Program Bulletin as a necessary resource.

### **Step 5:**

The trainer provides a time for participants to add any additional comments or questions.

**Trainer Note:** Youth are guaranteed the right to be heard in court. The trainer might ask participants about their court process, especially with respect to court reviews and discharge hearings. Are youth actively engaged in the process? Do judges, guardian ad litem and other adults listen to youth and value their input?

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section IX: Engaging Youth in Case Planning**

#### **Estimated Length of Time:**

40 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify barriers for youth involvement in the case planning process.
- Identify methods of engaging youth in the case planning process.

#### **Method of Presentation:**

Lecture, large group discussion, large group activity

#### **Materials Needed:**

- ✓ Overhead #10 (How Do You Engage Youth?)
- ✓ Resource Guide Page #36 (What I Need to Remember About Teenagers)
- ✓ Resource Guide Page #37 (How Do You Engage Youth?)
- ✓ Resource Guide Page #38 (The Conversation)
- ✓ Resource Guide Page #39 (Building on Strengths)
- ✓ Resource Guide Page #40 (Facilitating Partnerships)
- ✓ Resource Guide Page #41 (Encouraging Future Goals)
- ✓ Flip chart paper
- ✓ Colored Markers

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Schulman Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer assists participants in identifying barriers for youth involvement in the case planning process and also assists participants in identifying methods of engaging youth in the case planning process.

- Refer to **Resource Guide Page #36 (What I Need to Remember About Teenagers)**.
- Discuss barriers for youth involvement using **Resource Guide Page #36 (What I Need to Remember About Teenagers)**.
- Conduct large group discussion focusing on the participant's experiences in dealing with older foster care youth.
- Conduct large group activity to identify reasons youth may be resistive to participate in the case plan.
- Refer to **Resource Guide Page #37 (How Do You Engage Youth?)**.
- Discuss "being aware of the conversation" using **Overhead #10 (How Do You Engage Youth?)**.
- Refer to **Resource Guide Page #38 (The Conversation)**.
- Identify methods of talking with youth using **Resource Guide Page #38 (The Conversation)**.
- Discuss "Building on Strengths" using **Overhead #10 (How Do You Engage Youth?)**.
- Refer to **Resource Guide Page #39 (Building on Strengths)**.
- Identify methods to build on strengths using **Resource Guide Page #39 (Building on Strengths)**.
- Discuss "Facilitating Partnerships" using **Overhead #10 (How Do You Engage Youth?)**.
- Refer to **Resource Guide Page #40 (Facilitating Partnerships)**.
- Identify methods of facilitating partnerships using **Resource Guide Page #40 (Facilitating Partnerships)**.
- Discuss "Encouraging Future Goals" using **Overhead #10 (How Do You Engage Youth?)**.
- Refer to **Resource Guide Page #41 (Encouraging Future Goals)**.
- Identify methods of encouraging future goals using **Resource Guide Page #41 (Encouraging Future Goals)**.
- Discuss "being a resource" using **Overhead #10 (How Do You Engage Youth?)**.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Step 1:**

The trainer refers to **Resource Guide Page #36 (What I Need to Remember About Teenagers)** and discusses the barriers for youth involvement by reading the developmental factors of a Middle and Late Adolescent.

### **Step 2:**

Large Group Discussion – The trainer encourages large group discussion to identify additional barriers of older foster care youth. The trainer asks the participants to share their experiences with working with older foster care youth and identify additional barriers.

### **Step 3:**

Large Group Activity – The trainer engages in a large group activity – “Brainstorming”. The trainer prepares flipchart paper in the front of the room and asks the participants to brainstorm reasons youth may be resistive to participate in case planning. The trainer encourages responses about barriers to participation such as:

- Teenagers have fears about the future.
- Teenagers may find it difficult to trust new adults.
- Teenagers don’t feel safe and secure with children and youth staff.
- Teenagers test to authority.

The trainer documents the responses on flipchart paper.

### **Step 4:**

Large Group Discussion – The trainer encourages large group discussion by reviewing the responses documented on the flipchart paper and identifying which ones could be reduced or alleviated just by involving the youth. The trainer reviews each response and asks the participants if it could be reduced or alleviated with youth involvement.

### **Step 5:**

The trainer then asks the participants: “So, how then do we get youth involved?” The trainer refers to **Resource Guide Page #37 (How Do You Engage Youth)**. The trainer identifies ways to engage youth using **Overhead # 10 (How Do You Engage Youth?)**.

### **Step 6:**

The trainer refers to **Resource Guide Page # 38 (The Conversation)** and identifies methods of talking with youth using **Overhead #10 (How Do You Engage Youth?)** and **Resource Guide Page #38 (The Conversation)**.

### **Step 7:**

Large Group Discussion - The trainer refers to **Resource Guide Page #39 (Building on Strengths)** and identifies methods to build on strengths using **Overhead #10 (How Do You Engage Youth?)** and **Resource Guide Page #39 (Building on Strengths)**. The trainer engages in large group discussion to identify addition methods of building on strengths. The trainer asks the participants to share specific examples.

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### **Step 8:**

The trainer refers to **Resource Guide Page #40 (Facilitating Partnerships)** and identifies methods of facilitating partnerships using **Overhead #10 (How Do You Engage Youth?)** and **Resource Guide Page #40 (Facilitating Partnerships)**. The trainer engages the audience by asking if anyone has a particularly effective partnership and how they facilitated it.

### **Step 9:**

The trainer refers to **Resource Guide Page #41 (Encouraging Future Goals)** and identifies methods of encouraging future goals using **Overhead #10 (How Do You Engage Youth?)** and **Resource Guide Page #41 (Encouraging Future Goals)**.

**Trainer Note:** Remind participants of the need for a strengths-based, solution-focused approach with youth and how youth/family engagement principles should be the foundation for transition-related work. Workers should not judge youth or overreact to behaviors or information shared by youth.

### **Step 10:**

Large group discussion - The trainer engages the participants by asking if anyone has an effective method of encouraging future goals. The trainer allows the participants to further elaborate on each of the examples given by the participants. The trainer looks for responses such as:

- Asking the “Miracle Question” or “If you had 3 wishes, what...?”
- Attending extra curricular activities to support youth
- Attending graduation ceremonies
- Taking youth on college visits

### **Step 11:**

The trainer provides a time for participants to add any additional comments or questions.

**Trainer Note:** The trainer should watch the time during this section so that it does not run over. The trainer may want to simply highlight several examples on Resource Pages #38-43. The lunch break would be appropriate here; 60 minutes is the usual time period..

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section X: Required Documentation**

#### **Estimated Length of Time:**

40 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify required documentation for youth receiving PA Independent Living Services.

#### **Method of Presentation:**

Lecture, large group discussion

#### **Materials Needed:**

- ✓ Overhead #11 (Required Documentation)
- ✓ Resource Guide Page #42 (Required Documentation)
- ✓ Resource Guide Pages #43 - #44 (Discharge Checklist)
- ✓ Resource Guide Page #45 (PILOTS)

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Schulman Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer identifies the required documentation that must be maintained for youth receiving Independent Living Services.

- Refer to **Resource Guide Page #42 (Required Documentation)**.
- Discuss required documentation using **Overhead #11 (Required Documentation)**.
- Discuss additional documents to maintain for youth using **Resource Guide Page #42 (Required Documentation)**.
- Refer to **Resource Guide Pages #43 - #44 (Discharge Checklist)**.
- Discuss discharge checklist using **Resource Guide Pages #43 - #44 (Discharge Checklist)**.
- Refer to **Resource Guide Page #45 (PILOTS)**.
- Discuss PILOTS using **Resource Guide Page #45 (PILOTS)**.

### **Step 1:**

The trainer refers to **Resource Guide Page #42 (Required Documentation)** and identifies the required documentation as well as additional documentation that must be maintained for youth receiving Independent Living Services **using Overhead #11 (Required Documentation)**.

**Trainer Note:** When discussing the Independent Living Case Plan, it would be beneficial to note that the IL Plan is also part of the Child Permanency Plan (CPP). Counties may vary in how they integrate the two plans. The trainer should highlight some of the various resources that assist in transition planning, such as the transition toolkit from the Foster Club of America, the Ansell-Casey Life Skills Assessment, etc.

### **Step 2:**

The trainer refers to **Resource Guide Page #43 - 44 (Discharge Checklist)** and identifies items on the discharge checklist using **Resource Guide Page #43 - 44 (Discharge Checklist)**.

**Step 3:** The trainer refers to **Resource Guide Page #45 (PILOTS)** and identifies the PILOT forms using **Resource Guide Page #45 (PILOTS)**.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

**Trainer Note:** The trainer should stress the importance of accurate and timely PILOTS data entry for state and federal reporting requirements. This is also a good place to address the National Youth in Transition Database (NYTD) requirements that will be implemented in October of 2010. The trainer should address the potential impact of this change with participants.

### **Step 4:**

The trainer provides a time for participants to add any additional comments or questions.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section XI: Transition Planning**

#### **Estimated Length of Time:**

115 minutes

#### **Learning Objectives:**

Participants will be able to:

- Identify elements of a PA Independent Living Case Plan.
- Describe the strengths and needs of the youth in the ***Aging Out*** Video.
- Develop a PA Independent Living Case Plan.
- Describe strategies for engaging youth in transition planning

#### **Method of Presentation:**

Lecture, large group activity, large group discussion

#### **Materials Needed:**

- ✓ **Overhead #8 (Required Elements of a PA Independent Living Case Plan)**
- ✓ **Resource Guide Page #32 (Develop a Case Plan)**
- ✓ **Resource Guide Page #46 (SWAN Units of Service)**
- ✓ **Resource Guide Page #47 (Best Practice FGDM Implementation)**
- ✓ **Handout #5 (Role Play Scenario)**
- ✓ **Independent Living Resources CD**
- ✓ Flip chart paper
- ✓ Colored Markers
- ✓ Extra set of name tents for transition conference roles

#### **Resources Used:**

None

#### **PA Standards:**

See Overview

#### **CFSR Issues:**

See Overview

#### **Schulman Skills:**

See Overview

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer introduces the importance of transition planning, and how transition planning should always be something discussed as part of good case planning. The trainer emphasizes that a transition plan should be in place prior to discharge, and that this plan should incorporate safety measures in the event that primary goals are not achieved.

- Describe the importance of transition planning and when it should occur
- Discuss the use of SWAN Units of Service, **Resource Guide Page #46 (SWAN Units of Service)**, as a precursor to transition planning and conferencing
- Describe the concept of holding a Family Group Decision Making, **Resource Guide Page #47 (Best Practice FGDM Implementation)**, or Transition Conference, and how “family” at these conferences may look different for IL youth
- Provide overview of the key components of a transition planning conference
  - Coordination and preparation for the conference
  - Pre-conference meeting
  - Strengths and concerns
  - Resource sharing
  - Meal
  - Private family time
  - Sharing of the plan
  - Evaluation and follow-up
- Conduct large group activity to profile the components of transition planning and transition conferencing **Handout #5 (Role Play Scenario)**.
- Conduct large group discussion on other strategies for transition planning

**Step 1:** The trainer emphasizes the importance of transition planning with youth regardless of their permanency goal and outcome. The trainer asks the group about their experiences with transition planning. The trainer asks “why do you think transition planning is important”. The trainer notes the feedback of the group on flipchart paper.

**Trainer Note:** The trainer might suggest that IL life skills classes include a section on transition planning. Young people could benefit from information about the process and the opportunity to participate in a “mock” conference prior to leaving care or engaging in their own formal transition planning activities.

**Step 2:** The trainer refers to **Resource Guide Page #46 (SWAN Units of Service)**. The trainer reviews and explains the SWAN Profile, Preparation and Child Specific Recruitment Unit of Service. The trainer asks the group about their experiences in working with SWAN affiliate agencies. The trainer asks for general feedback on the Units of Service and how they can be used to serve older youth.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

**Step 3:** The trainer shares that one method of transition planning could be to hold a Family Group Conference or transition conference. The trainer explains how the child profile and preparation units of service can assist in coordinating a meeting and ensuring that the youth's "family" are invited to participate in the transition planning process. The trainer should stress that youth may want to very broadly define who their family is, and perhaps no one in their "family" would be biologically related to them. It is important to stress that Family Group and transition conferences should be positive experiences for youth and those invited should be realistic supports for them.

**Step 4:** The trainer shares that the next large group activity will engage the group in a mock transition conference for the purpose of providing an example of how engaging a youth in their transition planning could be done in our state. The trainer emphasizes that this training is not to train how to go about conducting a Family Group Decision Making Conference or transition conference. Prior to conducting the large group activity the trainer notes the primary and recommended steps in a Family Group Conference. The trainer refers to **Resource Guide Page #47 (Best Practice FGDM Implementation)**.

- Coordination and preparation for the conference
- Pre-conference meeting
- Strengths and concerns
- Resource sharing
- Meal
- Private family time
- Sharing of the plan
- Evaluation and follow-up

**Trainer Note:** The trainer notes that training on Family Group Decision Making is available through CWTP, as well as training on how to coordinate and facilitate Family Group Conferences. A fifteen minute break may be appropriate here if one has not already been taken.

**Step 5:** The trainer conducts a large group activity. The trainer passes out the **Handout #5 (Role Play Scenario)** to each training participant. The trainer facilitates the group as if it were a transition conference for Daniella. The trainer facilitates the following steps:

- The trainer asks participants to move chairs and tables into a large square or circle
- The trainer has each participant pick a role from the Role Play Scenarios
- The trainer has each participant write their role name on a name tent
- The trainer shares the unifying purpose of hosting the transition conference, and explains the history of what occurred prior to the

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

- conference to coordinate the event and prepare participants (including the use of a SWAN profile and child preparation).
- The trainer shares that we can discuss and plan to serve Daniella in her situation within the context of we know is available in Pennsylvania.
- The trainer asks participants to participate in the transition conference in the role that they have selected. The trainer emphasizes that conference members can take some creative liberty in their participation.
- The trainer notifies the group that the conference will be paused throughout to allow time for clarification and questions. The trainer emphasizes that the purpose of the mock conference is to review content that has been discussed throughout the training.
- The trainer begins the conference by stating that portions of a typical or real conference are being skipped for the purpose of the activity (i.e. starting the conference with a welcome, family tradition, discussion of conference guidelines, gaining agreement with the unifying purpose, etc) facilitating the group in sharing strengths about Daniella and Visna.
- The trainer facilitates the group in sharing concerns that members have with Daniella and Visna's situation. The trainer asks the Daniella and Visna's DHS worker what their bottom line concerns are that should be addressed in the transition plan.
- The trainer facilitates resource sharing concerning Daniella and Visna's situation. The trainer asks the group to pause the conference to view the **Independent Living Resources CD** that participants received as a handout.
- The trainer notes that the meal portion of the conference is being skipped.
- The trainer notes that during private family time only the members of the conference that the youth considers "family" will be able to participate in the planning process. Other roles may remain in the room to observe and provide feedback during large group discussion.
- The trainer asks for a family member to present the plan to the group. The trainer asks if all of the bottom line concerns have been addressed.
- The trainer asks for agreement with the plan.

**Step 6:** The trainer facilitates feedback from participants on the activity and any other strategies for transition planning that the group would like to discuss. The trainer provides a time for participants to add any additional comments or questions.

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Section XII: Evaluation and Closure**

#### **Estimated Length of Time:**

30 minutes

#### **Learning Objectives:**

Participants will be able to:

- Demonstrate their ability to share their learning experiences.
- Demonstrate their ability to transfer their learning to the workplace.
- Complete the evaluation form.

#### **Method of Presentation:**

Large group activity

#### **Materials Needed:**

- ✓ Overhead #12 (IL Jeopardy)
- ✓ Overhead #13 (Final IL Jeopardy)
- ✓ Appendix #4 (IL Jeopardy)
- ✓ Appendix #5 (Answer Key - IL Jeopardy)
- ✓ Appendix #6 (Answer Key – Final IL Jeopardy)
- ✓ Resource Guide Pages #48 - 49 (Common Acronyms)
- ✓ Handout #2 (Idea Catcher)
- ✓ Handout #6 (Bibliography)
- ✓ Evaluation forms

#### **Resources Used:**

Prizes (optional)

## **202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process**

### **Outline of Presentation:**

The trainer reviews the workshop training material by implementing the “IL Jeopardy” activity. The trainer reviews the “I Wonder “ Board and “Parking Lot” Board for additional comments or questions and makes note of any questions he/she could not answer and makes note for future follow-up. The trainer reviews the “What’s in it for me” board to identify that all the needs have been addressed. The trainer distributes the evaluation forms and thanks the participants.

- Engage participants in “IL Jeopardy” Activity.
- Review “I Wonder” Board.
- Review “Parking Lot” Board.
- Review “What’s in it for me” Board.
- Review **Handout #2 (Idea Catcher)**
- Review **Handout #6 (Bibliography)**
- Trainer references **Resource Guide Pages #48 - 49 (Common Acronyms)**.
- Distribute Evaluation forms.
- Thank Participants.

### **Step 1:**

Large Group Activity – The trainer engages the participants in a large group activity – “IL Jeopardy” using **Overhead #12 (IL Jeopardy)**. The trainer asks the participants to count off by 2’s to identify the two teams to play “IL Jeopardy”. The trainer instructs the teams to move to either side of the room. The trainer prepares two flip charts on either side of the room – One for TEAM A and one for TEAM B.

**Trainer Note:** If noise makers are not included as part of the curriculum package, the trainer may allow the teams to raise their hand or make a unique sound to respond.

The trainer reviews the rules of the activity:

- The game will consist of two teams.
- Flip a coin to see which team goes first (Team A is Heads and Team B is Tails).
- The first Team chooses a category and a dollar amount.
- The trainer reads a word for phrase.
- Each team will have a noise maker/make a unique sound.
- The first team to ring the noisemaker after the question has been read aloud will have the opportunity to respond in the form of a question. If a team rings the bell before the question has been entirely read aloud that team will be disqualified to answer that question, and the other team will be give the opportunity to hear and answer the question.

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- If the response is correct, the value will be added to the teams' score. If the response is incorrect the value will be subtracted from the teams' score.
- Each team will have fifteen seconds to respond in the form of a question. If the team does not answer in that time it is considered an incorrect answer and the dollar amount will be subtracted from the teams score.
- At the end of the round, there will be a bonus round – FINAL IL JEOPARDY – Each team can wager all or part of their accumulated score.
- The points wagered will be added to the teams' total score if the response is correct, and subtracted if it is incorrect.
- The winner of the game will be the team with the highest score.
- The trainer will award prizes to the members of the winning team.
- Trainer should use **Overhead #12 (IL Jeopardy), Overhead #13 (Final IL Jeopardy), Appendix #4 (IL Jeopardy) , Appendix #5 (IL Jeopardy Answer Key), and Appendix #6 (Answer Key-Final IL Jeopardy)** to play the game as a review of the training content.

**Trainer Note:** The teams must respond to the phrases with a question, i.e., “What is the Education and Training Grant.”

The trainer allows the participants five minutes to review their notes and Resource Guide Page prior to the start of the first round of play. After five minutes of review time, the trainer plays another few moments of the Jeopardy theme song to get everyone motivated. The trainer begins the “IL Jeopardy” activity and continues until all questions have been asked or until the time limit has been reached. The trainer may award prizes to the winning team.

**Trainer Note:** Trainer should be prepared for fifteen winners of the “IL Jeopardy” Activity and have ample prizes to award if trainer chooses. The activity works best when the pace is fast and the game host is very lively and enthusiastic. Trainer should encourage cheering among teams.

### **Step 2:**

The trainer reviews the “I Wonder” Board and “Parking Lot” Board and answers any additional comments or questions.

### **Step 3:**

The trainer reviews the “What’s in it for me” Board and identifies that all needs that have been addressed.

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### **Step 4:**

The trainer should encourage participants to fill out **Handout #2 (Idea Catcher)** with ideas of how they will use new knowledge and skills shared during the training in their daily work to ensure transfer of learning.

**Step 5:** The trainer references **Resource Guide Page 48 - 49 (Common Acronyms)** as a resource for trainees as they continue in Independent Living Services.

### **Step 6:**

The Trainer should also reference **Handout #6 (Bibliography)** as additional resources for participants.

### **Step 7:**

The trainer distributes the Evaluation forms, thanks the participants, and ends the workshop.

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