

Participant Handouts

The John H. Chafee Foster Care Independence Program (Foster Care Independence Act of 1999)

The significant elements include:

- Doubles the Federal Title IV-E Independent Living Program funding nationwide to \$140 million.
- States required to serve youth up to age 21 and can now use up to 30% of IL funds for room and board for those youth ages 18-21 who have left foster care.
- Optional Medicaid insurance to youth 18-21 who have left foster care
- Increases youth's savings account limit from \$1,000 to \$10,000 so that youth in foster care can save and still be eligible for Title IV-E foster care payments.
- Clarifies that IL activities should not be seen as an alternative to adoption for children, and should occur concurrently with efforts to find adoptive families.
- Requires Health and Human Services, in conjunction with state/local officials and experts, to develop and assess outcome measures to assess state performance.
- Requires states to use Title IV-E training funds to train adoptive/foster care parents, workers in group homes, and case managers to help them address issues confronting adolescents preparing for independent living.
- Authorizes additional funds for adoption incentive payments to states that increased the number of children adopted from foster care.
- Includes a focus on prevention activities and services for youth.
- Stresses the importance of youth's personal responsibility for preparing for and then making the transition from adolescence to adulthood.

A Continuum of Independent Living Services for Youth

Phase I: Informal –

- Formal training to child welfare staff foster parents and other caregivers in preparing youth for independent living.
- Out-of-home placement programs integrate informal IL skills training into their daily programming.

Phase II: Formal –

- Caseworkers providing formal group and individualized training for youth in IL skills.
- Foster parents providing skill training to youth in their homes.
- Formal training programs within residential treatment centers and group homes. May include experiential training components.
- Contracts between the children/youth agency and private providers to provide skill training to youth in placement.
- Agreements between children/youth agency and other public programs to provide skill training; e.g., job training, job preparation, subsidized employment, GED preparation, vocational training.
- Youth conferences where youth can meet and share their IL experiences with each other and with staff.

Phase III: Supervised Practice Living –

- Apartment living with agency staff on premises.
- Apartment living without staff on premises (agency leased, boarding home, apartment sharing).
- Provided through public/private agency subsidy programs or through residential services and group homes.

Phase IV: Self-sufficiency (Aftercare) –

- Scholarship programs to help youth access higher education and training programs.
- Drop-in centers for youth.
- Volunteer programs.
- Follow-up counseling/coaching and refresher courses.

FOUR PENNSYLVANIA INDEPENDENT LIVING PROGRAM MODELS

MODEL	DESCRIPTION
County-Operated	<p>County staff, children and youth, probation, etc., operate the county's independent living program by conducting IL skills training several evenings per week over a program determined period of time, or in the case where transportation is a problem and group process is not feasible, to individual youth at the youth's placement or residence. In this approach the county staff are the primary point of contact for the program. These staff provide assessment, case planning/management, and IL skills instruction while coordinating needed services with other community agencies.</p> <p>This type of IL program consists of the IL caseworker setting up a practice situation with an appropriate person or business in the community. IL staff discusses the skills that have been taught and the expected levels of performance and a system for feedback to the youth and the staff. For instance, if the session is on budgeting and meal planning, ideally the youth would be expected to plan a meal, do the shopping, prepare and serve the meal.</p>
Purchase of Service (One Provider)	<p>In this model, the county contracts with a private provider to develop and operate the county's IL program. Several counties have chosen to use this model because of the inability to provide necessary staff resources for IL services. The contracted provider delivers skill training and other IL services in a group setting at a central location or, in the case where transportation is a problem and group process is not feasible, to individual youth at the youth's placement. This model is especially suited to counties where staff resources cannot be allocated to IL, in rural counties, or areas where transportation is a problem.</p>

PENNSYLVANIA INDEPENDENT LIVING MODELS (CONTINUED)

MODEL	DESCRIPTION
Purchase of Service (Multiple Providers)	<p>This model is best suited for counties that are both large in population and/or land area. Counties using this approach choose providers to implement a portion of the overall program based either on their geographic location or on a particular specialty. A county agency staff person coordinates the various aspects of the program between the providers and within the agency. The private providers are generally responsible for completion of all program-reporting forms. Counties implementing this model have experienced problems generating referrals to the program. Care must be taken to incorporate a referral process into the program and provide in-service training to agency casework staff about the program and the referral process to reduce some of the obstacles that can arise when using this type of service provision.</p>
Shared-Responsibility	<p>In this model, the county children and youth agency provides IL services to youth in placement within the county using agency staff and contracts with a private residential facility or group home that has IL services as one component of its program to provide the IL services to county youth referred. The county agency and the private provider share the responsibility for program reporting.</p>

Definitions

In general, a youth must:

- be at least 16 years old but less than 21 as of September 30, 2001;
- be in or have been in out-of-home placement on or after age 16;
- have been adjudicated dependent or dependent and delinquent with shared case management

Regular Independent Living Program –

Any youth up to the age of 21 who is participating in any component of the ILP while still in subsidized care is considered to be in the regular ILP.

Aftercare Program –

Any youth aged 16-21 who left foster care after the age of 16 can participate in the same services provided to youth in the regular ILP, but these youth would be considered to be in aftercare.

Title IV-E IL Stipend/Room and Board Policy

All counties must utilize the following guidelines to administer stipends paid with Title IV-E IL grant funds.

STIPEND/ROOM AND BOARD PAYMENT DEFINITION:

A stipend is a sum of money given to youth for participation in and/or completion of independent living activities. Stipends may be used as a “nest egg” to fund start-up costs of IL such as a security deposit for an apartment or utilities, apartment furnishings, tuition for education and training, tools and uniforms. Room and board payments are for youth who leave care on or after 18 years of age and have not yet reached the age of 21.

WRITTEN STIPEND/ROOM AND BOARD POLICY:

When stipends for youth are a part of the county’s IL program, the county must have a written policy and procedures governing administration of youth stipends including, but not limited to, purpose of stipends, how stipends are earned and how youth access stipends. There are two categories of stipends – restricted stipends and unrestricted stipends.

Unrestricted stipends are those payments that are made to the youth for program participation and/or completion. The agency’s or provider’s canceled check and the youth’s sign-off acknowledging that receipt and explanation of the stipend policy are the only documentation required for unrestricted stipends. It is not a requirement of the IL grant that detailed receipts be maintained for unrestricted stipends.

Restricted Stipends are those funds that are designated for a particular purpose, such as deposits (security, utility), tuition, tools, uniforms, scholarships and clothing for job interviews. Under these circumstances the agency may require that a receipt be submitted to the agency by the recipient of a restricted stipend. **However, under no circumstances may restricted stipends be used for room and board payment other than for youth that meet the room and board eligibility requirements within a county within an approved application for room and board services.**

STIPEND/ROOM AND BOARD POLICY COMPONENTS:

All IL programs must develop a written stipend/room and board policy. The stipend policy, and room and board policy if county elects to provide room and board services, must be explained to the youth prior to their program entry. The youth must sign-off stating that the policy/ies has/have been presented to him or her. This sign-off must be maintained as a part of the youth’s record. The policy, at a minimum, must contain the following: conditions for earning stipends, amounts that can be earned, payment procedures, conditions that would result in stipend payment not being made; eligibility criteria for stipends (e.g., only youth completing the IL program); a statement regarding room and board services/payment, and a statement indicating that any youth that exits substitute care on or after his/her 18th birthday is eligible to receive aftercare or supportive services until they reach the age of 21. There should be a separate youth signature and date line, as well as a witness signature and date line for each section.

Selected Needs Assessment Resources

The broad range of tests and inventories presented here can be used to obtain complete knowledge about the youth. The project office at Shippensburg University will provide technical assistance in selection, use and interpretation of selected needs assessment instruments. The following list is categorized according to the areas that must be addressed in the need assessment.

LIFE SKILLS

Ansell-Casey Life Skills Assessment

For free access to an on-line version of the Ansell-Casey Life Skills Assessment (ACLSA) tool, go to www.caseylifeskills.org. Youth, caregivers and service providers can complete the assessment over the Internet and receive instantaneous result reports about "the present state of the youth's life skills". There are three versions of ACLSA, for youth ages 8-11, 12-15 and 16-19.

Independent Living Assessment for Life Skills

Published by: daniel, inc., Jacksonville Florida (904) 296-1055 or 800-226-7612
Time to Complete: 2 hours

Tests the individual in 16 subject areas: money management, food management, personal appearance, health, housekeeping, transportation, educational planning, job seeking skills, job maintenance, emergency skills, community resources, social skills, legal issues, religion, leisure time, and housing.

The individual may complete this test but care should be used to ensure that the individual completing the test has adequate reading skills. The results of this test can be used to generate a specific needs assessment plan with goals and strategies for the youth. Note: daniel, inc. also produces pregnancy prevention/sex education materials and lesson planning materials for instructors.

Coping Inventory

Published by: Scholastic Testing Service, Inc. (314) 739-3650 or 800-642-6787
Time to Complete: Unknown

This testing instrument is a self-rated form, which was developed to be used by adults and adolescents to analyze their coping behaviors. This form provides an Adoptive Behavior Index, a profile coping style, and a list of those behaviors that facilitate or interfere with adoptive coping. This information can be translated into new behaviors that result in more effective coping skills.

Test of Cognitive Skills (TCS)

Published by: MacMillan/McGraw-Hill 800-442-9685 or 800-538-9547 for testing materials (CTB Division in Monterey, CA)

Time to Complete: 53 minutes

This test measures the skills important to success in the school setting. It reflects abilities important to learning such as, reasoning, problem solving, evaluating, discovering relationships, and remembering.

Personal Development Profile / Phrase Version

Published by: Carlson Learning Company

Available from: ProGrowth Associates, Pittsburgh, PA (412-835-7341)

Time to Complete: 30-45 minutes

A self-assessment instrument that provides valuable feedback about the person's behavior tendencies. It helps the individual identify their behavioral strengths and areas to adapt for improved communication and cooperation with others. It has been used to help youth build self-awareness and self-esteem, guidance in resolving conflict with others, and understanding and acceptance of differences.

The instrument uses an easy-to-understand language written at a sixth-grade reading level.

Career Maturity Inventory

Published by: MacMillan/McGraw Hill 800-442-9685 or 800-538-9547 for testing materials (CTB Division in Monterey, CA)

Time to Complete: Unknown

Provides information for individuals and groups on the attitudes and competencies important for mature career decision-making.

Slosson Intelligence Test

Published by: Slosson Educational Publications, Inc. (888-756-7766)

Time to Complete: 1 hour

This test measures the child's abilities. It provides a highly accurate estimate of corresponding IQ's yielded by the Stanford-Binet Intelligence Scale.

EDUCATION

QUIC™ Tests

Published by: Scholastic Testing Service, Inc. (314) 739-3650 or 800-642-6787
Time to Complete: 30 minutes

This testing instrument establishes and verifies the functional level of student competency in mathematics or communicative arts. The test can be administered in groups. It is useful when little information is known or the existing information is unclear. Both pre- and post-assessments are available.

Comprehensive Test of Basic Skills (CTBS/4 Survey)

Published by: MacMillan/McGraw-Hill 800-442-9685 or 800-538-9547 for testing materials (CTB Division in Monterey, CA)
Time to Complete: 2 hours 30 minutes

The complete battery tests reading, spelling, language, mathematics, studies skills, science, and social studies. This test is designed to give a quick survey of the achievement levels of the youth.

Language Assessment Scales, Reading, Writing (LAS R/W)

Published by: MacMillan/McGraw-Hill 800-442-9685 or 800-538-9547 for testing materials (CTB Division in Monterey, CA)
Time to Complete: 1 hour

These components meet the requirement for information about the English language reading and writing skills of minority language students. This test can be used to assess the student's ability to function in a mainstream academic environment.

Test of Adult Basic Education (TABE)

Published by: MacMillan/McGraw-Hill 800-442-9685 or 800-538-9547 for testing materials (CTB Division in Monterey, CA)
Time to Complete: 2 hours

This test is designed to measure reading, mathematics, and language skills for adults. This test assesses the basic skill competencies required to function in modern society.

JOB TRAINING

Hall Occupational Orientation Inventory

Published by: Scholastic Testing Service, Inc. (314) 739-3650 or 800-642-6787

Time to Complete: Unknown

This test is self-administered and self-scored. The response sheets are designed to accumulate responses into meaningful clusters that may be easily interpreted by the individual. There are two levels: young adult/college and adult basic. The latter is for the reading handicapped. The tests focus on twenty-two occupational and personality characteristics.

JOB-O

Published by: CFKR Career Materials, Inc. 800-525-5626

Time to Complete: 1 hour

This test is self-administered and self-scored. The intent of this test is to start the student in the process of self-awareness, career awareness, and career exploration. After completion of the JOB-O, it is hoped the youth will evaluate interests and personal needs, consider educational goals and reach a tentative career decision.

Conducting Assessments

Issues and Considerations

My List	Group List

Assessment Reminders

DO

DO explain to the youth exactly what the assessment process will consist of and why it is being done.

DO gather information you need and will use to make decisions.

DO be sensitive to the feelings that can accompany any assessment/test.

DO follow up with the youth to explain the results of the assessment.

DO stress the youth's strengths and areas of need.

DO compare performance to past performance, rather than to norms, whenever possible.

DO consider all the available assessment information in your planning for independent living services.

DO learn about the cultural values and expectations of the racial/ethnic group to which the youth belongs

DO involve the youth in decisions that are generated from the assessment.

DON'T

DON'T deceive the youth.

DON'T gather information that you aren't going to use.

DON'T rely on a single test score or observation.

DON'T assume that the youth is as eager to determine his or her strengths and weaknesses as you are.

DON'T leave the youth wondering about how he/she did.

DON'T focus only on deficiencies.

DON'T underrate an improvement because performance is still below average.

DON'T let the assessment be an academic exercise.

DON'T separate the youth from the process.

Cultural Bias Factors in Assessment

Cultural Norms – Cultures vary widely in how they approach child care, child rearing, adolescent roles, marital roles, and care of the aged. When the youth's cultural background is quite different from your own, it is essential to understand the norms related to the youth's culture. Serious errors in assessment might occur without that knowledge.

Distinguishing between ethnic subgroups – Ethnic groups differ in many ways. It is best not to over-generalize about ethnic group members because this may not help explain individual behaviors. Caseworkers should guard against stereotyping youth on the basis of their own cultural knowledge.

Degree of acculturation – Ethnic minority youth are actually members of two cultures –their own culture and the dominant culture. How minorities function must be viewed in relation to both cultures. In assessing, it is important to consider how much youth have been socialized into the dominant culture.

Fluency with English language – Youth who do not know English will need time to process and understand communications. Often these youth have great difficulty expressing their problems. Caseworkers should speak in simpler terms and at a slower pace.

Problem-definition – Different cultures define problems in different ways. Behavior that is normal in one culture may be seen as abnormal in another culture. Caseworkers should pay attention to how youth define their own problems and avoid imposing cultural biases or perceptions upon the youth.

Problem-solving methods – Approaches to problem solving also vary from culture to culture. Some ethnic groups rely heavily on their own values to cope with problems; this can discourage creative approaches to problem solving. Knowing who is the key person in solving problems in an ethnic group is important in assessment.

Attitudes toward external help – Some ethnic minority groups reject any kind of outside help. Also, negative experiences within the dominant culture can make members of ethnic groups skeptical about approaching agencies for help. Caseworkers must be sensitive to the causes of such reactions.

Bias-Free Assessments

A Matter of Will and Skill

Agencies to serving ethnic minority groups have identified the following skills needed by caseworkers to be culturally sensitive in working with minority groups.

- Ability to ask questions about another culture and still observes personal “boundaries”.
- Ability to listen and understand, not just express one’s own feelings.
- Sensitivity to the kinds of questions that may be offensive to minority group members.
- Ability to accurately interpret people’s moods and body language.
- Ability to project feelings of respect.
- Ability to relate on a peer level without introducing elements of power into the relationship.
- Ability to avoid making value judgements.
- Interest in understanding the language of a certain culture.
- Willingness to participate in the culture, not just observe it.

Case Management Bingo

Each square below describes a variety of tasks related to helping youth prepare for independent living. Read through the various tasks and identify co-workers and service providers with whom you are working who have these tasks assigned.

B	I	N	G	O
Collects educational records, report cards, standardized tests.	Assist youth in job search and employment.	Collects and maintains assessment records.	Develops goals and outcomes with youth.	Discusses assessment process to youth (purpose, benefits, need).
Assists youth in building their “life-pak”	Completes assessments with youth.	Identify and make referrals to community services for youth.	Contact with school to review youth’s educational plan.	Reviews and discusses assessment findings with youth.
Developed discharge plans with youth and significant people in youth’s life.	Designed specialized instructional program to meet assessed needs.	Assist youth in apartment, housing and household maintenance.	Gathers assessment information for employment and career identification.	Assist youth in self-care, sexuality, and hygiene.
Assist youth in money management.	Assist youth in interpersonal skills.	Assist youth in aftercare support.	Assist youth in health services.	Assist youth in decision-making and problem solving.
Assist youth in legal issues.	Gathers assessment information for education.	Assist youth in food preparation.	Assist youth in vocational training.	Assist youth in consumer education.

Case Management and Implementation

Independent Living Roles and Responsibilities

CASEWORKER

Role: To coordinate assessment, planning, implementation, and monitoring of independent living services.

Responsibilities:

1. Establish positive relationships with youth and among all key members of the IL team.
2. Identify members of the IL team.
3. Develop, clarify, refine and communicate team roles and responsibilities on an ongoing basis.
4. Design an ongoing independent living assessment process tailored to fit the needs and realities of the youth's situation that involves key players.
5. Develop a partnership between youth, caregiver(s), birth parents/key family members, and community providers.
6. Facilitate development of a plan with outcomes and milestones designed to meet the needs and challenges identified by the IL assessment process.
7. Ensure that all team members clearly understand assigned tasks and timeframes.
8. Design and facilitate a process for monitoring progress in implementing plans.
9. Manage conflict and resistance in the IL team process.
10. Revise and adjust plans and tasks when needed.
11. Celebrate and acknowledge achievement of milestones and progress.

YOUTH

Role: To develop and practice self-sufficiency skills in order to maintain independence from public support after discharge from foster care.

Responsibilities:

1. Cooperate with members of IL team and planning process.
2. Provide information about goals, needs, and challenges in IL planning.
3. Participate in IL planning meetings.
4. Assume an increasing role in planning as milestones are achieved.
5. Educate team members regarding realities of school, work, and social life.
6. Complete assigned tasks with support of the team when needed.
7. Identify sources of support and assistance in developing self-sufficiency skills.
8. Describe opportunities and methods to learn and practice skills and complete tasks.

9. Discuss problems, barriers and obstacles to developing and practicing skills and completing tasks.
10. Learn and practice skills.
11. Describe best methods for acknowledging progress.
12. Celebrate success.

DIRECT CAREGIVER (Foster parent or Childcare staff)

Role: To facilitate learning and practice of self-sufficiency skills on a daily basis according to the IL plan.

Responsibilities:

1. Participate in and cooperate with IL team.
2. Create and ensure an environment that supports learning and practice of self-sufficiency.
3. Participate in IL assessment process by observing tasks, and completing assessment tools.
4. Identify IL skills that can best be taught in the particular placement environment.
5. Model and demonstrate assigned IL skills to be taught in the home.
6. Break skills down into smaller, simpler tasks.
7. Provide ongoing coaching and support.
8. Provide appropriate feedback.
9. Provide encouragement, support and acknowledgement of progress.
10. Support youth's educational and employment efforts.
11. Support other IL activities through transportation, cooperation and communication.
12. Support youth in developing a LifePak.
13. Join with the team in celebrating youth's success.

BIRTH FAMILY MEMBERS

Role: Support and encourage youth's progress toward self-sufficiency.

Responsibilities:

1. Participate in and cooperate with IL team.
2. Allow youth to practice IL skills during home visits.
3. Provide encouragement and support of progress.
4. Provide information needed for youth's LifePak.
5. Join with the team in celebrating youth's success.

COMMUNITY PROVIDERS (Mental Health, Employment, Substance Abuse)

Role: Provide services according to IL plan.

Responsibilities:

1. Participate in and cooperate with IL team.
2. Provide information regarding assessed needs, barriers and challenges to youth's self-sufficiency.
3. Identify outcomes and milestones of service.
4. Educate team members as to philosophy, rationale, methodology and limitations of service.
5. Inform team as to cooperation, progress, barriers and setbacks.
6. Educate team as to how they can support efforts.
7. Join with team in celebrating youth's successes.

EDUCATIONAL PROVIDERS (Guidance counselors, teachers, vocational specialists, and educational advisors)

Role: Support youth's educational planning and progress.

Responsibilities:

1. Participate in and cooperate with the IL team.
2. Provide information regarding youth's educational strengths, needs, barriers, and progress.
3. Describe special services, opportunities and programs that may be appropriate for youth.
4. Assist the youth with exploring and planning for post secondary or vocational education
5. Join with the team in celebrating the youth's successes.

BOYFRIEND OR GIRLFRIEND (Best friend or love relationship)

Role: Support with and participate in IL team.

Responsibilities:

1. Cooperate with and participate in IL team.
2. Learn about how they can help their friend.
3. Describe how they can support and encourage the youth's progress toward self-sufficiency.
4. Join with the team in celebrating the youth's success.

INDEPENDENT LIVING GRID

	ASSESSMENT	CASE PLANNING
<p style="text-align: center;">EDUCATION</p> <ul style="list-style-type: none"> • Basic skills • Educational planning • Coordination with schools • Post secondary planning 		
<p style="text-align: center;">EMPLOYMENT</p> <ul style="list-style-type: none"> • Career exploration • Employment readiness • Getting a job • Keeping a job • Career/vocational planning 		
<p style="text-align: center;">HOUSING / COMMUNITY LIFE</p> <ul style="list-style-type: none"> • Apartment/household management • Community resources • Transportation • Money management • Consumer skills • Health • Legal 		
<p style="text-align: center;">PSYCHOSOCIAL / LIFE SKILLS</p> <ul style="list-style-type: none"> • Interpersonal and Social skills • Decision-making • Problem-solving • Conflict resolution 		

	ASSESSMENT	CASE PLANNING
<p style="text-align: center;">EDUCATION</p> <ul style="list-style-type: none"> • Basic skills • Educational planning • Coordination with schools • Post secondary planning 	<ul style="list-style-type: none"> • Records, report cards & standardized tests are obtained by caseworker. • Additional educational assessments are administered by caseworker. • Assessment outcomes are discussed with youth 	<ul style="list-style-type: none"> • CW meets with school guidance counselor and youth every 3-6 months to discuss progress and course planning. • School guidance counselor is invited to case review meetings to discuss educational progress and plans • Youth and CW discuss and plan for post secondary options • Progress and plans are documented in the case record.
<p style="text-align: center;">EMPLOYMENT</p> <ul style="list-style-type: none"> • Career exploration • Employment readiness • Getting a job • Keeping a job • Career/vocational planning 	<ul style="list-style-type: none"> • The local Team Pennsylvania Career Links One-Stop site works with youth to develop an Individual Employment Plan. • The plan outlines the youth's employment goal and objectives, as well as the services needed to achieve the employment goal. 	<ul style="list-style-type: none"> • Employment & educational assessment information are analyzed for use in vocational and career planning in individual and case review meetings. • Vocational/career counseling are provided by CW including summer and part-time work and exploration of a career path. • A plan for improving employment readiness is developed, implemented and monitored including roles and responsibilities of direct caregivers. CW monitors youth's development at the job site.

	ASSESSMENT	CASE PLANNING
<p>HOUSING / COMMUNITY LIFE</p> <ul style="list-style-type: none"> • Apartment/household management • Community resources • Transportation • Money management • Consumer skills • Health • Legal 	<ul style="list-style-type: none"> • Agency has reviewed & selected several life skills assessment tools and has trained caseworkers and direct caregivers in their use. • Life Skills assessments are performed by foster parents or child care staff. • Assessment process is articulated to youth including purpose, frequency and benefits. • Life Skills assessment information is compiled and analyzed and results are discussed with youth. 	<ul style="list-style-type: none"> • An instructional plan for life skills development & practice is created, identifying specific activities for direct caregivers, youth and the CW. • Any appropriate community based agencies are identified as providers of skill instruction on an individualized basis. • Progress and plans are discussed by all players and documented in the case record.
<p>PSYCHOSOCIAL / LIFE SKILLS</p> <ul style="list-style-type: none"> • Interpersonal and Social skills • Decision-making • Problem-solving • Conflict resolution 	<ul style="list-style-type: none"> • Psycho/social assessments are identified including who needs to administer what tools. • Assessments of the youth's personal support system • Any needed assessments are explained to and reviewed with youth. • Assessment info is analyzed and discussed as a team and individually. 	<ul style="list-style-type: none"> • Using assessment information, plans and activities are developed to assist the youth with any assessed needs, particularly those that would create obstacles to self-sufficiency. • Individuals and agencies are identified in terms of their role in assisting the youth with psycho-social issues. • Progress and plans are discussed by all players and documented in case record.