

DEVELOPING AN INDEPENDENT LIVING PLAN FOR 14-16 YEAR OLDS: HELPFUL HINTS

- Is the plan **personal** to the youth? It is their plan and should reflect their goals and needs.
- Is the plan **specific**? The transition plan will include steps, deadlines, needed documents and resources with actions that will be taken to help a youth prepare for the transition to adulthood.
- What **people and resources** will assist the young person in achieving their goals?
- Casey Life Skills Assessment Results of 3 or lower may indicate an area of concern

Remember: Only use 1 IL Concern Indicator and 1 Mission per section—do not group multiple Indicators

SAMPLE IL CONCERN RECORD		
Name: Name of the youth	Mission: Permanency, Safety or Well-Being	Concern Indicator(s): Enter IL Concern Indicator
Description of Concern: <ul style="list-style-type: none"> • Why is this area of concern for the youth? • Did the team or Life Skills assessment identify anything specific issues in this area? 		
Desired Outcomes: <ul style="list-style-type: none"> • What are the goals for the youth in this area? • Does this outcome address the identified concerns? • Is this outcome specific to this youth? • Is this measurable—how will you know they succeeded? 		Outcome Expected Achievement Date: When will the desired outcome be achieved?
Action Steps: <ul style="list-style-type: none"> • List all steps that the team will need to take in order to achieve the desired outcome. • What specific resources and people will assist the young person in achieving the desired outcome? 		Responsible Person(s): <ul style="list-style-type: none"> • Who is responsible for each action step? • Include tasks other team members • More than just the youth

Things to Consider When Developing an Independent Living Plan

(Actual questions should be based on youth's specific strengths and needs, but these may help guide planning)

IL Life Skills: Mission—Well Being; CLSA: “Daily Living”

- ◆ What daily living skills does the youth need as they move closer to adulthood?
- ◆ Does the youth know how to shop for and prepare a healthy meal?
- ◆ Does the youth have any needs related to personal hygiene?
- ◆ Does the youth know how to keep their clothing and home clean?

IL Social Skills: Mission-Permanency; CLSA: “Relationships & Communication” and “Looking Forward”

- Who are the youth's positive adult supports and mentors? Who would the youth call in an emergency or with good news? How are those adults involved in the Child & Family Team?
- Does the youth know how to develop and maintain healthy relationships and friendships?
- Does the youth know how to manage conflict in relationships?

IL Communications: Mission-Safety; CLSA: “Relationships and Communication”

- Can the youth articulate their strengths and needs?
- Does the youth know how to communicate in work and school settings?
- How does the youth manage conflict and frustration?

IL Health: Mission-Well Being; CLSA: “Self-Care”

- What skills does the youth need in order to increase their ability to monitor and maintain their own health?
- Can youth describe their medications and medical needs?
- Does the youth know and understand how to prevent pregnancy, the symptoms of pregnancy, and reproductive health resources?
- Does the youth know how to care for minor illnesses and simple injuries?
- Does the youth know and understand how male and female bodies change during puberty?

IL Finances: Mission-Well Being; CLSA: “Housing and Money Management”

- What financial skills does the youth need?
- Does the youth know and understand the pros and cons of using credit, and how credit cards work?
- Does the youth know and understand the importance of developing and maintaining a sound credit history and credit rating?
- Is the youth able to develop and/or maintain a monthly budget?
- Does the youth know how to open and maintain a checking or savings account?

IL Employment: Mission-Well Being; CLSA: “Work and Study Life”

- What does the youth want to do for a career? Has youth taken a career/interest inventory?
- Does youth have a job? If not, what steps are being taken to get a job?
- Does youth have a photo ID?
- Does youth have a resume?
- Has the youth accessed local Workforce Investment Act career services? Vocational Rehabilitation services?

IL Housing: Mission-Permanency; CLSA: “Housing and Money Management”

- Can the youth review and understand leases, rental applications, legal rights of landlords and tenants?
- Does youth know how to search for and inspect an apartment or other housing option?
- Does youth know how to apply for housing, including completing a lease or rental agreement?

IL Education: Mission-Well Being; CLSA: “Career and Education Planning”

- Does youth need tutoring or assistance with study skills?
- Is the youth on track to graduate? Does the Educational Specialist need to be involved?
- Is the youth interested in pursuing a GED?
- What are the youth’s career goals/what does the youth want to study?
- What college/technical program campuses have the DCS FSW/resource parent taken youth to visit?
- Clubs/Extracurricular Activities

IL Transportation: Mission-Safety; CLSA: “Housing and Money Management”

- Does the youth know how to use public transportation?
- Has youth had driver’s education or some driver’s education program?
- Does youth understand the basics of buying/ maintaining a vehicle? Has youth saved any for this?