

LIFE SKILLS AND INDEPENDENT LIVING NEEDS ASSESSMENTS

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2019 Spring Training

YOUTH AND YOUNG ADULT OUTCOME AREAS

- Increase financial self-sufficiency
- Improve educational (academic or vocational) attainment
- Increase connections with supportive adults
- Reduce homelessness
- Reduce high-risk behavior
- Improve access to health insurance



LEARNING OBJECTIVES

1

Understand the special requirements and expectations regarding Life Skills and Independent Living Needs Assessments

2

Identify National Youth in Transition Database Life Skill Categories

3

Develop best practice for implementation of life skill services for youth and young adults

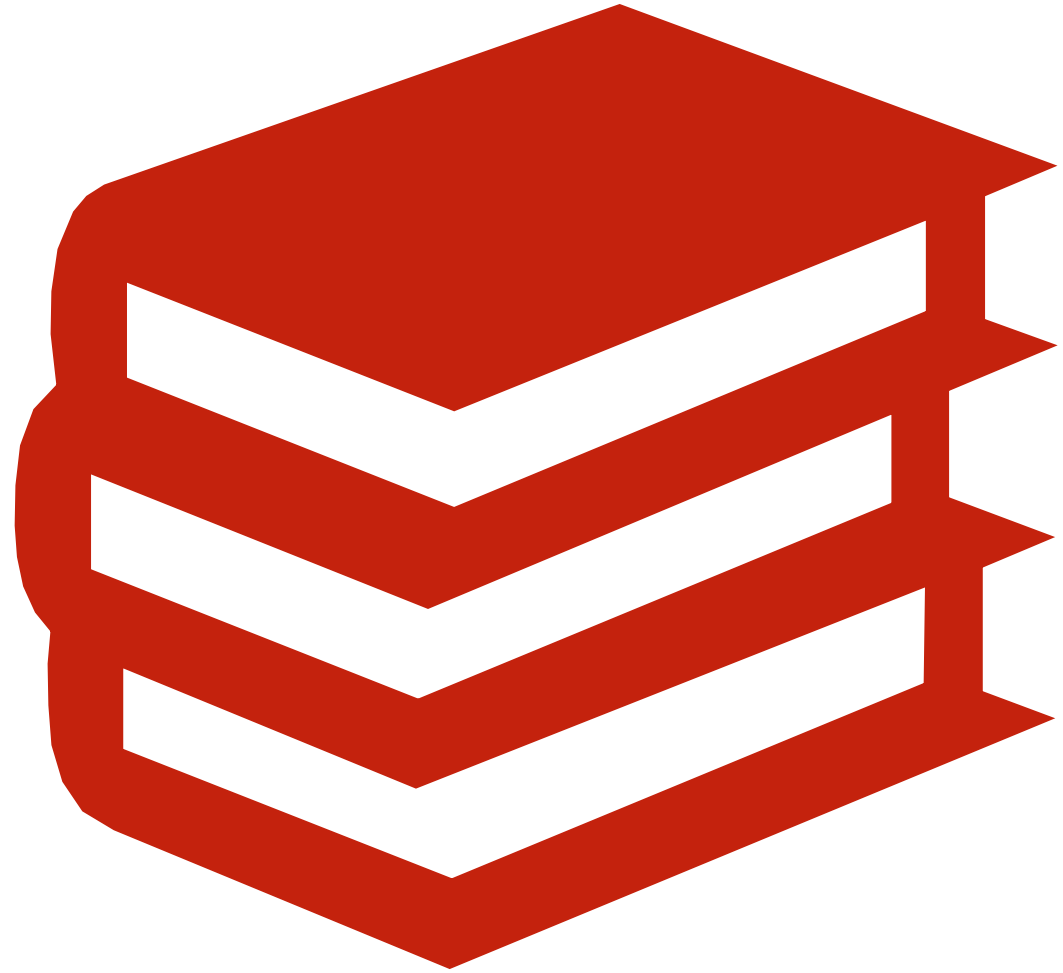
GENERAL LEGAL REFERENCES

Statute

- Chapter 39, Proceedings Relating to Children, Florida Statutes (F.S.)
- Chapter 409, Part 1, Social and Economic Assistance, F.S.

Code

- Chapter 65C Family Safety and Preservation Program, Florida Administrative Code (F.A.C)



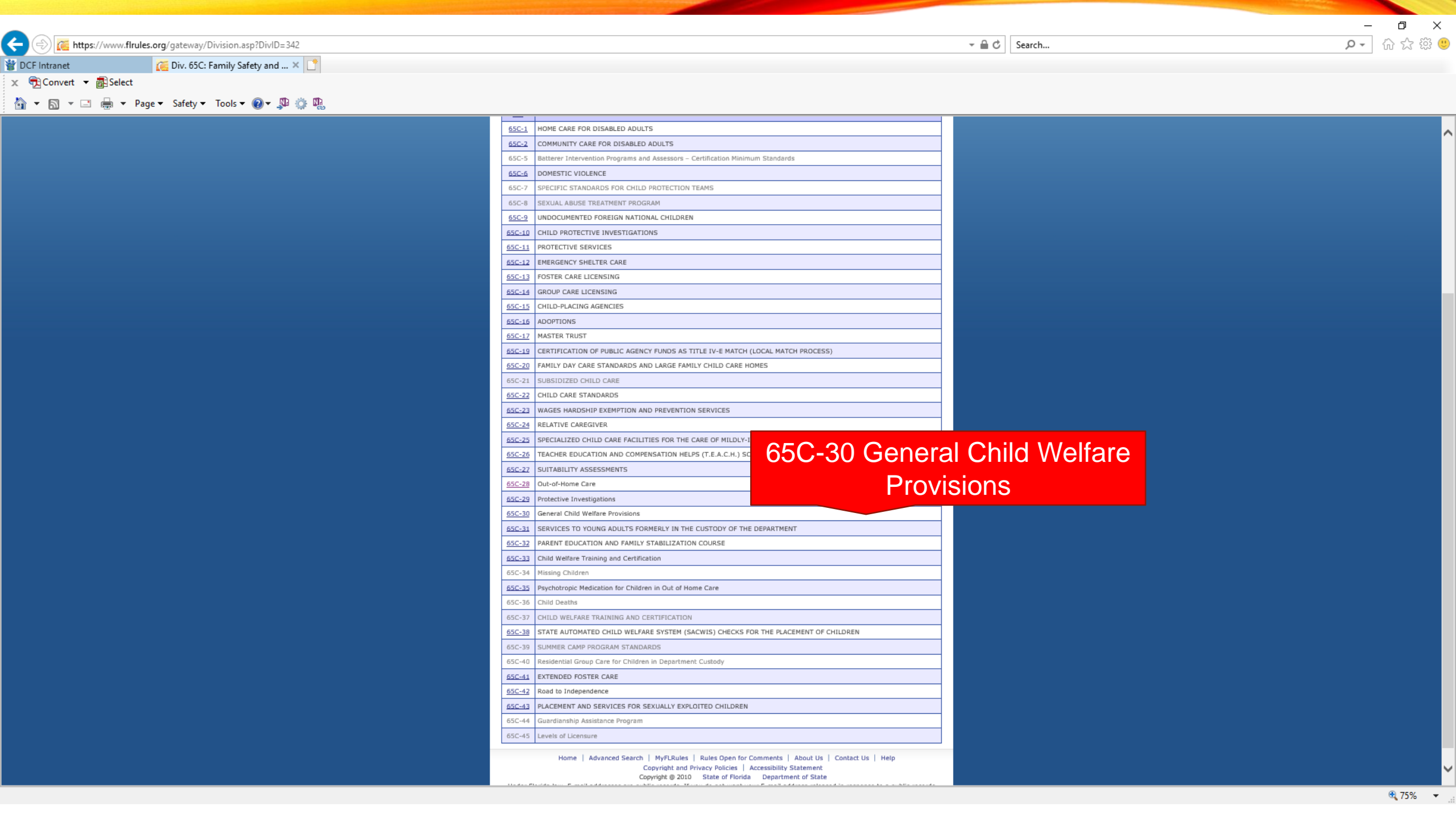
Participation in Childhood Activities

Quality Parenting

Life Skills

Case Planning

Judicial Review



65C-30 General Child Welfare Provisions

CHAPTER 65C-30, F.A.C.

GENERAL CHILD WELFARE PROVISIONS

Rule 65C-30.001

Definitions

- “Independent Living Services” means services to assist older children in foster care and young adults who were formerly in foster care obtain life skills and education for independent living and employment, have a quality of life appropriate for their age, and assume personal responsibility for becoming self-sufficient adults.

Rule 65C-30.007

Case Management Responsibilities After Case Transfer

- Documented contacts shall provide evidence of comments from the child and caregiver concerning progress in learning identified life skills

CHILDREN AND FAMILIES OPERATING PROCEDURE (CFOP)170-9 FAMILY ASSESSMENT AND CASE PLANNING

Assessment of Child Functioning

- Strengths and needs will be assessed...

“Preparation for Adult Living Skill Development” means that the child, according to age and ability, is gaining skills, education, work experience, long-term relationships and connections, income, housing and other capacities necessary for functioning upon adulthood. Also includes adolescent sexual health and awareness.

- Obtain and utilize assessments conducted to identify existing life skills and skills that need development.
- All children over the age of 13 years must have case plan outcomes that relate to the development of any life skills that have been identified as a need

CFOP 170-9

FAMILY ASSESSMENT AND CASE PLANNING



VIII. CHILD NEED INDICATORS

Children	Child Needs									
	Emotional/ Trauma	Behavioral (e.g. risk taking behavior, runaway, etc)	Development	Education	Physical Health/ Disability	Family Relationships	Peer/ Adult Relationships	Cultural Identity	Substance Awareness	Life Skills Development

IX. PRIORITY NEEDS

	Rating	Include in Case Plan?

If the parent is meeting the need, describe their actions. If the parent needs support or assistance to meet the needs of the child, the need

Family Functioning Assessment – Ongoing

Page 2 of 4



FLORIDA SAFETY DECISION MAKING METHODOLOGY

Family Functioning Assessment - Ongoing

VIII. CHILD NEED INDICATORS

Children	Child Needs									
	Emotional/ Trauma	Behavioral (e.g. risk taking behavior, run away, etc)	Development	Education	Physical Health/ Disability	Family Relationships	Peer/ Adult Relationships	Cultural Identity	Substance Awareness	Life Skills Development
<Child 1>										
<Child 2>										
<Child 3>										
<Child 4>										

Comment [amj24]: Pre-fills from the Protective Capacity Analysis and Family Change Strategy tab on the FFA-Ongoing and displays the selected rating within the column for each applicable child. Each child's name is displayed vertically as shown. For each child a new column is displayed.

IX. PRIORITY NEEDS

<Child 1>	Rating	Include in Case Plan?
Emotional/ Trauma	D	Y
Education	D	Y
Peer/ Adult Relationships	D	N
Cultural Identity	D	N
Life Skills Development	D	Y

Comment [amj25]: Pre-fills from the Priority Needs section on the FFA-Ongoing page – Child Needs tab. Each Child is displayed in its own table as shown. The Rating column displays the rating selected and the Parent Meeting Needs column displays the yes or no selection.

Comment [amj26]: CLARIFICATION/CHANGE – Per DCF Comment this column was changed to "Include in Case Plan."

<Child 2>	Rating	Include in Case Plan?
Physical Health/ Disability	D	Y
Family Relationships	C	Y
Peer/ Adult Relationships	C	N
Cultural Identity	C	N
Substance Awareness	C	Y

If the parent is meeting the need, describe their actions. If the parent needs support or assistance to meet the needs of the child, the need will be addressed in the Case Plan.

Comment [amj27]: Pre-fills from the Child Needs tab of the FFA-Ongoing page.

Family Functioning Assessment—Child Needs Tab

About the Child Needs Tab

The Child Needs tab captures the needs of the child(ren) on your case, how a parent is meeting those needs, and additional information about needs that are being met. The Child Needs Tab is a tool you can use to rate how well a child's needs are being met and to indicate the child needs for which parents require assistance to meet so that these needs can be documented in the Case Plan. Categories are measured with the following scale:

A= EXCELLENT

Child demonstrates exceptional ability in this area

B=ACCEPTABLE

Child demonstrates average ability in this area

C=SOME ATTENTION NEEDED

Child demonstrates some need for increased support in this area

D=INTENSIVE SUPPORT NEEDED

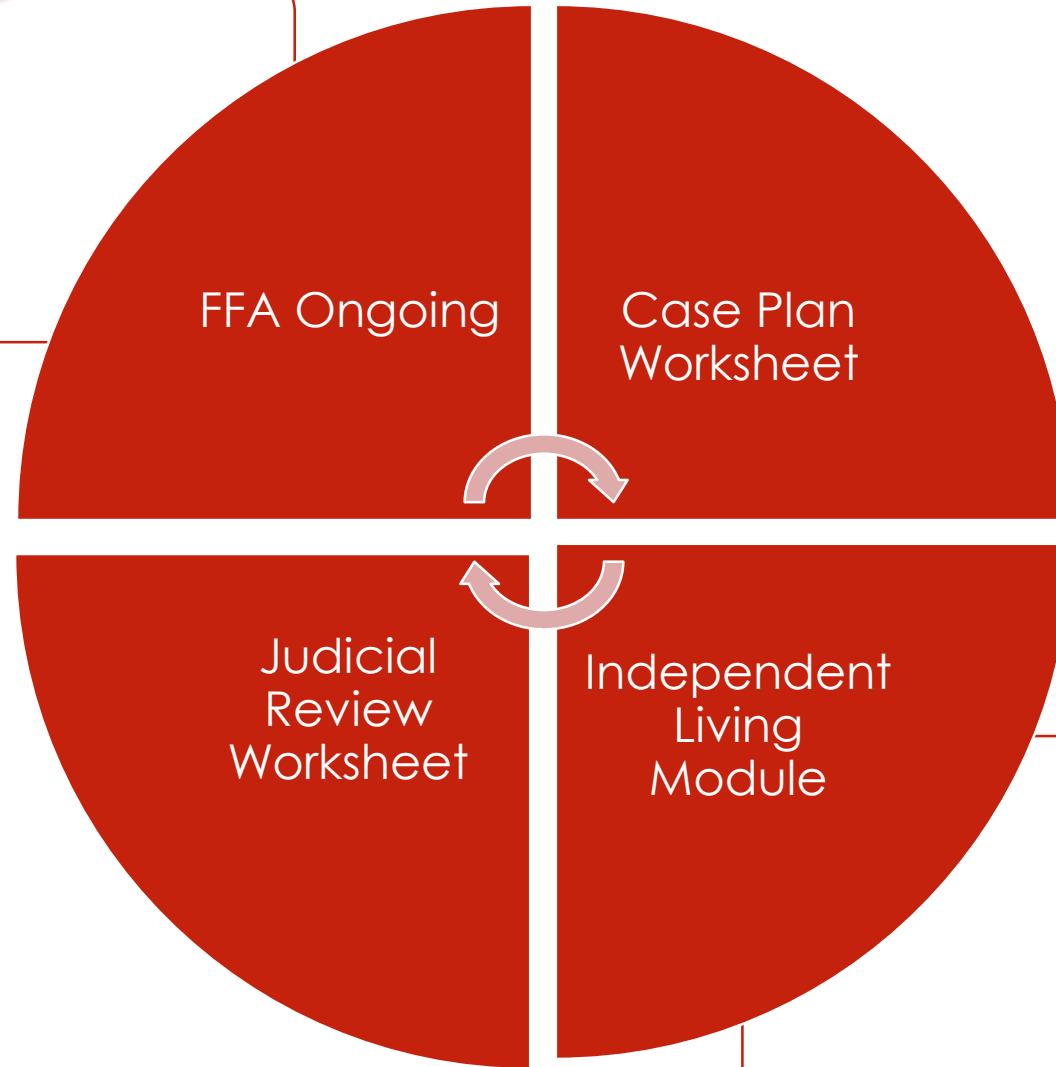
Child demonstrates need for intensive support in this area.

You will identify an A - D rating for each child's needs, based upon the child's ability in the area / need for support in the area (see above rating scale). The Priority Needs group box will populate automatically with the needs that have been given a C or D rating. For these Priority Needs you will determine the parent's ability to independently meet the needs of the child. If the parent needs support or assistance to meet the needs of the child for a particular area, you will indicate that these needs will be addressed in the Case Plan; the system will then automatically populate these needs to the Case Plan.

Narrative text will be entered to document actions the parent is taking to demonstrate the ability to independently satisfy the child's needs and to document the child needs for which the parent needs support or assistance (needs that will be included in the Case Plan).

<p>Life Skills Development</p>	<p>Preparation for Adult Living Skill Development (applies only to children 13 and over). Child, according to age and ability, is gaining skills, education, work experience, long-term relationships and connections, income, housing and other capacities necessary for functioning upon adulthood. Also includes adolescent sexual health and awareness.</p> <p>Scale:</p> <p>A. Child excels with developing long-term life skills, supportive relationships and connections. Child is motivated in their life skill development and recognizes the significance of developing life skills. Child has an identified support network to assist in achieving life skill development. According to age and ability, is developing necessary life skills for adult living.</p> <p>B. Child is making adequate progress with developing long-term life skills, relationships and connections. Child displays motivation, however requires assistance with maintain their motivation. Child has a support network in place to assist in achieving life skill development and motivation. According to age and ability has gained adequate for adult living.</p> <p>C. Child is making less than adequate progress with developing life skills, long-term supportive relationships, and connections. Child is minimally engaged with life skill development, despite the level of support present. Child may or may not have a support network in place for life skill development. According to age and ability is beginning to gain life skill capacities that are not yet adequate.</p> <p>D. Child is making very limited progress with developing life skills, long-term supportive relationships, and connections.</p> <p>OR</p> <p>Child is not aware of the need for developing life skills, long term supportive relationships, and connections. Child may or may not have a support network in place for life skill development According to age and ability is not gaining necessary life skill capacities.</p>
<p>Include in Case Plan?</p>	<p>Identify the "Child Needs" which need to be addressed in the Case Plan based on whether the parent is meeting the need.</p>

- Dependency Case Manager



- Youth & Young Adult Transition Services Specialist



SYNCHRONIZE

DRAFT POLICIES

- Rule 65C-28.009
Transition to Adulthood
- CFOP 170-17, Chapter 1,
Life Skills and
Independent Living Needs
Assessments



Beginning
at 13
Years of
Age

NATIONAL YOUTH IN TRANSITION DATABASE (NYTD)

EFC ONLY

- NYTD Categories include but are not limited to:
 - Independent living needs assessment
 - Academic support
 - Post-secondary educational support
 - Career preparation
 - Employment programs or vocational training
 - Budget and financial management
 - Housing education and home management training
 - Health education and risk prevention
 - Family support and healthy marriage education
 - Mentoring
 - Supervised independent living



LIFE SKILLS PROGRESS DOCUMENTATION LOG

Name of Youth or Young Adult

Age

Date

Check the NYTD Skills Categories Covered
Children and young adults in out-of-home care acquire independent living skills that have been paid for or provided by the Department and its contracted service providers using Chafee program funds. Each of the skills will fall into one or more of the following NYTD categories:

- ☐ Academic Support
- ☐ Post-Secondary Educational Support
- ☐ Career Preparation
- ☐ Employment Programs or Vocational Training
- ☐ Budget and Financial Management
- ☐ Mentoring
- ☐ Housing Education & Home Management Training
- ☐ Health Education and Risk Prevention
- ☐ Family Support and Healthy Marriage Education
- ☐ Supervised Independent Living

+

Topic/Skill(s) Addressed:

Learning Goal(s):

Assessment of Competency:

Plan for Competency:

Person(s) attesting:

Caregiver

Date

Child Welfare Professional

Role

Date

Designated staff shall upload this form into FSN Independent Living Filing Cabinet under the Image Category called Assessments.



INDEPENDENT LIVING NEEDS ASSESSMENTS OF LIFE SKILLS

Assessing Strengths and Needs in the following skill areas:

- Career Planning
- Daily Living
- Education Planning
- Emergency and Safety Skills
- Food Management
- Health
- Housekeeping
- Housing
- Interpersonal Skills



Beginning
at 16
Years of
Age

- Job Maintenance Skills
- Job Seeking Skills
- Knowledge of Community Resources
- Legal Skills
- Leisure Activities
- Money Management
- Personal Appearance
- Religion
- Self-Care
- Social Relationships
- Transportation
- Work Life

Case Information

Participant Name: [Smith, Rhonda](#) DOB: 10/26/2000 Age: 18 Person ID: 103144883 Case Name: [Smith, Rhonda](#) FSFN Case ID: 101948124

Has the Child Ever Been Adjudicated Delinquent? ☒ Yes ☐ No Date of Adjudication:

Academic and Life Skills Progress

Age 13-17

Age 18-23

Date of Independent Living Referral

Date: Type: [Delete](#)

Life Skills Assessments

Completed Date	Age	Skill/Type		
07/09/2018	17.0		Edit	Delete
12/06/2017	17.0		Edit	Delete

[Insert](#)

[Insert](#)

Drop Down to List
Skill/Type as Strength
or Need

Academic and Life Skills Progress

FCAT

Actions:

[Upload Image](#)
[View Attached Images](#)
[Open Young Adult Case Planning Worksheet](#)
[Open Young Adult Judicial Review Worksheet](#)

Text:

[Save](#)

[Close](#)

Case Note

Case Name: [Starnell, Mommy](#)

Worker Creating Note: Kellie Darnell

Case Note ID:

Version Number:

Worker Making Contact: Kellie Darnell

[Search](#)

Date Entered:

☐ Other

Actions

[View Note](#) [View History](#)

Note Information

Contact Begin Date: ☒ AM ☐ PM

Contact End Date: AM ☐ PM ☐

Category:

Invs/Assessment Number:

Participants

Participants	Person ID	Date of Birth	Applies To
Starnell, Mommy			<input type="checkbox"/>
Starnell, Thomas			<input checked="" type="checkbox"/>
Starnell, Wesley	3718465	04/12/2008	<input type="checkbox"/>

Home Visit Options

[Add Face-to-Face Contacts](#)

+ [Commence Intakes](#)

+ [Request for Action](#)

+ [Substance Abuse Mental Health \(S](#)

NYTD Designation
Added

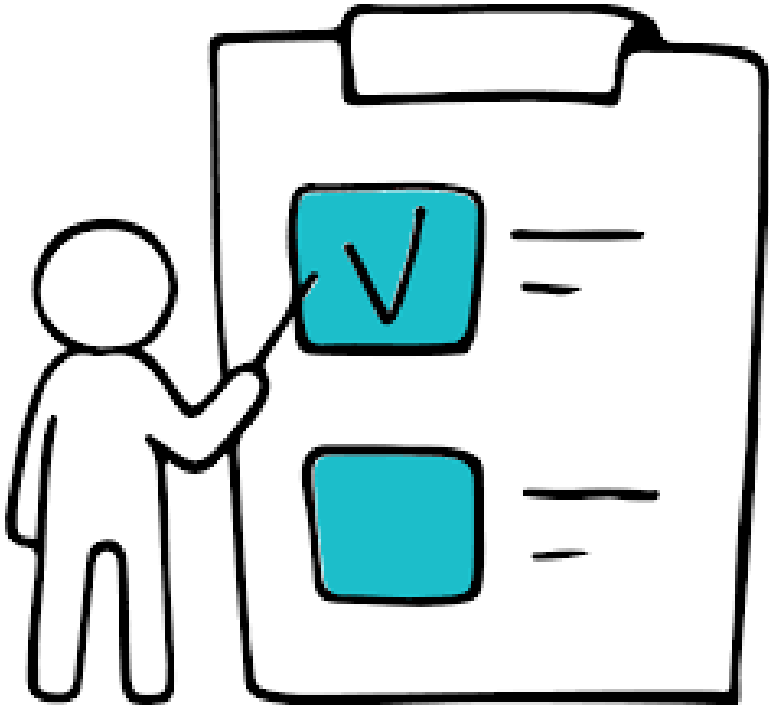
Type

Type

- ☒ Home Visit - Child's Current Residence
- ☒ Home Visit - Unannounced
- ☐ Independent Living (IL) Assessment
- ☐ Note to File - General
- ☐ Note to File - ICPC
- ☐ Note to File - Legal
- ☒ NYTD - Academic Progress
- ☒ NYTD - Academic Support
- ☒ NYTD - Budget and Financial Management

Narrative

LIFE SKILLS PLAN



- The outcome of the assessment shall be the basis of an individualized life skills plan that details the activities needed for a child's and young adult's preparation to adulthood.
- Life skill deficiencies identified through informal and formal assessments shall be included in a case plan and when applicable in the transition plan.

INDEPENDENT LIVING SERVICES			
Initial Date of Referral for Independent Living Program:			
Age Assessment Completed	Pre-IL/IL Assessment Completed	IL Staffing Completed	Specific Need(s)

MASTER TRUST INFORMATION	
Does the child have a master trust account? (If yes, attach Statement of Account)	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, does the child need a master trust account established?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If a master trust account needs to be established, then the case manager will establish one on or before:	

VII. ATTACHMENTS TO COURT REPORT	
Case Plan Worksheet ID:	
Medical/ Mental Health	
Medical records	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Mental Health records	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Immunization records	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Dental Records	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Education	
Report cards	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Individual Education Plan (if applicable)	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Other school records	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Day Care Attendance Records (if applicable for Rilya Wilson Act)	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Independent Living	
Pre-independent Living Assessment (applicable based on age at time of JR)	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Independent Life Skills Assessment (applicable based on age at time of JR)	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Master Trust (if applicable)	
Notice of Fee Assessment and Rights of Foster Child Regarding Government Benefits	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Quarterly Accounting Statement	<input type="checkbox"/> Attached <input type="checkbox"/> Not Attached Reason:
Optional Attachments	
Safety Plan	<input type="checkbox"/> Attached
FFA - Ongoing	<input type="checkbox"/> Attached



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