



State of Florida
Department of Children and Families

Charlie Crist
Governor

Robert A. Butterworth
Secretary

DATE: September 27, 2007

TO: Regional Directors

THROUGH: George Sheldon, Assistant Secretary for Operations
David Fairbanks, Assistant Secretary for Programs
Patricia Badland

FROM: Patricia Badland, Director of Office of Family Safety

SUBJECT: Transition Assessment and Planning for Youth with Disabilities

PURPOSE: This memorandum is to request your assistance in bringing to the attention of Community-Based Care (CBC) staff the requirements to ensure that youth with disabilities receive the full array of Independent Living services, including services for transition from foster care at age 18, that they require. A tool is provided for CBC consideration to ensure accountability for assessment, planning, and service delivery by CBC Lead Agencies and sub-contract providers to this population of youth.

ACTION REQUIRED: Please forward the tool to your respective Community-Based Care CEOs and request that they identify a contact person from their agency who is responsible for ensuring the provision of services to youth with disabilities. The name and contact information should be sent to Frank_Platt@dcf.state.fl.us by October 10, 2007.

BACKGROUND: Youth with disabilities are entitled to receive the full array of Independent Living services including services for transition from foster care at age 18. In some instances, the tools for assessment, planning, or service delivery may need to be modified to meet individualized needs.

The elements of the attached plan have been designed to conform with the requirements in s. 409.1451(3, 4), F. S. The need for a planning document was brought to our attention by child advocates who were concerned about the lack of services or lack of knowledge on the part of child welfare staff about the array of services for children with disabilities. The goal is to ensure clarity in determining who is responsible for handling each task specified in the attached plan.

1317 Winewood Boulevard, Tallahassee, Florida 32399-0700

Mission: Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency

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The following authority is provided regarding the responsibility to provide services to youth with disabilities.

s.39.0016 (1)©, F. S.

s.39.407, (5), F. S.

s.409.1451 (3), F. S.

s.409.1451 (4), F. S.

65C-28.004 (7), Florida Administrative Code

65C-28.009 (1)(a), Florida Administrative Code

65C-28.009(7)(c), Florida Administrative Code

65C-31.005 (10), Florida Administrative Code

CBC Authority and Requirements Reference Guide -

http://www.dcf.state.fl.us/cbc/docs/cbc_authority_requirements_07-01-07.pdf

CONTACT INFORMATION: If you have questions, please contact Frank Platt, Office of Family Safety, at Frank_Platt@dcf.state.fl.us, 850-922-2860.

cc: Andrea Moore, Florida's Children First, Inc.
Robin Rosenberg, Florida's Children First, Inc.

Transition Planning for Youth With Disabilities

Note: This outline is provided as a suggested format for your plan. You may organize your plan in another format. All plans must, however address each component of this sample plan with specificity. Any person working with a youth in your care should be able to look at this plan and the list of the staff assigned to that youth, determine exactly who is responsible for handling each task for that youth.

The person responsible for the task should be identified by job title, for example Case Manager, IL Coordinator. Outside resource organizations should be specifically named.

(CBC Name)'s Plan for Transition Assessment & Planning for Youth With Disabilities

I. Pre-Independent Living Assessment & Service Planning (Youth 13-15)

A. Accountability

1. (Job Title) is responsible for ensuring that a pre-independent living assessment is conducted at the time specified by statute.
2. (Job Title) is responsible for administering the pre-independent living assessment to youth with disabilities.
3. (Job title) is responsible for following up to ensure that all persons/entities responsible for providing services to the youth fulfill their responsibilities.
4. (Job title) is responsible for monitoring the performance of (the person identified in number 3 above up).
5. (Job title) is responsible for ensuring that documentation of assessments and services is incorporated into the judicial review.

B. Physical & Mental/Behavioral Health Impairments

1. Youth who have an impairment that precludes them from completing a written instrument will be accommodated by (describe the alternate modes for delivery of the assessment).
2. (Job Title) is responsible for making sure that the assessment is delivered in a mode that accommodates the youth's disability.

B. Cognitive Impairments

1. Youth who do not have the cognitive capacity comprehend the written assessment instrument will be assessed by (specifically describe the alternate means of assessing youth with cognitive impairments – name the instrument that staff will employ or name the outside resource who will assess the youth).
2. (Job Title) is responsible for making sure that the assessment is appropriate for the youth's cognitive ability and accommodates any co-occurring physical disability.
3. The following instruments are used by the individual/agency listed in 1. above to assess youth with cognitive disabilities:

C. Review & Planning

1. Assessment results are reviewed by (job titles) who (describe protocol for review of assessments).
2. (Job title) is responsible for contacting and coordinating with other agencies and providers that are or should be serving youth (school, APD, voc rehab, mental health providers) to incorporate them into planning.
3. (Job title) is responsible for recording the obligations of each person /entity involved in the youth's plan.
4. (Job title) is responsible for making sure a surrogate parent is appointed if no parent is involved in the youth's education.
5. (Job title) is responsible for making sure that the youth's case plan is coordinated with the transition plan from public school?
6. Transition plans (are /are not) incorporated in a youth's case plan.

II. Independent Living Assessment & Service Planning (Youth 16-17)

A. Overall Accountability

1. (Job Title) is responsible for ensuring that independent living assessments are conducted and updated at the times specified by statute.
2. (Job Title) is responsible for administering the independent living assessment to youth with disabilities.
3. (Job title) is responsible for following up to ensure that all persons/entities responsible for providing services to the youth fulfill their responsibilities.
4. (Job title) is responsible for monitoring the performance of (the person identified in number 3 above).
5. (Job title) is responsible for ensuring that documentation of assessments and services is incorporated into the judicial review.

B. Physical & Mental/Behavioral Health Impairments

1. Youth who have an impairment that precludes them from completing a written instrument will be accommodated by (describe the alternate modes for delivery of the assessment).

2. (Job Title) is responsible for making sure that the assessment is delivered in a mode that accommodates the youth's disability.

C. Cognitive Impairments

1. Youth who do not have the cognitive capacity comprehend the written assessment instrument will be assessed by (specifically describe the alternate means of assessing youth with cognitive impairments – name the instrument that staff will employ or name the outside resource who will assess the youth).
2. (Job Title) is responsible for making sure that the assessment is appropriate for the youth's cognitive ability and accommodates any co-occurring physical disability.
3. The following instruments are used by the individual/agency listed in 1. above to assess youth with cognitive disabilities:

D. Life Skills Education

1. (Job title) is responsible for maintaining documentation on life skills class attendance.
2. (Job title) is responsible for making sure that life skills classes are modified to serve youth with disabilities.
3. (Job title) is responsible for making sure a specific youth attends life skills classes that accommodate his or her disability.
4. We use the following community resources to provide life skills training to youth with disabilities:

E. Review & Planning

1. Assessment results are reviewed by (job titles) who (describe protocol for review of assessments).
2. (Job title) is responsible for contacting and coordinating with other agencies and providers that are or should be serving youth (school, APD, voc rehab, mental health providers) to incorporate them into planning.
3. (Job title) is responsible for recording the obligations of each person /entity involved in the youth's plan.
4. (Job title) is responsible for making sure a surrogate parent is appointed if no parent is involved in the youth's education.

5. (Job title) is responsible for making sure that the youth's case plan is coordinated with the transition plan from public school?
6. Transition plans (are /are not) incorporated in a youth's case plan.

III. Youth In Institutions

A. Applicability of Foregoing to Youth in Institutions. The above division of responsibilities applies to youth in (Check all that apply):

- RTCs
- SIPPs
- Therapeutic Group Homes
- Juvenile Justice Facilities and programs

B. Responsibility for Youth in Institutions

(To the extent that any of the foregoing information does not apply to youth in certain institutional settings specify who is responsible for each item for those youth.)

IV. Assessment of Capacity to Conduct Own Affairs as an Adult

(Note: All youth are presumed to have full capacity to make decisions and handle their own affairs upon reaching age 18. Youth with cognitive disabilities and serious mental illness may need assistance with some or all decision making after they become adults. Failure to properly assess and obtain services for these youth leaves them vulnerable to exploitation).

A. Identification & Assessment:

1. (Job title) is responsible for ascertaining whether a youth with disabilities might have difficulty managing their own affairs.
2. (Job title) is responsible for arranging for the assessment of such youth.
3. (Job title or entity) will perform a capacity assessment.

B. Review & Planning

1. (Job title(s)) will review the results of the assessment and consult with appropriate professionals in order to make a recommendation as to whether and what level of assistance a youth needs in managing his or her affairs after becoming an adult
2. The recommendation will be reviewed by (Job title (s)).
3. If the recommendation is:

- i. Plenary guardianship, then (Job title) is responsible for ensuring that a guardianship proceeding takes place.
 - ii. Partial guardianship, then (Job title) is responsible for ensuring that a guardianship proceeding takes place.
 - iii. Designation of a representative payee (individual or institutional) then (Job title) is responsible for locating an appropriate person and ensuring that the person is so designated.
 - iv. Delegation of authority by power of attorney then (Job title) is responsible for locating an appropriate person and ensuring that the person is appropriately designated.
4. (Job title) is responsible for monitoring (the person identified in item 3 above) to make sure that the youth receives the recommended services.