LIFE SKILLS AND INDEPENDENT LIVING NEEDS ASSESSMENTS

Brandie McCabe
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  
Case Planning  
Judicial Review  

Life Skills
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
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.
Evaluating Family Progress

Progress updates must include pertinent details relating to a statement from the caregiver on life skills progress.

The case manager is responsible for incorporating a summary of relevant information about the child’s independent living skills into the child functioning domain.
### VIII. CHILD NEED INDICATORS

<table>
<thead>
<tr>
<th>Children</th>
<th>Emotional/Trauma</th>
<th>Behavioral/ADHD/Aggression, etc.</th>
<th>Development</th>
<th>Education</th>
<th>Physical Health, Disability</th>
<th>Family Relationships</th>
<th>Peer/Adult Relationships</th>
<th>Cultural Identity</th>
<th>Substance Abuse</th>
<th>Life Skills/Development</th>
</tr>
</thead>
</table>

### IX. PRIORITY NEEDS

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
<th>Include in Case Plan?</th>
</tr>
</thead>
</table>

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
### VIII. Child Need Indicators

<table>
<thead>
<tr>
<th>Children</th>
<th>Emotional/ Trauma</th>
<th>Education</th>
<th>Physical Health/ Disability</th>
<th>Family Relationships</th>
<th>Peer/ Adult Relationships</th>
<th>Cultural Identity</th>
<th>Substance Awareness</th>
<th>Life Skills Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Child 1&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>&lt;Child 2&gt;</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>&lt;Child 3&gt;</td>
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<td></td>
</tr>
<tr>
<td>&lt;Child 4&gt;</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment [an(24)]:** Pre-libs from the Protective Capacity Analysis and Harm Change Biology Lab on the PFA/Ongoing page. 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

<table>
<thead>
<tr>
<th>&lt;Child 1&gt;</th>
<th>Rating</th>
<th>Include in Case Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional/ Trauma</td>
<td>D</td>
<td>Y</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer/ Adult Relationships</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Cultural Identity</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Life Skills Development</td>
<td>D</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Comment [an(25)]:** Pre-libs from the Priority Needs section on the PFA/Ongoing page. Child Needs list. Each Child is displayed in its own table as shown. The Rating column displays the rating selected and the Parent Needs column displays the yes or no selection.

**Comment [an(26)]:** CLARIFICATION/CHANGE CE: Per DEF. Comment this column was changed to “Include in Case Plan.”

<table>
<thead>
<tr>
<th>&lt;Child 2&gt;</th>
<th>Rating</th>
<th>Include in Case Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health/ Disability</td>
<td>D</td>
<td>Y</td>
</tr>
<tr>
<td>Family Relationships</td>
<td>C</td>
<td>Y</td>
</tr>
<tr>
<td>Peer/ Adult Relationships</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Cultural Identity</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Substance Awareness</td>
<td>C</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Comment [an(27)]:** Pre-libs from the Child Needs list of the PFA/Ongoing page.

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.
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).
Life Skills Development

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.

Scale:
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.

B. Child is making adequate progress with developing long-term life skills, relationships and connections. Child displays motivation, however requires assistance to 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.

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.

D. Child is making very limited progress with developing life skills, long-term supportive relationships, and connections.

OR

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.

Include in Case Plan?

Identify the “Child Needs” which need to be addressed in the Case Plan based on whether the parent is meeting the need.
• 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
• 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

<table>
<thead>
<tr>
<th>Name of Youth or Young Adult</th>
<th>Age</th>
<th>Date</th>
</tr>
</thead>
</table>

**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:**

- Category
- Date

- Child Welfare Professional
- Role
- Date

Designated staff shall upload this form into FSIN 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
**Drop Down to List Skill/Type as Strength or Need**

### Academic and Life Skills Progress

#### Age 13-17

<table>
<thead>
<tr>
<th>Date of Independent Living Referral</th>
<th>Life Skills Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed Date</strong></td>
<td><strong>Ages</strong></td>
</tr>
<tr>
<td>07/09/2018</td>
<td>17.0</td>
</tr>
<tr>
<td>12/06/2017</td>
<td>17.0</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Initial Date of Referral for Independent Living Program:</th>
<th>Pre-IL/IL Assessment Completed</th>
<th>IL Staffing Completed</th>
<th>Specific Need(s)</th>
</tr>
</thead>
</table>

### MASTER TRUST INFORMATION

<table>
<thead>
<tr>
<th>Does the child have a master trust account? (if yes, attach Statement of Account)</th>
<th>□ Yes □ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If no, does the child need a master trust account established?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If a master trust account needs to be established, then the case manager will</td>
<td></td>
</tr>
<tr>
<td>establish one on or before.</td>
<td></td>
</tr>
</tbody>
</table>

### VII. ATTACHMENTS TO COURT REPORT

#### Case Plan Worksheet(s)

<table>
<thead>
<tr>
<th>Medical/Mental Health</th>
<th>Attached □, Not Attached □ Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical records</td>
<td></td>
</tr>
<tr>
<td>Mental Health records</td>
<td></td>
</tr>
<tr>
<td>Immunization records</td>
<td></td>
</tr>
<tr>
<td>Dental Records</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Report cards</td>
<td></td>
</tr>
<tr>
<td>Individual Education Plan (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Other school records</td>
<td></td>
</tr>
<tr>
<td>Day Care Attendance Records (if applicable for Riley Wilson Act)</td>
<td></td>
</tr>
</tbody>
</table>

#### Independent Living

<table>
<thead>
<tr>
<th>Pre-independent Living Assessment (applicable based on age at time of JR)</th>
<th>Attached □, Not Attached □ Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Life Skills Assessment (applicable based on age at time of JR)</td>
<td></td>
</tr>
<tr>
<td>Master Trust (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

#### Notice of Fee Assessment and Rights of Foster Child Regarding Government Benefits

<table>
<thead>
<tr>
<th>Quarterly Accounting Statement</th>
<th>Attached □, Not Attached □ Reason:</th>
</tr>
</thead>
</table>

#### Optional Attachments

<table>
<thead>
<tr>
<th>Safety Plan</th>
<th>Attached □, Not Attached □ Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEL - Ongoing</td>
<td>Attached □, Not Attached □ Reason:</td>
</tr>
</tbody>
</table>