



State of Tennessee
Department of Children's Services

**Guide for Developing an Independent Living Plan for
Youth Ages 14 and Up (IL Strengths and Concerns
Sections of the Permanency Plan)**

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Introduction

Independent Living Plans are developed with all custodial youth ages 14-16 (starting at age 17, this plan increases focus on transition and is referred to as a Transition Plan). The purpose of the Independent Living Plan is to help youth learn skills they will need to be successful as adults. The planning process should be increasingly directed by the youth as they get older.

- ◆ The Independent Living Plan is created by using Independent Living (IL) Strength and Concern Indicators in TFACTS. These Strength and Concern Indicators/Records are linked to the custodial permanency plan.
- ◆ The Strengths, Concerns, Outcomes and Action Steps are determined by using Life Skills Assessment results (the Ansell Casey Life Skills Assessment is recommended). Feedback from the youth and Child and Family Team (CFT) members will be included.
- ◆ The plan must be personal to the youth and detailed with specific actions that will be taken to help a youth learn independent living skills.
- ◆ The plan should include specific resources, steps, and deadlines needed to help youth gain IL skills.
- ◆ The IL plan maintains the same review and update schedule as the permanency plan.

This guide provides instruction on which IL Concern records and Missions are used to create all sections of an Independent Living Plan. The Independent Living Plan will be linked to the Permanency Plan. The guide also provides tips on how to document the information in meaningful ways.

- ◆ The use of IL Strength Indicators is less prescribed. These can be identified by using assessment information and by talking with the youth and adults who know the youth.
- ◆ Information is documented on the Permanency Plan Template during the Child and Family Team Meeting (CFTM), and then entered into TFACTS.

Important Things to Consider:

- Youth ages 14-16 years of age must have the two IL Concern Indicators “IL Life Skills” and “IL Social Skills” and the associated information linked to the permanency plan.
- Develop more IL Concern records as needed, particularly as youth get older.
- Only use one (1) IL Concern Indicator and one (1) Mission per section.
- Only select one (1) participant per strength and concern record.
- DO NOT group multiple IL Concern Indicators.
- Each section must be separated to display a correctly developed Independent Living Plan on the Permanency Plan Summary.

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The Permanency Plan, which contains the Independent Living Plan, will be reviewed by the Court as needed.

1. IL Life Skills Concern Record		
Name(s): Name of the youth	Mission: Well-being	Concern Indicator(s): IL Life Skills
Description of Concern: What daily living skills does the youth need to focus on as they move closer to adulthood? What skills does the youth want to focus on? ACLSA Scores in Daily Living Life Skills Domain		
Desired Outcomes: What are the team's Life Skills goals for the youth? How will the team know that the youth has achieved their IL Life Skills goals?		Outcome Expected Achievement Date: When will the desired IL Life Skill outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the IL Life Skills outcome. What resources will assist the youth in achieving these outcomes? Begin Date?		Who is responsible for each action step?

IL Life Skills: Things to consider

Planning in this area focuses on ensuring that youth attain an array of basic life skills in order to be successful where they live. Specific life skills resources and instructional opportunities and, who will provide those opportunities, will be identified.

- ◆ *Ansell Casey Life Skills Assessment (ACLSA) Scores in Daily Living Life Skills Domain*
- ◆ Can the youth wash/dry/care for clothing?
- ◆ Can the youth keep room clean?
- ◆ Does the youth know and understand how to prepare food safely?
- ◆ Does the youth know the basic food groups and how nutrition impacts health?
- ◆ Does the youth know how to plan a simple nutritious meal?
- ◆ Does the youth know how to evaluate grocery items for freshness, nutritional value, and economy?
- ◆ Which life skills classes can the youth participate in?

2. IL Social Skills Concern Record		
Name(s): Name of the youth	Mission: Permanency	Concern Indicator(s): IL Social Skills
Description of Concern: What are the social skills the youth needs in order to have healthy relationships? What social skills does the youth feel that they need to improve? What is needed to ensure the youth has opportunities to engage in the types of activities normally available to youth not in custody? ACLSA Scores in Social Relationships.		
Desired Outcomes: What are the social skills goals for the youth? How will the team know that the youth has achieved their social skills goals? How will the team know the youth has opportunities to engage in the types of activities normally available to youth not in custody?		Outcome Expected Achievement Date: When will the desired social skills outcome be achieved?
Action Step(s):		Responsible Person(s):
List each support person and their contact information. List any other important action steps. What resources will assist the youth in achieving their desired IL social skill outcomes? Begin date?		Who is responsible for each action step?

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IL Social Skills-things to consider:

Planning in this area focuses on skill areas necessary to relate to others and to build and maintain healthy relationships. This includes personal development, cultural awareness, and relationships.

- ◆ *ACLSA Scores in Social Relationships*
- ◆ Who are this youth’s positive adult supports and mentors? How are these adults involved in the Child and Family Team?
- ◆ How has agency/FSW/resource parent been able to help the youth develop positive adult supports beyond the agency?
- ◆ Does the youth know and understand his/her cultural identity?
- ◆ Does youth know and understand the differences between various types of relationships?
- ◆ Does the youth know how to develop and maintain healthy relationships and friendships?
- ◆ Does the youth know how to develop and use a personal support system?
- ◆ Does the youth know how to manage conflict in relationships?
- ◆ Does the youth [know how to use anger management techniques](#) in relationships?
- ◆ Does the youth know: Foster parents or other providers will afford youth every opportunity for social development, recreation and to have normal life experiences? That the youth may attend overnight or planned activities if the activity is determined by the licensed foster home or other providers to be safe and appropriate? That the foster parent and other providers will have knowledge of where and with whom the youth is staying, and the type of supervision and care the youth shall be receiving before approving an outing or overnight activity?
- ◆ Does the youth know: Foster parents or other providers will assist the youth in making developmentally appropriate choices in choosing normal activities which include, but are not limited to, extracurricular, enrichment and social activities that may include: dating, outdoor activities, “hanging out” with friends, prom, sports, clubs, vocational activities, religious/cultural events, field trips, driver’s education, etc? And, that DCS and/or providers may be able to help pay for some of these activities?

3. IL Communication Skills Concern Record		
Name(s): Name of the youth	Mission: Permanency	Concern Indicator(s): IL Communication Skills
Description of Concern: What Communication Skills does the youth need to focus on? Which IL Communication Skills does the youth want to focus on? ACLSA Scores in Communication		
Desired Outcomes: What are the IL Communication skills goals for the youth? How will the team know that the youth is achieving their IL Communication Skills goals?		Outcome Expected Achievement Date: When will the desired communications outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the IL Communication Skills goals. What resources will assist the youth in achieving their goals? Begin date?		Who is responsible for each action step?

IL Communication Skills—things to consider:

Planning in this area focuses on skill areas necessary to get along with others. It includes the skill areas of personal development, interpersonal communication, and relationships.

- ◆ *ACLSA Scores in Communication*

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- ◆ Can the youth articulate his/her strengths and needs?
- ◆ Does the youth know how to communicate with friends and family?
- ◆ Does the youth know how to communicate in school and/or work settings?
- ◆ [Does the youth know how to use technology to communicate safely and effectively?](#)
- ◆ [Does the youth know how and when to be assertive when communicating at home, school, and work?](#)
- ◆ How does the youth manage conflict and frustration?

4. IL Health Skills Concern Record		
Name(s): Name of the youth	Mission: Well-Being	Concern Indicator(s): IL Health
Description of Concern: What does the youth need to increase their ability to monitor their own health? What health education is needed? ACLSA Scores in Self-Care		
Desired Outcomes: What health outcomes would the team like to see for the youth? How will the team know the youth is achieving their health goals?		Outcome Expected Achievement Date: When will the desired health outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the health skills outcome. What resources will assist the youth in achieving their goals? Begin date?		Who is responsible for each action step?

IL Health Skills—things to consider:

Planning in this area focuses on identifying medical, dental, and mental health needs; ensuring youth are educated about important health topics, and increasing the youth’s ability to monitor their own health.

- ◆ *ACLSA scores in Self-Care*
- ◆ Can the youth maintain good hygiene?
- ◆ Does the youth know how to care for minor illnesses and simple injuries?
- ◆ Does the youth know and understand the importance of taking prescription drugs and over-the-counter medications as prescribed?
- ◆ Can the youth state what medication or medical needs he/she requires?
- ◆ Does the youth know ways to maintain good emotional health?
- ◆ Does the youth know and understand the medical, social, emotional, and legal risks associated with alcohol, drug, and tobacco use?
- ◆ Does the youth know and understand how male and female bodies change during puberty?
- ◆ Does the youth know and understand how to prevent, detect, and treat sexually transmitted diseases (STD)?
- ◆ Does the youth know and understand how to prevent pregnancy, the symptoms of pregnancy, and reproductive health resources?

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5. IL Financial Skills Concern Record		
Name(s): Name of the youth	Mission: Well-Being	Concern Indicator(s): IL Finances
Description of Concern: What financial skills does the youth need?. What kind of income does the youth need to meet their goals? ACLSA Scores in Housing and Money Management		
Desired Outcomes: Describe the youth's financial skills goals. How will the team know that the youth has achieved their financial skills goals?		Outcome Expected Achievement Date: When will the desired financial skills outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the desired financial skills outcome. What resources will assist the youth in gaining financial skills? Begin date?		Who is responsible for each action step?

IL Financial Skills—things to consider:

Planning in this area addresses needed financial skills. This includes community resources, beliefs about money, savings, income tax, banking & credit, budgeting/spending plan, consumer skills, and financial goals.

- ◆ *ACLSA Scores in Housing and Money Management*
- ◆ If 16 years of age or older: has the youth received the results of a credit check?
- ◆ If 16 years of age or older: has the result of the credit check been reviewed with the youth to identify inappropriate activity?
- ◆ 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?
- ◆ Who has assisted youth in preparing a monthly budget based on their proposed housing plans and other financial responsibilities?
- ◆ Is the youth able to develop and/or maintain a monthly budget?
- ◆ Is the youth able to achieve a long-term savings goal?
- ◆ Does the youth know and understand one's responsibility for filing income taxes?
- ◆ Does the youth know and understand the services provided by financial institutions?
- ◆ Does the youth know how to open and maintain a checking or savings account?
- ◆ Does the youth know and understand when and how to borrow money?
- ◆ Can the youth read a pay stub?

6. IL Job Skills/Employment Concern Record		
Name(s): Name of the youth	Mission: Well-Being	Concern Indicator(s): IL Employment
Description of Concern: What job skills does the youth need to meet their employment goals? What kind of job or career does the youth hope to have? ACLSA Scores in Career Planning and Work Life		
Desired Outcomes: What are the youth's job skills and employment goals? How will the team know when the youth has made progress towards or achieved their employment goal? Begin date?		Outcome Expected Achievement Date: When will the desired job skills/employment outcome be achieved?

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Action Step(s):	Responsible Person(s):
List all action steps needed to achieve the outcome. What specific resources will help the youth achieve their job skills and employment goals?	Who is responsible for each action step?

IL Job Skills/Employment—things to consider:

Planning in this area focuses on increasing the youth’s ability to develop the skills necessary to plan for a career. It includes the skill areas of work interests, career goals, obtaining and maintaining employment, and work place communication.

- ◆ *ACLSA Scores in Career Planning and Work Life*
- ◆ Does the youth have a state-issued photo ID?
- ◆ Does the youth have a resume?
- ◆ Does the youth have a job? If not, what steps are being taken to get a job?
- ◆ What does the youth want to do for a job?
- ◆ Has the youth accessed local Workforce Investment Act career services? Vocational Rehabilitation services?
- ◆ Is youth able to identify careers of interest?
- ◆ Has youth taken career/interest inventory to identify what jobs they are interested in?
- ◆ Does the youth [know how to find part-time jobs in the community?](#)
- ◆ Does the youth know how to search for full time employment?
- ◆ Does the youth know important steps to maintain employment?
- ◆ Does the youth know how to change jobs?
- ◆ Does the youth understand the importance of education and its relationship to employment?

7. IL Housing Skills Concern Record		
Name(s): Name of the youth	Mission: Permanency	Concern Indicator(s): IL Housing
Description of Concern: What skills related to housing have the youth and team identified as being needed for this youth? ACLSA Scores in Housing and Money Management		
Desired Outcomes: What are the team and youth's goals for housing skills? How will the team know that the youth has achieved their desired IL Housing Skills goals?		Outcome Expected Achievement Date: When will the desired IL Housing Skills outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the desired IL Housing Skill goals. What resources will assist the youth in achieving these goals? Begin date?		Who is responsible for each action step?

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IL Housing--things to consider:

Planning in this area focuses on skills related to obtaining and maintaining safe, stable, and affordable housing. This includes identifying housing options, understanding tenant lease laws, and contracts, managing finances and home maintenance.

- ◆ *ACLSA Scores in Housing and Money Management*
- ◆ Does the youth know and understand the kinds of housing available in their community?
- ◆ 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?
- ◆ [Does youth know and understand the legal rights of landlords and tenants?](#)
- ◆ [Does youth know and understand what community resources are available to help with housing issues?](#)
- ◆ Does the youth know and understand homeowner/renter's insurance?
- ◆ Can the youth develop a plan for housing (moving, start up costs, furniture, linens, etc.)?

8. IL Transportation Skills Concern Record		
Name(s): Name of the youth	Mission: Safety	Concern Indicator(s): IL Transportation
Description of Concern: What IL Transportation Skills does the youth need? ACLSA Scores in Housing and Money Management: Transportation		
Desired Outcomes: What are the youth's goals for transportation skills? How will the team know that the youth has achieved their IL Transportation Skills goals?		Outcome Expected Achievement Date: When will the desired IL Transportation Skill outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the identified IL Transportation Skill goals. What resources will assist the youth in achieving these goals? Begin date?		Who is responsible for each action step?

IL Transportation—things to consider:

Planning in this area focuses on increasing the youth's ability to identify and utilize available transportation options, and to work toward their own transportation goals.

- ◆ *ACLSA Scores in Housing and Money Management: Transportation*
- ◆ Does the youth know how to use public transportation?
- ◆ Has the youth taken a driver's education program?
- ◆ Does the youth have a driver's license?
- ◆ Does the youth have a vehicle?

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- ◆ Does the youth understand the costs associated with car ownership?
- ◆ Does the youth know how to buy a car?
- ◆ Has the youth saved any money toward buying a vehicle?

9. IL Educational Skills Concern Record		
Name(s): Name of the youth	Mission: Well-Being	Concern Indicator(s): IL Education
Description of Concern: What educational skills does the youth need to achieve their education goals? ACLSA Scores in Work and Study Skills		
Desired Outcomes: What are the goals for the youth's educational skills? What are the youth's post-secondary goals? How will the team know that youth has achieved their educational goals?		Outcome Expected Achievement Date: When will the desired educational outcome be achieved?
Action Step(s):		Responsible Person(s):
List all action steps needed to achieve the desired educational outcome. What resources will assist the youth in achieving their education goals? Begin date?		Who is responsible for each action step?

Education—things to consider:

Planning in this area focuses on increasing the youth’s ability to achieve their secondary educational goals and to develop vocational and/or post-secondary interests and plans.

- ◆ *ACLSA scores in Work and Study Skills*
- ◆ Is the youth able to use one or more study techniques to achieve a study goal?
- ◆ Does the youth know how to access resources to improve educational outcomes?
- ◆ Does the youth understand the importance of education and its relationship to employment?
- ◆ Does the youth know how to use the Internet to locate resources?

For youth in high school:

- ◆ How many credits does the student have?
- ◆ Has Educational Specialist been engaged?
- ◆ Expected graduation date?
- ◆ Grade in School
- ◆ Special Education/IEP—area of disability
- ◆ Is the youth working toward their GED or interested in pursuing this?
- ◆ Clubs or extracurricular activities
- ◆ What activities has youth been involved with to help them consider their options?
- ◆ Are there any scholarships the youth might be eligible for?

For youth in, or interested in, pursuing post-secondary education:

- ◆ What are the youth's Post-Secondary Plans?
- ◆ What are the youth's career goals/what does the youth want to study?
- ◆ What college/technical program campuses have DCS FSW/resource parent/other staff taken youth to visit?
- ◆ Has IL Program Specialist been engaged?