

MCFD Interior CYSN CIC Transition Planning Checklist

Youth's Name:

Birth date:

CS File:

Social Worker:

Begin to Imagine Age 14 - 15 Year:	Prepare & Plan Age 16 Year:	Accessing & Applying Age 17 Year:	Putting the Plan into Place Age 18 Year:	And Beyond Age 19 Year:
<ul style="list-style-type: none"> <input type="checkbox"/> Support youth to begin developing transition plan after 14th birthday. <input type="checkbox"/> Provide youth with information on planning process <input type="checkbox"/> Determine if assessments are needed <input type="checkbox"/> Involve Aboriginal Community <input type="checkbox"/> Assist youth to identify supports they will need in adulthood (both CLBC & generic community supports) <input type="checkbox"/> Assist youth to build networks within their community that will remain in place post 19. <input type="checkbox"/> Identify the people in the youth's life, such as family, friends, cultural community supports, school personnel, foster parents, service providers and community members. <input type="checkbox"/> Establish a transition planning team. <input type="checkbox"/> Guardianship worker is the transition coordinator. He/she must identify, initiate and arrange transition planning meeting. <input type="checkbox"/> Identify the most vital priorities to work on now (2-12 months) and in the future (1-5 years). <input type="checkbox"/> Gather existing assessments for determining CLBC eligibility <input type="checkbox"/> Assist youth to obtain psychological assessment through school system as part of their transition plan. <p style="text-align: right;">June 2010</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to support youth and team to transition plan/ further develop a transition plan. <input type="checkbox"/> Prepare youth for their participation in the process. Including listening/learning from the youth about their self-awareness of their abilities and areas where extra support is required. <input type="checkbox"/> Discuss with school the inclusion of transitional goals in the youth's Individual Education Plan. Youth in care require a formal transition plan in addition to the IEP. The IEP team may be reformed with additional members to establish a transition planning team. <input type="checkbox"/> Obtain documentation of DSM IV diagnosis of MR or FASD, ASD & significant limitations in adaptive functioning. Refer to CLBC eligibility policy www.communitylivingbc.ca <input type="checkbox"/> While the youth is 16 the Guardianship worker determines eligibility with CLBC. <input type="checkbox"/> For Aboriginal youth include cultural community supports in the plan. <input type="checkbox"/> Help youth apply for a Social Insurance Number (Service Canada website) <input type="checkbox"/> Ensure that the youth has a birth certificate / proof of citizenship <input type="checkbox"/> Discuss adult residential options with youth and team. Foster parents may be interested in providing adult support. <input type="checkbox"/> MCFD may provide funding to cover psychological assessments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to support youth and team to develop transitional planning / put plan into action <input type="checkbox"/> If required the guardianship worker obtains outstanding assessments needed to finalize CLBC eligibility. <input type="checkbox"/> Work with Public Guardian and Trustee if appropriate. PGT provides a range of supports such as: acts on behalf of adults who have been deemed mentally incapable. <input type="checkbox"/> Work with educators to identify and analyze post-secondary education opportunities. <input type="checkbox"/> Include Aboriginal Community <input type="checkbox"/> Educate team regarding extra year of high school and help coordinate request with school as needed <input type="checkbox"/> Ensure youth has / is in process of applying for a BCID card <input type="checkbox"/> At 17.5, if appropriate, apply for Persons with Disability (PWD) funding through Ministry of Housing and Social Development. http://www.hsd.gov.bc.ca/factsheets/2005/17yr_old_PWD.htm <input type="checkbox"/> Ensure youth has opened a bank account <input type="checkbox"/> If CLBC eligible encourage FP/ school supports youth to visit CLBC services i.e. day programs, supported employment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete any final planning pieces / update transition plan / school ICM's prior to youth leaving school <input type="checkbox"/> Ensure youth is prepared for end of MCFD supports <input type="checkbox"/> Involve Aboriginal Community <input type="checkbox"/> Use the last year of Autism funding to optimal capacity (additional life skills for independence, computers, etc). <input type="checkbox"/> Guardianship worker will facilitate contact with local CLBC office to ensure a facilitator begins adult planning process with youth <input type="checkbox"/> Continue to lead the collaborative planning process with CLBC, the youth and the team. <input type="checkbox"/> Inform youth about adult services and funding available. <input type="checkbox"/> One month prior to youth's 19th birthday, contact MHDS to confirm eligibility. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect to community opportunities and adult supports and services <input type="checkbox"/> Involve Aboriginal Community <input type="checkbox"/> Encourage youth and team to think about long term housing options and provide referral to BC Housing as necessary <input type="checkbox"/> Hold an exit meeting. Guardianship worker organizes this final planning session: plan is finalized, tasks achieved by group are identified and any transition planning goals that have not been accomplished are addressed. <input type="checkbox"/> If youth is eligible for PWD; assist he/she to apply for annual bus pass (1-866-866-0800). Pass is \$45/year.