

Student Name:

Date Completed:

# Independent Living Program (ILP) Framework and Assessment Tool

The ILP Framework was developed to provide a list of skills a youth should possess in order for them to transition to adulthood successfully. The framework and assessment tools are intended to guide service planning and service provision for all ILP aged youth. It provides examples of specific competencies that can be taught by ILP workers and coached within each sub-domain. The framework gives an extensive but not encompassing list of ILP skills that can be referenced during ISP meeting and treatment plans to aid in the creation of meaningful goals and short-term steps/action. Workers and youth are able to utilize the ILP Framework as a checklist to identify skill areas needed for each of the nine domains being discussed.

Many of the children you work with will be adolescent age, and some will be older youth who will eventually "age out" of foster care. When these children age out of the custody of the state at the age of 21 they will not have many of the resources that children who have not been involved with DHR have available to them. This includes financial resources, but also resources we do not typically think of, such as adults who will help them learn skills necessary to navigating adulthood. For example, most youth typically have a parent or other adult in their life that will take them to the bank and help them to open their first savings/checking account. Many youths who age out of foster care will not have these resources and assistance. Thus, older youth aging out of foster care are at a distinct disadvantage when it comes to getting a successful start in young adulthood. Because of this unfortunate truth, as caseworkers, we must do as much as we can to prepare older youth for independence while they are still in custody.

The more you learn about the resources available to you and older youths in DHR the better able you will be to serve the needs of this disadvantaged group of children in the future.

1. Shadow a co-worker (chosen by your supervisor) or, if you and your supervisor wish, you may take the lead role on a visit with a child aged 14 or older with your co-worker's assistance. Your visit should be with an older child who is expected to age out of foster care, rather than be reunited with family or adopted. If you are shadowing, observe the way your co-worker interacts with the child and pay attention to the manner in which the worker discusses the child's future plans and options. If you are conducting the visit with your co-worker's assistance think about how you can best bring up the topic of future plans and options before you begin your visit. Regardless of who is taking the lead, jot down notes on any resources the worker mentions for youth aging out of care and ask for details later.

2. Ask your co-worker to introduce you to the child, and tell him/her a little about yourself including some information about your IV-E stipend field placement and desire to learn how to help older youth get the best start possible in young adulthood. Often, when youth are given a good explanation about your purpose and desire to learn, they will be eager to share their inside knowledge with you. Listen carefully to what he/she has to say and take notes of important points.

3. Ask your co-worker to provide you with a copy of the ILP Framework Assessment Tool.  
Write down some of the most critical points of the assessment:

4. Ask your co-worker to provide you with a copy of the Youth Assessment Summary.  
Write down some of the most critical points of the assessment:

**I have discussed the following with my supervisor regarding older youth in foster care and the ILP Framework and Youth Assessment Summary Tool:**