

## Crosswalk: Maryland’s Integrated Practice Model and Youth Transition Planning

This document illustrates the alignment between The Maryland Department of Human Services/Social Services Administration’s (DHS/SSA) Integrated Practice Model (IPM) and its Youth Transition Planning Process. As seen below, the Youth Transition Planning Process serves to operationalize the IPM for older youth in foster care in the 19 jurisdictions that are not implementing Enhanced- Youth Transition Planning (E-YTP) model on the Mid-Shore. The IPM is Maryland’s effort to create an integrated, individualized, and standardized approach to the work DHS does in both child welfare and adult services, and is rooted in the values of empowerment, collaboration, advocacy, and respect across all areas.

	IPM Practice Profile	Youth Transition Planning Process Elements
<b>Engage</b>	<p><b>Engagement</b> serves as the foundation to building <b>trust</b> and maintaining <b>strong partnerships</b> with our <b>families</b>.</p> <p><b>Successful partnership</b> occurs when our verbal and non-verbal communication and interactions with individuals and families are <b>receptive to change, non-judgmental, compassionate, and empathic</b>.</p>	<ul style="list-style-type: none"> <li>• Worker has <b>frequent</b> and <b>consistent</b> contact (face-to-face, text, email, or virtual) with <b>youth</b> prior to the initial Youth Transition Planning (YTP) Facilitated Meeting</li> <li>• Worker protects <b>intentional time</b> to develop <b>authentic relationship</b> with <b>youth and the youth’s team</b></li> <li>• Worker and <b>youth meet</b> in a <b>location</b> where the <b>youth is most comfortable</b>, to <b>partner</b> in planning and preparation for their meeting</li> <li>• <b>Worker partners</b> with <b>youth</b> and <b>their team and supports</b> to introduce and <b>orient</b> them to the <b>Youth Transition Planning Process</b></li> <li>• <b>Youth-driven</b> transition planning meetings occur every 6 months or <b>more frequently as directed by youth</b></li> <li>• <b>Informed facilitation</b> occurs at <b>every transition planning meeting</b></li> <li>• Worker and team uses <b>youth’s language</b> throughout the transition planning process</li> </ul>
<b>Team</b>	<p>Family Team Meetings (e.g., Family Team Decision Meetings, Client Team Collaborations) create opportunities to bring children, youth, vulnerable adults, their families, and support systems to a common table to discuss their <b>goals</b>, identify concerns, assess progress, make decisions, and <b>create a plan</b> that meets their identified needs and builds upon their <b>strengths, resiliency</b>, and other protective factors.</p>	<ul style="list-style-type: none"> <li>• Worker discusses the <b>teaming process</b> with <b>youth</b> to <b>identify potential team members and supports</b></li> <li>• <b>Worker reaches out</b> to identified <b>team members and supports</b> to <b>broaden their understanding</b> of the <b>transition planning process</b>, the <b>teaming process</b> and how this will look different from traditional youth transition Family Involvement Meetings (FIMs)</li> <li>• Worker focuses on developing <b>active partnerships</b> with <b>natural supports</b></li> <li>• Worker meets with <b>family</b> to specifically <b>orient</b> them to the <b>youth transition planning process</b></li> <li>• <b>Tasks and next steps</b> are divided among all <b>team members</b> based on their <b>strengths and skills</b>, with a plan for follow up</li> </ul>

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Assess	<p><b>Assessments</b> are used to <b>organize</b> our <b>collective knowledge</b> and <b>understanding</b> of individuals and families, and <b>to support clear communication</b> and <b>sound recommendations</b>.</p> <p>The process of <b>collaborative assessment</b> is designed to get to know the individual, <b>hear the family's story</b>, and develop an understanding across the team, as opposed to asking a series of prescribed questions. The <b>gathering of accurate information</b> hinges upon our ability to <b>build trusting relationships</b> with <b>youth</b>, vulnerable adults, families, and our professional partners.</p>	<ul style="list-style-type: none"> <li>• <b>Worker</b> focuses on <b>building authentic relationship</b> with <b>youth</b> as the method to the most <b>accurate</b>, and <b>collaborative assessment process</b></li> <li>• <b>Worker listens</b> to the <b>youth's story</b>, reflects story back to youth to confirm accuracy, and have conversations to address differing perspectives while still honoring a youth identified decision.</li> <li>• <b>Worker partners</b> and <b>collaborates</b> with <b>youth</b> to <b>complete</b> specific <b>assessments</b> and track progress</li> <li>• <b>Assessment tools</b> are used to <b>inform</b> the <b>transition planning process</b></li> <li>• <b>Worker engages</b> in the <b>meaningful</b> and <b>intentional incorporation</b> of <b>assessment findings</b> to inform a <b>youth's entire transition planning process</b>, not just their youth transition planning document.</li> </ul>
Plan	<p><b>Partnering</b> with <b>individuals</b> and <b>families</b> to <b>develop plans</b> for their care is critical to achieving their <b>participation</b> and <b>increases</b> their likelihood for <b>success</b>.</p> <p>When individuals and families actively lead the development of their plan, they are more likely to feel a sense of understanding and <b>ownership</b>, have greater <b>motivation</b> in accomplishing their goals and experience <b>increased satisfaction</b> with themselves and their worker.</p>	<ul style="list-style-type: none"> <li>• <b>Worker schedules consistent</b> and <b>frequent check-ins</b> (weekly) with <b>youth</b> to <b>prepare</b> for upcoming <b>meetings</b></li> <li>• During meeting preparation sessions, <b>youth</b> and <b>worker collaborate</b> to <b>develop a transition planning meeting invitation list</b>, comprised of <b>team members</b>, <b>supports</b>, and <b>youth-identified gatekeepers</b>, and a <b>meeting agenda</b></li> <li>• <b>Worker, team, and youth share decision-making</b> in <b>planning</b> and <b>supporting</b> the development, monitoring, and continued adaptation of a <b>comprehensive Youth Transition Plan (YTP)</b></li> <li>• A <b>comprehensive YTP</b> is consistently revised by worker to include <b>tasks</b> and <b>timelines</b> within each Ready by 21 domain and is used to track progress in meeting goals over time</li> <li>• <b>The Youth Transition Plan</b> is written using the <b>youth's language</b> and is regularly shared with youth and their team</li> <li>• <b>Tasks</b> and <b>next steps</b> are divided among all <b>team members</b> based on their <b>strengths</b> and <b>skills</b>, with a plan to follow up</li> <li>• <b>Worker schedules next Youth Transition Planning meeting</b> with youth, and their team. Choose a date, time, and location that is comfortable and convenient for youth, knowing this may need to be updated if schedules change</li> </ul>

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<b>Intervene</b>	<p>Identifying <b>interventions</b> is one of the keys to <b>building</b> and <b>sustaining a collaborative partnership</b> with youth, families, and vulnerable adults.</p> <p><b>Effective intervening</b> improves <b>engagement</b>, increases likelihood of individual and family participation in services and results in greater likelihood of <b>achieving success</b> related to <b>placement stability</b>, reduced length of stay, <b>improved well-being</b>, and <b>timely permanence/independence</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Workforce</b> incorporates <b>individualized, trauma-informed practices</b> and understands the <b>impact of adolescent brain development</b> in transition planning as well as works to identify trauma-informed interventions and services for youth</li> <li>• <b>Creative adaptation</b> of Youth Transition Planning Process guidelines to <b>meet youth's unique and changing goals</b></li> <li>• <b>Worker engages in meaningful use</b> of comprehensive YTP with youth and team</li> <li>• <b>Worker and team explicitly share and model specific self-determination skills</b></li> <li>• <b>Worker collaborates</b> with youth around <b>plan progression</b> and addressing any concerns they have with their transition planning process</li> <li>• <b>Worker and Independent Living Coordinator</b> create ample opportunities for youth to <b>experience real world efficacy activities and learning, and support youth in engaging</b> in those activities</li> </ul>
<b>Monitor &amp; Adapt</b>	<p><b>Workers partner</b> with the youth, vulnerable adults, and families to evaluate the:</p> <ul style="list-style-type: none"> <li>• <b>Youth, vulnerable adults, and family's satisfaction</b> with the <b>services</b> and the provider</li> <li>• Any changes or new needs</li> <li>• Progress made to allow for <b>celebrating successes</b> and areas of growth to <b>problem-solve</b> solutions to any barriers inhibiting success</li> </ul> <p><b>Workers also monitor</b> to ensure that <b>individual and family's strengths</b> are being utilized to <b>enhance protective capacities</b>, trauma symptoms are being addressed, barriers to participation and progress are resolved timely and plans and recommendations are adapted to meet the individual and family's progress and ever-changing needs.</p>	<ul style="list-style-type: none"> <li>• <b>Youth Transition Planning Meetings occur</b> at a minimum of <b>every 6 months, or more frequently as requested by youth</b></li> <li>• <b>Workers guide youth in using their team</b> to <b>support</b> them in measuring progress towards <b>achieving their goals</b> and addressing challenges as they arise</li> <li>• <b>The team celebrates youth's individualized successes and accomplishments</b></li> <li>• <b>Workers use YTP as a tool that is continually updated</b> to reflect real time <b>individualized adaptations identified by youth and team</b></li> <li>• Intentional use of <b>youth voice and choice</b> in all <b>planning and communication</b>, both written and verbal</li> </ul>

	IPM Practice Profile	Youth Transition Planning Process Elements
<b>Transition</b>	<p>Transitions occur <b>not only when we are moving out of direct care</b>, but also when individuals and families experience changes in workers, caregivers, family members, interventions, and achievement of developmental milestones.</p> <p><b>Successful transitions</b> occur when children, youth, families, vulnerable adults, as well as their <b>chosen supports</b>, are involved <b>early</b> and <b>consistently</b> in the <b>planning</b> for and <b>implementation of transitions</b>.</p> <p><b>Active partnering</b> during transition planning promotes <b>healing</b> from trauma, <b>prevents or reduces re-traumatization</b>, and <b>supports timely progress</b> to <b>achieving the individual and family's goals of safety, permanency, and well-being</b>.</p>	<ul style="list-style-type: none"> <li>• <b>Active transition planning</b> begins at <b>14 years old</b> for all youth in foster care</li> <li>• <b>Worker and team support youth</b> in <b>identifying resources</b> and <b>compiling</b> them in a manner that meets their <b>personal preference</b></li> <li>• Worker provides <b>opportunities</b> for youth to <b>practice</b> how they will <b>execute</b> their <b>plan</b> when they exit care</li> <li>• <b>Team creates frequent and consistent opportunities</b> for youth to <b>practice self-determination skills</b></li> <li>• <b>Worker collaborates</b> with youth and team to <b>create a plan for accessing supports</b> once youth is <b>no longer involved with foster care</b></li> <li>• <b>Worker actively partners</b> with youth in <b>compiling a comprehensive Aftercare Plan</b></li> </ul>