

Transition

Engage, Team, Assess, Plan, Intervene
Monitor & Adapt, Transition



“My worker was always open with me- it helped me feel less anxious to know what was happening and what stuff was coming up- being ready.”

Foster Care Alumni

We recognize that individuals and families experience many types of transitions throughout their time partnering with us. Transitions occur not only when we are moving out of direct care, but also when individuals and families experience changes in workers, caregivers, family members, interventions, and achievement of developmental milestones. Successful transitions occur when children, youth, families, vulnerable adults, as well as their chosen supports, are involved early and consistently in the planning for and implementation of transitions.

Active partnering during transition planning promotes healing from trauma, prevents or reduces re-traumatization, and supports timely progress to achieving the individual and family’s goals of safety, permanency and well-being.

Our **GOALS** for transitioning with the children, youth, families and/or vulnerable adults are to:

- Begin transition planning immediately with partnership and assessment
- Enhance protective capabilities, build networks of support, and establish linkages to community resources to ensure sustained success.
- Develop an actionable contingency plan with community and family supports to manage obstacles or crises and allow for practice in navigating solutions.
- Support the various individual and family’s emotions experienced during transitions and partner with them to minimize the impact and strengthen their resilience.

Our Principles in Action: We Demonstrate

- We are **Family-Centered** when we partner with individuals and families to involve their chosen supports, such as fictive kin, caregivers, and community members, to plan for transitions early and often.
- We are **Trauma-Responsive** when we understand that transitions may remind or trigger feelings of loss and trauma and we create transition plans to minimize re-traumatization and promote healing.
- We are **Individualized & Strengths-Based** when we introduce concepts related to self-advocacy and self-sufficiency and provide opportunities for practice.
- We are **Culturally & Linguistically Responsive** when we seek to understand how individuals manage transitions as part of their family, culture and community and use this information to support successful transitions.
- We are **Outcomes-Driven** when we assess strengths, needs, and readiness of individuals and families prior to any transition for effective planning and ensuring success.
- We are **Community-Focused** when we assist individuals and families in identifying peer supports, mentors, post-permanency resources to build connections, linkages, and familiarity so that transitions are manageable and successful.

- We are a **Safe, Engaged and Well-Prepared Professional Workforce** when we address the impact of transitions on individuals, families, and ourselves through I services and supports that promote self care.

Reflective Prompts: Have I routinely ...

- Started transition planning immediately with engagement and assessment?
- Partnered, discussed and planned for transitions early and often with the child, youth, family, vulnerable adult, and their entire team?
- Supported youth, vulnerable adult, biological parents and resource parents' meaningful participation in transition planning?
- Developed an actionable contingency plan with community and family supports to manage obstacles or crises and to allow for practice in navigating solutions?
- Asked about the individual and family's culture and linguistic needs and used the information when preparing for the transition?
- Considered and adjusted language and responses according to the developmental ability of the child, youth, family, vulnerable adults, or any team member, communicating safety and acceptance with plans for transition?
- Included in transition planning: role changes, provisions for graduated visitation, exit and entry into schools and/or child care, secured transportation, and other supports to foster communication between child, youth, family members, or vulnerable adults?
- Engaged all team members in a discussion concerning cultural expectations/beliefs/practices and how to support them through and after the transition?
- Partnered with the team, to enhance protective capabilities, build networks of support, and establish linkages to community interventions and other resources?
- Engaged the resource family and family members in discussion about how they can support the child, youth or vulnerable adult and themselves during the transition and offered resources and opportunities to practice managing their own feelings and reactions?
- Educated team members how to recognize and intervene when a child, youth or vulnerable adult is triggered, stressed or exhibiting trauma symptoms following the transition?
- Provided newly-introduced caregivers and resource providers with timely and specific information about the child, youth, or vulnerable adult and their family of origin including but not limited to likes, dislikes, strengths, routines, trauma history, and medication?
- Anticipated that as the transition becomes more of a reality, the child, youth or vulnerable adult and their team will require more of our time and partnership to support emotions and behaviors and strengthen their resilience?

