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**Futures Planning**

**A Person-Centered Planning Process for Working with Transition-Age Youth and Young Adults**

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**and**

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**Outline of Essential Features of Futures Planning**

**Futures Planning**

Futures Planning is to define the life a youth wishes to live & describe what will assist the youth in moving toward that life all from the youth’s perspective.

**Transition Process**

Ongoing & Overlapping

**What is Future’s Planning?**

* A transition plan of that encompass YP’s goals and is:
* Guided or driven by the YP voice and choice
* May be developed with key players, or involve them in a way that is most workable for the YP
* Based on YP’s strengths, interests, goals, & needs
* Supports and services are tailored to the young person
* Futures planning is an ongoing activity

**Avoid Traditional Planning Approaches**

* Avoid large planning teams
* Avoid developing plan without YP
* Avoid developing plans based on services available in the system or on what other people think the YP needs
* Focus on the future -- rather than the problems of the past.

**TIP Model has Developed the Futures Planning Process:**

**Planning Partners and Necessary Connections**

* ***Planning partners*** are selected by YP.
	+ YP might choose different key players to serve as ***planning partners*** for different topics, needs, or goals.
	+ Often a YP may want to only involve him/herself and one or two key players (e.g., transition facilitator, parent, friend) to serve as ***planning partner(s).***
* YP’s topic/need/goal determines who is a ***necessary connection(s)***
	+ for him/her to make progress on this topic, need, or goal.
	+ Necessary connections might be players such as: probation officer, vocational rehabilitation counselor, step father, community college instructor.
	+ YP and transition facilitator or other ***planning partner*** would contact, plan, and/or negotiate with ***necessary connection(s)*** regarding a particular topic, need, or goal.

**Set the Stage for Futures Planning**

* YPs choice of participants should takes precedence
* Usually conducted 1:1 with the YP or in small groups
* Who the YP plans with may vary by topic and/or overtime

**Preparing Young People for Meetings that are Not Optional (e.g., court hearing, IEP, DCF staffing).**

**Preparing Planning Participants for Planning Meetings**

* Follow legal & ethical responsibilities to the family or guardians
* Set clear ground rules with YP on limits of confidentiality
* Identify assistance needed by informal key players to understand & support a futures focus
* Assist in mediating differences (SCORA)

**When to Do Futures Planning?**

* As early as age 14
* Early in the program entry process
* Not when YP is in crisis

**How to Conduct Futures Planning**

* Introduce Futures Planning to the YP
* Review Strengths
* Identify goals and needs (“visioning process”)
* Prioritize
* Develop Transition Plan

**Develop Discrepancies to Motivate Planning & Change**

* When a behavior is seen as conflicting with important personal goals change is more likely to occur
* Their present reality vs. their desired future
* The young person must voice the arguments for change
* Remember Double-sided Reflection (OARS)

**What are Possible Topics & Objectives for an Initial Planning Session?**

* Limit to 1 or 2 domains currently important to the YP
* Highlight strengths, interests, preferences
* Clarify or develop future vision
* Identify planning partners & connections
* Clarify long term goals & immediate goals
* Negotiate “easy win” tasks

**What are Possible Topics and Objectives for Subsequent Planning Session?**

* Assess progress on tasks or action steps
* Highlight progress & successes
* Develop new strategies to address barriers to progress
* Celebrate the accomplishments

**What if a Future Vision Seems Unrealistic?**

* NEVER tell a YP that his or her future vision is unrealistic!!
* Learn what about the vision appeals to the YP
* Move into goal setting & let YP discover whether vision is possible

**Characteristics of Effective Goals**

* Individualized to YP’s strengths, interests & preferences
* Important to the YP
* Clearly related to YP’s future vision
* Objective
* Measurable

**Characteristics of Effective Transition Plans**

* Living document representing YP voice & choice
* Concrete & relevant for the YP not the provider
* Maximizes the use of informal players
* Outcome oriented

**Using the Stages of Change to Tailor the Supports and Services to that Young Person!**

**Pre-contemplation**

* Not yet considering change or unwilling or unable to change “Ignorance is bliss.”
* Validate lack of readiness, encourage self-exploration (Strengths Discovery), build trust

**Contemplation**

* Acknowledges concerns & is considering the possibility of change but is ambivalent & uncertain.
* “Sitting on the fence.”
* Validate lack of readiness, normalize ambivalence, evaluate pros/cons of changing bx (SODAS/Rationales)

**Preparation**

* Committed & planning to make a change in the near future but is still considering what to do
* “Testing the waters.”
* Assist w/ prob solving (SODAS/SCORA), encourage initial small steps, clarify goals (Futures Planning)

**Action**

* Actively taking steps to change but has not yet reached a stable state
* Bolster self-efficacy (In-vivo) , revisit long-term benefits (SODAS), identify high-risk situations (Prev. Planning)

**Maintenance**

* Achieved initial goals & is now working to maintain gains
* Discuss coping w/relapse (Prev. Planning), Practice new skills (In-vivo), Review long-term goals (Futures Planning)

**Relapse**

* Experienced a recurrence of symptoms & must now cope with consequences & decide what to do next
* “Fall from grace.”
* Normalize, Evaluate triggers, Re-assess motivation & barriers (Futures Planning/SODAS/Rationales/Prev.Planning)

**Acknowledge Achievements**

How do you celebrate success?

**Review Goal Achievement Relative to Exit Criteria**

* When does YP graduate transition program?
	+ Identify criteria which will signal that the YP is ready to graduate transition program
		- YP sets criteria early on
	+ Have YP set the exit criteria early in his/her relationship with the facilitator
* Is YP making progress?
	+ Discuss progress toward exit criteria when a goal is achieved
	+ If discussions appear to upset the young person, use SODAS to identify and

 resolve the young person’s feelings about separation.

* Keep exit criteria brief
* (e.g., complete HS; find and keep a job as a nurse’s assistant for at least 6 months; get an apartment and be able to budget and pay bills; get a driver’s license; no involvement with justice for at least one year)
* Is responsibility being transferred?
* Progressively transfer responsibility to the YP or informal support

**Futures Planning Role Play**

**Organizing Your Small Group Role Play Process**

**Young Person’s Scenario**

* **Read** the young person’s (YP’s) scenario.
 Hector OR Sasha OR Javier
* **Identify strengths** of young person.

**Prepar**

**e for Role Playing**

* Form **your YP team** and **introduce yourselves** to one another.
* Choose who will be the **team’s Facilitator** and **Scribe** for this process.
* **Choose** other team member roles, including the YP.
* **Make** “role member” **name tent:** Fold along the dotted line, print your “team member name” and your title (e.g., aunt teacher, therapist) on BOTH sides of this tent.
* **Play** your role on team.
	+ **Realistic –** Be **challenging**, but not a total obstructionist.

**Getting Creative**

* **Brainstorming – “Outside the box” & Beyond the barriers!**
	+ What are this **YP’s priority goals &/or needs?**
	+ How might the **TIP Guidelines & associated practice elements enhance** your work with this YP/family? (**Refer to** the TIP Definition Handout for the guidelines, practices, and the transition domains).

**Documenting Your Group’s Creativity**

* **Outline** your group’s **“ideal” suggestions for enhancing your work** with the YP
	+ Ideally what services & supports does this YP need to create a life across his/her priority transition domains. **Scribe write** on p. 9 or 10-13.
* **Think self-sufficiency** & **natural supports** whenever possible.

**Assume Your Role on YP’s Team**

* Transition Facilitator will work with the young person & his/her team to accomplish the following
* **Review** young person’s (YP) strengths.
* **Identify** YP’s goals & needs.
* **P**
* **rioritize** with YP’s goals/needs/domains.
* **Develop**
* Strength-Based **Transition Plan** addressing relevant domains.

**Reporting to Entire Audience**: Briefly report on the **Transition Plan** created.

* One or two group members will report to the full audience.

**SCENARIO #1 OF YOUNG PERSON: Hector**

**Hector**

* Hector is a 17 year old, strong, tall, Hispanic boy.
* Hector has been in and out of a variety of out-of-home placements since he was 8 years old.
	+ His mother declared him unmanageable and finally got him placed out of her home, with periodic returns until 4.5 years ago the mother’s parental rights were terminated.
	+ Hector has an older sister, but does not know her whereabouts; he has never known his father.
	+ There have been 3 attempts to reunify Hector and his mother.
	+ Hector has been in 7 placements, including group shelter care, detention, boy’s juvenile justice institution, a group home, and several foster homes.
	+ He has had numerous different diagnoses from the school system and mental health system, including such things as ADHD, behavior disordered, SED, bipolar, and substance abusing.
* Hector is currently residing at a foster home with Rosemary, and her husband George, who travels extensively with his work and plays a minimal role in the operation of the foster home.
	+ Hector has been at this foster home for the past year except for the five-day period while he was in detention and for numerous runaways.
	+ His runaways appear to be in response to those times when George decides to “put his foot down” or when Hector wants to avoid being around while George is home.
	+ Hector seems to have some street smarts. He usually stays with a friend’s (Mario) family for a few days, until he has worn out his welcome. He always returns on his own to the foster home.
	+ Hector gets along pretty well with the two 11-year old boys who also reside at this foster home.
* His transportation, typically, as well as on runaway, is a three-speed bicycle.
	+ He maintains it in excellent condition, despite the miles he puts on it.
	+ Mario’s stepfather has a work bench and tools in the garage. Hector gets to use the tools and the work bench when Mario`s stepfather is around and gives his permission.
	+ He rides his bike to the surrounding country side often.
* Hector often intimidates women by his “getting in their faces,” (i.e., his large stature too close to them).
	+ Although he did this with Rosemary initially, he backed off over time as she demonstrated that she would not be intimidated.
	+ He and Rosemary get along quite well, and she cares about him, even to the point where she takes a loss in some foster care payments due to the number of days that he is on AWOL.
	+ Mario’s mother and 14-year old sister are not fully comfortable with Hector. They feel a bit intimidated, but are not fearful that he would ever harm them.
* Hector has not been in school since the age of 15 ½.
	+ He had been in a special education track for emotional handicapped students.
	+ He has been diagnosed with various labels, including emotionally disturbed, conduct disordered, and oppositional defiant.
	+ His was expelled for breaking certain rules, but the real basis for it was probably related to his intimidation of female teachers and students. He would never return after the expulsion.
* He has held numerous jobs in fast food stores.
	+ He does not like these jobs, but worked in order to have some spending money.
	+ He has often quit jobs, but has been fired on several occasions due to problems in getting along with female supervisors and coworkers, and on one occasion for showing up intoxicated.
* Hector was arrested about three months ago, when he and a former classmate were caught stealing 10-speed bikes from a garage.
* Hector has completed his community service work and is on probation for a 6-month period.
* The other boy has been re-arrested and incarcerated.
* The probation officer, Samuel, wants Hector to get employed.

The Juvenile Justice and Corrections Departments have collaborated in the establishment of a Transition to Independence Program, which is focused on the employment, vocational training, and independent living needs of older youth and young adults, as a way of integrating them into productive roles in society. The program was established at provider agency, which now employs transition specialists to work with referred young people. Hector has been referred to this program.

**Team Membership: Possible Key Players**

Pat, transition specialist, team facilitator

Hector

Rosemary, foster parent

Beatrice, foster care caseworker

Jim, school vocational specialist

Ronnie, vocational rehabilitation counselor

Samuel, probation officer

Other formal or informal key players?

**SCENARIO #2 OF YOUNG PERSON: Sasha**

**Sasha**

* Sasha is an attractive, slightly overweight, 15 ½ years old, African American girl.
* Sasha and her younger sister were removed from their biological mother 4½ years ago.
	+ Sasha`s biological father died when she was 8 years old.
	+ Sasha`s mother, April, continues to abuse substances and often works as a prostitute.
	+ Different men live with April at different times.
	+ Sasha has been diagnosed with numerous mental health disorders by the school and mental health systems. These include diagnoses such as: bipolar, ADHD, depressive disordered, emotionally handicapped, and SED.
* Over the past 4½ years, since removal from her biological family, Sasha has had the following placements:
* Emergency group shelter, foster home, emergency shelter home, foster home, crisis unit, foster home, reunification with mother, emergency group shelter, detention center, emergency group shelter, detention center, emergency group shelter.
* During these placement experiences, Sasha ran away to her mother and to friends on five occasions.
* About 4 months ago, Sasha was placed with her Aunt Gertrude, but Sasha stole grocery money from her Aunt and ran away for about a week. Sasha is currently in the emergency group shelter.
* Sasha is currently in the ninth grade.
	+ She was held back at fifth grade.
	+ She has attended six different schools during the past 4½ years.
	+ Sasha does exceptionally well in cooking and P.E. She averages “C’s” in math.
	+ She is below grade level in reading and receives poor grades in English, social studies, and history.
	+ The frequency of absences are increasing each school year; She has recently been suspended twice due to defiance toward a teacher and a fight with a peer.
	+ Her current school is only a 35 minute walk or 15 minute bus ride from her aunt’s home.
	+ Sasha`s guidance counselor (James) is concerned about her declining grades, increasing absences, and the group of peers with whom she is connecting.
	+ Sasha says that she doesn’t like school, but she likes some P.E. and some of the kids.
	+ Sasha says she is going to be a veterinarian.
* Diagnoses: Sasha has been given a variety of diagnoses over the past 4 years, including defiant, ADHD, conduct disordered, and depressed. The depression and conduct

disorder diagnoses appeared again in a recent evaluation by a court psychiatrist

* + Sasha’s younger sister, Tameka, has been in three foster homes and emergency group shelter. Tameka, who is 10 ½ years old seems reasonably stable in her current foster home. However, this foster parent typically only keeps children up to the age of 12 years.
* Aunt Gertrude would like to help Sasha and her sister Tameka.
* Gertrude works as an account clerk and makes modest, but livable wages.
* She is divorced, but has been able to keep their house as part of the settlement.
* She has a son, Willie (8 years old), and a daughter, Gladys (19 ½ years old) living with her in her home.
* Ms. Gladys has an infant baby from her failed marriage.
* Gladys has taken over the upkeep of the house and preparation of the meals until she can find a job.

* Gertrude is afraid that Sasha may have been sexually abused by one of her mother’s boy friends when Sasha was on runaway and that she is getting involved with drinking and running around with some of the deviant peers.
* Gertrude also told the Team facilitator, Pat and the foster care caseworker, Sara that she would be willing to take Sasha back, but that she would need someone to give Sasha therapy and to help her keep out of trouble.
* Sasha misses her Aunt Gertrude and her Aunt’s family. She would like to go back to live there, but would like more freedom.
* Sasha also misses her dog that is at her Aunt’s home. It is a stray dog she brought home a few months ago. Her Aunt Gertrude let her keep it after they tried to find its owner.
* Sasha was assuming full responsibility for the care of her dog while at her Aunt’s home. This behavior was unlike Sasha’s typical pattern.

**Team Membership: Possible Key Players**

Pat, transition specialist, facilitator

Sasha

Gertrude, Sasha’s aunt

Gladys, aunt’s 19 ½ year old daughter

Sara, foster care caseworker

James, school guidance counselor

Abe, school vocational education counselor

Other formal or informal key players?

* April, Sasha’s mother was invited, but refused to attend the team meeting.

**SCENARIO #3 OF YOUNG PERSON: Javier**

Javier

* Javier is a slight 16 ½ year-old boy of mixed (African American and Puerto Rican) descent.
* Javier has lived with his mother and younger sister (age 11) for most of his life. Although well-meaning and caring, she works many hours trying to stay afloat financially and has difficulty monitoring Javier’s whereabouts and behavior.
* Javier has lived with his father in another state when he was 7 and again when he was 12 for approximately 3 months and then a year during periods when his mother had lost her job and could not provide a stable residence for him and his siblings.
* Javier’s father was neglectful and was selling drugs from his home while Javier lived there. His father is currently incarcerated on a long-term sentence.
* Javier’s grandmother came to live with him and his family following his return from his father’s at age 12. By all accounts, she and Javier have a warm relationship. Because his mother is often working, Javier’s grandmother is often the “go-to” person for school personnel and others who work with him.
* Javier is currently in 10th grade in a specialized school for EH adolescents
	+ He has been expelled from two other school settings for fighting with other students and in one case, bringing a weapon (a knife) into school.
	+ Javier was held back one year in the 8th grade after failing several of his classes. Prior to his 8th grade year, he had generally done poorly in math classes, but performed somewhat better in English.
	+ Since that time he has been “passed along”, but struggles due to diagnosed LD, SED, and attention difficulties. He currently receives medication for ADHD.
	+ Javier has an explosive temper and often fights with or intimidates others in school. Despite this, he can be charming and is even looked up to by some of his peers in the SED classroom.
	+ Due to fighting and truancy, Javier is in danger of getting expelled from school again. Part of the reason why school authorities want him out appears to be that he is influential with his peers (negatively, according to teachers).
* Javier was placed on probation 6 months ago after marijuana was found in his possession. The probation officer referred him to this Transition Agency recently.
	+ Javier has admitted to using marijuana in the past, saying that it helps him to “relax and forget about his problems”. He says that he is “trying to quit” but still occasionally uses.
	+ According to his mother, it is suspected that Javier recently began doing “errands” for a known dealer in the neighborhood.
	+ Javier’s family is very worried that he may be getting drawn into criminal activity, but are reluctant to report this to the probation officer due to fears that he could get into more legal trouble.
* Earlier in the year, Javier worked briefly as a clerk in a record store, but was fired after not showing up for work two days in a row.
	+ Javier was disappointed about losing the job and thinks he might like to work in the “music business” again. He follows the hip-hop scene and dreams of one day being a professional rapper.
* Javier is interested in finding out more about his ethnic background, though he sometimes uses it as an excuse for poor behavior (“white people don’t understand…”)
* Javier has mixed feelings about his father, alternately admiring and feeling embarrassed about his father’s criminal behavior and his jail time.
* He is very protective of his little sister, and his grandmother says that when he is home (which is less and less often), he participates in watching and taking care of her.

**Team Membership: Possible Key Players**

Transition facilitator

Javier

Grandmother

Younger sister

Teacher

Probation officer

Other formal or informal key players?

**Documenting Your Group’s Creativity:**

**Working with a Young Person**

Describe ways to enhance the quality and effectiveness of your work with a young person and his/her informal and formal key players using TIP Guidelines and associated practice elements.

Keep your eye and ear attuned to the young person!!

Outline the strategies that your group is proposing for enhancing the quality and effectiveness of your work with this young person.

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**Alternatively, you might use the TIP Futures Planning Forms at the end of this section.**

**TIP Futures Planning Form v3.0**

Young Person’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Transition Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Plan Developed: \_\_\_\_\_\_\_\_\_\_ Plan Needs Funding: \_\_\_\_\_\_\_\_\_ Approved: \_\_\_\_\_\_\_ Target Review Date: \_\_\_\_\_\_\_\_\_\_\_

Young Person’s Vision Related to Transition Domain(s)\*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Domain(s) \*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Young Person Expects to Meet Vision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| **Young Person and Facilitator establish short-term objectives to address priority needs related to this Vision Statement.** |
| Measurable Goalsto Achieve Vision*(# each Goal.**Use additional forms as needed.)* | Action Steps to Reach Each Goal.*(Build on Young Person’s Strengths.**Use the Objective # with Step letter: e.g., 1A., 1B., 2A., 2B., 2C.).* | Target Date | Respon-sible Person | Progress on Action StepsP = progressing wellR = revised to be moreeffective | ObjectiveCompleted?Enter Y or N &Include Date |
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* **When a vision encompasses more than one domain, list the relevant domain(s).**

**TIP Futures Planning Form v3.0**

Young Person’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Transition Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Plan Developed: \_\_\_\_\_\_\_\_\_\_ Plan Needs Funding: \_\_\_\_\_\_\_\_\_ Approved: \_\_\_\_\_\_\_ Target Review Date: \_\_\_\_\_\_\_\_\_\_\_

Young Person’s Vision Related to Transition Domain(s)\*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Domain(s) \*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Young Person Expects to Meet Vision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Young Person and Facilitator establish short-term objectives to address priority needs related to this Vision Statement.** |
| Measurable Goalsto Achieve Vision*(# each Goal.**Use additional forms as needed.)* | Action Steps to Reach Each Goal.*(Build on Young Person’s Strengths.**Use the Objective # with Step letter: e.g., 1A., 1B., 2A., 2B., 2C.).* | Target Date | Respon-sible Person | Progress on Action StepsP = progressing wellR = revised to be moreeffective | ObjectiveCompleted?Enter Y or N &Include Date |
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* **When a vision encompasses more than one domain, list the relevant domain(s).**