

Futures Planning: Tracking Progress & Program Exit

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Setting Goals and Tracking YA's Progress

What are the key roles of a YA and TF in the *TIP Model Futures Planning Process*?

- ❖ YA and TF conduct “visioning” to assist the YA in envisioning her future (e.g., when you go to college for the Nursing program in the fall, where will you live, how will you manage your studies, will you also be working, what activities might you want to do to meet possible new friends, how will you manage your money, etc. ?).
- ❖ YA sets goals and the steps to achieve her goals – with the TF providing assistance as necessary.
- ❖ A TF provides a YA with goal focused guidance during each session and communication — reviewing the YA's Futures Plan with her:
 - YA & TF frequently review what she has accomplished on her goals.
 - They celebrate progress across steps and goals.
 - TF assists YA in revising goals & steps as necessary.
 - TF gets a sense as to what the YA would plan to do over this next week to advance her goals.
 - TF offers assistance to YA in planning or accomplishing her next steps.
 - Some possible sample TF comments:
 - *“You’ve put a really good list of questions together for the Financial Aide officer at the Community College.” “Did you still want me to join you for this meeting or are feeling confident about your doing this on your own?” “What day are you thinking you want to meet with the officer?” “Might you want to call now & see if you can set that up?” “Would you like to role play how the meeting might go?” “Are you going to use your new bus rider skills to get to campus or do you want me or your older sister to take you?”*

What are the characteristics that make for effective goal statements?

- ❖ Individualized to YA's strengths, interests, & preferences.
- ❖ Important and meaningful to the YA.
- ❖ Clearly related to YA's Futures Vision.
- ❖ Is broken down into meaningful and doable steps.
- ❖ Written in measurable terms.
- ❖ Progress on steps and goals is actively tracked with the YA.
 - NOTE: If you want more information regarding the writing of S.M.A.R.T Goals, please see the *TIP Model Operations Manual – Part One*, Appendix FP-C.

How might a TF assist a YA in documenting her goals and progress?

- ❖ A sample *TIP Futures Planning Form* is provided in the *TIP Model Operations Manual – Part One*, Futures Planning Section. (Also, in this current document see page 3).
 - *Futures Planning* can be done in “paper and pencil” using a form like the one that is attached (p.3).
 - Even better is when the Futures Planning Form can be modified to be placed in an electronic record system. If done well, this provides for user-friendly, efficient progress tracking of goals, steps, and progress.
 - Ideally the electronic record system allows for a TF to have this plan available on his laptop for use with the YA (and others) in community settings where they meet.
 - Really cool if a YA can have her Futures Plan on her iPad, laptop, or smartphone.
 - When the Futures Planning process is placed in an electronic record system, it is also referred to as the **TAPIS Goal Achiever**.
- ❖ Some of the possible Rating Codes and Transition Domain & Sub-Domain abbreviations are provided in the *TIP Model Operations Manual – Part One*. (Also, in current document, see pages 3-4).

YA Graduation and Other “Exit” Pathways

What is the relationship between the YA’s goal achievement and “graduating” or “exiting” the transition program?

- ❖ What are some of the indicators that a YA is ready to graduate a transition program?
 - Making progress and achieving goals in relevant Transition Domains.
 - Acquiring skills that enable the YA to function with greater self-sufficiency. For example:
 - Self-management of emotional states (e.g., use of assertive skills vs. lashing out in anger, use of coping skills to manage stress and triggers).
 - Applying a problem solving method to make better decisions for one’s self.
 - Setting goals and tracking one’s own goals.
 - Establishing some natural supports who are valued and maintained in one’s life.
 - Reporting a sense of personal wellbeing and a hopefulness about one’s future.
- ❖ As the TF collaborates with the YA overtime, it is wise to assist her in setting her own graduation criteria.
 - The TF assists the YA in tracking and celebrating her progress toward this graduation criterion.
 - With most YAs, this parallels the Futures Planning process.
- ❖ It is extremely helpful when a program can provide some “Follow Along” supports and services to a YA as she graduates.
 - For example, periodic contacts with the TF and/or Peer Support Specialist, occasional guidance or connections with her TF, continuing services such as therapy or medication reviews.
 - Follow Along may be easier now that most YAs have gotten more accustomed, competent, and confident in using some virtual platforms (e.g., Facetime, Zoom) under the Covid-19 Pandemic situation.
- ❖ On occasion, a YA will “fire” the program and “hit the streets” to escape the program rules or to access other reinforcers (e.g., friends, drugs, sex, freedom).
 - In such situations, the TIP Model principles would suggest that it is typically wise to have a TF and/or another supportive person periodically attempting to reach out to the YA.
 - This may take the form of a periodic text or phone call to express to the YA that we are concerned about your wellbeing and hope that you are keeping yourself safe. Also expressing that if we can do anything to help you, please let us know.
 - Whenever possible, the program should try to maintain an ability to receive the YA back without extensive hassles on the YA (e.g., not having to re-qualify nor go through long intake interviews).
- ❖ Understand that a YA may decide she’s achieved the goals she wants at this time. – and she indicates she wants to get out on her own.
 - Under this scenario, the TF should work with the YA to assess how committed she is to her decision to “exit” the program at this time.
 - Assist the YA is best positioning herself for success as she exits the program (e.g., safe living situation, knows how to reach out to the TF and hopefully other trusted natural supports in her life).
 - Hopefully, the program will be able to provide this YA with active Follow Along -- and access to at least some of the program’s resources as necessary for her continuing success in the community.
- ❖ Ideally, the “Exit Hallmark” for a transition program is to have each YA reaching her own “graduation criterion” -- and the program being able to provide Follow Along supports and services as relevant to the YA.
 - A major feature of this “Exit Hallmark” is for the YA to be moving forward with:
 - Improved “Personal Effectiveness & Wellbeing”, such as: emotional coping skills, interpersonal interactional skills, Futures Planning (setting goals & tracking progress), SODAS Problem Solving & Decision Making Method.
 - Some relevant natural social supports around her that assist in sustaining her.
 - Stable and safe housing in the community.
 - Education and/or employment that might lead to a career.
 - Finances to be able to support one’s lifestyle.

TIP Futures Planning Form Version 101416

Young Person's Name: _____ Transition Facilitator: _____

Date Plan Developed: _____ Plan Needs Funding: _____ Approved: _____

Target Review Date(s): _____

Young Person's Vision: _____

Primary Domain(s) or Sub-Domain(s)*: _____

Date YA Expects to Reach Vision: _____

| Young Person and Facilitator establish short-term Goals to address priorities related to the Young Person's Vision | | | | | | |
|---|--|---|--|---|---|---|
| Measurable Goals to Achieve Young Person's Vision <i>Number each Goal. Use as many lines as needed to state the goal clearly and in measurable terms. Use additional forms as needed.</i> | Goal Related to Transition Domain(s) or Sub-Domain(s) | Action Steps to Reach Each Goal <i>Build on Young Person's Interests, Strengths, & Supports. (Use the Goal # with "Step letter": e.g., Goal 1: 1A., 1B., 1C, 1D, or Goal 5: 5A.,5B., 5C.)</i> | Target Date for Completion of Action Step | 1. Primary Person Responsible for Step 2. Possible Key Player(s) to Assist | Progress on Action Steps & Date Reviewed Rating: O C= Step Completed O GP=Good Progress O SP=Some Progress O NP=No Progress O Step Revised | Goal Progress & Date Reviewed Rating: O C= Goal Completed O GP=Good Progress O SP=Some Progress O NP=No Progress O Goal Revised & Cont: O Discontinued,Specify: O Other - Specify: |
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***NOTE:** TF should rate "Goal Progress", even when indicating Goal Changed or Discontinued.

Chart FP5: Progress Ratings for YA Goals & Related Steps

| Progress on Action Steps & Date Reviewed | Goal Progress & Date Reviewed |
|--|---|
| Rating: <input type="radio"/> C= Step Completed <input type="radio"/> GP=Good Progress <input type="radio"/> SP=Some Progress <input type="radio"/> NP=No Progress <input type="radio"/> Step Revised | Rating: <input type="radio"/> C= Goal Completed <input type="radio"/> GP=Good Progress <input type="radio"/> SP=Some Progress <input type="radio"/> NP=No Progress Goal CHANGED OR DISCONTINUED <input type="radio"/> Goal Revised & Continued: <input type="radio"/> Discontinued, Reason: <input type="radio"/> Other - Specify: *NOTE: TF should rate "Goal Progress" even when indicating Goal Changed or Discontinued. |

Chart FP6: Goals can be Categorized across the *TIP Model* Transition Domains and Sub-domains.

| Transition Domains and abbreviations | Sub-domains and abbreviations |
|---|--|
| Emp = Employment/Career | |
| Edu = Education | |
| LS = Living Situation | |
| PE = Personal Effectiveness & Wellbeing | PE-IPR = Interpersonal Relationships: Friends, Family, & Mentors |
| | PE-E&BW = Emotional & Behavioral Wellbeing |
| | PE-SD = Self Determination |
| | PE-C = Communication |
| | PE-PH&W = Physical Health & Wellbeing |
| CL = Community Life Functioning | CL-DL = Daily Living Skills |
| | CL-LA = Leisure Activities |
| | CL-CP = Community Participation |