

SOUTH CAROLINA

Independent Living Child and

Adolescent Needs and Strengths

(IL-CANS)

Ages 18 to 21st birthday

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REFERENCE

GUIDE

ACKNOWLEDGEMENTS

A large number of individuals have collaborated in the development of the Adult Needs and Strengths Assessment – Transition to Adulthood (ANSA-T). This information integration tool is designed to support individual case planning and the planning and evaluation of service systems. The ANSA-T is an open domain tool for use in multiple individual-serving systems that address the needs and strengths of individuals, and their families. The copyright is held by the Praed Foundation to ensure that it remains free to use. Training and annual certification is required for appropriate use.

We are committed to creating a diverse and inclusive environment. It is important to consider how we precisely and inclusively use individual words. As such, this reference guide uses the gender-neutral pronouns “they/them/themselves” in place of “he/him/himself” and “she/her/herself.”

This reference guide applies to a broad range of ages. To make this guide easier to use, the term “young adult” is being utilized in reference to “youth,” “adolescent,” “client,” or “individual.”

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SOUTH CAROLINA
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INTRODUCTION

THE SOUTH CAROLINA INDEPENDENT LIVING CHILD AND ADOLESCENT NEEDS AND STRENGTHS

Through a collaborative effort, the South Carolina Independent Living Child and Adolescent Needs and Strengths (IL-CANS) is an assessment tool that was created and is used to further identify, develop, and support young adults who choose to enter into a Voluntary Services and Support Agreement (VSSA) with the Department of Social Services (DSS) (ages 18 to 21st birthday), to complete amended or remaining goals on their transition plan. The IL-CANS should be completed through a teaming approach with the young adult to reflect their current independent living (IL) functioning levels as well as their personal goals. The identified levels and goals will be utilized to monitor and support the young adult with their transitional plan, and guide the monthly delivery of National Youth in Transition Database (NYTD) and IL services to prepare them for their 21st birthday, their transition into adulthood, and exit from the VSSA program.

The IL-CANS is a transition age version of the **Child and Adolescent Needs and Strengths (CANS)**. The purpose of the CANS is to accurately represent the shared vision of the child/youth serving system—children, youth, and families. As such, completion of the CANS is accomplished in order to allow for the effective communication of this shared vision for use at all levels of the system. Since its primary purpose is communication, the CANS is designed based on communication theory rather than the psychometric theories that have influenced most measurement development. There are six key principles of a communimetric measure that apply to understanding the CANS.

SIX KEY PRINCIPLES OF THE CANS

1. **Indicators were selected because they are each relevant to service/treatment planning.**
An indicator exists because it might lead you down a different pathway in terms of planning actions.
2. **Each indicator uses a 4-level rating system designed to translate immediately into action levels.** Different action levels exist for needs and strengths. For a description of these action levels please see below.
3. **Rating should describe the young adult, not the young adult in services.** If an intervention is present that is masking a need but must stay in place, this should be factored into the rating consideration and would result in a rating of an “actionable” need (i.e. ‘2’ or ‘3’).
4. **Culture and development should be considered prior to establishing the action levels.** Cultural responsivity involves considering whether cultural factors are influencing the expression of needs and strengths. Ratings should be completed considering the young adult’s developmental and/or chronological age depending on the indicator. In other words, anger control is not relevant for a very young child but would be for a young adult regardless of developmental age. Alternatively, school achievement should be considered within the framework of expectations based on the young adult’s developmental age.

5. **The ratings are generally “agnostic as to etiology.”** In other words this is a descriptive tool; it is about the “what” not the “why.” While most indicators are purely descriptive, there are a few indicators that consider cause and effect; see individual indicator descriptions for details on when the “why” is considered in rating these indicators.
6. **A 30-day window is used for ratings in order to make sure assessments stay relevant to the young adult’s present circumstances.** The CANS is a communication tool and a measure of a young adult’s story. The 30-day time frame should be considered in terms of whether an indicator is a need within the time frame within which the specific behavior may or may not have occurred. The action levels assist in understanding whether a need is currently relevant even when no specific behavior has occurred during the time frame.

RATING NEEDS & STRENGTHS

The CANS is easy to learn and is well liked by individuals and families, providers and other partners in the services system because it is easy to understand and does not necessarily require scoring in order to be meaningful to the young adult and family.

- Basic core indicators – grouped by domain - are rated for all young adults.

Each CANS rating suggests different pathways for service planning. There are four levels of rating for each indicator with specific anchored definitions. These indicator level definitions, however, are designed to translate into the following action levels (separate for needs and strengths):

Basic Design for Rating Needs

Rating	Level of need	Appropriate action
0	No evidence of need	No action needed
1	Significant history or possible need that is not interfering with functioning	Watchful waiting/prevention/additional assessment
2	Need interferes with functioning	Action/intervention required
3	Need is dangerous or disabling	Immediate action/intensive action required

Basic Design for Rating Strengths

Rating	Level of strength	Appropriate action
0	Centerpiece strength	Central to planning
1	Strength present	Useful in planning
2	Identified strength	Build or develop strength
3	No strength identified	Strength creation or identification may be indicated

The rating of ‘NA’ for ‘not applicable’ is available for a few indicators under specified circumstances (see reference guide descriptions). For those indicators where the ‘NA’ rating is available, it should be used only in the rare instances where an indicator does not apply to that particular young adult.

BASIC STRUCTURE

The South Carolina Independent Living Child and Adolescent Needs and Strengths (IL-CANS) has basic core indicators that are rated for all young adults ages 18 to 21st birthday. Note that indicators in *italics* indicate that this indicator, when rated '1,' '2,' or '3,' will require a corresponding module – the letter in brackets that follows the name, e.g., [A] -- to be completed.

CORE INDICATORS

Safe and Stable Housing

Housing Stability
Home/Personal Space Maintenance
Readiness to Live Alone
Parenting/Caregiving Roles [A]

Financial Stability

Financial Literacy
Consumer Functioning
Budgeting

Health and Personal Care

Behavioral/Mental Health Needs
Knowledge of Health/Mental Health Needs
Treatment Complexity
Medication Adherence
Access to Adult Services
Risk Behaviors
Decision Making
Independent Living Skills
Self-Care Activities of Daily Living

Education

Educational Attainment
Access to Financial Aid/Education and Training Voucher (ETV)

Employment

Job History
Job Performance
Career Aspirations
Skills Relevant to Aspirations

Positive Connections

Social Support/Peer Connections
Intimate Relationships
Relationship Permanence
Natural Supports
Community Life
Resourcefulness

MODULE

[A] Parenting/Caregiving Module

Knowledge of Child's Needs
Supervision of Child
Involvement with Child's Care
Caregiver Organization
Marital/Partner Violence in the Home

SAFE AND STABLE HOUSING

The following indicators focus on safe and stable housing for young adults. This includes both the physical environment, the young adult's circumstances, and the skills and resources needed to maintain stability.

For the **Safe and Stable Housing** indicators, use the following categories and action levels:

- 0 No current need; no need for action.
- 1 Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.
- 2 Action is required to ensure that the identified need is addressed; need is interfering with functioning.
- 3 Need is dangerous or disabling; requires immediate and/or intensive action.

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HOUSING STABILITY

This indicator captures the risk for housing disruption within the current living environment.

Questions to Consider:

- Is the young adult's current living arrangement stable?
 - Is there a risk that young adult may have to find a new living arrangement?
-

Ratings and Descriptions

0 *No current need; no need for action.*

No evidence of a need. There is no risk of disruption within the young adult's current housing.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Some problems exist in current housing, although there is no recommendation to remove the young adult at this time.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

There are ongoing problems occurring within current housing. The young adult may be at risk of being removed unless action is taken.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult is at immediate risk of being removed from current housing. Alternative housing is currently being recommended and/or considered.

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HOME/PERSONAL SPACE MAINTENANCE

This indicator refers to housekeeping both in terms of cleanliness and organization AND safety from dangerous materials and/or objects.

Questions to Consider:

- Is the house and/or personal space organized?
 - Where are medications kept?
 - Is help needed to maintain a clean home?
 - Is the home safe and healthy?
-

Ratings and Descriptions

0 *No current need; no need for action.*

Home is clean, maintained well. Home is safe (for example, poisons and medications are locked up/stored away properly and out of reach). Kitchen and bathroom are functional; all utilities are operational; everyone has a bed; and outlets are plugged.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Most precautions have been taken; no danger to the young adult. Poisons and medication are out of reach but not locked up; home is mostly safe. Utilities are operational; minor cleaning is required; some odors are present.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Some precautions have been taken, but potential hazards are obvious (e.g., poisons and medications out of sight but within reach, overloaded outlets, matches and knives out of sight but accessible). Gas, heating, electricity, or plumbing sometimes doesn't work because bills have not been paid, or needed repairs have not been attended to. Home is somewhat cluttered. Home needs general cleaning. Beds are needed.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Home is not safe. Poisons and medications are visible and accessible; there are no screens on second floor windows; and/or outlets are not plugged and few safety precautions are taken. There is a lack of age-appropriate safe sleeping space. The home is dirty. The kitchen may present an odor due to spoiled food or there may be no refrigerator.

NA Young adult is currently living in a supported housing arrangement (e.g., shelter).

READINESS TO LIVE ALONE

This indicator is intended to rate the young adult's emotional and maturational ability to live alone. This indicator is intended to capture whether the young adult is comfortable spending time alone and making the decisions and engaging in the behaviors that are necessary to navigate living by themselves without someone else physically available in the living space.

Questions to Consider:

- Does the young adult have the maturity to live alone?
 - Are there any challenges to the young adult being ready to live alone?
-

Ratings and Descriptions

0 *No current need; no need for action.*

Young adult has successfully lived alone and demonstrated the emotional and maturational ability to live by themselves and handle problems as they arise.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Young adult is eager to live alone but has not yet done so, or the young adult has prior unsuccessful experiences living alone but has made changes that prepare them to try again.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Young adult is either anxious about the prospect of living alone, or has displayed emotional or maturational challenges that will make the transition to living alone potentially difficult. Young adult likely needs significant support in the transition.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult is not yet ready to live alone due to emotional or maturational challenges.

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PARENTING/CAREGIVING ROLES*

This indicator is intended to rate the young adult in any parenting or caregiver roles. For example, a young adult with a son or daughter or a young adult responsible for an elderly parent or grandparent would be rated here. Include pregnancy as a parenting role.

Questions to Consider:

- Does the young adult have children or care for an elderly parent? Is the young adult pregnant?
 - Does the young adult have trouble caring for children or parents?
 - Are parenting responsibilities keeping the young adult from going to school or work?
-

Ratings and Descriptions

0 *No current need; no need for action.*

The young adult has a parenting/caregiving role and they are functioning appropriately in that role. Or, the young adult does not have a parenting/caregiving role.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

The young adult has responsibilities as a parent/caregiver but occasionally experiences difficulties with this role.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

The young adult has responsibilities as a parent/caregiver and either the young adult is struggling with these responsibilities or these issues are currently interfering with the young adult's functioning in other life domains.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

The young adult has responsibilities as a parent/caregiver and the young adult is currently unable to meet these responsibilities or these responsibilities are making it impossible for the young adult to function in other life domains.

Supplemental Information: Young adults who occasionally supervise children are not rated on this indicator.

A rating of '1', '2' or '3' on this indicator triggers the completion of the [A] Parenting/Caregiving Module

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[A] PARENTING/CAREGIVING MODULE

KNOWLEDGE OF CHILD'S NEEDS

This indicator is based on the young adult's knowledge of the specific strengths of the child or adult in their care and any needs experienced by the child or adult, and the young adult's ability to understand the rationale for the treatment or management of these problems.

Questions to Consider:

- How does the young adult understand the needs of the child or adult in their care?
 - Does the young adult have the necessary information to meet the needs of the child or the adult they are caring for?
-

Ratings and Descriptions

- | | |
|-------|---|
| 0 | Young adult is fully knowledgeable about the psychological strengths and needs and limitations of the child or adult being cared for. |
| <hr/> | |
| 1 | Young adult, while being generally knowledgeable about the child or adult being cared for, has some mild deficits in knowledge or understanding of the psychological condition or skills and assets of the child or adult being cared for. |
| <hr/> | |
| 2 | Young adult does not know or understand the child or adult being cared for well. Significant deficits exist in the caregiver's ability to relate to the problems or strengths of the child or adult being cared for. |
| <hr/> | |
| 3 | Young adult has no understanding of the condition of the child or adult they are caring for. The young adult is unable to cope with the child or adult being cared for given their own status at the time, not because of the needs of the dependent child/adult but because the young adult does not understand or accept the situation. |
-

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SUPERVISION OF CHILD

This indicator rates the capacity of the young adult to provide the level of monitoring needed by the child or adult in their care.

Questions to Consider:

- Does the young adult set appropriate limits on the child?
 - Does the young adult provide appropriate support to the child/adult being cared for?
 - Does the young adult think they need some help with these issues?
-

Ratings and Descriptions

- | | |
|-------|--|
| 0 | The supervision and monitoring that the young adult provides to the child or adult in their care is appropriate and functioning well. |
| <hr/> | |
| 1 | Supervision and monitoring that the young adult provides to the child or adult in their care is generally adequate but inconsistent. |
| <hr/> | |
| 2 | Supervision and monitoring that the young adult provides to the child or adult in their care is very inconsistent. They are frequently absent. |
| <hr/> | |
| 3 | Supervision and monitoring that the young adult provides to the child or adult in their care is nearly always absent or inappropriate. |
-

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INVOLVEMENT WITH CHILD’S CARE

This indicator rates the level of involvement and follow-through the young adult has in the planning and provision of behavioral health, child welfare, educational and medical services on behalf of the child or adult in their care.

Questions to Consider:

- Is the young adult actively involved in helping to get services for the child/adult in their care?
 - Is the young adult willing to follow up on recommendations for the child/adult?
 - Is the young adult uninterested in or unwilling to become involved in child/adult’s care?
-

Ratings and Descriptions

- | | |
|-------|--|
| 0 | Young adult is actively involved in the planning and/or implementation of services and can be an effective advocate on behalf of the child or adult in their care. |
| <hr/> | |
| 1 | Young adult is consistently involved in the planning and/or implementation of services for the child/adult but is not an active advocate on behalf of the child or adult in their care. |
| <hr/> | |
| 2 | Young adult is minimally involved in the care of the child or adult in their care. Young adult may visit the child/adult when in a temporary out-of-home care but does not become involved in service planning and implementation. |
| <hr/> | |
| 3 | Young adult is uninvolved with the care of the child or adult. Young adult may want child/adult out of the home or fails to visit the child/adult when in out-of-home placement. |
-

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CAREGIVER ORGANIZATION

This indicator should be rated based on the ability of the young adult to participate in or direct the organization of the household, services, and related activities.

Questions to Consider:

- Does the young adult need or want help with managing their home?
 - Do they have difficulty getting to appointments or managing a schedule?
 - Is the young adult prepared for meetings or commitments, remembering to bring anything they needed or promised?
 - Does the young adult follow through with agreed upon tasks or actions?
-

Ratings and Descriptions

- | | |
|-------|--|
| 0 | Young adult is well organized and efficient. |
| <hr/> | |
| 1 | History or evidence of young adult's difficulties with organizing and maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to return calls from service providers. |
| <hr/> | |
| 2 | Young adult has moderate difficulties in organizing and maintaining household to support needed services. |
| <hr/> | |
| 3 | Young adult is unable to organize household to support needed services. Help is needed. |
-

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MARITAL/PARTNER VIOLENCE IN THE HOME

This indicator describes the degree of difficulty or conflict in the young adult's relationship and the impact on parenting and childcare.

Questions to Consider:

- How does the young adult and their spouse/partner manage conflict between them?
 - How is power and control handled in the young adult and their spouse/partner's relationship with each other?
 - Does the young adult and their spouse/partner's conflict escalate to verbal aggression, physical attacks, or destruction of property?
-

Ratings and Descriptions

- | | |
|-------|---|
| 0 | Young adult and their spouse/partner appear to be functioning adequately. There is no evidence of notable conflict in the parenting relationship. Disagreements are handled in an atmosphere of mutual respect and equal power. |
| <hr/> | |
| 1 | Young adult's marital difficulties and partner arguments are generally able to be kept to a minimum when dependent child or adult being cared for is present. Occasional difficulties in conflict resolution or use of power and control by one partner over another. |
| <hr/> | |
| 2 | Young adult's marital difficulties and/or partner conflicts, including frequent arguments, often escalate to verbal aggression, the use of verbal aggression by one partner to control the other, or significant destruction of property which dependent child/adult being cared for often witnesses. |
| <hr/> | |
| 3 | Young adult's partner or marital difficulties often escalate to violence and the use of physical aggression by one partner to control the other. These episodes may exacerbate the difficulties experienced by the dependent child or adult being cared for, placing the child/adult at greater risk. |
-

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End of the Parenting/Caregiver Module

FINANCIAL STABILITY

The following indicators focus on the financial stability of young adults. They include a focus on both current financial health and the ability to manage finances in the future.

For the **Financial Stability** indicators, use the following categories and action levels:

- 0 No current need; no need for action.
- 1 Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.
- 2 Action is required to ensure that the identified need is addressed; need is interfering with functioning.
- 3 Need is dangerous or disabling; requires immediate and/or intensive action.

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FINANCIAL LITERACY

This indicator is used to describe the young adult's understanding of money.

Questions to Consider:

- Does the young adult have money management skills (e.g., pay bills, check balances, understand a budget)?
 - Are training or services needed in order to help the young adult manage their finances?
-

Ratings and Descriptions

0 *No current need; no need for action.*

Young adult has excellent financial literacy. Young adult has solid money management skills.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Young adult has financial literacy. Young adult is generally able to manage money well but may have occasional difficulties.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Young adult has minimal financial literacy. Young adult has some limited money management skills and may need some assistance in managing some financial tasks.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult has no financial literacy. Young adult has no money management skills.

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CONSUMER FUNCTIONING

This indicator is intended to capture the young adult's ability to purchase items and understand the purchase process, including cost, sales tax, and tips.

Questions to Consider:

- Is the young adult able to independently make purchases for themselves?
 - Do they understand the components of the purchase process and what contributes to item costs?
 - Do they have a general understanding of the difference between needing an essential item versus wanting additional expenditures?
 - Do they understand the components of borrowing funds (e.g., interest rates) such as loans, credit cards, cash advance, etc.?
 - Are they able to read their credit report?
-

Ratings and Descriptions

0 *No current need; no need for action.*

No evidence of a need. The young adult demonstrates the ability to make purchases independently and understands the purchase process.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

The young adult may require some additional knowledge of the purchase process (e.g., sales tax and tips) to effectively make purchases independently. They are pursuing this knowledge independently.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

The young adult is not able to make purchases independently and/or does not have an understanding of the purchase process.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

The young adult requires the immediate/intensive assistance of an adult to make purchases for them because they may make financial decisions that put themselves at risk.

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BUDGETING

This indicator is intended to capture the young adult's ability to safely and effectively manage their money, as well as understand how to utilize services from the bank.

Questions to Consider:

- Does the young adult manage their money? How do they do this?
 - Can the young adult manage their money and meet their monthly expenses?
-

Ratings and Descriptions

0 *No current need; no need for action.*

No evidence of a need. The young adult has a bank account and demonstrates the ability to access banking services and manage their money effectively.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

The young adult has a bank account and is learning to access banking services and manage their money. No intervention is needed at this time.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

The young adult does not have a bank account and has difficulty managing their money effectively.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

The young adult does not have a bank account and is unable to manage their money independently. This rating may also indicate a young adult who requires someone else to manage their money on their behalf.

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HEALTH AND PERSONAL CARE

The following indicators focus on the emotional, physical and personal health of the young adult. This includes the young adult's capacity for managing their care and keeping themselves free from harm.

For the **Health and Personal Care** indicators, use the following categories and action levels:

- 0 No current need; no need for action.
- 1 Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.
- 2 Action is required to ensure that the identified need is addressed; need is interfering with functioning.
- 3 Need is dangerous or disabling; requires immediate and/or intensive action.

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BEHAVIORAL/MENTAL HEALTH NEEDS

This indicator is used to describe the young adult's current mental health and substance use needs. A formal mental health diagnosis is not required to score this indicator.

Questions to Consider:

- Does the young adult have any mental health-related conditions or concerns (e.g., depression, anxiety, substance use, psychosis, anger)?
 - Do the mental health-related conditions or concerns interfere with the young adult's functioning?
-

Ratings and Descriptions

- 0 *No current need; no need for action.*

No mental health challenges. Young adult has no signs of any notable mental health conditions.

- 1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

History of mental health challenges. Or young adult may have problems with adjustment, may be somewhat depressed, withdrawn, irritable, or agitated, but this does not interfere with functioning.

- 2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Evidence of a mental health challenge or a diagnosable mental health condition that interferes with young adult's functioning.

- 3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult has a dangerous or disabling serious psychiatric disorder.

Supplemental Information: Any mental health need would be indicated here regardless of its specific symptom presentation. So, this indicator combines depression, anxiety, substance use or disruptive behavior into a single indicator of any need to connect with specialty mental health treatment.

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KNOWLEDGE OF HEALTH/MENTAL HEALTH NEEDS

This indicator is intended to capture the young adult's awareness and understanding for their health/mental health symptoms and diagnosis.

Questions to Consider:

- Does the young adult understand any diagnoses they have been given or recognize symptoms?
 - Can they identify their health and/or mental health needs?
-

Ratings and Descriptions

0 *No current need; no need for action.*

This level indicates a young adult who is aware of their health and/or mental health diagnosis and can verbalize an understanding of the nature, symptoms, and course of the illness. Any person who is sub-threshold on psychiatric diagnoses would be rated here.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

This level indicates a young adult who is aware that they have a health and/or mental health condition but is not clear about its implications.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

This level indicates a young adult who is unaware that they have a health and/or mental health condition but recognizes that the need for supports.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

This level indicates a young adult who does not accept their health and/or mental health condition despite clear evidence of a need for support.

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TREATMENT COMPLEXITY

This indicator is used to rate the intensity of the treatment needed to address the problems, risk behaviors, and functioning of the young adult.

Questions to Consider:

- How frequently is treatment needed to address the young adult's needs (e.g., daily, weekly, monthly)?
 - Does treatment require monitoring only, or are treatment needs frequent and/or complex?
-

Ratings and Descriptions

0 *No current need; no need for action.*

The young adult has no behavioral, physical, or medical treatment needs.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

The young adult has well-established, long-standing care for their behavioral, physical, or medical treatment that only requires monitoring.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

The young adult requires daily behavioral, physical, or medical treatment. This would include ensuring that the young adult takes daily medication.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

The young adult requires multiple and complex daily behavioral, physical, and medical treatments.

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MEDICATION ADHERENCE

This indicator focuses on the level of the young adult's willingness and participation in taking prescribed medications.

Questions to Consider:

- Is young adult prescribed medication? Psychotropic medication?
 - Has young adult ever had trouble remembering to take medication?
 - Has young adult ever refused to take prescribed medication?
 - Has young adult ever overused medication to get "high" or as an attempt at self-harm?
-

Ratings and Descriptions

0 *No current need; no need for action.*

This level indicates a young adult who takes any prescribed medications as prescribed and without reminders, or a young adult who is not currently on any medication.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

This level indicates a young adult who will take prescribed medications routinely, but who sometimes needs reminders to maintain compliance. Also, a history of medication noncompliance but no current problems would be rated here.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

This level indicates a young adult who is somewhat non-compliant. This young adult may be resistant to taking prescribed medications or may tend to overuse their medications. They might comply with prescription plans for periods of time (1-2 weeks) but generally do not sustain taking medication in prescribed dose or protocol.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

This level indicates a young adult who has refused to take prescribed medications during the past 30-day period or a young adult who has abused their medications to a significant degree (i.e., overdosing or over-using medications to a dangerous degree).

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ACCESS TO ADULT SERVICES

This indicator is intended to capture the young adult's ability to access continued medical, dental, and/or mental health coverage upon aging out of care.

Questions to Consider:

- Will young adult be able to continue with current treatment providers after they age out of care?
 - Is the young adult in danger of losing their access to health insurance after they age out of care?
 - Does the young adult need to apply for health insurance or be connected with new providers?
-

Ratings and Descriptions

0 *No current need; no need for action.*

No evidence of a need. The young adult will have access to insurance upon aging out of care for continued medical, dental, and/or mental health/prescription coverage.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

The young adult will have access to insurance upon aging out of care, although the young adult is in the process of locating a medical, dental, mental health provider for continued care.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

The young adult is at risk of not having access to insurance upon aging out of care and is in need of help to ensure ongoing healthcare coverage.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

The young adult is at risk of not having access to insurance upon aging out of care and is in need of immediate help to ensure ongoing healthcare coverage. The rating may include a young adult who requires psychotropic medication and/or medical supplies.

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RISK BEHAVIORS

This indicator is used to describe the young adult's current behaviors that could get them into serious trouble or put them in danger of harming themselves or others.

Questions to Consider:

- Is the young adult in danger of harming themselves (e.g., suicidal thoughts or actions, self-injury, reckless behavior) or others (e.g., physical harm, fire setting, sexual aggression, bullying)?
 - Do these behaviors interfere with functioning?
-

Ratings and Descriptions

- 0 *No current need; no need for action.*

No evidence of current behaviors that could get young adult in trouble or put them in danger of harming themselves or others.

- 1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Young adult has a history of risk behaviors or is displaying some behaviors that are not yet interfering with their functioning such as verbal threats of aggression or running away, sexually inappropriate but not harmful behavior or socially inappropriate behavior, or status offenses.

- 2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Evidence of current risk behaviors that interfere with young adult's functioning. This may include suicidal ideation without a plan, self-injurious behavior not requiring medical attention, harm to others, recent running away, or fire-setting or delinquent behavior that did not harm others.

- 3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Dangerous or disabling risk behaviors that put young adult or others in immediate danger. This may include current suicidal ideation or attempt, physical harm to others including battery or rape, or reckless or risk-taking behavior that puts the young adult in harm's way.

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DECISION MAKING

This indicator describes the young adult's age-appropriate decision-making process and understanding of choices and consequences.

Questions to Consider:

- Is the young adult able to take into account the consequences of their actions in a way that is appropriate given their age?
 - Does the young adult typically make good choices for themselves?
 - Does the young adult have more supervision needs due to their decision making?
-

Ratings and Descriptions

0 *No current need; no need for action.*

No evidence of problems with judgment or decision making that result in harm to development and/or well-being.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

There is a history or suspicion of problems with judgment in which the young adult makes decisions that are in some way harmful to their development and/or well-being.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Problems with judgment in which the young adult makes decisions that are in some way harmful to their development and/or well-being. As a result, more supervision is required than expected for their age.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult makes decisions that would likely result in significant physical harm to self or others. Therefore, young adult requires intense and constant supervision, over and above that expected for young adult's age.

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INDEPENDENT LIVING SKILLS

This indicator is used to describe the young adult's ability to take responsibility for and also self-manage in an age-appropriate way. Skills related to healthy development towards becoming a responsible adult and living independently may include cooking, housekeeping, etc. Ratings for this indicator focus on the presence or absence of short- or long-term risks associated with impairments in independent living abilities.

Questions to Consider:

- Has young adult ever lived independently?
 - Does young adult have challenges managing money? If so, what are the challenges?
 - Does young adult have problems with hygiene or diet?
 - Can young adult cook, clean and manage themselves without help from anyone?
 - Can young adult perform day-to-day tasks without help from anyone?
-

Ratings and Descriptions

0 *No current need; no need for action.*

Young adult is fully capable of independent living. No evidence of any deficits or barriers that could impede the development of skills to maintain one's own home.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

This level indicates a young adult with mild impairment of independent living skills. Some problems exist with maintaining reasonable cleanliness, diet and so forth. Problems are generally addressable with training or supervision.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

This level indicates a young adult with moderate impairment of independent living skills. Notable problems completing tasks necessary for independent living and/or managing self when unsupervised would be common at this level. Problems are generally addressable with in-home services and supports.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

This level indicates a young adult with profound impairment of independent living skills. This young adult would be expected to be unable to live independently given current status. Problems require a structured living environment.

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SELF-CARE ACTIVITIES OF DAILY LIVING

This indicator aims to describe the young adult's ability and motivation to engage in developmentally-appropriate self-care tasks such as bathing, dressing, toileting, and other such tasks related to keeping up with one's personal hygiene.

Questions to Consider:

- Is the young adult able to care for themselves?
 - Does the young adult groom on a regular basis?
 - Does the young adult bathe themselves?
-

Ratings and Descriptions

0 *No current need; no need for action.*

Young adult's self-care skills appear developmentally appropriate. There is no reason to believe that the young adult has any problems performing the basic activities of daily living.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Young adult requires verbal prompting on self-care tasks, or young adult can use adaptations and supports to complete self-care.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Young adult requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g., bathing, dressing, toileting).

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult requires attendant care on more than one of the self-care tasks (e.g., bathing, dressing, and toileting).

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EDUCATION

The following indicators focus on supporting the achievement of the young adult's educational aspirations.

For the **Education** indicators, use the following categories and action levels:

- 0 No current need; no need for action.
- 1 Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.
- 2 Action is required to ensure that the identified need is addressed; need is interfering with functioning.
- 3 Need is dangerous or disabling; requires immediate and/or intensive action.

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EDUCATIONAL ATTAINMENT

This indicator rates the degree to which the young adult has completed their own identified educational goals.

Questions to Consider:

- Does young adult have educational goals?
 - Has the young adult achieved or made progress toward educational goals?
 - How is young adult's educational attainment affecting young adult's lifetime vocational functioning?
-

Ratings and Descriptions

0 *No current need; no need for action.*

Young adult has achieved all their identified educational goals OR has no educational goals and educational attainment has no impact on lifetime vocational functioning.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement.*

Young adult has set educational goals and is currently making progress towards achieving them.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

Young adult has set educational goals but is currently not making progress towards achieving them.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

Young adult has no educational goals and lack of educational attainment is interfering with young adult's lifetime vocational functioning.

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ACCESS TO FINANCIAL AID/EDUCATION AND TRAINING VOUCHER (ETV)

This indicator is intended to capture whether the young adult has completed the Free Application for Federal Student Aid (FAFSA), as well as the Education and Training Voucher (ETV).

Questions to Consider:

- If the young adult is planning to attend a state college or university, have they completed the FAFSA application or applied for the ETV tuition waiver?
 - Do they need some assistance with applying for or completing applications?
-

Ratings and Descriptions

0 *No current need; no need for action.*

The young adult has completed the FAFSA application and has applied for the ETV Tuition Waiver, or this young adult does not intend to attend a state college or university.

1 *Identified need that requires monitoring, watchful waiting, or preventive action based on history, suspicion, or disagreement and useful strength.*

The young adult has been informed of the instructions for completing the FAFSA and ETV and has intentions of doing so.

2 *Action is required to ensure that the identified need is addressed; need is interfering with functioning.*

The young adult has intentions of attending a state college or university, but has not completed either application.

3 *Need is dangerous or disabling; requires immediate and/or intensive action.*

The young adult has intentions of attending a state college or university, but has not completed either application and is at risk of missing the deadline for both applications.

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EMPLOYMENT

The following indicators focus on supporting the achievement of the young adult's vocational aspirations. This includes the young adult's current performance and development of the skills necessary for future achievement.

NOTE: When you have no information/evidence about a strength in this area, use a rating of '3.'

For the **Employment** indicators, use the following categories and action levels:

- 0 Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.
 - 1 Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.
 - 2 Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.
 - 3 An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.
-

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JOB HISTORY

This indicator is used to describe whether the young adult has a history of employment. This can include volunteering.

Questions to Consider:

- Has the young adult ever held a job?
 - Would previous employers be willing to re-hire the young adult?
 - Does young adult use any previous employers as positive references?
-

Ratings and Descriptions

0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult has a job history with employers who would be willing to provide positive references (beyond documenting employment).

1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult has a job history but no employers who would be willing to provide a positive reference.

2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult has a limited job history.

3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult has never held a job.

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JOB PERFORMANCE

This indicator is used to describe the young adult's prior performance based on their job history. If the young adult has never had a job, or has left a job and is currently unemployed for reasons unrelated to job performance, this indicator would be rated 0.

Questions to Consider:

- What feedback has the young adult received regarding their job performance?
 - Is the young adult meeting expectations for attendance?
-

Ratings and Descriptions

0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

The young adult is a productive employee.

1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult is generally a productive employee, but some performance issues exist.

2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult is having problems performing adequately on the job.

3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult has severe job performance problems that threaten termination or have resulted in recent firing.

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CAREER ASPIRATIONS

This indicator is used to describe the degree to which a young adult has ideas about what type of job they would want or a clear idea of a career direction.

Questions to Consider:

- Does the young adult have goals related to work? Do supportive adults have goals for the young adult related to work?
 - Is the young adult able to identify a job or career path, and do they have resources needed to get there?
-

Ratings and Descriptions

0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult has clear and feasible career plans.

1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult has career plans but significant barriers may exist to achieving these plans.

2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult wants to work but does not have a clear idea regarding jobs or careers.

3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult has no career plans or aspirations.

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SKILLS RELEVANT TO ASPIRATIONS

This indicator is used to describe the development of a young adult's skill set relative to their career aspirations.

Questions to Consider:

- Does the young adult have the necessary skills to be successful in their desired job?
 - Do skills need to be enhanced or built?
 - If so, is the young adult interested in or willing to develop skills?
-

Ratings and Descriptions

0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult has all needed skills to successfully perform in desired job.

1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult has some well-developed skills necessary to perform well in desired job and has a plan to develop any additional needed skills that they do not currently possess.

2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult has basic job skills necessary to perform desired job but must create a plan to develop other needed skills in order to be successful in job.

3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult is uninterested in or unwilling to develop necessary skills to successfully perform the desired job.

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POSITIVE CONNECTIONS

The following indicators focus on relational strengths of the young adult. For the following indicators the 'best' assets and resources available to the young adult are rated based on how accessible and useful those strengths are.

NOTE: When you have no information/evidence about a strength in this area, use a rating of '3.'

For the **Positive Connections** indicators, use the following categories and action levels:

- 0 Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.
- 1 Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.
- 2 Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.
- 3 An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.

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SOCIAL SUPPORT/PEER CONNECTIONS

This indicator is used to rate the young adult's level of access to supportive peer relationships and social supports.

Questions to Consider:

- Does the young adult have friends and other social supports?
 - Can the young adult access these supports when needed?
-

Ratings and Descriptions

0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult has positive and supportive peer relationships and social supports.

1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

The young adult has access to some positive and supportive peer relationships and social supports but might benefit from additional supports.

2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult does not have access to sufficient positive and supportive peer relationships and social supports.

3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult does not have access to any positive or supportive peer relationships and social supports.

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INTIMATE RELATIONSHIPS

This indicator is used to rate the young adult's current status in terms of romantic/intimate relationships.

Questions to Consider:

- Does this young adult enjoy a rewarding interpersonal relationship with an age-appropriate and developmentally-appropriate peer?
 - If in a relationship, is it developing appropriately over time?
 - Is the young adult's 'partnership' with another a problem either in terms of safety, well-being or lifestyle?
-

Ratings and Descriptions

- | | |
|-------|---|
| 0 | <i>Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.</i>

Adaptive partner relationship. Young adult has a strong, positive, partner relationship with another young adult, or they have maintained a positive partner relationship in the past but are not currently in an intimate relationship. |
| <hr/> | |
| 1 | <i>Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.</i>

Mostly adaptive partner relationship. Young adult has a generally positive partner relationship with another young adult. This relationship may, at times, impede the young adult's healthy development. |
| <hr/> | |
| 2 | <i>Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.</i>

Limited adaptive partner relationship. The young adult has a recent history of being in a domestically violent relationship or a recent history of being in a relationship where they were overly dependent on their partner. Young adult may or may not be currently involved in any partner relationship with another young adult. |
| <hr/> | |
| 3 | <i>An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.</i>

Significant difficulties with partner relationships. Young adult is currently involved in a negative or domestically violent relationship or a relationship where they are totally dependent on their partner. |
-

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RELATIONSHIP PERMANENCE

This indicator refers to the stability of significant relationships in the young adult's life. This likely includes family members but may also include other individuals (e.g., chosen family).

Questions to Consider:

- Is the young adult in contact with their parents? If they have siblings, are they in contact?
 - Are there adults, including relatives, with whom the young adult has had long-lasting relationships?
-

Ratings and Descriptions

- 0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult has very stable relationships. Family members, friends, and community have been stable for most of the young adult's life and are likely to remain so in the foreseeable future.

- 1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult has had stable relationships but there is some concern about instability in the near future (one year) due to transitions, illness, or age. A stable relationship with a parent may be rated here.

- 2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult has had at least one stable relationship over the young adult's lifetime but has experienced other instability through factors such as divorce, moving, removal from home, and death.

- 3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult does not have any stability in relationships. Independent living or adoption must be considered.

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NATURAL SUPPORTS

This indicator refers to unpaid helpers in the young adult's natural environment. These include individuals who provide social support to the target young adult. All family members and paid caregivers are excluded.

Questions to Consider:

- Who does the young adult consider to be a support?
 - Does the young adult have non-family members in their life that are positive influences?
-

Ratings and Descriptions

0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult has significant natural supports that contribute to helping support the young adult's healthy development.

1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult has identified natural supports that provide some assistance in supporting the young adult's healthy development.

2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult has some identified natural supports; however, these supports are not actively contributing to the young adult's healthy development.

3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

Young adult has no known natural supports (outside of family and paid caregivers).

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COMMUNITY LIFE

This indicator reflects the young adult's connection to people, places, or institutions in their community. This connection is measured by the degree to which the young adult is involved with institutions of that community which might include (but are not limited to) community centers, little league teams, jobs, after-school activities, religious groups, etc. Connections through specific people (e.g., friends and family) could be considered an important community connection, if many people who are important to the young adult live in the same neighborhood.

Questions to Consider:

- What community does the young adult feel like they are part of?
 - What does the young adult feel their role is in that community?
 - What community activities are the young adult involved in? These can be formal or informal activities.
 - What community organizations or groups is the young adult a part of?
-

Ratings and Descriptions

- 0 *Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.*

Young adult is well integrated into their community. The young adult is a member of community organizations and has positive ties to the community. For example, young adult may be a member of a community group (e.g., a sports league, a dance studio, a gaming club) for more than one year, may be widely accepted by neighbors, or involved in other community activities, informal networks, etc.

- 1 *Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.*

Young adult is somewhat involved with their community. This level can also indicate a young adult with significant community ties although they may be relatively short term.

- 2 *Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.*

Young adult has an identified community but has only limited, or unhealthy, ties to that community.

- 3 *An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.*

There is no evidence of an identified community of which young adult is currently a member.

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RESOURCEFULNESS

This indicator refers to the young adult's ability to identify and use external/environmental strengths in managing daily life.

Questions to Consider:

- Does the young adult have external or environmental strengths?
 - Does the young adult use their external or environmental strengths to aid in their well-being?
-

Ratings and Descriptions

- | | |
|-------|---|
| 0 | <i>Well-developed, centerpiece strength; may be used as a centerpiece in an intervention/action plan.</i>
Young adult is quite skilled at finding the necessary resources required to aid them in managing challenges. |
| <hr/> | |
| 1 | <i>Identified and useful strength. Strength will be used, maintained or built upon as part of the plan. May require some effort to develop strength into a centerpiece strength.</i>
Young adult has some skills at finding necessary resources required to aid them in a healthy lifestyle but sometimes requires assistance at identifying or accessing these resources. |
| <hr/> | |
| 2 | <i>Strengths have been identified but require strength-building efforts before they can be effectively utilized as part of a plan. Identified but not useful.</i>
Young adult has limited skills at finding necessary resources required to aid in achieving a healthy lifestyle and requires temporary assistance both with identifying and accessing these resources. |
| <hr/> | |
| 3 | <i>An area in which no current strength is identified; efforts may be recommended to develop a strength in this area.</i>
Young adult has no skills at finding the necessary resources to aid in achieving a healthy lifestyle and requires ongoing assistance with both identifying and accessing these resources. |
-

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