



UNIVERSITY of MARYLAND
SCHOOL OF SOCIAL WORK
THE INSTITUTE FOR INNOVATION
AND IMPLEMENTATION

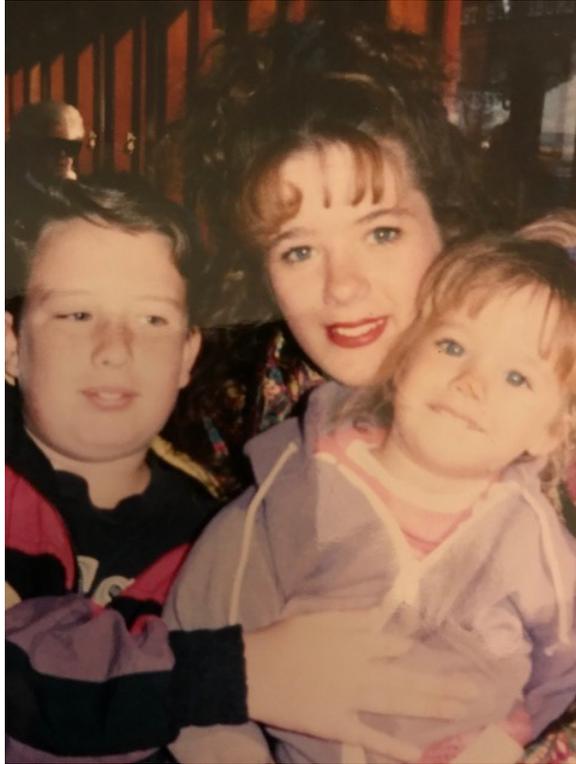
THE MARYLAND CENTE



Caroline • Dorchester • Kent • Queen Anne's • Talbot

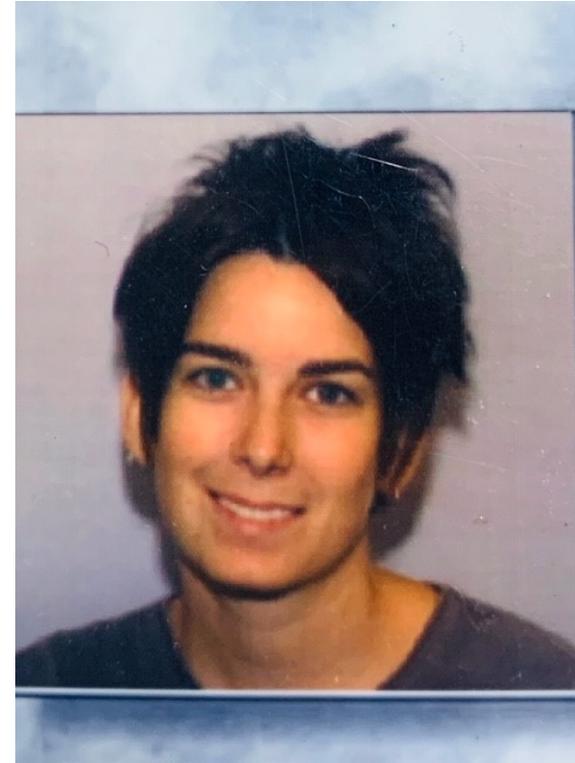
***Reducing the Risk of Homelessness through Youth
Engagement and Teaming Among Youth Exiting
Foster Care***
May 1, 2019

ABOUT US



Sara Bowman, LMSW

Transitional Planning Coach & Trainer, Thrive@25



Carrie Gould-Kabler, MSW

Project Director, Thrive@25



Christine Abbatiello, LCSW-C

Foster Care and Adoptions Supervisor,
Talbot Co. Department of Social Services



Nikki Strong, LCSW-C

Out-of-Home and Adult Services Supervisor,
Kent Co. Department of Social Services

Objectives



1. Participants will understand the importance of purposeful and comprehensive transition planning with youth in foster care.
2. Participants will understand importance of engaging youth and shared decision making in the transition planning process and their role.
3. Participants will understand how traumatic experiences and adolescent brain development can impact their communication and relationships with youth.

Thrive@25 Purpose

Thrive@25 is a YARH Grantee:

- Improving outcomes for youth in out of home care
- Reducing the risk of homelessness among transition age youth exiting foster care

Why?

WE NEEDED TO DO SOMETHING DIFFERENT

A solid green horizontal bar at the bottom of the slide.

Thrive: What was the need?

"You lose everything, You lose your support system and everything all at once when you age out."

Thrive@25: What was the Need?

All youth and young adults deserve a safe, stable home and support to transition successfully into adulthood.

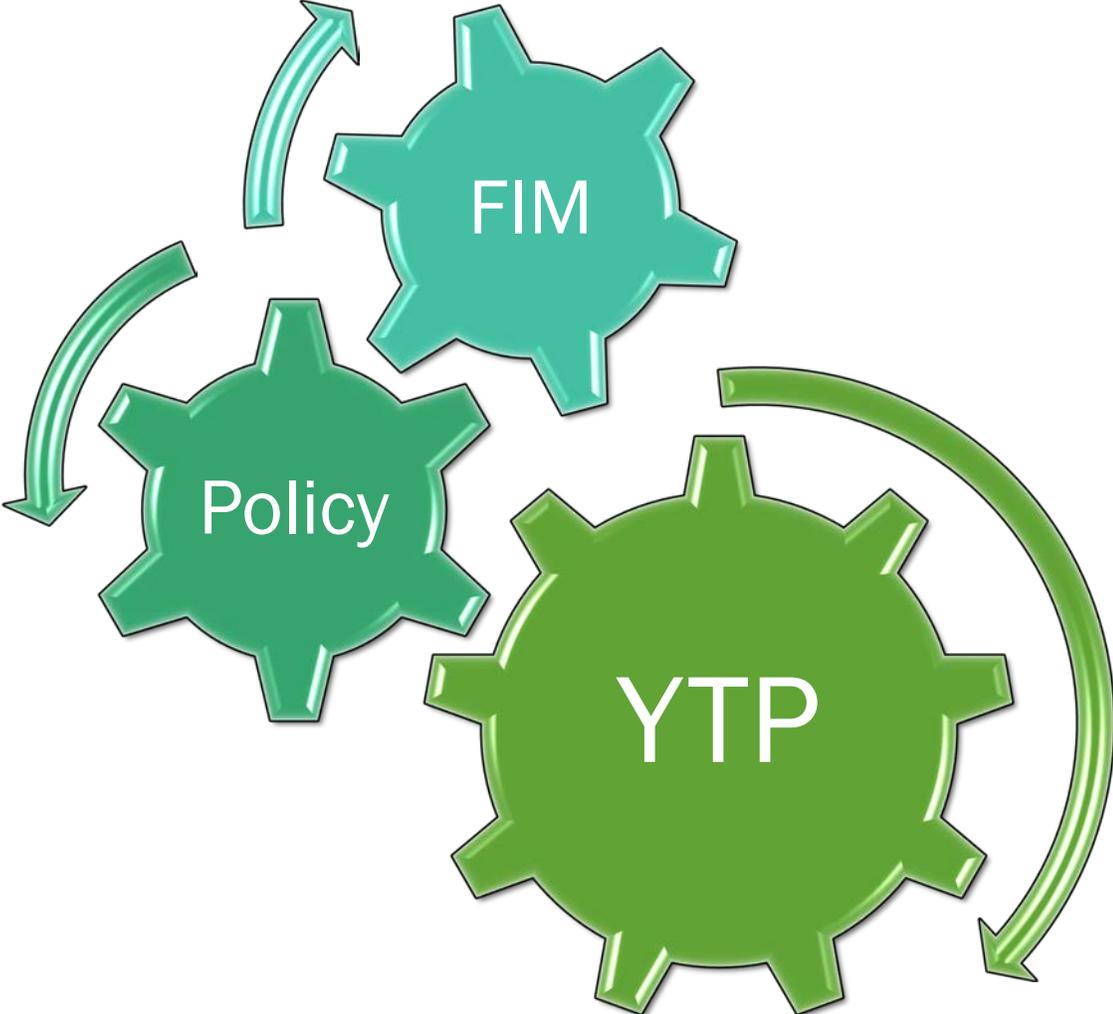
Youth in foster care need help to:

- Find stable and affordable housing
- Make and sustain permanent, supportive relationships and connections
- Develop and achieve educational and employment goals
- Promote social and emotional well-being

Transition Planning

STATE & FEDERAL REQUIREMENTS

Federal & State Requirements



What We've Learned

The background of the slide features a series of hands of various skin tones reaching upwards. Each hand is holding a colorful thought bubble or speech bubble. The bubbles are in shades of green, orange, purple, blue, pink, yellow, and light blue. The hands are positioned as if they are presenting or supporting the bubbles. The overall image is bright and positive, suggesting a collaborative and optimistic environment.

- ❖ Youth have to be engaged in their transition planning process
- ❖ Youth need a team that is actively involved that includes the *right* people
- ❖ Transition plans need to be *comprehensive* and *individualized* with goals *owned* by the youth



DREAM BIG

Dreams

- ❖ Emotional/Mental Health
- ❖ Career
- ❖ Living
- ❖ Education
- ❖ Recreation & Friendship

Teaming & Engaging

WHAT IT IS & WHY ITS IMPORTANT

Partnering on a team

“If you want to go fast, go alone. If you want to go far, go together.”

-African proverb

A partnership brings together capabilities and human resources in the form of skills, experiences and ideas to tackle common problems that are often beyond the capacity of a single person or group.

Partnership/Teaming Activity

- Think about a partnership that you have had in your life, what were the key components that made it effective?
- In your small group, identify the top 3 qualities to effective partnerships that stand out within your group discussion
- Identify 2 actions or inactions you could take for each quality you identify when supporting transitional age youth

Teaming is NOT....



- **MAKING A PHONE CALL**
- **SITTING AT A TABLE WITH OTHER PEOPLE JUST “WATCHING”**
- **TELLING PEOPLE WHAT TO DO IN GROUP**
- **WALKING INTO A ROOM WITH THE DECISION ALREADY MADE**

Shared Decision Making



Teaming with Youth

- Can result in helping them successfully identify goals and make plans that truly work for them.
- Under the youth's leadership, the team brings together the wisdom and expertise of his or her informal helping system
- Allows youth to have conversations, talk through decisions they are making, and build those relationships that they want and need with people they know, who care about them.
- Opportunities emerge for youth to define and explore their communities as they identify the types of people that are not currently in their lives, but with whom they may want connections and relationships.

Activities to Engage Youth

- Help youth prepare for their transition planning meeting
- Ask open-ended questions and follow-up questions
- Help youth identify the right type of support
- Ask questions before offering a suggestion
- Highlight all of the youths goals, ideas, strengths, and activities that they come up with. Avoid showing preference for the things that you agree with or feel like the youth should be working towards.
- Have discussions with the youth to help the youth think through and describe plan goals most important to him/her.

How Can Other Adults Support the Teaming Process?

No Surprises! Make sure the young person knows what is going to be discussed during the transition planning meeting.

Be Inclusive. Make space for the young person's voice and ideas.

Be accountable. Follow through on the action items you agreed to do.

Trust the process. Engaging young people in team-based planning can take extra effort but it pays off in the long run.

Make connections with the youth in and outside of the meeting or planning process.



Communication



Resources

TO SUPPORT OLDER YOUTH IN FOSTER CARE

A solid green horizontal bar at the bottom of the page.

Aftercare Services

Available to youth ages 18 to 21 years old who were in foster care and exited care after their 18th birthday.

These services are divided into two types:

- Independent Living After Care Services
- Enhanced After Care Services

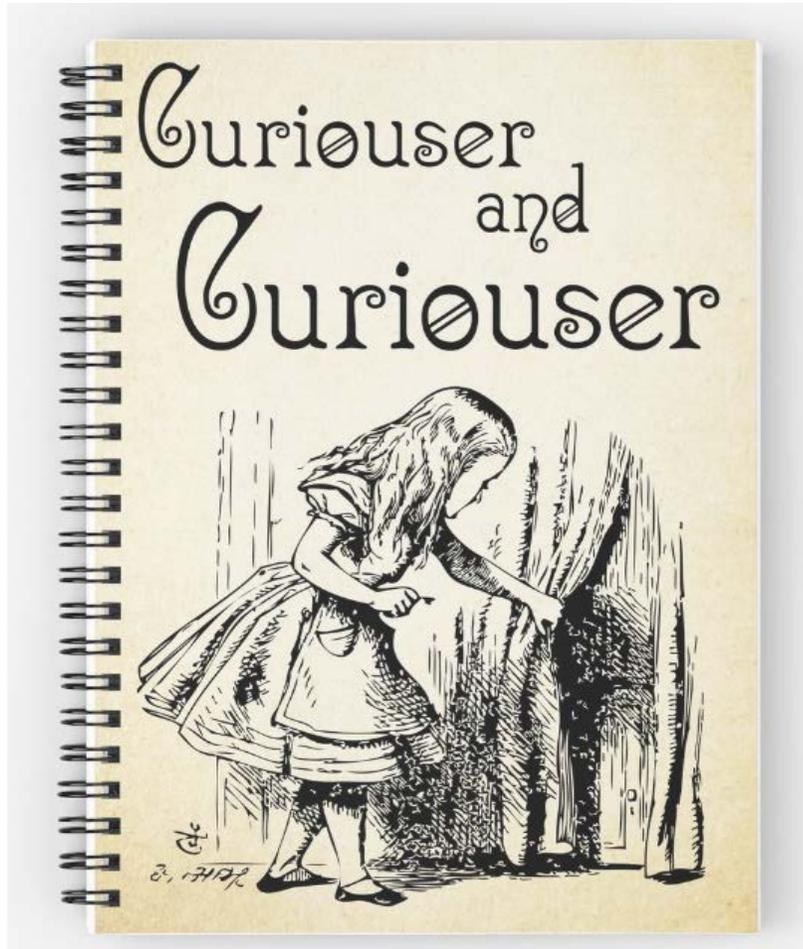
Family First Prevention Services Act



**FOSTER YOUTH
SUPPORT
#FAMILYFIRSTACT**

- Expansion of CHAFEE Funds
- What does this mean for older youth?

It's been great!



*What is one thing
that you can do
“Monday morning”
to help support
youth exiting foster
care?*

Questions?

Contact Information



Caroline • Dorchester • Kent • Queen Anne's • Talbot

Carrie Gould-Kabler, Project Director

Carrie.gould-Kabler@ssw.umaryland.edu

Sara Bowman, Coach and Trainer

sbowman@ssw.umaryland.edu