

TRANSITION PLAN

Origination Date: April 3, 20XX

MDT Meeting Date: August 24, 20XX

Multi-Disciplinary Team Members:

Carlos	(Youth)
Carlos' Grandmother	(Family member[s] or guardian)
Rita S.	(Teacher)
Marcos J.	(Parole/probation officer)
Tina M.	(Maple Hill transition coordinator)
Courtney S.	(Related services provider/counselor)
Adam R.	(Community school representative; school transition counselor)
Chris H.	(Vocational representative)
Susan W.	(Community treatment representative)

YOUTH INFORMATION

Youth Name:	Carlos	Juvenile System ID Number:	123456789
AKA:	"Kicks"	Social Security Number:	111-22-3333
DOB:	7-8-20XX	Sex:	Male
Parole/Probation Officer:	Marcos J.	25th Birth Date:	July 8, 20XX
		P/P Officer Contact Information:	456-321-5555 m.jones@email.com
Legal Case Number:	987654321		

COMMITMENT INFORMATION

Commitment Date:	April 3, 20XX	County of Commitment:	Generic County
Expiration Date:	December 1, 20XX (length of stay = 8 mos.)	Judge:	Judge Marshall Mission
Current Location:	Maple Hill Juvenile Corrections Facility		

SCHOOL INFORMATION

Current School:	Generic Town High School	Report Date:	March 10, 20XX
IEP:	Yes		
Current School Status:	Enrolled	Report Date:	January 11, 20XX
Credits:	3 out of 24		
Last Grade Completed:	8th, some HS classes		

TRANSITION PLAN

ENTRY		
Activity	Responsible Party	Date Completed
Intake Interview	Tina M.	April 3, 20XX
Records Request	Tina M.	April 3, 20XX
Facility Orientation	Tina M.	April 4, 20XX
Credit Analysis	Rita S.	May 1, 20XX
Vocational Inventory	Chris H.	April 17, 20XX
Skills Assessment	Rita S.	April 17, 20XX
Health Screen	Courtney S.	April 12, 20XX
Risk and Needs Full Assessment	Courtney S.	April 17, 20XX
Program Planning	MDT team	May 16, 20XX

Notes:

Carlos will spend the first three weeks of his stay in Reception and Counseling (RAC). During this time, all the above assessments will take place and data gathered for the first MDT planning meeting. Records from Carlos' previous school have been requested.

RESIDENCY
Education

Strengths:

Carlos recognizes the importance of earning his high school diploma and is motivated to earn as many credits as he can while he is at Maple Hill.

Needs:

Carlos struggles with reading. His most recent IEP states he reads at a 3.5 grade level. Carlos needs intensive reading intervention to help him succeed in his academic classes. He has not attended school consistently in the last several years and is far behind in high school credits. Carlos also has a learning disability and was receiving special education services at his previous school.

Long-term Goal	Start Date	Start Date Progress
Earning academic credits	May 1, 20XX	Working toward benchmarks 1, 2, and 3
Reading instruction	May 1, 20XX	Ongoing

Benchmarks:

1. Carlos will earn 3 credits toward his high school diploma, completing all of the freshman level courses, by August 1, 20XX.
2. Carlos will earn 6 credits toward his high school diploma, completing all of the sophomore level courses, by December 1, 20XX.
3. With additional time, Carlos may work to earn an additional 6 credits toward his high school diploma, completing all the junior level courses and bringing him up to age-appropriate grade level.

Intervention:

Carlos is receiving intensive reading intervention support.

When he uses the computer credit recovery program, Carlos uses the text-to-speech feature. This allows him to keep pace with the academic content, despite his below-grade-level reading ability. Additionally, in his math, social studies, and language arts classes, his teachers provide reading supports and accommodations (e.g., additional time) to help him understand the content.

Notes:

8/24/XX – Rita S. and Courtney S. reviewed the graduation requirements with Carlos and his grandmother. Carlos is aware of the timeline and commitment necessary for him to meet all of his diploma requirements. Carlos has been consistently enthusiastic about working toward his high school diploma. Despite sometimes becoming frustrated when he does not have time to earn credits using the computer credit recovery system, Carlos is on track with his educational benchmarks and will likely earn at least 9 credits by the time he leaves Maple Hill, equivalent to finishing his sophomore year in high school. Carlos is concerned about staying on track for graduation when he leaves the facility and returns to his community high school. He will need to complete his junior year in high school and return for his senior year. He is nervous about the classes being too hard and about his old friends being a distraction. To help ease this transition, we will schedule a meeting with the school before Carlos leaves Maple Hill to discuss needed supports. We will also explore the possibility of Carlos taking summer classes to help him earn the credits he needs to graduate on time.

In addition to being the school district representative on the MDT, Adam R. is the secondary transition coordinator for the community school district. He informs the team and Carlos of the importance of putting in place a secondary transition plan for Carlos as soon as he returns to his community school. This will help ensure that the interventions and supports Carlos received at Maple Hill transfer to the community high school. Many of the items in this transition plan can transfer to Carlos’ secondary transition plan.

Employment

Strengths:

Carlos has good social skills and enjoys working with his hands. He wants to learn to repair computers.

Needs:

Because Carlos has never had a job in the community, he has no work experience to put on an application. He needs assistance with employment-related soft skills that will help him get and keep a job when he leaves Maple Hill (e.g., filling out an application, writing a resume, interviewing, listening carefully to customers, asking questions when more detail is needed, remaining calm when dealing with an upset client). He would also benefit from training on computer diagnosis and repair.

Long-term Goal	Start Date	Progress
Receive training on computer diagnosis and repair	May 1, 20XX	Ongoing
Soft skills training	May 29, 20XX	Completed

Benchmarks:

1. Spend two hours per week with facility IT personnel who have agreed to teach Carlos some basic computer repair skills and allow him to help with tech calls.
2. Complete summer program that teaches employability skills.

Intervention:

- 1. The Maple Hill IT staff has agreed to help Carlos learn more about computers. The training will be two hours per week and only if he maintains good behavior in the dorms and in his classes. This will begin after Carlos has gone through the three-week Reception and Counseling period.
- 2. A volunteer group from the local college is facilitating a program over the summer to teach employability skills that align with those Carlos needs. He will complete this program and earn a certificate verifying that he has learned the specific skills on which the program focuses.

Notes:

8/24/XX – Carlos has been working with the IT staff consistently since early June. Although he was supposed to start May 1, he was still having trouble in the dorms getting along with some of his peers and following staff directions. The anger-management group leader worked with Carlos to give him some coping skills to use when he becomes frustrated and consequently he no longer lashes out. At this point, he was able to begin working with the IT staff and says he is learning a lot. They have reported that Carlos is polite and quiet and follows directions. Carlos has expressed concern over how he will be able to continue to build his computer repair skills when he leaves Maple Hill, so we are checking into setting him up with a part-time afterschool apprenticeship with a local computer repair shop and trying to arrange for him to shadow the school computer technician an hour a week during school hours.

Carlos has also completed the summer program on employability skills and earned his certificate. He said he enjoyed the program and has been trying to use his new skills at the facility, especially in the dorms. He said the most helpful skill he learned was how to communicate with troublesome customers without taking it personally.

Independent Living

Strengths:

Carlos is highly motivated to stay out of trouble. He takes responsibility for his choices. He also wants to live independently as soon as he turns 18, and is eager to learn skills to help him live on his own. He has used public transportation and feels comfortable navigating that system.

Needs:

Carlos has never had to pay bills or manage money. He does not know how to cook (besides using a microwave) or to shop for groceries. He needs help with budgeting, nutrition, and household-management skills. Carlos has used controlled substances in the past and is concerned about giving in to peer pressure when he leaves Maple Hill. He needs tools to help him avoid returning to substance use. Finally, Carlos has a difficult relationship with his father, and he would like to improve this relationship.

Long-term Goal	Start Date	Progress
Life-skills training	September 4, 20XX	Not yet started
Family counseling	April 3, 20XX	Ongoing
Social skills	May 1, 20XX	Ongoing
Substance use	April 3, 20XX	Discontinued

Benchmarks:

- 1. Complete training on independent-living skills 1–2 months prior to release
- 2. Participate in family counseling and substance use counseling throughout residency at Maple Hill
- 3. Participate in anger-management and behavior-management programming throughout residency or as long as MDT determines it is needed

Intervention:

- 1. Training on independent-living skills (e.g., budgeting, banking, transportation, nutrition, decision-making) will begin a few months before Carlos is expected to leave Maple Hill, approximately September 4
- 2. Family counseling and substance-use counseling will begin during the Reception and Counseling period. Both these supports will then be ongoing and updated as needed.
- 3. Social skills programming will include anger management and behavior management. This will begin after RAC and continue as needed.

Notes:

8/24/XX – Carlos has been attending drug and family counseling. He said he is learning skills that will help him avoid future drug use. The MDT agreed that his drug use was recreational and did not represent a substance abuse issue. They decided that he can stop attending the substance-abuse counseling at this time and start participating in a social-skills group. Participating in this group will give Carlos an opportunity to interact appropriately with his peers and learn how to plan suitable leisure activities. Although Carlos does not plan to live with his father when he gets out, he acknowledges he wants to continue to have contact with him. For this reason, he will continue attending family counseling to learn more about improving communication and developing better conflict-resolution skills. We will also set up family counseling through a community agency so that he and his father can continue after his release. We will also set up regular supervised visits with his father as long as counseling continues to go well.

EXIT	
Expected Termination Date:	December 1, 20XX
Placement at Termination:	Grandmother’s house
Next Placement:	Independent living

AFTERCARE

Notes:

8/24/XX – Carlos’ plan for aftercare includes a mentor to help him maintain the skills he has learned during his time at Maple Hill and who will meet with him weekly or “as needed.” He will also be referred to a counselor who can help him cope with any feelings of depression or frustration he might experience during aftercare. As he progresses, his aftercare programming will be adjusted. Parole Officer Jones will provide details on what to expect as part of the aftercare programming upon release in the next MDT meeting. Adam R. will coordinate with the school IEP team to develop a secondary transition plan for Carlos. This will help his school and the JC center to better coordinate and will provide the appropriate supports to keep Carlos on track for success.

PLAN REVIEW

Origination date: April 3, 20XX

Notes:

Carlos was adjudicated and brought to Maple Hill on April 3. His paperwork was started during his initial intake meeting. Carlos will spend the first three weeks of his stay in Reception and Counseling (RAC). Assessments were scheduled and his previous school records were requested. The MDT will meet once his records arrive and the assessments are complete to determine his planning.

Initial review date: May 16, 20XX

Notes:

The MDT met following the arrival of Carlos' school records and an analysis of his high school credits. Rita S. and Courtney T. reviewed graduation requirements with Carlos and his grandmother, prior to the team meeting. Carlos is aware of the timeline and commitment necessary for him to meet all diploma requirements by the end of the current school year. The team reviewed the results of his assessments (listed above under Entry) to plan programming. It was agreed that Carlos would need intensive intervention in reading to help him recover his missing credits as he works toward his high school diploma while at Maple Hill. Carlos' temporary course plan has been evaluated and updated based on this meeting. He will start his new schedule tomorrow, May 17. The team agreed on substance-use counseling because he has admitted to using marijuana in the past. He and his father will also participate in family counseling. Carlos said he wants to work on computers, so training options were discussed.

Quarterly review date: August 24, 20XX

Notes:

The first quarterly review meeting was delayed due to scheduling issues. The MDT team reviewed Carlos' progress in his current programming. Overall, Carlos is doing well academically and behaviorally at Maple Hill. Academically, he has learned to use the supports he needs to complete his work in a timely manner. Behaviorally, he has learned to control his impulsive aggressive behavior. He sees this as a chance to turn things around and stop coming back. He is eager to finish his school and start a job working on computers. His health is good, and he is not on any medications. His behavior in the dorms has improved, and he is becoming a leader with the other youth. The team agreed to reward his efforts by promoting him to Beta level.

SIGNATURES

Multi-Disciplinary Team Members:

Carlos	(Youth)
Carlos' Grandmother	(Family member[s] or guardian)
Rita S.	(Teacher)
Marcos J.	(Parole/probation officer)
Tia M.	(Transition coordinator)
Courtney S.	(Related services provider /counselor)
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