

TRANSITIONAL AGE YOUTH/YOUNG ADULT (TAY/YA) CHECKLIST

The *Transitional Age Youth/Young Adult (TAY/YA) Checklist* is an instrument designed to assist staff in supporting individuals to track and achieve expected benchmarks as they transition to adulthood and independence. It is a resource best used to supplement existing evidence based and evidence informed practices (EBP/EIP). This checklist, combined with those EBP/EIP, provide support for a Transitional-Age Youth (TAY) and/or Young Adult (YA) and their service provider to intentionally plan for and think through some important steps and milestones. They also provide important guiding principles and values such as self-worth, dignity, and recovery. Using these tools promotes early, comprehensive, and effective planning leading to a future that a young person creates by their design, therefore, avoiding a future that occurs by happenstance or misfortune. A few examples of existing EBP/EIP to be used along with the TAY/YA Checklist are listed at the end of this document.

1) Independence: Will TAY/YA be able to make their own decisions when they are 18 years old or when released from Family Court jurisdiction?

- a. Is the TAY/YA able to be independent when they reach the age of majority?
- b. Driver's license/state issued photo ID?
- c. Car, or If not, is the TAY/YA aware of and able to use of other means of mobility in the community. Does TAY/YA have access to these (i.e., bus, taxi coupons if eligible).
- d. If a car, Insurance?
- e. Birth Certificate?
- f. Social Security Card?
- g. Health insurance card?
- h. Copy of diploma/school records?
- i. Access to or copy of immunization records
- j. List of current medications, allergies
- k. Will the TAY/YA sign consents and releases at majority?
- l. Do the parents/custodians recognize that they will lose access to TAY/YA records and information unless TAY/YA consents when the TAY/YA reaches majority?

Comments:

Target Start date (age 16):		Start date:		Target Completion Date (age 18):		Completion date:	
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2) Finances: Does the TAY/YA have financial resources?

- a) Is TAY/YA able to budget and maintain a checking account?
- b) Can TAY/YA use a credit/debit card?
- c) SSI/SSDI? Who will help with the application for adult benefits prior to age 18 and when will that occur?
- d) Will TAY/YA require a payee?
- e) Does the TAY/YA have other financial support that will extend beyond their majority?
- f) Is the TAY/YA able to maintain employment to support themselves?
- g) Are other financial supports available for TAY/YA to apply for, who will assist with that, and when will that occur?

Target Start date (age 16):		Start date:		Target Completion Date (age 18):		Completion date:	
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3) Employment

- a) Is the TAY/YA able to work?
- b) How many hours a week?
- c) Employment skills?
- d) Income potential?
- e) What does the TAY/YA want to do for work?
- f) Will they be able to get assistance from Vocational Rehabilitation? What about assistance from a supported employment staff person through an existing service provider?
- g) Will TAY/YA access Job Corps?

Comments:

Target Start date (age 16):		Start date:		Target Completion Date (age 18):		Completion date:	
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4) Education

- a) What is the TAY/YA's goal for education? (*HSD – age 18, HS Eligibility - age 21, College – age 25*)
- b) What is the TAY/YA's vocational goal short/long term?
- c) Does the TAY/YA plan to attain a high school diploma?
 - a. How many credits does the TAY/YA have toward graduation (are they on track for graduation)?
 - b. Will the TAY/YA be able to get their HSD/GED prior to majority?
 - c. If not, when will they be able to attain this?
 - d. Will TAY/YA consent to working toward HSD/GED beyond age 18?
- d) If the TAY/YA does not want/plan to get a HSD will they work on a GED?
 - a. Is the TAY/YA enrolled in a GED program?
 - b. Do they know how to enroll later if they decide to pursue this later?
- e) If the TAY/YA will not attain a HSD/GED, is vocational training an option?
- f) Does the TAY/YA aspire to college or other post-secondary education?
- g) Will the TAY/YA access Vocational Rehabilitation?
- h) Will TAY/YA access Job Corps?
- i) Does the TAY/YA qualify for financial assistance for education beyond high school?
- j) Who will assist in completing the FAFSA if needed?
- k) Does TAY/YA have access to financial aid from other sources?

Comments:

Target Start date (age 15):		Start date:		Target Completion Date (age 18/21/25):		Completion date:	
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5) Healthcare

- a) Will TAY/YA have access to healthcare insurance at age 18?
- b) Will TAY/YA need continued counseling, medications, other behavioral health services?

- c) What is TAY/YA's understanding of their behavioral healthcare needs?
- d) Will the TAY/YA need ongoing treatment needs for a physical health condition?
- e) What is TAY/YA's understanding of their physical healthcare needs?
- f) Does TAY/YA understand their diagnosis?
- g) Does TAY/YA know what medications they take, dosage/s, and understand what the medications are for?
- h) Does the TAY/YA know how to access healthcare providers?
 - i. Physician
 - ii. Dentist
 - iii. Optometrist
 - iv. Psychiatrist
 - v. Therapist
- i) Will TAY/YA continue to pursue/consent to the services recommended upon reaching majority?
- j) If not, what services do they desire/agree to?
- k) Is the TAY/YA open to guidance if needed? From whom?

Comments:

Target Start date (age 16):		Start date:		Target Completion Date (age 18):		Completion date:	
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6) Housing

- a) Where does TAY/YA want to live?
 - i. Alone
 - ii. With family
 - iii. With a friend
 - iv. With a roommate/s
 - v. In a supported setting
- b) If they want to live with someone, is that person/s agreeable to that?
- c) Does TAY/YA have resources to pay for housing?
- d) Will the TAY/YA need housing assistance? Who will help apply for that and when?
- e) Is housing assistance needed and, if so, will TAY/YA consent for that?
- f) If HUD assistance will be needed, when does TAY/YA need to apply for that?
- g) Is TAY/YA able to obtain housing that will allow him to contract independently or does someone need to cosign for him? Who will that be?

Comments:

Target Start date (age 17):		Start date:		Target Completion Date (age 18):		Completion date:	
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7) Community

- a) Is TAY/YA aware of community social support (e.g., peer groups, community organizations, church TAY/YA groups, LGBTQ groups)?
- b) Access & use of relevant community agencies & resources.
- c) Knowledge of cultural & spiritual activities, organizations, resources.
- d) Does TAY/YA know how to make friends?
- e) Does TAY/YA know how to date and be safe?
- f) Does TAY/YA have an understanding of how to prevent STDs and use birth control?

g) Does TAY/YA desire to have a family or children of their own?							
Comments:							
Target Start date (age 14):		Start date:		Target Completion Date (age 18):		Completion date:	
8) Guardianship: Will the TAY/YA need someone else to be legally responsible for making their decisions when they turn 18? <ol style="list-style-type: none"> Does the team believe that the TAY/YA will require guardianship when they reach majority due to unsafe behaviors related to their disability? Does the psychiatrist/physician support this decision and plans to make a guardianship recommendation to the court? What level of guardianship will be required? Who will be an appropriate guardian? Is that proposed guardian in agreement? Does the TAY/YA agree with a plan for adult guardianship? Has the guardian been included in the treatment team? Is guardianship hearing scheduled prior to TAY/YA reaching age 18 or being released from family court jurisdiction if they are unsafe to make their own decisions? Is there a plan in place to get the adult guardian to sign consents and releases when they assume guardianship? 							
Comments:							
Target Start date (age 17):		Start date:		Target Completion Date (age 18):		Completion date:	

A few examples of existing EBP/EIP to be used along with the TAY/YA Checklist include:

Person-Centered Planning (PCP). PCP focuses on the strengths and interests of Transition Age TAY/YA (TAY) and Young Adults (YA). PCP promotes dignity and self-worth, which is vital to a young person’s future successes and outcomes. [Person-Centered Planning \(PCP\) \(project10.info\)](http://project10.info)

Supported Decision-Making (SDM) is a practice reminding providers of the importance of allowing TAY/YAs to make choices about their own lives and provides practical tools to promote a support network which helps ensure effective decision making. [Supported Decision-Making – LifeCourse Nexus \(lifecoursetools.com\)](http://lifecoursetools.com), and [Transition from Foster Care – LifeCourse Nexus \(lifecoursetools.com\)](http://lifecoursetools.com). (Many helpful resources promoting and supporting independence found at the Charting the LifeCourse website.)

The Substance Abuse and Mental Health Services Administration’s (SAMHSA) Working Definition of Recovery provides helpful information on recovery and the four major dimensions of a person’s life. [SAMHSA’s Working Definition of Recovery](http://www.samhsa.gov/recovery)

Disability 101 helps providers and TAY/YAs with disabilities get to the truth about financial benefits. [DB101 Missouri - Home](http://www.db101.org)

Motivational Interviewing (MI) is a collaborative and goal-oriented style of communication. [Understanding Motivational Interviewing | Motivational Interviewing Network of Trainers \(MINT\)](#)

Additional Resources

Charting the Life Course: Experiences and Questions Booklet. A Guide for Individuals, Families, and Professionals:
<https://mofamilytofamily.org/charting-the-lifecourse-experiences-questions-booklet-now-available-with-new-design-and-updated-content/>