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Service Stream	Families and Young People Services	Category	Supported Independent Living Program
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Assessment and development of living skills

Through our relationships with the people we support, we assess the skill and confidence that they have as they transition toward adulthood. Through our case planning and regular intervention, we then build on these skills, and guide the young person to make the most of the support they receive from Supported Independent Living Programs (SILP). Ongoing assessment of a young person's living skills helps us to find out more about them as individuals, who they are as a person, who they want to be, and where they may need some extra help. It is best practice for case planning that an initial assessment of a young person's living skills is completed through referral, entry and the development of an initial Transition Support Plan (TSP), and then continued throughout regular engagement and review with the young person.

It is important to review a young person's skills and confidence in their ability to live independently on a regular basis, so that we can talk together about what is going well, what has changed, and what we need to do differently. This is important as it allows us to assist the people we support in setting goals that they want to achieve for their future and provides us with a better understanding of the young person, so that we can make sure as best we can that their needs are being met. This information is maintained through recording of case notes, and in the TSP and Positive Behaviour Support Plan (PBSP), if required, and will assist with planning to make sure we stay on track.

When assessing living skills, workers should reassure people we support that it is ok if they are struggling or if they don't know the answer to all of the questions straight away. This will help us to figure out with the young person which parts of their transition to adulthood we will need to focus on first. All skills can be taught and learned over time. The domains below (which mirror those in the Queensland Out-of-Home Care Outcomes Framework) have been identified as key areas for improving life outcomes for people we support. By recognising the diversity and uniqueness of people we support's needs, these domains reflect on areas that people we support may require support in as they are transitioning from care. With a shared vision in identifying and measuring outcomes, this will drive our focus areas of intervention and support to provide integrated responses to the needs of people we support participating in our programs.

This document is set out as per the following domains:

- Safe and Nurtured;
- Connected;
- Achieving;
- Healthy; and
- Resilient.

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Safe and Nurtured

The Department of Child Safety, Seniors, and Disability Services identifies the aspiration for people we support in out-of-home care to be “cared for and nurtured in stable environments, safe from abuse, neglect and threat”. This domain outlines the importance of safety for the people we support to protect them from harm and ensure their needs are nurtured. For the people we support to be provided with stable and predictable living environments., they will live in homes where:

- They are not being harmed and they are physically safe;
- Their material needs are met;
- They feel cared for, nurtured, and valued;
- Their dignity and rights are respected; and
- They lead a violence-free life.

Child, service, and organisational measures are provided to evaluate the success of the safe and nurtured domain for people we support in out-of-home care:

- Length of time in placement;
- Permanent placement;
- Number of placements to date;
- Substantiated Standards of Care matters;
- Children are stable in placements; and
- Do not experience violence or trauma.

Connected

People we support in out-of-home care placements are likely to have experienced significant life disruptions and trauma which can affect their ability to feel connected to themselves and others. Feeling connected has been identified as a significant domain which aims for “people we support to feel a strong sense of identity and belonging, have stable and long-lasting relationships with family and friends and are positively connected to culture and community.”

An identity is who or what a person is. Identity defines who you are as a person. It is a self-representation of interests, relationships, social activity and much more. Our sense of identity and belonging is impacted by various factors, including our experiences, relationships, and our environment. The journey to find identity and belonging can often be a struggle, since we ask ourselves, ‘who am I?’ vs. ‘who do others want me to be?’ and ‘where do I belong? Where do I fit in?’ It is our personal view of ourselves that influences our decisions. As we grow, we learn that we are unique, and have likes, skills and talents that make us different from others, it is also what allows us to have things in common.

This domain is exploring how people we support see themselves in the world, what is important to them, and how they would like to see themselves in the future. It is important to allow and assist people we support to explore their own identity, where they have the opportunity to grow and make safe mistakes. For some people we support, this may mean getting a piercing, changing their hair, or the way that they dress. For others, it may be exploring or reconnecting with a culture, or even identifying with a culture different to their family origins. When speaking to people we support about their identity, keep in mind that it is *their* identity, there are no “correct” or “incorrect” answers.

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Many people we support struggle to identify skills, interests, and dreams. Others may have negative expectations or even no sense of future. One of the responses of trauma and sustained stress can be to attempt to “live in the moment” and it can be difficult to think ahead to envisage a positive future. Negative life experiences also erode self-efficacy and make it difficult to see oneself as capable and talented. We need to assist people we support in care to “dream big” and to see themselves as having the same strengths, hopes and capabilities as any other people we support.

The questions below are just some ideas of what you may wish to ask a young person in exploring and developing their own sense of identity and personal history:

Identity:

- What do you prefer to be called?
- What are your nicknames?
- Where were you born?
- Where do you consider ‘home’?
- How would you describe your culture?
- How would you describe your ethnicity?
- What language/s do you speak?
- Do you identify with a religion?
- How important is your religion to you?
- Do you have access to personal items from your childhood (like photos, school reports, certificates, awards, birthday cards, letters)?
- How can we help you to do more activities that you enjoy?
- What do you know about why you are in care?

Interests:

- Three positive things (in order of importance) that you enjoy doing are...
- How often do you participate in these activities... (frequency)
- What is stopping you from doing these activities more?
- Issues or causes you care deeply about...
- If you had the talent or ability what would you do...
- Three things that you are not really interested in are...
- Who I am now, and who I want to be:
- What are your three biggest strengths?
- What are your three biggest weaknesses?
- What are three qualities you wish you had?
- What traits do you most admire in others?
- What do you want people to notice about you?
- What are the achievements you are most proud of in your life?
- What things would you most like to achieve in your life?
- If you were to receive an award what would you like it to be for?

Relationships – family/friends/significant others/other support

As people we support are becoming independent, they will want to manage their relationships with family, friends and others in certain ways. Social skills and being able to communicate are an important part of living independently as this will assist people we support to seek support, create new relationships, keep themselves safe, and stay out of trouble. Within the connected domain, we ask people we support to think about relationships with important people in their life, and how these relationships will help (or not help) them to live independently. We will also look at the skills they have in this area, and other skills that they might need help to develop. It is important to guide the people we support to form a strong connection to positive community supports that they can continue to access after they leave care, this may include therapeutic services, sporting groups/teams, or hobby clubs, cultural links, or community centres.

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People we support need support to develop emotional and social competency. This means prompting people we support to think about their relationships – who do you want to connect with? How do these relationships impact on your wellbeing? Who supports you, and who do you support? Who makes you feel strong, and who makes you feel controlled or dependent? You may wish to consider working with the young person to develop an ecomap, and use that map to set goals for future relationships (*examples of an ecomap can be found in the SILP Learning Modules*).

When developing an ecomap, consider the questions below:

Family <ul style="list-style-type: none"> Do you see your family as an important support? Are there certain family members that you are closer to than others? How do you manage contact with your family? How do you think that your family will impact on your ability to live independently? 	Friends <ul style="list-style-type: none"> Do you have a large group of friends or a few close friendships? Do you see your friends as an important support? Are there certain friends that you are closer to than others? How do you manage contact with your friends? How do you think your friends influence your actions or behaviour? How do you think that your friends will impact on your ability to live independently?
Significant others <ul style="list-style-type: none"> Do you have a romantic partner? How do you manage contact with your partner? How do you think your partner influences your behaviour? How do you think that your partner will impact on your ability to live independently? 	Other support <ul style="list-style-type: none"> Do you have any other individuals/ organisations who you consider to be important supports for you (include if you are part of a team)? In what way do they provide support? How do you arrange this?

Achieving

A crucial part of delivering out-of-home care services for people we support involves the aspect of achieving. This domain aims for the people we support to learn and develop to their full potential by focusing on engagement in education, meeting developmental milestones and developing independence and life skills. Measures of success for people we support transitioning into independence should indicate an improvement in academic performance, identifying possible career or future hopes and the necessary steps to achieve these as well as having access to resources necessary for adulthood, including safe accommodation.

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This section explores a young person's current skills and interests regarding education and/or employment, and how the SILP can assist the young person to set, and achieve their short and long-term goals. It is important to identify a young person's basic literacy and numeracy skills, and whether any deficits or barriers exist. Following this, the SILP will work with the young person to identify other skills and things they will need to consider in applying for work or study. Some basic observable skills to assess a young person's practical literacy and numeracy skills are provided below (education professionals may be able to provide a more thorough assessment):

- Can follow written directions (e.g. recipe);
- Can find a phone number/address (in phone book or online);
- Can read a book, comic, magazine, or paper;
- Can question and discuss reading – to identify if true or false;
- Can write letters and emails;
- Can complete forms e.g. for Centrelink or housing applications, or employment/training;
- Can read and understand utility bills, including where and when to pay;
- Can use a computer, internet and email;
- Can use a calculator;
- Can keep a mental tally of amount spent when shopping (estimating spending);
- Can check change received;
- Can tell the time on an analogue and digital clock;
- Can read a time table (e.g. bus/train);
- Can weigh and measure things when cooking;
- Can calculate correct money when paying cash for items; and
- Can perform basic math to work out cost effective purchases (e.g. discount percentages and price per item weight).

In helping the people we support to set goals in relation to education / vocation or employment, it is important that these are broken into clear and manageable steps, and set up as SMART goals (Specific, Measurable, Achievable, Realistic, Time-framed). The SILP Living Skills Modules provide practical activities that can be used with people we support in relation to goal setting. When helping people we support to map their future, or in order to develop a resume, it is important that people we support, and key supports are able to identify:

- Short-term career/education goals and interests;
- Long-term career/education goals and interests;
- Previous or current employment experience; and
- Attended/completed training or courses.

In order to break down the young person's goals and interests, and identify steps to achieving these, the below discussion points may be useful to assist the young person to identify the areas where they are going well, and what they may need help with:

- Can explain the education or training needed for their career goals;
- Knows where they could get help to access a training course or explore work options;
- Can write a job application;
- Can name at least three places or ways to look for work;
- Has appropriate clothing for a job interview;
- Confident in listing skills and suitability for a specific job;
- Can explain why good job references are important;
- Knows who they could ask to be a referee for a job or training;

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- Confident speaking to prospective employers;
- Can name at least three important things to remember when preparing for a job interview;
- Able to interpret a pay slip/employment contract;
- Has an understanding of how tax works; and
- Has a résumé.

Independent living skills

Independent living skills are vital for all adults, regardless of their life experiences. What people already know, and what still needs to be learned varies from each person. In SILP we need to make sure that we are checking in with what people we support already know, and filling in the gaps for what they need to learn. It is important that we don't make assumptions that people we support already have this knowledge, as they may not have had the opportunity to learn certain skills, and in SILP it is our role to assess and support the people we support to build and develop their skills. As people we support transition to adulthood, SILP provides support to continue to learn and develop living skills that will allow the young person to build confidence in independent living tasks such as housekeeping, daily routines and schedules, managing their finances, grocery shopping and paying their bills. In this domain, the focus is primarily on daily living skills, and money management.

Assist people we support to identify gaps and build on the demonstrable skills as outlined in the below table:

Daily living skills	Money management
<ul style="list-style-type: none"> • Prepare a range of meals; • Plan a daily/weekly menu; • Cook and store food properly; • Prepare a shopping list and buy groceries; • Use kitchen appliances (e.g. microwave, oven); • Wash and dry dishes; • Wash clothes, hang out, bring in and put away, and iron clothes; • Clean the toilet, shower, kitchen; • Keep living areas tidy; • Change linen regularly and keep my bedroom neat and tidy; • Complete small repairs on clothing (buttons, etc.); • Able to prevent and respond to fires; • Know how to protect against possible break ins; • Can change a light bulb; and • Advise appropriate people/tradespeople/property managers of maintenance issues in a residence. 	<ul style="list-style-type: none"> • Know how to withdraw and deposit money at the bank; • Know how to use an automatic teller machine (ATM); • Set up and can follow a budget; • Know how to set up a savings plan; • Can explain the good and bad points of buying on credit; • Can explain how to establish and maintain a good credit rating; • Can name two ways to save money on things I buy; • Know how to buy things on lay-by, and when it is useful to be able to use lay-by; • Know where to go to get emergency relief assistance (money, assistance with bills) if required; • Know which shops and areas are less expensive than others; and • Know how to look for specials, or save money by buying larger quantities of items.

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Income	Debt
<ul style="list-style-type: none"> Do you receive Centrelink payments? If so, what type and how much on average per week? Do you have any other income? How much on average per week? What else you need to learn to manage your money better? 	<ul style="list-style-type: none"> Is anyone chasing you for money? Do you have payments due or accounts which are unpaid? Eg. phone, rent, Centrelink, Cash converters, personal finance, electricity providers or car loan? Are you struggling to repay your debts? Why?

Accommodation support and community resources

At times, people we support may need some additional support, or to be able to access resources in the community, it is important that people we support are aware of what is available to them, and how to access support. Identified resources and supports in this domain include (but not limited to) agencies such as Department of Housing, Centrelink, Residential Tenancies Authority, private and social housing, local clubs and support groups, public transport and charity organisations.

In the SILP, we aid the people we support to develop confidence, and to demonstrate skills to SILP workers through regular engagement (e.g. catching a bus/train, monitoring a budget, or learning tenancy rights and responsibilities). Part of the SIL Program, is for workers to appropriately role model and guide people we support in strengthening links with their community and maintaining housing. In the tenancy programs, it is important for workers to be physically entering the SILP residence on a weekly basis to monitor these skills, and provide practical support in relation to maintaining a tenancy, this may include working alongside people we support to complete tasks such as doing the dishes, or taking the rubbish out.

In tenancy programs, in order to assist people we support to become familiar with Residential Tenancy Authority documents and procedures, we also complete scheduled inspections which simulate processes undertaken in private rental arrangements, i.e. entry notice, condition reports, and notice to remedy breach. Refer to *FS PROC RCaTS SILP Tenancy Support* for additional information.

Some goals to work on with people we support are outlined below (it is important to workshop this with people we support, and allow opportunities for them to demonstrate these skills):

- | | |
|---|---|
| <ul style="list-style-type: none"> Aware of the good and bad points of different types of housing after I leave care; Can understand and respond to ads for housing; Know which services to go to, or who to ask, to get help with housing; Can work out the start-up costs for new living arrangements (i.e. bond, rent, utilities, furniture); Know where to go to get help to pay for a bond; Know how to arrange connection for telephone, gas, electricity and water in a new house; | <ul style="list-style-type: none"> Can complete a rental agreement or lease, and a condition report (RTA); Able to maintain my residence in line with tenancy requirements; Know how to access and use public transport; Know how to apply for Centrelink if I need to; Know how I would go about finding out about recreational opportunities and groups (e.g. sports clubs, youth clubs, social groups); and |
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- Know how to find out about local service agencies (e.g. health, employment, counselling).

**Ask the young person – Is there anything else you need to learn about housing and community resources? Is there anything that you are worried about in relation to accessing housing/community resources?*

Healthy

When people we support are living independently, it is important that they are able to make healthy lifestyle choices and access health and medical services in order to maintain their own health and wellbeing. People we support are able to seek help when they need it, but there are some things that they will be expected to do on their own, such as taking medication when needed, managing minor health issues, and ensuring that they are eating well, and taking care of their body and personal hygiene.

To assist the people we support to take care of themselves, we need to help people we support to work toward the following goals (use the below table to assist the young person to identify what they may need to learn to take care of their wellbeing):

- Has a regular doctor;
- Can make their own appointments with doctor (dentist, or other health service);
- Can pay medical bills, or complete Medicare forms;
- Understands over the counter medicines and when to access;
- Can independently manage ongoing medical conditions or medication needs;
- Knows how to access medical assistance in an emergency;
- Can perform basic first aid on themselves, take care of minor injuries or illness;
- Can maintain own personal safety.
- Is able to identify and name appropriate networks they can contact if feeling unsafe;
- Understands sexual health, safe sex and pregnancy;
- Can explain how substances, such as tobacco, alcohol, solvents and other drugs affect the body;
- Can maintain good personal hygiene – showering, clean clothes, oral hygiene, and controlling body odour;
- Can maintain a healthy diet and exercise for overall wellbeing; and
- Can seek assistance from support people when needed.

Resilient

People we support's ability to respond and control their emotions, and the way they behave has a significant impact not only on how they are perceived by other people, but also, how they choose to respond to situations as they arise. If they feel confident, have positive social skills and possess coping skills, they are more likely to have the ability to manage adversity and display resilience. It is important to reassure people we support that it is ok to experience different emotions, and normal to feel sad, anxious and angry at times, but it is important to be able to recognise how we are feeling and be able to respond in the best way. Often when we are stressed, we may respond differently to a situation than we would if we are calm, so it is important to think about our emotions and behaviour, and work on positive plans to help us to work towards better outcomes.

This domain outlines the importance of people we support possessing strong social and interpersonal skills and their ability to feel confident to pursue life goals and manage challenges. In this section, we

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explore the skills that people we support have in this area, and other skills that they might need help with. Some people we support, because of their trauma history, may need a lot of patience and support in managing their emotions and behaviours. It is important to remember that all behaviour, including challenging behaviour, is communicating something, and as a supportive person in the young person's life, it is our job to listen, and respond in a therapeutic way. To assist us with this, as well as the TSP, we may at times also choose to develop a Positive Behaviour Support and Intervention Plan (PBISP) to identify specific strategies of support for the young person.

Some questions you may wish to ask the young person are outlined below:

- Things/activities that make me feel happy are... because...
- When I'm happy, some of the things I do are...
- I feel sad when... because... and when I am sad I do...
- I feel nervous when... because... and when I feel nervous I...
- I become angry or frustrated when... Because... and when I am angry or frustrated I...
- The three things I can do to help me manage my emotions are...
- The behaviour I would most like to work on is...
- The good habits I'd like to keep doing are...

**this is a good opportunity to encourage people we support to use 'I statements'.*

When people we support are in SIL Programs, they have already started to assert their independence. This may include making impulsive or risky choices that could place them in unsafe potentially dangerous situations. It is important to remember that impulsive or risky behaviour is developmentally appropriate for people we support, and that as supportive adults in the young person's life, we must be confident in engaging in difficult conversations about these behaviours. Whether a young person is living in a SILP placement, their own private residence, or an alternative placement such as foster or residential care, it is important for the safety and wellbeing of the young person, community and staff.

The below checklist is a useful tool to facilitate people we support to identify risks and inform planning to build their risk-assessment skills and achieve goals, helping to keep them safe.

Risk behaviours	Yes	Sometimes	No
I know how to cope if I feel depressed, angry or lonely.			
I engage in behaviours I know will have a negative impact on me, such as: <ul style="list-style-type: none"> • Promiscuous or unsafe sexual activity; • Unlawful/offending behaviour; • Gambling; and/or • Self-harming. 			
I engage in substance misuse (e.g. alcohol, illegal drugs, chroming, glue sniffing, prescription or over the counter medication) <i>*Explore frequency and substance type</i>			
Someone (e.g. family, friend, worker) is concerned about my level of risky behaviour.			
I know of some way to reduce the risks and harm associated with my risky behaviour and can use a safety plan if needed.			
I am currently engaged in support services to help me manage my risky behaviour.			

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I would like help from a support service to help me manage my risky behaviour.			
I need to work on my risky behaviour at this time.			
I am interested in changing my risky behaviour.			

**when speaking to the young person about risky behaviour/s; it is important to engage in open and honest conversation, ask questions, don't make assumptions, and share your observations with the young person. Don't be afraid to challenge a young person, in a respectful way, research has shown that being open regarding this does not correlate with an increase in this activity, or 'putting ideas in a young person's head'.*

Communication and social skills

A key component of building and maintaining positive relationships is having effective communication and social skills. People we support need to be supported in how to appropriately communicate so that they can attend appointments, interview and maintain employment, advocate for themselves. We assist people we support to achieve this through modelling appropriate communication and behaviour, and through engaging in open conversations about the way that a young person interacts with others. You can use the below simple checklist as a professional reflection about a young person, or go through this with them to assess their confidence.

Scale: 1 – not confident at all, 2 – some confidence, 3 – mostly confident, 4 – very confident.

Communication and social skills	Scale
I can talk about myself generally.	
I explain how I am feeling (like angry, happy).	
I talk about things that are worrying me and ask for help when I need it.	
I communicate with my friends in a positive way.	
I communicate with support agencies when I need assistance.	
I ask questions to make sure I understand something that someone has said.	
When I disagree with someone I try to find a compromise.	
I have at least one responsible person that I can talk to if I need to _____ (ask YP to identify this person).	
I am polite to others.	
I respect other people's belongings.	
I respect other people's way of looking at things, their lifestyles and attitudes.	
I avoid relationships that are hurtful or dangerous.	
I am able to maintain my privacy by ensuring that I only share personal information with 'safe' people.	
If you needed help from someone, what would you do? <input type="checkbox"/> Directly ask for help <input type="checkbox"/> Hint that you need help without directly asking for it <input type="checkbox"/> Mention it in front of people in the hope that someone will help <input type="checkbox"/> Bargain that you will do something for your friend if your friend does something for you? <input type="checkbox"/> Other _____	

**Ask the young person if there is anything they would like to change about their communication or social skills, and what supports can be provided to assist with this.*

Legal matters

The legal matters section is about looking at more than just criminal behaviours. At different times in a young person's life, it is possible that they will need to find out what their rights and responsibilities are in a situation, and will need to know where they can go to seek help. Legal issues that they might need to know about now or in the future include, employment or sales contracts, driving rules, voting, discrimination, making a complaint, and credit. In some regions, free community legal services are already established to help people we support to manage legal difficulties as they arise, it is important to help people we support to connect with these services *before* they are required. These services may be able to assist with advocating for people we support regarding hardship, exemptions and special circumstances in order to manage additional pressures and stress. People we support may not be aware that there are alternatives that they can consider, such as a 'Fine Option Order' to conduct community service as an alternative to payment of a fine.

A basic Legal 'health check' is outlined below:

- Fines – SPER:
 - Have you received any fines or infringements that you can't pay?
 - Do you currently have a SPER debt? If yes, for how much?
 - Are you currently paying the SPER debt off by instalments, or through a Fine Option Order (community service)?
 - If not, would you like help to apply for an instalment plan or a Fine Option Order?
- Youth Justice/ offending:
 - Are you due to appear in Court for breaking the law?
 - Have you previously been involved with Youth Justice? Why?
 - Are you currently subject to Youth Justice orders such as community service or probation? Please provide details.
- Other matters:
 - Are there any other legal matters that you would like more information or support about? E.g. domestic violence, contracts, driving, discrimination or family law.
- Support:
 - Do you know how to access legal advice or support if required?
 - Would you like help to access legal support?

Transition to adulthood

This section is all about preparing the young person to go out into the world as an adult, where they may not have the support of MC or the Department anymore. The focus is to help people we support to identify gaps and be prepared to solve problems before they become concerns, and to help the people we support to be as ready as they can be in transitioning to adulthood.

The below list is contained in the SILP TSP as a checklist, and identifies the minimum administrative tasks that the SILP aims to complete with a young person during their engagement with the program.

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Does the young person have the following?

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| <ul style="list-style-type: none"> • Tax File Number • Birth Certificate • Medicare Card • Health Care Card • Driver License (Learner/ provisional/ open) | <ul style="list-style-type: none"> • Enrolment to vote (and understands how to vote) • Savings bank account • Everyday bank account • Housing application submitted • Alternate housing referrals submitted |
|--|--|

As with any component of SIL Programs, young people's engagement and participation in assessment, planning, and decisions that impact on their life is vital, not only to the successful outcomes for the young person, but also to ensure that the young person is empowered in making decisions about their future. Through engagement with the young person we ask them to identify their goals and priorities, and also discuss, sometimes challenging them, based on SILP assessment of their needs, and identified tasks that we know are important considerations for their future independence.

Through assessment and planning, ask the young person the below questions, and keep these in the forefront when making decisions or setting goals that impact on a young person's transition to adulthood.

- What are the three things about transitioning from care that you want to learn in the next few months?
- What do you think is the most important thing for you to work on right now?
- What do you need to do to get together all the information and documents you want about yourself?
- Do you know where original copies of your personal information are kept (e.g. birth certificate, identification, medical history, copies of applications)?
- Do you know what information is available and how to request this information?
- How are you going to get the personal information you need? How can your worker help you?

With the support of SILP, the Department, and other key stakeholders, young people are also supported to identify funding available to them, and to seek approval and access this funding through the relevant agencies. It is important to engage in discussions with the young person and the Department to ascertain whether they have accessed brokerage funds or other state payments such as Transition to Independent Living Allowance (TILA) or Youth Housing & Reintegration Service (YHARS), what has been funded, what other funding is available, and plans for application and purchase of items. Due to the time taken to achieve this task, it is important that this is completed in a planned, and timely way to ensure that items that a young person may require access to upon transition to adulthood, especially when transitioning into long-term accommodation, is available to them.

Related Documents
FS DOC RCaTS SILP Handbooks FS PROC RCaTS SILP Tenancy Support Queensland Out-of-Home Care Outcomes Framework FYP Library for assessment tool resource: https://mercynet.sharepoint.com/sites/Intranet/policies/Pages/fypslibrary.aspx

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