

Healthy Living Plan Section 3: Transition Planning

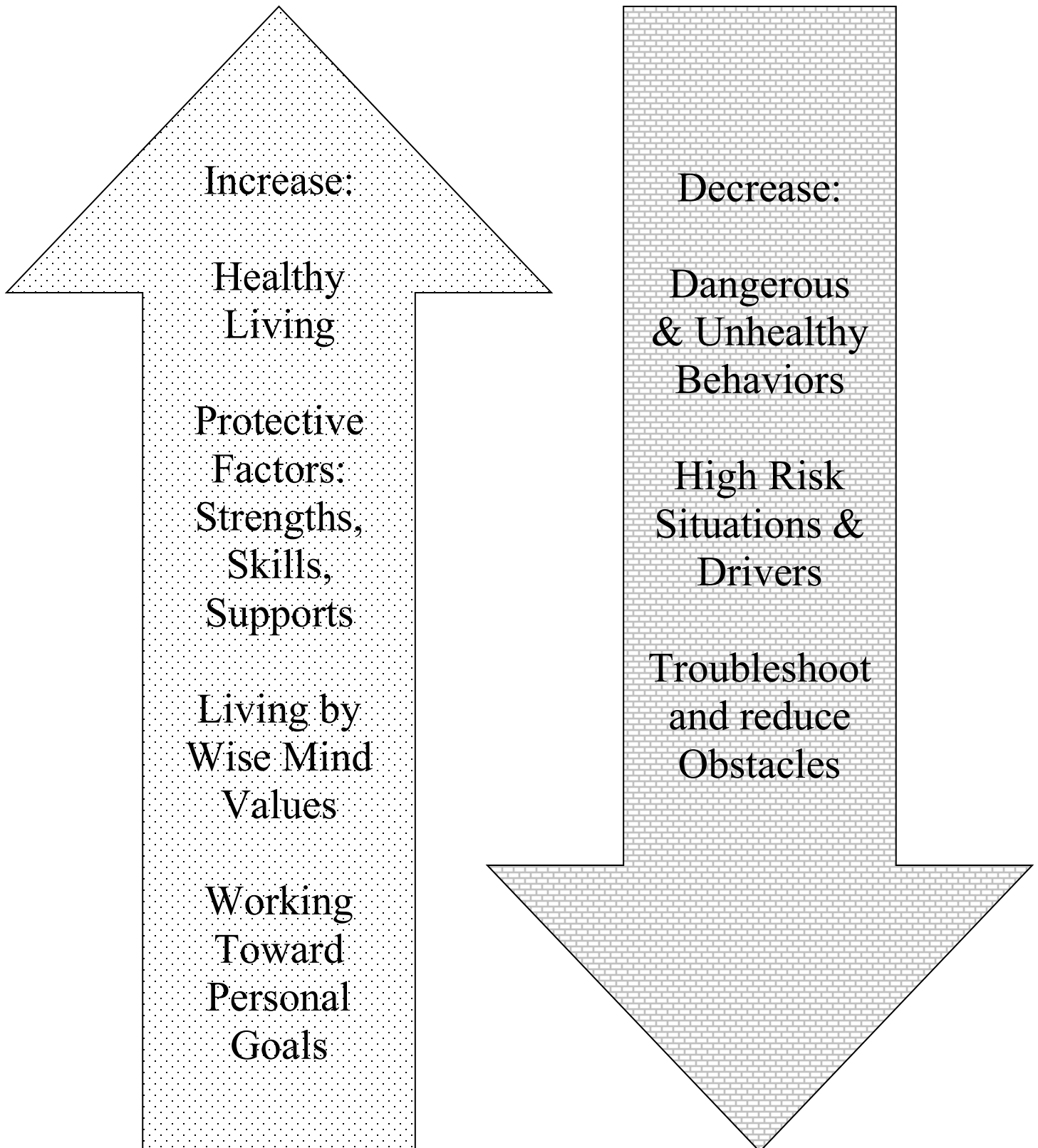
- Lists of Key Drivers & Key Skills
- Detailed Plans to address Drivers
- Detailed Plans to work on Goals



Comments regarding Section 3:

- The youth begins working on this section of the Healthy Living Plan no later than 90 days prior to release from an institutional setting.
- The youth and counselor use information from sections one and two to complete the lists and plans in this section.
- Remember, the goal is a balance between reducing risk and vulnerability and increasing protective factors (increasing skills, strengths and supports, Wise Mind value-driven and goal-oriented behavior).
- Plans need to be specific, behavior, and attainable. It is very important that the youth identify supports that he can be accountable to regarding his plans and commitments.
- You will give the completed plan to the SOTC, who will forward it to the regional SOTC. If possible, a brief meeting between you, the youth and the SOTC could be very helpful.
- If possible, you could also send a copy of the plan to the youth's family.
- **Be sure the youth knows that the SOTC will be communicating with people in the community about the HeLP (community counselor, SOTP, family).**

The Goal of Healthy Living





My Master List of Drivers (Protective Factors)

*You've come a long way! You've figured out how lots of different drivers can influence YOUR behavior. This is the place for you to look at the most important drivers that can **PROTECT** you from trouble and help you reach your goals AND the drivers that most put you at **RISK** for future trouble.*

List whether the driver is a thought, belief, emotion, action, body sensation, rewarding outcome, or something in the environment. Use as many sheets as you need.

#__ Driver for Success (Protective Factor)

What behaviors does this driver influence?

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My Master List of Drivers (Risk Factors)

Use as many sheets as you need.

___ Driver for Trouble (RiskFactor)

What behaviors does this driver influence?

___ Driver for Trouble (RiskFactor)

What behaviors does this driver influence?

___ Driver for Trouble (RiskFactor)

What behaviors does this driver influence?



My Master List of Drivers (Risk Factors)

Use as many sheets as you need.

___ Driver for Trouble (RiskFactor)

What behaviors does this driver influence?

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My Big Three!

This is a master list of the skills that help me deal with my targets and drivers, live my values, and work toward my goals:

Skill _____

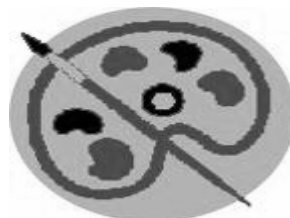
How does the skill help me- *How does it help me deal with a risk factor, get a goal or live my values?*

Skill _____

How does the skill help me- *How does it help me deal with a risk factor, get a goal or live my values?*

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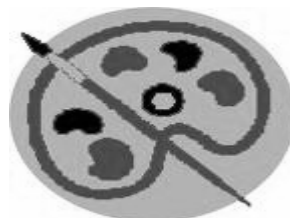
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Problem Solving the FUNCTION of a Behavior

All behavior has a function for us, even behavior that causes problems. Our behaviors are often attempts to solve a problem (Example to get rid of boredom or anger, to get people to like us, to feel successful, to protect a family member).

The behavior I am working on here is:

The function I was trying to serve with the behavior was:

Does this function make sense? Yes No

If yes, write a Validation for this function- why does the function makes sense? (Note: The function of your behavior may make perfect sense, while the behavior may have been an invalid and unsafe way to try to solve your problems or deal with challenges)

Write your **Plans** to address this function in the future using behaviors that don't cause problems, or hurt you or somebody else. Write your **If-Then Plans** to troubleshoot obstacles that may get in the way of your plans.

Plan #1	<hr/> <hr/> <hr/>
If - Then #1	<hr/> <hr/> <hr/>
Plan Ex #2	<hr/> <hr/> <hr/>
If - Then #2	<hr/> <hr/> <hr/>
Plan Ex. #3	<hr/> <hr/> <hr/>
If - Then #3	<hr/> <hr/> <hr/>



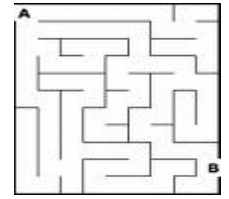
Problem Solving my Target Behaviors (Illegal, Unsafe, or High Risk Behaviors)

We are going to look at a problem behavior here, and build a plan to prevent it from happening again.
The BEHAVIOR I am working on here is:

My plan to deal with this behavior (Skills, Strengths, Supports) & My If-Then Plans:

Describe your plans to deal with this target behavior and your “If-Then” back-up plans for how you will troubleshoot with problems you might face when you use your plans.

Plan #1	
If-Then #1	
Plan Ex #2	
If-Then #2	
Plan Ex. #3	
If-Then #3	
Plan Ex #4	
If-Then #4	
Plan Ex. #5	
If-Then #3	



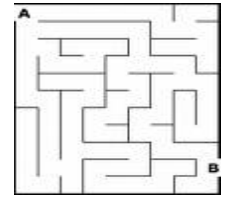
Problem Solving my Goals

(Use a worksheet for each goal)

Goal & Value (describe the goal and what value is driving your goal):

My plan to work on this goal (Strategies- Skills, Strengths, Supports).

Step #1	<hr/> <hr/> <hr/>
If - Then #1	<hr/> <hr/> <hr/>
Step Ex #2	<hr/> <hr/> <hr/>
If - Then #2	<hr/> <hr/> <hr/>
Step Ex. #3	<hr/> <hr/> <hr/>
If - Then #3	<hr/> <hr/> <hr/>
Step #4	<hr/> <hr/> <hr/>
If - Then #4	<hr/> <hr/> <hr/>
Step #5	<hr/> <hr/> <hr/>
If - Then #5	<hr/> <hr/> <hr/>



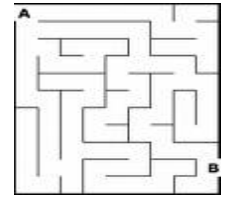
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If - Then #1	<hr/> <hr/> <hr/>
Step Ex #2	<hr/> <hr/> <hr/>
If - Then #2	<hr/> <hr/> <hr/>
Step Ex. #3	<hr/> <hr/> <hr/>
If - Then #3	<hr/> <hr/> <hr/>
Step #4	<hr/> <hr/> <hr/>
If - Then #4	<hr/> <hr/> <hr/>
Step #5	<hr/> <hr/> <hr/>
If - Then #5	<hr/> <hr/> <hr/>



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Step #1	<hr/> <hr/> <hr/>
If - Then #1	<hr/> <hr/> <hr/>
Step Ex #2	<hr/> <hr/> <hr/>
If - Then #2	<hr/> <hr/> <hr/>
Step Ex. #3	<hr/> <hr/> <hr/>
If - Then #3	<hr/> <hr/> <hr/>
Step #4	<hr/> <hr/> <hr/>
If - Then #4	<hr/> <hr/> <hr/>
Step #5	<hr/> <hr/> <hr/>
If - Then #5	<hr/> <hr/> <hr/>