



Transition to Independence Process (TIP) Model

TIP Model Definition & Guidelines for improving the progress & outcomes with youth & young adults

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The Transition Handbook is available

The new *Transition Handbook* (2009) contains the fully updated *TIP System Development and Operations Manual* as Chapter 2.

- ❖ The *Operations Manual* describes the entire *Transition to Independence Process (TIP)* model.
- ❖ Navigating the Obstacle Course: An Evidence-Supported Community Transition System (Chapter 2) -- Hewitt B. "Rusty" Clark & Karen Hart

The *Transition Handbook*:

- ❖ Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adult with emotional or behavioral difficulties: An evidence-supported handbook*. Baltimore: Brookes Publishing.
- ❖ Brookes Publishing Company web site: www.brookespublishing.com/clark or through **Amazon.com**
- ❖ For more information regarding the *Transition Handbook* or the *TIP system*, visit our TIP website.
 - www.TIPstars.org

NNYT is the Purveyor of the TIP Model

The mission of the *National Network on Youth Transition for Behavioral Health (NNYT)* is to improve the progress and outcomes of youth and young adults (14-29 years of age) with emotional/behavioral difficulties (EBD) and the responsiveness of transition systems to their families.

This mission is accomplished by:

- NNYT embracing the ideas, cultures, passions, and voices of youth and young adults as it partners with them in the development and evaluation of improved service systems for them and their families.
- NNYT conducting program implementation, system development, research, and dissemination in collaboration with provider agencies, community collaboratives, states, and national/federal entities.

Operationally NNYT serves the following major functions:

- Implementation of the *Transition to Independence Process (TIP) model* which is an evidence-supported practice for youth and young adults with EBD.
 - Under the guidance of NNYT leadership, the Stars Behavioral Health Group (SBHG) **Stars Training Academy** serves as the official **NNYT Purveyor** to assist agencies and communities in the implementation of the TIP model for improving the outcomes of youth and young adults.
- The **NNYT Certification Board** oversees the certification of NNYT TIP Model Consultants, TIP Model Sites, TIP Model Assessors, and NNYT TIP Model Site-Based Trainers.
- NNYT Certified TIP Model Consultants are also assisting communities, states, and national/federal entities regarding **policy and system reforms** that enable agencies and community collaboratives to implement effective transition programs.
- Several of the NNYT Faculty and Consultants are involved in **research, evaluation, and continuing quality improvement efforts** related to transition to adulthood issues. NNYT has an extensive array of Fidelity and Continuing Quality Improvement tools that it makes available to its sites to support implementation and sustainability of effective transition systems.

The home-base for NNYT is with Hewitt B. "Rusty" Clark in Tampa Florida and at the Stars Behavioral Health Group (SBHG) in Long Beach California.

- For more information, please visit our TIP model website:

www.TIPstars.org

FILE: TIP Model Define & Guidelines BRIEF ORIENTATION WORKSHOP Handout
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Transition to Independence Process (TIP) Model

Lighting the Way to Independence for Youth and Young Adults

Definition of the TIP Model

TIP Model Definition

The Transition to Independence Process (TIP) model was developed for working with youth and young adults (14-29 years old) with emotional/behavioral difficulties (EBD) to: a) engage them in their own futures planning process; b) provide them with developmentally-appropriate, non-stigmatizing, culturally-competent, trauma-informed, and appealing services and supports; and c) involve them and their families and other informal key players in a process that prepares and facilitates them in their movement toward greater self-sufficiency and successful achievement of their goals related to relevant transition domains (i.e., employment/career, educational opportunities, living situation, personal effectiveness/wellbeing, and community-life functioning). The TIP model is operationalized through seven guidelines and their associated practices that drive the work with young people to improve their outcomes and provide a transition system that is responsive to their families.

Theory and Research Underpinnings for the TIP Model

The TIP model is an evidence-supported practice based on six published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD). If you want to learn more regarding these research findings, please access the *Theory and Research Summary of the TIP Model* through the TIP website: www.TIPstars.org

Transition Facilitators

To ensure the continuity of planning, services, and supports, the TIP system is implemented directly by **transition facilitators** who work with the young people, their parents, and other informal and formal support people.

- The term *transition facilitator* is used to emphasize the function of **facilitating** the young person's future, not directing it.
- Different sites and service systems use similar youth-friendly terms such as transition specialist, resource coordinator, mentor, transition coach, TIP facilitator, service coordinator, or life coach.
- The role of transition facilitators with young people, their parents, and other informal and formal key players is described in detail in the *Transition Handbook*.

Independence and Interdependence

The TIP model promotes independence. However, the concept of "interdependence" is central to working effectively with young people. This concept nests the focus of independent functioning (e.g., budgeting money, maintaining a job) within the framework of young people learning that there is a healthy, reciprocal role of supporting others and receiving support from others (i.e., social support network for emotional, spiritual, and physical wellbeing).

Table 1. TIP Model Guidelines

1. Engage young people through relationship development, person-centered planning, and a focus on their futures.

- ◆ Use a strength-based approach with young people, their families, and other informal and formal key players.
- ◆ Build relationships and respect young persons' relationships with family members and other informal and formal key players.
- ◆ Facilitate futures planning and goal setting.
- ◆ Include prevention planning for high-risk behaviors and situations, as necessary.
- ◆ Engage young people in positive activities of interest.
- ◆ Respect cultural and familial values and young persons' perspectives.

2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, trauma-informed, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant transition domains.

- ◆ Facilitate young persons' goal achievement across relevant transition domains (Refer to Figure 1 & Table 3).
 - Employment and Career
 - Educational Opportunities
 - Living Situation
 - Personal Effectiveness & Wellbeing
 - Community-Life Functioning
- ◆ Tailor services and supports to be developmentally-appropriate; addressing the needs and building on the strengths of young people, their families, and other informal key players.
- ◆ Ensure that services and supports are accessible, coordinated, appealing, trauma-informed, and non-stigmatizing.
- ◆ Balance the transition facilitators' role with that of the young person, their parents, and other informal and formal key players.

3. Acknowledge and develop personal choice and social responsibility with young people.

- ◆ Encourage problem-solving methods, decision making, and evaluation of impact on self and others.
- ◆ Balance one's work with young people between two axioms:
 - Maximize the likelihood of the success of young people.
 - Allow young people to encounter natural consequences through life experience.

4. Ensure a safety-net of support by involving a young person's parents, family members, and other informal and formal key players.

- ◆ Involve parents, family members, and other informal and formal key players.
- ◆ Parents, family members, or other informal key players may need assistance in understanding this transition period or may need services/supports for themselves.
- ◆ Assist in mediating differences in the perspectives of young people, parents, and other informal and formal key players.
- ◆ Facilitate an unconditional commitment to the young person among his/her key players.
- ◆ Create an atmosphere of hopefulness, fun, and a future focus.

5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.

- ◆ Utilize information and data from strength discovery and functional assessment methods.
- ◆ Teach meaningful skills relevant to the young people across transition domains.
- ◆ Use in-vivo teaching strategies in relevant community settings.
- ◆ Develop skills related to self-management, problem-solving, self-advocacy, and self-evaluation of the impact of one's choices and actions on self and others.

6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.

- ◆ Focus on a young person's goals and the tracking of his/her progress.
- ◆ Evaluate the responsiveness and effectiveness of the TIP system.
- ◆ Use process and outcome measures for continuous TIP system improvement.

7. Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels.

- ◆ Maximize the involvement of young people, family members, and other informal and formal key players, and relevant community representatives.
- ◆ Tap the talents of peers and mentors:
 - Hire young adults as peer associates to work with transition facilitators and young people (with possible functions such as mentoring, counseling, public education, and/or youth leadership development).
 - Assist young people in creating peer support groups and youth leadership opportunities.
 - Use paid and unpaid mentors (e.g., co-worker mentors, college mentors, apartment roommate mentors).
- ◆ Partner with young people, parents, and others in the TIP system governance and stewardship.
- ◆ Advocate for system development, expansion, and evaluation -- and for reform of funding and policy to facilitate implementation of responsive, effective community transition systems for youth and young adults and their families.

NOTE: Adapted from Clark & Foster-Johnson (1996), Clark, Unger, & Stewart (1993), Clark et al. (2000), and Clark & Hart (2009).

Table 2: Personnel Competencies for Working Effectively

TIP Model Core Practices:

- Strength Discovery and Needs Assessment
- Futures Planning
- Rationales
- In-vivo Teaching
- SODAS: Social-Problem Solving
- WHAT'S UP?: Prevention Planning on High Risk Behaviors & Situations
- SCORA: Mediation with Young People and Other Key Players

ENGAGERS: Qualitative Features of Interactions:

- Was the quality of the interaction appropriate to the situation?
 - Encourage sharing of thoughts, feelings, & ideas
 - Neutralize your own judgmental reactions
 - Gesture with eye-contact, facial expressions, & body language
 - Ask Open-ended questions
 - Give Affirmations & descriptive praise
 - Express empathy, concern, care, & encouragement
 - Reflect for Understanding
 - Summarize & offer assistance, as necessary

Futures planning with youth and young adults involves a youth-driven planning

process. The conceptual framework for the planning process is "Planning Partners / Necessary Connections".

◆ **Planning Partners**

- *Planning partners* are selected by young person.
- YP might choose *different* key players to serve as *planning partners* for *different* topics, needs, or goals.
- Most of the time it's just the YP and his/her transition facilitator (TF) meeting. Older young and young adults typically prefer this one-on-one format for their Futures Planning.
- When a YP does include other key players to serve as *planning partner(s)* for a topic, the YP may only want one or two additional people (e.g., YP, transition facilitator, and parent depending on the topic and his/her sense of the relevance of having others involved in the planning).
- TF or other planning partner offers to assist YP in preparing to make the "necessary connection(s)." E.g., Role play how the YP will discuss issues with probation officer; Role play how to present goals or advocate for him/herself in Wraparound meeting; Attend required child welfare meeting with the YP to support him/her in presenting his/her plans.

◆ **Necessary Connections**

- Young person's topic/need/goal determines who is a "*necessary connection(s)*" (e.g., landlord, probation officer, psychiatrist, vocational rehabilitation counselor, community college instructor) for him/her to make progress on this topic, need, or goal.
- YP and TF or other *planning partner* would contact, plan, and/or negotiate with the *necessary connection(s)* regarding any actions or issues that have evolved from the YP's Futures Planning that are relevant to the *necessary connection*.
- *Necessary connections* can include standing group meetings (e.g., a family Wraparound meeting) or required system meetings (e.g., IEP, Child Welfare, Court hearing). The YP and his/her *planning partner(s)* may work with the coordinator for a meeting to ensure that the YP's goals are a part of the agenda and/or a *planning partner* may accompany the YP to the meeting.

Transition Domains

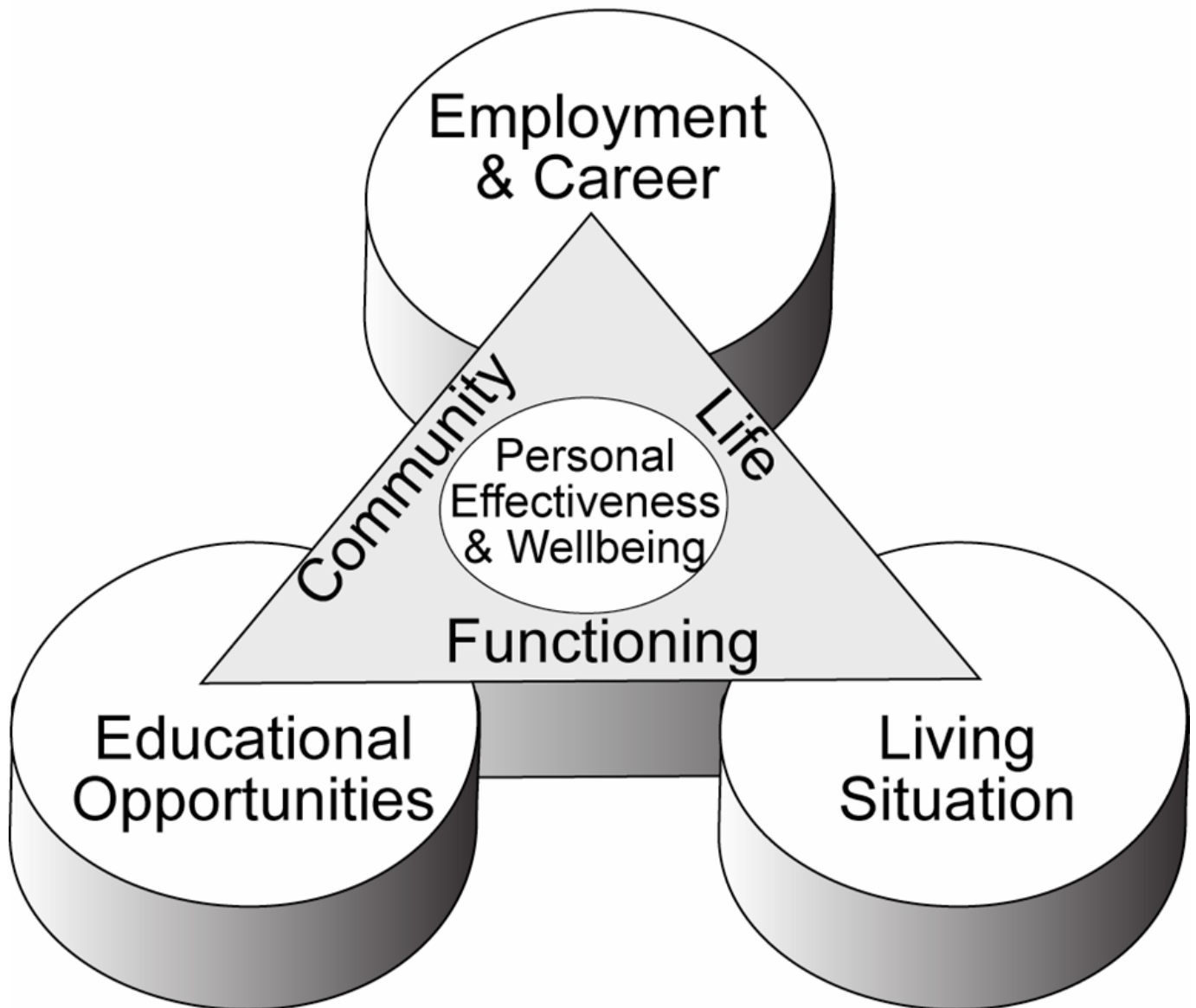


Figure 1. The Five Transition Domains: The three setting domains of **Employment/Career**, **Educational**, and **Living Situation** -- and the **Personal Effectiveness/Wellbeing** and the **Community-Life Functioning** domains shown in this figure are useful in capturing young people's attention and their focus on their futures. The last two domains encompass several sub-domains that are relevant to success in each of the other domains. (See Table 3 for a complete listing of the domains and sub-domains).

Table 3: Transition Domains

Employment & Career

- Competitive employment site.
- Work experience, paid or unpaid, at competitive or entrepreneurial worksite (e.g., apprenticeship with employee serving as coworker mentor).
- Supported employment (e.g., paid placement at competitive worksite with formal support, like a job coach).
- Transitional employment opportunities, paid or unpaid, at a noncompetitive worksite placement.

Educational Opportunities (Career-Track Training)

- Bachelor's degree or beyond.
- Associate's degree.
- Vocational or technical certification.
- High school completion or GED certificate.
- Work place educational programs where placement is related to school/college enrollment.

Living Situation

- Independent residence (e.g., living in an apartment with a roommate).
- Residing with natural, adoptive, or foster family.
- Other family situation (e.g., girlfriend's family, extended family).
- Semi-independent living (e.g., service coordinator assists but does not live on-site).
- Supported living (e.g., supervised apartment with live-in mentor or on-site support staff at apartment complex).
- Group home or boarding home.
- Restrictive setting (e.g., crisis unit, residential TX center, detention center).

Personal Effectiveness & Wellbeing (Table 2 Continued)

Interpersonal Relationships: Family, Friends, & Mentors

- Relationship development & maintenance of friendships.
- Balance of independence & interdependency with family members.
- Dating skills & development/maintenance of intimate relationships.
- Maintenance of relationships with mentors & informal key players.

Emotional & Behavioral Wellbeing

- Create reciprocal relationships with others.
- Expression of care & concern for others.
- Social skills (e.g., positive feedback to others, acceptance of negative feedback, self monitoring, self-evaluation).
- Assertiveness skills & conflict resolution skills.
- Coping with stress & ability to relax.
- Management of anger & moods.
- Spiritual wellbeing
- Self-management of psychotropic medications & side-effects.
- Manage use of alcohol & drugs.
- Avoid physical confrontations & criminal activities.
- Avoid danger to self & others.

Self-Determination

- Social problem solving (e.g., generate alternative options, make informed decisions).
- Set goals & develop plans for achieving such.
- Evaluate one's progress in achieving goals.
- Accept one's strengths & limitations.
- Advocate for one's rights & positions.

Communication

- Express one's ideas & feelings through speaking & listening.
- Reading & writing skills for learning, fun, & communication.
- Knowledge of information sources (e.g., use of library, authorities, Internet communications, & other resources).
- Study & learning skills for gaining & applying new information.
- Cyberspace safety (e.g., revealing personal information, meeting contacts in person, use of credit cards on-line).

Physical Health & Wellbeing

- Health care & fitness (e.g., balance diet, physical activity).
- Recognizing when to see a physician.
- Self-management of over-the-counter & prescription medications & possible side effects.
- Knowledge of sexual functioning & birth control (e.g., prevention of sexually-transmitted diseases & unwanted pregnancies).
- Ability to access medical & dental services.

Parenting

- Health of mother for the prenatal fetus (e.g., balance diet, physical activity, adequate sleep, no smoking).
- Recognizing when to see a physician for prenatal & postnatal care.
- Young adult male supports girl friend/spouse in promoting the health of the mother & baby.
- Young adult male & female assuming responsibility for rearing the children (e.g., care & discipline, behavioral parenting practices, providing home setting, finances).

Community-Life Functioning

Daily Living

- Self care.
- Maintenance of living space & personal possessions.
- Money management.
- Cooking & nutrition.
- Maintenance & security of personal & financial documents.
- Safety skills (e.g., avoid dangerous situations, prevent victimization).

Leisure Activities

- Entertaining one's self.
- Activities with others.
- Creating indoor & outdoor activities of interest & fun.
- Places of entertainment & fun.
- Safe & healthy activities (e.g., Cyberspace safety precautions, safe routes for walking, biking, & driving at different times of the day, choice of friends).

Community Participation

- Mobility around the community.
- Access & use of relevant community agencies & resources.
- Citizenship responsibilities, knowledge of basic rights & responsibilities.
- Community social support (e.g., peer groups, community organizations).
- Access to legal services.
- Cultural & spiritual resource



Implementation of the TIP Model

- ❖ Community agencies or a community collaborative interested in the implementation of the TIP model in their community would work with the **National Network on Youth Transition for Behavioral Health (NNYT)**.
 - *The NNYT Stars Training Academy* serves as the TIP Model **Purveyor organization**.
 - The **mission** of NNYT is to improve the progress and outcomes of youth and young adults (14-29 years of age) with emotional/behavioral difficulties (EBD) and the responsiveness of transition systems to their families.
 - The **Transition to Independence Process (TIP) model** is an **evidence-supported practice** for youth and young adults with EBD with numerous published studies demonstrating improvements in real-life functioning and outcomes.

- ❖ TIP Model Site: (Site seeking fidelity to the TIP model).
 - Adopt the entire TIP model to ensure the effectiveness of its services.
 - Maintain training and technical assistance from the TIP Model Purveyor organization.
 - The NNYT Stars Training Academy will arrange for a TIP Model Consultant(s) to come in for three site visits per year for the first two years with teleconferencing designed to facilitate adherence to the model (e.g., Case-Based Reviews).
 - Subsequent years typically involve at least one site visit per year with teleconference supports.
 - NNYT Faculty Consultants are focused on assisting sites in building site-capacity to ensure sustainability over time.
 - Establishing Site-Based Trainers to build sustaining capacity at the site.
 - Transition Program Fidelity Assessment for Continuing System Improvement is typically conducted in Years 2 or 3 to ensure fidelity to the model and effectiveness of services – and then conducted every three years subsequently.

- ❖ TIP Informed Site:
 - Adopt or adapt the TIP guidelines and associated practices.
 - Will ensure that frontline and supervisory personnel maintain competencies in the TIP guidelines and associated practices.



Transition to Independence Process (TIP) Model

Lighting the Way to Independence for Youth and Young Adults

Competency Enhancement Training & Technical Assistance for improving the progress and outcomes of youth and young adults

The **NNYT Faculty Consultants** provide *competency training* and technical assistance to personnel who work with transition-age youth and young adults (14-29 years of age) and their supervisors and program managers. This personnel training and technical assistance focuses on:

- **Personnel competency enhancement.**
 - Training on the TIP model principles & applications.
 - Competency training on TIP model practices.
 - Strength Discovery and Needs Assessment
 - Futures Planning
 - Rationales
 - In vivo Teaching
 - Social-Problem Solving (SODAS)
 - Prevention Planning on High Risk Behaviors and Risky Situations (WHAT'S UP?)
 - Mediation with Young People and Other Key Players (SCORA)
 - Orientation to strategies for integrating within the TIP model other agency established practices for targeted clinical needs (e.g., SPARCS, Behavior Analysis Functional Assessment & Treatment, ART, WRAP).¹
- **Describe applications** of the TIP model in other community settings and agency consortiums -- and explore means of incorporating the TIP model and practices at your site.
- Provide **practice opportunities** for transition personnel to apply the TIP system practices.
- **Assist supervisors** in the use of office-based, team-based, and field-based coaching of personnel for implementation of the TIP model.
- **Establish site capacity** for sustaining the TIP model (e.g., Site-Based Trainers, TIP Solutions Review process, Web-based training modules for orienting new personnel to the TIP model).
- Provide your site with technical assistance on the use of **quality assurance systems** (Fidelity QI Probes) and **evaluation tools** (e.g., TAPIS Progress Tracker) for continuing quality system improvement.
- Creation of a "**TIP Community of Practice**" at your site and with community partners to build a transition system.

Please consider visiting our TIP model website: www.TIPstars.org