



Transition to Independence Process (TIP) System

TIP Definition and Guidelines

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TIP website: <http://tip.fmhi.usf.edu> NNYT website: <http://nnyt.fmhi.usf.edu>

The complete revised *TIP System Development and Operations Manual* is available through the TIP Website: <http://tip.fmhi.usf.edu>

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	<p style="text-align: center;">Revision of <i>TIP Operations Manual</i></p> <p>I have recently revised the <i>TIP System Development and Operations Manual</i> to clarify some issues that were not adequately described previously and to incorporate new knowledge, experience, and findings. This revised manual includes suggested changes from young people, parents, and program personnel, as well as, revisions based on research and program development efforts by our NNYT Research Team and that of other programmatic and research personnel.</p> <p style="text-align: right;">Dr. Hewitt B. "Rusty" Clark</p>
	<p style="text-align: center;"><i>Please visit our updated TIP website and NNYT website:</i></p> <p style="text-align: center;">http://tip.fmhi.usf.edu</p> <p style="text-align: center;">http://nnyt.fmhi.usf.edu</p>
	<p style="text-align: center;"><i>Adapting the TIP System to Your Community</i></p> <p>The <i>TIP System Development and Operations Manual</i> provides a framework for the establishment and maintenance of the TIP system. However, the manual may need to be modified to fit the community in which the TIP system is being established (e.g., agency configuration, target population, service and support needs). For permission to adapt this manual for use by your community, please write Dr. Hewitt B. "Rusty" Clark.</p>
	<p style="text-align: center;">A Book on the TIP System and Transition Issues H.B. Clark and M. Davis (Eds.) April 2000, Second Printing-November 2002</p> <p style="text-align: center;"><i>Transition to Adulthood: A Resource for Assisting Young People with Emotional or Behavioral Difficulties</i></p> <p style="text-align: center;">Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. Call toll-free 800-638-3775; Fax 410-337-8539 or order on line at http://www.brookespublishing.com/</p>

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, 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 system is operationalized through seven guidelines and their associated practices that drive the work with young people and provide the framework for the program and community system to support these functions.

TIP System Guidelines

1. Engage young people through relationship development, person-centered planning, and a focus on their futures.
2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate -- and build on strengths to enable the young people to pursue their goals across relevant transition domains.
3. Acknowledge and develop personal choice and social responsibility with young people.
4. Ensure a safety net of support by involving a young person's parents, family members, and other informal and formal key players.
5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.
6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.
7. Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels.

Theory and Research Underpinnings for the TIP Model

The TIP model is considered to be 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 download the document entitled, *Theory and Research Summary of the TIP Model* -- available through the TIP website: <http://tip.fmhi.usf.edu>.

Other Aspects of the TIP Model

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 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 will be described in detail throughout this manual.

Independence and Interdependence

The TIP system 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 support).

Self-Determination

The concept of *self-determination* is one that the fields of education and psychology are attempting to define (Field & Hoffman, 1996; Martin & Marshall, 1995; Rusch & Chadsey, 1998). In order to operationalize this concept as much as possible, it can be defined as the ability to: 1) set goals that are likely to improve one's quality of life; 2) formulate alternative strategies; 3) choose among the strategies to find the most viable ones for achieving each goal; 4) implement the selected strategies; and 5) evaluate one's progress in achieving the goals.

Some of the personal skills associated with self-determination are: choice clarification, decision-making, goal setting, creativity, delayed gratification, self-advocacy, assertiveness, self-monitoring, self-evaluation, and self-reinforcement.

Table 1. TIP System 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, 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, 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), and Clark et al. (2000).

Table 2

Personnel Competency Enhancement

Competency training on TIP model core practices.

- Strength Discovery and Needs Assessment
- Futures Planning
- Rationales
- In vivo Teaching
- Social-Problem Solving (SODAS)
- Prevention Planning on High Risk Behaviors and Situations
- Mediation with Young People and Other Key Players

Qualitative Features of Interactions:

Was the quality of the interaction appropriate for the situation?

- Solicit youth's input throughout interactions.
- Acknowledge youth's input (active listening).
- Remain non-judgmental
- Pleasant & steady voice tone (avoid lecturing).
- Express enthusiasm where appropriate.
- Facial expressions/Eye contact/Body language to match.
- Express empathy, concern, care, &/or encouragement.
- Offer assistance, as appropriate.
- Set limits and expectations, as necessary.
- Use positive descriptive praise.

TIP model implementation and site sustainability.

The Purveyor for the TIP model is the *National Network on Youth Transition for Behavioral Health (NNYT)*. Refer to pages 18-19 for more information regarding the possibility of providing TIP model implementation at your agency, consortium of agencies, and community site.

Transition Domains

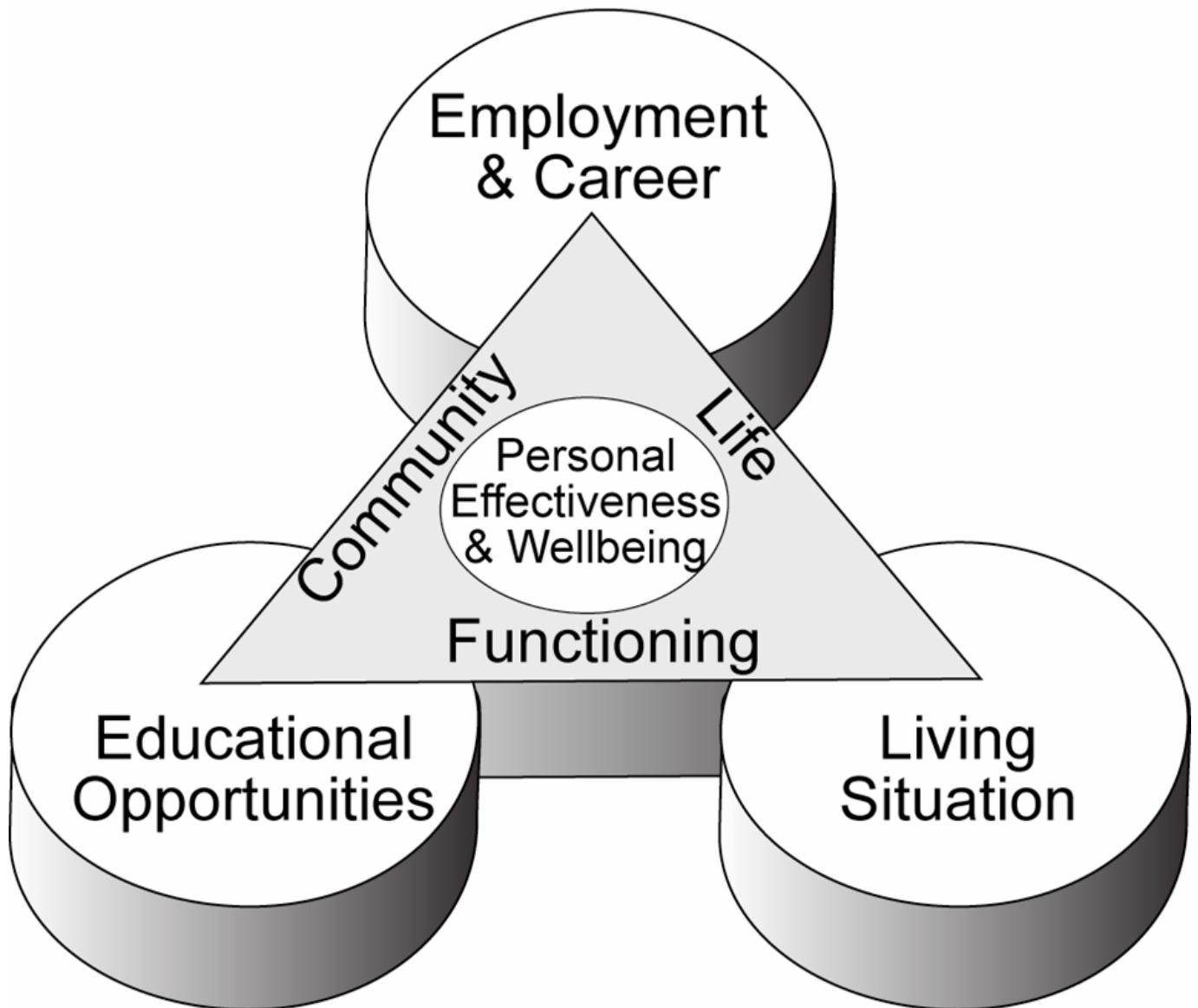


Figure 1. The Five Transition Domains: The three setting domains of **Employment/Career**, **Educational**, and **Living Situation** -- and the **Personal Effectiveness/Wellbeing** and the **Community-Life Functioning** domains shown in this figure are useful in capturing young people's attention and 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 resources.

Implementation of the TIP Model

- ❖ Community agencies or a community collaborative interested in the implementation of the TIP model at their site would work with the *National Network on Youth Transition for Behavioral Health (NNYT)*
 - *NNYT* serves as the *TIP Purveyor organization*
 - The *mission* of *NNYT* is: To improve the outcomes of transition-age youth and young adults through system development, program implementation, and research
 - The *NNYT* is coordinated from the Florida Mental Health Institute at the University of South Florida and has *NNYT Partners* across the country to assist with its mission
- ❖ TIP Model Site: (Site seeking fidelity to the TIP model)
 - Adopt the entire TIP model to ensure the effectiveness of services
 - Maintain training and technical assistance from the TIP Purveyor organization
 - The *NNYT* will arrange for a TIP Model Consultant 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.
 - Transition System 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 Oriented Site:
 - Adopt the TIP guidelines and associated practices
 - Will ensure that frontline and supervisory personnel maintain competencies in the TIP guidelines and associated practices.

For more information, please consider visiting our websites

Transition to Independence Process (TIP) Model:

<http://tip.fmhi.usf.edu>

National Network on Youth Transition for Behavioral Health (NNYT):

<http://nnyt.fmhi.usf.edu>

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Personnel Training Modules for Working with Transition-Age Young People

Competency Enhancement Training

The *NNYT* Faculty Consultants provide *competency training* to personnel who work with transition-age youth and young adults (14-29 years of age).

Personnel competency enhancement focuses on:

- **Personnel competency enhancement.**
 - Training on the TIP model principles & applications.
 - Competency training on TIP model core practices.
 - Strength Discovery and Needs Assessment
 - Futures Planning
 - Rationales
 - In vivo Teaching
 - Social-Problem Solving (SODAS)
 - Prevention Planning on High Risk Behaviors
 - Mediation with Young People and Other Key Players
 - Orientation to strategies for integrating within TIP, 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.
- Provide your site with technical assistance on the use of **quality assurance systems** and **evaluation tools** (e.g., TAPIS Progress Tracker) for continuing quality system improvement.
- Creation of a “**TIP Community of Practice**” at your site.

Personnel Training Modules:

Personnel can become oriented to the TIP model and some of the core personnel practices through our online modules. Here are some of these:

TIP System Development and Operations Manual.

Strength discovery assessment process for transition-age youth and young adults.

Developing and using rationales with transition-age youth and young adults.

Social problem solving for transition-age youth and young adults: The SODAS framework.

Negotiated decision-making for working with transition-age young people and their parents: The SCOCS framework.

Modules Available Through Websites:

TIP website

<http://tip.fmhi.usf.edu>

NNYT website

<http://nnyt.fmhi.usf.edu>

Capacity Building Available:

Competency-based training and training-of-trainer workshops can be arranged to strengthen an organization's transition program capacity.

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Transition Websites: <http://tip.fmhi.usf.edu>

<http://nnyt.fmhi.usf.edu>

Wrap-up & Look to the Future

***Think about your work with youth/young adults/families:
Your own youth/young adults
Those you work with professionally***

***What will you do different tomorrow than you did
yesterday -- based on what you learned?***

***Making a difference in the lives of youth and young adults!
Thank you!***