



**An Orientation to the:
"Transition to Independence Process (TIP) Model:
Practices for Improving the Outcomes of Young
People with Emotional/Behavioral Difficulties"**

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Objectives

- Describe the **developmental tasks** involved in transition into adulthood and **difficulties** related to completing those for youth and young adults with emotional &/or behavioral difficulties (EBD).
- Outline **transition domains** and describe the importance of each in serving these young people.
- List and describe guidelines for developing, expanding, and maintaining the **Transition to Independence (TIP) Model**.
- Present some **best practice** methods for preparing and supporting youth and young adults in their transition to adulthood and illustrate the application of these methods



National Network on Youth Transition
<http://nnyt.fmhi.usf.edu>



NNYT Mission

- 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.

NNYT Mission

- This mission is accomplished through program implementation, system development, research, and dissemination efforts in collaboration with provider agencies, community collaboratives, states, and national/federal entities.

- 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.

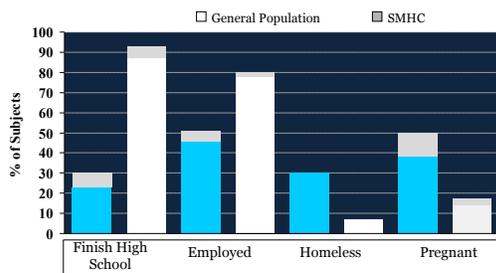


NNYT Mission

- Under the guidance of NNYT leadership, SBHG Stars Training Academy serves as the Purveyor of the TIP Model.

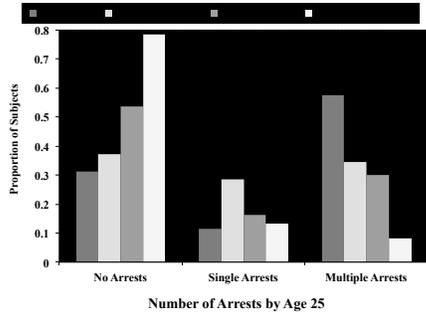
- Dozens of agencies and communities across the country are applying this evidence-supported model.
 - ✓ Full TIP model implementation to fidelity
 - ✓ Or TIP-informed site.

Issues facing youth with EBD Transition Outcomes



Valdes et al., 1990; Wagner et al., 1991; Wagner et al., 1992; Wagner et al., 1993; Kutash et al., 1995; Silver et al., 1992; Vander Stoep, 1992; Vander Stoep and Taub, 1994; Vander Stoep et al., 1994; Vander Stoep et al., in press; Davis & Vander Stoep, 1997

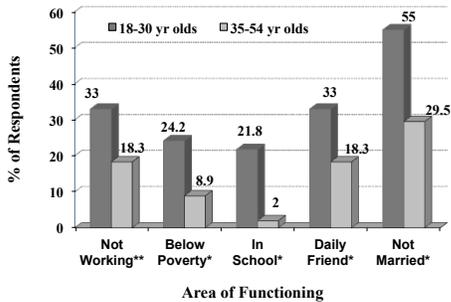
Arrest Rates are High



Substance Abuse

- Stage of experimentation
- Stage of highest use and abuse
- Grew up in a prescription drug culture
- Marketing and environmental scans

Young Adults Struggle More than Mature Adults



* χ^2 (df=1)=31.4-105.4, p<.001 ** χ^2 (df=1)=5.5, p<.02

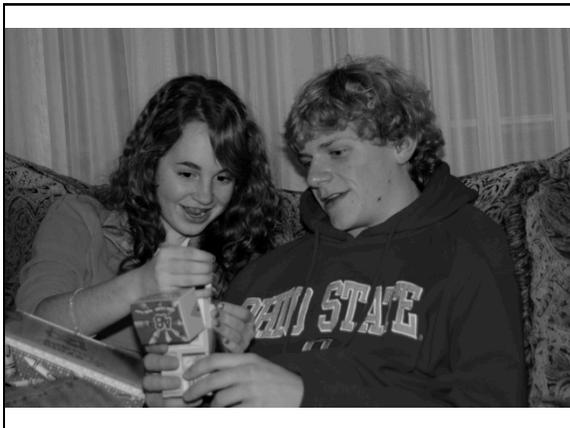
The New Adulthood

- Bachelor's degree is the economic equivalent of high school degree in the 60's
- Fewer opportunities to earn incomes that allow for independence (with college degree)
- Unaffordable housing
- More dependence on families for longer time

(Settersten, Furstenberg & Rumbaut, 2004)

Developmental Tasks - Young Adulthood

- Complete education
- Maintain physical and emotional health
- Cook, clean, pay bills
- Live away from parents
- Earn a living
- Find and keep a job
- Form adult relationships
- Raise children
- Participate as citizen in a community



Developmental Realities

- *Emerging Adulthood is now a developmental stage recognized in college textbooks*
- *Brain is not fully developed until well into the mid 20's.*
- Young people's experiences during this period play a critical role in shaping their futures as adults. They can build and practice resiliency and develop knowledge and skills that will positively serve them throughout adulthood. ~ Jim Casey Youth Opportunities Initiatives

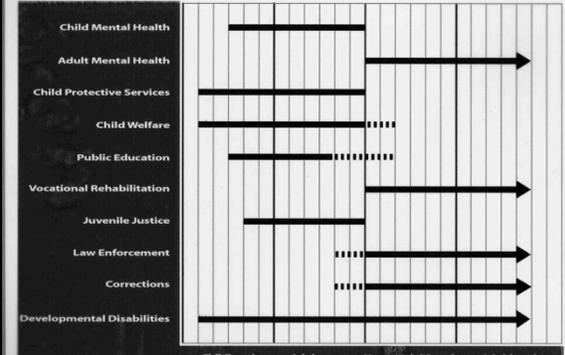
Barriers

- ✓ Youth & Young Adult Level
- ✓ Family Level
- ✓ Community/System Level

System Barriers

- **Conflicting Cultures**
 - Child - family oriented, developmentally minded, least-restrictive, emphasis on interagency coordination, habilitative
 - Adult - rehabilitation focused, non developmental, within-agency emphasis, least-restrictive is still more institutional
- **Lack of Expertise**
 - Because this stage of development is just starting to get the attention it deserves, providers, policy-makers and administrators often don't have the information from which to make informed decisions - even if funding is present
- **Funding Issues**
 - Funding inequalities can lead to non-cooperation
 - Differing age cutoffs of child services complicates service planning/coordination.

Could we have designed a crazier system?



Supports and services tend to not fit needs/interests/goals of young adults - do not address relevant issues (e.g. getting a job or finding a place to live)

Statistics

NCCP: Adolescent Mental Health in the US

- Among adolescents with mental health needs, 70% do not receive needed care.
- Suicide is the third leading cause of death in for adolescents and young adults.
- The prevalence of suicidal thoughts, suicide planning, and suicide attempts is significantly higher among young adults aged 18-29 years than among adults >30. (CBC)
- Suicide affects young people from all ages, races, genders, and socioeconomic groups, although some groups seem to have higher rates than others.

**Evidence
Supported Program Model**

**Transition to Independence
(TIP) Model**

TIP System Definition

**Transition to Independence Process (TIP)
system:**

- engage youth and young adults (14-29 years) in their own futures planning process
- provide them with developmentally-appropriate services and supports
- 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

TIP System Guidelines

- Practice Level
 - ✓ Young Person
 - ✓ Informal Key Players (e.g., family members, friends)
 - ✓ Formal Key Players (e.g., therapist, teacher, probation officer)
- Program Level
- Community System Level
- State & Federal Policy Level

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 personal-futures planning and goal setting.
- Include prevention planning for high-risk situations, as necessary.
- Engage young people in positive activities of interest
- Respect cultural and familial values and young persons' perspectives.

GUIDELINE 1



Power of conversational topics that are interesting to young people

Photo from <http://www.sxc.com>





GUIDELINE 1

**Power of hope and a future focus
when connecting with young people**

**Facilitate personal-futures planning and
goal setting**

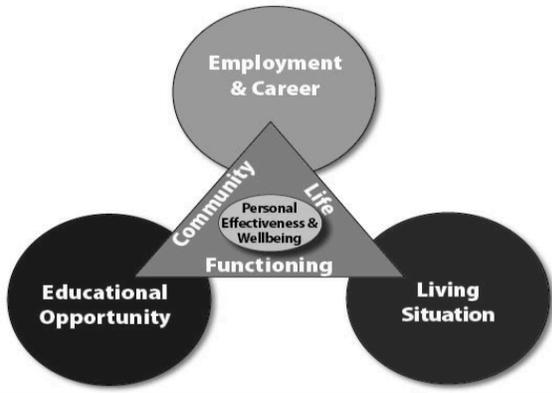
- **Goal Setting**
 - Something youth wants to achieve ~ Long-term & Short-term
 - Important to youth
 - Positive rather than absence of negative
 - Concrete, behavioral & measurable (written)
 - Challenging but realistic (feasible based on present performance level)
 - Transition domains: Educational opportunities, employment and career, living situation, community life functioning, personal effectiveness & well-being.

TIP System Guidelines (Cont'd)

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

- Facilitate young persons' goal achievements across all transition domains:
 - * Employment and Career
 - * Educational Opportunities
 - * Living Situation
 - * Personal effectiveness & well-being
 - * Community-Life Functioning
- Tailor services and supports to be developmentally-appropriate and build on the strengths, and address the needs, of the young people, their families, and other informal key players.
- Ensure that services and supports are accessible and coordinated.
- Balance the transition facilitators' role with that of the young people and other informal and formal key players.

Transition Domains



Components of the Transition Domains

Employment and Career

- Competitive employment sites
- Work experience opportunities (e.g., paid placement at competitive worksite with co-worker worker mentor)
- Supported employment stability (e.g., paid placement at competitive worksite with formal support, like a job coach)
- Transitional employment opportunities (e.g., paid placement at a worksite that is formally set up for serving individuals with EBD)

**Components of the Transition Domains
(Cont'd)**

Educational Opportunities (Career-Track Training)

- Bachelor's degree and beyond
- Associate's degree
- Vocational or technical certification
- High school completion or GED certificate
- Work place educational programs (e.g., unpaid practicum with minimal, but necessary individual supports).

**Components of the Transition Domains
(Cont'd)**

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., non-live-in service coordinator assists)
- Supported living (e.g., supervised apartment)
- Group home or boarding home
- Restrictive setting (e.g., crisis unit, residential TX center, detention center)

**Components of the Transition Domains
(Cont'd)**

Personal Effectiveness & Wellbeing

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

**Components of the Transition Domains
(Cont'd)**

Personal Effectiveness & Wellbeing

- **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.
 - Self-management of psychotropic medications & side-effects.
 - Manage use of alcohol & drugs.
 - Avoid physical confrontations & criminal activities.
 - Avoid danger to self & others.

**Components of the Transition Domains
(Cont'd)**

Personal Effectiveness & Wellbeing

- **Self-Determination**
 - Generate alternative options and make decisions
 - Set goals and develop plans for achieving such
 - Evaluate one's progress in achieving goals
 - Accept one's strengths and limitations
 - Advocate for one's rights and positions
- **Communication**
 - Express one's ideas and feelings through speaking and listening
 - Reading and writing skills for learning, fun, and communication
 - Knowledge of information sources (e.g., use of library, authorities, Internet communications, and other resources)
 - Study and learning skills for gaining and applying new information
 - Cyberspace safety (e.g., revealing personal information, meeting contacts in person, use of credit cards on-line) with mentors and informal key players.

**Components of the Transition Domains
(Cont'd)**

Personal Effectiveness & Wellbeing

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

**Components of the Transition Domains
(Cont'd)**

Community Life Functioning

- **Daily Living**
 - Self care
 - Maintenance of living space and personal possessions
 - Money management
 - Cooking and nutrition
 - Maintenance and security of personal and financial documents
 - Safety skills (e.g., avoid dangerous situations, prevent victimization)
- **Leisure Activities**
 - Entertaining one's self
 - Activities with others
 - Creating indoor and outdoor activities of interest and fun
 - Places of entertainment and fun
 - Safe and healthy activities (e.g., Cyberspace safety precautions, safe routes for walking, biking, and driving at different times of the day, choice of friends)

**Components of the Transition Domains
(Cont'd)**

Community Life Functioning

- **Community Participation**
 - Transportation resources and skills
 - Knowledge of community resources
 - Citizenship responsibilities, knowledge of basic rights and responsibilities
 - Community social support (e.g., peer groups, community organizations)
 - Access to legal services
 - Cultural and spiritual resources

GUIDELINE 2



**Develop collaborative efforts within
your agencies and your community**

Community Environmental Scans and Mapping

- ✓ **Enhancement of existing community resources**
 - Enhance marketing efforts
 - Enhance service engagement strategies (peer support, lobbies)
 - Develop 21st Century Young Adult Informed Crisis Systems
 - Development of young adult informed services and resources
- ✓ **Use youth to assist in development of developmentally appropriate resources**
 - Community resources mapping
 - Community advocacy
- ✓ **Network/involve community partners/share responsibilities**
 - Chamber of Commerce to secure employers
 - Association of landlords collaborate to secure housing
 - Partner with local colleges and universities
 - YMCA for wellness and pro-social activities
 - Faith-based services







Coordination

- ✓ Transition Facilitators - Limited caseload (15 or less)
- ✓ Coordination at young person level
- ✓ Coordination at the system level

TIP System Guidelines (Cont'd)

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 contact natural consequences through life experience.

Transition is largely about discovery!

- ✓ Youth want to learn/ask to be challenged
- ✓ Discovery VS Recovery
- ✓ Expectations ~ Similar to other youth (with additional support)
- ✓ Give youth many opportunities to act responsibly (e.g., take responsibility for their actions; community circles/restorative justice) and they will act responsibly!

Decision-Making Process

- ✓ Assist youth in making decisions, developing personal choices (e.g., support them -- not dictate - in developing future plans) and in acquiring problem-solving skills.
- ✓ Assist youth in getting information to make informed choices (e.g. education programs, healthy eating, safe sex practices).
- ✓ Assist youth in identify risk behaviors, safety concerns - As required, develop prevention plan with youth.
- ✓ Personnel are taught core competencies such as rationales, SODAS, SCORA
- ✓ Reinforce positive actions - Celebrate positive experiences and successes - Provide messages of "hope" to youth and families!

SODAS	
Problem-Solving Method	
S	Situation ←
O	Options (Brainstorming)
D	Disadvantages *
A	Advantages *
S	Solution →

* Likely advantages & disadvantages associated with each option.

GUIDELINE 3



SODAS examples

TIP System Guidelines (Cont'd)

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, and 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.

Involve parents, family members and other informal and formal key players

- **Informal Key Players**
 - Parents, siblings, and extended family members
 - Friends
 - Roommates and co-workers
 - Intimate partner, spouse, or life partner
- **Community Supports**
 - Mentors from community organizations
 - Employers, supervisors, and co-workers mentors
 - Spiritual leaders
- **Formal Key Players**
 - Case managers, support coordinators
 - Teachers, guidance counselors
 - Employment specialists, job coaches
 - Job developers
 - Vocational rehabilitation specialists
 - Post-secondary education liaisons
 - Mental health counselors, psychologist, psychiatrists, behavior specialists and therapists
 - Physicians and other health care professionals

My family is....

- From the first meeting, the young person is invited to choose whom he/she would like involved in the transition process. The young person also decides what that involvement entails.
- "Family" is usually defined broadly, recognizing that at one point in time a young person's "family" might be her boyfriend and infant, her parents, a girlfriend, an aunt or a group of close friends
- Outreach often occurs in the home and involves teaching communication, negotiation and conflict resolution skills to the entire "family".
- Community survival skills such as acquiring benefits and learning public transportation skills can involve a family member, a young person's roommates or romantic partners.

Safety-Net

- ✓ Peer support - "A net"
- ✓ Assist youth to identify their support network (e.g., ecogram) - Build on it
- ✓ Unconditional commitment (e.g., AWOL)
- ✓ Keep door open
- ✓ Good after hours/back-up support provided to youth and families (cellular phone access; transition personnel very familiar with issues related to all youth).
- ✓ Flex funding

Other ideas to assist parents, family members, and other informal key players

- Family Liaisons as a team position/role
- Family Resource/Training Guide: Utah - Growing up without growing apart
- Family Education: Maine
- Parents Briefs (e.g., Supplemental Security Income)

GUIDELINE 4



The difference between TIP and Wraparound

Futures Planning with YP: *Planning Partners & Necessary Connections*

- ❖ **Planning partners** are selected by YP.
- ❖ YP might choose different key players to serve as **planning partners** for different topics, needs, or goals.
- ❖ Often a YP may want to only involve him/herself and one or two key players (e.g., transition facilitator, parent, friend) to serve as **planning partner(s)**.



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Futures Planning with YP: *Planning Partners & Necessary Connections*

- ❖ YP's topic/need/goal determines who is a **necessary connection(s)** (e.g., probation officer, vocational rehabilitation counselor, community college instructor) for him/her to make progress on this topic, need, or goal.
- ❖ YP and transition facilitator or other **planning partner** would contact, plan, and/or negotiate with **necessary connection(s)** regarding a particular topic, need, or goal.



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TIP System Guidelines (Cont'd)

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

- Utilize assessment methods, e.g., functional in-situation assessment.
- Teach meaningful skills relevant to the young people across transition domains.
- Use teaching strategies in 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.

GUIDELINE 5



In Vivo Teaching...modeling, coaching, practicing...

GUIDELINE 5



Peer Mentoring is a great way to learn to use public transportation

GUIDELINE 5



Teaching skills that impact a young person's recovery from mental illness is a billable service

Tell me, I forget.

Show me, I remember.

Involve me, I understand.

Ancient Chinese Proverb

Teach, Teach, Teach

Recognize opportunities to teach

Teach community-relevant skills

Create practice opportunities

Natural settings

Relevant stimulus materials

Typical people (modeling)

Reinforce use of skills

Teach meaningful skills relevant to the young people across transition domains in Community settings

- Employment & Career (e.g., Vocational Group - write cover letters and resumes; learn appropriate workplace interactions; Functional assessment - Bullis & Fredericks)
- Educational Opportunities (e.g., GED; visit colleges; application: entry exam)
- Living Situation (e.g., Functional assessment - Ansell Casey; complete rental applications)
- Personal Effectiveness & Wellbeing (e.g., healthy eating, safe use of internet, anger management)
- Community Life Functioning (e.g., have fun with peers; visit a factory; volunteer/team work; community resources mapping; service learning; open houses).

TIP System Guidelines (Cont'd)

6. Maintain an outcome focus in the TIP system at the young person, program, and system 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 measures for continuous TIP system improvement.

GUIDELINE 6



Help the young person identify and focus on their goals and their progress

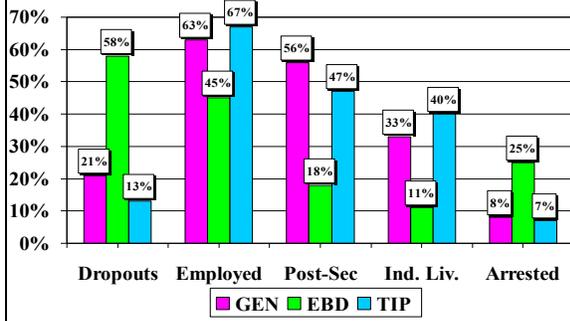
Tracking Results

- Academic Performance (Indicators - Graduation, Drop out rate)
- Education (e.g., attending a technical school)
- Being employed; maintain employment/turnover; promotion
- Independent living skills
- Residence (no longer homeless)
- Improved Community Life Functioning
- Not being arrested - incarcerated



Research on the TIP Model: Progress & Outcome Studies

Comparison of Transition Outcomes
General Population, EBD, and TIP Program Exiters



Research Findings on the TIP Model

- Six published studies that demonstrate improvement in real-life outcomes for youth and young adults with EBD.
 - ✓ Four studies by our NNYT Research Team at the NNYT, USF.
 - ✓ Two studies by other researchers.
- Refer to "Theory and Research" section of the TIP model website.



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Outcome-focus

- ✓ Develop a theory-based logic model with key-stakeholders during strategic planning phase of your initiative
- ✓ Gather outcome data
- ✓ Program-fidelity assessment (full & mini)
- ✓ Learn from your data/feedback loop
- ✓ Involve youth/family in evaluation
- ✓ Satisfaction
- ✓ Case-based review.

Logic Models

- Why we need to act - Statement of needs/ Issues/preoccupations
 - What we have to build on - Resources
 - Why we do what we do - Theory
 - What we do - Strategies
 - What we expect to happen @ 24 months and @ 4 years at the youth, family, and community levels - Outcomes clearly spelled out
- ❖ Young people at the center
❖ Logic models developed and revised in collaboration with partners

GUIDELINE 7



The power of young people assisting with your program development, implementation, and evaluation

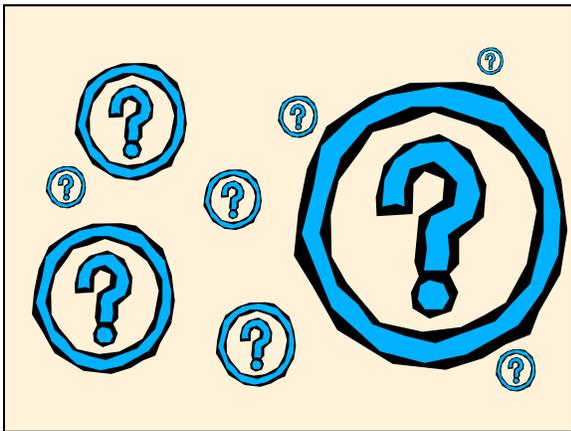
Youth Contribution

- Youth input viewed as important and critical ~ Youth provide experience and knowledge beyond their years ~ Compensate them!
- Involvement of Youth on the Steering Committee - Youth Advisory Committee
- Youth Councils
- Youth assist with hiring of staff
- Youth as paid staff - Involved in all facets of decision making process and implementation
- Involvement of Youth in development of evaluation tools, conducting and analyzing focus group data
- Youth advocacy - obtaining new resources, policy changes, sustainability efforts and program expansion,
- Presentations - local, state, national.

Promote Hope and Possibilities

NO GOAL IS IMPOSSIBLE!!





<p>HEWITT B. CLARK & DEANNE K. UNRUH FOREWORD BY GARY M. BLAU & DANIEL L. SONNHEIMER</p>	<p>Transition of Youth and Young Adults with Emotional or Behavioral Difficulties: An Evidence-Supported Handbook</p>
	<p>Edited by Hewitt B. "Rusty" Clark, Ph.D., & Deanne K. Unruh, Ph.D.</p>
<p>Transition of Youth & Young Adults with Emotional or Behavioral Difficulties</p>	<p>To order: www.brookespublishing.com/clark - Be sure to use the code AF-69636 when ordering to save 10%!</p>
<p>AN EVIDENCE-SUPPORTED HANDBOOK</p>	

**Please consider visiting our websites
for additional resources**

- **Transition to Independence Process - TIP website**
 - **www.TIPstars.org**
 - ✓ Personnel Orientation Training Modules
 - ✓ Theory and Research Basis for TIP System
 - ✓ Resource Links



Photo References: <http://www.sxc.com>, <http://www.dreamstime.com>, <http://www.istockphoto.com>

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Comments and Questions

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