

Transition to Independence Process (TIP) System

Case-Based Review Process

Enhancing the Quality & Effectiveness of Your Work with Young People & Their Families

Revised Handout: September 2006

Hewitt B. “Rusty” Clark, Ph.D.

University of South Florida

For more information regarding the TIP System and related evaluation methods, please visit our websites listed below or contact Hewitt B. “Rusty” Clark, Ph.D., Nicole Deschenes, M.Ed., or Jordan Knab, Ed.S., Department of Child and Family Studies, de al Parte Florida Mental Health Institute, University of South Florida, Tampa FL 33612. Email: clark@fmhi.usf.edu deschenes@fmhi.usf.edu jknab@fmhi.usf.edu





TIP website: <http://tip.fmhi.usf.edu> **NCYT website:** <http://ncyt.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 TIP 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 NCYT website:</i></p> <p style="text-align: center;">http://tip.fmhi.usf.edu</p> <p style="text-align: center;">http://ncyt.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>

Case-Based Review Process: Enhancing the Quality and Effectiveness of Your Work with Young People/Families

Creating a Group for Creativity

- Form Group
- Choose Group Facilitator
- Choose Young Person's Transition Facilitator
- Choose Scribe

Orienting Your Group to the Activity

- For first review, please use "Javier" (p. 14)
- For second review, select a young person (YP) with challenges, OR
- Select a YP who's showing successful, at least recently
- Review the **TIP Guidelines & Associated Practice Elements**

Describing the Selected Young Person

- Provide a **brief** description of one of the young person (YP)
 - Use the format provided in the **Descriptive Outline of YP form** (p. 20) for this part of this process.
 - Refer to the note at the bottom this form (p. 20).
 - If "Javier" or other scenario is used, TF may "fill in" details

Getting Creative

- **Brainstorming – "Outside the box" & beyond the barriers!**
 - What are this **YP's priority goals &/or needs?**
 - How might the **TIP Guidelines & associated practice elements enhance** your work with this YP/family?

Documenting Your Group's Creativity

- Outline your group's "**ideal**" **suggestions for enhancing your work** with the YP
 - Ideally what services & supports does this YP need to create a life across his/her priority transition domains.
 - Think self-sufficiency & natural supports whenever possible.
- Reporting to Entire Audience

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 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.

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

- ◆ Facilitate young persons' goal achievement across all transition domains.
 - Employment and Career
 - Educational Opportunities
 - Living Situation
 - 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, 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 contact 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 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.

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 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, informal and formal key players, and other community representatives.
- ◆ Tap the talents of peers and mentors:
 - Hire young adults as peer mentors and peer counselors.
 - Assist young people in creating peer support groups.
 - 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 support a responsive, effective service system for young people in transition and their families.

NOTE: Adapted from Clark (1993), Clark (1995), Clark & Foster-Johnson (1996), Clark, Unger, & Stewart (1993), and Clark et al. (2000).

Transition Domains

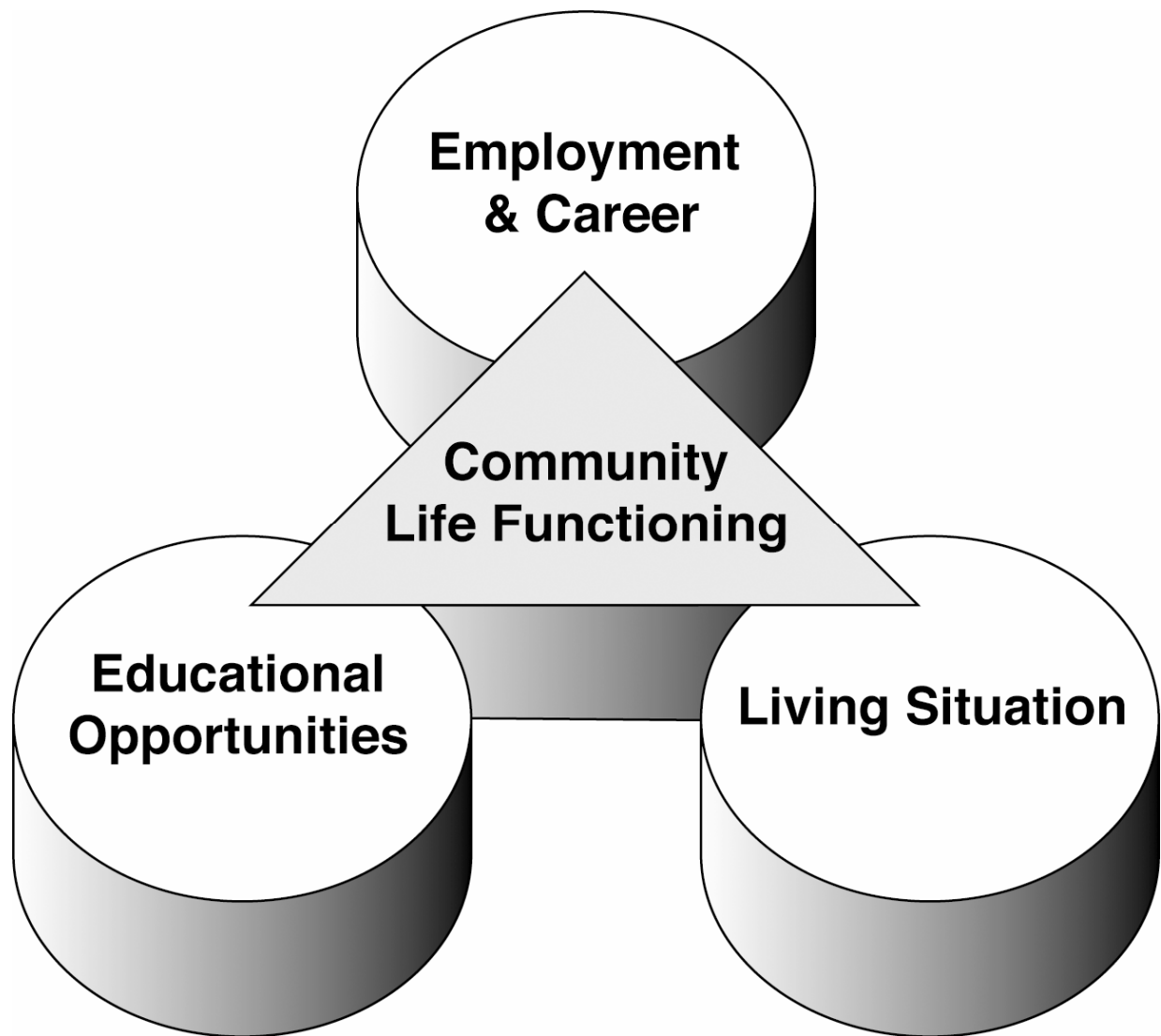


Figure 1. The Four Transition Domains: The three setting domains (**Employment, Education, and Living Situation**) and the one **Community Life Functioning** domain shown in this figure are useful in capturing young people’s attention and their focus on their futures. The Community Life domain encompasses the individual’s *personal-effectiveness and community-living skills and resources* that are relevant to success in each of the other domains, as well as for personal and community functioning (see Table 2).

Table 2: Components of the Transition Domains

Employment and Career

- Competitive employment site.
- Work experience opportunities (e.g., paid placement at competitive worksite with co-worker mentor).
- Supported employment (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 emotional/behavioral difficulties).

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 (e.g., unpaid practicum with minimal, but necessary individualized supports).

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).

NOTE: Two resources that are particularly relevant to Living Situation are: Kroner, 1999 and Platt, Kroner, and Ortiz, 2000.

Table 2 Continued

Community Life Functioning: *Personal-Effectiveness and Community-Living Skills & Resources*

Interpersonal Relationships

- Relationship development & maintenance of friendships.
- Understanding the reciprocal nature of relationships.
- Balance of independence & interdependency with family members.
- Dating skills & development/maintenance of intimate relationships.
- Conflict resolution skills.
- Maintenance of relationships with informal key players.
- Has at least one trusted adult who serves a “mentor.”

Daily Living & Leisure Time Activities

- Self care skills, grooming, & appearance.
- Maintenance of living space & personal possessions.
- Cooking, nutrition, & laundry.
- Money management.
- Time management.
- Has official government issued picture I.D. (legitimate for airline travel).
- Maintenance & security of personal & financial documents.
- Safety skills (e.g., avoid dangerous situations, prevent victimization).
- Entertaining one’s self.
- Engagement in 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 & Responsibilities

- Knowledge of community resources.
- Citizenship responsibilities, knowledge of basic rights & responsibilities.
- Register to vote, obtain driver’s license.
- Transportation resources & skills (i.e., can get around the community as necessary).
- Community social support (e.g., peer groups, community organizations).
- Access to legal services.
- Cultural & spiritual resources.
- Does not create public disturbances or domestic violence.
- Avoids criminal activities & associated arrests, convictions, & incarcerations.

Communication

- Express one's ideas & feelings through speaking & listening.
- Reading & writing skills for learning, fun, work, & 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).

Self-Determination

- Generate alternative options & make 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.

Emotional & Behavioral Well-Being

- Express concern & caring for others.
- Manage anger & frustration & shows impulse control.
- Using strategies to coping with symptoms associated with emotional & behavioral difficulties (e.g., not interfering with work, school, or relationships).
- Manage the use of legal substances (e.g., alcohol, prescription medications).
- Avoids the use of illegal substances (e.g., street drugs).
- Use of substances is not interfering with work, school, or relationships.
- Feels confident in his/her ability to manage everyday life issues.
- Feels hopeful about his/her future.

Physical Health

- Health care & fitness (e.g., physical activity, stress management).
- Emotional/behavioral self-management (e.g., anger-control, acceptance of negative feedback, self monitoring, self-evaluation & self-control skills).
- Self-management of substance use.
- Self-management of medications & knowledge of side effects.
- Knowledge of sexual functioning & birth control (e.g., prevention of sexually-transmitted diseases & unwanted pregnancies).
- Ability to access medical & dental services.

Parenting

- Female young person gets regular medical check-ups throughout pregnancy.
- During pregnancy & nursing, the mother is engaging in healthy behaviors (e.g., appropriate diet, maintaining personal hygiene, appropriate exercise, avoiding smoking & illegal drugs, little or no alcohol consumption).
- Male young person assists the pregnant female in engaging in healthy behaviors (e.g., accompanying her on medical appointments, avoiding smoking around her, helping her avoid the use of alcohol & substances, planning for labor).
- Knowledge of child rearing needs for the age of the child(ren).
- Assumes responsibility associated with parenting & child rearing.
- Attending to health needs appropriate to the child's age (e.g., immunizations, nutrition, personal hygiene of the children).
- Uses child-rearing practices that are essential to healthy physical development & safety of his/her child(ren) (e.g., not smoking around child, maintaining personal hygiene, maintaining a clean home environment, supervising child's safety).
- Uses child-rearing practices that are essential to emotional & behavioral well-being of children (e.g., providing social praise & reinforcement for appropriate behaviors & incremental improvements, setting appropriate limits for child, showing affection & bonding interactions, listening to child).
- Has fun with the children & engages them in positive activities (e.g., reading & talking to/with child, playing with the child).

NOTE: The Transition Domains are aligned with those in the *Transition to Adulthood Program Information System (TAPIS) Progress Tracker* (Clark, Karpur, Deschenes, & Knab, 2005).

Figure 1 was adapted from Clark and Stewart (1992); Clark, Unger, and Stewart (1993); and Clark and Foster-Johnson (1996). Table 2 was adapted from Gary Clark and Jim Patton (1997) and Clark, Karpur, Deschenes, & Knab, (2005).

BEHAVIORAL REHEARSAL: SCENARIO OF YOUNG PERSON

Lead Workshop Facilitator: Hewitt B. "Rusty" Clark

Javier

- Javier is a slight 16 ½ year-old boy of mixed (African American and Puerto Rican) descent.
- Javier has lived with his mother and younger sister (age 11) for most of his life. Although well-meaning and caring, she works many hours trying to stay afloat financially and has difficulty monitoring Javier's whereabouts and behavior.
- Javier has lived with his father in another state when he was 7 and again when he was 12 for approximately 3 months and then a year during periods when his mother had lost her job and could not provide a stable residence for him and his siblings.
- Javier's father was neglectful and was selling drugs from his home while Javier lived there. His father is currently incarcerated on a long-term sentence.
- Javier's grandmother came to live with him and his family following his return from his father's at age 12. By all accounts, she and Javier have a warm relationship. Because his mother is often working, Javier's grandmother is often the "go-to" person for school personnel and others who work with him.
- Javier is currently in 10th grade in a specialized school for EH adolescents
 - He has been expelled from two other school settings for fighting with other students and in one case, bringing a weapon (a knife) into school.
 - Javier was held back one year in the 8th grade after failing several of his classes. Prior to his 8th grade year, he had generally done poorly in math classes, but performed somewhat better in English.
 - Since that time he has been "passed along", but struggles due to diagnosed LD, SED, and attention difficulties. He currently receives medication for ADHD.
 - Javier has an explosive temper and often fights with or intimidates others in school. Despite this, he can be charming and is even looked up to by some of his peers in the SED classroom.
 - Due to fighting and truancy, Javier is in danger of getting expelled from school again. Part of the reason why school authorities want him out appears to be that he is influential with his peers (negatively, according to teachers).
- Javier was placed on probation 6 months ago after marijuana was found in his possession. The probation officer referred him to this Transition Agency recently.

- Javier has admitted to using marijuana in the past, saying that it helps him to “relax and forget about his problems”. He says that he is “trying to quit” but still occasionally uses.
- According to his mother, it is suspected that Javier recently began doing “errands” for a known dealer in the neighborhood.
- Javier’s family is very worried that he may be getting drawn into criminal activity, but are reluctant to report this to the probation officer due to fears that he could get into more legal trouble.
- Earlier in the year, Javier worked briefly as a clerk in a record store, but was fired after not showing up for work two days in a row.
 - Javier was disappointed about losing the job and thinks he might like to work in the “music business” again. He follows the hip-hop scene and dreams of one day being a professional rapper.
- Javier is interested in finding out more about his ethnic background, though he sometimes uses it as an excuse for poor behavior (“white people don’t understand...”)
- Javier has mixed feelings about his father, alternately admiring and feeling embarrassed about his father’s criminal behavior and his jail time.
- He is very protective of his little sister, and his grandmother says that when he is home (which is less and less often), he participates in watching and taking care of her.



Personnel Training Modules

for Working with Transition-Age Young People

Hewitt B. “Rusty” Clark, Karen Blase, and Robin Wagner have just completed the development and pilot-testing of a series of new Personnel Training Modules.

Modules:

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

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

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

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

TIP Operations Manual & Modules Available Through Websites:

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

<http://ncyt.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.

Hewitt B. "Rusty" Clark, Ph.D., Nicole Deschênes, M.Ed., or Jordan Knab, Ed.S.

National Center on Youth Transition and

Transition to Independence Process (TIP): System Development & Evaluation Team

Department of Child & Family Studies, FMHI

University of South Florida

Tel. 813-974-6409; Fax. 974-6257 Email: clark@fmhi.usf.edu

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

Descriptive Outline of Transition-Aged Young Person

Writing a Descriptive Outline pertaining to a youth or young adult can assist a program in celebrating its successes and problem-solving its challenges. This Descriptive Outline is designed to yield brief descriptions of youth or young adults for discussion, planning, and documentation purposes. (For each goal, refer to footnote.)

Description of Young Person: (e.g., demographic, diagnosis, social history factors)

Strengths of Young Person: (e.g., Interests, dreams, positive personal characteristics, personal and familial resources)

Current Challenges Related to the Young Person's Transition:

Young Person's Goal A: ♦

Young Person's Goal B:

Young Person's Goal C:

♦ For each of the young person's goals, bullet the following: 1) State the goal and the related transition domain; 2) Describe progress being made and provide data when possible; 3) What is working to facilitate progress?; 4) Are there any behavioral, familial, programmatic, and/or systemic barriers inhibiting progress?

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