

Transition to Independence Process (TIP) System

Enhancing the Effectiveness of **Your Program** for Young People & Their Families

Small Group Process

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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> **NTAC-YT 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>

Enhancing Your Program Effectiveness for Young People

Creating a Group for Creativity

- Form Group
- Introductions
- Choose Facilitator
- Choose Scribe

Orienting Your Group to the Activity:

Select one program to review

Review:

- TIP Guidelines & associated practice elements
- Transition domains

Describing the Selected Program

Outline the program

- Purpose of current program
- Target population being served
- Program components
- Strengths of the program
- Challenges or barriers related to the program

Getting Creative

Brainstorming

- What's working in serving the young people & their families?
- What's not working currently?
- What features of the program can be enhanced by the TIP Guidelines & Practices?
- To enhance the program, you may have to examine how TIP Guidelines and associated practice elements can improve practice, program operations, and/or community system collaboration and policy.
- Keep your eye on the young people – What will work for them!!

Documenting Your Group's Creativity

Describe Ways to Enhance the Program

- Outline how your group suggests the program can be enhanced by the application of aspects of the TIP model.

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

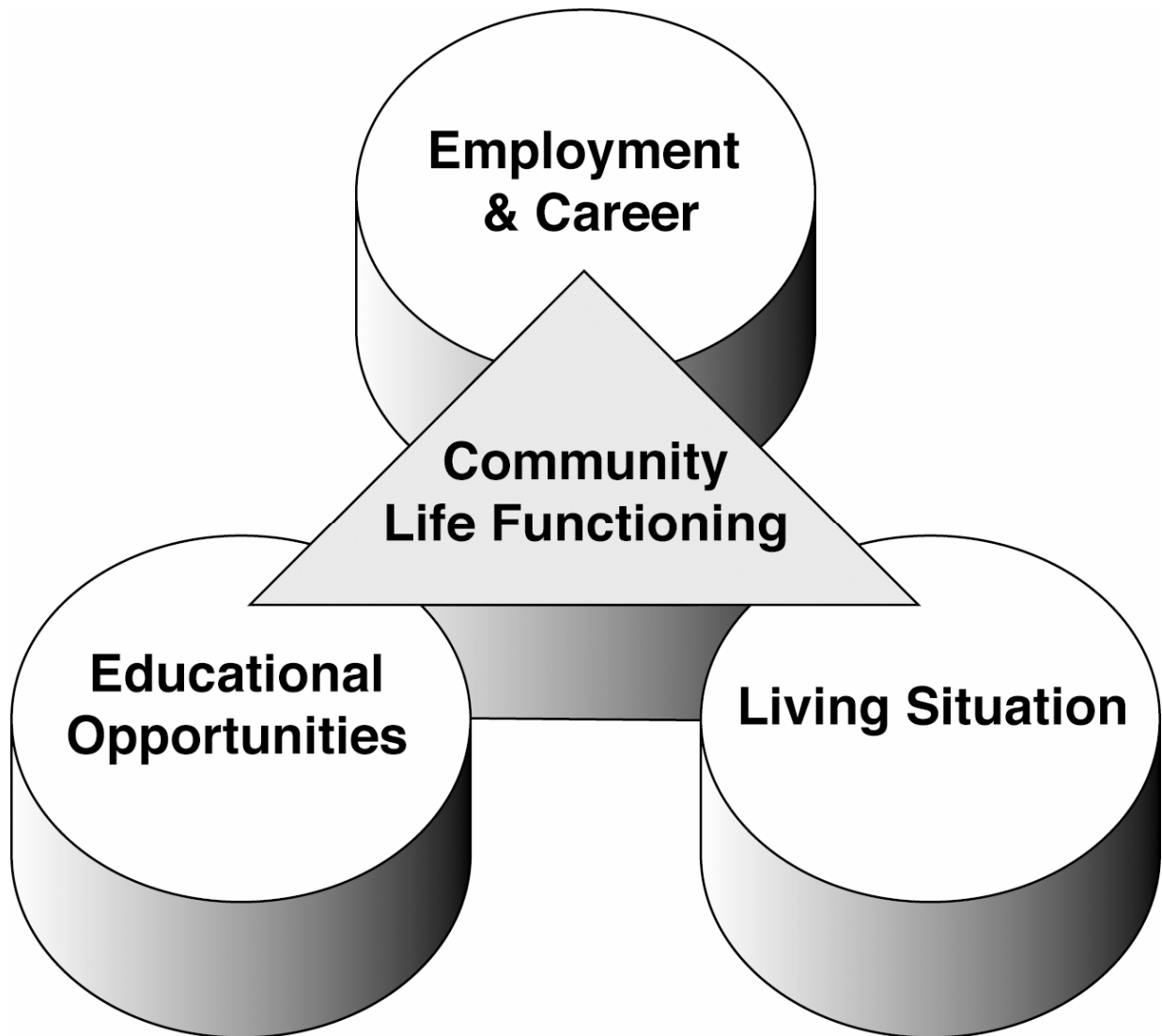


Figure 1. The Four Transition Domains: The three setting domains (**Employment, Education, and Living Situation**) and the one **Community Life Functioning** domain shown in this figure are useful in capturing young people's attention and their focus on their futures. The Community Life domain encompasses 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).



Personnel Training Modules

for Working with Transition-Age
Young People

Karen Blase, Robin Wagner, and Hewitt B. “Rusty” Clark 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 and 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.

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Wrap Up!

Think about transition-age youth and young adults and their families:

What are you going to do as a function of what you learned today to make a difference?

Young person level

Family level

Program level and/or

Community system level

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