



Transition to Independence Process (TIP) System

Navigating Rough Waters:

Facilitating the Transition of Young People with EBD into Adulthood

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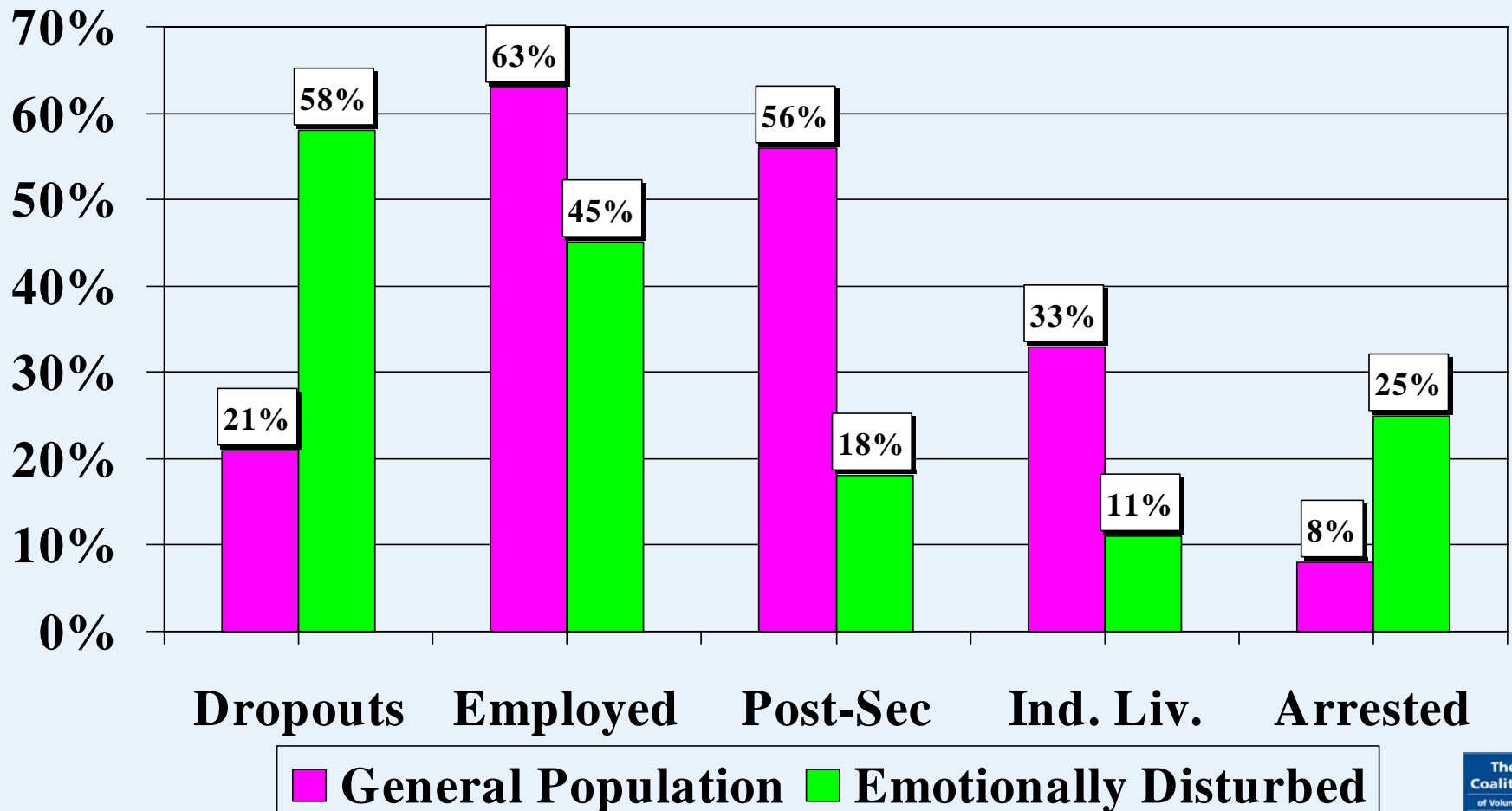
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Lighting the Way to Independence

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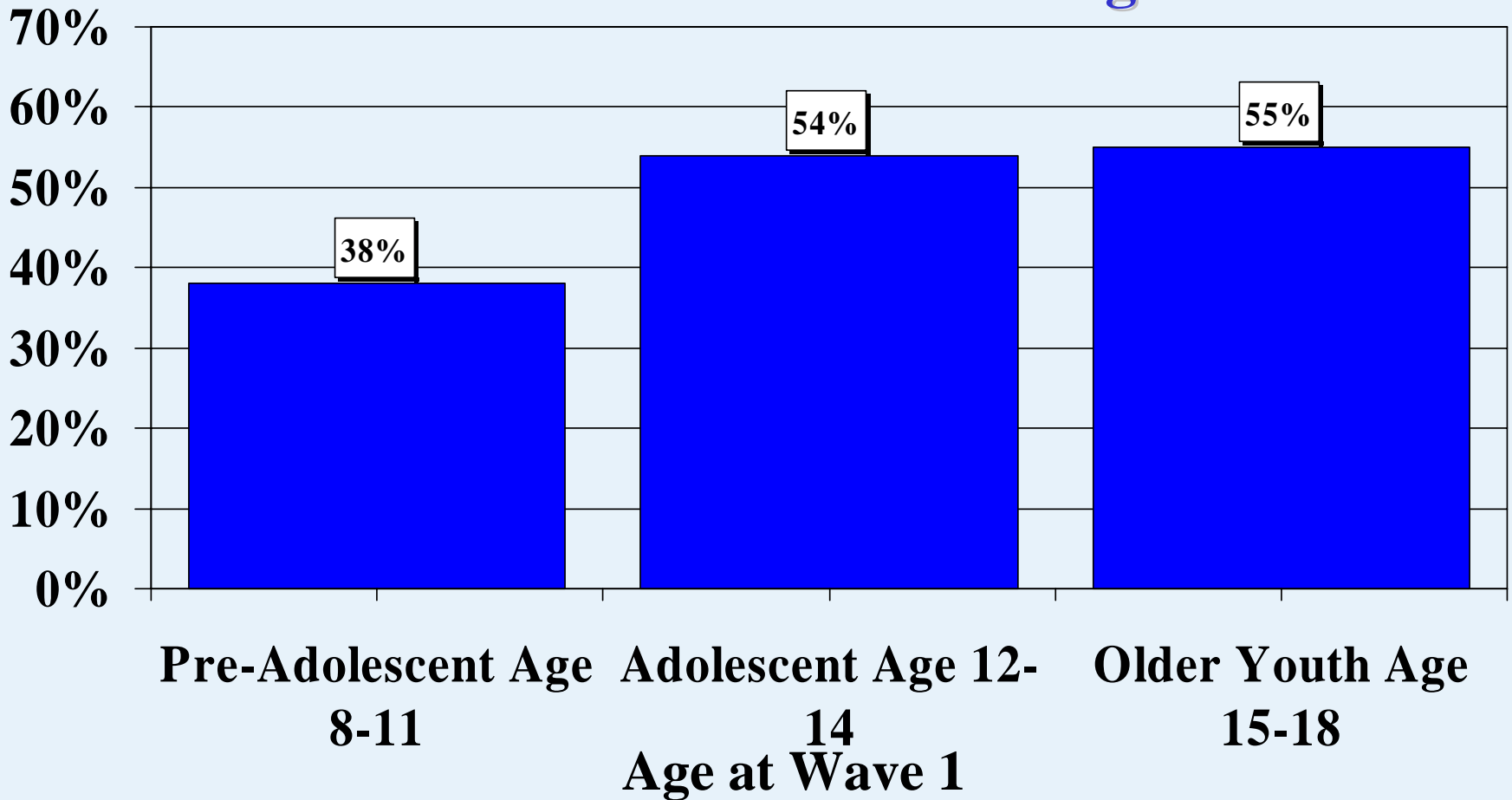


Comparison of Transition Domains Between the General Population and Emotionally Disturbed





Likelihood of Youth with EBD Being Incarcerated



Prange, M. (1993). A longitudinal perspective of youth with conduct disorder problems. Paper presented at the Rehabilitation of Children, Youth, and Adults with Psychiatric Disabilities Conference, Tampa, FL. Waves 1-7; N=497



Barriers

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



TIP System Definition

Transition to Independence Process (TIP) system:

- engage youth and young adults 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 (Young Person) Level
- Program Level
- Community System 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.



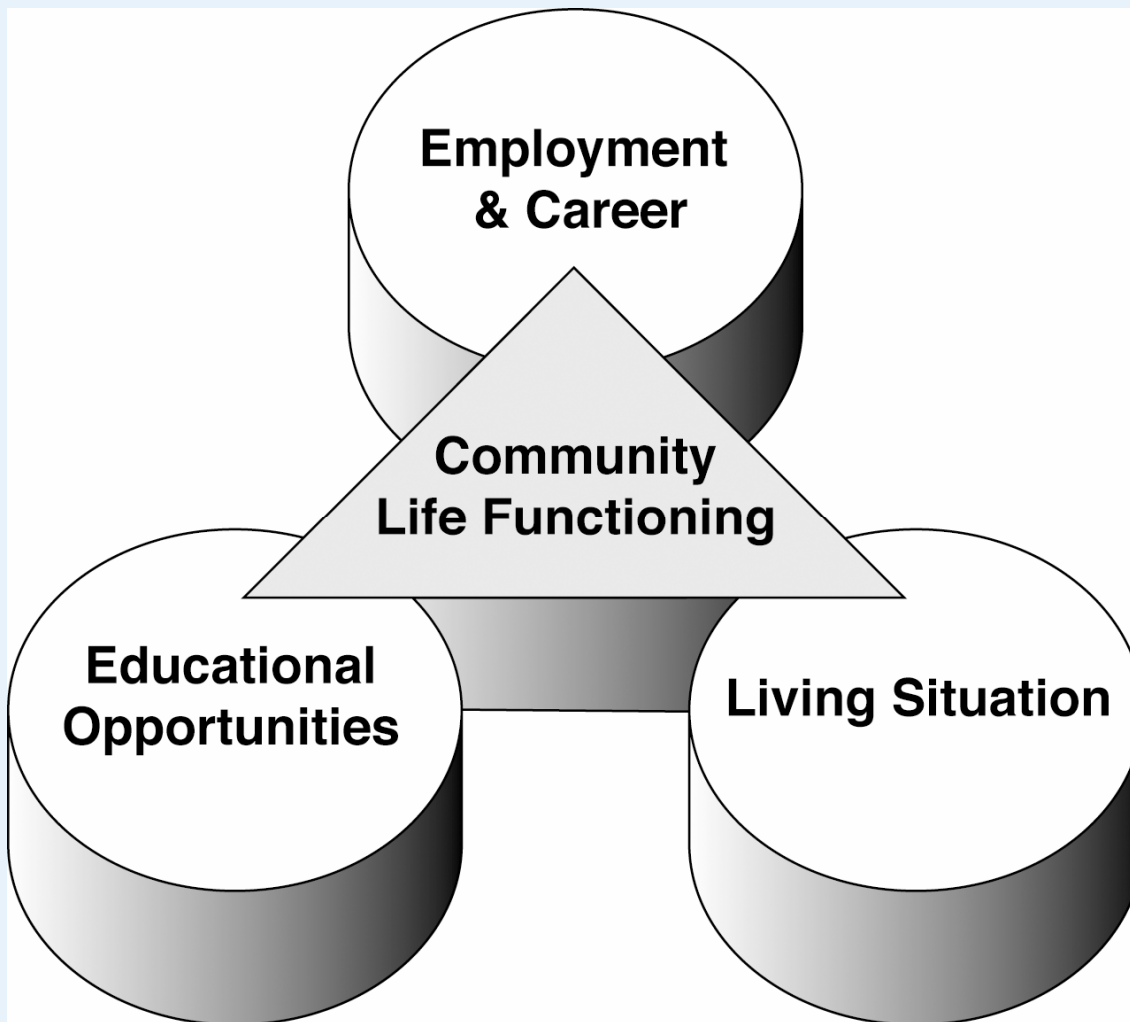
2. Tailor services and supports to be accessible, coordinated, developmentally-appropriate, and build on strengths to enable the young people to pursue their goals across all transition domains.

➤ Facilitate young persons' goal achievement across all transition domains.

- Employment and Career
- Educational Opportunities
- Living Situation
- Community Life Functioning



Transition Domains





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

- **Interpersonal Relationships**
- **Daily Living & Leisure Time Activities**
- **Community Participation & Responsibilities**
- **Communication**
- **Self-Determination**
- **Emotional & Behavioral Well-Being**
- **Physical Health**
- **Parenting**



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.

- 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.



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

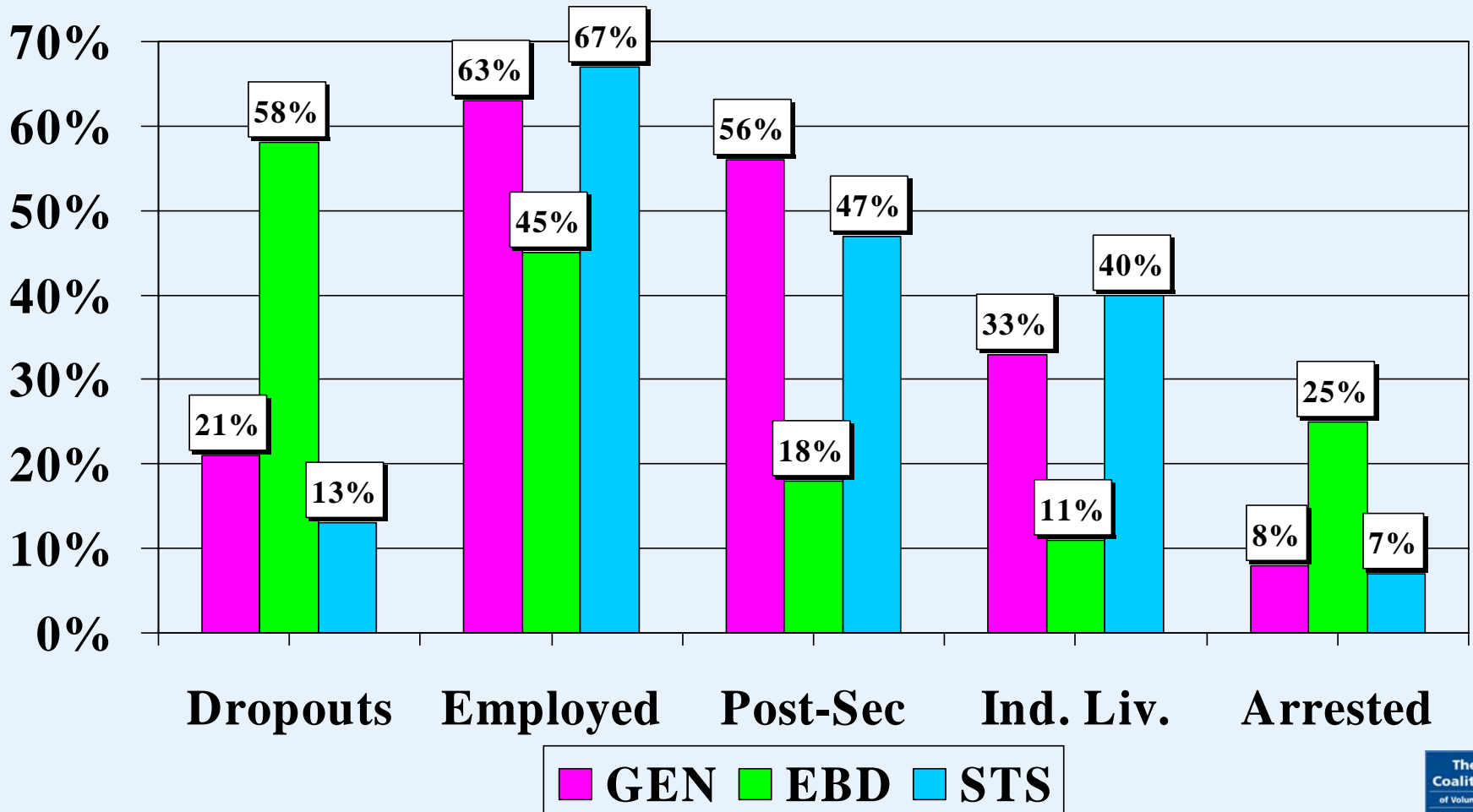


- 6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.**
- Focus on a young person's goals and the tracking of his/her progress.
 - Evaluate the responsiveness and effectiveness of the TIP system.
 - Use process measures for continuous TIP system improvement.



Comparison of Transition Outcomes

General Population, Emotionally Disturbed, and STEPS TO SUCCESS Exiters





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).

(Contd.)



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



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(TIP) system**

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

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

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

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