

# Effective Methods for Working with Transition-Aged Youth & Young Adults

## Participant Manual for Competency-Enhancement Series:

# Worksheets for Competency Enhancement

Hewitt B. “Rusty” Clark, Ph.D.  
Nicole Deschenes, M.Ed.  
Jordan Knab, Ed.S.  
Mason Haber, Ph.D.  
NCYT Workshop Facilitators

National Center on Youth Transition  
Florida Mental Health Institute  
University of South Florida  
Tampa, Florida

**For more information** regarding the National Center on Youth Transition, the Transition to Independence Process (TIP) System, and other transition issues, please visit our websites: <http://tip.fmhi.usf.edu> <http://ncyt.fmhi.usf.edu> or contact Hewitt B. “Rusty” Clark, Ph.D., Nicole Deschenes, M.Ed., Jordan Knab, Ed.S., or Mason Haber, Ph.D., Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa FL 33612. **Email:** [clark@fmhi.usf.edu](mailto:clark@fmhi.usf.edu) [deschenes@fmhi.usf.edu](mailto:deschenes@fmhi.usf.edu) [jknab@fmhi.usf.edu](mailto:jknab@fmhi.usf.edu) [mhaber@fmhi.usf.edu](mailto:mhaber@fmhi.usf.edu)

FILE: Mod Competency HANDOUT Worksheets 090906

Copyright © by H.B. Clark, 2004



# **Strength Discovery Assessment Protocols**

## **for Transition-Age Youth and Young Adults**



## **Strength Discovery Assessment Protocols for Transition-Age Youth and Young Adults**

This appendix presents Strength Discovery Assessment Protocols for assessing areas of strength and resources for the young person, his/her family, and his/her other informal and formal key players. The protocols should be helpful to you as you practice the Strength Discovery process. The protocols also can be helpful as a guide during interviews. However, many people find that over time they do not need the protocol in hand to conduct the interviews, although they may still use it to record brief notes that they elaborate upon more fully after the discovery conversation.

The order of the questions is not necessarily important. You should try to start the conversation based on a relevant or proximate situation. For example, if Michael's grandmother drops him off for the initial interview, the facilitator might ask who brought him to the interview. This information could naturally lead the conversation into questions about his family. Depending on the amount of time available for Strength Discovery assessment, consideration should be given to prioritizing questions by including the most pertinent questions into the initial conversation. Be sure to keep the Strength Discovery assessment conversational in nature.



**Strength Discovery Assessment Protocol  
for Transition-Age Youth and Young Adults**

**Possible Questions for Young Person**

Young Person's Name: \_\_\_\_\_

Date of interviews: \_\_\_\_\_

Location of interviews: \_\_\_\_\_

Interviewer's name: \_\_\_\_\_

**Important relatives, friends, and other informal and formal key players for you and/or your family**

Who would you define as your family?

Who in your family do you admire the most and why?

Who in your family do you turn to the most and why?

Who would you define as your friends/social network?

Which are closest to you?

What do you admire about them?

What are some of your happiest times with your friends?

What are some ways that your friends have helped you?

Are there other people you are close to?

Who else is an important part of your life?



Is there anyone else that ever helps you or your family?

Are there services that you receive that you or your family feel help you?

Are there services/resources you received in the past that helped you?

Are there any obstacles you are facing that you want to overcome in the area of family, friends, or formal supports? (i.e., With whom would you like to have a better relationship?)

**Young person's/family's strengths and interests**

What are some of the things you think you are best at?

What do you like to do in your free time?

What groups/activities are you involved in or would you like to be involved in?

What are your dreams/goals?

What does your family think you are best at?

What are the interests/dreams/goals of your informal key players? (e.g., mom/dad/sister/brother/grandmother/uncle/aunt)



What activities/interests do you share with your family?

What keeps you from engaging in the activities/interests that you enjoy?

**Values, culture, and natural resources of the family**

What traditions do you have with your family? (if spiritual underpinnings are shared, discuss areas of strength around these)

What would you say your family's values are?

What areas do you wish you could strengthen as it relates to your values/culture?

**Vision and needs of the young person across life domains**

Employment/career

What types of jobs/volunteer opportunities have you had?

What types of jobs/volunteer opportunities would you like to have?

What could get in the way of you reaching your employment/career goals?

Educational opportunities



When do you do your best educationally?

What educational goals do you have?

What could get in the way of you reaching your educational goals?

#### Living situation

What types of living situations do you do your best in?

What is your ideal living situation?

What skills do you still need to learn to obtain/maintain your living situation?

#### Community life functioning

What community skills do you have?

What skills do you still need to learn?

#### **What has worked for the young person and family in the past?**

When do you feel the closest to your family?

What are your happiest memories with your family?

What do you like most about your mom/dad/sister/brother/aunt/grandmother etc.

What do you think they like most about you?

When does the problem behavior *not* occur?



**Strength Discovery Assessment Protocol  
for Transition-Age Youth and Young Adults**

**Possible Questions for Family or Other Informal Key Players**

Young Person's Name: \_\_\_\_\_

Name of Person: \_\_\_\_\_

Relationship to Young Person: \_\_\_\_\_

Dates of interviews: \_\_\_\_\_

Locations of interview: \_\_\_\_\_

Interviewer's Initials: \_\_\_\_\_

**Young person's/family's strengths and interests**

What are your goals/dreams for your young person?

When is your young person most successful/at his/her best?

What are some of the things you think the (young person's name) is best at?

What are (young person's name) interests?



What do you think you are good at as a family?

Who do you admire or respect among your family? Why?

What are your interests?

Do you have the time/supports to pursue your interests?

**Values, culture, and natural resources of the family**

What traditions do you have as a family? (if spiritual underpinnings are shared, discuss areas of strength around these)

What would you say your family's values are?

**Vision and needs of the family across life domains**

Employment/career

Educational opportunities



Living situation

Community life functioning

**Important relatives, friends, and formal and informal key players for you and/or your family?**

Who would you define as your family?

Who are (the young person's) friends? Which are closest to you...to him/her?

Are there other people he/she is close to?

What do you like or respect about his/her friends?

Is there anyone else that ever helps you or your family?

Are there services that you receive that help your family or the young person?

Are there past services that you received that helped your family or your young person?

**What has worked for the young person and family in the past?**

When do you feel the closest to the young person?



What do you like most about the young person?

What do you think they like most about you?

When does the problem behavior *not* occur?



**Strength Discovery Assessment Protocol  
for Transition-Age Youth and Young Adults**

**Possible Questions for Formal Support Personnel**

Young Person's Name: \_\_\_\_\_

Name of Formal Support: \_\_\_\_\_

Type of Support Provided: \_\_\_\_\_

Dates of interviews: \_\_\_\_\_

Locations of interviews: \_\_\_\_\_

**Young person's/family's strengths and interests**

What are some of the positive things you see in the young person and the family?

What do you think they are interested in?

What do you think the young person is best at?

What do you think the family is best at?

**Values, culture, and natural resources of the family**

What traditions does the young person share with his/her family? (if spiritual underpinnings are shared, discuss areas of strength around these)



What would you say the family's values are?

**Vision and needs of the family across life domains**

Employment/career

Educational opportunities

Living situation

Community life functioning

**Important relatives, friends, and formal and informal support providers for the young person and/or his/her family?**

Who would you define as the family?

Who are the young person's friends? Which are closest to him/her?

What do you respect or admire about particular friends?

Are there other people he/she is close to?



What support do you/your agency provide?

How does the young person/family respond to this support?

Are there other supports that help the young person or his/her family? Are these supports coordinated?

Are there other services that would be beneficial to the young person and his/her family that he/she is not currently receiving?

**What has worked for the young person and family in the past?**

When does the family seem to pull together?

What do you think the young person likes best about his/her grandmother, mom, dad, brother, sister, etc.,

What do you think they like most about you?

When does the problem behavior *not* occur?



# **Using Rationales**

## **To Improve Your Effectiveness with Transition-Age Youth and Young Adults**

# Rationales for the Youth and Young Adults



## **Create Rationales for the Youth and Young Adults with Whom You Work**

Write out some simple rationales that relate to skills or behaviors that your young people present or need to learn.

Practice using some of these with some of your co-workers and then begin using these with the young people with whom you work. Your team will need to support each other in the use of rationales to improve your effectiveness with young people.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

**Qualitative Features of Interactions**

- 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.



# Checklist on Components of Rationales

Topic or Situation \_\_\_\_\_

Role Player(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

## **Were all of the components of the rationale present?**

Be behaviorally specific.

- ❖ Focus on the skill versus single behavior.
- ❖ Target new skill or alternative skill.

State likely natural consequence for young person.

- ❖ Emphasize the likely benefits of appropriate & alternative skills.
- ❖ Briefly describe likely negative consequences or risks.
- ❖ Consequences: Material, social, physical, or emotional.
- ❖ Emphasize shorter-term goals and consequences.

Ensure that consequence “personal” to young person.

- ❖ Relate to young person’s likes, dislikes, and desires.
- ❖ Ensure rationale fits youth’s situation.
- ❖ Include possible impact on self &/or others.

## **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.

## **What type of rationale was used?**

- Using Appropriate Skill >>>>>>> Likely benefit for young person
- Avoiding Inappropriate Behavior >>>>> (same)
- Using Inappropriate Beh. >>>>>>> Likely negative consequence
- Not using Appropriate Skill >>>>>>>>> (same)



# Instructions for Practicing Rationales

## **Giving a Rationale**

There are two options for practicing giving rationales. The Workshop Facilitator and each Participant can decide which of the following options are most useful for the Participants.

**Option A:** The Workshop Facilitator can ask Participants to think of a current youth or recent past youth with whom they have worked, describe the situation and youth's strengths to the group, then practice giving a future-oriented, person-centered rationale to another participant who plays the role of that youth.

**Option B:** This option can be used with less experienced participants, with administrators, or with participants who have difficulty coming up with actual youth examples from their own work situations.

## **Situations for use in Option B Behavior Rehearsals**

1. The Transition Facilitator just observed the youth's boss telling him to finish the task he has been working on. The youth answers the boss by saying, "Okay" and finishing the task promptly. The Transition Facilitator gives the youth a rationale in this situation.
2. The youth tells the Transition Facilitator that his/her mother is really getting on his/her nerves. She is always criticizing him/her. In fact, just today she told him/her he/she needs to keep his/her room cleaner. The youth told his/her mother, to "get off my back" and did not accept the criticism well.
3. The Transition Facilitator is spending time with the youth, teaching him/her to plan for the future regarding looking into training relevant to becoming a police officer. The youth does not seem very interested in the teaching session in the beginning, until the Transition Facilitator gives him/her a rationale for planning.

## Roles

The following roles apply to both Option A and B unless otherwise noted.

### - *Transition Facilitator (TF)*

- The *TF* practices giving rationales in his or her role as a Transition Facilitator and may elect to use the attached “*Rationale Worksheet*” to prepare for the practice session or with the “youth” during the practice session.

### - *Youth*

- The youth generally will be cooperative and will follow instructions and participate in the discussion.
- For Option A, the *Transition Facilitator* will provide specifics about the youth’s strengths, hopes, and dreams.
- For Option B the following youth profile information should be used: The *Youth* is 15-years-old. His or her Strength Discovery profile shows youth wants to be a police officer after he/she graduates, he/she enjoys hanging out with friends, wants to have own apartment and car as soon as possible and likes getting a paycheck.

### - *Behavior Rehearsal Leader*

- The Behavior Rehearsal Leader will provide feedback based on the attached “*Checklist on Components of Rationales*”. Following the practice by the *Transition Facilitator*, the *Behavior Rehearsal Leader* will provide strength-based feedback and feedback for improvement. The *Behavior Rehearsal Leader* may request that the *TF* participant re-practice or try a new situation. The *TF* also may ask to re-practice in order to improve comfort and competency with the skill

### - *Observers*

- Any Participants who are not involved in a particular practice exercise should use the “*Checklist on Components of Rationales*” to follow along with the practice session and privately note the components demonstrated by the *Transition Facilitator*.

## Rationale Worksheet: Practice Makes Functional

Situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skill to be taught (behavior to avoid, alternative behavior) that will lead to desired outcome for young person: \_\_\_\_\_  
\_\_\_\_\_

Young person's likes, dislikes, interests, dreams, and goals: \_\_\_\_\_  
\_\_\_\_\_

Specific natural consequences for displaying the skill or alternative behavior (focus on the benefits to the youth):  
\_\_\_\_\_  
\_\_\_\_\_

**Write a Functional Rationale:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Rationale Worksheet: Practice Makes Functional

Situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skill to be taught (behavior to avoid, alternative behavior) that will lead to desired outcome for young person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Young person's likes, dislikes, interests, dreams, and goals: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Specific natural consequences for displaying the skill or alternative behavior (focus on the benefits to the youth):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write a Functional Rationale:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Checklist on Components of Rationales

Topic or Situation \_\_\_\_\_

Role Player(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

## **Were all of the components of the rationale present?**

Be behaviorally specific.

- ❖ Focus on the skill versus single behavior.
- ❖ Target new skill or alternative skill.

State likely natural consequence for young person.

- ❖ Emphasize the likely benefits of appropriate & alternative skills.
- ❖ Briefly describe likely negative consequences or risks.
- ❖ Consequences: Material, social, physical, or emotional.
- ❖ Emphasize shorter-term goals and consequences.

Ensure that consequence “personal” to young person.

- ❖ Relate to young person’s likes, dislikes, and desires.
- ❖ Ensure rationale fits youth’s situation.
- ❖ Include possible impact on self &/or others.

## **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.

## **What type of rationale was used?**

- Using Appropriate Skill >>>>>>> Likely benefit for young person
- Avoiding Inappropriate Behavior >>>>> (same)
- Using Inappropriate Beh. >>>>>>> Likely negative consequence
- Not using Appropriate Skill >>>>>>>>> (same)



# Checklist on Components of Rationales

Topic or Situation \_\_\_\_\_

Role Player(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

## **Were all of the components of the rationale present?**

Be behaviorally specific.

- ❖ Focus on the skill versus single behavior.
- ❖ Target new skill or alternative skill.

State likely natural consequence for young person.

- ❖ Emphasize the likely benefits of appropriate & alternative skills.
- ❖ Briefly describe likely negative consequences or risks.
- ❖ Consequences: Material, social, physical, or emotional.
- ❖ Emphasize shorter-term goals and consequences.

Ensure that consequence “personal” to young person.

- ❖ Relate to young person’s likes, dislikes, and desires.
- ❖ Ensure rationale fits youth’s situation.
- ❖ Include possible impact on self &/or others.

## **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.

## **What type of rationale was used?**

- Using Appropriate Skill >>>>>>> Likely benefit for young person
- Avoiding Inappropriate Behavior >>>>> (same)
- Using Inappropriate Beh. >>>>>>> Likely negative consequence
- Not using Appropriate Skill >>>>>>>>> (same)



## Checklist on Components of Rationales

Topic or Situation \_\_\_\_\_

Role Player(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

### **Were all of the components of the rationale present?**

Be behaviorally specific.

- ❖ Focus on the skill versus single behavior.
- ❖ Target new skill or alternative skill.

State likely natural consequence for young person.

- ❖ Emphasize the likely benefits of appropriate & alternative skills.
- ❖ Briefly describe likely negative consequences or risks.
- ❖ Consequences: Material, social, physical, or emotional.
- ❖ Emphasize shorter-term goals and consequences.

Ensure that consequence “personal” to young person.

- ❖ Relate to young person’s likes, dislikes, and desires.
- ❖ Ensure rationale fits youth’s situation.
- ❖ Include possible impact on self &/or others.

### **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.

### **What type of rationale was used?**

- Using Appropriate Skill >>>>>>> Likely benefit for young person
- Avoiding Inappropriate Behavior >>>>> (same)
- Using Inappropriate Beh. >>>>>>> Likely negative consequence
- Not using Appropriate Skill >>>>>>>>> (same)

## Create Rationales for the Youth and Young Adults with Whom You Work

Write out some simple rationales that relate to skills or behaviors that your young people present or need to learn.

Practice using some of these with some of your co-workers and then begin using these with the young people with whom you work. Your team will need to support each other in the use of rationales to improve your effectiveness with young people.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

**Qualitative Features of Interactions**

- 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.



## Create Rationales for the Youth and Young Adults with Whom You Work

Write out some simple rationales that relate to skills or behaviors that your young people present or need to learn.

Practice using some of these with some of your co-workers and then begin using these with the young people with whom you work. Your team will need to support each other in the use of rationales to improve your effectiveness with young people.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Be behaviorally specific - Focus on new or alternative skill.
- State likely natural consequences (+ or -) for youth
- Ensure that consequences “personal” to the young person.

### **Qualitative Features of Interactions**

- 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.



# **Effective Teaching: Simulated and In-vivo**

# Facilitative Interaction Guide

## Teach New and Alternative Skills

- **Introduce the skill**, topic, pattern of behavior clearly
- Provide **rationale** for using skill
- **Describe or demonstrate** the skill
- **Solicit youth's input** throughout interaction
- **Practice** new or alternative skill
- **Provide descriptive praise**

## Use Descriptive Social Praise

- **Specify skill** or behavior
- **Intersperse** Descriptive Praise throughout interactions
- **Ignore "junk" behaviors** (Junk = non-consequential inappropriate beh.)
  - Pivot to reinforce other youth engaged in appropriate behaviors, OR
  - Pivot to do something else, AND
  - Then praise target youth when he/she engages in app. behavior.

## Use Rationales

- Type
  - Using Appropriate Beh. >>>>>>>> Likely benefit for youth
  - Avoiding Inappropriate Beh. >>>> (same)
  - Using Inappropriate Beh. >>>>>>> Likely negative consequence
  - Not using Appropriate Beh. >>>>> (same)
- **Specify skill** or behavior - Focus on new or alternative skill
- **State benefit or natural** (+ or -) **consequence** for youth
- **Ensure** that consequences "**personal**" to youth

## Plan for Real World Applications

- **Discuss how & where new skill** could be **useful**.
- **Set realistic expectations** (App skills don't always yield desired results).
- **Encourage youth's commitment** to using new skill.
- **Provide descriptive praise & rationales** for using the new skill.
- **Follow-up** to support use of new & alternative skills.
- **Provide tangible reinforcers** periodically (e.g., lunch, music CD)
- **Use the SODAS** social-problem solving process, as needed

---

## Qualitative Features of Interactions

- 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.

FILE: Mod Facilitative Interaction 08 20 06 © H.B.Clark 2005 clark@fmhi.usf.edu



## Navigating Rough Waters:

### Transition Practices for Facilitating Young People with EBD into Employment, Education, and Independent Living

Hewitt B. “Rusty” Clark, Ph.D., Workshop Facilitator

**This session will be guided by the interests of the participants and will cover such topics as those listed below. The topics will be addressed through discussion, small group processes, and presentations of examples from sites.**

Effective practices and strategies  
Treatment strategies  
Person-centered planning  
Cultural issues and competence  
Effective teaching methods for community settings  
Engagement of young people  
Involvement of parents  
Involvement of other informal and formal key players  
Mediation between young people and their parents  
Natural and community supports  
Special treatment issues – e.g., substance use, risk behaviors  
Housing options and issues  
Employment issues and supports  
Educational and training issues and supports  
Program development and implementation  
Theory of change or logic model  
Resource coordinators, transition facilitators  
Transition personnel: Organization, support, and operation  
Personnel training, supervision, and supports  
Collaborative community systems issues  
Community planning processes  
Roles for young people and parents in the service system  
Process and outcome evaluation methods for continuing quality improvement  
Funding sources and issues  
Advocacy and policy reform

**Note:** If you want further information regarding TIP program development and research, please contact Hewitt B. “Rusty” Clark, Ph.D., Professor & Director, or Nicole Deschenes, M.Ed., Co-Director, National Center on Youth Transition (NCYT) for Behavioral Health: System Development & Evaluation Team, Department of Child & Family Studies, Florida Mental Health Institute, University of South Florida. 13301 Bruce B. Downs Blvd., Tampa, FL. 33612-3899.

TIP Website: <http://tip.fmhi.usf.edu> NCYT Website: <http://ncyt.fmhi.usf.edu>

Email: [clark@fmhi.usf.edu](mailto:clark@fmhi.usf.edu) [deschene@fmhi.usf.edu](mailto:deschene@fmhi.usf.edu) [jknab@fmhi.usf.edu](mailto:jknab@fmhi.usf.edu) [mhaber@fmhi.usf.edu](mailto:mhaber@fmhi.usf.edu)





# Resources

## Please consider contacting us for agency and systems capacity building:

- Community systems development, partnering, & planning.
  - Including youth and parent involvement
- Technical assistance on program implementation.
- Competency-Based Training and Training-of-Trainer Workshops.
- Supervisory and coaching methods.
- Technical assistance & instrumentation on evaluation & continuing quality improvement.

## Please consider visiting our websites:

- National Center on Youth Transition – NCYT website
  - <http://ncyt.fmhi.usf.edu>
- Transition to Independence Process - TIP website
  - <http://tip.fmhi.usf.edu>
    - TIP System Development and Operations Manual
    - Personnel Training Modules
    - Theory and Research Basis for TIP System
    - Evaluation & Continuing Quality Improvement

**For more information** regarding the National Center on Youth Transition, the Transition to Independence Process (TIP) System, and other transition issues, please visit our websites: <http://tip.fmhi.usf.edu> <http://ncyt.fmhi.usf.edu> or contact Hewitt B. “Rusty” Clark, Ph.D., Nicole Deschenes, M.Ed., Jordan Knab, Ed.S., or Mason Haber, Ph.D., Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa FL 33612. **Email:** [clark@fmhi.usf.edu](mailto:clark@fmhi.usf.edu) [deschenes@fmhi.usf.edu](mailto:deschenes@fmhi.usf.edu) [jknab@fmhi.usf.edu](mailto:jknab@fmhi.usf.edu) [mhaber@fmhi.usf.edu](mailto:mhaber@fmhi.usf.edu)



