

National Network
on Youth Transition
for Behavioral Health
NNYT


**Improving Services and Outcomes for Youth in
Transition to Adulthood and their Families**

Transition to Independence Process (TIP) system

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Objectives

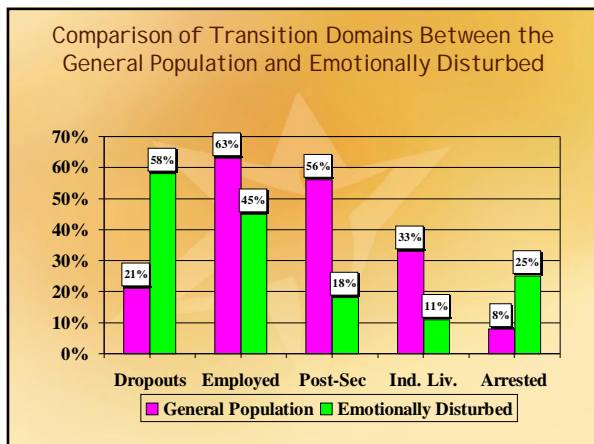
- Describe some **developmental tasks** involved in transition into adulthood and **difficulties** related to completing those for youth and young adults with emotional &/or behavioral difficulties (EBD).
- Outline **transition domains** and describe the importance of each in serving these young people.
- List and describe guidelines for developing, expanding, and maintaining the **Transition to Independence Process (TIP) system**.
- 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 (e.g., lessons learned, practical tools, and strategies to initiate or improve transition services and supports in your community).



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



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




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

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)



Promising Program Model:

Transition to Independence Process (TIP) system



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**Transition to Independence Process:
TIP System**

Mission

The mission of a service delivery system for transition-aged youth and young adults (14-25 years old) with emotional and/or behavioral difficulties (EBD) is to assist them in making a successful transition into adulthood, with all of them achieving, within their potential, their personal goals in the transition domains of employment, education, living situation, personal effectiveness, and community life functioning.

**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
 - Successful achievement of their goals

Seven (7) TIP System Guidelines

- Practice (Young Person) Level
- Program Level
- Community System Level

TIP System Guidelines

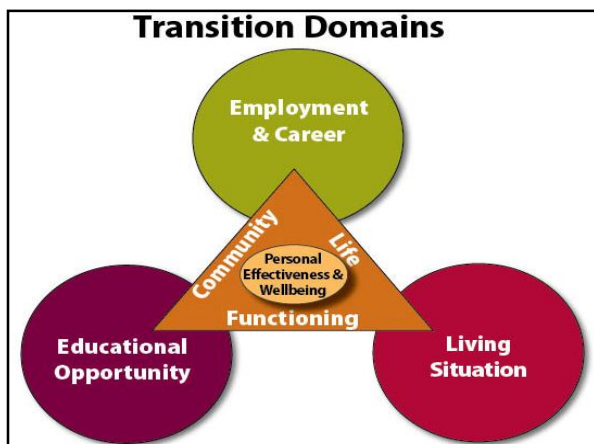
1. Engage young people through relationship development, person-centered planning, and a focus on their futures.

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

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 addressing the needs and building on the strengths of young people, and address the needs, of the young people, their families, and other informal key players.
- Ensure that services and supports are accessible, coordinated, appealing, and non-stigmatizing.
- Balance the transition facilitators' role with that of the young people and other informal and formal key players.



Components of the Transition Domains

Employment and Career (Career-Track Training)

- 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

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.

Problem-Solving Skills
SODAS

S Situation
O Options (brainstorming)
D Disadvantages*
A Advantages*
S Solution

** Likely advantages and disadvantages associated with each option.*

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

TIP System Guidelines (Cont'd)

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

- Utilize information and data from strength discovery and functional assessment methods.
- Teach meaningful skills relevant to the young people across transition domains.
- Use in-vivo teaching strategies in relevant 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

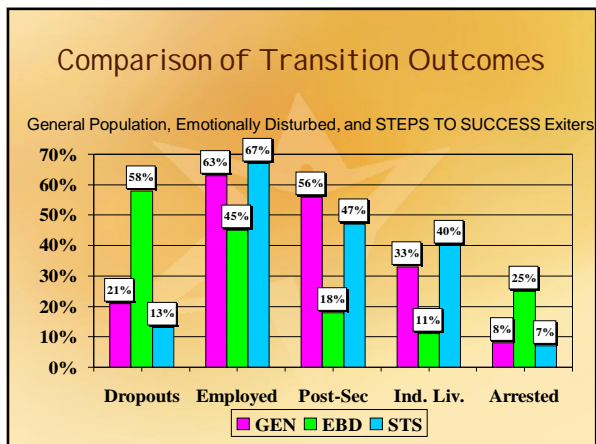
- *Natural settings
- *Relevant stimulus materials
- *Typical people (modeling)

Reinforce use of skills

TIP System Guidelines (Cont'd)

6. Maintain an outcome focus in the TIP system at the young person, program, and system levels.

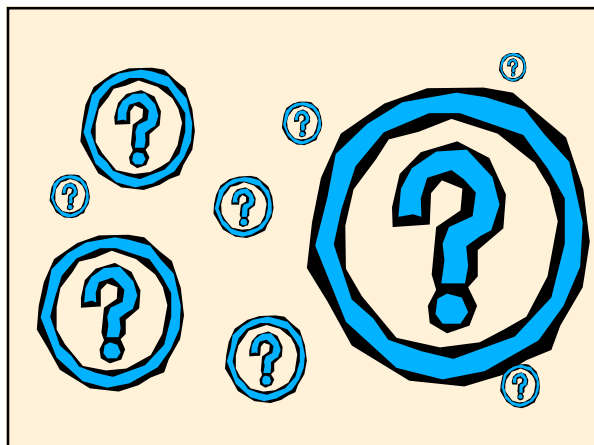
- Focus on a young person's goals and the tracking of his/her progress.
- Evaluate the responsiveness and effectiveness of the TIP system.
- Use process measures for continuous TIP system improvement.

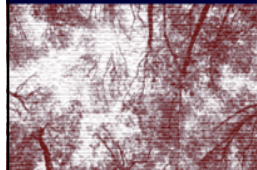


- ### TIP System Guidelines (Cont'd)
7. **Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels**
 - Maximize the involvement of young people, family members, informal and formal key players, and other community representatives.
 - Tap the talents of peers and mentors:
 - ✓ Hire young adults as peer mentors and peer counselors.
 - ✓ Assist young people in creating peer support groups and youth leadership opportunities.
 - ✓ 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 facilitate implementation of responsive, effective community transition systems for youth and young adults and their families.

- ### 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 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





<p>HEWITT B. CLARK & DEANNE K. UNRUH FOREWORD BY GARY M. BLAU & DANIEL L. SONDSHEIMER</p>  <p>Transition of Youth & Young Adults with Emotional or Behavioral Difficulties</p> <p>AN EVIDENCE-SUPPORTED HANDBOOK</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>To order: www.brookespublishing.com/clark - Be sure to use the code AF-69636 when ordering to save 10%!</p>
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Please consider visiting our websites for additional resources


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



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Comments and Questions

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