Transition to Independence Process (TIP) System

TIP Definition and Guidelines

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The *Transition Handbook* is Now Available

The new ***Transition Handbook*** (2009) contains the fully updated ***TIP System Development and Operations Manual*** as Chapter 2.
- ❖ The *Operations Manual* describes the entire *Transition to Independence Process (TIP)* model.
- ❖ Navigating the Obstacle Course: An Evidence-Supported Community Transition System (Chapter 2) -- Hewitt B. "Rusty" Clark & Karen Hart

The ***Transition Handbook***:
- ❖ Clark, H. B., & Unruh, D. K. (2009). Transition of youth and young adult with emotional or behavioral difficulties: An evidence-supported handbook. Baltimore: Brookes Publishing.
- ❖ Brookes Publishing Company web site: www.brookespublishing.com/clark
- ❖ For more information regarding the *Transition Handbook* or the *TIP system*, visit our TIP web site or NNYT web site listed below.

NNYT is the Purveyor of the TIP Model

Community agencies or a community collaborative interested in the implementation of the TIP model in their community would work with the ***National Network on Youth Transition for Behavioral Health (NNYT).*** The ***mission*** of *NNYT* is: To improve the outcomes of transition-age youth and young adults through system development, program implementation, and research.

The *National Network on Youth Transition for Behavioral Health (NNYT)* now has two "hubs" – one at the University of South Florida (USF) in Tampa FL and one at *Stars Behavioral Health Group (SBHG)* in Long Beach CA. SBHG serves as the NNYT Purveyor for the *Transition to Independence Process (TIP)* model and operates the NNYT Stars Training Academy. Although both NNYT hubs are involved in evaluation and continuing quality improvement efforts, the USF hub has more of an exclusive evaluation/research emphasis. This document has been adapted by NNYT faculty at the Department of Child & Family Studies, College of Behavioral & Community Sciences, University of South Florida for use by SBHG and NNYT under a contract from SBHG.

Author's Note

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For additional information, please visit our websites or contact **Hewitt B. "Rusty" Clark**, **Nicole Deschênes**, or **Joseph Solomita** at the contact information listed below.

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WEBSITES Transition to Independence Process (TIP) System *http://NNYT.TIPstars.org* National Network on Youth Transition for Behavioral Health (NNYT) *http://nnyt.fmhi.usf.edu*	

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Definition of the TIP Model

TIP Model Definition

The Transition to Independence Process (TIP) model was developed for working with youth and young adults (14-29 years old) with emotional/behavioral difficulties (EBD) to: a) engage them in their own futures planning process; b) provide them with developmentally-appropriate, non-stigmatizing, culturally-competent, and appealing services and supports; and c) 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 related to relevant transition domains (i.e., employment/career, educational opportunities, living situation, personal effectiveness/wellbeing, and community-life functioning. The TIP system is operationalized through seven guidelines and their associated practices that drive the work with young people and provide the framework for the program and community system to support these functions.

TIP System Guidelines

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

2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant transition domains.

3. Acknowledge and develop personal choice and social responsibility with young people.

4. Ensure a safety net of support by involving a young person's parents, family members, and other informal and formal key players.

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

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

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

Theory and Research Underpinnings for the TIP Model

The TIP model is considered to be an evidence-supported practice based on six published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD). If you want to learn more regarding these research findings, please download the document entitled, *Theory and Research Summary of the TIP Model* -- available through the TIP website: http://tip.fmhi.usf.edu.

Other Aspects of the TIP Model

Transition Facilitators

To ensure the continuity of planning, services, and supports, the TIP system is implemented directly by **transition facilitators** who work with the young people, their parents, and other informal and formal support people.

- The term *transition facilitator* is used to emphasize the function of **facilitating** the young person's future, not directing it.

- Different sites and service systems use similar terms such as transition specialist, resource coordinator, mentor, transition coach, TIP facilitator, service coordinator, or life coach.

- The role of transition facilitators with young people, their parents, and other informal and formal key players will be described in detail throughout this manual.

Independence and Interdependence

The TIP system promotes independence. However, the concept of "interdependence" is central to working effectively with young people. This concept nests the focus of independent functioning (e.g., budgeting money, maintaining a job) within the framework of young people learning that there is a healthy, reciprocal role of supporting others and receiving support from others (i.e., social support network for emotional, spiritual, and physical support).

Self-Determination

The concept of *self-determination* is one that the fields of education and psychology are attempting to define (Field & Hoffman, 1996; Martin & Marshall, 1995; Rusch & Chadsey, 1998). In order to operationalize this concept as much as possible, it can be defined as the ability to: 1) set goals that are likely to improve one's quality of life; 2) formulate alternative strategies; 3) choose among the strategies to find the most viable ones for achieving each goal; 4) implement the selected strategies; and 5) evaluate one's progress in achieving the goals.

Some of the personal skills associated with self-determination are: choice clarification, decision-making, goal setting, creativity, delayed gratification, self-advocacy, assertiveness, self-monitoring, self-evaluation, and self-reinforcement.

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 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.

2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant transition domains.

♦ Facilitate young persons' goal achievement across relevant transition domains (Refer to Figure 1 & Table 3).
   • Employment and Career
   • Educational Opportunities
   • Living Situation
   • Personal Effectiveness & Wellbeing
   • Community-Life Functioning
♦ Tailor services and supports to be developmentally-appropriate; addressing the needs and building on the strengths of 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 person, 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 encounter 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 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.

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 and outcome 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, and other informal and formal key players, and relevant community representatives.
♦ Tap the talents of peers and mentors:
  • Hire young adults as peer associates to work with transition facilitators and young people (with possible functions such as mentoring, counseling, public education, and/or youth leadership development).
  • 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.

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

Table 2
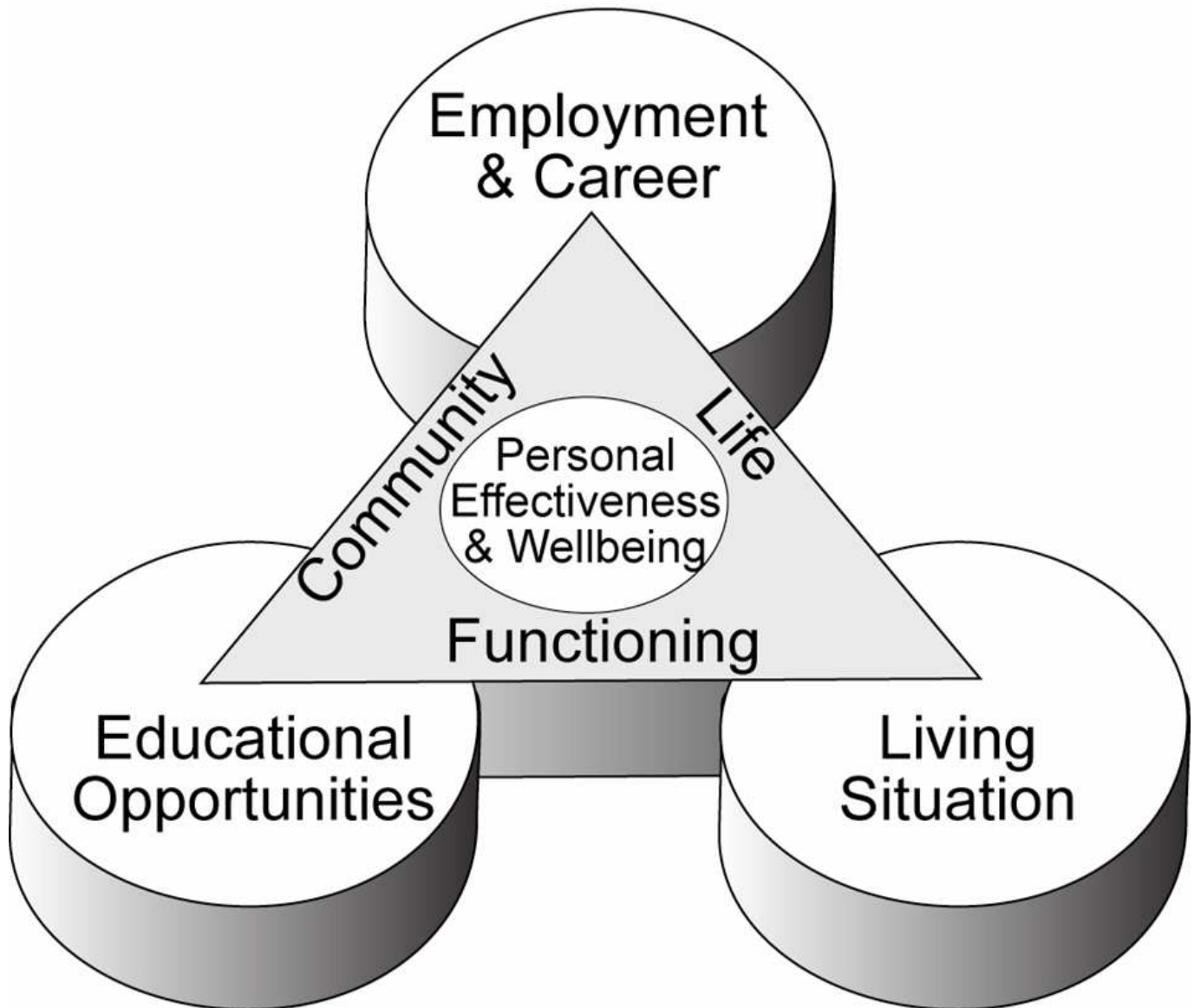# Personnel Competency Enhancement

TIP System Core Practices:

➢ Strength Discovery and Needs Assessment
➢ Futures Planning
➢ Rationales
➢ In vivo Teaching
➢ Social-Problem Solving (SODAS)
➢ Prevention Planning on High Risk Behaviors and Situations
➢ Mediation with Young People and Other Key Players (SCORA)

Qualitative Features of Interactions:
- **Was the quality of the interaction appropriate to the situation?**

  o Solicit youth's input throughout interactions.
  o Acknowledge youth's input (active listening).
  o Remain non-judgmental
  o Pleasant & steady voice tone (avoid lecturing).
  o Express enthusiasm where appropriate.
  o Facial expressions/Eye contact/Body language to match.
  o Express empathy, concern, care, &/or encouragement.
  o Offer assistance, as appropriate.
  o Set limits and expectations, as necessary.
  o Use positive descriptive praise.

Transition Domains

Figure 1. The Five Transition Domains: The three setting domains of **Employment/Career, Educational, and Living Situation --** and the **Personal Effectiveness/Wellbeing** and the **Community-Life Functioning** domains shown in this figure are useful in capturing young people's attention and their focus on their futures. The last two domains encompass several sub-domains that are relevant to success in each of the other domains.
(See Table 3 for a complete listing of the domains and sub-domains).

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Table 3: Transition Domains

Employment & Career

- Competitive employment site.
- Work experience, paid or unpaid, at competitive or entrepreneurial worksite (e.g., apprenticeship with employee serving as coworker mentor).
- Supported employment (e.g., paid placement at competitive worksite with formal support, like a job coach).
- Transitional employment opportunities, paid or unpaid, at a noncompetitive worksite placement.

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 where placement is related to school/college enrollment.

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., service coordinator assists but does not live on-site).
- Supported living (e.g., supervised apartment with live-in mentor or on-site support staff at apartment complex).
- Group home or boarding home.
- Restrictive setting (e.g., crisis unit, residential TX center, detention center).

Personal Effectiveness & Wellbeing (Table 2 Continued)

Interpersonal Relationships: Family, Friends, & Mentors
- Relationship development & maintenance of friendships.
- Balance of independence & interdependency with family members.
- Dating skills & development/maintenance of intimate relationships.
- Maintenance of relationships with mentors & informal key players.

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.
- Spiritual wellbeing
- Self-management of psychotropic medications & side-effects.
- Manage use of alcohol & drugs.
- Avoid physical confrontations & criminal activities.
- Avoid danger to self & others.

Self-Determination
- Social problem solving (e.g., generate alternative options, make informed 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.

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

Physical Health & Wellbeing
- Health care & fitness (e.g., balance diet, physical activity).
- Recognizing when to see a physician.
- Self-management of over-the-counter & prescription medications & possible side effects.
- Knowledge of sexual functioning & birth control (e.g., prevention of sexually-transmitted diseases & unwanted pregnancies).
- Ability to access medical & 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).

Community-Life Functioning

Daily Living
- Self care.
- Maintenance of living space & personal possessions.
- Money management.
- Cooking & nutrition.
- Maintenance & security of personal & financial documents.
- Safety skills (e.g., avoid dangerous situations, prevent victimization).

Leisure Activities
- Entertaining one's self.
- 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
- Mobility around the community.
- Access & use of relevant community agencies & resources.
- Citizenship responsibilities, knowledge of basic rights & responsibilities.
- Community social support (e.g., peer groups, community organizations).
- Access to legal services.
- Cultural & spiritual resources.

Essential Elements of the TIP Model

The TIP model is considered to be an evidence-supported practice based on six published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD). Agencies and communities seeking to develop or enhance their service systems for transition age young people and their families may want to consider implementing the TIP system.

This first outline provides the "**Essential Practice Elements**" of the TIP model and the second outline provides the "**Organizational Features**" that define the TIP model. Agency and community stakeholders interested in learning more about the TIP system may find it helpful to review these outlines and to examine the other resources referred to at the end of this protocol.

Essential Practice Elements of the TIP Model

- ❖ **TIP System Guidelines**
    - o These principles or guidelines drive the youth-friendly, stigma-free, culturally-sensitive, developmentally-appropriate, and effective work by the transition facilitators with:
        - ▪ with youth and young adults
        - ▪ and their families, other informal key players, and formal key players
    - o Review the seven **TIP System Guidelines** on Table 1
    - o The TIP model is considered to be an evidence-supported practice based on six published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD).   TIP website: http://tip.fmhi.usf.edu "*Theory and Research Summary of the TIP Model.*"
    - o Refer to page 2 of this document for access information regarding the *TIP Operations Manual* that provides a complete description of the TIP system.
- ❖ Transition Facilitator use seven **Core Practices** to enhance the effectiveness of their working with youth and young adults
    - o Strength Discovery and Needs Assessment
    - o Futures Planning
    - o Rationales
    - o In-vivo Teaching
    - o Social Problem Solving (SODAS)

- Prevention Planning Process on High Risk Behaviors
- Mediation with Young People and Other Key Players (SCORA)
- ❖ **Transition Domains**: Youth and young adults are encouraged to establish and pursue their own goals across relevant transition domains and sub-domains (Fig. 1 & Table 3).
  - Employment
  - Education and Career Development
  - Living Situation
  - Personal Effectiveness/Wellbeing
    - Interpersonal Relationships
    - Emotional and Behavioral Wellbeing
    - Self-Determination
    - Communications
    - Physical Health & Wellbeing
    - Parenting
  - Community-Life Functioning
    - Daily Living Skills
    - Leisure Activities
    - Community Participation
- ❖ **Futures Planning Process** with youth and young adults involves a youth-driven planning process.
  - *Planning Partners*
    - *Planning partners* are selected by young person
    - He/she might choose *different* key players to serve as *planning partners* for *different* topics, needs, or goals
    - Often a young person may want to only involve him/herself and one or two key players (e.g., transition facilitator, parent, friend) to serve as *planning partner(s)*
  - *Necessary Connections*
    - Young person's topic/need/goal determines who is a "*necessary connection(s)*" (e.g., probation officer, vocational rehabilitation counselor, community college instructor) for him/her to make progress on this topic, need, or goal
    - Young person and transition facilitator or other *planning partner* would contact, plan, and/or negotiate with the *necessary connection(s)* regarding any actions or issues that have evolved from the planning process.
- ❖ **Targeted clinical interventions** may be needed for some youth and young adults with EBD within the TIP system framework. The primary goal is to engage young people in continuing to make progress on their goals across relevant transition domains.
  - At times, targeted clinical interventions such as the following might be required -- these are most useful when the young person is interested and willing to participate in the therapeutic or treatment process:
    - Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS DBT), Motivational Interviewing, Behavior Analysis Functional Assessment & Treatment, Substance Abuse Treatment, Aggression Replacement Therapy (ART), Wellness Recovery Action Plan (WRAP).
    - Appropriate referrals and follow-along supports should be provided so as to maintain the young person in his or her transition process (or re-engage the young person back into the transition process as soon as feasible).

Essential Organizational Features of the TIP Model

❖ **The transition program or system** has a clearly stated mission and is:
- o Community-based in the provision of services and supports
- o Meets all of the above specified Essential Elements
- o Actively develops and maintains an array of developmentally-appropriate, appealing services and supports for youth and young adults
  - ▪ Directly through the transition program or system and/or
  - ▪ Available through partner agencies or other community resources
- o Committed to youth and young adult voice and participation in all aspect of the program/system

❖ The **TIP model is a community-based system** where the provision of services and supports follow the young person across relevant setting
- o Young people are served, to the extent possible, in non-stigmatizing settings (e.g., program co-located with a career center or YMCA, meet young person at Burger King, walk in the park, "windshield time" with youth while transporting to job interview)
- o Facilities and services are as accessible and youth-friendly as possible (e.g., career center or YMCA is located on convenient bus route)
- o Transition facilitators work with youth and young adults at times that are workable for them (e.g., after school, before afternoon work shift, on Sat.)

❖ The **TIP system is an evidence-supported model** for the following population
- o Serves youth and young adults with emotional and/or behavioral difficulties (EBD)
  - ▪ Encompasses the terms of:
    - • Youth under 18 years of age who have "severe emotional disturbances (SED)"
    - • Young adults over 18 years of age who have "severe mental illness (SMI)"
    - • Some transition sites also serve youth and young adults at risk of EBD, but might not fully meet the diagnostic classification for SMI
- o Transition age usually encompasses the entire period from 14 years through 29 years of age.
  - ▪ Some transition sites only target a segment of this age range (e.g., 17-21, 18-25, 16-29 years of age)

- Target population for the program is clearly specified
    - Potential referral agencies and community partners understand the referral process
    - Appropriate outreach efforts are made to reach youth and young adults who need services and supports in line with the program mission
- ❖ **Selection of personnel** to serve as **transition facilitators**
    - Typically personnel have at least a bachelor degree in behavioral or social science fields with experience in working with youth and young adults with EBD.
    - Preference given to transition facilitator candidates to create cultural diversity within the team that maximizes the likelihood that young people will relate to them comfortably (e.g., ethnicity, linguistically, sexual orientation, previous histories such as gang involvement)
    - Essential that all transition program personnel demonstrate:
        - professionalism (e.g., respect for others, responsive to corrective feedback, tolerant of other points of views, willingness to learn new skills)
        - care about and like being around youth and young adults
        - ability to not personalize everything
        - share a sense of appropriate humor
    - Transition facilitator candidates will need to possess good relationship and coaching skills and will need to be willing to refine these and learn other interactional and practice skills as needed to be effective in engaging and facilitating youth and young adults with EBD. The qualitative interactional skills include:
        - 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.
- ❖ **Role of transition facilitators**
    - The transition facilitator works with young people to assist them in planning and achieving their goals across all relevant transition domains.
    - The transition facilitator is providing or brokering individually-tailored services and supports to best meet the needs and goals of each young person
    - The facilitators coach the young people, teach skills, and guide social problem solving, and they also need to recognize when to involve a young person with a professional with particular expertise (e.g., trauma therapist, behavior analyst, psychologist, DBT therapist, psychiatrist).
    - Important that the team of transition facilitators and program supervisor have available, at least on a consultative basis or through a partner agency basis, professional expertise that the team can tap as necessary (e.g., psychologist, behavior analyst, psychiatrist, job developer, peer partner, housing specialist).
- ❖ **Youth, young adults, and families have voice** in the program and system:
    - Their voice brings a "youth" and/or "parent" perspective, culture, and ownership to the process and program

- o Peer mentor or peers support roles (e.g., encourage paid positions for peer mentors to work with transition facilitators with young people)
- o Serve on planning, advisory, and governing committees, possibly participate on interviewing and hiring of transition facilitators, and possibly serve on advocacy groups
- o If not a member of the program staff, the parent or young person should be compensated for his/her time and participation
- ❖ **Ratio of young people** to transition facilitators does not exceed 15 to 1
  - o One study across five community transition sites showed that one site had a ratio of 9 to 1 and another site 13 to 1, with the other three falling within this range.
  - o Factors such as the following may necessitate requiring a lower ratio of young people per facilitator: travel time for service delivery; severity level of EBD; degree of risk vs. stability in their home, school, and/or employment placements; availability of developmentally-appropriate, appealing and effective supports and services in the community.
- ❖ **Levels of the TIP system coaching**. TIP services and supports for each young person may progresses throughout the four levels of coaching outlined as outlined below.
  - o Initial Assessment and Planning: Typically completed within the first 3-8 weeks of the assignment to the TIP team.
  - o Active Coaching Status: Average of 9 months after the Initial Assessment -- with a typical range from 4 to 24 months.
  - o Maintenance Coaching Status: Average 10 months following the Active Coaching Status – with a typical range from 4-48 months.
  - o Follow-Along Status: Ongoing with young person and/or informal key players maintaining services/supports as required in the community.
  - o NOTES:
    - ▪ The Initial Assessment and Planning Level is focused on engaging the young person through strength discovery / functional assessment and relationship development -- and then developing an initial transition plan.
    - ▪ The flow across these levels of supports is highly individualized. A young person may move across these levels and then may return to a previous coaching status for a period of time. Also, these estimates have not been scientifically validated.
- ❖ **Transition program supervisors utilize personnel training and coaching to support the competences of the transition facilitators**, including:
  - o Office-based supervision and coaching
  - o Field-based supervision and coaching
  - o Team based training and coaching
    - ▪ Pre-service training
    - ▪ In-service training
  - o **Case-Based Review (CBR) Process for Continuing Personnel Competency Enhancement**
    - ▪ CBR sets the occasion for the transition facilitators and the program supervisor to:
      - • Review the extent to which the TIP guidelines and practices are being applied
      - • Brainstorm ways to facilitate the young person's progress and adjustment, and celebrate success of a young person

- Recommend that the team examine two or three young people's cases in depth every couple weeks.
- Refer to two protocols that support the Case-Based Review (CBR) process:
  - CBR Administration Manual
  - Preparing for a CBR Session

❖ **The TIP model usually operates from either of these two organizational platforms**:
  - Case management platform where young people are "assigned" to a transition facilitator
  - ACT model type platform where all of the young people are served by the team of transition facilitators
  - Most transition programs use a case management platform to launch their services and supports

❖ The transition program **establishes quality improvement and program evaluation methods** and **utilizes these for continuing enhancement of the program**
  - Periodically and systematically collect feedback from young people who are being, or have been, served by the transition program on the responsiveness and effectiveness of the personnel and services
  - Track the progress and outcomes of each young person across his/her individualized goals and across all of the transition domains
  - Provide feedback loops of relevant data from the above two items so that administrators, program managers, supervisors, frontline personnel, and other stakeholders involved with the transition program will be able to use these findings to improve the quality and effectiveness of their program and associated services and supports
  - Quality Assurance or Continuing Quality Improvement (QA or CQI) coordinators at the agency or community level can assist in compiling program services and outcome data as well as help guide documentation to comply with local, state, and federal regulatory standards

❖ The **transition program/system is managed and funded to ensure** that it has the capacity to support the above Essential Practice Elements and Organizational Features
  - The transition program/system is demonstrated to be responsive to the needs, interests, and goals of the youth and young adults
  - Flexible funds are available to support the young person's needs and goals when the use of categorical funding is not feasible
  - Community resource development is an ongoing effort
    - Identifying relevant services and community resources (e.g. community asset mapping)
    - Maintaining information regarding these resources and arranging access to them (e.g., website for transition program personnel, website for young people to identify resources relevant to them
  - Management and fiscal features of the program/system are transparent (e.g., parents and young adults serve on the Community Steering Committee which has access to program data and budget/expense data
  - Recognize and maintain **affiliation with the NNYT Purveyor of the TIP model for implementation and sustaining of the transition system -- with fidelity to the model**

Implementation of the TIP Model

❖ Community agencies or a community collaborative interested in the implementation of the TIP model in their community would work with the *National Network on Youth Transition for Behavioral Health (NNYT).*
  o *NNYT* serves as the *TIP Purveyor organization.*
  o The *mission* of *NNYT* is: To improve the outcomes of transition-age youth and young adults through system development, program implementation, and research.
  o The *NNYT* is coordinated from the Florida Mental Health Institute at the University of South Florida and has *NNYT Partners* across the country to assist with its mission.
❖ TIP Model Site: (Site seeking fidelity to the TIP model).
  o Adopt the entire TIP model to ensure the effectiveness of services
  o Maintain training and technical assistance from the TIP Purveyor organization
    ▪ The NNYT will arrange for a TIP Model Consultant(s) to come in for three site visits per year for the first two years with teleconferencing designed to facilitate adherence to the model (e.g., Case-Based Reviews).
    ▪ Subsequent years typically involve at least one site visit per year with teleconference supports.
  o NNYT Faculty Consultants are focused on assisting sites in building site-capacity to ensure sustainability over time.
  o Transition System Fidelity Assessment for Continuing System Improvement is typically conducted in Years 2 or 3 to ensure fidelity to the model and effectiveness of services – and then conducted every three years subsequently.
❖ TIP Informed Site:
  o Adopt or adapt the TIP guidelines and associated practices.
  o Will ensure that frontline and supervisory personnel maintain competencies in the TIP guidelines and associated practices.

Competency Enhancement Training
for Working with Transition-Age Young People

Competency Enhancement Training

The **NNYT Faculty Consultants** provide *competency training* to personnel who work with transition-age youth and young adults (14-29 years of age). Personnel competency enhancement focuses on:

- o **Personnel competency enhancement.**
    - Training on the TIP model principles & applications.
    - Competency training on TIP model core practices.
        - Strength Discovery and Needs Assessment
        - Futures Planning
        - Rationales
        - In vivo Teaching
        - Social-Problem Solving (SODAS)
        - Prevention Planning on High Risk Behaviors
        - Mediation with Young People and Other Key Players (SCORA)
    - Orientation to strategies for integrating within TIP, other agency established practices for targeted clinical needs (e.g., SPARCS, Behavior Analysis Functional Assessment & Treatment, ART, WRAP).[1]
- o **Describe applications** of the TIP model in other community settings and agency consortiums -- and explore means of incorporating the TIP model and practices at your site.
- o Provide **practice opportunities** for transition personnel to apply the TIP system practices.
- o **Assist supervisors** in the use of office-based, team-based, and field-based coaching of personnel.
- o Provide your site with technical assistance on the use of **quality assurance systems** and **evaluation tools** (e.g., TAPIS Progress Tracker) for continuing quality system improvement.
- o Creation of a **"TIP Community of Practice"** at your site.

TIP Orientation Training Modules:

Transition personnel can become **oriented to the TIP model**, it principles, and its core practices though our **on-line Orientation Training Modules**. Please visit our TIP web site for an overview of our training tiers.

Capacity Building Available:

Competency-based training and training-of-trainer workshops can be arranged to strengthen an organization's transition program capacity.

Please Visit Our Websites:

**TIP website - http://NNYT.TIPstars.org
NNYT website - http://nnyt.fmhi.usf.edu**

NNYT Consultants for TIP Model Implementation

The NNYT has other professional who are qualified TIP Consultants for TIP model implementation and evaluation. Dr. Hewitt B. "Rusty" Clark and Ms. Nicole Deschênes at the University of South Florida and Mr. Joseph Solomita at the NNYT Stars Academy can link you with other appropriate resources across the nation base on your site's needs. Please see our contact information on page 3 of this document.

Wrap-up & Look to the Future

Think about your work with youth/young adults/families:
    Your own youth/young adults
    Those you work with professionally

What will you do different tomorrow than you did yesterday -- based on what you learned?

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Making a difference in the lives of youth and young adults!
    Thank you!