

Table 1. TIP Model 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, trauma-informed, 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, trauma-informed, 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), Clark et al. (2000), and Clark & Hart (2009).

Table 2: Personnel Competencies for Working Effectively

TIP Model Core Practices:

- Strength Discovery and Needs Assessment
- Futures Planning
- Rationales
- In-vivo Teaching
- SODAS: Problem Solving
- WHAT'S UP?: Prevention Planning on High Risk Behaviors & Situations
- SCORA: Mediation with Young People and Other Key Players

ENGAGERS: Qualitative Features of Interactions:

- Was the quality of the interaction appropriate to the situation?
 - Encourage sharing of thoughts, feelings, & ideas
 - Neutralize your own judgmental reactions
 - Gesture with eye-contact, facial expressions, & body language
 - Ask Open-ended questions
 - Give Affirmations & descriptive praise
 - Express empathy, concern, care, & encouragement
 - Reflect for Understanding
 - Summarize & offer assistance, as necessary

Futures planning with youth and young adults involves a youth-driven planning

process. The conceptual framework for the planning process is "Planning Partners / Necessary Connections".

◆ **Planning Partners**

- *Planning partners* are selected by young person.
- YP might choose *different* key players to serve as *planning partners* for *different* topics, needs, or goals.
- Most of the time it's just the YP and his/her transition facilitator (TF) meeting. Older young and young adults typically prefer this one-on-one format for their Futures Planning.
- When a YP does include other key players to serve as *planning partner(s)* for a topic, the YP may only want one or two additional people (e.g., YP, transition facilitator, and parent depending on the topic and his/her sense of the relevance of having others involved in the planning).
- TF or other planning partner offers to assist YP in preparing to make the "necessary connection(s)." E.g., Role play how the YP will discuss issues with probation officer; Role play how to present goals or advocate for him/herself in Wraparound meeting; Attend required child welfare meeting with the YP to support him/her in presenting his/her plans.

◆ **Necessary Connections**

- Young person's topic/need/goal determines who is a "*necessary connection(s)*" (e.g., landlord, probation officer, psychiatrist, vocational rehabilitation counselor, community college instructor) for him/her to make progress on this topic, need, or goal.
- YP and TF 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 YP's Futures Planning that are relevant to the *necessary connection*.
- *Necessary connections* can include standing group meetings (e.g., a family Wraparound meeting) or required system meetings (e.g., IEP, Child Welfare, Court hearing). The YP and his/her *planning partner(s)* may work with the coordinator for a meeting to ensure that the YP's goals are a part of the agenda and/or a *planning partner* may accompany the YP to the meeting.

NOTE: With older youth and young adults, about 95% of the meetings are just with the YP and his/her TF.

Transition Domains

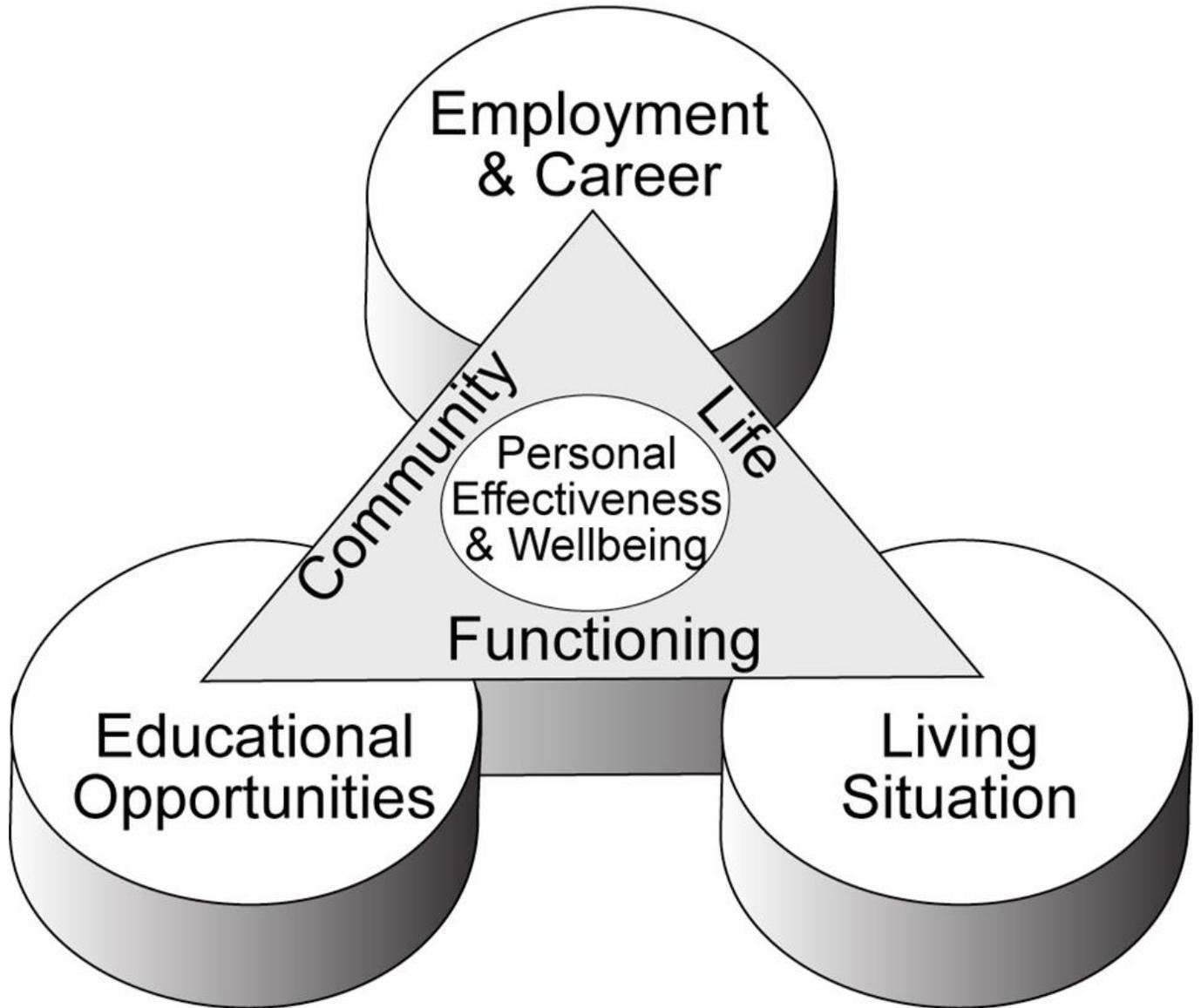


Figure 1. The Five Transition Domains: The three setting domains of Employment/Career, Educational, and Living Situation -- and the Personal Effectiveness/Wellbeing and the Community-Life Functioning domains shown in this figure are useful in capturing young people's attention and their focus on their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

(See Table 3 for a complete listing of the domains and sub-domains).

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 3 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 resource

FILE: Website TIP Model Tables of COMPONENTS PDF 092714
Copyright © 2010 by Stars Behavioral Health Group