Module 4:

In-vivo Teaching

Strategies for Teaching Relevant Skills to Transition-Age Youth and Young Adults

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TIP and NNYT Websites

Transition to Independence Process (TIP) Model
http://NNYT.TIPstars.org

National Network on Youth Transition (NNYT) for Behavioral Health,
http://nnyt.fmhi.usf.edu

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# Table of Contents

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>1.1</td>
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<tr>
<td>1.2</td>
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**In-vivo Teaching**

Page 3
1. About TIP Model Training

1.1 Author’s Note

The *Transition to Independence Process (TIP)* system is an evidence-supported model based on published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD). These outcomes have been demonstrated at sites where personnel have undergone competency-based training that is conducted at the community site and through teleconference supports.

The TIP model training materials are designed for personnel serving transition-age youth and young adults and their families. The TIP Model Orientation Modules provide a helpful orientation for new staff in learning about the TIP model, but the modules cannot ensure proficiency in the application of the principles and practices of the TIP system.

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.

The faculty and staff of NNYT and SBHG hope that you find our TIP and NNYT website resources to be of value to you and your personnel. Please let us know if you would like to arrange for establishing a TIP model site for improving the progress and outcomes of youth and young adults with EBD and their families.

1.2 About Orientation and Training Options

1.2.1 Purpose

The TIP Model Orientation Modules provide a helpful orientation to the TIP model. The modules cannot ensure proficiency in the application of the principles and practices of the TIP system. Many sites which are receiving on-site, competency-based training in the TIP model, find that the most valuable use of these modules is for orienting new personnel to the TIP system. These personnel can then receive competency-based training through field-based
coaching and some competency-based training by their supervisor and NNYT Certified TIP Model Consultants.

1.2.2 Audience

These modules make frequent reference to the Transition Facilitator and his or her role in assisting transition-age youth and young adults with EBD and their families. Transition Facilitators are the primary audience for the orientation, however, anyone who works with youth and young adults in transition (e.g., teachers, mental health specialists, employment specialists, transition specialists, guidance counselors, vocational rehabilitation counselors, juvenile justice personnel, supervisors, parents, foster parents, and guardians) may find the orientation useful for learning about the TIP system.

1.2.3 Three Tier Training

The TIP Model orientation and training is supported across three Tiers.

Tier I: Overview of the TIP Model


The Transition Handbook:

- 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 on page 2 of this module.

The TIP Model Orientation Modules section of the TIP website (http://NNYT.TIPstars.org) contains a quiz to support your reading of Chapter 2 in learning about the TIP Model.

Tier II: TIP Model Orientation Modules

The modules provide web-based educational opportunities to learn about each of the principles and core practices of the TIP model and present suggestions for putting the practices into action. The modules contain scenarios, sample forms, quick references,
worksheets and other tools for applying the core practices. Tier II includes TIP Model Orientation Modules addressing the following practices:

- **Module 1: Strength-Discovery and Needs Assessment**
- **Module 2: Futures Planning**
- **Module 3: Rationales**
- **Module 4: In-vivo Teaching**
- **Module 5: Social Problem Solving (SODAS)**
- **Module 6: Prevention Planning for High Risk Behaviors**
- **Module 7: Mediation with Young People and Key Players (SCORA)**

**Tier III: Competency-Based Training**

NNYT and SBHG provide flexible, on-site, competency-based training and support for implementing the TIP model with agencies and community collaboratives. The NNYT TIP Model Consultants use our Behavior Rehearsal Manuals for the on-site training and coaching of transition facilitators and their supervisory personnel to ensure proficiency in the application of the core competency practices. Please contact us for on-site training and site capacity-building offerings. (See Page 2 for our contact information).

**1.2.4 Instructions**

We strongly suggest that you read Chapter 2 of the above mentioned *Transition Handbook* to provide you with a context for the practices presented in Tier 2 modules.

**1.3 About This Module**

**1.3.1 Learning Objectives for this Module**

After completing this module, you should be able to:

- Describe in-vivo teaching.
- Explain how in-vivo teaching benefits youth and young adults in transition.
- Describe the in-vivo teaching process.
- Identify opportunities for teaching in-vivo.
- Give examples of in-vivo strategies for teaching specific skills.

**1.3.2 Recommended Citation**

2. Overview of In-vivo Teaching

2.1 Purpose

The purpose of in-vivo teaching strategies is to effectively enhance the daily living, problem-solving, academic, employability, and social skills of youth and young adults with emotional and behavioral difficulties (EBD) so they may become more self-sufficient and achieve their goals.

Think of Mia, a young girl who just received a new bicycle for her birthday. Mia wants to be able to go to the park on her own so her father, Anthony, agrees to teach her how to ride the bicycle. Anthony begins by explaining the bicycle’s features. He then places Mia on the bicycle and holds onto her while she tries out the brakes and handles. She begins to pedal slowly for short distances while her father holds onto the seat. When Mia appears ready to maintain balance on her own, Anthony lets go and runs along side of her just lending a supportive hand as necessary. When Anthony is not home, Mia’s mother and big brother help her practice riding. Gradually, Mia’s instructors lag behind more while providing words of encouragement and an occasional instruction.

As Mia grows in her riding skill, Anthony encourages her to travel farther distances so she can become competent in breaking, inclines, bumps, curbs, turns, and passing a pedestrian. Anthony sends Mia on errands so she can practice riding. When Mia has a spill, Anthony consoles her and talks about how she lost control and what she might have done to prevent the spill. Over time, Mia improves her skill and achieves her goal of biking to the park and riding with her friends.

Now think of a Jacob, a young man with EBD who faces new and often bewildering challenges to achieve his transition goals and become more self-sufficient. Self-sufficiency implies that Jacob is participating in the community in meaningful and satisfying ways, where “meaningful and satisfying” is defined by Jacob’s individual strengths, needs, and preferences. Jacob is challenged by his EBD which, almost by definition, presents some level of social and life skills impairments that affect his ability to achieve self-sufficiency (Bullis, Tehan & Clark, 2000). Participation in the community requires that Jacob be competent in daily living, problem-solving, academic, employability, and social skills. Like Mia in the previous scenario, Jacob’s acquisition of these skills and the competent use of them in relevant settings will require some assistance from others.
Instructing young people in social and life skills is an essential responsibility for transition facilitators (Bullis & Paris, 1995). Instruction is integrated with the other TIP guidelines and practices for effectively engaging and facilitating transition with these young people. These teaching methods enhance the acquisition and maintenance of skills in youth and young adults with EBD (Blase, Jaeger, & Fixsen, 1988; Liberman, 2008; Kazdin, Bass, Siegel, & Thomas, 1989; Lochman, 1992) and maximize the young person’s likelihood of success.

In-vivo teaching improves outcomes for youth and young adults with EBD by incorporating evidence-based teaching methods in simulated settings, such as behavior therapy, counseling sessions, classrooms, peer group sessions, and social skills classes and in natural community settings such as securing job applications at business sites, working through security at a medical building, and negotiating with social security representative (Dyer, Dunlap, & Winterling, 1990; Elliott, Sheridan, Gresham, & Knoff, 1989; Foster-Johnson, Ferro, & Dunlap, 1992; Kopelwicz, Liberman, & Zarate, 2006; Liberman et al., 2002; van Reusen & Bos, 1994).

When young people are taught and have the opportunity to practice the skills which are relevant to their dreams, they are more likely to reach their goals and receive favorable responses from others, both of which empower them to take more control over their lives and become more self-sufficient (Lieberman, 2008).

A smooth sea never made a skilled mariner.

*English Proverb*
2.2 Description of In-vivo Teaching

In-vivo teaching refers to conducting instruction and coaching of young people in the relevant natural community settings of home, school, work, and community to develop or assist in the generalization of relevant skills to the appropriate people and settings (Liberman, 2008; Liberman, Glynn, Blair, Ross, & Marder, 2002).

In other words, in-vivo teaching is focused on assisting young people in learning skills (e.g., learning interview skills while role-playing a job interview) and applying skills in relevant settings (e.g., being interviewed by a prospective employer at a job site). When teaching occurs in simulated settings, transition facilitators would incorporate other teaching strategies to ensure that young people can apply skills in relevant settings and with relevant people. The following example shows this concept in action.

- Shawn tells his transition facilitator that his therapist is helping him to overcome his shyness and ask for what he needs and wants. The facilitator learns that Shawn’s bank made an error on his last bill and Shawn is reluctant to call the bank to correct the error. The facilitator suggests that Shawn practice what he learned from the therapist by role-playing a telephone call to the bank. When Shawn is comfortable in his skills demonstrated during the role-play, he calls the bank while the facilitator listens and watches nearby. Shawn presents his case effectively and the bank adjusts his next statement.
Relevant Skills

Relevant skills are those which are developmentally appropriate for a young person’s strengths, needs, and preferences. In-vivo teaching strategies are appropriate for teaching relevant skills in any of the TIP domains. Following are just a few examples of a few teachable skills for each transition domain. Appendix 5.1 contains an extensive list of teachable skills and strategies for each TIP domain and sub domain.

- **Employment & Career**: job interviews, completing employment or school applications
- **Educational Opportunities**: study skills, interacting with instructors, evaluating course offerings
- **Living Situation**: finding and maintaining an apartment
- **Personal Effectiveness & Wellbeing**
  - **Interpersonal Relationships**: dating skills, resolving conflicts, finding mentors
  - **Emotional & Behavioral Wellbeing**: self-evaluation, managing moods and medicine
  - **Social Skills**: positive feedback to others, acceptance of negative feedback, self monitoring, self-evaluation
  - **Self-Determination**: solving social problems, self-advocacy
  - **Communication**: expressing one’s feelings, using information resources
  - **Physical Health & Wellbeing**: finding medical services, preventing diseases
  - **Parenting**: care and discipline of children
- **Community Life Functioning**
  - **Daily Living**: doing laundry, managing a checkbook
  - **Leisure Activities**: having fun, finding safe entertainment
  - **Community Participation**: finding community support groups, voting
Relevant Settings

In-vivo teaching is done in simulated situations and extends into natural settings in the community. **Natural situations and settings** include, for example:

- At a worksite
- On a bus
- In school
- In the place of employment
- In the public library
- In a technical training center
- At home
- In a restaurant

**Simulated situations or settings** include, for example:

- Role-play with facilitator and/or other formal or informal key player.
- Mock job interview with peer associates.
- Role-play with transition facilitator.
- School-based enterprise (i.e., activities carried out in a school or employer sponsored enterprise in which goods or services are produced by the students.)

What about classroom settings? Unfortunately, many young people with EBD have had extremely poor experiences related to traditional classroom instruction (Bullis & Fredricks, 2002; Wehman, 2006). However, instructions may make classroom settings more effective by:

a) Teaching skills which are relevant to young people’s daily life.

b) Bringing real-life stimulus materials and situations into their classrooms (e.g., use real bank applications to set up mock bank accounts).

*The least of learning is done in the classrooms.*

_Thomas Merton_
c) Building on young people’s preferences, choices, and interests in the assignments, and
d) Providing young people with effective individualized instruction and following up to ensure application of skill in relevant settings.

**Instructional Methods**

Like Mia’s father in the previous scenario, transition facilitators may be effective teachers by applying the following teaching methods:

- Bolster the acquisition and maintenance of skills through descriptive praise, recognition, tangible reinforcers, and natural consequences.
- Use rationales to illustrate the benefit in learning new or replacement skills.
- Create or recognize teaching opportunities in simulated settings or natural community settings.
- Provide teaching in simulated, as well as through natural situations or settings.
- Present behaviorally specific instructions, demonstrations, and/or role plays.
- Provide opportunities for young people to practice in a variety of settings with various people and situations.
- Provide booster training.

**Natural Support People as Teachers**

Teaching community and social skills is not only a major responsibility for transition facilitators, but also a function that others (e.g., family, friends, teachers, group home personnel, mental health counselors, community business leaders, mentors) can and should assume (Bullis, Tehan, & Clark, 2000).

Transition facilitators need to be creative when considering who might provide instruction. For example, while young people may not be fond of having a transition facilitator visit their places of work, they might be receptive to being taught by natural supports who are already on-site (e.g., co-worker mentors or peer mentors).
Exercise A: True or False?

Are the statements below true or false?

1. “Transition facilitators do not teach social skills. They refer young people to others for training.” True ___ False ___

2. “Never teach in-vivo in a classroom.” True ___ False ___

3. “Some young people just can’t learn appropriate social skills.” True ___ False ___

4. “Never try to teach a young person when he or she is in the middle of a crisis.” True ___ False ___

5. “Never ask family members to teach skills because they are too close to the young person.” True ___ False ___

In-vivo strategies utilize a variety of creative methods, participants (even family), and locations. Research shows that even people with severe mental illness may learn social skills if they receive appropriate training. Every interaction with a young person, even one who is in crisis, is an opportunity for a facilitator to demonstrate social skills, and for a young person to practice skills in a real situation. Therefore, all of the statements are false.
2.3 Theory

2.3.1 Background

In the mid 1990’s, “Use in-vivo teaching strategies in relevant community settings” became an element of Guideline 5 of the Transition to Independence Process (TIP) model which states “Enhance young persons’ competencies to assist them in achieving greater self-sufficiency and confidence.” Following are summaries of literature and research which support the use of in-vivo teaching strategies to improve transition outcomes.

- Bullis, Morgan, Benz, Todis, & Johnson (2002)
  Including individualized educational placement and support within community settings as part of a larger transition services model (e.g., on-the-job instruction connected to a particular class) for youth with EBD offers promise for improving youth transition outcomes related to education and employment.

  Review of literature on social skills training for individuals with schizophrenia finds that the greater the similarity between social skills training and natural environments, the greater the likelihood the new behaviors taught will be used in everyday life. The authors note that community supports of various types, e.g., “in vivo” opportunities, encouragement, and reinforcement for using desired skills in the community, will increase the likelihood of retention of those skills.

- Osterling & Hines (2006)
Findings from this study indicate the importance of strong, supportive, and caring relationships between mentors and youth in facilitating youth acquisition of community-life functioning skills (taught as part of a comprehensive transition to independence program for older adolescent foster youth “aging out” of the Juvenile Court’s dependency system). The community-life functioning skills were taught in naturalistic community settings or “in vivo”.

Appendix 6.2, Supplemental Background for Interested Readers, presents some learning theories for discussion.

We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.

Peter Drucker
### 2.3.2. Relationship to the TIP Model

**Chart A: How In-vivo Teaching Puts the TIP System into Action**

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<td>1. Engage young people through relationship development, person-centered planning, and a focus on their futures.</td>
<td>• Facilitators develop in-vivo teaching strategies using information from Strength Discovery and functional assessments.</td>
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| 2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, developmentally-appropriate – and building on strengths to enable the young people to pursue their goals across relevant transition domains. | • Because teaching strategies consider the young person’s strengths, resources, and needs, these strategies teach skills which are relevant to the young person.  
  • In-vivo teaching strategies apply to the transition domains which are relevant to each young person’s goals.  
  • In-vivo teaching appeals to young people because they experience their growth in competency in real-life situations. |
| 3. Acknowledge and develop personal choice and social responsibility with young people. | • In-vivo teaching puts into practice an element of this guideline: “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. | • When parents, family members, and other informal and formal key players are appropriately involved in skills teaching and/or practice, they are more likely to provide effective coaching and praise. |
| 5. Enhance young persons’ competencies to assist them in achieving greater self-sufficiency and confidence. | • Directly supports the element of practice “Use in-vivo teaching strategies in relevant community settings.”  
  • In-vivo teaching strategies promote young persons’ self-sufficiency and confidence by teaching the young person to enhance skills in the context of community locations where the skills are helpful. |
6. **Maintain an outcome focus in the TIP system at the young person, program, and community levels.**

- As young people experience skills growth in real-life situations, they become more confident in their ability to achieve transition goals.

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

- Peers, mentors, community representatives, family members, and other informal and formal key players may play a role in developing opportunities for and in implementing in-vivo teaching strategies. For example:
  - Local business leaders may partner with the TIP system and schools to develop community-based training programs.
  - A community hospital may partner to develop a volunteer program specifically for youth and young adults with EBD.
3. **Application of In-vivo Teaching**

3.1 **Process Overview**

Transition facilitators may implement in-vivo teaching strategies by:

- Identifying with a young person the skills to be taught
- Recognizing and creating teaching and practice opportunities
- Teaching, practicing, and applying skills
- Following up to support generalization and maintenance

3.1.1 **Identify Skills to be Taught**

A transition facilitator and young person may identify needed competencies while:

- Creating transition goals (e.g., young person discovers that she needs training in communication skills in order to reach her career goals in retail sales).
- Implementing a transition plan (e.g., young person needs to learn how to interpret a bus schedule in order to meet transition goal of mobility to get to work and other places in the community).
- As a result of a situation (e.g., chastised by supervisor for “poor work habits”).
- In anticipation of a situation (e.g., young person wants to ask a future employer for workplace accommodations or a promotion).

3.1.2 **Recognize and Create Teaching Opportunities**

Transition facilitators and others who work with young people in transition need to be attentive to teachable moments which arise during interactions with the young person. Skills must be relevant to the young person’s

*We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction.*

*Malcolm Gladwell*
strengths and goals. **Young people with EBD tend to not favor rigidly structured learning situations.** As the following scenarios show, transition facilitators may find teachable moments in daily interactions with a young person. How a facilitator responds to a teachable moment signifies whether or not he or she is utilizing in-vivo teaching.

**Scenario 1:** Sylvia tells her facilitator that she is worried that she is pregnant and doesn’t know what to do.

**Missed teaching opportunity:** Facilitator phones the community clinic and makes an appointment for Sylvia.

**In-vivo teaching:** The facilitator asks Sylvia if she knows of a community agency that might help her in this position. Sylvia suggests an agency that helped a friend of hers. Sylvia looks up the phone number of the agency and makes an appointment. The facilitator and Sylvia role-play her visit to the agency. Sylvia goes to the agency accompanied by a peer who will observe Sylvia during the interactions with agency personnel. After the meeting, Sylvia, the peer, and the facilitator meet for corrective feedback and to praise Sylvia’s for taking care of her and her baby’s health.

**Scenario 2:** Joe and his facilitator meet for lunch at a fast food restaurant.

**Missed teaching opportunity:** The facilitator orders food for both of them while Joe waits at a table.

**In-vivo teaching:** The facilitator orders and pays for his own meal while Joe observes. Joe, guided by his facilitator, orders and pays for his own meal.

**Scenario 3:** Devon tells his facilitator, “I walked out of work today because I had an argument with my boss. He’s such a jerk.”

**Missed teaching opportunity:** The facilitator responds “You need to hold your temper or you’ll lose your job.” The facilitator then changes the topic of conversation.
In-vivo teaching: The facilitator teaches Devon social problem solving by walking Devon through the SODAS framework. Together they identify the specific situation that occurred today, options for dealing with the situation in the future, and the advantages and disadvantages of each option. Devon selects on option to try out the next day. The facilitator role-plays the situation with Devon. Then they switch roles. The facilitator and Devon critique each role-play.

♦ Scenario 4: Karen tells her facilitator that she doesn’t think her last interview went very well.

Missed teaching opportunity: The transition facilitator responds with sympathy and encouragement. She adds, “I’m sure it will go better during your next interview coming up.”

In-vivo teaching: The facilitator suggests that might be more likely to a job if she improved her interviewing skills. Karen role-plays a job interview with her vocational counselor and later practices with the facilitator until she feels confident in her interview skills. Both the counselor and the facilitator provide feedback and descriptive praise to Karen. After Karen’s next interview, she critiques her own performance with the facilitator.

♦ Scenario 5: Darren wants to be a better, more patient parent.

Missed teaching opportunity: The transition facilitator enrolls Darren in a parenting class and an anger management class.

In-vivo teaching: The facilitator and Darren discuss what skills Darren needs to improve in order to reach his goal of being a better and more patient parent. Darren suggests, “Maybe I need to learn why the baby is crying. Maybe I just need to learn to be patient.” At the facilitator’s suggestion, Darren talks to his mental health counselor about how he might best learn these skills. The counselor presents a few options. Darren decides to enroll in a parenting class. The facilitator follows up with Darren after each class to see if and how well the
In-vivo Teaching
Page 21

class is meeting his needs. They also talk about how Darren reacts when his baby cries and how he applies what he has learned. After a while, Darren tells his facilitator, “I recognize the baby’s cries now and know what she needs. I just take care of it.”

- **Scenario 6:** Millie is surprised when the transition facilitator tells her that she has missed all her transition goals this year.

**Missed teaching opportunity:** The facilitator adjusts the goal completion dates to ones that Millie thinks she can make. The facilitator encourages Millie to move forward and offers to help in any way.

**In-vivo teaching:** The facilitator and Millie review the strengths, needs, and goals that had been identified through Strength Discovery and Needs Assessment and Futures Planning. Millie decides that she still wants the goals but “Sometimes I get lazy or I just feel discouraged”. The facilitator and Millie create a log of transition-related activities that Millie might accomplish during the week. Millie agrees to write on the log what she accomplished and how it worked out. At the end of the week, Millie and the facilitator review Millie’s log. The facilitator praises any progress. Together, they identify interventions and/or skills training which might be helpful. After a few weeks, Millie gains confidence from seeing the progress in her log and begins to meet her transition goals.
### 3.1.3 Teach and Practice

As presented in Section 2, research supports the value of teaching community and social skills in situations or settings in which the young person will use the skills. Teaching may be done by the facilitator or by other formal and informal key players. The primary responsibilities for transition facilitators relating to teaching social and community skills are as follows:

- Assist the young person with identifying skills relevant to the young person’s goals and understanding how skill development is related to his or her goals.
- Recognize and takes advantage of “teachable moments” in which the young person may observe, demonstrate, or practice the target skills.
- Provides guidance and coaching in the daily practice of skills (and/or ensure its provision by others).
- Present or find opportunities for the young person to practice skills.
- Provide feedback and descriptive praise.

To teach and practice in-vivo, a facilitator would apply the *Behavioral Principles for Social Skills Training* (Bullis, Tehan, & Clark, 2000) listed in Chart B.
Chart B: Behavioral Principles for Social Skills Training  
(Bullis, Tehan, & Clark, 2000)

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<td>a)</td>
<td>Provide a rationale for learning the new or replacement skill.</td>
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<td>Use demonstration modeling of target behaviors within the training.</td>
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<td>c)</td>
<td>Verbalize behavioral examples.</td>
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<td>d)</td>
<td>Use corrective feedback and reinforcement after interactions.</td>
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<td>e)</td>
<td>Train for generalization of behavior.</td>
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## a) Provide a rationale for learning the new or replacement skill.

## b) Use demonstration modeling of target behaviors within the training.

- Transition facilitator or peer associate as model.
- Videotape models.
- Trainees as models
- Combination of models

## c) Verbalize behavioral examples.

- Use structured role-playing.
- Use semi-structured interactions.
- Use unstructured interactions.

## d) Use corrective feedback and reinforcement after interactions.

- Trainers to trainees
- Trainees to trainers

## e) Train for generalization of behavior.

- Present novel stimuli in training.
- Focus attention on natural settings.
- Require social skills homework in natural settings.
- Critique and reinforce performance on homework.
a) Provide a rationale for learning the new or replacement skill.

In-vivo teaching strategies are individualized to the strengths, needs, and preferences of each young person. A transition facilitator might use rationales to link skills training to learning experiences to what is important to the young person. Following are examples of rationales which link experience to learning.

- “You’ve done a good job during our mock job interviews. You gave very good answers to some tough questions. By improving your job interview skills, you may be more comfortable answering questions during your upcoming job interview and more likely to get the job you want.”
- “By volunteering to play the piano at this community event, you will be able to practice playing in front of an audience and you can use the experience to help you get the job you want in an orchestra.”
- “If you learn how to manage your finances, you are more likely to have money for going out with your friends.”
- “You told me that you want to have a better relationship with your family. I’m proud of how you are controlling your anger when you disagree with your family. Would you be interested in learning how to negotiate with people in ways that will cause you and your family less stress?”

b) Use modeling of target behavior within the training.

The young person begins to learn by observing the target behavior. The behavior can be modeled by someone in the role of trainer, by other trainees in a group setting, by using electronic media such as video, CD, movie, or television, or by a
combination of models. Family members, other informal and formal key players, and community partners may participate in behavior modeling. Following are examples of behavior modeling:

- **Young people who want to control their medications watch a video showing a young person dealing effectively with medication management.**
- **A local business provides opportunities for young people to observe their day-to-day operation.**
- **A school offers participation in a school-based enterprise which teaches participants to raise and sell birds.**
- **The transition facilitator shows a young person how to order and dine in a restaurant.**

c) **Verbalize behavioral examples.**

Both structured role-playing and unstructured or somewhat structured interactions present opportunities for a young person to observe and practice a target behavior. Following each activity, the young person describes the behavior from his or her perspective and offers examples to support his observations. Following are examples of verbalized behavior examples.

- **“When you greeted each other, you did not smile and that made you both look unfriendly.”**
- **“I once saw my uncle resolve a problem with his landlord without getting into a fight even though they were both very angry. My uncle offered to clean up the yard in exchange for paying his rent a few days late. His landlord accepted the deal.”**
“My friend dared me to shoplift yesterday. I said ‘it’s not my thing anymore’ and walked away.”

By verbalizing examples, a young person and his trainers may learn what the young person thinks about the behavior he or she has observed. A person’s interpretation of behavior is influenced by experience and culture. For example, someone raised in a family with domestic violence may accept profanity and aggression as acceptable responses. Learning how a young person views the target behavior might help a facilitator come up with appropriate, individualized rationales, examples, and teaching methods.

d) Use corrective feedback and reinforcement after interactions.

The young person critiques the content of what was said or performed and the way in which the content was presented. The young person and the trainer discuss appropriate and inappropriate responses to the situation and analyze what response would be most effective. The Qualitative Features of Effective Interactions listed in Chart C must be used to encourage the acceptance of corrective feedback. Following are examples of corrective feedback and reinforcement.

- **Young Person:** “When we practiced the interview, I kept interrupting the interviewer. I don’t think he got all his questions in. That might make him not hire me.”

  **Instructor:** You did a good job giving the interviewer a lot of useful information about yourself. If you give him time to digest what you said, he’ll be more likely to remember it. Let’s practice again.”

- **Instructor:** “During the role-playing, I saw Bob avoid eye contact with the interviewer. The interviewer checked his watch so I don’t think he was interested in what Bob said. I think if Bob had kept eye contact, he would have looked more
interested in the job. Let’s practice again. I could ring this bell every time you look away so you’ll be aware of when you do it. Will that be helpful?”

◆ **Instructor:** “I’m very proud of how you kept your cool and neutralized the other person’s anger by changing the subject.”

◆ **Young person:** “If I had taken my little girl to the doctor when she first became sick, she would have gotten her medicine sooner and I probably would not have had to take her to the hospital.”

◆ **Instructor:** “By taking your little girl to the doctor when she first became sick, you avoided having to put her in the hospital. How do you think this experience will affect how you take care of your own health?”

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**Chart C: Qualitative Features of Effective Interactions**

- Solicit the person’s input throughout interactions.
- Acknowledge the person’s input.
- Remain non-judgmental.
- Avoid lecturing.
- Maintain a pleasant and steady voice tone.
- Express enthusiasm where appropriate.
- Maintain pleasant facial expression, eye contact, and body language.
- Express empathy, concern, care, and encouragement.
- Offer assistance, as appropriate.
- Set limits and expectations, as necessary.
- Use positive descriptive praise.
e) **Train for generalization of behavior.**

Generalization of behavior is the “spreading” of the behavior beyond the instructional setting and situation. A behavior is said to be generalized if either of two events occur:

- The young person exhibits the target behavior in a real-life situation without training or guidance, and without the need for additional training on the target behavior, and/or
- The young person exhibits behavior which is functionally related to the target behavior (e.g., target behavior is anger management and young person exhibits ability to negotiate a dispute) and for which the young person was not directly trained.

Generalization occurs across:

- **People** (e.g., facilitator teaches Maria to greet job interviewers by shaking hands. Maria shakes hands when greeting a new neighbor.)
- **Settings** (e.g., local bank employee teaches Harry to maintain a checkbook in a group class. Harry accurately maintains his own checkbook at home.)
- **Behaviors** (e.g., peer teaches Joy appropriate responses to being told “no”. When Joy’s group home leader refuses to allow Joy to go out one evening, Joy not only keeps her cool but also engages the leader in video game.”

The following actions promote the generalization of skills.

- Follow up with young person to see if he or she has practiced the skill.
- Ask how it went.
- Provide encouragement and praise for successful application of the skill.
- Offer to practice the skill.
• Assist the young person with finding people to practice with (such as businessmen, vocational counselors, and work mentors).
• Assist the young person with finding practice opportunities (such as volunteer positions which utilize the newly acquired skill).
• Offer “booster training” to reinforce the target behavior.

3.2 Addressing Learning Difficulties

Although there are different theories on how people learn, there is general agreement that people learn in different ways. When a young person has difficulty retaining and properly applying a skill, a transition facilitator may improve skill acquisition by taking the following actions.

a) Find out how the young person interprets the situation.

A person’s ability to retain and properly apply a skill is affected by how he or she thinks (cognitive process) and behaves (behavioral process). Both processes are important to learning because:

• Social behavior is regulated through both cognitive and behavioral processes, and
• It is widely believed that errant thinking in young people with EBD contributes greatly to their inappropriate behaviors (Henggeler, 1989; Kazdin, 1987a).

A young person’s experiences or culture might affect how he or she interprets a situation. For example, someone raised in a family with domestic violence may accept violence within his own family. By understanding the cognitive and behavioral processes of a young person, a facilitator may assist a young person with understanding the link between behavior and achieving his or her goals.
“I know you want to make a safe home for your children and sometimes they frustrate you. When you get angry and hit your children, how safe do you think that makes them feel? Can I help you with getting some parenting training so your children will feel safe?”

b) Adapt teaching methods to the strengths, needs, and preferences of the young person.

For example, if a young person who likes to sing does not seem to remember what he or she reads, ask him or her to make up a song about it. A young person who likes to assemble model cars may learn better through a hands-on method. Experiment with different teaching methods to see what works best with each young person.

c) Brainstorm using the theories of multiple intelligences.

See Appendix 6.2 for a description of the eight different intelligences. You don’t need to use all eight intelligences just be aware that some may be more appealing to a young person than others. A fun way to use this theory is to take a sheet of paper, draw a circle, and write the target behavior or skill inside the circle. Draw eight lines out from the circle and label them with each of the intelligences. Brainstorm ways that each intelligence can be used to teach the target behavior or skill.

The ideal condition would be, I admit, that men should be right by instinct. But since we are all likely to go astray, the reasonable thing is to learn from those who can teach.

Sophocles
## Exercise B: In-vivo Teaching in Action

Which of the following are effective in-vivo teaching strategies? Answers are on the following page.

1. During a therapy session, the therapist tells Anika how she might become more assertive.  
   - Effective _____  
   - Not Effective _____

2. Juan’s facilitator is about to give up on him because Juan appears to lack the motivation to apply the skills she is teaching him.  
   - Effective _____  
   - Not Effective _____

3. The transition program supports transitional housing for young people who age out of foster care. Housing includes personalized training in independent living skills as relevant throughout the day.  
   - Effective _____  
   - Not Effective _____

4. The facilitator’s car gets a flat tire while he is transporting Gregory to a fast-food restaurant to discuss his transition progress. The facilitator shows Gregory how to change the tire and check the air pressure.  
   - Effective _____  
   - Not Effective _____

5. Frances takes some of her young people out for a special dinner. All of the young people have never eaten in a formal restaurant. Frances makes them feel comfortable by ordering for them.  
   - Effective _____  
   - Not Effective _____

6. Mark’s facilitator shows him how to find information on his Asperger’s Syndrome. Mark finds an online video about the disease. Together they watch the video and talk about what social skills training might help Mark achieve his employment goal.  
   - Effective _____  
   - Not Effective _____
Answers to Exercise B

1. **Not Effective.** Anika needs to see and practice more assertive behavior in situations which are relevant to her.

2. **Not Effective.** Juan’s facilitator needs to find out what Juan is thinking about the training and how that is influencing his behavior. For example, Juan’s culture may view the target behavior as “unmanly”.

3. **Effective.** Even if a transition program cannot afford such housing, facilitators may be able to find relevant training programs in the community or create training programs themselves.

4. **Effective.** Gregory has now been exposed to the skill (tire changing) in action. He will need more instruction and practice but is now more likely to be willing to change his own tire in the future.

5. **Not Effective.** What a missed training opportunity! Frances might have borrowed a menu from the restaurant to share with the young people before the special day. She could have helped them decipher the menu and select possible choices. She could have shared the questions they may be asked by the waiter. In the restaurant, the young people could have placed their own order.

6. **Effective.** Mark’s facilitator taught him how to find resources on his disease and to research how the disease affects the skills he will need for his employment goal.
4. References


5. **Resources and Selected Reading**

- National Network on Youth Transition (NNYT) for Behavioral Health
  
  [http://nnyt.fmhi.usf.edu](http://nnyt.fmhi.usf.edu)

- Transition to Independence Process (TIP) System
  
  [http://NNYT.TIPstars.org](http://NNYT.TIPstars.org)


- Ansell-Casey Life Skills. This site provides a free, online suite of easy-to-use tools for teachers, counselors, youth, parents and others. The site allows youth to assess their strengths in life skills. Ansell-Casey Life Skills Assessment (ACLSA).
  

- Center for Effective Collaboration and Practice.
  
  Resources and articles on strength-based assessment using the Behavioral and Emotional Rating Scale (BERS) assessment instrument.
  
  [http://cecp.air.org/interact/expertonline/strength/sba.asp](http://cecp.air.org/interact/expertonline/strength/sba.asp)
- **National Center on Secondary Education and Transition**

- **ARISE Life Skills Lessons Staff Training**. ARISE helps young adults, ages 17-21, prepare to live independently and become productive members of society. ARISE's life-skills program assists young adults in making a successful transition to responsible, independent adulthood. The site offers an evidence-based library of life skills curricula. Programs developed by ARISE include age-specific material from pre-k to young adults. Choose from over 260 life skills topics. The lessons may be integrated into an existing or new program. ARISE Life-Management Skills lessons satisfy the Ansell-Casey life-skill domains. [http://www.ariselife-skills.org/](http://www.ariselife-skills.org/)

- **Casey Life Skills**. This site contains “free and easy to use tools to help young people prepare for adulthood” and includes the Ansell-Casey Life Skills Assessment (ACLSA). Young people may take the assessment for and obtain immediate results. Customized learning plans and teaching resources which are available for free or at a minimal cost. Also contains benchmark data files for the ACLSA assessments and supplemental assessments. [http://www.caseylifeskills.org/](http://www.caseylifeskills.org/)


- **National Council on Independent Living (NCIL)**. Promotes independent living opportunities for persons with disabilities along with a direct service philosophy that is consumer controlled and directed. Site assists with training, jobs, resources and news regarding independent living for individuals with disabilities. Individual states have established websites for their own CIL’s. [http://www.ncil.org/](http://www.ncil.org/)
• **NSTTAC Research to Practice Lesson Plan Starter Library.** The library contains several lesson plan starters relating to teaching independent living skills. Lesson plans may be adapted for teaching in simulated or community settings.  
  [http://www.nsttac.org/LessonPlanLibrary/Main.aspx](http://www.nsttac.org/LessonPlanLibrary/Main.aspx)

• **Resources for Ansell-Casey Life Skills Assessment (ACLSA) Guidebook.** This web page contains a list of resources and tools related to the ACLSA domains and competency areas. Included are ready-to-use workbooks, checklists, lesson plans, guides, and activity books.  

• **University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.** Site contains information on research, education, publications, logic models, policies and resources relating to child, youth, and family mental health.  
  [http://cfs.fmhi.usf.edu/](http://cfs.fmhi.usf.edu/)

**Career Exploration**

• **Bureau of Labor Statistics.** A comprehensive web site that explores individual careers based on specific skills and interests. Each summary includes answers to the following questions: What is this job like? How do you get ready? How much does that job pay? How many jobs are there? What about the future? Are there other jobs like this? Where can you find more information?  
  [http://www.bls.gov/k12/](http://www.bls.gov/k12/)

• **Career Infonet.** Contains a wealth of tools and information for career exploration and career management. Includes training materials.  
  [http://www.careerinfonet.org/](http://www.careerinfonet.org/)

• **Career Voyages.** This web site is the result of collaboration between the U.S. Department of Labor and the U.S. Department of Education. It is designed to provide information on in-demand occupations along with the skills and education needed to attain those jobs.  
Self-Advocacy

- Self Advocates Becoming Empowered (SABE).
- Self Advocacy Online (requires registration)
- NSTTAC, Evidence-Based practice, Teaching Self-Advocacy Skills
- NSTTAC, Evidence-Based Practice, Teaching the Self-Advocacy Strategy
- Protection & Advocacy, Inc., four steps to self-advocacy.
  [http://www.pai-ca.org/pubs/507001.htm](http://www.pai-ca.org/pubs/507001.htm)

Self-Determination

- NSTTAC, Evidence-Based Practice, Teaching Self-Determination Skills.

- TAPIS: GEMS Transition to Adulthood Program Information System. The purpose of TAPIS is to serve the information needs for community-based transition programs serving youth and young adults (14-29 years old) with emotional/behavioral disturbances (EBD). This electronic information system is composed of the TAPIS Progress Tracker and the TAPIS Goal Achiever. (Contact us for information. See Page 2 of this document for our contact information).


**Selected Reading**


Winner, M.G. & Crooke, P. (2009). *Socially Curious and Curiously Social: A social thinking guidebook for teens and young adults with Asperger’s, ADHD, PDD-NOS, NVLD, or other murky undiagnosed social learning issues*. San Jose: Think Social Publishing, Inc. Written for teens and young adults to read themselves, this book explains how the social mind is expected to work in order to effectively relate to others at school, at work, in the community and at home. Includes practical strategies to figure out how one appears to others and how to improve social skills.

6. Appendices

Appendix 6.1: Suggestions for In-vivo Teaching

Appendix 6.2: Supplemental Background for Interested Readers

Appendix 6.3: How to Obtain a Certificate of Completion
Appendix 6.1
Suggestions for In-vivo Teaching

Domain: Employment & Career

Identify and plan career path

- Show the young person career planning resources on the internet. (See Section 4: References & Resources)

Interviewing skills

- Show a video of an effective interview and an ineffective interview. Ask the young person to critique each interview.
- Role-play interviews.
- Two to three young adult peers teach interviewing to one to three young people.
- Ask local community business if they might conduct a mock interview with a young person and then provide feedback.

Complete employment applications

- Transition facilitator or peer associate teaches completing job applications.
- Attend a vocational or career center for training on job search strategies.
- Practice completing real job applications provided by local businesses.
- Tell a young person about a fictional job’s requirements and ask him or her to read two sample job applications, then ask “would you hire this person and why/why not?”

Obtain and enhance marketable skills

- Pair a young person with an employee who serves as “co-worker mentor” in competitive employment site.
- Work experience, paid or unpaid, at competitive or entrepreneurial worksite (e.g., apprenticeship with employee serving as coworker mentor, internship, cooperative work experience, job shadowing, practicum, school-based entrepreneurship, service learning, volunteering).
Appendix 6.1
Suggestions for In-vivo Teaching

- 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.

**Find employment**

- Give the young person a homework assignment to identify four potential employers in the community.
- Ask the young person to check out these employers on the Internet and in the local library and to tell you what he or she learned that made the employer more or less appealing to him or her.

**Stay employed**

- Use real examples to teach young person how social problem-solving (SODAS) and mediation (SCORA) can help him or her to solve specific problems at work.
- Arrange to have an on-site co-worker be a “buddy” for a young person to teach him or her the target behaviors and skills needed to stay employed.

**Domain: Educational Opportunities**

**Study and learning skills**

- Utilize a peer mentor to study with the young person and share study methods.
- Assist the young person with finding Internet resources to find out how he or she best retains information (See Section 4: References and Resources for links). Show the young person how to get information in the way he or she prefers (e.g., if verbal works best, ask someone to explain written instructions for applying for government assistance. If
Appendix 6.1
Suggestions for In-vivo Teaching

music works best, make up a song to remind him or herself about the key elements of the target behavior.)

Find and enroll in training

➢ After showing a young person how to find this information, give the young person a homework assignment to find three schools which provide training in his or her desired field and to report back on their enrollment criteria.

➢ Utilize local workplace education programs where placement is related to school or college enrollment.

Domain: Living Situation

Find and maintain a place to live

➢ Accompany the young person to view different living situations which are relevant to his or her situation and goals and may include any of the following:

  o Independent residence (e.g., living in an apartment with a roommate).
  o Residing with natural, adoptive, or foster family.
  o Other family situation (e.g., girlfriend’s family, extended family).
  o Semi-independent living (e.g., service coordinator assists but does not live on-site).
  o Supported living (e.g., supervised apartment with live-in mentor or on-site support staff at apartment complex).
  o Group home or boarding home.

➢ Ask him or her to identify the advantages and disadvantages of each living situation.
Appendix 6.1
Suggestions for In-vivo Teaching

- Teach the young person where to find apartments in a newspaper and on the Internet. Give a homework assignment to find five potential residences.
- Help the young person create a checklist of features he or she would like in a residence (e.g., safety, separate bathroom and bedroom, near family). Teach him or her how to use the checklist during a visit to a rental property.

Apply for government assistance

- Teach a young person how and where to find government resources.
- Visit the government office (e.g., the social security office where a young person plans to apply for SSI).
- Have someone whom the young person trusts (i.e., family member or peer) accompany him or her to the office and then provide constructive feedback later.

Domain: Personal Effectiveness & Wellbeing

Subdomain: Interpersonal Relationships

Maintaining relationships with mentors and informal key players

- Teach the young person to apply SODAS to solve social problems.
- Use SCORA for mediation of different perspectives between the young person and key players.
- Teach the young person how to interact positively in interactions with others and how to use empathy.

Developing and maintaining friendships

- Encourage the young person to join a community group in a field that interests him or her (such as a drama club for those who have acting skills).
Appendix 6.1
Suggestions for In-vivo Teaching

- Teach the young person to maintain interactions by phoning, emailing, or going to safe places with friends.

**Dating skills**
- Ask a peer to share skills with young person in confidence.
- Encourage young person to ask a friend out on a date.

**Develop and maintain intimate relationships**
- Encourage the young person to volunteer at a pet shelter. Ask him or her to share observations about the similarities between relationships with animals and with people.

**Creating a balance between dependence on others and independence**
- Assist a young man in understanding the reciprocal nature of relationships by teaching him to report his whereabouts to his girlfriend so she trusts him more fully and has a better sense of being a part of his daily life.
- Teach a young person the appropriate times to request help or support.
- Demonstrate ways that the young person can show independence (e.g., calling to schedule a doctor’s appointment, finding and completing a job application independently after in-vivo teaching).

**Negotiated problem-solving and conflict resolution**
- Use SCORA for mediation of different perspectives between the young person and key players.

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**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Emotional and Behavioral Wellbeing**
Appendix 6.1

Suggestions for In-vivo Teaching

Self-Evaluation

➢ Encourage a young person to identify his or her personal strengths and needs.
➢ Ask a young person to critique his or her performance after role-playing.
➢ When a young person attempts a target behavior on his or her own, ask how it went and ask the young person to provide specific behavioral examples to support his or her opinion.
➢ Have the young person identify how his or her strengths can be used beneficially and to meet his or her needs. For example, a young person who excels in job interviewing skills but has difficulty filling out job applications might decide to always ask for an in-person job interview, type the applications to make them more legible, and have someone proofread his or her written work.

Self-Monitoring

➢ Encourage the young person to set goals and track progress towards goals (e.g., set a goal to save “X amount” of money each week and check the bank balance once a week).
➢ Provide rationales for the importance of setting goals and monitoring progress (e.g., “If you save “X amount” of money each week and check your bank balance once a week, you will learn how to manage your money and will be able to pay your bills and might have extra money to spend on the things you want.”)
➢ Brainstorm with the young person how best they might monitor progress. For example, if a young person wants to learn how to save money, ask the young person to write down each time he or she saves “X amount” of money along with the new bank balance. After a few weeks of success the young person will be able to celebrate by having some extra money to spend.

Giving positive feedback
Appendix 6.1
Suggestions for In-vivo Teaching

- Give the young person a homework assignment to compliment three people each day and to report back on the peoples’ reactions.

Accepting negative feedback
- Role-play a simulated situation, such as a performance review.

Assertiveness skills & conflict resolution skills
- Practice the interactions to resolve a conflict. Observe (or ask someone else to observe) the young person apply skills to resolve the conflict. Provide feedback and praise afterwards.

Coping with stress and ability to relax
- Teach and encourage relaxation methods.

Managing psychotropic medications and side effects
- Encourage the young person to keep a log of the times he takes his medicine and how he feels. Ask him to analyze the log to see if he can spot a trend.
- Ask the young person to list the specific side effects and how they affect his or her daily life. Then brainstorm options for dealing with the side effects (e.g., ask for alternative medication, take at different time of day).
- Observe the young person call his or her physician to explain side effects.

Spiritual wellbeing
- Share ideas about the human spirit and different types of organized religions.
- Visit various churches or church-related groups.
- Visit the library to gather some books on world religions and philosophies.
- Assist the young person in determining spiritual needs and with interactions with key spiritual players (e.g., young person would like to confide in his pastor about his
Appendix 6.1
Suggestions for In-vivo Teaching

substance abuse). Role playing could be used to practice the kind of interaction that might take place.

- Teach the young person about spiritual resources that are available in the community and how they can be accessed.

Manage anger and moods

- Enroll young person in an anger management course.
- Teach alternative behavior through role play or media such as videotape.

Managing the use of alcohol and drugs

- Have one to three peer adults conduct training on alcohol and drug addiction for one to three young people with addiction problems.
- If a young person expresses interest in Alcoholics Anonymous, accompany him or her to an AA meeting.
- Give the young person a homework assignment to find information relating to alcohol and drug addiction on the internet and to report back on what he or she learned.
- Take a young person to the library to find youth-friendly books on alcohol or drug addiction.
- Provide rationales for how using drugs and alcohol might negatively affect other life domains (e.g., testing positive for drugs or alcohol might cause one to lose a current or potential job).
- Teach young people how to find help with alcohol and drug problems (e.g., support groups, treatment centers).
- Help the young person to better participate in counseling or other treatment oriented groups. For example, role-play an AA meeting whereby the youth discusses his problem and listens to others.
Appendix 6.1
Suggestions for In-vivo Teaching

Help the young person find other activities that he or she might get involved in to stay away from alcohol and drugs. Determine activities based on the young person’s strengths and interests.

Avoiding physical confrontations and criminal activities

- By using SODAS to assist a young person in solving a problem related to criminal activity, a young person and the facilitator may learn the reinforcers for a young person for engaging in criminal activities and develop appropriate trainings and interventions.
- Encourage the young person to interact positively with others and to avoid hanging out with others who are getting in trouble with the law. Role-play a situation in which the young person is pressured by peers to steal and how he or she might handle the situation.
- Provide rationales as needed (e.g., “If you push your boss you might lose your job and not have any money” or “If you steal something from a store you might get caught and go to jail”).

Avoiding emotional danger to self and others

- Build self-esteem by asking a young person to make a list of his or her special talents and accomplishments, and another list of things which cause him or her to have negative thoughts about him or herself. Then ask the young person for ideas on turning negative into positive thoughts. For example, a young man whose father repeatedly calls his son a “loser” may come to see that his special talents and accomplishments do not fit with a “loser” and ask his father to stop using that word.
- Teach young people to recognize their own fears with questions such as “What’s the worst that could happen?” and “How likely is it that this will pan out?”
- Teach social problem-solving (SODAS) so young people can learn to use SODAS on their own.
Appendix 6.1
Suggestions for In-vivo Teaching

- Ask the young person what types of people he or she enjoys spending time with and why he or she likes being around them.
- Discuss the kinds of interactions that are positive and those that make them or others feel sad or upset.
- Discuss with a young person ideas for improving relationships and ending bad relationships (e.g., ending a verbally abusive relationship) then offer to practice the interactions with the young person.

Expressing care and concern for others

- Encourage the young person to volunteer in a health care setting (e.g., wheelchair transport in a hospital).

Domain: Personal Effectiveness & Wellbeing

Subdomain: Self-determination

Social problem-solving (generate alternative options, make informed decisions)

- Teach SODAS (See SODAS: Social Problem-Solving Training Module).

Self-advocate for rights, ideas, and positions

- Encourage the young person to join an online self-advocacy group such as SABE (See Section 4: References & Resources)
- Give the young person a homework assignment to evaluate how well he or she implemented a planned action:
- Give a homework assignment to identify one practice that seems unfair and identify one action that the young person might take.
Appendix 6.1
Suggestions for In-vivo Teaching

- In preparation for a job interview, ask a vocational counselor to let the young person practice promoting him or herself during a mock interview. Provide feedback and coaching as necessary.

**Set goals and develop plans for achieving goals**

- Use Internet resources which teach young people how to plan for the future. (See Section 4: References & Resources)
- Have the young person draw himself in the future.
- Have the young person make up a song or story about him or herself in the future.

**Evaluate one’s progress in achieving goals**

- Teach a young person how to complete a progress tracking form such as the TAPIS Goal Achiever (See Section 5: Resources and Selected Reading).

**Accepting one’s strengths and limitations**

- Ask a young person to explain how his or her strengths and limitations might make achieving goals easier or harder, and how he or she might overcome limitations.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Communication**

**Expressing one’s ideas & feelings through speaking & listening**

- Offer opportunities for young people to advocate for the transition program (e.g., speak at community meetings, accompany program leaders to meet with a government representative.)

**Reading and writing skills for learning, fun, & communication**
Appendix 6.1

Suggestions for In-vivo Teaching

- Ask the young person to send the facilitator an email describing what he or she wants out of life and why.
- Give the young person a book about his or her chosen career. Then follow up and ask what he or she learned that might affect plans for the future.
- Ask a young person to write about his or her transition experiences for a newsletter.

Using information sources such as library, authorities, Internet communications, & other resources.

- Show the young person how to use these resources. Then give him or her a homework assignment to find information relating to his or her transition goals (e.g., find out what skills, knowledge, and experience are needed to work in retail.)

Study & learning skills for gaining & applying new information

- Ask the young person “And how did/might that affect your (career/dreams for the future/relationships/social life/health)?”

Accepting negative feedback

- Role-play a simulated situation, such as a performance review.

Staying safe in Cyberspace

- Ask a local computer company to provide onsite training on staying safe in Cyberspace.
- Ask young people to bring in what they suspect are scam emails. Discuss why people may get caught up in scams.

Domain: Personal Effectiveness & Wellbeing

Subdomain: Physical Health and Wellbeing

Staying health and fit

- Ask young person to search on Internet for sites which help one stay healthy.
Appendix 6.1
Suggestions for In-vivo Teaching

- Show the young person health sites which may interest him or her.
- Show the young person how being physically fit might help him or her in the future.
- Ask local health providers to provide free health screening and advice.
- Ask a peer to teach the young person a sport.

Managing medications

- Encourage young person to keep a log of the times he takes his medicine and how he feels. Ask him to analyze the log to see if he can spot a trend.
- Ask young person to list the specific side effects and how they affect his or her daily life. Then brainstorm options for dealing with the side effects (e.g., ask for alternative medication, take at different time of day).
- Observe the young person call his or her physician to explain side effects.

Knowledge of sexual functioning & birth control (e.g., prevention of sexually-transmitted diseases & unwanted pregnancies)

- Have young person view a relevant video. Discuss the video. Ask the young person how what he learned in the video will affect his or her life.
- Provide youth-friendly brochures on relevant topics. Follow up with young person by asking what he or she thought about the information in the brochures.
- Ask young people to draw a picture of their future when their dreams come true. Then ask them to draw a picture of themselves in the future with children. Ask what is different between the two pictures? Which picture is more appealing to them and why?

Finding medical and dental services

- Ask the young person to make a list of what is important to him or her in a doctor or dentist (e.g., close to home, near bus route, accepts my insurance, specializes in my problems). Then have him or her research nearby providers and rate each one on a 5 point scale.
Appendix 6.1

Suggestions for In-vivo Teaching

- Show young person how to use a medical directory and other online medical resources.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Parenting**

**Care and discipline of children**

- Enroll young person and spouse or girlfriend in parenting classes.
- Ask young person to identify how much additional money he or she will need to take care of children and how he or she will earn the money.
- Use SCORA to mediate childrearing differences between the young adult and his or her spouse or significant other.

**Maintaining the health of a prenatal fetus**

- Ask local health provider to conduct onsite classes on prenatal health.
- Give the young person a brochure containing health tips. Discuss them with the young person.
- Give the young person a wallet card that lists the danger signs (e.g., swelling in legs and feet, bleeding, inadequate sleep)
- Show a video on how expectant mothers may care for the fetus (e.g., no smoking or drinking)

**Domain: Community Life Functioning**

**Subdomain: Daily Living**

**Taking care of oneself**

- Discuss with the young person what is involved with taking care of
Appendix 6.1
Suggestions for In-vivo Teaching

oneself (such as regular medical checkups, daily cleaning of face and body, tooth brushing, etc.).

- Offer rationales for the importance of taking care of oneself (e.g., “Using deodorant will make you smell good so others will want to be near you” or “Brushing your teeth will prevent cavities and cavities can cause pain and cost money”).

**Maintenance of living space & personal possessions**

- Transition program can offer transitional living arrangements in which housing staff teachers young people how to take care of living space (e.g., clean, do laundry).

**Money management**

- Ask local bank to offer onsite training in budgeting and money management.
- Show young person how to open up an account and write checks.
- Ask young person to create a personal finance goal (e.g., pay off credit card balance in three months).
- Include a financial goal in his or her transition plan.

**Cooking & nutrition**

- Give the young person information on balanced meals. Ask the young person if he or she is willing to cook you a balanced meal. Praise his or her efforts.
- Show the young person internet sites on cooking and nutrition. Find a recipe that both of you might like, shop for the ingredients, and cook the recipe with the young person.

**Maintenance & security of personal & financial documents**

- Ask the young person to identify the documents that are important to him or her.
- Show him or her how organize bills (may need to buy a storage box with labeled partitions.)

**Safety skills (e.g., avoid dangerous situations, prevent victimization)**
Appendix 6.1
Suggestions for In-vivo Teaching

- Ask local police (in street clothes) or volunteers to speak to a group of young people on relevant topics. These talks are usually quite interesting and engaging. Caution: If young person has history with juvenile justice, first ask him or her if she might be interested in such a talk.

Domain: Community Life Functioning
Subdomain: Leisure Activities

Entertaining one’s self
- Ask young person to keep a diary of when he or she gets bored. Help the young person spot trends (e.g., tend to get bored after dinner when it’s too dark to play sports outside) and develop options for entertainment (e.g., find and read stories that interest me).

Having fun with others
- Create youth social groups for youth in transition.

Choosing safe and healthy entertainment and fun
- Have the young person create a list of a variety community and home-based entertainment choices that are both safe and fun. Ask the young person to tell you what he or she likes about each of the choices. Listen to the reasons the young person provides for both the safe and the unsafe activities. Remain non-judgmental to learn what the young person “gets” from unsafe activities. Knowing the reinforcers might help you and the young person identify appropriate interventions and trainings.

Domain: Community Life Functioning
Subdomain: Community Participation

Mobility around the community
Appendix 6.1
Suggestions for In-vivo Teaching

- Show a young person how to read a bus schedule.
- Accompany the young person on the bus.
- Give a young person a homework assignment to take the bus to and from a particular destination.

Access and use of relevant community social support

- Show young person how to find relevant community social support (e.g., peer groups, community organizations).
- Create and hand out a small “yellow pages” of relevant community social support.

Access to legal services

- Show young person how to access legal services.
- After a legal problem, follow up with young person to see if he or she is happy with legal representation and how one might what might be done in the future to get better, faster representation.

Finding cultural & spiritual resources

- Show the young person how to find out about cultural and spiritual resources (e.g., via the internet, through local organizations).
- Encourage the young person to attend or participate in cultural festivals or activities in the community.

Citizenship responsibilities

- Ask young person to research his or her rights and responsibilities as a citizen. Discuss what kind of behavior is expected and how those rights and responsibilities impact ones future and other people (e.g., how does one’s desire to take drugs impact the community?)
- Accompany the young person to register to vote. Show him or her how to get information about a candidate and how to use a voting machine.
Appendix 6.2
Supplemental Background for Interested Readers

Learning Styles

The theory behind in-vivo teaching is rooted in the concept of learning styles, the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information (Dunn and Dunn, 1992; 1998). A learning styles framework was first developed in the early 1970’s, first by Dr. Russell French of the University of Tennessee, and later revised and tested by two of his graduate students. Through the years, researchers revised the framework and developed self-assessment instruments (see Section 5: Resources) for individuals to determine how they learn best. Following are brief descriptions of a few learning style theories.

The Theory of Multiple Intelligences

In 1983, Dr. Howard Gardner, a professor of education at Harvard University, developed the theory of multiple intelligences (MI). Dr. Gardner proposed eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")
Appendix 6.2
Supplemental Background for Interested Readers

For example, if you’re learning about how to manage your money, you might read a simple finance booklet (linguistic), examine a graphic chart that illustrates how money saved grows over time with interest (number/reasoning), visit a bank to observe people making financial transactions (interpersonal); examine how financial management directly relates to having money to eat have fun (bodily-kinesthetic) and how having less money increases one’s stress (intrapersonal). Facilitators do not need to teach in all eight ways, just decide which pathways might be of interest to a young person.

The theory of multiple intelligences has major implications for transition facilitators and others who work with young people with EBD. The theory proposes that those who teach present lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. It also has strong implications for adult learning and development. Unhappiness with one’s job may be due to the job not making best use of one’s most highly developed intelligences. For example, Joaquin, a highly bodily-kinesthetic young man who is unhappy in his current desk job, might be happier in a job that allows him to move around. The theory of multiple intelligences also offers adults a whole new way to look at their lives, examine preferences that they had in childhood (such as a love for art) and now have the opportunity to develop through courses, hobbies, or other self-development programs.

(Source: http://www.thomasarmstrong.com/multiple_intelligences.htm)

Perceptual Modes or Pathways

Information is retained in short-term or long-term memory, depending on how often an individual is exposed to the information and/or practices the related skill. Individuals learn by extracting information from their surroundings using their five senses.
Appendix 6.2
Supplemental Background for Interested Readers

(Conceptual learning style). When a sense is exposed to information, the information is retained in short-term memory. As the information is repeatedly exposed to and applied by an individual, it is retained in long-term memory. The **seven perceptual modes or pathways** to absorbing information are:

- **Print**: Learn when seeing printed or written words.
- **Aural**: Learn when listening.
- **Interactive**: Learn when verbalizing.
- **Visual**: Learn when seeing visual depictions such as pictures and graphs.
- **Haptic**: Learn through touching or grasping.
- **Kinesthetic**: Learn through whole body movement.
- **Olfactory**: Learn through smelling and tasting. (Source: [http://www.learningstyles.com](http://www.learningstyles.com), extracted September 8, 2009)

A simple way to individualize learning is to remember the following three styles:

- **Visual learners** learn best through seeing and from visual displays. They need to see the instructor to fully understand a lesson.
- **Auditory learners** learn best through listening, discussions, and talking things through.
- **Tactile/kinesthetic** learners learn best through a hands-on exploration of their surroundings.

There is no single recognized theory or standard terminology for learning styles, however, there is general agreement that different people learn in different ways.
Appendix 6.3

How to Obtain a Certificate of Completion

After you successfully complete an exam to demonstrate learning, you will receive a certificate of completion. To take the test and receive your certificate, please do the following:

1. Visit the website http://NNYT.TIPstars.org
2. Select “Personnel Training Modules”.
3. Select “Take Exam”.
4. Follow the instructions to complete the exam and receive a certificate.

Thank you for completing this training

Please contact us (see page 2 for our contact information)

if you have any suggestions for improving any of our training materials.