



## Transition to Independence Process (TIP) Model

*Lighting the Way to Independence for Youth and Young Adults*

# Empirical Underpinnings for the Transition to Independence Process

## TIP Model™ Guidelines and Practices

Blake Barrett and Hewitt B. "Rusty" Clark  
Senior Consultant, Stars Training Academy



The Transition to Independence Process (TIP) model™ is considered to be an evidence-supported practice that has been shown to be effective in improving the outcomes of youth and young adults with EBD. Our program development and research efforts have been guided by the voice and perspectives of young people, parents, and practitioners in the field, as well as by science. Four empirical outcome studies conducted by our research team at The TIP Institute and two other outcome studies conducted by other researchers demonstrate improvement in real-life outcomes for these young people with EBD (e.g., Clark, Pschorr, Wells, Curtis, & Tighe, 2004; Haber, Karpur, Deschênes, & Clark, 2008; Hagner, Cheney, & Malloy, 1999; Koroloff, Pullmann, & Gordan, 2008). We also continue to strengthen the TIP model™ through research on its programmatic and practice components (e.g., Clark, Crosland, Geller, Cripe, Kenney, Neff, & Dunlap, 2008; Westerlund, Granucci, Gamache, & Clark, 2006).

### **Empirical Underpinnings for the TIP Guidelines and Practices**

In addition to these encouraging outcome research findings, each of the guidelines and their practice elements have additional empirical support. This review of the literature provides summaries of these research findings related to each of the TIP components. The studies have been organized across several table to provide the interested reader with the detail associated with each.

- **Table A: *Empirical Support for the Seven TIP Guidelines and Associated Elements***
- **Table B: *Empirical Support for TIP Core Practices***
- **Table C: *Summary of Each of the Research Studies***
- **Table D: *References for Research Studies***