



# 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**

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## **TABLE A** **Empirical Support for the Seven TIP Guidelines and Associated Elements**

The TIP Model™ is driven by seven Guidelines that are reviewed in this Table A for the empirical support of each. In Table B, the empirical support will be provided for each of the core practices that TIP site personnel are competency-based trained in for their working with youth and young adults and their families. The studies that are cited across these tables are in addition to those studies described in the *Theory and Research Underpinnings Supporting the Transition to Independence Process (TIP) Model™* – which summarizes the research studies that have shown that the TIP Model™ yields real-life improvements in the progress and outcomes for youth and young adults.

**Guideline 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.

Armstrong, Dedrick, & Greenbaum (2003).

*Key Findings/Implications for TIP Guideline/Element:* Strength-based adaptive behavior was significantly related to study composite index of community adjustment; better outcomes were achieved by youth who showed improvements in strength-based adaptive behaviors.

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders identifies a strength-based approach as a feature of effective services.

Cox (2006).

*Key Findings/Implications for TIP Guideline/Element:* Youth with emotional or behavioral disorders who received mental health services incorporating strength-based assessment (from highly strength-based therapists) made better improvements in functioning over time, as well as exhibited significantly lower rates of missed appointments, compared to similar youth who did not receive strength-based assessment and care. Parental satisfaction was also higher for those youth receiving strength-based assessment and care. These results supporting the importance of strength-based assessment and care were not found for therapists scoring low in strength-based orientation, suggesting the need for practitioner “buy-in”.

Styron, O’Connell, Smalley, Rau, Shahar, Sells, Frey, & Davidson (2006).

*Key Findings/Implications for TIP Guideline/Element:* Chart reviews performed in this study indicated that transition age youth receiving ‘strengths-focused’ treatment (where the youth’s social and cognitive strengths and assets were integrated into the treatment plan) had fewer symptoms, reported less loneliness, fewer problems, higher functioning, and greater satisfaction with services compared to youth who did not receive ‘strengths-focused’ treatment as part of a comprehensive system of services and supports.

♦ **Build relationships and respect young persons’ relationships with family members and other informal and formal key players.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders supports the importance of the involvement and active participation of family members and other key stakeholders for beneficial outcomes.

Hines, Merdinger, & Wyatt (2005).

*Key Findings/Implications for TIP Guideline/Element:* The importance of positive relationships with competent and caring adults was cited as a major support to the successful transition to adulthood for former foster youth attending a four-year university interviewed in this study.

Linnehan (2003).

*Key Findings/Implications for TIP Guideline/Element:* Students who worked with mentors believed that school was more relevant to work than those who did not have a mentor or were not employed. Students with formal or informal mentors showed significant improvements in self-esteem when compared to those students who did not work. Results highlight the importance of positive, supportive adult mentoring relationships for youth employment outcomes.

Osterling, & Hines (2006).

*Key Findings/Implications for TIP Guideline/Element:* Findings from this study indicate the importance of strong, supportive, and caring relationships between mentors and youth in facilitating youth acquisition of independent living 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).

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) indicate that family members or representatives should be involved in the development of services, as well as underscore the importance of positive family support for successful youth transition to adulthood.

◆ **Facilitate futures planning and goal setting.**

Benz, Lindstrom, & Yovanoff (Two studies, 2000).

Study 1

*Key Findings/Implications for TIP Guideline/Element:* Youth with disabilities who completed four or more transition-related goals while in a comprehensive transition program were over two times more likely to graduate with a standard diploma. Completion of transition goals also greatly improved the likelihood of successful graduation for those youth with disabilities who were further “at-risk”. Longer time receiving services was also associated with greater odds of successful graduation.

Study 2

*Key Findings/Implications for TIP Guideline/Element:* Youth recognized and valued the individually-tailored education and transition services provided in the program based on individual student goals and desires for the future. Students valued having a trusted adult to talk to, as well as the persistence of transition staff, in completing education/postsecondary and other transition goals.

Kapur, Clark, Caproni, & Sterner (2005).

*Key Findings/Implications for TIP Guideline/Element:* Youth with emotional/behavioral disturbances (EBD) receiving TIP-based transition services (with an integral focus on person-centered and futures planning) were more than three times more likely than similar youth with EBD not receiving services to attend postsecondary education. Youth with EBD receiving services were also over four times less likely to be incarcerated than similar youth with EBD not receiving services.

Killackey, Jackson, & McGorry (2008).

*Key Findings/Implications for TIP Guideline/Element:* Youth served by the vocational intervention studied (focused on competitive employment and driven by youth interests/occupational goals) were able to attain significantly greater employment outcomes (greater number of jobs found, weeks worked, money earned) within youth occupational interests compared to youth who received treatment as usual.

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) highlight the importance of youth self-directed planning and decision making for successful youth transition to adulthood.

◆ **Include prevention planning for high-risk behaviors and situations, as necessary.**

Dembo & Walters (2003).

*Key Findings/Implications for TIP Guideline/Element:* New, innovative approaches which holistically assess and coordinate services provided to high-risk youth involved with the criminal justice system offer promise to improve youth outcomes.

Schinke, Cole, & Poulin (2002).

*Key Findings/Implications for TIP Guideline/Element:* The longitudinal academic achievement/interest of at-risk youth (defined by living in publicly subsidized housing) benefitted from involvement in non-school community programs, and further from an additional educational enhancement intervention provided in some of the non-school community programs studied. Youth receiving the additional educational enhancement intervention and services from a non-school community program performed better than those only receiving non-school community program services, who performed better than those youth who received no services, in both long-term academic achievement (as indicated by grades) and interest (as indicated by student self-report). Results from the study provide support for the provision of additional services to at-risk youth to facilitate educational success.

◆ **Engage young people in positive activities of interest.**

Benz, Yovanoff, & Doren (1997).

*Key Findings/Implications for TIP Guideline/Element:* Engaging youth and young adults - both with and without disabilities - in positive activities of interest related to school- and career-based experiences, as well as career awareness, has great promise for improving the functional work and school outcomes of young persons. Study results indicate students with greater levels of academic, social, and job search skills, as well as those with two or more work experiences during the last two years of high school, were more likely to be competitively employed. Further, students with greater levels of career-awareness skills were more likely to be productively engaged in some combination of work/school than those students with lower levels career-awareness skills.

Bullis, Moran, Benz, Todis, & Johnson (2002).

*Key Findings/Implications for TIP Guideline/Element:* The majority of youth with emotional disturbance (ED) served by the transition program studied were successfully engaged with services, indicated by youth enrollment/completion of school, employment, or lack of criminal arrest or commitment to a facility for an emotional issue.

Bullis, Yovanoff, Mueller, & Havel (2002).

*Key Findings/Implications for TIP Guideline/Element:* Youth displaying community engagement in positive activities of interest (e.g., education, employment) were significantly less likely (2.38 times) to be re-incarcerated compared to youth who were not engaged in positive transition-related activities in the community. Study results underscore the importance of positive activities of interest/community engagement for criminal justice outcomes/recidivism and other transition-related domains for at-risk youth following their release from the juvenile justice system.

Cawley, Hayden, Cade, & Baker-Kroczyński (2002).

*Key Findings/Implications for TIP Guideline/Element:* Engaging youth with disabilities in positive activities of interest (i.e., integration into general education classrooms) offers promise to promote student academic success and social acceptance. Students with severe emotional disturbances and learning disabilities were able to integrate successfully into a general education science classroom as indicated by a course pass rate comparable to students without disabilities; anecdotal evidence provided by program teachers stated that students with disabilities experienced higher rates of social acceptance than in their typical special education classrooms.

Killackey, Jackson, & McGorry (2008).

*Key Findings/Implications for TIP Guideline/Element:* Results from this study demonstrate that youth experiencing their first-episode of psychosis receiving vocational activities co-located with mental health services are not only desired by youth with mental illness but produce positive vocational outcomes.

Staudt (2003).

*Key Findings/Implications for TIP Guideline/Element:* This article reviewed the literature related to helping children access and use services, with three main findings: 1) all of the engagement interventions reviewed resulted in decreased no-shows at first appointment; 2) short-term interventions designed to help families keep first appointments will not necessarily help to maintain service use, even after the first appointment is kept; and 3) while engagement interventions increased the likelihood of first appointments and subsequent treatment being kept by families, some families were not effectively engaged. Overall, findings from this article support the use of engagement strategies to increase the involvement of youth/young adults and their families in positive activities of interest (i.e., receiving recommended/needed mental health services).

◆ **Respect cultural and familial values and young persons' perspectives.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders highlights the importance of developmentally and culturally sensitive services for youth outcomes.

Cartledge, Kea & Simmons- Reed (2002).

*Key Findings/Implications for TIP Guideline/Element:* Respecting cultural and familial values is a vital element to the overall provision of culturally competent and effective services for young persons with severe emotional disturbance and their families.

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

◆ **Facilitate young persons' goal achievement across relevant transition domains.**

- Employment and Career
- Educational Opportunities
- Living Situation
- Personal Effectiveness & Wellbeing
- Community-Life Functioning

Certo, Mautz, Smalley, Wade, Luecking, Pumpian, Sax, Noyes, Wechsler, & Batterman (2003).

*Key Findings/Implications for TIP Guideline/Element:* Youth with developmental disabilities served by the transition model described were able to enjoy significantly greater transition outcomes (e.g., rates of successful secondary graduation, employment, and lack of disruption in needed services upon transition from high school) than similar youth not receiving such transition services.

Clark, Pschorr, Wells, Curtis, & Tighe (2004).

*Key Findings/Implications for TIP Guideline/Element:* This article provides a general description of the TIP Model™ applied to a transition program for youth with emotional/behavior disorders. Empirical support/individual case vignettes are presented supporting the importance of facilitating young persons' goal achievement across multiple transition domains.

Griffith & Graham (2004).

*Key Findings/Implications for TIP Guideline/Element:* This article discusses the importance of goals and goal-setting across various domains for personal growth and satisfaction with life.

Linnehan (2003).

*Key Findings/Implications for TIP Guideline/Element:* Youth in this study were high school students who were seeking employment experience as part of their high school education. Students who worked with mentors believed that school was more relevant to work than those who did not have a mentor or were not employed. Students with formal or informal mentors showed significant improvements in self-esteem when compared to those students who did not work. Results highlight the importance of positive, supportive adult mentoring relationships for youth employment outcomes.

Mortimer, Zimmer-Gembeck, & Holmes (2002).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative reports from youth transitioning to adulthood point to the interconnection and impact of various transition domains on youth educational and occupational outcomes.

Osterling, K.L., & Hines, A.M. (2006).

*Key Findings/Implications for TIP Guideline/Element:* 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 described as "independent living skills" in the study, and included such things as opening a bank account and filling out a medical application.

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) indicate the need for youth development in employment, independent living, and academic skills, as well as the continued training in these transition areas, for successful youth transition to adulthood.

◆ **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.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders highlights the importance of developmentally and culturally sensitive services for youth outcomes.

Feldman & Werner (2002).

*Key Findings/Implications for TIP Guideline/Element:* Behavioral parent training, focused on addressing the needs and building on the strengths of young people with developmental disabilities and behavior disorders as well as their families, was able to significantly improve youth and parent outcomes. Families receiving behavioral parent training, compared to those who did not, reported fewer severe child behavior problems, less stress due to limits on family opportunities, as well as greater child and family quality of life.

Johnson, Stodden, Emanuel, Luecking, & Mack (2002).

*Key Findings/Implications for TIP Guideline/Element:* This article calls for developmentally-appropriate services and supports which focus on the needs and build on the strengths of youth with disabilities and their families to improve youth transition outcomes.

Styron, O'Connell, Smalley, Rau, Shahar, Sells, Frey, & Davidson (2006).

*Key Findings/Implications for TIP Guideline/Element:* Chart reviews performed in this study indicated that transition age youth receiving 'strengths-focused' treatment (where the youth's social and cognitive strengths and assets were integrated into the treatment plan), as part of a comprehensive system of *developmentally-appropriate* services and supports, had fewer symptoms, reported less loneliness, fewer problems, higher functioning, and greater satisfaction with services compared to youth who did not receive 'strengths-focused' treatment.

◆ **Ensure that services and supports are accessible, coordinated, appealing, and non-stigmatizing.**

Certo, Mautz, Smalley, Wade, Luecking, Pumpian, Sax, Noyes, Wechsler, & Batterman (2003).

*Key Findings/Implications for TIP Guideline/Element:* Youth with developmental disabilities served by the transition model described were able to enjoy significantly greater transition outcomes (e.g., rates of successful secondary graduation, employment, and lack of disruption in needed services upon transition from high school) than similar youth not receiving such transition services.

Mellard, & Lancaster (2003).

*Key Findings/Implications for TIP Guideline/Element:* This article discusses the importance of providing coordinated, accessible, appealing, and non-stigmatizing community-based services for transition age youth with learning disabilities.

◆ **Balance the transition facilitators' role with that of the young person, their parents and other informal and formal key players.**

Geenen, Powers, & Sells (2003).

*Key Findings/Implications for TIP Guideline/Element:* This article discusses the importance of incorporating and coordinating parent, and provider involvement in facilitating youth transition. This study found that health care providers, involved with the transition process for youth (ages 13 to 21) with special health care needs (including emotional/behavioral problems), reported significantly more involvement than parents in 11 of the 13 transition areas studied; also, health care providers reported a significantly higher belief that they as healthcare providers should be involved in youth transition than parents.

**Guideline 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.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders encourages the inclusion of problem-solving methods, decision making, and evaluation of impact on self and others to improve youth outcomes of treatment.

Mortimer, Zimmer-Gembeck, & Holmes (2002).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative reports from youth transitioning to adulthood underscore a slow process and trajectory of decision making regarding educational and occupational opportunities/experiences.

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) underscore the importance of facilitating youth self-directed planning and decision making for successful youth transition to adulthood.

◆ **Balance one's work with young people between two axioms:**

- **Maximize the likelihood of the success of young people.**
- **Allow young people to contact natural consequences through life experience.**

West, Targett, Steininger, & Anglin (2001).

*Key Findings/Implications for TIP Guideline/Element:* This article describes a model demonstration project on workplace supports needed for post-secondary employment of transition age youths with disabilities. The importance of supported employment, natural supports (e.g., friends of family members who provide support) and the use of person-centered planning throughout the transition planning process are discussed. However, while this article underscores the importance of supporting youth the article also recognizes the importance of youth discovery in desired employment goals, i.e. "...that 'job-hopping' is the norm of most high schoolers who work, whether disabled or not (pg. 117)."

Phillips, Blustein, Jobin-Davis, & White (2002).

*Key Findings/Implications for TIP Guideline/Element:* Findings from this study on factors that facilitate readiness for the transition from high school to work for high school juniors underscore the importance of educational and vocational contexts (e.g., coursework related to job skills, on the job training) and the active support of adults (e.g., adults imparting knowledge on the working world from their own experience, emotional support, instrumental assistance). Another factor discussed was the importance of student's own interest, curiosity, and sustained attention in pursuing work opportunities and interests.

**Guideline 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.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders emphasizes the inclusion and active participation of all key stakeholders (i.e., parents, family members, other informal and formal key players) to improve youth outcomes of treatment.



Kopelwicz, Liberman, & Zarate (2006).

*Key Findings/Implications for TIP Guideline/Element:* This comprehensive review of the literature on social skills training for persons with schizophrenia finds that indigenous/naturalistic supports (e.g., friends, peers from self-help groups, etc.) can be recruited to help persons with schizophrenia practice and retain social skills.

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) indicate that family members or representatives should be involved in the development of services as well as underscore the importance of positive family support for successful youth transition to adulthood.

◆ **Parents, family members, or other informal key players may need assistance in understanding this transition period or may need services/supports for themselves.**

Feldman & Werner (2002).

*Key Findings/Implications for TIP Guideline/Element:* Parents of youth with developmental disabilities and behavior disorders benefitted from behavioral parent training, a program offering a set of services to increase parental competence in addressing youth problematic behavior. Families receiving behavioral parent training, compared to those who did not, reported fewer severe child behavior problems, less stress due to limits on family opportunities, as well as greater child and family quality of life.

◆ **Assist in mediating differences in the perspectives of young people, parents, and other informal and formal key players.**

Lohrmann-O'Rourke & Gomez (2001).

*Key Findings/Implications for TIP Guideline/Element:* Discusses systematic preference assessment within transition planning as a way to accurately interpret the preferences of students who use limited symbolic or nonsymbolic communication.

◆ **Facilitate an unconditional commitment to the young person among his/her key players.**

Scott, Nelson, Liaupsin, Jolivette, Christle, & Riney (2002).

*Key Findings/Implications for TIP Guideline/Element:* This article discusses the use of the Positive Behavior Support (PBS) system to provide primary, secondary, and tertiary prevention of high-risk behaviors by at-risk or adjudicated youth. The authors emphasize the need to create *inclusive environments* that facilitate and promote success for *all* youths, including at-risk or adjudicated youths.

◆ **Create an atmosphere of hopefulness, fun, and a future focus.**

Deschênes, & Clark (1998).

*Key Findings/Implications for TIP Guideline/Element:* This article examined best practices among a large sample of programs serving transition age youth (ages 16 to 22) with behavioral and emotional disturbances, citing the importance of unconditional commitment as a powerful expression of the TIP staff's hopefulness and positive affirmation of the young person's worth and merit.

Stacey (2001).

*Key Findings/Implications for TIP Guideline/Element:* Transition age young persons emphasized the importance of social interactions in their work experiences, particularly the importance of enjoying the company of and being accepted by co-workers as well as the need for understanding supervisors who provided positive feedback.

## **Guideline 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.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders encourages the use of goal-directed treatment (which is monitored and assessed for progress to further direct treatment) to improve youth outcomes of treatment.

Cox (2006).

*Key Findings/Implications for TIP Guideline/Element:* Youth with emotional or behavioral disorders who received mental health services incorporating strength-based assessment (from highly strength-based therapists) made better improvements in functioning over time, as well as exhibited significantly lower rates of missed appointments, compared to similar youth who did not receive strength-based assessment and care. Parental satisfaction was also higher for those youth receiving strength-based assessment and care. These results supporting the importance of strength-based assessment and care were not found for therapists scoring low in strength-based orientation, suggesting the need for practitioner “buy-in”.

Styron, O'Connell, Smalley, Rau, Shahar, Sells, Frey, & Davidson (2006).

*Key Findings/Implications for TIP Guideline/Element:* Transition age youth in this study received ‘strengths-focused’ treatment (where the youth’s social and cognitive strengths and assets were integrated into the treatment plan). Youth in this study receiving ‘strengths-focused’ treatment, as opposed to youth who did not, had fewer symptoms, reported less loneliness, fewer problems, higher functioning, and greater satisfaction with services.

### **◆ Teach meaningful skills relevant to the young people across transition domains.**

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) underscore the importance of facilitating youth self-directed planning and decision making across transition domains for successful youth transition to adulthood.

### **◆ Use in-vivo teaching strategies in relevant community settings.**

Bullis, Morgan, Benz, Todis, & Johnson (2002).

*Key Findings/Implications for TIP Guideline/Element:* 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 particular classes) for youth with emotional disturbance offers promise for improving youth transition outcomes related to education and employment.

Kopelwicz, Liberman, & Zarate (2006).

*Key Findings/Implications for TIP Guideline/Element:* This comprehensive review of the literature on social skills training for persons 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 social skills in the community will increase the likelihood of retention of those skills.

Osterling, K.L., & Hines, A.M. (2006).

*Key Findings/Implications for TIP Guideline/Element:* 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 described as “independent living skills” in the study, and included such things as opening a bank account and filling out a medical application; moreover, these independent living skills were taught in naturalistic community settings or “in vivo”.

◆ **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.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders finds interventions which tap multiple domains of functioning to enhance the client’s problem-solving and decision-making skills, affect, regulation, impulse control, communication skills, and peer and family relations improve youth outcomes of treatment.

Wehmeyer, Field, Doren, Jones, & Mason (2004).

*Key Findings/Implications for TIP Guideline/Element:* This review of the literature related to self-determination (which may be thought to consist of self-management, problem-solving, self-advocacy, and self-evaluation skills), finds that students with cognitive disabilities who receive teaching designed to promote self-determination and self-regulated problem-solving are able to attain educationally valued outcomes as well as enhanced perceptions of self-determination.

**Guideline 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.**

Bender, Springer, & Kim (2006).

*Key Findings/Implications for TIP Guideline/Element:* A systematic review of the empirical literature on treatment interventions for youth (ages 12 to 18) with co-occurring mental health and substance use disorders encourages the use of goal-directed treatment (which is monitored and assessed for progress to further direct treatment) to improve youth outcomes of treatment.

Clark, Pschorr, Wells, Curtis, & Tighe (2004).

*Key Findings/Implications for TIP Guideline/Element:* This article provides a general description of the TIP Model™ applied to a transition program for youth with emotional/behavior disorders. Services provided were focused on the young person’s goals and were consistently monitored to track

youth progress. Results from this article underscore the importance of aligning services to youth goals and the evaluation of the young person's progress towards these goals for improving youth outcomes.

◆ **Evaluate the responsiveness and effectiveness of the TIP system.**

Bullis, Morgan, Benz, Todis, & Johnson (2002).

*Key Findings/Implications for TIP Guideline/Element:* The transition model studied in this article employed routine situational assessments, such as trial vocational placements, to guide service delivery.

Clark, Pschorr, Wells, Curtis, & Tighe (2004).

*Key Findings/Implications for TIP Guideline/Element:* This article provides a general description of the TIP Model™ applied to a transition program for youth with emotional/behavior disorders. A brief evaluation of the responsiveness and effectiveness of the TIP system studied is offered; the article also calls for further research and evaluation efforts to further improve the responsiveness and effectiveness of the TIP system.

Karpur, Clark, Caproni, & Sterner (2005).

*Key Findings/Implications for TIP Guideline/Element:* This article examined the effectiveness of a TIP-based transition service program on the postsecondary outcomes of youth with emotional/behavioral disturbances (EBD) compared to similar youth with EBD not receiving services and also youth without EBD. Youth with EBD receiving TIP-based transition services (with an integral focus on person-centered and futures planning) were more than three times more likely than similar youth with EBD not receiving services to attend postsecondary education. Youth with EBD receiving services were also over four times less likely to be incarcerated than similar youth with EBD not receiving services.

◆ **Use process and outcome measures for continuous TIP system improvement.**

Karpur, Clark, Caproni, & Sterner (2005).

*Key Findings/Implications for TIP Guideline/Element:* This article examined the effectiveness of a TIP-based transition service program on the postsecondary outcomes of youth with emotional/behavioral disturbances (EBD) compared to similar youth with EBD not receiving services and also youth without EBD. Outcome measures examined included: employment in state/federal or military agency; enrollment in postsecondary education or vocational/technical training; a productivity index (including individuals who were employed and/or in postsecondary education); and incarceration or controlled release.

**Guideline 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.**

Kopelwicz, Liberman, & Zarate (2006).

*Key Findings/Implications for TIP Guideline/Element:* This comprehensive review of the literature on social skills training for persons with schizophrenia finds that indigenous/naturalistic supports (e.g., friends, peers from self-help groups, etc.) can be recruited to help persons with schizophrenia practice and retain social skills.

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) indicate that family members or representatives should be involved in the development of services as well as underscore the importance of positive family support for successful youth transition to adulthood.

◆ **Tap the talents of peers and mentors:**

- **Hire young adults as peer mentors and peer counselors.**
- **Assist young people in creating peer support groups and youth leadership opportunities.**
- **Use paid and unpaid mentors (e.g., co-worker mentors, college mentors, apartment roommate mentors).**

Hines, Merdinger, & Wyatt (2005).

*Key Findings/Implications for TIP Guideline/Element:* The importance of positive relationships with competent and caring adults (serving as role models/mentors/substitute parents) was cited as a major support to the successful transition to adulthood for former foster youth attending a four-year university interviewed in this study.

Kopelwicz, Liberman, & Zarate (2006).

*Key Findings/Implications for TIP Guideline/Element:* This comprehensive review of the literature on social skills training for persons with schizophrenia finds that indigenous/naturalistic supports (e.g., friends, peers from self-help groups, etc.) can be recruited to help persons with schizophrenia practice and retain social skills.

Linnehan (2003).

*Key Findings/Implications for TIP Guideline/Element:* Students who worked with mentors believed that school was more relevant to work than those who did not have a mentor or were not employed. Students with formal or informal mentors showed significant improvements in self-esteem when compared to those students who did not work. Results highlight the importance of positive, supportive adult mentoring relationships for youth employment outcomes.

◆ **Partner with young people, parents, and others in the TIP system governance and stewardship.**

Lehman, Clark, Bullis, Rinkin, & Castellanos (2002).

*Key Findings/Implications for TIP Guideline/Element:* This article discusses the importance of young persons, their parents, and other key players to the evolution of transition services for youth with disabilities from a systems-driven to a youth-centered support approach.

◆ **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.**

Unruh, & Bullis (2005).

*Key Findings/Implications for TIP Guideline/Element:* Qualitative findings from this study on the perceived barriers and supports to transition (from both the perspectives of youth and key stakeholders) argue for the importance of systems-change collaboration across service systems (e.g., education, criminal justice, etc.) to access community resources to facilitate successful youth transition to adulthood.