



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 C Summary of Each of the Research Studies

Armstrong, Dedrick, & Greenbaum (2003).

Objective/Study Focus: This study examined the impact of strength- and deficit-based behaviors on community functioning for youth with serious emotional disturbance (SED) transitioning to adulthood.

Methodology: Data on multiple outcomes/domains of community functioning were gathered for youth and young adults (ages ranged from 18 to 24 years; $N = 292$) and their families across a seven-year longitudinal study. An Index of Community Adjustment was created encompassing 6 domains: education; employment; residence; social support network; self- and caretaker-reported satisfaction.

Bender, Springer, & Kim (2006).

Objectives/Study Focus: This article presents a systematic review of the literature on the effectiveness of treatment for co-occurring mental health and substance use disorders among young persons between the ages of 12 and 18.

Methodology: To be included in the literature review the studies had to meet the following criteria: be conducted as a randomized control trial; involve treatment for co-occurring mental health and substance use disorders; involve youth ages 12 to 18; and be peer reviewed in the last 10 years (at the time of study publication). Please refer to the article for a complete description of treatment interventions overviewed.

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

Study 1

Objective/Study Focus: This study reports on student and programmatic characteristics associated with successful high school graduation for youth with disabilities. Most youth were diagnosed with specific learning disabilities, 10% of youth were diagnosed with an emotional disability. Youth ($N = 709$) in various school districts across Oregon received a comprehensive array of transition services with many qualities of the TIP Model™. Although age ranges are not given in the study, youth received transition services in the last two years of high school and follow-up services for up to two years post-graduation. Please refer for to the article for a more comprehensive description of the transition service model and program elements.

Methodology: Student graduation with a standard high school diploma (as opposed to a GED, alternative certification, or no degree awarded) was defined as the outcome of interest. Data was collected at program entry, at six-month intervals throughout the student's time in the program, at program exit, and at six-month intervals up until 2-years post-exit. Predictor variables were categorized into student- and program-related areas. Student-related variables included: basic demographics; student barriers to transition; and an "at-risk" variable created from a yes to any of several factors which research suggests function as transition barriers. Program-related variables included: length of time in program; number of paid jobs; completion of student-identified transition goals.

Study 2

Objective/Study Focus: This study used focus group procedures to examine program factors/staff characteristics that youth with disabilities ($N = 45$) receiving transition services (described briefly above) identified as most useful in helping to achieve their education and transition goals.

Methodology: Focus group questions were organized to explore: a) barriers to school and transition success, as well as reasons for participating in the transition program; b) experiences in the transition program and aspects of participation that youth viewed as most meaningful; and c) major accomplishments/lessons learned about succeeded as an adult. All interviews were tape recorded, transcribed, and analyzed using a multilayered coding process.

Benz, Yovanoff, & Doren (1997).

Objectives/Study Focus: This study examined the impact of school-to-work transition programs on the outcomes of students with and without disabilities one year after high school.

Methodology: Data was collected on high school students with disabilities from Oregon ($n = 315$) and Nevada ($n = 107$), as well as students without disabilities from Nevada ($n = 131$). The two groups of students with disabilities were deliberately sampled to represent the selected populations in primary disability category and gender respective to each state's Handicapped Census Count. No significant differences were found between the two groups of students with disabilities; the two groups were then combined for analytic purposes. Parent and student interviews were conducted during the student's last year of high school and the year following. Logistic regression models were employed to predict student competitive employment and productive engagement. Competitive employment was defined as working in a paid job for 20 or more hours a week. Productive engagement was defined as being engaging in any one or combination of the following categories for a total of 12 months: a) working half-time or more only; b) going to school half-time or more only; c) working and going to school; and d) participating full-time in the military. Predictor variables were based on school-based (e.g., access to career planning and guidance) and work-based (e.g., participation in a variety of structured work experiences) components associated with comprehensive school-to-work transition programs.

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

Objectives/Study Focus: This study discusses programmatic elements and transition outcomes/student perception of services for youth with emotional disturbance (ED) receiving comprehensive, coordinated transition services.

Methodology: Both quantitative and qualitative data was used to assess transition outcomes and perception of services for youth with ED receiving transition services ($N = 85$). The transition model reported on shares many similar characteristics with the TIP Model™, including small caseloads, an individual that works closely with the youth to facilitate transition outcomes, the use of person-centered planning as well as functional skills assessment, along with other elements. Please refer to the source article for a more complete description of the transition model studied. Youth were eligible for services if they were 16 years of age or older (work-eligibility regulations), and had a formal diagnosis of ED or corresponding psychiatric condition. Most participants were male ($n = 63$); the average age was 17.4 years. Most youth could be considered ‘high-risk’ due to the high prevalence of previous substance abuse/criminal justice system interaction, unstable and/or difficult living circumstances, along with other factors. Quantitative data was assessed at youth program entry, at two-month intervals while the youth was receiving services, and at program exit. Qualitative data was collected by an independent evaluator through a series of semi-structured interviews with program youth, service providers, administrators, and other key stakeholders.

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

Objectives/Study Focus: This study summarizes the primary results of a five-year longitudinal study examining the facility-to-community transition of incarcerated youth, the Transition Research on Adjudicated Youth in Community Settings Project (TRACS).

Methodology: A prospective survey design was used to examine pertinent outcomes for formerly incarcerated youth transitioning back into the community and into adulthood. Youth ($N = 531$) were recruited from two large juvenile correctional programs, with one program containing an on-site high school providing comprehensive educational services. More than half of the youth (57.7%) had a special education disability; nearly a third (29.9%) were certified as “emotionally disturbed.” The median age of incarcerated youth was 16 years. Data was collected through initial and follow-up youth interviews (baseline assessment while at the correctional facility along with recurring post-incarceration six-month follow-up interviews), as well as follow-up interviews with family members relating to youth experiences with work, education, social services, and juvenile correction system. An aggregate measure of community engagement, accounting for youth work, education, and status with the juvenile correctional system, was created to explore relationships with subsequent youth outcomes. Outcomes were examined at two-time points, the first six months after release, the second one year after release. Logistic regression analyses were employed with youth re-incarceration as the primary outcome.

Cartledge, Kea & Simmons-Reed (2002).

Objectives/Study Focus: The purpose of this article is to present the need for culturally-competent practices and culturally competent practices when serving youth and young adults with severe emotional disturbance.

Methodology: The authors present support from the literature and offer rationales for the need for and practice of culturally competent services for youth with severe emotional disturbance.

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

Objectives/Study Focus: This article provides anecdotal support for a science project intended to include junior high students with severe emotional disturbance or learning disabilities into the general education science classroom.

Methodology: Youth with disabilities were provided integrated services from both special education as well as general education instructors regarding a special science project. Please refer to the article for a more thorough description of the program described. Youth graduation rates were obtained from administrative data; program teachers and staff provided anecdotal data.

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

Objectives/Study Focus: This article reports on the Transition Service Integration Model, a model of service delivery which integrates resources and expertise of the public schools, rehabilitation, and developmental disability systems.

Methodology: The Transition Service Integration Model focuses on school districts forming partnerships directly with private non-profit agencies which typically serve adults with significant support needs (rehabilitation and development disability services). All services provided were meant to provide seamless opportunities for youth to engage in positive activities of personal interest such as employment and other community activities. Please refer to the article for a greater description of the system model and services offered. This article reports on findings from four years of implementation in 14 school districts in California and Maryland ($N = 234$).

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

Objectives/Study Focus: This article provides a general overview of the entire TIP Model™, associated guidelines, elements and practices. A transition program for youth with emotional/behavioral disorders (ages 14-22) following the TIP Model™ is described, along with youth outcomes served by the transition program.

Methodology: This article outlines the TIP Model™ as well as describes a transition program [Jump on Board for Success (JOBS)] following the TIP Model™. Two case vignettes provide support for positive youth outcomes served by the JOBS transition program. A brief outcome analysis is presented for 80 youth with emotional/behavior disorders (ages ranging from 16 to 20 years) across educational, employment, criminal justice, psychiatric services, and social security/welfare outcomes. A cost effectiveness analysis for the JOBS transition program is also offered.

Cox (2006).

Objectives/Study Focus: This study explores the impact of strengths-based assessment on youth with emotional or behavioral disorders.

Methodology: Youth with emotional or behavioral disorders receiving services from a rural mental health agency ($N = 84$; ages 5 to 18) were randomly assigned to receive services with or without strength-based assessment and service delivery. A pretest-posttest design was employed, with baseline data collected on youth behavioral and emotional functioning and other behaviors, as well as parental satisfaction with services, and again six months later. A measure was created for the purposes of this study to measure the degree to which therapists providing services were strength-based.

Dembo & Walters (2003).

Objectives/Study Focus: This article discusses innovative approaches to identifying and addressing the needs of high-risk youth who are involved with the criminal justice system.

Methodology: The authors identify some of the larger concerns facing high-risk youth, including mental health and substance abuse issues, as well as the concerns facing the larger systems of care that provide services for these youth (e.g., criminal justice, mental health/substance abuse, education systems). Innovative approaches to improve youth outcomes for high-risk youth are discussed.

Deschênes, & Clark (1998).

Objectives/Study Focus: The purpose of this study was to examine the best practices among programs serving transition age youth with behavioral and emotional disturbances (ages 16 to 22).

Methodology: This study employed a mixed methods design, conducting a survey of transition programs ($N = 254$) as well as site visits to nine programs, seeking to identify common themes in best practices for serving transition age youth with behavioral and emotional disturbances.

Feldman & Werner (2002).

Objectives/Study Focus: This study reports on the effects of a behavioral parent training (BPT) for families with children with developmental disabilities and behavior disorders (e.g., aggression, self-injury), comparing child and family outcomes of those families who received BPT services and families facing similar issues who did not receive BPT services.

Methodology: Participants receiving BPT services ($n = 18$) were randomly selected from a list of families who had graduated from the program within the last 5 years at the time of the study; comparison participants not receiving services ($n = 18$) were selected from the program wait list. Behavioral parent training consisted of a comprehensive functional assessment, treatment plan, parent training, weekly home visits, and follow-up services (over a 1-2-month period). Study groups did not differ in developmental disability diagnoses or any child, parent, or family characteristics measured. Youth from both groups were around an average of 11 years old. Instruments were employed to examine child behavior problems, family quality of life, and parental stress, depressive affect, social support, as well as self-efficacy.

Geenen, Powers, & Sells (2003).

Objectives/Study Focus: The purpose of this study was to examine the perception of parents of transition age youth with special health care needs (e.g. developmental, physical, behavioral/emotional, learning, or health-related disabilities) regarding the role of health care provider's level of involvement in various transition activities and the extent to which parent's felt it was the provider's responsibility to assist in transition activities.

Methodology: This study mailed out a self-administered questionnaire to 2,397 parents of transition age youth (between 13 and 21 years old) with special health care needs (e.g. developmental, physical, behavioral/emotional, learning, or health-related disabilities); a total of 753 parent surveys were returned (31% response rate). Parents completed demographic information, information related to their children's special health care needs, as well as responded to items assessing thirteen transition activities (e.g., connecting youth with services in the community, discussing with youth how to take care of their health to be successful at work or college). Parents indicated: (a) how important the area is for their child in general; (b) how much their primary health care provider has helped in this area; and (c) the extent to which it is their primary care provider's job to help in this area. Differences between parent's and provider's view of the health care provider's responsibility in the thirteen transition ages measures were analyzed with t-tests and analysis of variance (ANOVA) procedures.

Griffith & Graham (2004).

Objectives/Study Focus: This article explores the theoretical and empirical literature regarding goals.

Methodology: A comprehensive review of the theoretical and empirical literature is used to discuss the importance of goals and goal-setting to personal growth and satisfaction with life.

Hines, Merdinger, & Wyatt (2005).

Objectives/Study Focus: This article explores youth perception of the importance of resiliency and other factors related to successful transition to adulthood for a group of foster youth attending a four-year university.

Methodology: This article employs a mixed methods approach – youth completed ($N = 14$) a self-administered questionnaire to collect demographic information as well as an in-depth qualitative interview to elicit their opinions on factors related to their successful transition to adulthood (with specific emphasis on their attainment of additional educational opportunities after high school).

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

Objectives/Study Focus: This article presents research findings identifying key issues impacting the implementation of the Individuals with Disabilities Education Act (1990) and Amendments of 1997 as well as policies at the state and local levels; the implications of recent general education reform initiatives as well as specific strategies and recommendations to improve the transitional outcomes of youth with disabilities are also discussed.

Methodology: This article offers a comprehensive meta-analysis of research findings from the literature on youth with disabilities and recent policy decisions as well as implications for services and outcomes for youth with disabilities.

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

Objectives/Study Focus: This study compares the postsecondary outcomes of youth with emotional/behavioral disturbances (EBD) who received transition services (based on the TIP Model™) to other youth with EBD who did not receive such services as well as youth without EBD.

Methodology: Postsecondary data were gathered from state and federal databases for youth with EBD who received and exited TIP-based transition services ($n = 43$), youth with EBD ($n = 990$), and youth without EBD ($n = 61,285$). All youth studied were from the same geographical area, between the ages of 18 and 22, and were frequency-matched on gender and ethnicity. Outcome variables 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. Outcome data was collected at one point in time and reflect different follow-up periods for youth studied. Components of the TIP-based transition service program included person-centered planning, community/vocationally oriented academic curriculum and employability training, supports and services to facilitate student success in school and work experiences, as well as other key elements of the TIP Model™. Please refer to the article for further explication of the transition service program studied.

Killackey, Jackson, & McGorry (2008).

Objectives/Study Focus: This study examined the impact of an additional vocational services component to comprehensive service program for youth experiencing their first-episode of psychosis.

Methodology: Youth experiencing their first-episode of psychosis were randomized to either a treatment as usual (TAU) condition ($n = 21$) or the experimental condition, TAU plus the intervention ($n = 20$). Youth were between 15-25 years old and experienced schizophrenia-spectrum disorders. TAU consisted of individual case management, medical review, referral to external vocational agencies, as well as involvement in group programs which may have involved participation in vocationally-oriented groups. The intervention consisted of the following key principles: a vocational professional *integrated with the mental health treatment* team; a focus on competitive employment; vocational services are open to any person with mental illness and are not determined by work-readiness or illness variables; job searching commences directly on entry into program; potential jobs are chosen on consumer preference; support provided is time-unlimited, continuing after employment is obtained, and adapted to the needs of the individual; welfare benefits counseling is also provided, based upon the difficulties in transitioning from welfare to gainful employment. Youth vocational baseline data and outcomes at six-month follow-up were collected.

Kopelwicz, Liperman, & Zarate (2006).

Objectives/Study Focus: This article provides a comprehensive review of the literature in the recent advances in social skills training for persons with schizophrenia.

Methodology: The literature on social skills training for persons with schizophrenia is comprehensively reviewed. The studies reviewed were conducted in diverse treatment settings (e.g., inpatient, outpatient, etc.), by diverse practitioners (e.g., psychiatrists, psychologists, etc.), covering a broad range of skills (e.g., community living, illness management, etc.).

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

Objective/Study Focus: This article describes the evolution of transition services for youth with disabilities from a systems-driven to a youth-centered support approach.

Methodology: This article employs a comprehensive review of the literature as well as the pertinent legislation related to the evolution of transition services for youth with disabilities from a systems-driven to a youth-centered support approach.

Linnehan (2003).

Objective/Study Focus: This study examined the effect of both formal and informal mentoring relationships on youth perception of work, the importance of education to work, and self-esteem.

Methodology: Data was collected from high school students between the 10th and 12th grades at multiple schools from a large urban area wishing to participate in a formal school-to-work mentoring program. An initial and follow-up survey were administered at the beginning and end of the academic school year to assess student's mentoring/work experience and perceptions of education, work, and self-esteem. Final groups compared in analyses included: students who participated in the formal mentoring program ($n = 15$); students who established an informal mentoring relationship with someone at work ($n = 24$); students who worked without a mentor ($n = 23$); and students who had not worked during the year ($n = 28$).

Lohrmann-O'Rourke & Gomez (2001).

Objectives/Study Focus: This study reports on the use of systematic preference assessment within transition planning as a way to accurately interpret the preferences of students who use limited symbolic or non-symbolic communication.

Methodology: This article discusses the basic philosophical underpinnings, characteristics of, and empirical support for the use of systematic preference assessment within transition planning.

Mellard, & Lancaster (2003).

Objectives/Study Focus: This article describes several types of community-based services for transition age youth with learning disabilities.

Methodology: This article employs a comprehensive review of the literature and pertinent public policy regarding the importance of community-based services for transition age youth with learning disabilities.

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

Objectives/Study Focus: This study reports on youth perception of the general process of educational and occupational decision making in the transition to adulthood.

Methodology: Participants from this study were a smaller cohort ($n = 37$) of participants from the Youth Developmental Study, a longitudinal study of youth attending school in Minnesota ($N = 1,000$). Youth recruited for the original study were in the ninth grade, with most between the ages of 14 and 15; this study reports on qualitative interviews conducted seven years after the completion of high school, when most young adults were between the ages of 24 and 25. Participants in this study initially responded to a survey providing information on their educational and occupational experiences seven years post-high school, including occupational aspirations. Qualitative interviews were deliberately sampled in such a way to provide equal numbers of men and women from distinction patterns of occupational aspirations observed (i.e., no change in occupational goals, one change, recent change, and those who failed to answer the question/respond to the survey). A semi-structured interview process and was employed to elicit youth/young adults' perceptions of occupational/vocational decision-making and work experiences.

Osterling & Hines (2006).

Objective/Study Focus: This study examined the evaluation results of the “Advocates to Successful Transition to Independence (ASTI)” program, a program designed for older adolescent foster youth who had been removed from the home for maltreatment. The purpose of the ASTI program was to assist adolescent foster youth to acquire necessary independent living skills (with the assistance of a mentor) prior to their emancipation from the Juvenile Court’s dependency system.

Methodology: Quantitative and qualitative data were collected on youth and mentor/advocate perception of mentor. A self-administered questionnaire was given to youth (40.6% response rate, $n = 52$); all mentors completed an advocate survey. A semi-structured focus group interview was also used to collect qualitative data on mentor/advocate perceptions on their mentoring experiences ($n = 18$).

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

Objective/Study Focus: The purpose of this study was to identify factors that facilitate readiness for the transition from high school to work for high school juniors.

Methodology: This study employed a qualitative methodology, interviewing 17 high school juniors from two diverse school settings. Youth were primarily Caucasian (53%) and between the ages of 15 and 19 (mean = 16.2 years); eleven male and six female students were interviewed. Potential participants for the study (who expressed the intent to go directly to work after leaving high school) were identified by guidance counselor and other school officials. The interview protocol used to collect data elicited student’s perception about the transition from high school to work, internal and external resources and barriers, as well as approaches to decision making and exploration tasks.

Schinke, Cole, & Poulin (2002).

Objective/Study Focus: This study examined the impact of non-school community programs (both with and without an additional educational enhancement component) on the long-term educational outcomes of at-risk youth. For the purposes of this study, “at-risk youth” were defined as those living in publicly subsidized housing projects.

Methodology: Educational outcomes were compared at baseline and three follow-up points (6, 18, and 30 months) for three groups (two Boys and Girls Club groups, one with and one without the additional educational component, as well as a control group of youth who did not receive services from the Boys and Girls Club group). Data was collected from five sites ($N = 283$); sites were matched on geographic and youth demographic variables. Youth were predominantly male (60%), were 12 years old on average, and were primarily composed of ethnic minorities (63% black, 19% Hispanic, 13% white, and 5% Asian). Educational outcomes were measured using youth self-report interest in academic subject, teacher perception of youth academic interest, and from school records. The additional educational enhancement delivered to the intervention group consisted of weekly structured activities focused on: youth interaction with knowledgeable adults; time spent completing youth homework assignment; engaged in academic activities for leisure (creative writing, reading); time spent helping other youth with academic activities; and time spent playing board games and other recreational activities that drew on cognitive skills and talents.

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

Objectives/Study Focus: This article discusses Positive Behavior Support (PBS) and how effective systems of PBS can be used in alternative education settings for at-risk and adjudicated youth.

Methodology: This article discusses the basic philosophical underpinnings, characteristics of, and empirical support for the PBS system.

Stacey (2001).

Objectives/Study Focus: This article discusses the work experiences of transition age young persons with learning disabilities.

Methodology: This article utilizes a qualitative research design, with four young persons (two high school seniors and two post-secondary students) completing a semi-structured interview describing their work experiences.

Staudt (2003).

Objectives/Study Focus: This article provides a review of the evidence of engagement interventions for children and their families receiving mental health services.

Methodology: This article critically reviews the literature regarding engagement intervention for children and their families receiving mental health services.

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

Objectives/Study Focus: This study reports on the results of a multi-method evaluation of the Young Adult Services (YAS) program, designed to provide young individuals (18 years of age and older) with moderate to severe symptoms of mental illness with comprehensive services and supports as they 'age-out' of child healthcare systems.

Methodology: Data were collected on two cohorts of young persons ($N = 60$). The first cohort consisted of young persons who had been arrested for sexual offenses as a juvenile; the second cohort consisted of young adults with pervasive developmental disorders and a history of high-risk behaviors. As part of the mixed method evaluation, quantitative data was gathered on youth trauma history, psychiatric symptoms, functioning, quality of life, loneliness, anger expression, attachment style; study youth also completed a qualitative interview regarding their experience and/or perception of transition into the Young Adult Services (YAS) program, quality of life, elements of treatment they felt to be effective or ineffective, overall satisfaction with YAS, what they felt to be most helpful to their recovery as well as their hopes and dreams. YAS clinicians also completed a brief survey and youth chart reviews were completed to retrospectively examine which YAS services were utilized by program youth.

Umbriet (1991).

Objectives/Study Focus: This article reviews a variety a youth mediation programs which take place in a variety of systems (i.e., family, school, neighborhood, and the juvenile justice system).

Methodology: This article provides a review of the literature related to youth mediation programs.

Unruh, & Bullis (2005).

Objectives/Study Focus: This story describes the perceived barriers and supports to transition from the prospective of youth with special education disabilities and/or mental health disorders involved with the criminal justice system as well as from key stakeholders involved with youth (youth family, teachers, individuals employed within the criminal justice system, etc.).

Methodology: All transition age youth served in the program were provided coordinated services from the justice, education, and vocational rehabilitation service agencies. Qualitative data collection methods were used to describe the perceived barriers and supports to transition into adulthood. Nominal group techniques were used to collect data from key stakeholders ($n = 127$) involved with youth (youth family, teachers, individuals employed within the criminal justice system, etc.); in-depth interviews were used to collect data from study youth ($n = 33$) individually.

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

Objectives/Study Focus: The purpose of this article is to explore the role of promoting self-determination in the current educational context.

Methodology: This article overviews the theoretical as well as empirical literature related to self-determination and the impact of self-determination in education for students with disabilities.

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

Objectives/Study Focus: The purpose of this article is to describe the essential features and program and youth outcomes associated with the Project Corporate Support (CORPS) program, a model demonstration project on workplace supports for transition age youth with disabilities.

Methodology: This article provides an overview of the Project Corporate Support (CORPS) program aimed at addressing the systemic barriers which hinder the post-school employment of students with disabilities. Primary elements of the CORPS program included: a supported employment approach; the use of natural supports (e.g., friends of family members who provide support); as well as the use of person-centered planning throughout the transition planning process.

Willner, Braukmann, Kirigin, Fixsen, Phillips, & Wolf (1977).

Study 1

Objectives/Study Focus: The purpose of this study was to explore youth perception of the importance of various behaviors and interaction styles of ‘teaching-parents’/adults providing parenting services in small, family-style, community-based residential group homes (Teaching-Family model).

Methodology: Youth adjudicated by the juvenile court ($N = 19$) living in three small, family-style, community-based residential group homes (Teaching-Family model), viewed series of videotaped interactions role-played by residential group home staff and a youth who had previously lived in the group home. Youth provided written comments on the interactions which were coded by four separate coders and placed into 29 different categories of behaviors; the study authors also supplied four additional behaviors for coding purposes. Youth ($n = 9$) ranked these behaviors on a five-point grading scale (A to F).

Study 2

Objectives/Study Focus: The purpose of this study was to explore youth perception of the importance of various behaviors and interaction styles of ‘teaching-parents’/adults providing parenting services in small, family-style, community-based residential group homes (Teaching-Family model).

Methodology: Prospective teaching-parents ($n = 6$) were trained to use preferred interaction behaviors; trainees were videotaped in structured interaction situations with a youth in both pre- and post-training observations. These interactions were then rated by youth ($n = 9$) in the group homes five-point grading scale (A to F). Prospective teaching-parents received training through a Teaching-Family Handbook, oral instructions and rationales for the use of the youth-preferred social behaviors, videotaped examples of the use of these behaviors, as well as opportunities to practice these behaviors in role-playing simulations with fellow trainees. In each videotaped session, each trainee participated in two 3-minute structured situations with a study youth role-playing a delinquent youth in a group home.