



**National Network
on Youth Transition
for Behavioral Health**

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Navigating Rough Waters: Practices and Policies for Improving Outcomes with Youth & Young Adults with EBD

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NNYT Mission

- ❖ Improve outcomes for transition-age young people (14-29 years of age) with EBD.
- ❖ Through system development, program implementation, research, & dissemination.
- ❖ In collaboration with provider agencies, communities, states, and national/federal entities.



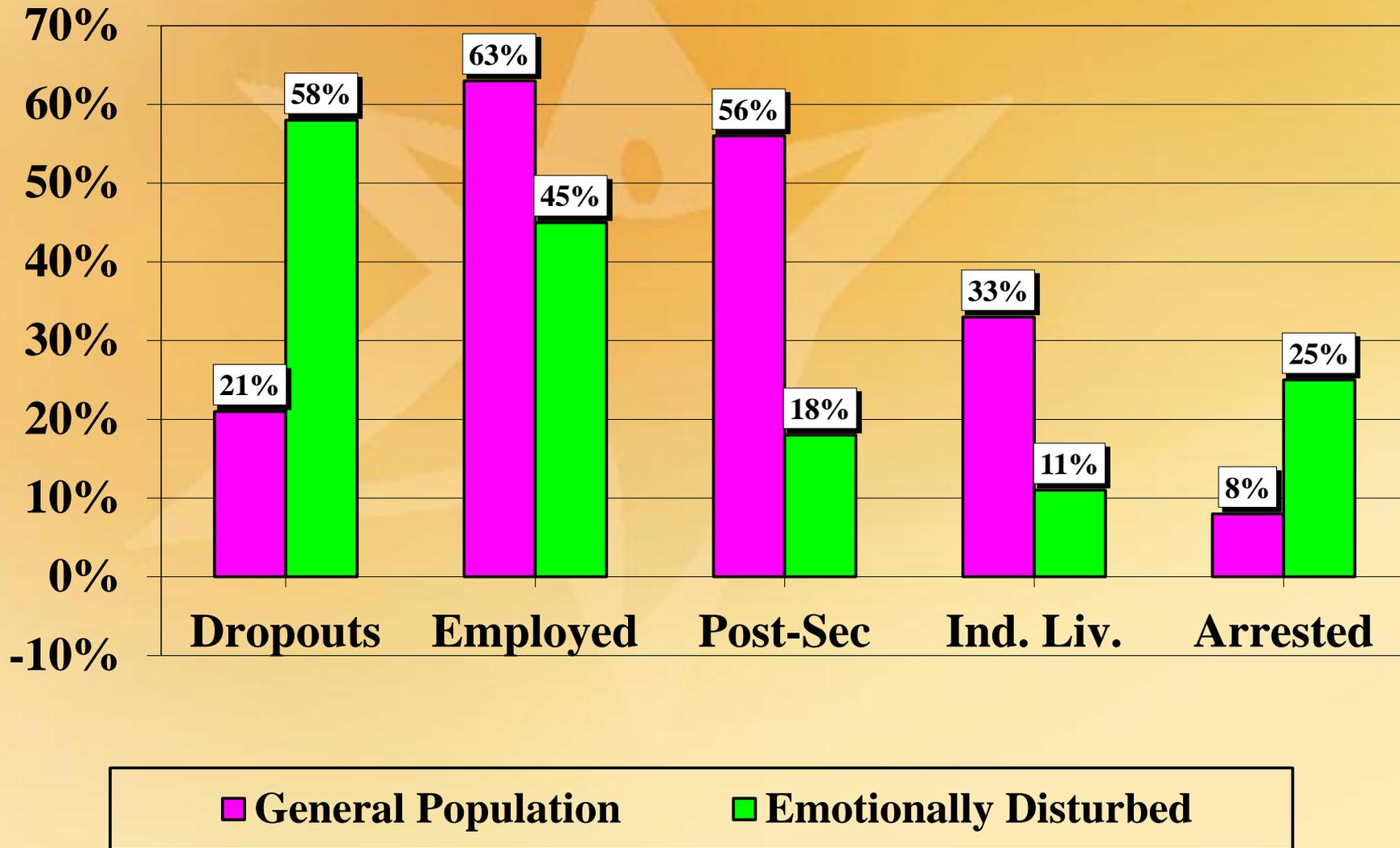
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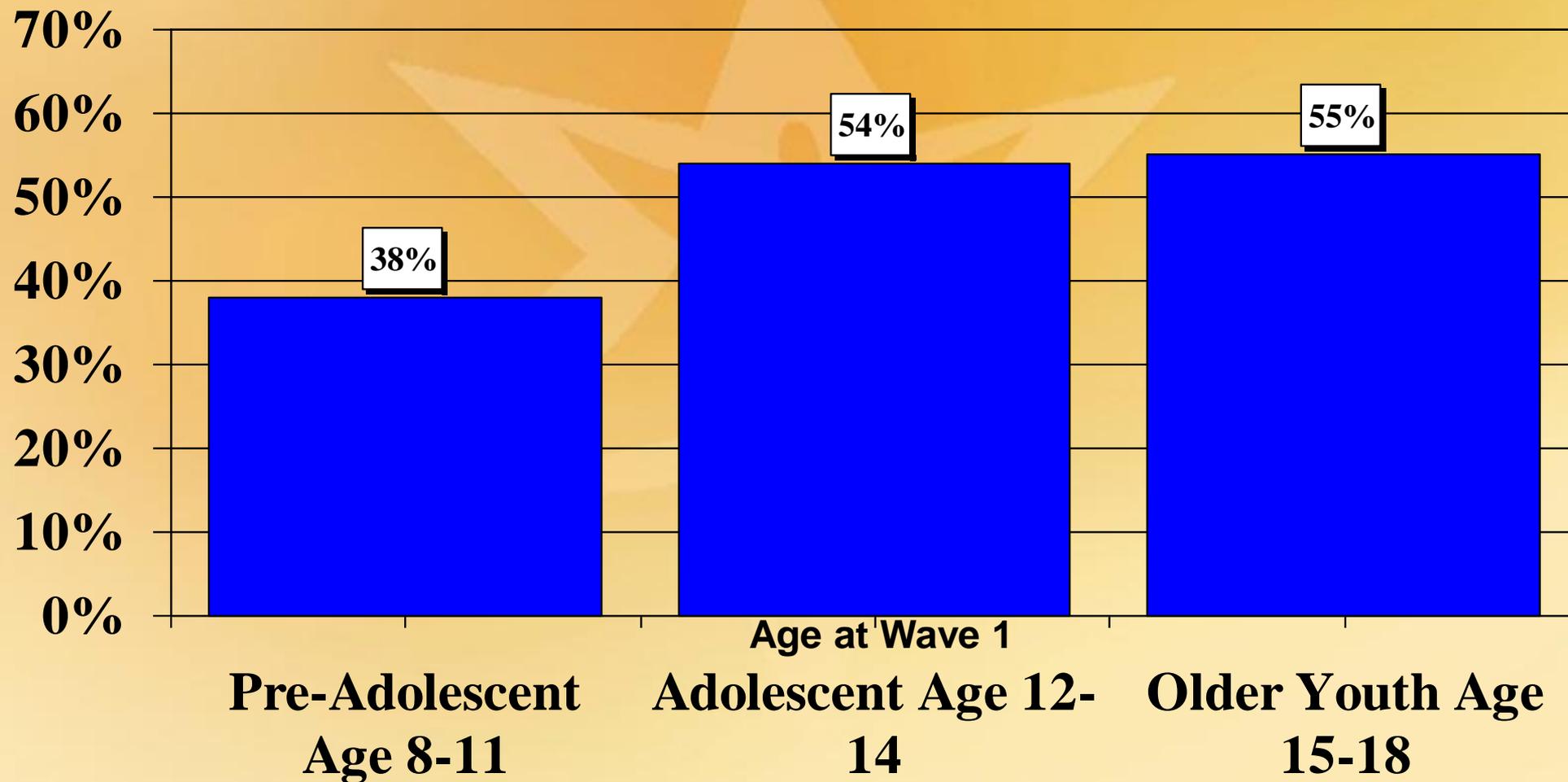
NNYT Mission

- ❖ NNYT also serves as the Purveyor of the:
 - ❖ Transition to Independence Process (TIP) model.
 - ❖ Dozens of agencies and communities across the country are applying this evidence-supported model.
 - ❖ Full TIP model implementation to fidelity
 - ❖ Or TIP-informed site.
- ❖ NNYT establishing TIP Purveyor Partners.

Comparison of Transition Domains Between the General Population and Young People with EBD



Likelihood of Youth with EBD Being Incarcerated



Barriers

- Youth & Young Adult Level
- Family Level
- Community/System Level



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Transition to Independence Process

TIP Model

Handout Pages 3-11

TIP System Definition

Transition to Independence Process (TIP) system:

- engage youth and young adults (14-29 years) in their own futures planning process
- provide them with developmentally-appropriate services and supports
- involve them and their families and other informal key players
- in a process that prepares and facilitates them in their movement toward:
 - greater self-sufficiency and
 - successful achievement of their goals

TIP System Guidelines

- Practice Level
 - Young Person
 - Informal Key Players (e.g., family members, friends)
 - Formal Key Players (e.g., therapist, teacher, probation officer)
- Program Level
- Community System Level
- State & Federal Policy Level

TIP System Guidelines

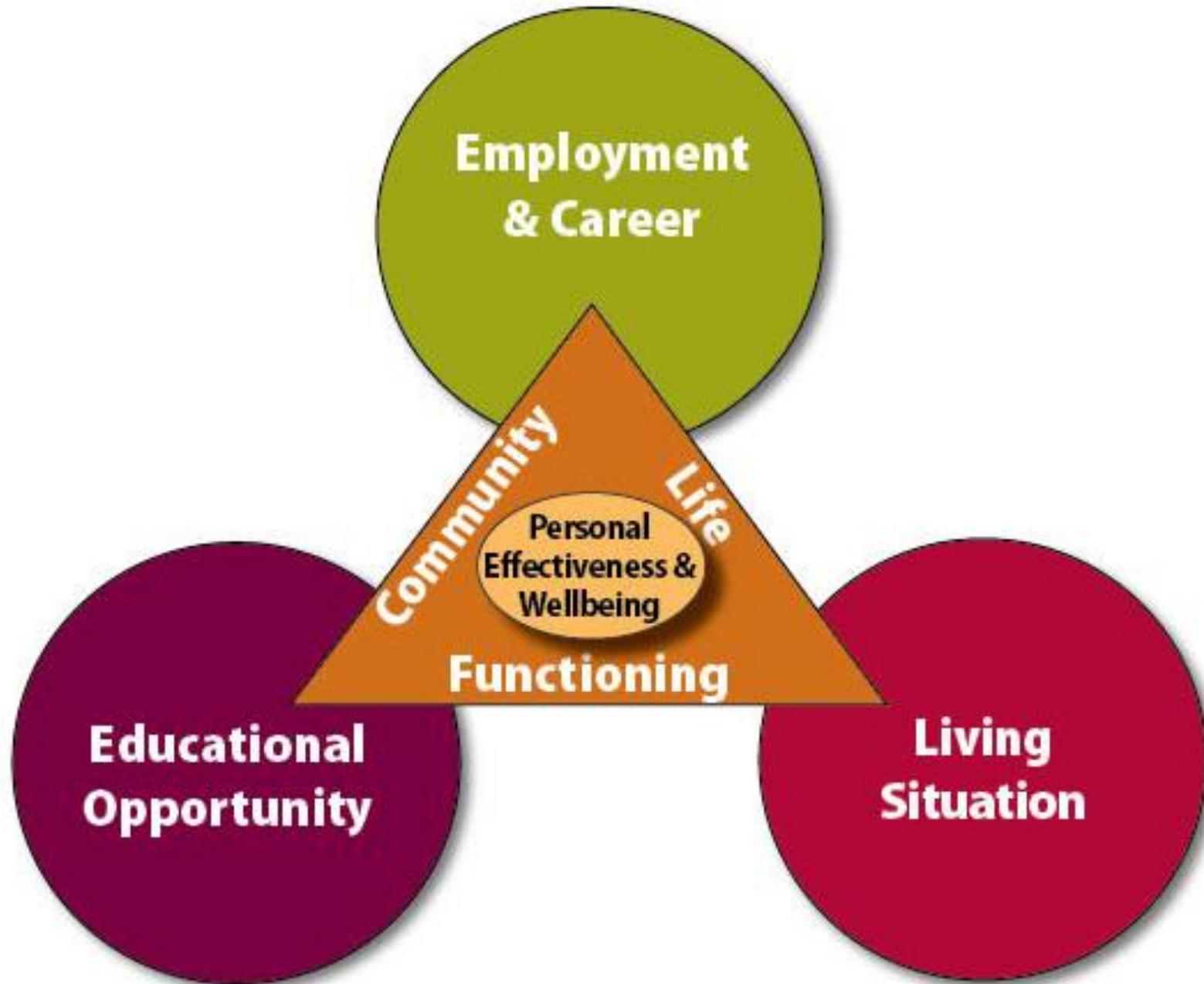
1. Engage young people through relationship development, person-centered planning, and a focus on their futures.
 - Use a strength-based approach with young people, their families, and other informal and formal key players.
 - Build relationships and respect young persons' relationships with family members and other informal and formal key players.
 - Facilitate futures planning and goal setting.
 - Include prevention planning for high-risk behaviors and situations, as necessary.
 - Engage young people in positive activities of interest.
 - Respect cultural and familial values and young persons' perspectives.

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

➤ Facilitate young persons' goal achievement across all transition domains.

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

Transition Domains



Transition Domains: SubDomains

❖ Personal Effectiveness & Wellbeing

- ❖ Interpersonal Relationships
- ❖ Emotional and Behavioral Wellbeing
- ❖ Self-Determination
- ❖ Communications
- ❖ Physical Health & Wellbeing
- ❖ Parenting

❖ Community-Life Functioning

- ❖ Daily Living Skills
- ❖ Leisure Activities
- ❖ Community Participation

2. Tailor services and supports.

Cont.

- Tailor services and supports to be developmentally-appropriate; addressing the needs and building on the strengths of young people, their families, and other informal key players.
- Ensure that services and supports are accessible, coordinated, appealing, and non-stigmatizing.
- Balance the transition facilitators' role with that of the young person, their parents, and other informal and formal key players.

3. Acknowledge and develop personal choice and social responsibility with young people.

- Encourage problem-solving methods, decision making, and evaluation of impact on self and others.
- Balance one's work with young people between two axioms:
 - Maximize the likelihood of the success of young people.
 - Allow young people to encounter natural consequences through life experience.

Core Personnel Competencies

- ❖ Strength Discovery and Needs Assessment
- ❖ Futures Planning
- ❖ Rationales
- ❖ In-vivo Teaching
- ❖ Social Problem Solving (SODAS)
- ❖ Prevention Planning Process on High Risk Behaviors & Situations
- ❖ Mediation with Young People and Other Key Players



Top of Page 7 on Handout

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<http://nnyt.fmhi.usf.edu>

4. Ensure a safety-net of support by involving a young person's parents, family members, and other informal and formal key players.

- Involve parents, family members, and other informal and formal key players.
- Parents, family members, or other informal key players may need assistance in understanding this transition period or may need services/supports for themselves.
- Assist in mediating differences in the perspectives of young people, parents, and other informal and formal key players.
- Facilitate an unconditional commitment to the young person among his/her key players.
- Create an atmosphere of hopefulness, fun, and a future focus.

Futures Planning with YP: Planning Partners & Necessary Connections

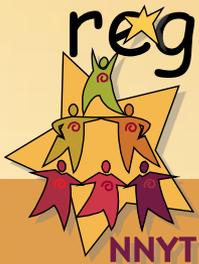
- ❖ *Planning partners* are selected by YP.
- ❖ YP might choose different key players to serve as *planning partners* for different topics, needs, or goals.
- ❖ Often a YP may want to only involve him/herself and one or two key players (e.g., transition facilitator, parent, friend) to serve as *planning partner(s)*.

Handout page 13



Futures Planning with YP: *Planning Partners & Necessary Connections*

- ❖ YP's topic/need/goal determines who is a *necessary connection(s)* (e.g., probation officer, vocational rehabilitation counselor, community college instructor) for him/her to make progress on this topic, need, or goal.
- ❖ YP and transition facilitator or other *planning partner* would contact, plan, and/or negotiate with *necessary connection(s)* regarding a particular topic, need, or goal.



5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.

- Utilize information and data from strength discovery and functional assessment methods.
- Teach meaningful skills relevant to the young people across transition domains.
- Use in-vivo teaching strategies in relevant community settings.
- Develop skills related to self-management, problem-solving, self-advocacy, and self-evaluation of the impact of one's choices and actions on self and others.

Teach, Teach, Teach

Recognize opportunities to teach

Teach community-relevant skills

Create practice opportunities

- Natural settings

- Relevant stimulus materials

- Typical people (modeling)

Reinforce use of skills

6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.

- Focus on a young person's goals and the tracking of his/her progress.
- Evaluate the responsiveness and effectiveness of the TIP system.
- Use process and outcome measures for continuous TIP system improvement.



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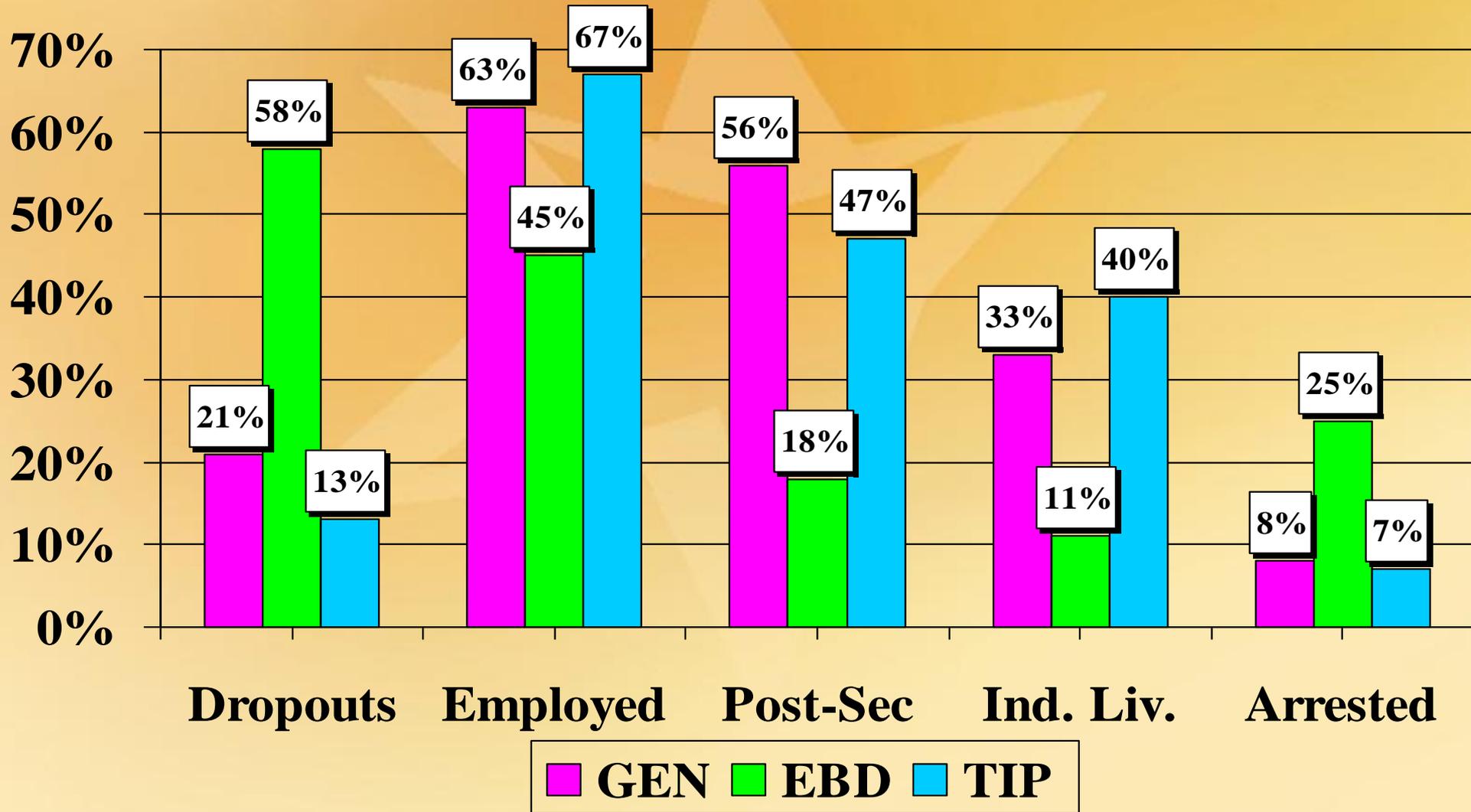
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Research on the TIP Model:

Progress & Outcome Studies

Comparison of Transition Outcomes

General Population, EBD, and TIP Program Exiters



Research Findings on the TIP Model

- ❖ Six published studies that demonstrate improvement in real-life outcomes for youth and young adults with EBD.
- ❖ Four studies by our NNYT Research Team at the NNYT, USF.
- ❖ Two studies by other researchers.
- ❖ Refer to "Theory and Research" section of the TIP model website.



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, informal and formal key players, and other community representatives.

➤ Tap the talents of peers and mentors:

- Hire young adults as peer associates (possible functions such as mentoring, counseling, &/or leadership development).
- Assist young people in creating peer support groups & youth leadership opportunities.
- Use paid and unpaid mentors (e.g., co-worker mentors, college mentors, apartment roommate mentors). (Contd.)

7. Involve young people, parents, and other community partners. Cont.

- Partner with young people, parents, and others in the TIP system governance and stewardship.
- Advocate for system development, expansion, and evaluation -- and for reform of funding and policy to facilitate implementation of responsive, effective community transition systems for youth and young adults and their families.



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Framework for Implementing Transition Systems: Aligning Policies & Practice

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Implementation of TIP Model

in Collaboration with Agency
and Community Stakeholders

Handout Pages 12-17, Essential Elements

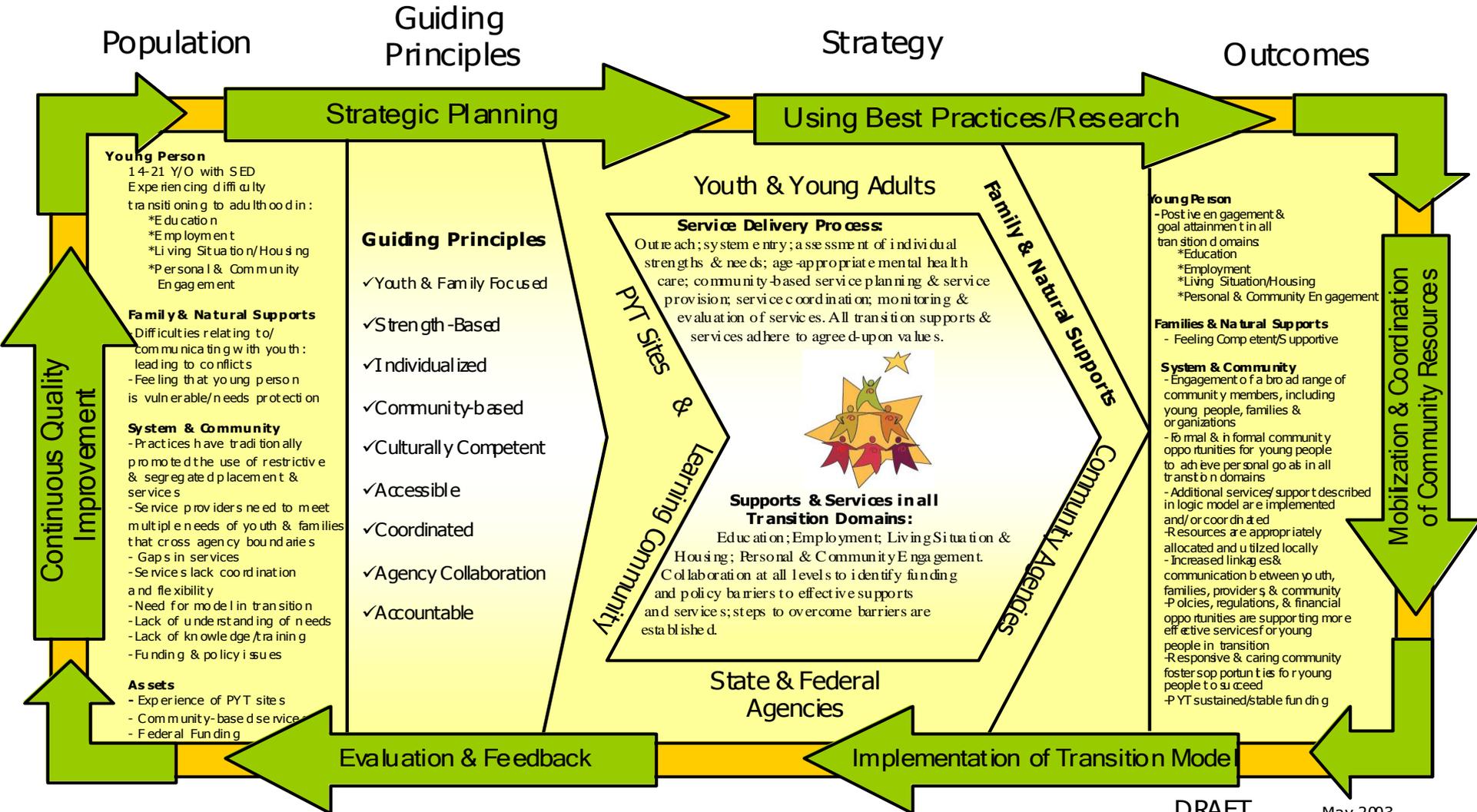
Planning / Enhancing A Community Transition System

- ❖ Engage all relevant partner organizations.
- ❖ Identify your target population of youth and young adults - and involve them & their families.
- ❖ Establish a shared vision across stakeholders.
- ❖ Theory-based logic model.
- ❖ Create a Program Manual.
- ❖ Initial & ongoing training & coaching of personnel in the transition system
 - ❖ Principles of the model.
 - ❖ Core personnel competencies.



Logic Model

Transition System for Young People with EBD



Six Program Implementation Drivers

- 1. Staff Recruitment and Selection*
- 2. Staff Training: Pre-Service & In-Service*
- 3. Coaching, Mentoring, and Supervision: Office-based, Team-based ("Case-Based Review"), Field-based*
- 4. Internal Management Support*
- 5. Systems-Level Partnerships*
- 6. Staff and Program Evaluation*



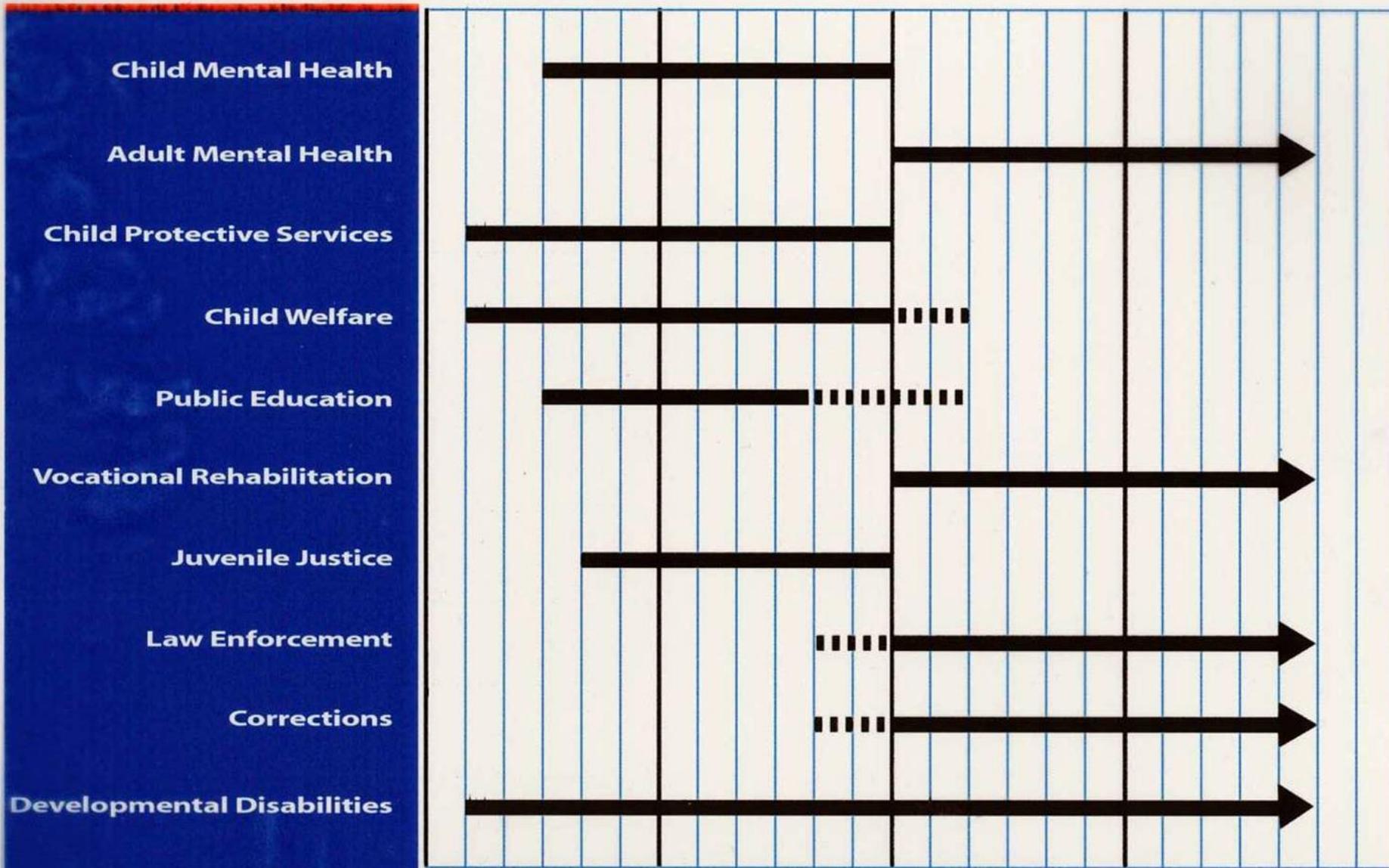
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Policies to Facilitate & Sustain Effective Community Transition Systems

Recommendations and Considerations

Could we have designed a crazier system?



Policy Considerations

- ❖ Policy reform needed
 - ❖ At state & federal levels
 - ❖ To facilitate development, implementation, & sustainability of quality and effective community-based transition systems.
- ❖ Davis and Koyanogi (2005) formulated basic tenets that could guide development of transition to adulthood policies.
- ❖ Clark & Unruh have adapted & expanded.
 - ❖ To incorporating some of the lessons learned from our work on system development & TIP model implementation.

Policies to Support Community Transition Systems

- ❖ Continuity of services and funding by redefining the age range for transition to be 14 through 29 years old (or a similar age range such as 14-25 or 16-29).
- ❖ Access to and coordination of child and adult services to promote progress across all transition domains (i.e., employment, education, living situation, personal effectiveness/wellbeing, and community-life functioning).
- ❖ Provision of developmentally-appropriate, stigma-free, culturally-competent, trauma-informed, and appealing services that are individually tailored to the interests, needs and goals of the young person, based on his/her voice and choice.

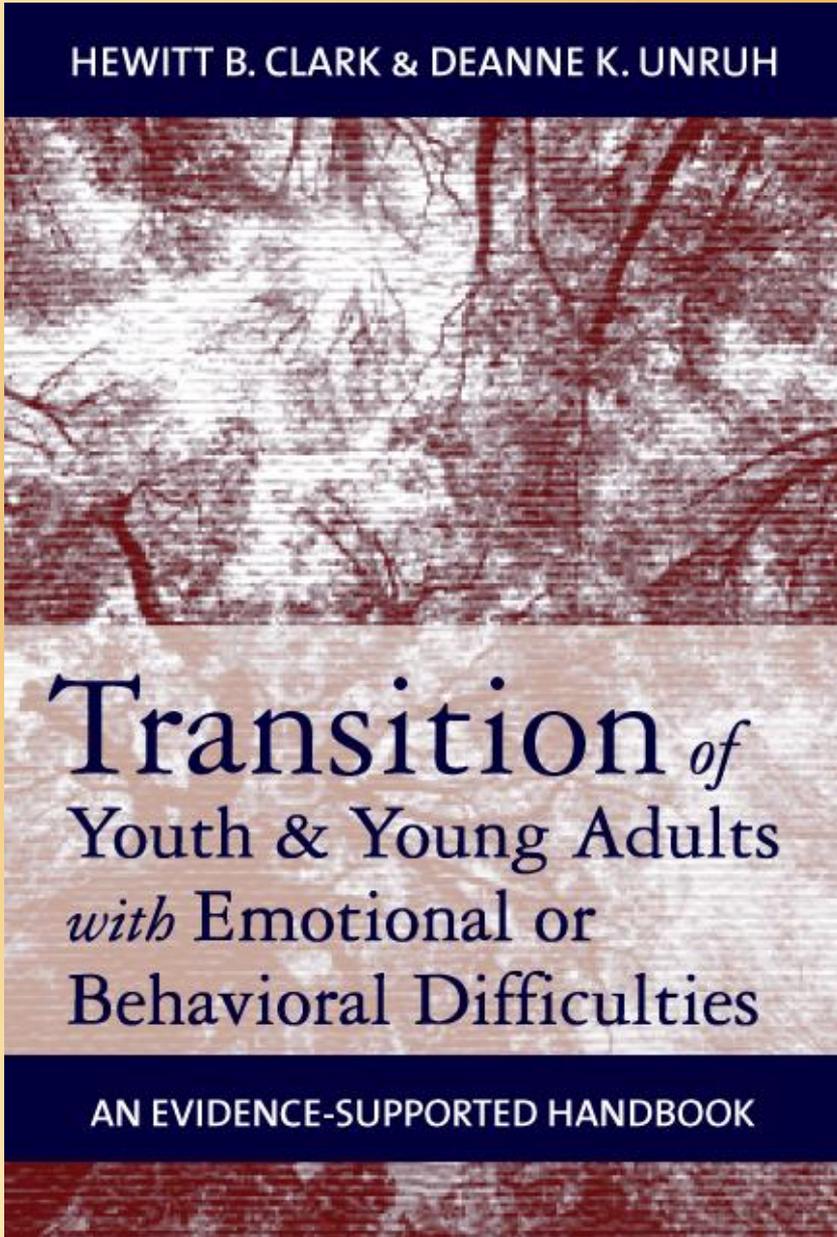
Policies to Support Community Transition Systems

- ❖ Appropriate supports, services, and education for family members
(including parent-to-parent support organizations).
- ❖ Emphasis on promoting “connections for life”
and building social and economic capital with YP.
- ❖ Encourage full and authentic partnering
and participation with youth, young adults, parents,
other family members,
and community representatives in program and
governance roles related to transition systems.

Policies to Support Community Transition Systems

- ❖ Build work force capacity through personnel training programs (e.g., pre-service and in-service training, web-based and college curricula) and field-based coaching to ensure that evidence-supported practices are used in working with young people. Work force capacity will need to include provisions for hiring youth, young adults, and parents in community transition systems.
- ❖ Local, state, and federal support of evaluation and research to advance the development, implementation, and sustainability of effective and cost-efficient transition practices and systems.

HEWITT B. CLARK & DEANNE K. UNRUH



Transition *of*
Youth & Young Adults
with Emotional or
Behavioral Difficulties

AN EVIDENCE-SUPPORTED HANDBOOK

The Transition Handbook

Transition of Youth and
Young Adults with
Emotional or Behavioral
Difficulties:

An Evidence-Supported
Handbook

*Hewitt B. "Rusty" Clark,
Ph.D.,
& Deanne K. Unruh, Ph.D.*

Brookes Publishing, 2009

<http://www.brookespublishing.com/clark>



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**Please consider visiting our
websites for additional resources**

❖ **Transition to Independence Process
(TIP) model:**

❖ **<http://tip.fmhi.usf.edu>**

❖ **National Network on Youth Transition
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❖ **<http://nnyt.fmhi.usf.edu>**



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**If your organization is interested
in implementation of the TIP
model, please contact us:**

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