



## ***Transition to Independence Process (TIP) Model™***

# ***TIP Model™ Orientation Workshop*** ***Improving the Progress & Outcomes*** ***with Youth & Young Adults***

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**SBHG Stars Training Academy**  
Stars Behavioral Health Group, Long Beach, CA

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## The *Transition Handbook* is available

The new *Transition Handbook* (2009) contains the fully updated *TIP System Development and Operations Manual* as Chapter 2.

- ❖ The *Operations Manual* describes the entire *Transition to Independence Process (TIP) Model*.
- ❖ *Navigating the Obstacle Course: An Evidence-Supported Community Transition System* (Chapter 2) -- Hewitt B. "Rusty" Clark & Karen Hart

The *Transition Handbook*:

- ❖ Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adult with emotional or behavioral difficulties: An evidence-supported handbook*. Baltimore: Brookes Publishing.
- ❖ Brookes Publishing Company web site: [www.brookespublishing.com/clark](http://www.brookespublishing.com/clark) or through **Amazon.com**
- ❖ For more information regarding the *Transition Handbook* or the *TIP system*, visit our TIP website.
  - [www.TIPstars.org](http://www.TIPstars.org)

## Implementation of the TIP Model™

### Implementation and Sustainability Focus.

- ❖ Leadership from a community agency or a community collaborative of agencies interested in the implementation of the TIP Model™ can arrange for implementation services through the **SBHG Stars Training Academy**, which serves as the *Purveyor* of the *TIP Model™*.
- ❖ The ***Transition to Independence Process (TIP) Model*** is an *evidence-supported practice* for youth and young adults with emotional/behavioral difficulties (EBD) based on numerous published studies demonstrating improvements in real-life functioning and outcomes.
- ❖ Our *Certified TIP Model™ Consultants* focus on providing your organization and collaborative with the training, strategies, and tools for implementation and sustainability of the *TIP Model™* to improve the progress and outcomes of youth and young adults (14-29 years of age) with EBD and the responsiveness of the transition system to their families.

For more information, please visit our TIP Model™ website or contact:

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# Transition to Independence Process (TIP) Model

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

## Definition of the TIP Model™

### TIP Model™ Definition

The **Transition to Independence Process (TIP) Model** was developed for working with youth and young adults (14-29 years old) with emotional/behavioral difficulties (EBD) to: a) engage them in their own futures planning process; b) provide them with developmentally-appropriate, non-stigmatizing, culturally-competent, trauma-informed, and appealing services and supports; c) involve the young people, their families, and other informal key players, as relevant, in a process that prepares and facilitates their movement toward greater self-sufficiency and successful achievement of their goals. Youth and young adults are guided in setting and achieving their own short-term and long-term goals across relevant Transition Domains, such as: employment/career, educational opportunities, living situation, personal effectiveness/wellbeing, and community-life functioning. The TIP Model™ is operationalized through seven Guidelines and their associated Core Practices that drive the work with young people to improve their outcomes and provide a transition system that is responsive to them and their families.

### Theory and Research Underpinnings for the TIP Model™

The TIP Model™ is an evidence-supported practice based on numerous published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD). If you want to learn more regarding these research findings, please access the *Theory and Research Summary of the TIP Model™* through the TIP website: [www.TIPstars.org](http://www.TIPstars.org)

### Transition Facilitators

To ensure the continuity of planning, services, and supports, the TIP Model™ is implemented directly by **Transition Facilitators (TFs)** who work with the young people and, as relevant, with their families and other informal and formal support people.

- The term *Transition Facilitator (TFs)* is used to emphasize the function of **facilitating** the young person's future, not directing it.
- Different sites and service systems use similar youth-friendly terms such as transition coach, resource coordinator, mentor, transition specialist, TIP facilitator, service coordinator, or life coach.
- The role of *Transition Facilitators (TFs)* with young people, their families, and other relevant informal and formal key players is described and illustrated in the *Transition Handbook and in the Manuals*.

### Independence and Interdependence

The TIP Model™ promotes "independence". However, the concept of "interdependence" is central to working effectively with young people. This concept nests the focus of independent functioning (e.g., budgeting money, maintaining a job) within the framework of young people learning that there is a healthy, reciprocal role of supporting others and receiving support from others (i.e., social support network for emotional, spiritual, and physical wellbeing).

# Background on Why the *TIP Model™* is Needed

## Introduction to Transition Issues and Challenges

Emerging adults experience dramatic changes across all areas of development during their transition to adulthood (Arnett, 2004). Young people's decisions, choices, and associated experiences set a foundation for their transition to future adult roles in the domains of employment, education, living situation, and community-life functioning.

This period of transition is especially challenging for the more than 2.4 - 5 million youth and young adults with *emotional and/or behavioral difficulties (EBD)* (Davis, Sabella, Smith, & Costa, 2011). This population of young people have higher secondary school dropout rates, higher rates of arrest, incarceration, and unemployment, and lower rates of independent living compared to their peers without disabilities (Clark & Unruh, 2009; Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005; Wagner, Newman, Cameto, & Levine, 2005; Vander Stoep, Beresford, Weiss, McKight, Cauce, & Cohen, 2000; Vander Stoep, Weiss, Kuo, Cheney, & Cohen, 2003). According to the U.S. Department of Education (2011), nearly 45% of students with EBD drop out of high school annually which is related to lower wages (Rouse, 2007), lower employment rates (U.S. Department of Labor, Bureau of Labor Statistics, 2010), and poorer health (Pleis, Ward, & Lucas, 2010). Additionally, there are increased costs to society due to dropouts including an average of \$240,000 over one's lifetime related to lost tax contributions, reliance on Medicaid and Medicare, criminality, and welfare (Levin & Belfield, 2007).

Some of these young adults also live with "chronic trauma". A groundbreaking epidemiological study (*Adverse Childhood Experiences Study [ACE Study]*) found that childhood trauma is associated with adult onset of chronic disease, as well as life-altering social and emotional problems. Schilling (2007) also found a very strong association between childhood adversity & depression, anti-social behaviors & drug use in young adults. Trauma that is prolonged, cumulative and recurrent – and has a profound impact on developing brains. "Because the transition to adulthood is a watershed developmental period, the mental health consequences of ACEs are likely to have far-reaching impact by disrupting the establishment of positive roles and relationships that set the course for adult occupational and social attainment".

Difficulties in accessing appropriate supports and services continue to plague young people and their parents and providers. Fragmented services, varying eligibility criteria, different funding mechanisms, and different philosophies across the child and adult mental health systems offer challenges to obtaining appropriate services for young people with EBD (Davis, Green, & Hoffman, 2009; Pottick, Bilder, Vander Stoep, Warner, Alvarez, 2008). The fragmentation and silo nature of services systems complicate access to other needed services related to employment, career training, housing, and postsecondary education (Clark & Unruh, 2009b; Davis & Koroloff, 2006).

The resulting poor outcomes for these youth and young adults are extremely costly on three fronts: the individual and her family; security and comfort of the community; and local, state, and federal governmental entities. These "costs" are not just in the form of tax dollars and lost productivity, but also the human toll on young people, their families, and our society.

# Overview of the TIP Model™ Primary Components

The *Transition to Independence Process (TIP) Model* is an evidence-supported practice for preparing and facilitating the transition of youth and young adults to improve their progress and outcomes across the Transition Domains of *Employment and Career, Educational Opportunities, Living Situation, Personal Effectiveness and Wellbeing, and Community-Life Functioning*. This Orientation Workshop provides an overview of the principles, core practices, and other primary components of the TIP Model™.

## TIP Model™ Guidelines

1. Engage young people through relationship development, person-centered planning, and a focus on their futures.
2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, trauma-informed, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant Transition Domains.
3. Acknowledge and develop personal choice and social responsibility with young people.
4. Ensure a safety net of support by involving a young person's parents, family members, and other informal and formal key players, as relevant to the young person's wellbeing.
5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.
6. Maintain an outcome focus in the TIP Model™ at the young person, program, and community levels.
7. Involve young people, parents, and other community partners in the TIP System at the practice, program, and community levels.

**NOTE:** This Orientation Workshop provides a brief overview of the TIP Model™. Through the TIP Model™ Cross-Site Forums intensive competency-based training is provided to coach Transition Facilitators, Peer Support Specialists, and their Supervisors in the application of an integrated TIP Model™ practice to improve the progress and outcomes of youth and young adults.

# Table 1. TIP Model™ 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, trauma-informed, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant Transition Domains.

- ◆ Facilitate young persons' goal achievement across relevant Transition Domains (Refer to Figure 1 & Table 3).
  - Employment and Career
  - Educational Opportunities
  - Living Situation
  - Personal Effectiveness and Wellbeing
  - Community-Life Functioning
- ◆ 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, trauma-informed, 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, 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.

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

- ◆ 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 her key players.
- ◆ Create an atmosphere of hopefulness, fun, and a future focus.

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, emotional regulation, problem-solving, self-advocacy, and self-evaluation of the impact of one's choices and actions on self and others.

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

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

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.
- ◆ Tap the talents of peers and mentors:
  - Hire young adults as Peer Support Specialists (aka, Peer Associates) to work with Transition Facilitators and young people (with possible functions such as mentoring, counseling, public education, and/or youth leadership development).
  - 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).
- ◆ 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.

**NOTE:** Adapted from Clark et al. (2000) and Clark & Hart (2009).

## Table 2: Personnel Competencies for Working Effectively

### TIP Model™ Core Practices:

- ❖ Strength Discovery and Needs Assessment
- ❖ Futures Planning
- ❖ Rationales
- ❖ In-vivo Teaching
- ❖ SODAS: Problem Solving & Decision Making Method
- ❖ WHAT'S UP?: Prevention Planning on High Risk Behaviors & Situations
- ❖ SCORA: Mediation with Young People and Other Key Players
  
- ❖ Special Module: Trauma-Informed TIP

### ENGAGERS: Qualitative Features of Interactions:

- Was the quality of the interaction appropriate to the situation?
  - Encourage sharing of thoughts, feelings, & ideas
  - Neutralize your own judgmental reactions
  - Gesture with eye-contact, facial expressions, & body language
  - Ask Open-Ended Questions
  - Give Affirmations/Descriptive Praise
  - Express empathy, concern, care, & encouragement
  - Reflect for Understanding
  - Summarize & Plan Next Steps -- Offer Assistance &/or Identify Other Support Person

### What is the TIP Model™ concept of “Planning Partners & Necessary Connections”?

- ❖ Planning Partners are selected by the young person based on who might be relevant for a given topic, need, issue, or goal.
  - This is not a standing committee. It shifts with the young person's issues.
- ❖ Necessary Connections are people who are not in the planning session, but are essential to the young person in achieving what she wants.
  - The young person, Transition Facilitator, and/or another Planning Partner makes the “connection” with the person(s) who is relevant in helping to advance the YA's agenda.
- ❖ **Note:**
  - The TIP concept of “Planning Partners & Necessary Connections” enables the youth person to select whom she wants to plan with for a given issue.
  - With older youth and young adults (16-25 year olds), about 95% of the Futures Planning sessions are just with the YA and her TF.



Figure 1: Transition Domains

# Transition Domains

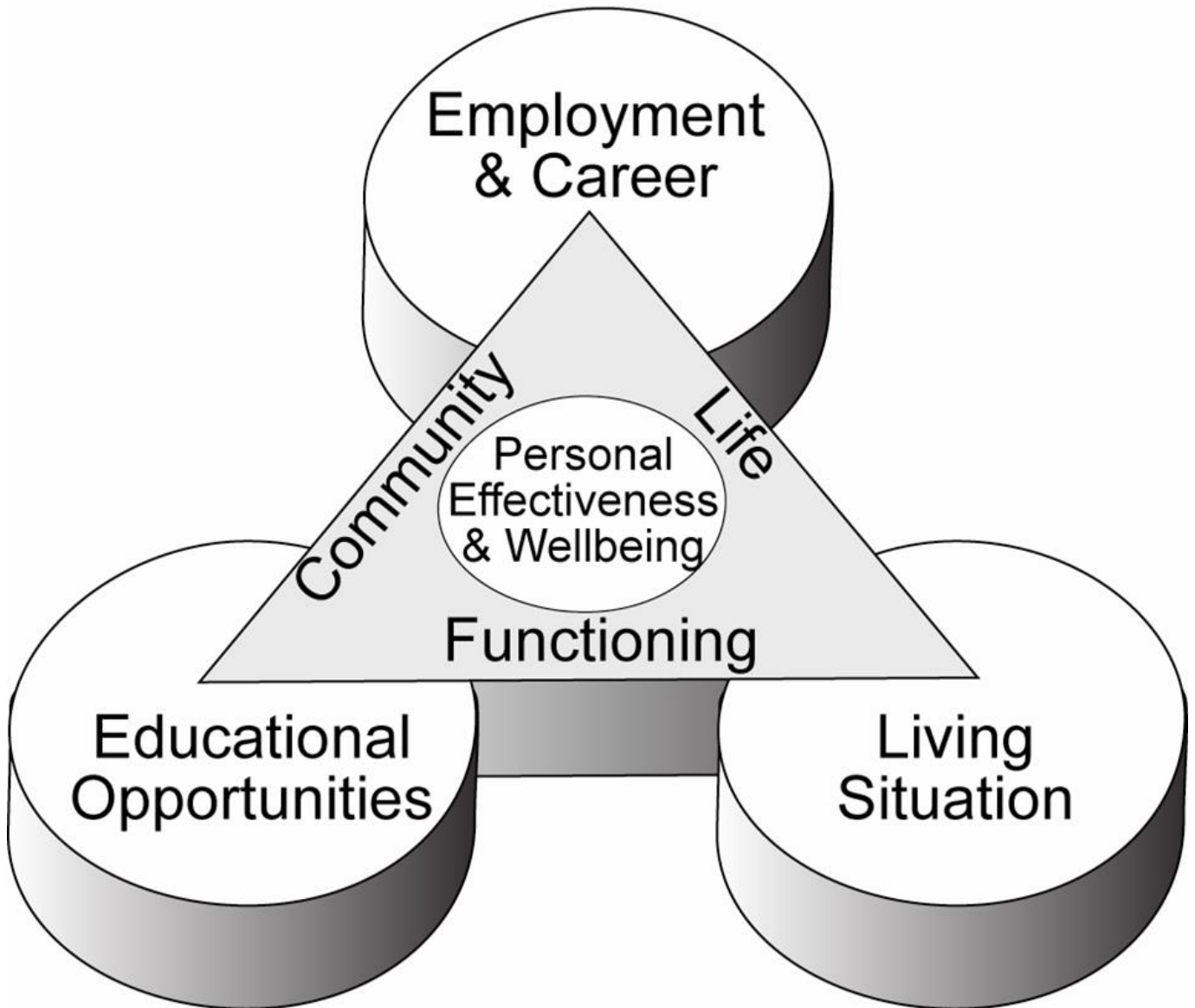


Figure 1. **The Five Transition Domains:** The three setting Domains of *Employment/Career*, *Educational*, and *Living Situation* -- and the *Personal Effectiveness/Wellbeing* and the *Community-Life Functioning* domains shown in this figure are useful in capturing young people's attention and their focus on their futures. The last two Domains encompass several Sub-Domains that are relevant to success in each of the other three Transition Domains.

(See Table 3 for a complete listing of the Transition Domains and Sub-Domains).

# Table 3: Transition Domains

## Employment & Career

- Competitive employment site.
- Work experience, paid or unpaid, at competitive or entrepreneurial worksite (e.g., apprenticeship with employee serving as coworker mentor).
- Supported employment (e.g., paid placement at competitive worksite with formal support, like a job coach).
- Transitional employment opportunities, paid or unpaid, at a noncompetitive worksite placement.
- Preparation for work, involving such activities as: learning and doing job searches, completion of applications, job interviews, job shadowing, and career exploration.

## Educational Opportunities (Career-Track Training)

- Bachelor's degree or beyond.
- Associate's degree.
- Vocational or technical certification.
- High school completion or GED certificate.
- Work place educational programs where placement is related to school/college enrollment.

## Living Situation

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

# **Personal Effectiveness & Wellbeing** (Table 3 Continued)

## **Interpersonal Relationships: Family, Friends, & Mentors**

- Relationship development & maintenance of friendships.
- Balance of independence & interdependency with family members.
- Dating skills & development/maintenance of intimate relationships.
- Maintenance of relationships with mentors & informal key players.

## **Emotional & Behavioral Wellbeing**

- Create reciprocal relationships with others.
- Expression of care & concern for others.
- Social skills (e.g., positive feedback to others, acceptance of negative feedback, self monitoring, self-evaluation).
- Assertiveness skills & conflict resolution skills.
- Coping with stress & ability to relax.
- Management of anger & moods.
- Spiritual wellbeing
- Self-management of psychotropic medications & side-effects.
- Manage use of alcohol & drugs.
- Avoid physical confrontations & criminal activities.
- Avoid danger to self & others.

## **Self-Determination**

- Problem solving & Decision Making (e.g., clear picture of the situation, generate alternative options, considering the advantages/disadvantages of each option, make an informed decision).
- Set goals & develop plans for achieving such.
- Evaluate one's progress in achieving goals.
- Accept one's strengths & limitations.
- Advocate for one's rights & positions.

## **Communication**

- Express one's ideas & feelings through speaking & listening.
- Reading & writing skills for learning, fun, & communication.
- Knowledge of information sources (e.g., use of library, authorities, Internet communications, & other resources).
- Study & learning skills for gaining & applying new information.
- Cyberspace safety (e.g., managing such issues as: revealing personal information, meeting contacts in-person, use of credit cards on-line).

## **Physical Health & Wellbeing**

- Health care & fitness (e.g., balance diet, physical activity).
- Recognizing when to see a physician.
- Self-management of over-the-counter & prescription medications & possible side effects.
- Knowledge of sexual functioning & birth control (e.g., prevention of sexually-transmitted diseases & unwanted pregnancies).
- Ability to access medical & dental services.

### **Parenting**

- Health of mother for the prenatal fetus (e.g., balance diet, physical activity, adequate sleep, no smoking).
- Recognizing when to see a physician for prenatal & postnatal care.
- Young adult male supports girl friend/spouse in promoting the health of the mother & baby.
- Young adult male & female assuming responsibility for rearing the children (e.g., care & discipline, behavioral parenting practices, providing home setting, finances).

## **Community-Life Functioning**

### **Daily Living**

- Self care.
- Maintenance of living space & personal possessions.
- Money management.
- Cooking & nutrition.
- Maintenance & security of personal & financial documents.
- Safety skills (e.g., avoid dangerous situations, prevent victimization).

### **Leisure Activities**

- Entertaining one's self.
- Activities with others.
- Creating indoor & outdoor activities of interest & fun.
- Places of entertainment & fun.
- Safe & healthy activities (e.g., Cyberspace safety precautions, safe routes for walking, biking, & driving at different times of the day, choice of "friends").

### **Community Participation**

- Mobility around the community.
- Access & use of relevant community agencies & resources.
- Citizenship responsibilities, knowledge of basic rights & responsibilities.
- Community social support (e.g., peer groups, community organizations, church youth groups, LGBTQ groups).
- Access to legal services.
- Cultural & spiritual activities, organizations, resources.



# Transition to Independence Process (TIP) Model

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

## Competency Enhancement Training & Technical Assistance for improving the progress and outcomes of youth and young adults

The **Certified TIP Model™ Consultants** provide *competency training* and technical assistance to personnel who work with transition-age youth and young adults (14-29 years of age) and their supervisors and program managers.

This personnel training and technical assistance focuses on:

- ❖ **Personnel competency enhancement.**
  - Training on the TIP Model™ principles & applications.
  - Competency training on TIP Model™ Core Practices.
    - Strength Discovery and Needs Assessment
    - Futures Planning
    - Rationales
    - In vivo Teaching
    - Social-Problem Solving (SODAS)
    - Prevention Planning on High Risk Behaviors and Risky Situations (WHAT'S UP?)
    - Mediation with Young People and Other Key Players (SCORA)
  - Orientation to strategies for integrating within the TIP Model™ other agency established practices for targeted clinical needs (e.g., SPARCS, Trauma-Focused Cognitive-Behavioral Therapy [TF-CBT], Behavior Assessment & Treatment, ART, WRAP).
- ❖ **Describe applications** of the TIP Model™ in other community settings and agency consortiums -- and explore means of incorporating the TIP Model™ Guidelines and Core Practices at your site and community.
- ❖ Provide **coaching in practice opportunities** for transition personnel to apply the TIP Model™ Principles and Core Practices in an integrated fashion.
- ❖ **Assist supervisors** in the use of office-based, team-based, and field-based coaching of personnel for application of the integrated TIP Model™.
- ❖ **Establish site capacity** for sustaining the TIP Model™ (e.g., Site-Based Trainers, TIP Solutions Review process, Web-based training modules for orienting new personnel to the TIP Model™).
- ❖ Provide your site with technical assistance on the use of **quality assurance systems** (Fidelity QI Probes) and **evaluation tools** (e.g., TAPIS Progress Tracker) for continuing quality system improvement.
- ❖ Creation of a **"TIP Community of Practice"** at your site and with community partners to build and sustain an effective and responsive transition system.

Please consider visiting our TIP Model™ website: [www.TIPstars.org](http://www.TIPstars.org)



## Stars Training Academy – MISSION

*Stars Training Academy*, a division of Stars Behavioral Health Group (SBHG), collaborates with agencies in communities, counties, regions, and states across North America to provide enriched training and customized consultation to achieve high fidelity and sustainable implementation of evidence-supported and evidence-based practices. The *Stars Training Academy* serves as the official Purveyor of the ***Transition to Independence Process (TIP) Model***. The *Academy*, through its efforts related to effective implementation of the TIP Model™, has a primary focus on improving the progress and outcomes of youth and young adults with emotional, behavioral, cognitive, and/or mental health challenges. The major functions of the *Stars Training Academy* are:

- Provides intensive training and consultation for program implementation.
- Builds site capacity for sustainability.
- Collaborates with systems of care to build local youth and young adult empowerment.
- Provides tailored technical assistance on programmatic, systems, policy, and evaluation issues – and on the application of strategies and tools for sustainability of TIP Model™ implementation at sites.
- Serves as a resource for new knowledge regarding topics such as: peer support and leadership, trauma-informed services, tailored EBP interventions, supports for families with youth and young adults in transition.

## TIP Institute – Charter

The Transition to Independence Process (TIP) Institute is responsible for defining, applying, overseeing, and enforcing fidelity, certification and accreditation standards for the implementation and sustainability of the TIP Model™; and through these efforts, assist in improving the progress and outcomes of youth and young adults with emotional, behavioral, cognitive, and/or mental health challenges.

The TIP Institute applies research-based fidelity standards for the successful training, implementation and sustainability of the TIP Model system at the practice, program, and system levels of community organizations and collaboratives; and policy reform of governmental entities.

The TIP Institute is sponsored by Stars Behavioral Health Group (SBHG), and supports the Stars Training Academy (STA).

## TIP Institute – Mission

The mission of the TIP Institute is to improve the outcomes of youth and young adults who have emotional, behavioral, cognitive and mental health challenges through its oversight of the: a) STA operations; and b) TIP Model fidelity in implementation and sustainability.