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**In-vivo Teaching**

**Strategies for Teaching Relevant Skills**

**to Transition-Age Youth & Young Adults**

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**Contents for this Practice**

Outline of Essential Features

* In-Vivo Teaching Suggestions Across Transition Domains
* Scenarios: Recognizing Opportunities for In-Vivo Teaching

**Outline of Essential Features of the In-Vivo Teaching Practice**

**What is In-Vivo Teaching?**

* The instruction and coaching of skills in a relevant natural or simulated settings.
* In-Vivo teaching provides opportunities for a YP to learn by doing -- not just by talking about what to do.
* In-Vivo Teaching can include role-play and/or behavioral rehearsal instructional activities with follow-up.
  + Follow-up is to assist the YP in ensuring the application of the skill or the generalization of it to appropriate settings, people, or situations.
  + Follow-up may involve one or more of the following:
    - Directly observing the YP in the setting.
    - In-direct information from the YP as to how the application of the skill has gone (e.g., talking with the YP in-person or through texting and phone calls).
    - In-direct information about the application of the skill from an informal or formal key player (e.g., a mother describes that her son is not always arguing with her anymore; an employer provides the YP with a wage increase based on the YP’s following instructions and being an excellent team member).

**The In-Vivo Teaching Approach Supports Self-Efficacy**

* Goal: enhance YPs confidence in their ability to make real/lasting change
* They might want to do it, but they also must believe that they can
* Belief in the possibility of change is an important motivator
* Research shows that the counselor’s belief in the young person’s ability to change often becomes a self-fulfilling prophecy
* There *is* hope – we *“hold the hope”* for them even when they can’t
* Message is not “I will change you.”
* More like, “If you wish, I can help you change.”

**Steps for Application**

**Identify skills**

* In anticipation of a situation
* As a result of a situation
* While creating transition goals
* When implementing a transition plan

**Recognize teaching opportunities**

* Look for chances to coach rather than doing a task for the young person.

**Teach and practice**

* Use a Rationale
* Model the Behavior
* YP Verbalizes Example
* Use Corrective Feedback/Descriptive Praise
* Support and Train for Generalization of Behavior

**Follow up**

* Ask how it went
* Encourage and Praise
* Offer to Practice

**Address Learning Difficulties**

* Find out how the young person interprets the situation (experiences and culture)
* Adapt teaching methods to the strengths, needs, and preferences of the young person

*"What we have to learn to do, we learn by doing." - Aristotle*

**Opportunity to Practice the Practice**

**Scenarios: Recognizing Opportunities for In-vivo Teaching**

**Small Group Process Activity**:

* Find the scenarios of various young people and their situations later in this section of the manual.
* Your small group’s task is to identify possible opportunities for teaching and coaching of skills that will better enable the YP to function in an area of interest or better achieve his/her goals.
* Your group might think about possible behaviors, skills, or activities that might advance the YP’s self-sufficiency within a transition domain or across domains.
* Your group might also think about creative ways of engaging the YP in wanting to learn these new skills:
  + Use of Rationales or the OARS qualitative interaction.
  + Who might be most apocopate or effective at engaging and teaching the YP?
    - For example:
    - Transition Facilitator.
    - Older brother who this YP trusts and admires.
    - Peer Associate.
    - Public Health nurse.
    - Co-worker mentor at work site.

**In-Vivo Teaching Across Transition Domains: Suggestions and Scenarios**

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**Purpose of this material**

This section provides you with some ideas as to the types of behaviors, skills, or related activities that you might think about as you’re working with a YP within a transition domain. Always keep an eye on development of a YP’s competencies in order to further advance his/her greater self-sufficiency.

**Domain: Employment & Career**

**Identify and plan career path**

* Show the young person career planning resources on the internet. (See Section 4: References & Resources)

**Interviewing skills**

* Show a video of an effective interview and an ineffective interview. Ask the young person to critique each interview.
* Role-play interviews.
* Two to three young adult peers teach interviewing to one to three young people.
* Ask local community business if they might conduct a mock interview with a young person and then provide feedback.

**Complete employment applications**

* Transition facilitator or peer associate teaches completing job applications.
* Attend a vocational or career center for training on job search strategies.
* Practice completing real job applications provided by local businesses.
* Tell a young person about a fictional job’s requirements and ask him or her to read two sample job applications, then ask “would you hire this person and why/why not?”

**Obtain and enhance marketable skills**

* Pair a young person with an employee who serves as “co-worker mentor” in competitive employment site.
* Work experience, paid or unpaid, at competitive or entrepreneurial worksite (e.g., apprenticeship with employee serving as coworker mentor, internship, cooperative work experience, job shadowing, practicum, school-based entrepreneurship, service learning, volunteering).
* 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.

**Find employment**

* Give the young person a homework assignment to identify four potential employers in the community.
* Ask the young person to check out these employers on the Internet and in the local library and to tell you what he or she learned that made the employer more or less appealing to him/her.

**Stay employed**

* Use real examples to teach young person how social problem-solving (SODAS) and mediation (SCORA) can help him or her to solve specific problems at work.
* Arrange to have an on-site co-worker be a “buddy” for a young person to teach him/her the target behaviors and skills needed to stay employed.

**Domain: Educational Opportunities**

**Study and learning skills**

* Utilize a peer mentor to study with the young person and share study methods.
* Assist the young person with finding Internet resources to find out how he or she best retains information (See Section 4: References and Resources for links). Show the young person how to get information in the way he or she prefers (e.g., if verbal works best, ask someone to explain written instructions for applying for government assistance. If music works best, make up a song to remind him or herself about the key elements of the target behavior.)

**Find and enroll in training**

* After showing a young person how to find this information, give the young person a homework assignment to find three schools which provide training in his or her desired field and to report back on their enrollment criteria.
* Utilize local workplace education programs where placement is related to school or college enrollment.

**Domain: Living Situation**

**Find and maintain a place to live**

* Accompany the young person to view different living situations which are relevant to his or her situation and goals and may include any of the following:
  + 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.
* Ask him or her to identify the advantages and disadvantages of each living situation.
* Teach the young person where to find apartments in a newspaper and on the Internet. Give a homework assignment to find five potential residences.
* Help the young person create a checklist of features he or she would like in a residence (e.g., safety, separate bathroom and bedroom, near family). Teach him or her how to use the checklist during a visit to a rental property.

**Apply for government assistance**

* Teach a young person how and where to find government resources.
* Visit the government office (e.g., the social security office where a young person plans to apply for SSI).
* Have someone whom the young person trusts (i.e., family member or peer) accompany him or her to the office and then provide constructive feedback later.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Interpersonal Relationships**

**Maintaining relationships with mentors and informal key players** (e.g., parents, older sister, friends, aunt, grandfather, girl friend).

* Teach the young person to apply SODAS to solve social problems.
* Use SCORA for mediation of different perspectives between the young person and key players.
* Teach the young person how to interact positively in interactions with others and how to use empathy.

**Developing and maintaining friendships**

* Encourage the young person to join a community group in a field that interests him or her (such as a drama club for those who have acting skills).
* Teach the young person to maintain interactions by phoning, emailing, or going to safe places with friends.

**Dating skills**

* Ask a peer to share skills with young person in confidence.
* Encourage young person to ask a friend out on a date.

**Develop and maintain intimate relationships**

* Encourage the young person to volunteer at a pet shelter. Ask him or her to share observations about the similarities between relationships with animals and with people.

**Creating a balance between dependence on others and independence**

* Assist a young man in understanding the reciprocal nature of relationships by teaching him to report his whereabouts to his girlfriend so she trusts him more fully and has a better sense of being a part of his daily life.
* Teach a young person the appropriate times to request help or support.
* Demonstrate ways that the young person can show independence (e.g., calling to schedule a doctor’s appointment, finding and completing a job application independently after in-vivo teaching).

**Negotiated problem-solving and conflict resolution**

* Use SCORA for mediation of different perspectives between the young person and key players.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Emotional and Behavioral Wellbeing**

**Self-Evaluation**

* Encourage a young person to identify his or her personal strengths and needs.
* Ask a young person to critique his or her performance after role-playing.
* When a young person attempts a target behavior on his or her own, ask how it went and ask the young person to provide specific behavioral examples to support his or her opinion.
* Have the young person identify how his or her strengths can be used beneficially and to meet his or her needs. For example, a young person who excels in job interviewing skills but has difficulty filling out job applications might decide to always ask for an in-person job interview, type the applications to make them more legible, and have someone proofread his or her written work.

**Self-Monitoring**

* Encourage the young person to set goals and track progress towards goals (e.g., set a goal to save “X amount” of money each week and check the bank balance once a week).
* Provide rationales for the importance of setting goals and monitoring progress (e.g., “If you save “X amount” of money each week and check your bank balance once a week, you will learn how to manage your money and will be able to pay your bills and might have extra money to spend on the things you want.”)
* Brainstorm with the young person how best they might monitor progress. For example, if a young person wants to learn how to save money, ask the young person to write down each time he or she saves “X amount” of money along with the new bank balance. After a few weeks of success the young person will be able to celebrate by having some extra money to spend.

**Giving positive feedback**

* Give the young person a homework assignment to compliment three people each day and to report back on the peoples’ reactions.

**Accepting negative feedback**

* Role-play a simulated situation, such as a performance review.

**Assertiveness skills & conflict resolution skills**

* Practice the interactions to resolve a conflict. Observe (or ask someone else to observe) the young person apply skills to resolve the conflict. Provide feedback and praise afterwards.
* Coping with stress and ability to relax
* Teach and encourage relaxation methods.

**Managing psychotropic medications and side effects**

* Encourage the young person to keep a log of the times he takes his medicine and how he feels. Ask him to analyze the log to see if he can spot a trend.
* Ask the young person to list the specific side effects and how they affect his or her daily life. Then brainstorm options for dealing with the side effects (e.g., ask for alternative medication, take at different time of day).
* Observe the young person call his or her physician to explain side effects.

**Spiritual wellbeing**

* Share ideas about the human spirit and different types of organized religions.
* Visit various churches or church-related groups.
* Visit the library to gather some books on world religions and philosophies.
* Assist the young person in determining spiritual needs and with interactions with key spiritual players (e.g., young person would like to confide in his pastor about his substance abuse). Role playing could be used to practice the kind of interaction that might take place.
* Teach the young person about spiritual resources that are available in the community and how they can be accessed.

**Manage anger and moods**

* Enroll young person in an anger management course.
* Teach alternative behavior through role play or media such as videotape.

**Managing the use of alcohol and drugs**

* Have one to three Peer Associates conduct training on alcohol and drug addiction for one to three young people with addiction problems.
* If a young person expresses interest in AA, accompany him/her to an AA meeting.
* Give the young person a homework assignment to find information relating to alcohol and drug addiction on the internet and to report back on what he or she learned.
* Take a young person to the library to find youth-friendly books on alcohol or drug addiction.
* Provide rationales for how using drugs and alcohol might negatively affect other life domains (e.g., testing positive for drugs or alcohol might cause one to lose a current or potential job).
* Teach young people how to find help with alcohol and drug problems (e.g., support groups, treatment centers).
* Help the young person to better participate in counseling or other treatment oriented groups. For example, role-play an AA meeting whereby the youth discusses his problem and listens to others.
* Help the young person find other activities that he or she might get involved in to stay away from alcohol and drugs. Determine activities based on the young person’s strengths and interests.

**Avoiding physical confrontations and criminal activities**

* By using SODAS to assist a young person in solving a problem related to criminal activity, a young person and the facilitator may learn the reinforcers for a young person for engaging in criminal activities and develop appropriate trainings and interventions.
* Encourage the young person to interact positively with others and to avoid hanging out with others who are getting in trouble with the law. Role-play a situation in which the young person is pressured by peers to steal and how he or she might handle the situation.
* Provide rationales as needed (e.g., “If you push your boss you might lose your job and not have any money” or “If you steal something from a store you might get caught and go to jail”.

**Avoiding emotional danger to self and others**

* Build self-esteem by asking a young person to make a list of his or her special talents and accomplishments, and another list of things which cause him or her to have negative thoughts about him or herself. Then ask the young person for ideas on turning negative into positive thoughts. For example, a young man whose father repeatedly calls his son a “loser” may come to see that his special talents and accomplishments do not fit with a “loser” and ask his father to stop using that word.
* Teach young people to recognize their own fears with questions such as “What’s the worst that could happen?” and “How likely is it that this will pan out?”
* Teach social problem-solving (SODAS) so young people can learn to use SODAS on their own.
* Ask the young person what types of people he or she enjoys spending time with and why he or she likes being around them.
* Discuss the kinds of interactions that are positive and those that make them or others feel sad or upset.
* Discuss with a young person ideas for improving relationships and ending bad relationships (e.g., ending a verbally abusive relationship) then offer to practice the interactions with the young person.

**Expressing care and concern for others**

* Encourage the young person to volunteer in a health care setting (e.g., wheelchair transport in a hospital).

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Self-determination**

**Social problem-solving (generate alternative options, make informed decisions)**

* Teach SODAS (See SODAS: Social Problem-Solving Training Module).

**Self-advocate for rights, ideas, and positions**

* Encourage the young person to join an online self-advocacy group such as SABE (See Section 4: References & Resources)
* Give the young person a homework assignment to evaluate how well he or she implemented a planned action:
* Give a homework assignment to identify one practice that seems unfair and identify one action that the young person might take.
* In preparation for a job interview, ask a vocational counselor to let the young person practice promoting him or herself during a mock interview. Provide feedback and coaching as necessary.

**Set goals and develop plans for achieving goals**

* Use Internet resources which teach young people how to plan for the future. (See Section 4: References & Resources)
* Have the young person draw himself in the future.
* Have the young person make up a song or story about him or herself in the future.

**Evaluate one’s progress in achieving goals**

* Teach a young person how to complete a progress tracking form such as the TAPIS Goal Achiever (See Section 5: Resources and Selected Reading).

**Accepting one’s strengths and limitations**

* Ask a young person to explain how his or her strengths and limitations might make achieving goals easier or harder, and how he or she might overcome limitations.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Communication**

**Expressing one’s ideas & feelings through speaking & listening**

* Offer opportunities for young people to advocate for the transition program (e.g., speak at community meetings, accompany program leaders to meet with a government representative.)

**Reading and writing skills for learning, fun, & communication**

* Ask the young person to send the facilitator an email describing what he or she wants out of life and why.
* Give the young person a book about his or her chosen career. Then follow up and ask what he or she learned that might affect plans for the future.
* Ask a young person to write about his or her transition experiences for a newsletter.

**Using information sources such as library, authorities, Internet communications, & other resources).**

* Show the young person how to use these resources. Then give him or her a homework assignment to find information relating to his or her transition goals (e.g., find out what skills, knowledge, and experience are needed to work in retail.)

**Study & learning skills for gaining & applying new information**

* Ask the young person “And how did/might that affect your (career/dreams for the future/relationships/social life/health)?”

**Accepting negative feedback**

* Role-play a simulated situation, such as a performance review.

**Staying safe in Cyberspace**

* Ask a local computer company to provide onsite training on staying safe in Cyberspace.
* Ask young people to bring in what they suspect are scam emails. Discuss why people may get caught up in scams.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Physical Health and Wellbeing**

**Staying health and fit**

* Ask young person to search on Internet for sites which help one stay healthy.
* Show the young person health sites which may interest him or her.
* Show the young person how being physically fit might help him or her in the future.
* Ask local health providers to provide free health screening and advice.
* Ask a peer to teach the young person a sport.

**Managing medications**

* Encourage young person to keep a log of the times he takes his medicine and how he feels. Ask him to analyze the log to see if he can spot a trend.
* Ask young person to list the specific side effects and how they affect his or her daily life. Then brainstorm options for dealing with the side effects (e.g., ask for alternative medication, take at different time of day).
* Observe the young person call his or her physician to explain side effects.

**Knowledge of sexual functioning & birth control (e.g., prevention of sexually-transmitted diseases & unwanted pregnancies)**

* Have young person view a relevant video. Discuss the video. Ask the young person how what he learned in the video will affect his or her life.
* Provide youth-friendly brochures on relevant topics. Follow up with young person by asking what he or she thought about the information in the brochures.
* Ask young people to draw a picture of their future when their dreams come true. Then ask them to draw a picture of themselves in the future with children. Ask what is different between the two pictures? Which picture is more appealing to them and why?

**Finding medical and dental services**

* Ask the young person to make a list of what is important to him or her in a doctor or dentist (e.g., close to home, near bus route, accepts my insurance, specializes in my problems). Then have him or her research nearby providers and rate each one on a 5 point scale.
* Show young person how to use a medical directory and other online medical resources.

**Domain: Personal Effectiveness & Wellbeing**

**Subdomain: Parenting**

**Care and discipline of children**

* Enroll young person and spouse or girlfriend in parenting classes.
* Ask young person to identify how much additional money he or she will need to take care of children and how he or she will earn the money.
* Use SCORA to mediate childrearing differences between the young adult and his or her spouse or significant other.

**Maintaining the health of a prenatal fetus**

* Ask local health provider to conduct onsite classes on prenatal health.
* Give the young person a brochure containing health tips. Discuss them with the young person.
* Give the young person a wallet card that lists the danger signs (e.g., swelling in legs and feet, bleeding, inadequate sleep)
* Show a video on how expectant mothers may care for the fetus (e.g., no smoking or drinking)

**Domain: Community Life Functioning**

**Subdomain: Leisure Activities**

**Entertaining one’s self**

* Ask young person to keep a diary of when he or she gets bored. Then help the young person spot trends (e.g., tend to get bored after dinner when it’s too dark to play sports outside) and develop options for entertainment (e.g., find and read stories that interest me).

**Having fun with others**

* Create youth social groups for youth in transition.

**Choosing safe and healthy entertainment and fun**

* Have the young person create a list of a variety community and home-based entertainment choices that are both safe and fun. Ask the young person to tell you what he or she likes about each of the choices. Listen to the reasons the young person provides for both the safe and the unsafe activities. Remain non-judgmental so you will learn what reinforcers the young person receives from unsafe activities. Knowing the reinforcers might help you and the young person identify appropriate interventions and trainings.

**Domain: Community Life Functioning**

**Subdomain: Community Participation**

**Mobility around the community**

* Show a young person how to read a bus schedule.
* Accompany the young person on the bus.
* Give a young person a homework assignment to take the bus to and from a particular destination.

**Access and use of relevant community social support**

* Show young person how to find relevant community social support (e.g., peer groups, community organizations).
* Create and hand out a small “yellow pages” of relevant community social support.
* Access to legal services
* Show young person how to access legal services.
* After a legal problem, follow up with young person to see if he or she is happy with legal representation and how one might what might be done in the future to get better, faster representation.

**Finding cultural & spiritual resources**

* Show the young person how to find out about cultural and spiritual resources (e.g., via the internet, through local organizations).
* Encourage the young person to attend or participate in cultural festivals or activities in the community.

**Citizenship responsibilities**

* Ask young person to research his or her rights and responsibilities as a citizen. Discuss what kind of behavior is expected and how those rights and responsibilities impact ones future and other people (e.g., how does one’s desire to take drugs impact the community?”)
* Accompany the young person to register to vote. Show him or her how to get information about a candidate and how to use a voting machine.
* **Reference**: Herrygers, J., Clark, H.B., Crosland, K., & Deschênes, N., (2009). In-vivo Teaching: Strategies for Teaching Relevant Skills to Transition-Age Youth and Young Adults. Tampa, FL: National Network on Youth Transition for Behavioral Health.

**Scenarios: Recognizing Opportunities for In-vivo Teaching**

**Small Group Process Activity:**

* This section provides you with some scenarios of various YP and their situations.
* Your small group’s task is to identify possible opportunities for teaching and coaching of skills that will better enable the YP to function in an area of interest or better achieve his/her goals.
* Your group might think about possible behaviors, skills, or activities that might advance the YP’s self-sufficiency within a transition domain or across domains.
* Your group might also think about creative ways of engaging the YP in wanting to learn these new skills:
  + Use of Rationales or the OARS qualitative interaction.
  + Who might be most appropriate or effective at engaging and teaching the YP?
    - For example:
    - Transition Facilitator.
    - Older brother who this YP trusts and admires.
    - Peer Associate.
    - Public Health nurse.
    - Co-worker mentor at work site.

**Situation 1:**

**Possible Domains to Consider: Employment & Career and Personal Effectiveness & Wellbeing**

A recent HS graduate, Victor is a shy 18 year old, who lives with his mom, dad and younger brother. Victor’s dad said that Victor will need to find a job now that he has graduated from HS. Victor heard of a job opening he would really like to apply for (life guard at a nearby summer camp). Other than mowing the lawn in his neighborhood, Victor never worked. His parents always gave him some “spending money” for keeping his room clean and doing odd jobs around the house. Victor does not have a bank account or a checkbook. He does not even know his Social Security Number. How will Sophia, his TIP transition facilitator, help him acquire the necessary skills to apply and get the lifeguard position (or a similar one)? How will she help him acquire money management skills? And other independent living skills he may need?

**Situation 2:**

**Possible Domains to Consider: Educational Opportunities and Living Situation**

Tamika is 20 years old and a single mom to 3 years old Cassandra. Tamika obtained her HS diploma recently. She would like to move and go to a great nursing program offered in Portland, Maine. She wants to move there with Cassandra. How can Tim, her TIP transition facilitator, help her in moving to Portland with Cassandra and get into a nursing school? What teaching strategies can Tim use to help Tamika acquire the necessary skills she will need to reach her goals?

**Situation 3:**

**Possible Domains to Consider: Educational Opportunities and Employment & Career**

Hisham, a 19 year old, dropped out of HS 3 years ago to “move with some friends” in California. He said that things eventually “when wrong” with his job and his friends. Homeless, his mom persuaded him to come back to Maine to live with her and his step-father. Hisham does not like his step-father whom he considers “too strict”. Hisham indicated to Angela, his TIP transition facilitator that he would like to get his HS diploma, find a good job that would allow him to move on his own soon. What teaching strategies can Angela consider using to help Hisham acquire the necessary skills to get a HS diploma and find a job that would allow him to move on his own soon?

**Situation 4:**

**Possible Domains to Consider: Personal Effectiveness & Wellbeing**

**and Employment & Career**

Claudia, a very popular 17 year old, thinks that she may be pregnant once again (she became pregnant at age 15 – Her baby was placed for adoption). Bob, a 30 year old man she met once, may be the father but she is not certain… She does not know the whereabouts of Bob (she met him on-line). Steve could also be the “dad” (Steve is one of her best friend’s boyfriend who drove her home one evening after one of those great “party”). Other boys and men she met could also be the baby’s dad but “the timing would not be right” she said.

Following a fight with her foster parents, Claudia ran away six months ago. Since then, she has lived with various friends (couch surfing). She dropped out of school when she left home six months ago and she does not work. She currently resides with three friends in a small apartment in Lewiston. Claudia is quite upset – She does not know what to do… What teaching strategies can Susan, Claudia’s TIP transition facilitator, consider using to help Claudia at this time?

**Situation 5:**

**Possible Domains to Consider: Personal Effectiveness & Wellbeing**

**and Employment & Career**

Chris and Natasha live together with Leyla, their 1 month baby daughter. Chris, an 18 year old, has been working at Shaw’s Supermarket for 5 weeks when he got really angry at Greg, his boss, for not being “fair” to him (for the 3rd time in 2 weeks he came to work late. With Leyla crying all night, Chris could not wake up in time… The boss “really does not understand”…). Greg said that he will have to let him go if this happens again…

So angry, Chris hit Greg in the face, broke the lamp on the desk and quit his job right there and then. On his way home, he bought a case of beer – drank it all that afternoon… That same day, Chris got into a fight with Natasha who “could not do anything to stop the baby from crying”... He hit her. He then slammed the door and left… The day after, he came back home asking Natasha to forgive him – He was drunk…Did not mean to hit her. Concerned, Natasha told him to contact Jim, his TIP transition facilitator, to discuss how he could deal with his repeated outbursts of anger and get a new job. She said: “do something about that or I am moving out”. What are some teaching strategies Jim could use to help Chris at this point?

**Situation 6:**

**Possible Domains to Consider: Community Life Functioning**

**and Personal Effectiveness & Wellbeing**

Kim, a bright 17 year old, who has recently received a diagnosis of paranoid schizophrenia, has been released from the hospital three weeks ago. Kim lives with her father. She loves to read. She never goes out (except to go to church on Sunday) and has no friends. Afraid, Kim has never taken the city bus to go anywhere. Her dad drives her to church and to see her doctor. Gill, her new TIP transition facilitator, would like to help Kim make some friends and do fun things in Lewiston. She would also like to help her with taking care of herself as she is learning to live on “meds”. What are some teaching strategies Gill could use to help Kim at this point?