

## Personal Effectiveness & Wellbeing

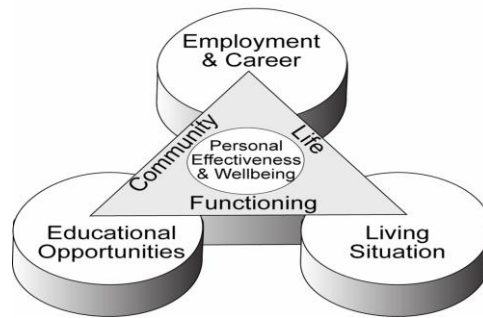
### Interpersonal Relationships:

- 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.

## Transition Domains



### Self-Determination:

- Social problem solving (e.g., generate alternative options, make informed decisions).
- 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, etc.).
- Study & learning skills for gaining & applying new information.

### **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).

### **Employment & Career**

- Competitive employment site.
- Work experience, paid or unpaid, at competitive or entrepreneurial worksite.
- Supported employment.
- Transitional employment opportunities, paid or unpaid, at a noncompetitive worksite placement.

### **Educational Opportunities**

- Bachelor's degree or beyond.
- Associate's degree.
- Vocational or technical certification.
- High school completion or GED certificate.
- Work place educational programs.

### **Living Situation**

- Independent residence.
- Natural, adoptive, or foster family.
- Other family situation.
- Semi-independent living.
- Supported living.
- Group /boarding home.
- Restrictive setting.

TIP Guidelines	TIP System Core Practices
<ol style="list-style-type: none"> <li>1. Engage young people through relationship development, person-centered planning, and a future-focus. <ul style="list-style-type: none"> <li>• Strength-based;</li> <li>• Engage in positive activities of interest.</li> </ul> </li> <li>2. Services/supports accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate, building on strengths in order to allow young people to pursue goals across transition domains. <ul style="list-style-type: none"> <li>• Balance TF role with other formal/informal supports.</li> </ul> </li> <li>3. Acknowledge and develop personal choice and social responsibility with young people. <ul style="list-style-type: none"> <li>• Balance natural consequences w/ maximizing success.</li> </ul> </li> <li>4. Ensure a safety-net of support involving a young person's parents, family members, and other informal and formal key players. <ul style="list-style-type: none"> <li>• Actively involve informal key players.</li> <li>• Mediate differences.</li> <li>• Facilitate unconditional commitment to youth.</li> </ul> </li> <li>5. Enhance competencies to achieve greater self-sufficiency and confidence. <ul style="list-style-type: none"> <li>• In-vivo teaching of relevant skills.</li> <li>• Self-management, problem-solving skills, self-advocacy, self-management skills.</li> </ul> </li> <li>6. Maintain an outcome focus. <ul style="list-style-type: none"> <li>• Focus on young person's goals.</li> <li>• Evaluate responsiveness and effectiveness of system to youth.</li> </ul> </li> <li>7. Involve young people, parents, and other community partners in the TIP system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Strength Discovery and Needs Assessment.</li> <li>2. Futures Planning</li> <li>3. Rationales</li> <li>4. In vivo Teaching</li> <li>5. Social-Problem Solving (SODAS)</li> <li>6. Prevention Planning on High Risk Behaviors and Situations</li> <li>7. Mediation with Young People and Other Key Players (SCORA)</li> </ol>