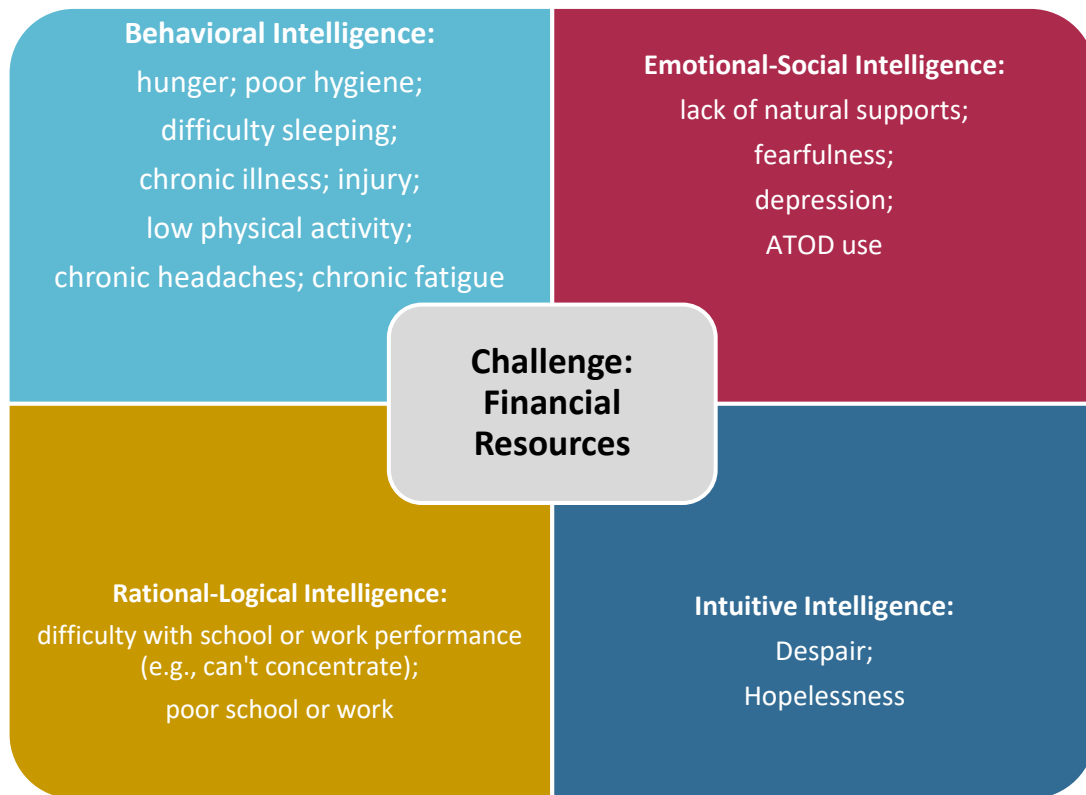


Transition Challenge: Health and Nutrition

What Transition Difficulties May Look Like; Behaviors and Situations You May See



Multiple intelligences come into play with every challenge in every transition domain. Although often presented in a sequential, linear fashion, in real life and especially during the transition period – optimally - they synchronize. The various ways difficulties with the health and nutrition challenge manifest themselves are illustrated below in relation the intelligence with which each most closely corresponds.



Some Things You Can Do to Engage Young People to Support Their Response to Health and Nutrition Challenges

- Partner with young person; elicit concerns and aspirations; focus on transition domain-specific needs; promote support from family, peers, etc.
- Supports developmental meta-tasks of self-exploration and self-discovery.

Some Engaging Practices (Formative Experiences)	Effects on Executive Function	Mental Health Services and Other Practices to Consider for Supporting the Engaging Practices	Outcomes/Results (Functioning)
1. Identify immediate or priority need	<ul style="list-style-type: none"> ▪ Supports attentional control meta-skill. ▪ Involves using/developing executive skills of self-awareness and selective attention 	<ul style="list-style-type: none"> ▪ Arrange assessment of physical health if indicated (well-established link between physical and mental health) Link to resource: Focal Point: Youth, Young Adults, and Mental Health – Healthy Body Healthy Mind, Summer 2012 	<ul style="list-style-type: none"> ▪ Reduced feelings of hopelessness https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/PURPOSE_MEANING-AdultHopeScale.pdf
2. Collaborate with young person regarding solutions and their aspirations/hopes; set goals	<ul style="list-style-type: none"> ▪ Supports planning and task setting meta-skill ▪ Involves using/developing executive skills of goal-setting, working memory, prioritizing, and sequencing activities 	<ul style="list-style-type: none"> ▪ Food pantry or linkage with one to address immediate food insecurity needs. https://healthspark.org/resource/food-pantry-best-practice-guide-2019 ▪ Provide information on WI Food Emergency Assistance Program. https://wi.takebackcontrol.org/resources/food-banks/ 	<ul style="list-style-type: none"> ▪ Dealing effectively with one's health or food insecurity crisis/situation ▪ Acquisition of or access to resources or people to turn to for support
3. Initial assessment of health and nutrition self-care skills (if indicated by goals)	<ul style="list-style-type: none"> ▪ Involves using/developing executive skills concentration (ability to maintain focus on what's important) 	<ul style="list-style-type: none"> ▪ Framework for Effectively Partnering Young People (Annie E. Casey Foundation) 	
4. Collaborate with young person in breaking down goals into workable steps and partner with providers as needed to assist with steps	<ul style="list-style-type: none"> ▪ Involves using/developing executive skills of goal-setting, working memory, prioritizing, and sequencing activities 		

Some Things You Can Do to Equip Young People to Support Their Response to Health and Nutrition Challenges

- Build skills for developmental tasks and recovery; collaborate with developmentally appropriate services for support of individualized plan of care.
- Supports developmental meta-task of self-efficacy (i.e., belief in ability to succeed and initiating action to do so).

Some Equipping Practices (Formative Experiences)	Effects on Executive Function	Mental Health Services and Other Practices to Consider for Supporting the Equipping Practices	Outcomes/Results (Functioning)
<p>5. In Vivo coaching on good health, nutrition, and hygiene skills (e.g.; food shopping, healthy eating on a tight budget; good choices about alcohol and other drugs, etc.)</p> <p>Link to In Vivo Coaching Resource https://www.psychsoma.co.za/learning_in_vivo/coaching/</p>	<ul style="list-style-type: none"> ▪ Supports behavior activation meta-skill. ▪ Involves using/developing executive skills of decision making and problem-solving ▪ Involves using/developing executive skills above as well as self-initiation (ability to act independently when it's time to do something) 	<ul style="list-style-type: none"> • Partners with health care providers to assist with access to health services (i.e., integrating medical and social services). Link to website on effective partnering between human services and health care organizations: https://www.healthaffairs.org/doi/10.1377/hblog20170629.060904/full/ • Partner with health care practitioner to provide health promotion and disease prevention education and guidance (e.g., dangers of ATOD use, healthy diet, health promotion activities, risk factors for diseases, routine check-ups, etc.). • Partnership with health practitioner to provide Health Literacy Education • Partnership with dietary practitioner to provide Nutrition Skills Training (e.g., food selection, preparation, nutrition requirements, etc.) 	<ul style="list-style-type: none"> ▪ Dealing effectively with crisis brought on by food insecurity, serious illness, or serious injury. ▪ Decreased psychological distress https://www.tac.vic.gov.au/files-to-move/media/upload/k10_english.pdf
<p>6. Training on how to maintain good health and protect oneself against risk factors for diseases and injury</p>	<ul style="list-style-type: none"> ▪ Supports behavior control meta-skill. ▪ Involves using/developing executive skill of self-directedness (ability to regulate and adapt behavior to demands of the situation) 		

Some Things You Can Do to Empower Young People to Support Their Response to Health and Nutrition Challenges

- Establish conditions for self-determined goal-attainment, and well-being; advocate as needed to reduce barriers to resources and opportunities.
- Supports developmental meta-task of self-realization (i.e., steady progress toward becoming one’s ideal self).

Some Equipping Practices (Formative Experiences)	Effects on Executive Function	Mental Health Services and Other Practices to Consider for Supporting the Empowering Practices	Outcomes/Results (Functioning)
7. WRAP (Wellness Recovery Action Plan) focused on recovering and maintaining good health and nutrition	<ul style="list-style-type: none"> ▪ Supports behavior control meta-skill. ▪ Involves using/developing executive skill of shifting focus (ability to shift attention between one task and another) 	<ul style="list-style-type: none"> ▪ Connect with a mentor, including family and friends, that can assist ▪ Arranging support to assist with developing plan or strategy for managing ongoing medical or health conditions or recovering from a serious illness or injury (also important for protection against mental health difficulties such as depression or PTSD due to the illness or injury) 	<ul style="list-style-type: none"> ▪ Improved sense of directedness and executive function regarding health and nutrition (H&N) (e.g., attention to H&N needs , planning for H&N needs, initiating healthy behavior, inhibiting or controlling unhealthy behavior, maintaining healthy behavior)
8. Recognize specific gains or successes regarding health and nutrition	<ul style="list-style-type: none"> ▪ Supports behavior maintenance meta-skill. ▪ Involves using/developing executive skill of goal-directed persistence (ability to follow through to completing goal attainment) 	<p>https://www.wholelifechallenge.com/how-to-launch-a-successful-comeback-after-illness-or-stress/</p>	<ul style="list-style-type: none"> ▪ Healthy functioning in daily life https://washtenawisd.org/life-skills-inventory-independent-living-skills-assessment-tool ▪ Social connectedness https://youthrex.com/wp-content/uploads/2019/10/The-Social-Connectedness-Scale-Revised.pdf