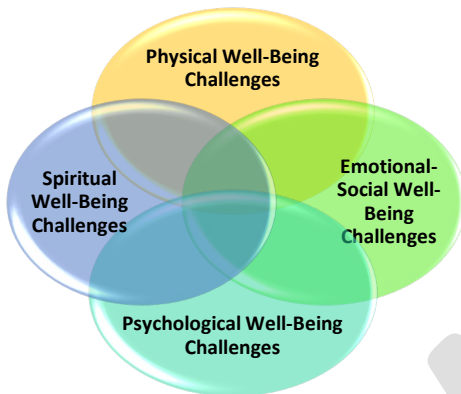


Transition Domain: Emotional and Social Well-being



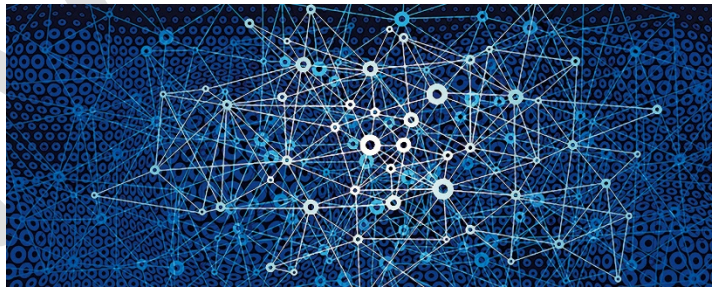
Explanation of Emotional and Social Well-Being Transition Domain



In this domain, you'll begin to see an important aspect of working with and supporting young people in their responses to transition challenges, which is this: **transition challenges don't show up in nice, neat, separate packages**, if you will. They overlap, interact, and blend together. We can't present them to you in this way. That would be incredibly confusing and overwhelming. In practice however, you will hopefully be able to see this dynamic.

What does this mean in terms of your work with young people? For some young people, it means that engaging well with them requires you to be attentive to not only the challenge that brings them to you, but also other less obvious challenges that are or will be associated with it.

The challenge of stable housing that we covered in the Physical domain is a good example of this. So yes, we hear the young person and give them power in the process. As we do so in some cases, we also **see the web of other related challenges** and gently work in partnership with them to prioritize and address "their web challenges." By the way, the research term for this web is "additive effects," or "combinative effects." That is, risk factors combine and together produce powerful negative effects that can be overwhelming. For example, loss of one's apartment is a difficult challenge. When you add to this the lack of supportive relationships that will be covered next in this document, then the additive or combined effects of these two challenges can be overwhelming.



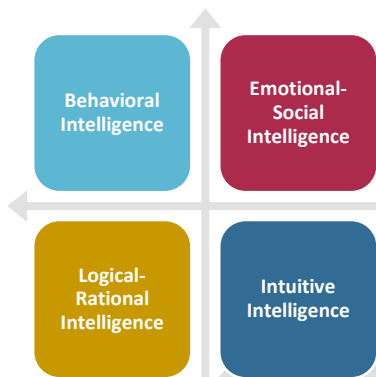
To this end, you'll begin seeing some intentional repetitiveness in the practices because some of them cut across all or several of the domains and challenges. Also remember that we're presenting only twelve challenges, three for each transition domain. However, there are many more. So please don't limit your thinking to the transition challenges presented in these documents. Now let's understand this emotional and social transition domain.

Basic Need

This transition domain is associated with Maslow's basic need for belonging. This need is about our basic instinct for bonding (e.g., attaching or connecting to others). The transition period is about using what one has learned through numerous previous formative experiences to take care of one's belonging needs on one's own and in partnership with others.

Emotional and Social Intelligence:

Our Practices Bolster It and Helps It Synchronize with Other Intelligences



The intelligences most directly associated with emotional and social well-being needs are emotional and social intelligences. Much has been written about both. Because our brains are wired to connect,¹ formative experiences during early childhood during formation of the mental health components of trust and autonomy play a critical role in building neural pathways for bonding, or the neural foundation for emotional and social intelligences.

During the transition period all four major brain systems and their related intelligences are synchronizing, or learning to work together. Research is now telling us that the better the brain does this, the higher the level of functioning.² In the next subsection you'll see this in the various ways that difficulties with this transition challenge may present themselves, or some behaviors and situations you might see. The quality of emotional-social intelligence has a lot to do with how well it works with other intelligences for bonding with others.

Whereas behavioral intelligence essentially entails moving about or taking action in one's environment in a manner that serves basic survival functions and needs,³ emotional intelligence adds emotions to our functioning. Emotions give us information about ourselves and others that we do not get through thought.⁴ As with all intelligences, it operates on behalf of instincts with which we are born. In this case, it is the instinct to bond (e.g., connection, attachment). So emotional-social intelligence seeks to ensure well-being by giving us information to support selecting, interacting with, and bonding with others.

¹ Matthew D. Lieberman, *Social: Why Our Brains Are Wired to Connect*, Broadway Books, 2013

² Harald S. Harung Ph.D. & Frederick Travis Ph.D., *Excellence Through Mind-Brain Development: The Secrets of World-Class Performers*, Gower Publishing, 2016

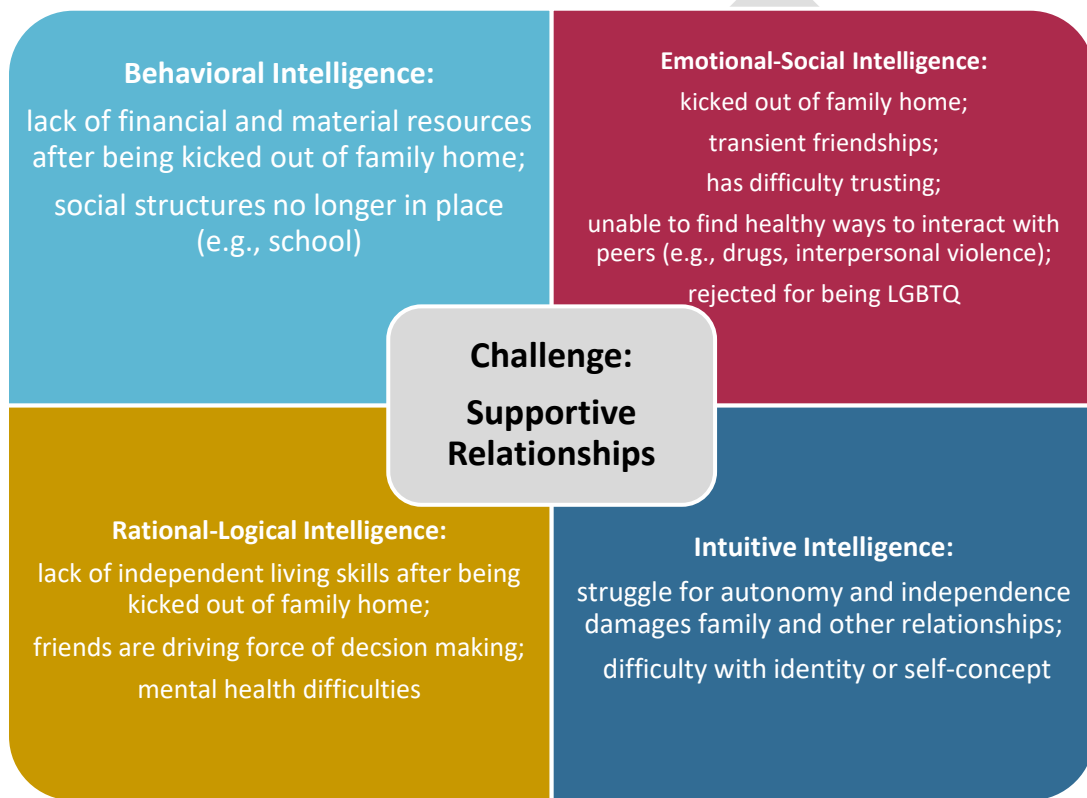
³ Elaine De Beauport and Aura Sofia Diaz, *The Three Faces of Mind: Think, Feel, and Act to Your Highest Potential*, Quest Books, 2002

⁴ Ibid, p. 92

Transition Challenge: Supportive Relationships (Family and Others)

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

Multiple intelligences come into play with every challenge in every transition domain. Though presented in a sequential fashion in Section Two, in actual life they synchronize. Or, at least they need to do. Various ways in which behavioral and situational difficulties with the supportive relationships challenge manifest themselves are shown below in relation the intelligence most closely associated with the behaviors or most likely needed to address the situations.



Some Things You Can Do to Engage Young People to Support Their Response to Supportive Relationships Challenge

- 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"> ▪ Explore current experiences with distracting techniques (e.g., it's easier to talk if doing activity like walking, coloring, driving) (Link to Distraction CBT Tool and Grounding Worksheet) ▪ Structured assessment of social support (Link to Duke-UNC Functional Social Support Questionnaire (FSSQ) and FSSQ Instruction Sheet) ▪ Motivational Interviewing (Link to Motivational Interviewing Resource) ▪ Framework for Effectively Partnering With Young People (Annie E. Casey Foundation) (Link to this Resource) ▪ Solution-Focused Brief Therapy (SFBT) 	Reduced feelings of hopelessness (Link to Trait Hope Scale Instrument)
2. Assess for young person's concepts of family, friends, supports, etc.	<ul style="list-style-type: none"> ▪ Involves using/developing executive skills of prioritizing and meta-cognition (ability to stand back and look at oneself in a situation; ability to think about one's thinking) 		
3. Collaborate with young person regarding nature of current supports and goals related thereto.	<ul style="list-style-type: none"> ▪ Supports planning meta-skill ▪ Involves using/developing executive skills concentration (ability to maintain focus on what's important) and goal-setting 		
4. Collaborate with young person in breaking down goals into workable 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 Supportive Relationships Challenge

- 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)
5. Discussion and guidance on healthy relationships; building natural supports	<ul style="list-style-type: none"> ▪ Supports behavior activation meta-skill. ▪ Involves using/developing executive skills of decision making, problem-solving, and self-initiation (ability to start or begin by oneself) 	<ul style="list-style-type: none"> ▪ Assist with building young person’s natural supports (Link to Working with Vulnerable Youth to Enhance Their Natural Supports: A Practice Framework, Version 2.0, 2018) 	<ul style="list-style-type: none"> ▪ Demonstrated increased ability to pursue, form, and maintain connections with needed social supports. ▪ Demonstrated increased ability to solve problems in relationships with needed social supports.
6. Teach, model, and practice creating and maintaining healthy boundaries and self-care (e.g., role playing scenarios, coaching) (Link to In Vivo Coaching Resource)	<ul style="list-style-type: none"> ▪ 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"> ▪ For self-care: Link to CBT Self-Help Strategies resource ▪ SODAS (Situation, Options, Disadvantages, Advantages, Solution) (Link to SODAS Resource) 	
7. Family therapy (in cases of serious breakdown)	<ul style="list-style-type: none"> ▪ Supports behavior control meta-skill. ▪ Involves using/developing executive skill of emotion regulation (ability to manage disruptive emotions and impulses) 	<ul style="list-style-type: none"> ▪ Peer Support or Mentor (Link to Peer Support Specialist resource) ▪ Multidimensional Family Therapy (Link to MDFT resource) 	

Some Things You Can Do to Empower Young People to Support Their Response to Supportive Relationships Challenge

- 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 Empowering Practices (Formative Experiences)	Effects on Executive Function	Mental Health Services and Other Practices to Consider for Supporting the Empowering Practices	Outcomes/Results (Functioning)
8. Young person decides how and when they want relationships and support	<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 a situation in order to achieve goals) 	<ul style="list-style-type: none"> ▪ Social problem solving skills training ▪ Connect with a mentor, including family and friends, that can assist 	<ul style="list-style-type: none"> ▪ Increased self-determination (Link to SDT Website) (Link to Self-Determination Scale)
9. Recognize specific gains or successes; monitor and note progress 10. Provide support when there are setbacks (e.g., kicked out of house again)	<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) 		<ul style="list-style-type: none"> ▪ Social connectedness (Link to social connectedness scale)