



## Transition Domain:

### Physical Well-Being

#### Explanation of Physical Well-Being Transition Domain

##### Basic Needs

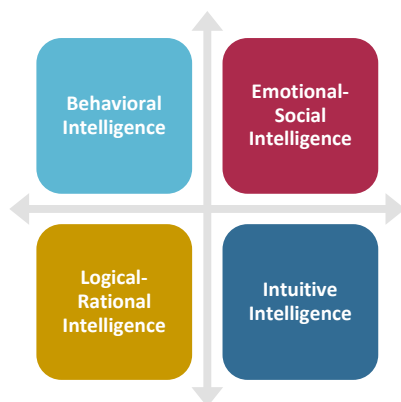
This transition domain is associated with Maslow's basic needs, consisting of physiological needs and safety and security needs. These needs are about our basic instinct for survival. It's interesting that Erikson viewed the meeting of an infant's basic physiological and safety needs as the means by which the first component of mental health is initially formed, that being basic trust.

This trust continues throughout other stages of development, hopefully, as basic needs are continually met in increasingly complex ways (e.g., feeling safe by being held in mother's arms as an infant to being supported by a coach as a preteen). The transition period is about using what one has learned through numerous formative experiences to take care of one's physiological and safety needs on one's own and in partnership with others.

##### Behavioral Intelligence:

##### Our Practices Bolster It and Helps It Synchronize with Other Intelligences

The intelligence most directly associated with one's physical well-being needs is behavioral intelligence. As development unfolds, it joins with other intelligences, so to speak, as other needs move to front and center during each successive developmental stage (e.g., belonging, esteem, and self-actualization needs).



As discussed in the introduction to this section, 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.<sup>1</sup>

The quality of behavioral intelligence has a lot to do with how well synchronization with other intelligences takes place regarding one's physical well-being. Has the young person learned problem-solving skills with logical intelligence, or did they not have to solve problems very

<sup>1</sup> Harald S. Harung Ph.D. & Frederick Travis Ph.D., *Excellence Through Mind-Brain Development: The Secrets of World-Class Performers*, Gower Publishing, 2016

often? If the latter, then solving the problem of finding an affordable apartment, for example, might be overwhelming.

Let's go a little deeper into what this example is all about, and then we'll be ready to look at an example transition challenge and some practices for supporting young people as they deal with it.

Behavioral intelligence essentially entails **moving about or taking action in one's environment** in a manner that serves basic survival functions and needs.<sup>2</sup> As with all intelligences, it operates on behalf of instincts with which we are born. In this case, it is the instinct to survive (e.g., be safe, secure, etc.). So behavioral intelligence seeks to ensure our basic well-being within the environments in which we live (family, school, community, society and its places and forms of work).

As these environments have become increasingly complex, so too does safety and security and satisfaction of physiological needs. Which means the complexity of this intelligence must also increase. This is where young people may struggle if there has not been sufficient learning through prior formative experiences to "update" basic survival instincts and drives for a highly complex society. Below is a list of basic survival instincts with which we are born.<sup>3</sup>



- Seeking and acquiring food
- Selecting and preparing one's dwelling or home site
- Marking and patrolling one's territory or one's living space
- Taking care of and protecting self and valued others
- Greeting, grooming, courting, and mating

Looking at the list you might say animals do those things. You would be correct. They do them *instinctively*. What makes us human is our other brain systems, especially the executive brain. When these basic survival strategies of behavioral intelligence synchronize with our other intelligences, they are elevated<sup>4</sup> - they become human behaviors. For example, we do not forage for our food like an animal in the wild, we earn money, do our shopping list, and go grocery shopping. So when we encounter a young person who has settled into couch surfing and "foraging for food" in friend's refrigerators, among other places, they are functioning at a less than optimal level.



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<sup>2</sup> Elaine De Beauport and Aura Sofia Diaz, *The Three Faces of Mind: Think, Feel, and Act to Your Highest Potential*, Quest Books, 2002

<sup>3</sup> Ibid

<sup>4</sup> Joseph Pearce, *The Biology of Transcendence: A Blueprint of the Human Spirit*, Park Street Press, 2002

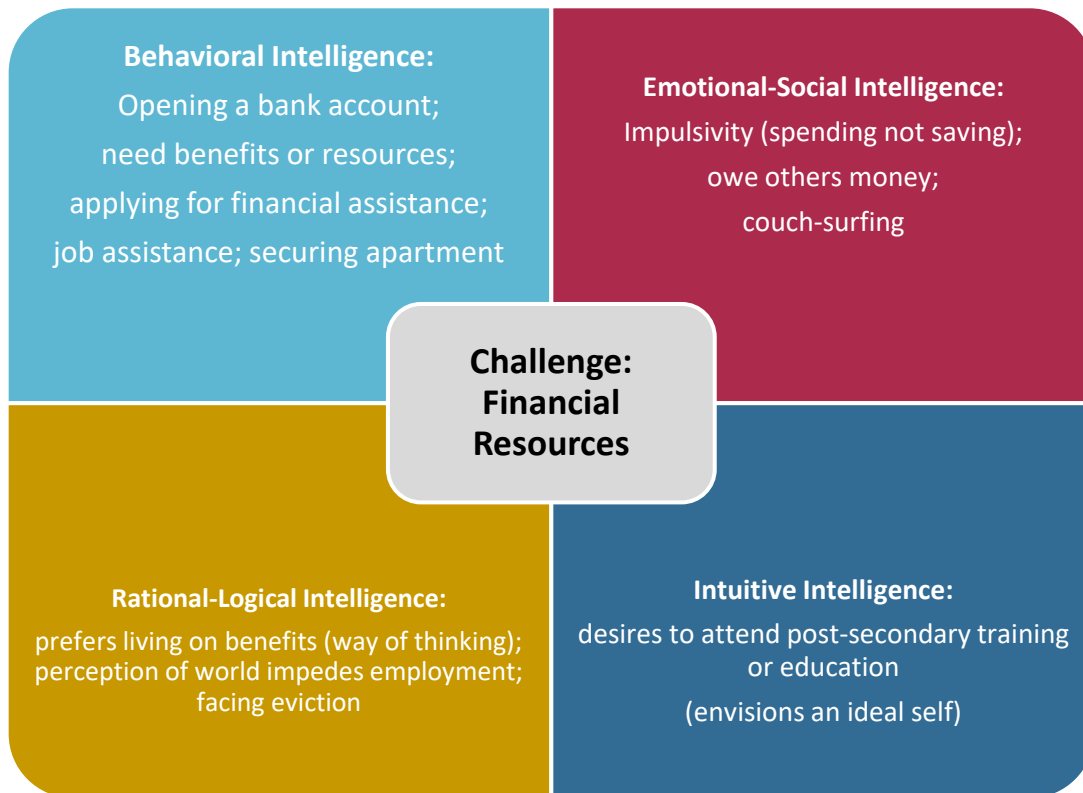
Our practices are eventually about elevating their behavioral intelligence, which relies on strengthening executive function. **Executive function synchronizes intelligences.**

So let us see how this works. We will start with what difficulties with financial resources might look like. Then we will look at nine practices.

### Transition Challenge: Financial Resources

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 these intelligences are often presented in a sequential, linear fashion, optimally they synchronize in real life and especially during the transition period. The various ways difficulties with the financial resources challenge are illustrated below in relation the intelligence with which it corresponds.



## Some Things You Can Do to Engage Young People to Support Their Response to Financial 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"> <li>▪ Supports attentional control meta-skill.</li> <li>▪ Involves using/developing executive skills of self-awareness and selective attention</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Motivational Interviewing</a></li> <li>▪ <a href="#">Framework for Effectively Partnering Young People (Annie E. Casey Foundation)</a></li> <li>▪ <a href="#">Financial Literacy Test (National Financial Educators Council)</a></li> <li>▪ <a href="#">Solution-Focused Brief Therapy (SFBT)</a></li> </ul>	Reduced feelings of hopelessness <a href="#">Hope Scale Instrument</a>
2. Collaborate with young person regarding solutions and their aspirations/hopes; set goals	<ul style="list-style-type: none"> <li>▪ Supports planning and task setting meta-skill</li> <li>▪ Involves using/developing executive skills of goal-setting, working memory, prioritizing, and sequencing activities</li> </ul>		
3. Initial assessment of financial literacy skills (if indicated by goals)	<ul style="list-style-type: none"> <li>▪ Involves using/developing executive skills concentration (ability to maintain focus on what's important)</li> </ul>		
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"> <li>▪ Involves using/developing executive skills of goal-setting, working memory, prioritizing, and sequencing activities</li> </ul>		

## Some Things You Can Do to Equip Young People to Support Their Response to Financial 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)
5. In Vivo coaching (coaching while doing) on budgeting and other financial skills	<ul style="list-style-type: none"> <li>▪ Supports behavior activation meta-skill.</li> <li>▪ Involves using/developing executive skills of decision making and problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Skills to Pay Bills</a></li> <li>▪ <a href="#">SODAS (Situation, Options, Disadvantages, Advantages, Solution)</a></li> <li>▪ <a href="#">Peer Support or Mentor</a></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated increased financial planning and management skills.</li> <li>• Demonstrated increased knowledge of financial services and resources and how to access and utilize them.</li> </ul>
6. Role playing scenarios regarding situations associated with particular financial challenge issues (e.g., meeting with landlord)	<ul style="list-style-type: none"> <li>▪ Involves using/developing executive skills above as well as self-initiation (ability to act independently when it's time to do something)</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrated increased sense of direction (see self-determination scale below for equipping outcomes)</li> </ul>
7. Training on how to use needed financial and basic needs services	<ul style="list-style-type: none"> <li>▪ Supports behavior control meta-skill.</li> <li>▪ Involves using/developing executive skill of self-directedness (ability to regulate and adapt behavior to demands of the situation)</li> </ul>		

## Some Things You Can Do to Empower Young People to Support Their Response to Financial 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)
8. Connect young person to resources and services needed for ongoing support (e.g., “warm referrals”)	<ul style="list-style-type: none"> <li>▪ Supports behavior control meta-skill.</li> <li>▪ Involves using/developing executive skill of shifting focus (ability to shift attention between one task and another)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connect with a mentor, including family and friends, that can assist</li> <li>▪ Wisconsin Career Interest Questionnaire</li> </ul> <p><a href="https://www.wistechcolleges.org/explore-careers/career-interest-questionnaire">https://www.wistechcolleges.org/explore-careers/career-interest-questionnaire</a></p> <p>(If young person has interest in relation to exploring financial resource to pursue higher education)</p>	<ul style="list-style-type: none"> <li>▪ Increased self-determination</li> <li>▪ Healthy functioning in daily life</li> <li>▪ Social connectedness</li> </ul>
9. Recognize specific gains or successes regarding in vivo coaching, training, SODAS, etc.	<ul style="list-style-type: none"> <li>▪ Supports behavior maintenance meta-skill.</li> <li>▪ Involves using/developing executive skill of goal-directed persistence (ability to follow through to completing goal attainment)</li> </ul>		