

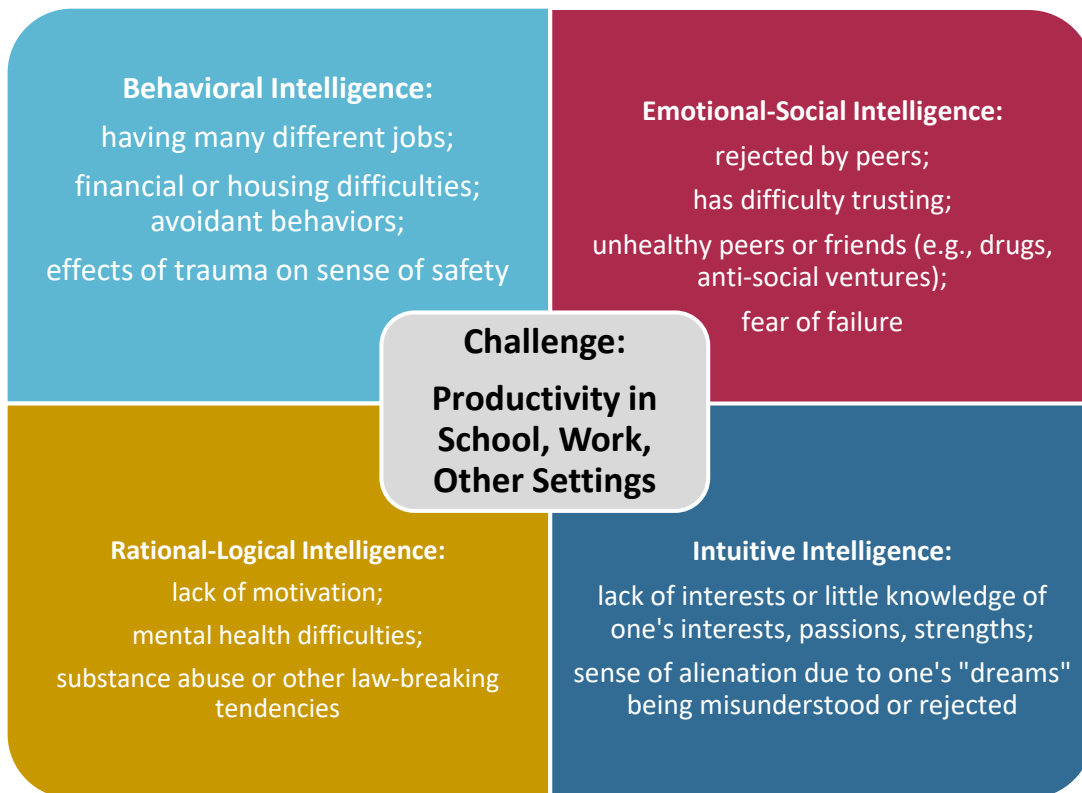
Transition Challenge: Productivity in School, Work, and Other Settings



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.

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 Productivity in School, Work, Other Settings 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. Build relationship with young person	<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"> ▪ Utilize a structured process of identifying strengths to bring to their school, work, and other areas (Link to several possible tools such as: https://high5test.com/) ▪ Motivational Interviewing (Link to Motivational Interviewing Resource) ▪ Framework for Effectively Partnering With Young People (Annie E. Casey Foundation) (Link to this 8-Page Resource) 	<ul style="list-style-type: none"> ▪ Reduced psychological distress ▪ Reduced feelings of hopelessness <p>(Link to Trait Hope Scale Instrument)</p>
2. Support explorations to discover what they like, interested in, passionate about	<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. Identify specific strengths and build on areas where youth is successful	<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 		

Some Things You Can Do to Equip Young People to Support Their Response to Productivity in School, Work, Other Settings 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)
<ul style="list-style-type: none"> 4. Education about causal factors and choices 5. Set up for success (e.g., tutoring, talk with employer about tailoring job) 6. Ensure they have materials or resources needed (e.g., tools, technology, etc.) 	<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"> ▪ (Link to resource on Sparks or identifying one’s interests, talents qualities) ▪ Provide training on techniques of job crafting (ways to make one’s job more meaningful): Link to Job Crafting resource ▪ Build knowledge about the specific personal effective-ness skills possessed and one’s possibly to work on (Link to personal effective-ness assessment tools such as <i>The Skills for Career and Life Effectiveness Assessment</i> – https://doscale.com/) ▪ Peer Support or Mentor (Link to Peer Support Specialist resource) 	<ul style="list-style-type: none"> ▪ Improved executive function ▪ Sense of directedness ▪ Socially connected – people to turn to in a crisis; belonging
<ul style="list-style-type: none"> 7. For employment, look at dream job and find aspects of it in current job 8. Job shadowing opportunities 	<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"> 9. Teach, model, practice communication and problem-solving skills for personal effective-ness in school, work, and other settings 	<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) 		

Some Things You Can Do to Empower Young People to Support Their Response to Productivity in School, Work, Other Settings 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)
10. Facilitate young person’s progress to increased personal effectiveness 11. Assist young person with describing an ideal future self	<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"> ▪ Assist with development of a personal development plan (often used in career development planning) (Link to sample version of a personal development plan template, such as: https://www.docspile.com/personal-development-plan-template/) ▪ Structured approach to assisting young person with forming an ideal self (Link to resources on Vision Boards and Possible Selves) 	<ul style="list-style-type: none"> ▪ Increased self-determination (Link to SDT Website) (Link to Self-Determination Scale) ▪ Improved positive sense of identity (Link to Modified Marcia Identity Questionnaire)
12. Recognize specific gains or successes; monitor and note progress 13. Provide support when there are setbacks	<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) 		