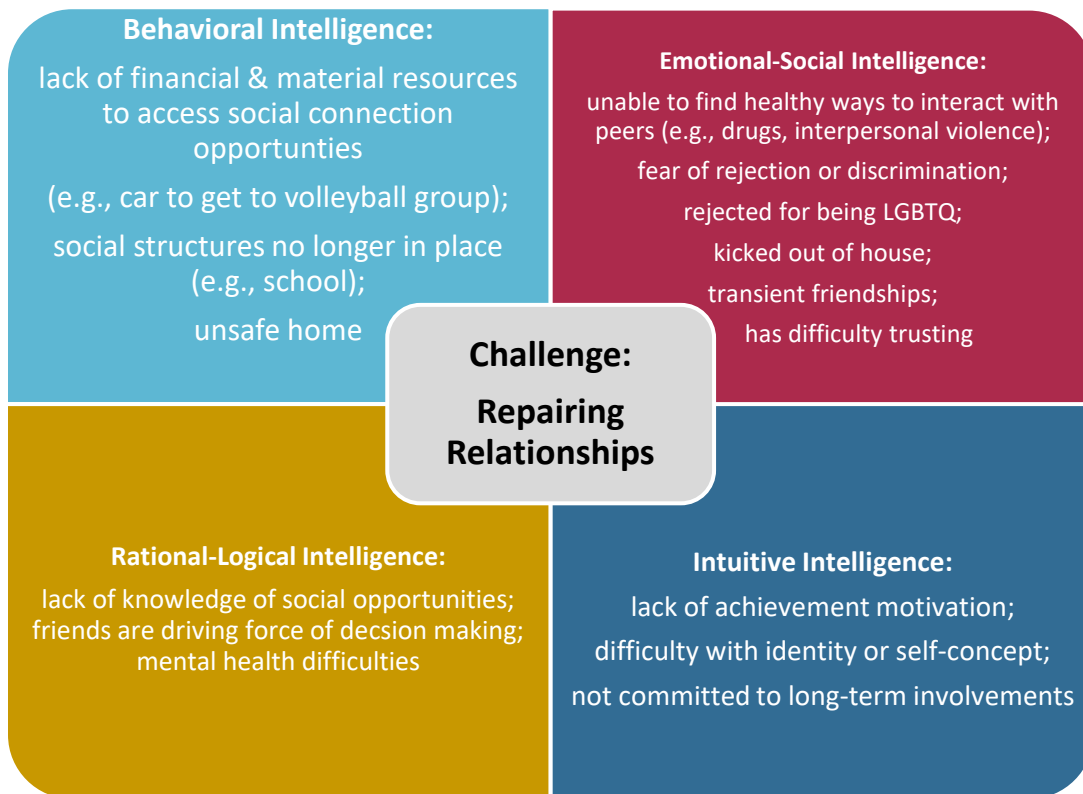


## Transition Challenge: Repairing Relationships and Decreasing Isolation



### 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 social connections challenge manifest themselves are shown below in relation the intelligence most closely associated with the behaviors or most likely needed to address the situations. **Note that this challenge supports the previous two emotional and social well-being challenges, those being Supportive Relationships and Social Connections.**



## 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"> <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>▪ Be fully present; don't push into action; identify one concrete action to take</li> <li>▪ Explore individualized strategy for building connections (<a href="#">Link to "Building Social Connections," Synergos, Samuel Family Foundation</a>)</li> <li>▪ Motivational Interviewing (<a href="#">Link to Motivational Interviewing Resource</a>)</li> <li>▪ Framework for Effectively Partnering With Young People (Annie E. Casey Foundation) (<a href="#">Link to this 8-Page Resource</a>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduced feelings of hopelessness (<a href="#">Link to Trait Hope Scale Instrument</a>)</li> <li>▪ Reduced depression and nervousness</li> </ul>
2. Assess young person's interests, passions, and dreams; assist with linking these social connection needs	<ul style="list-style-type: none"> <li>▪ 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)</li> </ul>		
3. Collaborate with young person regarding nature of current connections and goals related thereto.	<ul style="list-style-type: none"> <li>▪ Supports planning meta-skill</li> <li>▪ Involves using/developing executive skills concentration (ability to maintain focus on what's important) and goal-setting</li> </ul>		
4. Collaborate with young person in breaking down goals into workable 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 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).

<b>Some Equipping Practices</b> (Formative Experiences)	<b>Effects on Executive Function</b>	<b>Mental Health Services and Other Practices to Consider for Supporting the Equipping Practices</b>	<b>Outcomes/Results</b> (Functioning)
5. Discussion and guidance solving interpersonal problems and initiating interaction with others.	<ul style="list-style-type: none"> <li>▪ Supports behavior activation meta-skill.</li> <li>▪ Involves using/developing executive skills of decision making, problem-solving, and self-initiation (ability to start or begin by oneself)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assist with building young person’s natural supports; building social circles – identify social connections that serve them well</li> <li>▪ Support overcoming isolation through social thinking (Link to <a href="https://www.socialthinking.com/what-is-social-thinking/for-social-learners">https://www.socialthinking.com/what-is-social-thinking/for-social-learners</a>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrated increased ability to pursue, form, and maintain connections with needed social supports.</li> <li>▪ Attends groups, social activities with staff being present or staff hosting the event.</li> </ul>
6. In Vivo coaching by working with young person to build and use social-emotional skills to form/repair relationships <a href="#">(Link to In Vivo Coaching Resource)</a>	<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>▪ SODAS (Situation, Options, Disadvantages, Advantages, Solution) <a href="#">(Link to SODAS Resource)</a></li> <li>▪ Peer Support or Mentor <a href="#">(Link to Peer Support Specialist resource)</a></li> </ul>	

## 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)
7. Young person decides to overcome isolation and/or repair specific relationships	<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 a situation in order to achieve goals)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social problem solving skills training</li> <li>▪ Connect with a mentor, including family and friends, that can assist</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased self-determination (<a href="#">Link to SDT Website</a>) (<a href="#">Link to Self-Determination Scale</a>)</li> <li>▪ Social connectedness; has people in their life to turn to in a crisis (<a href="#">Link to social connectedness scale</a>)</li> </ul>
8. Recognize specific gains or successes; monitor and note progress  9. Provide support when there are setbacks (e.g., kicked out of house again)	<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>		