

Transition Domain: Emotional & Social Well-Being

Transition Challenge: Social Connections

<p>Explanation of Emotional & Social Well-Being Transition Domain</p>	<p>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.</p>
<p>What transition difficulties with the challenge of Social Connections may look like; behaviors and situations you may see.</p> <p>(Note that well-being domains aren’t discrete, in real life they often overlap.)</p> <p>Some Staff Competencies Needed for this Transition Challenge:</p> <ol style="list-style-type: none"> 1. Partnering with young people. 2. Addressing domain-specific transition needs. 3. Planning partnerships with providers of other services. 4. Promoting support from family, peers, mentors. 	<ul style="list-style-type: none"> • Person may struggle to identify hobbies, interests <ul style="list-style-type: none"> ◦ Bases hobbies and interests on friend group, what they think should be their hobbies and interests • Often will identify as having no friends (not trusting of others) or many friends (overly trusting of everyone) • Social connectedness related to technology and social media - “virtual” relationships are seen as equivalent to “in person” relationships and young people often experience difficulties related to these relationships. <p>Some Things You Can Do:</p> <p>Engaging:</p> <ul style="list-style-type: none"> • Explore the person's interests and dreams. Don’t try to socially engage around things that are not interesting/relevant. This becomes challenging when things really are limited due to community opportunities. • Expose & explore to new experiences, and reach out to the community. • Offer group opportunities for social engagement and community connection • Meet with Y/YA in community setting • Honor and acknowledge virtual connections in the same way in-person connections are acknowledged <p>Equipping:</p> <ul style="list-style-type: none"> • In-vivo coaching. Go with the person to community or social activities. Create opportunities, and let them help. Build

	<p>social skills by providing feedback from observation. May need to point things out immediately, or after the fact</p> <ul style="list-style-type: none"> • Review basic barriers which may be mental health related - hygiene, tangential conversation, delusions, depressed mood • Natural supports, building of social circles - Identify social connections that serve them well • Identify opportunities to serve the community and engage in activities that are more peripherally social - task-oriented activities like volunteering, working with animals <p>Empowering:</p> <ul style="list-style-type: none"> • Young adult takes lead. Can they host movie night, or go to an event without accompaniment? Can a group get without staff? • Young adult plans/arranges activity
<p>Emotional & Social well-being outcome and a recovery story from YES pilot sites</p>	<ul style="list-style-type: none"> • Natural supports will outnumber the necessary allies • Y/YA attending groups, social activities without staff being presented or staff hosting event • Y/YA has relationships with which they are happy • Reduced depression, nervousness, hopelessness • People to turn to in a crisis