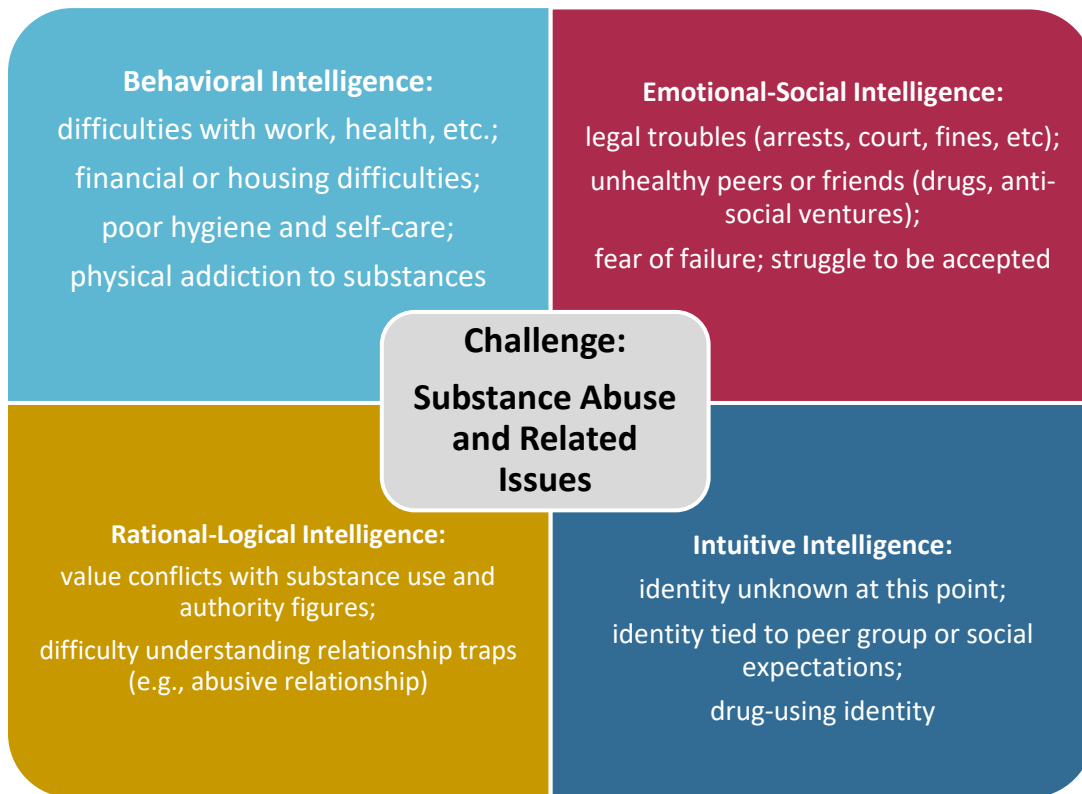# Transition Challenge: Substance Abuse Related Issues and Emotional Stability/Mood

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.

Behavioral Intelligence:
difficulties with work, health, etc.;
financial or housing difficulties;
poor hygiene and self-care;
physical addiction to substances

Emotional-Social Intelligence:
legal troubles (arrests, court, fines, etc);
unhealthy peers or friends (drugs, anti-social ventures);
fear of failure; struggle to be accepted

Challenge:
Substance Abuse and Related Issues

Rational-Logical Intelligence:
value conflicts with substance use and authority figures;
difficulty understanding relationship traps (e.g., abusive relationship)

Intuitive Intelligence:
identity unknown at this point;
identity tied to peer group or social expectations;
drug-using identity

Some Things You Can Do to Engage Young People to Support Their Response to Substance Abuse and Related Issues 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; start with identified need 2. Engage in open conversation regarding substance abuse	▪ Supports attentional control meta-skill. ▪ Involves using/developing executive skills of self-awareness and selective attention	▪ Consider SBIRT framework to support relationship building and open conversation **(Link https://www.samhsa.gov/sbirt)** ▪ Motivational Interviewing **(Link to Motivational Interviewing Resource)** ▪ Framework for Effectively Partnering With Young People (Annie E. Casey Foundation) **(Link to this 8-Page Resource)**	▪ Increased motivation to change behavior ▪ Reduced feelings of hopelessness **(Link to Trait Hope Scale Instrument)**
3. Establish ground rules (e.g., reporting to law enforcement, referral to hospitalization, etc.)	▪ 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)		
4. Assess functioning to identify priorities for addressing serious substance abuse 5. Develop person-centered treatment plan	▪ 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 Substance Abuse and Related Issues Challenge

- Build skills for developmental tasks and recovery; collaborate with develop-mentally 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)
6. Education regarding self-care 7. Training in skills for coping with stressors that trigger substance abuse (e.g., relaxation techniques)	▪ 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)	▪ **(Link to resource on Harm Reduction Model)** ▪ Psychoeducation and normalization around mental health challenges ▪ SBIRT framework for strategic intervention **(Link https://www.samhsa.gov/sbirt)** ▪ Peer Support or Mentor **(Link to Peer Support Specialist resource)**	▪ Improved executive function ▪ Improved self-control ▪ Socially connected – people to turn to in a crisis; belonging
8. Identify and educate regarding resources to assist with related issues 9. Educate regarding value of medications if used/prescribed	▪ Involves using/developing executive skills above as well as self-initiation (ability to act independently when it's time to do something)		
10. Training in develop-ment and use of a recovery plan and/or safety plan	▪ 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 Substance Abuse and Related Issues 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)
11. Facilitate young person's progress to increased personal effectiveness 12. Assist young person with describing an ideal future self that is free of substance abuse	▪ 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)	▪ 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 that is free of substance abuse **(Link to resources on Vision Boards and Possible Selves)**	▪ Decreasing substance abuse ▪ Increased insight into their difficulties and subsequent positive choices ▪ Increased self-determination **(Link to SDT Website) (Link to Self-Determination Scale)**
13. Recognize specific gains or successes; monitor and note progress 14. Provide support when there are setbacks	▪ Supports behavior maintenance meta-skill. ▪ Involves using/developing executive skill of goal-directed persistence (ability to follow through to completing goal attainment)		