

ESTAS SON ALGUNAS FORMAS EN LAS QUE ALGUNOS SISTEMAS CLAVE DEL CUERPO REACCIONAN.

1) SISTEMA NERVIOSO

Cuando estamos estresados - físicamente o psicológicamente - el cuerpo cambia de repente sus recursos energéticos para luchar contra la amenaza percibida. En lo que se conoce como la respuesta de "lucha o huida," el sistema nervioso simpático envía señales a las glándulas suprarrenales para liberar adrenalina y cortisol. Estas hormonas hacen que el corazón lata más rápido, aumenta la presión arterial, cambia el proceso digestivo y aumentan los niveles de glucosa en el torrente sanguíneo. Una vez que la crisis pasa, los sistemas del cuerpo por lo general vuelven a la normalidad.

2) SISTEMA MUSCULOESQUELÉTICO

En situaciones de estrés, los músculos se tensan. La contracción de los músculos durante períodos prolongados puede provocar dolores de cabeza tensionales, migrañas y diversas afecciones musculoesqueléticas.

3) SISTEMA RESPIRATORIO

El estrés puede hacerle más difícil respirar y causar una respiración rápida - o hiperventilación - lo que puede provocar ataques de pánico en algunas personas.

4) SISTEMA CARDIOVASCULAR

El estrés agudo - aquel estrés momentáneo, tal como estar atrapado en el tráfico - causa un aumento en la frecuencia cardíaca y contracciones más fuertes del músculo del corazón. Los vasos sanguíneos que dirigen la sangre a los grandes músculos y al corazón se dilatan, aumentando la cantidad de sangre bombeada a estas partes del cuerpo. Los episodios repetidos de estrés agudo puede causar inflamación en las arterias coronarias, que se cree conducen a un ataque al corazón.

5) SISTEMA ENDOCRINO

Las glándulas suprarrenales: Cuando el cuerpo está estresado, el cerebro envía señales desde el hipotálamo, causando que la corteza suprarrenal produzca cortisol y que la médula suprarrenal produzca adrenalina - a veces llamadas "hormonas del estrés".

Hígado: Cuando se liberan cortisol y epinefrina, el hígado produce más glucosa, un azúcar en la sangre que le daría la energía para "luchar o huir" en caso de emergencia.

6) SISTEMA GASTROINTESTINAL

Esófago: El estrés puede incitarle a comer mucho más o mucho menos de lo que usualmente come. Si usted come más, o alimentos diferentes o aumenta su uso de tabaco o alcohol, usted puede experimentar acidez estomacal o reflujo ácido.

Estómago: El estómago puede reaccionar con "mariposas" o incluso náuseas o dolor. Usted puede vomitar si la tensión es lo suficientemente grave.

Intestino: El estrés puede afectar la digestión y qué nutrientes absorben los intestinos. También puede afectar la rapidez con la que la comida se mueve a través de su cuerpo. Usted podría tener diarrea o estreñimiento.



7) SISTEMA REPRODUCTOR

En los hombres, las cantidades excesivas de cortisol, producido bajo estrés, pueden afectar el funcionamiento normal del sistema reproductivo. El estrés crónico puede afectar la producción de testosterona y la producción de esperma y causar impotencia. En las mujeres el estrés puede causar ciclos menstruales irregulares o ausentes o períodos más dolorosos. También puede reducir el deseo sexual.

Here are ways in which some key body systems react.

1 NERVOUS SYSTEM

When stressed — physically or psychologically — the body suddenly shifts its energy resources to fighting off the perceived threat. In what is known as the “fight or flight” response, the sympathetic nervous system signals the adrenal glands to release adrenaline and cortisol. These hormones make the heart beat faster, raise blood pressure, change the digestive process and boost glucose levels in the bloodstream. Once the crisis passes, body systems usually return to normal.

2 MUSCULOSKELETAL SYSTEM

Under stress, muscles tense up. The contraction of muscles for extended periods can trigger tension headaches, migraines and various musculoskeletal conditions.

3 RESPIRATORY SYSTEM

Stress can make you breathe harder and cause rapid breathing — or hyperventilation — which can bring on panic attacks in some people.

4 CARDIOVASCULAR SYSTEM

Acute stress — stress that is momentary, such as being stuck in traffic — causes an increase in heart rate and stronger contractions of the heart muscle. Blood vessels that direct blood to the large muscles and to the heart dilate, increasing the amount of blood pumped to these parts of the body. Repeated episodes of acute stress can cause inflammation in the coronary arteries, thought to lead to heart attack.

5 ENDOCRINE SYSTEM

Adrenal glands
When the body is stressed, the brain sends signals from the hypothalamus, causing the adrenal cortex to produce cortisol and the adrenal medulla to produce epinephrine — sometimes called the “stress hormones.”

Liver

When cortisol and epinephrine are released, the liver produces more glucose, a blood sugar that would give you the energy for “fight or flight” in an emergency.

6 GASTROINTESTINAL SYSTEM

Esophagus

Stress may prompt you to eat much more or much less than you usually do. If you eat more or different foods or increase your use of tobacco or alcohol, you may experience heartburn, or acid reflux.

Stomach

Your stomach can react with “butterflies” or even nausea or pain. You may vomit if the stress is severe enough.

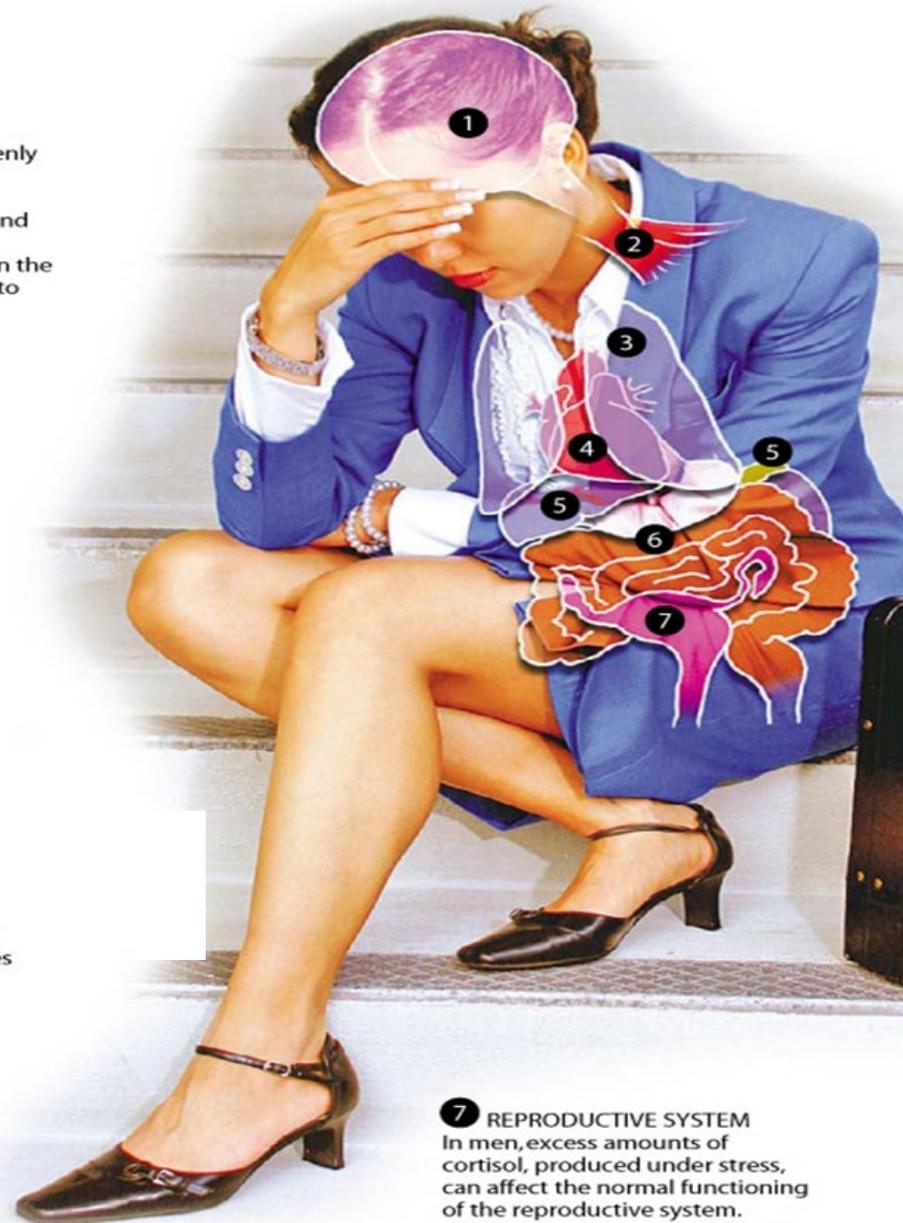
Bowels

Stress can affect digestion and which nutrients your intestines absorb. It can also affect how quickly food moves through your body. You may find that you have either diarrhea or constipation.

7 REPRODUCTIVE SYSTEM

In men, excess amounts of cortisol, produced under stress, can affect the normal functioning of the reproductive system. Chronic stress can impair testosterone and sperm production and cause impotence.

In women, stress can cause absent or irregular menstrual cycles or more-painful periods. It can also reduce sexual desire.





Transition to Independence Process (TIP) System

Lighting the Way to Independence for Youth and Young Adults

TIP Model Orientation Modules

Module 5:

SODAS

Social Problem Solving and Decision-Making Techniques for Working with Transition-Age Youth and Young Adults

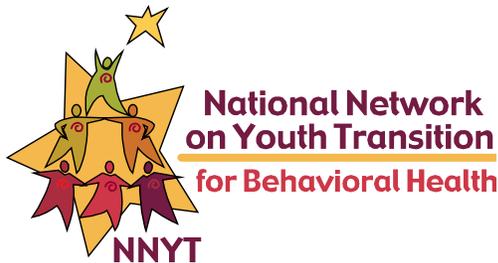
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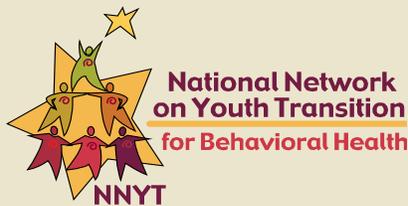
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TIP and NNYT Websites

Transition to Independence Process (TIP) Model

[http:// NNYT.TIPstars.org](http://NNYT.TIPstars.org)

National Network on Youth Transition (NNYT) for Behavioral Health,

<http://nnyt.fmhi.usf.edu>

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1. About TIP Model Training

1.1 Author's Note

The *Transition to Independence Process (TIP)* system is an evidence-supported model based on published studies that demonstrate improvement in real-life outcomes for youth and young adults with emotional/behavioral difficulties (EBD). These outcomes have been demonstrated at sites where personnel have undergone competency-based training that is conducted at the community site and through teleconference supports.

The TIP model training materials are designed for personnel serving transition-age youth and young adults and their families. The TIP Model Orientation Modules provide a helpful orientation for new staff in learning about the TIP model, but the modules cannot ensure proficiency in the application of the principles and practices of the TIP system.

The *National Network on Youth Transition for Behavioral Health (NNYT)* now has two “hubs” – one at the University of South Florida (USF) in Tampa FL and one at *Stars Behavioral Health Group (SBHG)* in Long Beach CA. SBHG serves as the NNYT Purveyor for the *Transition to Independence Process (TIP)* model and operates the NNYT Stars Training Academy. Although both NNYT hubs are involved in evaluation and continuing quality improvement efforts, the USF hub has more of an exclusive evaluation/research emphasis. This document has been adapted by NNYT faculty at the Department of Child & Family Studies, College of Behavioral & Community Sciences, University of South Florida for use by SBHG and NNYT under a contract from SBHG.

The faculty and staff of NNYT and SBHG hope that you find our TIP and NNYT website resources to be of value to you and your personnel. Please let us know if you would like to arrange for establishing a TIP model site for improving the progress and outcomes of youth and young adults with EBD and their families.

1.2 About Orientation and Training Options

1.2.1 Purpose

The TIP Model Orientation Modules provide a helpful orientation to the TIP model. The modules cannot ensure proficiency in the application of the principles and practices of the TIP system. Many sites which are receiving on-site, competency-based training in the TIP model, find that the most valuable use of these modules is for orienting new personnel to the TIP system. These personnel can then receive competency-based training through field-based coaching and some competency-based training by their supervisor and NNYT Certified TIP Model Consultants.

1.2.2 Audience

These modules make frequent reference to the Transition Facilitator and his or her role in assisting transition-age youth and young adults with EBD and their families. Transition Facilitators are the primary audience for the orientation, however, anyone who works with youth and young adults in transition (e.g., teachers, mental health specialists, employment specialists, transition specialists, guidance counselors, vocational rehabilitation counselors, juvenile justice personnel, supervisors, parents, foster parents, and guardians) may find the orientation useful for learning about the TIP system.

1.2.3 Three Tier Training

The TIP Model orientation and training is supported across three Tiers.

Tier I: Overview of the TIP Model

Chapter 2 of the ***Transition Handbook*** (2009) contains the fully updated *TIP System Development and Operations Manual. Navigating the Obstacle Course: An Evidence-Supported Community Transition System (Chapter 2)*, by Hewitt B. “Rusty” Clark and Karen Hart, describes the entire *Transition to Independence Process (TIP)* model and illustrates the guidelines and practices that enable Transition Facilitators to work effectively with the youth and young adults and their families.

The ***Transition Handbook***:

- Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adults with emotional or behavioral difficulties: An evidence-supported handbook*. Baltimore: Brookes Publishing.
- Brookes Publishing Company web site: www.brookespublishing.com/clark
- For more information regarding the *Transition Handbook* or the *TIP system*, visit our TIP web site or NNYT web site listed on page 2 of this module.

The TIP Model Orientation Modules section of the TIP website (<http://NNYT.TIPstars.org>) contains a quiz to support your reading of Chapter 2 in learning about the TIP Model.

Tier II: TIP Model Orientation Modules

The modules provide web-based educational opportunities to learn about each of the principles and core practices of the TIP model and present suggestions for putting the practices into action. The modules contain scenarios, sample forms, quick references, worksheets and other tools for applying the core practices. Tier II includes TIP Model Orientation Modules addressing the following practices:

- ❖ **Module 1: Strength-Discovery and Needs Assessment**
- ❖ **Module 2: Futures Planning**
- ❖ **Module 3: Rationales**
- ❖ **Module 4: In-vivo Teaching**
- ❖ **Module 5: Social Problem Solving (SODAS)**
- ❖ **Module 6: Prevention Planning for High Risk Behaviors**
- ❖ **Module 7: Mediation with Young People and Key Players (SCORA)**

Tier III: Competency-Based Training

NNYT and SBHG provide flexible, on-site, competency-based training and support for implementing the TIP model with agencies and community collaboratives. The NNYT TIP Model Consultants use our Behavior Rehearsal Manuals for the on-site training and coaching of transition facilitators and their supervisory personnel to ensure proficiency in the application of the core competency practices. Please contact us for on-site training and site capacity-building offerings. (See Page 2 for our contact information).

1.2.4 Instructions

We strongly suggest that you read Chapter 2 of the above mentioned [Transition Handbook](#) to provide you with a context for the practices presented in Tier 2 modules.

1.3 About This Module

1.3.1 Learning Objectives for this Module

After completing this module, you should be able to:

- Explain what the letters in SODAS denote.
- Identify the types of situations for which SODAS would be used.
- Identify the benefits of using SODAS with young people.
- Explain how SODAS is applied in practice.
- Identify the common challenges associated with the application of SODAS.

1.3.2 Recommended Citation:

Deschênes, N., Clark, H. B., Herrygers, J., Blase, K., & Wagner, R., (2009). SODAS: Social problem-solving and decision-making techniques for working with transition-age youth and young adults. Tampa, FL: National Network on Youth Transition for Behavioral Health.

2. Overview of SODAS

2.1 Purpose of SODAS



Making decisions and solving problems are integral parts of every person's daily life. Life is filled with decisions. When good decisions are not made or problems are not properly solved, poor outcomes usually follow.

Youth and young adults, particularly those with emotional and behavioral difficulties, struggle with decision-making and problem solving. If young people are to make successful transitions into adulthood, they must be able to:

- Communicate competently
- Work cooperatively with others
- Express their own opinions and beliefs
- Understand and appreciate perspectives of others
- Conduct reasoned disagreement, negotiation and compromise.

Young people need skills that enable them to think clearly and make thoughtful decisions by considering the advantages and disadvantages of different options which help lead to a feasible solution to the problem at hand. Interventions which enhance problem-solving and decision making skills are associated with improved outcomes (Bender et al, 2006; Wehmeyer, et al, 2004).

One social problem-solving method that can be modeled and taught to young people is SODAS (Situation, Options, Disadvantages, Advantages, Solution). SODAS has been shown to be effective in working with youth and young adults (Kifer, Lewis, Green & Phillips, 1974). The beauty of the SODAS process is that it can be used by the Transition Facilitators in their own professional and personal lives, used with their young people, and modeled and taught to the young people for use in their own everyday living to improve the quality of choices and decisions they make. An added bonus is that SODAS can set the stage for self-evaluation by the young person about the impact of his or her actions on self and others.

By applying the SODAS process, a young person can learn how to think through a situation before he or she acts, instead of impulsively reacting to the situation and creating a negative outcome for oneself. In addition, the young person can learn that sometimes, seemingly poor options can be changed to become more realistic and more beneficial. In summary, SODAS helps a young person be:

- Empowered and self confident
- Better able to get along with others
- Better able to develop and maintain friendships and intimate personal relationships
- More likely to create positive outcomes
- More likely to improve their quality of life

Exercise A: How Do You Solve Problems?

It's helpful for a transition facilitator to recognize how one's own problem-solving processes might affect one's work with young people. Take a moment to examine your own problem-solving preferences by responding to the following questions.

1. How do you usually solve problems (e.g., deliberate for a long time, talk with someone, give in to others, use a structured process,)? _____
2. What kinds of decisions are easy for you? _____
3. What kinds of decisions are hard for you? _____
4. How might your own decision-making process influence your work with young people?

For example, if you find it easy to solve financial problems, you may find it difficult to be patient with a young person who is having difficulty in understanding finances.

2.2 Description of SODAS

SODAS is an acronym denoting a relatively simple process for solving problems and making decisions. As shown in Chart 2.2, each letter in the SODAS acronym stands for an activity which is conducted during the process.

Chart A: SODAS Framework	
S	= S ituation
O	= O ptions
D	= D isadvantages
A	= A dvantages
S	= S olution

When applying SODAS with a young person, the transition facilitator guides him or her to complete each component of the process. Following is a brief summary of the SCOCs components which are described in greater detail in section 3 of this training.

1) Situation

The facilitator works with the youth or young adult to assist him or her with describing the current Situation as clearly as possible.

2) Options

Once the Situation is defined, a brainstorming process is applied to identify as many Options (i.e., approaches, actions) as possible to respond to the situation. This process should be free of judgment and discussion of the value of each Option. The purpose of brainstorming is simply to identify Options, not to pass judgment on them or discuss their feasibility or value. Research has shown that this approach results in better quality options and more creative ideas.

3) Advantages and Disadvantages

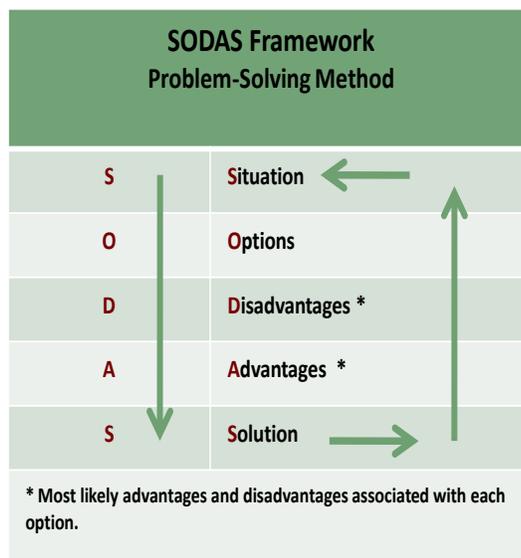
The next steps involve listing with the young person all the likely advantages and disadvantages related to each option.

4) Solution

After the young person has identified the Advantages, and Disadvantages of each Option, he or she selects the most appealing Option as the Solution to the Situation.

In reality, SODAS is a looping process. The arrows in Chart B illustrate the general direction that the SODAS process will likely take. The arrow at the left illustrates that one starts with defining the Situation and then works through each step consecutively. The arrow at the right illustrates that every “Solution” (i.e., action taken or not) creates a new “Situation” which may or may not be problem-solved or call for more decision-making.

Chart B: SODAS Framework in Action



With each SODAS component, the transition facilitator applies the active listening techniques listed in Chart C to engage the young person in the SODAS process.

Chart C: Qualitative Features of Effective Interactions



- Solicit the young person's input throughout interactions.
- Acknowledge the young person's input.
- Remain non-judgmental.
- Avoid lecturing.
- Maintain a pleasant and steady voice tone.
- Express enthusiasm where appropriate.
- Maintain pleasant facial expression, eye contact, and body language.
- Express empathy, concern, care, and encouragement.
- Offer assistance, as appropriate.
- Set limits and expectations, as necessary.
- Use positive descriptive praise.

Exercise B: Commit the Acronym to Memory

Before reading further, close your eyes and try to name and describe the activities denoted by each letter of the SODAS acronym.

2.3 Relationship to the TIP Model

Chart D: How SODAS Puts the TIP Model into Action

TIP Guideline	SODAS
1. Engage young people through relationship development, person-centered planning, and a focus on their futures.	<ul style="list-style-type: none"> • SODAS engages the young person in a structured process to solve his or her own problems.
2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, developmentally-appropriate – and building on strengths to enable the young people to pursue their goals across relevant transition domains.	<ul style="list-style-type: none"> • The SODAS process is designed to be appealing to and developmentally-appropriate for young people.
3. Acknowledge and develop personal choice and social responsibility with young people.	<ul style="list-style-type: none"> • By using SODAS, young people are more likely to make better choices. • The SODAS process helps young people better understand how their decisions impact other people.
4. Ensure a safety-net of support by involving a young person’s parents, family members, and other informal and formal key players.	<ul style="list-style-type: none"> • When informal key players see that a young person is able to make better decisions, they are encouraged to continue supporting his or her transition.
5. Enhance young persons’ competencies to assist them in achieving greater self-sufficiency and confidence.	<ul style="list-style-type: none"> • SODAS addresses two essential elements of this guideline: <ol style="list-style-type: none"> a) “Teach meaningful skills...” and b) “Develop skills related to self-management, problem-solving, self-advocacy, and self-evaluation of the impact of one’s choices and actions on self and others.” • When young people are able to solve problems and make better decisions, they begin to feel empowered and are more likely to achieve better outcomes.

3. Application of SODAS

3.1 Preparation

One cannot simply launch into the first step of SODAS unless the young person has been properly prepared to participate. When the young person knows what will happen, he or she is more likely to engage in the SODAS (or any other) process. To prepare, a facilitator would:

Explain SODAS to a young person before introducing the method to solve a problem.

- Make the youth feel comfortable.
- Introduce the young person to the five steps of the SODAS process.
- Explain how using problem-solving and decision-making can benefit the young person. Use rationales that fit the young person's strengths and future goals, such as:
 - ◆ *"If you can solve this problem, you'll be more likely to get that job you wanted."*
 - ◆ *"If you use SODAS to solve the problem with your roommate, you'll be more likely to have a smoother relationship."*

3.2 S = Situation

In this step, a transition facilitator helps the young person to describe the Situation as clearly and completely as possible before moving on to soliciting Options. The objective is to:

Ask "Who, What, When, Where, and How?"

- Make the Situation as clear and as behavioral as possible.
- Summarize the emerging description of the Situation along the way so that the youth has the opportunity to react, confirm or correct the facilitator's perceptions.

Possible Questions for Defining the Situation

- ◆ *“What is the problem?”*
- ◆ *“What are the feelings involved with the situation?”*
 - *“What do you feel?”*
 - *“What do family members feel when the problem occurs?”*
 - *“How do others feel such as friends, employers, teachers etc.?”*
- ◆ *“What stops you from...?”*
- ◆ *“How do you feel when...?”*
- ◆ *“What happens after you...?”*
- ◆ *“What exactly was said when...?”*

3.3 O = Options



The facilitator guides the young person to identify several possible Options to address the situation or solve the problem. This activity shows the young person that there are different ways to solve a problem. The young person needs to come up with the Options rather than the facilitator coming up with all the Options. The facilitator is challenged to remain non-judgmental and avoid discussing the merit of the suggestions until all Options are identified.

When providing guidance during the generation of Options, a facilitator would:

- Solicit as many Options from the young person as possible.
- Reinforce and encourage the young person to come up with ideas.
- Suggest Options, or combinations of Options, to give the young person a range of Options that he or she might be willing to evaluate.
- Accept all the identified Options for evaluation at a later time.
- Be non-judgmental.

Questions for Generating Options

- ◆ *“What could be done to solve the problem?”*
- ◆ *“How can you achieve your goals?”*
- ◆ *“What do you want to do?”*
- ◆ *“What else could you do?”*
- ◆ *“What about...?”*
- ◆ *“We have ___ on the list. Might you want to consider ___?”*

3.4 A = Advantages, D = Disadvantages

In this step, a young person explores the advantages and disadvantages of each Option based on his or her perspective. It’s okay to revise and combine Options as they are explored. We recommend starting with advantages before exploring disadvantages for each option.

Possible Questions for Identifying Advantages and Disadvantages

- ◆ *“What are the likely possible benefits to you related to this option?”*
- ◆ *“Why are those things important to you?”*
- ◆ *“What are the likely drawbacks or disadvantages for you related to this option?”*
- ◆ *“What potential danger or harm for you could result from this option?”*
- ◆ *“Why are those drawbacks or disadvantages important to you?”*
- ◆ *“How might family members and other people who support you feel or be affected by this option?”*
- ◆ *“What might happen for you as a result of their feelings or the impact on them?”*
- ◆ *“How about other people (e.g., employers, friends, teachers)?”*
- ◆ *“What might happen right away?”*
- ◆ *“How about a week or a month from now?”*
- ◆ *“What if you changed the option a little?”*
- ◆ *“Might you want to combine the best of these two options?”*

3.5 S = Solution

The facilitator guides the young person in selecting an Option that is safe and possible for the youth to implement. It's okay to refine Options and strategies as you discuss them. To ensure youth choice, a facilitator would:

- Guide, not direct, the process.
- Ensure that the Option is owned by the young person.
- Not judge the Options or the Solution.

When the selected solution involves human interactions, consider rehearsals or role-play with the young person and/or key players to get them comfortable with implementing the solution.

Possible Questions to Help a Young Person Select an Option

- ◆ *“Remember the situation you told me about in the beginning. Will this option resolve that situation?”*
- ◆ *“How feasible is the option?”*
- ◆ *“Can the young person and his/her support system ‘pull it off’?”*
- ◆ *“Who, what, when, where, and how regarding the actual implementation of the selected option?”*

Sometimes, Solutions involve human interactions which may be a challenge for the young person, a family member or other people who support the young person in his or her transition. The facilitator might offer to rehearse or role-play practicing the interactions that must occur to implement the choice. The facilitator would encourage the young person and his or her supports to practice until everyone involved knows what they are going to say and do. The more fluid and comfortable the participants are with the anticipated interaction, the more likely the interaction will be successful. ***It's best to be prepared!***

3.6 Follow-up

Following-up with the young person presents a facilitator with opportunities to:

- Continue to assist the young person in preparing to implement the solution.
- Assess with the young person how he or she did with implementing the solution.
- Obtain new information for further problem-solving and decision-making.

Use the follow-up as an opportunity to teach the young person to persist. Help the young person see the experience as a learning opportunity instead of a failure.

A facilitator conducts the following activities during follow-up:

- Find out how the solution implementation is progressing.
- Help the young person establish concrete next steps and timelines.
- Give descriptive praise for following through with the option that was selected.
- Provide support and encouragement to follow through with the solution.
- Encourage persistence.
- Help the young person deal with unanticipated consequences or actions of others.
- Help the young person to practice skills needed to implement the solution.
- Offer additional encouragement, assistance, and descriptive praise as needed to the young person.

Possible Questions to Ask During Follow-up

- ◆ *“Did you try implementing the solution as planned?”*
- ◆ *If not, “What prevented the solution from being implemented?”*
- ◆ *If yes, “How did implementation of the solution go?”*
- ◆ *“What happened as a result?”*

When a solution is not being implemented, one or more of the following may be the cause:

- The problem was not so critical after all.
- The young person just wanted time to talk with the facilitator
- The young person forgot why he or she selected the option. (Use rationales, and, if necessary, go through the SODAS method again.)
- The young person is uncomfortable with the option selected or the implementation.
- A support person who has a role in implementing the solution is uncomfortable with the option selected or the implementation.

Remind the young person that the experience is normal and one that many people go through when trying different options until they find a satisfactory solution. Remind him or her of the phrase ***“If at first you don’t succeed, try, try again”***.

Exercise C: SODAS in Action

Antonio, a transition facilitator, is using SODAS to help Sandra solve a problem situation that arose at work. Do you think his actions are effective or not effective facilitation of SODAS? Check the most appropriate answer to each question. Answers are on the following page.

1. The problem at work is causing Sandra to worry about losing her job. *Antonio* includes Sandra's feelings in the description of the Situation. Effective _____
Not Effective _____
2. Sandra suggests that one option is to quit her job and move back home. *Antonio* reminds her that this option is not in line with her dreams and would make it less likely for her to meet her transition goals. Effective _____
Not Effective _____
3. While brainstorming options, *Antonio* and Sandra begin to discuss the effects of implementing one of the options. Effective _____
Not Effective _____
4. After Sandra offers one Option, she claims to have run out of ideas. *Antonio* suggests an Option to add to the list and encourages Sandra to continue brainstorming. Effective _____
Not Effective _____
5. *Antonio* discusses Disadvantages before Advantages because he wants to get the negatives out of the way so he and Sandra can focus on the positives. Effective _____
Not Effective _____
6. When reviewing the Options to select the Solution, *Antonio* asks Sandra how feasible the Option is for her to do. Effective _____
Not Effective _____
7. When following up, *Antonio* discovers that Sandra has not implemented the Solution because she is not comfortable with interacting with her supervisor, a necessary action to implement the Solution. *Antonio* suggests that they role-play the interaction until Sandra is comfortable. *Antonio* encourages her to not give up on her solution. Effective _____
Not Effective _____

Answers to Exercise C

1. **Effective.** The Situation description includes “who, what, where, when, and how” of the problem.
2. **Not Effective.** When brainstorming Options, all ideas are accepted for later discussion.
3. **Not Effective.** Michael’s actions are not in concert with the rules of brainstorming. Michael and Sandra should review the rules of brainstorming before beginning this activity. When tempted to discuss the merits of ideas, Michael can remind Sandra (and himself) that the merits will be discussed after all options have been identified.
4. **Effective.** Michael encourages Sandra to come up with Options. Only after she appears to be out of ideas does he offer one of his own ideas to spur her thinking.
5. **Not Effective.** By starting with Advantages, Michael would start the discussion on a positive note which might minimize the negativity of the Disadvantages.
6. **Effective.** By asking how feasible an Option is to do, Michael encourages Sandra to think about the ease of implementation as a criteria for selecting a Solution.
7. **Effective.** Michael found out why Sandra had not implemented the Solution and offered assistance to address the reason why.

3.7 Challenges in Applying SODAS

Transition Facilitators need to be prepared for some challenges as you apply SODAS! Common challenges encountered by facilitators include the following:

Young Person Participation



What can a facilitator do when, despite using his or her best engagement techniques and active listening skills, a young person refuses to actively participate in brainstorming? Remember that the goal of SODAS is to have the young person very involved in creating or helping to create options, rather than having the facilitator come up

with all the options. A facilitator must try to get the young person involved in the process by doing any or all of the following:

- Teaching him or her how to brainstorm.
- Providing descriptive praise for any attempts to participate.
- Foster interest in listing options by asking direct questions.
- Provide rationales as to how generating Options and finding a solution might benefit the young person directly.
- Find another time to work with the young person when he or she might not be under such stress or might be more favorably inclined to do SODAS.
- Find another topic to problem-solve at some other time to assist the young person in learning the possible benefits of social problem-solving.
- As a last resort, try providing some Options as examples. Be sure to make suggestions that are person-centered and draw from the information gained during the Strength Discovery and Needs Assessment process.

Maintaining Non-Judgmental Openness



How difficult it is to stay open and objective when a young person generates a seemingly dangerous, silly, extreme, or impossible-to-implement Option! The transition facilitator may avoid appearing judgmental by doing the following:

- Encourage the young person by acknowledging each Option that he or she lists, no matter how unreasonable the option may seem to you.
- Avoid lecturing or sounding judgmental.
- Do not approve or condone any Option. Avoid making statements such as *“That’s a good one”* or *“I don’t know about that one”* or *“Do you really think that’s a good idea?”*
- Do not evaluate any of the Options until you begin to identify the advantages and disadvantages of each Option.

Acknowledging Advantages of Options Considered Unfavorable



How could a facilitator acknowledge the advantages of an option involving negative behavior? Suppose a young person listed getting high as an option for dealing with a situation and says that an advantage of getting high is that it makes him or her feel good. How would a facilitator acknowledge that option without appearing judgmental? The facilitator could say something like:

- ◆ *“Well, yes I suppose that is an advantage. Are there any others?”*
- ◆ *“Okay, that could be an advantage. Are there any others?”*

Then move on. Avoid countering with a negative by saying something like *“Well, it may feel good but it is really bad for you.”* By allowing the young person to express his or her views, the facilitator is not agreeing that it is a healthy advantage. By being open to hearing what the young person sees as advantages to what you consider to be unfavorable options, a facilitator may:

Encourage the young person to identify the advantages of options that you consider to be unfavorable. You will learn what the young person expects to gain from the activity. This knowledge may be used to identify effective interventions.

- Help the young person to feel that you understand him or her.
- Show the young person that you are not talking down to him or her.
- Demonstrate to the young person that you are listening to him or her and acknowledging his or her perspective.
- Learn about the “reinforcers” of the young person’s negative behavior.

Knowing the “reinforcers” of behaviors can help a facilitator to understand why a young person engages in certain negative behaviors. This information is useful when intervening on related inappropriate behavior. For example, if a facilitator would intervene quite differently if she thought a young man took drugs to feel better than if he took drugs because of peer pressure.

As young people participate in identifying the disadvantages related to negative behavior, it may become apparent to them that the disadvantages outweigh the advantages.

Ensuring Youth Choice and Ownership

The following examples show how a facilitator can inadvertently sabotage youth choice by skipping over or dismissing the disadvantages of options that the facilitator favors.

- ◆ *Keisha thinks that the option “Don’t hang out with some of my friends” is the best solution to avoid shoplifting again. The option’s advantage is that it will remove peer pressure to shoplift. The disadvantage, in Keisha’s opinion, is that the friends who encourage her to steal are also close friends of her boyfriend. Keisha believes that her boyfriend would get angry if she refused to hang out with their friends. The facilitator does not acknowledge the option’s disadvantages and, liking that option best, quickly turns the conversation to the advantages of the option. Keisha accepts the option as a solution because her facilitator seems to like it best. Keisha did not successfully implement the solution because she was not adequately prepared to handle her boyfriend’s reaction.*

By listening to what the young girl thought were disadvantages of not hanging out with friends, the facilitator could have learned what would challenge her if she implemented this solution, and could prepare the young girl for the interactions she might expect.

Let a young person list the disadvantages of options that you favor so you can learn what might challenge the young person when implementing the option.

Dealing with Harmful Options as Selected Solutions

If a young person selects a solution that is harmful, a facilitator must:

- Discuss with the young person the potential harmful consequences involved with this option.
- Dissuade the young person from engaging in any behavior that could be harmful to him or herself or to another person.



If the young person persists that he or she will engage in behavior that could cause harm, a facilitator must also:

- Inform the young person that the facilitator will have to break confidentiality and notify the proper authorities due to potential harm. This should have already been an understood ground-rule.
- Follow up immediately with his or her supervisor and ensure that the proper authorities and key players (e.g. young person's parents, any individual who may be a target of the young person's harmful actions, police, teachers, principal) are informed of the potential harm.
- Adhere to agency regulations and state laws as to when to take action, what action to take, and whom to involve.

3.8 How to Teach SODAS



Over time, it is vital that transition facilitators teach social problem-solving to young people so they will be better able to solve problems and make decisions on their own when other people are not available to help. Once a young person is able to apply the SODAS process without facilitation, he or she is better equipped to live achieve his or her transition goals.

Although some young people may be able to apply the SODAS process on their own after using it, the facilitator should avoid initially **teaching** SODAS when applying it with the young person to solve a problem. Teaching at that time might overwhelm the young person and/or may distract him or her from solving the problem at hand. Instead, the facilitator would teach social-problem solving after the young person has applied it to solve a problem. The facilitator could teach the process by walking a young person through social problem-solving to show how it might address a current or expected problem.

Following are suggestions for teaching social problem-solving.

Teaching SODAS to Youth and Young Adults

1. Begin teaching only after a young person has experienced SODAS by applying it with a facilitator to solve some problems which are important to the young person.
2. Select a time to teach SODAS when the young person is in the midst of a relevant problem where the young person is likely to be receptive to learning.
3. Teach SODAS using imaginary examples or a past situation in which the SODAS method was used with the young person. Do not attempt to initially teach SODAS in the context of a real and current problem that is emotionally volatile. Possible problems for learning are:
 - Having difficulty at home, work, or school.
 - Being pressured by friends to do something illegal.
4. Use rationales to encourage learning. For example, *“If you learn SODAS, you may be able to solve problems at work so your supervisor might be open to giving you that raise you’d like.”*
5. Explain each component procedurally.

- Use diagram of SODAS Framework and the SODAS Worksheets (See Appendix 6.1, 6.2, and 6.3).
- Check often to ensure that the young person understands terms. Use alternate terms meaning the same thing, such as “the good things that could happen” for advantages.
- Have the young person explain each component to demonstrate that he or she understands.
- Use examples which are relevant to the young person, such as situations where it was used with the young person before.
- Write down key points to keep issues clear and to quickly review and summarize.

6. Switch roles.

- Have the young person apply SODAS in a facilitator role. Have the facilitator play the young person.
- May use same situation as in previous step, but it would be better if using a new situation such as:
 - A situation relevant to the facilitator but not too personal.
 - A situation of relevance to youth in general.
 - A situation of relevance to this youth, but not a sensitive issue.

7. Provide SODAS materials.

- Diagram of SODAS Framework from Appendix 5.1.
- Several copies of SODAS worksheets from Appendix 5.3.
- Decide on location where the youth plans to keep them.
- Consider creating a small, easy to carry, laminated cards with SODAS steps printed on it.

8. Follow up with young person.

- Ask how implementing the solution is going or turned out.
- Reinforce the young person's initiative.
- Make sure the young person does not have any concerns or unanswered questions in regard to using the process.
- If the young person has not used it but the facilitator knows of situations where it may have been helpful, the facilitator should discuss how going through the SODAS process could have been beneficial in that situation.

9. Plan for young person's use of SODAS.

- Encourage the young person to practice SODAS. For example, remind her of a situation that might come up such as that in the following example.
 - ◆ *"Let's say your mom starts riding you about your hair color again, how about if you write up a SODAS on how you might handle that so that you maximize benefits for yourself. You can walk me through this on Tuesday when we're together."*
- Continue to provide rationales for learning and using SODAS.
- Provide encouragement, positive descriptive praise, and active follow-up to promote the use of SODAS.
- Remind young person that he or she can seek assistance in thinking through problem solving strategies for addressing challenging situations.

We all need trusted mentors to assist with problem-solving at times!



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5. Resources and Selected Reading

- **Transition to Independence Process (TIP) System**
<http://NNYT.TIPstars.org>
- **National Network on Youth Transition (NNYT) for Behavioral Health**
<http://nnyt.fmhi.usf.edu>
- **Brooks Publishing Company.** Publishers for the new Transition Handbook (Clark & Unruh, 2009). <http://brookespublishing.com/clark>
- **National Center on Secondary Education and Transition, Essential Tools: Cultural and Ethnic Diversity: Implications for Transition Personnel, Part IV – The Culturally Sensitive Individualization of Services and Supports.** Website by the University of Minnesota
<http://www.ncset.org/publications/essentialtools/diversity/partIV.asp>

- **University of South Florida, College of Behavioral and Community Sciences**, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies. Site contains information on research, education, publications, logic models, policies and resources relating to child, youth, and family mental health. <http://cfs.fmhi.usf.edu/>

Selected Reading

- Clark, H. B. & Unruh, D. K., (2009). *Transition of youth and young adults with emotional or behavioral difficulties: An evidence-based handbook*. Baltimore: Paul H. Brookes Publishers.
- Collier, M. J. (2003). Understanding cultural identities in intercultural communication: A ten-step inventory. In L.A. Samovar & R. E. Porter (Eds.), *Intercultural Communication: A Reader* (pp. 412-429). Belmont, CA: Wadsworth.
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6. Appendices

Appendix 6.1

Diagram of SODAS Framework

Appendix 6.2

SODAS Framework: Components Checklist

Appendix 6.3

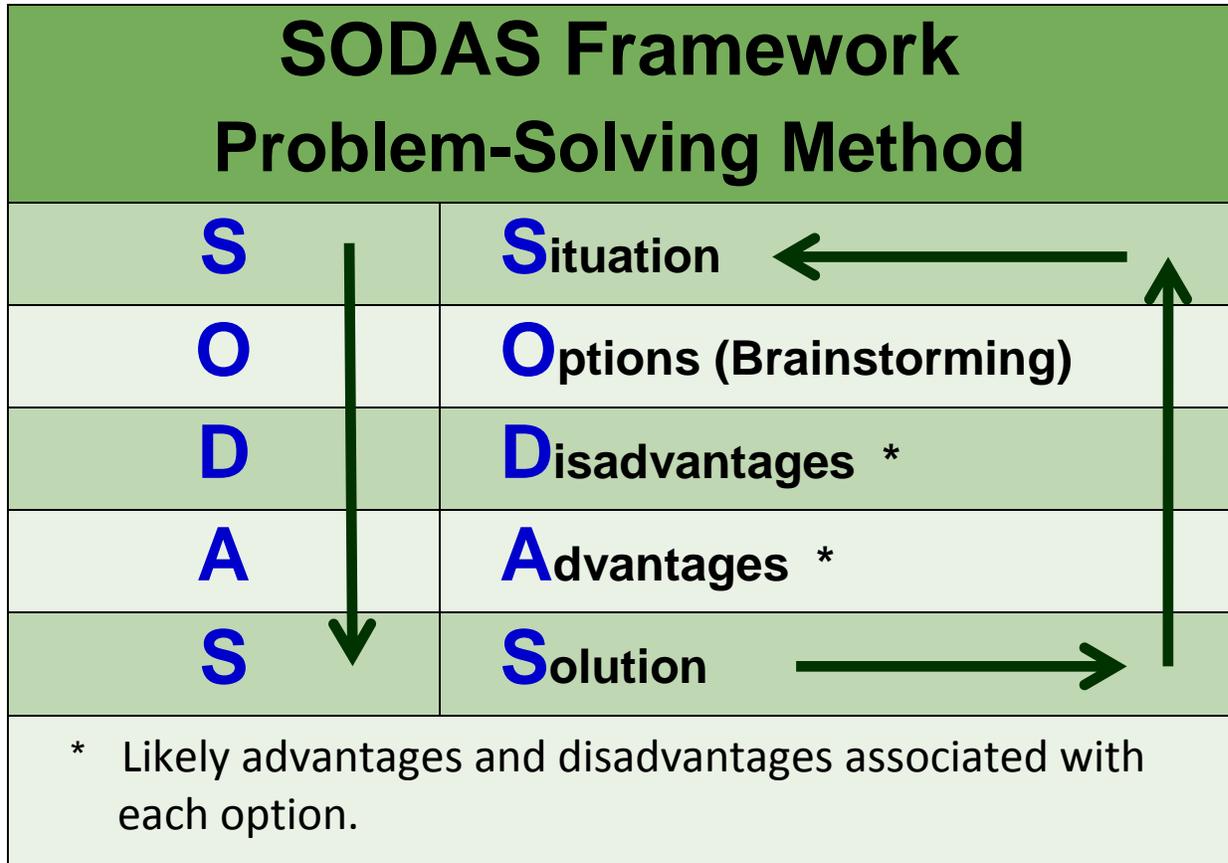
SODAS Framework: Components Worksheet

Appendix 6.4

How to Obtain a Certificate of Completion

Appendix 6.1

Diagram of SODAS Framework



Appendix 6.2

SODAS Framework: Components Checklist

Preparation

_____ Introduces SODAS and explains the process and benefits.

SODAS Components

_____ Defines situation/summary (asks questions, encourages youth to talk, expresses empathy, reflective statements, summarizes periodically)

_____ Options (asks youth first, provides additional alternatives, waits to explore advantages and disadvantages)

_____ Disadvantages (asks youth, non-judgmental reaction, provides additional disadvantages if needed)

_____ Advantages (asks youth, non-judgmental reaction, provides additional advantages if needed)

_____ Solution (youth makes final decision, Transition Facilitator offers role-playing, verbal support and reassurance)

_____ Follow-up (expression of interest and encouragement, arranges specific follow-up, inquires about the implementation of solution)

Was the quality of the interaction appropriate for the situation?

_____ Solicit youth's input throughout interactions

_____ Acknowledge youth's input (active listening)

_____ Remain non-judgmental

_____ Use a pleasant and steady voice tone

_____ Be brief... Avoid Lecturing

_____ Express enthusiasm where appropriate

_____ Facial expressions/Eye contact/Body language to match

_____ Express empathy, concern, care, &/or encouragement

_____ Offer assistance, as appropriate

_____ Set limits and expectations, as necessary

_____ Use positive descriptive praise

Appendix 6.3

SODAS Framework: Components Worksheet

Name of Young Person: _____ Date: _____

Person conducting SODAS with Young Person _____

❖ *Define the Situation (who, what, where, when, how):*

❖ *Brainstorm the Options:*

Option 1: _____

Option 2: _____

Option 3: _____

❖ *List the Advantages and Disadvantages associated with each Option:*

Option 1	
Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.

Appendix 6.3

SODAS Framework: Components Worksheet

Option 2	
Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
.	4.

Option 3	
Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.



Select a Solution: _____



Follow-up: _____

Appendix 6.4

How to Obtain a Certificate of Completion

After you successfully complete an exam to demonstrate learning, you will receive a certificate of completion. To take the test and receive your certificate, please do the following:

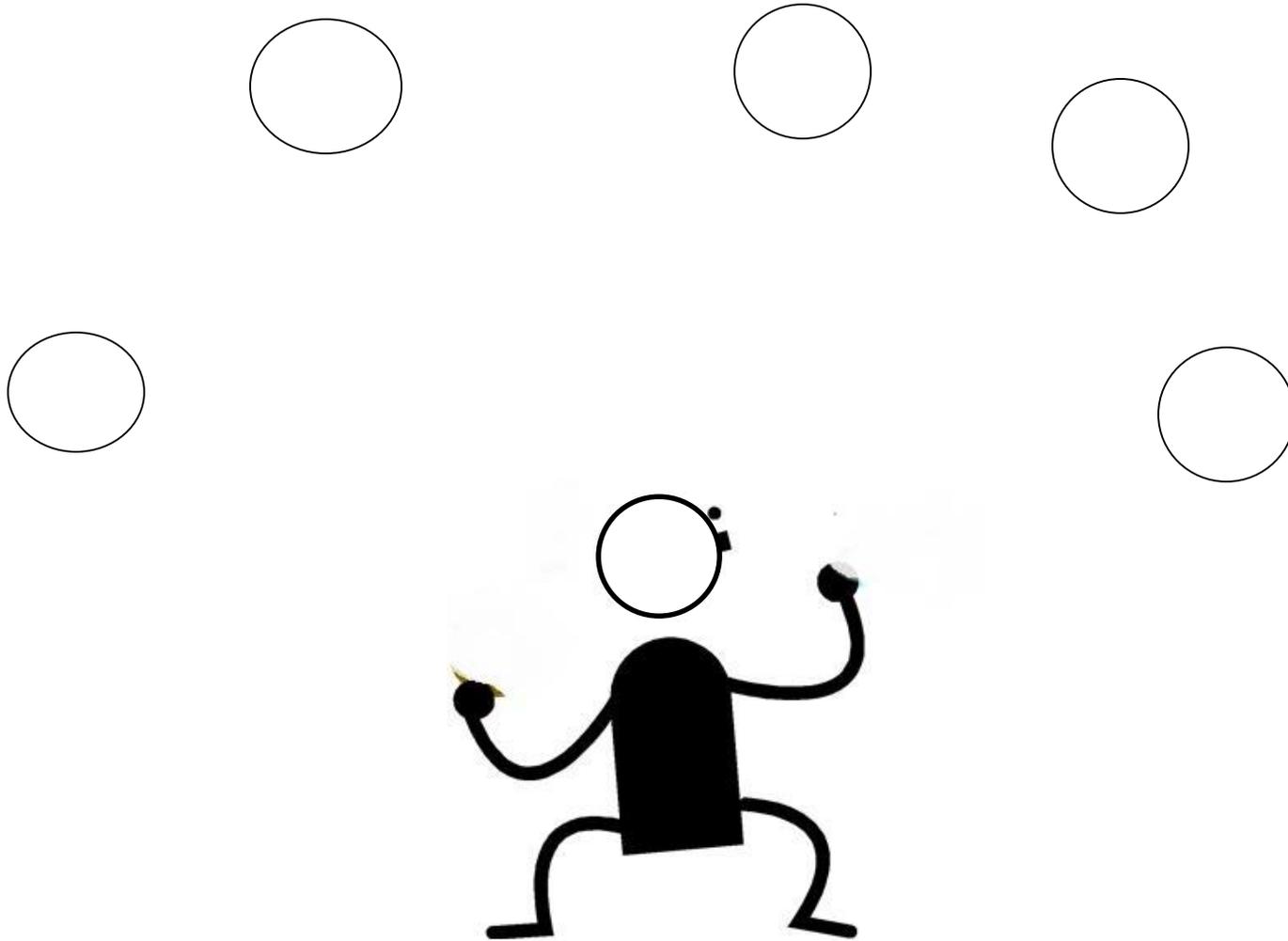
1. Visit the website, <http://NNYT.TIPstars.org>
2. Select “Personnel Training Modules”.
3. Select “Take Exam”.
4. Follow the instructions to complete the exam and receive a certificate.

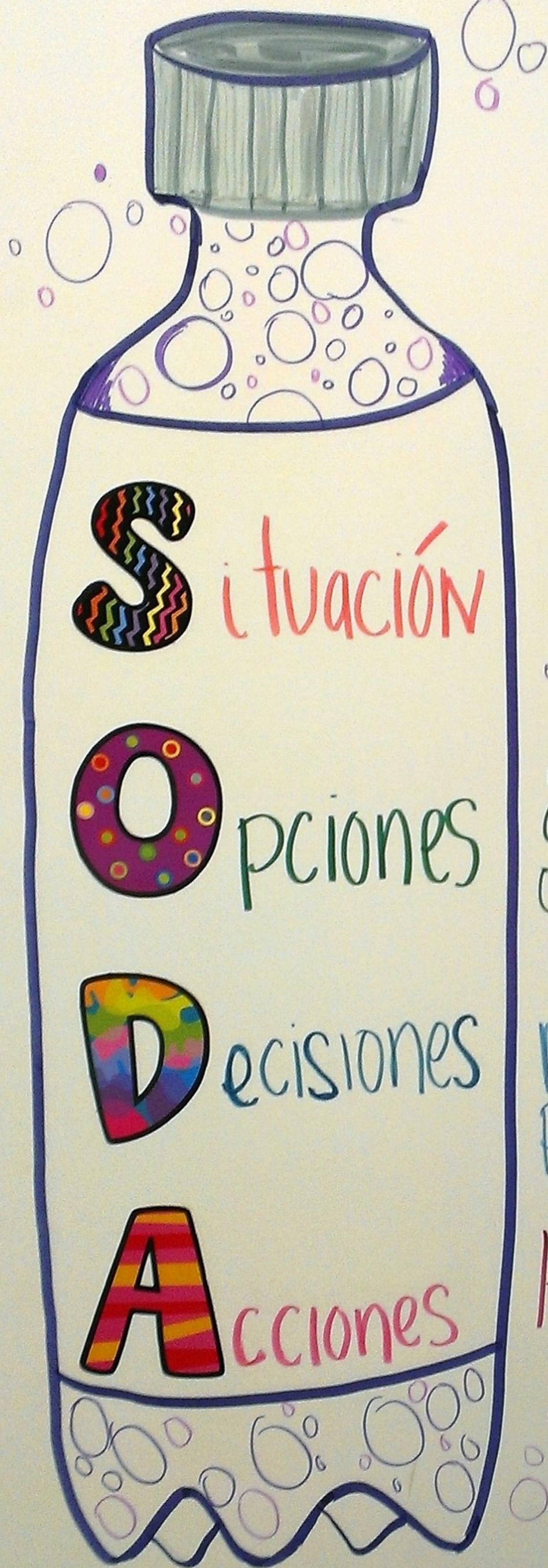
Thank you for completing this training

***Please contact us (see page 2 for our contact information)
if you have any suggestions for improving any of our
training materials.***

S ITUATION: Clarify the situation

S ITUACIÓN: Aclarar la situación





Piense acerca de la
Situación del problema.

Enumere todas las Opciones
o soluciones posibles
al problema.

Decida la mejor opción
para solucionar el problema.

Haga un plan, tome
acción, y vea lo que pasa.

conexión
con uno
mismo



Paz Mental
Cuarto Calmo

S.O.D.A.

Conexión

con

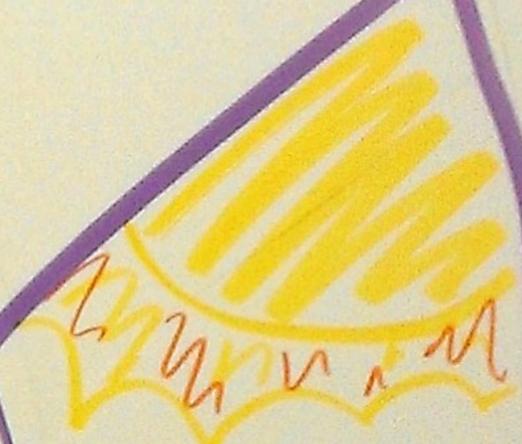
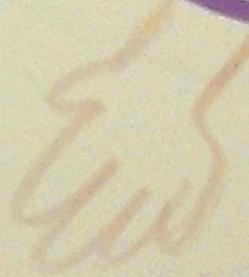
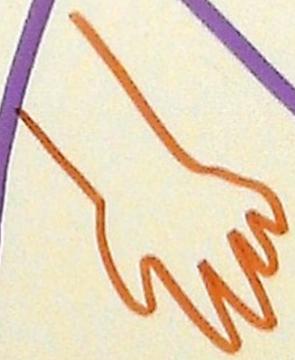
el

resto del
mundo

Conexión

con

Otros



La Mente sana Platter

The Healthy Mind Platter



The Healthy Mind Platter, for Optimal Brain Matter

El Platter mente sana, pues la materia cerebral óptima

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