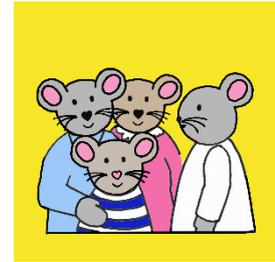


Transition

Use This:

For young people/parents for whom transition to independence, adulthood and adult services is a relevant issue.



If transition has been identified as an issue in session 1, then this module should be used. However, it is unlikely that issues about transition alone will be the main focus of many sessions of treatment. Rather, it will be an agenda item added to other MATCH modules throughout treatment, for example if parents are anxious about allowing young people more independence for fear of seizures and safety, or young people are struggling to navigate the need for independence whilst having restrictions placed on their activities, then this may be addressed within the anxiety or depression modules. More general parental anxiety may be addressed within the parental mental health module. In this module, the focus of transition is the relation to mental health. If there are difficulties specifically relating to the process of transition to adult services, access to adult services or knowing what services are available for young people of different ages then it may be more appropriate to direct families to the Roadmap of Resources under General Information for Transitioning to Adulthood.

The amount of time allocated to this module will vary according to need but the therapist should ensure it is not taking up so much time that it is interfering with implementing the other modules. Only do one strategy at a time.

Goals

- To identify any issues with transition to adulthood
- To understand how issues with transition may impact upon the mental health of the young person
- To use strategies to support with transition to adulthood

Materials

- Materials for Problem Solving [Depression module] – if necessary
- Materials from relevant Anxiety module – if necessary
- Materials from relevant Depression module – if necessary
- Materials from Parental Mental Health [Interference module] – if necessary
- **Weekly questionnaires** and **Monitoring Sheet**
- **Therapist Note Taking Sheet**

⌚ If time is tight: Identify any areas of transition to adulthood (including worries about the future or concerns about transition to adult services) that are affecting progress with mental health treatment and identify one possible strategy to support with this or people in the care team that the family can discuss the issues with.

Main Steps

<input type="checkbox"/> Set an Agenda	Remember to start by setting an agenda together and by reviewing any practice assignments.
<input type="checkbox"/> Obtain Weekly Ratings	Review the <i>Weekly questionnaires</i> and <i>Monitoring sheet</i> in detail.
<input type="checkbox"/> Challenges in Transition to Adulthood	<p>Transition to adulthood can be a difficult time for all young people, but there may be additional challenges for young people with epilepsy and their families. This may be for several reasons:</p> <ol style="list-style-type: none">i. It may be difficult to differentiate between being an adolescent and an adultii. Parents and young people may need to find a compromise between developing independence and ensuring safety (e.g. do they need to be monitored in the shower or at other times?)iii. Considering options for the future (e.g. living arrangements, work, family) may lead to anxietyiv. Young people may feel increasingly different to their peers if they are not able to take part in the same activities as them (e.g. if staying out late may lead to a greater risk of seizures)v. Young people's physical (and mental) health care may need to move to adult services

Example script

Entering into adulthood is a very significant time for all young people and their parents but it can be a particularly stressful time for young people who have epilepsy and their families. Young people may want increasing independence and to be like their peers, but this may not always be possible due to safety concerns. Sometimes, this can cause conflicts between the young person and their family.

They may begin thinking about their hopes for the future, including living arrangements, education or work and this can be associated with low mood or worries if the probable or possible arrangements are not those they may have hoped for if the young person did not have epilepsy.

Finally, they will need to move from services and supports that focus on children and families to those addressing the needs of adults. This process, known as 'transition', may be difficult due to a range of factors such as the numbers of agencies and professionals involved (for example education, social care and health) and the different approaches between those working in services for children and those working in adult services. It may be difficult to move from professionals with whom they have established a good relationship, to new professionals whom they do not know. Young people with complex disabilities and/or serious health conditions and their families may be concerned that this transition period will lead to major changes such as moving from one form of residential accommodation to another.

Can you tell me about your/your child's experiences with any of these challenges with moving to adulthood?

 The Impact of Difficulties with Transition

Discuss the impact of transition on how the epilepsy is managed and/or on emotional/behavioural problems. For example, the young person may not be allowed to be out late, drink alcohol etc.

Example script

Can you tell me about how these issues about the future affect your child's/your emotions or behaviours? For example, do they make you worried, or feel down, or do they cause arguments? Are there any activities that your child would like to do but is not allowed to do because of safety, or vice versa?

 Choosing a strategy

Based on the type of transition difficulty and family's circumstances, choose a strategy.

-
- Strategy 1: Discuss issues of independence with the physical health care team** It is important to have full and accurate information about safe limits of activity, so that you and the family can plan activities safely in future modules if necessary. The young person and their family should be encouraged to discuss this with their paediatrician, neurologist or epilepsy nurse specialist. This may be particularly helpful if there are disagreements within the family about what should be allowed. There may be pieces of equipment, or apps that the team can recommend to enable the young person to take part in certain activities. The family should be encouraged to write down their questions for the neurologist and to make a plan for getting this information. If parent/ young person feels unsure about how to ask these questions then perhaps a practice role-play might be helpful.

Example script

It sounds as though you all have different ideas about what X should be allowed to do, and what may not be safe for him/her to do. I wonder if it might be helpful to get some advice from your epilepsy team about what they think are safe limits for X: whatever activities they are unsure about/what they think should be okay or not okay to do, and whether they have any ideas about safe ways to do X? What questions would you like to find out the answers to? Might it be helpful to write them down so that you remember them? Who will find this information out and how?

-
- Strategy 2: Problem Solving** After ensuring that there is consensus between the family (and you) about safe goals, it may be helpful to use problem solving to find solutions to any disagreements about what should be allowed/not allowed. For example, one solution to a young person who wants more independence may be to ensure they are always with a friend who knows about their epilepsy – this may first require them to tell the friend that they have epilepsy. If stigma related issues make this difficult then you may want to move to the stigma module.

Move to the Problem Solving session of the Depression module.

-
- Strategy 3: Seeking advice about service transition** Sometimes, parents and young people may not be aware of the process of transition to adult services and this may be anxiety provoking. They should be advised to speak with their epilepsy team about the plan for transition (particularly as this may differ dependent on geographical area) and be directed to appropriate sources of support.

*Refer back to the **Roadmap of Resources** for practical suggestions of local groups/networks.*

<input type="checkbox"/> Strategy 4: Worries about the future	If the issues about transition are primarily worries about the future, then you can <i>move to either the parental mental health module (if it is primarily parental anxiety), or anxiety or depression modules (if the worries are those of the young person).</i>
<input type="checkbox"/> ASSIGNMENT Practising Strategy	Ask the young person/parent to implement the strategy you have discussed and to send back any notes on how the strategy has gone prior to the next session so you can evaluate its impact.
<input type="checkbox"/> Send the materials for the next session	Tell the parent/s you will send a written summary and the materials for next session. Remind them that they <u>do not</u> need to be completed for next session as you will go through them together in the session. Tell the parent/s you will also send the <i>Weekly questionnaires</i> and <i>Monitoring sheet</i> .
<input type="checkbox"/> Summarising	Ask if they would like you to summarise the session, if they want to summarise or if you should do it together. When you are summarising from the module you are implementing (e.g., building an anxiety hierarchy) ensure you also add in the summary from this module.

Leave 'Em Laughing

End the session on a positive note.

How's Your Style?

- Did you praise often?
- Did you review often, by asking questions?
- Did you simplify the steps as needed?
- Did your pace match that of the child or family?
- Did you stay on track?