

Schlossberg's Theory of Transition (Schlossberg, Waters, and Goodman's Transition Model)

Transitions

- Events or non-events resulting in changed relationships, routines, assumptions, or roles
- Meaning of the transition for an individual is based on:
 - **Type:** anticipated, unanticipated, nonevent
 - **Context:** relationship to the transition and the setting
 - **Impact:** alterations in daily life

The Transition Process

- Reactions over time
- 3 Main Processes: Moving in, moving through, moving out

Coping with Transitions

- Influenced by ratio of assets and liabilities (in regard to four sets of factors):
 - **Situation:** trigger, timing, control, role change, duration, previous experience, concurrent stress, assessment
 - **Self:** personal and demographic characteristics (socioeconomic status, gender, age, stage of life, health, ethnicity), psychological resources (ego development, outlook, commitment, values)
 - **Support:** types (intimate, family, friends, institutional), functions (affect, affirmation, aid, honest feedback), measurement (role dependent, stable and changing supports)
 - **Strategies:** categories (modify situation, control meaning, manage stress in aftermath) and coping modes (information seeking, direct action, inhibition of action, intrapsychic behavior)

To Aide Students

Help take stock of assets and liabilities through the 4S's

Cormier/Hackney Model:

- Relationship building
- Assessment
- Goal setting
- Interventions
- Termination and follow-up

To integrate both models:

- Relationship building
 - Listening skills
- Assessment
 - Individual's environment (situation), internal resources (self), external resources (support), current coping (strategies)
- Goal setting
 - Set goals related to 4S's: modify environment (situation), regain sense of balance (self), increase support (support), develop action plan (strategies)
- Interventions

Reframing interpretations (situation), conducting assessment of assets (self), referred to support group (support), generate problem-solving strategies (strategies)

- Termination and follow-up
Review what has happened, plan next steps

Help by:

- Explore what is happening with unbiased relationship
- Listening and responding
- Objective perspective
- Cope with action or inaction

Students need:

- Institutional support
- New and multiple ways of coping
- Utilization of transition model to determine assets and liabilities

Student Affairs professionals can:

- Provide specialized services
- Education (adult development, transition, college experience)
- Advocacy
- A clearinghouse (services and resources)
- Program planning (support groups)
- Referrals
- Networking and mentoring
- Counseling (outreach and peer support)

Assessment

- Take 4S's and list under each aspects for reflection and discussion
- +/- for assets and liabilities

Example:

Orientation programs can serve as a “moving-in” component; transition programs designed for graduating high school seniors, especially potential challenges can serve as “moving-out” programs.

Evans, N. J., Forney, D. S., and Guido-DiBrito, F. (1998) *Student Development in College: Theory, Research, and Practice*. San Francisco, CA. Jossey-Bass