Schlossberg’s Transition Theory
Student Athletes

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## Activity

<table>
<thead>
<tr>
<th>Event</th>
<th>Situation</th>
<th>Self</th>
<th>Support</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>An event that you would consider a transition during your undergraduate career?</td>
<td>Was this transition expected/unexpected?</td>
<td>Did this event align with your desires at the time?</td>
<td>Who supported you in this transition, if anyone?</td>
<td>In reacting to this event, did you try to modify the situation, control the situation, or manage yourself?</td>
</tr>
</tbody>
</table>
Introduction to Schlossberg’s Transition Theory

• Theory provides insight into the factors related to the transition, the individual and the environment.
• Factors determine the degree of impact a given transition will have at a particular time.
• Categorized as a theory of adult development but relevant for college students.
• Transitions provide opportunities for growth and development where positive outcomes cannot be assumed.
• Schlossberg defines transition as “any event, or non-event, that results in changed relationships, routines, assumptions and roles”
• Stresses the role of perception in transitions
Types, Context and Impact of Transition

Transitions

• Anticipated: ones that occur predictably
  Example: Graduation from high school

• Unanticipated: not predicted or scheduled
  Example: Divorce or significant illness

• Non-Event: expected but do not occur
  Example: Desire to have a child and inability to conceive
Types, Context and Impact of Transition

Non-Events

• Personal: related to individual aspirations
  Example: Getting a promotion

• Ripple: felt due to non-event of someone close
  Example: Best friend miscarries a child

• Resultant: caused by an event
  Example: 9-11

• Delayed: anticipated event that still might occur
  Example: Retirement
Types, Context and Impact of Transition

Context
• Refers to one’s relationship to the transition and the setting.

Impact
• Alteration in one’s daily life
• Can be positive and negative transitions, equal stress
The Transition Process

• Reactions over time
• Moving in, moving through, and moving out
The Four S's

- Situation
- Self
- Support
- Strategies
Situation

- Trigger
- Timing
- Control
- Role Change
- Duration
- Previous Experience with a Similar Transition
- Concurrent Stress
- Assessment
Self

• Two Categories
• Personal and Demographic Characteristics
  How an individual views life
• Psychological Resources
• Ways of Coping
Support

*Social support*

- Intimate relationships
- Family units
- Network of Friends
- Institutions and Communities
- Type
- Functions
- Measures
Strategies

• Modify the situation
• Control the meaning of the problem
• Aid in managing the stress in the aftermath
Athletes in Transition Theory

• Relevant to student-athletes based on cognitive appraisal and nonevents
• Player to non-player transition
• Theoretical Models and Empirical Models
The transition process will be difficult for athletes who:

1. Have most strongly and exclusively based their identity on athletic performance
2. Have the greatest gap between level of aspiration and level of ability
3. Have had the least prior experience with the same or similar transitions
4. Are limited in their general ability to adapt to change because of emotional and/or behavioral deficits
5. Are limited in their ability to form and maintain supportive relationships
6. Must deal with the transition in a context (social and/or physical) lacking material and emotional resources that could be helpful
Theoretical Models

- Stage Models
- Denial
- Anger
- Bargaining
- Depression
- Acceptance
Developmental Models

- Takes into account diversity of individual and environmental factors
- Adaptation to Transition
- Individual Characteristics
- Environmental factors
- Several other factors should have been suggested (i.e. status loss, confidence, loss of control)
Life Developmental Intervention

- Links transitional theory to an intervention framework
- Enhancement: prepares student athletes to cope with future events
- Supportive: buffer the impact of any stressful aspects of a transition
- Counseling: assists with the difficulty of coping with the aftermath of the transition

Empirical Perspectives

- Quality of Adjustment
- Context in which termination occurs
- Moderators of Adjustment
- Athletic Identity – athletic role as source of self-worth
How to Support our Student Athletes

- Making the Jump
- Athletes in Transition
- CATS
Theory to Practice recommendations
CLASS ACTIVITY:

Week Of Welcome!
Class of 2017

• Divide class into six groups
• Elect Orientation Group Leader
• Choose a student population envelope
• Create Orientation break-out session for your population using the Transition Theory
References