



# F*oo*tSteps to Transition

## Transition Planning Workbook 4.0

### The Moloka'i "Talk Story" Edition

Youth: \_\_\_\_\_

'Ohana Patrol: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Funded by the Health Resources and Services Administration Maternal and Child Health  
Bureau grants D70MC04468, H6MMC20327, & H84MC07999



Greetings Travelers!

Welcome to Transition 4.0! Much like the process of transition itself, our “workbook” must also grow up and present new knowledge. We’ve also expanded our ‘Ohana Patrol to others who have helped us make our own transition.



Family Health Services Division

What hasn’t changed is our essence, our workbook is meant to be a guide to help “talk story” and talk through the planning process of transitioning our youth to adult health.



As our mentor Josie Woll has always taught us, life is a journey, not an event. Transitioning to adulthood does not happen overnight. Successful transition requires time, patience, and a sense of humor.



We hope you will find these materials and our format helpful as you navigate through the complexities and the triumphs of Transition.



Hawai’i Pediatric Association Research and Education Foundation



Hawaii Chapter

Aloha,

Leolinda Parlin  
Family Voices of Hawai’i

Patricia Heu, MD  
Department of Health



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.  
2022



# Paperwork

| Task   | Activities   |
|--|--|
| 1. Obtain Hawai'i State Identification Card<br>(Real ID Compliant) | a. Make appoint with County to apply in person <ul style="list-style-type: none"> <li>• Legal name</li> <li>• Date of birth</li> <li>• Legal Presence</li> <li>• Social Security Number</li> <li>• Proof of Principal Residence (Two documents required)</li> </ul> b. Information & fact sheet:<br><a href="https://hidot.hawaii.gov/hawaiiestateid/">https://hidot.hawaii.gov/hawaiiestateid/</a>  |
| 2. Create Wallet Emergency Info and Medication Card                | a. Emergency contact info<br>b. Allergies and drug interactions<br>c. Medication list<br>d. Pharmacy information<br>e. Physician information<br>f. Communication method  |
| 3. Complete Portable Medical Record Summary                        | a. Obtain information<br>b. Share responsibility for gathering information<br><a href="https://www.hilopaa.org/swag">https://www.hilopaa.org/swag</a>  |
| 4. Obtain Power of Attorney  | a. Medical Power of Attorney <ul style="list-style-type: none"> <li>• Discuss with youth parent role in care</li> <li>• Determine parameters</li> <li>• Notarize document</li> </ul> <a href="http://poaform.org/Hawaii">http://poaform.org/Hawaii</a><br>b. Educational Representative<br><a href="http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-0493.htm">http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-0493.htm</a> |



# Coverage

| Task  | Activities   |
|---|--|
| 1. Find adult health coverage for youth         | a. Dependent coverage up until age 26<br>b. Contact “Personnel” to get requirements for “Adult Disabled Dependent” coverage for after age 26<br>c. Pursue Medicaid coverage<br><a href="http://mybenefits.hawaii.gov/">http://mybenefits.hawaii.gov/</a><br>d. Access the Federal Exchange to review commercial insurance options<br><a href="https://www.healthcare.gov/">https://www.healthcare.gov/</a> |
| 2. Maximize existing benefits                   | a. Specialty visits: dental, etc.<br>b. Early & Periodic Screening, Diagnostic & Treatment (EPSDT)   |
| 3. Apply for Supplemental Security Income (SSI) | a. Online application preferred, phone and face to face options are also available<br>b. Criteria that medical condition will last longer than a year or may result in death<br>c. Children have different criteria than adults<br><a href="https://www.ssa.gov/ssi/text-apply-ussi.htm">https://www.ssa.gov/ssi/text-apply-ussi.htm</a>   |



# Health

| Task  | Activities  |
|---|---|
| 1. Transition to adult health care providers                    | <p>a. Primary care</p> <ul style="list-style-type: none"><li>• Med-Peds</li><li>• Family Medicine</li><li>• Geriatrics</li><li>• Co-management by subspecialists</li><li>• Backup and Support</li></ul> <p>b. Specialty care (e.g., Gynecology, Cardiology, etc.)</p> |
| 2. Track Personal Health Indicators                             | <p>a. Identify health indicators</p> <p>b. Explore health “apps”</p>  |
| 3. Complete reproductive counseling                             | <p>a. Safe sex</p> <p>b. Family planning</p> <p>c. Genetics</p>   |
| 4. Develop maintenance plan for Durable Medical Equipment (DME) | <p>a. Wheelchair servicing</p> <p>b. Warranty information on other equipment</p>  |
| 5. Develop supply ordering schedule                             | <p>a. Vendor information</p> <p>b. Supply information</p> <ul style="list-style-type: none"><li>• Frequency</li><li>• Quantity</li><li>• Delivery method</li></ul>  |



# Career Pathway

| Task                    | Activities   |
|-------------------------|--|
| 1. Skill Development    | a. Chores<br>b. Volunteering<br><a href="https://handsonmaui.galaxydigital.com/need/">https://handsonmaui.galaxydigital.com/need/</a>  |
| 2. Course of Study      | a. Duration<br>b. Path <ul style="list-style-type: none"><li>• Diploma</li><li>• Certificate</li></ul>   |
| 3. Employment Supports  | a. Vocational Rehabilitation<br>Ph: (808) 553-3621<br>b. DD/MR Medicaid Waiver<br>Ph: (808) 553-7898<br>c. Alu Like<br>Ph: (808) 553-5393<br>d. American Job Corps Center<br>Ph: (808) 553-1755    |
| 4. Educational Supports | a. Vocational Rehabilitation<br>b. UH Maui College Disability Services Office<br><a href="http://maui.hawaii.edu/molokai/students-services/">http://maui.hawaii.edu/molokai/students-services/</a> |



# Citizenship

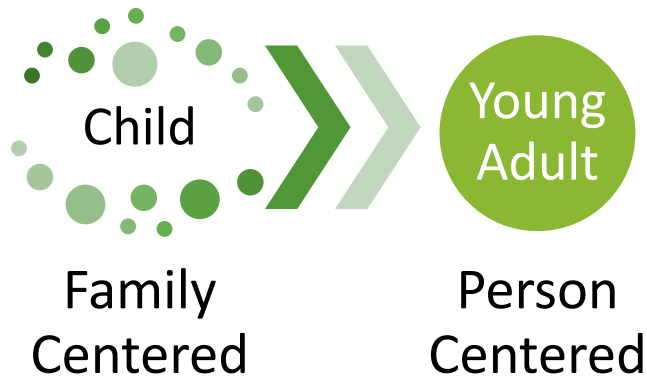
| Task                               | Activities   |
|------------------------------------|--|
| 1. Register to Vote                | <a href="http://hawaii.gov/elections/voters/registration.htm">http://hawaii.gov/elections/voters/registration.htm</a>  |
| 2. Register for Selective Services | <a href="https://www.sss.gov/register/">https://www.sss.gov/register/</a>  |
| 3. Leisure                         | a. Civic engagement<br>b. Recreation<br>c. Social relationships  |
| 4. 'Ohana Patrol                   | a. Develop a natural support system <ul style="list-style-type: none"> <li>• Mutually beneficial</li> <li>• Compatibility</li> <li>• Availability</li> <li>• Location</li> </ul>                                     |
| 5. Living Arrangements             | a. Location<br>b. Independent living services<br>c. Accessibility<br>d. Safety   |
| 6. Alternatives to Guardianship    | a. Cost (time, money, hassle)<br>b. Self Determination<br>c. Conservatorship of property<br>d. Guardianship<br>e. Advanced directive for health care<br>f. Power of Attorney<br>g. Trusts<br>h. Representative Payee |



# Citizenship

| Task                                     | Activities  |
|--|---|
| Alternatives to Guardianship (continues) | i. Joint accounts/money management<br>j. Surrogate decision maker<br>k. Power of Attorney |

## For Parents...





# Skills

## For youth...

The following is a short list of skills that young adults and or the people who care for them need.

|   |   |
|---|---|
| Knows what health insurance is and how to use it                  | Understands diagnosis and impact on health              |
| Understands the impact of aging on diagnosis                      | Able to tell someone about drug allergies and reactions |
| Able to identify medications and their purpose                    | Can identify pain on a scale of 1-10                    |
| Able to tell when something feels different                       | Knows who to contact in the event of emergency          |
| Knows what to do when health is in danger                         | Able to tell the "danger signs" of the condition        |
| Identifies personal health indicators and knows how to track them | Knows about the physical changes in becoming an adult   |
| Understands the need to see doctors who care for adults           | Able to schedule own doctor's appointment               |
| Arranges transportation for appointments                          | Able to refill prescriptions and fill new ones          |



# Skills

|   |  |
|---|--|
| Knows what kind and when to take over the counter medicines       | Has a method to remember when to take medications                  |
| Knows what vendors, pharmacies, or stores carry meds and supplies | Knows how to store supplies and care for equipment                 |
| Knows how to dispose of supplies                                  | Knows specific situations to avoid for health reasons              |
| Knows how often to see the dentist                                | Understands rights under the Americans with Disabilities Act (ADA) |
| Practices monthly self examinations                               | Knows where to go in the event of an emergency                     |
| Prepares for first gynecological examination                      | Able to ask physicians questions                                   |
| Able to use transportation to get around                          | Takes care of personal bathing needs                               |
| Takes care of personal toileting needs                            | Takes care of personal dressing needs                              |
| Prepares meals  | Launders clothes   |
| Has chores  | Has hobbies or leisure activities                                  |



# Skills

|  |   |
|--|---|
| Has opportunities to volunteer                         | Budgets money                                 |
| Maintains friendships                                  | Has a communication system and uses it        |
| Has reliable phone access                              | Identifies needs for work accommodations      |
| Identifies needs for school accommodations             | Aware of rights to community access under ADA |
| Participates in a community recreational activity      | Understands SSI work incentives               |
| Requests copies of reports, plans, and other documents |   |

Consider incorporating these skills into home activities or service planning. Practice makes perfect!



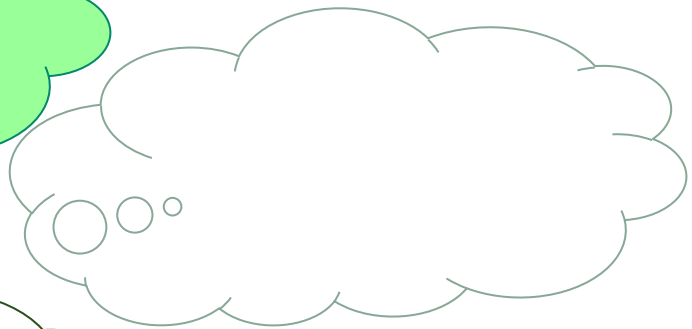
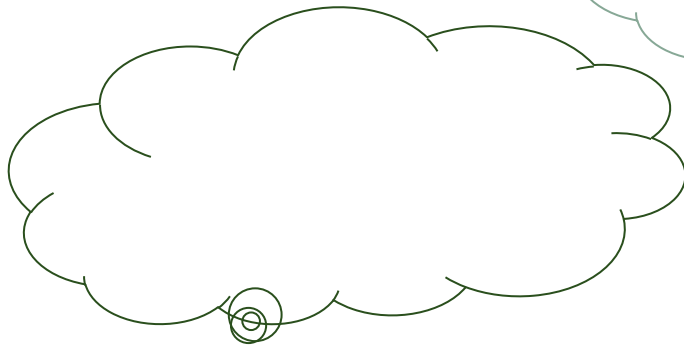
# Brief action Planning

Is there an activity you'd like to start in next week or two?  
Please choose one cloud or fill in an empty one.

Get a state ID

Figure out  
Diploma or  
Certificate

Look for insurance  
on the Exchange



How confident am I in succeeding:

0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Not confident  
Who can help you?

Very confident  
When will I start?



# Long Term Planning

|                | 2022    | 2023    |
|----------------|---------|---------|
|                | Who/how | Who/how |
| Paperwork      |         |         |
| Coverage       |         |         |
| Health         |         |         |
| Career Pathway |         |         |
| Citizenship    |         |         |



# Transition to Adulthood

| 2024    | 2025    | 2026    |
|---------|---------|---------|
| Who/how | Who/how | Who/how |
|         |         |         |
|         |         |         |
|         |         |         |
|         |         |         |
|         |         |         |



# Bridging the Transitions of Children & Youth with Special Health Care Needs (CYSHCN) to Adult Life

## Guiding Principles of the Hawai'i State Team



Family-centered care is the acknowledged best practice model for families who have children/youth with special health care needs. It requires a commitment driven by a collaborative partnership between the family and professionals which enables children/youth to assume increasing ownership of the decision making process. Therefore

- ❖ The transition process for children/youth with special health care needs and their family requires family-centered care which assures best practices, protocols and standards will achieve optimal outcomes including growth despite the difficulty inherent in any change.
- ❖ The transition of children/youth with special health care needs and their family requires a collaborative partnership between the family and the professionals involved.
- ❖ The transition activities for children/youth with special health care needs and their family begins with the initial referral and are on-going as needed or requested
- ❖ The transition of children/youth with special health care needs and their family requires the exchange of information and the transfer of those skills individually determined as appropriate
- ❖ The transition of children/youth with special health care needs and their family is one of shared responsibility between the family and professionals with varying degrees of accountability over time.
- ❖ The transitions of children/youth with special health care needs and their family should be successful and celebrated. *J. Woll 2005*