



# Footsteps to Transition

## Transition Planning Workbook 4.0

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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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.

**HILOPA‘A**



**HO‘OPA‘A**  
HAWAII AUTISM STATE IMPLEMENTATION GRANT

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

Aloha,



Hawaii Chapter

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Family Voices of Hawai'i

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# PaperWork

Task	Activities
<p>1. Obtain Hawai'i State Identification Card (Real ID Compliant)</p>	<p>a. Make appoint with County to apply in person</p> <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> <p>b. Information &amp; fact sheet:  <a href="https://hidot.hawaii.gov/hawaiiid/eid/">https://hidot.hawaii.gov/hawaiiid/eid/</a></p>
<p>2. Create Wallet Emergency Info and Medication Card</p>	<p>a. Emergency contact info</p> <p>b. Allergies and drug interactions</p> <p>c. Medication list</p> <p>d. Pharmacy information</p> <p>e. Physician information</p> <p>f. Communication method</p>
<p>3. Complete Portable Medical Record Summary</p>	<p>a. Obtain information</p> <p>b. Share responsibility for gathering information</p> <p><a href="https://www.hilopaa.org/swag">https://www.hilopaa.org/swag</a></p>



# PaperWork

Task	Activities
4. Obtain Power of Attorney	<p>a. Medical Power of Attorney</p> <ul style="list-style-type: none"><li>• Discuss with youth parent role in care</li><li>• Determine parameters</li><li>• Notarize document</li></ul> <p><a href="http://poaform.org/Hawaii">http://poaform.org/Hawaii</a></p> <p>b. Educational Representative</p> <p><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></p>
5. Archive Documents	<p>a. Secure evaluations confirming diagnosis</p> <p>b. Compile assessments and service plans</p> <p>c. Create list of providers</p> <p>d. Maintain a quick list of schools attended</p> <p>e. Place in dry, safe and accessible location</p> <p>Include “identity documents” and other frequently shared paperwork</p>

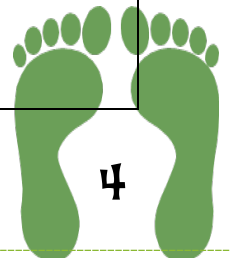


# Coverage

Task	Activities
1. Find adult health coverage for youth	a. Dependent coverage up until age 26 b. Contact “Personnel” to get requirements for “Adult Disabled Dependent” coverage for after age 26 c. Pursue Medicaid coverage <a href="http://mybenefits.hawaii.gov/">http://mybenefits.hawaii.gov/</a> d. Access the Federal Exchange to review commercial insurance options <a href="https://www.healthcare.gov/">https://www.healthcare.gov/</a>
2. Maximize existing benefits	a. Specialty visits: dental, etc. 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 b. Criteria that medical condition will last longer than a year or may result in death c. Children have different criteria than adults <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	a. Primary care <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> b. Specialty care (e.g., Gynecology, Cardiology, etc.)
2. Track Personal Health Indicators	a. Identify health indicators b. Explore health “apps”
3. Complete reproductive counseling	a. Safe sex b. Family planning c. Genetics
4. Develop maintenance plan for Durable Medical Equipment (DME)	a. Wheelchair servicing b. Warranty information on other equipment
5. Develop supply ordering schedule	a. Vendor information b. Supply information <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 b. Volunteering <a href="https://handsonmaui.galaxydigital.com/need/">https://handsonmaui.galaxydigital.com/need/</a>
2. Course of Study	a. Duration b. Path <ul style="list-style-type: none"><li>• Diploma</li><li>• Certificate</li></ul>
3. Employment Supports	a. Vocational Rehabilitation Ph: (808) 553-3621 b. DD/MR Medicaid Waiver Ph: (808) 553-7898 c. Alu Like Ph: (808) 553-5393 d. American Job Corps Center Ph: (808) 553-1755
4. Educational Supports	a. Vocational Rehabilitation b. UH Maui College Disability Services Office <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 b. Recreation 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 b. Independent living services c. Accessibility d. Safety

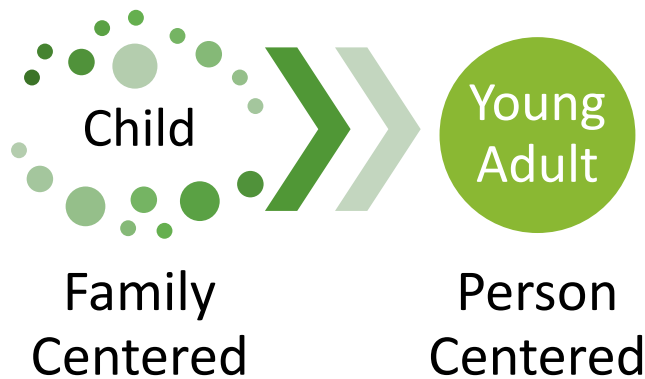




# Citizenship

<p>6. Alternatives to Guardianship</p>	<ul style="list-style-type: none"><li>a. Cost (time, money, hassle)</li><li>b. Self Determination</li><li>c. Conservatorship of property</li><li>d. Guardianship</li><li>e. Advanced directive for health care</li><li>f. Power of Attorney</li><li>g. Trusts</li><li>h. Representative Payee</li><li>i. Joint accounts/money management</li><li>j. Surrogate decision maker</li><li>k. Power of Attorney</li></ul>
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## 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

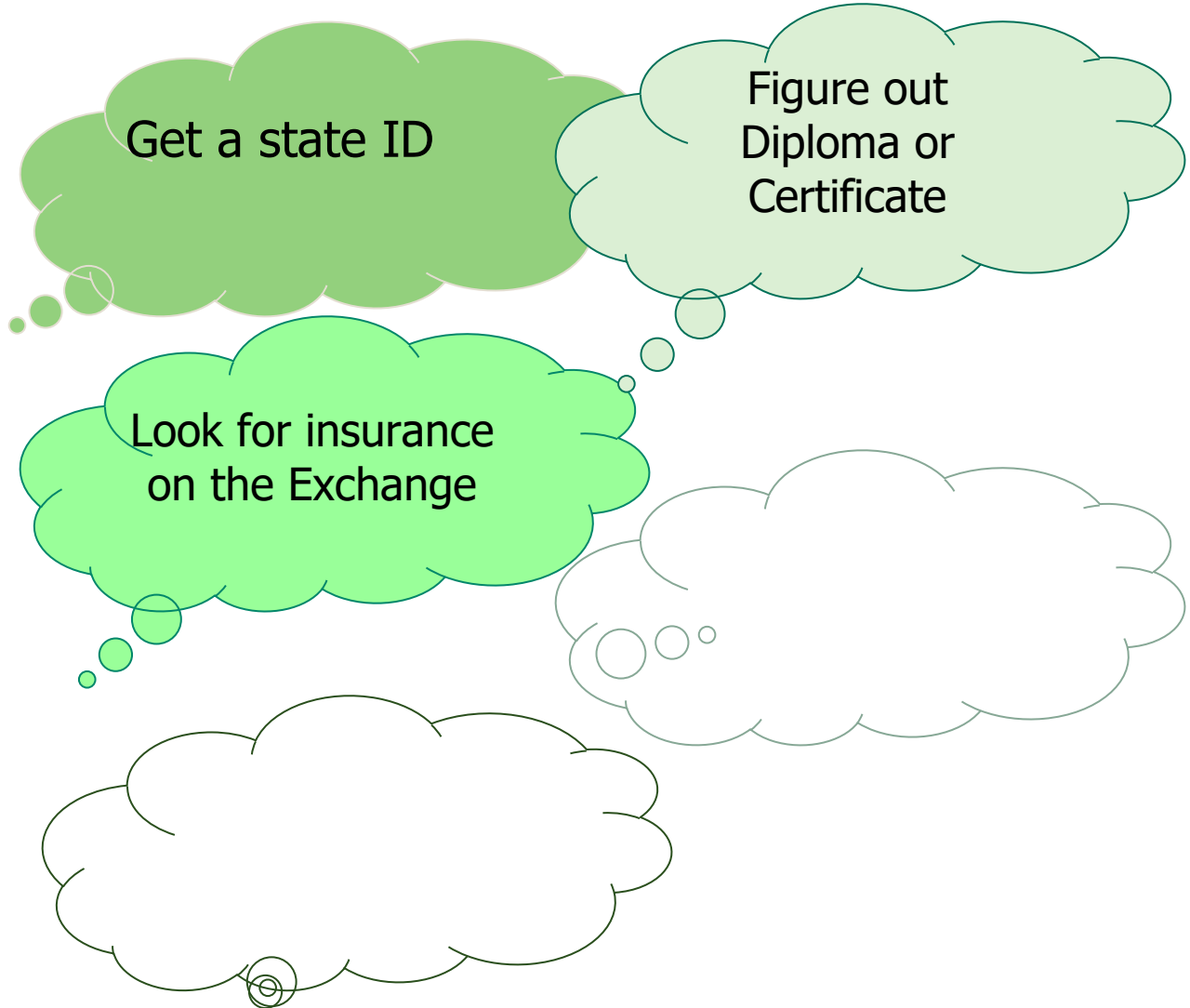
Has opportunities to volunteer	Budgets money
Maintains friendships	Has a communication system and uses it
Has reliable phone access	Identifies needs for work accommodations
Identifies needs for school accommodations	Aware of rights to community access under ADA
Participates in a community recreational 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.



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*