

Health Care Transition in Special Education

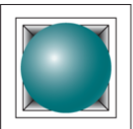
DC Secondary Transition Institute

October 18th 2019

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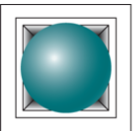
The National Alliance to Advance Adolescent Health



THE NATIONAL ALLIANCE
TO ADVANCE ADOLESCENT HEALTH

Overview

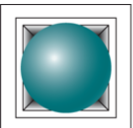
- Background about health care transition, national work, and DC work
- Importance of health in independent living
- Health Care Transition Readiness Assessment and Sample Goals



About Got Transition

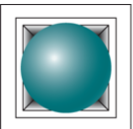
National Efforts: Got Transition is the national resource center on health care transition (HCT), funded by HHS' Maternal and Child Health Bureau (MCHB), and operated by The National Alliance to Advance Adolescent Health

DC Efforts: DC Health has funded The National Alliance to improve access to evidence-based health care transition supports



Goals of Health Care Transition

- To improve the ability of youth and young adults to manage their own health and effectively use health services
- To ensure a planned process for transition preparation, transfer of care, and integration into adult care



Got Transition's Initiatives

- 1. *HCT Quality Improvement Spread***

Ensuring that health systems implement evidence-based transition supports

- 2. *Education and Transition of Health Professionals***

Keeping doctors, nurses, social workers up-to-date on new HCT clinical recommendations

- 3. *Youth, Young Adult, and Family Engagement***

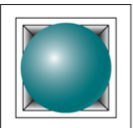
Involving and educating them about the importance of planned transitions to adult care

- 4. *Research and Policy Development***

Strengthening HCT evidence and policy and encouraging interagency transition efforts to include health

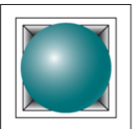
- 5. *Operating a national clearinghouse***

www.GotTransition.org



National Context for HCT

- Transition-aged youth (12-26) represent 20% of the US population and an estimated 25-30% have chronic conditions
- In the US, 85% of youth with special needs report not receiving services necessary for transition to adult health care
- HHS' Maternal Child Health Bureau established a National Performance Measure (NPM) on HCT
 - The NPM aims to increase the % of adolescents, with and without special needs, who receive services necessary to make the transition to adult health care
 - 31 states, including DC, selected HCT as a priority in their 5-year plans



Positive Outcomes Associated with a Structured HCT Process for Youth with Special Needs

Population Health

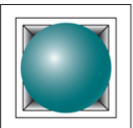
- Adherence to care
- Self-reported health/quality of life
- Self-care skills

Patient Experience of Care

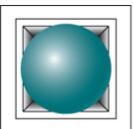
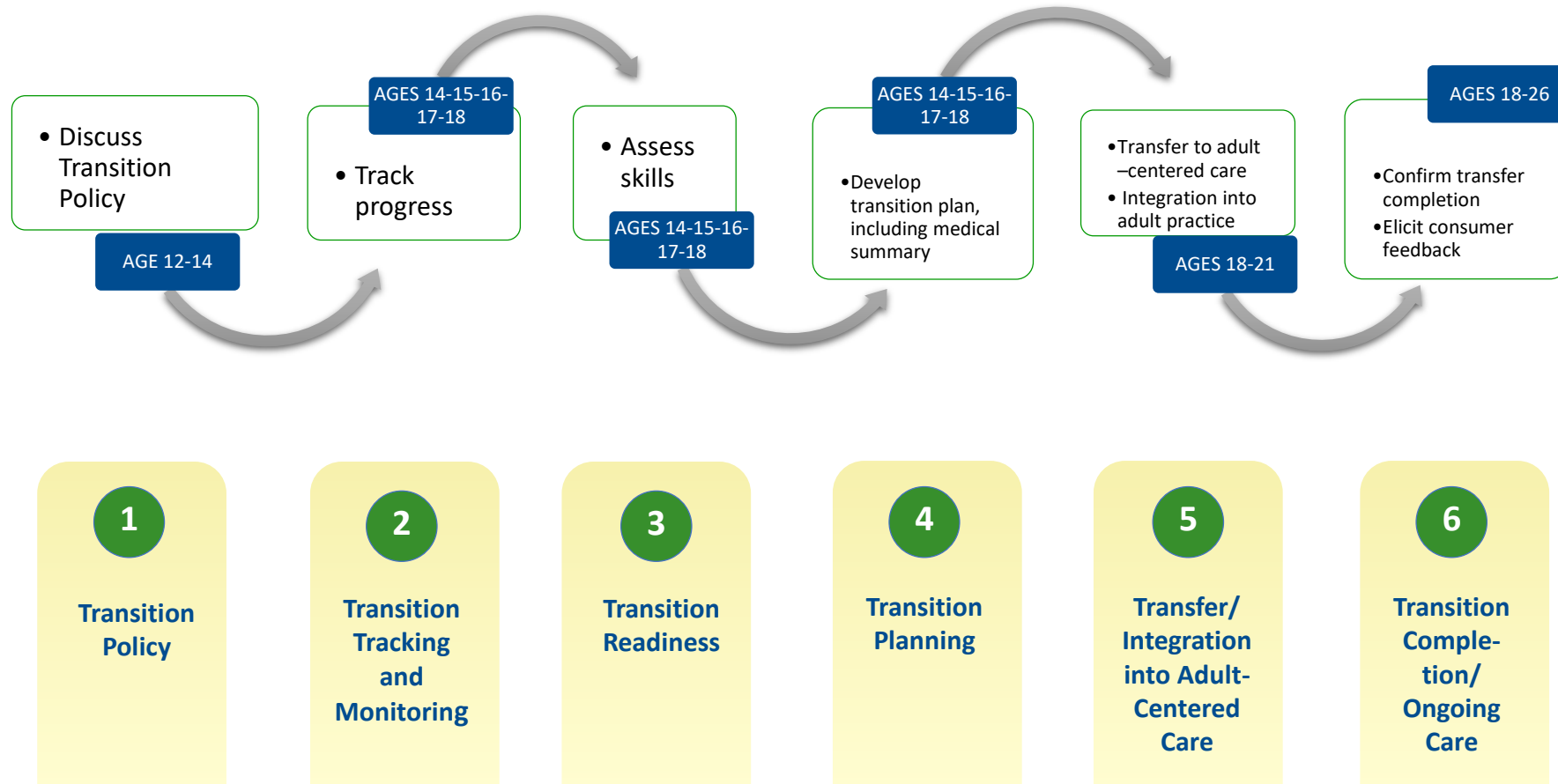
- Satisfaction with transition, transfer
- Increased time alone
- Reductions in transition barriers

Utilization of Care

- Increased visits to adult providers
- Reduced lag between last pediatric visit and first adult visit
- Reduced hospital admissions



Six Core Elements of HCT

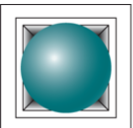


DC Health-Funded Transition Work

Since 2009, grants from DC Health's Community Health Administration focus on making DC a national leader on HCT

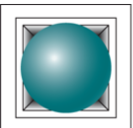
Current initiatives:

1. School-based health center (SBHC) transition efforts
2. Mary's Center medical and mental health transition efforts
3. Health professional education on HCT
4. Participation in interagency transition planning
5. Development of Medicaid policy options for HCT



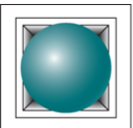
School-Based Health Center HCT Efforts

- Medstar SBHCs: Anacostia, Roosevelt
- Children's National Medical Center SBHCs: Ballou, Coolidge, Dunbar
- Regular, in-person meetings with Got Transition
- Select and customize specific core elements, with input from staff & youth
 - Welcome and care policy
 - Transition readiness assessment
 - Medical summary
 - Finding an adult doctor
- Determine clinic process for implementation
- Pilot, spread, and measure baseline and annual progress
- Offer health education to students on self-care skills



SBHC Process and Health Education Strategy

- **Welcome & Care Policy:** Poster in waiting and exam rooms. Handout for all students at front desk
- **Transition Readiness Assessment:** Conducted as part of preventive visits and documented in electronic medical record
- **Finding an Adult Doctor:** A list of health clinics, doctors, sexual health websites, and a mental health helpline is shared with seniors
- **Health Education:** Clinic tour, self-care education targeting carrying health insurance, making doctor appointments, refilling prescriptions, and entering health information on their cell phone



SBHC Welcome & Care Policy

Welcome!

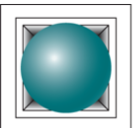
The School Based Health Center at **Coolidge High School**
welcomes you to our clinic, which is run by
Children's National Medical Center.

When you come see us...

- We provide **high quality** and **confidential** care.
- We offer **well checkups**, immunizations, **sick care**, mental health counseling, sexual health services, and dental care.
- **Care is free** for **current Coolidge HS students**. We can't give care to students who are not at Coolidge HS.
- We care for students with **any insurance** and those with **no insurance**.

To visit us...

- We are open Monday – Friday from **8:00am-4:30pm**.
 - Come in person to make an appointment.
 - If it is **not during school hours**, call **(202) 476-5464**. We have different hours during school holidays and breaks.
 - **If you are sick**, you can walk in during the day for an appointment. **Sports physicals** and well checkups need to be scheduled ahead.
-
- We **will not discuss your mental health or sexual health with anyone** else unless you ask that we do.
 - **Parent consent** is needed to receive care, **except** for student needs related to **mental health, substance abuse, and sexual health**. At the start of the year, we ask parents to sign a consent form that will **last for your entire school enrollment**. If your parent has not signed a consent form, please stop by the center to pick up a form.
 - Before you leave Coolidge High School, we will help you **find a new adult doctor** or clinic. If you have any questions or concerns, please **feel free to ask us**.



Now that you are leaving high school and will no longer be using the School Based Health Center (SBHC) at **Coolidge High School**, it is time to find a new adult doctor to stay healthy and treat you when you are not feeling well.

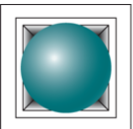
Steps you can take to find a new adult doctor:

1. Ask your doctor at the SBHC for a referral.
2. Ask your parents, family members, and friends who they see and if they like their doctor.
3. Look on your health insurance website for a list of adult doctors (under internists, family physicians, family nurse practitioners, or specialists, if needed).

Before you choose a doctor or clinic, here are some questions to think about:

1. What kind of doctor do you need? A primary care doctor, a specialist, a dentist, a mental health provider?
2. Where is the doctor's office or clinic located (near public transportation)?
3. What are the office hours and are there walk-in options for primary and urgent care?
4. What services are offered (preventive check-ups and sick care, sexual health services, dental health services, mental health services, other)?
5. Does the doctor's office or clinic accept your health insurance?
 - Not all doctors or clinics accept all types of insurance. Call to be sure the clinic takes your insurance type.
 - Remember to always carry your health insurance information with you (in your wallet or on your phone).

SBHC Finding an Adult Doctor



SBHC Finding an Adult Doctor

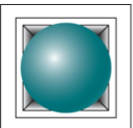
Have sexual or reproductive health concerns?

- Contact the DC Health & Wellness Center (formerly known as the STD Clinic) at 202-741-7692 or 77 P Street NE, Washington DC 20002.
- They are open Mon–Wed and Fri 8:30am–3:00pm; Thurs 8:30am–11:00am.
- The new clinic offers easy and affordable sexual health care with a bilingual staff, a convenient location, and same-day appointments.
- They offer expert services, including health screenings, STD testing and treatment, HIV and STD prevention resources, and more.

Need help with mental health concerns or emergency psychiatric care?

- Call the Access Helpline at 1-888-793-4357.
- The Helpline is staffed by behavioral health providers 24/7 who can refer a caller to immediate help or ongoing care.
- Call the Access Helpline for help dealing with the drama of family, death, school, drugs, gangs, and violence. The Helpline can help sort out and manage feelings of hopelessness, anger, grief, stress, or whatever is troubling.
- This is the easiest way to obtain services provided by the DC's Department of Behavioral Health and its behavioral health care providers.

Please see next page for local clinics you can contact for a new adult doctor.



SBHC Finding an Adult Doctor

Near Coolidge High School:

Bread for the City Medical Clinic

1525 7th St. NW
Washington, DC 20001
202-265-2400

Children's Health Center Shaw

(will only see you until 22nd birthday)
2220 11th St. NW
Washington, DC 20001
202-476-5500

Children's Health Center Adams Morgan

(will only see you until 22nd birthday)
Dorchester House
1630 Euclid St. NW
Washington, DC 20009
202 476-5580

La Clínica Del Pueblo

2831 15th St. NW
Washington, DC 20009
202-462-4788

Mary's Center

2333 Ontario Rd. NW
Washington, DC 20009
202-483-8196

Mary's Center

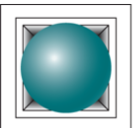
3912 Georgia Ave. NW
Washington, DC 20011
202-483-8196

Medics USA

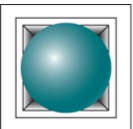
2750 14th St. NW, Suite C
Washington, DC 20009
202-595-8813

Medics USA

1700 17th St NW, Suite A
Washington DC 20009
202-483-4400

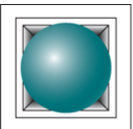


Health Care Transition for Students with an IEP



IDEA Federal Statute on Transition Planning Process

- Includes no explicit reference to health
- “Transition services means a coordinated set of activities that include post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation.”



The Importance of Health

Independent Living

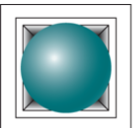
- Providing more of the educational, economic, social, and **health supports** needed by *all* young adults—particularly those whose background and characteristics put them at risk of experiencing the greatest struggles—will ensure equal opportunity, erase disparities, and enable more young adults to successfully embrace adult roles as healthy workers, parents, and citizens.

Employment

- A healthy and productive workforce is critical for economic success and population health. Illness at the workplace can result in lost productivity, which arises from two sources: absenteeism and presenteeism. Absenteeism refers to an employee's time away from work due to illness or disability.

Post-Secondary Education

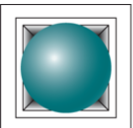
- A top reason college students withdraw from their education is because they are experiencing serious illness or injury



Independent Living and HCT

Committee on Improving Health Outcomes for Children with Disabilities - *Opportunities for Improving Programs and Services for Children with Disabilities:*

- The IOM identified 5 primary types of services within the health care sphere of particular importance for children with disabilities: 1) habilitative and rehabilitative services, 2) mental and behavioral health services, 3) health promotion and wellness services, 4) assistive technology services, and **5) services that help children transition from pediatric to adult health care.**
- “Recent decades have seen increased focus on providing services and supports that encourage positive transitions from secondary education to postsecondary education or productive employment. **However, much less attention has been given to assisting children, especially those with disabilities, in transitioning from pediatric to adult health care services.**”
- The Committee concluded there was “a lack of preparedness among children with disabilities for transitioning to adult services and programs and **gaps in continuity of care** during the transition to adult programs and services.”



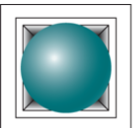
OSSE Secondary Transition Webinar: Independent Living

Skill Domains for Independent Living



Health

- Adult service linkages
- Substance abuse education
- Health insurance
- Access to medical care
- Medication education
- First aid



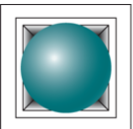
Including HCT in the IEP Transition Plan

1) Health Care Transition Readiness Assessment

- Completion of Got Transition's Health Care Transition Readiness Assessment will reveal student knowledge about their health and using health care and areas they need to learn more about.

2) Health Care Transition Sample Goals

- Practical, achievable, and measurable sample goals based on the results of the assessment can be used by IEP team to develop transition plan goals.



HANDOUT: Health Care Transition Readiness Assessment for Students

This health care transition readiness assessment is intended for students and their family/caregivers to compete as part of IEP transition planning meetings. If a student is unable to fill out this form, the student can complete it with the help of their family/caregiver.

Directions: Please check the box next to the answer that best applies to you right now. This helps us see what you already know about your health and using health care and areas that you need to learn more about.

Student Name:

Student Date of Birth:

Completed By:

Date Completed:

Personal Care *(related to dressing, eating, bathing, and movement)*

- ☐ I am able to care for all my needs
- ☐ I need a little bit of help to care for my needs
- ☐ I need a lot of help to care for my needs
- ☐ I need help to care for all my needs

Use of Communication Supports

- ☐ Text-to-speech technology
- ☐ Assistive Listening Systems
- ☐ ASL/Interpretation technology
- ☐ Other technology:
- ☐ I do not use communication supports

Transition Importance & Confidence *On a scale of 0 to 10, please circle the number that best describes how you feel right now.*

**The transition to a doctor who cares for adults usually occurs between ages 18-22.*

How important is it to you to move to a doctor who cares for adults by age 22*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
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How confident do you feel about your ability move to a doctor who cares for adults by age 22*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
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My Health

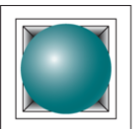
Please check the box that applies to you right now.

	Yes	I want to learn	No
I can name my disability, medical, or mental health diagnosis (e.g. diabetes, depression).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can name 2-3 people who can help with my disability, medical, or mental health needs in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before a doctor's visit, I prepare questions to ask.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know to ask the doctor's office for accommodations, if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a way to get to my doctor's office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the name(s) of my doctor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know or I can find my doctor's phone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to make my doctor's appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my food allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My Medicines

Please check the box that applies to you right now.

	Yes	I want to learn	No
I know the name of the medicines I take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the amount of the medicines I take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when I need to take my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to read and follow the direction labels on my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do when I run out of my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my medicine allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



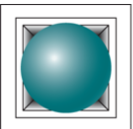
Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

If a student has responded “No” or “I want to learn” to any of the items on the Health Care Transition Readiness Assessment, please use the following sample goals as a guide when creating goals in the IEP transition plan.

HCT READINESS ASSESSMENT ITEM	SAMPLE GOAL
MY HEALTH	
I can name my disability, medical, or mental health diagnosis (e.g. diabetes, depression).	With instruction from the special education teacher/school counselor/school nurse, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of their medical or mental health diagnosis(es), with ___% accuracy, by the end of the IEP cycle.
I can name 2-3 people who can help with my disability, medical, or mental health needs in an emergency.	With instruction from the special education teacher, student will be able to input their emergency contacts’ information on their phone and name and identify the contacts in their phone when asked, with ___% accuracy, by the end of the IEP cycle.
Before a doctor’s visit, I prepare questions to ask.	With instruction from the special education teacher and Got Transition’s resource, student will prepare and practice asking a few questions to their doctor before their next appointment, with ___% accuracy, by the end of the IEP cycle.
I know to ask the doctor’s office for accommodations, if needed.	With instruction from the special education teacher, student will know which accommodations they need to request at a doctor’s office, with ___% accuracy, by the end of the IEP cycle.
I have a way to get to my doctor’s office.	With instruction from the special education teacher, student will know how to plan transportation to their doctor’s office ahead of time, with ___% accuracy, by the end of the IEP cycle.
I know the name(s) of my doctor(s).	With instruction from the special education teacher, student will be able to input their doctor’s contact information on their phone and name and identify their doctor in their phone when asked, with ___% accuracy, by the end of the IEP cycle.
I know or I can find my doctor’s phone number.	With instruction from the special education teacher, student will be able name and identify their doctor in their phone when asked, with ___% accuracy, by the end of the IEP cycle.
I know how to make my doctor’s appointments.	With instruction from the special education teacher, student will learn to know how to call their doctor’s office or use an online portal to schedule a future appointment, with ___% accuracy, by the end of the IEP cycle.
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	With instruction from the special education teacher, student will keep their insurance card safely in their wallet/backpack or take a photo of it and store it on their phone and be able to retrieve the insurance card when asked, with ___% accuracy, by the end of the IEP cycle.
I know my food allergies.	With instruction from the special education teacher/school counselor/school nurse, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of the foods they are allergic to, with ___% accuracy, by the end of the IEP cycle.

HANDOUT:

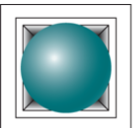
Sample Goals for the HCT Readiness Assessment for Students with an IEP



Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

HANDOUT: Sample Goals for the HCT Readiness Assessment for Students with an IEP

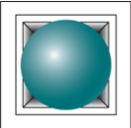
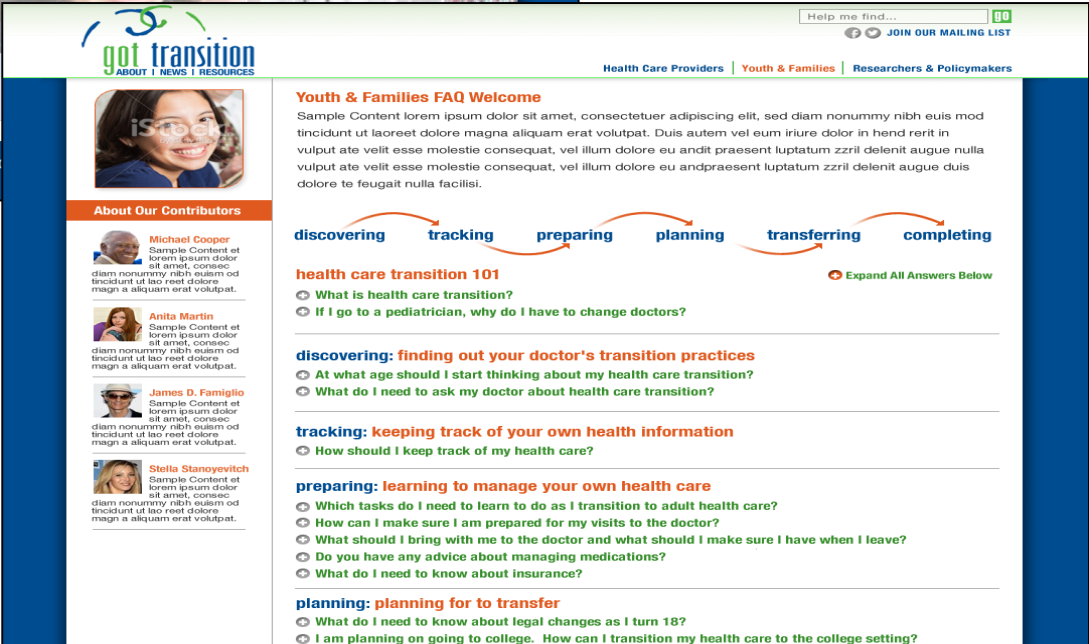
<i>HCT READINESS ASSESSMENT ITEM</i>	<i>SAMPLE GOAL</i>
MY MEDICINES	
I know the name of the medicines I take.	With instruction from the special education teacher/school counselor/school nurse, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of their medicines, with __% accuracy, by the end of the IEP cycle.
I know the amount of the medicines I take.	With instruction from the special education teacher/school counselor/school nurse, student will be able to say aloud and/or spell out and/or enter into their cell phone the dosages of their medicines, with __% accuracy, by the end of the IEP cycle.
I know when I need to take my medicines.	With instruction from the special education teacher/school counselor/school nurse, student will be able to identify at what time to take their medicines, with __ % accuracy, by the end of the IEP cycle.
I know how to read and follow the direction labels on my medicines.	With instruction from the special education teacher/school counselor/school nurse, student will be able to identify, read, and follow the directions on their medicines, with __ % accuracy, by the end of the IEP cycle.
I know what to do when I run out of my medicines.	With instruction from the special education teacher/school counselor/school nurse student will learn to call their doctor's office or pharmacy to ask about medication refills, with __ % accuracy, by the end of the IEP cycle.
I know my medicine allergies.	With instruction from the special education teacher/school counselor/school nurse, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of the medicines they are allergic to, with __% accuracy, by the end of the IEP cycle.





Want more information?

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TO ADVANCE ADOLESCENT HEALTH