

Module 7:  
Health Care Skill  
Development

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Learning Objectives

- ▶ List specific steps for making a health care transition plan
- ▶ Use the FloridaHATS tools with students, parents, and colleagues
- ▶ Identify health care activities and tasks for students' IHPs/504s/IEPs

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Health Care Skill Development:  
Significance

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Expectations for Health Care Skill Development

- ▶ Understand and describe medical condition
- ▶ Relay medical history
- ▶ Communicate with medical providers
- ▶ Complete health management tasks

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YSHCN and Health Care Skills Building

- ▶ Communication
- ▶ Routine Tasks
- ▶ Emergencies

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Health Care Skills: Significance for Students



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## Health Care Skill Development: Making a Plan

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### The Transition Process: Skill Development

- |                            |                            |
|----------------------------|----------------------------|
| 1. Envisioning a Future    | 5. Doctor Visits           |
| 2. Basic Knowledge         | 6. Health Care Transition  |
| 3. Health Care Practices   | 7. Transition to Adulthood |
| 4. Medications & Equipment | 8. Health Care Systems     |

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### Transition Services in IEPs

- ▶ Instruction
- ▶ Community experiences
- ▶ Develop employment objectives
- ▶ Daily living skills
- ▶ Managing medications and equipment
- ▶ Self-care skills

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### Major Life Activities & 504 Plans

- ▶ Caring for oneself
- ▶ Performing manual tasks
- ▶ Walking
- ▶ Seeing
- ▶ Hearing
- ▶ Speaking
- ▶ Breathing
- ▶ Learning
- ▶ Working

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### HCT Activities = IHP Activities

- ▶ Addresses health needs
  
- ▶ Develops health skills
  
- ▶ Focus on health care transition during adolescence

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### Step 1: Review Assessment Results

	No, I do not know how	No, but I want to learn	No, but I am learning to do this	Yes, I have started doing this	Yes, I always do this when I need to
<b>Managing Medication</b>					
1. Do you fill a prescription if you need it?					
2. Do you know what to do if you are having a bad reaction to your medication?					
3. Do you take medications correctly and on your own?					
4. Do you remember medications before they run out?					
<b>Appointment Keeping</b>					
5. Do you call the doctor's office to make an appointment?					
6. Do you follow-up on any referral for tests, check-ups or					

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### Integrate with IEP Transition Plan

**Annual Goals and Short-Term Objectives or Benchmarks:**

Goal:  
Mastery criteria:  
Other:  
Assessment procedure:  
Progress reports will be provided:  
If other, describe:

**Short-Term Objectives or Benchmarks:**

Goal:  
Mastery criteria:  
Other:  
Assessment procedure:  
Progress reports will be provided:  
If other, describe:

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### Integrate with 504 Plan



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### Integrate with IHP

**Review of Risk Factors:**  
List all risk factors that may impact the student's ability to successfully complete the IHP. Check all that apply.  
None of the above

Behavioral	_____	Medical	_____
Physical	_____	Learning	_____
Emotional	_____	Other	_____
Academic	_____	Other	_____
Other	_____	Other	_____

**Parent/Family:**  
Changes in the student's life that may affect the IHP:  
\_\_\_\_\_  
\_\_\_\_\_

**Team Goals:**  
List all team goals that will be developed and implemented as part of the IHP. Include specific strategies to be used.  
\_\_\_\_\_  
\_\_\_\_\_

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### Step 4: Carrying Out the Plan



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### Partners for HCT in Student Plan

- ▶ CMS Plan staff
  
- ▶ Primary Care Pediatrician
  - ▶ And care coordinators
  
- ▶ Child-focused Specialists
  
- ▶ OT/PT/Speech

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### Step 5: Checking In

- ▶ Follow-up
  
- ▶ Re-assess with each new IHP/504/IEP
  
- ▶ Make new goals
  
- ▶ Adjust activities

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Interactive Question

How do steps 1-5 match the IEP process? The Section 504 process? IHPs?

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Horizontal lines for writing answers to the question on slide 22.

Health Care Skill Development: Activities & Tasks

23

Horizontal lines for writing notes or answers related to slide 23.

The Transition Process: Activities

- 1. Envisioning a Future
- 2. Basic Knowledge
- 3. Health Care Practices
- 4. Medications & Equipment
- 5. Doctor Visits
- 6. Health Care Transition
- 7. Transition to Adulthood
- 8. Health Care Systems

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Horizontal lines for writing notes or answers related to slide 24.



### Gradual Release of Responsibility

- ▶ First we do it for you
- ▶ Then we do it with you
- ▶ Then we watch you do it
- ▶ Then you do it completely independently

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### Discuss Medical Tests

- ▶ Supports communication:
  - ▶ Multiple physicians
  - ▶ Insurance

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### Directing Personal Care

- ▶ Rehearse directing others
- ▶ Communicate needs & instructions
- ▶ Center for Independent Living

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Medication Management

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- ▶ Carry a medication list
- ▶ Names, dosages, and schedule
- ▶ What each medication treats
- ▶ Expected effects
- ▶ Potential side effects
- ▶ Filling prescriptions
- ▶ Insurance approval

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Medical Equipment

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- ▶ Use
- ▶ Maintenance
- ▶ Ordering
- ▶ Insurance approval

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Doctor Visits

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- ▶ Fosters independence
- ▶ Confidential interaction
- ▶ Change tasks throughout transition plans

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### Medical Journal

- ▶ Emergency summary page
- ▶ Medical history
- ▶ Providers' contact information
- ▶ Current treatments
- ▶ Medications
- ▶ Additional health information
- ▶ Allergies
- ▶ Questions for next medical visit

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### Health Care Transition Summary

Diagnosis	Managing Provider / Specialist	Address	Phone
1.			
2.			
3.			
4.			
5.			

Current Medications	Current Medications
1.	6.
2.	8.
3.	7.
4.	5.

Current Therapies	Frequency	Provider	Contact Information
1.			

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### E-Summaries

- ▶ Electronic Medical Record: Patient portal
- ▶ Cell phone tools
- ▶ Downloadable apps

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### Downloadable Apps

- ▶ My Medical
  - ▶ <http://www.mymedicalapp.com>
  
- ▶ My Med Schedule
  - ▶ <https://secure.medactionplan.com/mymedschedule/transplantexperience/>

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### Transferable Skills

- ▶ Call pharmacy for prescription refill
  
- ▶ Describe chronic condition to a new provider
  
- ▶ Complete insurance forms

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### Interactive Questions

How do these skills compare to the communication skills, employment, and post-secondary prep skills that you typically include in transition plans?

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Health Care Skill Development:  
Students' Health Literacy,  
Communication and Self-Management

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Patient Self-Management Booklets

- ▶ *Since You're Not a Kid Any More*
  - ▶ Ages 12 – 14, Envisioning a Future
  
- ▶ *Now That You're in High School*
  - ▶ Ages 15 -17, Age of Responsibility
  
- ▶ *When You're 18, You're in Charge of Your Health*
  - ▶ Ages 18+, Age of Transition

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Since You're Not a Kid Anymore



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Now That You're in High School



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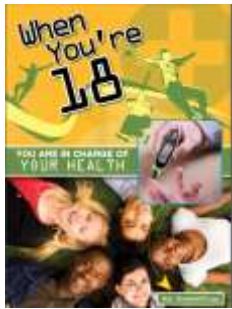
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When You're 18, You're in Charge



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Booklet Features

- ▶ Material for YSHCN
- ▶ Health care terms and definitions
- ▶ Staying healthy
- ▶ Increasing responsibility

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Booklet Activities

- ▶ Independent living
- ▶ Condition management
- ▶ Visit planning
- ▶ Self-advocacy

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RESOURCE: My Health Care Curriculum

- Students with intellectual or developmental disabilities (ID/DD)
- 22 hours of classroom instruction
- Health literacy, communications and self-management skills

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My Health Care Curriculum

- Use the GLADD approach
  - ▶ Give information
  - ▶ Listen and learn
  - ▶ Ask questions
  - ▶ Decide on a plan
  - ▶ Do your part
- Accessible through Florida Department of Education's CPALMS and Florida Developmental Disabilities Council

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RESOURCE: What's HEALTH Got to Do with TRANSITION?



- What does it mean to be 18?
- What is guardianship and do I need it?
- What insurance do I need?
- How do I find an adult doctor?
- How do I take medications safely?
- What should I do in a medical emergency?
- What can I do to protect myself?

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What's HEALTH Got to Do with TRANSITION? Curriculum

- ▶ ESE and general education students
- ▶ 40 hours of classroom instruction
- ▶ Self-advocacy, decision-making and self-management skills

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Joe's IEP

- ▶ Envisioning a Future
- ▶ Age of Responsibility
- ▶ Age of Transition
  - ▶ Early
  - ▶ Late

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ICHP



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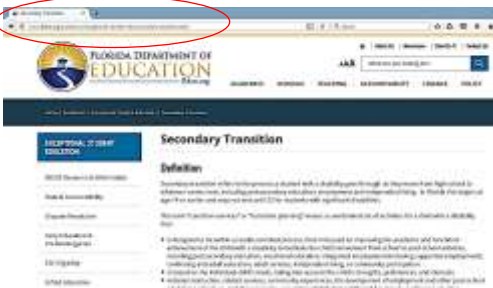
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Florida Department of Education



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Center for Independent Living Locator



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## Project 10



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## Health Goals and IEPs

### Resources for Families

#### Resources for Youth and Families for ICAAPs Transitioning Youth to Adult Care Courts

Below are a number of resources and tools to help youth and families in the transition from pediatric to adult health care. The project developed tools were created by professionals, in practice, transition experts, youth, and parents and the remaining resources are nationally published tools and resources from partner organizations.

The development of these resources is supported by a state memorandum grant from the Department of Health and Human Services, Health Resources and Services Administration, Adolescent and Child Health Bureau.

The resource tools were developed by ICAAP and Spectrum CARE for Children at the University of Illinois at Chicago.

#### Health and the Transition to Adulthood: Building the Foundation for Success

The Integrated Services Initiatives of the Illinois Chapter of the American Academy of Pediatrics and ILL Spectrum Care and Children presented a manual for parents and families on incorporating health goals into IEPs and transition plans. The resulting set of 200 webinars is available [here](#) and the video are available [here](#). The resources and tools discussed in the webinars are available in PDF table below.

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## Key Points

- ▶ Include health care skills when creating IHPs/504s/IEPs
- ▶ Address 1-3 skills
- ▶ Tailor tools & activities to individual needs
- ▶ Review and update at annual meetings

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