Health Care Transition Resources for Florida Secondary Schools

Professional Development and Instruction
Agenda

- Background
- Professional Development
- Student Instruction
- Other Tools & Resources
Background
Education Transition

- Mandated by the Individuals with Disabilities Education Act (IDEA) of 1990, the IDEA Amendments of 1997, and the IDEA Improvement Act of 2004

- Transition services must be offered to students with disabilities by age 16 (age 14 in Florida) addressing the areas of (a) instruction, (b) community experiences, (c) employment, (d) postsecondary living skills, (e) functional vocational evaluation, and (f) related services.

- Individualized Education Plan (IEP): Measurable postsecondary goals related to training, education, employment, and independent living along with needed transition services are required.
Health Care Transition

Health Care Transition (HCT)
The purposeful, planned movement of adolescents and young adults from child-centered to adult-oriented health care systems.

Preparation
Increased responsibility for health care self-management; understanding and planning for changes in health needs, insurance, and providers in adulthood; should occur across ages 12-21+

Transfer of Care
Discrete event, physical transfer from a pediatric to an adult provider; should occur between ages 18-21+

Successful Transition
Patients are engaged in and receive on-going patient-centered adult care.
Skills to be taught in both systems

- Planning
  - For health care
  - For education/employment
  - Considering health needs in post-school outcomes

- Self advocacy
  - With health care providers
  - With professors/employers
  - With insurance companies
  - With friends/colleagues

- Self management
  - Literacy
  - Communication
  - Negotiation
  - Follow through

- Self determination
  - Goal setting
  - Developing competence/confidence
  - Decision making
  - Valuing the outcome
Sample health care self management skills for emerging adults

- Name chronic medical conditions or allergies
- Know the correct names of medications, when to take them, and why
- Take medications independently
- Order medications when needed
- Call to make doctor appointments
- Know what to do in case of an emergency
- Know what to do to stay healthy, and do it without being reminded

If students cannot already do these things, they need to learn!
Importance of Collaboration

- Better health will allow the adult to work

- Rewarding work will keep the adult motivated to care for self, and facilitate insurance coverage

- Both processes use similar skills that can be applied across settings
  - Leverage mandated process for education transition

- Risks of NOT addressing HCT
  - Increase in symptoms, secondary disabilities, hospitalizations
  - Loss of insurance, social services
EdHCT

- EdHCT is the collaboration between the health care and education systems in transitioning to adulthood
  - Repetto, Horky, et al. at University of Florida
- Prepare professionals to empower YSHCN to successfully transition to all aspects of adult life
  - Use evidence-based practices to assist students in managing their health in post-secondary settings, navigate the adult health care system, and self-advocate for their health needs.
  - Integrate effective EdHCT practices in educational and health care settings for YSHCN and invisible chronic illness.
- Developed graduate certificate program at UF for education and health care professionals
  - [https://education.ufl.edu/education-healthcare-transition/](https://education.ufl.edu/education-healthcare-transition/)
## Florida Title V 5 Year Action Plan: Transition

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activity</th>
<th>Measure</th>
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<td>Increase % of providers and educators who receive information on how to access transition-specific education and training.</td>
<td>Educators are provided with resources and education related to health care transition and incorporate health care self-management skills in Transition IEPs.</td>
<td>Provide school-based transition education modules for teachers and other support staff.</td>
<td>1. % of school staff who complete transition education modules. 2. % of IEPs of YSHCN that include health care self-management.</td>
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<tr>
<td>Increase % of patients and families who receive transition-specific education and training.</td>
<td>Youth with and without SHCN and their families will receive transition-specific, age-appropriate education related to the following aspects of their lives: work, health care, self-determination and self-management ability (power of attorney/guardianship), secondary and post-secondary education.</td>
<td>Disseminate transition information and curricula to secondary and post-secondary students.</td>
<td>% of CMS Plan enrollees who receive education materials.</td>
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Professional Development: Training for Educators
What educators can do

- Learn how health conditions impact classroom learning and what to do to improve student learning
- Learn how to integrate health care self-management, communication and health literacy into student goals and activities
  - Transition IEP, 504 plan, IHP
- Partner more effectively with health care professionals
A Training Program for Educators

- Developed by FloridaHATS, CMS Managed Care Plan
  - Project team includes Jodie Bargeron, Educational Consultant, Chicago; Dr. John Reiss, UF

- Primary audiences are ESE teachers, transition specialists, and support staff

- Modeled after ‘Training for Health Care Professionals’
  - Provides free CE for nurses, social workers, physicians, and allied health workers
    - [www.floridahats.org/?page_id=2206](http://www.floridahats.org/?page_id=2206)
A Training Program for Educators

- Web-based program
  - 10 interactive modules in PPT format
  - Embedded video
  - Apply adult learning best practices

- Approximately 2 hours to complete

- Draft content reviewed by educators and health professionals
Content

- What is health care transition and why is it important?
- Assessing student self-management skills
- Optimal learning in the school setting
- Transition and health insurance
- Legal health-related rights of 18 year olds
- Incorporating health care transition goals and activities in IEPs, 504 plans, IHPs
- Looking at college and beyond
- Local and state health partners, agencies, resources
- Perspectives from students
- Practice activities
Module Structure

- Learning objectives
- Significance
- Evidence-base
- Barriers
- Role of educators
- Using strategies and tools
- Key points
- Resources
- References/citations
Next Steps

- FREE training program available in July 2016
- Posted on FloridaHATS website for general public
- Collaborate with FLDOE and affiliated programs to provide access to teachers for CE
  - Project 10
  - FDLRS
  - CPALMS
  - Florida Center for Interactive Media (FCIM)
  - PD Portal
- Discretion of local school districts to award in-service points for program completion
Instructional Resource:  
*My Health Care*
Development

- Sponsored by Florida Developmental Disabilities Council in partnership with USF
- Goal is to empower people with ID/DD to better meet their own health and wellness needs through improved communication with providers, use of adaptive tools and development of self-advocacy skills
- Curriculum was evaluated and refined over 4 years in an iterative, multi-phase process
- Aligned with Florida education standards and access points for students with disabilities
What students can do

- Organized around the mnemonic ’GLADD’
- Students can use GLADD to remember important skills when communicating with providers, managing care, and advocating for own wellness needs
  - Give information
  - Listen and learn
  - Ask questions
  - Decide
  - Do follow through
Activities within the GLADD model

- Use rating scales and visual aids to communicate
- Pay attention to body language
- Learn negotiating skills; provide feedback
- Utilize caregivers to assist with communication
- Be prepared with questions for the provider
- Be assertive when communicating
- Provide a health summary to the physician
- Record communication with physician to enhance information recall and comprehension
- Independently schedule appointments, transportation, manage medications, complete medical forms
- Utilize technology to improve health care self-management
Structure

- **22-hour classroom curriculum**
  - PPT presentations with embedded videos
  - Interactive role play, modeling, games, practice activities
  - Implement in 2 ½ - 3 hours per week over 9 weeks; divided into sequential modules and lessons
  - Step-by-step Instructor’s Guide and training videos
  - Recommended class size of 15-25 learners

- **3-person instructor team**
  - Includes a self-advocate
Communicate how you are feeling

- **Describe symptoms**
  - Handy High 5: Who, what, when, where, why
  - Keep a medical diary

- **Use visual aids if needed**
  - Pain Scales
  - Health Pictures, Communication Boards
Practice good listening skills

- Pay attention to body language

**SLANT**

- Sit up
- Lean in
- Ask questions
- Nod
- Track the speaker
Remember what is said

- Write down information
  - Take notes in your diary
- Use a voice recorder to enhance information recall and understanding
  - Free iphone recording apps
  - Always ask for permission before recording
  - Practice before you go to the doctor’s office

Doctor, what you say during our visit is very important to me. Recording this visit would be helpful with remembering what you tell me, and what to do. May I have your permission to record this session?
Tools to Assist

Ask Your Doctor, Nurse, or Pharmacist:

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

Good Questions for Your Good Health

www.mymedschedule.com

www.npsf.org/?page=askme3

http://flfcic.fmhi.usf.edu/program-areas/health.html
Tools to Assist

Short Videos
with step-by-step instructions

http://hscj.ufl.edu/JaxHATS/Videos.aspx

www.HealthyTransitionsNY.org
Evaluation

- Implemented in diverse settings across Florida
- Piloted and refined over 4 years
  - Mixed methods evaluation
  - Learner pre/post test, instructor questionnaires, focus groups
- Statistically significant learner gains in **knowledge and confidence** in self-management skills
- High **satisfaction** among learners and instructors
- Full results from FY 2014-15
  - 11 learning groups, 182 learners
Instructional Materials

- FREE materials posted on CPALMS web site

www.cpalms.org/project/my_health_care.aspx
Other Tools & Resources
FloridaHATS

Florida’s clearinghouse for HCT information

www.FloridaHATS.org
10 Steps to Successful Health Care Transition

Success in the classroom, within the community and on the job requires that young people stay healthy. The best ways to stay healthy are to understand your health, participate in health care decision making, and receive age-appropriate care. Here are 10 ways to ensure a smooth transition from pediatric to adult health care for all teens and young adults, including those with disabilities or chronic health conditions:

1. Start early! Begin preparing for transition even when very young, like starting a health summary and talking about health needs.
2. Focus on responsibility for health care. Taking responsibility for health care should be based on age and abilities. Become more independent by learning the skills for managing health care, like scheduling appointments, arranging transportation, taking medication, filling prescriptions, and talking to doctors.
3. Create a health summary. Put important information about personal health in one place, including medications and plans for an emergency.
4. Create a health care transition plan. Work with your primary care provider to develop a written health care transition plan that includes future goals, services that will be needed, who will provide them, and how they will be paid for.
5. Maintain wellness. Support good habits that will continue into adulthood! Talk about risky behaviors such as alcohol use and smoking as well as sexuality and relationships. You can ask to speak to your physician alone!
6. If you have an Individualized Education Plan (IEP) or 504 Plan, include health care self-management activities in the plan. Consider self-determination and advocacy skills, understanding personal health conditions and needs, and knowing how to access health care services.
7. Know options for health insurance and public assistance programs in adulthood. If you’re unsure about eligibility, it’s always best to go ahead and apply.
8. Find adult providers. If still in the care of pediatric providers, ask them to help you identify and transfer to a primary care physician and specialists (including mental health professionals) who work with adults. Transfer of care typically occurs between ages 18 and 21.
9. Know about legal rights and responsibilities that start at age 18! Learn about community services and supports for adults.
10. Include health in other areas of transition. Ask your care physician to provide documentation of medical conditions and special health care needs for other programs or agencies, as needed.
Health Insurance

- Plan for change in insurance coverage
  - Medicaid
  - Parents’ plan
  - Employer-based
  - Marketplace plans
Project 10: Transition Education Network

www.project10.info
Got Transition

National Center for Health Care Transition Improvement

www.gottransition.org
Updates to
What’s Health Got To Do with Transition?

- Comprehensive health care transition curriculum for students with disabilities in grades 9-12
  - HCT classroom curriculum originally developed in 2005, updated in 2009
  - Encompasses multiple aspects of transition, including rights and responsibilities at age 18, sexual health and keeping safe
- Sponsored by FDDC
- Piloted in Hillsborough County School District

- University of Nebraska-Lincoln was recently awarded $1.5M, 4-year grant to modify, refine and evaluate the curriculum
  - Sponsored by U.S. Department of Education, Institute of Education Sciences
- Project starts 7/1/16
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