

TRANSITION SKILLS HOMEWORK—TIME 2

To be completed by Age 17-19

SKILLS TO BE MASTERED:

1. Identifies rationale for taking medications as prescribed.
2. Able to verbalize a medication adherence plan (e.g. how to remember medications).
3. Able to identify factors/situations that may make it more difficult to take/remember your medications.
4. Identifies risks of alcohol, drugs, tobacco use.
5. Identifies and verbalizes how to access mental health care.
6. Understands sexually-transmitted infection risks.
7. Understands what type of insurance you have.
8. Apply or re-apply for Social Security, if applicable.
9. Identifies plan for insurance coverage for upcoming year.
10. Develop and be able to discuss a plan for the future (e.g. school, work).
11. Able to identify accommodation needs for school/work.
12. Identifies at least two people to ask for assistance when needed.

TIPS FOR LEARNING TIME 3 SKILLS:

Skill: Identifies rationale for taking medications as prescribed.

Strategies:

Learn why your medications must be taken at certain times.

Ask to meet with the pharmacist or doctor if you need to better understand the importance of taking medications a certain way.

Skill: Able to verbalize a medication adherence plan (e.g. how to remember medications).

Strategies:

Develop a plan to remember your medications each day and be able to describe it.

If you don't have a plan, ask to talk to the psychologist or be scheduled in Adherence Clinic for help.

Skill: Able to identify factors/situations that may make it more difficult to take/remember your medications.

Strategies:

Think about times you have forgotten or almost forgotten medicines.

Keep a log of your medication-taking for one week to see what you do well and what is harder.

Skill: Identifies risks of alcohol, drugs, tobacco use.

Strategies:

Ask your doctor/nurse/other staff you trust about how alcohol/drugs/tobacco may affect you differently because of your health history. You will not get "in trouble" for asking about this, and can ask to talk to them alone if you would like.

Do research about the risks of substances on teens/young adults in general. Check out information on www.abovetheinfluence.com or www.teenhealth.org.

Skill: Identifies and verbalizes how to access mental health care.

Strategies:

Find out how your insurance company can help you find a mental health provider, and ask your Medical team who else could help with this.

Identify reasons that you might want to find mental health care (e.g. counseling). Check out information on www.teenmentalhealth.org.

Skill: Understands sexually-transmitted infection risks.

Strategies:

Ask your doctor/nurse/other staff you trust about how alcohol/drugs/tobacco may affect you differently because of your health history. You will not get “in trouble” for asking about this, and can ask to talk to them alone if you would like.

Do research about sexual health issues teens/young adults in general. Check out information on www.iwannaknow.org or www.teenhealth.org.

Skill: Understand what type of insurance you have.

Strategies:

Review your insurance card, and ask your parent/guardian about any questions you have.

If you do not already, keep a copy of your insurance card with you.

Skill: Know whether you should apply or re-apply for Social Security.

Strategies:

Ask a parent/guardian or social worker/financial counselor about Social Security benefits and if you qualify for them.

If you do qualify, find a family member or staff to help you fill out paperwork.

If someone else plans to complete SSI paperwork for you, ask to be involved in completing the paperwork.

Learn about SSI benefits at www.socialsecurity.gov/dallas/.

Skill: Identify plan for insurance coverage for the upcoming year(s).

Strategies:

Talk to your parent/guardian and financial counselor at Children’s.

Find out if you need to find new insurance coverage or if you must do something to keep your current coverage (e.g. be a full time college student).

Ask someone to help you make sure you have ongoing insurance coverage (parents, social worker, financial counselor).

Skill: Develop and be able to discuss a plan for your future.

Strategies:

Talk to your parents, school counselors, and other helpful people to determine what you will do after you graduate or are no longer in school.

Learn about scholarships and financial aid if you plan to go to college (www.fafsa.com).

If you plan to work, find out how your health may impact your job. Talk to your doctors, nurse, social workers, and other staff.

If you need help in a job or college search, ask for help.

Skill: Identify any accommodations you may need at school or work.

Strategies:

Talk to your psychologist, child life specialist, and social worker about what you may need to be successful in school or work.

If you will need accommodations, check out information at www.dars.state.tx.us.

Skill: Identify at least two people you can ask for assistance when needed.

Strategies:

Think about at least two people who can be helpful to you when you need them. It’s helpful if they can be helpful in different ways (e.g. one can help with money, one can be an emotional support).

Talk to these two people, and ask if they would be willing to help you as you become more independent. Discuss what you may need help with.

Be sure you have contact information for both people.