

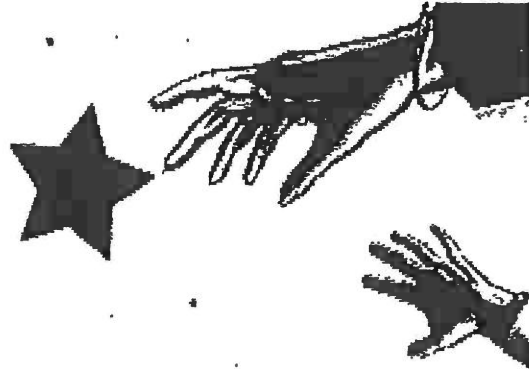
Independent Living

Many skills such as those listed below, are needed for youth to become successful and independent.

- ◆ **Money Skills:** Paying bills and managing money is an important skill for independence. Income to live independently can come from Social Security Benefits, employment, a trust fund or family support.
- ◆ **Daily Living Skills:** Living skills include cooking, cleaning, self-care and household safety. These skills can begin to develop at a young age through chores and helping out around the house.
- ◆ **Decision Making:** Many decisions must be made as an adult. Youth must begin to make decisions on their own.
- ◆ **Transportation:** Getting from one place to another is an important skill. Youth who will be living independently should plan for their transportation needs. This can happen by learning how to drive, how to take a bus or how to call for a ride.

**Transition to adulthood is a process,
not an event. Plan early and help
your child reach for his/her dreams!**

**For questions
or help, phone
the CSHCS
Family Phone Line
at 1-800-359-3722**



Children's Special Health Care Services [CSHCS]

Family Guidance: Transition Planning for Youth



As youths get older there may be changes
in how they receive services and care.
Included in this brochure are a few things
to think about as adulthood approaches.

Health Care Skills

There are many skills that are important to remain healthy and informed. These are a few that are important. If appropriate, youth should:

- ◆ Know about his/her medical condition(s)
- ◆ Know what medicines he/she is taking
- ◆ Know how to get help in an emergency
- ◆ Know how to make medical appointments
- ◆ Know how to refill prescriptions
- ◆ Know how to advocate for him/herself

In addition to these skills it is important to communicate with doctors about youth's transition to adulthood. A few things you can do:

- ◆ Ask doctor(s) questions and ask for explanations about the changes needed for your youth.
- ◆ If appropriate, have youth meet with his/her doctors privately to ask questions and gain experience.
- ◆ Ask current doctor(s) about when youth should see adult doctors.
- ◆ Ask doctor(s) for help finding appropriate adult doctors.

If at the age of 18 the young adult is unable to make decisions for him/her self to manage all of his/her care needs, guardianship or the many alternatives to guardianship should be explored.

Health Care Coverage

CSHCS coverage is not available after the age of 21 unless youth has a qualifying diagnosis (Cystic Fibrosis or certain forms of Hemophilia). Planning for health care as an adult is important. Services may be different under various health care programs. Some of the programs to consider are:

STATE COVERAGE – MEDICAID:

- ◆ Because family income is not considered after 18, young adults may be independently eligible for Medicaid. Contact your local Department of Human Services for more information about Medicaid.

- ◆ If the young adult receives Supplemental Social Security Income (SSI) he/she is eligible for Medicaid coverage. For more information about SSI, contact the Social Security Administration at 1-800-772-1213.

- ◆ Work incentive programs are available to disabled workers so they may earn an income and continue Medicaid coverage.
- ◆ When the young adult with Medicaid coverage leaves CSHCS, he/she may have to enroll in a Medicaid health plan.
- ◆ If the young adult is not eligible for Medicaid, contact the local health department about county health plans (if available).

PRIVATE HEALTH INSURANCE:

There may be two options to receive Private Health Insurance:

- ◆ **Through Employment:** If the young adult is able to work, he/she should look for employment opportunities that include health care benefits.
- ◆ **Remaining on Family Plan:** There are many options to maintain coverage through a family plan. Youth may be covered as a dependent adult or through COBRA; many youth who remain in school can keep coverage. Contact your family insurance carrier for details.

COLLEGE HEALTH PLANS:

If the young adult is attending college, there may be a health program available to students. Check with the college student services office.

Education/Employment

- ◆ If the youth is receiving special education services, make sure that transition planning has been discussed and identified in the Individualized Health Program (IHP) by age 16.
- ◆ If the youth will be attending college and may need additional supports, contact the college's student disability services office for assistance.
- ◆ If the youth has a disability that limits his/her ability to work, he/she may be eligible for vocational services through Michigan Rehabilitative Services (MRS). Contact MRS to find a local office at 1-800-605-6722.

Children's Special Health Care Services Transition Timeline for Youth and Families

Age 14-16

According to developmental ability youth can begin to:

- Develop knowledge of their special health care needs
- Take responsibility in making appointments and getting prescriptions refilled
- Explore appropriate work and volunteer opportunities
- Talk to medical providers about age appropriate information such as, physical, emotional, and sexual development

According to their child's needs, parents can begin to:

- Make arrangements for the steps above if child is unable to be independent
- Keep a health record for youth. Include all medical paperwork
- Explore options of transition planning through the local school district
- Explore the eventual need to transfer your child's care to adult providers

Transition to Adult Services

Age 16-18

According to developmental ability youth can begin to:

- Take responsibility in making appointments and getting prescriptions refilled
- Contact Michigan Rehabilitative Services (MRS) to explore vocational assistance if needed
- Attend all meetings where future plans are discussed (school IEPs or doctor's office)
- Research adult health care providers for transfer of medical care
- Explore employment opportunities
- Explore living arrangements

According to their child's needs, parents can begin to:

- Make arrangements for the steps above if child is unable to be independent
- Explore options for health care coverage
- Check eligibility for SSI from the Social Security Administration
- Research adult health care providers for transfer of medical care
- Explore the option of legal guardianship or the many alternatives to guardianship if child's special needs interfere with the ability to make financial and medical decisions

Transition to Adult Services

Age 18-20

According to developmental ability young adult can begin to:

- Complete a CSHCS financial assessment. At age 18 only young adult's income is reviewed
- Take responsibility for signing all CSHCS materials
- Finalize health care coverage as an adult
- Transfer medical care from pediatric providers to adult providers
- Check eligibility for SSI from the Social Security Administration
- Contact Michigan Rehabilitative Services (MRS) to explore vocational assistance if needed
- Contact the disability student services office if attending college and accommodations are needed
- Explore employment opportunities

According to their child's needs, parents can begin to:

- Make arrangements for the steps above, if young adult is unable to be independent
- Complete and submit a release of information signed by young adult if parent/caregiver would like to participate in their care
- Provide documentation of legal guardianship to all providers if needed

Transition to Adult Services

Age 20-21

According to developmental ability young adult can begin to:

- Explore living arrangements. If assistance is needed contact the nearest Center for Independent Living
- Learn about and continue to investigate adult services there may be need for
- Investigate possibility of enrolling in a Medicaid Health Plan at 21 if currently enrolled in Medicaid
- Transfer all medical care from pediatric providers to adult providers
- Explore employment opportunities

According to their child's needs, parents can begin to:

- Make arrangements for the steps above, if young adult is unable to be independent
- Complete and submit a release of information signed by young adult if parent/caregiver would like to participate in their care
- Explore private duty nursing options if young adult is receiving in-home nursing. Young adult must qualify for and enroll in an adult Medicaid waiver program to continue nursing services as of age 21

Transition to Adult Services

Phase 1 – Transition Readiness Assessment

Please check the box that applies to you right now.

Yes, I know this I need to learn Someone needs to do this... who?

- I know and can explain my medical condition to others.
- I know my symptoms and when I need to quickly see a doctor.
- I know when and how to ask for help.
- I know or can find my doctor's phone number.
- I have a plan in place for medical emergencies.
- I know why, when, and how to take my medication.
- I know my allergies to medicines and medicines I should not take.
- I ask and answer questions directly with the doctor during visits.
- I am able to follow instructions from healthcare providers.
- I know if I qualify for an Individualized Education Program (IEP) or 504 plan at school.
- I participate in my IEP meetings at school.
- I know of opportunities to make friends and meet new people.
- I know how to obtain a driver's license and/or use public transportation services.
- I have transportation for medical appointments
- I know the values of U.S. coins and paper money.
- I know who can help with transition planning.

Planning for the future

Prioritized Goals	Issues or Concerns	Actions	Person Responsible	Target Date	Date Complete

Phase 2 – Transition Readiness Assessment

Please check the box that applies to you right now.

Yes, I
know
this

I need to
learn

Someone needs to
do this... who?

- I make my own doctor's appointments.
- I have a way to get to my doctor's office.
- I know where to get medical care when the doctor's office is closed.
- I have a copy of my medical information and treatment plan.
- I know how to fill out medical forms.
- I know what services are covered by my insurance.
- I have a plan so that I can keep my health insurance after 18 or older.
- My family and I have discussed my ability to make my own health care decisions.
- I have a plan with my doctor's office to see an adult provider.
- I know the difference between a primary care doctor and a specialist.
- I know when I need to see a specialist.
- I have identified an adult provider.
- I know how to make healthy choices.
- I know when and how to ask for needed accommodations.
- I have employment and education goals.
- I have a plan to meet my employment and education goals.
- I can develop a household budget (food, utilities).
- I understand how to pay bills.

Planning for the future

Prioritized Goals	Issues or Concerns	Actions	Person Responsible	Target Date	Date Complete

Children's Special Health Care Services Parent's/Caregiver's Transition Worksheet

Youth's Name:
 CSHCS ID:
 Youth's Age
 Date Completed:

This worksheet is to assist in the planning for your youth's transition to adulthood. Please check the boxes below that apply at this time. After this worksheet is complete it should be used to assess what needs to be done for transition.

Health Care	
<input type="checkbox"/> I understand my youth's medical condition	
I have planned for my youth's:	
<input type="checkbox"/> Adult specialty medical care	<input type="checkbox"/> Vision Care
<input type="checkbox"/> Adult primary medical care	<input type="checkbox"/> Guardianship
<input type="checkbox"/> Adult dental care	
My youth is able to:	
<input type="checkbox"/> My youth is unable to care for self	
<input type="checkbox"/> Describe his/her medical condition	<input type="checkbox"/> Manage medications
<input type="checkbox"/> Perform daily medical care/treatments	<input type="checkbox"/> Advocate for self
<input type="checkbox"/> Consent to medical care	<input type="checkbox"/> Refill medications and supplies
<input type="checkbox"/> Make medical appointments	
<input type="checkbox"/> Understand his/her insurance coverage	
Financing	
As an adult, my youth's medical care will be paid for by:	
<input type="checkbox"/> Private health insurance through employment	
<input type="checkbox"/> Family's private health insurance	
<input type="checkbox"/> Medicaid	
<input type="checkbox"/> Medicare	
<input type="checkbox"/> Trust/Will	
<input type="checkbox"/> None of these apply	
My youth is able to:	
<input type="checkbox"/> My youth is unable to make financial decisions.	
<input type="checkbox"/> Earn money to pay bills	
<input type="checkbox"/> Manage a checking or savings account	
<input type="checkbox"/> Budget/ Money	
<input type="checkbox"/> Make financial decisions	
<input type="checkbox"/> Manage a credit card	
<input type="checkbox"/> None of these apply	
As an adult, my youth's income will be from:	
<input type="checkbox"/> Employment	<input type="checkbox"/> SSI (Supplemental Social Security Income)
<input type="checkbox"/> Trust/Will	<input type="checkbox"/> SSDI (Social Security Disability Income)
<input type="checkbox"/> Family	
<input type="checkbox"/> Other	

Functional Living Needs		
As an adult, my youth will live with:		
<input type="checkbox"/> Self	<input type="checkbox"/> Group Home	<input type="checkbox"/> Assisted Living
<input type="checkbox"/> Parents	<input type="checkbox"/> Campus/ dormitory	<input type="checkbox"/> None of these
<input type="checkbox"/> Other family members	<input type="checkbox"/> Long-term care facility	apply
As an adult, my youth will need transportation for:		
<input type="checkbox"/> Shopping	<input type="checkbox"/> Recreation	
<input type="checkbox"/> School	<input type="checkbox"/> Work	
<input type="checkbox"/> Appointments		
Transportation will be provided by:		
<input type="checkbox"/> Self		
<input type="checkbox"/> Agencies (List: _____)		
<input type="checkbox"/> Family members (List: _____)		
<input type="checkbox"/> Public Transportation		
Employment/Vocational		
My child has prepared for work through:		
<input type="checkbox"/> Household chores		
<input type="checkbox"/> Volunteering		
<input type="checkbox"/> Continuing education		
<input type="checkbox"/> Part time job		
<input type="checkbox"/> Job shadowing		
<input type="checkbox"/> Work study programs		
<input type="checkbox"/> None of these apply		
After high school my child will/has enter(ed):		
<input type="checkbox"/> Full-time employment	<input type="checkbox"/> Part-time employment	<input type="checkbox"/> None of these
<input type="checkbox"/> Continuing education	<input type="checkbox"/> Supported employment	apply
<input type="checkbox"/> Internship/apprenticeship	<input type="checkbox"/> Sheltered workshop	
I Would Like to Have More Information About		
<input type="checkbox"/> Guardianship	<input type="checkbox"/> Educational Resources	
<input type="checkbox"/> Medicaid	<input type="checkbox"/> CMH Services	
<input type="checkbox"/> SSI/SSDI		
<input type="checkbox"/> Independent Living		
<input type="checkbox"/> Public Transportation		
<input type="checkbox"/> School		
<input type="checkbox"/> Michigan Vocation Rehabilitative Services		
<input type="checkbox"/> Social/ Recreational opportunities		
<input type="checkbox"/> Other _____		
<input type="checkbox"/> Other _____		
Comments:		

Children's Special Health Care Services Youth Transition Worksheet

Name:
 CSHCS ID:
 Age:
 Date Completed:

This worksheet is to assist in the planning for your transition to adulthood.
 Please check the boxes below that apply at this time. After this worksheet is
 complete it should be used to assess what needs to be done for transition.

Health Care	
<input type="checkbox"/> I understand my medical condition	
I have planned for my: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Adult specialty medical care <input type="checkbox"/> Adult primary medical care <input type="checkbox"/> Adult dental care <input type="checkbox"/> Adult vision care </div> </div>	
I am able to: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Ask for assistance to care for myself <input type="checkbox"/> Describe my medical condition <input type="checkbox"/> Perform daily medical care/treatments <input type="checkbox"/> Consent to medical care <input type="checkbox"/> Make medical appointments <input type="checkbox"/> Understand my insurance coverage </div> <div style="width: 50%;"> <input type="checkbox"/> Manage medications <input type="checkbox"/> Advocate for myself <input type="checkbox"/> Refill medications and supplies </div> </div>	
Financing	
As an adult, my medical care will be paid for by: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Private health insurance through my employment <input type="checkbox"/> Family's private health insurance <input type="checkbox"/> Medicaid <input type="checkbox"/> Medicare <input type="checkbox"/> Trust/Will <input type="checkbox"/> None of these apply </div> </div>	
I am able to: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Ask for assistance with my money <input type="checkbox"/> Earn money to pay bills <input type="checkbox"/> Manage a checking or savings account <input type="checkbox"/> Budget/ Money <input type="checkbox"/> Make financial decisions <input type="checkbox"/> Manage a credit card <input type="checkbox"/> None of these apply </div> </div>	
As an adult, my income will be from: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Employment <input type="checkbox"/> Trust/Will <input type="checkbox"/> Family </div> <div style="width: 50%;"> <input type="checkbox"/> SSI (Supplemental Social Security Income) <input type="checkbox"/> SSDI (Social Security Disability Income) </div> </div>	

<input type="checkbox"/> Other _____		
Functional Living Needs		
As an adult, I will live with:		
<input type="checkbox"/> Self <input type="checkbox"/> Parents <input type="checkbox"/> Other family members	<input type="checkbox"/> Group Home <input type="checkbox"/> Campus/ dormitory <input type="checkbox"/> Long-term care facility	<input type="checkbox"/> Assisted Living <input type="checkbox"/> None of these a apply
As an adult, I will need transportation for:		
<input type="checkbox"/> Shopping <input type="checkbox"/> School <input type="checkbox"/> Appointments	<input type="checkbox"/> Recreation <input type="checkbox"/> Work	
As an adult, my transportation will be provided by:		
<input type="checkbox"/> Self <input type="checkbox"/> Agencies (List: _____)		
<input type="checkbox"/> Family members (List: _____)		
<input type="checkbox"/> Public Transportation		
Employment/Vocational		
I have prepared for work through:		
<input type="checkbox"/> Household chores <input type="checkbox"/> Volunteering <input type="checkbox"/> Continuing education <input type="checkbox"/> Part time job <input type="checkbox"/> Job shadowing <input type="checkbox"/> Work study programs <input type="checkbox"/> None of these apply		
After high school I will/have enter(ed):		
<input type="checkbox"/> Full-time employment <input type="checkbox"/> Continuing education <input type="checkbox"/> Internship/apprenticeship	<input type="checkbox"/> Part-time employment <input type="checkbox"/> Supported employment <input type="checkbox"/> Sheltered workshop	<input type="checkbox"/> None of these apply
I Would Like to Have More Information About		
<input type="checkbox"/> Guardianship <input type="checkbox"/> Medicaid <input type="checkbox"/> SSI/SSDI <input type="checkbox"/> Independent Living <input type="checkbox"/> Public Transportation <input type="checkbox"/> School <input type="checkbox"/> Michigan Vocation Rehabilitative Services <input type="checkbox"/> Social/ Recreational opportunities <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Education Resources <input type="checkbox"/> CMH Services	
Comments:		

Finding Adult Providers

Please keep in mind you will need to change from pediatric doctors to adult doctors between the ages 18 and 21. Here are a few tips to help make that change easier. If at all possible, have your records sent to the new doctor before first appointment.



HOW TO FIND ADULT PROVIDERS

- Ask current doctor for a referral
- Consider your parents' doctor
- Call your insurance company
- Check with local support groups
- Call large medical & specialty rehab hospitals & ask for a referral line
- Ask your Children's Special Health Care Service Coordinator or Case Manager for suggestions
- Ask friends or family

QUESTIONS TO ASK

It's important to find a doctor who makes you feel comfortable and meets your needs. Before you choose your new doctor, call his/her office and ask to speak with a staff member who has time to answer your questions, or make an appointment to meet the doctor and staff in person

Ask the Office:

- * Does the doctor accept your insurance coverage? Is he or she accepting new patients?
- * Is the office accessible (easy to reach & easy to get around inside the building or clinic area)?
- * What are the office hours? How can the doctor be reached after hours?
- * How will the doctor exchange information with your specialists?
- * Will the office be flexible to meet your health needs (allow service dog, schedule visits so you don't miss a meal, or schedule at quiet times if you are sensitive to noise?)

Ask the Doctor:

- * Is the doctor willing to discuss your health history & special needs with your pediatric doctor?
- * Does the doctor currently see patients with health conditions similar to yours?
- * At what hospital does the doctor schedule procedures?
- * Where did the doctor get his/her medical school or specialty training? Is he/she board certified?
- * Does the doctor have any special interests or more advanced training?

Ask Yourself:

- * Does the doctor listen to your questions or is he/she constantly interrupting you?
- * Can the doctor explain information so that you can understand it?
- * Does he/she take enough time to answer your questions?
- * Does the doctor treat you with respect?

My "Must Have" Papers

There are some papers that everybody must have. Here are some tips about keeping and protecting your important personal records and information.

Get a Binder or Folder to Keep Important Documents Safe— an "accordion folder" works well!

What to Keep in Your Wallet or Purse:

- State ID or Driver's License
- SNAP Card
- MI Bridges Card
- Health Insurance Card
- Important Numbers
- Appointment book/calendar
- ATM Card
- Emergency Contact
- List of Medications & Which doctor prescribes them



What to Keep in Your Binder:

- Education Documents
- Medical Information
- Housing/Utilities Information
- Work Information
- Financial Information

Learn more about these on the other side of this paper

You Only Need 2 of These Documents to get a job and fill out necessary paperwork.

- ☐ Birth Certificate ☐ Social Security Card
- ☐ State ID or Driver's License
- ☐ Passport: Can replace all 3 of those other Documents

If you need to get your birth certificate: Call your County Clerk's Office or the County you were born in and make a request. If you were born further away, contact them by phone and ask the necessary questions.

If you need to get a license/ ID/Permit: Go to Secretary Of State (SOS). You will need forms of ID such as, Birth Certificate and Social Security Card, sometimes they will require proof of mailing address with your name on it. SOS will have more information on their website about this.

To get a Social Security Card: You, or your representative payee, will need to present your ID to the Social Security office and request a new card. (There is a limit to the number of cards you can request in your lifetime, so keep it safe). Don't keep your card in your wallet unless you are using it that day for a specific reason. Try to memorize your number!

To get a Passport: Go to local post office or check with state's Passport Agency for details.

What to Keep in Your Binder:

Education Documents: (These are important for school, college, vocational programs, etc.)

- ◇ A copy of transcripts from all schools attended or GED certificate
- ◇ Most recent IEP or 504 Plan
- ◇ Certifications (CPR/First Aid), Vocational, CAN, Etc.
- ◇ Print and keep any email confirmations you receive

Medical Information:

- ◇ Copy of most recent physical & immunizations
- ◇ List of doctors names & numbers
- ◇ List of medications, times, dosages, and your prescribers

Work Information:

- ◇ List of references— first & last names, their position, company name, number, & dates worked
- ◇ Copy of Letters of recommendations— don't give your last one away
- ◇ Dates of places you worked or volunteered & the responsibilities
- ◇ Work permit— if you need it, you may get this from your school or city hall

Housing/ Utilities Information:

- ◇ Phone billing contracts & 2 most recent bills
- ◇ Copy of lease
- ◇ List of previous & current landlord's name & contact information with dates you lived there
- ◇ The 2 most recent gas, electric, cable bills & contracts
- ◇ Any housing list/ subsidy information, copies of places you have applied
- ◇ Start & end dates to where you previously lived, landlord name & contact information
- ◇ Written references if possible

Financial Information:

- ◇ Bank statements
- ◇ Pay stubs
- ◇ Anything Social Security sends you
- ◇ Credit/Debit card information
- ◇ Tax Documents: yearly W-2's

Information You Should NOT Share:

- ⇒ Passwords for computer, Bank cards, Financial Aid, etc.
- ⇒ Social Security numbers, unless for a job, bank, or house App.
- ⇒ Bank account information, unless requested from employers

Supported Decision Making

When an individual turns 18 years old they automatically become a legal adult that is responsible for all decision making. If no measures are taken, the individual has complete control over their health information and decisions. Healthcare providers, payers, and educational institutions require consent each time before they can share information with family members. This is an appropriate option for many young adults, but some young adults with special needs may require additional supports. Below are options to support young adults in decision making, and are arranged in order from least restrictive to most restrictive.

Natural Supports: Informal assistance and guidance from family and friends without the ability to make decisions on behalf of the individual. The individual maintains control of all personal information, and chooses how and when to involve others.

Social Service Supports: Utilizing the person-centered planning process, providers explore and ensure that an individual is aware of adjunct supports which he/she may be eligible to receive from locally community-based organizations (e.g., Transportation, Home Health Aids, Peer Supports, Community Living Supports, etc.).

Authorization for release of information form: Allows health care providers, payers, or educational institutions to share information with designated people at the discretion of the individual. The individual determines the amount and type of information that can be shared, and with whom.

Patient advocate form: Provides legal authority to designated individuals to make medical decisions on behalf of the individual if the individual becomes unable to make their own decisions. Patient advocate forms can also indicate the wishes and decisions of the individual regarding life sustaining treatment.

Joint bank account: A bank account shared by two or more individuals that have equal authority to deposit and withdraw money. A joint bank account provides easy access to personal funds in the event of a health emergency.

Representative Payee through SSA: A person or an organization appointed by the Social Security or SSI benefits to assist an individual in the management of his/her benefits. A payee's main duties are to use the benefits to pay for the current and future needs of the beneficiary, and properly save any benefits not needed to meet current needs. A payee must also keep records of expenses and provide an accounting of how he/she used or saved the benefits.

Power of Attorney: A **Power of Attorney (POA)** is a written authorization to act on another's behalf in legal matters. The person creating a **Power of Attorney** is known as the "principal" and the person authorized to act is called the "agent."

1. **Financial Power of Attorney:** Allows the agent to act on the behalf of the principal regarding financial decisions
2. **Medical Power of Attorney:** Allows the agent to act on the behalf of the principal regarding medical decisions
3. **Durable Power of Attorney:** Allows the agent to act on the behalf of the principal regarding financial, medical, and legal decisions

Guardianship: A parent attempting to obtain court-appointed **guardianship** of an **adult** child must file a **guardianship** petition with the court. A judge or jury will evaluate the **adult** child's disability to determine if a **guardian** is necessary and, if so, whether the petitioner is adequate for the job.

For help with transition planning, contact a CSHCS representative at your Local Health Department.

For information or questions regarding CSHCS, contact a CSHCS representative at your Local Health Department, or the Family Phone Line at 800-359-3722, email us at cshecsf@nclchlean.gov, or visit our website at www.Michigan.gov/CSHCS



Natural Supports	Authorized to release Protected Health Information	Patient Advocate Forms	Joint Bank Account	Financial Power of Attorney	Medical Power of Attorney	Durable Power of Attorney	Plenary Guardianship
Takes into account the desires and preferences of another individual	✓	✓	✓	✓	✓	✓	✓
Reversible, without court involvement	✓	✓	✓	✓	✓	✓	
Must follow individual's wishes		✓		✓	✓	✓	
Requires court involvement		✓		✓	✓	✓	✓
Healthcare							
Legally responsible for making medical decisions on behalf of another individual					✓	✓	✓
Responsible for looking after physical well-being of another individual							✓
Financial							
Has access to another individuals' funds for the purpose of providing guidance in financial matters			✓	✓		✓	✓
Can make financial decisions on behalf of another individual				✓		✓	✓
Maintains control of someone else's finances			✓	✓		✓	✓
Legally responsible for making financial decisions for another individual						✓	✓
Grants ownership of assets that belong to another individual			✓				✓
Legal							
Can make legal decisions on behalf of another individual						✓	✓

For help with transition planning, contact a CSHCS representative at your Local Health Department. For information or questions regarding CSHCS, contact a CSHCS representative at your Local Health Department, or the Family Phone Line at 800-359-3722, email us at cshtc@mlhlean.gov, or visit our website at www.Michigan.gov/CSHCS

Transition to Adulthood - Comprehensive Assessment and Plan

The following comprehensive readiness assessment and plan of care is designed to assist youth with special needs as they transition to adulthood. This tool should be completed by the youth to the extent possible. For assistance, please contact your CSHCS representative at your Local Health

Completed by:			
Completed for:			
Client Date of Birth:		Date Completed:	

Department.

Do you have a Transition Plan through your school district? ☐ Yes ☐ No

If Yes, please list educational contact person(s):

If No, are you aware of right to a Transition Plan through your school district? ☐ Yes ☐ No

Do you have a transition plan from Michigan Rehabilitation Services (MRS)? ☐ Yes ☐ No

If Yes, please list MRS Counselor(s):

If No, are you aware of transition services offered through the MRS? ☐ Yes ☐ No

Diagnoses and Medical Information

Diagnosis or Condition Name	Summary of Condition	Issues and Concerns

Current Providers

Provider Type	Name of Provider	Contact Information	Continue after 18/21?

Issues or concerns with Current Providers

--

New Providers

Provider Type	Name of Provider	Contact Information	First Appointment Date

For help with transition planning, contact a CSHCS representative at your Local Health Department.
For information or questions regarding CSHCS, contact a CSHCS representative at your Local Health Department, or the Family Phone Line at 800-359-3722, email us at cschscf@michigan.gov, or visit our website at www.Michigan.gov/CSCHS

DME Equipment and Supplies

Type of equipment/supplies	DME Provider	Issues or concerns?

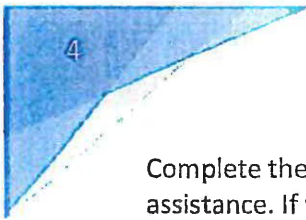
Medications

Type of medication	Pharmacy provider	Issues or concerns?

Insurance Information

Type of insurance (public/private)	Insurance Provider	Continue after 18?	Continue after 21?

For help with transition planning, contact a CSHCS representative at your Local Health Department.
 For information or questions regarding CSHCS, contact a CSHCS representative at your Local Health Department, or the Family Phone Line at 800-359-3722, email us at cschscf@michigan.gov, or visit our website at www.Michigan.gov/CSCHS



Transition to Adulthood - Comprehensive Assessment and Plan

Complete the readiness assessment portion below to identify skills that need to be learned or require assistance. If you need help completing this form, contact your Local Health Department.

Health Management

Please check the box that applies to you right now.	Yes, I know this	I need to learn	Someone needs to do this... who?
I know and can explain my medical condition to others.			
I know my symptoms and when I need to quickly see a doctor.			
I know when and how to ask for help.			
I know or can find my doctor's phone number.			
I know who provides medical services, and how/when to access them.			
I know how to fill out medical forms.			
I have a copy of my medical information and treatment plan.			
I know the signs and symptoms of personal health emergencies, and when to call 9-1-1.			
I have a plan in place for medical emergencies.			
I know where to get medical care when the doctor's office is closed.			
I know why, when, and how to take my medication.			
I know my allergies to medicines and medicines I should not take.			
I ask and answer questions directly with the doctor during visits.			
I can follow instructions from healthcare providers.			
I know how to make healthy choices.			
I make my own doctor's appointments.			
I have a way to get to my doctor's office.			
I know what services are covered by my insurance.			
I have a plan so that I can keep my health insurance after 18 or older.			
My family and I have discussed my ability to make my own health care decisions.			
I have a plan with my doctor's office to see an adult provider.			
I have identified an adult provider.			

Independent Living

Please check the box that applies to you right now.	Yes, I know this	I need to learn	Someone needs to do this... who?
I follow a daily living routine (e.g., personal hygiene, dressing, selecting clothes)			
I know the values of U.S. coins and paper money.			
I can develop a household budget (food, utilities, etc.).			
I understand how to pay bills.			
I'm aware of how to pay for and maintain needed supports to live as independently as I want to.			
Understands the importance of a good credit rating, how to view and interpret a credit report, and methods to improve credit rating.			
I know how to obtain a driver's license and/or use public transportation services.			
If driving, knows of automotive maintenance schedules and routines			
I know how to communicate so that others understand me.			
I resolve conflicts through discussion, reasoning, & compromise.			
I can find and participate in leisure, recreation, and community activities and services.			
I understand rights as a person with a disability			
I know when and how to ask for needed accommodations.			
I am aware of options of where to live as I become an adult.			
I understand basic local, state, and national laws.			
I Know how to participate in voting and political decision-making			

Education and Employment

Please check the box that applies to you right now.	Yes, I know this	I need to learn	Someone needs to do this... who?
I have employment and education goals.			
I have a plan to meet my employment and education goals.			
I can describe my employability skills			
I know if I qualify for an Individualized Education Program (IEP) or 504 plan at school.			
I participate in my IEP meetings at school.			
I know when and how to ask for needed accommodations.			

Transition to Adulthood - Comprehensive Assessment and Plan

Use the completed readiness assessment portion (above) to prioritize goals and identify actions to help the individual meet those goals. For assistance, contact your Local Health Department.

Prioritized Goals	Issues or Concerns	Actions	Person Responsible	Target Date	Date Complete

For help with transition planning, contact a CSHCS representative at your Local Health Department.
For information or questions regarding CSHCS, contact a CSHCS representative at your Local Health Department, or the Family Phone Line at 800-359-3722, email us at cschcsfc@michigan.gov, or visit our website at www.Michigan.gov/CSCHS

Notes, Comments, and Additional Information

Client and/or Responsible Party Signature(s):

Client Signature: _____

Date: _____

Responsible
Party Signature: _____

Date: _____



FOR YOUNG ADULTS



How to Ask Your Doctor about Transitioning to Adult Primary Health Care

BEFORE YOU LEAVE YOUR PEDIATRIC DOCTOR

- ☐ At what age do I need to change to a new adult doctor?
- ☐ When do I start to meet with you on my own for part of the visit?
- ☐ What do I need to do to get ready for adult care? Do you have a checklist?
- ☐ Can I have a copy of my Medical Summary and Emergency Care Plan?
- ☐ When I turn 18, what rights in health care do I need to know about? (If I need help with making my own health care decisions, who can I talk with?)
- ☐ Will you help me move to a new adult doctor?
 - o Do you have suggestions of adult doctors, and do you know if they take my insurance?
 - o Can you call the new doctor and help me set up my first appointment?
 - o Will you send the new doctor my current medical summary?

BEFORE YOU MAKE YOUR FIRST VISIT TO THE NEW ADULT DOCTOR

- ☐ Do you take my insurance?
- ☐ Did you receive my medical summary from my past doctor?
- ☐ What should I bring to my first visit?
- ☐ Where is the office located? Is there parking or is it near a metro/bus stop?
- ☐ What do I do if I'm sick?
 - o What are the office hours, and do you have walk-in times?
 - o Who and how (text, call) do I contact my provider during and after hours?
 - o How do I make or change an appointment?
- ☐ Can you help me move from a pediatric to adult specialist?

Go to www.GotTransition.org for the Six Core Elements of Health Care Transition

Guardianship and Alternatives for Decision-Making Support

Written by: Got Transition Staff with support from Tina Campanella, Quality Trust for Individuals with Disabilities

HEALTH CARE TRANSITION AND DECISION-MAKING

For a youth or young adult who has intellectual disabilities, his or her health care transition often raises questions for health care providers and families about guardianship. This brief provides a high level look at guardianship and other decision-making supports as well as resources that will provide more in-depth information.

Guardianship Issues

Reaching the age of 18 — Opportunities and Challenges for Young Adults with Disabilities

Reaching the age of majority (18 years, in most states and jurisdictions) means, under state law, an individual is no longer a "minor." As such, the person has the right and responsibility to make certain legal choices that adults make. For some young adults with intellectual disabilities, this may be an exciting opportunity for increased independence. However, there may also be family concerns about how to best support that person's self-determination in making life decisions such as for health care or in financial management.

This brief provides a broad outline of decision-making support options, both informal and legal, that may assist a young adult with an intellectual disability. States and jurisdictions may have different laws and options. Each state defines the categories and rules for guardianship in its laws. It is important to know all of the options before deciding which one to pursue since every young person has a unique situation and individual needs for support.

Decision-Making — A Skill that Requires Practice and a Variety of Experiences

Decision-making is a learned skill. Children and youth who have support and experience choosing what to wear, eat, who to socialize with etc., will approach adulthood having exercised this skill early on. On-going decision-making experiences lead to confidence and a self-awareness that "I am able make decisions that direct my life." When a youth or young adult is denied the opportunity to make decisions or to participate in a shared decision-making process, this lack of skill building may lead to a perceived "incapacity" either by the family or by the young adult him/herself.

Despite having opportunities for decision-making early in life, not all young adults with intellectual disability are able to make all decisions especially those choices with more far reaching impact on their lives. In these situations, the right amount of support at the right time can help build on early decision making experiences.

The Right Support at the Right Time

"Informal" support from a young adult's circle of friends and family may be enough to help the young adult talk over life decisions while maintaining the young adult's unrestricted self-determination. When it comes to issues such as health care decisions or money management, there may be legal options available to assist the young person to "share" decision responsibilities with a trusted friend or family member. Joint or trust fund accounts, financial powers of attorney, health care durable powers of attorney, conservatorships or "waivers of confidentiality" for individual health care issues are options that can support a young person's decision making while providing timely guidance, as needed, for important issues.

Guardianship — More Restrictive Option with Alternatives

Guardianship is a formal, legal process in which a court is requested to assume responsibility for a person as a "ward" and then may appoint an "agent" to act as guardian. The guardian may or may not be a parent or family member, and the guardian's authority is determined by the judge's order or state law. The guardian may have certain responsibilities to the court i.e. submit written reports, attend additional hearings as needed, and maintain standards that preserve the ward's decision-making process, as much as possible.

Some families pursue guardianship because they believe or have been told that it's the only legal answer to concerns they may have about their young adult's ability to handle money or access and stay connected to adult or health care services. While some form of legally arranged guidance may be called for, full guardianship may not be the only option. There may be forms of guardianship that can provide temporary or specific decision-making support while not completely denying the young adult's participation in that decision. When it comes to determining what is the best option, the "least restrictive" ones may best support and promote the young adult's decision-making skills and rights.

Each state will have their own definition of guardianship options as well as laws to govern them and every young person has a unique situation and needs. In researching options, families may want to consider availability and appropriateness of options for "emergency," "temporary," "limited," or "provisional" guardianship, 90-day health care guardians, or conservators. Sometimes a combination of different and least restrictive options may be required in order to provide the best assistance.

Guiding Questions to Ask in Considering Decision-Making Support Options

In summary, in considering what the right decision making support for young adults may be, here are some key questions families may ask:

1. What kind of decision is being made?
2. Has the person made a decision like this before?
3. Has the person been assisted to understand the risks and benefits?
4. How big is the impact of this decision in the person's life?
5. How long would the person live with the decision?
6. How hard would it be to undo?
7. Most important: What is the least restrictive level of support that might work?

PROTECTING EVERY YOUNG ADULT PATIENTS RIGHT TO PRIVACY AND CONSENT

Health care providers, especially those accepting a young adult with intellectual disability into their primary care practices, must protect every patient's right to privacy and consent. Along with past medical records and health-related information, the health care provider in this situation will need accurate information regarding the individual's independent decision-making status and the names of anyone who has been appointed or identified to support decisions on the young adult's behalf.

RESOURCES FOR MORE INFORMATION ON GUARDIANSHIP AND DECISION-MAKING ALTERNATIVES:

"**Understanding Guardianship**": An archived broadcast of Got Transition's 2012 webinar; dcqualitytrust.org: Quality Trust for Individuals with Disabilities; thearc.org: "The Arc" for People with Intellectual and Developmental Disabilities; acf.hhs.gov: U.S. Dept. of Health and Human Services, Administration for Children and Families, State Protection and Advocacy Agencies; www.ndrn.org: National Disability Rights Network: Protection & Advocacy for Individuals with Disabilities; <http://www.guardianship.org>: the National Guardianship Association (NGA) is a resource for volunteer, family and professional guardians.

Transition Planning:

A Guidebook for Young Adults and Family





Introduction

Why Transition?

How to use this workbook



Health Care Transition

Health Care Financing

Adult Providers

Health Care Skills

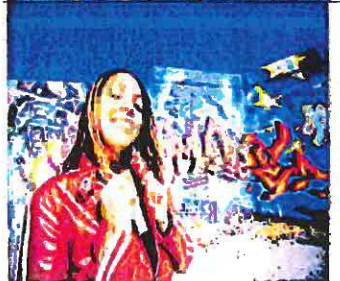


Educational Transition

Transition and Special Education

Beyond High School

Employment Assistance



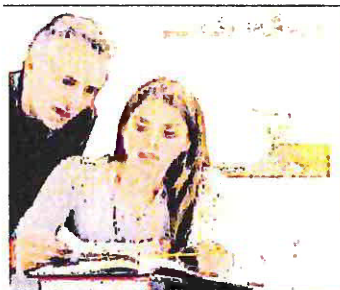
Adult Living

Independent Living Skills

Housing

Managing Money

Guardianship and alternatives



Bringing it all Together

Transition Plan of Care



Community Agencies: Navigating the Maze



Why Transition?

When you hear the word transition, many things may come to your mind. You will make many transitions in your life. This workbook will look specifically at the transition into adulthood. There are a lot of things to consider for anyone, but for someone with special health care needs there may be some extra steps to take. This includes, finding the right providers for you as an adult, finding new health insurance once you've aged off a family plan, and making the steps to the most independent life possible. This workbook will be the beginning steps in the planning process for this transition and may help you organize this daunting task!

How to Use This Workbook...

This workbook is divided into different sections. Each section describes an area that you might want to start planning for as an adult. Some sections might be more useful to you than others. This is your workbook so move around and use the information and tips that are the most helpful to you. Each section will have background information on the topic. Each section will also offer tips, tools, and strategies to help you in your planning. There will also be room in the back for you to make notes.

While this workbook can be used on your own, it might be helpful for you to discuss certain areas with professionals such as doctors, nurses, and social workers that may help coordinate your care. It is a great tool to begin communication on the topic of transition.



Health Care Financing

How you are going to pay for your care as you get older is a very important thing to think about. Sometimes your health insurance changes as you get older. You should know if or when that change happens. You should know what you may do if it does change. Some things to consider:

If you are currently on your Family's Health Plan:

- How long are you eligible to be covered under this plan as you get older?
- Can you stay on the family health plan if you are student? What are the requirements?
- Can you stay on a family plan as a disabled adult?
- What will you do when you are no longer eligible to be covered under a family plan?

If you are currently on a Government-Funded Program:

- How long are you eligible for this program? (Don't assume anything, often times there are different guidelines for people over 18.)
- Will you still be eligible for this program as you get older?
- What will you do when you are no longer eligible for this program?

Adult Providers

As you get older you should have a conversation with your doctors to find out how long they will continue to see you. Some doctors, such as pediatricians, will stop seeing patients when they reach a certain age. You want to be prepared for this change. Ask your current doctors if they will see you as an adult. If they will not see you as an adult they may be able to



help you find a new doctor. It is best to have a plan for this transition between providers. Here are a few questions to ask your doctors:

- At what age will you stop seeing me?
- How will you refer me to a new doctor?
- Do you know of any doctors you could refer me to?
- Will you help me put together a portable medical summary?
- Will you communicate with my new doctor during this transition time?

Health Care Skills

As you become more independent as an adult you might need to learn some new skills, especially health care skills, if you have special health care needs. These include things that may have been taken care of for you in the past. These can include getting prescriptions refilled, making doctor's appointments, or setting an alarm to remind you to take medications. Use the health care skills checklist to find out what you may need to learn or what you already know.



Parent Tips

- Let your child meet privately with providers at appointments.
- Start planning health care transition early.
- Research the options available on your family health plan.



Youth Tips

- Meet privately with your provider at appointments.
- Take more control of your health care activities.

Health Care Skills Checklist (Check items you can do)

- ☐ I can describe my chronic illness or disability
- ☐ I am responsible for taking my own medications
- ☐ I know how to call the doctor's office to make an appointment
- ☐ I know about my medical insurance coverage
- ☐ I prepare questions to ask my doctors, nurses, and therapists



Educational Transition

Transition and Special Education

If you receive special education services in school you will also start transition planning at school. You will probably even have a special transition IEP. IEP stands for Individualized Education Program. You will only have one of these if you receive special education. If you do not receive special education, but still need some assistance when you are done with high school skip to "Beyond High School".

What will a transition IEP include?

The Transition IEP should focus on any supports you may have to help you carry out a course of study. It should also include any needs for post-school activities such as work experiences, college or trade schools, daily living skills, and many other things for post high school living. Emphasis should be on life planning. The IEP should be an ongoing planning process. In order for transition planning to be successful it should be meaningful to your vision and goals.

Beyond High School

You should think about your future after high school. If you have special health care needs there may be some extra steps you need to take. The most important thing to your future is staying healthy. You can't work or go to school if you are not healthy. That is why it is important to remember your health care as you think about your future plans. If you are attending school away from home you should consider how you will continue to receive the care that you need. Some family health insurance plans will let you stay on the plan as long as you are a full time student. You should know these rules ahead of time. Sit down with your family to talk about these issues.



Educational Transition

If you are heading off to college

- Identify local providers in the area where you will be living
- Contact the schools disability office for needed accommodations
- Prepare a portable medical summary in case of an emergency.
- Understand how your health insurance works and what doctors you are allowed to see.

Employment Assistance

Finding a job is not always easy. That is why it is important to plan for employment and get training through school. In high school you may have opportunities like job shadowing or volunteering. In college you might have an internship to help you get ready for work. All of these activities can help you prepare for finding employment as you get older. For those with special health needs you might need some extra support to get ready for work. If you receive special education and have a transition IEP, make sure you let them know what special supports you need.

In Michigan you may also be eligible for employment assistance through agencies such as Michigan Rehab Services or Michigan Works!. You can find contact information for these agencies in the last section of this workbook titled "Community Agencies".



Parent Tips

- > Let your child lead any meetings you might have about education and employment
- > Encourage your child to pursue volunteer opportunities



Youth Tips

- > Don't be afraid to ask for the supports you need in school and at work
- > Take advantage of volunteer opportunities and part-time employment



Adult Living

Independent Living Skills

Whether you plan to live by yourself, with your family, or with roommates when you get older you will need to learn some things that will make you more independent. Some of these things include:

Daily Living Skills: These skills include cooking, cleaning, self care, and household safety. Most likely you already know some or most of these skills through chores or helping out around the house.

Decision Making: Many decisions must be made by adults on a daily basis. Some decisions are more serious than others. Begin to plan for what decisions you will make on your own or what decisions you might want to rely on a trusted person to help you make.

Transportation: Getting from one place to another is an important part of daily life. Whether you are living by yourself or with family you should begin to plan for your transportation needs. That may include learning to drive and getting a drivers license. It may also include learning how to ride the bus or calling a friend for a ride. It's also important to plan ahead if you have a wheelchair or other assistive devices.

Housing

As you begin to plan for your transition to adult life one of the most important things, and sometimes exciting, is the prospect of where you will live. Some people may remain at home with their family. Other people may want to live on their own or with roommates in an apartment or even someday own their own home. This is a decision you will have to make. Here are some things to think about:



Adult Living

- Identify interests and options for future living arrangements, including supports if needed.
- Investigate assistive technology tools that can increase independent living and community involvement
- Pursue and use local transportation options available outside of your family

Managing Money

Paying bills and managing money are important skills that adults need to learn. You should learn money management skills such as balancing a checkbook, or paying utility bills. While you are learning these skills you also want to consider how you plan to earn an income. For many people income will come from employment. For others income may come from Social Security benefits. Consider the following:

- Determine your need for financial support
- Investigate money management and identify necessary skills
- Apply for any financial support programs that may be needed

Guardianship and Alternatives:

At age 18, you become your own guardian. Some people are unable to do this because of their disability. If so, you and your family may face some choices. Questions for you and your family to ask are:

- What are my main concerns for my future? Are they financial, medical, or emotional concerns?
- What decisions will I be able to make on my own?
- What decisions will I need assistance making?

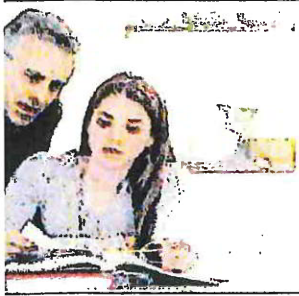


Adult Living

Think about what you would like to secure for your future. Below is a list of choices you and your family may consider if you need this kind of help. The list does not include all options. Other choices may be best for your family.

- D **Full Guardianship** provides full decision making rights to an appointed guardian.
- D **Partial Guardianship** provides rights in certain areas of decision making to an appointed guardian.
- D **Durable Power of Attorney** allows health care decisions by an appointed guardian. Power of Attorney can cover other decisions too.
- D **A Patient Advocate** acts for the individual receiving care. Most hospitals and providers have information on this choice. The appointed individual might be a family member or friend.
- D In a **Conservatorship** an appointed individual manages a person's finances.
- D **A Representative Payee** manages the finances of a person with SSI or SSDI benefits. Applications and help are available at local Social Security Administration offices.

Many of these actions must be done through the court system. Start exploring them when you turn 17. There may be legal and court fees for each. Seek qualified legal counsel if needed.



Bringing it all Together

Transition Plan of Care

Once you have thought about all or some of the areas discussed in the previous sections it is a good idea to start putting a plan in place. A Transition Plan of Care will help to keep things organized. It might also help you remember different things you need to do to get ready for the transition to adulthood. A Transition Plan of Care can be on paper or it can be done on a computer. However you want to keep it is fine. If someone is helping you put a plan together be sure to tell them how you would like to keep it.

What should a Transition Plan of Care include?

A Transition Plan of Care may look different for everyone. It will typically include goals that you have for yourself as you get older. For each goal you might find activities listed that need to be completed in order to reach your goals. For each activity you can create a list of who will be responsible to do these things. The person responsible can be you, your parent, family member, nurse or care manager you're working with. Whoever is helping you put the plan together might have different ways of doing it. Be sure you are comfortable with everything that is included in your plan.



Youth Tips

- Now is the time to speak up! Make sure you are heard and your personal goals are included.

Who can help me put a Transition Plan of Care together?

A transition plan of care can be put together with your help by someone at your doctor's office, or any other person/program that is helping you get ready for the transition to adult life.



Community Agencies: Navigating the Maze

This workbook has looked at health care, education, and independent living. Putting all these different topics together in a plan of care can help keep you organized. When you need assistance to reach some of your future goals you might find yourself working with different organizations and agencies, even programs at the state and federal level. So who do you go to? And what do you ask for? This section should give you some guidance on navigating your way to find help. It is also a place to keep notes and find contact information for some helpful resources.

Making the Call...

Don't know what to ask when you call? Consider this first. What information/support do you really want from this agency? Be sure you are specific and only ask about services they provide. Once you clear that up use this very simple script:

Sample Script for calling community agencies:

"Hello my name is _____. I have questions about _____. Can you please connect me with someone who can help?"



If you will be contacting many community agencies here is a tip. Keep a notebook with dates, names of who you spoke with, the action to be taken and expected date of completion.



Use the notes section to keep contact information handy.



Community Agencies: Navigating the Maze

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Notes: