

## Transition Checklist and Timeline

As your adolescent patients undergo the process of transitioning into adult care, please complete the activities in this checklist to help them empower themselves for self-management. Note that the timeline of activities should be adapted to each patient's developmental progress. As you complete each activity, check the box labeled "yes" and write the date in the space below. If any activities are considered inappropriate or not applicable (N/A), please provide a brief explanation in the space provided. This checklist should be kept in the patient's health record.



### Knowledge/Self-advocacy

	Early-stage Grades 5 to 7 (Ages 10 to 12)		Mid-stage Grades 8 to 10 (Ages 13 to 15)		Late-stage Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
Ensure that the patient can describe his/her chronic health conditions, including long-term risks and morbidities associated with each condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the patient to ask questions during each office visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the medical alert ID bracelet and explain when, how, and from whom to seek medical help if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how to access additional information about his/her condition (ie, support groups, approved Web sites).			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the role of the medical advocacy group and encourage the patient to join and participate in his/her respective group.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Independent Healthcare Behaviors

	<b>Early-stage</b> Grades 5 to 7 (Ages 10 to 12)		<b>Mid-stage</b> Grades 8 to 10 (Ages 13 to 15)		<b>Late-stage</b> Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
	Ensure that the patient knows his/her medications, their indications, and how and when to take them.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the importance of adhering to medications and other treatments, and explore barriers to adherence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain how to get a prescription filled.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a personal health diary to help your patient track his/her appointments, health symptoms, treatments, diagnostic tests, health measurements, and insurance correspondence.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask the patient to schedule his/her next appointment with your receptionist and to arrange transportation to and from the appointment.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Bone Health

	<b>Early-stage</b> Grades 5 to 7 (Ages 10 to 12)		<b>Mid-stage</b> Grades 8 to 10 (Ages 13 to 15)		<b>Late-stage</b> Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
	Discuss the impact of the patient's chronic disease and chronic medications or therapies on his/her peak bone mass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss additional risk factors for osteoporosis, such as a positive family history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsel the patient on lifestyle factors that promote good bone health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Lifestyle Issues

Counsel the patient against smoking, alcohol, and street-drug use and discuss their impact on physical and mental wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the patient to be physically active and maintain a healthy, well-balanced diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If suspected, address negative body image and disordered eating behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss plans for driving and identify potential restrictions or concerns.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Psychosocial Wellbeing

	<b>Early-stage</b> Grades 5 to 7 (Ages 10 to 12)		<b>Mid-stage</b> Grades 8 to 10 (Ages 13 to 15)		<b>Late-stage</b> Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
	Talk to the patient about social activities, peer relationships, and social support. For patients who appear socially isolated, make recommendations for increasing social interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide an opportunity for the patient to discuss feelings of anxiety, depression, or suicidal thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess the patient for mental health issues and neurocognitive deficits and make appropriate referrals as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Sexual Health

	<b>Early-stage</b> Grades 5 to 7 (Ages 10 to 12)		<b>Mid-stage</b> Grades 8 to 10 (Ages 13 to 15)		<b>Late-stage</b> Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
	Discuss pubertal changes, differences from peers that may be related to the patient's condition or medications, and the impact of puberty on his/her condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss genetic risks, pregnancy risks, and sexual function/vulnerabilities as needed. Refer the patient to a genetic counselor if appropriate.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Educational and Vocational Planning

	<b>Early-stage</b>		<b>Mid-stage</b>		<b>Late-stage</b>	
	Grades 5 to 7 (Ages 10 to 12)		Grades 8 to 10 (Ages 13 to 15)		Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
Ask the patient to describe his/her responsibilities and chores at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss school, the patient's favorite subjects, plans after high school, and ideas for a career.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the patient to engage in volunteer activities or find a part-time job.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the patient is seeking full-time employment, discuss options and plans for healthcare benefits, living arrangements, transportation, and other considerations.					<input type="checkbox"/>	<input type="checkbox"/>
If the patient plans to attend college, discuss medical coverage, transportation to medical visits, living arrangements, and other considerations.					<input type="checkbox"/>	<input type="checkbox"/>

## Implementing the Transition to Adult Care

	<b>Early-stage</b> Grades 5 to 7 (Ages 10 to 12)		<b>Mid-stage</b> Grades 8 to 10 (Ages 13 to 15)		<b>Late-stage</b> Grades 10 to 12 (Ages 16 to 19)	
	YES	N/A	YES	N/A	YES	N/A
	Initiate a discussion with the patient about his/her transfer to adult care.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss choices for adult care providers and facilities and assist in identifying providers who best meet the patient's needs.					<input type="checkbox"/>	<input type="checkbox"/>
Complete the patient's "Transition Passport" and review it with the patient and his/her family. Give a copy to the patient and place another copy in the patient's health record for transfer to the adult care provider.					<input type="checkbox"/>	<input type="checkbox"/>
Encourage the patient to schedule appointments with his/her adult care providers shortly after the last pediatric appointments to avoid a gap in care.					<input type="checkbox"/>	<input type="checkbox"/>
At the last pediatric appointment, present the patient with a "Graduation Certificate" to mark his/her passage into adult care.					<input type="checkbox"/>	<input type="checkbox"/>