

ASD TRANSITION:

Pediatric to Adult Healthcare for Young Adults with ASD

Instructor Workbook



EMORY
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Emory Autism Center

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Welcome to the Transition to Adult Healthcare Workbook for Educators!

This workbook aids educators in providing health care transition information to help youth with autism spectrum disorder (ASD) transition from pediatric to an adult model of healthcare.

Transitioning from pediatric to adult health care is a process that should involve planning and support from a team. This team consists of a variety of stakeholders, institutions, and individuals, such as the community, parents, the youth, health care providers, other health care assistants, social service workers, and educators like you.

Despite the increasing demand in vocational and academic transition services and education for youth with disabilities, there are few current programs and they lack cohesive structure and effectiveness. Out of the existing transition programs, health care transition is a crucial subject that is yet to be covered. Other barriers include lack of providers with sufficient knowledge and time to work with special needs populations, and a lack of guidance for parents on how to transition their youth from pediatric to adult health services. This workbook is designed to bridge the gap in the lack of educational services regarding healthcare transition in youth with ASD.

The workbook is designed to increase these transition skills: Self-advocacy, planning and scheduling, self-monitoring, and health knowledge.

This workbook is broken down into three sections:

- ➡ Basic ASD and Healthcare Information
- ➡ Course lessons
- ➡ Activity templates

Acknowledging the depth and variance of the autism spectrum, this workbook serves as a guide for the adaptation and implementation of educational materials. Certain lessons may need to be tailored to suit the individual and developmental stage of each child. However, differentiated activities/materials are suggested throughout each lesson and are indicated by a ★. We look forward to going on this exciting journey with you in making a difference in the health of youth with ASD!

What is Autism Spectrum Disorder (ASD)?

ASD and autism are general terms to describe a complex neurodevelopmental disorder. This diagnosis is generally characterized (in varying degrees) by difficulties in social interaction and communication and repetitive behaviors and restricted interests.

Prior to 2013 when the most recent version of the Diagnostic and Statistical Manual of the American Psychiatric Association, the DSM-5, was published, there were 5 diagnoses that were considered part of the family of autism. These included autistic disorder, Asperger's disorder, Pervasive Developmental Disorder-not otherwise specified (PDD-NOS), Rett syndrome, and Childhood Disintegrative Disorder. Currently the diagnostic classification system has been simplified and all diagnoses fall under Autism Spectrum Disorder (ASD) and are categorized based on the varying levels of support that the individual needs.

In addition to core impairments in interacting and communicating with others and having unusual interests and behaviors, people with ASD may also have intellectual disability, and motor coordination conditions including seizures, sleep disturbances, and gastrointestinal difficulties.

Many individuals with ASD have accompanying psychiatric symptoms that are not associated with autism. About 70% of individuals with ASD may have one comorbid mental disorder and 40% may have two or more. ADHD, anxiety and depression are some common comorbid disorders.

The term "spectrum" refers to the wide range of symptoms, skills, and levels of impairment or disability that individuals with ASD experience. Some individuals may be able to participate in typical activities of daily living with few supports and others may need significant support for most activities. All people with ASD have unique needs, but some are more mildly impaired by their symptoms while others are significantly disabled.

What is Healthcare Transition?

Health care transition is the process of changing from a pediatric to an adult model of health care. The goal of transition is to optimize health and assist youth in reaching their full potential. To achieve this goal requires an organized transition process to support youth in acquiring independent health care skills, preparing for an adult model of care, and transferring to new providers without disruption in care.

Six Core Element of Healthcare Transition

- ➔ Transition Policy: develop transition policy/statement that describes the practice’s approach to transition and educate staff about this approach; post policy and discuss with families
- ➔ Transition Tracking and Monitoring: establish criteria and process for identifying transition-age youth and enter their data into a registry and track progress
- ➔ Transition Readiness: conduct regular transition readiness assessments to identify needs and goals; jointly develop and prioritize goals and document regularly
- ➔ Transition Planning: develop and regularly update plan of care; prepare for changes once adult turns 18 (legal changes, policy and consent, self-advocacy, etc.); determine level of need for decision making; plan for timing of transfer; obtain consent for release of information for guardians; assist with finding adult provider and clarify responsibilities of pediatric vs adult provider until transfer
- ➔ Transfer of Care: confirm date of first adult provider appointment and make sure transfer happens when youth is medically stable; complete transfer package and send package along with letter to the adult practitioner
- ➔ Transfer Completion: contact young adult/caregiver 3-6 months after last pediatric appointment to confirm transfer of responsibilities; communicate with adult practice confirming completion of transfer; build ongoing and collaborative partnerships between adult and specialty practices



How does ASD Affect Healthcare Transition?

- ➔ Spectrum: Because autism exists on a spectrum, each patient's healthcare transition plan will be fairly unique. There's no "one size fits all" transition plan that can be used for everyone that has autism. Each plan will be individualized to address each person's specific needs.
- ➔ Structure: Transition will be much more successful if there is a degree of structure to the process. It will be helpful if there is a set schedule for regular doctor's visits to discuss transition (when they happen, where they happen, how the appointment flows, who is there, etc.) and this structure/schedule can eventually be transferred to an adult practitioner.
- ➔ Unexpected Changes: Individuals on the spectrum with ASD crave structure and predictability; anticipation of change and coping with changes are often challenging for adolescents with ASD; this is something to keep in mind as transition inherently requires change. Any expected or anticipated changes should be explained to the client clearly, as far in advance as possible, and repeatedly in order to raise his/her level of comfort.
- ➔ Developmental Disability: The individual will have to deal with issues related to his/her specific symptoms throughout his/her whole life and adjust accordingly. Individuals with ASD will often experience social and emotional developmental milestones later than their same-age peers. For example, many individuals with ASD may benefit from transitioning to adult healthcare after the age of 18 and may need targeted practice in understanding disclosure and self-advocacy.
- ➔ Executive Functioning: People with autism tend to have lower executive functioning skills. This will make the logistics of healthcare (making appointments, showing up on time, filling prescriptions, calling the office, filling out medical forms) much more difficult. Often visual supports, assistive technology, and structured plans to provide and subsequently face supports will be helpful to adolescents with ASD.
- ➔ Communication: Most individuals with autism struggle with everyday communication skills to varying degrees. It will be important to understand not only how the student communicates with others (verbal? Non-verbal? Somewhere in between?) but also how the student will best understand any receptive communication.
- ➔ Social Skills: Difficulties with social skills have the potential to make appointments feel odd or awkward for the nurses, doctors and other healthcare staff. It's important to understand what limitations the student has in social skills in order to have a successful interaction. (For example, just because a student is not making eye contact doesn't mean that he or she isn't listening).
- ➔ Restricted Interests: People with autism tend to have extensive knowledge about particular topics that are of interest to them. Knowing an individual's interests could go a long way in building rapport and engaging the individual with autism. Depending on the interest, it could be used to help teach him or her about healthcare needs.
- ➔ Sensory Issues: People with ASD may have various issues related to specific senses (for example, certain lights/sounds may be abrasive to someone with autism). Therefore, it may be difficult for someone with ASD to adjust to the new sights, sounds, smells, etc. of a new doctor's office. This may also affect the ease with which patients interact with various medical staff.

How can I Prepare my ASD Student's for their Healthcare Transition?

Generally, it is best to start planning for transition early. Educators and the student's family should help in the transition process, which may take months or even years to complete. Look at the sample transition timeline below. It spans one year, beginning from August to May. The end goal is to select an adult provider and to make appointments with them, rather than the pediatrician. This timeline is suited for an older teen who is around 17 or 18. If you are planning your transition timeline at an earlier age, you can set your goals using years, rather than months.

August:

Address what transition is with students and parents

Make initial assessments on student's transition readiness and medical knowledge (transition checklist)

September:

Complete 2-3 healthcare transition lessons

October:

Complete 2-3 healthcare transition lessons

November:

Complete 2-3 healthcare transition lessons

December:

Complete 2-3 healthcare transition lessons

January:

Parents start networking to identify potential adult providers

Parents explore options for healthcare coverage

Parents explore option of legal guardianship

February:

Select adult provider

Transfer all related healthcare information to adult provider

Work together with pediatrician and adult provider to ensure complete and total transfer package

Make first appointment with adult provider

March:

Tour adult practitioner's office ahead of time (before any official appointments)

Potentially meet nurses and/or doctors

Prepare own questions for doctor appointment

April:

Attend first appointment with adult provider

Make follow-up appointments if necessary

May:

Follow-up with prescription refills or other necessary information/appointments

Lesson Plans

These **lesson plans** are intended to serve as a framework for anyone interested in helping young adults with Autism Spectrum Disorder (ASD) and their families prepare for the transition to adult health care. They are designed to help prepare parents and families of young adults with ASD transition from pediatric to adult health care.

Each lesson is divided into four sections:

- ➔ **Teacher Background Information**: This will provide teachers with the purpose of each lesson and what students will be expected to have learned upon completion.
- ➔ **Objectives**: Each lesson will have 2-3 objectives that the students will be expected to reach.
- ➔ **Needed Materials**: This will include a short list of the materials needed to complete each activity within the lessons.
- ➔ **Lesson**: The individual will then be introduced to a new topic each week. The lesson will include healthcare-specific information.
- ➔ **Activity**: After learning the new material from the lesson, it will be important to actively practice how to accurately and effectively implement each topic. It is important to note that these activities serve as a guide and can be altered to best suit the individual's needs.
- ➔ **Guiding Questions**: We have developed a short list of questions that teachers can use during their lesson and/or activity. These questions are meant to prompt conversation and increase engagement.

Lesson 1: Healthcare Checklist & Timeline

Teacher Background Information:

The purpose of this lesson is to motivate students to get excited about their healthcare transition and healthcare transition goals. Students will identify which healthcare areas they may or may not understand, along with identifying a plan to tackle those topics they may be unsure about.

In this lesson, students will complete the healthcare checklist so that they can better identify which healthcare areas they are familiar with and which healthcare areas they are not familiar with. This will allow both student and teacher to identify which sections of this curriculum are most needed by each student. Upon completing this checklist, the students will then refer to the transition timeline and identify target dates they would like to have mastered each topic by. Note: You may choose each target date for your students so that the class can have the same timeline to follow over the semester. This will be dependent upon your semester dates, along with the pace of learning. Setting a target date will allow the student to identify clear expectations, prepare for upcoming topics, and track progress as they go (i.e. placing a ✓ upon completing each topic).

Objectives:

- 1) Express intention to switch from pediatric to adult healthcare soon
- 2) Identify goals and dates for important deadlines by creating a healthcare transition timeline
- 3) The students will be able to identify what areas of healthcare they have mastered and which areas of healthcare that are more challenging.
- 4) The students will be able to identify what topics will be covered throughout this curriculum.
- 5) The students will be able to refer to their transition timeline to check off each topic they master.

Needed Materials:

- Printed healthcare checklist template for each student
- Printed healthcare transition timeline template for each student
- Writing utensils

Lesson:

Generally, it is best to start planning for your healthcare transition early. When first planning for your healthcare transition, it is important to identify what areas of healthcare you have mastered and what areas of healthcare that are more challenging. There are many possible goals to work toward as part of transitioning to the adult-healthcare system. To support those efforts, there are seven primary goals for teens and young adults to focus on. Those include: A Medical Home, Emergency Medical Information, Identifying When to Visit the Doctor, Health Insurance Information, How to Schedule an Appointment with a Medical Professional, Preparing for a Medical (or Dental) Appointment, and Prescription Information. You may choose to identify target dates that you will engage in learning more about each topic so that you can be sure to stay on track with your healthcare transition.

Lesson 1: Healthcare Checklist & Timeline (cont.)

Note: You may choose to pause and ask students to raise their hands if they have heard of each topic (e.g. “who has heard of the term medical home?”) Then, you may choose to ask for volunteers to share out what they believe each topic means. To motivate students, you may choose to offer a prize of your choice for those who volunteer.

Activity:

Use the healthcare checklist (Appendix 2.1) to identify what areas of healthcare transition you have mastered, and which areas of healthcare transition are challenging. After completing the healthcare checklist, organize the

7 topics in the order of your choosing along the transition timeline (Appendix 2.1). As you master a goal, check it off and reward yourself! You’ve earned it!

★ Some students may benefit from direct guidance on what order to place the healthcare topics. You may choose to prompt your students to refer to the glossary if they are unfamiliar with some of the healthcare topics and require a more concrete definition.

Guiding Questions:

- 1) When is it best to begin planning your healthcare transition?
- 2) Who has heard of *(insert one of the seven primary goal topics)*?

Lesson 2: Medical Home

Teacher Background Information:

The purpose of this lesson is to help students explore who their current providers are, identify which providers are pediatric care or adult care, and gain a better understanding of the similarities and differences between pediatric healthcare and adult healthcare. The more familiar the students become with transitioning from their current pediatric healthcare providers to their adult healthcare providers, the less scary it may feel.

In this lesson, students will identify all medical professionals they see and then identify which of those providers are pediatric healthcare providers and which are adult healthcare providers. Students will not only identify these medical professionals but will also engage in conversation on how to begin discussing their transition with their pediatric healthcare professionals.

Objectives:

- 1) Describe the role of a healthcare team, and identify who is on their healthcare team
- 2) The students will be able to identify who their pediatric healthcare providers are and who their adult healthcare providers are.
- 3) The students will be able to identify the similarities and differences between pediatric healthcare and adult healthcare.

Needed Materials:

- Printed medical home template
- Writing utensils
- Scissors
- Tape or Glue

Lesson:

Health care transition may seem like a big task, but you will have several people helping you along the way. *Can you think of anyone who can help you?* Once you turn 18, you will legally be an adult, and may not be able to see your pediatric doctor anymore. That's why it's important to start looking for a doctor who will see adults. You may have heard about a Medical Home as a way that some healthcare teams work together. The title Medical Home can be a little confusing because we usually think of a "home" as a place. A Medical Home is not a place. It is an approach that identifies where primary care is provided, who provides that care, and how they all work together.

Note: You may choose to pause and ask students to raise their hand if they have begun their transition from a pediatric healthcare provider to an adult healthcare provider. Some students may choose to share what their transition experience was like.

Activity:

Use the medical home template (Appendix 2.2) to identify who makes up your current medical home. This template provides examples of healthcare providers that your students may currently see. Ask the students to place the providers they see onto medical home template. If they see a provider that is not listed, they may choose to write that provider directly in a blank shape.

Lesson 2: Medical Home (cont.)

Note: The students are not required to share to their peers what providers are on their medical home template. Instead, you may consider engaging the class in a discussion about how they can prompt their pediatric healthcare provider to ease them into their upcoming healthcare transition to adult care. Also, you may choose to engage in a discussion about what type of services each medical professional provides.

★ Some students may not know what medical professionals they see. You may choose to check-in with the student's family prior to this lesson so that they can provide you with a list of providers their child sees. The student can then take their personalized list and place it into the medical home template.

Guiding Questions:

- 1) What healthcare providers make up your current medical home?
- 2) Can you identify which of your providers are pediatric healthcare providers?
- 3) Can you identify which of your providers are adult healthcare providers?
- 4) What type of service does each provider offer?
- 5) What are some similarities between pediatric healthcare and adult healthcare? Differences? (i.e. (i.e. more responsibility, annual wellness visits may include more check-ups).
- 6) What are some challenges you have face with your healthcare transition?
- 7) What successes have you had with your healthcare transition?

Lesson 3: Emergency Medical Information

Teacher Background Information:

The purpose of this lesson is to educate the students on how to communicate with medical professionals when a medical emergency occurs. When an emergency occurs, the student may be conscious, unconscious, nervous, unable to speak, etc. Students must become aware of the importance of sharing accurate medical information to medical professionals so that they can receive adequate help.

In this lesson, students will create a personalized emergency medical information card. This card will contain their important medical information and can be placed in their wallets in the event a medical emergency occurs. Medical professionals can then access this card if the individual is conscious or unconscious.

Objectives:

- 1) The students will be able to identify when an emergency medical information card could be helpful.
- 2) The students will create/obtain an emergency medical information card.

Needed Materials:

- Printed Emergency Medical Information Card
- Writing utensils

Lesson:

An emergency medical information card contains your personal medical information. You can give this card to medical professionals who are trying to help you, or medical responders may refer to this card if you are unable to provide information in the moment. Listen to the following story on how John's medical information card saved his life:

John was in a motorcycle accident and passed out due to a head injury. Because John was passed out, he was unable to provide the necessary medical information to the first responders. Because the first responders did not have access to any of John's medical information, they were unaware he was allergic to latex and an antibiotic. The first responders unfortunately used latex gloves, which caused John to break out into a terrible rash. Fortunately, they did not use the antibiotic John was allergic to. After healing from his accident, John decided to create and carry a medical information card in case of another emergency.

Note: You may choose to pause and ask students to raise their hands if they have any other example for when an Emergency Medical Information Card would be useful. Other examples may include: nonverbal students, being nervous, etc.

Activity:

Use the emergency medical information card template (Appendix 2.3) to begin creating your personal emergency medical information card. You can walk your students through each step. If the students are not sure about some of the questions, they may choose to take this home and ask for assistance from family. If possible, it may be beneficial to laminate these cards so individuals can use them beyond the lesson.

Lesson 3: Emergency Medical Information (cont.)

★ Some students may not recall all their personal information. You may choose to check-in with the student's family prior to this lesson so that they can provide you with the student's personal information. The student can then take their personal information and place it onto the emergency medical information card template.

Guiding Questions:

- 1) What information might an emergency medical information card include?
- 2) Why are emergency medical information cards important?
- 3) Do you have any allergies? Who is your emergency contact?
- 4) What else is important for medical professionals to know?

Lesson 4: Identifying When to Visit the Doctor

Teacher Background Information:

The purpose of this lesson is to educate the students on how to understand and identify physical symptoms they have experienced and may experience in the future. The students will also be provided with the type of language you can use to communicate these symptoms to medical professionals.

In this lesson, the students will distinguish between symptoms that may require a doctor's visit and symptoms that may not require a doctor's visit. Students should engage in a discussion as to why some symptoms are considered more severe than others. Students should also be encouraged to share their symptoms to a trusted adult who can assist in distinguishing if their identified symptoms are considered severe.

Objectives:

- 1) The students will be able to distinguish between severe and non-severe symptoms.
- 2) The students will be able to accurately communicate symptoms with a trusted adult and/or medical professional.

Needed Materials:

- Printed Signs and Definitions Worksheets
- Writing utensils
- Scissors
- Tape or glue

Lesson:

Should I see a doctor? Many people ask this question. Some symptoms require you to visit a medical professional, while others are not serious enough to visit a medical professional. Sometimes identifying which symptoms require a professional opinion can be difficult.

Note: You may choose to pause and ask students to raise their hands and describe how they currently distinguish a more serious symptom from a less serious symptom. Students are not required to share their experienced symptoms.

Activity:

Try your best to identify which definitions match with which signs using the 10 Signs You Should Visit a Medical Professional template (Appendix 2.4). Keep in mind that this list is not exhaustive so if your instinct tells you something is wrong, it's a good idea to seek medical attention and/or tell a trusted adult. After matching the definitions with the correct sign/symptom, practice communicating each symptom as though you are currently experiencing it. It will be important that the students learn how to communicate their experienced symptoms on their own, as a parent may not be available during the appointment provided by an adult healthcare provider.

★ You may choose to narrow down the definitions for some students and, instead, provide 1 incorrect and 1 correct definition for them to choose from. Or, you may choose to provide your students with the correct answers and simply have each student go through the motions of matching the definition with its correct sign as you go.

Guiding Questions:

- 1) What are some less severe symptoms that may not require you to visit a medical professional?
- 2) What are some more severe symptoms that may require you to visit a medical professional?
- 3) What is an annual check-up? How does it differ from an appointment when you are sick?
- 4) How would you communicate with your doctor if you were experiencing stomach pain?

Lesson 5: Scheduling an Appointment with a Medical Professional

Teacher Background Information:

The purpose of this lesson is to prepare students to make a medical appointment independently via phone, online, or in-person. The student likely still relies on a trusted adult to schedule their appointments, so, they may have little to no knowledge on how to complete this task, what information to share, or who to contact.

In this lesson, the students will learn how to contact a medical professional via phone and schedule a medical appointment. The students will engage in conversation regarding what information they may be required to share, along with practicing how to complete a phone call with a medical professional and/or their secretary staff.

Objectives:

- 1) The students will be able to identify the necessary personal information to schedule an appointment.
- 2) The students will be able complete a phone call with a medical professional and/or their staff.

Needed Materials:

- Printed Scheduling an Appointment Role Play Template
- Writing utensils
- Name tags labeled patients or doctor

Lesson:

Scheduling an appointment may be a difficult and/or an anxiety provoking task for some. So, it is important to prepare yourself before contacting a doctor's office. Some ways to better prepare yourself include: 1) Be Prepared. If you have never done this before, have someone help you. You might even want to practice with a trusted adult before you make your call; 2) Have your calendar ready so you can check the date and time. Put your appointment on your calendar right away; 3) You may need to know your date of birth; Know the name of the person you need to see. It may be a doctor, a nurse practitioner or another health care provider; Know the reason you need the appointment. Is it for a regular check-up or are you having a problem or concern; Have our insurance information available.

Note: You may choose to pause and ask students to raise their hands if they have scheduled their own medical appointment. If you have students who state that they have, you may ask for those students to share what was easy and/or difficult about doing so.

Activity:

Follow the script (Appendix 2.5) to help you practice scheduling an appointment. First, the teacher will play the role of the medical professional while the students will schedule their own appointment. Choose 2-3 student volunteers to practice this role play in front of the class with the teacher. Once the class has been provided with these examples, you will split the class into partners where one student has a "patient" label and the other student has a "doctor" label. Each student will practice each role 2-3 times before switching labels/roles. Change partners and practice as much as needed.

★ If you have a nonverbal student, you may choose to complete this script using their communication device. For verbal students, you may choose to partner with those students who may require assistance that they may not receive from a student partner.

Guiding Questions:

- 1) Who all has scheduled their own appointment(s) in the past? What was most difficult? What was easiest?
- 2) Of those of you who have not yet scheduled your own appointment, what concerns do you have in doing so?
- 3) What might the receptionist ask when you call to make an appointment with a medical professional?

Lesson 6: Preparing for a Medical (or Dental) Appointment

Background Information:

The purpose of this lesson is to prepare students to communicate effectively and openly with their medical professionals. When a student transitions from pediatric healthcare to adult healthcare, they will likely not have a parent/guardian in the same medical room. So, it will be important that the student communicate their healthcare needs to the medical professionals to their best ability.

In this lesson, the students will learn both how to verbally and nonverbally communicate their healthcare needs with a medical professional. The students will also learn how to take notes before, during, and after medical appointments in order to avoid forgetting to share information, forgetting follow-ups, etc.

Objectives:

- 1) The students will be able to verbally and/or nonverbally communicate their healthcare needs with a medical professional.
- 2) The students will be able to keep adequate healthcare notes before, during, and/or after a medical appointment.

Needed Materials:

- Printed Head to Toe Template or Sample Care Plan
- Writing utensils

Lesson:

It will be important to think about the reason why you are going to the doctor so that you can accurately share with the doctor your concerns. Think how you have been feeling lately and any special concerns you have so you will not forget to mention anything in your appointment. If you are not sure how to describe your symptoms you can point to the ache and your doctor can ask you questions to help you identify what is concerning you. If you are not feeling well, write down your symptoms so you can share them with your health care provider and not worry about forgetting anything. You may want to have someone you trust go to the appointment with you. Write down information and instructions at your appointment so you don't have to try to remember everything. If you need help doing this just ask your provider or the person you brought with you to help. Remember, your doctor needs to know your true feelings and concerns in order to help you. It is okay to ask for information to be repeated or explained again if you do not understand it the first time. You may also have questions you wish to ask your doctor. Make sure you think about these questions and come prepared to your appointment to ask them.

Note: You may choose to ask your students who feels comfortable sharing their healthcare concerns with their medical providers. Then, you may ask if those students verbally share their concerns or point to their concerns using their body.

Lesson 6: Preparing for a Medical (or Dental) Appointment (cont.)

Activity:

Using the head to toe template (Appendix 2.6), think about concerns starting with your head and making your way down to your toes. Write those concerns down before going to the doctor. You may also use the diagram to circle where the concern is located. Use the sample care plan (Appendix 2.6) to prepare for an upcoming appointment with your regular doctor. Fill out Section 1 and Section 2 before your appointment.

- ★ You may choose to use the head to toe template with students who may find it difficult to verbalize their medical concerns. Then, you may support the individuals in identifying 1-5 key words they can write down to describe their medical concerns, rather than using complete sentences.

Note: You may choose which template to share with your students. Or, you may choose to print both templates and allow your students to choose the template they prefer. When completing the template(s), you may assign your students a medical concern so that they can complete a template as though they will be visiting a medical professional about that specific concern.

Guiding Questions:

- 1) What can you do if you are concerned about forgetting to share certain health details with the medical professional?
- 2) What should you do if you are struggling to verbalize what on your body feels unwell?
- 3) If you were experiencing severe headaches, what might you write down/circle to remind you to speak with the doctor about this concern?
- 4) What can you do during/at the end of a medical appointment to ensure you will not forget any information?

Lesson 7: Prescription Information

Background Information:

The purpose of this lesson is to teach your students safe medication management. If your students take medication regularly or only take medication when ill, they need to be aware of what medication they are taking, possible side effects, how often to take medication, etc.

In this lesson, the students will learn how to read prescription labels. Your students need to be able to locate their name on the prescription, identify what medication they are taking, identify the dosage, know how often to take the medication, and how to obtain a prescription refill.

Objectives:

- 1) The students will be able to read a prescription label.
- 2) The students will be able to contact the pharmacy via phone for a prescription refill.

Needed Materials:

- Printed Prescription Label template and Picking up a Prescription Role Play
- Writing utensils
- Patient label and Pharmacist label

Lesson:

When your doctor wants you to take medication, a prescription may be called in by telephone to a pharmacy. You will need to go to the pharmacy to pick up your medicine. If the doctor gives you a written prescription you will need to take it to the pharmacy to get it filled. Be sure to take your Medicaid and/or insurance card with you. There may be a co-pay charge so you will want to have some money too. You will want to make sure you order your refill before your medication is gone so you don't miss any doses. Mark your calendar to remind you of when to call in your prescription refill. Call to order your medication when you have one week of medicine left, so you don't run out on a weekend, holiday or while on a trip. To order a refill on a medication, you will use the information on the medication label. When you call the pharmacy, a person may answer and take all the information. Sometimes you may get an answering machine telling you how to give the information the pharmacy needs to refill your prescription. Make sure you understand any possible side effects to be aware of and what to do if you experience them. You will get written information along with your medication but be sure to ask the pharmacist any questions you may have. If you get home and have a question or concern about your medication, call your pharmacist (phone number is on your prescription bottle). You can always ask your doctor or pharmacist any questions you have regarding how your medication will make you feel, what time of day to take your medication, and any side effects you may need to expect and how to manage them.

Note: You may choose to ask your students for examples of good questions to ask a pharmacist when picking up a prescription refill.

Lesson 7: Prescription Information (cont.)

Activity:

Using the prescription label template (Appendix 2.7), identify all the information each will ask for. The first prescription label within the template serves as an example. Once the students have completed the prescription label activity, use the script (Appendix 2.7) to role play how to pick up a prescription medication and/or a medication refill.

Note: You may choose a student to share their prescription label with the class when checking to make sure all areas were answered correctly. Then, choose 2-3 student volunteers to practice the pharmacy role play in front of the class with the teacher. Once the class has been provided with these examples, you will split the class into partners where one student has a “patient” label and the other student has a “pharmacist” label. Each student will practice each role 2-3 times before switching labels/roles. Change partners and practice as much as needed.

★ You may choose to have your students point at the various portions of the prescription label, rather than writing out their answers. If you have a nonverbal student, you may choose to complete the pharmacy script using their communication device. For verbal students, you may choose to partner with those students who may require assistance that they may not receive from a student partner.

Guiding Questions:

- 1) When should you call in a medication refill?
- 2) What information might you find on your prescription label?
- 3) What do you think would be important to ask the pharmacist when picking up a new medication?

Lesson 8: Health Insurance Information

Background Information:

The purpose of this lesson is to teach your students the basics of health insurance and what their health insurance covers when they make a medical appointment.

In this lesson, the students will learn how to read health insurance cards and have a basic understanding of some health insurance-related terms. Your students, however, are not yet expected to know all the ins and outs of health insurance coverage.

Objectives:

- 1) The students will be able to read a health insurance card.
- 2) The students will be able to define basic health insurance terminology.

Needed Materials:

- Printed Health Insurance Card template and Health Insurance Terminology template
- Writing utensils
- Scissors
- Glue or tape

Lesson:

When you attend a medical appointment for the first time, your receptionist will ask for your medical insurance card. Your medical insurance will help cover some of the costs, so it is important for you to know some key information on your card. Most receptionists will look at your card and fill out the necessary information. Occasionally, if you are calling over the phone to schedule an appointment, or if your insurance changes, you may need to provide the information to them. The most important pieces of information you need to provide is the ID number and group number. Sometimes the ID number and group number will be called a different name. Just remember, the ID number is always longer than the group number. The insurance card will also contain other information like primary card holder's name, which will be your parents' name if you are under their insurance, or your name if you are covered by your employer. It will state the health insurance's name (Blue Cross Blue Shield, Aetna, Healthcare United, etc.). Sometimes it may list expiration date, or types of services covered.

Activity:

Using the insurance card template (Appendix 2.8), identify all the information each health insurance card will ask for. The first image/insurance card within the template serves as an example. Once your students have mastered reading a health insurance card, review some of the basic health insurance terms (Appendix 2.8) and have your students match each definition with the correct term.

Note: You may choose a student to share their health insurance card template with the class when checking to make sure all areas were answered correctly. Then, when reviewing the health insurance terms, you may call on students to read one definition at a time and match it to its correct term.

Lesson 8: Health Insurance Information (cont.)

★ You may choose to have your students point at the various portions of the health insurance card, rather than writing out their answers. Then, you may choose to narrow down the health insurance definitions for some students and, instead, provide 1 incorrect and 1 correct definition for them to choose from. Or, you may choose to provide your students with the correct answers and simply have each student go through the motions of matching the correct health insurance term with its definition.

Guiding Questions:

- 1) What does your health insurance card help to do?
- 2) What are two things you may find on your health insurance card?
- 3) What is a copay?
- 4) Why is it important to have health insurance?

Activity Templates

The following activity templates are intended to serve as a guide for anyone interested in a more hands-on approach to learning and should be used with their respective lessons. Acknowledging the depth and variance of the autism spectrum, these activities serve as a guide for the implementation of educational materials. Certain activities may need to be tailored to suit the individual and developmental stage of each child.



Activity 1: Healthcare Checklist & Timeline

Do you know your healthcare needs? Some people have more than others, but everyone has health care needs. Some people have a disability or chronic medical condition. Others may have risk factors for certain diseases, such as diabetes or hypertension. That is why it is a good idea for each of us to know about our own healthcare needs, and how to be involved in our own healthcare.

Many young people have never thoughts about the questions you are about to answer in the healthcare checklist. Most people would find it difficult to answer “yes” to many of them. You are ahead of the game just by doing the checklist. Place a checkmark in the column you think best fits you.

Let’s do a few together:

Healthcare Checklist	Yes	Working on it
Personal Information:		
Can I state my first, middle, and last name?		
Do I know my birthdate, including the year?		

Now you can answer the rest by yourself!

Activity 1: Healthcare Checklist & Timeline (cont.)

Healthcare Checklist	Yes	No	Working on it
Medical Home:			
Can you identify your current healthcare providers?			
Can you identify which of those providers are pediatric healthcare providers and which are adult healthcare providers?			
Emergency Medical Information Card:			
Do you have an emergency medical information card?			
Do you know your medical information that is/would be listed on an emergency medical information card? (i.e. name, allergies, diagnosis, current medications, emergency contact)			
Identifying When to Visit the Doctor:			
Do you know how to identify severe symptoms from non-severe symptoms?			
Do you communicate your healthcare concerns directly to a medical professional?			
Do you know what to do when you get sick?			
Scheduling an Appointment with a Medical Professional:			
Do you schedule your own medical appointments?			
Do you keep track of your medical appointments?			
Do you follow-up on any referrals for tests, check-ups, or labs?			
Preparing for a Medical (or Dental) Appointment:			
Do you know how/why to keep healthcare notes before, during, and after a medical appointment?			
Can you describe your healthcare needs to a medical professional when at your appointment?			
Do you know what to bring to your appointment?			
Prescription Information:			
Can you read and understand the information on a prescription label?			
Do you call in your own prescription refills at the pharmacy?			
Do you know what medications you take?			
Do you manage your medication correctly? (i.e. take them as prescribed)			
Health Insurance Information:			
Can you read and understand a health insurance card?			
Do you have a basic understanding of health insurance? (i.e. copay, deductible, etc.)			
Do I know what my health insurance covers?			

Activity 1: Healthcare Checklist & Timeline (cont.)

Medical Home
Target Date: _____



Emergency Medical Information Card
Target Date: _____

Identifying When to Visit the Doctor?
Target Date: _____

Schedule an Appointment with a Medical Professional
Target Date: _____

Preparing for a Medical (or Dental) Appointment
Target Date: _____

Prescription Information
Target Date: _____

Health Insurance Information
Target Date: _____

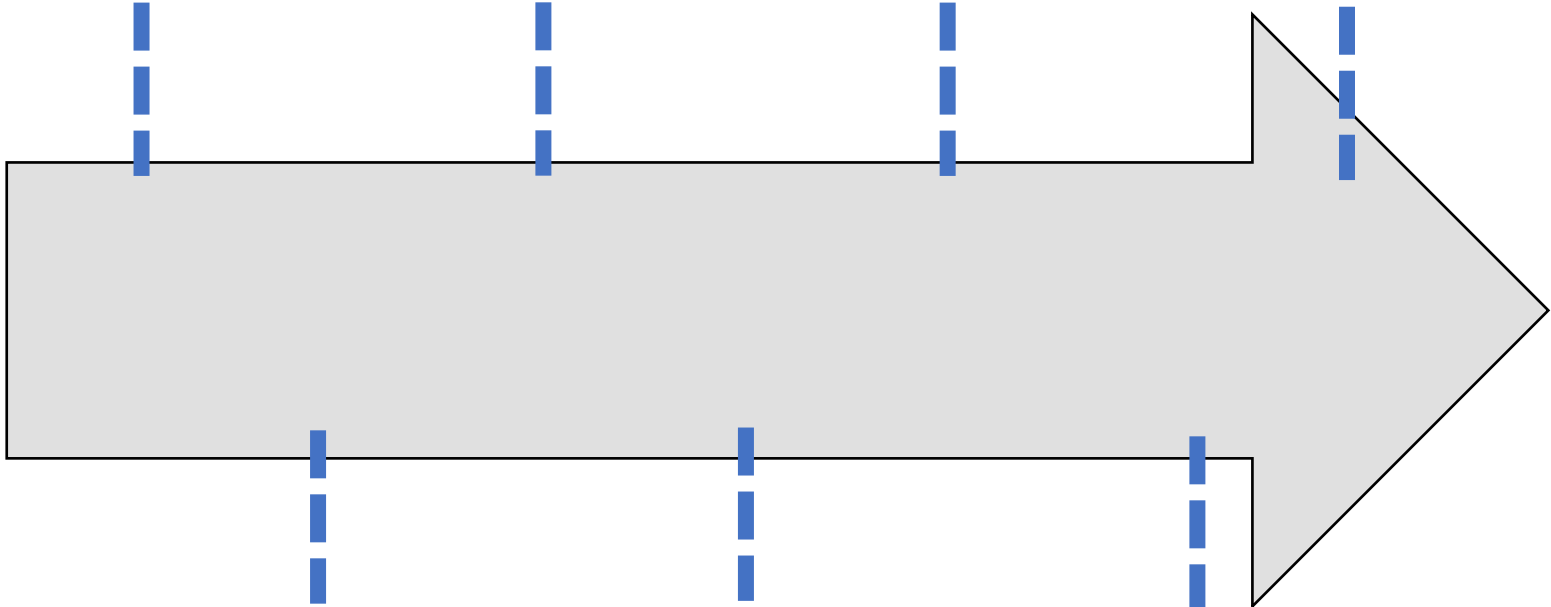


Empty rounded rectangular box for timeline entry.

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Empty rounded rectangular box for timeline entry.

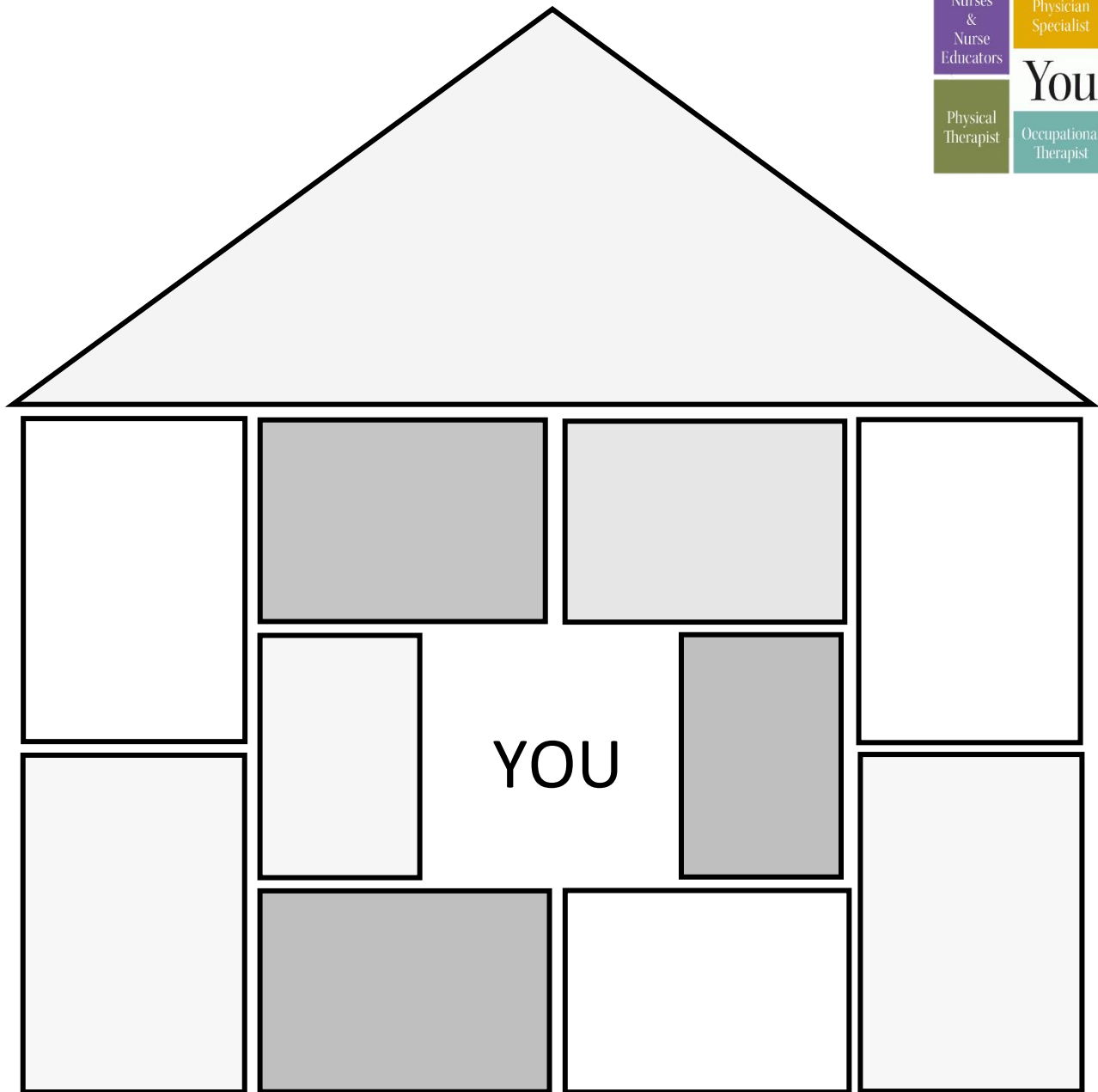
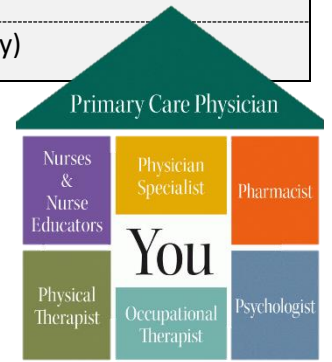
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Activity 2: Medical Home

Use the healthcare professionals below to complete your medical home:

Primary Care Provider	Psychiatrist	Physical Therapist
Nutritionist	Psychologist	Occupational Therapist
Dentist	Mental Health Counselor	Speech Therapist
Pharmacy	Specialty Care	Eye Doctor
ENT	Gynecologist	Other (identify)



Activity 3: Emergency Medical Information

Emergency Medical Information		
Name:	DOB:	
Conditions:		
Medications:		
Allergies:		
Blood Type:	Organ Donor: Y N	Pregnant Y N

Personal Information:	
Address:	
Phone Number:	
Emergency Contacts:	
Name:	Phone:
Name:	Phone:
Doctor:	Phone:
Other Information:	

Activity 4: Identifying When to Visit the Doctor

Directions: Use the definitions on the following page to match with their signs.

Signs	Definitions
You have a persistent, high fever	
Your cold becomes unusually bad	
You've lost weight suddenly and without explanation	
You're short of breath	
You experience severe chest, abdominal, or pelvic pain	
Your bowel movement or urination has changed	
Bright flashes interrupt your vision	
You experience confusion or changes in mood	
You develop unexpected symptoms after a procedure or starting a new medication	
You are due for your annual check-up	

Activity 4: Identifying When to Visit the Doctor (cont.)

Definitions (*in a randomized order*):

Changes in mood and sudden confusion can occur with mental health issues as well as physical conditions, such as an infection or drug interaction. Watch out for: trouble focusing, irregular sleeping patterns, and feelings of anxiety or depression.



Anytime you undergo a medical procedure or surgery, get an immunization, or start a new medication, ask your doctor in advance about the known symptoms. Monitor for these and if anything out of the ordinary occurs, call the doctor's office to see if an appointment is advised.

An unexplained drop in weight could indicate overactive thyroid, diabetes, depression or liver disease, among other things.

A fever is one way your body naturally fights infection. However, if you have a fever above 103° Fahrenheit (39.4° Celsius) or a fever that lasts more than three days, you should call your doctor.

It's not always easy to know when to go to the doctor for a cold. Watch for the following: a severe cough, a fever, muscle aches or other flu-like symptoms, extremely difficult swallowing, chest pain, shortness of breath, or if you can't keep anything down.

High altitude, strenuous exercise, obesity and extreme temperature are all normal causes of shortness of breath. If none of these are causing your breathlessness, ask your doctor about the possibility of asthma, bronchitis or another condition.

If you suffer from migraines, you may sometimes experience bright flashes or spots in your vision. Outside of these cases, you should visit the doctor if you experience sudden bright flashes.

Abnormal, intense and sustained pain in the chest, abdomen or pelvis can indicate an underlying issue that demands a doctor's attention.

Once a year you should visit your primary physician for an annual physical check-up.

Keep in mind that bowel movement and urination can vary from person to person, so the most important thing to look for is a sudden change in your own pattern, whether that's bloody or black stools, diarrhea or constipation, or excessive urination.

Activity 5: Scheduling an Appointment with a Medical Professional

I should have the following items ready before calling:

1. Physician/Clinic phone number.
2. Name of Physician you want to see.
3. Health insurance card, if you have one.
4. Pen and paper so you can take notes.
5. Calendar, so you know your schedule

Find out if you need to bring anything to the visit.

- ✓ Medical records
- ✓ Current medications
- ✓ Insurance card
- ✓ Identification card



Call the doctor office. Say, "Hello, my name is _____ and I need to schedule a doctor's appointment."

The doctor's office will respond. Saying, "Hi, _____, can you provide me with your date of birth and the reason for scheduling a visit with us?"



You will then respond. Saying, "Sure! My date of birth is _____ and my reason for a visit is because _____."

The doctor's office will respond. Saying, "Thank you, _____. The earliest appointment we have available is for _____. Does that work for you?"



You will then respond with if you are or are not available. Saying, "Yes, that appointment will work with my schedule. Thank you."

or

"No, I am unavailable on _____. Do you have any availability for _____?"

The doctor's office will respond. Saying, "Great, we will see you on _____."

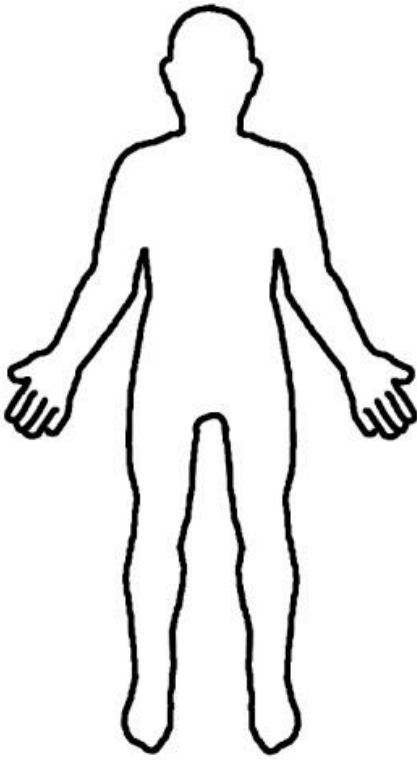
or

"Yes, we have an availability on _____ at _____ o'clock."



You will then respond. Saying, "Thank you and see you then! Goodbye"

Activity 6: Preparing for a Medical (or Dental) Appointment



Circle the area (s) of concern

Activity 6: Preparing for a Medical (or Dental) Appointment (cont.)

Section 1: Background Information

Name:	
Date of Birth:	Phone:
Address:	
Emergency Contact:	
How I Communicate Best:	

Write the names of your doctors, therapists, other health providers (including pharmacy, equipment, and supply vendors):

Name	Specialty	Phone Number

Making Decisions (*who helps me with medical decisions and/or follow up?*)

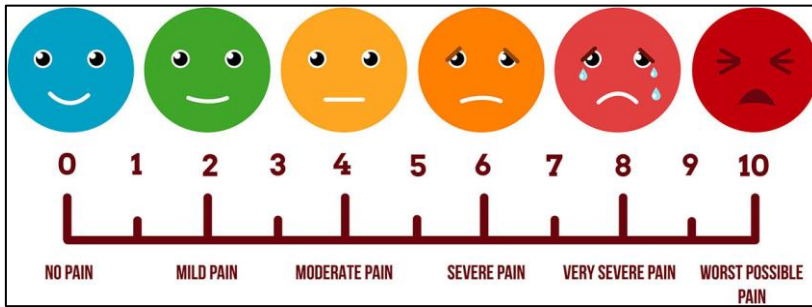
Name:	
Relationship:	Phone:
Power of Attorney for Healthcare (<i>circle one</i>): YES NO	
If yes, who:	
Phone:	

Section 2: Concerns to Share with Medical Professional

Reason(s) I am here:

Activity 6: Preparing for a Medical (or Dental) Appointment (cont.)

This is how I feel (*circle one*):



Medications:

Name	Dosage	When Taken

My Medical History:

Important information you should know about my medical history:
Allergies:
Past surgeries & hospitalizations:

Follow-up Information:

Upcoming to-dos:
Questions I have:

Activity 7: Prescription Information

Pharmacy name and address

Number used by the drugstore to identify this drug for your refills

Person who gets this drug

Instructions about how often and when to take this drug

Name of drug and strength of drug

Number of refills before certain date

Doctor's name

Drugstore phone number

Prescription fill date

Local Pharmacy
123 MAIN STREET
ANYTOWN, USA 11111 (800) 555-5555

DR. C. JONES
DATE 06/23/09

NO 0060023-08291

JANE SMITH
456 MAIN STREET ANYTOWN, US 11111

TAKE ONE CAPSULE BY MOUTH THREE TIMES DAILY FOR 10 DAYS UNTIL ALL TAKEN

AMOXICILLIN 500MG CAPSULES

QTY MRG
NO REFILLS - DR. AUTHORIZATION REQUIRED

USE BEFORE 06/23/12
SLF/SLF

Don't use this drug past this date

Name of medication: Amoxicillin

Dosage: 500 mg

Directions: Take 1 capsule by mouth 3x daily

Quantity: 30

Date filled: 06/23/2009

How many times you may refill: 0

What date you should refill by: N/A

Expiration date: 06/23/2012

Prescription number: 0060023-08291

Local Pharmacy
123 MAIN STREET
ANYTOWN, USA 11111 (800) 555-5555

DR. C. JONES
DATE 06-23-09

NO 0060023-08291

JANE SMITH
456 MAIN STREET ANYTOWN, US 11111

TAKE ONE CAPSULE BY MOUTH THREE TIMES DAILY FOR 10 DAYS UNTIL ALL TAKEN

AMOXICILLIN 500MG CAPSULE

QTY MRG
NO REFILLS - DR. AUTHORIZATION REQUIRED

USE BEFORE 06/23/12
SLF/SLF

Number of Refills.

Name of medication:

Dosage:

Directions:

Quantity:

Date filled:

How many times you may refill:

Expiration date:

Prescription number:

TAYLOR'S NEIGHBORHOOD PHARMACY
1900 BELMONT BLVD NASHVILLE, TN 37212 615-460-6040

RX # 6001103 RB DR. D. HAASE
SMITH, JOHN 00/00/0000

1900 BELMONT BLVD NASHVILLE, TN 37212

TAKE TWO TABLETS BY MOUTH 2 TIMES A DAY

120 METFORMIN HCL 500 MG TABL

NO REFILLS

NDC# 00378- 0234-01 Orig 08/26/10

CAUTION: Federal law prohibits transfer of this drug to any person other than patient for whom prescribed.

Name of medication:

Dosage:

Directions:

Quantity:

Date filled:

How many times you may refill:

Expiration date:

Prescription number:

Script: Ordering Prescription Medications

Patient:	Hello, my name is _____ and I need a refill on my prescription. (give your first and last name)
Pharmacist:	Hi _____. What is your date of birth and prescription number?
Patient:	My birth date is _____ and my prescription number is _____. (give your birth date) (give your prescription number)
Pharmacist:	Thank you very much. We will fill your prescription shortly. Please be sure to bring in your insurance card and a valid ID when you come to pick-up this prescription.
Patient:	Thank you, when will this prescription be available for pick-up? Is there a cost?
Pharmacist:	It will be available by _____ today. It looks like it will be a \$5.00 charge.
Patient:	Great! Thank you for your assistance.
Pharmacist:	You are welcome. Have a nice day!
Patient:	Thank you, you too!

Activity 8: Health Insurance Information

BlueCross BlueShield of Kansas City
Preferred-Care Blue

JOHN A DOE
ID#: YBC999999999
SUFFIX: 00
GROUP#: 27255000
PLAN: PPO

EMER ROOM 75.00
URGENT CARE 20.00
OFFICE VISIT 20.00

CUSTOMER SERVICE:
816-395-3558 / 888-989-8842

RXBIN: 003858 PCN: A4 GROUP: KCBA

Preferred-Care PPO R

Insurance company: Blue Cross Blue Shield

ID number: YBC999999999

Group number: 27255000

Insurance company: Blue Cross Blue Shield

ABC INSURANCE
PARTNERS PPO

1) Policy Number 356M59557
2) Group Number 1234567
Group Name XYZ COMPANY
Member Name SUSAN J. SAMPLE

3) Office Visit Copay: \$15
Specialist: \$15
4) Emergency Room: \$150
Urgent Care: \$50
Rx: \$10/20/40

Network Coinsurance:
5) In 90%/10%
6) Out 80%/20%
Med/Rx Deductible Applies

Insurance company:

ID number:

Group number:

UnitedHealthcare Community Plan
Health Plan (80840) 911-87726-04

Member ID: 999999999 Group Number: OHPHCP

Member:
SUBSCRIBER BROWN
MMIS: 999999999999
PCP Name:
DR. PROVIDER BROWN
PCP Phone: (999)999-9999

Payer ID: 87726

OPTUMRx™
Rx Bin: 610494
Rx Grp: ACUOH
Rx PCN: 9999

0501 Administered by UnitedHealthcare Community Plan of Ohio, Inc. OH - Medicaid

Insurance company:

ID number:

Group number:

Activity 8: Health Insurance Information (cont.)

Use the health insurance terms below to match with their correct definitions:



Premium	Co-pay	Benefits
Coinsurance	Insured	Deductible
Insurer	Out-of-pocket money	

Terms	Definitions
	Services received for paying monthly premium
	The company you have insurance through that is assuming the risk.
	The amount of money you pay at the time of service
	Dues or monthly payment you make for health insurance.
	Total amount you spend for healthcare, after which the insurance company pays for your medical care for the year
	You, the person covered by the policy
	How much you pay, in total for certain services before the insurance starts to pay
	The part of the medical bill you pay for services after the deductible is met

ASD TRANSITION:

Pediatric to Adult Healthcare for Young Adults with ASD



EMORY
UNIVERSITY

Emory Autism Center

<http://psychiatry.emory.edu/programs/autism/>