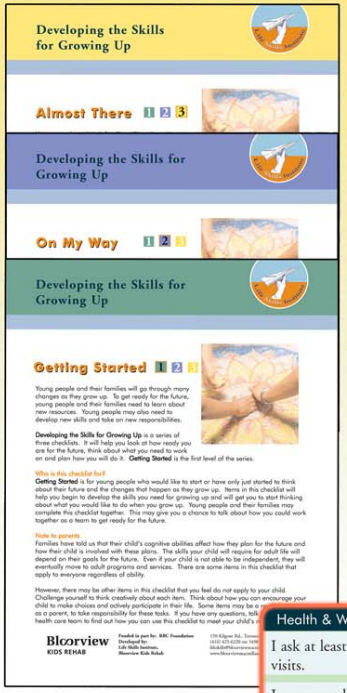
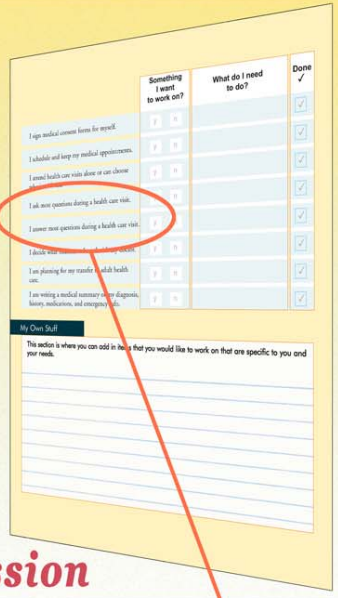
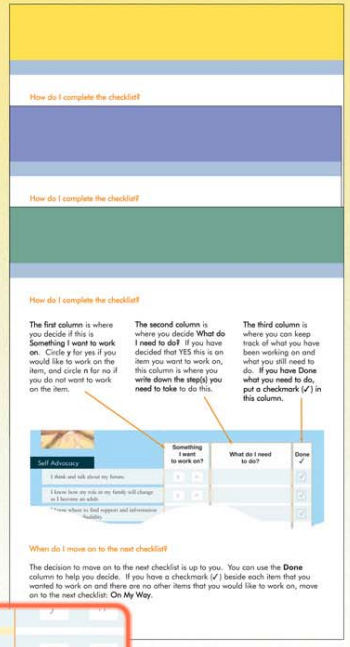
Developing the Skills for Growing Up: A Series of Transition Checklists for Young People and their Families







Developmental Progression

Health & Wellness					
I ask at least one question during health care visits.	y	n	I ask many questions during health care visits.	y	n	I ask most questions during a health care visit.	y	n
I answer at least one question during health care visits.	y	n	I answer many questions during health care visits.	y	n	I answer most questions during a health care visit.	y	n

- A series of checklists designed to help young people & families develop skills for growing up and get ready for the future
  - Getting Started (level 1) - green
  - On My Way (level 2) - blue
  - Almost There (level 3) – yellow
- The checklists are part of a framework for transition planning.

Who are the checklists for?

- The checklists are designed for all young people & their families.
- They are not designed for professionals to administer as an assessment.
  - Getting Started: those who have not yet/just started to think about growing up (as early as 7 years old)
  - On My Way: those who have begun to take some steps to prepare for growing up
  - Almost There: those who are almost ready for adulthood and/or close to leaving the paediatric facility

*Note: young people and families can use more than one checklist at a time

Implementation of the Checklists

- Currently working with diagnostic teams at Bloorview Kids Rehab to disseminate the checklists to young people and their families
- Checklist is mailed to clients and families prior to their clinic visit
- Young people and their families bring their checklist to clinic and address issues with their health care team
- A "Guidelines for Service Providers" document has been drafted and education sessions are underway

Theoretical Approach

- A Shared Management Model is the philosophical approach for transition planning at Bloorview Kids Rehab and the model upon which the checklists were based.
- This involves a therapeutic alliance between young people, families and service providers wherein the leadership for care is gradually shifted (in a planned, systematic, and developmentally appropriate way) from the service provider and parents to the young person

Why were the checklists developed?

- Acquiring life skills is not intuitive for young people with disabilities and their families *(Kieckhefer & Trahms, 2000)*.
- Young people with disabilities lag behind their peers in developing the skills required to successfully manage in the adult world *(Bell & Quintal, 1985; Steele et al., 1996; Stevens et al, 1996)*.
- Preparations for adulthood should start early, be real and positive, with shared expectations and hope for the future *(Kieckhefer, 2002; Reiss & Gibson, 2002)*.

How do young people and families use the checklists?

- Young people and their families set goals together as a team – they may ask service providers to assist them in working on specific goals.
- When getting started, parents may take a leadership role in using the checklists. If developmentally appropriate, the young person should gradually take increasing responsibility for goal setting and planning.

Evaluation of the checklists

The following three areas will be evaluated:

1. Impact on team
2. Utilization of the checklists
3. Acceptability and perceived usefulness

How were the checklists developed?

- "Best practice scan" – evidence about effective transition practices:
  - literature review
  - conferences and presentations
  - site visits
  - personal networks
  - transition list serve
- Review of existing transition planning tools
- Forums with young people and families to get input on draft checklists
- Checklist drafts also reviewed by service providers, academics, other experts

Life Skills & Wellness Institute

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