



Advancing Care

Transitioning to Adult Services

The Provider Toolkit for Advancing Care & Transition Support

**Georgia Department of
Behavioral Health &
Developmental Disabilities
(DBHDD)
Office of Children, Young
Adults & Families (OCYF)**

Parent/Caregiver Forms



ROLES & SUPPORT

In this section of the toolkit, you will find a guide of how to best support your youth during their transition into adulthood and understand more on how you can fill your role in a way that optimizes success for the youth.

Parent/Caregiver

Changing Roles

The role the parent/caregiver plays in the transition process for the youth is vital to promote healthy development. This chart demonstrates the **Shared Management Approach** and is a guide for how a parent or caregiver shifts role and function in the youth's life to allow for the youth to gain independence. Every family unit will move through this process at their own pace, which is why it is so important to work closely with your child's providers to discuss when and how your role may change within their care plan(s).

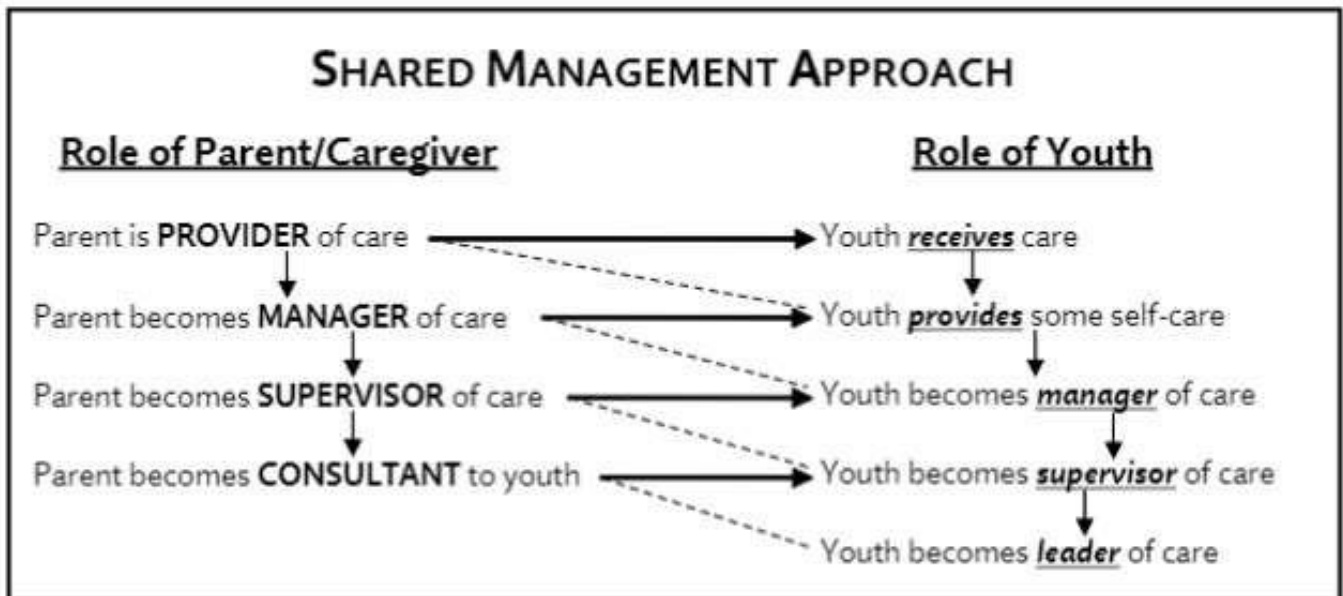


Chart obtained from Got Transition, A Family Toolkit: Pediatric-to-Adult Youth Care Transition. Originally adapted from: University of WA Adolescent Health Transition Project. Parent-Child Shared Management: Path to Independence. Seattle, WA 2010. Available at <https://depts.washington.edu.healthtr/documents/sharedmanagement.pdf>

Parent/Caregiver

The Transition to Adulthood

As parents or caregivers, you have already seen the youth experience a variety of other transitions such as starting at a new school or welcoming a sibling into the family, although these transitions are often more “concrete” and easier to describe and prepare for whereas the transition to adulthood is lengthy, unclear, and can cause changes for the entire family unit.

Therefore, it is crucial to begin planning and preparation as soon as possible!

The Georgia System of Care program advises that transitions to adulthood should begin as early as age 12 and is recommended to continue past the age of 18, until about age 26.

While every youth’s transition journey to adulthood looks different, here are some ways you as a caregiver can help prepare your youth for independence – starting at any age.

Parent/Caregiver Preparation Tasks:

- Work on a set of questions that the child can ask their service providers about their health (mental and physical).
- Allow the youth to have freedom within their care appointments so that they can effectively utilize service providers.
- Encourage youth to understand and use the transition level process found in this toolkit.
- Develop a medical summary and emergency care plan with the youth so they are aware and educated on their current and past health.
- Educate yourself, other caregivers, and the youth on privacy policies regarding their health as they age, (know this for all service providers).
- Communicate with your SOC Provider – or other services providers – to ensure the youth is meeting appropriate transition milestones.
- Engage in self-care discussions with the youth and with other caregivers – the transition journey is hard; learn the best ways to cope and relax.
- Allow the youth to be active in the decision-making process regarding their care.
- Remove barriers that may prevent or inhibit the child from being able to meet independently with a service provider.

*For more information, and **direct prompts and checklists** regarding these steps, refer to the additional sections of this Toolkit and talk with your System of Care Provider.*

Parent/Caregiver

Engagement Guide

When & How to Intervene

You know your youth best, which can prompt an instinct to be involved in their care. As they prepare for adulthood, it is important to create space for them to have freedom with their providers so they can feel comfortable in the future. Here are some ways we recommend parental or caregiver intervention when needed:

1. **“Tune Up”**: *The Tune Up is a brief, 5 – 10-minute conversation between the parent/caregiver and the SOC Provider (or other service provider). This conversation can occur once a month, every third or fourth visit, or as decided upon between parent/caregiver and provider. The goal of this conversation is to stay informed on how the youth is doing in their sessions, be aware of current topics, goals set, and receive information on how to best support the youth during their care.*
2. **“Service Appointment”**: *This conversation is more detailed and less frequent. A Service Appointment conversation is needed when a parent or caregiver is noticing severe negative changes in the youth, if there are concerns regarding the care plan, and/or if the youth is exiting a transitional level and is preparing to enter a new stage. This conversation may also include the youth so that all members of the care team are involved and up to date on any changes or concerns.*

Again, knowing when to intervene is an important skill and challenge. Intervening too soon can discourage a child from feeling independent and can hinder trust within the care team but remaining silent regarding concerns can conceal major issues in the care plan that need to be addressed.

Here are some signs to look for when deciding how/when to intervene in your child’s care:

- Youth shows severe negative changes at home or in-school.
- Youth is disinterested or unwilling to partake in services.
- Youth does not feel comfortable with their care plan or current services.
- When there has been, or may be, a drastic change to the family unit (death, divorce, moving, financial issue, etc.).
- When you (parent/caregiver) are unclear of your role within the care team.

Talk with your SOC Provider about communication expectations from each other and create a plan on how to best work together. Additionally, refer to the documents in the **Transition Timelines** for detailed information.

Together Tasks: **Back-Seat Driver**

12-13

Parent/Caregiver:

1. Teach child how to use a calendar and/or planner to organize daily activities.
2. Create a safety plan with child and practice it twice per year (fire escape route at home, fire extinguisher location, inclement weather responses).
3. Facilitate healthy conversations around sexual wellness and gender identity.
4. Create a Social Media Safety Plan (what websites are allowed, internet etiquette, screen time allowance).
5. _____
6. _____

Together:

1. Have a game night 1x per month (or a family activity that suits everyone!).
2. Do an outdoor activity 1x per month (i.e., walk, bike ride, scavenger hunt).
3. Try to create a piece of art together (such as following a painting tutorial together or creating a vision board).
4. _____
5. _____

NOTES:

Together Tasks: **Passengers**

14-15

Parent/Caregiver:

1. Create a script for youth to use while making appointments via phone call (introduction, number, insurance provider, etc.).
2. Review safety plan with youth (fire escapes at home, location of extinguisher, who to call or how to get help, etc.).
3. Review social media safety plan (personal privacy, laws around online behavior sexting, social media etiquette & employers).
4. Encourage youth to practice healthy affirmations about their body and mind.
 - a. "My body can...", "My body serves me by....", "I appreciate my body because..."
5. _____
6. _____

Together:

1. Create or learn a healthy recipe together and cook together a few times per month.
 - a. Write down these recipes or save to Pinterest board so youth can do them independently in the future!
2. Allow youth to navigate GPS while driving/traveling and learn best routes for frequently visited places such as school, grocery store, relative's homes.
3. Create a list or (note in phone) of all current medications, ongoing health diagnoses, and any allergies for youth.
4. _____
5. _____

NOTES:

Together Tasks: **Permit Holders**

16-17

Parent/Caregiver:

1. Have healthy conversations on sexual wellness, gender identity, and safe sex resources (how to access birth control, condoms, etc.).
 - a. Assist them in setting up care with an OBGYN if needed
2. Take youth to work with you (or with a family member) for a day/half day so they can begin to experience what the workforce is like
3. Review social media safety plan (personal privacy, laws around online behavior sexting, social media etiquette & employers)

4. _____

5. _____

Together:

1. *“Don’t Break the Bank” Challenge*: provide youth with a set amount of money (real or imaginary) and a list of tasks such as: “get groceries for 3 dinners, get gas, and make one credit card payment”, and help them evaluate how to budget the money appropriately. Try this multiple times per year.
2. Create a vision board with the youth to assess their goals for the future/early adulthood.
3. Have regular family nights where you do a shared activity (watch youth’s favorite movie, bike ride, game night, etc.).

4. _____

5. _____

NOTES:

Together Tasks: Licensed Drivers

18-21

Parent/Caregiver:

1. Discuss future living situation with youth (goals and resources if moving out, and expectations within the home if staying with the family).
 - a. Talking prompts/topics to explore: Cost of rent in the area, how to find good roommates, responsibilities, and safety around living alone – OR – adulthood while living at home such as expectations of schedule, shared spaces, guests.
2. Show youth how to manage money such as paying bills (online or via mail), setting up accounts, planning when payments occur.
3. Discuss healthy and unhealthy habits regarding the abilities to purchase & use nicotine and alcohol.
4. Discuss changes in individual rights and laws around being a legal adult.
5. _____
6. _____

Together:

1. Explore college, trade school, or workforce goals and assist in the application process.
2. Assist youth in re-decorating childhood bedroom to feel more mature (if living at home).
3. Have continual conversations about new boundaries, self-care, privacy, and adulthood.

NOTES: _____

Together Tasks: Licensed Drivers

18-21

Parent/Caregiver:

1. Encourage youth to continue to manage their health such as seeing doctors regularly, knowing any changes in insurance/health care plans, implementing mental health services as needed.

2. _____

3. _____

4. _____

Together:

1. Discuss best ways for parent/cg to provide support to youth, explore and respect youth's boundaries.
2. Create a consistent communication schedule (such as: a phone calls every Sunday, have dinner together once a month, etc.).

3. _____

4. _____

NOTES: