

Transition Topic:

Mental Health Toolkit



Action Plan Timeline

| Age 12/13 | Age 14 | Age 15 | Age 16 | Age 17 | Age 18 |
|--|--|---|--|--|--|
| Participation <ul style="list-style-type: none"> • Personal hygiene (haircuts) • Health care needs (Dr. & Dental Appts) • School meetings • Decision making | Informed decisions <ul style="list-style-type: none"> • School • Driving • Providers • Socials • Banking • Appt Mgmt • Pre-employment • Option for education until age 22 | Planning <ul style="list-style-type: none"> • Academics • Vocational • Tests (LSATS/SATS) • College Visits | Responsibility <ul style="list-style-type: none"> • License • Insurance • Extended Learning • Vocational Rehabilitation | Anticipate <ul style="list-style-type: none"> • Voting • Decision making • Pediatric care transition • Insurance • Colleges and support services | Age of Majority <ul style="list-style-type: none"> • Education • Vocation • Health Care • Mental Health |



Nothing About Us Without Us

| Important <u>TO</u> the Person | Important <u>FOR</u> the Person |
|----------------------------------|--|
| Independence & Self-Awareness | Awareness: <ul style="list-style-type: none">• Diagnosis• Medication and Management• Supports that matter• Medical Home (use the portable treatment record!)<ul style="list-style-type: none">• Provider Contacts• Health Insurance• Communication Plan (this is where parent/caregivers authorization is considered) |
| Quality of Life & Feeling Valued | Safety: <ul style="list-style-type: none">• Environmental• Physical and emotional well being• Free from fear |
| Engagement | Engagement is person specific and may be work, volunteering, recreation or being part of a group. |

Caring Conversation

| Learn | Share |
|---|--|
| Gather Information Ask Open Ended Questions & Supportive Questions | Reinforce What is Working Well Emphasize Strengths Shared Vision |

| Discuss & Define | Thriving | Plan |
|--|--------------------------|---|
| More Than A Blue Day Symptoms of Mental Illness | Defining Mental Wellness | Safety Net How Can I Help? Resources Providers |

Resource: [Caring Conversation Worksheet](#)

Youth Self-Assessment



Preparing to Become an Adult: The Youth's Perspective

As you prepare to navigate the transition process to becoming an adult, it will be helpful to take some time to answer the following questions about yourself and your own thoughts about your future. There are no right or wrong answers; be honest with yourself.

What do you want your future to look like?

1. What are your goals for your future? Where do you see yourself in 5 years? 10 years?

Resource: [Youth Perspective Checklist](#)

Family/Caregiver Self-Assessment



Preparing to Become an Adult: The Parent/Family's Perspective

As you prepare to assist your child in navigating the transition process to becoming an adult, it will be helpful to take some time to answer the following questions on your thoughts about their future. There are no right or wrong answers; be honest with yourself – for everyone's sake. If there are several family members involved in this process it will be helpful to discuss each section to know where everyone stands so that the best support possible can be provided for the youth.

Education

1. Which of the following settings do you believe are most realistic for your child?

Resource: [Family Perspective Checklist](#)

Where Are They?

Strength based checklists

| Social/Interpersonal: | Personal Management: | Health: |
|---|---|--|
| <ul style="list-style-type: none"> • Making friends • Setting goals • Family relationships • Counseling • Handling anger • Communicating wants/needs • Romantic relationships • Handling legal responsibilities | <ul style="list-style-type: none"> • Hygiene (sleep) • Safety • Mobility • Domestic skills • Money management/budgeting • Time/time management • Personal Care | <ul style="list-style-type: none"> • Ongoing care for serious medical conditions • Information on substance use • AIDs awareness • Sex Education |

Merging, Defining and Aligning

Continue Education after high school?

| | Important to Youth | Important For Youth |
|--------------------------|---------------------------------|------------------------|
| | What does your future look like | Strengths & challenges |
| Professional Development | | |
| On-the-job training | | |
| College/University | | |
| Vocational training | | |
| Community College | | |
| Volunteer | | |
| Other | | |

How will mental health impact them?

Learn: Where Are They Going?

Housing After High School?

| | Important to Youth | Important For Youth |
|--|---------------------------------|------------------------|
| | What does your future look like | Strengths & challenges |
| On their own in a house/apartment | | |
| With a roommate | | |
| With family (other than parents) | | |
| Remain in family home | | |
| Supervised living (group home, supervised apartment) | | |
| Other | | |

How will mental health impact them?

Where Are They Going?

| | Important to Youth | Important For Youth |
|--------------------------------|---------------------------------|------------------------|
| | What does your future look like | Strengths & challenges |
| What brings them joy? | | |
| How will they spend "downtime" | | |
| Routines (fitness, clubs...) | | |
| Connections | | |
| Other | | |

How will mental health impact them?

Prevention Planning

We are taught to plan for a fire emergency

- We learn to stop, drop and roll
- Stay low
- Set up a meeting spot

| | |
|--|--|
| | Proactive & preventative strategies |
| | Build on Strengths & natural supports |
| | Teach skills <ul style="list-style-type: none">• replacement behaviors• Coping skills |
| | Remove means of doing self-harm |
| | Build plans that triage responses at different levels of crisis intensity and severity |

How do we work together to plan for a mental health crisis?

Resource: [Prevention Planning for Transition Aged Youth](#)

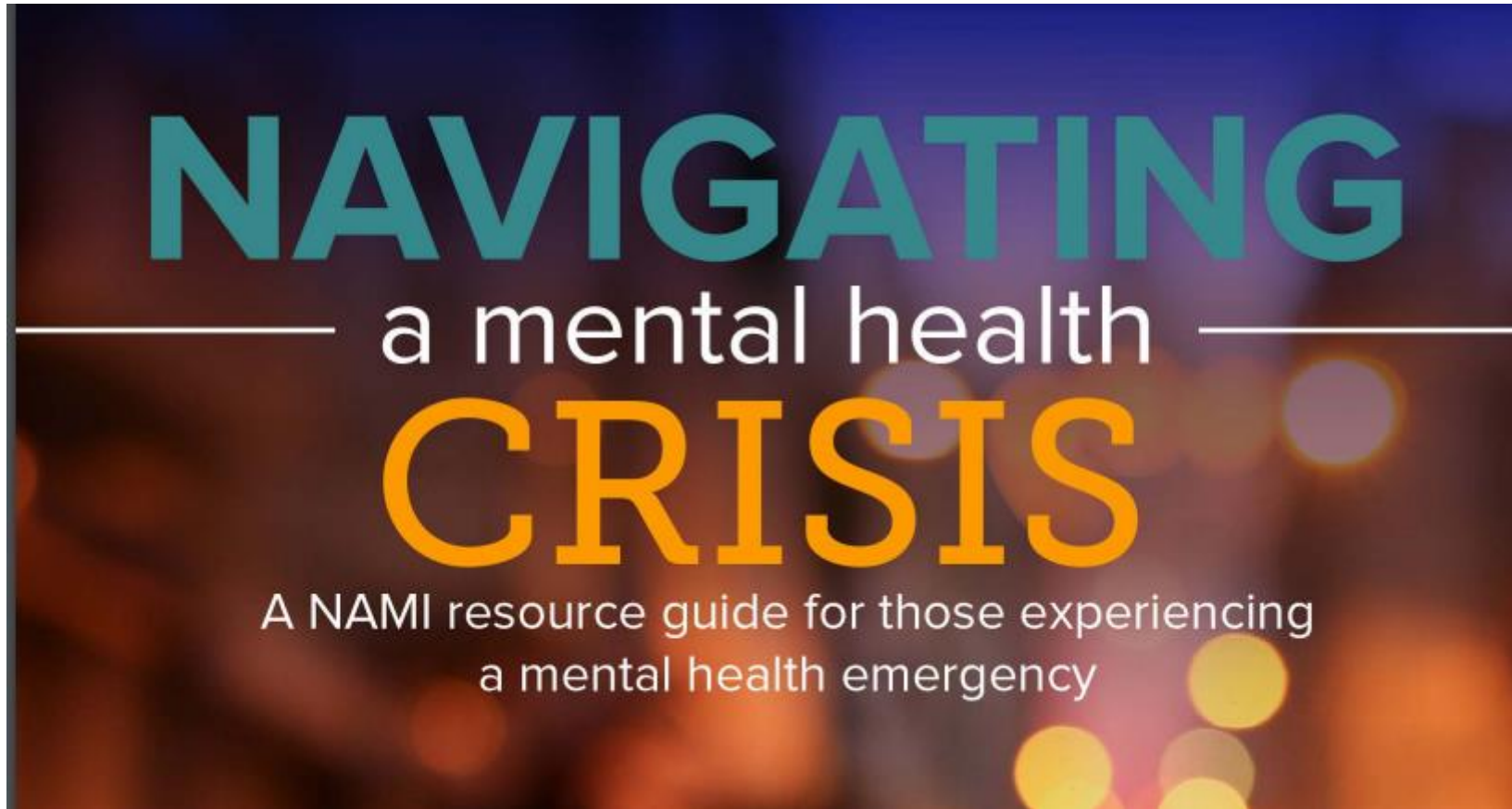
Checklist for Transition Process

Resource:
[Checklist for Transition Process](#)



| Youth's Age | Types of Preparation Activities to Take Place | Date Accomplished |
|-------------|---|--------------------------------|
| 18 | <ul style="list-style-type: none">➤ Develop <u>long</u>-term financial support plan.➤ Update post-secondary plan in cooperation with adult service agencies (i.e., mental health centers, community colleges, technical institutes, etc.) to continue to assess:<ul style="list-style-type: none">○ Vocational direction○ Living arrangements○ Transportation needs○ Social/recreational/leisure needs○ Medical/health support | Document last modified: 3h ago |

Find Help. Find Hope



Resource: [Navigating a Mental Health Crisis](#)

Portable Treatment Record

Crisis Plan

Emergency resource 1: _____

Phone: _____ Cell phone: _____

Emergency resource 2: _____

Phone: _____ Cell phone: _____

Physician: _____ Phone: _____

If we need help from professionals, we will follow these steps (include how the other children will be taken care of):

1. _____

2. _____

3. _____

Release



Authorization Form For the Disclosure of Protected/Confidential Information by NH DHHS to a Third Party

The following form is to be used by Department of Health & Human Services clients or their representatives to authorize the release of their protected, Department-held information to another person or organization.

Please note that **substance use and psychiatric records** are specially protected by state and federal laws (42 CFR Part 2, 45 CFR Parts 160 & 164) and require separate authorizations. For these records, please separately contact DHHSPrivacyOfficer@dhhs.nh.gov.

If you have any questions regarding this authorization, please contact the DHHS Privacy Office at DHHSPrivacyOfficer@dhhs.nh.gov.

INSTRUCTIONS:

Be sure to fill in all requested information, and please be as specific as possible.

1. Please provide your full name, contact information, and date of birth. You do not need to specify an expiration date for this authorization unless you would like to have it expire sooner or later than 180 days.

Resource: [HIPAA Authorization to Disclose](#)

Resources

- [Caring Conversations Worksheet](#)
- [Youth Transition Assessment Form](#)
- [Parent Transition Assessment Form](#)
- [Prevention Planning](#)
- [Checklist for Transition Process](#)
- [Navigating a Mental Health Crisis](#)
- [Portable Treatment Record – Includes Crisis Plan](#)
- [HIPAA Authorization to Disclose](#)
- [NAMI NH](#)
- [Parent Information Center](#)
- [New Hampshire Family Voices](#)
 - [You Are Not Alone for Parents and Caregivers](#)

Additional Resources

Checklists & Videos

- <https://www.raisecenter.org/>

Authorization Form For the Disclosure of Protected/Confidential Information by NH DHHS to a Third Party

- [Authorization Form](#)

Person Centered Planning & Mapping

- <https://www.pacer.org/transition/mapping-dreams.asp>
- <https://www.pacer.org/health/pdfs/HIAC-h43.pdf>
- <https://dm0gz550769cd.cloudfront.net/shape/3a/3a3c3ee2f2f6a822f54319217400527a.pdf>

Healthcare Skills

- <https://peatc.org/wp-content/uploads/2021/07/Independent-Living-Life-Skills-Checklist-Booklet-ENGLISH-Interactive.pdf>
- <https://peatc.org/wp-content/uploads/2021/12/HCT-Skills-Checklist.pdf>
- <https://picnh.org/healthcare-transition>
- https://www.caregiving.org/wp-content/uploads/2020/05/CircleOfCareReport_0318_FINAL.pdf

NH State Law

- <https://www.findlaw.com/state/new-hampshire-law/new-hampshire-legal-ages-laws.html>
- https://nahic.ucsf.edu/wp-content/uploads/2019/01/New-Hampshire-AYAH-Confidentiality-Guide_Final.pdf

Navigating A Mental Health Crisis

- <https://www.nami.org/wp-content/uploads/2023/07/Navigating-A-Mental-Health-Crisis.pdf>
- <https://www.nami.org/NAMI/media/NAMI-Media/Infographics/crisis%20guide/Portable-Treatment-Record.docx>