

**Healthcare transition:
Moving from Pediatric to Adult Health Care for Youth and Adults with Autism Spectrum Disorder
A Teacher's Guide**

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Welcome


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. It is meant to accompany the Healthcare Transition: Moving from Pediatric to Adult Health Care for Youth and Adults with Autism Spectrum Disorder: **Student Workbook**

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.

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.

Introduction to Autism Spectrum Disorders (ASD) (taken from Health Care Transition and Autism Spectrum Disorders; Emory Autism Center, 2016)

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.

Understanding Health-Related Outcomes (Taken from Health Care Transition and Autism Spectrum Disorders; Emory Autism Center, 2016)

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

1. **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
2. **Transition Tracking and Monitoring:** establish criteria and process for identifying transition-age youth and enter their data into a registry and track progress
3. **Transition Readiness:** conduct regular transition readiness assessments to identify needs and goals; jointly develop and prioritize goals and document regularly
4. **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
5. **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
6. **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? (Taken from Healthcare Transition and Autism Spectrum Disorders; Emory Autism Center, 2016)

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 client communicates with others (verbal? Non-verbal? Somewhere in between?) but also how the client 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 client has in social skills in order to have a successful interaction. (For example, just because a client isn't 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.

Lesson 1: Healthcare Transition Medical Home

Overview:

This lesson is the first in a series of lessons designed to be taught by a high school teacher. The target audience is high school students with Autism Spectrum Disorder (ASD). The lesson is designed best for high school students with ASD under 16 years of age, with motor skills and ability to work in small groups.

The purpose of this lesson is to increase the individual's knowledge and skills pertaining to health and healthcare transition.

Objectives:

At the end of this session participants will be able to:

1. Express intention to switch from pediatric to adult healthcare in the near future
2. Identify strengths and weaknesses in their abilities to autonomously take care of their health by going through the "Healthcare Checklist"
3. Identify goals and dates for important deadlines by creating a healthcare transition timeline
4. Create an emergency medical card
5. Describe the role of a healthcare team, and identify who is on their healthcare team

Assessment:

- Students will identify their providers and phone numbers, as well as any medicine and dosage they are currently on by creating a medical emergency card

Outline:

Introduction to healthcare transition (pg 2) – 5 minutes

Healthcare team and medical home (pg 3-4)- 10 minutes

Checking your health- 10 minutes

Healthcare checklist assessment (pg 6-8)

Sample timeline (pg 9-10)- 10 minutes

Importance of an emergency medical information card (pg 11)- 10 minutes total

John Doe case study activity

Lesson Duration

45 minutes

Materials Needed

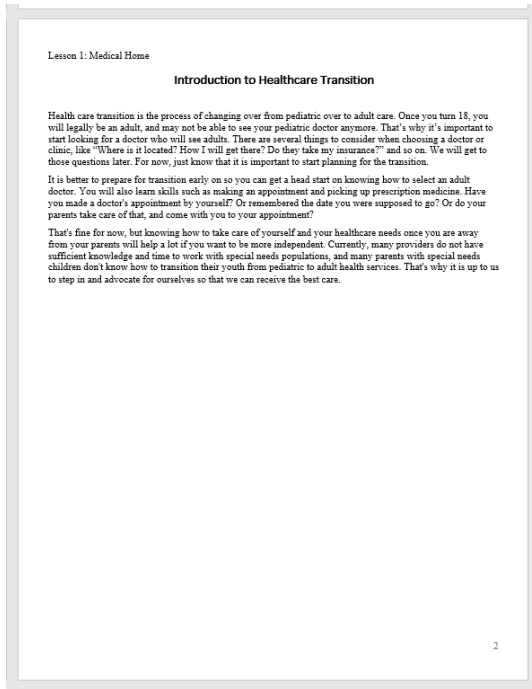
- Healthcare Transition Workbook from the Department of Public Health (DPH)- teacher copy
- Healthcare Transition Workbook from the Department of Public Health (DPH)- student copy for each student
- Writing utensils
- Example copy of a medical emergency card (optional)
- Internet and video/audio equipment

INTRODUCTION TO HEALTHCARE TRANSITION (7 minutes)

SAY: Welcome to the healthcare transition class for youths with and without Autism Spectrum Disorder (ASD). In this class, we are going to go over what healthcare transition is, and why it is

important. Let's begin in your transition workbook on page 2 to learn about what healthcare transition is.

Read through page 2



HEALTHCARE TEAM AND MEDICAL MODEL (10 minutes)

SAY: 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?

Wait 7 seconds for answers, then start listing other people, like parents, the doctor, nurses, the students themselves, and other support staff like counselors or social worker.

SAY: Let's turn to page 3 in the transition workbook to learn more about the concept of a medical home and healthcare team.

Read through pages 3-4

Medical Home

You may have heard about Medical Home as a way that some health care 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 to how care is delivered that combines **where** primary care is provided, **who** provides that care and **how** they all work together.

A Medical Home includes you and your family to make sure that quality care is accessible, family-centered, continuous, comprehensive, coordinated, compassionate and culturally appropriate.

Picture from Community Health Center of Snohomish County.
<https://www.chcno.org/wp-content/uploads/2016/05/Patient-Centered-Care.jpg>

To understand what a Medical Home means it might be helpful to think about a baseball game. Having a Medical Home is like hitting a home run. When you go to a baseball game you have to go to a stadium or some other place where the game is played.

The playing field is set up in the shape of a diamond. The diamond has a home plate where the batter stands, three bases, a pitcher's mound, and the field surrounding the diamond.

Your Medical Home is your home base. This is where you receive guidance and support from your coach.

Your **primary health care provider** is the coach for your team. It is important that all players on your team communicate with the coach, so the team is working together to win. **When you win, the team wins!**

To play the game you have players on the team. Each player has their own special position. They play in those positions when the other team is batting. But they also each take a turn at hitting the ball when their own team is up to bat.

When everything comes together at game time, the team may score by hitting the ball and taking bases one at a time, or several at a time. Sometimes a player hits a home run. When that happens we see more than the efforts of just one team member, but the combined effort of all involved.

Another example from sports might be a relay race.

In the 2008 Olympics, United States swimmer Michael Phelps won a total of eight gold medals. This was more than any other Olympic athlete had ever won.

Michael Phelps competed in individual races, but even then he was part of the USA Olympic Swim Team.

The last race for Michael Phelps and the USA Olympic Swim Team was the relay race. During a relay race four team members would each swim part of the race. Each had to do their part so the team could win, and so that Michael Phelps would be able to win his eight medal.

The first thing he did after the race was to thank his teammates. He said, "Without the help of these guys it wouldn't be possible. The relays and putting the right guys together on the team made it possible for them to win."

Your team includes others that you may not have considered, the support staff. Within a Medical Home there is a team of health care providers who work together along with you and your family as full partners.

The clinic staff knows who you are and remember you from visit to visit. They support you by providing other really important things, like scheduling your appointments, taking your weight and blood pressure, and helping you find resources in the community, such as therapist and other providers.

Remember that you have a lot of people supporting you and they want to see you succeed and live independently.

★ Have students turn to Appendix A in their student transition workbooks for a differentiated “Medical Home” passage including visual supports.

The grid contains 15 cards with the following content:

- Card 1:** Illustration of a house with a stethoscope. Text: "Appendix A: Medical Home with Visual Support".
- Card 2:** Illustration of a location pin on a map with a large 'X' over it. Text: "You may have heard about Medical Home as a way that some health care 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."
- Card 3:** Illustration of a circular flow diagram with 'How', 'Where', and 'Who' connected by arrows. Text: "It is an approach to how care is delivered that combines **where** primary care is provided, **who** provides that care and **how** they all work together."
- Card 4:** Illustration of a family of four. Text: "A Medical Home includes you and your family to make sure that quality care is accessible, family-centered, continuous, comprehensive, coordinated, compassionate and culturally appropriate."
- Card 5:** Illustration of a baseball field. Text: "To understand what a Medical Home means it might be helpful to think about a baseball game."
- Card 6:** Illustration of a baseball home run sign. Text: "Having a Medical Home is like hitting a home run."
- Card 7:** Illustration of a baseball stadium. Text: "When you go to a baseball game you have to go to a stadium or some other place where the game is played."
- Card 8:** Illustration of a baseball diamond. Text: "The playing field is set up in the shape of a diamond. The diamond has a home plate where the batter stands, three bases, a pitcher's mound, and the field surrounding the diamond."
- Card 9:** Illustration of a baseball coach on a field. Text: "Your Medical Home is your home base. This is where you receive guidance and support from your coach."
- Card 10:** Illustration of a baseball team. Text: "Your primary health care provider is the coach for your team. It is important that all players on your team communicate with the coach, so the team is working together to win. **When you win, the team wins!**"
- Card 11:** Illustration of baseball players. Text: "To play the game you have players on the team. Each player has their own special position. They play in those positions when the other team is batting. But they also each take a turn at hitting the ball when their own team is up to bat."
- Card 12:** Illustration of a swimming pool. Text: "When everything comes together at game time, the team may score by hitting the ball and taking bases one at a time, or several at a time. Sometimes a player hits a home run. When that happens we see more than the efforts of just one team member, but the combined effort of all involved."
- Card 13:** Illustration of Michael Phelps. Text: "In the 2008 Olympics, United States swimmer Michael Phelps won a total of eight gold medals. This was more than any other Olympic athlete had ever won."
- Card 14:** Illustration of a doctor and a patient. Text: "The clinic staff knows who you are and remember you from visit to visit."
- Card 15:** Illustration of a group of people. Text: "Remember that you have a lot of people supporting you and they want to see you succeed and live independently."

★ Watch “Patient Centered Medical Home” video (<https://www.youtube.com/watch?v=MloqafJGwBc>).

Then have students turn to page 5 to fill out or check off who is on their healthcare team. Remind students it is ok if not everyone on the list is part of their healthcare team, and that everyone’s teams look different.

My Health Care Team

My health care team	
You	Remember, in addition to being the patient, you are part of the team
Primary Care Doctor	
Specialty Doctor(s)	
Physician Assistant or Nurse Practitioner	
Nurse(s)	
Dentist	
Dentist Hygienist	
Therapists (physical, occupational, speech/language, etc.)	
Dietician/Nutritionist	
Pharmacist	
Mental Health Professional (counselor, psychologist, psychiatrist, etc.)	
Social Worker	
Care Coordinator	
School Nurse	
Home Health Care Workers	
People you trust to help you with medical decisions. These may include:	
Parents or Other Family Members	
Friends	
Others	

★ Have students glue photos of their Health Care Team on a chart rather than write names.

CHECKING YOUR HEALTH (10 mins)

SAY: Now that you know there are people supporting you on this journey, it’s important you know that you are the most important person on your healthcare team. You also need to be familiar with your healthcare needs, so that you can describe it to the doctor, or even know when you need to go to the doctor in the first place.

Read from page 6 of the transition workbook and have students complete the “Health care checklist” on pages 7-8 of the workbook.

Health Care Checklist

Do you know your health care 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’s why it’s a good idea for each of us to know about our own health care needs, and how to be involved in our own health care.

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

Let’s do a few together first.

HEALTH CARE CHECKLIST	Yes	Working On It
Personal Information		
Can I state my first, middle (if I have one), and last name?		
Do I know my birthdays, including the year?		

Now you can answer the rest by yourself!

HEALTH CARE CHECKLIST

	Yes	Working On It
Managing Health Care		
Can I describe my health care needs?		
Are there ways my health care needs affect my day-to-day life? (For example, do I need medication, a special diet, etc.?)		
Do I know what to do when I get sick?		
Managing Medications		
Do I know what medications I take and why I take them?		
Do I know when to take my medications?		
Do I take my medications correctly and on my own?		
Do I know what to do if I’m having a bad reaction to my medications?		
Do I know how to get my prescriptions filled and refilled?		
Do I reorder medications before they run out?		
Doctor Appointments		
Can I make my own appointments?		
Can I keep track of my appointments/calendars?		
Do I know what to bring to my appointments?		
Do I know how to check in and fill out the medical history form, including a list of my allergies?		
Can I provide information and answer questions at my appointments?		
Do I know what questions to ask at my appointments?		
Do I arrange for my ride to medical appointments?		
Do I have someone I trust who can go to appointments with me?		
Do I call the doctor about unusual changes in my health?		
Do I follow-up on any referrals for tests, check-ups or labs?		

Other important information	Yes	Working On It
Do I know what my health insurance covers?		
Do I know what kind of health insurance I will be able to have when I am 18?		
Do I know health emergency phone numbers and/or carry emergency contact information with me?		
Do I know about how drugs/alcohol affects my health care condition?		
Is there someone to help me make medical decisions?		
Do I know what kind of help I might need with making decisions after I am 18?		
Do I know about Power of Attorney for health care and Advanced Directives?		

★ Read each question aloud and provide 5 seconds (or more) for students to answer. Reread and paraphrase as needed to clarify understanding.

SAY: Is everyone done? Does anyone have any questions? Let's go over the checklist together and see where are some areas most people have trouble with. This will help you identify which skills you can work on.

Select as many questions from the checklist as time permits, and see if the majority of students need help in this area. This is to identify areas of potential confusion amongst students, and areas you can help them improve.

TRANSITION TIMELINE (7 minutes)

SAY: Now that we know what healthcare transition is, why it is important, and the people who can help us, let's determine when this will happen. Generally, it is best to start planning for transition early. Parents and children should both be involved in the transition process, and the entire process can take months or years. Let's look at a sample transition timeline. Turn to page 9 in your transition workbook.

Read from the sample transition guideline, emphasizing important goals and dates.

Transition Timeline

Generally, it is best to start planning for transition early. Your parents should help you 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 youth and parents
- Make initial assessments on your transition readiness and medical knowledge
- Determine if youth understands his/her health condition(s) and medication(s)
 - Keep copies of reports and tests

September:

- Write down who is in your healthcare transition team
- Identify primary care doctor or pediatrician and their contact information
- Identify emergency medical information
- List any medications you are on

October: (Lessons and homework to increase self-functioning and executive skills)

November: (Lessons and homework to increase self-functioning and executive skills)

December: (Lessons and homework to increase self-functioning and executive skills)

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/appointment

SAY: This is a timeline that 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.

From this sample timeline, the student initially goes through his medical knowledge and transition readiness in August. In September, he compiles his healthcare team, emergency medical information, and information about his doctor and medications. This is what we are doing!

Then from October to December, the student is putting his healthcare knowledge into practice. In January, his parents will help him identify potential adult providers and look at different healthcare insurance options. They will select an adult provider in February, and ensure all their

proper paperwork and important medical documents will be transferred from their pediatrician to their new adult doctor. This is also when they make their first appointment with the adult provider.

In March, the student can prepare their own questions and prepare for the upcoming appointment. In April they will attend their first appointment with the new provider, and follow up in the later months with the necessary prescriptions or follow-up appointments. Your sample transition timeline does not need to look the same. What's important is identifying large goals, and when they will occur. For your homework, I would like for you to work with your parents in creating a personal transition timeline for you, using the blank timeline printed for you on the following page.

EMERGENCY MEDICAL INFORMATION CARD (3 minutes)

SAY: The last part of our class will be on an emergency medical information card. Turn to page 11 of your workbook. An emergency medical information card is quite important as it contains information regarding your medications and allergies, to be read by another person when you may not be able to give that information yourself. In other words, if you got into a car accident and became unconscious, responders will be able to learn the most important medical information about you from this one little card so they can help you quickly. This card can, and does, save lives. Let's look at page 11 in our workbooks and to see what this card may look like.

The image shows a sample Emergency Medical Information Card form. The form is titled "Emergency Medical Information Card" and contains several sections with blank lines for information:

- Personal Information:** Name, Date of Birth, Address, Phone, Allergies to Latex or Medications.
- Emergency Contacts:** Name, Relationship, Phone (two entries).
- Health Care Contacts:** Primary Doctor, Phone, Specialist Doctor, Phone, Hospital/Clinic, Phone, Insurance Card Number, Phone.
- Special Health Care Needs Information:** Chronic Illnesses/Diagnoses/Disabilities, Equipment/Other, How I Communicate, Other Important Stuff.
- Medications:** Name, Dose (three entries).
- Legal Information:** Power of attorney for health care? Yes/No, If Yes, Who?, Phone, Conservator/Guardian? If Yes, Who?, Phone.

The page number "11" is visible at the bottom right of the form.

Turn to page 11 of the transition workbook and go through the information. Have students fill out this page using information from an example patient so that students and parents don't feel obligated to share their personal information in class. The example patient is listed here, and will also be included as an in-class activity handout for the students.

ACTIVITY: CASE STUDY "JOHN DOE" (8 minutes)

SAY: Let's try to fill in the emergency medical information card using the information we have on "John" on page 12 of our workbook. Please look at your case study and let's read together.

Case Study "John Doe"



John Doe was born on January 13, 1968 and currently lives at 138 Baker Ln, Atlanta, GA 30032. His phone number is (404) 332-6689.

John lives by himself and his two cats and is generally in good health, except for his allergy to latex, which he found out about through a very unpleasant surprise reaction when doing the dishes in fifth grade while wearing his mother's yellow latex gloves, resulting in a nasty rash.

John is very close with his brother, Mike Doe and his best friend, Sam Smith, both of whom reside in Atlanta. Mike's phone number is (404) 329-4790, while Sam's number is (707) 335-2178. John knows that should anything happen to him, these two would be the first ones to respond and help.

John is very careful to receive annual checkups from his primary care doctor, who he is very loyal to. His doctor's name is Dr. Ahmed Shah and the clinic's number is (707) 315-2200. He does not see a specialist doctor, and does not have a specific hospital he prefers, though the closest one to where he lives is Emory University Hospital, whose number is (404) 712-2000. John is lucky to have insurance, and his insurance card number is EXP00809900. John is generally healthy, except for his high blood pressure that is being controlled, and does not have chronic illnesses or medical equipment he uses, though he does have a family history of high blood pressure and cardiac events. John is able to communicate verbally. He takes 5mg of Norvasc orally to control his hypertension (high blood pressure).

Ever since John's motorcycle accident back in 2015 when he passed out and was unable to provide the necessary medical information to the first responders, John decided to create and carry a medical information card at all times in case of another emergency.

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★ Have students highlight the text within the case study as they follow along/read aloud together.

On page 11 of your transition books, please fill out what John's emergency medical information card may look like.

Allow students a few minutes to fill out the information by themselves, then use the remaining time to go through it as a class.

★ Highlight/underline the answers to each question within the passage.

SAY: Great job on the activity! I hope it helped you see why an emergency medical card is important, and how we can fill one out. For your homework, please work with your parents to create an emergency medical card for you to keep. It will not be shared with the class and will be for personal use only. Good work today and I will see you tomorrow as we learn about how to make a doctor's appointment!

Lesson 2: Healthcare Transition Doctor Appointments

Overview:

This lesson is the second in a series of lessons designed to be taught by a high school teacher. The target audience is high school students with Autism Spectrum Disorder (ASD). The lesson is designed best for high school students with ASD under 16 years of age, with motor skills and ability to work in small groups.

The purpose of this lesson is to help students understand reasons for going to the doctor, to learn how to make and remember doctor appointments, and to arrange transportation for the appointments.

Objectives:

At the end of this session participants will be able to:

6. Identify symptoms for going to the doctor
7. Make a doctor's appointment
8. Describe ways to get to and from an appointment

Assessment:

Students will role-play using the sample script on how to make an appointment, as well as complete the activities on pgs 20 and 22 (write down before you call, and sample care plan) from the DPH workbook

Outline:

When should you go to the doctor? (pg 13-14) – 10 minutes

How to make an appointment (pg 15)- 10 minutes

Script activity (pg 16-17)- 15 minutes

Remembering your appointment- 5 minutes

How to arrange transportation (pg 18)- 10 minutes

Lesson Duration

50 minutes

Materials Needed

- Healthcare Transition Workbook from the Department of Public Health (DPH)- teacher copy
- Healthcare Transition Workbook from the Department of Public Health (DPH)- student copy for each student
- Writing utensils
- Visual supports: picture of a calendar/planner, picture of an iPhone
- Example copy of a medical emergency card (optional)
- Internet and video/audio equipment

WHEN SHOULD YOU GO TO THE DOCTOR? (7 minutes)

SAY: Welcome back to the second class on healthcare transition. Last week, we learned about what healthcare transition is and why it is important. This week, we are going over when to go to

the doctor, how you can make an appointment with the doctor and how to arrange transportation for your visit.

How many of you have gone to the doctor within the last year? Do you remember why you went to see your doctor?

Wait 7 seconds for answers.

Yes, great! There are many reasons to see a doctor. Let's turn to page ___ in your workbook to see a list of some of the reason why you should go to the doctor.

Read page 13-14 aloud and discuss each example provided.

The image shows two pages from a workbook. The left page is titled "When Should You Go to the Doctor?" and lists 5 symptoms. The right page lists symptoms 6 through 11. Each symptom is accompanied by a brief explanation and a small icon. The symptoms are: 1. You have a persistent, high fever; 2. Your cold becomes unusually bad; 3. You've lost weight suddenly and without explanation; 4. You're short of breath; 5. You experience severe chest, abdominal or pelvic pain; 6. Your bowel movement or urination has changed; 7. Bright flashes interrupt your vision; 8. You experience confusion or changes in mood; 9. You suspect you have a concussion; 10. You develop unexpected symptoms after a procedure or starting a new medication; 11. You are due for your annual physical check-up.

If you are feeling unwell or are sick, you will need to see a doctor for your illness. If you are coughing, have a fever, in pain, or feel that something is off about your body, you can go see your doctor. These are called symptoms. Can anyone else give some more examples of symptoms that will let you know you need to see a physician?

Wait 7 seconds for answers.

Sometimes, you don't have to feel unwell to see them. You should be getting an annual, or once a year, physical exam where the doctor checks your body, including your vital signs and blood to see if it is still normal. But before you can see a doctor, you must make an appointment. Let's turn to page 15 of the workbook to learn what information we need to make an appointment.

HOW TO MAKE AN APPOINTMENT (7 minutes)

SAY: When we are children, our parents made appointments for us and drove us to those appointments. Now that we are growing up into adults, we will be taking over those responsibilities so we need to make sure we know how to do those things, like making a doctor's appointment. Let's read page 15.

Read from page 15 of the transition workbook.

Making an Appointment

Important Things to Remember When You Make an Appointment

Be Prepared. If you have never done this before, have someone help you. You might even want to practice before you actually make your call.

Have your calendar ready so you can check the date and time. Put your appointment on your calendar right away.

You may need to repeat some of the information if the first person you speak to transfers you to someone else.

You may need to know your date of birth. You may need information from your insurance so have that ready as well.

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?

If you will need a lift or other assistance to get onto the exam table or some other type of help, such as an interpreter, be sure to mention it when you call.

Before You Make an Appointment

To prepare ahead of time for your call, write down the following information so you can easily access it while making your appointment.

Physician/Clinic phone number: _____

Name of Physician You want to See: _____

Insurance Information:

Name of Insurance Carrier (on card): _____

Insurance Number (on card): _____

Name of who has the insurance (you, mom, dad, etc.): _____

15

SAY: The activity below, “Before You Make an Appointment” is a great guide on what information you will need when you book an appointment through the phone or online. Please fill this out as homework. You do not need to turn it in, as it contains sensitive information about your insurance, but keep it with you for future reference.

SAMPLE SCRIPT- HOW TO MAKE AN APPOINTMENT (12 minutes)

SAY: Now, we are going to role-play how to make an appointment using the sample script provided on page 16 of the workbook. I will divide you into groups of 2 or 3 (*depending on how many students there are*) and each of you will practice the sample script. One student will be the patient who is calling to schedule an appointment, and the other student will be the office receptionist. Feel free to be creative with your responses. Once you are done with the script, I want you and your partner to switch roles so you both have practice making an appointment.

Count off students/pair them up for the activity.

How to Make an Appointment

1. Have these things ready before you call.

Physician/Clinic phone number: 800 000

Name of Physician you want to see:

Health insurance card, if you have one:

Pen and paper so you can take notes:

Calendar, so you know your schedule:

2. Call the doctor office.

If no one answers, call back!

If you hear a message, follow the steps in the message to talk to a live person or leave a message to get a call back.

3. Say, "Hello, my name is _____." Give your first and last name and your date of birth. Let them know if you're a new patient.

4. Tell them the physician you would like to see and the reason for your visit.

"I would like to make an appointment to see Dr. Miller for [and given them a reason]..."

... a physical exam."

... a personal issue."

5. Make an appointment time that works for you. Ask, "How soon can I get in?"

If the date and time are ok, say "Thank you that will be fine."

If the date and time do not work for you say: "That won't work for me. Can you look for something else?"

Mark the date and time on your schedule/calendar.

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6. If they ask, give them the name of your health insurance plan and card information.

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

Medical records:

Current medications:

8. Say, "Ok, I will be there on _____ at _____." Thank you. Good-bye."

(Date) (Time)

17

★ Watch video for additional modeling of making an appointment- <https://www.youtube.com/watch?v=06lSpr3NfN0&feature=youtu.be>

REMEMBERING YOUR APPOINTMENT (7 minutes)

SAY: Great job with the role-playing! Hopefully you all now have a better idea of what to say and will be able to make an appointment by yourselves in the future. Remember, practice is key. Even if you don't get it right the first time, you will improve each time you practice. Now that we know how to make an appointment, the next step is to make sure we don't forget it.

What are some ways you remember things you have to do?

Wait 7 seconds for answers.

★ Provide visual cues of possible answers students may give (e.g., picture of a calendar/planner, picture of an iPhone)

There are several ways to remember appointments and tasks. You can write it down, put it into your calendars, jot it down on a planner. If you prefer electronics, you can put it in your Google or Apple calendars on your phone and set a reminder where it will notify you before your appointment. There are many ways to track your appointment, the key is to write it down as soon as you make the appointment so that you won't forget to do it later.

HOW TO ARRANGE TRANSPORTATION (10 minutes)

SAY: We have gone from making an appointment to writing it down so we won't forget it. What's the next step to seeing a doctor? (*Pause*) That's right, how to get there. Is there anyone here who is able to drive? That is one option. What about people who can't drive? How did you get to school today?

Wait 7 seconds for answers. Most will probably say by bus or parents drove them.

Excellent! Parents and other relatives and friends are a great resource to have and they can help drive you to places or appointments. Sometimes though, they may be busy and can't take you. In that case, what should you do?

Wait 7 seconds for answers.

There are a few options. Public transportation such as busses and subways are possible if you live close to a MARTA stop, and it is also much cheaper than taking a taxi. However, it can take a long time and navigating the system may be difficult for some people. Taxis are another option, but they are usually not in sight and booking a ride would require specific instructions ahead of time. The most popular option for rides that people use nowadays is Lyft or Uber, which is similar to taxi. Has anyone used it before and if so, would you like to share your experience with the class?

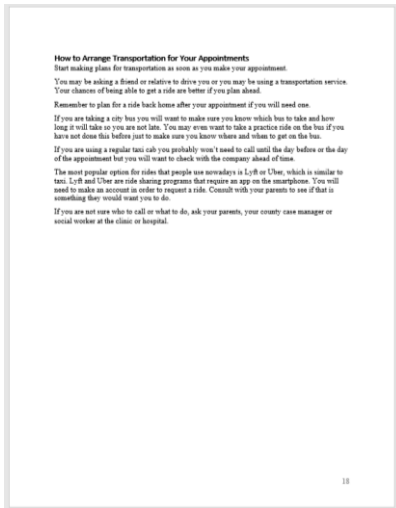
Wait 7 seconds for answers.

Lyft and Uber are ride sharing programs that require an app on your smartphone. You will need to make an account in order to request a ride. Once your account is set up, it's as simple as inputting your destination and waiting for the drivers to come pick you up. Their name, face, vehicle license number, as well as make and model of their car will show up on your phone so you can make sure you are getting into the right car. It does require you to link your credit card with the app, so some people may not be comfortable doing that. Please consult with your parents to see if that is something they would want you to do.

All in all, there are certain takeaways for arranging transportation. **Know where you are going, both the name of the place and the address.** Write down the address so you can show your driver or input it into Lyft or Uber. Determine how long it will take to get there from your starting address (which can be checked using Google Maps), and decide when to leave to get there in time for your appointment. Ideally, you should arrive 10 minutes earlier than your scheduled appointment, so add on 10 minutes to your trip time. **Work backwards to estimate what time you should leave.**

Let's turn in your workbook to page 18 to read together about how to arrange transportation for your appointments.

Read text together.



★ See Appendix B in the student workbook for How to Arrange Transportation for Your Appointments with Visual Supports.



If you have any questions about transportation, feel free to ask me after class and ask your parents as well, as this is one of the skills you will need for greater independence.

For your homework, please fill out the “Before You Make an Appointment” activity on page 15. Thank you and see you next class!

Lesson 3: Healthcare Transition Prescription Information

Overview:

This lesson is the third in a series of lessons designed to be taught by a high school teacher. The target audience is high school students with Autism Spectrum Disorder (ASD). The lesson is designed best for high school students with ASD under 16 years of age, with motor skills and ability to work in small groups.

The purpose of this lesson is to familiarize students with prescriptions and how to read them, pick them up and refill them.

Objectives:

At the end of this session participants will be able to:

9. Describe prescriptions and where to pick them up
10. Fill up and reorder prescriptions
11. Identify information on a prescription label
12. Describe side effects of prescription medicine

Assessment:

Students will read and identify prescription labels and practice the sample scripts regarding prescriptions on pages 27 and 28 from the DPH workbook.

Outline:

Prescription information (pg 19)– 7 minutes

How to read a prescription label (pg 20-22)- 20 minutes

How to get prescription medication (pg 23)- 10 minutes

How to get prescription medical refill (pg23)- 8 minutes

Lesson Duration

45 minutes

Materials Needed

- Healthcare Transition Workbook from the Department of Public Health (DPH)- teacher copy
- Healthcare Transition Workbook from the Department of Public Health (DPH)- student copy for each student
- Writing utensils
- Internet and video/audio equipment

PRESCRIPTION INFORMATION (7 minutes)

SAY: Welcome back to the third class on healthcare transition. Last week, we learned about how to make a doctor's appointment. This week, we are going over prescriptions, or medications, your doctor decides you need to have. Let's turn to page 19 in the DPH workbook. I want each student to read a single paragraph from this page, starting with _____.

Pick a student to read the first paragraph, then another to read the next, and so on and so forth.

Prescription Information

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.

Sometimes there is a pharmacy located right in the clinic where you see your doctor. You may have a neighborhood drug store or another pharmacy you can use. If you will be taking the medication for a while, the doctor may write on the prescription that you may have refills.

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.

There are some special rules about certain drugs. These are also known as controlled substances. These prescriptions cannot be ordered too far ahead, the prescription cannot be faxed and the use of these medications are carefully monitored.

To order a refill on a medication, you will use the information on the medication label. There are other options of prescription refills. You can request home delivery, re-occurring pick up at your local pharmacy and mail order. You can also take your medication bottle to the pharmacy or you can call ahead and order the refill by telephone.

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. If this is too hard or confusing, you can usually stay on the phone or push a number to get help from a person. Some pharmacies have apps for your phone or electronic device that can be used to refill prescriptions.

Make sure you understand how and when to take your medication. 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 (number is on your prescription bottle). You can also contact your doctor's office and ask to speak to your doctor's nurse. Nurses can answer a lot of questions and can check with your doctor, if needed.

If you are taking a prescription that makes you feel different or bad, let someone know. Some medications have side effects that can change how you feel.

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★ See Appendix C in the student workbook for Prescription Information with Visual Supports.

Appendix C: Prescription information with Visual Supports

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.

Sometimes there is a pharmacy located right in the clinic where you see your doctor. You may have a neighborhood drug store or another pharmacy you can use. If you will be taking the medication for a while, the doctor may write on the prescription that you may have refills.

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.

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To order a refill on a medication, you will use the information on the medication label. There are other options of prescription refills. You can request home delivery, re-occurring pick up at your local pharmacy and mail order. You can also take your medication bottle to the pharmacy or you can call ahead and order the refill by telephone.

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. If this is too hard or confusing, you can usually stay on the phone or push a number to get help from a person. Some pharmacies have apps for your phone or electronic device that can be used to refill prescriptions.

Make sure you understand how and when to take your medication. 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 (number is on your prescription bottle). You can also contact your doctor's office and ask to speak to your doctor's nurse. Nurses can answer a lot of questions and can check with your doctor, if needed.

If you are taking a prescription that makes you feel different or bad, let someone know. Some medications have side effects that can change how you feel.

SAY: Does anyone have any questions?

Wait 7 seconds for answers.

HOW TO READ A PRESCRIPTION LABEL (20 minutes)

SAY: Being able to pick up a prescription from your local pharmacy is the first step in getting your medicine. The second step is to look at the dosage and instructions to see how much medicine you need to take each day. Some instructions may tell you 2 pills a day, or 1 tablespoon a day. Each medication and dosage varies between each person and prescription, so you always need to look at the label and follow its instructions. The label can look confusing, so let's practice and break down what each part means. Please look at the "how to read a prescription label" activity on your desk.

Each prescription label should contain: the name of the medication, dosage or strength of the medication, directions on how much you should take and when to take it, quantity or amount of pills each container has, the date filled, how many times you may refill, the expiration date, and the prescription number. Some prescription labels will not contain all this information, and some will contain more information, such as your doctor's name or your name. Each label will be slightly different, but the most important information will always be there. Let's look at the example on page 20 of our workbook.

Guide students on where to find the following information on the example label, and then have them complete the following labels themselves. When they are done, take at least 5 minutes to go through the answers as a class.

The image shows three pages from a workbook. The first page (page 20) is titled 'Activity: Reading a Prescription Label' and contains instructions and an example of a prescription label with arrows pointing to various fields. The second page (page 21) shows three different prescription labels from Taylor's Neighborhood Pharmacy, each with a corresponding box for students to fill in with information like Name of medication, Dosage, Directions, Quantity, Date Filled, How many times you may refill, Expiration date, and Prescription number. The third page (page 22) shows two more prescription labels, one for Costco and one for Target Pharmacy, also with corresponding information boxes for students to complete.

SAMPLE SCRIPT- HOW TO GET PRESCRIPTION MEDICATIONS (10 minutes)

SAY: Now, we are going to practice how to get prescription medications using the sample script provided on page 23 of the workbook. I will divide you into groups of 2 or 3 (*depending on how many students there are*) and each of you will practice the sample script. One student will be the patient who is getting their prescription filled, and the other student will be the pharmacy worker. Feel free to be creative with your responses. Once you are done with the script, I want you and your partner to switch roles so you both have practice getting prescription medications.

Count off students/pair them up for the activity.

The image shows a sample script for a pharmacy role-play. It is divided into two sections: 'How to Get Prescription Medications' and 'How to Get Prescription Medication Refills'. Each section starts with 'Hello, my name is _____ (give your first and last name)'. The first section includes questions about picking up a prescription, directions, quantity, date filled, refills, expiration date, and co-pay. The second section includes questions about the prescription number, medication name, quantity, date filled, refills, expiration date, and co-pay. The script ends with 'Thank you, Good-bye.' and a page number '23' at the bottom.

SAMPLE SCRIPT- HOW TO GET PRESCRIPTION MEDICATION REFILLS (8 minutes)

SAY: Great job! Stay with your partners for the next script. You will do the same thing and practice the script on how to get prescription medication refills on the bottom of page 23 with your partners. Again, have one student be the patient getting the refill, and the other be the pharmacy worker. Then switch once you have finished.

How to Get Prescription Medications
Hello, my name is _____ (give your first and last name)
I need to pick up a new prescription. Can you tell me about the dosage?
How often should I take this? Are there directions for how to take it?
What should I do if I miss a dose?
Here is a list of my other medications _____
Will this one interfere with any of them? If yes, what should I do?
What are the side effects of this new medication?
What should I do if I experience any of those?
Is there anything else about this medication I should know about? _____
When can I pick it up?
(Can you deliver it? If yes, when?)
(Can someone else pick it up for me?)
Is there a co-pay charge? _____ How much?
You have been really helpful. Thank you.

How to Get Prescription Medication Refills
Hello, my name is _____ (give your first and last name)
I need to get a refill on a prescription.
The prescription number is _____
The name of the medication is _____
When can I pick it up?
(Can you deliver it? If yes, when?)
(Can someone else pick it up for me?)
Is there a co-pay charge? _____ How much?
Thank you. Goodbye.

23

Have students practice the sample script.

Well done, class. As you can see, communication between you and various workers is important to get you the care you need. We said before that healthcare involves a team. There are many steps to healthcare, but if you practice a little each day, you will surely be able to handle your healthcare needs in the future and gain more independence.

Lesson 4: Healthcare Transition Insurance Information

Overview:

This lesson is the fourth in a series of lessons designed to be taught by a high school teacher. The target audience is high school students with Autism Spectrum Disorder (ASD). The lesson is designed best for high school students with ASD under 16 years of age, with motor skills and ability to work in small groups.

The purpose of this lesson is to familiarize students with the various types of healthcare insurance and help students identify information on a health insurance card.

Objectives:

At the end of this session participants will be able to:

13. Describe different types of healthcare insurance
14. Differentiate between medical, dental, and vision insurance
15. Contrast public and private health insurance
16. Identify information on a health insurance card

Assessment:

Students will read and identify information from health insurance labels with the “Insurance Card” activity.

Outline:

How insurance works (pg 24)- 5 minutes

Health insurance information (pg 25)- 15 minutes

How to read a health insurance card activity- 15 minutes

Lesson Duration

35 minutes

Materials Needed

- Healthcare Transition Workbook from the Department of Public Health (DPH)- teacher copy
- Healthcare Transition Workbook from the Department of Public Health (DPH)- student copy for each student
- Writing utensils
- Internet and video/audio equipment

HOW INSURANCE WORKS (5 minutes)

SAY: Welcome back to the fourth class on healthcare transition. Last week, we learned about how to pick up prescriptions and get refills. This week, we are going over a very confusing part of healthcare- health insurance. But don't worry, we will break down this large topic into smaller, more manageable chunks. Turn to page 24 of your workbook and follow along as I read about healthcare insurance aloud.

You've all heard of insurance. Raise your hands if you've heard of car insurance? House insurance? Life insurance? Insurance is a form of protection- you pay the insurance company a specific amount of money each month in case something happens to your car, house, or you. In

your insurance card. You may give it to them in person, but it's always good to know where to locate the information on the card yourself. Let's take a look at page 26 and read about a health insurance card.

Have students look at the "How to read a health insurance card" activity and read the instructions, and complete the example together. Then have students do the following exercises themselves, leaving 5 minutes to come back together and check the answers together.

How to Read a Health Insurance Card

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's 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. You remember, the ID number is always longer than the group number. The insurance card will also contain other information like primary care holder's name, which will be your parent's 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 (like Blue Cross Blue Shield, Aetna, HealthCare United, etc.). Sometimes it lists the expiration date, or types of services covered.

For now, we will focus on identifying the **ID number** and **group number**. Please look at the different examples of health insurance cards below and identify the insurance company, ID number, and group number. Here is an example.

Example

Insurance company: Blue Cross Blue Shield
ID number: 2725000000
Group number: 27250000

Insurance company: ABC Insurance
ID number: 1234567
Group number: 987654321

Insurance company: Blue Cross Blue Shield
ID number: 9876543210
Group number: 1234567890

★ Color code and highlight the answers on the cards

Great job today. Health insurance can be tricky, but breaking it down allows us to better understand the whole picture. Everybody needs health insurance, and now you know the necessary components of having insurance to help pay for the care you need.

Lesson 5: Healthcare Transition Being Prepared

Overview:

This lesson is the fifth and final lesson in a series of lessons designed to be taught by a high school teacher. The target audience is high school students with Autism Spectrum Disorder (ASD). The lesson is designed best for high school students with ASD under 16 years of age, with motor skills and ability to work in small groups.

The purpose of this lesson is to help students understand ways they can prepare for medical appointments and live a healthy lifestyle.

Objectives:

At the end of this session participants will be able to:

21. Understand how to prepare for a medical appointment
22. Understand how to prepare for a dental appointment
23. Use a sample Care Plan to prepare for a medical appointment
24. Identify habits of a healthy lifestyle

Assessment:

Students will read and identify information about their healthcare to complete a sample care plan to prepare for a medical appointment.

Outline:

Getting Ready for Medical Appointments (pg 29-31)- 20 minutes

Getting Ready for Dental Appointments - 15 minutes

Sample Care Plan

Living a Healthy Lifestyle

Lesson Duration

__ minutes

Materials Needed

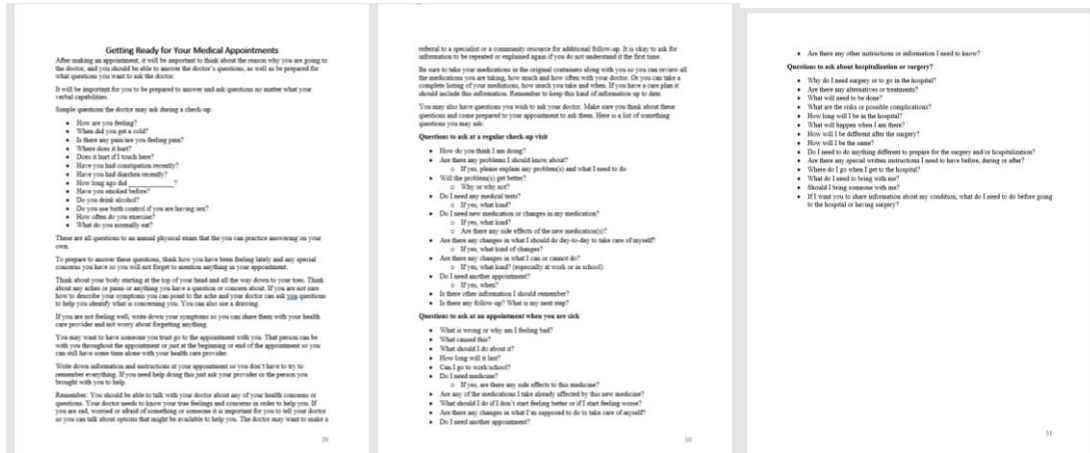
- Healthcare Transition Workbook from the Department of Public Health (DPH)- teacher copy
- Healthcare Transition Workbook from the Department of Public Health (DPH)- student copy for each student
- Writing utensils
- Internet and video/audio equipment

GETTING READY FOR MEDICAL APPOINTMENTS (20 minutes)

SAY: Welcome back to the fifth and final class on healthcare transition. Last week, we learned about health insurance and how to read health insurance cards. This week, we are going over how you can be prepared for appointments and how to live a healthy lifestyle.

Let's begin by turning to page 29 and reading about how we can get ready for a medical appointment.

Read page 29-31 aloud. Call on one student at a time to read the questions aloud under each section.



SAY: Now, we are going to role-play how to ask and answer some of the questions presented in this section. I will divide you into groups of 2 or 3 (*depending on how many students there are*) and each of you will practice asking and answering questions. One student will be the patient and the other student will be the doctor. Feel free to be creative with your responses. Once you are done with the questions, I want you and your partner to switch roles so you both have practice.

Count off students/pair them up for the activity.

GETTING READY FOR A DENTAL APPOINTMENTS (15 minutes)

SAY: Great job with the role-playing! Hopefully you all now have a better idea of what to ask and how to answer questions at your medical appointments. Remember, practice is key. Even if you don't get it right the first time, you will improve each time you practice. Now that we know how to get ready for a medical appointment, let's learn how to get ready for a dental appointment.