**TRANSITION ACTION PLAN**

**EARLY TRANSITION (11-13 YEARS)**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **DOMAINS/GOALS** | **ACTIVITIES TO ACHIEVE GOALS** | **Teaching Dates/ Outcome** |
| **TRANSPLANT KNOWLEDGE** | | |
| The early adolescent can:   * state why he/she needed to have a transplant * describe in very general terms what rejection is, what the HCP would do to diagnose rejection, and how it is treatment * state why labs are checked routinely |  |  |
| **MEDICATIONS** | | |
| The early adolescent:   * can correctly list all prescribed medications and the primary reason why each med is prescribed * can state the times he/she takes medications daily * is aware that his/her parents/guardians have a list of medications; will have his/her own list by age of 13 |  |  |
| **ADHERENCE** | | |
| The early adolescent:   * can state why it is important to take medications daily and as prescribed * is aware of how often he/she misses medications * is taking medications with some degree of independence by age 13 * can describe routine for taking medications *(takes on his own, parents/guardians give or remind, etc.)* |  |  |
| **RISK-TAKING BEHAVIORS** *For >****12 year olds*** *only or if appropriate based on psychosocial development and cultural context.* | | |
| The early adolescent   * can state that smoking, drinking alcohol, and taking drugs could be more harmful for transplant recipients |  |  |
| **MANAGING MY HEALTH: WHAT I DO TO STAY HEALTHY** | | |
| The early adolescent:   * is participating in activities to promote healthy living * can list foods that transplant recipients should avoid * is aware that sun exposure can be harmful to transplant recipients and knows/practices at least 2 skin protection strategies |  |  |
| **DOMAINS/GOALS** | **ACTIVITIES TO ACHIEVE GOALS** | **Teaching Dates Outcome** |
| **MANAGING MY HEALTH CARE NEEDS: SELF-ADVOCACY** | | |
| The early adolescent is demonstrating early self-advocacy skills through:   * discussing their care with parents/guardians, particularly if there are changes in medications or their health * talks directly to his/her HCP for at least a brief period of time about his/her care and health status * knows who is responsible for keeping track of appointments, meds, labs * knows parent/guardians’ plan for an emergency situation |  |  |
| **REPRODUCTIVE HEALTH** *For >****12 year olds*** *only or if appropriate based on psychosocial development and cultural context.* | | |
| The early adolescent:   * has an understanding that having a transplant may include additional care or concerns when considering pregnancy * has a general awareness of what an STI is and that these may be of greater concern for transplant recipients |  |  |
| **SCHOOL/WORK** | | |
| The early adolescent:   * can describe how he/she feels about school * is attending school regularly * has some early thoughts of what he/she may like to do when they are older * can state any concerns they may have about how transplant affects what they would like to do |  |  |
|  | | |
| The early adolescent:   * can describe what he/she does when feeling stressed or overwhelmed * can identify his/her support system * demonstrates a connection to school or community |  |  |
| **SELF-ESTEEM** | | |
| The early adolescent:   * can list perceived concerns about his/her health as a transplant recipient |  |  |
| **HEALTH CARE INSURANCE** | | |
| The early adolescent:   * has an understanding that health care insurance helps pay for medications and medical expenses |  |  |