

STAR-CENTER PUBLICATIONS

Services for Teens at Risk

TABLE OF CONTENTS

MODULE 1: Knowing My Body & Mind (Parents & Teens)

Agenda

Transition Age Group Self-Assessment

Creating My Health Portfolio: Knowing My Body and Mind | Check-In

Knowing Yourself Is Key to Taking Charge of Your Health

Portable Health History

Taking Charge of Your Health Worksheet

MODULE 2: Advocating for Myself (Teens Only)

Advocating for Myself | Check-In

Advocating for Myself: Self-Advocacy

Advocating for Myself: Finding and Accessing Services

Continued Treatment Worksheet

Finding and Accessing Services Worksheet

MODULE 3: Managing My Academics & Work (Parents & Teens)

Managing My Academics & Work | Check-In

Helpful Hints for Managing Your Academics

Managing My Academics Worksheet

MODULE 4: Living Independently (Teens Only)

Living Independently | Check-In

Helpful Hints for Living Independently

Living Independently Worksheet

MODULE 5: Managing My Relationships & Future (Teens Only)

Managing My Relationships & Future | Check-In

Helpful Hints for Managing Your Relationships

Managing Your Relationships Worksheet

MODULE 6: Looking Ahead & Presentation of Health Portfolio (Parents & Teens)

Treatment Satisfaction Questionnaire (Adolescent)

Treatment Satisfaction Questionnaire (Parent)

REFERENCES

AGENDA

Group #	Topic	Attendees
1	Knowing My Body & Mind	Parents & Teens
2	Advocating for Myself	Teens Only
3	Managing My Academics & Work	Parents & Teens
4	Living Independently	Teens Only
5	Managing My Relationships & Future	Teens Only
6	Looking Ahead & Presentation of Health Portfolio	Parents & Teens

1. Introductions
2. Ice breaker
3. Overview of the group
 - a. Rationale
 - b. Schedule
 - c. Content
 - d. Goals
4. Questions & suggestions
5. Separate parent group
6. Pre-questionnaire
7. "Knowing My Body & Mind" discussion

Transition Age Group

Self-Assessment

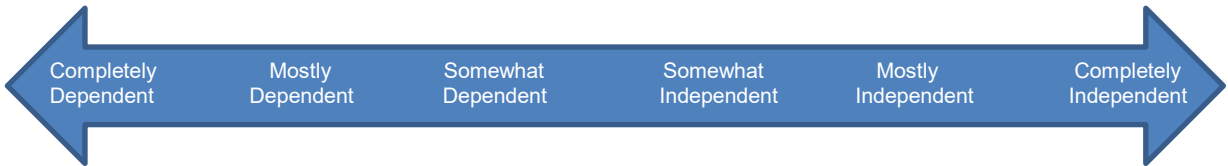
There are many different domains in which a person can be working toward independence, and you may find that you are at different levels of dependence/independence in different domains.

Please place an "X" on the continuum to reflect where you see yourself in each domain.

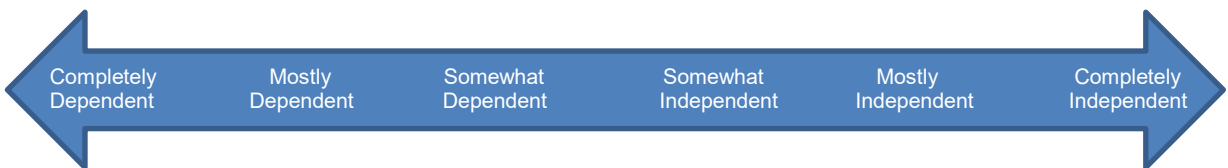
1. My daily life (e.g., I wake up on my own, do laundry, manage my own time and money)



2. My health (e.g., I know my diagnosis, manage my medications, know about insurance, and make my own appointments)



3. My academics (e.g., I know any school accommodations I have, manage my own assignments)



4. My relationships (e.g., I know where to turn when I need support, I can solve problems with other people)



Creating My Health Portfolio

KNOWING MY BODY AND MIND | CHECK-IN

Circle the number that indicates the degree to which you agree or disagree with each of these sentences.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I know my diagnosis.	1	2	3	4	5
2. I know the warning signs of a relapse.	1	2	3	4	5
3. I know the names and doses of my medications.	1	2	3	4	5
4. I know what my insurance does and does not cover.	1	2	3	4	5
5. I take my medications independently.	1	2	3	4	5
6. I make and track my own appointments and can fill my own prescriptions.	1	2	3	4	5
7. I can name my providers and reach them.	1	2	3	4	5

KNOWING YOURSELF IS KEY TO TAKING CHARGE YOUR HEALTH

KEY points to know about your body and mind

- Understanding how you function from day to day can help you identify when your condition might be worsening
- Know your diagnosis, signs of the problem, and what to do in an emergency situation
- Communicating your past treatment history, will help your new treatment team to provide the best possible care

What should I know about my daily patterns to stay healthy?

Know how you usually function from day to day in terms of sleep, appetite, energy level, mood, and typical daily activities. Variation from your usual routine might be a sign that your condition is worsening. Complete “Knowing Yourself.”

What do I need to know about my diagnosis?

You should know the name of your diagnosis and be able to explain it in a few sentences. *If you know your current diagnosis, complete the “Emergency Information” section-diagnosis. If you are uncertain about your current diagnosis, talk with your treatment team.*

How can I begin to take charge of my health?

1. If you take medication, learn the name and dose of your medication, how often you need to take it, understand why you take it, possible side effects, and what might happen if you abruptly stop taking it. Complete *Worksheet 1.2 Emergency Information section-current medications*. For useful information about psychiatric medications, see the STAR website.
2. Become familiar with your local or campus health center and counseling center (phone number, hours of operation, services offered, fees, location) and what to do when these providers are closed (nights and weekends.) Research this information online and complete the “Emergency Information” section-treatment provider on or near campus.

TRANSITION GROUP 1 | KNOWING MY BODY AND MIND

3. Make sure you have your insurance card and know how to use it. Some insurance companies only allow you to use certain pharmacies or labs. Other insurance companies require pre-authorization for referrals or medications. *Complete the "Emergency Information" section-insurance provider with the help of your parents.*
4. Communicating your past treatment history, will help your new treatment team to provide the best possible care. *In order to be prepared, fill out the "Psychiatric Treatment Summary" with the help of your parents to become more knowledgeable about your treatment history.*

Portable Health History

General Information

Emergency contact: _____ Phone: _____ Relationship: _____

Emergency contact: _____ Phone: _____ Relationship: _____

Primary Care Provider (PCP) at home: _____ Phone: _____

Health Center at school: _____ Phone: _____

Pharmacy at home: _____ Phone: _____

Pharmacy at/near school: _____ Phone: _____

Health Insurance Information

Provider: _____ Name of Insured: _____

Policy #: _____ ID#: _____

Phone: _____

Health Information

Diagnosis:

Allergies:

Family Psychiatric History:

TRANSITION GROUP 1 | KNOWING MY BODY AND MIND

Treatment Information

Outpatient Services (current/last 6-12 months)

Type	Provider/Program	Phone	Dates of Service
Individual Therapy			
Medication Management			
Educational Supports (IEP/504)			
Other:			

Expected/Planned Outpatient Services On/Near Campus

	Provider/Program	Phone
Individual Therapy		
Medication Management		
Educational Supports (IEP/504)		
Other:		

Past Outpatient Services (prior to last 6-12 months)

	Provider/Program	Phone	Dates of Service
Individual Therapy			
Medication Management			
Educational Supports (IEP/504)			
Other:			

Inpatient/Partial/IOP Services

Type of Service	Reason for Admission	Phone	Dates of Service

TRANSITION GROUP 1 | KNOWING MY BODY AND MIND

Current Medications

Medication	Dose	Frequency

Past Medication Trials

Medication	Highest Dose	Date	Response

Worksheet

Item	Status		Plan
	Have It	Need It	
Crisis plan			
Emergency numbers			
Insurance card/insurance information			
Treatment summary			
List of medications			
Allergies			
Doctors' names/numbers			
Academic accommodations (504 plan, IEP)			
Portable health summary			

ADVOCATING FOR MYSELF | CHECK-IN

Circle the number that indicates the degree to which you agree or disagree with each of these sentences.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I have checked out available mental health resources on campus and/or in the community.	1	2	3	4	5
2. I know and have copies of the documentation that is required to receive accommodations at most post-secondary institutions.	1	2	3	4	5
3. I know the accommodations that work best for me to effectively participate at school and in the community.	1	2	3	4	5
4. I maintain a folder with my health documents and insurance card.	1	2	3	4	5

ADVOCATING FOR MYSELF: SELF-ADVOCACY

Being a good self-advocate means, first of all, knowing yourself (Roberson, 2010)

KEY points about advocating for yourself (Roberson, 2010):

- Communicate as best you can what you are thinking, feeling or needing
- Ask questions...and if necessary, ask them again!
- Do what you are able to do for yourself and ask for help when you need it

What can I say to my doctors about my health that they don't already know?

Think of yourself as part of a team; each member of the team has something important to contribute...and what you have to contribute is knowing you better than anyone else (Roberson, 2010). Remember, no two patients are the same.

Sometimes when I'm in the doctor's office it's hard to think of what to say or ask.

It can be helpful to write down your questions and concerns ahead of time or sit down with a family member or friend to help you think about what you want to ask or tell the doctor. If something isn't clear, ask the doctor to explain it again in words you understand (Roberson, 2010).

What should I do if I have a health crisis or emergency?

If you don't already have one, you should create a plan for what to do in a crisis or emergency. Others close to you involved in your care should also know the plan.

Where should I keep my health care documents and information?

It's helpful to keep your health-related information in one place. Some people use a notebook or file folder to organize the information that they bring with them to medical appointments (Roberson, 2010). We will work on creating a health portfolio here.

Who should I tell about my mental health condition?

It's totally up to you. There's no right or wrong answer. You should consider your own situation and circumstances, including the following (Queensland University, www.dr-bob.org/vpc)

- Why am I telling this person?
- How will I benefit?
- Will I be better supported if I tell?
- Will there be negative consequences of telling?

If you decide that you want to tell, do so when you feel you can trust the person. When telling them, give them accurate information on your condition and do it in a way that helps them understand how your condition might affect them (The Jed Foundation, 2012).

ADVOCATING FOR MYSELF: FINDING AND ACCESSING SERVICES

How do I find out about mental health services on campus and in the community?

Finding Help on Campus (The Jed Foundation, 2012; www.transitionyear.org)

College mental health professionals encourage students and their families to contact them with questions and concerns before starting college. You can find out about resources on campus through your school's website.

Finding Help in the Community

You may consider talking with your current providers to get recommendations about other providers in the community. You can also call your insurance company to get a list of providers covered by your plan who are close by. If you have special requirements, you may consider using the internet to identify professional who have expertise in a particular area of specialization.

Things to Consider when Looking for Services:

- What type of resources and professionals are available and what are their hours?
- Is there 24-hour emergency care? If not, what types of after-hour emergency services are available?
- What is the average waiting time to get an appointment?
- What does your health insurance cover?
- What is the maximum number of sessions allowed per year?

ACADEMIC ACCOMMODATIONS (Costa, 2011)

If you have trouble with school due to mental health concerns, your school is obligated to provide supports and services—called accommodations-- to help you succeed. You may or may not have received academic accommodations in the past.

How do I get academic accommodations in college?

In order to receive accommodations, you must inform the school and follow their procedures. All schools have different procedures. So, it is important to know what you need to do to be eligible to receive accommodations at your school. The first step is to contact the disability services center on campus.

What documentation should I provide?

Most schools require you to provide documentation showing that you have a current disability and need accommodations. They may require you to provide documentation prepared by a mental health professional that includes your diagnosis and information on how your diagnosis affects your academic performance. An IEP or 504 plan (if you have one from high school) may help identify services that are effective for you. However, what you need to meet the new demands of college may be different from what worked for you in high school.

When should I request an academic accommodation?

Although you may request accommodations at any time, you should request them as early as possible. Making contact with the disability services office well before the start of school is strongly encouraged so that accommodations are in place once classes begin.

What kinds of accommodations can I ask for?

The appropriate accommodations are determined based on your individual needs. Areas to consider include: 1) In the classroom (e.g., preferred seating, breaks during class); 2) During Exams (e.g., extended time, private room to limit distractions); 3) Completing Assignments (e.g., extended deadlines).

What if the academic accommodations that we identified are not working?

Let the school know as soon as you become aware that the results are not what you expected. You and your school should work together to resolve the problem.

ADVOCATING FOR MYSELF: FINDING AND ACCESSING SERVICES

How can I find out about mental health services on campus and in the community?

List any academic accommodations you have had in school in the past and why you had them. What documentation do you have of these accommodations (e.g., Individualized Education Plan (IEP), 504 plan)?

Find out what the steps are to receive accommodations at your institution and list them below.

MANAGING MY ACADEMICS & WORK | CHECK-IN

Circle the number that indicates the degree to which you agree or disagree with each of these sentences.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I know what I need to do to graduate from high school.	1	2	3	4	5
2. I know my academic strengths and weaknesses.	1	2	3	4	5
3. I have a system for managing assignments and can complete assignments in a timely fashion.	1	2	3	4	5
4. I have a system for studying for tests and exams.	1	2	3	4	5
5. I understand it is important to know how to take good notes.	1	2	3	4	5

HELPFUL HINTS FOR MANAGING YOUR ACADEMICS

Know Yourself |

College academics are different from high school academics in many ways. It will be important to think about these differences and be mindful about how they will affect you.

Go to Class |

Let's be honest. It can be tempting to skip out on classes, especially large ones where the instructor may not keep tabs on attendance. However, simply showing up to class is the easiest way to improve your odds of academic success! You will learn the material that you need to know for tests and assignments and professors often rely more on what is covered in class than what is in the textbook.

Take Good Notes |

Your college courses will be more complex and in depth than high school classes. If you don't already have strong note-taking skills, it's important that you develop them so that you can refer back to your notes when preparing assignments or studying for tests. This is especially vital because college professors often lecture and test on information that isn't in the textbook.

Schedule Study Time |

Juggling courses, social activities and other obligations can be both fun and challenging! Do your best to schedule your study time and set specific goals for each session. It will be important for you to develop a system for managing your workload and block out enough time in your schedule to complete necessary reading and assignments each week.

Avoid Cramming |

It's easy to procrastinate studying for a test that is two weeks away, but starting early can prevent last minute cramming. Staying up all night for last minute studying strains you mentally and physically. While you may have been able to get away with cramming for a high school exam, college exams usually cover larger amounts of material and it can be difficult to do well without planning and preparation.

Ask for Help |

If you are having trouble with a class, reach out for support from a classmate, the professor, an academic advisor or a tutoring program as soon as possible. Seeking support early can reduce stress and prevent you from falling behind or getting low grades.

HELPFUL HINTS FOR MANAGING MY ACADEMICS

Things I can do to encourage myself to go to class:

My current note-taking system is (e.g., Do you type your notes? How do you know what to type? How do you take notes on things that you have to read? How do you take notes in class?):

I will adjust my note-taking system for college by:

I currently manage my study time by:

I will adjust my system for managing my time in college by:

Things that I can do to help myself avoid procrastination:

If I am struggling in a class, I can ask for help from:

LIVING INDEPENDENTLY | CHECK-IN

Circle the number that indicates the degree to which you agree or disagree with each of these sentences.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I set and respond to a wake up alarm.	1	2	3	4	5
2. I know how to manage my sleep.	1	2	3	4	5
3. I have a system for scheduling and managing time.	1	2	3	4	5
4. I maintain a reasonable diet.	1	2	3	4	5
5. I know how to do my own laundry and basic cleaning.	1	2	3	4	5
6. I have a driver's license and/or use public transportation.	1	2	3	4	5
7. I know how to manage my finances (i.e., use an ATM card, debit/credit card, write a check).	1	2	3	4	5

HELPFUL HINTS FOR LIVING INDEPENDENTLY

KEY points about developing independent life skills:

- Managing my own schedule (sleep/wake, daily time management)
- Learning to maintain a good diet
- Taking on household responsibilities (laundry, chores)
- Learning how to get myself where I need to be (transportation)
- Managing basic finances

Managing my own schedule

Next year may be the first time you are responsible for managing your schedule. Setting a consistent sleep/wake schedule is a critical first step. Young adults typically need 7 to 9 hours of sleep per night, but sleep needs also depend on individual factors, such as your work/school schedule (National Sleep Foundation). How do you know if you are getting adequate sleep?

Strategies for maintaining a good sleep pattern (adapted from "Help Yourself" University Counseling Services, Kansas State, 1997):

- Use your bed only for sleep
- Try to go to sleep and wake up around the same time each day
- Limit naps
- Exercise, especially during the afternoon, can promote more restful sleep

Starting to take on this responsibility of waking yourself up in the morning now will help ease the transition next school year. There are several apps available to help track sleep cycles and attempt to wake you up during an optimal time (e.g., Sleep Cycle - <http://www.sleepcycle.com/>)

Up to this point, you have probably had help in managing your time by your parents, teachers, coaches, and others. Think about how to manage your own time effectively.

Tips for successful time management: <http://www.everydayhealth.com/college-health/college-transition-time-management.aspx>

Maintaining a good diet

Being responsible for your own meals may be new for you. Will you be cooking for yourself? Eating in the dining hall or cafeteria? Making sure you are eating a balanced diet with nutrient rich foods (e.g., fruits and vegetables) is important. Try to avoid eating when you are not hungry, eat at least 3 meals each day, and allow yourself to eat a variety of foods in moderation.

Tips for healthy eating in the dining hall: <https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/DGTipsheet26BeChoosyintheDiningHall.pdf>

Household responsibilities

Simple household tasks can seem overwhelming if you have never done them before. Learning new responsibilities one at a time over a period of time will help you feel less burdened. Try coming up with a schedule for learning how to do chores that you will need to do independently, such as laundry, cleaning, changing the oil in your car, etc.

Managing finances (rent, bills, etc.)

Talk with your parents about any finances that you will have to manage on your own. Become familiar with what bills may look like, due dates, and other important information before you have to take on this responsibility.

Transportation

Getting yourself from place to place can be a big adjustment after leaving home. It will be important to consider what makes the most sense for transportation. Do you plan to drive yourself around? If so, do you have a driver's license? Do you have access to a car? What about car insurance? Is parking available? If you plan to take public transit, do you know how?

HELPFUL HINTS FOR LIVING INDEPENDENTLY

- Setting your own schedule
 - What is your typical sleep schedule for feeling well rested?

 - How do you plan to wake myself up in the morning?

 - What aspects of time management might be a challenge??

- Maintaining a good diet
 - Will you have meals in the cafeteria or cook for yourself?

 - What meals can you prepare?

 - What recipes might you like to learn?

- Household responsibilities?
 - What new responsibilities will you need to take on?

 - Jot down a schedule for how/when you will learn to do these new tasks.

- Transportation
 - How are you planning to get around next year?

 - How can you learn about transportation options?

- Financial obligations
 - What finances will you need will you need to manage?

MANAGING MY RELATIONSHIPS & FUTURE | CHECK-IN

Circle the number that indicates the degree to which you agree or disagree with each of these sentences.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I understand my relationships with family will change.	1	2	3	4	5
2. I can express my feelings.	1	2	3	4	5
3. I understand my relationships with peers will change.	1	2	3	4	5
4. I have friends who are supportive.	1	2	3	4	5
5. I know how to resolve conflicts with people.	1	2	3	4	5
6. I have strategies to deal with peer pressure and bullying.	1	2	3	4	5

HELPFUL HINTS FOR MANAGING MY RELATIONSHIPS

Adapted from <https://www.settogo.org/for-students/the-transition/>

KEY points about managing my relationships:

- Changing friendships- making new friends and keeping old friends
- Your new circle of friends
- How family relationships change
- New communication guidelines for you and your family

Changing Friendships- making new friends and keeping old friends

Making friends on campus isn't easy. Don't get frustrated if it takes weeks or even months to start building a good circle of friends. Most students are in the same boat as you. Be patient and look for opportunities to get out and meet new people.

Reach out to your existing friends for support! While you are adjusting to your new college environment, your existing friends can be a huge support network. Your friends from home (who may also be new to their campuses) will probably be able to relate to your feelings. Reach out to these friends for support!

As you get more settled at school, you may need to try harder to stay connected with old friends. It's important to keep valuable friendships from high school. It may be helpful to plan a time to catch up each week. Your previous relationships will go through some changes during this time. This might feel uncomfortable but eventually you'll learn to balance the old parts of your life with new activities and relationships.

Your New Circle of Friends

Everyone else has it figured out and I don't...this is a normal thought! While you are adjusting, you might have this thought. It's important to know that this thought is normal and almost all first-year college students are in the same boat when they arrive on campus. If you and your new roommates, people in your dorm, and peers recognize that you can be huge sources of support for each other, the adjustment might feel easier and less lonely.

Reach out to people before you are on campus. Build a support network as soon as possible. Try to reach out to alumni from your school who go to the college you're attending, join the "Class of" Facebook page at your college, and/or attend a regional meet-up if there's one scheduled in your area.

Get involved in activities you know and like. Once you're on campus, get to know what's happening in your areas of interest: theater, dance, hiking, academic clubs, fraternities and sororities, intramural sports and more. By getting involved in activities that you know and like you'll be able to meet people who share your interests – this will be a source of comfort.

Be patient. You aren't alone or doing anything wrong if it feels hard to make friends or you feel like people aren't really getting to know the real you. It's impossible for a friend you met last week to understand you in the same way that your best friend since childhood does. Try to be patient with the process and remain open to new people, experiences, and opportunities to let people in and get to know you.

How Family Relationships Change

Your family members are going through a transition too. It's important to remember this as you are embarking on your own transition.

Anticipate changes and have conversations before you start college. When you head off to college, your relationships with the people in your family are bound to change. Talk with your family about your changing roles and boundaries before you start college (e.g., how to stay connected, what types of decisions they will be involved in versus things you want to handle on your own). Your needs (and those of your family) will change throughout your first semester. You may need more frequent contact and support in the first few weeks when things are less familiar than you will as the term progresses and you "settle in". Be patient as you and your family members adapt to these changes and keep the lines of communication open.

New Communication Guidelines for You and Your Family

You and your family will benefit from setting up expectations for communication while you are away at school. Have a conversation before you go to school about how, and with what frequency, you will communicate.

Frequency- Try to imagine what amount of communication feels right for you and will allow your family to feel comfortable. Obviously, this can be very flexible, but you should let your family know how often they can expect you to be in touch and they should let you know if this feels ok. You should also recognize that you can adjust your agreement based on everyone's needs and feelings. As you settle in, you may feel less need for frequent contact – but remember, your family still probably wants to hear from you to know how and what you are doing.

Ground Rules- As part of your communication plan, you also might want to work out what kinds of situations and decisions your family wants to know about. Are there certain kinds of expenses or purchases that they'd want you to check with them about before buying? If you are sick would they want to know? Are there particular problems that you all agree they should be brought into (if you are failing a course for example)? Is there a circumstance in which you all agree your roommates should contact your family?

Let them know- No doubt, you and your family are all excited and proud that you are beginning college. Because of this, some people are hesitant to let their family know if they are having any problems – they don't want to disappoint or let their family down in any way. Starting school can be a little lonely or rocky for many students. Let your family know about problems you might be having and try to work out a plan together to manage the difficulty. This will be a big help in addressing problems before they become bigger.

Evaluate and adjust as needed- As you spend some time in school, consider whether the ground rules you've established are feeling right for everyone.

MANAGING MY RELATIONSHIPS

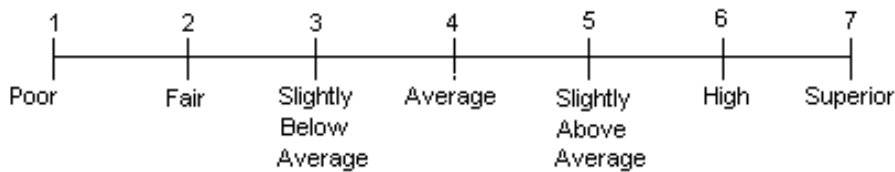
- My Relationships
 - What are my strengths in relationships?
 - What are my challenges in relationships?
 - How do I handle conflict in relationships?
 - What do I value in relationships?
 - If I am struggling to make or keep friends I can ask for help from:
- Making New Friends
 - I can reach out to the following high school friends for support the first few weeks of school:
 - What can I do to make new friends before college starts?
 - What activities do I want to get involved in on campus?
- Keeping Friends- Staying in Touch
 - Which friends do I want to keep in touch with from home?
 - How might I keep in touch with them?
 - What aspects of keeping in touch might be a challenge?
- Navigating Family Relationships
 - How will I keep in touch with family members (e.g., email, text, regular calls)?
 - How frequently will I be in touch with family members?
 - What types of decisions will my family be involved in, and what things do I want to handle on my own?

Treatment Satisfaction Questionnaire (Adolescent)

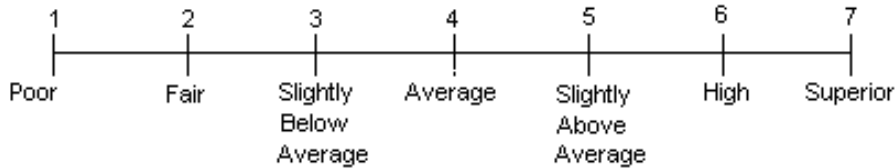
The following questionnaire is part of our evaluation of the STAR Transition Age group program that you have received over the past 6 months. We encourage you to answer each question as honestly as possible so that we may accurately evaluate your current level of satisfaction with the group that you have received and your perception of your progress. Your cooperation is greatly appreciated.

For each question below, please circle the response that best describes how you honestly feel:

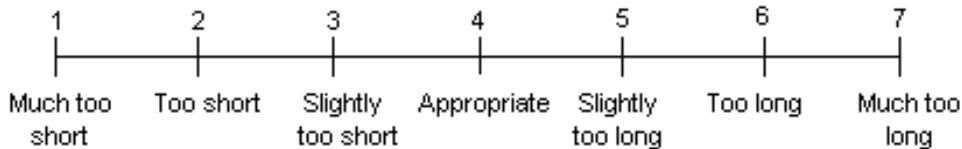
1. The degree of interest and concern shown for my family and me by the professionals administering the Transition Age group has been:



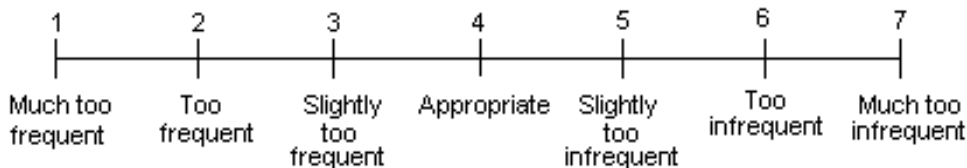
2. The skill level of the professionals administering the Transition Age group has been:



3. The length or duration of the Transition Age group program was:

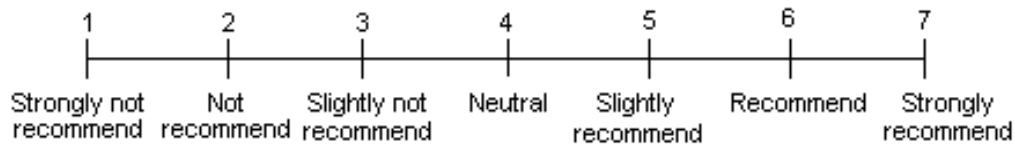


4. The frequency of the visits in the Transition Age group program was:

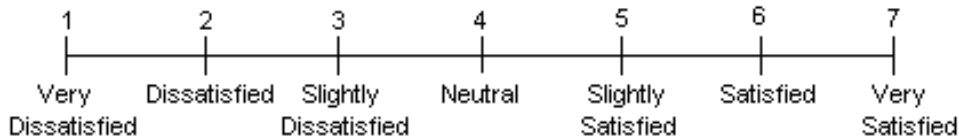


TRANSITION GROUP 6 | LOOKING AHEAD

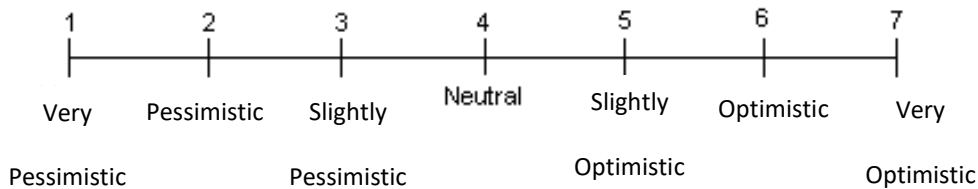
5. Would you recommend the Transition Age group program to a friend or relative who had an adolescent going to college?



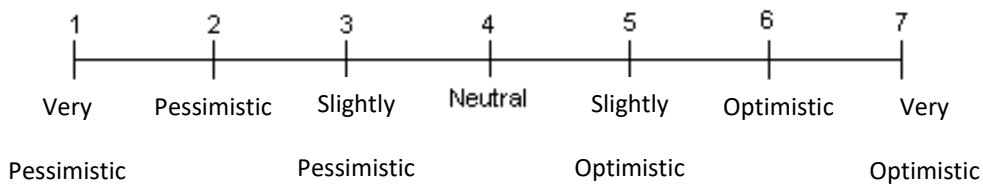
6. Overall, my level of satisfaction with the quality of the Transition Age group program is:



7. Prior to beginning the Transition Age group, my outlook for my future was:



8. At this point in time, my outlook for my future is:



9. In your opinion, what were the strengths of the Transition Age group program?

10. In your opinion, what can we do to improve the Transition Age group program?

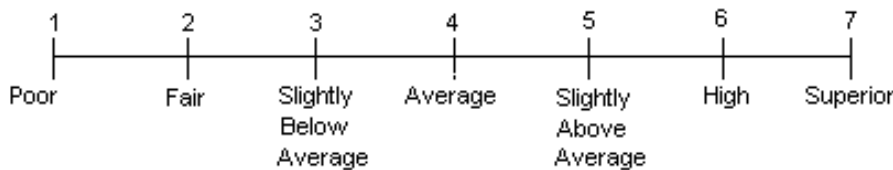
11. We welcome any additional comments:

Treatment Satisfaction Questionnaire (Parent)

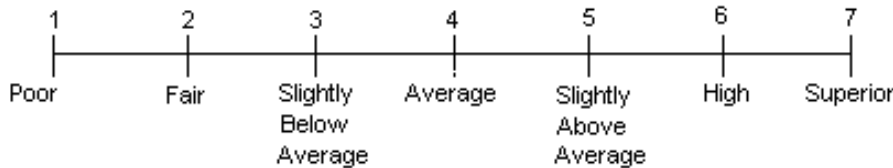
The following questionnaire is part of our evaluation of the STAR Transition Age group program that you and your teen have received over the past 6 months. We encourage you to answer each question as honestly as possible so that we may accurately evaluate your current level of satisfaction with the group that you and your teen attended, and your perception of your teen’s progress. Your cooperation is greatly appreciated.

For each question below, please circle the response that best describes how you honestly feel:

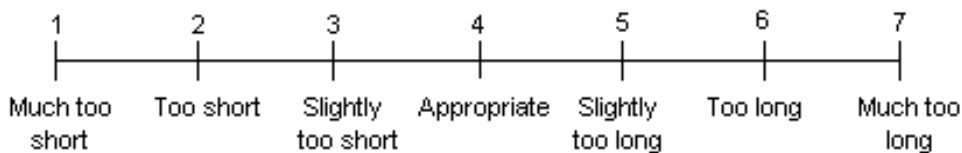
1. The degree of interest and concern shown for me and my teen by the professionals leading the Transition Age group has been:



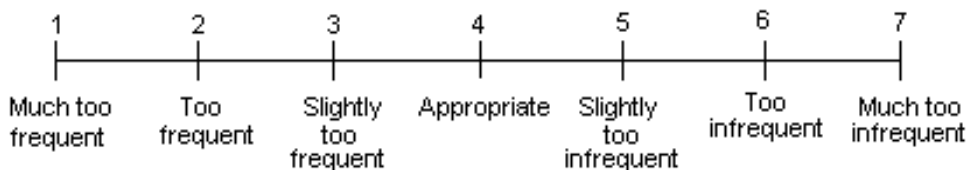
2. The skill level of the professionals leading the Transition Age group has been:



3. The length or duration of the Transition Age group program that we attended was:

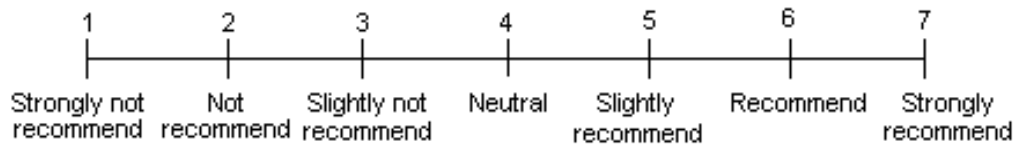


4. The frequency of the visits in the Transition Age group program was:

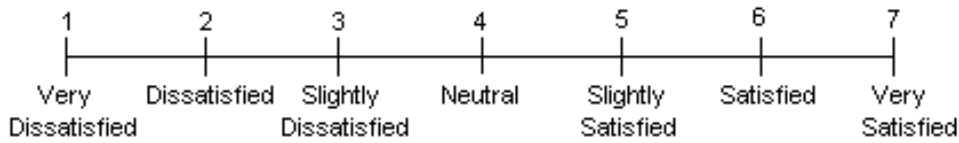


TRANSITION GROUP 6 | LOOKING AHEAD

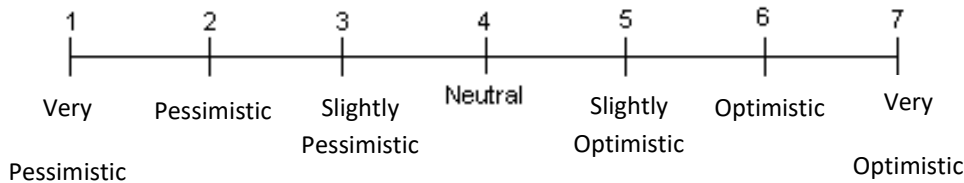
5. Would you recommend the Transition Age group to a friend or relative who had an adolescent heading to college?



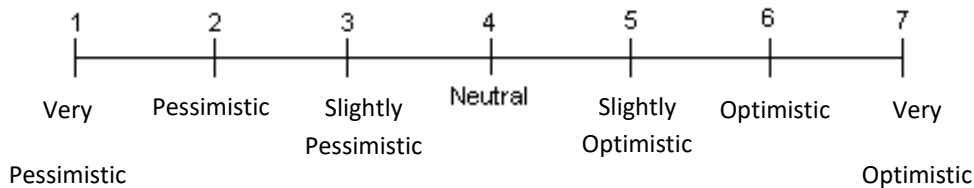
6. Overall, my level of satisfaction with the quality of the Transition Age group is:



7. Prior to beginning the Transition Age group, my outlook for my adolescent's future was:



8. At this point in time, my outlook for my adolescent's future is:



9. In your opinion, what were the strengths of this Transition Age group program?

10. In your opinion, what can we do to improve this Transition Age group program?

11. We welcome any additional comments:

References

AACAP Oct 2013: Workshop 19 Successfully Transitioning Youth to College: A Hands On Approach.

National Sleep Foundation: <https://www.sleepfoundation.org>

National Alliance on Mental Illness: www.nami.org

National Institute of Mental Health: www.nimh.nih.gov

Roberson, K. (2010). Being a healthy adult: How to advocate for your health and health care. New Brunswick, NJ: The Elizabeth M. Boggs Center on Developmental Disabilities.

Sleep Cycle App: <http://www.sleepcycle.com>

Set to Go (The Jed Foundation): <https://www.settogo.org/for-students>

Set to Go is a program from The Jed Foundation (JED) built to help teens prepare for the transition out of high school. Emotional preparedness for life after high school involves five key areas of knowledge and skill development. Set to Go provides a wealth of information about each.

Tips for successful time management:

<https://www.everydayhealth.com/college-health/college-transition-time-management.aspx>

Tips for healthy eating in the dining hall: <https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/DGTipsheet26BeChoosyintheDiningHall.pdf>