**Table 1. Key transition resources for healthcare professionals**

Abbreviations: AYA: Adolescents and young adults; CBT: cognitive-behavioural therapy; HCP: Healthcare professionals; MI: Motivational Interviewing.

1 The evidenced-based approach was reviewed and agreed by the Task Force members and judged in a pragmatic way into three categories with increasing level of evidence-based approach: \*moderate- some evidence-based approach noted, the resource was included because of well-rounded clinical and practical (professional) experience; \*\* good and \*\*\* very good.

2 \* User-friendliness was reviewed and agreed by the Task Force members and judged in a pragmatic way into moderate; \*\* good; \*\*\* very good.

All the web links provided were last accessed on 18/02/2022.

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| **Resource** (title, reference/link, language, country, year of publication or last update) | **Document type** | **Target audience** | **1Evidence based approach** | **2User friendliness** | **Comments** |
| **A. Guidelines and transition programmes** | | | | | |
| **Allergy & asthma specific AYA transition resources** | | | | | |
| EAACI guideline on the effective transition of adolescents and young adults with allergy and asthma  <https://onlinelibrary.wiley.com/doi/full/10.1111/all.14459>  (English, Europe, 2020) | Guideline | HCP | \*\*\* | \*\*\* | Specifically addresses transition for AYA with allergies, asthma |
| **Generic AYA Transition Resources** | | | | | |
| Got Transition (USA)  <https://www.gottransition.org/>  (English, USA, regularly updated) | Toolkit | HCP, AYA, Parents  All | \*\* | \*\*\* | Designed to allow stakeholders to ‘get going’. Describes 6 core elements, consists of a range of helpful figures, tables and leaflets to better understand the transition process. |
| Children and young people’s allergy network Scotland. Young People’s Transition Pathway to Independent Self-Management of Allergies  <https://www.cyans.scot.nhs.uk/wp-content/uploads/2019/10/Transition-allergy-pathway-v1.1.pdf?x54518>  (English, Scotland, 2019) | Pathway | HCP | \* | \*\*\* | Includes condition-specific transition guidance for asthma and allergies, bite-sized topics, transition plan and example questions for discussion with AYA in clinic. |
| **B. Transition readiness assessment tools** | | | | | |
| Leaving home: Helping teens with allergic conditions become independent.  Stukus DR, Nassef M, Rubin M. Ann Allergy Asthma Immunol. 2016;116(5):388-91.  (English, US, 2016) | Review | HCP | \*\* | \*\*\* | Includes overview and checklist of issues to address in food allergy, asthma and allergic rhinitis during transition. |
| ’Ready Steady Go’ Transition Programme  <https://www.readysteadygo.net/>  Nagra A, et al. Arch Dis Child Educ Pract Ed 2015;0:1–8.  (English, UK, regularly updated) | Generic transition programme | HCP, Parent/AYA | \* | \*\*\* | Holistic gradual and tailored approach to transition. Includes introductory information to parents and AYA (leaflet, video) and questionnaires for the 4 gradual stages: ‘Ready’, ‘Steady’, ‘Go’ and ‘Hello to Adult Services’. Promotes AYA’s independence by encouraging proactiveness, goal setting, self-advocacy and shared decision making. Involves parents/carers to support AYA and ’let go’ throughout transition. Covers a number of areas: knowledge, self-advocacy, health & lifestyle, daily living, leisure, studies/work/future, emotions and transfer. ’Easy read’ versions in other languages available (English, Dutch, Greek., French, Portuguese). |
| Transition Readiness Assessment Questionnaire ’TRAQ’  Wood. Acad Pediatr 2014;14(4):415-22. Johnson. J Pediatr Nurs 2021;59:188-195  (English, US, 2021) | Generic transition programme | HCP, Parent/AYA | \*\*\* | \*\* | Single questionnaire covering AYA’s individual skills in a range of practical areas related to self-management: managing medications, appointment keeping, tracking health issues, talking with providers, managing daily activities. Validated, Translation into other languages underway. |
| ADAPT Survey, CEPQM. Measuring the preparation for transition from paediatric-focused to adult focused health care: The adolescent assessment of preparation for transition (ADAPT) survey. Boston, MA: Center of Excellence for Pediatric Quality Measurement; July 2014. Patient reported experience measure (PREM)  <http://www.childrenshospital.org/research/centers-departmental-programs/center-of-excellence-for-pediatric-quality-measurement-cepqm/cepqm-measures/transition-from-child-focused-to-adult-focused-care> (Overview)  <http://www.childrenshospital.org/research/centers-departmental-programs/center-of-excellence-for-pediatric-quality-measurement-cepqm/cepqm-measures/transition-from-child-focused-to-adult-focused-care/content> (Content).  (English/Spanish, USA, 2014) | Outcome measure | All (AYA feedback tool) | \*\* | \*\* | The only validated transition specific outcome measure identified. |
| **C. Approach to AYA** | | | | | |
| **General approach including communication skills** | | | | | |
| Canadian Association of Paediatric Health Centres - Transition YSHCN Guideline  Canadian Association of Paediatric Health Centres, 2016. A guideline for transition from paediatric to adult health care for youth with special health care needs: a national approach. *CAPHC Natl Transitions Community Pract*, pp.1-30.  (English, Canada, 2016) | Guideline | HCP | \*\*\* | \*\* | Guideline resource with focus on general approach (see Appendix 2, Domain 1). Person-centred holistic approach, focused approach on adolescent development, scope and timeframe for transition. |
| Key Principles for Transition of Young People from Paediatric to Adult Health Care  Agency for Clinical Innovation and Trapeze, The Sydney Children's Hospital Network, 2014. Key principles for transition of young people from paediatric to adult health care.  (English, Australia 2014) | Guideline | HCP | \*\*\* | \*\* | Guideline resource with focus on general approach (see Principle 4 - Good communication and shared responsibility). |
| **Psychosocial assessment of AYA patients** | | | | | |
| Fifteen-minute consultation: Communicating with young people—how to use HEEADSSS, a psychosocial interview for adolescents  Doukrou M, Segal TY. Fifteen-minute consultation: Communicating with young people—How to use HEEADSSS, a psychosocial interview for adolescents. Archives of Disease in Childhood-Education and Practice. 2018;103(1):15-9.  (English, UK, 2018) | Consultation tool | HCP | \* | \*\*\* | Covers HEADSSS (psychosocial risk assessment tool), CRAFFT (substance use screening tool) and a screening tool to assess depression. HEADSSS stands for ‘Home, Education & Employment, Activities, Drugs/Drinking, Sex, Self-harm, depression & suicide, Safety (including social media/online)’. CRAFFT stands for ‘Car, Relax, Alone, Forget, Friends, Trouble’. |
| **D. Transition report** | | | | | |
| GOT Transition: Implementation Guide, Core Element 5 - Transfer of Care  White P, Schmidt A, Ilango S, Shorr J, Beck D, McManus M. *Six Core Elements of Health Care Transition TM 3.0: An Implementation Guide.* Washington, DC: Got Transition, The National Alliance to Advance Adolescent Health, July 2020.  (English, US, 2020) | Implementation Guide from Guideline | HCP | **\*\*** | **\*\*\*** | This implementation guide focuses on transfer of care as the one of the six core elements of transitioning youth to an adult health care provider. It includes quality improvement considerations, tools and measurements as well as sample transfer of care tools. |
| **E. Audit and key performance indicators** | | | | | |
| World Health Organization. Quality Assessment Guidebook: a guide to assessing health services for adolescent clients  <http://apps.who.int/iris/bitstream/handle/10665/44240/9789241598859_eng.pdf;jsessionid=6E8737D3B6B4AFDAC21599ED17E80E65?sequence=1>  (English, 2009) | Guideline | HCP | \*\* | \*\* | ‘Intended to enable public health programme managers to assess the quality of health service provision to adolescents, and to take appropriate action (including problem solving and action planning) where the quality is found wanting’. Suitable for countries with and without agreed upon national quality standards. Includes expected characteristics of adolescent-friendly services (equitable, accessible, appropriate, acceptable and effective). Provides service assessment preparation information, scoring sheets and interview tools for multiple stakeholders (from healthcare provides to adolescent and community members). Includes a checklist to assess clinical competencies of health workers on a range of areas, e.g. sexual health. |
| **F. Resources to help with psychological impact of asthma and allergy** | | | | | |
| Getselfhelp (UK), Cognitive behavioural therapy (CBT) resources  Getselfhelp.co.uk  (English, UK. Regularly updated) | Online CBT self-help and therapy resources | HCP, parents | \*\*\* CBT as a therapy has a good evidence base | \*\* | CBT self-help and therapy resources, including worksheets and information sheets and self-help mp3s |
| Career in CBT, BABPC    <https://babcp.com/Careers/How-to-Choose-a-CBT-Training-Course>  (English, UK. Regularly updated) | Information on formal CBT training | HCP | \*\*\* CBT as a therapy has a good evidence base | \*\* | BABCP is the UK professional body for CBT and has a list of accredited training courses offered in the UK |
| Training in Motivational Interviewing (MI). Royal College of Psychiatrists.  <https://elearning.rcpsych.ac.uk/learningmodules/introductiontomotivational.aspx>  (English, UK, regularly updated) | Website for Royal College of Psychiatrists | HCPs | \*\*\* MI as a therapy has a good evidence base |  | Free training in MI techniques |