



Transitioning with Brain Injury

NAVIGATING THROUGH SCHOOL, CAREER, AND LIFE.

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Objectives:



- Define transition and the different types of transition that a student with a brain injury may undergo.
- Discuss why transition is different for a student with brain injury than for other students.
- Discuss the importance of transition planning for a student with brain injury.
- Discuss practical strategies and best practices when helping a student with a brain injury transition.

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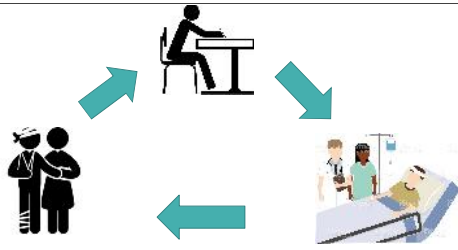
What is transition?

Traditional: noun, the process or a period of changing from one state or condition to another; verb, undergo or cause to undergo a process or period of transition

Education: process of preparing a student to enter a post-school environment; purpose is to facilitate the student's move from school to post-school activities.

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Cycle of transition for student with a TBI



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Transition and brain injury



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Why is effective transition planning so important for students with brain injuries?

Typically for students with brain injuries, especially those that obtain their injury in high school, the emphasis is on completing their academic graduation requirements.



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Why is effective transition planning so important for students with brain injuries?

-According to Hoofien and colleagues, "Adolescents with TBI face unique challenges as they prepare for adulthood. Evidence has shown continuing medical and physical problems as well as vocational and education difficulties for adults with TBI."

-Anderson, Brown, Newitt, and Hoile conducted a follow up study of 124 adult survivors of childhood TBI. They found that injury sequelae persisted into adulthood and negatively affected both educational achievement and employment status.

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How is transition different for students with brain injury?

The National Longitudinal Transition Survey reported that:

- 28% of parents of all students with disabilities reported that their transition age children need life skills,
- approximately 40% of parents of students with autism and emotional disturbance felt that their children needed life skills.
- Nearly 80% of parents of students with brain injuries felt their children required life skills training.

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The Return to School

- Not the same student as prior to their injury.
- There is likely to be some anger
- Frustration
- Wanting to "get back to normal."
- Sense of loss
- Disinhibited!!!
- Dealing with loss

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Importance of Early Intervention

Todis, Glang, Bullis, Ettel, and Hood found that those students with brain injuries who were employed at school exit generally had more severe injuries, had an earlier age of injury, and were less likely to have had rehabilitation services, suggesting that they received more school-based employment assistance than those with less severe injuries.

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Best Practices for transition planning for students with brain injury ...

- Make the student, and their family, the center of the planning
- Include all disciplines that work with the student including medical professionals that may not be part of the school system
- As the student begins to make the move to their next steps include individuals from whatever comes next in transition planning
- Start the transition planning process as soon as possible

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Best Practices for transition planning for students with brain injury ...

- Keep in mind that the closer to the injury, the greater the chance of denial over limitations
- Allow for the individual transitioning to experience natural consequences
- Incorporate social skills and behavioral supports in planning

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Resources



- Involve the Maryland Division of Rehabilitation Services (DORS) in transition planning
- Transition Toolkit for Students with Traumatic Brain Injury; <https://www.cbirt.org/>
- Model Systems Knowledge Translation Center fact sheet, Returning to School after Traumatic Brain Injury; https://msktc.org/lib/docs/Factsheets/TBI_School_after_TBI.pdf
- Brain Injury Association of Maryland; <https://www.biamd.org/>

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Things to Remember!!!

- Be flexible, plan for change
- Have frequent meetings to discuss changes, progress, etc.
- Involve the student as much as possible and whenever possible
- Take a multi disciplinary approach
- Build on preinjury strengths
- Be creative!!!



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Sources:

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- Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005). After high school: A first look at the post-school experiences of youth with disabilities: A report from the National Longitudinal Transition Study-2 (NLT2). Menlo Park, CA: SRI International.
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- Paul Wehman, Chin-Chih Chen , Michael West, and Gabriella Cifu. (2004) Transition planning for youth with traumatic brain injury: Findings from the National Longitudinal Transition Survey-2. *NeuroRehabilitation* 34 365–372.
- Todis, B., Glang, A., Bullis, M., Ettel, D., & Hood, D. (2011). Longitudinal investigation of the post-high school transition experiences of adolescents with traumatic brain injury. *Journal Head Trauma Rehabilitation*, 26(2), 138-149.
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