Unique Transition Issues for youth with TBI

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Objectives

1. How to identify students with Brain Injury
2. Describe the differences between brain injury and other disabilities
3. Recognize how brain injury manifests in school and class
4. List three strategies to help people be successful
5. Identify options for transition to college, career and community
6. Develop a list of resources for future teacher learning
How to identify students

• There are students who will be identified because they have had a significant event that resulted in long term hospitalization and rehab.

• There are students who have had brain injury that did not result in hospitalization but resulted in significant learning challenges
Carl
Carl the Demo Man
And Inspirational Speaker

https://www.carlvanwinkle.com
Identification of brain injury

HELPs Brain Injury Screening Tool

Consumer Information: __________________________

Agency/Screener’s Information: __________________________

H Have you ever hit your Head or been Hit on the Head?
   Yes □ No □
   Note: Prompt client to think about all incidents that may have occurred at any age, even those that did not seem serious: vehicle accidents, falls, assault, abuse, sports, etc. Screen for domestic violence and child abuse, and also for service-related injuries. A TBI can also occur from violent shaking of the head, such as being shaken as a baby or child.

E Were you ever seen in the Emergency room, hospital, or by a doctor because of an injury to your head?
   Yes □ No □
   Note: Many people are seen for treatment. However, there are those who cannot afford treatment, or who do not think they require medical attention.

L Did you ever Lose consciousness or experience a period of being dazed and confused because of an injury to your head?
   Yes □ No □
   Note: People with TBI may not lose consciousness but experience an “alteration of consciousness.” This may include feeling dazed, confused, or disoriented at the time of the injury, or being unable to remember the events surrounding the injury.

P Do you experience any of these Problems in your daily life since you hit your head?
   Yes □ No □
   Note: Ask your client if s/he experiences any of the following problems, and ask when the problem presented. You are looking for a combination of two or more problems that were not present prior to the injury.

   □ headaches
   □ dizziness
   □ difficulty reading, writing, calculating
   □ anxiety
   □ difficulty performing your job/school work
   □ depression
   □ change in relationships with others
   □ difficulty concentrating
   □ poor judgment (being fired from job, arrests, fights)
   □ difficulty remembering

S Any significant BDNESiness?
   Yes □ No □
   Note: Traumatic brain injury implies a physical blow to the head, but acquired brain injury may also be caused by medical conditions, such as: brain tumor, meningitis, West Nile virus, stroke, seizures. Also screen for instances of oxygen deprivation such as following a heart attack, carbon monoxide poisoning, near drowning, or near suffocation.

Scoring the HELPs Screening Tool

A HELPs screening is considered positive for a possible TBI when the following 3 items are identified:

1.) An event that could have caused a brain injury (yes to H, E or L), and
2.) A period of loss of consciousness or altered consciousness after the injury or another indication that the injury was severe (yes to L or E), and
3.) The presence of two or more chronic problems listed under P that were not present before the injury.

Note:
• A positive screening is not sufficient to diagnose TBI as the reason for current symptoms and difficulties - other possible causes may need to be ruled out
• Some individuals could present exceptions to the screening results, such as people who do have TBI-related problems but answered “no” to some questions
• Consider positive responses within the context of the person’s self-report and documentation of altered behavioral and/or cognitive functioning

The original HELPs TBI screening tool was developed by H. Reuck, D. Scullin, R. Pelch, N/CIC, International Center for the Disabled, TBIRH, U.S. Department of Education, Rehabilitation Services Administration, Grant: IDE-30009222. The HelpTBI was updated by project personnel to reflect recent recommendations by the CDC on the diagnosis of TBI. See http://www.cdc.gov/ncipc/pmrc/nclic/nclicbepages/trbepages.html.

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The difference between students with traumatic brain injury and those with other disabilities

<table>
<thead>
<tr>
<th>Others with disability</th>
<th>Those with traumatic brain injury</th>
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</thead>
<tbody>
<tr>
<td>Ongoing, often from birth</td>
<td>Sudden and traumatic change</td>
</tr>
<tr>
<td>Ongoing learning challenges that show</td>
<td>New Learning versus old information</td>
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<tr>
<td>up when school starts</td>
<td></td>
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<tr>
<td>Often grow up with special ed and</td>
<td>New to special ed and services</td>
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<tr>
<td>services</td>
<td></td>
</tr>
<tr>
<td>Identified challenges with specific</td>
<td>Every day can be different</td>
</tr>
<tr>
<td>remedies</td>
<td></td>
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</tbody>
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Observations for students with brain injury

- **Physical changes:** tiredness; lack of interest; headaches; awkward movements; slowed reactions; heightened sensitivity to light or noise.
Observations for students with brain injury

• **Cognitive (thinking) changes:** forgetfulness; difficulty learning new material; word-finding difficulties; problems with organizing materials; easily distracted.
Observations for students with brain injury

- **Emotional changes:** unable to deal with minor changes in the environment or daily routine; little or no expressed emotion; depression.
Observations for students with brain injury

- **Behavioral changes**: irritability; inability to deal with unexpected event.
The benefits of therapy. We all teach consumers how to be a part of the community.

- **Occupational Therapist**
  - Modifications
  - Sequencing
  - Upper body/fine motor
  - Memory

- **Physical Therapist**
  - Walking, Transfers,
  - Gross (large) motor movement

- **Speech Therapist**
  - Communication of any type
  - memory
  - cognitive skills

- **Cognitive Therapist**
  - problem-solving
  - thinking skills
  - specific skill building
Evaluation, accommodation, IEP, 504 etc

What is Needed for a TBI School Evaluation and Who Should Evaluate?
Accommodations Guide for Students with Brain Injury
Students with TBI: Learn About the IEP/504
A Student's Guide to the IEP
School-Based Assessment of Executive Functions
Transition planning addresses

- Instruction,
- Related services,
- Community experiences,
- The development of employment,
- Other post-school adult living objectives,
- And, if appropriate:
  - Acquisition of daily living skills.
  - Functional vocational evaluation.

[Logo: CommunityWorks Inc., assisting people of all abilities to live, work and play in the community]
Get a CLUE…

- **Create** positive environments with control and choice
- **Listen** to the consumer and develop goals based on what you hear, not on what assessments reveal.
- **Understand** what is happening from the person’s perspective
- **Expect** that every day brings struggles, surprises and successes.
Describe the difference between the medical model and person chosen outcomes

- Person chosen outcomes
  - I want to go to work
  - I want to dress myself
  - I want to go to college
  - I want to drive
  - I want a girlfriend/boyfriend
  - I want to get rid of all of these people
  - I want to get off Medicaid
step into my shoes
and walk the life
I'm living
and if you
get as far as I am,
just maybe you will see
how strong I really am.
Unique transition issues

• Social interactions and friendships

• Moving on: college, career and community
Best of the best

- Dr. Roberta DePompei
- Dr. Janet Tyler
- Dr. Ann Glang
Dr. Roberta DePompei


Dr. Janet Tyler


Dr. Ann Glang

- Dr. Glang is the Director at The Center on Brain Injury Research and Training at the University of Oregon

- [www.cbirt.org](http://www.cbirt.org)

- **Books**
Interwebs resources

- https://cbirt.org
- www.brainline.org
- www.biausa.org
- https://www.brainline.org/children-tbi
- www.communityworksinc.com
- www.mindsmatterllc.com
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