

Hospital to School Transition Protocol Following Traumatic Brain Injury

Request to Share Records with School

- Have a parent sign a consent form allowing the hospital to share records and information (talk with the school).
- Let the parent know that they may also need to sign a consent at the school to allow school personnel to talk to the hospital.

Send Records to School

- Send a copy of the **Neuropsychological evaluation** to the school. Ideally, it contains recommended accommodations or adjustments. Give a copy to the parent as well.
- Send a copy of the **all disciplines' evaluations and discharge summaries** to the school. They should contain recommended accommodations or adjustments. Give a copy to the parent as well.

Talk to School

- Talk to your counterpart at the school, as well as others (nurse, teacher, school counselor and psychologist). Help them understand this child, their strengths and weaknesses, what to expect behaviorally, strategies that work, etc.
- Talk to the treating therapist (SLP or school psyche) about what you think treatment should look like.
 - For example, cognitive processes vs. specific academic area, reading comprehension with a focus on attention strategies, focus on cognitive processes but not requiring a curriculum modification, curriculum will have to be modified, direct treatment on the curriculum, direct treatment on the curriculum along with direct strategy training for cognitive processes, focus on metacognition.
- School personnel may need education on some cognitive processes
 - For example: Aspects of attention, working memory, executive functions, initiation, information processing (speed, duration and complexity), metacognition, new learning and how any of these may impact across domains.
- Educate them on how TBI is different from LD (learning disability and ADD). (See Hibbard pages 2-4 under references)
- Explain this child's specific diagnosis and implications of that diagnosis.

Prepare the Parent for Next Steps

- Prepare the parent for specific next steps at school. They should notify the school of the return date and make sure key people are notified (administrators, teacher(s), school counselor and nurse).
 - Examples of potential needs at school:
 - Child will likely only need **temporary adjustments**.
 - Child will need a **504 Plan**. Tell parent they will need to tell the school and request a meeting preferably before returning to school. (The school will notify a 504 Coordinator).

- Child will likely need an IEP. Parent will need to request testing in writing. Give them a template. This will entail testing by a school psychologist who will review records and recommend testing by any other disciplines. Convey your recommendations for further testing: OT, PT, SLP, vision, assistive technology, etc. If a Neuropsychological evaluation has not been done, recommend it if needed. (If an NP evaluation cannot be conducted in the near term, share the results of a thorough cognitive-linguistic evaluation by an SLP or request one.)

Provide Resources

- Provide links to resources to the school and the parents.
 - Center on Brain Injury Research and Training (cbirt): www.cbirt.org
 - Cbirt's Sample IEP Goals: https://cbirt.org/sites/cbirt.org/files/resources/sample_iep_goals_for_students_with_tbi.pdf
 - Cbirt's Sample 504/IEP Accommodations and Modifications: https://cbirt.org/sites/cbirt.org/files/resources/504_iep_ocamp.pdf
 - ORCAS' Academic Adjustments: http://orcas-sportscon2.s3.amazonaws.com/files/e_academic_adjustments.pdf
 - CDC: <https://www.cdc.gov/headsup/index.html>
 - NJ's Parent Concussion Guide: <https://bianj.org/wp-content/uploads/2017/08/Concussion-Parents-Guide-WEB.pdf>
 - TN Department of Health's Return to Learn/Return to Play: Concussion Management Guidelines: https://www.tn.gov/content/dam/tn/health/documents/Returning_to_Learn_Guidelines.pdf
 - Student's with Traumatic Brain Injury: Identification, Assessment and Classroom Accommodations (Hibbard, et al, 2001): <http://www.byourside.org/documents/DID/TBIKIDS.pdf>
 - Get Schooled on Concussion 1 page handouts: <http://www.getschooledonconcussions.com/topic-log.html>
 - Pediatric Neuropsychology: A Guide for Parents: <https://www.scn40.org/uploads/4/7/2/2/47220679/pedneuropsychbroch3-eng.pdf>
 - Colorado's TBI Manual for Educators: http://www.cde.state.co.us/cdesped/tbi_manual_braininjury
 - Colorado's Building Blocks of Brain Development: http://www.cde.state.co.us/cdesped/sd-tbi_buildingblocks
 - Service Coordination – part of the TN TBI Program: <https://www.tn.gov/health/health-program-areas/fhw/vipp/tbi.html>
 - Support Groups: https://www.tn.gov/content/dam/tn/health/documents/Brain_Injury_Suppt_Groups.pdf
 - TBI Family Support Program: <https://www.tn.gov/content/dam/tn/health/program-areas/tbi/Flyer%20-%20TBI%20Family%20Support.pdf>

Recommended Procedure for Return to School

- Suggestions, use as appropriate:
 - Return a few hours at first at the student's best time of day.
 - When fatigued or when symptoms increase, first, try to rest in class, head down. If not effective, rest in the nurse's office. As a last resort, go home. Goal: keep them in class if possible. If not, keep them in school. If not, let them rest at home.
 - Fewer hours reading, writing, and on any electronic screen.

- Early dismissal, lunch in the library,
- Essential work and homework only upon return, and especially make up only essential work.
- (See also NJ Parent Concussion Guide, p. 12 and above link to TN TRL/RTP guidelines)

Recommended Procedure for Return to Play

- Return to play approval will likely come from the doctor. Coaches should know the protocol.
- (See especially p. 16 TN RTL/RTP: Concussion Management Guidelines above)

Recommendations for Testing Accommodations

Example Accommodations for Classroom Testing: Extra time, breaks, break up testing over days, quiet environment, small groups, oral vs. written responses, multiple choice, word bank, calculator, etc.

Standardized Testing: Requires a 504 Plan, so set this up right away if tests are coming up. If they do not already have a 504 Plan in place, they will only be able to receive extended time.

Planning for Student Social Support

Loss of peer socialization is a major issue following all levels of TBI, including Post Concussive Syndrome.

Talk to the school about ways they will provide social support.

- Social Skills Group
- Peer Buddy
- Staff support during unstructured settings, etc

Approach for Behavioral Issues

Advise the school to consider cognitive and communication issues FIRST when there is a behavioral problem. What was the cognitive demand at the time? What were the communication requirements? Help the school and family to understand the underlying cause and possible strategies. Schools are familiar with Behavioral Intervention Plans, but *may* not know to look at cognition and communication first with a TBI.



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