COLLABORATIVE SOLUTIONS FOR SCHOOL INTEGRATION FOLLOWING PAEDIATRIC TRAUMATIC BRAIN INJURY

Reference Material

Moderator:
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Panelists:
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Christine Kalkanis - Treatment Provider, Post Traumatic Rehabilitation Services
Mary Anderson - Case Manager, KIDS Community Health Services
## BLOORVIEW SCHOOL AUTHORITY (@HOLLAND BLOORVIEW KIDS REHAB HOSPITAL) COMMUNITY RESOURCE TEACHER (CRT)
### TRANSITION PLANNING STEPS
##### FOR ABI CHILDREN AND TEENS RETURNING TO SCHOOL

<table>
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<th><strong>INTAKE</strong></th>
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| - Contact school/Board to introduce role  
- Facilitate exchange of hospital/BSA to school consent forms  
- Identify key school/Board personnel and contacts  
- Where applicable, identify key members of private community team (e.g. Case Manager, SW)  
- Contact parent to introduce role  
- Attend 1\textsuperscript{st} Family Team Meeting (FTM) with BIRT team and family  
- Request academic documentation (timetable, latest report card(s), credit summary (high school), IEP  
- If requested, facilitate school’s receipt of documentation confirming student’s HB admission and anticipated d/c date  
- With BSA classroom resource teacher, determine school program focus while at BSA |  |

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<th><strong>WHILE @BSA/HBKRH</strong></th>
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| - Attend FTM meetings to hear updates and to anticipate school transition needs  
- Invite school to participate in FTM meetings when appropriate  
- Alert school to child’s anticipated new physical, learning and independence challenges (e.g. support required with ADLs, orientation challenges, high falls risk)  
- Alert school and Board to anticipated supports that will require time to put in place (e.g. Home Instruction, request for a designated EA, Board transportation services, CCAC OT/PT or Nursing School Health Support Services referral)  
- Alert school/Board if a change of school, new supports (e.g. physical) or school programming level are anticipated  
- Determine school accessibility (e.g. elevator, stairs, washroom, size)  
- Meet with parents/student to discuss school transition concerns and to discuss child’s school transition needs and possible accommodations for ABI youth  
- Meet with BSA classroom teacher/BIRT Team members regularly to discuss student ABI learning needs and progress  
- Brainstorm school reintegration options, schedule and supports with school personnel  
- When possible, schedule CRT visit to school to get “eyes-on” perspective of school facility |  |
| PRIOR TO DISCHARGE | - Invite school and Board representatives to final School and Discharge Planning FTM @HBKRH  
- Participate in community school reintegration planning meetings  
- Facilitate transmission of required school documentation (e.g. additional consent forms, medical letter, forms required for Board transportation services, SW, OT/PT, SLP support, medication while at school)  
- If possible, collaborate with school to plan for student/parent transition visit prior to discharge (ideally to coincide with OT/PT safety and accessibility assessment)  
- From team and BSA school reports, determine/summarize most critical student needs, recommended supports and accommodations at time of transition, and communicate these clearly to receiving school  
- Determine specific family factors impacting scheduling (e.g. who will ensure child is on school bus, who will be at home if child has a partial timetable?)  
- With community school, finalize school reintegration schedule  
- Liaise with private community team members to collaborate on school transition planning  
- Facilitate school planning discussions between family, CRT, school, private community team (as appropriate)  
- Contribute to school discussions regarding student reintegration safety plans (as appropriate)  
- Share ABI teacher resources with school and parent  
- Support parent in identifying and sharing (with their discretion) key BSA/BIRT team assessment reports that support school programming (e.g. IEP, neuropsychological assessment, Communication & Writing Aids Assessment)  
- Plan and clarify school transition plan and final schedule with school, and communicate this clearly to family and student |
| POST-DISCHARGE | - Communicate with school to ensure receipt of critical school/hospital transition documentation  
- Participate in school reintegration planning meetings with family, school, community/private team members  
- Contact school and parent to determine success, challenges with school transition  
- Remind school/parent of availability and parameters of ongoing CRT support  
- Set date for progress update meeting(s) with school |
| FOLLOW-UP | - Participate in ongoing school meetings (e.g. progress, Case Conference, IEP development, IPRC) with family, school, community, and private team members  
- Provide ongoing ABI resources and programming ideas support upon request |
**FOLLOW-UP (continued)**

- Meet with teachers and students (as appropriate) to share ABI educational information
  - Encourage parents to share updated school-related reports/assessments with school as they become available (e.g. update neuropsychology assessments, private team reports)

**TRANSITION FACTORS TO CONSIDER**

- Transition needs at different stages of child’s development:
  - Kindergarten to Primary-School Transition
  - Transition to Middle-School
  - 8-to-9 Transition Planning
  - Post-Secondary Planning
- How to build on student strengths and interests
- Key learning and coping strategies – and how to teach them
  - Medical needs
  - Personal care needs
  - Physical needs
  - Learning needs
  - Social/emotional needs
  - Behavioural needs
- School implications as child “grows into ABI”
- Safety and emergency planning
- Learning challenges that impact school reintegration (e.g. memory, orientation, visual-perceptual skills, processing speed)
- Physical challenges that impact school reintegration (e.g. mobility, balance, fatigue, vision, support for ADLs)
- Key support and contact school personnel
- Optimal level of supervision/teaching support required during school day versus what may actually be possible
- Physical Activity Restrictions
- Age-related supervision challenges (e.g. at recess, lunch, travel time)
- Transportation issues (e.g. type of vehicle, length of bus ride, “met or unmet” at home or school)
- Experiential Learning supports (e.g. outdoor education, COOP, field trips)
- Need for specialized Board/community team resources (e.g. vision itinerant, deaf/hard of hearing)
- Mobility Equipment
- ADP/SEA Claim Equipment and assistive technology needs
- Extra-curricular, volunteering opportunities and limitations
- Structured versus unstructured time (e.g. scheduled resource period versus spare)
- Timetabling options
- Alternative modes of subject/credit delivery (Home Instruction, ELearning, Student Success)
- Alternative modes of evaluation
- Key accommodations and supports

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TIPS FOR SUPPORTING ABI HIGH SCHOOL STUDENTS IN THE CLASSROOM

**Acquired Brain Injury (ABI):**

- All brain injuries are acquired through **traumatic** or **non-traumatic** mechanisms or events.
- For example, **traumatic brain injuries (TBI)** may result from motor vehicle, boating and cycling accidents, sports injuries, falls, near-drowning or other sudden, debilitating events.
- **Non-traumatic** brain injuries, also known as **Acquired Brain Injuries (ABI)**, may result from strokes, prolonged seizures, diseases or viruses, brain tumors, or substance abuse.

Although each situation is unique, common learning challenges associated with ABI or TBI MAY include a few or more of the following:

**COGNITIVE:**

- Problems with sustained focus or attention
- Orientation and spatial challenges
- Impaired working and short term memory
- Aphasia, word finding and decoding difficulties
- Reading comprehension
- Understanding inference and figurative language
- Thought ideation
- Task initiation and completion
- Changes in speech pattern or production
- Decreased organizational skills and executive functioning
- Slower cognitive processing speed
- Perseveration or “rigid” thinking
- Slower auditory or visual/spatial processing speed

**PHYSICAL:**

- Increased fatigue/endurance
- Balance and coordination issues
- One-sided weakness
- Vision or hearing impairment
- Difficulty swallowing, eating or drinking
- Flatter “affect” or perceived lack of emotional expression
- Mobility challenges
- Fine or gross motor difficulties
- Sleep difficulties
- Decreased independence
- Challenges with personal Activities of Daily Living (ADLs) – ex. personal care
- Difficulties with timed tasks

**SOCIAL/EMOTIONAL:**

- Increased impulsivity
- Impaired social, emotional and interpersonal skills
- Anxiety
- Social withdrawal or depression
- Lack of insight regarding learning or personal changes since injury
- Problem-solving difficulties
Strategies that can help TBI/ABI students in the classroom...

INSTRUCTIONAL
- Regular use of visual schedules or daily agendas
- Use of memory aids, including electronic scheduling aids such as I-Pads, email calendars, and cell-phone note-taking applications
- Repetition, paraphrasing, and review of key ideas
- Pre-reading and summarizing strategies
- Monitoring for cognitive fatigue or information “overload”
- Note-taking assistance or assigning a classmate to share a complete set of class notes for review
- Use of multiple-intelligence strategies
- Provision of visual and auditory supports
- Reference sheets and memory aids for formulae, equations, process steps
- “Chunking” of information and step-by-step, manageable tasks
- Monitoring for distracted or inappropriate behaviour
- Redirection with concrete, clear language and positive feedback

ENVIRONMENTAL/PROGRAMMING
- Extra sets of texts
- Permission for quick breaks for a drink of water or short walk in the hall if needed
- Access to an elevator if needed
- Increased travel time between classes
- Reduced course load
- Reduced, adapted or modified tasks
- Flexible, balanced scheduling where possible
- Scheduled Resource periods or General Learning Strategies courses
- Options for credit acquisition (E-Learning, alternative programs, arts-based or hands-on courses, credit recovery, student success periods, COOP)
- Preferential seating to improve visual and auditory processing
- Reduction of distractions
- Access to computers and learning software when needed
- A locker on each floor if fatigue or mobility are issues
- Healthy physical education alternatives for high-impact, competitive, body-contact sports* (*these are strongly discouraged in the first 6 months after an injury or longer.)
- Use of a buddy system for emergency drills and field trips

ASSESSMENT
- Provision of a quiet place to write tests and exams
- Reduced number of evaluative tasks
- Alternative/variety of modes of evaluation
- Split-time evaluations (e.g. ½ in the a.m., ½ in the p.m.)
- Access to computers and learning software as needed
- Extra time for major assignments and evaluations
- Frequent, concrete and structured feedback

GENERAL
- Creation and yearly update of an IEP
- Schedule a GLE (Learning Strategies) or scheduled Resource/Student Success period each semester/term (especially as work load difficulty increases)
- Discussion at SST and possible coordination of IPRC if new placement/learning supports are needed
- Arrange regular progress meetings with student and parents
- Transitional planning support between grade panels (ex. SK to 1, primary to middle school, middle to high school, post-secondary)
- Promote self and parent advocacy skills, and a knowledge of the education process
How are these challenges different from a Learning Disability?

In general, the profile and challenges of a Learning Disability remain constant throughout a learner’s lifetime. In contrast, the profile and challenges of an Acquired or Traumatic Brain Injury can change over time, particularly in the first 6 months-2 years.

TBI and ABI students may find their skills “plateau” for a time, and then continue to develop over the years.

Many TBI/ABI students look physically well, and over time, teachers and friends may forget that these youth are still in recovery from their injury. Therefore, it is imperative to review learning changes and progress regularly.

Frequent monitoring, access to special education supports, accommodations, and compensatory learning strategies greatly improve chances of students’ overall success, as well as their chances of moving on to post-secondary goals.

Compiled by Sara Diederichs, Community Resource Teacher for Secondary Students
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Online Resources to Support ABI Transition:

http://brocku.ca/abieducation/
Educating Educators About ABI (Ontario Neurotrauma Foundation, Brock University, OBIA)

http://teenmentalhealth.org/learn/brain-injury/
• Brain Injury Guide for Youth
• Understanding Brain Injury in Adolescence
• The Teen Brain

http://www.bced.gov.bc.ca/specialed/docs/moe_abi_resource_rb0116.pdf
• Teaching Students with ABI: A Resource Guide for Schools

http://www.transitionresourceguide.ca/
• Resource Guide for Students with Disabilities Transition to Post-Secondary Education
Examples of Tutoring and Learning Support Resources:

**Free Online Tutoring**

Website: [www.khanacademy.org](http://www.khanacademy.org)

- **Grades:** K – 12
- **Subjects:** Math, Science, Economics & Finance, Arts & Humanities, Computing (Computing Programming, Computer Science, Hour of Code), Test Prep

Website: [www.edu.gov.on.ca/elearning/homework.html](http://www.edu.gov.on.ca/elearning/homework.html)

- **Grades:** 7 – 12
- **Subjects:** Math
- **Live online 1:1 tutoring:** 5:30 p.m. – 9:30 p.m. ET (Sunday – Thursday)
Membership Based Online Tutoring

Website: www.ca.ixl.com

- **Subjects:** English & Math
- **Cost:** HST exempt
- Each additional student (sibling) is $3.00/month or $30.00/year

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<tr>
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<th>Math (Jr. K – Grade 12)</th>
<th>English (Grades 2 – 6)</th>
<th>Math &amp; English (Best Value)</th>
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<tbody>
<tr>
<td>Monthly</td>
<td>$12.95</td>
<td>$12.95</td>
<td>$19.95</td>
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<tr>
<td>Yearly</td>
<td>$99.00</td>
<td>$99.00</td>
<td>$159.00</td>
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**Free Tutoring Programs**

**Toronto**

**Tutoring For Teens**

- Drop-in, no registration required
- Tutors are university students or adults in the community who receive training prior to providing tutoring services
- Offered at 3 library locations

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<tr>
<th>Location</th>
<th>Address</th>
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<th>Operating Hours</th>
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<tr>
<td><strong>Maria A. Shchuka</strong></td>
<td>1745 Eglinton Avenue W. Toronto, ON M6E 2H4</td>
<td>416-394-1000</td>
<td>Mondays 4:30 – 7:30 p.m.</td>
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<tr>
<td><strong>Parkdale</strong></td>
<td>1303 Queen Street West, Toronto, ON M6K 1L6</td>
<td>416-393-7686</td>
<td>Mondays 4:00 – 7:00 p.m., Wednesdays 4:30 – 7:30 p.m.</td>
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<tr>
<td><strong>Fairview</strong></td>
<td>35 Fairview Mall Drive, Toronto, ON M2J 4S4</td>
<td>416-395-5750</td>
<td>Tuesday 4:30 – 7:30 p.m.</td>
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Neighbour 2 Neighbour - Jack Parent Tutoring Program

- Tutoring volunteers (adults) provide tutoring for students in grades 1 – 3, in the school, during school hours
- Tutors work with 4-5 students or 1:1 for 20 – 30 minutes at a time, 2-3 sessions per week
- Offered through the Hamilton Wentworth District School Board & the Hamilton Wentworth Catholic District School Board
- Currently offered at these schools; R.A. Riddell, G.L. Armstrong, Westwood Chedoke, Helen Detwiler, C.B. Stirling, Richard Beasley, Huntington Park, Highview, St. Michael, Our Lady of Lourdes, St. Margaret Mary, St. Marguerite d’Youville, and Sacred Heart

Website:  www.n2ncentre.com/educational-support/tutoring-program/#sthash.KWfNHn0t.dpuf

Neighbour 2 Neighbour – Math Success Tutoring Program

- After school math tutoring program for students in grades 7-8 offered only in some schools
- Volunteers receive training prior to tutoring commencing
- Tuesday, Wednesday, Thursday 4:00-5:00 pm, February through June 2016
- Currently only offered at one school: Annunciation of Our Lord School; location(s) vary during each school year

Website:  www.n2ncentre.com/educational-support/math-success-program/#sthash.ZxQKUyiW.dpuf
**London**
**Hope for Relief**

- Tutoring for students in the elementary grades
- Tutoring sessions are held at University of Western Ontario campus
- Free parking

Website: [www.hopeforrelief.org](http://www.hopeforrelief.org)

**Learning Disabilities Associations**

- Offer various skill development programs; (learning skills, social skills, and assistive technology training) for students and parents
- Offer support for parent and families
- Offer tutoring and summer camps for a reasonable fee (can be subsidized)