

## SCHOOL TRANSITION RECOMMENDATIONS

**Name:**  
**Date of Birth:**  
**School:**  
**School District:**  
**Grade Level:** 3rd

**Admit Date:** 2/23/2024  
**Anticipated Discharge Date:** 4/23/2024

**Diagnosis/Reason for Admission:** Intracranial injury with loss of consciousness greater than 24 hours with return to pre-existing conscious level [S06.9X5A]

\_\_\_\_\_ has had an injury/illness resulting in an inpatient rehabilitation stay at Nemours Children's Hospital, FL. During his hospitalization, \_\_\_\_\_ received therapies in the following areas: Physical Therapy, Occupational Therapy, and Speech Therapy. Although \_\_\_\_\_ has made a great deal of progress and is ready to return to school, \_\_\_\_\_ is still in the process of recovery and continues to have difficulties that will impact his performance in school.

To foster a smooth transition back to school, the following supports, services, and accommodations are recommended by the inpatient rehabilitation team. We encourage you to please consider developing an Individual Education Plan (IEP) to address \_\_\_\_\_'s educational needs.

**A. AREAS OF CONCERN:**

\_\_\_\_\_ is currently demonstrating deficits in the following areas:

<b>Cognitive Domains</b>	<b>Sensorimotor Domains</b>	<b>Psycho-Social Domains</b>
<input checked="" type="checkbox"/> Memory	<input type="checkbox"/> Vision	<input type="checkbox"/> Impulsivity
<input checked="" type="checkbox"/> Receptive Language	<input checked="" type="checkbox"/> Visual-Perceptual Difficulties	<input checked="" type="checkbox"/> Frustration Tolerance
<input checked="" type="checkbox"/> Expressive Language	<input checked="" type="checkbox"/> Visual-Motor Integration	<input type="checkbox"/> Decreased Safety Awareness
<input checked="" type="checkbox"/> Cognitive Linguistic Skills	<input type="checkbox"/> Hearing	<input type="checkbox"/> Lability (Mood Swings)
<input checked="" type="checkbox"/> Attention	<input checked="" type="checkbox"/> Gross Motor Skills / Mobility	<input type="checkbox"/> Social Interactions
<input checked="" type="checkbox"/> Executive Functioning	<input checked="" type="checkbox"/> Fine Motor Skills	
<input checked="" type="checkbox"/> Processing Speed	<input type="checkbox"/> Speech Production	

## B. IMPLICATIONS FOR LEARNING:

### Cognitive Domains

#### **Memory**

Memory is the retention of and ability to recall information, personal experiences, and procedures (skills, habits) over a given length of time. Working memory, the ability to retain information while manipulating it in some way (e.g. holding words in memory, and then recalling them in alphabetical order), is an additional component of memory. Visual memory is the ability to recall what was seen from a text, passage or image and may impact school related skills for copying, reading, and transferring information. Visual sequential memory is the ability to recall information in a specific order (e.g. telephone number or list of items in order). Memory deficits may impact learning new material, retaining it, and being able to retrieve it upon command. Decreased attention, concentration, and organizational skills, which are commonly affected, impact memory skills.

<b>Student may...</b>	<b>Things you can do to help...</b>
<ul style="list-style-type: none"><li>• Have difficulty recalling information such as recently completed tasks, daily activities, names, or newly presented information.</li><li>• Have trouble recalling steps or components within directions.</li><li>• Have trouble recalling the information from a written or spoken story/narrative.</li><li>• Have difficulty learning new concepts.</li><li>• Have difficulty copying information from the board or taking notes from teacher's lecture or lesson.</li><li>• Have difficulty implementing memory strategies.</li></ul>	<ul style="list-style-type: none"><li>• Use repetition to give student multiple opportunities to be exposed to the material.</li><li>• Reduce the amount of information presented at one time.</li><li>• Present information to adhere to student's strengths or preferred learning style (verbally, written, demonstrations, graphic representations, pictures).</li><li>• Provide student with external supports (e.g., pre-printed teacher notes/outlines, copy of classmate's notes, audio or video recording of class) as needed.</li><li>• Utilize external memory aids (e.g., calendar, written schedule, planner, checklists).</li><li>• Pair new learning with previously well-learned information or familiar experience or event.</li></ul>

#### **Receptive Language**

Receptive language is the ability to understand the sounds (spoken words), symbols (letters, words, pictures), and gestures (body language, facial expressions) that are used for communication. Receptive language is crucial within the academic environment because teachers use language to convey familiar and novel information and concepts. Receptive language deficits will impact student's ability to understand, learn, and convey information.

Student may...	Things you can do to help...
<ul style="list-style-type: none"> <li>• Have difficulty understanding written or spoken information, including directions to complete assignments or classwork and follow general classroom activities or instructions.</li> <li>• Have trouble understanding questions or providing appropriate responses related to written or spoken academic material.</li> <li>• Need additional time to take in information and provide responses.</li> <li>• Appear lost, frustrated, or distracted during classroom activities.</li> <li>• Seem avoidant during classroom discussions or conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the length or complexity of information. For example, provide short, direct instructions containing no more than 1-2 steps.</li> <li>• Repeat critical information (topic, main ideas, and directions).</li> <li>• Provide student with instruction in multiple modalities (e.g., verbal, visual, tactile).</li> <li>• Engage student in question/answer interactions to spot check comprehension during group and independent learning activities.</li> <li>• Provide increased time for taking in information and providing responses.</li> <li>• Encourage use of comprehension strategies during reading (e.g., preview of questions prior to reading the passage; highlighting/underlining key information, summary statements following each section, etc.).</li> </ul>

### ***Expressive Language***

Expressive language is the way in which one communicates with others. Communication entails spoken, written, and non-verbal language (gestures, facial expressions, body language). Deficits in expressive language may manifest as difficulties in formulating language, retrieving the appropriate word/s, and using age- appropriate length and complexity (e.g., concepts). These deficits may diminish during certain communicative situations (e.g., during spontaneous interactions with peers) and may also be exacerbated by other situations (e.g., direct questioning during large group instruction).

Student may...	Things you can do to help...
<ul style="list-style-type: none"> <li>• Produce spoken or written information with decreased use of grade or age-appropriate grammar, vocabulary, structure, and content.</li> <li>• Have trouble retrieving the appropriate or intended word(s) in spoken or written format.</li> <li>• Substitute a semantically similar word in relation to the target word (e.g., "paper" for "book") due to word retrieval difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Modify the ways that student provides responses for tests, class discussions, or homework (e.g., true-false, word banks, multiple choices).</li> <li>• Allow student extra time to formulate spoken or written responses.</li> <li>• Don't finish sentences for them, provide prompts as needed.</li> <li>• Confirm with student their intended message through repeating back their message or using clarifying questions (e.g., 'I heard you say, 'I like to eat</li> </ul>

<ul style="list-style-type: none"> <li>• Use incorrect speech sounds resulting in a phonemically similar word (e.g., 'hat' for 'sat') or the target word contains speech sound errors ('sab' for 'sat').</li> <li>• Have difficulty formulating and organizing complex written work (e.g., narratives, and lengthy reports).</li> <li>• Show frustration in non-verbal ways when experiencing difficulty with expressive communication.</li> <li>• Demonstrate inconsistent use of language (e.g., able to engage in spontaneous conversation at times, while demonstrating word finding difficulties during more structured interactions).</li> </ul>	<p>elephants.', did you mean to say elephants?').</p> <ul style="list-style-type: none"> <li>• Student may benefit from alternative or augmentative modes of communication (pictorial, word magnets, yes/no signs). Please consult with the student's speech language pathologist</li> </ul>
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**Cognitive Linguistic Skills**

Cognitive linguistic skills include organizing, sequencing, and executing activities for language-based tasks, verbal reasoning, problem solving, inferencing, and abstract thinking. Deficits in these areas affect a student's ability to effectively participate in activities that require higher level language skills.

<b>Student may have difficulty ...</b>	<b>Things you can do to help...</b>
<ul style="list-style-type: none"> <li>• Making inferences or drawing predictions or conclusions with decreased use of context clues to support response.</li> <li>• Understanding non-literal language including metaphors, similes, or figurative language.</li> <li>• With mental flexibility for interpreting ambiguous language (e.g., multiple meanings).</li> <li>• With identifying and solving problems</li> <li>• Relating new information to previously learned information or past experiences.</li> <li>• Organizing thoughts and ideas to formulate cohesive, sequential sentences, narratives, or other written material.</li> </ul>	<ul style="list-style-type: none"> <li>• Help student relate known information or experiences to better understand more abstract concepts.</li> <li>• Provide notes, topics, key vocabulary, and outlines for student prior to lesson.</li> <li>• Have student utilize organizational tools (e.g., outlines, story maps) when providing verbal or written narratives.</li> <li>• Help student to identify and use context clues to support verbal reasoning.</li> </ul>

<ul style="list-style-type: none"> <li>• Organizing and locating key information (e.g., main idea, supporting detail) from written or verbal material.</li> <li>• Demonstrating awareness of deficit areas.</li> </ul>	
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**Attention/Concentration**

Attention is the ability to focus on a given task or specific features of one's environment for a developmentally appropriate period of time. In a school setting this would mean that students are able to focus on instruction or independent seatwork while ignoring other internal or external distractions (e.g., paying attention to teacher led instruction while ignoring the rumbling of one's stomach or the ticking of a clock). This deficit will impact student's ability to benefit from classroom instruction, remember novel information, and remain on task.

<b>Student may...</b>	<b>Things you can do to help...</b>
<ul style="list-style-type: none"> <li>• Make careless errors.</li> <li>• Be easily distracted.</li> <li>• Have difficulty remaining in their seat.</li> <li>• Appear to forget things or misplace assignments.</li> <li>• Appear to have trouble listening to instructions.</li> <li>• Find it difficult to complete tasks without taking a break.</li> <li>• Have difficulty taking turns when engaged in social interactions (e.g., back and forth communication).</li> <li>• Have difficulty completing multi- step directions (e.g., take out your books, turn to page 17, and complete problems 1-10).</li> <li>• Need help from an adult to stay on task.</li> <li>• Seem to be unaware of their environment (e.g., bumping into desks).</li> </ul>	<ul style="list-style-type: none"> <li>• Seat student close to the board or teacher.</li> <li>• Make sure you have their attention before giving instructions.</li> <li>• Use verbal and nonverbal cues to direct their attention to tasks.</li> <li>• Provide frequent, regularly scheduled breaks.</li> <li>• Reduce extraneous distractions such as hallway noise, pencil sharpening, etc.</li> <li>• Break multiple-step directions and large assignments into short, manageable chunks or segments.</li> <li>• Use a timer to encourage timely completion of assignments.</li> <li>• Provide planners and organizers to cue them how to go about engaging in tasks (e.g., a story map for writing).</li> </ul>

**Executive Functioning**

Executive functioning is the ability to plan and prioritize one's behavior in order to complete tasks and meet important goals. Executive functioning skills include planning, organizing, strategizing, and completing tasks in a timely and efficient manner. It consists of the ability to think about how one's current behavior relates to performing a task, initiating a behavior in a timely manner, and inhibiting behavior that may be in conflict with task demands.

Student may...	Things you can do to help...
<ul style="list-style-type: none"> <li>• Have difficulty getting started or underestimate time needed for assignments.</li> <li>• Turn in written work that is poorly organized or unfinished if not assisted or reminded.</li> <li>• Seem to lack initiative or spontaneity.</li> <li>• Have difficulty completing long-term projects.</li> <li>• Have good ideas but find it difficult to get them on paper.</li> <li>• Have difficulty coming up with ideas of what to do with their free time.</li> <li>• Have difficulty asking for help or knowing when to ask for help.</li> <li>• Focus on details or the big picture at the expense of the other (spelling corrections to an uncompleted writing assignment).</li> <li>• Have difficulty moving through the steps necessary to complete a task (e.g., writing a research paper).</li> <li>• Organizing homework or daily/weekly schedules.</li> </ul>	<ul style="list-style-type: none"> <li>• Break assignments into smaller parts to make tasks seem more manageable.</li> <li>• Help student to plan their approach to tasks, assignments, and projects.</li> <li>• Develop concrete descriptions of appropriate behavior for specific situations (e.g., when your teacher asks you a question, raise your hand, quietly wait to be called on).</li> <li>• Provide instruction and practice in self-monitoring one's work (e.g., reread directions, proofreading.)</li> <li>• Help with organization of backpack, desk, locker, or notebook. Color coding of folders, attaching visual cues (e.g., pictures, symbols) to folders for subjects, using 3-ring binders with dividers and folders can all be helpful.</li> <li>• Frequent check-ins with a staff member may be necessary, especially upon return to school.</li> <li>• Encourage student to always carry a day planner or written/pictorial schedule, in order to aide with organization and compliance.</li> <li>• Use task-oriented checklists in sequential order to aid with structure and initiation of activities.</li> <li>• Set up goals and timelines to aid with planning and structure for larger assignments with multiple steps.</li> </ul>

### ***Processing Speed***

Processing speed refers to the ability to automatically and fluently perform cognitive tasks. This may include students' abilities to process verbal information (e.g. listening to teacher instruction), make connections between new learning and previously learned concepts, perform multi-step math problems, or to complete tasks quickly during a limited time period. The ability to process information quickly is especially impacted when students are asked to perform novel tasks.

Student may...	Things you can do to help...
<ul style="list-style-type: none"> <li>• Ask for directions to be repeated.</li> <li>• Spend more time on tasks and homework than their peers.</li> <li>• Seem to only focus a select piece of information presented in a lesson (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• Keep instructions short and simple.</li> <li>• Focus on essential details.</li> <li>• Allow extra time for test taking and assignments.</li> </ul>

<p>student focuses on first, middle, or last piece of instruction).</p> <ul style="list-style-type: none"> <li>• Have poor performance on timed tests.</li> <li>• Appear confused when instructions are given.</li> <li>• Appear inattentive.</li> <li>• Take a long time to respond to questions.</li> <li>• Have trouble keeping up with conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow frequent breaks.</li> <li>• Reduce the number of concepts introduced at one time.</li> <li>• Supplement verbal directions with written instructions.</li> <li>• Do not penalize student for not completing assignments as quickly as their peers.</li> <li>• Reduce the number of distractions in the environment or on student's workspace</li> </ul>
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## **Sensorimotor Domains**

### ***Visual-Motor Integration***

Visual motor integration is the coordination and integration of muscle movements guided by the eyes (i.e. how well visual perceptual skills and finger/hand movements are working together). Students with issues in these areas may have poor motor speed with writing or typing, may perform poorly in sports, may have difficulty with right and left directions, and may have difficulty copying a form, shape, letter, numbers, or words from the board.

<b>Student may...</b>	<b>Things you can do to help...</b>
<ul style="list-style-type: none"> <li>• Take increased time to complete writing or typing assignments.</li> <li>• Have sloppy or enlarged print.</li> <li>• Make increased typing errors.</li> <li>• Have more difficulty with information when presented at a distance (e.g. have more difficulty copying from the board than at one's desk).</li> <li>• Show fatigue quickly (e.g. wringing hands, rubbing eyes).</li> <li>• Need frequent breaks.</li> <li>• Reverse images or copy information incorrectly from the board.</li> <li>• Have difficulty cutting along a line.</li> <li>• Have trouble folding paper along a line.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide increased time to complete written or typed assignments/tests.</li> <li>• Provide seating that is within close proximity to the board or copying area.</li> <li>• Provide outlines of notes ahead of time to decrease fine motor demands.</li> <li>• Provide rest breaks during difficult tasks.</li> <li>• Record lectures or classes for future reference.</li> </ul>

### **Gross Motor Difficulties**

Gross Motor refers to movements that involve large muscle groups. Gross motor difficulties can affect a student's ability to move in and out of seats, move around a classroom, navigate hallways and stairways, and participate in gym and recreational play activities with their peers.

<b>Student may...</b>	<b>Things you can do to help...</b>
<ul style="list-style-type: none"> <li>• Seem unsteady on their feet.</li> <li>• Have an altered walking pattern.</li> <li>• Lose balance easily.</li> <li>• Seem clumsy.</li> <li>• Bump into objects often or show inability to move around obstacles.</li> <li>• Walk slower and require increased time to reach destinations.</li> <li>• Lose balance with more distractions in crowded rooms or halls.</li> <li>• Need help with toileting tasks.</li> <li>• Have difficulty getting up and down during circle time, and/or transitioning from floor to standing.</li> <li>• Have ataxia (tremors) making them unsteady or uncoordinated.</li> <li>• Have spasticity (tightness of muscles or quick, sudden jerking of extremities) making positioning, transfers, and walking difficult.</li> <li>• Demonstrate decreased strength and/or range of motion of arms, legs, trunk, or neck, limiting function.</li> <li>• Seem to demonstrate physical fatigue over the course of the school day.</li> <li>• Require additional assistance for transportation (e.g. entering cars, buses, walking).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide supervision/assistance when walking.</li> <li>• Leave classes early/late to have clear hallways with fewer distractions.</li> <li>• May need to provide nurse/aide to help with toileting tasks.</li> <li>• Provide rest periods and a flexible schedule.</li> <li>• Provide early release at dismissal and preferential seating on buses.</li> <li>• Consider adaptive gym class or modifying demands in mainstream gym class.</li> <li>• Provide appropriate supervision during recreational play (consider uneven ground on playground, etc).</li> <li>• Minimize clutter in the classroom and allow for clear paths for ambulation.</li> <li>• Provide preferential seating (e.g. seating in a highly accessible location such as the perimeter of the room).</li> <li>• Ensure that the student is using the appropriate assistive device (e.g. walker, cane, wheelchair), prescribed splints/bracing and safety equipment (e.g., helmet, gait belt).</li> <li>• Consider alternate evacuation routes for school evacuation drills.</li> <li>• Provide access to an elevator.</li> </ul>



- Need to use an assistive device (walker, cane, and wheelchair)

**Fine Motor Difficulties**

Fine motor skills refer to the movements of the hands and fingers that require a high degree of control and precision. Some fine motor skills include grasping, manipulation, rotation, shifting, and turning of objects. Students with difficulties in these areas may have problems with writing, coloring, typing, using scissors, stringing beads, folding or manipulating paper, opening food packages or containers, using utensils for self-feeding, typing, tying shoelaces, opening or closing zippers, or manipulating buttons. Students with fine motor deficits may have decreased hand strength, endurance, or precision. They may also have poor gradation of movement which may present as poor legibility of writing, increased errors in work, or requiring more time to complete a task.

Student may...	Things you can do to help...
<ul style="list-style-type: none"> <li>• Have poor grasp when writing.</li> <li>• Have difficulty controlling speed of movements resulting in untidy work, or work not being completed due to overly slow movements.</li> <li>• Have difficulty with spatial relations leading to difficulties with design and copying.</li> <li>• Tear paper and/or break pencils due to force-control difficulties.</li> <li>• Seem frustrated when writing or drawing.</li> <li>• Fatigue quickly with writing tasks.</li> <li>• Demonstrate decreased legibility or sloppy writing.</li> <li>• Have a hard time reading previously taken notes.</li> <li>• Use non-dominant hand due to hemiparesis (weakness in one hand).</li> <li>• Have difficulty manipulating buttons, zippers, shoestrings or drawstrings.</li> <li>• Have difficulty opening food or drink containers, cutting food or using utensils.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an adapted pencil grip.</li> <li>• Give rest breaks for writing long passages or material.</li> <li>• Provide notes/outlines ahead of time to decrease amount of notes taken.</li> <li>• Provide assistance with toileting tasks or clothing management.</li> <li>• Provide a "buddy" in the cafeteria to help open food containers.</li> <li>• Provide an alternative for writing (typing on computer, audio notes).</li> <li>• Provide an option for oral tests/questions whenever possible to decrease motor demands.</li> <li>• Provide increased time for written tests/assignments to decrease stress with writing tasks.</li> </ul>

## **Psycho-Social Domains**

### ***Frustration Tolerance***

A student's ability to manage frustration associated with difficult tasks may be greatly reduced, while the potential for tasks to be frustrating is generally increased due to cognitive changes as a result of the brain injury.

<b>Student may...</b>	<b>Things you can do to help...</b>
<ul style="list-style-type: none"><li>• Get upset easily.</li><li>• Give up when performing a difficult task.</li><li>• Have an outburst or yell during difficult tasks.</li></ul>	<ul style="list-style-type: none"><li>• Reduce the length of assignments.</li><li>• Intersperse difficult tasks with easier tasks (e.g. 1 difficult math problem for every 4 problems presented).</li><li>• Provide student with opportunities to be successful.</li><li>• Teach student appropriate ways to solicit teacher help.</li><li>• Teach coping strategies for times when student is frustrated (e.g. deep breathing, taking a time out).</li><li>• Allow student to take a quiet break.</li><li>• Praise effort, not accuracy.</li><li>• Decrease the amount of work assigned.</li><li>• Focus on quality instead of quantity.</li><li>• Have the student check in regularly with a trusted staff person to help identify problems early.</li><li>• Review any challenges that occur and help the student problem solve solutions.</li></ul>

### **C. OTHER CONSIDERATIONS:**

#### **Current Medications**

- Assess need for medication administration prior to school re-entry
- Ensure that medication is stored in secure yet easily accessible locations during the school day, during school-sponsored activities, and during field trips.

#### **Physical Accessibility**

- Mobility throughout the school building:
  - Student can ambulate without assistive devices, but requires assistance for balance and/or coordination.
  - Currently utilizing wheelchair for longer distances

#### **Toileting**

- Requires assistance/supervision during toileting.

**Eating**

- Diet : Student does not require a special diet.

**Recess / Physical Education**

- Can participate in physical activity as tolerated. No contact sports,

**D. SUMMARY:**

Please note that the above recommendations are based on the student's level of functioning at the time of hospital discharge. Ongoing observation and assessment is recommended to monitor student's progress and educational needs. Please maintain consistent home-school communication and notify family of any concerns.

**The following evaluation(s) are attached for your review:**

Kaufman Test of Educational Achievement (KTEA-3)  
Neuropsychological Evaluation

If you have any questions and/or need further documentation, please don't hesitate to contact us. Thank you for your support!

Sincerely,

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