Postsecondary Transition for Young Adults with Traumatic Brain Injuries

Michaela M. Kramer
University of Dayton, stander@udayton.edu

Follow this and additional works at: http://ecommons.udayton.edu/stander_posters

Part of the Arts and Humanities Commons, Business Commons, Education Commons, Engineering Commons, Life Sciences Commons, Medicine and Health Sciences Commons, Physical Sciences and Mathematics Commons, and the Social and Behavioral Sciences Commons

Recommended Citation
http://ecommons.udayton.edu/stander_posters/616

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.
Postsecondary Transition for Young Adults with Traumatic Brain Injuries

Name: Michaela M. Kramer, M.S.
Advisor: Susan C. Davies, Ed.D.

Abstract

Students who have sustained a traumatic brain injury (TBI) may experience a number of consequences that can adversely affect a successful transition. This study examined the difficulties young adults with TBI experience during and after the transition to a postsecondary setting. Results indicate that the young adults with TBI experience difficulties with: 1) Focus/attention, 2) fatigue/sleep, and 3) short-term memory. Implications for school psychologists are discussed.

Methods

Research Design: Qualitative
Data Collection: Individual interviews
Sample: n = 5, young adults ages 18-22 in Ohio attending a postsecondary institution and experiencing problems as a result of a TBI. Parents were also interviewed, separately.
Methodology: All sessions were transcribed and coded using NVivo, a computer software program designed to collect, organize, and analyze data from interviews. Themes were identified following analysis.

Results

OVERALL FINDINGS: Young adults with TBI experience a variety of difficulties with the transition to a postsecondary institution. College students with TBI have found specific accommodations useful, such as flash cards, notecards, journaling, planners/calendars, breaks, and extended time. Parents described their child’s TBI experiences in greater detail and recognized more changes in their child’s functioning than young adult participants.

EMERGING THEMES: Focus/attention difficulties; Recognition of injury’s impact and need for reduced course load; Repeated injuries; Fatigue/sleep; Short-term memory difficulties; Headaches; Social issues

“For me, the biggest adjustment to college was my ability to focus because when you get to college, there are so many forms of distraction.”

“I was taking 7 credit hours just to start off with, which isn’t that much, and I was having to work a lot harder.”

“I got another one [TBI] during a game, and this one was kind of the ‘straw that ripped the camel’s back’ in terms of accumulation.”

“During the school year, he’s exhausted. And if you see him on the weekend, he’s exhausted. So it does really take a lot out of him.”

Implications

• School psychologists may recommend that students with TBI consider a reduced course load at a postsecondary institution.
• School psychologists should involve parents in transition planning and services.
• School psychologists in a high school setting may consider counseling students with TBI on seeking services.
• School psychologists should educate coaches and administrators on TBIs, especially on preventing repeated injuries.

References