



Brain  **STEPS**
Strategies Teaching Educators, Parents, & Students
A BRAIN INJURY SCHOOL RE-ENTRY CONSULTING PROGRAM

Transition-Age Student Brain Injury Binder

Pennsylvania's
Child & Adolescent Brain Injury
School Consulting Program

www.brainsteps.net

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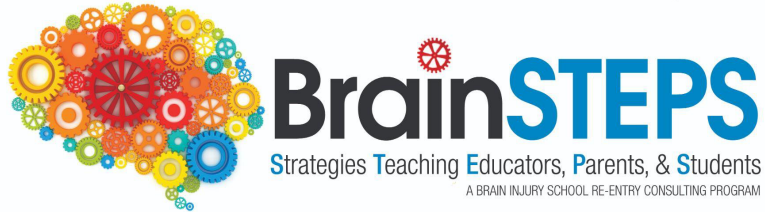


The BrainSTEPS Program was created in 2007 by the PA Department of Health and is implemented by the Brain Injury Association of Pennsylvania. BrainSTEPS is jointly funded by the PA Department of Health and the PA Department of Education, Bureau of Special Education via the PaTTAN network.



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Transition-Age Student Brain Injury Binder

1. INTRODUCTION

- a. What is Student Transition Planning?
- b. Transition Points to Remember
- c. Parent Role in Transition Planning



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What Is Student Transition Planning?

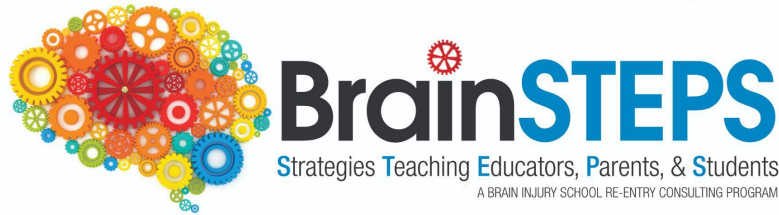
Transition Planning/Secondary Transition is the process of preparing students for adult-life after they leave high school. Transition planning begins at age 14, or younger if determined appropriate by the school's IEP team, as students consider their goals for the time after graduation through career awareness exploration activities. The transition process continues through high school as academic instruction and community experiences help clarify and support the student's goals. The process is based on the individual student's needs, considering each student's strengths, preferences, and interests.

Transition is a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living, and community participation.

Pennsylvania public schools facilitate a student's successful transition by guiding students, families, educators, and community service providers through the process. Many supports are available to students with brain injury in Pennsylvania as they prepare for adult life.

It is imperative that students with brain injury and their families start transition planning as soon as possible and be aware of all supports and funding that may be available.

Your BrainSTEPS consultant can help facilitate discussions around transition with your school. Contact us anytime while still in high school.



Brain Injury Post-High School Transition Points to Remember

1. No two brain injuries are the same.
2. Pre-existing deficits or areas of weakness can become worse after a brain injury. For instance, if a student had issues with attention before their brain injury, their attention issues may increase after brain injury.
3. Brain injury disrupts normal brain development in children, teens, and young adults.
4. Brain injury can impact the ability to learn new material.
 - Uneven learning abilities are common.
5. Executive Function (EF) skills are commonly affected by brain injury.
 - Tasks involving organization, planning, decision making, judgment, and problem solving are extremely sensitive to the effects of a brain injury.
6. Brain injury can impact all areas of functioning.
 - Cognitive (Thinking/Remembering), Social-Emotional/Mental Health, Physical/Sensory, Communication, and Sleep.
7. Cognitive fatigue is common following brain injury.
 - Learning adjustments and structured breaks prior to the onset of fatigue can help.
8. The impact of a brain injury may be latent. Skill areas affected by a brain injury are often seen over time. For instance, if a young child injures their brain, the effects often do not fully emerge for years, as those specific brain regions fully mature and develop.
 - As the brain develops and changes, we can see the effects of brain injury at various developmental stages later in life. It is very important to share your brain injury history with teachers and other school staff, as well as your employers.
9. Students with brain injury should be monitored closely every year for learning and behavior changes that impact school performance. Schools can offer academic support options to ensure you receive an appropriate education and assistance with transition to post high school life.



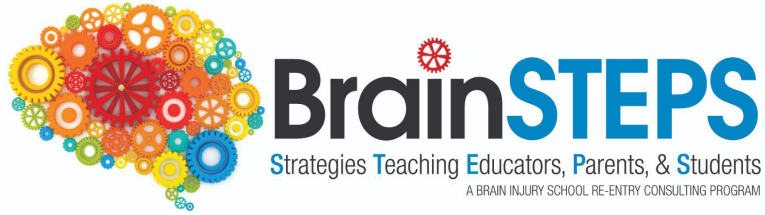
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Transition Planning: Parent - Guardian - Surrogate Role

Parents, Guardians, or Surrogates play a vital role in any transition planning for a student with brain injury.

Things to keep in mind:

- Identify and share concerns with all providers/organizations involved with the student.
- Keep a notebook (*such as this binder*) with all pertinent information regarding educational, medical, rehabilitation records.
- Stay in close communication with the school team & BrainSTEPS team regarding:
 - Educational services
 - Community resources
 - Medical updates
 - Your child's transition adjustment.
- Provide the school with all relevant medical & rehabilitation records to assist them with education and transition planning.
- Advocate for your child.
- Actively collaborate and communicate with your child about goals, ideas, and needs.
- Reach out to your BrainSTEPS consultant with any questions you may have.



Transition-Age Student Brain Injury Binder

2. BRAINSTEPS

- a. BrainSTEPS Program Information
- b. BrainSTEPS Program Flyer



A Brain Injury School Consulting Program for Students in Pennsylvania Public Schools

Services for students with brain injury provided by BrainSTEPS Consulting Teams:



School Re-Entry Planning



Educational Plan Development



Annual Monitoring Until Graduation



Training for Teachers



Transition Planning



Family Support and Resource Sharing



Outreach to Medical, Rehabilitation, and Community Organizations

ABOUT THE BrainSTEPS PROGRAM

Your local BrainSTEPS Team consults with schools, parents, and students in the development of educational supports for students who have experienced any type of acquired brain injury. An acquired brain injury is a traumatic or nontraumatic brain injury that occurs at any time after a child is born, not prior to or during birth.

WHO BrainSTEPS SUPPORTS

Students with a new or prior traumatic brain injury (including concussions) or nontraumatic brain injury of any severity are accepted.

The following are examples of some common acquired brain injury causes:

- Motor vehicle or bike crash
- Pedestrian accident
- Falls
- Assault/abuse
- Sports/recreation activities
- Stroke
- Brain tumor
- Lack of oxygen
- Near drowning
- Carbon monoxide/lead poisoning
- Long COVID
- PANS/PANDAS
- Encephalitis/meningitis
- Long-term chemotherapy and radiation brain effects



MAKE A REFERRAL:
www.brainsteps.net

Scan the QR code to make a referral online, or visit our website to learn more about the BrainSTEPS program.

The PA Department of Health created BrainSTEPS in 2007. BrainSTEPS is jointly funded by the PA Department of Health and the PA Department of Education, Bureau of Special Education. The program is implemented by Pennsylvania's 29 Intermediate Units and overseen by the Brain Injury Association of Pennsylvania.



BrainSTEPS

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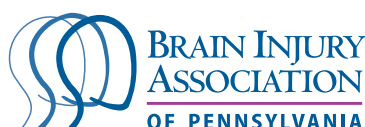
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BrainSTEPS

Strategies Teaching Educators, Parents, & Students
A BRAIN INJURY SCHOOL RE-ENTRY CONSULTING PROGRAM

www.brainsteps.net

BrainSTEPS

The BrainSTEPS (Strategies Teaching Educators, Parents, & Students) Brain Injury School Re-Entry Consulting Program assists Pennsylvania schools in creating appropriate educational plans for students following acquired brain injury (ABI). ABIs are brain injuries that occur after birth and include both traumatic brain injuries (TBI) and non-traumatic brain injuries (non-TBI).

After a brain injury, students may return to school with temporary or lifelong impairments that have a significant impact on school performance. BrainSTEPS has been designed to consult with school teams and families in the development and delivery of educational services for students who have experienced any type of brain injury.

BrainSTEPS supports school districts and families in the following ways:

- Identification of students with brain injury
- School re-entry planning
- Educational plan development, including: IEP/504 Plan support, academic adjustments/accommodations, and strategy selection
- Teacher, peer, and family training
- Annual monitoring of student until graduation
- Family support and resource sharing
- Return to Learn concussion management
- Facilitation of communication between healthcare provider, school staff, and family

BrainSTEPS accepts student referrals for new injuries or injuries that occurred in the past. BrainSTEPS serves the following types of brain injuries:

- **Concussion (Mild Traumatic Brain Injury)**
Referrals should be made at 4 to 6 weeks post-concussion, if the student has not recovered.
- **Moderate and Severe Traumatic Brain Injury**
Referrals should be made immediately.

TBI results from an external physical force commonly caused by sports/recreational activities, falls, assault, abuse, gunshot wounds, motor vehicle accidents (includes bicycle), pedestrian accidents, and abusive head trauma.

- **Non-Traumatic Brain Injury**

Referrals should be made immediately.

Non-TBI results from an internal process such as stroke, brain tumor, aneurysm, lack of oxygen to the brain, lightning strike, chemotherapy/radiation impacts to the brain, near drowning, brain infections/viruses, (encephalitis, meningitis), toxic injury (carbon monoxide, lead, chemical poisoning), a cardiac event, and diabetic coma.

Brain Injury Facts:

- Brain injury is a **leading** cause of disability in children and adolescents.
- Physical recovery is not a sign that the brain has healed.
- Effects of brain injury are not always immediately apparent and may not become evident until the child reaches important developmental stages. Over time, difficulties may emerge as the demands on parts of the brain originally injured are increased.

How to Make a BrainSTEPS Referral

Anyone can make a referral:

1. Go to **www.brainsteps.net**
2. Click on Make a Student Referral and fill out the required information.
3. Click submit.

General BrainSTEPS Program Information:

Dr. Brenda Eagan-Johnson, CBIS

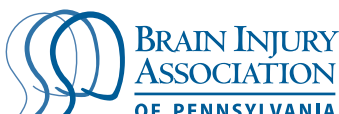
BrainSTEPS Program Coordinator

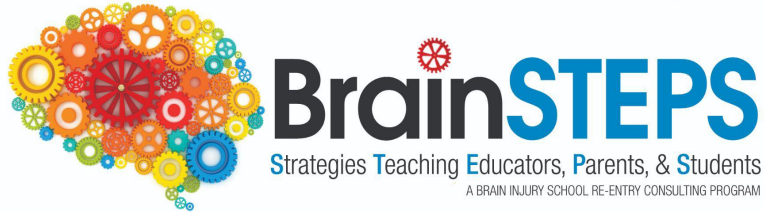
Email: eagan-johnson@biapa.org

Phone: 724-944-6542

www.brainsteps.net

The BrainSTEPS Program is jointly funded through the Pennsylvania Department of Health and the Pennsylvania Department of Education, and is implemented through the Brain Injury Association of PA.





Transition-Age Student Brain Injury Binder

3. BINDER INFORMATION

- a. Introduction to the **BrainSTEPS Transition-Age Student Brain Injury Binder**
- b. Organizing Your Binder

Transition-Age Student Brain Injury Binder

This **BrainSTEPS Transition-Age Student Brain Injury Binder** is a tool you can use to organize information about your brain injury. Use this binder as a tool to share key information with doctors, other health care professionals, as well as school staff. Our hope is that this BrainSTEPS binder will keep critical pieces of information about you easily accessible and well-organized over the years.

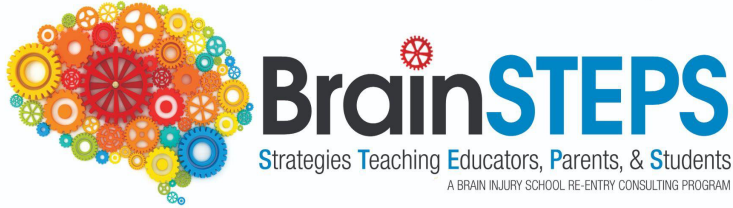
Uses for the BrainSTEPS Transition-Age Student Brain Injury Binder:

- One place to store all important educational and medical records, reports & evaluations;
- List phone numbers for key school staff, health care providers, and community organizations;
- Prepare for your future transition from high school;
- Share new information with medical professionals and school personnel during any transition such as to high school, trade schools, college or employment settings.

To set up your BrainSTEPS Transition-Age Student Brain Injury Care Binder:

- **Step 1: Gather existing information:** Gather up any health, educational, transition, and personal/social information you already have. This may include reports from recent doctor's visits, immunization records, recent summary of a hospital stay(s), medical/rehab discharge reports, schedules for home/school, test results, or informational pamphlets.
- **Step 2: Review the BrainSTEPS Transition-Age Student Brain Injury Binder sections.**
- **Step 3: Choose what to keep in this Binder:** Decide what information you look up most often and what information is needed by others. Store other information in a file where you can easily find it if needed.
- **Step 4: Assemble your BrainSTEPS Transition-Age Student Brain Injury Binder:** The key is to make it easy for **you** to find the information you need. Organize the paperwork using the dividers. Take this binder with you to all healthcare appointments and school meetings.

Your local BrainSTEPS team can assist you in organizing your binder. Just ask!



Transition-Age Student Brain Injury Binder

BrainSTEPS Brain Injury School Consulting Information

The BrainSTEPS Information section of this binder includes resources regarding transition services.

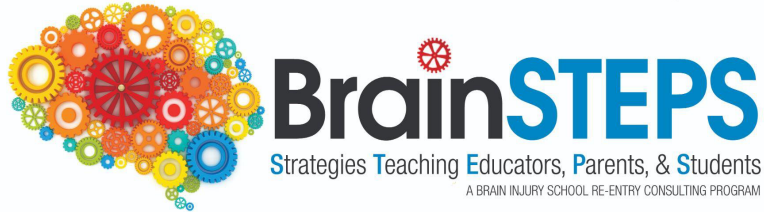
Transitions are often difficult for students after a brain injury. Transitions can include transitioning from grade-to-grade, school-to-school, school-to-work, school-to-post-secondary education, and moving from home-to-community living. The Individuals with Disabilities Education Act (IDEA) requires that any student receiving special education or related services must have a plan for transition from high school by age 14. This is a legal requirement.

BrainSTEPS can support you until high school graduation. The BrainSTEPS Program is free to all parents and students who attend Pennsylvania public schools. We work with school staff and teachers to ensure students with brain injury receive an appropriate education, specific to their learning and behavioral needs after sustaining an acquired brain injury.

It is our hope, with this TRANSITION binder, you will have information about how to access key resources you may need. **Please contact BrainSTEPS at any point in time until high school graduation for additional support and brain injury information.**

Dr. Brenda Eagan-Johnson, CBIST-AP
BrainSTEPS State Director
brenda@brainsteps.net

www.brainsteps.net



Transition-Age Student Brain Injury Binder

4. PERSONAL INFORMATION

- a. Personal Information Page
- b. BrainSTEPS Student Passport – *one page of key student information to share with new school staff & community organization providers, etc.*
- c. Key Contact Information



Student Transition Brain Injury Binder

Complete the information below and share with your school team. If more space is needed, write on the backside. Ask the school to make a copy of these pages & place in your Cumulative Educational File at school.

Name:

Today's Date:

Current Age:

Date of Birth:

Age at Time of Brain Injury:

Date of Brain Injury:

Medical Diagnosis & Cause of Your Brain Injury:

Brain Injury Medical Severity, if known: (circle one)

Mild or Concussion-----Moderate-----Severe

Did you experience any of the following: (circle)

- Loss of consciousness? Yes No
 - If so, for how long? _____
- Skull fracture(s)? Yes No
- Brain bleed(s)? Yes No
- Brain swelling? Yes No
- Brain surgery? Yes No
- Length of hospital stay: _____



Student Transition Brain Injury Binder

- Rehabilitation needed? Yes No
 - If YES, what kind of therapy: _____

Area of the brain that was injured - if you know, please circle below:

Frontal

Occipital

Temporal

Parietal

Do you know what side of your head was injured?

Left

Right

Both Sides

Unsure

What are your strengths at home and school?

What are challenging areas for you at home and school?

What are your likes and dislikes?

Do you have any concerns about school currently or about your future?



Confidential Student Brain Injury Passport Example

Student:

School Counselor:

Grade:

Date of Last Update:

Medical Diagnosis:

Special Education Area of Disability (if any):

Date of Brain Injury:

Date of School Re-Entry After Brain Injury:

Current School-Based Services:

Current Community-Based Services:

Current Assessment Regarding Independent Functioning Levels:

Math:

Reading:

Written Language:

Areas of Concern:

Physical:

- Physical Supports Required at School:

Cognitive:

Emotional:

Behavioral:

Sensory:

Communication:

What Academic Strategies Have Worked:

What Behavioral Strategies Have Worked:

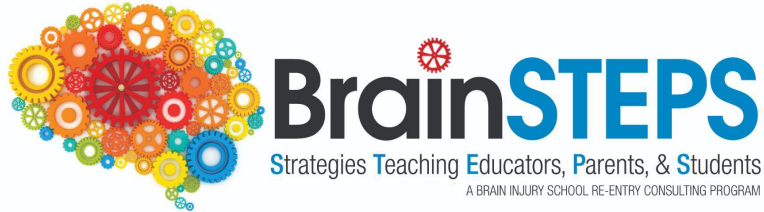


Transition-Age Student Brain Injury Binder

5. Medical & Rehabilitation Information:

The medical section of this binder should include copies of the following (as appropriate to your situation):

- Physician Reports
- Hospital Records
- Medication and Side Effects
- Rehabilitation Reports
- Neuropsychological Evaluation Reports
- Any other related information you would like to add

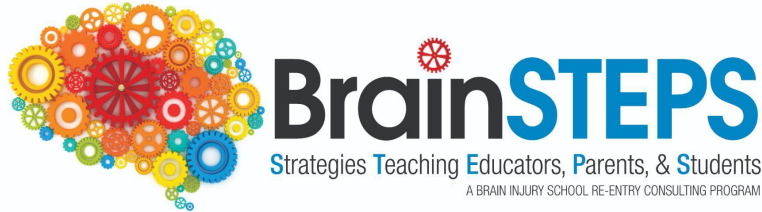


Transition-Age Student Brain Injury Binder

6. SCHOOL Information:

The school section of this binder should include copies of the following (as appropriate to your situation):

- SAT or ACT Scores
- Final High School Transcript
- Most recent 504 Plan
- Most Recent Individual Education Program (IEP)
- Diploma or GED
- Any other related information you would like to add



Transition-Age Student Brain Injury Binder

7. AFTER HIGH SCHOOL (*TRANSITION*) INFORMATION

Information on transitioning from high school to:

- *Employment*
 - *Secondary Education &*
 - *Independent Living*
-
- a. Transition Eligibility FAQ – PaTTAN
 - b. Preparing for Employment – PaTTAN
 - c. Preparing for Post High School Education
 - d. Transition High School versus College Information
 - e. High School versus College Comparison
 - f. Questions to Ask the Office of Disability Services
(Post-Secondary)
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 - h. Preparing for Independent Living



Secondary Transition

Entitlement vs. Eligibility (IDEA, ADA, and Section 504)

Entitlement:

School-age students with a disability receiving special education services are **entitled** to receive services to access a free appropriate public education as outlined in the Individuals With Disabilities Education Act (IDEA). Services are documented within the student's individualized education program (IEP) as determined by the IEP team and funded by the local educational agency. Students are entitled to:

- Free appropriate public education (FAPE)
- Least restrictive environment (LRE)
- Specially designed instruction (SDI)
- Related services
- Preparation for further education, employment, and independent living

Eligibility:

Once a student exits school, **eligibility** for services and supports is determined through the requirements of agencies outside of the school system:

- Individuals may qualify for services; services are not guaranteed
- It is the individual/parent/guardian's responsibility to obtain services
- Services may be provided if there is enough staff, capacity at the facility, and/or funds to provide services
- Self-advocacy is necessary in obtaining accommodations

Post-Secondary Education

- Rights are governed by the ADA
- Student must self-disclose disability and present documentation to the college/university's Office of Disabilities (IEPs are not considered documentation of a disability)
- Psychological documentation within the last year is needed to determine eligibility
- Student must ask individual professors for accommodations

Employment

- Rights are governed by the ADA
- The individual must:
 - Identify disability to employer to receive accommodations
 - Request reasonable accommodations
 - Self-advocate in order to obtain accommodations

Independent Living

The individual should understand:

- Housing rights and responsibilities
- How to maintain his/her home
- General cleanliness
- Nutrition
- Health and safety
- Personal finance
- Meal preparation
- How to seek out support services from the local Center for Independent Living (CIL)

Self-Advocacy

The individual should be able to:

- Self-identify
- Describe his/her disability, strengths, and areas of need
- Be responsible for obtaining disability documentation
- Request accommodations
- Seek out support services

Comparison of legislation concerning entitlement and eligibility:

	Individuals With Disabilities Education Act (IDEA) 2004	Americans With Disabilities Act (ADA) 1990	Section 504 of the Rehabilitation Act of 1973
In General	Students with one or more of the 13 specific disability categories and who need special education and related services are entitled to services to prepare them for further education, employment, and independent living.	Any person who has a physical or emotional impairment that substantially limits a major life activity is eligible for services and ensures that person is not denied access to, benefits of, or subject to discrimination solely on the basis of the disability.	Any person who has a physical or emotional impairment that substantially limits a major life activity is eligible for services and ensures that person is not denied access to, benefits of, or subject to discrimination solely on the basis of the disability.
What is it?	An education law that describes what students are entitled to receive while in public school: <ul style="list-style-type: none"> • Free Appropriate Public Education (FAPE) • Specially Designed Instruction (SDI) • Related Services 	A civil rights law that provides persons with disabilities protections from discrimination based solely on the disability in: <ul style="list-style-type: none"> • Employment • Public Services • Accommodations 	A civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance.
Who is responsible for identification?	The local education agency (LEA) where the student resides. A comprehensive evaluation is required with parental consent.	The student must: <ul style="list-style-type: none"> • Secure the assessment and the evaluation • Self-identify to the school/ employer • Provide appropriate documentation to the school/employer 	Local education agency (LEA) where student resides. Parental notice, not consent, is required for evaluation.
Differences in appropriate services	Identified students are entitled to: <ul style="list-style-type: none"> • Accommodations such as extended time, word banks, adaptive technology • Adaptations such as limiting the number of problems, teaching modifying teaching style or method • Modifications such as withdrawal from skills, reducing reading level or difficulty of assignments • Services such as Personal Care Attendant (PCA), Occupational Therapist (OT), Physical Therapist (PT), Speech and Language, Transportation 	Qualified persons access to reasonable accommodations are provided that “level the playing field”: <ul style="list-style-type: none"> • Academic adjustments such as extended time for tests, priority registration • Auxiliary aids such as adaptive equipment, FM systems, sign language interpreters, electronic textbooks • Services such as readers, note takers, test proctors • Modifications such as removal of architectural and technological barriers 	“Appropriate education” refers to an education comparable to that provided to students without disabilities. This may be defined as regular or special education services.



Secondary Transition

Preparing for Employment

Begin with the end in mind...

When family members have high academic and employment expectations for their children with disabilities, the youth experience greater success in those critical areas. Family members' awareness of their children's potential employability and the importance of work are likely to influence positive employment outcomes for youth with disabilities.

The following are considerations in preparing your son or daughter for employment.

Communicate with your son or daughter.

- Talk with your son or daughter about the future and his/her interests, dreams, and aspirations.
- Help your son or daughter to identify his or her strengths, skills, and talents.
- Help your son or daughter learn about his or her abilities and disability.
- Build your child's ability to self-advocate (speak for her/himself) by supporting her or his engagement in Individualized Education Program (IEP) team meeting and activities at home and in the community.

Communicate with your child's IEP team.

- Remember that you are a critical member of your child's IEP team and no one knows your child better than you.
- As an IEP team member, offer information and assistance when discussing/creating your child's IEP and assist your son or daughter in expressing his/her needs and interests. Ensure that information, such as the following, is shared:
 - Your child's strengths and weaknesses

- Your child's interests, abilities, and aspirations
- Any special knowledge about your child
- Others that you would like invited to the IEP meeting

Work with your son or daughter to enhance social skills.

Dimensions of social skills needed in school, community and the work place:

- Peer relational skills
- Self-management skills
- Compliance skills
- Assertion skills

Create occasions for your son or daughter to be socially active in the community where these social skills can be role played/modeled/practiced.

Examples may include the following:

- Making purchases at local stores
- Ordering food at local restaurants
- Using public transportation
- Doing his/her own banking

Work with your son or daughter to enhance job readiness skills.

Help your son/daughter learn job-related skills to be better equipped and prepared for employment opportunities. Such skills include communication, interpersonal, and decision making. Examples include:

- Dressing appropriately
- Problem solving
- Effective communication
- Organization
- Interviewing
- Decision making
- Time management
- Conflict resolution

Research to Gain a Better Knowledge of Secondary Transition

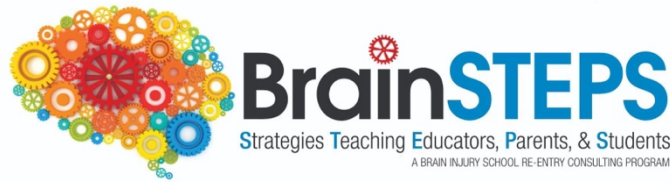
- Know your rights and responsibilities
 - Laws/regulations/policies
 - Procedural Safeguards Notice
- Learn about community agencies that provide services to support students including:
 - Counseling Services
 - Job Coaching
 - Job Training
- Learn/ask about supports that will be available following graduation for your child
- Review and use the Planning for the Future Checklist - <https://www.pattan.net/Publications/Planning-for-the-Future-Checklist>
- Maintain copies of all school records and medical information

- Keep lists of all contacts that you make with agencies such as:
 - The Office of Mental Health/Intellectual & Developmental Disabilities (MH-IDD)
 - Office of Vocational Rehabilitation (OVR)
- Attend the Pennsylvania Community on Transition Annual Conference – (go to www.pattan.net for more information)

Work-based Learning Experiences

- In the IEP team meeting, discuss work-based learning experiences such as the following: career exploration, job-shadowing, work sampling, service learning, internships, apprenticeships, paid employment, mentoring,





Preparing for Post High School Education

Practice independent living skills such as learning to do laundry, cook, clean, grocery shop, manage a budget, manage time. Investigate apps for your devices to assist you with organizational skills, time management, etc.

Practice explaining your disability and challenges, if applicable.

Learn how to manage any medication you take, if applicable.

Complete the Free Application for Federal Student Aid, a form that individuals need to complete if they need federal financial aid www.fafsa.ed.gov. Also check with the college/university financial aid office for grants, work study, scholarships that are available.

Find out if your college/university offers priority scheduling for students with disabilities.

Once you have your schedule, practice the routine you need to go to get to your classes on time.

Learn bus routes if needed; secure parking pass if needed.

Make a list of common departments with their contact information and location (Office of Disability Services, Parking, Registrar, Financial Aid, etc.).

Investigate various clubs, sports, organizations offered by your college/university you may want to participate in/join.

If you have a therapist, talk to them about transition and stress management.

If you would like to continue or start counseling, find out if your college/university has a counseling center and the process for obtaining services.

THE BIGGEST DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE



1 College classes are much harder. Great amounts of focus and attention are needed to pass college courses.



2 High school classes pass over many topics superficially. College classes go in depth on issues.



3 In college much more material is covered in each class. This means there is not as much time to do homework as in high school. College moves at a faster pace.



4 Time spent in class is less in college, but time spent working on assignments out of class is much more.



5 Unlike high school, college professors demand that you learn the material independently. Due to the speed of class if you do not do the homework you will quickly fall behind.



6 In high school teachers often run through the next day's assignments. In college the professors expect you to read the syllabus.



7 High school teachers repeat themselves so students understand what's required of them. College professors tend to leave it up to the students to figure out their requirements.



8 High school teaches you mostly from textbooks. College professors demand you understand the text, and teach in many different ways.



9 College professors (and their aids) are often too busy for one on one support, unlike high school teachers.



10 A greater amount of reading and studying is required in college. You'll need to demonstrate you understand the material.



You are going to college? Congratulations!
Here are some things to keep in mind:

High School Classes Versus College Classes

High School Classes	College Classes
6-7 hours/day	12-15 hours a week - may include Saturday &/or evening classes
180-190 school days	School year is divided into 2 semesters (15 weeks each)
Average class length 35-45 minutes unless block schedule (up to 90 minutes)	Classes vary from 50 minutes to 3 hours in length
Teacher & parents monitor attendance	Professors may not monitor attendance
Classes have about 30 students or less	Some class may have 100+ students
Textbooks are provided	Students locate & pay for textbooks

High School Versus College Tests

High School Tests	College Tests
Given frequently & cover small amount of material	May be infrequent & cover large amounts of material
Retest available	Retests are unlikely
May emphasize memorization of information	Often includes inferential reasoning & analysis/synthesis of material
Modifications of tests can occur	Many not allow for modifications
Test dates are coordinated to avoid conflicts with other tests or events	Tests are scheduled without regard to other courses or events



Common Brain Injury-Related Accommodations for Post Secondary

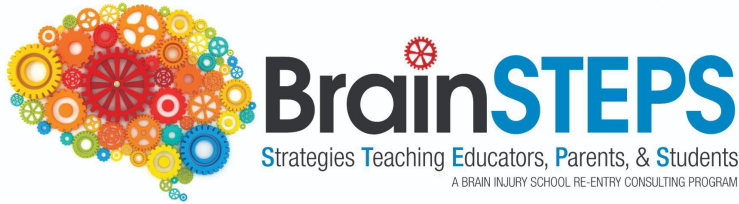
Accommodations provided at post-secondary institutions such as colleges & universities may differ greatly from school to school. It is important to check with individual schools via their [Office of Disability Services](#) office (typically called something similar).

During the summer PRIOR to starting college, be sure to contact the Office of Disability Services on campus to start the process of obtaining accommodations you will need.

Examples of common brain injury-related post-secondary accommodations such as:

- Private, single dorm room (no additional charge)
- Priority early course registration each semester
- Reduced course load – (may impact financial aid)
- Course waivers or substitutions (e.g., exemption from *Language course requirements*)
- Advanced access to course syllabi
- Campus transportation provided (*may be needed for large campus if student has difficulty walking, fatigues easily*)
- Plan for Absences related to the student's disability
 - e.g., double that amount of absences the syllabus says is allowed.
 - Student must notify professor by the end of the second working day after the absence or missed deadline.
 - Medical excuses should not be asked for/required when absences are disability-related
- Permission to record lectures

- Use of a Smart Pen for lectures
- Provision of a notetaker
- Captioning
- Access to audiobooks
- Access to Text-to-Speech software programs
- Access to voice recognition software
- Extended time for assignments/projects
- Extended time on tests/exams
- Alternate test/exam formats (oral versus written)
- Testing in a separate, quiet location (not in the classroom- typically in the Disability Support Office)
- Use of laptops for tests/exams
- Use of calculators for tests/exams
- Priority seating in class
- Help with study skills & time management
- Mentoring programs
- Tutoring assistance
- Student support groups



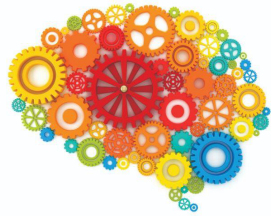
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BrainSTEPS
Strategies Teaching Educators, Parents, & Students
A BRAIN INJURY SCHOOL RE-ENTRY CONSULTING PROGRAM

Questions to ask Office of Disability Services at Your College/University

What type of documentation do I need to receive accommodations (e.g., IEP or 504 Plan) for a brain injury?

Do students who are approved for accommodations inform professors, or is that done through/by the Office of Disability Services?

Is there priority scheduling? How do I deal with scheduling conflicts?

If I have special housing needs, how can I be accommodated? Who do I contact about this?

If I have mobility issues, how can I be accommodated to ensure I can access my classes and activities?

If I have special dietary needs, how can they be accommodated?

Is there a testing center, and if so, what are the procedures to use it?

If I need someone to take notes for me, is that a provided service? If so, how do I go about obtaining that help?

What types of assistive technology are available?

What special supports do you offer to help students with disabilities in securing internships and/or work-study programs?

What other resources are available to help students with a brain injury?



What to Do During High School – Before Going to College or Other Post-Secondary Training Options

- Ask your high school counselor about dual enrollment where you can enroll in college classes while still attending high school. You will earn college credits which can be transferred to the college where there is a partnership.
- Practice independent living skills such as learning to do laundry, cook, clean, grocery shop, manage a budget, and being on time.
- Connect with other students through your college/university.
- Learn how to manage any medication you take (if applicable).
- If you have a therapist, talk to them about transition and stress management.
- If you would like to continue or start counseling, find out if your college/university has a counseling center and the process for obtaining services.
- Practice explaining your disability and challenges if applicable.
-



- Find out if your college/university offers priority scheduling for students with disabilities.
- Investigate part-time versus full-time status with the college/university.
- Once you have your schedule, practice the routine you need to follow to get to your classes on time.
- Investigate various clubs, sports, and organizations offered by your college/university that you may want to participate in/join.
- Make a list of common college/university departments with their contact information and location (Office of Disability Services, Parking, Registrar, Financial Aid, etc.).
- Learn local bus routes, if needed.
- Investigate apps for your phone and laptop/computer/iPad to assist you with organizational skills, time management, etc.
- Complete the **Free Application for Federal Student Aid (FAFSA)**, a form that individuals need to complete if they need federal financial aid at www.fafsa.ed.gov. Also, check with the college/university financial aid office for grants, work-study programs, and scholarships that are available.



Secondary Transition

Promoting Independent Living While Still in School

There are many aspects of independence for a young person with a disability and family members to consider. Independence can be defined as the ability to decide how a person wants to live, participate, and access community resources, as well as the level of supports that a person may need to be successful.

As early as 14 years of age, youth and families are encouraged to look at programs available at the school. Such programs include courses, activities at the school, and related services for which the student is entitled.

The following are examples of activities to consider with your son/daughter:

Activities in the School

- Participate in school activities such as clubs, sports, and community volunteering
- Take courses such as food preparation, child care/family planning, technology, and money management
- Participate in Transition Fairs that highlight independent living resources and access to needed resources
- Explore community travel training possibilities
- Explore assistive technology devices that promote inclusion
- Connect with community agency service providers (e.g., OVR, OMH/ID*)
- Explore social skills training

Activities in the Home

- Complete chores such as cleaning, meal preparation, and laundry
- Access social media responsibly to keep informed and connected to others
- Discuss how and when to use 911 and other emergency services
- Maintain a personal budget
- Learn about medical conditions you may have, medication you may currently be taking, and connect with healthcare providers
- Encourage activities that foster independence, such as maintaining a schedule and choosing foods, clothes, and leisure activities
- Encourage self-advocacy and speak up for your own needs in various situations

Activities in the Community

- Explore community transportation options
- Access citizenship activities, such as voter registration and/or apply for a driver's license if able
- Open a bank account through a local financial institution
- Explore community agency service providers (e.g., OVR, OMH/ID*)
- Become certified in First Aid and Safety
- Locate hospitals, pharmacies, and emergency medical facilities within the community
- Attend local government meetings or town hall meetings

Resources (Websites): Promoting Independent Living While Still in School

The ARC of Pennsylvania

<http://www.thearcpa.org>

PYLN Secondary Transition Toolkit

<http://tinyurl.com/q7b2p9h>

PA Secondary Transition

<https://www.pasecondarytransition.com>

Whole Life Planning

<http://rtc.umn.edu/docs/pcpmanual1.pdf>

Pennsylvania Centers for Independent Living

<http://tinyurl.com/jgzx6zo>

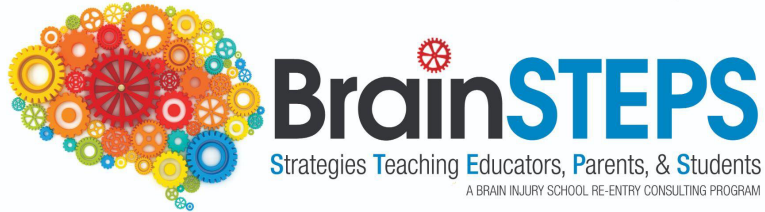
Zarrow Center for Learning

<http://tinyurl.com/zy9mvjy>

PEAL Center

<https://pealcenter.org>





Transition-Age Student Brain Injury Binder

8. Office of Vocational Rehabilitation (OVR)
 - a. What is OVR?
 - b. OVR Early Reach Program
 - c. OVR School to Work Questions and Answers
 - d. OVR Office Directory

OVR Fact Sheet

The Pennsylvania Department of Labor and Industry's Office of Vocational Rehabilitation (OVR) assists individuals with disabilities in obtaining and maintaining employment and independence.

- With nearly \$200M in state and federal funding, OVR's 1,000 employees deliver specific disability services across Pennsylvania from 21 strategically located district offices.
- Last year, OVR served more than 72,000 individuals with disabilities, worked with over 6,000 employers and helped place more than 8,300 individuals with disabilities into competitive, integrated employment, resulting in a return of approximately \$77M in state and federal dollars from individuals becoming competitively employed.
- OVR's core program areas:
 - **Bureau of Vocational Rehabilitation Services (BVRS)** – provides services to help individuals with disabilities achieve their employment and/or independent living goals. Individual personalized services include job counseling and placement, assessment services, job training, entrepreneurial assistance and referral services.
 - **Bureau of Blindness and Visual Services (BBVS)** – helps Pennsylvanians who are blind or visually impaired gain the skills they need to live and work independently in their communities. Services include job placement, orientation and mobility training, rehabilitation teaching and independent living skills training. BBVS also administers services to allow seniors aged 55 and older to remain independent in their homes and communities.
 - **Bureau of Central Operations (BCO)** – coordinates the policies, funding and resources that make it possible to simultaneously serve both Pennsylvanians with disabilities, helping them lead productive, independent lives, and the employers of Pennsylvania, helping them meet their workforce needs.
 - **Hiram G. Andrews Center (HGAC)** – one of world's first and largest comprehensive rehabilitation facilities. HGAC offers a wealth of individualized services, including counseling, evaluation, physical restoration and on-site education at the Commonwealth Technical Institute (CTI).
 - **Office for the Deaf and Hard of Hearing (ODHH)** – a key provider of advocacy, information and referral services for Pennsylvanians who are deaf or hard of hearing.

OVR provides services to eligible individuals with disabilities, both directly and through a network of approved vendors.

Services are provided on an individualized basis. Certain services are subject to a Financial Needs Test (FNT) and may require financial participation by the customer. Counseling and guidance, diagnostic services, assessments, information and referral, job development and placement, and personal services, such as readers or sign language interpreters, are provided at no cost to the individual. Also, by law, OVR customers receiving Social Security benefits for their disability (SSI, SSDI) are exempt from OVR's Financial Needs Test.

No-Cost Business Services Available!

OVR offers business solutions and consultation services on accommodations, accessibility and assistance to employees who acquire a disability. OVR staff can help employers recruit and hire qualified employees, develop employee retention strategies and learn about disability-related issues.

The [OVR Office Directory](#) will help you find an OVR district office near you. You may refer yourself to OVR and complete an online application at the [CWDS website](#). If you have additional questions about OVR, please call 800-442-6351 or visit our website at www.dli.pa.gov/ovr.

Connect with us on Facebook @PAVocRehab, Twitter @PA_OVR and LinkedIn @ PA OVR.

CONTACTING AN EARLY REACH COORDINATOR

Parents, guardians, school personnel and community agencies may request Early Reach services by contacting the Early Reach Coordinator listed below.

Place business card(s) here:

Learn more about the Early Reach initiative:



The Pennsylvania Office of Vocational Rehabilitation (OVR) Programs receive 78.7 percent of their funding through a grant from the U.S. Department of Education. For Federal fiscal year 2018, the total amount of grant funds awarded was \$126,920,624. The remaining 21.3 percent, including additional matching fund costs (\$34,350,816.91), was funded by State appropriations and other non-Federal allowable sources.

Commonwealth of Pennsylvania
Tom Wolf, Governor
Department of Labor & Industry
Jerry Oleksiak, Secretary



OUTREACH

EDUCATION



CONSULTATION



#TheFutureIsNow



pennsylvania

DEPARTMENT OF LABOR & INDUSTRY
OFFICE OF VOCATIONAL REHABILITATION

WHAT IS THE EARLY REACH INITIATIVE?

In 2013, the Pennsylvania Office of Vocational Rehabilitation (OVR) created the Early Reach initiative to assist youth with disabilities in becoming better prepared for the transition from high school to the world of work and independence. Early Reach is intended to promote successful employment outcomes for youth with disabilities, beginning at age 14, by increasing awareness of OVR services and the benefits of early career planning.

The Early Reach initiative employs a team of Early Reach Coordinators to provide group and individual outreach, education and consultation services to youth with disabilities and their parents, local schools and agencies that serve them.

WHAT IS AN EARLY REACH COORDINATOR?

An **Early Reach Coordinator** (ERC) is an OVR employee with an extensive background in the social work profession. ERCs have specific training and skills in delivering services to a variety of populations. ERCs also have a great deal of experience in the service systems that students with disabilities encounter throughout their lives. ERCs deliver services in a variety of locations and are creative in their collaboration and outreach efforts. ERCs can be found in:

Classrooms	Parent nights
Extended School Year programs	Open houses
Transition fairs	Summer academies
Employment fairs	Community agencies
Resource fairs	and more!



WHAT SERVICES DO EARLY REACH COORDINATORS PROVIDE?

GROUP PRE-EMPLOYMENT TRANSITION SERVICES

ERCs provide creative and engaging group workshops and presentations to help students build essential work and life skills in the areas of self-advocacy, work readiness, independent living, job exploration and post-secondary options.

IEP MEETING ATTENDANCE

ERCs represent OVR at IEP meetings for students beginning at age 14. ERCs will discuss OVR services and consult with the IEP team to determine the appropriate time to refer the student to an OVR counselor for individualized case services. ERCs also provide information about community resources and can assist in coordinating service referrals.

FAMILY CONSULTATIONS

ERCs provide consultations to students, parents/guardians and families to help everyone gain a better understanding of what to expect during the transition process. ERCs discuss individual student and family experiences and provide information about OVR services, community resources, special education and transition from school to work.

SCHOOL AND COMMUNITY COLLABORATIVE EVENTS

ERCs work with community and school partners, planning and participating in transition events to help students learn more about transition resources and to build employment-related skills. ERCs also participate in outreach events to raise public awareness of OVR services.

TRAININGS FOR PARENTS, FAMILIES AND PROFESSIONALS

ERCs provide trainings for parents, families and professionals about OVR, pre-employment transition services, transition from school to work and relevant community resources. ERCs educate others about what to expect from the transition process and OVR services. Trainings are designed to meet specific audience learning needs.

OVR: SCHOOL TO WORK FACTS AND QUESTIONS

What is School to Work Transition?

School to Work Transition serves as a bridge between school and adult work life. It helps prepare youth and young adults with disabilities for life after high school.

When does it start and who should apply?

OVR may accept referrals of youth and young adults with disabilities at least two years prior to graduation, or earlier on a case by case basis when appropriate. Any youth or young adult with any type of disability who may need vocational guidance and assistance in preparing for, obtaining or maintaining competitive employment should consider applying for OVR services.

How do I become involved?

A youth or young adult with an IEP, 504 plan or a disability can refer themselves for vocational rehabilitation services. A parent/guardian/advocate or school personnel can also initiate the referral. If you are under age 18, you must have the permission of a parent/guardian to become involved with OVR services. A vocational counselor will review the referral and set up an interview to complete an application and determine if you meet the eligibility requirements.

What types of information are required for the application?

A comprehensive medical history detailing the disability and treatment(s) received, a list of medical providers and medications, educational history including: IEP's; psychological assessments; vocational assessments; interest, ability and aptitude testing; work experiences including volunteer work; paid and unpaid internships; apprenticeships, etc.

OVR Eligibility and Order of Selection Requirements?

Vocational rehabilitation is an eligibility-based program. You must meet certain criteria to qualify for services. Your counselor will review the information and determine whether a disability exists and whether the disability substantially interferes with your ability to prepare for, get or keep a job. There must be a demonstrated need for OVR services in order for you to successfully pursue or retain employment. Currently, PA-OVR may only serve individuals with the "Most Significant Disabilities." To meet the criteria, the OVR Counselor determines if the individual's disability significantly limits at least three areas of functional capacity, including mobility, self-care, work tolerance, interpersonal skills, work skills, communication, and self-direction.

Is there a financial component?

Yes. The OVR Financial Needs Test determines the extent to which an eligible youth or young adult with disabilities and his/her family may be required to contribute toward the cost of certain OVR services. Diagnostic and evaluation services, vocational counseling and guidance, rehabilitative teaching, orientation and mobility training and job placement assistance are provided regardless of the student's and/or family's income.

What other types of services are available?

OVR provides services to assist a youth or young adult with disabilities obtain the job skills needed to attain self sufficiency. These may include post secondary education or training, on the job training, apprenticeship or job placement with an employer.

How is this achieved?

The counselor meets with the youth or young adult with disabilities and prepares an Individualized Plan for Employment (IPE). The IPE is designed to meet the individual's unique vocational strengths and needs, interests and abilities. The IPE and the IEP should be complementary and unified. The IPE will recognize the IEP's vocational outcome as well as the services and service providers that will assist the individual to reach his/her specific vocational goal.

What happens when I leave school?

The OVR counselor will work with you to obtain and maintain competitive employment. This goal is achieved when you are working in a community-integrated setting earning at least minimum wage. OVR services are complete when you achieve your vocational goal and are successfully employed for at least 90 days, after which your case is closed. If necessary, post-employment services may be available.



pennsylvania

DEPARTMENT OF LABOR & INDUSTRY
OFFICE OF VOCATIONAL REHABILITATION

OVR Central Office
1-800-442-6351
TTY 1-866-830-7327

Follow us on LinkedIn:

http://www.linkedin.com/company/pennsylvania's-office-of-vocational-rehabilitation?trk=top_nav_home.

Like us on Facebook:

<https://www.facebook.com/?sk=welcome#!/pages/PA-Office-of-Vocational-Rehabilitation/160898450745020>

OVR's Mission

To assist Pennsylvanians with disabilities secure and maintain employment and independence

Office of Vocational Rehabilitation Office Directory in Pennsylvania *Toll free within PA as of 6.2024

District Office	Counties Served
<p>ALLENTOWN Vocational Rehabilitation Services 45 N. Fourth Street Allentown, PA 18102 610-821-6441 Voice 800-922-9536* Voice 888-377-9207* TTY</p>	<p>Carbon, Lehigh, Monroe, Northampton</p>
<p>ALTOONA Vocational Rehabilitation Services 1130 12th Ave., Suite 500 Altoona, PA 16601 814-946-7240 Voice 800-442-6343* Voice 814-414-4707 Video Phone</p>	<p>Bedford, Blair, Centre, Fulton, Huntingdon</p>
<p>ALTOONA Blindness & Visual Services 1130 12th Ave., Suite 300 Altoona, PA 16601 814-946-7330 Voice 866-695-7673* Voice 844-242-1060* TTY</p>	<p>Bedford, Blair, Cambria, Centre, Clinton, Columbia, Fulton, Huntingdon, Juniata, Lycoming, Mifflin, Montour, Northumberland, Snyder, Somerset, Union</p>
<p>DUBOIS Vocational Rehabilitation Services 199 Beaver Drive Dubois, PA 15801 814-371-7340 Voice 814-371-7505 TTY 800-922-4017* Voice</p>	<p>Cameron, Clearfield, Elk, Jefferson, McKean</p>
<p>ERIE Vocational Rehabilitation Services 3200 Lovell Place Erie, PA 16503 814-871-4551 Voice 814-871-4535 TTY</p>	<p>Clarion, Crawford, Erie, Forest, Mercer, Venango, Warren</p>

<p>800-541-0721* Voice 888-217-1710* TTY 814-240-2477 Video Phone</p>	
<p>ERIE Blindness & Visual Services 4200 Lovell Place Erie, PA 16503 814-871-4401 Voice 814-871-4599 TTY 866-521-5073* Voice 888-884-5513* TTY</p>	<p>Cameron, Clarion, Clearfield, Crawford, Elk, Erie, Forest, Jefferson, Lawrence, McKean, Mercer, Potter, Venango, Warren</p>
<p>HARRISBURG Vocational Rehabilitation Services Forum Place 555 Walnut Street, 8th Floor Harrisburg PA 17101 717-787-7834 Voice 800-442-6352* Voice 717-255-0856 Video Phone</p>	<p>Cumberland, Dauphin, Juniata, Lebanon, Mifflin, Perry</p>
<p>HARRISBURG Blindness & Visual Services Forum Place 555 Walnut Street, 8th Floor Harrisburg PA 17101 717-787-7500 Voice 717-787-1733 TTY 866-375-8264* Voice 888-575-9420* TTY</p>	<p>Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, York</p>
<p>JOHNSTOWN Vocational Rehabilitation Services 727 Goucher Street Section 10 Johnstown, PA 15905 814-255-6771 Voice 814-255-5510 TTY 800-762-4223* Voice</p>	<p>Cambria, Indiana, Somerset, Westmoreland</p>
<p>NEW CASTLE Vocational Rehabilitation Services 1745 Frew Mill Road, Suite #1 New Castle, PA 16101 724-656-3070 Voice</p>	<p>Armstrong, Beaver, Butler, Lawrence</p>

<p>724-656-3252 TTY 800-442-6379* Voice 888-870-4476* TTY 724-510-0522 Video Phone</p>	
<p>NORRISTOWN Vocational Rehabilitation Services 1875 New Hope Street Norristown, PA 19401 484-250-4340 Voice 484-250-4357 TTY 800-221-1042* Voice 888-616-0470* TTY</p>	<p>Bucks, Chester, Delaware, Montgomery</p>
<p>PHILADELPHIA Vocational Rehabilitation Services 801 Market Street Suite 6034 Philadelphia, PA 19107 215-560-1900 Voice 800-442-6381* Voice</p>	<p>Philadelphia</p>
<p>PHILADELPHIA Blindness & Visual Services 801 Market Street Suite 6034 Philadelphia, PA 19107 215-560-5700 Voice 866-631-3892* Voice</p>	<p>Bucks, Chester, Delaware, Montgomery, Philadelphia</p>
<p>PITTSBURGH Vocational Rehabilitation Services 531 Penn Avenue Pittsburgh, PA 15222 412-392-4950 Voice 412-392-5921 TTY 800-442-6371* Voice 888-870-4474* TTY</p>	<p>Allegheny</p>
<p>PITTSBURGH Blindness & Visual Services 531 Penn Avenue Pittsburgh, PA 15222 412-565-5240 Voice 412-392-5921 TTY</p>	<p>Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Washington, Westmoreland</p>

866-412-4072* Voice 888-870-4474* TTY	
READING Vocational Rehabilitation Services 3602 Kutztown Road, Suite 200 Reading, PA 19605 610-621-5800 Voice 800-442-0949* Voice 484-334-4494 Video Phone	Berks, Schuylkill
WASHINGTON Vocational Rehabilitation Services 201 W. Wheeling Street Washington, PA 15301 724-223-4430 Voice 724-223-4443 TTY 800-442-6367* Voice 866-752-6163* TTY 724-705-0341 Video Phone	Fayette, Greene, Washington
WILKES-BARRE Vocational Rehabilitation Services 8 W. Market Street, Suite 200 Wilkes-Barre, PA 18701 570-826-2011 Voice 570-820-4848 TTY 800-634-2060* Voice	Bradford, Columbia, Lackawanna, Luzerne, Pike, Sullivan, Susquehanna, Wayne, Wyoming
WILKES-BARRE Blindness & Visual Services 8 W. Market Street, Suite 200 Wilkes-Barre, PA 18701 570-826-2361 Voice 570-820-4848 TTY 866-227-4163* Voice	Berks, Bradford, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, Schuylkill, Sullivan, Susquehanna, Tioga, Wayne, Wyoming
WILLIAMSPORT Vocational Rehabilitation Services The Grit Building, Suite 102 208 W. 3rd Street Williamsport, PA 17701 570-327-3600 Voice 570-327-3620 TTY	Clinton, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga, Union

800-442-6359* Voice 800-654-5984* TTY	
YORK Vocational Rehabilitation Services 2550 Kingston Road, Suite 101 York, PA 17402 717-771-4407 Voice 800-762-6306* Voice 717-666-7301 Video Phone	Adams, Franklin, Lancaster, York
HIRAM G. ANDREWS CENTER 727 Goucher Street Johnstown, PA 15905 814-255-8200 Voice 814-255-5873 TTY 800-762-4211* Voice/TTY	
OVR CENTRAL OFFICE Bureau of Blindness & Visual Services Bureau of Central Operations Bureau of Vocational Rehabilitation Services 651 Boas Street, 7th Floor Harrisburg, PA 17121 717-787-5244 Voice 717-787-4885 TTY 800-442-6351* Voice 866-830-7327* TTY	

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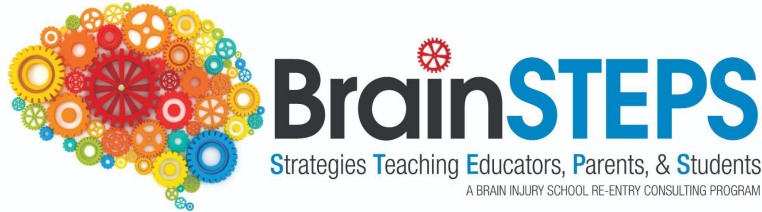
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<p>ERIE Vocational Rehabilitation Services 3200 Lovell Place Erie, PA 16503 814-871-4551 Voice 814-871-4535 TTY</p>	<p>Clarion, Crawford, Erie, Forest, Mercer, Venango, Warren</p>

<p>800-541-0721* Voice 888-217-1710* TTY 814-240-2477 Video Phone</p>	
<p>ERIE Blindness & Visual Services 4200 Lovell Place Erie, PA 16503 814-871-4401 Voice 814-871-4599 TTY 866-521-5073* Voice 888-884-5513* TTY</p>	<p>Cameron, Clarion, Clearfield, Crawford, Elk, Erie, Forest, Jefferson, Lawrence, McKean, Mercer, Potter, Venango, Warren</p>
<p>HARRISBURG Vocational Rehabilitation Services Forum Place 555 Walnut Street, 8th Floor Harrisburg PA 17101 717-787-7834 Voice 800-442-6352* Voice 717-255-0856 Video Phone</p>	<p>Cumberland, Dauphin, Juniata, Lebanon, Mifflin, Perry</p>
<p>HARRISBURG Blindness & Visual Services Forum Place 555 Walnut Street, 8th Floor Harrisburg PA 17101 717-787-7500 Voice 717-787-1733 TTY 866-375-8264* Voice 888-575-9420* TTY</p>	<p>Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, York</p>
<p>JOHNSTOWN Vocational Rehabilitation Services 727 Goucher Street Section 10 Johnstown, PA 15905 814-255-6771 Voice 814-255-5510 TTY 800-762-4223* Voice</p>	<p>Cambria, Indiana, Somerset, Westmoreland</p>
<p>NEW CASTLE Vocational Rehabilitation Services 1745 Frew Mill Road, Suite #1 New Castle, PA 16101 724-656-3070 Voice</p>	<p>Armstrong, Beaver, Butler, Lawrence</p>

<p>724-656-3252 TTY 800-442-6379* Voice 888-870-4476* TTY 724-510-0522 Video Phone</p>	
<p>NORRISTOWN Vocational Rehabilitation Services 1875 New Hope Street Norristown, PA 19401 484-250-4340 Voice 484-250-4357 TTY 800-221-1042* Voice 888-616-0470* TTY</p>	<p>Bucks, Chester, Delaware, Montgomery</p>
<p>PHILADELPHIA Vocational Rehabilitation Services 801 Market Street Suite 6034 Philadelphia, PA 19107 215-560-1900 Voice 800-442-6381* Voice</p>	<p>Philadelphia</p>
<p>PHILADELPHIA Blindness & Visual Services 801 Market Street Suite 6034 Philadelphia, PA 19107 215-560-5700 Voice 866-631-3892* Voice</p>	<p>Bucks, Chester, Delaware, Montgomery, Philadelphia</p>
<p>PITTSBURGH Vocational Rehabilitation Services 531 Penn Avenue Pittsburgh, PA 15222 412-392-4950 Voice 412-392-5921 TTY 800-442-6371* Voice 888-870-4474* TTY</p>	<p>Allegheny</p>
<p>PITTSBURGH Blindness & Visual Services 531 Penn Avenue Pittsburgh, PA 15222 412-565-5240 Voice 412-392-5921 TTY</p>	<p>Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Washington, Westmoreland</p>

866-412-4072* Voice 888-870-4474* TTY	
READING Vocational Rehabilitation Services 3602 Kutztown Road, Suite 200 Reading, PA 19605 610-621-5800 Voice 800-442-0949* Voice 484-334-4494 Video Phone	Berks, Schuylkill
WASHINGTON Vocational Rehabilitation Services 201 W. Wheeling Street Washington, PA 15301 724-223-4430 Voice 724-223-4443 TTY 800-442-6367* Voice 866-752-6163* TTY 724-705-0341 Video Phone	Fayette, Greene, Washington
WILKES-BARRE Vocational Rehabilitation Services 8 W. Market Street, Suite 200 Wilkes-Barre, PA 18701 570-826-2011 Voice 570-820-4848 TTY 800-634-2060* Voice	Bradford, Columbia, Lackawanna, Luzerne, Pike, Sullivan, Susquehanna, Wayne, Wyoming
WILKES-BARRE Blindness & Visual Services 8 W. Market Street, Suite 200 Wilkes-Barre, PA 18701 570-826-2361 Voice 570-820-4848 TTY 866-227-4163* Voice	Berks, Bradford, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, Schuylkill, Sullivan, Susquehanna, Tioga, Wayne, Wyoming
WILLIAMSPORT Vocational Rehabilitation Services The Grit Building, Suite 102 208 W. 3rd Street Williamsport, PA 17701 570-327-3600 Voice 570-327-3620 TTY	Clinton, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga, Union

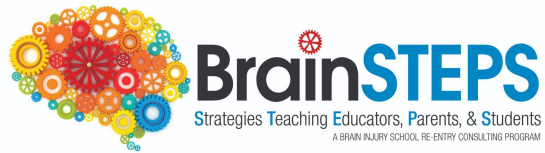
800-442-6359* Voice 800-654-5984* TTY	
YORK Vocational Rehabilitation Services 2550 Kingston Road, Suite 101 York, PA 17402 717-771-4407 Voice 800-762-6306* Voice 717-666-7301 Video Phone	Adams, Franklin, Lancaster, York
HIRAM G. ANDREWS CENTER 727 Goucher Street Johnstown, PA 15905 814-255-8200 Voice 814-255-5873 TTY 800-762-4211* Voice/TTY	
OVR CENTRAL OFFICE Bureau of Blindness & Visual Services Bureau of Central Operations Bureau of Vocational Rehabilitation Services 651 Boas Street, 7th Floor Harrisburg, PA 17121 717-787-5244 Voice 717-787-4885 TTY 800-442-6351* Voice 866-830-7327* TTY	



Transition-Age Student Brain Injury Binder

9. Resources

- a. Pennsylvania Brain Injury-Related Supports & Services
- b. PA Head Injury Program (HIP)
 - i. Flyer
 - ii. Information
- c. Pre-Enrollment Assistance (*for the PA Head Injury Program*)
- d. NeuroResource Facilitation Program
- e. Brain Injury Wallet Card
- f. Brain Injury & Opioids
- g. Brain Injury Association of PA (BIAPA)



Pennsylvania Brain Injury-Related Supports & Services

BrainSTEPS Brain Injury School Consulting Program

Email: info@brainsteps.net

Website: www.brainsteps.net

Brain Injury Association of Pennsylvania (BIAPA)

Phone: 1-833-242-7248

Website: www.biapa.org

Brain Injury Association of America (BIAA)

Website: www.biausa.org

Disability Rights Network of PA

1-800-692-7443

The PA Head Injury Information Helpline

Phone: 1-866-412-4755

Website: <https://www.health.pa.gov/topics/programs/Pages/Head-Injury.aspx>

NeuroResource Facilitation Program in PA

Website: RA-BFHNRf@pa.gov

Office of Vocational Rehabilitation (OVR)

Phone: 1-800-541-0721

Website: www.dli.pa.gov

Keyword "OVR"

PA Department of Labor & Industry

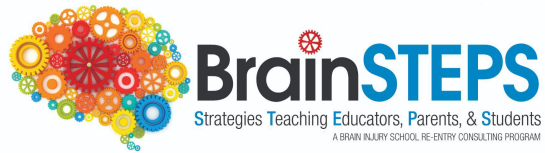
Website: www.dli.state.pa.us

COMMCARE Waiver

1-800-753-8827

OBRA Waiver

1-800-753-8827



PA Assistive Technology Foundation

1-888-744-1938

PA Bar Association Lawyer Referral Service

1-800-932-0311

PA Bureau of Special Education Consult Line

1-800-879-2301

PA Client Assistance Program

1-888-745-2357

PA Department of Human Services, Medical Assistance Transportation Program

1-888-253-8333

PA Health Law Project

1-800-274-3258

Canine Companions for Independence

1-800-572-2275

Pennsylvania Department of Health



Head Injury Program (HIP)

The Head Injury Program (HIP) was created in 1988 by the Emergency Medical Services Act of 1985 to pay for head injury rehabilitation services for individuals who are eligible. The goal of the program is to help individuals with a traumatic brain injury (TBI) live independently in their homes and communities.

Services provided by the Head Injury Program include:

- Pre-enrollment assistance
- Pre-admission assessment
- Service plan development
- Rehabilitation services, such as:
 - Cognitive therapy
 - Physical therapy
 - Therapeutic recreation
 - Work skills training
- Case management

Services may be provided in:

- Residential facilities
- Day facilities (outpatient)
- Home and community settings

Enrolled individuals may receive 12 consecutive months or \$100,000 for rehabilitation services, followed by a maximum of six consecutive months or \$1,000 for case management to assist in transitioning out of HIP.

To be eligible, an individual must:

- Be a U.S. Citizen;
- Have been a Pennsylvania resident at the time of injury and application;
- Have had a traumatic brain injury after July 2, 1985;
- Be 18 years of age or older;
- Meet income guidelines;
- Complete an application; and
- Have needs that can be addressed by HIP through rehabilitation.

Who to Contact:

To obtain more information or an application, please contact HIP at

717-772-2763

during regular business hours,
8 a.m. until 5 p.m. EST.

You may also call the toll-free

Brain Injury Helpline at

866-412-4755

to be connected to
an Enrollment Specialist.

**[www.doh.pa.gov/
headinjuryprogram](http://www.doh.pa.gov/headinjuryprogram)**



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The Pennsylvania Head Injury Program (HIP)

Information for Individuals

Criteria for Individual Eligibility:

To qualify for enrollment into the HIP, an individual must:

- be a U. S. citizen
- have been a Pennsylvania resident at the time of injury and application
- have had a traumatic brain injury after July 2, 1985 unrelated to a medical condition such as a birth defect or stroke
- have exhausted all financial resources that could be used for head injury care
- be 18 years of age or older
- meet income guidelines
- complete an application
- be assessed to determine that needs can be addressed by the HIP through rehabilitation

Who to contact:

If you would like to learn more about the Department of Health's Head Injury Program, contact an enrollment specialist at **717-772-2763** during regular business hours, 8:30 a.m. to 4:00 p.m. You may also call the toll-free Brain Injury Help Line at **1-866-412-4755** to be connected to an enrollment specialist or send an email to RA-DHBFHHIP@pa.gov .

How to Enroll:

To enroll, call **717-772-2763** or **1-866-412-4755** or email After answering a few simple questions, the Enrollment Specialist will mail a Head Injury Program application to you. You can also expect to be contacted by a Pre-enrollment Assistance Coordinator who will offer you individualized support in completing the application as well as assist in identifying any other statewide resources.

Pennsylvania Department of Health



Pre-enrollment Assistance for Brain Injury Services

Pre-enrollment Assistance

is a service that helps individuals with Traumatic Brain Injury (TBI) and their family members apply for brain injury services through the Department of Health's (DOH) Head Injury Program (HIP). It provides information regarding other brain injury services offered in the Commonwealth of Pennsylvania.



A Pre-enrollment Assistance Coordinator

is assigned to each applicant of the HIP. The coordinator is available to assist individuals in their home, community or hospital. They will help individuals complete the application process needed to become enrolled in HIP.



This service is provided at no cost to the applicant or their family.

Pre-enrollment Assistance Coordinators can:

- Provide information about HIP;
- Meet with applicants and family members to assess all available financial help;
- Assist applicants and family members in identifying the best resources and programs to meet rehabilitation needs;
- Provide information, referral and contact information on other resources available in Pennsylvania;
- Assist with obtaining medical records; and
- Assist in choosing a HIP rehabilitation provider for an assessment.

Who to Contact:

To obtain more information regarding Pre-enrollment Assistance or HIP, please contact the Department of Health at

717-772-2763

during regular business hours,
8 a.m. until 5 p.m. EST.

You may also call the toll-free
Brain Injury Helpline at

866-412-4755

to be connected to HIP.

www.doh.pa.gov/headinjuryprogram



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Pennsylvania Department of Health



NeuroResource Facilitation Program for Brain Injury Services

The NeuroResource Facilitation Program (NRFP) is a service that helps individuals 18 and older with traumatic brain injuries (TBI) and their family members identify and navigate resources, services, and supports. The Department of Health’s NRFP provides assistance in accessing local brain injury services offered throughout Pennsylvania. The goal of the NRFP is to help individuals with TBI live independently in their homes and communities.

A NeuroResource Facilitator will be assigned to each individual seeking assistance. The Facilitator will assist individuals in their home or community by connecting them with local services and supports.

This service is provided at no cost to the individual or their family.

NeuroResource Facilitators can:

- Provide information about local resources, services, and supports;
- Assist individuals and their families with navigating and pursuing appropriate services and supports;
- Help to create a plan and provide ongoing support; and
- Partner with individuals and their families to help ensure that resources, services, and supports can continue to be accessed with self-sufficiency.

Who to Contact:

To obtain more information regarding NeuroResource Facilitation, please contact the Department of Health at

717-772-2763

during regular business hours, 8 a.m. until 5 p.m. E.S.T. You may also call the toll-free

Brain Injury Helpline at


866-412-4755

to be connected to the Program Administrator.

<http://neuroresource.health.pa.gov>



Attachment A

<p>I am a person with a brain injury</p> <p>Name:</p> <p>Address:</p> <p>Emergency Contact:</p> <p>Emergency Phone:</p>  <p>pennsylvania DEPARTMENT OF HEALTH</p> <p>Please see reverse side</p>	<p>I can best communicate in a calm, non-confrontational manner. If you observe any of the symptoms below, please help me by calling the emergency contact listed on this card. THANK YOU!</p> <p>My Brain Injury Symptoms Include:</p> <ul style="list-style-type: none">Poor coordination, balance or muscle control.Slurred speech, impaired judgement.Impaired attention, concentration, memory.Delayed thought processing and response time.Difficulty controlling anger or aggressive behavior.Seizures, headaches or fatigue.Sensitivity to light and sound. <p>Additional:</p> <p>2/18</p>
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(front of card)

(back of card)

Pennsylvania Department of Health



Brain Injury and Opioids Initiative

The Brain Injury and Opioids Initiative is a partnership between the PA Department of Health and the Brain Injury Association of PA to work with providers to support Pennsylvanians.

Opioid misuse has many unwanted consequences, including an intersection with brain injury.

Opioid use disorder increases the risk for brain injury. Those who misuse opioids or survive an overdose can experience brain damage because of lack of oxygen to the brain.¹ They are also more susceptible to brain injuries caused by falls and violence.

Growing evidence suggests that individuals with brain injuries may be uniquely susceptible to opioid use disorder. This finding is because of chronic pain, substance use, neurobehavioral challenges, medication mismanagement, and difficulty accessing effective treatment.²

Brain injury makes the likelihood of success in substance use treatment less likely. Brain injury affects an individual's ability to concentrate, remember, plan, problem-solve, and self-regulate and therefore reduces the likelihood of treatment success. Those with history of brain injury need adaptations to their treatment as well as long-term support to succeed. They also benefit from being connected to specialized brain injury services and resources.³

This initiative:

- Provides training to providers and professionals who work with individuals with substance use disorder, brain injury, or both.
- Offers assistance to providers who want to develop their ability to identify, treat, and refer individuals with both brain injury and substance use disorder.

Initiative contact information:

Monica Vaccaro,
Brain Injury Association of PA
Director of Programs
215-718-5052
vaccaro@biapa.org

¹Corrigan, J. & Sayko Adams, R. (2019). The intersection of lifetime history of traumatic brain injury and the opioid crisis. *Addictive Behaviors*; 90: 143-145.

²Adams, R. S., Corrigan, J. D., & Dams-O'Connor, K. (2020). Opioid use among individuals with traumatic brain injury: a perfect storm?. *Journal of Neurotrauma*, 37(1), 211-216.

³Lorenz, L. and Doonan, M. (2019). A Policy Analysis of Access to Post-Acute Rehabilitation Services for People with Acquired Brain Injury in Massachusetts and Beyond. Massachusetts Health Policy Forum Issue Brief.



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DEPARTMENT OF HEALTH

The Brain Injury Association of Pennsylvania conducts many on-going programs to prevent brain injury and improve the quality of life for people who have experienced brain injury and their family members through support, education, advocacy, and research.

Annual Conference

Each year BIAPA holds a conference for the entire brain injury community in Lancaster, PA

Application Assistance

BIAPA provides Pre-Enrollment Assistance Services to help individuals with Brain Injury and their family members apply for Department of Health's Head Injury Program.

Brain Injury Resource Line (BIRL)

The Brain Injury Resource Line (BIRL) is a toll-free number staffed by BIAPA volunteers who provide resource information to all who call.

Brain Safety Fairs

BIAPA presents educational and fun-filled Brain Safety Fairs throughout the state each year. Many events include the fitting and distribution of free bicycle helmets.

Education and Training

BIAPA provides education and training services for both the lay person and the professional.

Brain Injury and Opioid Misuse

The Pennsylvania Department of Health is partnering with the Brain Injury Association of Pennsylvania (BIAPA) to raise awareness of the intersection of brain injury and opioid misuse and to provide training and consultation to substance abuse providers and professionals who work with individuals struggling with opioid misuse and/or addiction.

Support Group Listing

BIAPA maintains a list of support groups throughout Pennsylvania. The Association also hosts a monthly virtual support group every third Thursday of each month at 5PM.

Email survivorsupport@biapa.org for more information.