



Presenter: Karen Fernandez

Session & Time: Oral_I / 11:00 to 11:20am

Room: Guzman 104

Discipline: Occupational Therapy

Faculty Mentor: Kitsum Li

ZOO link:

<https://us04web.zoom.us/j/71090937040?pwd=ZFaibWRoad9QwjPcu9qzuUaKCXG6ym.1>

ZOOM Passcode: DUC

Digital Portfolio URL:

Title: Transition to School Post Pediatric Hemorrhagic Stroke (PHS)

Abstract:

The purpose of the present study is to examine further data collected from the previous pediatric hemorrhagic stroke (PHS) 2024 research team with a lens focusing on dyad– the parent and the child– coping mechanisms and strategies related to engagement in school life after stroke with, or lack of healthcare support. Previous studies have shown that many families experience inadequate support from the hospital during and after hospitalization due to insufficient information regarding their children’s condition and ineffective communication about diagnoses (Haarbauer-Krupa et al., 2017; McKevitt et al., 2018; Soufi et al., 2017). An additional barrier that impacted the transition back to school after PHS was a lack of teacher and staff knowledge on how to adequately

support the dyad's needs (Hartman et al., 2015 & McKeivitt et al., 2018). As a result of inadequate support during the transition, students felt disconnected when trying to re-engage back into the classroom setting while feeling the adverse effects of the stroke (Champigny et al., 2023; Hartman et al., 2015). The current literature reveals a gap in the lived experiences of PHS survivors and their families as they transition back to school after a stroke. The data collected in this study, consisting of interview transcripts from PHS survivors and their families, will be coded using Dedoose software to highlight underlying themes related to the back-to-school transition after PHS. By analyzing the interview themes, the presence or absence of accessible resources that support the school transition will be identified. The data from this research will help bridge the gap in existing research on the knowledge and understanding of what supports/coping mechanisms have been helpful in response to the challenges faced by the dyad during the back-to-school transition post-PHS.