PRIMARY TO SECONDARY SCHOOL TRANSITION OF LEARNERS WITH TRAUMATIC BRAIN INJURIES IN THE CAPE METROPOLITAN AREA:
A LEARNER PERSPECTIVE.

MCQ

1. The aim of this study was to explore adolescent learners with traumatic brain injuries lived experiences of their primary to secondary school transition within the Cape Metropolitan area.
2. True b) False

1. One of the secondary aims of this study was to bridge the gap between middle-low income and high income contexts with regard to recommendations for adolescent learners with a TBI transitioning from primary school to secondary school.

1. True b) False

 3. The learners were selected to participate in the study based on which criteria?

1. The TBI must have occurred whilst the learner was in primary school.
2. Learners must have experienced the transition from primary to secondary school for at least six months.
3. Learners must have attended either ordinary or special needs schools.
4. Learners must speak one of the three predominant languages of the Western Cape Province: English, Afrikaans or isiXhosa.
5. All of the above.

4. The data collection method included:

1. In-depth interview
2. Semi-structured interview
3. The learner was required complete a MCQ form anonymously

5. Member checking was used to ensure correct transcription as a means to uphold

 confidentiality

1. True b) False

6. The overarching themes that emanated from the data include:

1. Changes in functioning;
2. Personal resources;
3. Enabling external support structures and
4. Gaps in support structures.
5. All of the above

7. As this study explored the insider’s perspective, it was gathered that the learners experienced facilitating factors that assisted their transitioning from primary to secondary school.

These factors included: personal resources (personal coping strategies, taking active steps to adapt to changes in cognitive functioning, self-acceptance) and external support structures (supportive families, teachers and peers).

1. True b) False

8. The learners reflected on hindrances to their transitioning from primary to secondary school. These factors included the change in cognitive and physical functioning and the increase in scholastic demands on their skills and abilities; increased social interactions with peers; limited accommodations made in the schooling environment; learners’ active involvement in planning regarding school transition and the lack of follow-up support from the multi-disciplinary team.

True b) False

9. This research study provides many strengths, such as:

1. The insider’s perspective allows for therapeutic intervention to be more client-centred so that therapy can be more relevant and responsive in future.
2. Having had interviews with the learners who sustained a TBI and not their support structures to allow for autonomy.
3. More than one interview with each learner provided the opportunity to gain information rich data to meet the objective of the research
4. All of the above

10. One limitation of this study is that the lack of variation in urban-rural context.

1. True b) False