

APPENDIX A

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**Definition of Traumatic Brain Injury
Wisconsin PI 11.36(9)**

Traumatic brain injury.

(a) Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

(b) Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments under this section.

(c) The results of standardized and norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as a criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data, shall be considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more of the areas described under par.a.

(d) Before a child may be identified under this paragraph, available medical information from a licensed physician shall be considered.

TBI TRANSITION TO SCHOOL CHECKLIST

Student: _____ **Grade:** _____ **Date of Injury:** _____

School: _____ **Current Date:** _____

I. Prior to the Student's Return to School

- A. _____ Accept or begin referral for IEP team evaluation.
- B. _____ Establish school contact person and identify a special education teacher that has had "recent training or experience" in traumatic brain injury as a team member.
- C. _____ Identify medical facility contact person.
- D. _____ Obtain parent signature on the release of information form.
- E. _____ Provide relevant school records to medical facility.
- F. _____ Access current medical information.
- G. _____ Attend or request information from medical update conferences. (Identify physical, cognitive, communication, medical, and social needs that may interfere with learning and social activities at school.).
- H. _____ Share medical information with appropriate school staff.
- I. _____ Visit student in medical facility.
- J. _____ Share information with family about school re-entry and special education.
- K. _____ Determine school staff and student in-service needs.
- L. _____ Attend discharge planning meeting at the medical facility.
- M. _____ Complete IEP team process to determine whether the student meets disability criteria prior to school re-entry when possible but at least within 60 days of receiving parental consent or providing notification to parents that no additional data is needed.
- N. _____ Develop an IEP and offer educational placement within 30 days of the eligibility IEP meeting.
- O. _____ Check on needs of the student's siblings in school.

II. After the Student's Re-entry

- A. _____ Continue on-going communication with family.
- B. _____ Maintain communication with all service providers (private therapists, etc.).
- C. _____ Set up a system to monitor progress (e.g., monthly student progress meetings).
- D. _____ Develop peer support system.
- E. _____ Prepare a proactive response to situations that may be encountered (schedule changes, field trips, etc.).

TRANSITION CHECKLIST (for use after student returns to school)

Student: _____ **Grade:** _____ **Date of Injury:** _____

School: _____ **Current Date:** _____

The process of transition for students with TBI includes transition back to school after injury, transition between classes, grades, and schools; and transition to post-secondary education, work, and residential settings. Be sure you are addressing ALL the transition needs of students.

I. Transition Between Classes

- A. ____ Be sure the student has the mobility necessary to travel between classes.
- B. ____ Provide appropriate supervision as the student changes classes.
- C. ____ Ensure that all teachers understand the abilities/needs of student.
- D. ____ If helpful, allow the student to leave class a few minutes early or late to get to the next class.

II. Transition Between Grades and Schools

- A. ____ Carefully consider the needs of the student when assigning teachers, schedules, and class locations.
- B. ____ Consult parents in planning the student's transition.
- C. ____ Be sure all teachers are aware of the needs of the student.
- D. ____ Allow the student to become familiar with the new setting in advance.
- E. ____ Provide opportunities for the student to interact with new teachers before the transition.
- F. ____ If helpful and feasible, implement transition gradually, so that student maintains contact with familiar people and places.

III. Transition Planning for Post School Settings

- A. ____ Beginning at age 14 identify courses needed (e.g., vocational, advanced placement) and needed services in:
 - ____ instruction
 - ____ related services for transition
 - ____ community experiences
 - ____ development of employment objectives
 - ____ other post school adult living objectives
 - ____ acquisition of daily skills if appropriate
 - ____ functional vocational evaluation if appropriate

*Remember that there are also specific transition requirements under IDEA for Birth to Three/Early Childhood special education.

*See DPI Special Education Team's Web address: <http://www.dpi.wi.gov/sped/transition.html> for information on post school transition.

TRAUMATIC BRAIN INJURY EVALUATION PLANNING

Student: _____ Grade: _____ Date of Injury: _____

School: _____ Current Date: _____

This worksheet is intended to help educators

- 1) *identify the types of information to gather when planning an evaluation of a student with a brain injury.*
- 2) *be aware of the major issues they need to address before a student with a brain injury returns to school.*

I. Brain Injury Information. *Note available information about the injury.*

A. Type of injury *(e.g., internal or external cause, congenital/birth trauma, open or closed)*

B. Location of injury

C. Coma information (if applicable) *(e.g., duration, GCS score)*

D. Post-traumatic amnesia (if applicable)

II. Summary of Student Functioning Prior to Brain Injury

III. Areas of Current Functioning to Examine *Describe the student's functioning in the areas listed below. Do you have enough information to determine whether limitations exist in these areas? If not, what additional information do you need?*

A. Cognition *(such as memory, attention, reasoning, abstract thinking, judgment, problem solving, information processing, executive functions)*

B. Speech and Language/ Communication

C. Sensory and perceptual Abilities

D. Motor Abilities

E. Psychosocial impairments

F. Physical/health/safety (e.g., self-care abilities, medical/physical needs)

G. Academic skills

IV. What information have the parents provided?

V. What are the MAJOR issues you think you will need to address in preparing for the student's return to school?

Traumatic Brain Injury Checklist

Student: _____ Grade: _____ Date of Injury: _____
 School: _____ Current Date: _____

Please rate the student’s behavior (in comparison to same-age classmates) using the following rating scale:

- Not at all
- Occasionally
- Often
- Very Severe & Frequent Problem

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				A. Orientation and Attention to Activity
				Confused with time (day, date); place (classroom, bathroom, schedule changes); and personal information (birth date, address, phone, schedule)
				Seems “in a fog” or confused
				Stares blankly
				Appears sleepy or to fatigue easily
				Fails to finish things started
				Cannot concentrate or pay attention
				Daydreams or gets lost in thoughts
				Inattentive, easily distracted
				B. Starting, Changing, and Maintaining Activities
				Confused or requires prompts about where, how or when to begin assignment
				Does not know how to initiate or maintain conversation (walks away, etc.)

Module III: Returning to School

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				Confused or agitated when moving from one activity, place, or group to another
				Stops midtask (math problem, worksheets, story, or conversation)
				Unable to stop (perseverates on) inappropriate strategies, topics, or behaviors
				Gives up quickly on challenging tasks
				C. Taking in and Retaining Information
				Forgets things that happened even the same day
				Problems learning new concepts, facts, or information
				Cannot remember simple instructions or rules
				Forgets classroom materials, assignments, and deadlines
				Forgets information learned from day to day (does well on quizzes, but fails tests covering several weeks of learning)
				D. Language Comprehension and Expression
				Confused with idioms (“climbing the walls”) or slang
				Unable to recall word meaning or altered meaning (homonym or homographs)
				Unable to comprehend or breakdown instructions with request
				Difficulty understanding “Wh” questions
				Difficulty understanding complex or lengthy discussion
				Processes information at a slow pace
				Difficulty finding specific words (may describe but not label)
				Stammers or slurs words
				Difficulty fluently expressing ideas (speech disjointed, stops midsentence)

Module III: Returning to School

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				E. Visual-Perceptual Processing
				Cannot track when reading, skips problems, or neglects a portion of a page of written material
				Orients body or materials in unusual positions when reading or writing
				Gets lost in halls and cannot follow maps or graphs
				Shows left-right confusion
				F. Visual-Motor Skills
				Difficulty copying information from board
				Difficulty with notetaking
				Difficulty with letter formation or spacing
				Slow, inefficient motor output
				Poor motor dexterity (cutting, drawing)
				G. Sequential Processing
				Difficulty with sequential steps of task (getting out materials, turning to page, starting an assignment)
				Confuses the sequence of events or other time-related concepts
				H. Problem-Solving, Reasoning, and Generalization
				Fails to consider alternatives when first attempt fails
				Does not use compensatory strategies (outlining or underlining)
				Problems understanding abstract concepts (color, emotions, math and science)
				Confusion with cause-effect relationships

Module III: Returning to School

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				Unable to categorize (size, species)
				Problems making inferences or drawing conclusions
				Can state facts, but cannot integrate or synthesize information
				Difficulty applying what they know in different or new situations
				I. Organization and Planning Skills
				Difficulty breaking down complex tasks (term papers, projects)
				Problems organizing materials
				Problems distinguishing between important and unimportant information
				Difficulty making plans and setting goals
				Difficulty following through with and monitoring plans
				Sets unrealistic goals
				J. Impulse or Self-Control
				Blurts out in class
				Makes unrelated statements or responses
				Acts without thinking (leaves class, throws things, sets off alarms)
				Displays dangerous behavior (runs into street, plays with fire, drives unsafely)
				Disturbs other pupils
				Makes inappropriate or offensive remarks
				Shows compulsive habits (masturbation, nail biting, tapping)
				Hyperactive, out-of-seat behavior

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				K. Social Adjustment and Awareness
				Acts immature for age
				Too dependent on adults
				Too bossy or submissive with peers
				Peculiar manners and mannerisms (stands too close, interrupts, unusually loud, poor hygiene)
				Fails to understand social humor
				Fails to correctly interpret nonverbal social cues
				Difficulty understanding the feelings and perspective of others
				Does not understand strengths, weaknesses and self presentation
				Does not know when help is required or how to get assistance
				Denies any problems or changes resulting from injury
				L. Emotional Adjustment
				Easily frustrated by tasks or if demands not immediately met
				Becomes argumentative, aggressive, or destructive with little provocation
				Cries or laughs too easily
				Feels worthless or inferior
				Withdrawn, does not get involved with others
				Becomes angry or defensive when confronted with changes resulting from injury
				Apathetic and disinterested in friends or activities
				Makes constant inappropriate sexual comments and gestures
				Unhappy or depressed affect
				Nervous, self-conscious, or anxious behavior

Module III: Returning to School

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				M. Sensorimotor Skills
				Identified problems with smell, taste, touch, hearing or vision
				Problems discriminating sound or hearing against background noise
				Problems with visual acuity, blurring or tracking
				Problems with tactile sensitivity (e.g., cannot type or play an instrument without watching hands)
				Identified problems with oromotor (e.g., swallowing), fine motor or gross motor skills
				Poor sense of body in space (loses balance, negotiating obstacles)
				Motor paralysis or weakness of one or both sides
				Motor rigidity (limited range of motion), spasticity (contractions) and ataxia (erratic movements) circle one
				Impaired dexterity (cutting, writing) or hand tremors
				Difficulty with skilled motor activities (dressing, eating)

Waaland and Bohannon (1992)

Reprinted from Guidelines for Educational Services for Students with Traumatic Brain Injury (Virginia Department of Education, 1992)

IEP CONSIDERATIONS FOR STUDENTS WITH TBI

These suggestions are intended to assist in addressing IEP requirements for students with TBI. Remember that the IEP is developed to meet the needs of the individual student. Use these suggestions only if they are relevant to the student with whom you are working.

I. STAGES OF RECOVERY *The needs of students and families with TBI often change across their stages of recovery after injury. Below are some of the primary needs of students in early, middle, and late stages of recovery that may need to be addressed in the student's IEP. Remember that a list of common needs is not a substitute for the careful examination of individual needs.*

Early *(soon after injury)*

- Safety of the student is a primary concern.
- The student may be in pain related to a physical injury.
- The student may have medical concerns such as seizures, and appropriate levels of medication may not be determined yet.
- The student may fatigue quickly and easily.
- Often, sensory and sensory-motor difficulties are evident. It is important to create an environment that does not over or under stimulate the student.
- The student may have limited attention and concentration skills for academic tasks.
- Families often need support at this time. They may have difficulty scheduling meetings and balancing competing needs.

Middle *(student skills are still steadily changing)*

- The student may continue to show decreased alertness.
- The student may have an increased level of impulsivity.
- The student may continue to be disoriented during this stage.
- Some concrete academic skills may return, however the student may still experience difficulty with comprehension, problem solving and abstract reasoning.
- The ability to regulate behavior is often impaired at this stage.
- The family's concerns may change as the student's needs become more evident.

Late *(student skills and needs have become more stable and predictable)*

- The student may continue to experience a delay in the ability to receive, process and respond to information.
- The student may have difficulty processing large amounts of information.
- Distractibility is still an issue.
- Weak cognitive and behavioral self-regulation impacts on social skills.
- Depression is a common concern during this time (particularly for adolescents).
- Identify the concerns of the family at this stage.

Many deficit areas continue to need attention across all three levels of recovery.

II. GENERAL IEP CONSIDERATIONS

A. Safety: Is there a need to consider

- health care needs (e.g., medication management)?
- emergency procedures (e.g., evacuation for fire and tornado drills)?
- general safety procedures (e.g., level of supervision on playground, in hallway)

B. Schedule: Is there a need to

- adjust the student's schedule (e.g., length of classes, time of day)?
- incorporate breaks and or study halls into the schedule?
- explore opportunities for extra curricular/recreational activities?
- review need for extended school year services if appropriate?

C. School environment: Is there a need to

- address environmental issues (e.g., noise levels, amount of activity, number of changes/transitions)?
- accommodate for physical barriers and mobility issues?

D. Classroom instruction: Is there a need to

- modify instructional materials (e.g., large print, color, reduced content per page)?
- adapt instruction (e.g., use computer assisted instruction, books on tape)?
- include aids (e.g., computer, calculator, tape recorder)?
- adjust schoolwork expectations (e.g., quality, length, level of independence)?
- develop a cuing system (e.g., repetition, written/visual schedule, assignment notebook)?

E. IEP Review: Is there a need to

- incorporate frequent IEP review as student recovery progresses or new needs arise?

F. Other areas. Is there a need to

- address assistive technology needs (low and high tech)?
- provide transportation?
- consider alternate statewide assessment (in the applicable grades)?

G. Additional general IEP considerations not covered above

H. Consider the student's family. Usually, families of students with TBI are under great stress following the student's injury. This may influence their needs and their participation in the IEP development, particularly the first IEP following the injury. For example, parents may need additional time or a copy of evaluation reports after determination of eligibility and before developing the IEP. What are other ways you can assist and support their participation as IEP team members?

I. What are the MAJOR issues you need to address in the IEP at this stage after the student's TBI? (Remember that the major needs of students with TBI vary across stages of recovery. Often, early after the injury, the student's safety, physical/health needs, and psychosocial needs must be addressed before the student is ready to focus intensively on academics.)

III. SPECIFIC CONSIDERATIONS IN IEP DEVELOPMENT (*Remember: a list of specific considerations is not a substitute for careful examination of individual needs.*)

A. Physical/Health

1. Does the student demonstrate needs in the following areas?

- safety (e.g., due to poor motor planning, decreased judgment, impulsivity)
- some physical/medical procedures need to be performed at school (e.g., tube feeding, catheterization)
- medication management
- generally reduced motor response time
- fatigue

2. Identify the parents' concerns in this area

B. Cognitive

1. Does the student demonstrate needs in the following areas?

- decreased attention/concentration
- decreased memory
- difficulty with planning, initiating, and organizing (executive functions)
- diminished ability to adjust to change
- significant difficulty learning and retaining new information
- difficulty with problem-solving and decision making
- reduced speed of processing

2. Identify the parents' concerns in this area

C. Communication

1. Does the student demonstrate needs in the following areas?

- difficulty with word retrieval
- decreased social language (greetings, taking turns, asking questions)
- poor topic maintenance
- decreased vocabulary levels
- poor concept formation

2. Identify the parents' concerns in this area

D Sensory and Perceptual

1. Does the student demonstrate needs in the following areas?

- difficulty with visual tracking, visual field cuts
- difficulty with visual neglect
- difficulty with figure-ground relationships
- difficulty storing and retrieving information
- difficulty hearing
- difficulty with auditory processing
- decreased organizational skills

2. Identify the parents' concerns in this area

E. Motor

1. Does the student demonstrate needs in the following areas?

- decreased strength, endurance and flexibility
- decreased range of motion
- difficulty with static balance
- difficulty with advanced locomotor activities such as running, kicking, throwing, catching.

2. Identify the parents' concerns in this area

F. Psychosocial

1. Does the student demonstrate needs in the following areas?

- inappropriate social behavior (disinhibition)
- lack of awareness of the needs and perspectives of others (egocentricity)
- frequently acting without forethought (impulsivity)
- difficulty understanding humor
- inappropriate affection towards others
- verbal and or physical aggression
- irritability
- depression
- anxiety

2. Identify the parents' concerns in this area

G. Does the student demonstrate additional needs in any of the above areas?

IV. TYPICAL SUPPLEMENTARY AIDS, SERVICES, AND OTHER SUPPORTS For further information, consult Educating Students with Traumatic Brain Injuries: A Resource and Planning Guide (Corbett & Ross-Thomson; Wisconsin DPI, 1996) and strategies listed in **Module IV**. Remember that a list of typical aids, services, and supports is not a substitute for the careful examination of individual needs.

- supervision as needed
- extended time requirements
- reduced schedule
- modified academic work load and/or additional study halls
- consistent routines
- extra set of books to be kept at home
- ability to leave class a few minutes early or late to avoid hallway congestion
- preferential seating
- provision of study guides
- reduced assignments
- assignment notebooks
- special education classroom support
- check in with adult at beginning/end of school day
- modified instructional materials
- books on tape
- accommodations for slower work rate
- provision of additional structure, prompts and cues to ensure success
- peer assistance
- use of paraprofessional aide
- others _____
- _____

V. PROGRAM MODIFICATIONS OR SUPPORTS FOR SCHOOL PERSONNEL

- staff training
- consultation with knowledgeable others (medical, community, families, etc.)
- team teaching
- others _____
- _____

Information Gathering Worksheets

Student: _____ **Grade:** _____ **Date of Injury:** _____
School: _____ **Current Date:** _____

I. Traumatic brain injury information

What do you know?	What if any additional information do you need for eligibility and program planning?
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II. Pre-injury functioning

What do you know?	What if any additional information do you need for eligibility and program planning?
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III. Current Areas of Functioning to Examine

A. Cognition (e.g., memory, attention, reasoning, abstract thinking, judgment, etc.)

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?
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Module IV: Planning to Meet the Needs of Students with TBI

B. Speech and Language/Communication

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?

C. Sensory and Perceptual Abilities

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?

D. Motor Abilities

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?

Module IV: Planning to Meet the Needs of Students with TBI

E. Psychosocial Skills

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?

F. Physical/Health/Safety (e.g., medical/physical needs, self-care abilities)

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?

G. Academic skills

Current functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?

Accommodations & Modifications in the Elementary Classroom For a Student with Traumatic Brain Injury

Student: _____ Teacher: _____ Grade: _____ Today's Date: _____
 Presenting Concerns: _____
 Birth Date: _____ Date of Injury: _____

Consider Students Environment

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory, olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide place for quiet time
- Maintain consistent schedule
- Provide system for transition
- Position appropriately
- Explain disabilities to students
- Use color-coded materials

Consider Curricular Content & Expectations

- Reduce length of assignments
- Change skill/task
- Modify testing mode/setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Write assignments in daily log
- Teach semantic mapping
- Teach peers how to be helpful

Consider Method of Instruction

- Repeat directions
- Increase active participation

Consider Method of Instruction – (Continued)

- Teacher circulate around room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self correcting seat work)
- Point out similarities to previous learning/work
- Use manipulative materials
- Use frequent review of key concepts
- Teach to current level of ability (use easier materials)
- Speak loud or slow or rephrase
- Preteach/Reteach
- Highlight/underline material
- Use peer tutor/partner
- Use small group instruction
- Use simple sentences
- Use individualized instruction
- Pause frequently
- Discuss errors and how they were made
- Use cooperative learning
- Use instructional assistants
- Encourage requests for clarification, repetition, etc.
- Elicit responses when you know student knows the answer
- Demonstrate & encourage use of technology (instructional and assistive)

Consider Student's Behavioral Needs

- Teach expected behavior
- Increase student success rate

Consider Student's Behavioral Needs – (Continued)

- Learn to organize signs of stress
- Give non verbal cues to discontinue behavior
- Reinforce positive behavior (4:1)
- Use mild, consistent consequences
- Set goals with student
- Use key students for reinforcement of target student
- Use group/individual counseling
- Teach student to attend to advance organizers at beginning of lesson
- Provide opportunity to role play
- Use proactive behavior management strategies
- Use schoolwide reinforcement with target students

Consider Assistive Technology

- Adaptive paper
- Talking spell checker/dictionary
- Concept mapping software/templates
- Magnetic words, letters, phrases
- Multimedia software
- Keyguard for keyboard
- Macros/shortcuts on computer
- Abbreviations/expansion
- Accessibility options on computer
- Alternative keyboards
- Communication cards or boards
- Voice output communication device
- Portable word processor
- Enlarged text/magnifiers
- Recorded text/books on tape/talking books

Consider Assistive Technology – (Continued)

- Scanned text with OCR software
- Voice output reminders
- Electronic organizers/reminders/pagers
- Large display calculators
- Voice input calculators
- Math software
- Picture/symbol supported software

Other Considerations

Home/School Relations

- Schedule regular meetings for all staff to review progress/maintain consistency
- Schedule parent conferences every _____
- Daily/weekly reports home
- Parent visits/contact
- Home visits

Disability Awareness

- Explain disabilities to other students
- Teach peers how to be helpful
- In-service training for school staff

Additional Resources

- Wisconsin Assistive Technology Checklist
- Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

Accommodations & Modifications in the Secondary Classroom For a Student with Traumatic Brain Injury

Student: _____ Teacher: _____ Grade: _____ Today's Date: _____

Presenting Concerns: _____

Birth Date: _____ Date of Injury: _____

Consider Students Environment

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory, olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide place for quiet time
- Maintain consistent schedule
- Move class site to avoid physical barriers (stairs)
- Provide system for transition
- Position appropriately
- Explain disabilities to students
- Use color-coded materials

Consider Curricular Content & Expectations

- Reduce length of assignments
- Change skill/task
- Modify testing mode/setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Write assignments in daily log
- Develop objective grading system using daily participation as a percentage of weekly and final grade
- Teach semantic mapping
- Teach peers how to be helpful

Consider Method of Instruction

- Repeat directions
- Increase active participation
- Teacher circulate around room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self correcting seat work)
- Point out similarities to previous learning/work
- Use manipulative materials
- Use frequent review of key concepts
- Teach to current level of ability (use easier materials)
- Speak loud or slow or rephrase
- Preteach/Reteach
- Highlight/underline material
- Use peer tutor/partner
- Use small group instruction
- Use simple sentences
- Use individualized instruction
- Pause frequently
- Discuss errors and how they were made
- Use cooperative learning
- Use instructional assistants
- Encourage requests for clarification, repetition, etc.
- Elicit responses when you know student knows the answer
- Demonstrate & encourage use of technology (instructional and assistive)

Consider Student's Behavioral Needs

- Teach expected behavior
- Increase student success rate

Consider Student's Behavioral Needs – (Continued)

- Learn to organize signs of stress
- Give non verbal cues to discontinue behavior
- Reinforce positive behavior (4:1)
- Use mild, consistent consequences
- Set goals with student
- Use key students for reinforcement of target student
- Use group/individual counseling
- Provide opportunity to role play
- Use proactive behavior management strategies

Consider Assistive Technology

- Talking spell checker/dictionary
- Talking word processing software
- Concept mapping software/templates
- Word prediction software
- Multimedia software
- Keyguard for keyboard
- Macros/shortcuts on computer
- Abbreviation/expansion
- Accessibility option on computer
- Screen reader software
- Alternate keyboards
- Voice recognition software
- Communication cards or boards
- Voice output communication device
- Adaptive paper
- Single word scanners
- Enlarged text/magnifiers
- Recorded text/books on tape/e-text/ipod/MP3 player
- Scanned text with OCR software

Consider Assistive Technology – (Continued)

- Voice output reminders
- Electronic organizers/PDA's/Palm computers
- Pagers/electronic reminders
- Large display calculators
- Talking calculators
- Voice input calculators
- Math software
- Portable word processor
- Picture supported software

Other Considerations

Home/School Relations

- Schedule regular meetings for all staff to review progress/maintain consistency
- Schedule parent conferences every _____
- Daily/weekly reports home
- Parent visits/contact
- Home visits

Disability Awareness

- Explain disabilities to other students
- Teach peers how to be helpful

Additional Resources

- Wisconsin Assistive Technology Checklist
- Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

**ADDRESSING THE SCHOOL SAFETY AND MOBILITY NEEDS
OF A STUDENT WITH A DISABILITY**

Student: _____ **Grade:** _____ **Date of Injury:** _____
School: _____ **Current Date:** _____ **Person Completing Survey** _____

Complete the following checklist by providing the information that is appropriate to the needs of the student. Review this checklist on a regular basis, as the needs of the student may change.

Area of Accommodation	Accommodation Needed	Person Responsible	Comments
BATHROOM			
Will the student need a person to assist in the bathroom?			
Will the student need a private area for toileting?			
Will the student need adaptive equipment such as a grab bar, raised toilet seat, etc?			
Is there a place for equipment such as diapers or catheterization supplies? Where?			
Is the stall area accessible to a student in a wheelchair?			
Can the student reach the sink and the soap and towel dispenser?			
Other modifications/adaptations to consider:			
LUNCHROOM			
Will the student need adjustments to the table height?			
Will the student need assistance to eat?			
Is the student on a special diet? What is the diet?			
Can the student go through the lunch line independently?			
Can the student carry a lunch tray?			
Will the student need adaptive feeding equipment?			
Is the child tube fed?			
Will the student need to eat in an area other than the cafeteria?			
Other modifications/adaptations to consider:			
CLASSROOMS			
Is there space for turning a wheelchair around completely?			
Is the carpeting low-pile and secured tightly around the edges to allow a wheelchair or walker to maneuver safely?			
Are aisles wide enough for a wheelchair/walker?			
Are tables and desks at least 27" high and 30" deep?			

Area of Accommodation	Accommodation Needed	Person Responsible	Comments
Are all controls (electrical, mechanical,) such as sinks in the science lab, accessible?			
Is there an area to store classroom materials to allow the student easy access?			
Other modifications/adaptations to consider:			
HALLWAYS & OTHER AREAS OF THE SCHOOL			
Are the drinking faucets and their controls accessible?			
Are the floors and stair treads covered with/of non-slip material?			
Can the student open his locker?			
Does the student require an alternate lock?			
Would the student benefit from having a locker at the beginning or end of a row of lockers to allow more room to maneuver?			
Does the student need the shelves and hooks in his locker lowered to an appropriate level?			
Can the student independently open entrance, exit, and classroom doors?			
Can door tension be adjusted or will power-assisted doors be needed?			
Are all areas of the school accessible to the student?			
Do stairs have railings?			
Other modifications/adaptations to consider:			
GYM			
Can the student access the gym, locker room, and weight room?			
Is there enough space in the locker room for the child to maneuver?			
Can the student participate in the general P.E. class? Will he need assistance?			
Does the student require Specially Designed P.E.?			
Will the student need modified sports equipment?			
Is the student able to use the standard lock on the locker?			
Is the student able to change into gym clothes without assistance?			
Is the swimming pool accessible?			
Does the student need a lift, adult assistance or special floatation equipment?			
Other modifications/adaptations to consider:			

Area of Accommodation	Accommodation Needed	Person Responsible	Comments
PLAYGROUND			
Is there an accessible route of travel to the playground?			
Does the student need assistance to get to the playground?			
Are there accessible ground level play activities?			
Is the student able to maneuver on the playground safely?			
Will the student need additional playground supervision?			
Other modifications/adaptations to consider:			
PARKING			
Is there a parking space/drop off area close to the entrance?			
Is there a path to the entrance that does not require using stairs?			
Are curb cuts needed?			
If a ramp is needed, is it made of non slip material?			
Are slopes of ramp no greater than 1:12?			
Other modifications/adaptations to consider:			
ELEVATORS/LIFTS			
Are call buttons at a level student can reach?			
Can student use the elevator or lift without assistance?			
Is there an emergency system in place in case the elevator malfunctions?			
Other modifications/adaptations to consider:			
OTHER CONSIDERATIONS			
Does the student need to be dismissed early or late to avoid hallway congestions?			
Will the student need a place to rest during the day? Where?			
Can the student carry and manage his own books and materials?			
Are special emergency procedures needed for building evacuation?			
Does the student take medication at school? (address storage, administration, side effects and procedures)			
Does the student require health care procedures to be performed during the school day? (address procedures, equipment needs, storage and in-service training for staff)			
Other modifications/adaptations to consider:			

Checklist developed by Kathy Tess-Wanat, TBI Consultant, CESA #6, and by members of the Statewide TBI Trainers Team 1/05

Intervention Planning Worksheet

Student: _____ **Grade:** _____ **Date of Injury:** _____
School: _____ **Current Date:** _____

1. Problem(s)

2. How does the brain injury influence the problem?
3. What other factors influence the problem?

4. Is the problem a result of a skill deficit or a performance deficit?

5. Goals

6. Targets (Problem A)	Strategies (examples)
Targets (Problem B)	Strategies (examples)
Targets (Problem C)	Strategies (examples)
Targets (Problem D)	Strategies (examples)
Targets (Problem E)	Strategies (examples)
7. How will you know the plan is working? .	

**INDIVIDUAL HEALTH SUMMARY
FOR STUDENT WITH TRAUMATIC BRAIN INJURY**

Student Information

Name: _____ Date of Birth: _____ Age: _____
Parent/Guardian: _____ Address: _____
Home Phone: _____ Work Phone: _____
Emergency Contact: _____ Phone: _____
School: _____ Grade: _____
Date of Injury: _____ Current Date: _____

Emergency Health Care Providers

Name: _____ Phone: _____
Name: _____ Phone: _____
Name: _____ Phone: _____

Does this student require an emergency crisis response plan? Yes ___ No ___
(If yes, attach a copy to this summary.)

Does this student have a current health care plan on file? Yes ___ No ___ Location: _____

Medical History: (description of injury, including area(s) affected, length of loss of consciousness and post-traumatic amnesia, and other relevant health information; DO NOT include diagnoses, judgements and opinions made by a health care provider.)

Current Functioning:

Physical Status: _____

Psychological/Behavioral Information: _____

Academic Functioning: _____

Student Name: _____

Does the student require special health care procedures? Yes___ (if yes, complete the following)
No___

<u>Procedures</u>	<u>Person Responsible</u>	<u>Frequency and Location</u>

Are there current medications administered at school? Yes___ (if yes, list below) No___

<u>Purpose of medication</u>	<u>Person responsible</u>	<u>Frequency</u>

Does the student have special dietary needs? Yes___ (if yes, describe below) No___

Does the student have activity restrictions? Yes___ (if yes, describe below) No___

Does the student have adaptive equipment needs? Yes___ (if yes, describe below) No___

Does the student have special transportation needs? Yes___ (if yes, describe below) No___

This summary prepared by: [Name(s) & Title(s)] _____

