

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

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.

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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?

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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 _____

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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?

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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 V**. *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 _____
- _____
- _____

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Strategies for Working with Specific Problems of Students with TBI

I. Physical/Health/Safety	
<p>General Safety Issues</p> <p><i>Example: The student has good mobility but poor judgment; student leaves the school building during class time. The student is impulsive (e.g., on playground equipment.) The student is disinhibited with peers.</i></p> <p>Educate team members</p> <ul style="list-style-type: none"> ▪ Be sure ALL team members (teachers, playground supervisors, bus drivers, etc.) are aware of the needs of the student for close supervision ▪ Consult with the student's parents to determine what supervision strategies work at home ▪ Be sure an adult is responsible for the safety of the student at all times <p>Educate peers</p> <ul style="list-style-type: none"> ▪ Inform peers of the safety needs of the student (this can often be done with the student present and participating in the discussion) ▪ Encourage peers to alert adults if the student is unsafe <p>Modify the environment</p> <ul style="list-style-type: none"> ▪ Remove hazardous objects (e.g., scissors, knives, chemicals) from the student's environment ▪ When necessary, curtail the student's access to activities/equipment that may be unsafe (such as playground climbing equipment) ▪ Consider procedures for fire drills, etc. <p>Instruct the student to</p> <ul style="list-style-type: none"> ▪ Understand safety precautions ▪ Be aware of limitations ▪ Engage in alternative activities 	<p>Fatigue</p> <p><i>Example: The student tires easily. The student falls asleep in classes.</i></p> <p>Adjust <u>schedule</u> to include</p> <ul style="list-style-type: none"> ▪ Core academic subjects at times of least fatigue ▪ Rest periods ▪ Fewer transitions ▪ Late arrival ▪ Early dismissal ▪ Part-time homebound instruction ▪ Adaptive physical education <p>Modify <u>instruction</u></p> <ul style="list-style-type: none"> ▪ Reduce physical components of tasks ▪ Reduce time on individual tasks ▪ Reduce completion requirements (e.g., 5 math problems instead of 10) <p>Check with <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Ensure appropriate positioning ▪ Check on other class demands ▪ Identify pattern of fatigue ▪ Create consistent response to fatigue ▪ Be sure teachers are aware of safety issues <p>Check with <u>home</u> about</p> <ul style="list-style-type: none"> ▪ Sleep schedule ▪ Medications <p>Instruct the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Sit for a rest period ▪ Lay down for a rest period ▪ Have a beverage or snack ▪ Get exercise if it helps this student ▪ Inform teachers when tired

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I. Physical/Health/Safety (continued)	
<p>Endurance</p> <p><i>Example: The student is physically weak. The student can walk or use wheelchair only limited distances.</i></p> <p>Modify the <u>environment</u></p> <ul style="list-style-type: none">▪ Reduce physical distances between activities▪ Keep materials handy to avoid extra trips to locker▪ Give student two lockers in different areas of school▪ Adjust shelves of locker if student is in wheelchair <p>Modify <u>schedule</u> to include</p> <ul style="list-style-type: none">▪ Adaptive physical education▪ Breaks between activities▪ Rest periods▪ Late arrival▪ Early dismissal <p>Ask <u>peers</u> to help</p> <ul style="list-style-type: none">▪ Assign student to help with physical tasks <p>Check with <u>team members</u> to</p> <ul style="list-style-type: none">▪ Assign adult to assist in transitions▪ Be sure adults are aware of safety issues with student▪ Coordinate demands across classes <p>Instruct the <u>student</u> to</p> <ul style="list-style-type: none">▪ Understand his/her limits▪ Stop activity when limit is reached▪ Report to teacher when tired	

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II. Vision/Visual Spatial	
<p>Visual Spatial Neglect <i>Example: The student ignores the left half of the page or bumps into objects on the left side.</i></p> <p>Adapt materials to include</p> <ul style="list-style-type: none"> ▪ Highlighted margins in areas of neglect ▪ Yellow acetate paper over print to improve contrast ▪ Dark lined paper ▪ Cut-outs to lay over reading passages so student can follow along with finger ▪ Cues, such as a star or number at the left end of each reading line <p>Modify instruction</p> <ul style="list-style-type: none"> ▪ Ask student to read while listening to books on tape to train to attend to neglected side ▪ Use books on tape to provide content when reading is significantly impaired ▪ Use concrete objects or oral instruction <p>Adapt the environment</p> <ul style="list-style-type: none"> ▪ Provide preferential seating near the teacher who can provide cues ▪ Position student with left neglect toward the left of the room <p>Instruct student to</p> <ul style="list-style-type: none"> ▪ Adjust placement of materials for best visibility ▪ Respond to cues to move head to see neglected side ▪ Use vision aids, such as cut-outs and overlays ▪ Monitor comprehension to aid awareness of neglect (if it doesn't make sense, maybe I skipped some words) <p>Other</p> <ul style="list-style-type: none"> ▪ Teach peers to cue student to attend to neglected side ▪ Maintain predictable classroom organization ▪ Inform all teachers of visual needs 	<p>Visual Field Cuts <i>Example: The student doesn't see well in a certain area(s) of the visual field (such as the upper right area of vision).</i></p> <p>Adapt environment</p> <ul style="list-style-type: none"> ▪ Position materials for best visibility ▪ Position student in classroom for best visibility <p>Adapt materials to include</p> <ul style="list-style-type: none"> ▪ Cut-outs to lay over reading passages so student can follow along with finger ▪ Cues such as highlighted margins in area(s) of field cuts <p>Modify instruction</p> <ul style="list-style-type: none"> ▪ Give student written copies of overhead and blackboard materials ▪ Create/use materials that are not "crowded" ▪ Use concrete objects when possible ▪ Include cues to move materials into intact visual fields ▪ Audio-record materials <p>Instruct the student to</p> <ul style="list-style-type: none"> ▪ Adjust the placement of materials to see all of them ▪ Respond to cues to position materials ▪ Recognize and signal when (s)he has difficulty seeing ▪ Use vision aids (such as reading cut-outs) ▪ Monitor comprehension to aid awareness of field cut (if it doesn't make sense, maybe I skipped some words) <p>Other</p> <ul style="list-style-type: none"> ▪ Inform all teachers of student's visual needs ▪ Ensure appropriate supervision

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II. Vision (continued)	
<p>Visual Tracking</p> <p><i>Example: The student loses place while reading or can't follow the movement of a ball.</i></p> <p>Adapt materials to include</p> <ul style="list-style-type: none">▪ Cut-outs to lay over reading passages to limit what the student sees at one time▪ Reduced amount of content on each page▪ Dark lined paper▪ Color▪ Enlarged print▪ Raised-line paper <p>Modify instruction</p> <ul style="list-style-type: none">▪ Audio-record materials▪ Provide adaptive physical education▪ Use concrete objects when possible <p>Modify environment</p> <ul style="list-style-type: none">▪ Give student preferential seating▪ Remove student from situations in which vision reduces safety (e.g., some recess activities)▪ Provide adequate supervision <p>Check with team members to</p> <ul style="list-style-type: none">▪ Be sure all teachers are aware of visual difficulties <p>Ask peers to</p> <ul style="list-style-type: none">▪ Be aware of the student's visual limitations▪ Monitor own physical activities when near the student <p>Instruct student to</p> <ul style="list-style-type: none">▪ Use visual aids such as cut-outs▪ Use strategies such as moving a finger along a line of print▪ Inform teachers when having trouble seeing	

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III. Hearing	
<p>Example: <i>The student has reduced hearing acuity in some frequencies; has difficulty hearing in the presence of background noise; becomes agitated in noisy environments; is highly sensitive to certain noises (such as fire alarms or bells); seems to selectively hear (hears some things well, but doesn't hear other things); relies on lip reading; uses an Interpreter</i></p> <p>Modify instruction</p> <ul style="list-style-type: none">▪ Decrease background noise▪ Provide instructions in writing (on the board or handouts)▪ Talk while facing the student▪ Provide preferential seating▪ Be sure you have the student's attention before speaking▪ Consider altering the student's schedule to reduce overly stimulating situations (e.g., assemblies) <p>Adapt materials to include</p> <ul style="list-style-type: none">▪ Written class notes▪ Textbooks or other written reference materials▪ Videotapes with captions <p>Instruct the student to</p> <ul style="list-style-type: none">▪ Signal when (s)he cannot hear or understand▪ Repeat back messages to ensure accuracy▪ Use headphones in unavoidable noisy situations	<p>Other</p> <ul style="list-style-type: none">▪ Be sure student has had recent audiological evaluation▪ Work with the interpreter to identify the optimal placement for interpreter, student, and teacher▪ Have the class sit in a circle or semi-circle when possible so the student can see their faces▪ Be sure the student has been properly evaluated for assistive technology, including hearing aids, FM system

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IV. Memory	
<p>Memory Encoding</p> <p><i>Example: Student does not retain information, (e.g., schedule, assignments, names, locations.) Student may have generalized difficulty with new learning.</i></p> <p>Modify <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Ensure you have the student’s attention (see section V) before providing information ▪ Highlight important information ▪ Limit the amount of information provided at one time ▪ Provide immediate and distributed rehearsal/practice of new information and skills ▪ Activate the student’s prior knowledge in an area; link new information with old ▪ Provide review of important concepts ▪ Determine what helps the student remember (written or oral directions, role plays, gestures, visual cues) ▪ Provide written/picture instructions ▪ Provide assignment notebook ▪ Develop prompts to use written instructions and notebooks <p>Adapt the <u>environment</u></p> <ul style="list-style-type: none"> ▪ Develop consistent routines (e.g., sequences, schedule, locations) ▪ Use color, number codes or cues <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Be aware of memory difficulties ▪ Respond to cues to use memory strategies (e.g., notebooks, practice) ▪ Use specific mnemonic strategies, such as visual imagery, verbal rehearsal, “chunking”, associative strategies, acronyms 	<p>Memory Retrieval</p> <p><i>Example: Student cannot consistently retrieve information. Student sometimes remembers or remembers with cues or prompts.</i></p> <p>Modify <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Provide prompts or cues to facilitate retrieval (e.g., provide first letter/sound of the word, describe the object, provide an association) ▪ Cue the student to use the strategies employed for encoding (such as chunking or acronyms) ▪ Provide a choice format for the student (e.g., is it blue or red?) ▪ Use multiple choice, matching, or true/false tests rather than essay, short answer or fill in the blanks. <p>Adapt the <u>environment</u></p> <ul style="list-style-type: none"> ▪ Provide consistent routines (e.g., sequences, locations, schedule) to help student remember ▪ Use color, number codes or cues <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Understand the difficulties with retrieval and strategies to facility remembering ▪ Use strategies employed for encoding (such as associations, chunking or acronyms) for retrieval ▪ Use compensatory strategies, such as describing objects (s)he can’t name, talking about a topic to help activate memory of specific facts ▪ Use relaxation strategies when frustrated

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V. Orientation and Attention	
<p>Orientation</p> <p><i>Example: The student is confused, seems to be in a fog, isn't always aware of time or place or other people.</i></p> <p>Educate <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Be sure all staff members are aware of the student's injury and need for supervision ▪ Provide education about TBI and orientation difficulties the student might experience ▪ Remember that the student likely has difficulty with memory, attention, reasoning ▪ Use appropriate behavior management strategies, such as redirection <p>Adapt the <u>environment</u> to</p> <ul style="list-style-type: none"> ▪ Reduce distractions to prevent overstimulation ▪ Label belongings, tasks, areas ▪ Use name tags for staff ▪ Create routines and consistency <p>Adapt <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Shorten instructional periods or school day as needed ▪ Take advantage of the times when he student is most alert ▪ Provide picture or written schedules ▪ Provide frequent breaks ▪ Include brief, focused instruction on meaningful tasks that the student understands ▪ Use concrete reinforcers <p>Teach <u>peers</u> to</p> <ul style="list-style-type: none"> ▪ Be aware of student's needs ▪ Seek adult assistance if the student is unsafe 	<p>Attention</p> <p><i>Example: The student does not get started on class work or attends only briefly.</i></p> <p>Educate <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Be sure task level is appropriate. Be sure student can do what is being asked ▪ Assess the length of time the student can attend under optimal circumstances. How long can (s)he attend to desired activities (e.g., videos, friends, music, television)? ▪ Identify factors that facilitate/interfere with the student's attention (e.g., fatigue, hunger, noise) ▪ Be sure student understands instructions. Have student repeat instructions, write them down, indicate what to do using picture cues. ▪ Attend to and reward on-task behavior <p>Adapt <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Match the student's abilities to attend. Plan activities that don't exceed the student's attention span. ▪ Break tasks into parts with breaks ▪ Have the student with very brief (e.g., 15-30 sec.) attention work with teacher/aide ▪ Match the student's interests <p>Modify the <u>environment</u></p> <ul style="list-style-type: none"> ▪ Reduce factors that interfere with the student's attention (e.g., noise, light) ▪ Provide preferential seating in the classroom <p>Instruct the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Use a timer to focus attention for a specific period of time ▪ Monitor attention to task ▪ Complete a pre-determined amount of work and then take a break

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VI. Reasoning	
<p>Problem Solving</p> <p><i>Example: The student gets into fights on the playground because (s)he takes the soccer ball. The student gets frustrated because (s)he can't figure out how to open the glue stick. The student can't figure out how to correct math problems.</i></p> <p>Adapt the <u>environment</u> to</p> <ul style="list-style-type: none"> ▪ Reduce unnecessary frustrations or problems ▪ Be sure there are enough materials for everyone (e.g., provide another soccer ball) ▪ Be sure the materials are accessible (e.g., loosen the top of the glue stick) ▪ Provide adequate supervision so the student can receive assistance when needed ▪ Provide visual cues (e.g., the round circle around the tetherball pole marks the tetherball area; the red carpet square is where the student sits; the blocks can be used on the green tile) <p>Instruct <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Be aware of the student's limited problem solving ▪ Provide cues to the student (e.g., point to the red carpet square) ▪ Help the student use a problem solving approach (e.g., identify the problem, identify solutions, generate pros and cons of solutions, pick a solution, implement it) <p>Modify <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Be sure instructions and expectations are clear and realistic ▪ Include focus on alternative and consequence generation ▪ Include samples for the student to consult ▪ Explain the format/structure of the task ▪ Maintain consistent format but change content 	<p>Teach <u>peers</u> to</p> <ul style="list-style-type: none"> ▪ Be aware of the needs and strengths of the student ▪ View the student and themselves as part of a community ▪ Use a problem solving approach (teach all students in the school) ▪ Seek adult assistance when having difficulty with the student <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Use a problem solving approach (e.g., identify the problem, identify solutions, generate pros and cons of solutions, pick a solution, implement it) ▪ Respond to cues to interrupt behavior, stop and think, or implement a problem solving approach ▪ Be aware of environmental cues (e.g., the round circle around the tetherball pole marks the tetherball area; the red carpet square is where the student sits; the blocks can be used on the green tile) ▪ Seek adult assistance when necessary <p>Check with <u>home</u> about</p> <ul style="list-style-type: none"> ▪ What strategies work at home ▪ Using a consistent problem solving approach across settings

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VI. Reasoning (continued)	
<p>Sequencing <i>Example: The student ruins a ceramics project by glazing before the piece is dry. The student has difficulty solving algebraic equations because (s)he does the operations out of sequence.</i></p> <p>Modify <u>instruction</u> to</p> <ol style="list-style-type: none"> 1. Limit the number of steps in a task 2. Present the first step, then the second etc. 3. Use backward buildup; have the student practice the last step, then the second-to last and last steps, etc. For example, have the student walk the last few steps into the classroom alone in the morning. Gradually build up the distance until the student is safe walking into school alone from the bus 4. Provide picture or written cues for each step of a sequence 5. Tell the student how many steps are required; e.g., "You need to do three things." 6. Provide samples which show each step required in a sequence <p>Adapt <u>materials</u> to</p> <ul style="list-style-type: none"> ▪ Provide only one or two steps of a sequence on a page ▪ Color code different steps ▪ Highlight when a new step is required <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Refer to written or picture cues ▪ Look at models provided or refer to directions ▪ Use problem solving to figure out what to do next ▪ Use self-instruction (What am I supposed to do? What is my plan? Am I using my plan? Good job!) 	<p>Generalization <i>Example: The student can show skills in one setting, but not another; e.g., the student can solve addition problems on a work sheet but not in the kitchen.</i></p> <p>Modify <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Practice new skills across settings, across individuals, with varied materials ▪ Stress similarities and differences ▪ Use examples that are meaningful to the student <p>Instruct <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Identify common goals across classes or activities ▪ Provide opportunities for practice of skills in situations in which they are used ▪ Model skills across different tasks <p>Adapt <u>materials</u> to</p> <ul style="list-style-type: none"> ▪ Have varied structure/format/expectations for application of a skill (e.g., do addition on flashcards, worksheets, objects to help consolidate skills) ▪ Have similar structure/format/expectations across tasks (e.g., use a familiar reading format for story mapping in social studies to help the student apply reading comprehension skills in social studies) ▪ Use codes (e.g., color, format) that indicate similar procedures across tasks or settings (e.g., a house sticker on the top of the page means take this worksheet home to show your parents) <p>Instruct the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Focus on similarities and differences of settings, people, expectations, rules ▪ Role play skills in new situations ▪ Set goals for using skills across settings

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VII. Executive Functions	
<p>Planning and Organization <i>Example: The student has difficulty setting goals and following through to completion. The student loses materials.</i></p> <p>Instruct <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Be sure all team members are aware of the student's brain injury and difficulties with executive functions. ▪ Be sure team members understand the difference between difficulties caused by brain injury and those caused by intentional misbehavior or disinterest ▪ Assess the student's capabilities and provide appropriate levels of support to ensure the student's success ▪ Communicate regularly with parents about assignments, projects ▪ Reinforce completion of small steps <p>Adapt <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Structure assignments and projects so the student can define discrete steps and accomplish them one at a time ▪ Use strategies, such as story mapping, that link details with the main idea ▪ Include regular check-ins with the teacher <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Keep materials in specific spaces ▪ Organize materials each day ▪ Use an assignment notebook ▪ Use checklists and timelines ▪ Develop routines, such as checking for homework materials each day before leaving school ▪ Plan and carry out activities that are meaningful to the student, such as plan an outing to a school athletic function (with parent approval/support) 	<p>Self-Management <i>Example: The student relies on external prompts and cues to initiate and complete activities.</i></p> <p>Instruct <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Set appropriate expectation for self-management; don't eliminate assistance the student needs ▪ Identify self-management strategies the student can use, such as setting goals, rating task completion, graphing performance, evaluating performance, using self-reinforcement ▪ Use similar strategies across classes to help the student become more independent ▪ Gradually reduce prompts/cues as the student shows increased independence <p>Adapt <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Include clear expectations and goals for the student ▪ Include small group activities in which group members use self-management strategies ▪ Set class wide expectations for self-management <p>Teach <u>peers</u> to</p> <ul style="list-style-type: none"> ▪ Model self-management in individual and group activities <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Use self-management strategies such as setting goals, rating task completion, graphing performance, evaluating performance, using self-reinforcement ▪ Use aids such as kitchen timer or watch ▪ Use concrete strategies, such as reading directions, numbering tasks, highlighting important information

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VIII. Language	
<p>Receptive <i>Example: The student has difficulty understanding directions; the student’s processing of language is slowed; the student misunderstands slang or idioms (e.g. the hot pink paper).</i></p> <p>Adapt instruction to</p> <ul style="list-style-type: none"> ▪ Give smaller segments of information at a time ▪ Allow the student ample time to process information before moving on ▪ Emphasize and repeat key points ▪ Use picture or written word cues ▪ Provide work samples that illustrate requirements ▪ Pair signs, gestures, or pictures with verbal information ▪ Model what you expect the student to do ▪ Include advance organizers and summaries of important information <p>Adapt the environment to</p> <ul style="list-style-type: none"> ▪ Reduce distractions (noise, activity) when giving information to the student ▪ Create a quiet corner to work individually with the student and/or a small group ▪ Position the student in the classroom in locations where (s)he can see the board, hear the teacher, observe peer modeling <p>Teach the student to</p> <ul style="list-style-type: none"> ▪ Use appropriate assistive devices ▪ Monitor comprehension ▪ Use cognitive or story mapping, graphs, charts to clarify information ▪ Ask questions or give a signal when (s)he doesn’t understand ▪ Learn by watching peers, examining work samples, using picture/written instructions 	<p>Expressive <i>Example: The student has difficulty with word finding; the student seems to lose track of what (s)he is saying</i></p> <p>Adapt instruction to</p> <ul style="list-style-type: none"> ▪ Provide cues or prompts to help the student (e.g., ask the student choice questions, such as “Is this a square or a triangle?”) ▪ Give the student questions/answers to rehearse before class discussion ▪ Develop brief scripts the student can use in some class activities (e.g., literature circles) <p>Adapt the environment to</p> <ul style="list-style-type: none"> ▪ Include language cues (e.g., put the common vocabulary found in a new unit on the blackboard or tape it into the student’s notebook) <p>Teach peers to</p> <ul style="list-style-type: none"> ▪ Understand the communication needs of the student ▪ Use brief communication scripts with the student ▪ Give the student extra time to respond <p>Teach the student to</p> <ul style="list-style-type: none"> ▪ Use appropriate assistive devices ▪ Use gestures or signs ▪ Talk around the topic (circumlocute) to help find a word (describe it, what is its opposite, what color is it, where is it) ▪ Try to draw or write a word (s)he cannot find ▪ Use brief communication scripts to help him/her communicate in specific situations (e.g., greeting a friend, asking to join a game) ▪ Rehearse questions/responses in advance

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IX. Academic Skills	
<p>Reading <i>Example: The student has difficulty with decoding and comprehension; the student becomes frustrated and refuses to read.</i></p> <p>Adapt instruction to</p> <ul style="list-style-type: none"> ▪ Read materials aloud ▪ Provide tape-recording of student’s reading material ▪ Provide reading materials of interest to the student ▪ Include daily practice of reading ▪ Include direct instruction of reading ▪ Include functional sight words as you continue to teach decoding ▪ Teach new vocabulary ▪ Use small groups (e.g., literature circles) ▪ Scan materials into a computer with voice output <p>Adapt materials to include</p> <ul style="list-style-type: none"> ▪ Fewer items per page and large font size ▪ Lined paper ▪ Contrast between background and print ▪ Highlighting of important information <p>Teach student to</p> <ul style="list-style-type: none"> ▪ Follow text with finger, ruler, or pointer ▪ Use comprehension strategies, such as previewing, questioning, predicting, reviewing, summarizing and monitoring ▪ Fulfill a role in group reading activities ▪ Use story mapping <p>Check with student’s home to</p> <ul style="list-style-type: none"> ▪ Ensure that visual skills have been evaluated (e.g., acuity, visual fields) ▪ Develop a plan for reading practice ▪ Ensure that consistent strategies are used across settings 	<p>Math <i>Example: The student has difficulty following columns of numbers; the student neglects signs; the student can perform operations on a worksheet but not on applied word problems or in daily functioning.</i></p> <p>Adapt instruction to</p> <ul style="list-style-type: none"> ▪ Use lined paper ▪ Include fewer problems per page ▪ Highlight operations signs ▪ Use large font ▪ Use cut outs to focus student’s attention ▪ Include varied instructional formats for one skill to facilitate generalization ▪ Use examples that are meaningful to the student ▪ Highlight directions; review them with the student ▪ Assess student’s skills; be sure student curriculum matches student needs ▪ Be sure student can complete work successfully before letting student work independently; avoid practice of errors ▪ Provide frequent feedback and review ▪ Be sure instruction contains mostly (e.g., 75-80%) familiar material; introduce new content slowly <p>Teach the student to</p> <ul style="list-style-type: none"> ▪ Attend to highlighted material ▪ Read directions ▪ Complete a few problems and then check to be sure they are correct ▪ Follow models/samples/examples ▪ See similarities in operations across varied formats (e.g., story problems, math facts, real life problems) ▪ Work with a buddy ▪ Use a calculator/other assistive devices

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X. Social-Emotional	
<p>Social <i>Example: The student plays alone at recess, is too dependent on adults. The student alienates peers by monopolizing the conversation, being too loud and rough, or bossy.</i></p> <p>Adapt <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Include direct teaching of social skills ▪ Include modeling of social skills ▪ Include role plays of specific difficult situations ▪ Provide opportunities for practice of social skills in small groups with coaching <p>Adapt <u>environment</u> to</p> <ul style="list-style-type: none"> ▪ Include supervision of the student to prevent altercations on the playground, in the cafeteria ▪ Include structured, adult-supervised social activities at recess/lunch <p>Teach <u>peers</u> to</p> <ul style="list-style-type: none"> ▪ Understand the difficulties of the student ▪ Consider all students in the small group or classroom or school part of a supportive learning community ▪ Model adults who show respect for all students <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Pay attention to social cues (e.g., facial expressions, body positions, distance) ▪ Ask for adult assistance when needed ▪ Use social problem solving strategies (see section IV) ▪ Be aware of strengths and needs ▪ Consider the perspectives of others ▪ Use brief communication scripts in some social situations ▪ Identify rules for varied settings 	<p>Emotional <i>Example: The student is depressed or angry due to awareness of limitations. The student laughs and cries at inappropriate times or becomes easily frustrated or argumentative.</i></p> <p>Adapt <u>instruction</u> to</p> <ul style="list-style-type: none"> ▪ Meet the abilities of the student. Be sure the student can experience success ▪ Have an appropriate balance between familiar material (75-80%) and new content (20-25%) <p>Instruct <u>team members</u> to</p> <ul style="list-style-type: none"> ▪ Avoid confrontation when possible ▪ Prevent hassles when possible ▪ Recognize and understand emotions the student may experience <p>Teach the <u>student</u> to</p> <ul style="list-style-type: none"> ▪ Be aware of emotional consequences of TBI ▪ Verbalize feelings ▪ Identify appropriate outlets for feelings ▪ Explain his/her areas of difficulty to others ▪ Appreciate his/her strengths as well as needs ▪ Identify goals; chart progress toward them ▪ Take breaks when frustrated ▪ Avoid situations known to provoke the student ▪ Be aware of the signs of emotional escalation <p>Provide <u>additional services</u></p> <ul style="list-style-type: none"> ▪ Provide individual or group counseling/ psychological services at school ▪ Refer the student/family to additional resources outside school, such as brain injury support groups or private counselors

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References for Strategies

The following resources were used in developing the preceding list of strategies. The format was adapted from Corbett and Ross-Thomson (1996).

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

Student: _____ Teacher: _____ Grade: _____		
Presenting Concerns: _____		
Birth Date: _____	Date of Injury: _____	Today's Date: _____
<p>Consider Student's Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post class rules (pictures & words) <input type="checkbox"/> Post daily schedule (pictures & words) <input type="checkbox"/> Give preferential seating <input type="checkbox"/> Change to another class <input type="checkbox"/> Change schedule (most difficult in morning) <input type="checkbox"/> Eliminate distractions (visual, auditory, olfactory) <input type="checkbox"/> Modify length of school day <input type="checkbox"/> Provide frequent breaks <input type="checkbox"/> Provide place for quiet time <input type="checkbox"/> Maintain consistent schedule <input type="checkbox"/> Provide system for transition <input type="checkbox"/> Position appropriately <input type="checkbox"/> Explain disabilities to students <input type="checkbox"/> Use color-coded materials <p>Consider Curricular Content & Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce length of assignments <input type="checkbox"/> Change skill/task <input type="checkbox"/> Modify testing mode/setting <input type="checkbox"/> Allow extra time <input type="checkbox"/> Teach study skills <input type="checkbox"/> Teach sequencing skills <input type="checkbox"/> Teach visual imagery <input type="checkbox"/> Teach memory strategies <input type="checkbox"/> Write assignments in daily log <input type="checkbox"/> Teach semantic mapping <input type="checkbox"/> Teach peers how to be helpful <p>Consider Method of Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeat directions <input type="checkbox"/> Increase active participation <input type="checkbox"/> Teacher circulate around room <input type="checkbox"/> Provide visual prompts (board/desk) <input type="checkbox"/> Provide immediate feedback (self correcting seat work) <input type="checkbox"/> Point out similarities to previous learning/work <input type="checkbox"/> Use manipulative materials <input type="checkbox"/> Use frequent review of key concepts <input type="checkbox"/> Teach to current level of ability (use easier materials) 	<p>Consider Method of Instruction – (Continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak loud or slow or rephrase <input type="checkbox"/> Pre-teach and re-teach <input type="checkbox"/> Highlight/underline material <input type="checkbox"/> Use peer tutor/partner <input type="checkbox"/> Use small group instruction <input type="checkbox"/> Use simple sentences <input type="checkbox"/> Use individualized instruction <input type="checkbox"/> Pause frequently <input type="checkbox"/> Discuss errors and how they were made <input type="checkbox"/> Use cooperative learning <input type="checkbox"/> Use instructional assistants <input type="checkbox"/> Encourage requests for clarification, repetition, etc. <input type="checkbox"/> Elicit responses when you know student knows the answer <input type="checkbox"/> Demonstrate & encourage use of technology (instructional and assistive) <p>Consider Student's Behavioral Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach expected behavior <input type="checkbox"/> Increase student success rate <input type="checkbox"/> Learn to organize signs of stress <input type="checkbox"/> Give non verbal cues to discontinue behavior <input type="checkbox"/> Reinforce positive behavior (4:1) <input type="checkbox"/> Use mild, consistent consequences <input type="checkbox"/> Set goals with student <input type="checkbox"/> Use key students for reinforcement of target student <input type="checkbox"/> Use group/individual counseling <input type="checkbox"/> Teach student to attend to advance organizers at beginning of lesson <input type="checkbox"/> Provide opportunity to role play <input type="checkbox"/> Use proactive behavior management strategies <input type="checkbox"/> Use school wide reinforcement with target students 	<p>Consider Assistive Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptive paper <input type="checkbox"/> Talking spell checker/dictionary <input type="checkbox"/> Concept mapping software/templates <input type="checkbox"/> Magnetic words, letters, phrases <input type="checkbox"/> Multimedia software <input type="checkbox"/> Key guard for keyboard <input type="checkbox"/> Macros/shortcuts on computer <input type="checkbox"/> Abbreviations/expansion <input type="checkbox"/> Accessibility options on computer <input type="checkbox"/> Alternative keyboards <input type="checkbox"/> Communication cards or boards <input type="checkbox"/> Voice output communication device <input type="checkbox"/> Portable word processor <input type="checkbox"/> Enlarged text/magnifiers <input type="checkbox"/> Recorded text/books on tape/talking books <input type="checkbox"/> Scanned text with OCR software <input type="checkbox"/> Voice output reminders <input type="checkbox"/> Electronic organizers/reminders/pagers <input type="checkbox"/> Large display calculators <input type="checkbox"/> Voice input calculators <input type="checkbox"/> Math software <input type="checkbox"/> Picture/symbol supported software <p>Other Considerations</p> <p><u>Home/School Relations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule regular meetings for all staff to review progress/maintain consistency <input type="checkbox"/> Schedule parent conferences as needed or annually per IEP <input type="checkbox"/> Daily/weekly reports home <input type="checkbox"/> Parent visits/contact <input type="checkbox"/> Home visits <p><u>Disability Awareness:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain disabilities to other students <input type="checkbox"/> Teach peers how to be helpful <input type="checkbox"/> In-service training for school staff <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

Canfield, T. & Swenson, K. (2006) *Wisconsin Traumatic Brain Injury Initiative – adapted from Wisconsin Assistive Technology Initiative (Reed & Canfield, 1999), (Reed 1991)* Module V Page 4a

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

Student: _____ Teacher: _____ Grade: _____		
Presenting Concerns: _____		
Birth Date: _____ Date of Injury: _____ Today's Date: _____		
<p>Consider Student's Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post class rules (pictures & words) <input type="checkbox"/> Post daily schedule (pictures & words) <input type="checkbox"/> Give preferential seating <input type="checkbox"/> Change to another class <input type="checkbox"/> Change schedule (most difficult in morning) <input type="checkbox"/> Eliminate distractions (visual, auditory, olfactory) <input type="checkbox"/> Modify length of school day <input type="checkbox"/> Provide frequent breaks <input type="checkbox"/> Provide place for quiet time <input type="checkbox"/> Maintain consistent schedule <input type="checkbox"/> Move class site to avoid physical barriers (stairs) <input type="checkbox"/> Provide system for transition <input type="checkbox"/> Position appropriately <input type="checkbox"/> Explain disabilities to students <input type="checkbox"/> Use color-coded materials <p>Consider Curricular Content & Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce length of assignments <input type="checkbox"/> Change skill/task <input type="checkbox"/> Modify testing mode/setting <input type="checkbox"/> Allow extra time <input type="checkbox"/> Teach study skills <input type="checkbox"/> Teach sequencing skills <input type="checkbox"/> Teach visual imagery <input type="checkbox"/> Teach memory strategies <input type="checkbox"/> Write assignments in daily log <input type="checkbox"/> Develop objective grading system using daily participation as a percentage of weekly and final grade <input type="checkbox"/> Teach semantic mapping <input type="checkbox"/> Teach peers how to be helpful <p>Consider Method of Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeat directions <input type="checkbox"/> Increase active participation <input type="checkbox"/> Teacher circulate around room <input type="checkbox"/> Provide visual prompts (board/desk) <input type="checkbox"/> Provide immediate feedback (self correcting seat work) <input type="checkbox"/> Point out similarities to previous learning/work <input type="checkbox"/> Use manipulative materials 	<p>Consider Method of Instruction (Continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequent review of key concepts <input type="checkbox"/> Teach to current level of ability (use easier materials) <input type="checkbox"/> Speak loud or slow or rephrase <input type="checkbox"/> Preteach and reteach <input type="checkbox"/> Highlight/underline material <input type="checkbox"/> Use peer tutor/partner <input type="checkbox"/> Use small group instruction <input type="checkbox"/> Use simple sentences <input type="checkbox"/> Use individualized instruction <input type="checkbox"/> Pause frequently <input type="checkbox"/> Discuss errors and how they were made <input type="checkbox"/> Use cooperative learning <input type="checkbox"/> Use instructional assistants 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<p>Consider Assistive Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talking spell checker/dictionary <input type="checkbox"/> Talking word processing software <input type="checkbox"/> Concept mapping software/templates <input type="checkbox"/> Word prediction software <input type="checkbox"/> Multimedia software 	<p>Consider Assistive Technology (Continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key guard for keyboard <input type="checkbox"/> Macros/shortcuts on computer <input type="checkbox"/> Abbreviation/expansion <input type="checkbox"/> Accessibility option on computer <input type="checkbox"/> Screen reader software <input type="checkbox"/> Alternate keyboards <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Communication cards or boards <input type="checkbox"/> Voice output communication device <input type="checkbox"/> Adaptive paper <input type="checkbox"/> Single word scanners <input type="checkbox"/> Enlarged text/magnifiers <input type="checkbox"/> Recorded text/books on tape/e-text/ ipod/MP3 player <input type="checkbox"/> Scanned text with OCR software <input type="checkbox"/> Voice output reminders <input type="checkbox"/> Electronic organizers/PDA's/Palm computers <input type="checkbox"/> Pagers/electronic reminders <input type="checkbox"/> Large display calculators <input type="checkbox"/> Talking calculators <input type="checkbox"/> Voice input calculators <input type="checkbox"/> Math software <input type="checkbox"/> Portable word processor <input type="checkbox"/> Picture supported software <p>Other Considerations</p> <p><u>Home/School Relations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule regular meetings for all staff to review progress/maintain consistency <input type="checkbox"/> Schedule parent conferences as needed or annually per IEP <input type="checkbox"/> Daily/weekly reports home <input type="checkbox"/> Parent visits/contact <input type="checkbox"/> Home visits <p><u>Disability Awareness:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain disabilities to other students <input type="checkbox"/> Teach peers how to be helpful <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

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