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.)

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II. 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 __________________________________________________________________
  - _________________________________________________________________
  - _________________________________________________________________
  - _________________________________________________________________

Brain Injury Association of Indiana
Jerry’s Problems in School

SOCIAL STUDIES:
Jerry’s school is organized into “houses” with movable walls. Each student has a “core” teacher who teaches math, language arts, and science. The students have other teachers in the “house” for social studies, music, art and gym. Mr. Hanson is Jerry’s social studies teacher. He is concerned about Jerry’s participation in class activities. Much of his 5th grade social studies curriculum is built around projects the students work on independently for 6 weeks. Mr. Hanson gives the students some time in class to work on the projects, but the students are expected to devote evening and week-end time to their projects. Students are also expected to show independence in choosing their topics, carrying out their research, and deciding how to share what they have learned with the class.

Student projects about their most recent unit, the Civil War, included such things as models of Civil War battles, book reports, reproductions of Civil War clothing, and biographies of Civil War generals. Jerry’s project included only a poster with some pictures he had copied from a book Mr. Hanson had given him. Mr. Hanson reminded him again and again of the project requirements. “He seemed to understand what he needed to do, but he just didn’t get going! I helped him as much as I thought was fair to the other kids. I even sent a note home describing the requirements.”

Now Mr. Hanson is concerned about Jerry’s next project, on the industrial revolution. It is due in four weeks, and Jerry hasn’t even picked a topic. Mr. Hanson says Jerry will never make it in middle school next year if he doesn’t learn to work more independently.
### Strategies for Working with Specific Problems of Students with TBI

#### I. Physical/Health/Safety

<table>
<thead>
<tr>
<th>General Safety Issues</th>
<th>Fatigue</th>
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</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 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.</td>
<td><strong>Example:</strong> The student tires easily. The student falls asleep in classes.</td>
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<tr>
<td><strong>Educate team members</strong></td>
<td><strong>Adjust schedule to include</strong></td>
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<tr>
<td>- Be sure ALL team members (teachers, playground supervisors, bus drivers, etc.) are aware of the needs of the student for close supervision</td>
<td>- Core academic subjects at times of least fatigue</td>
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<tr>
<td>- Consult with the student’s parents to determine what supervision strategies work at home</td>
<td>- Rest periods</td>
</tr>
<tr>
<td>- Be sure an adult is responsible for the safety of the student at all times</td>
<td>- Fewer transitions</td>
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<tr>
<td><strong>Educate peers</strong></td>
<td>- Late arrival</td>
</tr>
<tr>
<td>- Inform peers of the safety needs of the student (this can often be done with the student present and participating in the discussion)</td>
<td>- Early dismissal</td>
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<tr>
<td>- Encourage peers to alert adults if the student is unsafe</td>
<td>- Part-time homebound instruction</td>
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<tr>
<td><strong>Modify the environment</strong></td>
<td>- Adaptive physical education</td>
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<tr>
<td>- Remove hazardous objects (e.g., scissors, knives, chemicals) from the student’s environment</td>
<td><strong>Modify instruction</strong></td>
</tr>
<tr>
<td>- When necessary, curtail the student’s access to activities/equipment that may be unsafe (such as playground climbing equipment)</td>
<td>- Reduce physical components of tasks</td>
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<tr>
<td>- Consider procedures for fire drills, etc.</td>
<td>- Reduce time on individual tasks</td>
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<tr>
<td><strong>Instruct the student to</strong></td>
<td>- Reduce completion requirements (e.g., 5 math problems instead of 10)</td>
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<tr>
<td>- Understand safety precautions</td>
<td><strong>Check with team members to</strong></td>
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<tr>
<td>- Be aware of limitations</td>
<td>- Ensure appropriate positioning</td>
</tr>
<tr>
<td>- Engage in alternative activities</td>
<td>- Check on other class demands</td>
</tr>
<tr>
<td><strong>Check with home about</strong></td>
<td>- Identify pattern of fatigue</td>
</tr>
<tr>
<td>- Sleep schedule</td>
<td>- Create consistent response to fatigue</td>
</tr>
<tr>
<td>- Medications</td>
<td>- Be sure teachers are aware of safety issues</td>
</tr>
<tr>
<td><strong>Instruct the student to</strong></td>
<td><strong>Check with home about</strong></td>
</tr>
<tr>
<td>- Sit for a rest period</td>
<td>- Sleep schedule</td>
</tr>
<tr>
<td>- Lay down for a rest period</td>
<td>- Medications</td>
</tr>
<tr>
<td>- Have a beverage or snack</td>
<td><strong>Instruct the student to</strong></td>
</tr>
<tr>
<td>- Get exercise if it helps this student</td>
<td>- Sit for a rest period</td>
</tr>
<tr>
<td>- Inform teachers when tired</td>
<td>- Lay down for a rest period</td>
</tr>
<tr>
<td></td>
<td>- Have a beverage or snack</td>
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</tbody>
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**Module V Page 3a**
### I. Physical/Health/Safety (continued)

#### Endurance

*Example: The student is physically weak. The student can walk or use wheelchair only limited distances.*

**Modify the environment**
- 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

**Modify schedule to include**
- Adaptive physical education
- Breaks between activities
- Rest periods
- Late arrival
- Early dismissal

**Ask peers to help**
- Assign student to help with physical tasks

**Check with team members to**
- Assign adult to assist in transitions
- Be sure adults are aware of safety issues with student
- Coordinate demands across classes

**Instruct the student to**
- Understand his/her limits
- Stop activity when limit is reached
- Report to teacher when tired
## II. Vision/Visual Spatial

### Visual Spatial Neglect

**Example:** The student ignores the left half of the page or bumps into objects on the left side.

**Adapt materials to include**
- 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

**Modify instruction**
- 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

**Adapt the environment**
- Provide preferential seating near the teacher who can provide cues
- Position student with left neglect toward the left of the room

**Instruct student to**
- 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)

**Other**
- Teach peers to cue student to attend to neglected side
- Maintain predictable classroom organization
- Inform all teachers of visual needs

### Visual Field Cuts

**Example:** The student doesn’t see well in a certain area(s) of the visual field (such as the upper right area of vision).

**Adapt environment**
- Position materials for best visibility
- Position student in classroom for best visibility

**Adapt materials to include**
- 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

**Modify instruction**
- 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

**Instruct the student to**
- 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)

**Other**
- Inform all teachers of student’s visual needs
- Ensure appropriate supervision
## Visual Tracking

**Example:** The student loses place while reading or can’t follow the movement of a ball.

### Adapt materials to include
- 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

### Modify instruction
- Audio-record materials
- Provide adaptive physical education
- Use concrete objects when possible

### Modify environment
- Give student preferential seating
- Remove student from situations in which vision reduces safety (e.g., some recess activities)
- Provide adequate supervision

### Check with team members to
- Be sure all teachers are aware of visual difficulties

### Ask peers to
- Be aware of the student’s visual limitations
- Monitor own physical activities when near the student

### Instruct student to
- 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
### III. Hearing

**Example:** 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.

**Modify instruction**
- 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)

**Adapt materials to include**
- Written class notes
- Textbooks or other written reference materials
- Videotapes with captions

**Instruct the student to**
- Signal when (s)he cannot hear or understand
- Repeat back messages to ensure accuracy
- Use headphones in unavoidable noisy situations

**Other**
- 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

**Memory Encoding**

**Example:** Student *does not retain information,* (e.g., schedule, assignments, names, locations.) Student may have generalized difficulty with new learning.

**Modify instruction to**
- 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

**Adapt the environment**
- Develop consistent routines (e.g., sequences, schedule, locations)
- Use color, number codes or cues

**Teach the student to**
- 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

**Memory Retrieval**

**Example:** Student *cannot consistently retrieve information.* Student sometimes remembers or remembers with cues or prompts.

**Modify instruction to**
- 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.

**Adapt the environment**
- Provide consistent routines (e.g., sequences, locations, schedule) to help student remember
- Use color, number codes or cues

**Teach the student to**
- Understand the difficulties with retrieval and strategies to facilitate 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
## V. Orientation and Attention

### Orientation

**Example:** The student is confused, seems to be in a fog, isn’t always aware of time or place or other people.

**Educate team members to**
- 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

**Adapt the environment to**
- Reduce distractions to prevent overstimulation
- Label belongings, tasks, areas
- Use name tags for staff
- Create routines and consistency

**Adapt instruction to**
- 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

**Teach peers to**
- Be aware of student’s needs
- Seek adult assistance if the student is unsafe

### Attention

**Example:** The student does not get started on class work or attends only briefly.

**Educate team members to**
- 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

**Adapt instruction to**
- 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

**Modify the environment**
- Reduce factors that interfere with the student’s attention (e.g., noise, light)
- Provide preferential seating in the classroom

**Instruct the student to**
- 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

#### Problem Solving

**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.

**Adapt the environment to**
- 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)

**Instruct team members to**
- 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)

**Modify instruction to**
- 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

**Teach peers to**
- 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

**Teach the student to**
- 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

**Check with home about**
- What strategies work at home
- Using a consistent problem solving approach across settings

Brain Injury Association of Indiana
### VI. Reasoning (continued)

<table>
<thead>
<tr>
<th><strong>Sequencing</strong></th>
<th><strong>Generalization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 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.</td>
<td><strong>Example:</strong> 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.</td>
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</tbody>
</table>

**Modify instruction to**
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

**Adapt materials to**
- Provide only one or two steps of a sequence on a page
- Color code different steps
- Highlight when a new step is required

**Teach the student to**
- 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!)

**Modify instruction to**
- Practice new skills across settings, across individuals, with varied materials
- Stress similarities and differences
- Use examples that are meaningful to the student

**Instruct team members to**
- 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

**Adapt materials to**
- 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)

**Instruct the student to**
- Focus on similarities and differences of settings, people, expectations, rules
- Role play skills in new situations
- Set goals for using skills across settings
### VII. Executive Functions

#### Planning and Organization

**Example:** The student has difficulty setting goals and following through to completion. The student loses materials.

**Instruct team members to**
- 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.

**Adapt instruction to**
- 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.

**Teach the student to**
- 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).

#### Self-Management

**Example:** The student relies on external prompts and cues to initiate and complete activities.

**Instruct team members to**
- 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.

**Adapt instruction to**
- 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.

**Teach peers to**
- Model self-management in individual and group activities.

**Teach the student to**
- 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.
# Module V: Planning to Meet the Needs of Students with TBI

## VIII. Language

### Receptive

*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).

**Adapt instruction to**
- 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

**Adapt the environment to**
- 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

**Teach the student to**
- 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

### Expressive

*Example:* The student has difficulty with word finding; the student seems to lose track of what (s)he is saying

**Adapt instruction to**
- 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)

**Adapt the environment to**
- 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)

**Teach peers to**
- Understand the communication needs of the student
- Use brief communication scripts with the student
- Give the student extra time to respond

**Teach the student to**
- 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
Module V: Planning to Meet the Needs of Students with TBI

<table>
<thead>
<tr>
<th>IX. Academic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><em>Example:</em> The student has difficulty with decoding and comprehension; the student becomes frustrated and refuses to read.</td>
</tr>
<tr>
<td><strong>Adapt instruction to</strong></td>
</tr>
<tr>
<td>- Read materials aloud</td>
</tr>
<tr>
<td>- Provide tape-recording of student’s reading material</td>
</tr>
<tr>
<td>- Provide reading materials of interest to the student</td>
</tr>
<tr>
<td>- Include daily practice of reading</td>
</tr>
<tr>
<td>- Include direct instruction of reading</td>
</tr>
<tr>
<td>- Include functional sight words as you continue to teach decoding</td>
</tr>
<tr>
<td>- Teach new vocabulary</td>
</tr>
<tr>
<td>- Use small groups (e.g., literature circles)</td>
</tr>
<tr>
<td>- Scan materials into a computer with voice output</td>
</tr>
<tr>
<td><strong>Adapt materials to include</strong></td>
</tr>
<tr>
<td>- Fewer items per page and large font size</td>
</tr>
<tr>
<td>- Lined paper</td>
</tr>
<tr>
<td>- Contrast between background and print</td>
</tr>
<tr>
<td>- Highlighting of important information</td>
</tr>
<tr>
<td><strong>Teach student to</strong></td>
</tr>
<tr>
<td>- Follow text with finger, ruler, or pointer</td>
</tr>
<tr>
<td>- Use comprehension strategies, such as previewing, questioning, predicting, reviewing, summarizing and monitoring</td>
</tr>
<tr>
<td>- Fulfill a role in group reading activities</td>
</tr>
<tr>
<td>- Use story mapping</td>
</tr>
<tr>
<td><strong>Check with student’s home to</strong></td>
</tr>
<tr>
<td>- Ensure that visual skills have been evaluated (e.g., acuity, visual fields)</td>
</tr>
<tr>
<td>- Develop a plan for reading practice</td>
</tr>
<tr>
<td>- Ensure that consistent strategies are used across settings</td>
</tr>
</tbody>
</table>

| **Math** |
| *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. |
| **Adapt instruction to** |
| - 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 |
| **Teach the student to** |
| - 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 |
### X. Social-Emotional

#### Social

**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.

**Adapt instruction to**
- 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

**Adapt environment to**
- Include supervision of the student to prevent altercations on the playground, in the cafeteria
- Include structured, adult-supervised social activities at recess/lunch

**Teach peers to**
- 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

**Teach the student to**
- 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

#### Emotional

**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.

**Adapt instruction to**
- 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%)

**Instruct team members to**
- Avoid confrontation when possible
- Prevent hassles when possible
- Recognize and understand emotions the student may experience

**Teach the student to**
- 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

**Provide additional services**
- 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
Module V: Planning to Meet the Needs of Students with TBI

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).


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

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

| Student: ___________________________ | Teacher: ___________________________ | Grade: ___________________________
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting Concerns: ___________________________</td>
<td>Date of Injury: ___________________________</td>
<td>Today’s Date: ___________________________</td>
</tr>
<tr>
<td>Birth Date: ___________________________</td>
<td>Date of Injury: ___________________________</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

**Consider Student’s 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
- 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)

**Consider Student’s Behavioral Needs**
- Teach expected behavior
- Increase student success rate
- 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 school wide reinforcement with target students

**Consider Method of Instruction – (Continued)**
- Speak loud or slow or rephrase
- Pre-teach and re-teach
- 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 Assistive Technology**
- Adaptive paper
- Talking spell checker/dictionary
- Concept mapping software/templates
- Magnetic words, letters, phrases
- Multimedia software
- Key guard 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
- 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 as needed or annually per IEP
- 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:**
- Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

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

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

<table>
<thead>
<tr>
<th>Consider Student’s Environment</th>
<th>Consider Method of Instruction (Continued)</th>
<th>Consider Assistive Technology (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Post class rules (pictures &amp; words)_</td>
<td><em>Use frequent review of key concepts</em></td>
<td><em>Key guard for keyboard</em></td>
</tr>
<tr>
<td>_ Post daily schedule (pictures &amp; words)_</td>
<td><em>Teach to current level of ability (use easier materials)</em></td>
<td><em>Macros/shortcuts on computer</em></td>
</tr>
<tr>
<td>_ Give preferential seating_</td>
<td><em>Speak loud or slow rephrase</em></td>
<td><em>Abbreviation/expansion</em></td>
</tr>
<tr>
<td>_ Change to another class_</td>
<td><em>Preteach and reteach</em></td>
<td><em>Accessibility option on computer</em></td>
</tr>
<tr>
<td>_ Change schedule (most difficult in morning)_</td>
<td><em>Highlight/underline material</em></td>
<td><em>Screen reader software</em></td>
</tr>
<tr>
<td>_ Eliminate distractions (visual, auditory, olfactory)_</td>
<td><em>Use peer tutor/partner</em></td>
<td><em>Alternate keyboards</em></td>
</tr>
<tr>
<td>_ Modify length of school day_</td>
<td><em>Use small group instruction</em></td>
<td><em>Voice recognition software</em></td>
</tr>
<tr>
<td>_ Provide frequent breaks_</td>
<td><em>Use simple sentences</em></td>
<td><em>Communication cards or boards</em></td>
</tr>
<tr>
<td>_ Provide place for quiet time_</td>
<td><em>Use individualized instruction</em></td>
<td><em>Voice output communication device</em></td>
</tr>
<tr>
<td>_ Maintain consistent schedule_</td>
<td><em>Pause frequently</em></td>
<td><em>Adaptive paper</em></td>
</tr>
<tr>
<td>_ Move class site to avoid physical barriers (stairs)_</td>
<td><em>Discuss errors and how they were made</em></td>
<td><em>Single word scanners</em></td>
</tr>
<tr>
<td>_ Provide system for transition_</td>
<td><em>Use cooperative learning</em></td>
<td><em>Enlarged text/magnifiers</em></td>
</tr>
<tr>
<td>_ Position appropriately_</td>
<td><em>Use instructional assistants</em></td>
<td><em>Recorded text/books on tape/e-text/ipod/MP3 player</em></td>
</tr>
<tr>
<td>_ Explain disabilities to students_</td>
<td><em>Encourage requests for clarification, repetition, etc.</em></td>
<td><em>Voice output reminders</em></td>
</tr>
<tr>
<td>_ Use color-coded materials_</td>
<td><em>Elicit responses when you know student knows the answer</em></td>
<td><em>Electronic organizers/PDA’s/Palm computers</em></td>
</tr>
</tbody>
</table>

Consider Curricular Content & Expectations

| _ Reduce length of assignments_ | _Teach expected behavior_ | _Pagers/electronic reminders_ |
| _ Change skill/task_ | _Increase student success rate_ | _Large display calculators_ |
| _ Modify testing mode/setting_ | _Learn to organize signs of stress_ | _Talking calculators_ |
| _ Allow extra time_ | _Give non verbal cues to discontinue behavior_ | _Voice input calculators_ |
| _ Teach study skills_ | _Reinforce positive behavior (4:1)_ | _Math software_ |
| _ Teach sequencing skills_ | _Use mild, consistent consequences_ | _Portable word processor_ |
| _ Teach visual imagery_ | _Set goals with student_ | _Picture supported software_ |
| _ Teach memory strategies_ | _Use keys student for reinforcement of target student_ | |
| _ Write assignments in daily log_ | _Use group/individual counseling_ | |
| _ Develop objective grading system using daily participation as a percentage of weekly and final grade_ | _Provide opportunity to role play_ | |
| _ Teach semantic mapping_ | _Use proactive behavior management strategies_ | |
| _ Teach peers how to be helpful_ | | |

Consider Student’s Behavioral Needs

| _ Teach expected behavior_ | _Increase student success rate_ | _Schedule regular meetings for all staff to review progress/maintain consistency_ |
| _ Learn to organize signs of stress_ | _Give non verbal cues to discontinue behavior_ | _Schedule parent conferences as needed or annually per IEP_ |
| _ Teach memory strategies_ | _Reinforce positive behavior (4:1)_ | _Daily/weekly reports home_ |
| _ Write assignments in daily log_ | _Use mild, consistent consequences_ | _Parent visits/contact_ |
| _ Develop objective grading system using daily participation as a percentage of weekly and final grade_ | _Set goals with student_ | _Home visits_ |
| _ Teach semantic mapping_ | _Use keys student for reinforcement of target student_ | _Disability Awareness:_ |
| _ Teach peers how to be helpful_ | _Use group/individual counseling_ | _Explain disabilities to other students_ |

Consider Assistive Technology

| _ Talking spell checker/dictionary_ | _Talking word processing software_ | _Teach peers how to be helpful_ |
| _ Concept mapping software/templates_ | _Word prediction software_ | |
| _ Multimedia software_ | | |

Other Considerations

Home/School Relations:

| _ Schedule regular meetings for all staff to review progress/maintain consistency_ | _Schedule parent conferences as needed or annually per IEP_ |
| _ Daily/weekly reports home_ | _Parent visits/contact_ |
| _ Home visits_ | |

Disability Awareness:

| _ Explain disabilities to other students_ | _Teach peers how to be helpful_ |

Additional Resources:

| _ Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility_ | |

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Brain Injury Association of Indiana