

Module VII:

Traumatic Brain Injury: A Training Program for School Personnel in Indiana
POST-TEST ANSWERS

- 1. How many students are expected to sustain brain injuries before high school graduation in the US?**
 - a. 1 in 25*
 - b. 1 in 100
 - c. 1 in 200
 - d. 1 in 500

- 2. According to Indiana Article 7's definition of traumatic brain injury, TBI is**
 - a. An acquired injury
 - b. An injury caused by an external physical force
 - c. An open or closed injury
 - d. All of the above*

- 3. Which of the following is NOT true of closed head/brain injury?**
 - a. Closed head/brain injury is not serious because the brain is not penetrated*
 - b. The brain swelling cannot be accommodated in the enclosed skull cavity
 - c. Diffuse damage is more common than focal damage
 - d. School-aged children sustain many more closed than open head/brain injuries

- 4. The areas of the cerebral cortex that are most susceptible to injury include**
 - a. The brainstem and midbrain
 - b. The occipital lobe and parietal lobe
 - c. The frontal lobe and temporal lobe*
 - d. The limbic system and cerebellum

- 5. The term "contrecoup" refers to**
 - a. The area of most serious injury
 - b. The site of injury opposite from the original point of impact*
 - c. The location of the original injury
 - d. The location of injury resulting from surgical procedures

- 6. A referral should be made for a special education evaluation if**
 - a. A doctor suggests a referral
 - b. The parent requests a referral
 - c. The teacher suspects the student might have an impairment/need for special education
 - d. All of the above*

- 7. A student who was unconscious for 36 hours sustained a**
 - a. Mild injury
 - b. Moderate injury
 - c. Severe injury*
 - d. Profound injury

Module VII:

- 8. The longest time a student with a “mild” brain injury might experience effects from the injury would be**
- Up to one month
 - Up to three months
 - Up to one year
 - Lifelong*
- 9. The effects of brain injury on a young child can be particularly difficult to predict because**
- The student may be unconscious for a period of time
 - The child’s school records may be incomplete
 - The child’s limitations may become more apparent over time*
 - The child may not be able to verbalize difficulties
- 10. Which of the following is true of post-traumatic amnesia in cases of TBI?**
- It is not common
 - Its duration is a good indicator of severity of injury*
 - It refers only to amnesia for events before the accident
 - It occurs in moderate and severe injuries, but not mild injuries
- 11. Students with TBI may face academic difficulties because**
- Disruptions of executive functions limit their ability to identify goals and plan and initiate goal-oriented actions
 - Speed of processing may be decreased
 - Memory for new learning may be impaired
 - All of the above*
- 12. Which of the following might influence assessment practices with a student with TBI?**
- The student might have preserved higher level skills and disrupted foundation skills
 - The student may have a slowed rate of responding
 - Both A and B*
 - Neither A nor B
- 13. Before planning an intervention to address the behavior of a student with TBI, the teacher would want to**
- Understand how the brain injury influences behavior
 - Examine the function(s) of the behavior
 - Identify a goal/replacement behavior
 - All of the above*

Module VII:

14. If you had a student who had difficulty getting started on assignments, planning multiple steps in a project, and organizing even simple tasks, you might suspect the student had injured

- a. Parietal lobes
- b. Cerebellum
- c. Midbrain
- d. Frontal lobes*

15. Which of the following is the biggest challenge many students with TBI face?

- a. Orthopedic problems
- b. Spatial problem solving
- c. Seizures
- d. Memory for new learning*

16. “Executive functions” refer to

- a. Functions of the brainstem, which regulates respiration, heart rate, and blood pressure
- b. Functions such as planning and initiating goal-directed behavior*
- c. Functions involved in expressive language
- d. Functions of the cerebellum

17. Students with TBI may exhibit challenging behavior because

- a. They are disinhibited
- b. They are impulsive
- c. They have memory problems
- d. All of the above*

18. A student with mild brain injury should be referred for an IEP team evaluation if

- a. The symptoms last longer than three months
- b. The symptoms last longer than one year
- c. The teacher suspects the student has an impairment/need for special education*
- d. The student’s grades begin to fall

19. An example of a proactive strategy for a challenging behavior is

- a. The student is given ear plugs to wear in a noisy gym class*
- b. The student is given a time-out after misbehaving
- c. The student is not allowed to go on a field trip
- d. The student works independently after misbehaving

20. Parents of a student with TBI may be

- a. Unfamiliar with special education laws and procedures
- b. Extremely knowledgeable about TBI
- c. Strong IEP team members
- d. All of the above*

Module VII:

True/False Pre-Test Answers

Please circle true or false for each of the following statements:

- | | |
|---|-------------|
| 21. Seizures are more common in open than closed head/brain injuries. | True* False |
| 22. Students with mild brain injuries may need referral for an IEP evaluation. | True* False |
| 23. Parents are sometimes more knowledgeable about TBI than educators. | True* False |
| 24. Young children are more susceptible to brain damage than older children or adults. | True* False |
| 25. Students with TBI may remember events from years earlier better than they remember events from today. | True* False |
| 26. Students with TBI may have academic difficulty because of memory, sensory, executive function, speed of processing, and/or psychosocial difficulties. | True* False |
| 27. Sometimes the interventions we would use with typically developing students do not work with students with TBI. | True* False |
| 28. The effects of TBI may manifest differently at different ages. | True* False |
| 29. Friends of a student with TBI may find it difficult to understand the changes in their friend following the injury. | True* False |
| 30. Over time, the functioning of students with TBI generally improves. | True* False |