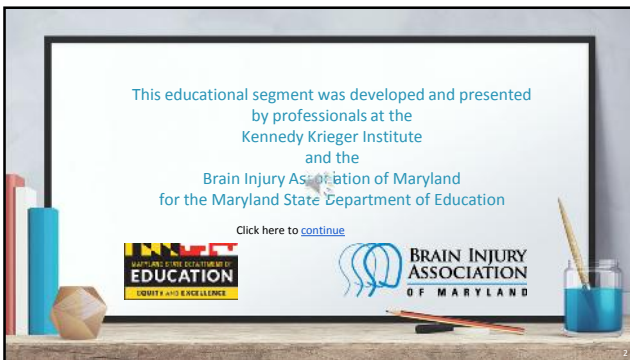
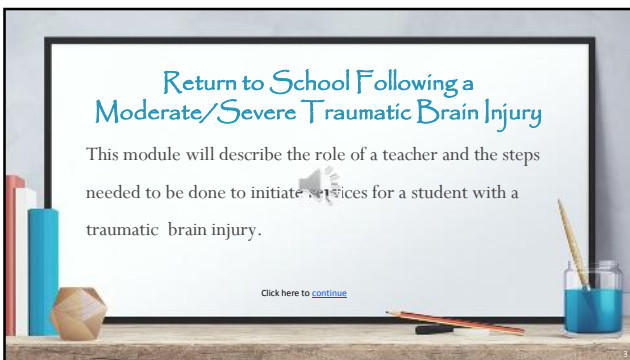


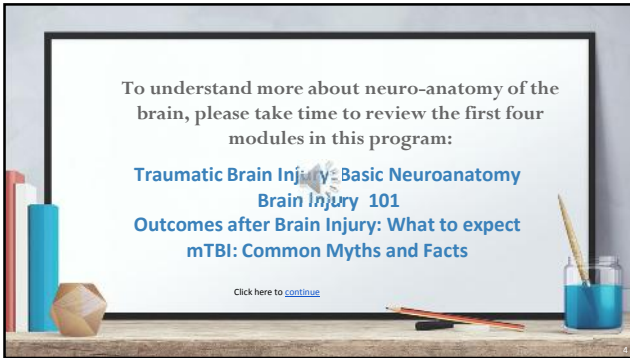
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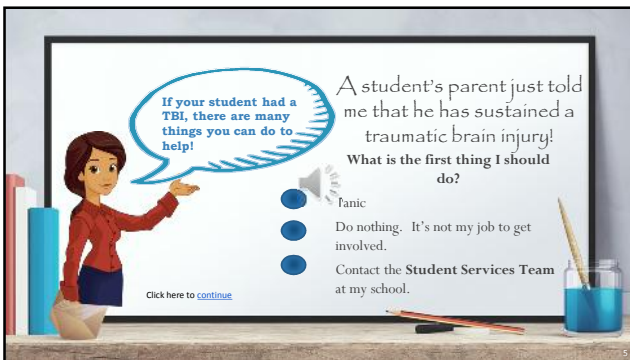


To understand more about neuro-anatomy of the brain, please take time to review the first four modules in this program:

- Traumatic Brain Injury: Basic Neuroanatomy
- Brain Injury 101
- Outcomes after Brain Injury: What to expect
- mTBI: Common Myths and Facts

Click here to [continue](#)

4



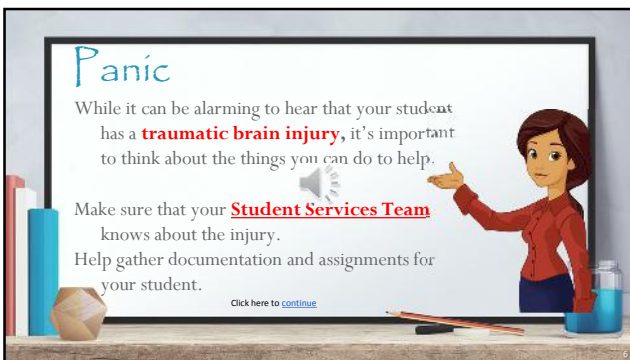
If your student had a TBI, there are many things you can do to help!

A student's parent just told me that he has sustained a traumatic brain injury! What is the first thing I should do?

- Panic
- Do nothing. It's not my job to get involved.
- Contact the **Student Services Team** at my school.

Click here to [continue](#)

5



Panic

While it can be alarming to hear that your student has a **traumatic brain injury**, it's important to think about the things you can do to help.

Make sure that your **Student Services Team** knows about the injury. Help gather documentation and assignments for your student.

Click here to [continue](#)

6

Do nothing

It may be overwhelming to think about, but students with traumatic brain injury need to be evaluated in the school...and **quickly!**

It's important to **expedite** referrals and evaluations for students with TBI, since they often need services and their needs can change very quickly!

Click here to [continue](#)

7

That's right!

Contacting the **Student Services Team** is the right thing to do. They will be able to access medical records and determine whether additional information is needed.

Click here to [continue](#)

8

The Student Services Team

Staff may include

- ✓ Administrator
- ✓ Social Worker
- ✓ 504 Plan Chair
- ✓ School Nurse
- ✓ Teacher

The Student Services Team should obtain a **Release of Information** signed by the parent to request medical records from the hospital or rehabilitation facilities where the student was admitted.

Click here to [continue](#)

9

What Reports Might Be Helpful?

- [Medical](#)
- [Neuropsychological](#)
- [Educational](#)
- [Speech and Language](#)
- [Occupational Therapy](#)
- [Physical Therapy](#)

- [Hearing](#)
- [Vision](#)
- [Assistive Technology](#)

Click on the report type to find out more Click here to [continue](#)

10

Medical

What is a medical evaluation?

A medical evaluation can provide me with information about the type of injury of the student. It can also provide medical concerns, restrictions and needs of the student that will help in planning his return to school.

Click here to [continue](#)

11

Medical

What will a medical evaluation tell me for a student with a brain injury?

Possible areas of concern:

- seizures
- stamina/Home and Hospital
- diet
- medication management
- vision/hearing
- respiratory management
- physical/sports restriction

Click [here](#) to return to reports Click here to [continue](#)

12

Neuropsychology

What is a **neuropsychological evaluation**?

A neuropsychological evaluation is an in-depth assessment of skills and abilities that are linked to brain function. The evaluation will measure the following areas of brain function:

- Adaptive skills
- Attention and memory
- Social emotional functioning
- Problem-solving
- Language
- Processing
- Intellectual skills
- Visual spatial skills

[Click here to continue](#)

13

Neuropsychological vs. school psychological assessment?

A school-based psychological assessment typically evaluates intellectual and behavioral functioning, whereas a neuropsychological evaluation in addition to the above, incorporates brain behavior relationships. Such an evaluation will help the staff understand the student's functioning in the context of brain functioning.

[Click here to return to reports](#) [Click here to continue](#)

14

Educational

What is an educational evaluation?

An educational evaluation assesses areas of current academic functioning including reading, math, written language and listening comprehension skills.

[Click here to continue](#)

15

What will an educational evaluation tell me for a student with a brain injury?

- Current level of functioning which may just reflect pre-learning knowledge, not new learning ability
- Variability of current strengths and areas of weaknesses
- Look for patterns
- What is cognitive impact vs. actual knowledge

[Click here to return to reports](#) [Click here to continue](#)

16

Speech and Language

What is a speech/language evaluation?
A speech language evaluation for a student with a TBI should address the following areas:

- Receptive Language
- Expressive Language
- Pragmatic Language
- Swallowing Skills
- Breath support, speech
- Communication

[Click here to continue](#)

17

What will a speech/language evaluation tell me for a student with TBI?

- How does the student understand language?
- How can the student communicate (verbally, ACC, rate, speed)?
- How does speech and language impact social language skills?
- How do oral motor skills impact eating/drinking?

[Click here to return to reports](#) [Click here to continue](#)

18

Occupational Therapy

What is an occupational therapy assessment?

An occupational therapy evaluation for a student with a brain injury, should assesses the following areas:

- Fine Motor Skills
- Visual-Perceptual Skills
- Visual-Motor Skills
- Activities of Daily Living Skills

[Click here to continue](#)

19

What will an occupational therapy evaluation tell me for a student with a brain injury?

- What level of writing can the student do and what may impact written expression?
- What level of fine motor functioning and what may impact it?
- What is the level of independence for ADLs?
- Does the student require equipment?
- Does the material need to be modified or presented in a certain way visually?

[Click here to return to reports](#) [Click here to continue](#)

20

Physical Therapy

What is a physical therapy evaluation?

A physical therapy evaluation for a student with a brain injury should assesses the following areas:

- Endurance
- Speed
- Balance
- Coordination
- Mobility
- Motor Planning
- Equipment

[Click here to continue](#)

21


What will a physical therapy evaluation tell me for a student with TBI?

- What type of mobility does the student access?
- What is the student's physical stamina?
- What degree of assistance or supervision is required for mobility?
- Are there physical restrictions for recess and PE?
- How does cognition impact mobility?

Click [here](#) to return to reports Click here to [continue](#)

22

Audiology



What is an audiological evaluation?

An audiological assessment can provide me with information regarding the student's hearing. An audiologist will use a variety of tools to measure the peripheral and central auditory systems.

Click here to [continue](#)

23

What will an audiological evaluation tell me for a student with brain injury?

Possible areas of concern:

- Tinnitus (ringing in the ear)
- Vestibular issues (dizziness and balance)
- Sound sensitivity
- Auditory processing disorder
- Hearing loss

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24

Vision - What is a vision assessment?

A neuro-ophthalmology evaluation assesses the visual system as it relates to the nervous system. This includes vision disorders due to injury to the brain, the optic nerves, or the visual pathways which transmit visual signals from the eyes to the brain.

A functional vision assessment assesses how the student uses his vision in functional settings, such as the classroom and will tell me how to present information to the student.

[Click here to continue](#)

25

What will a neuro-ophthalmology evaluation tell me for a student with TBI?

Diagnoses that may present following TBI:

- Cortical visual impairment
- Esotropia
- Diplopia
- Convergence insufficiency
- Visual Field cut

[Click here to continue](#)

26

What will a functional vision assessment tell me for a student with a brain injury?

- How does the student's vision impact education?
- What material and instructional adaptations are needed?
- How does the eye/cortical condition translate to functional tasks?
- What environmental adaptations may be needed?

[Click here to return to reports](#) [Click here to continue](#)

27

Assistive Technology

What is an assistive technology evaluation?

An assistive technology evaluation is completed by an assistive technologist or sometimes by a team of specialists to determine what technology will help improve the student's performance, participation and independence.

[Click here to continue](#)

28

What will an AT assessment tell me for someone following brain injury?

What technology can help my student with a TBI? Technology can compensate for deficits in the following areas:

- Motor
- Cognitive
- Communication

[Click here to continue](#)

29

Key take away points to remember as we embark on the special education time-line.

- Provide frequent monitoring of goals and ensure progress is being made.
- Initially, have quarterly team meetings to ensure services are appropriate.
- Keep in mind process, not only content, and develop IEP goals as needed in these areas
- Keep in mind behaviors that may interfere with learning, even if not aggressive (attention, impulse control, following directions, decreased frustration tolerance, etc.) and develop goals in these areas.

[Click here to continue](#)

30



31
