

A Parent's Perspective: TBI in the School Setting

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Please note: This document is a plain text adaptation of the original PowerPoint presentation. It includes the core content and structure but does not contain any visual design elements, images, or animations present in the original file.

2003

- Injured at age 3
- At the time of injury: 1-2% survival rate
- Impact / Initial Injury – *Diagram of Frontal Lobe*
- Injury from Subdural Hematoma (bleeding) – *Diagram of Temporal Lobe*
- Secondary Injury from brain movement – *Diagram of Cerebellum*
- Technology Increases Survival: Still no idea how brain rewires after injury

Invisible Disability - “Looks Normal” Physically

- Extreme pressure, increased pacing, & quick thinking situations show TBI
- Tests
- SOLs
- Quizzes will randomly show failure when classwork shows success
- Fatigue issues appear randomly and can be debilitating.

The Brain tries to develop new pathways but they are unreliable. No Studies being done on long term effects of child TBI survivors.

No Acquired Skills

- Disrupted brain & physical development
- Grow into injury
- Difficulties appear out of nowhere and need immediate accommodations

Acquired Skills Prior to Injury

- Fully developed physically & mentally
- Difficult areas [are] easier to identify since development is done.

Elementary

- Increases in difficulty as student develops

- Early interventions of organization help
- Study habits can be instilled at an early age.
- Constant repetition of concepts is normal.

Middle & High School

- Difficulties in adjusting instruction – continuous repetition needed
- Stamina or fatigue increases as demands increase beyond medication
- Executive functioning not fully developed till age 24
- Puberty will cause issues

Stamina & Fatigue

It's like a video game life bar: Each and every task in a day sucks away at the life

Memory

Helpful Accommodations

- **Mental “Check ins”** with tests longer than 30 minutes.
- **Word Banks & Multiple Choice** to help with memory recall of content
- **One Summative test per day** benchmarks & VA testing should be considered here.
- **Study guides 3 blocks prior to summative tests** help with memory recall, repetition & storage of key concepts
- **SOLs** broken into consecutive sessions & at the start of the school day.
- **Core Subject Scheduling** - start the day with hardest subjects
- **Classroom lecture notes** provided if student needs

Point your parents to these helpful resources:

- ***Negotiating the Special Education Maze: A Guide for Parents & Teachers, 4th Ed.*** (Written by Winifred Anderson, Stephen R. Chitwood, Deidre Hayden and Cherie Takemoto)
- [BrainLine](#)
- [Brain Injury Services](#)
- [Lash & Associates Publishing, Inc.](#)
- Scientifically Based Study Skills: [The Learning Scientists](#)

It's a balancing act: [Balancing] homework, SOL after school review, studying, SOL testing with fatigue. The brain has no limits! Thank you for coming.

– Dumais Family, 2016