

## Child Study suggestions for possible Traumatic Brain Injury

<b>Tier II Interventions/Accommodations</b>	
<b>Poor attention/concentration</b>	
Reduce distractions—sunglasses, ear plugs	Cue attention with written and verbal cues
Seat student near instructor	Have student repeat information to ensure understanding
Teach in small groups	Teach self-regulating strategies
Use a study carrel	Provide breaks
Avoid fatigue	Use external devices to cue attention
Divide work into manageable chunks	Nonverbal signal to cue attention
Use visually simple materials	Adapt worksheets through the use of larger type and contrast between print and background
Highlight key directions and vocabulary to provide visual cues for relevant versus irrelevant details	Self-check strategies (e.g. teaching the student to create mindful moments—slow down, take a deep breath, and ask questions such as “What am I doing now?” or “What do I need to do first, second, or last?”
<b>Poor Memory</b>	
Present information through multiple sensory modalities-capitalize on strengths	Use an assignment sheet, check it regularly
Frequently repeat information	Allow tape recording of lessons
Summarize often	Have student repeat information to ensure understanding
Provide connection with previously learned material	Use external aids such as notes, memos, daily schedules, and assignment sheets
Teach the use of association, visualization, and categorization	Provide additional review
Use fact cards and cue sheets	Use multiple choice format
Use visual imagery to supplement oral instruction and verbal content	Give pass/fail grades rather than letter grades
Teach the student to chunk information	Teach mnemonics to help students remember information
Recite information aloud	Develop checklists/picture schedules in order to help the student remember daily schedules, routines, etc.
<b>Decreased Organization</b>	
Follow a daily schedule	Color code materials by class
Display activities schedule	Use checklists
Designate a specific place to turn work in	Prime student daily with a schedule
Develop a system to show that work has been turned in	Provide an outline for class lectures
Break tasks into steps	Help student make a “to do” list daily
Use a daily organizer	
<b>Decreased Ability to Follow Directions/Process Information</b>	
Reinforce key points	Slow pace of instruction

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Repeat frequently	Allow extra time for tests/assignments
Reinforce key points	Limit amount of information presented at one time
Repeat frequently	Break complex directions down into smaller steps
Use visual and auditory directions	Allow more time for response
Model tasks	List steps in written and/or pictorial form
Clear, concise presentation of information	Use written backup for oral instructions
Check for understanding by having the student verbalize and demonstrate	Highlight text/study guides
Reduce homework	
<b>Fine and Gross Motor Skills</b>	
Use a word processor for assignments	Allow extra time for assignment completion
Preferential seating	Allow audiotaping of lessons
Planned seating for the bus, lunch room, auditorium, ...	Provide note taking assistance-assign a buddy to take notes, provide a photocopy
Teach positive rules for use of space	Alter physical arrangement of room
Use graph paper	Build up handles/knobs for easier handling
<b>Impulsiveness</b>	
Reduce potential distractions	Teach mental rehearsal before beginning
Frequently restate and reinforce rules	
<b>Receptive Language</b>	
Use simple language	Limit the amount of information presented
Present directions one step at a time	Have the student repeat instructions
Use concrete language	Preteach vocabulary
Teach student to "stop and think"	
<b>Expressive Language</b>	
Teach the student to look for cues from listeners	Teach silent rehearsal strategies
<b>Pacing</b>	
Allow breaks	Allow extended time
Vary activities	Send home texts for preview
<b>Sensory</b>	
Use large print	Use green lines to delineate "go" and red lines to delineate "stop" when writing
Reduce input—sunglasses, ear plugs	Use contrasting colors of paper and print
Reduce the print on the page	Use graph paper
<b>Social Interaction</b>	
Create activities to promote social interaction	Assign a peer advocate
Focus on the social process, not the outcome	Assign a peer tutor
Use cooperative learning	Structure shared experiences
<b>Behavior</b>	

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Avoid fatigue-be aware of physical limits	Prime before changes
Limit distractions	Allow ample time to adjust
Avoid surprises	Teach explicit expectations
Be clear and consistent with expectations	Provide a social coach
Provide frequent feedback	Modify activities to prevent expectations
Avoid criticism	Teach and model acceptable alternate behaviors
React to aggression to a neutral approach	Provide verbal and visual prompts and warnings
Alternate activities to prevent frustration	Define personal space visually
Be flexible	Minimize triggers
Limit choices	Create a behavior contract that is negotiated between parties
Schedule preferred activities after nonpreferred activities	Conduct an informal FBA to identify antecedents or triggers for behavior in an attempt to eliminate environmental stresses
Limit the number of participants in an activity	Model, cue, and rehearse appropriate behaviors with students
Establish routines	Teach social communication skills such as greetings, conversation turn taking, sharing, etc.
Teach students to recognize when they are becoming upset and appropriate coping strategies	Peer buddies as mentors
<b>Fatigue</b>	
Provide breaks	Shorten the day
Provide extra time for transitions	Shorten assignments
Alternate activities and rest periods	