

Traumatic Brain Injury Checklist

Student: _____ Grade: _____ Date of Injury: _____
 School: _____ Current Date: _____

Please rate the student's behavior (in comparison to same-age classmates) using the following rating scale:

- Not at all
- Occasionally
- Often
- Very Severe & Frequent Problem

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				A. Orientation and Attention to Activity
				Confused with time (day, date); place (classroom, bathroom, schedule changes); and personal information (birth date, address, phone, schedule)
				Seems "in a fog" or confused
				Stares blankly
				Appears sleepy or to fatigue easily
				Fails to finish things started
				Cannot concentrate or pay attention
				Daydreams or gets lost in thoughts
				Inattentive, easily distracted
				B. Starting, Changing, and Maintaining Activities
				Confused or requires prompts about where, how or when to begin assignment
				Does not know how to initiate or maintain conversation (walks away, etc.)

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				Confused or agitated when moving from one activity, place, or group to another
				Stops midtask (math problem, worksheets, story, or conversation)
				Unable to stop (perseverates on) inappropriate strategies, topics, or behaviors
				Gives up quickly on challenging tasks
				C. Taking in and Retaining Information
				Forgets things that happened even the same day
				Problems learning new concepts, facts, or information
				Cannot remember simple instructions or rules
				Forgets classroom materials, assignments, and deadlines
				Forgets information learned from day to day (does well on quizzes, but fails tests covering several weeks of learning)
				D. Language Comprehension and Expression
				Confused with idioms (“climbing the walls”) or slang
				Unable to recall word meaning or altered meaning (homonym or homographs)
				Unable to comprehend or breakdown instructions with request
				Difficulty understanding “Wh” questions
				Difficulty understanding complex or lengthy discussion
				Processes information at a slow pace
				Difficulty finding specific words (may describe but not label)
				Stammers or slurs words
				Difficulty fluently expressing ideas (speech disjointed, stops midsentence)

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				E. Visual-Perceptual Processing
				Cannot track when reading, skips problems, or neglects a portion of a page of written material
				Orients body or materials in unusual positions when reading or writing
				Gets lost in halls and cannot follow maps or graphs
				Shows left-right confusion
				F. Visual-Motor Skills
				Difficulty copying information from board
				Difficulty with notetaking
				Difficulty with letter formation or spacing
				Slow, inefficient motor output
				Poor motor dexterity (cutting, drawing)
				G. Sequential Processing
				Difficulty with sequential steps of task (getting out materials, turning to page, starting an assignment)
				Confuses the sequence of events or other time-related concepts
				H. Problem-Solving, Reasoning, and Generalization
				Fails to consider alternatives when first attempt fails
				Does not use compensatory strategies (outlining or underlining)
				Problems understanding abstract concepts (color, emotions, math and science)
				Confusion with cause-effect relationships

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				Unable to categorize (size, species)
				Problems making inferences or drawing conclusions
				Can state facts, but cannot integrate or synthesize information
				Difficulty applying what they know in different or new situations
				I. Organization and Planning Skills
				Difficulty breaking down complex tasks (term papers, projects)
				Problems organizing materials
				Problems distinguishing between important and unimportant information
				Difficulty making plans and setting goals
				Difficulty following through with and monitoring plans
				Sets unrealistic goals
				J. Impulse or Self-Control
				Blurts out in class
				Makes unrelated statements or responses
				Acts without thinking (leaves class, throws things, sets off alarms)
				Displays dangerous behavior (runs into street, plays with fire, drives unsafely)
				Disturbs other pupils
				Makes inappropriate or offensive remarks
				Shows compulsive habits (masturbation, nail biting, tapping)
				Hyperactive, out-of-seat behavior

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				K. Social Adjustment and Awareness
				Acts immature for age
				Too dependent on adults
				Too bossy or submissive with peers
				Peculiar manners and mannerisms (stands too close, interrupts, unusually loud, poor hygiene)
				Fails to understand social humor
				Fails to correctly interpret nonverbal social cues
				Difficulty understanding the feelings and perspective of others
				Does not understand strengths, weaknesses and self presentation
				Does not know when help is required or how to get assistance
				Denies any problems or changes resulting from injury
				L. Emotional Adjustment
				Easily frustrated by tasks or if demands not immediately met
				Becomes argumentative, aggressive, or destructive with little provocation
				Cries or laughs too easily
				Feels worthless or inferior
				Withdrawn, does not get involved with others
				Becomes angry or defensive when confronted with changes resulting from injury
				Apathetic and disinterested in friends or activities
				Makes constant inappropriate sexual comments and gestures
				Unhappy or depressed affect
				Nervous, self-conscious, or anxious behavior

Not At All	Occasionally	Often	Very Severe & Frequent Problem	
				M. Sensorimotor Skills
				Identified problems with smell, taste, touch, hearing or vision
				Problems discriminating sound or hearing against background noise
				Problems with visual acuity, blurring or tracking
				Problems with tactile sensitivity (e.g., cannot type or play an instrument without watching hands)
				Identified problems with oromotor (e.g., swallowing), fine motor or gross motor skills
				Poor sense of body in space (loses balance, negotiating obstacles)
				Motor paralysis or weakness of one or both sides
				Motor rigidity (limited range of motion), spasticity (contractions) and ataxia (erratic movements) circle one
				Impaired dexterity (cutting, writing) or hand tremors
				Difficulty with skilled motor activities (dressing, eating)

Waaland and Bohannon (1992)

Reprinted from Guidelines for Educational Services for Students with Traumatic Brain Injury (Virginia Department of Education, 1992)