

TRAUMATIC BRAIN INJURY

Refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments, which may be immediate or delayed.

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none">• Use concrete language.• Limit the amount of information given at one time. Use short, simple sentences.• Allow the student to ask for repetition or clarification of information.• Use written words or pictures to provide the student with visual cues.• Allow the student to point to the pictures as the information is being presented orally.• Implement the use of cognitive mapping for the student to see the information in order of importance and to clarify content.• Use manual signs, gestures, or pictures in conjunction with verbal information.• If the student is silent or gives an impulsive answer when asked a question, allow the student to ask for help and verify the student's understanding of the question. Allow " thinking time."• Allow the student to tape the discussion or lecture.• Provide the student with the primary questions before the discussion.• Role-play to increase the information to be remembered.• When answering a question, provide the student with an auditory cue such as the beginning sound of the word that is the answer or give the student verbal choices.• Alert the student to the topics being discussed.• Emphasize key points in with voice variations, intonations, etc.• REPEAT, REPEAT, REPEAT• Explain the importance of the lesson and relate the lesson to everyday situations.

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Independent Worksheets	<ul style="list-style-type: none">• Demonstrate or provide an example of the directions to the worksheet.• Limit the amount of work required at one time allowing the student to complete the task successfully.• Provide multiple-choice answers for the student on the worksheets.• Provide sample items demonstrating the different parts of the worksheet.• Number the steps in a written direction and allow the student to cross out the direction as it is completed.• Have completed worksheets in a notebook for the student to refer to as a model.• Allow the student to demonstrate the same skill in a different way. (Math facts using flash cards instead of a worksheet.)• Provide the student time to go over the worksheet with a partner or para-educator to find and correct answers.• Modify the format of the assignment so page format is simpler and less visually confusing• Use a digital recorder, flip cards, or other memo device to help students recall the order that items are supposed to be completed (i.e., completing the steps in solving a math problem).• Use a math processor or electronic worksheet software for students who can't write legibly within the provided space or who have problems with alignment.
Assessments	<ul style="list-style-type: none">• Allow more time to complete tests.• Provide written multiple choice cues or pictures on assessments.• Provide pictorial or printed directions for student to refer to when upon completion of a test. ("Put test in the "In" box on teacher's desk and return to seat.")• Provide multiple choice, fill-in-the-blank (include a word list), or open book test.• Use semantic mapping or webbing techniques to help the student prepare for tests.• Provide opportunities for alternate format assessments.

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Centers	<ul style="list-style-type: none"> • Act out or demonstrate directions (one step at a time) for each center individually before the student begins working on the task. • Have the student focus on attending to each task and learning to transition from one task to another. • Have the student repeat the steps of the task back to the teacher or peer, providing cues with each step (What should you do first? Second?). • Inform the student how many steps there are to the task, "I am going to tell you two things to do," <i>and hold up two fingers.</i>
Projects	<ul style="list-style-type: none"> • Allow the student to use verbal rehearsal after being given the visual or auditory information by repeating the information and listening to themselves. • Provide the student with a matrix to refer to if they have difficulty recalling information to be included in the project. • Talk through how to get started on the project and provide several examples to which the student can refer. • Provide written notification of due date and time. • Allow multi-media options so student can perform in a comfortable learning style. • Provide the student with a written guideline of what's going to be graded.
Reports	<ul style="list-style-type: none"> • Provide a written or illustrated example of steps needed to write a report. • Allow the student to have a cue card on the desk: "Raise your hand for help." Use the cue cards for any reminder that is needed by the student. • Provide student check sheets with steps in sequence. • Provide student with evaluation sheet used to grade the report. • Provide the student with an organization chart to allow the student to organize information before writing the report using Venn diagrams or outlining software like Inspiration, Kidspiration, and Draft Builder. • Allow alternative format presentations, audio taped, videotaped, as opposed to doing it "live."

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Reading	<ul style="list-style-type: none">• Allow the student to use his/her own tracking or covering strategy when reading text.• Reduce the amount of text to be read by the student.• Provide the student with an outline of the text, focusing on the major points to remember.• Question the student to be sure that the information is clear.• Highlight, underline, or use reference pictures for the text to be read by the student.• Teach memory strategies: categorize, associate, rehearse, chunk information.• Teach the beginning, middle, and end of stories.• Teach vocabulary that is specific to the subject and/or activity.• Teach the common phrases used for satire, idioms, puns, etc.• Allow the student to use books on tape or other auditory reading aids.
Writing	<ul style="list-style-type: none">• Provide the student with timelines or rubrics when given a writing assignment to assure content included.• Realize that the student may get tired quickly. Let the student rest as needed.• Provide optimal physical positioning. Use book holders, pencil grips, or other adaptive equipment as needed.• Use "question cards" to indicate the specific topics to be addressed in the written assignment.• Provide access to word processing programs with adapted features -- word prediction, text to speech feedback for text entry and editing, and spelling and grammar check.• Use a math processor or electronic worksheet software for students who can't write legibly within the provided space or who have problems with alignment.
Drawing	<ul style="list-style-type: none">• Provide time for creative work in art and encourage independence.• Allow the student to draw or create illustration instead of writing as needed.• Allow alternate means of getting graphics or drawing (i.e., clipart, pictures from magazines, etc.) if student is unable to draw something of which they are proud.

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Groups	<ul style="list-style-type: none"> • Provide an agenda and signifying what has been completed and what needs to be completed. • Encourage student responses in small group to enhance confidence for larger group participation. Elicit a response when you are sure the student knows the answer. • Limit discussion in the group to that which is task oriented. • Encourage conversation by having a peer give directions to the student such as, “Tell me more”; “How many did you see...” etc.
Note-taking	<ul style="list-style-type: none"> • Allow the student to tape the discussion or lecture. • Allow the student to use a computer with a word processing program. • Have a peer take notes and provide the student with a copy. • Provide the student with a copy of the text and underline the key information. • Have the student write down key information using the questions Who?, What?, Where?, When?, and Why? • Assign a peer to monitor and check what the student has written.
Presentation	<ul style="list-style-type: none"> • During classmates’ presentations, allow the student to ask that the information be given at a slower rate. • Allow the student to use pictures or PowerPoint for visual cues during presentation. • Allow the student to organize the presentation. • Interrupt rambling speech; bring student’s focus back to key issues.
Computer	<ul style="list-style-type: none"> • Use a timer and reward student for maintaining focus on work. • Provide a white board beside the computer that contains student directions while at the computer. • Write the URL on the white board that is utilized for the lesson and allow the student to erase the characters of the URL as they are typed in the address box. • Make sure computer monitor is at eye level. • Make sure control panel features for menu, fonts, colors, mouse, and keyboard speeds are set to the student’s needs. • Employ shortcuts, hotkey combinations, stationary, etc. to help student work more efficiently.

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Classroom Setting	<ul style="list-style-type: none">• Decrease unnecessary distractions and verbalizations.• Limit background noise but increase it at small increments to more normal levels.• Provide visual cues throughout the setting to help the student attend and point to the sign when the student is off task.• Allow the student to take a rest break if needed.• Provide the student with an extra set of books to avoid having to carry them between school and home.• Provide the student with a written or picture schedule of the daily activities, locations, and the materials that the student will need to have.• Provide an uncluttered environment.• Provide written and/or picture cues of the class rules and expectations so that they are always a reminder for the student.• Maintain consistent classroom setting, especially for those students who have difficulty with transition.• Provide a designated "Quiet Area" for the student to go.• Provide seating with a clear view of instruction.• Have a "news" or announcement board accessible to the student.
* If the accommodations do not seem appropriate for the student, remember to check other disability areas.	