

Accommodations

Possible accommodations might include, but are not limited to, the following:

- Structure and simplify the classroom and home environment as much as possible (same schedule each day, reduced clutter, consistent cues, and written classroom rules)
- Break tasks into smaller parts; present parts in gradually increasing levels of difficulty
- Allow frequent breaks to accommodate for increased mental and physical fatigue
- Provide a quiet area for rest breaks
- Tailor assignments and homework (three ten-minute assignments achieve more than one half-hour assignment)
- Utilize positive reinforcement (rewards)
- Provide short directions that tell the child what to do
- Provide written, as well as verbal directions, for tasks
- Use picture or words to help with memory and organization
- Adjust expectations to take into account your child's physical problems (headaches, fatigue, medication side effects)
- Give advanced warning and assistance with transitions or changes between activities and places
- Have your child use assistive technology (tape recorders, computers, alarm watches, organizational planners, and calculators)

If necessary, request an evaluation to determine eligibility for school-based accommodations provided by Section 504 or refer the student for an evaluation for Special Education.

For more information.....

Wisconsin Department of Public Instruction- Traumatic Brain Injury

Judy O'Kane, State TBI Consultant
608-267-3748
www.dpi.wi.gov/sped/tbi.html

CESA 11 Traumatic Brain Injury Initiative.

Therese Canfield, Project Director
715-986-2020 ext. 2169
www.cesa11.k12.wi.us/speceduc/TBrainInjury.cfm

Brain Injury Association of Wisconsin, Inc.

21110 W. Capital Drive, Suite 5
Pewaukee, WI 53072
1-800-882-9282 (In Wisconsin)
262-790-9660 (Outside Wisconsin)
www.biaaw.org

Brain Injury Association of America

1608 Spring Hill Road, Suite 110
Vienna, Virginia 22182
703-761-0750
www.biausa.org

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Mild

Traumatic Brain Injury

A Guide for Parents

When

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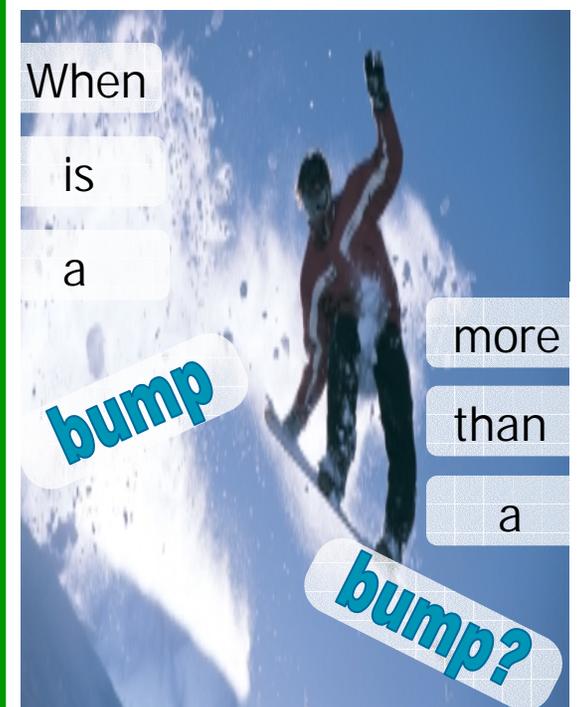
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What is a mild brain injury?

- A blow or jolt to the head can result in a traumatic brain injury (TBI), which can disrupt the function of the brain. Concussions, also called "closed head injuries," are types of TBI.
- The symptoms may be mild, but could affect the child's long-term functioning.



Immediately following the injury:

If your child has one or more of these problems, call your doctor.

- Has a severe headache or a headache that gets worse
- Is bothered by noise or light
- Has problems paying attention
- Is more irritable or has behavior changes
- Is sleepy
- Has trouble seeing
- Gets upset easily
- Cannot remember the accident or what happened right before the accident
- Has trouble using legs, arms, or is more clumsy
- Is dizzy, confused, or passes out
- Vomiting
- Has blood or clear fluid coming from nose or ears
- Has seizures

Remember: you are looking for changes that are different from your child's behavior before the head injury.

These changes can happen weeks, or even months, following a bump to the head. *These changes can occur even if you did not see any problems right after the injury.*

Physical changes

- Tired all the time
- Continuing headache
- Less active
- Dizziness
- Bothered by light and noise
- Tires more quickly
- Sleep changes (can't sleep, nightmares, etc.)

Behavior or personality changes

- Easily upset
- Worried or moody
- Spends more time alone
- Impulsive
- Difficulty following daily routine at school or home
- Can't get along with others (rude, mean, or annoying)

Cognitive (thinking) changes

- Trouble paying attention and staying on task
- Difficulty learning new information
- Disorganized
- Misses instructions
- Makes poor choices
- Cannot solve problems easily
- Does not follow directions well
- Can only do one thing at a time

- Takes longer to understand information
- Thinks slower and less quickly
- Gets stuck on one idea

If your child had a brain injury, what should you do?

- Continue watching your child's behavior for even small changes
- Report what you observe to your child's doctor



When your child returns to daycare or school, it is important to tell the following people about the brain injury:

- Classroom teacher
- Gym teacher and/or coaches
- School nurse
- School psychologist
- Counselor
- Principal
- Bus driver or car pool driver

Any change or limits on activities, made by your doctor, should be shared with school personnel. This information allows the teacher to observe your child and identify any changes in your child's behavior. Changes in behavior at school should be reported to you, and you should report them to your child's doctor.

Regional Traumatic Brain Injury consultants are available to assist school teams and parents by providing information and resources for students with identified Traumatic Brain Injury. A list of these contacts is available at:

<http://www.cesa11.k12.wi.us/speceduc/TBrainInjury.cfm>