

# Accommodations

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

- Structure and simplify the classroom environment as much as possible (same schedule each day, reduced clutter, consistent cues, and written classroom rules)
- Break tasks into component parts; present parts in gradually increasing levels of difficulty
- Allow frequent breaks to avoid cognitive fatigue and overload
- 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 concise verbal instructions
- Provide written, as well as verbal directions, for tasks
- Use visual prompts
- Adjust expectations to take into account the student's physical problems (headaches, fatigue, medication side effects)
- Prepare the student for and assist with transition activities
- Have the student use assistive technology (tape recorders, computers, alarm watches, organizational planners, and calculators)



If necessary, conduct an assessment 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](http://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/spceduc/TBrainInjury.cfm](http://www.cesa11.k12.wi.us/spceduc/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.biaw.org](http://www.biaw.org)

### Brain Injury Association of America

1608 Spring Hill Road, Suite 110  
Vienna, Virginia 22182  
703-761-0750  
[www.biausa.org](http://www.biausa.org)

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# Mild

# Traumatic Brain Injury

## A Guide for Educators

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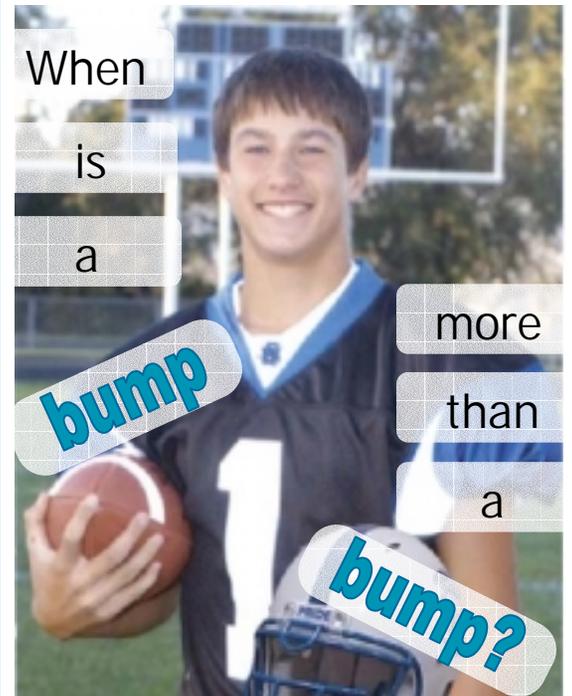
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### What is a mild brain injury?

- 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.

### Where can injuries occur in schools?

- Classrooms and hallways
- Playgrounds
- Gym class
- Sporting activities
- Almost anywhere!

### Immediately following the injury:

**If your student has one or more of these problems after an injury to the head, follow your school's accident reporting procedures and notify the child's parents immediately.**

### Symptoms may include:

- Severe and/or worsening headache
- Noise or light sensitivity
- Concentration or attention problems
- Behavior changes/ irritability
- Lethargy
- Vision problems
- No memory of the impact or what happened immediately before the incident
- Clumsiness, coordination problems
- Dizziness or confusion
- Vomiting
- Blood or clear fluid from nose or ears
- Seizures or convulsions

**Watch for longer-lasting effects of a brain injury that can occur several weeks, or even months, following a bump to the head. *These effects can occur even if symptoms were not observed immediately after the injury:***

### Physical changes

- Fatigued
- Tires more quickly
- Continuing headache
- Dizziness
- Sensitivity to light and noise
- Decreased endurance
- Sleep changes (can't sleep, nightmares, etc.)

### Behavior or personality changes

- Frustrated
- More easily upset or angered
- Anxious or moody
- Withdrawn or isolated
- Impulsive
- Difficulty following the established routine
- Socially inappropriate (disruptive, doesn't inhibit comments)

### Cognitive (thinking) changes

- Easily distractible
- Trouble paying attention and staying on task
- Memory difficulties-trouble learning new information
- Unable to organize information-may get lost, confused, or miss instructions
- Problems with judgment, problem solving and/or considering others' ideas
- Takes longer to understand information

- Processes less quickly
- Easily overwhelmed
- Difficulty initiating and/or completing a task
- Difficulty with word retrieval

**Watch for any *changes* in the student's behavior and/or performance since the brain injury and report them to parents.**

### Classroom observations

- Cannot tolerate classroom noise
- Cannot concentrate
- Exhibits frustration
- Has difficulty with school routines and/or transitions
- Easily fatigued
- Excessive tardies and absences
- Negative interpersonal interactions
- Failing grades



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>