

## REFERENCES AND RESOURCES

### References

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- Wisconsin Assistive Technology Initiative. (1998). *Assessing students' needs for assistive technology: A resource manual for school district teams*. Amherst, WI: author.
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- Williams, J. M., and Kay, T. (Eds.). (1991). *Head injury: A family matter*. Baltimore: Paul Brookes Publishing Co.
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Zimmerman, B. J. (1998). Academic studying and the development of personal skill: A self-regulatory perspective. *Educational Psychologist*, 33, (2/3), 73-86.

### REFERENCES BY MODULE

*The following resources may be particularly helpful to educators interested in obtaining further information on topics covered in training modules.*

#### **MODULE I: Introduction**

Savage, R.C., & Wolcott, G.F. (Eds.). (1994). *Educational dimensions of acquired brain injury*. Austin, TX: Pro-ed.

#### **MODULE II: Understanding Traumatic Brain Injury**

Begali, V. (1992, 1996). *Head injury in children and adolescents: A Resource and review for school and allied professionals* (2nd ed.). Brandon, VT: Clinical Psychology Publishing Company, Inc.

Corbett, S.L., & Ross-Thomson, B. (1996). *Educating students with traumatic brain injuries: A resource and planning guide*. Madison, WI: Wisconsin Department of Public Instruction.

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Sellars, C., Vegter, C.H., & Ellerbusch, S.S. (1997). *Pediatric brain injury: The special case of the very young child*. Houston, TX: HDI Publishers.

### **MODULE III: Returning to School**

Clark, E., Russman, S., & Orme, S. (1999). Traumatic brain injury: Effects on school functioning and intervention strategies. *School Psychology Review*, 28, 242-250.

Corbett, S.L., & Ross-Thomson, B. (1996). *Educating students with traumatic brain injuries: A resource and planning guide*. Madison, WI: Wisconsin Department of Public Instruction.

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### **MODULE IV: Planning to Meet the Needs of Students with TBI**

Algozzine, B., Ysseldyke, J., Elliott, J. (1997). *Strategies and tactics for effective instruction*. Longmont, CO: Sopris West.

Gettinger, M., & Stoiber, K.C. (1999). Excellence in teaching: Review of instructional and environmental variables. In C.R. Reynolds & T.B. Gutkin (Eds.), *Handbook of school psychology* (3<sup>rd</sup> ed., pp. 933-958). New York: John Wiley and Sons.

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- Wright, A., & Laffin, K. (2001). *A guide for writing IEP's*. Madison, WI: Wisconsin Department of Public Instruction.

### **MODULE V: Providing Positive Behavioral Interventions and Supports**

- Broussard, C.D., & Northup, J. (1995). An approach to functional assessment and analysis of disruptive behavior in regular education classrooms. *School Psychology Quarterly*, 10, 151-164.
- Center for Effective Collaboration and Practice (1999). *An IEP team's introduction to functional behavioral assessment and intervention plans* (2<sup>nd</sup> ed.). Author. <http://www.AIR-dc.org/cecp>
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- Kratochwill, T.R., Sheridan, S.M., Carlson, J., & Lasecki, K.L. (1999). Advances in behavioral assessment. In C.R. Reynolds & T.B. Gutkin (Eds.). *Handbook of school psychology* (3<sup>rd</sup> ed., pp. 350-382). New York: John Wiley and Sons.
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## **MODULE VI: Supporting Students with Mild Brain Injuries**

- Lehr, E. (1990). *Psychological management of traumatic brain injuries in children and adolescents*. Rockville, MD: Aspen Publishers, Inc.
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- Savage, R.C., & Wolcott, G.F. (Eds.). (1994). *Educational dimensions of acquired brain injury*. Austin, TX: Pro-ed.

## **VIDEOTAPES**

- Closed Head Injury* (1994). Denver, CO: Technical Medical Animation Corporation.
- Families Living with Brain Injury*. (n.d.). Iowa City, IA: Division of Developmental Disabilities, Iowa's University Affiliated Program, Department of Pediatrics, University Hospital School,
- Mild Traumatic Brain Injury: The Hidden Consequences*. (1994). Madison, WI: University of Wisconsin Hospital and Clinics.

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*Managing Threatening Confrontations*. (1998). Madison, WI: Community TIES Program, Waisman Center.

*The Human Brain* (2<sup>nd</sup> ed.). (n.d.). Chicago, IL: Britannica: Encyclopedia Britannica Educational Corporation.

### WEBSITES

American Medical Association. [http://www.ama-assn.org/insight/gen\\_hlth/atlas/atlas.htm](http://www.ama-assn.org/insight/gen_hlth/atlas/atlas.htm)

Brain Anatomy. <http://www.waiting.com/brainanatomy.html>

Center for Effective Collaboration and Practice. <http://www.AIR-dc.org/cecp>

National Resource Center for Traumatic Brain Injury. <http://www.neuro.pmr.vcu.edu>

Neuroscience for Kids – Explore the Nervous System. <http://faculty.washington.edu/chudler/introb.html>

U.S. Department of Education Home Page. <http://www.ed.gov/>

Wisconsin Department of Public Instruction Special Education Team.  
<http://www.dpi.wi.gov/sped/transition.html>

Wisconsin Division of Vocational Rehabilitation. <http://www.dwd.state.wi.us/dvr>

### ADDITIONAL RESOURCES

Additional resources in Wisconsin are listed in Corbett, S.L., & Ross-Thomson, B. (1996). *Educating students with traumatic brain injuries: A resource and planning guide*. Madison, WI: Wisconsin Department of Public Instruction.

See Appendix B for CESA Wide TBI Resources and CESA Traumatic Brain Injury Contacts, 2002.

Wisconsin Department of Public Instruction Publications. 1-800-441-4563