Traumatic Brain Injury
School Re-entry Program

Renée Lavelle, MS CCC/SLP
Lindsay Wilson, MS CCC/SLP
TOPICS COVERED TODAY

- TBI Recovery and Long Term Needs
- Assessment and Screening
- Areas of Deficit
- Therapy and Justification
- Teaching and Training
TBI Recovery & Long Term Needs

Define the Population

- Mild TBI
- Severe TBI
- Younger TBI
Common Changes

- Fatigue
- Irritability, anger outbursts, impulsivity
- Aggressive acting out, or misbehaving
- Passive behavior
- Depression
- Social immaturity
- Sexually inappropriate behavior

- Forgetfulnessness
- Distractibility
- Difficulty following directions
- Poor organizational skills
- Poor or lower grades
- Initiation
TBI Recovery & Long Term Needs

Anatomy

Frontal Lobe

“Swiss Cheese” Effect

Shearing Injury
Assessment and Screening

Standardized Language Assessment
Assessment and Screening

- Test of Problem Solving
- Language Processing Test
- Rivermead Memory Assessment
- Test of Pragmatic Language
Assessment and Screening

- Informal Assessment
- Observation
Areas of Deficit

- Sensory overload
- Impulsivity
- Attention to task
- Executive Function

- Memory
- Language
- Pragmatics
Therapy and Justification

Approaches for therapy

- Social Support
- Attention Process Training
- Use of External Aids
- Use of Strategies
Areas of Deficit
Sensory Overload
Therapeutic Techniques

Sensory Overload

Therapeutic techniques

• Be mindful of overall noise level
• Outside noises (hallway, outdoors, talking)
• Desk Assignment
• Interaction/location of seat in relation to peers
• Avoid expecting student to multi-task (divided attention)
Areas of Deficit
Impulsivity

TBI
Inattention
Impulsivity
Hyperactivity
Therapeutic Techniques

Impulsivity

Therapeutic techniques

- Identify behaviors that interfere with classroom
- Pre-teach expectations/sequences
- Provide written plan
- Verbally discuss/repeat expectations prior to starting assignment
- Role-play situations to provide choices
- Discuss positive/negative of situations and develop ongoing plans
EXECUTIVE SKILLS IN CHILDREN AND ADOLESCENTS

Triggers: What makes me mad

1. When I have to stop doing something fun
2. When it's time to do writing
3. When my plans don't work out

Can't dos

1. Hit somebody
2. Break anything

When I'm having a hard time, I can take a break and:

1. Draw a picture
2. Read a book
3. Listen to music
Therapeutic Techniques

Attention

Therapeutic techniques

• Short/concise directions and assignments

• Develop cuing systems (verbal, gesture, visual cues to use to redirect student)

• Remove distractions

• Use structured tasks (maze learning tasks, number cancellation)

• Pre-teach/repeat directions and check for comprehension
Areas of Deficit

Executive Function

PLANNING

Much work remains to be done before we can announce our total failure to make any progress.
Therapeutic techniques

- Use consistent template that can be used for a variety of tasks
- Identify main idea or goal, supporting details/steps, and conclusion- planning games/parties
- Structure thinking processes with outlines, charts, graphs
Areas of Deficit
Memory
Therapeutic Techniques

Therapeutic techniques

- Memory Book
- Electronic devices for schedules and events
- Log of activity
- Buddy system for consistent use
- Use multisensory presentations of information
- Teach note-taking techniques
- Make information relevant/meaningful to the student
Therapeutic Techniques

Therapeutic techniques

• Identify the behavior, sort through actions, and identify appropriate changes
• Predict long term outcomes: Why we do things the way we do
• Group interaction with peers to talk through emotions
• Ongoing opportunity for “debriefing” where situation, actions/outcomes are discussed, and new plans developed
Areas of Deficit

Language
Therapeutic Techniques

- Use audio or video tapes from news casts, TV shows, movies
- Spoken passages and recall facts or pre-taught information
- Recall of information from spoken messages
- Role playing/informal skits about anticipated interactions
- Discussion/debriefing about positive/negative exchanges
Areas of Deficit

- Pragmatics

Diagram showing different emotions:
- Happy
- Sad
- Angry
- Excited
- Disgusted
- Afraid
Therapeutic Techniques

Therapeutic techniques

• Pair student with responsible role model
• Be mindful of language choices/ use of sarcasm, idioms, figurative language
• Pair verbal directions with written guidelines
• Monitor/video social interactions/outcomes with peers
• Vocal inflection for questions/comments
• Scripts for social interaction
• Turn taking: answering/asking questions
• “Run” the school store; leading activities in class
Things to think about...

Pharmacological Intervention

Post-traumatic Stress
Things to watch for...

Edema/
Hydrocephalus

Post-traumatic
epilepsy

Noncontrast CT
"to educate,"

from

Teaching/Training
"Delayed onset of symptoms is sufficiently common after TBI in children that educational planners must ensure a long-term monitoring and safety-net system for these students.

An unfortunate reality is that many children receive little support when they return to school and begin to have serious academic and behavioral difficulties some years after their injury, which are subsequently attributed entirely to their laziness, oppositional nature, or emotional instability.”

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Questions?

Lindsay.wilson@cookchildrens.org
Renee.lavelle@cookchildrens.org
References


References

