

Traumatic Brain Injury Accommodations Form

This form¹ provides a list of accommodations for students who have experienced a traumatic brain Injury (TBI). It is an optional tool that school districts can use to guide their processes in welcoming students back to school and learning. This form is not intended to diagnose a TBI. A student should be working with their primary care provider and/or a TBI specialist. This form should be completed in conjunction with educators and school staff, parents/caregivers, a school nurse, and a physician.

A concussion is a type of TBI. A TBI is caused by a jolt, bump, blow to the head or penetrating injury causing damage to the brain that disrupts its normal functioning². These changes can lead to symptoms that negatively affect the students thinking, behavior, emotions, sleep functions and overall health. TBIs affect people differently. Most students will have symptoms that last a few days or a week. A more serious TBIs can last for weeks, months, or even longer³.

Section 1

Student Information

Date: _____

Student name: _____

Student Date of Birth: _____

Name of Person completing form: _____

Relationship to student: _____

Physician Name: _____

Physician Phone: _____

Physician Signature: _____

Date of Next Evaluation: _____

¹ This form is a result of requirements from 2020 [House Bill 4140](#)

² Center for Disease Control and Prevention (CDC). (2019a). *TBI: Get the facts*.
https://www.cdc.gov/traumaticbraininjury/get_the_facts.html

Section 2

Student Symptoms

Please indicate the challenges affecting the student by checking signs and symptoms from the list below

Thinking

- Difficulty thinking clearly
- Difficulty concentrating
- Difficulty remembering
- Difficulty following instructions
- Difficulty tracking conversations
- Feeling more slowed down
- Feeling sluggish, hazy, foggy or groggy
- Answers questions slowly
- Repeats questions
- Forgets class schedule or assignments

Emotional

- Depressed
- Irritable
- Sad
- More emotional than usual
- Nervous
- Behavior or personality change

Other

(Please describe below)

Physical

- Headache
- Pressure in head
- Nausea or vomiting
- Balance problems
- Dizziness
- Fatigue
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

Sleep

- Sleeps less than usual
- Sleeps more than usual
- Has trouble falling asleep
- Has trouble staying asleep

Section 3

Student Accommodations

Please indicate the accommodations that may be of assistance during this time.

Environment

- | | |
|--|--|
| <input type="checkbox"/> Post class rules | <input type="checkbox"/> Accommodate for length of school day |
| <input type="checkbox"/> Post daily schedule | <input type="checkbox"/> Provide frequent breaks |
| <input type="checkbox"/> Give preferential seating | <input type="checkbox"/> Provide a quiet workplace |
| <input type="checkbox"/> Change to another class | <input type="checkbox"/> Maintain consistent schedule |
| <input type="checkbox"/> Change schedule (most difficult in morning) | <input type="checkbox"/> Eliminate distractions (visual, auditory & olfactory) |
| <input type="checkbox"/> Provide system for transition | |

Method of Instruction

- | | |
|--|--|
| <input type="checkbox"/> Repeat or break-up directions | <input type="checkbox"/> Use individualized instruction |
| <input type="checkbox"/> Provide visual prompts | <input type="checkbox"/> Pause frequently |
| <input type="checkbox"/> Provide immediate feedback | <input type="checkbox"/> Use cooperative learning |
| <input type="checkbox"/> Point out similarities to previous concepts | <input type="checkbox"/> Encourage requests for clarification, repetition, etc. |
| <input type="checkbox"/> Use manipulative materials | <input type="checkbox"/> Use examples relevant to student's life |
| <input type="checkbox"/> Pre-teach or reteach | <input type="checkbox"/> Demonstrate & encourage use of technology |
| <input type="checkbox"/> Use peer tutor or partner | <input type="checkbox"/> Provide Notes to reduce the amount of writing so student can focus of lecture |
| <input type="checkbox"/> Use small group instruction | <input type="checkbox"/> Teach to current level of ability (use easier materials) |
| <input type="checkbox"/> Use simple sentences | |

Transitions

- | | |
|--|--|
| <input type="checkbox"/> Assistance identifying post- secondary supports | <input type="checkbox"/> Advanced planning for transition between grades/schools |
| <input type="checkbox"/> Identification of community resources for persons with brain injury | <input type="checkbox"/> Modified diploma options |

Memory Deficits

- | | |
|--|---|
| <input type="checkbox"/> Monitoring planner (check- off system) | <input type="checkbox"/> Strategy for note taking during long reading assignment |
| <input type="checkbox"/> Written & verbal directions for tasks | <input type="checkbox"/> Provide a copy of notes |
| <input type="checkbox"/> Alarms and calendar reminders on phones | <input type="checkbox"/> Open book or note tests |
| <input type="checkbox"/> Posted directions | <input type="checkbox"/> Reminders for completing & turning in work |
| <input type="checkbox"/> Alarms and calendar reminders on phones | <input type="checkbox"/> Repetition of instructions by student to check for comprehension |
| <input type="checkbox"/> Frequent review of information | |

Behavioral Needs

- Early interventions for situations that may escalate
- Teach expected behavior
- Increase student academic success rate
- Learn to recognize signs of stress
- Give non-verbal cues to discontinue behavior
- Reinforce positive behavior
- Set goals with student
- Use social opportunities as rewards
- Role play opportunities
- Teach student to use advance organizers at beginning of lesson
- Use proactive behavior management strategies
- Daily/weekly communication with parents
- Modification of non-academic tasks (e.g., lunch or recess)
- Time & place to regroup when upset
- Additional structure in daily routine
- Frequent specific feedback about behavior

Academic Progress

- Assigned person to monitor student's progress
- Contact person (home & school)
- Weekly progress report (home & school)

Assistive Technology

- Audiobooks
- Speech to text software
- Multimedia software
- Electronic organizers
- Shortcuts on computers
- Concept mapping software
- Accessibility options on computer
- Proofreading programs
- Alternative keyboards
- Voice output communication devices and reminders
- Enlarged text or magnifiers
- Recorded text & books
- Specialized calculators
- Picture & symbol supported software
- Talking spell checker & dictionary
- Computer for responding & homework
- Use of communication devices
- Word prediction programs
- iPad / Tablet
- Smart Phone

Fine Motor Difficulties

- Copy of notes provided
- Oral examinations
- Note-taker for lectures
- Scribe for test taking
- Recorded lectures

Processing Delays

- Complex direction broken into steps
- Repetition of pertinent information
- Use of precise language
- Cueing student to question prior to asking

Fatigue

- Schedule arranged for high cognitive demand tasks to be followed by less stressful coursework
- Reduced schedule
- Planned rest breaks

Visual Spatial Deficits

- Distraction free work area
- Large print materials
- Graphs & tables provided to student
- Use of math & reading template or guide
- Modified materials (e.g., limit amount of material presented on single page, extraneous picture)

Gross Motor/Mobility Difficulties

- Priority in movement (e.g., going first or last)
- Adaptive physical education
- Modified activity level for recess
- Special transportation
- Use of ramps or elevators
- Restroom adaptations
- Early release from class
- Assistance with carrying lunch tray, books, etc.
- Escort between classes
- Alternative evacuation plan
- Simple route-finding maps & cues

Curriculum

- Reduce length of assignments
- Change skill or task
- Accommodations for testing type or setting
- Allow extra time on tests and assignments
- Teach study skills
- Teach sequencing skills
- Teach memory strategies
- Write assignments in daily log
- Teach peers how to be helpful

Organizational Skills

- Study guide or timeline
- Instructions in using a planner or app
- Provide color-coded materials
- High-lighted materials to emphasize important or urgent information
- Daily calendar for assignments & tasks (digital or written)

Attention

- Additional movement breaks
- Visual prompts
- Positive reinforcement
- Higher rate of task change
- Verbal prompts to check work

Physical Activity and Athletics

- [Return-to-Play Progression](#) by CDC
- No-contact activities
- Activities consisting of slow movements
- Max's Law [Return to Play Concussion Guide](#) by OHA, ODE, CBIRT ³
- Low impact activities such as walking and stretching

Additional Considerations

- Home/School Relations
- School counseling
- Scripts about the injury & hospitalization
- Schedule parent conferences regularly
- Parent visits/contact
- Home visits
- Disability Awareness
- Schedule regular meetings for all staff to review progress & maintain consistency
- Explain disabilities to other students
- Teach peers how to be helpful
- Training for school staff