

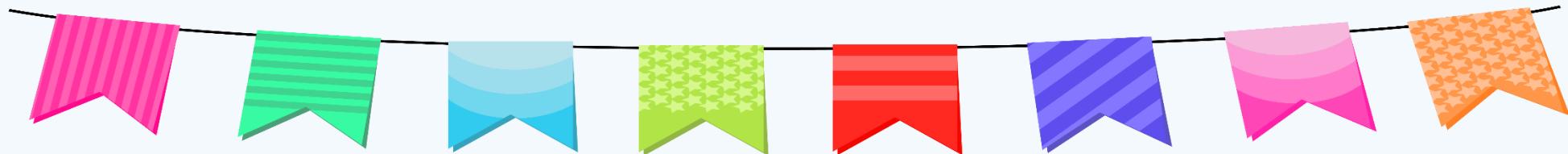


GDOE School Safety Conference 2022

Disability Awareness Training

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Disability Awareness Quiz



QUIZ
TIME!

Directions: Read each statement. Indicate "T" is the statement is true and "F" if the statement is false.

1. A person with a learning disability has a lower than average IQ. _____
2. A person who can't hear can use the telephone. _____
3. A disability could be contagious. _____
4. A person who has cerebral palsy always has an intellectual disability. _____
5. A person who uses a wheelchair can't play basketball. _____
6. A person who is blind cannot read. _____
7. A person who has an intellectual disability cannot get a job. _____
8. A person who has a disability cannot live alone. _____
9. A person who has a disability cannot vote. _____

The first activity is....

Paragraph Written by a Student with a Disability

i suspect that at the chil b wi tha learn in
disability mu stire quently yex ger ien o ea
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n un sta dlew or 1b in consitentabul
tsa nd haphaza r b gercep. +io n
shes a on Fuse b dy th e cra zy
ymdots we give chim gress ureb
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+lear no he tra bit ion aw ayamb
saw em u site acht imbif. Ferently

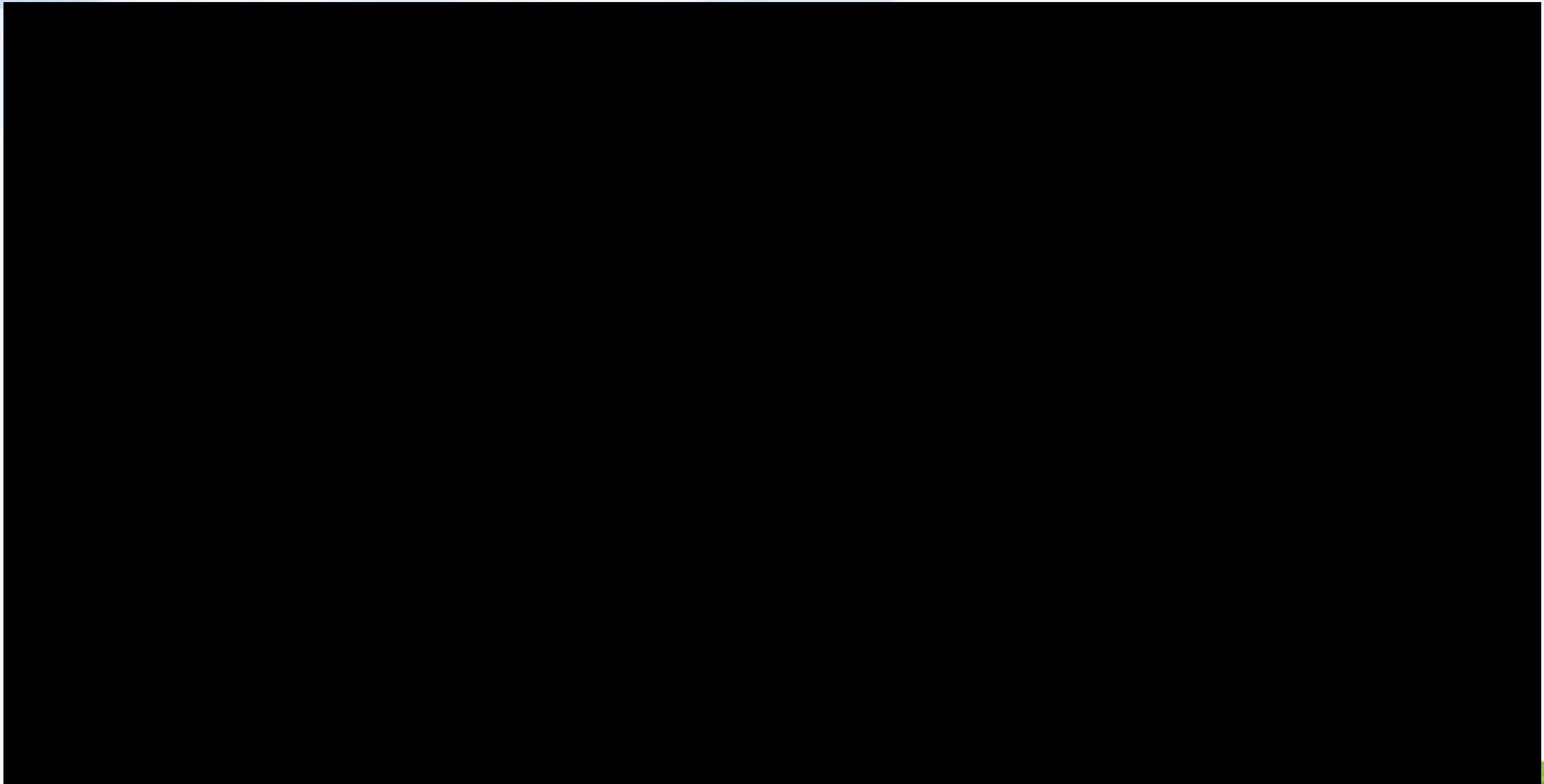
I suspect that the child with a learning disability must frequently experience an Alice in Wonderland existence. Often we find that he must cope with an unstable world, inconsistent adults and haphazard perceptions. He's confused by the crazy symbols we give him, pressured by the length of time to do it and frustrated by his repeated failures. He does not learn the traditional way and so we must teach him differently.

Objectives

Participants will:

- identify the 6 main principles of IDEA 2004
- identify and define the 13 disabilities as found in IDEA;
- identify characteristics of each of the 13 disabilities;
- identify accommodations for the 13 disabilities.

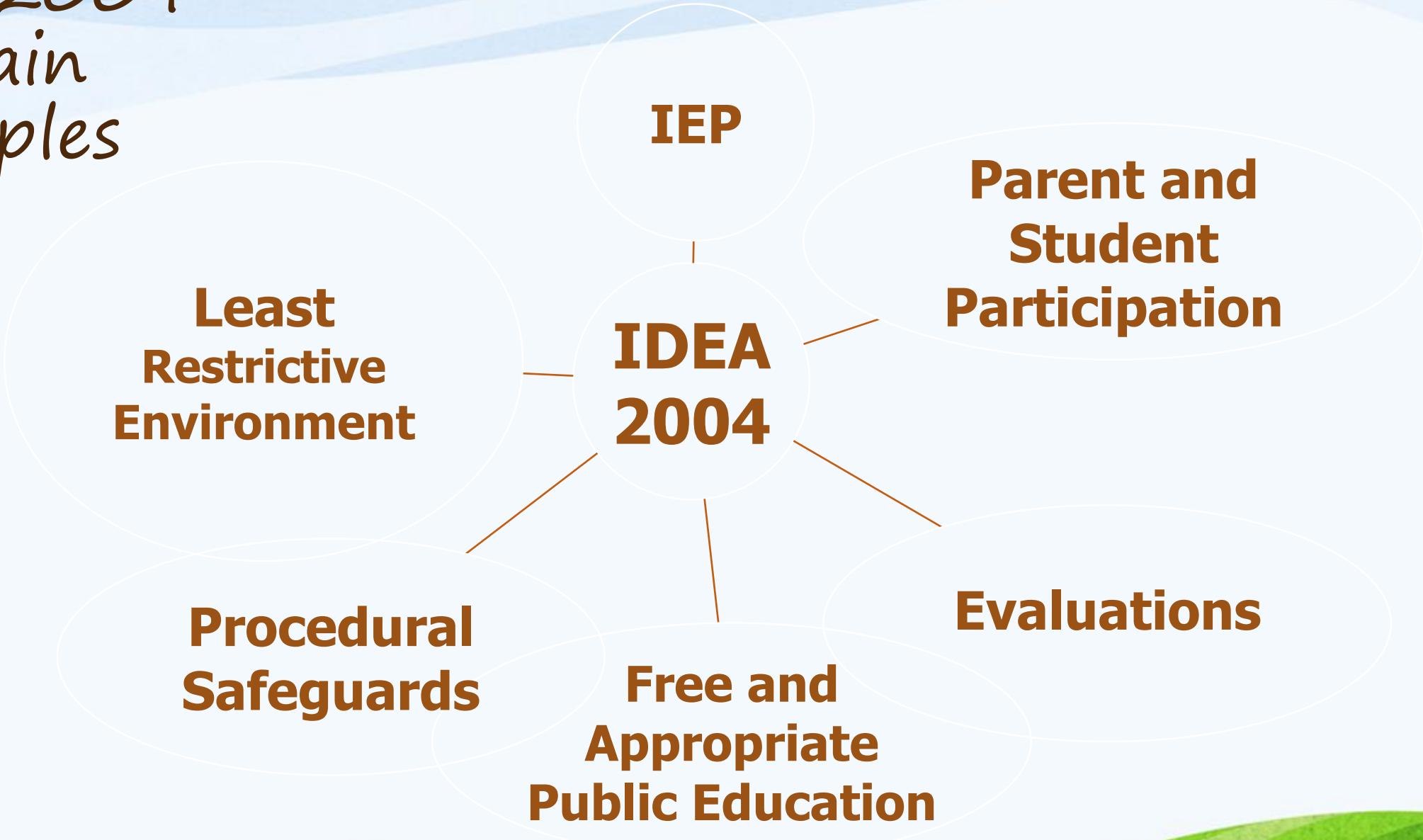
Para Educator Video



Governance

- IDEA 2004
 - The federal law that governs special education and related services
 - Primary Purpose:
 - FAPE
 - Parent Participation

IDEA 2004 Six Main Principles



What is Special Education?

- *Special education* means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including -
 - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (ii) Instruction in physical education.

CFR § 300.39

IDEA Identified Disability Categories

Individuals with Disabilities Education Act (IDEA) defines the 13 eligibility categories of special education. In order to qualify for special education, the IEP team must determine that a child qualifies under one of the following areas:

1. Autism
2. Deaf-blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairments (including ADHD)
10. Specific learning disabilities (including dyslexia, dyscalculia and dysgraphia, and other learning issues)
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment, including blindness

National Statistics SY 2020-2021 Part B

The number of students in the US receiving Special Education services is 7.2 million

Source: U.S. Department of Education, ED *Facts* Data Warehouse (EDW): “IDEA Part B Child Count and Educational Environments Collection,” 2016-17.

- **BASIC PRINCIPLES OF HUMAN DEVELOPMENT**

- Development in all people is similar.
- Development proceeds from the upper portions of the body toward the lower portions - from head to toe.
- Physical, cognitive, social and emotional development are interrelated and affected by the interaction of heredity and environment.



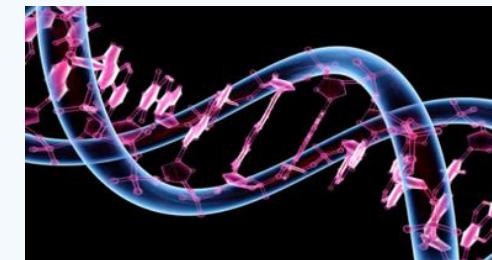
FACTORS THAT MAY IMPEDE HUMAN DEVELOPMENT

Causes of Disabilities

Genetic

Environmental

It May occur during the prenatal, natal, or postnatal periods



- **FACTORS THAT MAY IMPEDE HUMAN DEVELOPMENT**
(continued)



Prenatal (Before Birth)	Natal (At the time of Birth)	Post Natal (After Birth)
<ul style="list-style-type: none"> • Poor nutrition • Hepatitis or measles • Drug use, alcohol, or smoking • Medicine has taken during pregnancy • Food Activities • Long Labor • Excessive Hemorrhaging 	<ul style="list-style-type: none"> • Premature • Loss of Oxygen • Injury to the central nervous system • Inability to breathe • Poisoning • Tumors • Infectious diseases such as Meningitis or Encephalitis • Direct Injury to the head • Early separation of the placenta 	<ul style="list-style-type: none"> • Injury to the central nervous system • Severe blows to the head (accident or abuse) • Inability to breathe • Poisoning • Tumors • Infectious diseases such as Meningitis or Encephalitis

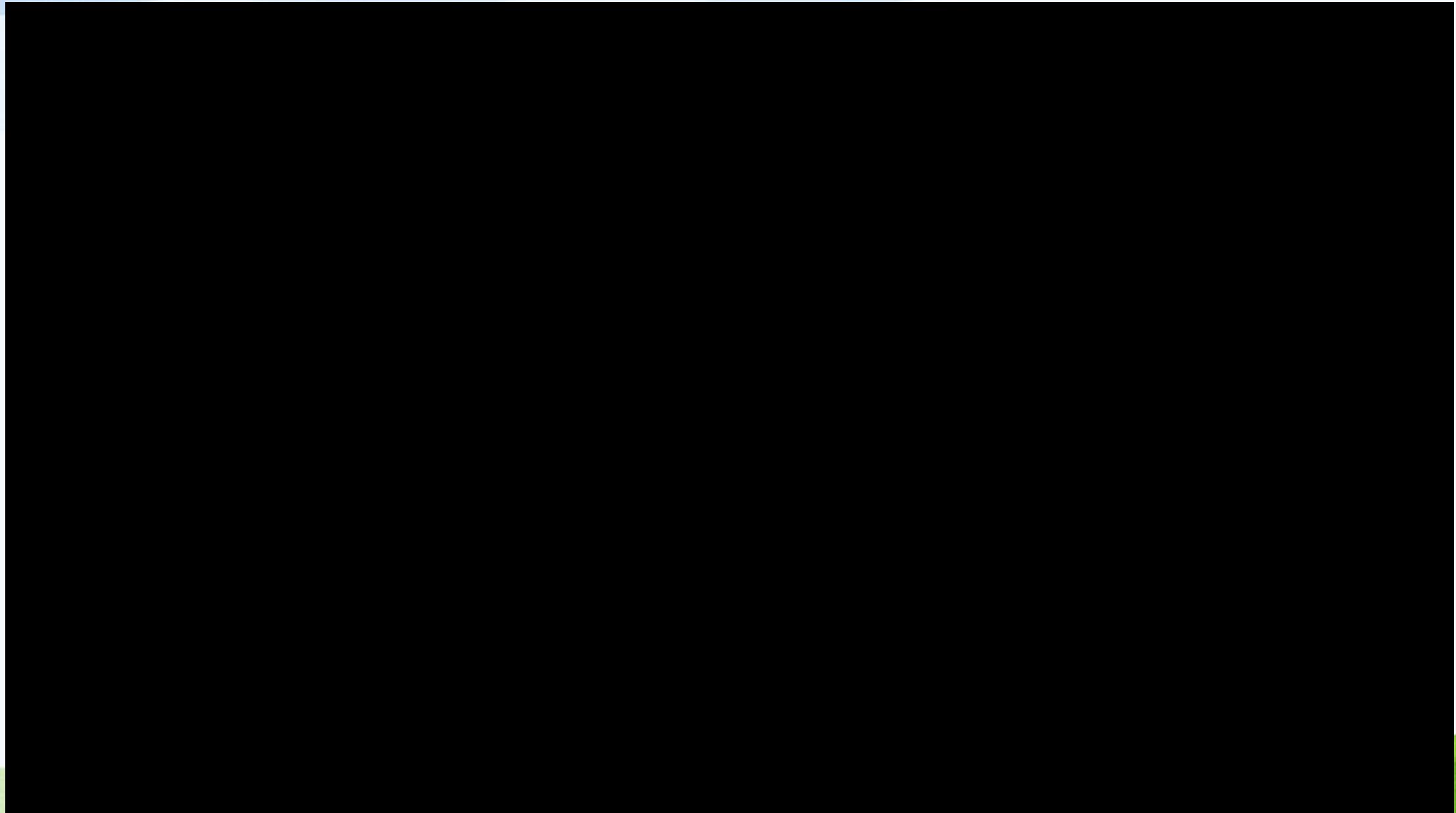
Types of Disabilities

Autism

CFR § 300.8(B)(1)

- A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance.
- Characteristics associated with autism: engaging in repetitive activities, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

Autism Video



Who Is Affected By Autism?

- *CDC currently estimates that 1 in 150 individuals have autism spectrum disorder based on study that looked at 8 year-old children across 14 states*
- *CDC study expanded the definition of “autism” to include the diagnosis of PDD-NOS and Asperger’s Syndrome*
- *Boys are 4 times more likely to be diagnosed but girls are more severely affected*

When Does It Occur?

- Children are born with the disorder and never “outgrow” or are “cured” of their autism
- Usually diagnosed in early childhood (18 months – 2 years) when a child fails to meet developmental milestones

www.cdc.gov/ncbddd/autism/actearly/interactive/index.html

<http://www.autismspeaks.org/video/glossary.php>

DSM-IV Diagnostic Criteria

(American Psychiatric Association, 2000)



Communication

- Delay in, or complete lack of, verbal communication
- Difficulty in initiating or sustaining conversations
- Stereotyped or idiosyncratic use of language (echolalia, jargon)
- Inability to engage in spontaneous, make-believe, or imitative play at the appropriate developmental level

DSM-IV Diagnostic Criteria

Socialization

- Difficulty developing peer relationships appropriate to developmental level
- Impaired use of nonverbal behaviors (e.g., eye contact, facial expressions, and gestures)
- Lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (joint attention)
- Lack of social or emotional reciprocity

DSM-IV Diagnostic Criteria

Behavior

- Preoccupation with an activity or interest that is abnormal either in intensity or focus
- Inflexible adherence to nonfunctional routines or rituals
- Repetitive or stereotyped movements (e.g., hand flapping)
- Persistent preoccupation with parts of objects

Deaf-Blindness

- Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs *solely* for children with deafness or children with blindness.

CFR § 300.8(B)(2)



Characteristics: Deaf-Blindness

1. Difficulty establishing/maintaining interpersonal relationships
2. Feelings of vulnerability
3. Difficulty developing skills for communicating with others in a meaningful way
4. Trouble learning object permanence
5. An overactive startle response
6. Difficulty interacting with things in the environment in a meaningful way and/or generalizing information
7. Delayed motor skills, such as crawling and reaching difficulties interpreting movement;

Deaf-Blindness Accommodations

Adapt instruction

- Provide high degree of consistency when presenting new information
- Provide experience based instruction
- Provide additional time for student to locate and attend to the person who is interacting with the student

Adapt materials

- Specific and consistent print size
- Toys with low frequency sound

Deafness

- A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Characteristics: Deafness

- The inability to hear intensity (loudness)
- The inability to hear pitch
- The inability to hear both
- Typically hearing loss above 90 decibels is considered deafness
- Delayed development of speech and language

Accommodations: Deafness

Amplification

- Personal hearing device
- FM systems

Communication

- Specialized seating arrangement
- Reduce auditory distractions (background noise)
- Enhance speechreading conditions
- Gain child's attention before speaking
- Clearly enunciate speech
- Repeat or rephrase information if needed

Accommodations: Deafness

Physical environment

- Noise reduction (carpet & other sound absorption materials)
- Specialized lighting
- Room design modifications
- Flashing fire alarm

Instructional

- Use of visual supplements
- Speech-to-text captioning
- Educational interpreter
- Note taker
- Frequent checks for understanding
- Step-by-step directions

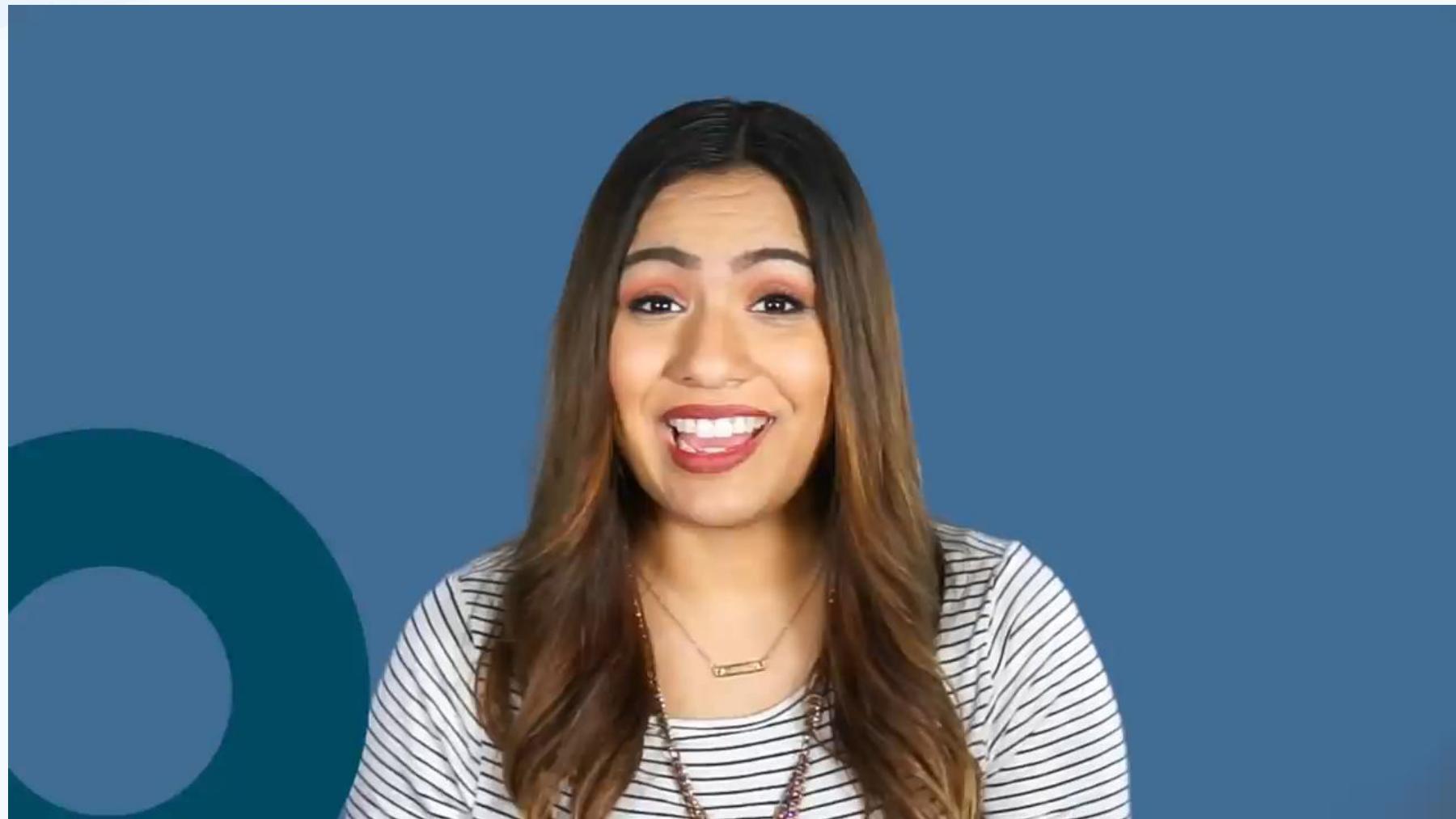
Activity

Simple helpful signs to communicate

Help

Restroom

Water



Emotional Disturbance (ED)

CFR § 300.8(B)(4)(i)

- A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
- The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.



Types of Emotional or Behavioral Disorders

- **Externalizing Behaviors**
 - Aggressive behaviors are expressed outwardly.
 - Examples include a high level of irritating behavior that is impulsive and distracting, or persistent aggression.
 - Three common problems:
 - Hyperactivity
 - Aggression
 - Delinquency
 - The condition may co-exist with ADHD.
- **Internalizing Behaviors**
 - Expressed by being socially withdrawn
 - Examples include:
 - Anorexia or bulimia
 - Depression
 - Anxiety
 - More common among girls
- **Low Incidence**
 - Includes schizophrenia
 - Social maladjustment

Characteristics and Behaviors

- Hyperactivity (short attention span, impulsiveness);
- Aggression or self-injurious behavior (acting out, fighting);
- Withdrawal (not interacting socially with others, excessive fear or anxiety);
- Immaturity (inappropriate crying, temper tantrums, poor coping skills)
- Learning difficulties (academically performing below grade level).
- Children with the most serious emotional disturbances may exhibit distorted thinking, excessive anxiety, bizarre motor acts, and abnormal mood swings.
- These behaviors continue over long periods of time. Their behavior signals that they are not coping with their environment or peers.

Types of Emotional Disturbance

- Anxiety disorder
- Mood disorder
- Oppositional defiant disorder
- Conduct disorder
- Schizophrenia

Conduct Disorders

Symptoms Of Conduct Disorder

1. Aggressive Conduct Behavior

- A. Intimidating or bullying others
- B. Physically harming people or animals on purpose
- C. Using weapons that can cause serious harm such as bricks, bat, knife or gun
- D. Often initiates physical fights



2. Deceitful Conduct Behavior

- A. Lying
- B. Breaking and entering
- C. Stealing
- D. Forgery



3. Destructive Conduct Behavior

- A. Deliberately engaged in a fire setting with the intent of causing serious damage to another's property.
- B. Other intentional destruction of property.



4. Violation of Rules

- A. Skipping school
- B. Elopement home
- C. Drug and alcohol use
- D. Sexual behavior at a young age



Oppositional Defiant Disorder

Separation Anxiety Disorder



Selective Mutism



01 Genetics:

Children who are suffering from this disorder often have a genetic predisposition to anxiety disorders.



02 Temperament:

Most children suffering from SM tend to have intense inhibited temperaments (negative affectivity, behavioral inhibition).

Causes For Selective Mutism



03 Sensory Integration Dysfunction:

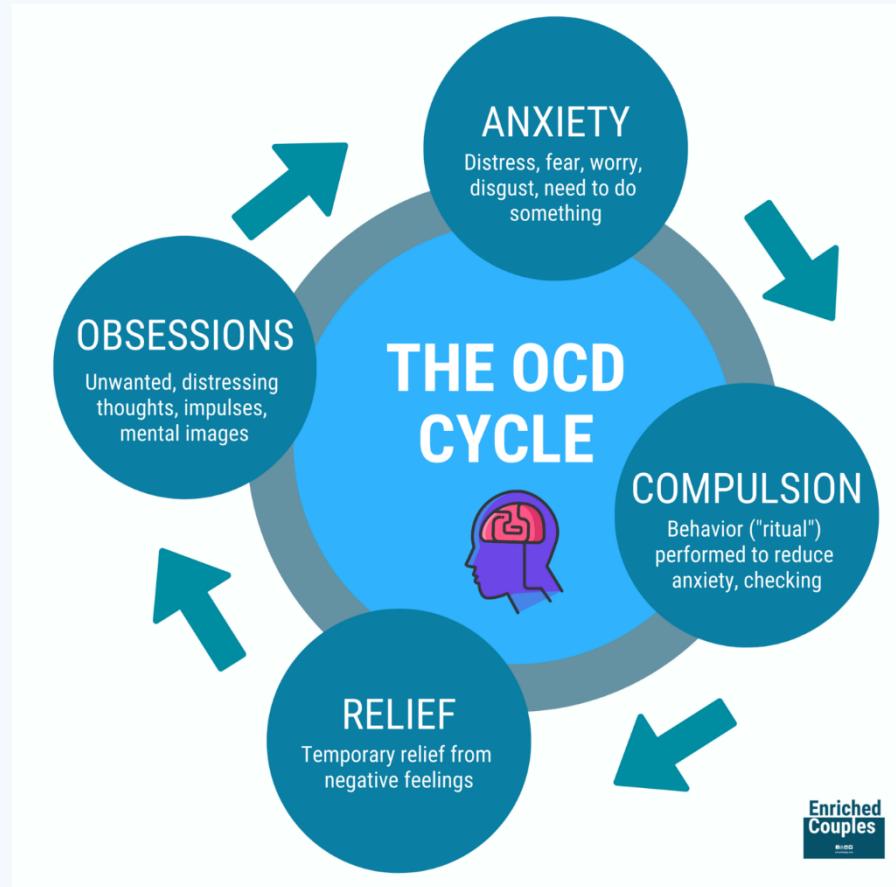
Sensory Integration Dysfunction (DSI) may be another reason why some children develop Selective Mutism.



04 Environmental factors:

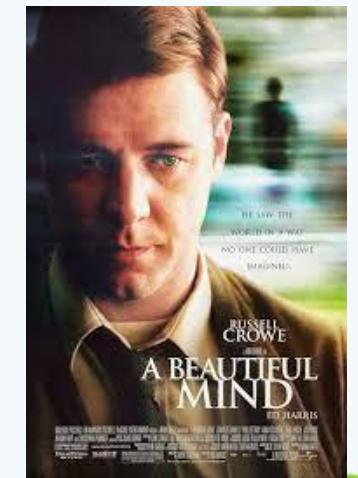
Certain social factors, like abuse, neglect, trauma, social inhibition, and overprotective parents, may also lead to the development of this disorder.

Obsessive Compulsive Disorder



Schizoid Personality Disorder

- The child with this disorder exhibits a restrictive range of emotional experiences and expression and indifference to social situations.



Accommodations: ED

Teaching adaptations

1. Illustrate the rules with clear examples
2. specify rewards for following rules
3. Specify consequences when rules are disobeyed.
4. Be consistent when enforcing rules,
5. Provide models of acceptable behaviors
6. Respond to the student as a human being
7. Be tolerant
8. Before reprimanding negative social behavior, say, "Stop and think about what you just did. What should you have done? Now, try to do it more appropriately."

Specific Learning Disability (SLD)

- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
- The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Characteristics of Specific Learning Disability (SLD)

- Slow to learn the connection between letters and sounds
- Confuses basic words
- Makes consistent reading and spelling errors (letter reversals, inversions, transpositions, and substitutions)
- Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- Slow to remember facts
- Slow to learn new skills, relies heavily on memorization
- Impulsive, difficulty planning
- Unstable pencil grip
- Trouble learning about time
- Poor coordination, unaware of physical surroundings, prone to accidents
- Avoids writing assignments
- Slow or poor recall of facts
- Difficulty making friends
- Trouble understanding body language and facial expressions
- **High School Student**
- Weak memory skills
- Difficulty adjusting to new settings
- Works slowly
- Poor grasp of abstract concepts
- Either pays too little attention to details or focuses on them too much
- Misreads information

Causes

- learning disabilities. Learning disabilities are presumed to be disorders of the central nervous system and a variety of factors may contribute to their occurrence. Learning disabilities may be due to:
- Heredity. Learning disabilities tend to run in families. It is not unusual to discover that people with learning disabilities come from families in which other family members have reported similar difficulties.
- Problems during pregnancy and childbirth. Learning disabilities may be caused by illness or injury during or before birth. Learning disabilities may also be caused by the use of drugs and alcohol during pregnancy, RH incompatibility with the mother (if untreated), premature or prolonged labor or lack of oxygen or low weight at birth.
- Incidents after birth. Head injuries, nutritional deprivation, poisonous substances, (e.g., lead), and child abuse can contribute to learning disabilities

Common Types

I-Dyslexia - a language-based disability in which a person has trouble understanding words, sentences, or paragraphs.

Symptoms of Dyslexia

Symptoms in preschoolers

Some of the symptoms of dyslexia or SLD in a preschooler could include:

- Delayed speech.
- Problems with pronunciation.
- Problems with rhyming words and learning rhymes.
- Difficulty with learning shapes, colors and how to write their own name.
- Difficulty with retelling a story in the right order of events.

Symptoms of Dyslexia

Symptoms in primary school children

Some of the symptoms in a primary school-age child could include:

- Problems with reading a single word.
- Regularly confuses certain letters when writing, such as 'd' and 'b' or 'm' and 'w'.
- Regularly writes words backward, such as writing 'pit' when the word 'tip' was intended.

Symptoms of Dyslexia

- Problems with grammar, such as learning prefixes or suffixes.
- Tries to avoid reading aloud in class.
- Doesn't like reading books.
- Reads below their expected level.

Accommodations for SLD

Presentation

- Provide on audio tape
- Provide in large print
- Reduce number of items per page or line
- Provide a designated reader
- Present instructions orally

Response

- Allow for verbal responses
- Allow for answers to be dictated to a scribe
- Allow the use of a tape recorder to capture responses
- Permit responses to be given via computer
- Permit answers to be recorded directly into test booklet

Accommodations for SLD

Timing

- Allow frequent breaks
- Extend allotted time for tasks
- Extend allotted time for a test

Setting

- Provide preferential seating
- Provide special lighting or acoustics
- Provide a space with minimal distractions
- Administer a test in small group setting
- Administer a test in private room or alternative test site

Look at the chart and say the COLOR not the word.

Look at the chart and say the COLOR not the word.

YELLOW **BLUE** **ORANGE**

BLACK **RED** **GREEN**

PURPLE **YELLOW** **RED**

ORANGE **GREEN** **BLACK**

BLUE **RED** **PURPLE**

GREEN **BLUE** **ORANGE**

Auditory Processing Disorder Activity

- Law tent britches full in town.
- Ah waits beep a light.
- Ah swell attends swell.

Auditory Processing Activity cont

- London Bridge is falling down
- Always be polite.
- All's well that ends well. (Willison & Goehring, 2011)

Visual Impairment Including Blindness

- An impairment in vision that, even with correction, adversely affects a child's educational performance.
- The term includes both partial sight and blindness.

Importance of early detection:

- According to research the first three months of a child's life are the most critical to the development of the visual system.
- Low vision, fluctuating vision, and blindness "can severely impede the development of independence, communication, and social interactions" (p.140).

McLean, M., Wolery, M., & Bailey Jr., D.B. (2004). *Assessing infants and preschoolers with special needs*. Upper Saddle River, NJ: Pearson Education, Inc.

- "A lack of vision or reduced vision may result in delays or deficits in motor, linguistic, cognitive, and social-behavioral development" (p. 346).

Bartlett, L.D., Weisenstein, G.R., & Etscheidt, S. (2002). *Successful inclusion for educational leaders*. Upper Saddle River, NJ: Pearson Education, Inc.

- As a result early detection of any visual impairment is crucial in helping to minimize the negative impact on a young child's development as they move through life.



What to look for:

Physical Characteristics

The child's eyes may

- 1.) be inflamed or watery.
- 2.) have reoccurring stye or infections.
- 3.) be red-rimmed, encrusted, and or have swollen eyelids.
- 4.) have different sized pupils.
- 5.) have drooping eyelids.
- 6.) be sensitive to light.
- 7.) see well one day and not the next.
- 8.) be crossed.
- 9.) be semi-closed or squinted.
- 10.) appear to be focusing in different directions.



Paasche, C.L., Gorrill, L., & Strom, B. (2004). *Children with special needs in early childhood settings identification intervention inclusion.*

Canada: Delmar Learning.

What to look for cont...

Behavioral Characteristics

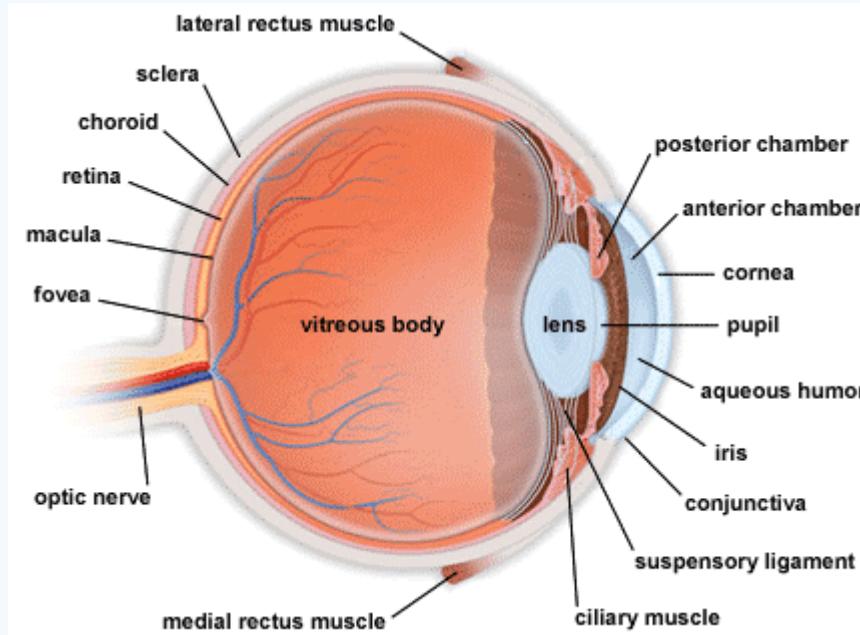
The child may

- 1.) close or cover one eye.
- 2.) squint eyes or frown.
- 3.) complain that things are blurry or hard to see.
- 4.) have trouble reading or doing other close-up work, and holds objects close to eyes to see.
- 5.) blink more than usual.
- 6.) be cranky when doing close-up work (looking at books).



What causes visual impairment in children?

- There are many causes of visual impairments. “Any defect in the eye itself; in the optic nerve, which carries visual messages to the brain; or in the vision center in the brain may result in a visual impairment” (p. 80).



Source: http://www.crowrivereyecare.com/articles/anatomy_a1.htm

More specifically vision loss can result from...

- Damage from injury
- Accidents
- Illness to any part of the visual system
- Genetic disorders
- Congenital (present at birth) abnormalities
- Premature birth

Don't know much about the human eye? You're not alone! Follow this link <http://www.nei.nih.gov/health/eyediagram/> to an interactive diagram of the human eye.

Visual Impairment Characteristics

- Clumsiness
- Spatial positioning
- Short attention span
- Sensitivity to bright light
- Poor eye and hand coordination
- Poor academic performance

Accommodations: VI

Materials

- braille
- large print
- audiotape
- electronic text
- oral testing/scribing



Material presentation

- Provide copy of activity for student to view at desk
- Communicate information exactly as written on board or what is being projected
- Present material against a plain background
- Print should be large
- Recorded text

Hearing Impairment

- An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.

CFR § 300.8(B)(5)

Characteristics: Hearing Impairment

- Articulation difficulties
- Language delays
- Easily frustrated
- Difficulty with oral expression
- Difficulty with social/emotional skills
- Often follows others, but rarely leads

Accommodations: HI

1. Use captions
2. Make use of technology
3. Use of visuals
4. Keep unnecessary noise to a minimum
5. Specific seating

Intellectual Disability (ID)

- Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
- Until October 2010, the law used the term "mental retardation." In October 2010, Rosa's Law was signed into law by President Obama. Rosa's Law changed the term to be used in the future to "intellectual disability."

Characteristics: ID

- *Conceptual* – includes problems with skill in language, reading, writing, mathematics, reasoning, memory, knowledge retention
- *Social* – refers to issues with empathy, judgment, communication, making and keeping friends, and other social functions
- *Practical* – focuses on problems with self-care, such as personal hygiene, job duties, personal finance, organization

Accommodations: ID

1. Be as concrete as possible
2. Step-by-step instructions
3. Give immediate feedback
4. Help student learn life skills
5. Help facilitate social aspects

Multiple Disabilities

- Simultaneous impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments.
- The term does not include deaf-blindness.

CFR § 300.8(B)(7)

Characteristics: MD

- Limited speech or communication
- Difficulty in basic physical mobility
- Tendency to forget skills through disuse
- Trouble generalizing skills from one situation to another
- A need for support in major life activities (e.g., domestic, leisure, community use, vocational)(National Dissemination Center for Students with Disabilities).

Accommodations: MD

- Teach in a variety of settings
- Provide prompts/cues
- Use of visual schedules
- Stick to routines
- Visual supports

Orthopedic Impairment

- A severe orthopedic impairment that adversely affects a child's educational performance.
- The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

CFR § 300.8(B)(8)

Characteristics: Orthopedic Impairment

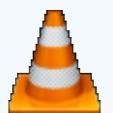
- neuromotor impairments
- degenerative diseases
- musculoskeletal disorders

Accommodations: Orthopedic Impairment

- Special seating arrangements to develop useful posture and movements
- Instruction focused on development of gross and fine motor skills
- Securing suitable augmentative communication and other assistive devices
- Awareness of medical condition and its affect on the student (such as getting tired quickly)

Other Health Impairment (OHI)

- Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—
 - a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
 - b) adversely affects a child's educational performance.



OHI.xspf

CFR § 300.8(B)(9)

Speech or Language Impairment

- A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

CFR § 300.8(B)(11)

Characteristics: Speech Language Impairment

Speech

- Articulation
- Fluency
- Voice

Language

- have difficulty understanding or following directions
- have difficulty reading, writing, or speaking aloud in class
- feel self-conscious or anxious about talking

Accommodations: SLI Speech

- Develop a procedure for the student to ask for help.
- Speak directly to the student.
- Be a good speech model.
- Have easy and good interactive communication in classroom.
- Encourage participation in classroom activities and discussions.
- Model acceptance and understanding in classroom.
- Anticipate areas of difficulty and involve the student in problem-solving.
- Use a peer-buddy system when appropriate.
- Devise alternate procedures for an activity with student.
- Use gestures that support understanding.
- Model correct speech patterns and avoid correcting speech difficulties.
- Be patient when student is speaking, since rushing may result in frustration

Accommodations: SLI Language

- Focus on interactive communication.
- Use active listening.
- Ensure that the student has a way to appropriately express their wants and needs.
- Reinforce communication attempts (e.g. their gestures, partial verbalizations) when the student is non-verbal or emerging verbal.
- Paraphrase back what the student has said or indicated.
- Ask open-ended appropriate questions.
- Use linguistic scaffolding techniques that involve a series of questions.
- Use language for social interaction and to resolve conflicts.
- Work at the student's pace.
- Present only one concept at a time.
- Use computers in the classroom for language enhancement.
- Encourage reading and writing daily.
- Use tactile and visual cues (e.g., pictures, 3-D objects).
- Incorporate vocabulary with unit being taught.

Traumatic Brain Injury

- Commonly referred to as “TBI”
- An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance.
- The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.
- The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

CFR § 300.8(B)(12)

Accommodations: TBI

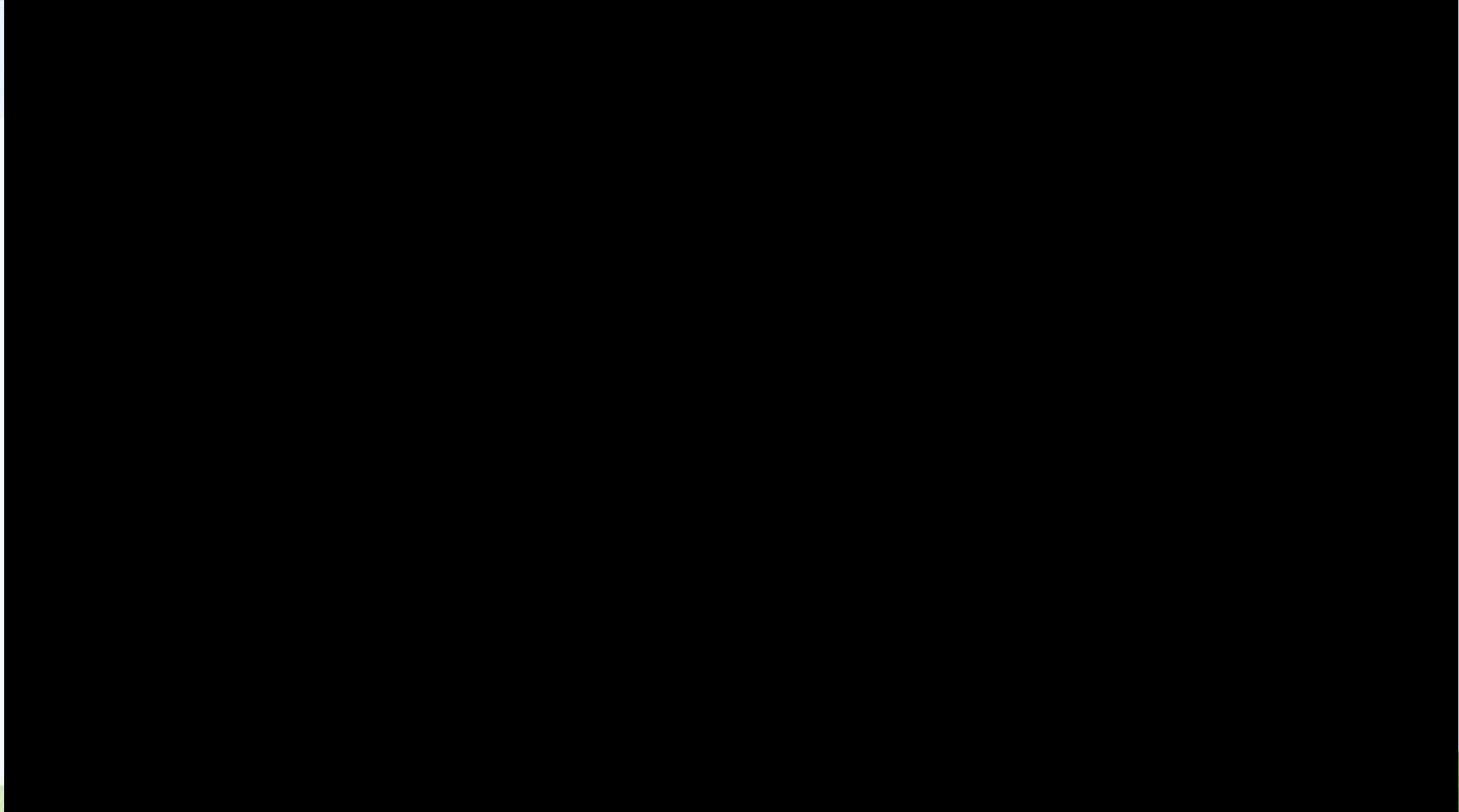
Improved concentration

- Have student sit near teacher in the classroom.
- Keep distractions to a minimum.
- Use peer note-takers.
- Allow student to use a tape recorder.
- Provide assignments in writing.
- Teach in small groups.
- Schedule classes when student's attention is best.
- Focus student's attention with verbal and nonverbal cues.
- Allow student to have frequent breaks.

Improved memory

- Have student use a daily organizer to aid memory.
- Give multiple-choice tests.
- Have student use flash cards to help recall information.
- Encourage use of highlighters.
- Utilize student's best learning mode – visual or auditory.
- Provide repetition of instruction.
- Ask student to repeat information to confirm comprehension.

Instructional Support Video



Questions

