



## Region Six TBI Newsletter

Multnomah Co, Clackamas Co, Wasco Co, Hood River Co.

Columbia Regional Programs: TBI

January 2010

*“Some people quietly make a difference in our lives, and will always be heroes unaware.”*(Flavia)  
TBI teams are heroes unaware.

**IDENTIFYING POSSIBLE TBI STUDENTS:** It's January already and some students are still a puzzle.

**Check for any past injury** to the head, a fall, a bump, even a sports injury.

**Talk** with student and parent. Traumatic Brain Injury students have months, even years, pass before the injury is identified as the cause of learning difficulties.

Check for more information on these websites: **[crporegon.org](http://crporegon.org); [TBIED.org](http://tbied.org); and [ode.state.or.us](http://ode.state.or.us).**

### **TBI DISTRICT TEAMS**

**WEBINAR on JANUARY 14** 2pm-4pm. It can be accessed from your computer.

**Hosted at** Columbia Regional Programs in the Braille room, (833NE 74<sup>th</sup> Ave. Portland)

**Topic:** Coaching and consulting for TBI in Oregon schools.

Call or e-mail questions to Penny Jordan: [pelek157@gmail.com](mailto:pelek157@gmail.com) or [tbied.org](http://tbied.org).

**SEMINAR ON MAY 14:** This will not be a webinar. More information next month

**DATA REMINDER:** It is time to send or e-mail to Penny the data forms indicating what contacts you had with TBI students. The forms were introduced at the last training and are attached for your convenience. Contact Penny Jordan 503-260-4958 or [pelek157@gmail.com](mailto:pelek157@gmail.com) for any questions.

### **T-BIT (TBI topics)**

This section of the newsletter contains tidbits of information on a topic concerning working with TBI students. Each month T-BIT will also be available under Traumatic Brain Injury on the website: [crporegon.org](http://crporegon.org). Since several questions came up about executive functioning in TBI teens and that will be our first topic for T-BIT

### **Executive Functioning in TBI Teens**

- **Executive functioning involves** the ability to set reasonable goals, to plan and organize behavior, to initiate toward achieving goals, to monitor and evaluate performance in relation to goals, to flexibly revise, plan and strategically solve problems in the event of difficulty or failure.
- **Brain organization and function**, during adolescence, enter a unique period of flux. The adolescent brain is highly molded by experiences. Provide successful experiences and activities to develop the adolescent brain.

- **Respect, collaboration, experiences and continued revision** of goals, strategies and activities is important to successfully facilitate executive functioning in teens
- **Student determined goals** help with feelings of accomplishment, self-efficacy and motivation and provide multiple transfer opportunities. Self-monitoring and checklists are most effective when students develop their own list and strategy for self checking.
- **Pick one function** to work with initially to create a goal. Goal-Plan-Do-Review is a successful model with teens
- **Self-monitoring and checklists** are most effective when students develop their own list and strategy for self checking.
- **Break learning/behavior down** into small portions in a structured format. Provide correct examples of each step. Focus on completing a specific step not an entire task.
- **Reduce environmental demands**, people, sound, light, and use headphones to screen.
- **Teach the strategy in a structured way**, systematically using scaffolding and modeling, give time for students to practice the skill in multiple settings. Describe the strategy, illustrate, model, paraphrase, create analogies, and practice in controlled settings. Reduce the possibility of error and increase positive behavioral momentum.
- **Integrate** music, art and movement to activate multiple parts of the brain.
- **Review** with revise, monitor (keep records), and orally with peer/tutor. Process learning with think logs, reflective journals and reflective discussions
- **Organize** by sharing a variety of organizers, note taking examples, electronic tools, and change the method used as needed. It may take several trials to find the best organizer and will vary with the task.
- **Prompt transition** from one topic to another such as picture or written schedule, room displayed schedule, verbal prompts, physical cues, and vocabulary or picture cue cards.
- **Link the new learning** to previously learned material or a word.
- **Allow multiple ways** to demonstrate learning.
- **Fatigue** factors into student motivation. Give extended time or trim the task to the primary learning objective.
- **Use respectful language.** “What do you think?” “I heard you say . . .” “How can I help you?” If needed suggest possible solutions and wait for an answer. Respect the answer. (Bail-out in case of confrontation) “We’ll talk later.” “Let’s stop for now.”
- **Teach appropriate escape communication** to the student. “I need a break.” “This is confusing.

*“If you want to build a ship, don’t drum up the men to gather wood, divide the work and give orders. INSTEAD, teach them to yearn for the vast and endless sea.”*

Antoine De Saint-Exupery