

# TBI Newsletter

CBIRT.org

Oregon TBI Team

January 2017

## Happy New Year

We're jumping right into the New Year. There are some great upcoming trainings listed below. This is a good time to take stock of which accommodations are working with your students. If you are curious about how assistive technology can help in your classroom please check out this month's attached Tidbits.

## Assistive Technology Training

CBIRT will be offering a 1-day training in Eugene at the Phoenix Inn and Suites featuring Michelle Wild on January 25<sup>th</sup>, 2017. Michelle will be discussing in-depth assistive technology that can be applied to working with students with brain injury. [Please click here to register.](#)

## Remember to Log Your TBI Data

Please remember to log your data using the link below. Be sure to log all of your data for 2016-2017 school year. Remember, anything you do around TBI needs to be logged. Here is the [new data log link.](#)

## Webinar Featuring Jim Chesnutt

Our next webinar will be on Thursday, January 19<sup>th</sup> from 3-4 PM. Dr. Chesnutt will be covering the medical side of brain injury. [Click here to register.](#)

## New and Returning Members

If you would like to be part of the TBI Team, we'd love to have you. You will need permission from your supervisor and all new and returning members will be asked to complete new or returning member training. Please complete the following registration if you like would to be part of the TBI Team.

[New Member Registration](#)

[Returning Member Registration](#)

## Save the Dates

[1/13](#) - Training at Columbia Regional featuring Debbie Ettl on Improving Learning Outcomes for Students with TBI

1/19 – Webinar featuring Jim Chesnutt on what to expect from the medical perspective

1/25 – Assistive Technology featuring Michelle Wild

### Contact the TBI Team:

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### Oregon TBI Team

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## *New Resources*

The team at the Center on Brain Injury Research and Training (CBIRT) has continued to put together new resources and to post them on the CBIRT website for public use. Please take a few minutes to review the following new resources.

### *Assessment:*

These pages will provide information about the importance of assessments for students with TBI, what these assessment strategies can measure, the names of commonly used tests in schools, and the importance of implementing ongoing progress monitoring.

<http://cbirt.org/resources/educators/assessment/>

### *Eligibility:*

Like other students with disabilities, students with TBI need to be accurately identified so they can be appropriately served by educators who are knowledgeable about the challenges they experience and who can implement effective instructional and behavioral strategies. Correct identification not only benefits the student in the classroom, but opens the door to other services the student might not have access to under a different eligibility category.

<http://cbirt.org/resources/educators/eligibility/>

### *Legal News:*

This section of the site is home to an ongoing blog written by David Kracke, an attorney with Nichols and Associates in Portland, OR. David has a broad range of experience working with TBI-related laws in Oregon and is a board member for the Oregon Concussion Awareness and Management Program (OCAMP).

<http://cbirt.org/ocamp/legal-news/>

### *Classroom Routines:*

Students with brain injury often struggle with memory impairment, organization and focusing attention. Varying routines can create enough stress for a student with a brain injury that they cannot focus on the material they are to be learning. Try to create routines consistent enough to permit brain injured students to learn.

<http://cbirt.org/resources/educators/tidbits/Oct14/>

## *Assistive Technology in the Classroom*

Assistive technology is any item, piece of equipment, or product system (app) that is used to increase, maintain or improve functional capabilities of a person with a disability. Students with brain injury can have unique assistive technology needs. Some assistive technology ideas are specifically designed for students with brain injury; other technologies can be used following proper assessment of student needs.

The needs of students with brain injury can change dramatically, especially during the first two to three years following the injury. Unfortunately, cognitive skills and memory often take a long time to heal and may remain areas of challenge for students with TBI. The student with brain injury may not recognize the need for assistive technology or other forms of intervention.

Assistive technology needs to be strategically taught to the students and practiced in the environment where it will be used. As with any assistive technology, most students may depend heavily on people in the environment at first. Then, the student should be taught to take more and more control of the technology over time, if possible.

For students with brain injury (as well as other students), effective assistive technology tends to have the following characteristics

- It has meaning to the student using it.
- It is minimally intrusive. It is not overly cumbersome or unwieldy and does not intrude too much on the student's life, (e.g. does not prevent the student from interacting with others).
- Effective assistive technology provides assistance without unnecessary control on the student's day-to-day activities
- It requires skills the student has. The student is not overwhelmed by the device or strategy and has the background to use it easily.
- The most effective assistive technology is universally accessible or at least accessible to a majority of other people.
- The assistive technology doesn't make the individuals using it feel different or that they stand out when using it.
- Assistive technology is most successful when it looks normal or stylish to the student.
- The assistive technology has built in prompting, which can decrease over time as the student's independence increases.
- The assistive technology is supported by the environment; people around the student understand how to use the technology and can help the student when needed.

## THE TBI TEAM WORKGROUP MEMBERS

**Melissa McCart:** TBI Team Coordinator

**Kari Baybado:** Region 1, Eastern Oregon

**Sue Hayes:** Region 2, Central Oregon

**Agnes Lee-Wolfe:** Region 3, Southern Oregon

**Vickie Jones:** Region 4N, Linn, Benton, & Lincoln counties

**Amanda Ford:** Region 4S, Southern Oregon Coast (Coos & Curry counties)

**Robin Simmons:** Region 5, Willamette (Yamhill, Polk, Marion counties)

**Karen Menne:** Region 6, Columbia (Multnomah, Clackamas, Hood River, Wasco counties)

**Wendy Friedman:** Region 7, Lane

**Cathy Jensen:** Region 8, Northwestern Oregon (Clatsop, Columbia, Washington, & Tillamook)

<p><b>Brain 101</b>  <a href="http://brain101.orcasinc.com">http://brain101.orcasinc.com</a></p>	<p>The Oregon Center for Applied Science, with funding from the National Institutes of Health, created an evidence-based interactive website for school-wide concussion management. When a concussion happens to one of your students, it's critical that the entire school community — staff, students and their parents — knows how to respond in ways that ensure the student's best chance of recovery.</p>
<p><b>BrainLine</b>  <a href="http://www.brainline.org">http://www.brainline.org</a>  <a href="http://www.brainlinekids.org">http://www.brainlinekids.org</a></p>	<p>BrainLine is an extensive and easy to navigate site for preventing, treating, and living with TBI. Funded by the Defense and Veterans Brain Injury Center, the site offers basic information about TBI and the brain, as well as webcasts, "ask an expert", and specialized sections for TBI survivors, friends, family, and professionals. The BrainLine Kids area is devoted to helping kids with TBI.</p>
<p><b>Center on Brain Injury Research and Training</b>  <a href="http://www.cbirt.org">www.cbirt.org</a></p>	<p>CBIRT conducts research and training to improve the lives of children and adults with traumatic brain injury (TBI). Information, tools, publications and training are available at the CBIRT website.</p>
<p><b>Center for Disease Control and Prevention (CDC)</b>  <a href="http://cdc.gov/traumaticbraininjury/">http://cdc.gov/traumaticbraininjury/</a></p>	<p>The Center on Disease Control and Prevention conducts research and offers programs, such as the "Heads Up" initiative, that "work to prevent TBI and help people better recognize, respond, and recover if a TBI occurs."</p>
<p><b>Colorado TBI Resource Network</b>  <a href="http://cokidswithbraininjury.com">http://cokidswithbraininjury.com</a></p>	<p>The Colorado Traumatic Brain Injury Resource Network website was designed through funding from the Colorado TBI Trust Fund to help school professionals help students with TBI. The site serves as a tool for educators, school administrators, school psychologists, related service professionals, and families.</p>
<p><b>Defense and Veterans Brain Injury Center</b>  <a href="http://www.dvbic.org">www.dvbic.org</a></p>	<p>The Defense and Veterans Brain Injury Center, a part of the U.S. military health system, plays an important role in "maintaining unit readiness, improving the health and safety of service members and veterans, and ensuring optimal outcomes for individuals with TBI and their families."</p>
<p><b>Lash &amp; Associates Publishing</b>  <a href="http://www.lapublishing.net">www.lapublishing.net</a></p>	<p>Lash &amp; Associates is an excellent resource for all aspects of TBI. They offer books, tool kits and other resources to help treat and live with brain injury in children, adults, and veterans.</p>
<p><b>Project LEARNet</b>  <a href="http://www.projectlearn.net">www.projectlearn.net</a></p>	<p>LEARNet is a resource for teachers, clinicians, parents, and students that is provided by the Brain Injury Association of New York State. LEARNet aims to provide "anytime access" to TBI consulting services to all schools and families without the costs of a TBI specialist. The site offers video clips and information on specific problems for students with TBI.</p>