

TBI Newsletter

CBIRT.org

Oregon TBI Team

November 2016

Happy Turkey Day

The busy fall is getting close to winding down. In the spirit of Thanksgiving we would like to thank all of you for your hard work and dedication to serving children with brain injury. Thank you for all that you do.

Assistive Technology Training

CBIRT will be offering a 1-day training in Eugene at the Phoenix Inn and Suites featuring Michelle Wild on January 25th, 2017. [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 Winston Cornwall

Our next webinar will be on Thursday, December 8th from 3-4 PM. Dr. Cornwall will be covering the role of 504s in working with children with 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

12/8 – Webinar featuring Winston Cornwall on 504s

12/8 – Training at Columbia Regional featuring Debbie Ettl on Positive

Communication Strategies and TBI

1/13 - Training at Columbia Regional featuring Debbie Ettl on Improving Learning Outcomes for Students with TBI

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/>

The Personal Side of Academic Accommodations

The effects of brain injury can make it difficult for students to participate in school at the same level they did before their injuries. Providing simple accommodations for students with mild-moderate challenges following brain injury can increase learning and improve behavior in the classroom by reducing anxiety and stress.

Brain injury can have a significant impact on academic performance. The combination of the cognitive effects of brain injury and the feelings of loss and frustration can make school very hard. Because these challenges are usually invisible, and because students aren't used to needing supports at school, teachers and students may not recognize that some simple accommodations can make a big difference.

Teachers are the best!

Teachers are in the best position to observe how a student copes with the demands of school after concussion. They are also in the best position to share and compare information with parents about the student's progress and potential challenges and put in place accommodations. See the below interview to understand why this is so important.

Interview with Lizzie Hill

Lizzie Hill is a young woman living with traumatic brain injury. In these videos she explains how accommodations helped her to be successful in school. She shares tips about the types of accommodations that she used and how she accessed them.

Lizzie's Story:

<https://youtu.be/NoxATNmtqaA>

Why are school accommodations so important? <https://youtu.be/KEqtDBkaIL0>

What accommodations help the most?
https://youtu.be/k-G_Ez0H8xw

How do you ask for accommodations? <https://youtu.be/SrIIDbKMTsc>

What should teachers know about concussion?
<https://youtu.be/BaFIqMjgKqk>



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>Brain 101 http://brain101.orcasinc.com</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>BrainLine http://www.brainline.org http://www.brainlinekids.org</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>Center on Brain Injury Research and Training www.cbirt.org</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>Center for Disease Control and Prevention (CDC) http://cdc.gov/traumaticbraininjury/</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>Colorado TBI Resource Network http://cokidswithbraininjury.com</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>Defense and Veterans Brain Injury Center www.dvbic.org</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>Lash & Associates Publishing www.lapublishing.net</p>	<p>Lash & 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>Project LEARNet www.projectlearn.net</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>