

TBI Newsletter

CBIRT.org

Oregon TBI Team

October 2016

Have a Happy and Safe Halloween

While celebrating the holidays can be fun and festive, Halloween is also one of the days where kids are far more likely to be involved in pedestrian/vehicle accidents.

Executive Function Training

CBIRT will be offering a 1-day training in Eugene at the Phoenix Inn and Suites featuring Lyn Turkstra, Ph.D. 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 Ryann Watson-Stites

Our next webinar will be on Monday, October 31st from 3-4 PM. Dr. Watson-Stites will be covering the importance of correct eligibility and how to assess in the school setting for TBI. To register please click [here](#).

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](#)

New Member Training/Returning Member Refresher Course

All new and returning members are strongly encouraged to take the new member training course on November 18th in Eugene from 10 AM to 3 PM. If you are interested and able to attend please register at the following link: <https://goo.gl/forms/roOWIvwoBu7NFStm1>

Save the Dates

10/26 – [TBI 101 \(AM\) – Portland](#)

10/26 – [TBI Eval & Eligibility \(PM\) – Portland](#)

10/28 – [Return to Learn](#) – Portland

10/31 – [Webinar featuring Ryann Watson-Stites](#)

11/7 – [Lyn Turkstra, PhD will be presenting on Executive Function.](#)

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/>

How is Brain Injury Different from Other Disabilities

Students with brain injury face different challenges than students with other disabilities. It's important to understand those differences when working with students with TBI.

Brain injuries can affect many abilities needed to function well at school. Sometimes you can observe the signs of brain injury, such as problems with balance or vision. Other symptoms are invisible – such as problems controlling reactions – but all are nonetheless very real. All of these symptoms interfere with learning. Students who have had a brain injury can have day-to-day variability in skills, stamina, emotional regulation, and memory. Some students experience many symptoms, whereas others have only a few. Every brain injury is different.

Brain injury is invisible. Invisible injuries are the hardest to understand. Despite a lack of visible signs, brain injury is serious, and the student needs classroom accommodations.

If a student enters your classroom with a broken bone or some other physical injury, you have a constant reminder that the student has sustained injuries and might need some sort of accommodations or assistance throughout the school day. However, if a student appears healthy without any obvious physical deficits, it might not occur to you that the student has any need for behavioral or academic accommodations or assistance. When a student looks fine, it is easy to assume that s/he has made a full recovery and will function at the same level as before the injury.

Brain injury affects classroom success. Most students make academic gains after injury, but for those with moderate to severe injury, the rate of academic achievement gains tends to slow progressively over time. It is important to conduct ongoing assessments to make sure the student is mastering skills.

Following brain injury, students often have problems with executive function – attention, planning, goal setting, problem-solving, cognitive flexibility, and abstract reasoning. These challenges result from direct damage to the frontal regions of the brain or from disruption of connections among these and other brain regions. Problems with executive function can affect most aspects of school performance. Examples include:

- Difficulty concentrating
- Problems with organizing materials
- Difficulty shifting attention from one task to another
- Difficulty getting started with a task (initiation)
- Trouble with assignments that have multiple steps
- Frustrated or angered under “normal/typical” circumstances

For more information click here: <http://cbirt.org/resources/educators/difference/>

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>