

# Supporting Students with a TBI in the School Setting

Jan Ashcraft, Ed.S., CBIS  
Eric Bourque, MAT, CBIS, ATP  
September 14, 2017



Objectives: The participant will be able to...

- understand the school's role and responsibility for supporting students with a TBI
- understand eligibility according to school law
- understand commonly used compensatory strategies
- understand assistive technology options for students with a TBI

## What is a FAPE?



## Free Appropriate Public Education

It's a right, not a privilege

Enacted in IDEA 2004 (P.L. 94-142)

FAPE "Special education or related services necessary to meet the needs of a student with special learning needs must be provided by the student's school district, at the district's expense."

Appropriate Evaluation "A full, individual, nondiscriminatory evaluation must be conducted, and a parent must approve such an evaluation."

FAPE must be provided in the "least restrictive environment," or LRE

If IDEA is in play educationally, it means "**specialty designed instruction**" due to a disability causing "**adverse educational performance.**"

**\*\*All students are general education first!\*\***

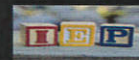
## This just in!

- The Andrew F. vs. Douglas County School District decision was rendered on March 22, 2017.
- This is the first SCOTUS decision regarding FAPE since Rowley vs. Hudson Board of Education in 1982.
- Andrew F. vs. Douglas declared that *de minimus* IEP services are not sufficient.
- What will this mean going forward?



## Individuals with Disabilities Education Act (IDEA)

- FAPE (free appropriate public education)
- Appropriate evaluation (with parental consent; referral by staff or parent)
- IEP (individual education program/plan)
- LRE (least restrictive environment)
- Parent and student participation in decision making (typically at IEP)
- Procedural safeguards (provided in native language at least yearly)



**\*\*These six provisions are the bedrock of special education law in the USA.\*\***

## Individuals with Disabilities Education Act (IDEA)

There are three more related considerations:

- Confidentiality of Information
  - ✓ FERPA protects the identity of students with IEPs
  - ✓ "legitimate educational interests" allow teachers and other personnel to know
- Discipline
  - ✓ Disability must be considered when disciplining a student with an IEP
  - ✓ 10 or more days of suspension must hold "manifestation determination review"
- Transition Services
  - ✓ Must start by age 16 (14 is recommended in Michigan) **\*More on transition later...**
  - ✓ Student must attend IEP (or state preferences related to transition)

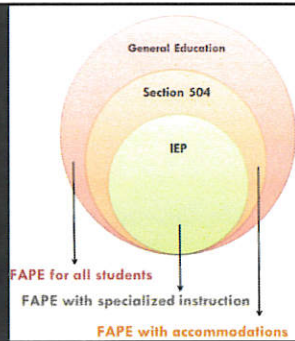
## Section 504 Rehabilitation Act of 1973



- Specialized instruction not indicated
- Disability, physical or mental, that "substantially limits one or more of a person's life activities."
- "Major life activities" include personal care, walking, seeing, hearing, speaking, breathing, learning, working, etc.
- The disability must negatively impact learning to qualify for accommodations.
- Referral can be made by student, parent, or teacher (staff)
  - ✓ Special Tree staff can guide the family in this
  - ✓ Make early contact with school on behalf of student



- FAPE is "assumed" for general education students. It is the standard expectation
- One will not find FAPE in the law applied to the general population.



## IDEA Eligibility: General

R 340.1702 Student with a disability defined.

**Rule 2.** "Student with a disability" means a person who is **determined by an individualized education program team** or a hearing officer to have 1 or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

## IDEA Eligibility: TBI vs. ABI

Eligibility for special services is determined by a Multidisciplinary Educational Team (MET) meeting.

- Disability must result in "adverse educational performance."
- TBI requires physician's diagnosis or statement
- TBI as eligibility category was added to IDEA in 1990
- ABI is not its own eligibility category (in Michigan)
- Students with ABI, if found eligible, are usually serviced under "other health impairment," or OHI

**\*TBI behavior challenges do not respond to emotional impairment (EI) strategies\***

## TBI Eligibility for Special Services

R 340.1716 Traumatic Brain Injury defined; determination (MARSE Rules)

**Rule 16.** (1) "Traumatic brain injury" means an acquired injury to the brain which is caused by an external physical force and which results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairment in 1 or more of the following areas:  
 (a) Cognition. (b) Language. (c) Memory. (d) Attention. (e) Reasoning. (f) Behavior. (g) Physical functions. (h) Information processing. (i) Speech.

(2) The term **does not apply** to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

(3) A determination of disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include an **assessment from a family physician** or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

## So the student is IEP eligible...now what?



## Programs & Services

Gen-ed with consultation (often referred to as "consult")

- ✓ All gen-ed classes; no special ed time

Resource program (LRC, ARC)

- ✓ Typically one class period per day/150-340 minutes per week

Self-contained program (CI programs are most common)

- ✓ 70% of 4-5 hours per day NQT in general ed setting
- ✓ Feeds into adult transition programs: 18-26 (Jordan, Kennedy)

Center-based programs (separate facility)

- ✓ No general ed time or inclusion; separate school facility

Homebound Services (medical necessity)

Least Restrictive



Most Restrictive

## Programs & Services

### Ancillary Services

- Physical Therapy (PT)
- Occupational Therapy (OT)
- School Social Work (SSW)
- Speech & Language Pathologist (SLP)

### Teacher Consultant Services (provided by ISD; P.A. 190 of 1962)

- Traumatic Brain Injury/Physical & Other Health Impairment (TBI-TC/POHI-TC)
- Visual Impairment (VI-TC)
- Deaf & Hard of Hearing (DHH-TC)
- Orientation & Mobility (O&M)



## Accommodations vs. Modifications

### Accommodation

"Levels the Playing Field"

- Affects HOW something is learned or assessed
- Does not change content expectations of curriculum (MS-STEP)
- Promotes access via supports related to environment, methodology, organization, curriculum, presentation
- Common examples include physical supports, memory strategies, behavior strategies

### Modification

"Creates a New Playing Field"

- Affects WHAT is learned or assessed
- Changes the content of the curriculum
- Promotes access to general education setting by modifying or reducing content expectations (MI-Access)
- Common examples include modified tests, reduced requirements, alternate assessments, use of parallel curriculum, altered grading

## Diploma vs. Certificate

### Diploma

- Must meet Michigan Merit Curriculum (MMC) requirements
- May utilize Personal Curriculum to modify
- Career Technical Education (CTE) programs have "crosswalks" to earn credit in MMC courses (math/sci)

Michigan Merit Curriculum High School Graduation Requirements	
<b>MATHEMATICS** - 4 Credits</b>	
Algebra 1*	Geometry*
Algebra 2*	One math course in final year of high school
<b>ENGLISH LANGUAGE ARTS - 4 Credits</b>	
English Language Arts 9*	English Language Arts 11**
English Language Arts 10*	English Language Arts 12**
<b>SCIENCE - 3 Credits</b>	
Biology*	One additional science credit
Physics* or Chemistry*	
<b>SOCIAL STUDIES*** - 1 Credit</b>	
1 credit in Civics**	1 credit in Economics**
US History and Geography**	World History and Geography**
<b>PHYSICAL EDUCATION &amp; HEALTH*** - 1 Credit</b>	
<b>VISUAL, PERFORMING AND APPLIED ARTS* - 1 Credit</b>	
<b>ONLINE LEARNING EXPERIENCE**</b>	
General Learning or Integrated Learning Experience	
<b>LANGUAGE OTHER THAN ENGLISH** - 2 Credits</b>	
In grades 9-12 OR an equivalent learning experience in grades K-12	

## Diploma vs. Certificate

### Certificate

- Focuses on IEP goals & objectives
- Allows for special services through age 26
- Does not have to meet MMC requirements
- Does not maintain grade requirements
- MARSE Rule 340.1702

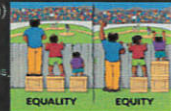


## What about Transition from Post-acute to School?



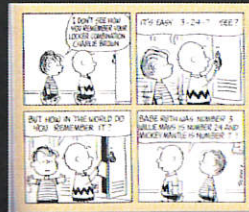
## Transition from Post-Acute Care to School

- Communicate with school early and often (principal/counselor)
- Work with parent(s) to request Student Study Team meeting
- Assemble multidisciplinary team (physician, neuropsych, athletic trainer, teacher(s), administrator, counselor, etc.)
- Share evaluation results (academic, medical, neuropsych)
- **Frontload accommodations:**
  - ✓ Shortened school week/school day (fatigue & stamina considerations)
  - ✓ Reduced homework/assignments (cognitive rest)
  - ✓ Sensory considerations (photophobia, somophobia, vestibular)
  - ✓ Behavior considerations (schedules, brain breaks, trusted adult, safe space)



## Compensatory Strategies

How to help students with a TBI "get around" what's blocking their success.



*Compensatory strategies are environmental modifications or behavioral strategies designed to bypass persistent impairment in attention, memory, executive-function, and/or other cognitive skills as a means to achieve desired rehabilitation goals.* Kurtz, 2011

## Strategies for Physical Impairments

- **Fatigue:** reduced schedule, planned breaks, shortened day
- **Mobility:** early release from classes, extra set of texts for home
- **Visual:** large print, CCTV, preferential seating, technology
- **Motoric:** word prediction, speech-to-text, audio books, notes provided

\*Related visual impairment (CVI) is common after TBI.

**\*\*\* 20-40% of people with TBI experience vision related disorders\*\*\***

(Dr. Gregory Goodrich, VA Western Blind Rehab Center)

## Strategies for Cognition

- **Attention:** cueing (written, visual, verbal); reduced distractions (sensory)
- **Memory:** mnemonic devices; multi-modal learning; "Cue-Do-Review," AT
- **Organization:** AT; calendars; checklists; routines (personal & classroom)
- **Time Management:** visual timers; frequent feedback & prompts (staff)
- **Information Processing:** simple directions; slower pace; reinforce key points; adequate wait time; check for understanding

**Chunk, chunk, chunk!**

## Strategies for Behavior

- This is the **MOST** difficult area to compensate and strategize for.
- "Behavior is communication."
- "The function is more important than the form."
- There is no magic wand...



## Seven Keys of Behavior Planning

- Provide **STRUCTURE**
- Maintain **CONSISTENCY**
- Practice **REPETITION**
- Be **SPECIFIC** enough
- Make it **PRACTICAL** and
- REWARD, REWARD, REWARD**
- Keep it **MEANINGFUL** to the student



## Strategies for Behavior

- Avoid fatiguing student; brain breaks
- Provide frequent positive feedback; avoid criticism
- Allow ample time to adjust to transitions
- Provide social coaching and social stories; modeling
- React to aggression with neutral approach, keep calm voice and demeanor
- Verbal/visual prompts or warnings

## Assistive Technology

"For most people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible."

...Mary Pat Radabaugh

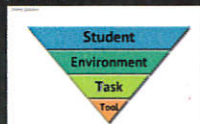


Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.  
(Assistive Technology Industry Association)

## Assistive Technology in the IEP

### AT Consideration Process

- Mandated by IDEA for the team to consider need for AT
- Should be a process, not merely a checkbox
- SETT Framework (Joy Zabala)
  - ✓ Student
  - ✓ Environment
  - ✓ Task
  - ✓ Tool



The SETT Framework	
<b>S</b> Student	
<b>E</b> Environment	
<b>T</b> Task	
<b>T</b> Tool	






## Assistive Technology for TBI

### Organization/Planning

Name	Cost	Description	Icon	Platform
Visual Schedule Planner	\$ 14.99	Customized with visual and auditory cues.		iOS
First Then Visual Schedule	\$ 9.99	Step-by-step reminders.		iOS
Reminders	Free	To do list.		iOS Native
myHomework	Free	Class schedule and planner.		iOS/Android/PC
Google Keep	Free	To do list and more.		iOS/Android/PC






## Assistive Technology for TBI

### Time Management

Name	Cost	Description	Icon	Platform
Time Timer	\$ 4.99	Classic app based on classroom visual timer		iOS
Timer+	Free	Free version of Time Timer		iOS
30/30	Free	Sets intervals of work and rest		iOS
Clock	Free	Built-in timer, world clock, and sleep scheduler		iOS Native
Giant Timer	Free	Good for low-vision		iOS






## Assistive Technology for TBI

### Writing

Name	Cost	Description	Icon	Platform
Notability	\$ 4.99	All-around good writing app		iOS
SnapType	Free	Annotate pics of worksheets		iOS
Google Docs	Free	Word processor with speech-to-text		iOS/Android/PC
Pages	Free	Word processor with speech-to-text		iOS Native
Co-Writer Universal	Subscription	Excellent word prediction and voice		iOS/PC






## Assistive Technology for TBI

### Social/Emotional

Name	Cost	Description	Icon	Platform
Breathe2Relax	Free	Guided deep breathing		iOS
Unstuck	Free	Guided problem solving		iOS
Smiling Mind	Free	Guided meditation		iOS
Impulse Control	Free/\$.99	Game to assist with attention & response inhibition		iOS Native
Sock Puppets	Free/\$2.99	Create social stories, problem solve & guide appropriate behavior		iOS

## Assistive Technology for TBI

### Study Tools

Name	Cost	Description	Icon	Platform
Quizlet	Free	Flashcard study aid		iOS/Android/PC
Read2Go	\$19.99	Audio books. Related to Bookshare.org		iOS
Learning Ally	Subscription	Audio books and textbooks		iOS/Android
Khan Academy	Free	Video and interactive study tools K-College		iOS/Android/PC
Units for Literacy	Free	Digital web access to picture books in multiple languages		PC

## Overarching TBI Strategy

### PEARL

- **POSITIVE**-be upbeat and encouraging
- **EARLY**-be proactive, redirect, manage antecedents
- **ALL**-act these ways ALL the time
- **REINFORCE**-recognize and reinforce right behavior
- **LOOK**-for ways to facilitate independence

Essential Skills Inventory (ESIs) 4.0, page 31



## Summary

- FAPE is guaranteed for students with a TBI, unfortunately schools are generally ill-prepared due to nature and involvement of a TBI
- IDEA recognizes TBI as eligibility category for IEP; 504 is also option
- Continuum of services available based on student needs (LRE)
- The best strategies are the ones the student will use
- Consideration for AT is mandated in IEP and should be individualized based on student needs (low to high tech)

## Contact Us

Jan L. Ashcraft, EdS, CBIS  
2111 Pontiac Lake Rd.  
Waterford, MI 48428  
[Jan.Ashcraft@oakland.k12.mi.us](mailto:Jan.Ashcraft@oakland.k12.mi.us)  
248-209-2566

Eric L. Bourque, MAT, CBIS, ATP  
2111 Pontiac Lake Rd.  
Waterford, MI 48428  
[Eric.Bourque@oakland.k12.mi.us](mailto:Eric.Bourque@oakland.k12.mi.us)  
248-209-4483

## Resources

- [www.biausa.org](http://www.biausa.org) (Brain Injury Assoc. of USA)
- [www.biami.org](http://www.biami.org) (Brain Injury Assoc. of MI)
- [www.cokidswithbraininjury.com](http://www.cokidswithbraininjury.com) (Colorado model)
- [www.cdc.gov/headsup](http://www.cdc.gov/headsup) (concussion info)
- [www.brainline.org](http://www.brainline.org) (comprehensive & accessible)
- [www.understood.org](http://www.understood.org) (EF and IEP strategies)
- [www.msktc.org/tbi](http://www.msktc.org/tbi) (Federal model system info)
- [www.lapublishing.com](http://www.lapublishing.com) (tip cards, books, & info)

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