

TBIs in Adolescents:

Intervention Planning for School Support

| Patient Characteristics | Skills to Teach | Interventions/ Accommodations/Modifications |
|---|--|--|
| Fatigues easily | How and when to request for breaks and to self-monitor “body” needs | <ul style="list-style-type: none"> - Frequent breaks - Scheduled “home base” for rest breaks - Class locations scheduled in close proximity to one another |
| Can’t concentrate or pay attention | | <ul style="list-style-type: none"> - Provide short, concise instructions - Provide redirection via physical/visual cues - Use “key” words to cue student (ex, This is important, must know info for the test) |
| Easily distracted | | <ul style="list-style-type: none"> - Enroll in classes w/smaller class sizes - Allow “private work stations” - Provide preferred seating (front of class) |
| Gives up quickly on challenging tasks | Use coping strategies and to request help when needed | <ul style="list-style-type: none"> - Build in preferred/valued reinforcement - Provide coping strategies/cues |
| Forgets classroom materials and assignments | Routinely use planner | <ul style="list-style-type: none"> - Help keep a daily/class planner - Provide verbal/visual reminders of assignments deadline and requirements |
| Forgets info learned from day to day | Categorize or chunk info to aide retention; use mental rehearsal or special words as reminders | <ul style="list-style-type: none"> - Tape recorder/mp3 player with speakers to record lessons |
| Difficulty understanding complex or lengthy discussion | | <ul style="list-style-type: none"> - Provide written/picture cues for steps of complex tasks - Provide written outline/summary of info discussed in class |
| Processes info slowly | Appropriately ask for teacher to repeat info | <ul style="list-style-type: none"> - Present verbal info at a slow pace, w/pauses, then repeat - Underline/highlight significant info |
| Difficulty w/note taking | Use a word processor | <ul style="list-style-type: none"> - Word processor - Peer to take notes on carbon paper - Teacher provide notes or outline |
| Difficulty w/sequential steps of task | Break tasks into steps | <ul style="list-style-type: none"> - Establish priorities of what has to be done 1st, 2nd, etc. |
| Problems organizing materials | | <ul style="list-style-type: none"> - Peer support - Color-coded materials for each class |