



## Brain Injury Matrix

The brain injury matrix is provided as a general guideline for educators and professionals. It was developed as a beginning “reference point” for professionals working with students where a brain injury is suspected or known to be present. The matrix offers a wide range of suggested assessment tools and intervention strategies for students with brain injury. It includes the domain areas of processing/learning most commonly affected by a brain injury. It does not cover all areas affected by a brain injury, nor is an exhaustive list. For more resources, please refer to the additional resources at the end of this document. For more information and guidance, please visit [www.cokidswithbraininjury.com](http://www.cokidswithbraininjury.com).

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
<p><b>Attention</b></p> <p>(These assessments are used to look at attention impacts secondary to TBI, not to diagnose ADHD/ADD)</p>	<ul style="list-style-type: none"> <li>• Difficulty with turn taking</li> <li>• Doesn't turn in assignments</li> <li>• Fidgets/squirms in seat or doesn't stay in seat</li> <li>• Interrupts conversation</li> <li>• Is easily distracted</li> <li>• Loses things</li> <li>• Low frustration tolerance</li> <li>• Off topic</li> <li>• Spacey and forgetful</li> <li>• Talks excessively</li> </ul>	<ul style="list-style-type: none"> <li>• Careless mistakes on school work</li> <li>• Difficulty following directions</li> <li>• Does not follow through with directions/tasks</li> <li>• Doesn't complete assignments</li> <li>• Erratic memory</li> <li>• Fails to give close attention to school work</li> <li>• Has inconsistent performance in school</li> </ul>	<ul style="list-style-type: none"> <li>• A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Attention and Executive Functioning Subtests</li> <li>• Behavior Assessment System for Children, 2<sup>nd</sup> Ed. (BASC-2)</li> <li>• Behavior Observations during testing</li> <li>• Behavior Rating Inventory of Executive Function (BRIEF)</li> <li>• Behavioral Observations of Students in Schools (B.O.S.S.)</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Classroom Observations On Task/Off Task Peer Analyses</li> <li>• Cognitive Assessment System, 2<sup>nd</sup> Ed. (CAS2), Attention Composite (Consider Planning Composite)</li> <li>• Comprehensive Executive Function Inventory (CEFI)</li> <li>• Conners, 3<sup>rd</sup> Ed. (Conners 3)</li> <li>• Conners Continuous Performance Test, 3<sup>rd</sup> Ed. (CPT3)</li> <li>• Delis Rating of Executive Function (D-REF)</li> <li>• Delis-Kaplan Executive Function System (D-KEFS)</li> <li>• Tasks of Executive Skills (TEC)</li> <li>• Vanderbilt Teacher Behavior Evaluation Scale (VTBES)</li> <li>• Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Tests of Cognitive Abilities and Oral</li> </ul>	<ul style="list-style-type: none"> <li>• Brain Breaks</li> <li>• Ensure that you have the child's focus prior to giving instructions</li> <li>• Minds in Motion Fit Sticks</li> <li>• Redirect</li> <li>• Reduce visual and auditory distractions</li> <li>• Seat child closest to point of instruction and away from distractions</li> <li>• Vigorous movement to stimulate the brain, which will enhance focus</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alert Program: How Does Your Engine Run</i> <a href="http://www.alertprogram.com">http://www.alertprogram.com</a></li> <li>• Behavior Intervention Plan</li> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #2 Attention</li> <li>• <i>Executive Function in Children and Adolescents</i> (Dawson/Guare)</li> <li>• <i>Executive Function in Education</i> (Meltzer)</li> <li>• Positive Behavior Support</li> <li>• <i>Project LEARNet</i></li> <li>• <i>Smart but Scattered</i> (Dawson/Guare)</li> <li>• <i>Fred Jones - Tools for Teaching</i> (Jones/Jones)</li> </ul>

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			Language: COG 3 Verbal Attention, COG 10 Numbers Reversed, COG 18 Memory for Words, OL 5 Sentence Repetition		
<b>Inhibition</b>	<ul style="list-style-type: none"> <li>• Blurts thoughts out and can talk excessively</li> <li>• Calling out rather than waiting with hand raised</li> <li>• Can be physically on the go or driven by a motor; adult concern for physical safety</li> <li>• Fidgety/squirmy</li> <li>• Hard time staying in line, seat, classroom, etc.</li> <li>• Impulsive; “jumps before she looks”</li> <li>• Interrupts; socially intrusive</li> <li>• Jumps into an activity rather than waits for/reads instructions</li> <li>• Physical touch with others may be too much; disregard for boundaries</li> <li>• See Initiation under Executive Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Can be disruptive in the classroom</li> <li>• Difficulty following directions, not slowing down to process directions</li> <li>• May complete assignments incorrectly</li> <li>• May require a lot of redirection from teacher</li> <li>• Social difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II)</li> <li>• Behavior Assessment System for Children, 2<sup>nd</sup> Ed. (BASC-2)</li> <li>• Behavior Rating Inventory of Executive Function (BRIEF)</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Cognitive Assessment System, 2<sup>nd</sup> Ed. (CAS2)</li> <li>• Delis-Kaplan Executive Function System (D-KEFS)</li> <li>• Observation in environment/FBA</li> <li>• Observation in testing (jump right in or thoughtful about responses/approach)</li> <li>• Stroop Color-Word Interference</li> </ul>	<ul style="list-style-type: none"> <li>• Adults providing structure</li> <li>• Fading external support to internalization of routine and systems</li> <li>• Goal-directed problem solving process</li> <li>• Goal-Plan-Do-Review</li> <li>• Routine</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• LifeSkills Training</li> <li>• <i>Project Achieve – Stop &amp; Think Program</i> (Knoff)</li> <li>• <i>Project Success</i> (Kastner)</li> </ul>
<b>Processing Speed</b>	<ul style="list-style-type: none"> <li>• Acts like he doesn’t understand</li> <li>• Appears inattentive</li> <li>• Delay in response</li> <li>• Fatigues easily</li> <li>• Frustration</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in response</li> <li>• Difficulty following lecture</li> <li>• Difficulty multi-tasking</li> <li>• Difficulty taking timed tests</li> <li>• Does not appear to remember information</li> <li>• Incomplete work</li> <li>• Poor grades in spite of good effort</li> <li>• Slow at doing work</li> </ul>	<ul style="list-style-type: none"> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Processing Speed</li> <li>• Task of Executive Control (TEC)</li> <li>• Wechsler Intelligence Scale for Children, 5<sup>th</sup> Ed. (WISC-V), Processing Speed</li> <li>• Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Cognitive: COG 4 Letter-Pattern Matching, COG 11 Number-Pattern Matching, COG 17 Pair Matching</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for delay in response</li> <li>• Be brief and concise</li> <li>• Copies of notes and outlines</li> <li>• Extra time</li> <li>• Give instructions one at a time</li> <li>• Repeat instructions</li> <li>• Short directions</li> <li>• Tape record lectures</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed section: #11 Mental Processing Speed</li> <li>• <i>CogMed</i> <a href="http://www.cogmed.com">www.cogmed.com</a></li> <li>• <i>Project LEARNet</i></li> </ul>

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<b>Memory</b>	<ul style="list-style-type: none"> <li>• Appears manipulative</li> <li>• Appears to have attitude issues</li> <li>• Can't remember more than one thing at a time</li> <li>• Disorganized</li> <li>• Doesn't remember recent events</li> <li>• Forgets to turn in assignments</li> <li>• Gets lost frequently and easily</li> <li>• Learned helplessness</li> <li>• Looks spacey</li> </ul>	<ul style="list-style-type: none"> <li>• Can't re-tell a story</li> <li>• Difficulty retaining new skills</li> <li>• Difficulty with multi-step directions/multi-step problem</li> <li>• Difficulty with spelling</li> <li>• Fails test in spite of studying</li> <li>• Forgets assignment</li> <li>• Forgets events</li> <li>• Forgets people and names</li> <li>• Inconsistent performance</li> <li>• Splintered learning</li> <li>• State dependent learning</li> </ul>	<ul style="list-style-type: none"> <li>• A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Memory and Learning</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Child and Adolescent Memory Profile (ChAMP)</li> <li>• Children's Memory Scale (CMS)</li> <li>• Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Memory Working Memory Subtests</li> <li>• Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Recall of Designs</li> <li>• Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Recall of Objects Delayed</li> <li>• Test of Memory and Learning, 2<sup>nd</sup> Ed. (TOMAL-2)</li> <li>• Test of Visual Processing Skills, 3<sup>rd</sup> Ed. (TVPS3), subtests: Visual Memory &amp; Visual Sequential Memory</li> <li>• Wide Range Assessment Memory and Learning, 2<sup>nd</sup> Ed. (WRAML2)</li> <li>• Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Cognitive and Oral Language: COG3 Verbal Attention, COG 10 Numbers Reversed, COG 16 Object Number Sequencing, COG 18 Memory for Words, OL 5 Sentence Repetition</li> <li>• Woodcock Johnson, 5<sup>th</sup> Ed. (WISC-V), Working Memory</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Have student paraphrase directions or steps</li> <li>• Mnemonic strategies</li> <li>• New concepts - engage background knowledge</li> <li>• Pictures or visual cues</li> <li>• Practice daily routine</li> <li>• <a href="#">"Priming the pump"</a> - slightly elevate emotions when teaching new concepts</li> <li>• Repeat instructions out-loud</li> <li>• Use memory aids e.g. visual cues, planners, PDAs or other compensatory strategies</li> <li>• Use of competitive games</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth (Manual)</i> Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #9 Memory</li> <li>• <i>Project LEARNet</i></li> </ul>
<b>Sensory and Motor (Over-stimulation)</b>	<ul style="list-style-type: none"> <li>• Always touching people or things</li> <li>• Appears overwhelmed</li> <li>• Behavior may appear oppositional however, it may be adaptive; e.g. wearing hat to cover eyes, laying on the floor</li> <li>• Bumps into others when in line</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty completing worksheets with too many items on them</li> <li>• Difficulty shifting from workbook/text book to writing on answer sheet/paper</li> <li>• Difficulty transitioning</li> <li>• Difficulty with group work and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral Classroom Observations</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Effective informal vision – ocular motor control</li> <li>• Functional Behavioral Assessments</li> <li>• Functional vision</li> <li>• OT Consult</li> <li>• PT Consult</li> <li>• Sensory Processing Measure</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to dictate first draft of written assignment rather than write</li> <li>• Allow student to use a computer for written work</li> <li>• Ball cap or sunglasses for light sensitivity</li> <li>• Break down written work into chunks</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alert Program: How Does Your Engine Run</i></li> <li>• <i>Brain Injury in Children and Youth (Manual)</i> Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed section: #19 Sensory processing</li> <li>• <i>Project LEARNet</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Clothes are disheveled due to tugging and sucking on clothes</li> <li>• Emotionally melt down</li> <li>• Fidgety</li> <li>• Irritable, short fuse</li> <li>• Overly excited in stimulating environments such as the playground, PE, lunchroom, etc.</li> <li>• Seeks oral stimulation</li> <li>• Seeks physical feedback, e.g. leans on desk</li> <li>• Tunes out do to over stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with reading due to visual stimuli</li> <li>• Difficulty with seat work</li> <li>• Excessive erasing, crossing out of words</li> <li>• Gets overwhelmed in crowded environments</li> <li>• Incomplete work</li> <li>• Messy papers, school work is not well-organized</li> <li>• Poor handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory Profile</li> <li>• Vision and hearing screening: conversion/tracking/depth perception</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct assistive technology evaluation</li> <li>• Deep joint pressure</li> <li>• Preferential and thoughtful seating to reduce auditory and visual stimulation</li> <li>• Preferential seating to decrease sensory input</li> <li>• Reduce number of problems on a page</li> <li>• Reduce visual and auditory distractions</li> <li>• Situation intensity: turn stimulation down/off</li> <li>• Situation modification: earplugs, sunglasses, visors, moving to a new location</li> <li>• Situation selection: tune into preferential sound, mindfulness, goal orientation, diaphragmatic breathing</li> <li>• Use color overlays</li> <li>• Use line ruler to assist with visual tracking</li> <li>• Use study carrel</li> <li>• Weighted vests/ items (blankets, animals)</li> <li>• Wiggle Seat/inflatable chair cushion/ dynamic seating systems</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Zones of Regulation</i> <a href="http://www.zonesofregulation.com">www.zonesofregulation.com</a></li> </ul>
<b>Sensory and Motor (Under-stimulation)</b>	<ul style="list-style-type: none"> <li>• Motor – can appear clumsy and run into objects/people</li> <li>• Motor – constantly on the move</li> <li>• Tactile – seeks out touch or being held</li> <li>• Takes a lot of sensation to stimulate the child – so they seek out more stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty following verbal directions</li> <li>• Tactile – difficulty registering pain or pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Brain Injury Observation Form in Chapter 4</li> </ul>	<ul style="list-style-type: none"> <li>• Allow them to chew gum, hard candy, or crunchy foods</li> <li>• Fidget items</li> <li>• Heavy work or deep pressure activities</li> <li>• Running or jumping</li> <li>• Stretch bands on chairs</li> <li>• Therapy seats/exercise balls for sitting</li> <li>• Therapy swings or swinging</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alert Program: How does Your Engine Run?</i></li> <li>• <i>Brain Injury in Children and Youth (Manual)</i> Chapter 3</li> </ul>

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	<ul style="list-style-type: none"> <li>Taste – picky eaters</li> </ul>			<ul style="list-style-type: none"> <li>Trampoline</li> <li>Wall push-ups</li> </ul>	
<b>Motor-Fine</b>	<ul style="list-style-type: none"> <li>Difficulty with fasteners</li> <li>Shaky hands/tremors</li> </ul>	<ul style="list-style-type: none"> <li>Avoids tasks involving writing</li> <li>Difficulty with cutting</li> <li>Difficulty with drawing</li> <li>Poor handwriting</li> <li>Takes long time to produce written work</li> </ul>	<ul style="list-style-type: none"> <li>A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Sensorimotor</li> <li>Beery-Buktenica Developmental Test of Visual Motor Integration, Sixth Ed. (BEERY VMI)</li> <li>Brain Injury Observation Form in Chapter 4</li> <li>Bruininks-Oseretsky Test of Motor Proficiency, 2<sup>nd</sup> Ed. (BOT-2)</li> <li>Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Recall of Designs</li> <li>Evaluation of Children’s Handwriting Skills – Grades 1-6 (ETCH)</li> <li>OT Consult</li> <li>Peabody Developmental Motor Skills, 2<sup>nd</sup> Ed. (PDMS-2)</li> <li>PT Consult</li> <li>Test of Visual Motor Skills (TVMS)</li> </ul>	<ul style="list-style-type: none"> <li>Adapted scissors</li> <li>Allow student to use computer for written work</li> <li>Develop pre-prepared materials so that they do not have to focus on cutting etc. but can focus on content</li> <li>Guiding notes/outline</li> <li>Pencil grips</li> <li>Provide notes for student via another student or teacher</li> <li>Slant boards</li> <li>Speech to text technology</li> <li>Typing/texting vs. writing,</li> </ul>	<ul style="list-style-type: none"> <li><i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li><i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #5 Fine motor control, #12 New Learning – Written Language, #16 Praxis</li> <li><i>Project LEARNet</i></li> <li>Assistive/Adaptive Technology</li> </ul>
<b>Motor-Gross</b>	<ul style="list-style-type: none"> <li>Avoids sports</li> <li>Bumps into things</li> <li>Can’t carry lunch tray</li> <li>Clumsy</li> <li>Falls</li> <li>Stumbling</li> <li>Unsteady on stairs, play ground equipment or in crowds</li> </ul>	<ul style="list-style-type: none"> <li>Avoids recess</li> <li>Difficulty with or avoidance of P.E.</li> <li>Difficulty with slumping in seat</li> </ul>	<ul style="list-style-type: none"> <li>Brain Injury Observation Form in Chapter 4</li> <li>Bruininks-Oseretsky test of Motor Proficiency, 2<sup>nd</sup> Ed. (BOT-2)</li> <li>OT Consult</li> <li>Peabody Developmental Motor Skills, 2<sup>nd</sup> Ed. (PDMS-2), for birth to 2 yr</li> <li>PT Consult</li> </ul>	<ul style="list-style-type: none"> <li>Adapted PE</li> <li>Adapted seating (chairs, desks)</li> </ul>	<ul style="list-style-type: none"> <li>Adaptive Sports and Physical Education</li> <li><i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li><i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #6 Gross motor Control, #16 Praxis</li> </ul>
<b>New Learning</b>	<ul style="list-style-type: none"> <li>Angry outburst or meltdowns</li> <li>Can be misclassified as lazy</li> <li>Can seem defiant</li> <li>Copies others’ behavior or work</li> <li>Follower</li> <li>Forgetful</li> <li>Frustration</li> </ul>	<ul style="list-style-type: none"> <li>Cannot generalize or over generalizes information</li> <li>Does not remember information they have been taught</li> <li>Fails to see big picture; the gestalt</li> <li>Forgets people and names</li> <li>Inconsistent performance day to day</li> </ul>	<ul style="list-style-type: none"> <li>A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Memory and Learning- Immediate Trials</li> <li>Brain Injury Observation Form in Chapter 4</li> <li>Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> Ed. (CELF-4), Paragraph Recall Subtest</li> <li>Differential Ability Scales, 2<sup>nd</sup> Ed.</li> </ul>	<ul style="list-style-type: none"> <li>“<a href="#">Chunking</a>”, allow child to master concept prior to introducing additional learning</li> <li><a href="#">Errorless learning</a></li> <li><a href="#">Experiential Learning</a>; use of competitive games</li> <li><a href="#">Forward/backward chaining</a>.</li> <li><a href="#">Gradual Release of</a></li> </ul>	<ul style="list-style-type: none"> <li><i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li><i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #12 New Learning</li> <li><i>Project LEARNet</i></li> <li><i>Teachers Encyclopedia of Behavior</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Makes things up to save face</li> <li>• May not exert effort when new material is presented</li> <li>• Spacey</li> </ul>	<ul style="list-style-type: none"> <li>• May be able to memorize but cannot apply information</li> <li>• Poor result in spite of extensive effort</li> <li>• Splintered learning</li> </ul>	<p>(DAS-II), Recall of Objects-Immediate Trials</p> <ul style="list-style-type: none"> <li>• Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI) for Adolescents</li> <li>• Test of Memory and Learning, 2<sup>nd</sup> Ed., (TOMAL-2), New Learning Index</li> <li>• Wechsler Memory Scales, 3<sup>rd</sup> Ed. (WMS-III), and Children’s Memory Scales Immediate Trials</li> <li>• Wide Range Assessment Memory and Learning, 2<sup>nd</sup> Ed. (WRAML2)</li> <li>• Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Cognitive: COG 6 Story Recall, COG 13 Visual Auditory Learning</li> </ul>	<p><a href="#">Responsibility Model</a>: – I do it-You watch me, I do it-You help me, We do it together-I help you, You do it-I watch you</p> <ul style="list-style-type: none"> <li>• Have child repeat back instruction to demonstrate understanding</li> <li>• Label items in classroom</li> <li>• Multi-modal learning</li> <li>• Preview new material</li> <li>• Repeat instructions</li> <li>• Review daily learning</li> <li>• <a href="#">Spiraling</a></li> <li>• Strategy to slightly elevate emotions when teaching new concepts</li> <li>• Teach new material in context and draw on background knowledge</li> <li>• Teach to learning style strength and reinforce with different types of learning methods</li> <li>• Thematic learning</li> <li>• Use real world examples in teaching to make new learning meaningful</li> <li>• Visualization</li> </ul>	<p><i>Management (100 Problems 500 Solutions)</i> (Sprick/Howard)</p>
<p><b>Language – Receptive</b></p>	<ul style="list-style-type: none"> <li>• Acts out</li> <li>• Confused</li> <li>• Difficulty understanding complex ideas or directions</li> <li>• Difficulty with auditory information</li> <li>• Does not understand multiple meaning-words, inferential, figurative and more complicated abstract language</li> <li>• Echolalia</li> </ul>	<ul style="list-style-type: none"> <li>• Answers wrong question</li> <li>• Circumlocution</li> <li>• Delayed reading</li> <li>• Difficulty following instructions</li> <li>• Difficulty problem solving</li> <li>• Difficulty understanding homework assignments</li> <li>• Difficulty with math word problems</li> <li>• Poor reading comprehension</li> <li>• Reading or writing</li> </ul>	<ul style="list-style-type: none"> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Clinical Evaluation of Language Fundamentals (CELF), Preschool</li> <li>• Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> Ed. (CELF-4) and 5<sup>th</sup> Ed. (CELF-5), Receptive Language Index</li> <li>• Comprehensive Assessment of Spoken Language (CASL)</li> <li>• Listening Test</li> <li>• Metalinguistic Subtest</li> <li>• Oral and Written Language Scales,</li> </ul>	<ul style="list-style-type: none"> <li>• Allow extra “think” time</li> <li>• Break complex directions into concrete examples</li> <li>• Give directions slowly and one at a time</li> <li>• Have child repeat back instructions</li> <li>• Provide directions, assignments, lectures in writing</li> <li>• Reduce semantic load to minimize frustration and confusion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #4 Expressive Language, #17 Receptive Language, #12 New Learning - Reading, Written Language</li> </ul>

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
	<ul style="list-style-type: none"> <li>• Follower</li> <li>• Inability to follow multi-step directions</li> <li>• Inattentive, distractible</li> <li>• Says "huh" frequently</li> <li>• Slow or does not respond to directions</li> <li>• Social withdrawal</li> </ul>	<p>weakness</p> <ul style="list-style-type: none"> <li>• Slow to understand</li> <li>• Writing output is weak</li> </ul>	<p>2<sup>nd</sup> Ed. (OWLS-II)</p> <ul style="list-style-type: none"> <li>• Peabody Picture Vocabulary Test, 4<sup>th</sup> Ed. (PPVT-4)</li> <li>• Preschool Language Scales, 5<sup>th</sup> Ed. (PLS-5)</li> <li>• Test of Language Competence</li> <li>• Test of Problem Solving – 2 Adolescent (TOPS-2)</li> <li>• Test of Problem Solving – 3 Elementary (TOPS-3)</li> <li>• Wechsler Intelligence Scale for Children, 5<sup>th</sup> Ed. (WISC-V), Verbal Comprehension</li> <li>• Woodcock Johnson, 3<sup>rd</sup> Ed. (WJ-III), Auditory Processing</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce with visual cues</li> <li>• Teach the use of graphic organizers to visually represent concepts</li> </ul>	
<u>Language - Expressive</u>	<ul style="list-style-type: none"> <li>• Act out</li> <li>• Breakdown in logical sequencing of ideas</li> <li>• Circumlocution</li> <li>• Difficult to follow in conversations</li> <li>• Difficulty Interpreting sarcasm</li> <li>• Difficulty responding to facial expressions and body language</li> <li>• Dysarthric speech (slow, slurred speech, mumbling)</li> <li>• Follower</li> <li>• Frequently repeat the same question or make the same comment</li> <li>• Frustration</li> <li>• Ruminating on topics</li> <li>• Social withdrawal</li> <li>• Uses immature or inappropriate speech</li> <li>• Uses poor grammar or immature speech</li> <li>• Word retrieval difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty identifying or providing salient details</li> <li>• Difficulty summarizing</li> <li>• Difficulty with problem-solving</li> <li>• Lack of specific language in academic work</li> <li>• Often repeats the same idea rather than providing more or different information about a topic</li> <li>• Responses may be short without much elaboration on topic</li> <li>• Trouble participating in class discussions</li> <li>• Trouble writing essay questions or re-telling stories</li> </ul>	<ul style="list-style-type: none"> <li>• A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Language</li> <li>• Assessments in LANGUAGE-RECEPTIVE Section apply</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> Ed. (CELF-4) and 5<sup>th</sup> Ed. (CELF-5), Expressive Language Index</li> <li>• Clinical Evaluation of Language Fundamentals, Preschool, 2<sup>nd</sup> Ed. (CELF: P-2)</li> <li>• Comprehensive Assessment of Spoken Language (CASL)</li> <li>• Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Verbal</li> <li>• Expressive One-Word Picture Vocabulary Test</li> <li>• Functional Communication Measures (FCM)</li> <li>• Oral and Written Language Scales, 2<sup>nd</sup> Ed. (OWLS-II)</li> <li>• Preschool Language Scales, 5<sup>th</sup> Ed. (PLS-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow child to dictate thoughts prior to writing</li> <li>• Ask open ended questions</li> <li>• Provide choices</li> <li>• Teach attributes of concepts</li> <li>• Teach summarization skills</li> <li>• Teach the child appropriate expressions, role play</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #4 Expressive Language, #12 New Learning - Reading, Written Language, #21 Word Retrieval</li> </ul>

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
	using words and sentences to express ideas		<ul style="list-style-type: none"> <li>Wechsler Individual Achievement Test, 3<sup>rd</sup> Ed. (WIAT-3), Oral Expression</li> <li>Woodcock Johnson, 3<sup>rd</sup> Ed. (WJ-III), Verbal Comprehension</li> </ul>		
<b>Language – Social Pragmatic</b>  *Some of the pragmatic information is in the manual but additions have been made. None of the pragmatic language information is currently on the website	<ul style="list-style-type: none"> <li>Difficulty building or maintaining friendships</li> <li>Difficulty negotiating social rules</li> <li>Difficulty staying on topic</li> <li>Difficulty taking turns</li> <li>Difficulty understanding humor, jokes or sarcasm</li> <li>Difficulty with proprioception (knowing body in space)</li> <li>Frustration</li> <li>Inappropriate use of jokes, sarcasm or humor</li> <li>Understanding fast paced conversations</li> <li>Use of appropriate tone of voice</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty making and maintaining friendships</li> <li>Difficulty working in groups in the classroom</li> <li>Doesn't seem to fit into social groups in less structured settings such as recess, lunch, etc.</li> </ul>	<ul style="list-style-type: none"> <li>A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Social Perception</li> <li>Brain Injury Observation Form in Chapter 4</li> <li>Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> and 5<sup>th</sup> Ed., (CELF-4, CELF-5), Pragmatics Profile</li> <li>Clinical Evaluation of Language Fundamentals, 5<sup>th</sup> Ed. (CELF-5), Metalinguistics</li> <li>Clinical Evaluation of Language Fundamentals, 5<sup>th</sup> Ed. (CELF-5), Pragmatic Activities Checklist</li> <li>Conversational Effectiveness Profile – Revised (CEP-R); <a href="http://www.socialpragmatics.com/cep-r.html">http://www.socialpragmatics.com/cep-r.html</a></li> <li>Social Language Development Test, Elementary or Adolescent</li> <li>Test of Problem Solving-2 Adolescent (TOPS-2)</li> <li>Test of Problem Solving–3 Elementary (TOPS-3)</li> </ul>	<ul style="list-style-type: none"> <li>Develop friendship groups</li> <li>Get student involved with counselor</li> <li>Work with classroom teacher to place student in work groups</li> </ul>	<ul style="list-style-type: none"> <li><i>Brain Injury in Children and Youth (Manual) Chapter 3</i></li> <li><i>Social Language Development Scenes (Elementary/Adolescent) (Linguisticsystems)</i></li> <li><i>Social Thinking Worksheets for Tweens and Teens (Winner)</i></li> <li><i>Superflex a Superhero Social Thinking Curriculum (Winner)</i></li> <li>(See Interventions in Social Competence Section)</li> </ul>
<b>Visual-Spatial</b>	<ul style="list-style-type: none"> <li>Can experience behavior Difficulty due to frustration of not understanding visual materials and expectations</li> <li>Complains that “it all blends together”</li> <li>Difficulty organizing materials</li> <li>Difficulty with proprioception (knowing body in space)</li> </ul>	<ul style="list-style-type: none"> <li>Depth perception Difficulty</li> <li>Difficulty organizing written work</li> <li>Difficulty using charts, maps and graphs</li> <li>Difficulty with Mathematics/Geometry</li> <li>Distance perception Difficulty</li> <li>Handwriting Difficulty</li> <li>Mental rotation</li> <li>Object construction</li> </ul>	<ul style="list-style-type: none"> <li>A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Visuospatial Processing</li> <li>Beery-Buktenica Developmental Test of Visual Motor Integration, 6<sup>th</sup> Ed. (BEERY VMI)</li> <li>Brain Injury Observation Form in Chapter 4</li> <li>Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Spatial Subtests</li> <li>Kauffman Assessment Battery for Children (KABC-II), NonVerbal Scale</li> </ul>	<ul style="list-style-type: none"> <li>Consider if visual presentation of worksheets needs to be modified</li> <li>Enlarging written materials</li> <li>Provide directions verbally-frequent check for understanding</li> <li>Provide support in aligning math problems (graph paper)</li> <li>Provide support in organizing writing from left to right and</li> </ul>	<ul style="list-style-type: none"> <li><i>Brain Injury in Children and Youth (Manual) Chapter 3</i></li> <li><i>See It, Say It, Do It (Hellerstein)</i></li> <li><i>Visual Spatial Portals to Thinking, Feeling and Movement (Wieder/Wachs)</i></li> </ul>



Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
	<ul style="list-style-type: none"> <li>Gets lost</li> <li>Increased headaches during visual tasks</li> <li>Sensitivity to light</li> </ul>	<ul style="list-style-type: none"> <li>Reading Difficulty</li> <li>Spatial perception and orientation Difficulty</li> <li>Visualizing mental maps</li> </ul>	<ul style="list-style-type: none"> <li>Leiter International Performance Scale, 3<sup>rd</sup> Ed. (Leiter-3)</li> <li>Test of Visual Perceptual Skills, 3<sup>rd</sup> Ed. (TVPS-3)</li> <li>Wechsler Intelligence Scale for Children, 5<sup>th</sup> Ed. (WISC-V), Perceptual Reasoning Subtests</li> <li>Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Cognitive: COG 7 Visualization, COG 14 Picture Recognition</li> </ul>	<ul style="list-style-type: none"> <li>organizing/expressing thoughts</li> <li>Reduce visual “clutter” at student’s desk</li> <li>Use a ruler to track reading</li> <li>Verbal focus on learning</li> <li>Visual planners (webs, diagrams) may be too confusing</li> </ul>	
<p><b>Executive Function:</b> <b>Initiation</b></p>	<ul style="list-style-type: none"> <li>Appears aloof or disinterested to peers</li> <li>Can state what they are supposed to do but does not get started</li> <li>Difficulty starting tasks</li> <li>Does not independently start tasks</li> <li>Does not make plans academically or socially</li> <li>Follower</li> <li>Lagging in independent living skills</li> <li>May appear lazy or spacey</li> <li>Often gets overlooked because they are not trouble in the classroom</li> <li>Requires constant cueing</li> <li>Seeks out adults for social interaction</li> <li>Slow to shift at same time as peers</li> <li>Unmotivated</li> </ul>	<ul style="list-style-type: none"> <li>Appears passive/resistant</li> <li>Difficulty knowing how to get started</li> <li>Difficulty managing long-range projects</li> <li>Does not complete homework or seatwork</li> <li>Turns in poor quality work</li> <li>Woefully incomplete work</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Observations</li> <li>Behavior Rating Inventory of Executive Function (BRIEF)</li> <li>Brain Injury Observation Form in Chapter 4</li> <li>Classroom Observations</li> <li>Comprehensive Executive Function Inventory (CEFI)</li> <li>Delis Rating of Executive Function (D-REF)</li> </ul>	<ul style="list-style-type: none"> <li>Provide a written routine to assist/help student begin work</li> <li>Provide assistance with getting started with school work</li> <li>Provide more frequent check-ins to ensure student is completing work</li> <li>Teach students how to observe others to identify what to do next</li> <li>Use of contingency based interventions centering on video games</li> <li>Use Visual imagery to practice the activity steps prior to initiation</li> </ul>	<ul style="list-style-type: none"> <li><i>Brain Injury in Children and Youth (Manual) Chapter 3</i></li> <li><i>BrainSTARS Chapter 3 and Blue tabbed section: #7 Initiation</i></li> <li><i>Executive Skills in Children and Adolescents</i></li> <li><i>Project LEARNet</i></li> <li><i>Smart but Scattered</i></li> <li><i>Tools for Teaching</i></li> </ul>
<p><b>Executive Function:</b> <b>Planning</b></p>	<ul style="list-style-type: none"> <li>Difficulty with problem solving</li> <li>Doesn’t make plans with friends</li> <li>Rigidity of thinking</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty with long term assignments</li> <li>Difficulty with sequential tasks</li> <li>Difficulty with time management</li> </ul>	<ul style="list-style-type: none"> <li>A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Attention and Executive Function</li> <li>Assessment Observations</li> <li>Behavior Rating Inventory of</li> </ul>	<ul style="list-style-type: none"> <li>Antecedent Management</li> <li>Anticipate transitions</li> <li>Block &amp; Box (Sara Ward)</li> <li>Future Thinking</li> <li>Get Ready, Do, Done</li> <li>Provide student with</li> </ul>	<ul style="list-style-type: none"> <li><i>Brain Injury in Children and Youth (Manual) Chapter 3</i></li> <li><i>BrainSTARS Chapter 3 and Blue tabbed section: #15 Planning</i></li> </ul>

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
		<ul style="list-style-type: none"> <li>• Difficulty writing papers</li> <li>• Doesn't brainstorm</li> <li>• Often late for class</li> <li>• Often unprepared for class</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Function (BRIEF)</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Cognitive Assessment System, 2<sup>nd</sup> Ed. (CAS2), Planning Composite</li> <li>• Comprehensive Executive Function Inventory (CEFI)</li> <li>• Delis Rating of Executive Function (D-REF)</li> <li>• Delis-Kaplan Executive Function System (D-KEFS)</li> <li>• Parent/teacher interviews</li> <li>• Trails Making (A&amp;B)</li> <li>• Woodcock Johnson 4<sup>th</sup> Ed. (WJ-IV), Cog- Planning Subtest</li> </ul>	<ul style="list-style-type: none"> <li>• "Planning Sheet" (see Executive Skills in Children and Adolescent resource book)</li> <li>• <a href="#">Report and Talk Aloud</a></li> <li>• Software programs – e.g., "Kidspiration" and "Inspiration" have graphic organizers and can export to a word doc in outline format</li> <li>• The Working Clock – Time Management Strategy (Sarah Ward)</li> <li>• Use a smart phone and set reminders and alarms</li> </ul>	<ul style="list-style-type: none"> <li>• Check In/Check Out</li> <li>• <i>Executive Function in Education</i></li> <li>• <i>Executive Skills in Children and Adolescents</i></li> <li>• <i>Project LEARNet</i></li> <li>• <i>Smart but Scattered</i></li> </ul>
<p><b><a href="#">Executive Function:</a></b> <b><a href="#">Mental Flexibility</a></b></p>	<ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Concrete</li> <li>• Difficulty making friends</li> <li>• Difficulty taking feedback</li> <li>• Difficulty with transitions</li> <li>• Doesn't like to try new things</li> <li>• Lacks empathy</li> <li>• Perseveration</li> <li>• Rigid thinkers</li> <li>• Stubborn</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty coming up with solutions</li> <li>• Difficulty deviating from schedule</li> <li>• Difficulty shifting between tasks or ideas</li> <li>• Difficulty with Abstract thinking</li> <li>• Doesn't do what asked</li> <li>• Doesn't learn from mistakes</li> <li>• Doesn't think well on his/her feet</li> </ul>	<ul style="list-style-type: none"> <li>• A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Ed. (NEPSY-II), Attention and Executive Function</li> <li>• Assessment Observations</li> <li>• Behavior Rating Inventory of Executive Function (BRIEF)</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Delis-Kaplan Executive Function System (D-KEFS)</li> <li>• Parent/teacher interview</li> <li>• Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Cognitive: COG 3 Verbal Attention, COG 4 Letter-Pattern Matching, COG 10, Numbers Reversed, COG 11 Number-Pattern Matching</li> </ul>	<ul style="list-style-type: none"> <li>• Block &amp; Box (Sarah Ward)</li> <li>• Develop routines</li> <li>• Explicitly teach flexible thinking skills (i.e., warnings, counting down time, timers, practice changing schedule)</li> <li>• <a href="#">Guided Self-Reflection</a></li> <li>• Plan for situations that require mental flexibility</li> <li>• Teach coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed section: #10 Mental Flexibility</li> <li>• <i>Collaborative Problem Solving</i> (Greene)</li> <li>• <i>Executive Function in Education</i></li> <li>• <i>Executive Skills in Children and Adolescents</i></li> <li>• <i>Explosive Child</i> (Greene)</li> <li>• <i>Five is Against the Law</i> (Buron)</li> <li>• <i>Project LEARNet</i></li> <li>• <i>Smart but Scattered</i></li> <li>• <i>Superflex</i> (Winner)</li> <li>• <i>Zones of Regulation</i></li> </ul>

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
<p><b>Executive Function:</b> <b>Reasoning</b></p>	<ul style="list-style-type: none"> <li>• Acts without thinking of the consequences</li> <li>• Does not follow through with request to complete tasks</li> <li>• Doesn't think well on his/her feet</li> <li>• Followers</li> <li>• Lacks common sense</li> <li>• Makes poor behavioral and social choices</li> <li>• May appear depressed</li> <li>• Oppositional</li> <li>• Poor social judgment e.g. promiscuity, school suspension</li> <li>• Stubborn</li> </ul>	<ul style="list-style-type: none"> <li>• Can do rote learning but does not get broader concepts</li> <li>• Concrete thinker</li> <li>• Difficulty responding to essay questions</li> <li>• Difficulty with comprehension, e.g. reading, math, written expression</li> <li>• Difficulty with math word problems</li> <li>• Does better on multiple choice tests</li> <li>• Does not generalize information appropriately (over or under generalizes)</li> <li>• Does not get big picture</li> <li>• Lacks insight</li> </ul>	<ul style="list-style-type: none"> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Cognitive Assessment System, 2<sup>nd</sup> Ed. (CAS2), Simultaneous Processing Composite</li> <li>• Differential Ability Scales, 2<sup>nd</sup> Ed. (DAS-II), Non-Verbal</li> <li>• Kauffman Assessment Battery for Children (KABC-II), NonVerbal Scale</li> <li>• Reys-Osterrieth Complex Figure Test (RCFT)</li> <li>• Test of Adolescent Problem-Solving (TOPS)</li> <li>• Wechsler Intelligence Scale for Children, 5<sup>th</sup> Ed. (WISC-V), Perceptual Reasoning Subtests</li> <li>• Woodcock Johnson, 4<sup>th</sup> Ed. (WJ-IV), Cognitive: COG 2 Number Series, COG 9 Concept Formation, COG 15 Analysis-Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Asking "why" questions</li> <li>• Avoid sarcasm</li> <li>• Problem solving strategies</li> <li>• <a href="#">Scaffolding</a></li> <li>• Inquiry-based/Cooperative Learning</li> <li>• <a href="#">Teaching into meaningful concepts</a></li> <li>• Use multiple choice instead of essay test formats</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainWise</i> (Barry)</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed sections: #8 Judgment, #12 New Learning, #13 Non-Verbal Learning, #20 Social Skills</li> <li>• <i>Bully Proofing</i> (Garrity/Bonds/ Camilli)</li> <li>• Circle of Friends</li> <li>• Cognitive Behavioral Therapy/Intervention</li> <li>• <i>Executive Function in Education</i></li> <li>• <i>Five is Against the Law</i></li> <li>• <i>Helping the Child who Doesn't Fit In</i> (Nowicki/Duke)</li> <li>• Problem Solving Groups</li> <li>• <i>Project LEARNet</i></li> <li>• Refusal Skills</li> <li>• <i>Skill Streaming</i> (McGinnis)</li> <li>• Social Skills Groups</li> <li>• Stranger Danger</li> <li>• <i>Why Try</i> <a href="http://www.whytry.org">www.whytry.org</a></li> <li>• <i>Zones of Regulation</i> (lesson 12)</li> </ul>
<p><b>Executive Function:</b> <b>Organizational Skills</b></p>	<ul style="list-style-type: none"> <li>• Copies behaviors of others</li> <li>• Difficulty with transitions</li> <li>• Easily frustrated</li> <li>• Follower</li> <li>• Is disorganized</li> <li>• Loses things easily</li> <li>• Spacey</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with long range projects</li> <li>• Doesn't turn in homework</li> <li>• Homework is incomplete</li> <li>• Not independent learner</li> <li>• Often Forgetful</li> <li>• Work is messy</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Rating Inventory of Executive Function (BRIEF)</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Observations</li> <li>• Parent/teacher interview</li> </ul>	<ul style="list-style-type: none"> <li>• Color code subjects</li> <li>• Provide student with step-by-step instructions</li> <li>• <a href="#">Report and Talk Aloud strategy</a></li> <li>• Smartphone apps: clock/timer, calendar with reminders, Evernote recordings/pictures/detail</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brain Injury in Children and Youth</i> (Manual) Chapter 3</li> <li>• <i>BrainSTARS</i> Chapter 3 and Blue tabbed section: # 14 Organization, #15 Planning</li> <li>• <i>Executive Function in</i></li> </ul>

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
				<ul style="list-style-type: none"> <li>d instruction;</li> <li>• Multiple small storage bins; label storage area contents – create routines for use</li> <li>• Support between home and school to implement an organization system</li> <li>• Teach/support organization skills/systems (folders, planners, etc.)</li> <li>• Use a “zipper” folder containing sections for each subject and sections for work “to do”, “completed” etc.</li> </ul>	<p><i>Education</i></p> <ul style="list-style-type: none"> <li>• <i>Executive Skills in Children and Adolescents</i></li> <li>• <i>Project LEARNet</i></li> <li>• <i>Smart but Scattered</i></li> <li>• <i>Tools for Teaching</i></li> </ul>
<p><u>Social/Emotional Competency</u></p>	<ul style="list-style-type: none"> <li>• Difficulty keeping and making friends</li> <li>• Difficulty reading social cues</li> <li>• Difficulty with anger management</li> <li>• Emotionally labile</li> <li>• Melt down</li> <li>• Over/under reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive distortions</li> <li>• Difficulty with group learning</li> <li>• Emotional pre-occupation that interferes with academics</li> <li>• Trouble focusing</li> </ul>	<ul style="list-style-type: none"> <li>• A Developmental Neuropsychological Assessment (NEPSY-II), Social Perception</li> <li>• Adaptive Behavior Assessment System, 2<sup>nd</sup> Ed. (ABAS-II)</li> <li>• Behavior Assessment System for Children, 2<sup>nd</sup> Ed. (BASC-2)</li> <li>• Behavior Rating Inventory of Executive Function (BRIEF)</li> <li>• Behavioral Intervention Plan (BIP)</li> <li>• Brain Injury Observation Form in Chapter 4</li> <li>• Children’s Depression Inventory</li> <li>• Classroom Observations</li> <li>• Conversational Effectiveness Profile – Revised (CEP-R): An assessment tool measuring Social Interaction, Social Communication, and Social-Emotional Regulation; <a href="http://www.socialpragmatics.com">www.socialpragmatics.com</a></li> <li>• Functional Behavioral Assessment (FBA)</li> <li>• Interviews</li> <li>• Revised Children Manifest Anxiety Scale, 2<sup>nd</sup> Ed. (RCMAS-2)</li> <li>• Reynolds Adolescent Depression Scale, 2<sup>nd</sup> Ed. (RADS-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Calm down area</li> <li>• Counting backwards</li> <li>• Deep breathing</li> <li>• Relaxation techniques</li> <li>• Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Aggression Replacement Training</li> <li>• Behavior Intervention Plans</li> <li>• Behavior Management</li> <li>• <i>Brain Injury in Children and Youth (Manual) Chapter 4</i></li> <li>• <i>BrainSTARS Chapter 3 and Blue tabbed sections: #1 Adolescent Self-Regulation, #3 Emotion Regulation, #18 Self-Regulation, #20 Social Skills</i></li> <li>• <i>BrainWise</i></li> <li>• Cognitive Behavioral Therapy (CBT)</li> <li>• Collaborative Problem Solving</li> <li>• <i>Five is Against the Law</i></li> <li>• Functional Behavioral Assessments</li> <li>• <i>Incredible Years (Webster-Stratton)</i></li> <li>• Journaling</li> <li>• <i>The Incredible 5 Point</i></li> </ul>

Neuro-Developmental Domain	Behavioral Impacts	Cognitive Academic Impacts	Assessment Suggestions:	Environmental Supports and Accommodations	Resources and Interventions
			<ul style="list-style-type: none"> <li>• Scales of Independent Behavior-Revised (SIB-R)</li> <li>• School Functional Assessment (SFA)</li> <li>• Social Skills Rating System (SSRS)</li> <li>• Test of Pragmatic Language, 2<sup>nd</sup> Ed. (TOPL-2)</li> <li>• Vineland Adaptive Behavior Scales, 2<sup>nd</sup> Ed. (Vineland-II)</li> <li>• Emotional Disturbance Decision Tree; EDDT (Euler, 2007)</li> <li>• Scales for Assessing Emotional Disturbance, Second Edition; SAED-2 (Epstein, 2010)</li> <li>• Conners, 3<sup>rd</sup> Ed. (Conners 3)</li> <li>• Conners Continuous Performance Test, 3<sup>rd</sup> Ed. (CPT3)</li> </ul>		<p><i>Scale</i> (Buron)</p> <ul style="list-style-type: none"> <li>• Mental Health, Social-Emotional, and Behavioral Screening and Evaluation Compendium; <a href="http://sst3pbisleadershipnetwork.weebly.com/uploads/2/7/3/2/27328863/mental_health_screening_and_evaluation_compendium.pdf">http://sst3pbisleadershipnetwork.weebly.com/uploads/2/7/3/2/27328863/mental_health_s</a></li> <li>• Positive Behavior Support</li> <li>• <i>Second Step</i> <a href="http://www.secondstep.org">www.secondstep.org</a></li> <li>• <i>Skills Streaming</i></li> <li>• <i>Smart but Scattered</i></li> <li>• Social Stories</li> <li>• <i>Superflex</i></li> <li>• <i>Tools for Teaching</i></li> <li>• <i>Why Try</i></li> <li>• <a href="http://www.intensiveintervention.org">www.intensiveintervention.org</a></li> <li>• <i>Zones of Regulation</i></li> </ul>
			<p>For More Information on Social Emotional Competency: <a href="http://sst3pbisleadershipnetwork.weebly.com/uploads/2/7/3/2/27328863/mental_health_screening_and_evaluation_compendium.pdf">http://sst3pbisleadershipnetwork.weebly.com/uploads/2/7/3/2/27328863/mental_health_s</a> <a href="http://sst3pbisleadershipnetwork.weebly.com/uploads/2/7/3/2/27328863/mental_health_screening_and_evaluation_compendium.pdf">creening_and_evaluation_compendium.pdf</a></p>		

Additional Resources: (\*indicates free)

*Aggression Replacement Training*. Goldstein, A, Glick, B. & Gibbs, J. Research Press

*Assessment and treatment of TBI with school age children & adults*. 1992. Ylvisaker, M. Buffalo NY: Educom Associates

\**Brain Injury in Children and Youth: A Manual for Educators*. 2013. Colorado Department of Education. [www.cde.state.co.us/cdesped/sd-tbi](http://www.cde.state.co.us/cdesped/sd-tbi)

*Brain Injury Survival Kit, 365 Tips, Tools, & Tricks to Deal with Cognitive Function Loss*. 2008. Sullivan, C.

\*BrainLine Kids – a feature of BrainLine.org. [www.Brainline.org](http://www.Brainline.org)

*BrainSTARS: Brain Injury—Strategies for Teams and Re-education for Students*. 2002. Dise-Lewis, J., Calvery, M. & Lewis, H. Wake Forest, NC Lash & Associates 720-777-5470

*Executive Function in Education: From Theory to Practice*. 2007. Meltzer, L. NY: Guilford Press.

*Executive Skills in Children and Adolescents*. 2004. Dawson, P. & Guare, R. NY: Guilford Press.

*Helping the Child who Doesn't Fit In*. 1992. Nowicki, S. and Duke, MP. Peachtree Publishers

*How does your engine run? Alert Program for Self-Regulation*. 1996. Williams, MS. & Shellenberger, S. TherapyWorks, Inc.

\*[Interventioncentral.org](http://Interventioncentral.org) - Interventions , suggestions, tools for social/emotional strategies. [interventioncentral.org](http://interventioncentral.org)

\*LEARNet, Ylvisaker, M, HibbardM & Feeney, T. [www.projectlearn.net](http://www.projectlearn.net)

*Providing Alternative Thinking Strategies (PATHS)*, Kusche, C. and Greenberg, M., Channing Bete Company

*SkillStreaming* (books for Pre-K to 1 grades, 2 to 5 grades and 6-12 grades). 1997. Goldstein, A & McGinnis, E. Research Press Publishers

*Smart but Scattered*. 2009. Dawson P & Guare R. NY: Guilford Press

*Superflex - ASuperhero Social Thinking Curriculum*. 2008. Madrigal, S. & Garcia Winner, M. Think Social Publishing

*Teachers Encyclopedia of Behavior Management 100 Problems/500 Plans*. 2012. Sprick, R and Howard, L. Pacific Northwest Publishing

\*Think:Kids – Rethinking Challenging Kids. Massachusetts General Hospital. <http://www.thinkkids.org/>

\*The Center on Brain Injury Research & Training. Evidence-based strategies for students with Brain Injury. [www.CBIRT.org](http://www.CBIRT.org).

*The Incredible Years*, Incredible Years Program, Seattle, Washington

\**The REAP Project: Concussion Management Program*. 2010. McAvoy, K. Rocky Mountain Hospital for Children

*Tools for Teaching*. 2007. Jones F. CA: Frederic H Jones & Associates, Inc.

\*What Works Clearinghouse. 2002. U.S. Department of Education, Institute for Education Sciences. [www.whatworks.ed.gov](http://www.whatworks.ed.gov).

*Why Try – Building Resilience in the Workplace, at School and at Home*. Moore, C.

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