



ESE Program Information Sheet - Traumatic Brain Injured (TBI)

Definition: A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe, open or closed head injuries resulting in impairments in one (1) or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma. This definition is found in State Board of Education Rule 6A-6.030153, F.A.C

Overview: A traumatic brain injury (TBI) is a result from a trauma to the head. Symptoms of the injury may be seen immediately, or may show up some time after the injury. TBI can cause the student to experience physical changes such as slower reaction time, cognitive changes, memory difficulties, increased fatigue and headaches. A student with TBI may also have difficulty concentrating or learning new material.

State Laws and Regulations: The rule referenced below is specific to TBI. Please refer to [Volume I-B: Florida Statutes and State Board of Education Rules, Excerpts Related to Exceptional Student Education](#) (PDF, 9MB) for a complete listing of laws and regulations applicable to exceptional student education.
[6A-6.030153, F.A.C.: Exceptional Student Education Eligibility for Students With Traumatic Brain Injury](#)

General Resources: The following Resources will provide educators with information concerning Students who qualify for Traumatic Brain Injured.

- [TBI Pre- and Post-Injury Checklists-School and Parent Forms Memo](#) (PDF, 219KB)
- [TBI Pre- and Post-Injury Checklist-School Form](#) (Word, 182KB)
- [TBI Pre- and Post-Injury Checklist-Parent Form](#) (Word, 181KB)
- [Traumatic Brain Injury: A Disability Often in Disguise – Self Study Course for Educators](#)

Websites:

- [Brain Injury Association of Florida](#)
- [Florida Department of Health: Brain and Spinal Cord Injury Program](#)

National Resources:

- [Brain Injury Association of America](#)

- [TBI Educator: Brain Injury Education Resources](#)
- [Brainline.org: Preventing, Treating and Living with Traumatic Brain Injury](#)
- [Center for Disease Control and Prevention \(CDC\): Traumatic Brain Injury](#)
 - [Free Materials--Heads Up to Schools: Know your Concussion ABC's](#)
 - [Free Materials—Heads Up: Concussion in High School Sports](#)
 - [Free Materials—Heads Up: Concussion in Youth Sports](#)
 - [Online Training—Heads Up: Concussion in Youth Sports](#)
- [Council for Exceptional Children \(CEC\): Traumatic Brain Injury](#)

Tips to support inclusion: Although knowing the general characteristics of TBI is helpful, teaching strategies for students with TBI still need to be individualized. It is important for teachers to realize the wide range of abilities and characteristics students with TBI may exhibit. Strategies used to teach students with a specific learning disability often are successful when working with students with TBI.

- Use small group instruction as much as possible
- Have the student sit in proximity to where the teacher spends most of her instruction time.
- Allow for a “note buddy” to aid in note taking (or to review for items missed).
- Allow additional time for assignments.
- Repeat directions as needed and check for student understanding.
- Allow more time for the student to respond.
- Have written instructions for assignments
- Keep classroom distractions to a minimum.
- Allow the student to use a tape recorder.
- Focus student’s attention with verbal and nonverbal cues.
- Allow student to have frequent breaks if needed.
- Encourage the use of a day planner.
- Encourage use of highlighters or sticky notes to draw attention to important details.
- Utilize the student’s best learning mode