TABLE OF CONTENTS

Assessment Issues: pg.1-3

Psychological and Neuropsychological Assessment

What are Psychological and Neuropsychological Assessments?
Why are Psychological and Neuropsychological Assessments important?
What are the main themes in Psychological and Neuropsychological Assessments?

Cognitive/Academic Issues: pg.4-107

Advance Organizers pg.4

What is an Advance Organizer?
Why are Advance Organizers important for many students after TBI?
What are the main themes in organizational support using Advance Organizers?
Evidence supporting the use of Advance and Graphic Organizers

Attention pg.11

What is Attention?
What are Attention Disorders and why is Attention important after TBI?
What are the main themes in intervention and support for students with Attention Deficits?

Cognitive Intervention / Rehabilitation pg.17

What is Cognitive Intervention/Rehabilitation?
Why is Cognitive Intervention/Rehabilitation important for many students after TBI?
What are the main themes in Cognitive Intervention/Rehabilitation and support?

Cognitive and Learning Strategies pg.23

What are Cognitive and Learning Strategies?
Why are Cognitive and Learning Strategies important for many students after TBI?
What are the main themes in instruction and support for students who need to use Cognitive and Learning Strategies?

Conversation and Cognition pg.26

What is a Conversational Approach to Cognitive facilitation?
Why is a Conversational Approach to Cognitive Facilitation important to students after TBI?
What are the main themes in a Conversational Approach to Cognitive Facilitation?
Elaboration Procedures

Errorless Learning pg.30

What is Errorless Learning?
Why is Errorless Learning important for most students after TBI?
What are the main themes in Errorless Learning instruction & support?

Instructional Pacing pg.33

What is Instructional Pacing?
Why is Instructional Pacing important for students after TBI?
What are the themes in Instructional Pacing?

Instructional Routines pg.35

What is an Instructional Routine?
Why are Instructional Routines important for most students after TBI?
What are the main features of Instructional Routines that are important for many students with learning and other cognitive problems after TBI?

Learning Trials pg.38
What is a Learning Trial?
Why are Learning Trials important for many students after TBI?
What are the main features of Learning Trials that are important for many students with TBI?
Discrete vs. Embedded Learning Trials
Context Sensitive vs. Decontextualized Learning Trials
Planned vs. Incidental Learning Trials
Deliberate vs. Involuntary Learning
Consequence-Oriented vs. Antecedent-Supported Learning
Extrinsically vs. Intrinsically reinforced Learning Trials
Organization pg.43
What is Organization?
What Organization problems are associated with TBI?
What are the main themes in instruction and support for students with Organizational Impairment?
Retrieval and Retrieval Problems pg.47
What is Retrieval?
What Retrieval Problems are associated with TBI?
What are the main themes in intervention and support?
Approaches to Teaching: Traditional Training vs. Apprenticeship pg.50
What is the Traditional Training Model of Teaching? (Performance-Oriented Teaching)
What is the Apprenticeship Model of Teaching? (Support-Oriented Teaching)
Why is Apprenticeship Teaching important for students after TBI?
Word Retrieval and Word Retrieval Problems pg.53
What is Word Retrieval?
Why are Word Retrieval Problems important for many students after TBI?
What are the main themes in intervention and support for students with Retrieval problems?
Memory and Memory Problems pg.57
What is Memory?
What Memory Problems are associated with TBI?
What are the main themes in intervention and support?
Cognition pg.66
What is Cognition?
Cognition as a collection of relatively independent processes and systems for acquisition and use of knowledge
Component systems of Cognition
Component Processes
Why is Cognition important for many students with TBI?
What are the main themes in intervention and support for students with Cognitive Impairment?
Slow Information Processing pg.72
What is Slow Information Processing?
Why is Slow Information Processing important for students after TBI?
What are the main themes of instruction and support for students who are Slow Processors of Information after TBI?
Transfer of Training / Generalization pg.75
What is Transfer of Training/Generalization?

Why is Transfer of Training/Generalization important for many students after TBI?
What are the main features of teaching or training that are important for students who have difficulty Transferring?
Reading Comprehension pg.79
What is Reading Comprehension?
Why is Reading Comprehension important for many students after TBI?
What are the main features of intervention and support that are important for students with Reading Comprehension Problems after TBI?
Concrete vs. Abstract Thinking pg.86
What are Concrete and Abstract Thinking?
Why are Concrete and Abstract Thinking important for many students after TBI?
What are the main features of teaching or training that are important for students who have difficulty with abstract thinking?
Written Composition pg.91
What is Written Composition?
Why is Written Composition important for students after TBI?
What are the main features of intervention and support that are important for students with Written Composition problems after TBI?
Language Comprehension pg.98
What is Language Comprehension?
Why is Language Comprehension important for students with TBI?
What are the main features of intervention and support that are important for students who have difficulty with Language Comprehension after TBI?
Instructional procedures
Evidence regarding intervention for children with language disorders

Self-Regulation/Executive Function Issues: pg.108-156
Problem Solving pg.108
What is Problem Solving?
Why is Problem Solving important for many students after TBI?
What are the main themes in instruction and support for students with TBI who have difficulty solving problems?
Self-Monitoring and Self-Evaluating pg.112
What is Self-Monitoring?
Why is Self-Monitoring important for students with TBI?
What are the main themes in instruction and support for students who have difficulty with Self Monitoring?
Flexibility Versus Rigidity In Thinking and Behavior pg.117
What is Rigidity/Inflexibility?
Why is Rigidity/Inflexibility important for some students after TBI?
What are the main themes in instruction and support for students who are Rigid or Inflexible?
Impulsiveness / Disinhibition pg.119
What is Impulsiveness?
Why is Impulsiveness important for some students after TBI?
What are the main themes in instruction and support for students who are Impulsive?
Student self management strategies: Change the student vs. the environment

Inconsistency in Performance pg.124
What is Inconsistency?
Why is Inconsistency important for students after TBI?
What are the main themes in instruction and support for students whose performance is especially Inconsistent?
Self-Regulation / Executive Function Routines After TBI pg.126
What is Self-Regulation?
Why is Self Regulation important for students with TBI?
What are the main features of instruction and support that are important for students with Self-Regulation problems after TBI?
Instructional strategies to assist students with Self-Regulatory difficulties
General format for the most general Self-Regulatory script
General Format for specific scripts
Teaching emotion words and associated concepts and strategies through scripted everyday interaction
Evidence supporting the use of Self-Regulation interventions, including Self-Regulatory self-talk
Transition Routines pg.139
What is a Transition Routine?
Why are Transition Routines important for students after TBI?
What are the main features of Transition Routines that are important for students after TBI?
Termination/Disarrangement Routines
The Change Itself
Starting/Engagement Routines
Routines to change routines
Initiation pg.142
What is Initiation?
Why is Initiation important for many students after TBI?
What are the main themes in instruction and support for students who lack Initiation?
Cognitive Egocentrism / Theory of Mind pg.145
What are Cognitive Egocentrism and Theory of Mind?
Why is Cognitive Egocentrism/Impaired Theory of Mind important for many students after TBI?
What are the main themes in instruction and support for students who are Egocentric and seem to have a poorly developed Theory of Mind?
Perseveration pg.150
What is Perseveration?
Why is Preservation important for many students after TBI?
What are the main themes in instruction and support for students who perseverate?

Behavioral Issues: pg. 155-208
Anger Management pg.155
What are Anger and Anger Management Techniques?
Why are Anger and Anger Management important for some students after TBI?
What are the main themes in instruction and support for students with injury who need help with Anger Management Strategies?
Aggression pg.158
What is Aggression?
Why is Aggression important for many students after TBI?

What are the main themes in instruction and support for students who are Aggressive?
Environmental supports: Prevention
Environmental supports: De-escalation or managing a behavioral crisis
Crisis management Dos and Don'ts
A package of interventions and supports for students who are Aggressive
Teaching Positive Communication Alternatives to Negative Behavior pg.165
What are Positive Communication Alternatives to Negative Behavior?
Why are Positive Communication Alternatives to Negative Behavior important to students after TBI?
What are the main themes in teaching Positive Communication Alternatives to Negative Behavior?
Teaching Phase 1: Teaching the Positive Communication Alternative
Teaching Phase 2: Systematically re-instate normal expectations for work and compliance
Obstacles to Teaching Communication Alternatives
Behavior Management: Contingency Management pg.169
What is Contingency Management?
Why is Contingency Management important for students after TBI?
What are the main themes in instruction and support associated with Contingency Management?
Evidence supporting the use of behavioral intervention procedures for children and adolescents with TBI
Behavior Management: Prevention Strategies pg.177
What are Prevention Strategies?
Why are prevention strategies important for many students after TBI?
What are the main themes in instruction and support for students who have impulse-control problems, do not learn efficiently from consequences, or who for other reasons benefit from prevention procedures?
Evidence supporting the use of Behavioral Intervention Procedures for children and adolescents with TBI
Discipline pg.182
What is Discipline?
Why is discipline important to students after TBI?
What are the main themes in instruction and support for students who may be difficult to discipline?
Positive Behavior Supports pg.186
What are Positive Behavior Supports
Why are positive behavioral supports important for students after TBI?
What are the main themes in instruction and support associated with Positive Behavior Supports?
Evidence supporting the use of Behavioral Intervention Procedures for children and adolescents with TBI
Motivation pg.193
What is Motivation?
Why is motivation important for students after TBI?
What are the main themes in instruction and support for students with apparent motivational difficulties?
Behavior and Behavior Problems after TBI pg.198
What is Behavior?
Why are behavioral issues important for many students with TBI?

What are the main themes in intervention and support for students with behavioral problems?
Noncompliance pg.202
What is Noncompliance?
Why is noncompliance important for many students after TBI?
What are the main themes in instruction and support for students who are Noncompliant?

Social/Emotional Issues: pg. 207-234
Sense of Self / Personal Identity pg.207
What is Sense of Self?
Why is Sense of Self important for students after TBI?
What are the main themes in intervention and support for students with altered or problematic Sense of Self after TBI?
Social Competence pg.213
What is Social Competence?
Why is Social Competence important for many students after TBI?
What are the main themes in instruction and support for students who have reduced Social Competence?
Social Perception pg.216
What is Social Perception?
Why is Social Perception important for many students after TBI?
What are the main themes in intervention and support for students who have difficulties with Social Perception?
Anxiety and Anxiety Management pg.219
What is Anxiety?
Why is Anxiety Management important for many students after TBI?
What are the clinical supports and interventions needed for students with brain injury who are anxious?
Depression and Depression Management pg.223
What is Depression?
Why is Depression Management important for many students with TBI?
What are the clinical supports and instruction needed for students with brain injury who are depressed?
Evidence supporting the use of intervention approaches for children and adolescents who experience Depression after TBI
Friendship and Peer Acceptance pg.228
What are Friendship and Peer Acceptance?
Why are Friendship and Peer Acceptance important for many students after TBI?
What are the main themes in instruction and support for students who have difficulty with Friendship and Peer Acceptance?

Family Issues: pg. 232-234
Parenting Styles pg.232
What are Parenting Styles?
Why are Parenting Styles important for many students after TBI?
What are the main themes in Parenting Styles?

Physical/Medical Issues: pg. 235-241

Fatigue pg.235

- What is Fatigue?
- Why is Fatigue important for many students with TBI?
- What are the main themes in intervention and support for students with Fatigue problems?

Seizure Disorders and Seizure Management pg.238

- What is a Seizure Disorder?
- Why is seizure identification & management important for many students after TBI?
- What are the clinical interventions and supports needed for students with Seizure Disorders after TBI?