

Closed Head Injury/Traumatic Brain Injury

Head injury is one of the fastest growing types of disabilities; especially, for individuals 15 to 28 years old. More than 500,000 cases are reported in hospitals each year. There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical disabilities including speech impairment.

Students with TBI may demonstrate one or more characteristics and the form may be mild, moderate, or severe:

- * organizing thoughts, cause-effect relationships, and problem solving
- * processing information and word retrieving
- * generalizing and integrating skills
- * interacting with others
- * compensating for memory loss
- * needing established routines with step-by-step directions
- * needing books and lectures on tape
- * needing repetition or some type of reinforcement of information to be learned
- * demonstrating poor judgment and memory problems needing a tutor
- * exhibiting discrepancies in abilities such as reading comprehension at a much lower level than spelling ability
- * having difficulty with projection and clarity in voice

Accommodations may include accommodations for students with specific learning disabilities.

Tips for Faculty that Facilitate Student Learning

- * select a text with a study guide
- * include a statement on the syllabi that students need to provide a disability verification letter within the first two weeks of class
- * write key terms on the board or provide a lecture handout
- * create study guides
- * provide guided lecture questions
- * briefly review the previous lecture
- * use visual aids
- * face the class when speaking
- * administer frequent quizzes to provide feedback
- * provide PowerPoint slide copies before the lecture