

TRAUMATIC BRAIN INJURY (TBI) 504 PLAN CHECKLIST

Directions: Check (√) any potential areas of deficit and then check (√) accommodations that may benefit the student in the educational environment. Write in any additional accommodations needed.

Processing Delays

Possible accommodations:

- Increased time to complete assignments/tests
- Extended time to provide verbal answers
- Complex directions broken into steps
- Repetition of pertinent information
- Decreased length of assignments
- Cueing student to question prior to asking
- Use of precise concrete language
- Other: _____

Memory Deficits

Possible accommodations:

- Monitored planner (check off and timeline for assignments system to be monitored by adult)
- Written, as well as verbal, directions for tasks
- Posted schedules and directions
- Frequent review of information
- Strategy for note taking during long reading assignments
- Open book, outline or open-note tests
- Timelines for completing work
- Oral summary by student to check for understanding of directions
- Repetition of instructions by student to check for comprehension
- Other: _____

Visual Spatial Deficits

Possible accommodations:

- Lecture notes provided to student (preferably during or before lecture)
- Preferential seating in class, if yes describe _____
- Large print materials or color-coded materials
- Distraction free work area
- Modified materials (e.g., limit amount of material presented on a single page, extraneous pictures removed)
- Graphs and tables provided to student for math
- Use of templates for math or reading (i.e. graph paper for math, cut-out to show one line at a time for reading, etc.)
- Other: _____

Fine Motor Difficulties

Possible accommodations:

- Note-taker or printed or oral copy of notes for lectures
- Scribe for test taking
- Oral examinations
- Taped lectures
- Textbooks on tape
- Assistance with daily living skills (e.g., modified eating, drinking, dressing device)
- Other _____

Gross Motor Difficulties

Possible accommodations:

- Adapted physical education
- Modified activity level for recess
- Special transportation
- Use of ramps and elevators
- Restroom adaptations (i.e. grab bars, modified toilet seat, etc.)
- Other _____

Mobility

Possible accommodations:

- Early release from class
- Extra set of books at home
- Assistance with carrying lunch tray, books, etc.
- Escort between classes
- Alternative evacuation plan
- Simple route finding maps and cues
- Other _____

Fatigue

Possible accommodations:

- Reduced schedule or day
- Planned rest breaks; provide place to lay down
- Schedule arranged for high cognitive demand tasks to be followed by less stressful coursework or break or limit high cognitive demand tasks in beginning
- Other _____

Attention

Possible accommodations:

- Visual prompts

- Assignments divided into small increments
- Frequent breaks
- Preferential eating (i.e., close to adult; away from too much stimulation, etc.); if yes, specify _____
- Higher rate of task change
- Verbal prompts to check work
- Other _____

Organizational Skills

Possible accommodations:

- Study guide and/or timeline
- Daily calendar or PDA to record assignments and tasks with a timeline for completion
- Instruction in using a planner
- Provision of color-coded materials (i.e. each subject tab in a binder is color coded, etc.)
- Highlighted materials to emphasize important or urgent information
- Other _____

Academic Progress

Possible accommodations:

- Peer tutor
- Small group instruction
- One -on -one instruction
- Assigned person to monitor student's progress
- Contact person (home/school)
- Weekly or daily (if needed) written or verbal progress report between home and school
- Other _____

Emotional Well-being

Possible accommodations:

- School counseling
- Quiet area for regrouping
- Specific contact person (therapist, school counselor, school psychologist, etc.) designated to contact when needed
- Public praise and private reprimands when possible
- Scripts about the injury and hospitalization
- Brain injury in-service for staff and classmates
- Other _____

Behavior

Possible accommodations:

- Functional Behavioral Assessment (FBA) to determine antecedents or triggers to behavior and potential consequences that may be reinforcing behavior

Avoid known stressors or triggers to behavior – modify environment

Positive Behavior Management Plan

Daily/weekly progress report to go home

Early interventions for situations that may escalate

Modification of non-academic tasks, i.e. lunch or recess

Adjusted class schedule

Time and place to regroup when upset

Additional structure in daily routine

Frequent and specific feedback about behavior

Other _____

Transitions

Possible accommodations:

Specified person to oversee transition between classes

Specified person to oversee transition from class at end of school day

Advanced planning for transition between grades/schools

Modified graduation requirements

Assistance with identifying post-secondary supports to support transition

Identification of community resources or brain injury support group for persons with brain injury

Other _____

Technology

Possible accommodations:

Computer/word processor for completing class or homework; if yes, specify _____

Tape recorder or class work and class lecture

Use of communication devices; if yes, specify _____

Proofreading programs for work at home and school

Word prediction word processor program

Spell check and abbreviate expander programs

Books on tape for text and leisure materials

Talking calculators for math assignments

Talking dictionary / spell checker to assist with writing and reading

One-handed keyboard or control switches

Use of a PDE (i.e. cell phone, idevice, etc.) to set reminders and calendar

Other _____

Other
