

TRAUMATIC BRAIN INJURY (TBI) ACCOMMODATION PLAN CHECKLIST

For Reintegration to An Education Setting (K-12 or College)

Directions: Check (√) any areas of deficit that appear impacted following a TBI and then select the appropriate (√) accommodation(s) needed to assist the student in accessing their education in areas checked. Write in any additional accommodations needed.

Processing Speed Delays

Check Any Accommodations Needed Below:

- Increased time to complete assignments/tests with timeline of due dates for each step
- 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 literal, concrete language
- Other: _____

Short-term or Long-term Memory Deficits

Check Any Accommodations Needed Below:

- 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

Check Any Accommodations Needed Below:

- 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

Adapted By Jarice Butterfield from 504 Plan Checklist Retrieved from CBIRT Website @

http://media.cbirt.org/uploads/medialibrary/2010/12/504_checklist_2010.pdf

- Modified printed 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 or special materials 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

Check Any Accommodations Needed Below:

- 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

Check Any Accommodations Needed Below:

- __ 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 _____

Physical Mobility

Check Any Accommodations Needed Below:

- Early release from class
- Extra set of books provided at home
- Assistance with carrying lunch tray, books, etc.
- Physical Escort between classes
- Alternative school evacuation plan (establish in writing and provide to applicable staff)
- Provide route finding maps and cues (visual charts)
- Other _____

Fatigue – Mental or Physical /Tires Easily

Check Any Accommodations Needed Below:

- 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

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___ Other _____

Attention and Concentration Deficits

Check Any Accommodations Needed Below:

- Visual prompts or cueing
- Assignments divided into small increments or segments (provide timeline for each)
- Frequent breaks
- Preferential seating (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

Check Any Accommodations Needed Below:

- Use of study guide and/or timeline (determine if staff is to initiate or student)
- 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 Adult Supports

Check Any Accommodations Needed Below:

- Peer tutor
- Small group instruction (specify ratio of adults to students)
- One -on -one instruction
- Assigned adult to monitor student's progress
- Establish point of contact staff member for home to school communication (mode, frequency, and duration)
___ Weekly or daily (if needed) written or verbal progress report between home and school
___ Other _____

Social / Emotional Functioning

Check Any Accommodations Needed Below:

- School-based counseling (indicate if therapeutic or guidance 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

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- Presentation on TBI for classmates (specify which)
- Brain injury presentation / professional development for staff working with student
- Other _____

Behavior / Social Skills

Check Any Accommodations Needed Below:

- Conduct 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
- Designate a place to regroup when agitated or upset
- Additional structure in daily routine
- Provide student frequent and specific feedback about behavior (1:1 away from peers)
- Other _____

Transitions

Check Any Accommodations Needed Below:

- 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 _____

Assistive Technology

Check Any Accommodations Needed Below:

- Computer/word processor for completing class or homework; if yes, specify _____
- Student or staff use of audio recording device for class work and class lecture
- Use of augmentative communication device; if yes, specify _____
- Proofreading technology program for work at home and school
- Word prediction word processor program
- Spell check and abbreviate expander programs or device
- 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

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- Use of a PDA device such as a cell phone, idevice, etc.) to set reminders and calendar
- Other _____

Comments:
