



# Traumatic Brain Injury: Tools for Building Collaborative Partnerships

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**Sponsored By  
Center on Brain Injury Research and Training (CBIRT)  
University of Oregon**

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# JEAN BLOSSER

- Create systems that ensure SLPs & educators provide outcomes-based, educationally relevant services.
- Believe interprofessional collaboration is essential!
- President of Creative Strategies for Special Education.
- Consult with schools, organizations, businesses.
- Author books, articles, practical resources, presentations.
  - Pediatric Traumatic Brain Injury: Proactive Intervention (2019)
  - School Programs in Speech-Language Pathology: Organization & Service Delivery (2019)

# DISCLOSURES

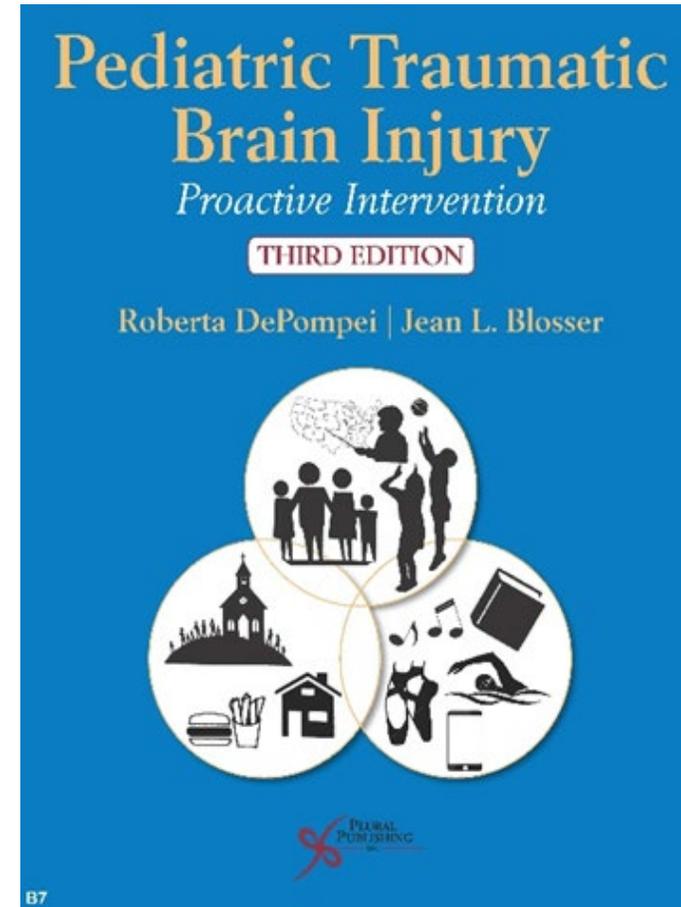
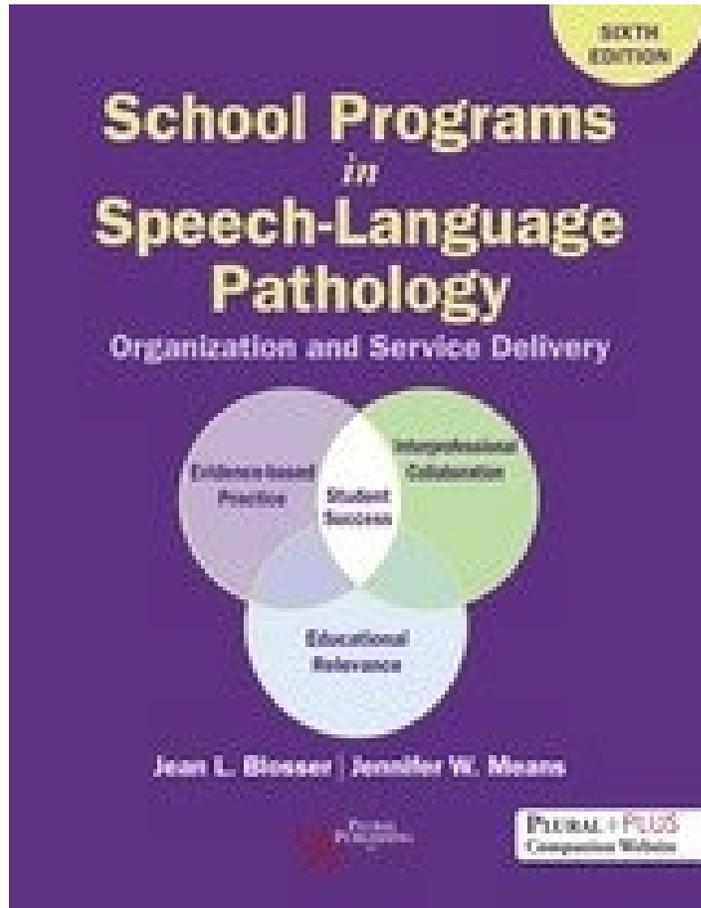
## **Financial**

- Financial compensation from CBIRT for this presentation
- Royalties for publications
- Fees for presentations and consulting

## **Non-financial**

- No non-financial disclosures

# COLLABORATION IS ESSENTIAL!



**Creative Strategies  
for Special Education**



# LEARNING OBJECTIVES

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Participants will be able to:

1. Observe students' performance in classroom situations to identify demand and expectations.
2. Provide educators with strategies and techniques for identifying behaviors that may interfere with classroom participation.
3. Mentor educators and parents to improve understanding and engagement.

# PHILOSOPHY: PROACTIVE INTERVENTION

# CHALLENGES TO EFFECTIVE SERVICES

1. The impairments resulting from the brain injury and the impact of those impairments on learning and social capabilities.
2. Lack of organizational readiness or capability for providing comprehensive services.
3. Inadequate communication among professionals (health care, rehabilitation, education), family members, and community support systems as children move from acute care to rehabilitation to return to home, school, work, or community.
4. Lack of professional understanding and preparation for meeting the needs of this group of youngsters.
5. Family and peers' lack of understanding of the nature and implications of the disability and lack of preparation for assuming meaningful roles in developing and implementing treatment plans; lack of awareness of the rehabilitation and education process.

# PHILOSOPHY: PROACTIVE INTERVENTION

The quality of services we provide is guided by our philosophy.

Our philosophy guides our actions, our treatment approach, the content, our interactions, and activities.

## *Proactive Intervention Framework*

Based on a quality improvement and strategic planning approach

### 3 Key Aspects

1. Teams respond proactively rather than reactively to problems and situations
2. Interprofessional team composition – differing perspectives involved in planning and implementing
3. Teams exercise creativity, flexibility, ingenuity – try the untried

# PROACTIVE INTERVENTION PHILOSOPHY

Following such an approach enables teams to:

- ❑ Create an individualized treatment program unique to student's needs and characteristics and sensitive to environmental and people factors
- ❑ Anticipate problems and challenges likely as a result of the acquired impairments and psychological changes
- ❑ Consider the nature of the environments to which the student is likely to return
- ❑ Acknowledge the importance of family, peers, teachers, therapists, community
- ❑ Identify and apply a range of treatment approaches

**TO BE EFFECTIVE  
WE NEED PARTNERS - A PLAN - PRACTICAL TOOLS**

# ENGAGE PARTNERS

# TEAM WITH COMMITTED PARTNERS



# INCLUDE TEACHERS AND PARENTS AS PARTNERS



# INTERPROFESSIONAL COLLABORATION

## Lowest Level of "working together"

Parallel Practice: Each professional makes his or her own decisions and operates in a silo.



## Middle level of "working together"

Individual practitioners make independent decisions about a client and then consult/communicate with the primary caregiver.

## Higher model of interprofessional practice

Form of practice wherein professionals from different disciplines and professions make up a team that makes a unified decision about a client's care facilitated by regular interactions and engagement

# WHY COLLABORATION IS A MUST

- ▶ Share responsibilities for assessing and treating the student
- ▶ Define and clarify problems using mutually agreeable terminology
- ▶ Gather and share observations, information, data
- ▶ Determine the impact of the TBI on cognitive-communicative skills
- ▶ Assess the impact of the cognitive-communicative disabilities on academic, social, and interactive performance
- ▶ Define communicative needs for specific educational and social situations
- ▶ Observe communicative abilities under various or specific circumstances
- ▶ Jointly generate solutions and analyze effectiveness
- ▶ Share strategies & responsibilities for stabilizing new skills
- ▶ Monitor progress and provide feedback to other providers

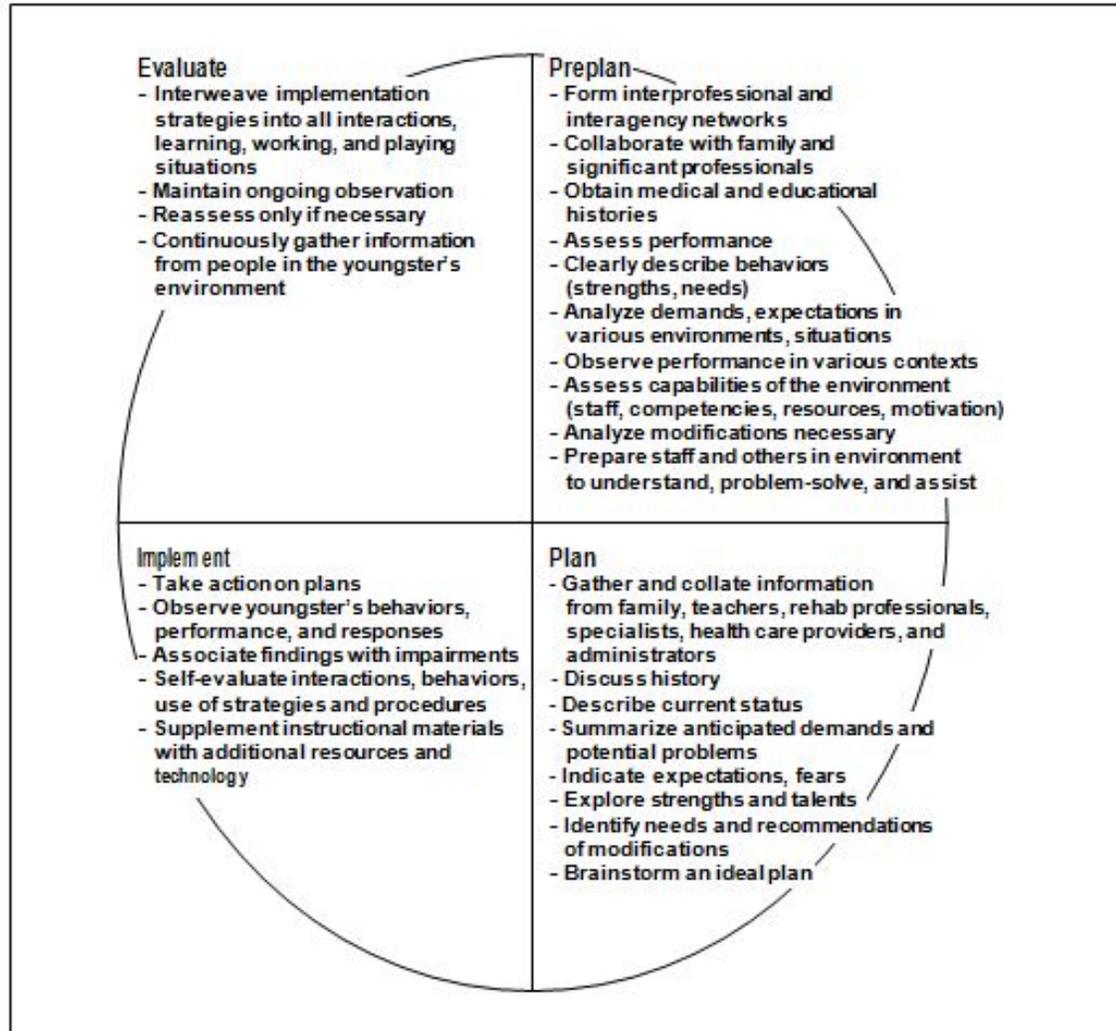
# DEVELOP RELEVANT PLANS

# IT'S LIKE PLANNING A TRIP

1. Where is the individual now?
2. Where do we want him/her to go?
3. When do we want the child to get there?
4. Who do we need/want to take with us?
5. How do we want to go?
6. How much will the trip cost?
7. How will we know when we have arrived?



# PROACTIVE PLANNING: 4 MAJOR PHASES



# PREPARE TO DISCUSS IN TERMS OF ADVERSE EFFECT: IMPACT OF THE TBI ON LEARNING

- Prevents access and progress in the general curriculum
- IPP Team determines and documents that the student is functioning significantly low in one or more basic skills.
- Ways to establish adverse effect:
  - Test scores
  - Grades
  - Curriculum-based measures
  - Criterion-referenced tests
  - Documented emotional or behavioral problems
  - Other special circumstances

# USE PROACTIVE TOOLS

# 5 PRACTICAL TOOLS

1. Classroom Observation Guide: Demands and Expectations
2. Students' Strengths and Needs: Skills Needed for Transition and Learning Success
3. Skills Needed for Effective Communication in Various Environments
4. Instructional Strategies That Work
5. School Reintegration Planning Guide

# CLASSROOM OBSERVATION GUIDE

Observe a student during a learning activity within classroom context.

Focus on identifying demands and expectations of learning activity and situation.

Ask yourself – “What modifications in the instructional activity could lead to improved performance?”

- Subject or learning activity observed (briefly describe)
- Teacher’s instructional communication
- Teacher’s location during instruction
- Seating arrangements for students participating in the learning activity

- Student workspace
- Instructional materials used during the learning activity
- Student ‘s options for response
- Pace of instruction
- Amount of time allocated for the learning activity
- Method for assessing learning
- Classroom environment
- Summarize observations of demands and expectations for successful participation in learning activities.
- Recommend modifications that will improve performance.

# ASK TEACHERS: SKILLS STUDENTS NEED FOR TEST TAKING

- ▶ True - False
- ▶ Matching
- ▶ Fill-in-the-Blank
- ▶ Essay Questions
- ▶ Open Book
- ▶ After the Test
- ▶ Multiple Choice

# DEMANDS & EXPECTATIONS FOR CLASSROOM COMMUNICATION & PARTICIPATION

<b>Retain information</b>	<b>Follow directions</b>
<b>Learn &amp; use vocabulary</b>	<b>Formulate &amp; ask questions</b>
<b>Respond accurately</b>	<b>Carry on conversations</b>
<b>Attend to complex language-based activities</b>	<b>Make presentations</b>
<b>Express ideas and thoughts</b>	<b>Give instructions</b>



# DEMANDS & EXPECTATIONS

## BEHAVIOR & SOCIAL EMOTIONAL DEVELOPMENT

<b>Pay attention while screening out environmental noise</b>	<b>Understand and respond appropriately to criticism and praise</b>
<b>Maintain stamina throughout the day</b>	<b>Adjust to changes, transitions, new people</b>
<b>Manage time under pressure</b>	<b>Interact with others socially and academically</b>
<b>Engage in appropriate social activities</b>	<b>Ask others for help if needed</b>



# DEMANDS & EXPECTATIONS

## DAILY LIVING

**Perform fine motor tasks to utilize school tools and equipment**

**Perform visual tracking activities to support reading**

**Independent living skills such as eating and dressing**

**Tolerate sensory stimuli in learning, home, and community environments**

**Engage in social activities**

**Participate in pre-vocational and vocational training**



# DEMANDS & EXPECTATIONS

## MOTOR SKILLS

**Perform daily living activities with appropriate balance, strength, and stamina**

**Initiate and participate in social activities**

**Engage in activities such as sitting, standing, and carrying**

**Utilize adaptive equipment if needed for independent living skills such as: communication and learning activities**

**Exercise according to ability level to maintain health**

**Utilize adaptive equipment as needed to participate in sports and/or recreational activities**



# DEMANDS & EXPECTATIONS

## VISUAL SKILLS

<b>Learn through alternate mediums using other senses</b>	<b>Physically navigate school, home, and community</b>
<b>Utilize specialized books and equipment</b>	<b>Communicate and socialize based on senses other than visual</b>
<b>Participate in extensive training in reading and career education</b>	<b>Learn daily living skills through explicit instruction</b>

# STUDENT'S STRENGTHS / WEAKNESSES SUMMARY

SUMMARIZE THE STUDENT'S STRENGTH AND WEAKNESSES IN KEY AREAS NEEDED FOR SCHOOL

- ▶ Active engagement in learning activities
- ▶ Awareness
- ▶ Communication efficiency
- ▶ Attention and concentration
- ▶ Information processing
- ▶ Self control
- ▶ Interactive learning
- ▶ Persistence
- ▶ Problem solving
- ▶ Organization
- ▶ Recall

*See handout for a copy of the chart.*

# EXCHANGE INSTRUCTION & INTERVENTIONS GOALS & TREATMENT TECHNIQUES

Build understanding of instruction & intervention and how to integrate goals and techniques into instruction and therapy.

Provide examples of evidence based interventions you implement.

Describe modifications & accommodations you recommend for language arts, math, science, work, social activities.

# TEACHER SELF REFLECTION

Help teachers identify their instructional manner and styles. Guide them to understand ways to help the student understand and learn.



# TOP 5 RECOMMENDATIONS FOR TEACHERS

1. Model good speech and language during all interactions
2. Reduce the complexity, length, and/or rate of instructions
3. Repeat instructions to and check to see if student understands
4. Provide prompts, assistance, visual and auditory cues
5. Reinforce good communication attempts



# INSTRUCTION & INTERVENTION STRATEGIES

## GIVING DIRECTIONS

Reduce length of instructions

Reduce complexity

Reduce rate of delivery

Repeat instructions

Give prompts and assistance

Cue the student, “first”, “second”, “next”

## EXPLAINING CONCEPTS & VOCABULARY

Define terms

Show visual representations of concepts & vocabulary

Present only a few concepts at a time

Ask questions to verify comprehension



# INSTRUCTION & INTERVENTION STRATEGIES FOR IPP

## READING TO THE STUDENT

Reduce rate

Reduce complexity

Reduce length

Determine comprehension through questioning

Redirect student's attention to important details and facts

## TEACHING MEMORY SKILLS

Encourage the student to categorize info and make associations

Provide opportunities for rehearsing info

Encourage the student to visualize info



# INSTRUCTION & INTERVENTION STRATEGIES FOR IPP

## TEACHING HIGHER-LEVEL THINKING AND COMMUNICATING

Provide opportunities for problem solving, decision making, and making judgements

Elicit questions from the student

Ask probing questions to determine comprehension

## UNDERSTANDING THE STUDENT

Let the student know if you can't understand him

Request repetition of utterances you don't understand

Provide feedback and guidance to increase the student's understanding you didn't understand

Use sentence completion strategies



# SCHOOL REINTETRATION PLANNING GUIDE

## I. PRIOR TO RETURNING TO SCHOOL

- A. Identify teammates
- B. Follow school policies
- C. Discuss plans
- D. Compile and share information
- E. Establish a plan for exchanging information
- F. Learn about present status
- G. Relate information about the student to the requisite needs for educational success
- H. Evaluate the school's readiness
- I. Search for the most appropriate school placement
- J. Prepare the IEP or ITP

Refer to the handout from [Pediatric Brain Injury: Proactive Intervention](#).

# SCHOOL REINTEGRATION PLANNING GUIDE

## I. AFTER THE REINTEGRATION

- A. Maintain ongoing communication
- B. Look ahead to the next stages
- C. Develop peer support systems
- D. Summarize the student's performance
- E. Decide program aspects to be modified
- F. Prepare the transition plan
- G. Determine additional items to be addressed

# RESOURCES YOU MIGHT FIND USEFUL

Jean Blosser publications that focus on providing quality services.

- Pediatric Brain Injury: Proactive Intervention (Plural Publishing, 2019).
- School Programs in [Speech-Language](#) Pathology: Organization and Service Delivery (Plural Publishing, 2019)
- Outcomes Matter in School Service Delivery (In Golper, Outcomes in Speech-Language Pathology, Theime, 2012)
- Let's Talk and Listen Today: Calendars of Daily Activities for Teaching Talking and Listening Skills (Contact: [JBlosser23@gmail.com](mailto:JBlosser23@gmail.com))
- Pediatric Brain Injury: Proactive Assessment and Intervention (Plural Publishing, 2020)
- McCauley, R. & Fey, M. (Eds.) 2006. *Treatment of language disorders in children*. Baltimore, MD: Paul H. Brookes.



**GOOD LUCK!**

For information about publications or to schedule a workshop:

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