

## SKILLS FOR LEARNING SUCCESS: STRENGTHS & WEAKNESSES

**From: DePompei, R. & Blosser, J. (2020). Pediatric Brain Injury: Proactive Intervention. San Diego: Plural Publishing.**

Needed for Learning Success	Strengths	Needs to Improve	Target for Treatment
Active learning <ul style="list-style-type: none"> <li>· Participates in learning tasks</li> <li>· Takes initiative</li> <li>· Demonstrates motivation</li> </ul>			
Awareness <ul style="list-style-type: none"> <li>· Recognizes critical information</li> <li>· Responds to directions</li> </ul>			
Communication efficiency <ul style="list-style-type: none"> <li>· Oral and written communication skills enable learning and interactions</li> </ul>			
Attention and concentration <ul style="list-style-type: none"> <li>· Tunes in and stays on task</li> </ul>			
Information processing <ul style="list-style-type: none"> <li>· Processes incoming information when presented at average speeds and amounts</li> </ul>			
Self-control <ul style="list-style-type: none"> <li>· Inhibits impulsive and inappropriate behaviors</li> <li>· Accepts responsibility for decisions and actions</li> <li>· Works in spite of distractions</li> </ul>			
Interactive learning <ul style="list-style-type: none"> <li>· Engages in meaningful dialogue and interaction with communication partners</li> <li>· Gains information from books, learning, discussions</li> <li>· Asks and answers questions</li> <li>· Contributes to discussions</li> </ul>			
Persistence <ul style="list-style-type: none"> <li>· Stays on task until completed</li> <li>· Completes assignments</li> </ul>			
Problem solving <ul style="list-style-type: none"> <li>· Identifies problem situations, poses solutions</li> <li>· Generalizes information from one situation to another</li> <li>· Thinks about performance</li> <li>· Evaluates situations</li> </ul>			
Organization <ul style="list-style-type: none"> <li>· Follows established routines</li> <li>· Organizes materials and self for optimal learning</li> <li>· Moves from one activity to the next smoothly</li> </ul>			
Recall <ul style="list-style-type: none"> <li>· Displays accurate memory for information</li> <li>· Follows directions accurately</li> </ul>			

## **Cognitive-Communicative Behaviors Important for Successful Transition: Demands and Expectations**

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Cognitive-communicative impairments can affect the individual's ability to perform and communicate effectively with family and friends, and within school, community, and work due to the demands and expectations posed by those situations.

### *Demands and Expectations Posed by Family-Related Situations*

- Following family rules
- Responding to questions
- Participating in conversations in a give-and-take manner
- Respecting others
- Showing interest in family activities (baseball, chess, running, scouts, poetry, music, and so on)
- Expressing or withholding expression of feelings
- Completing household chores
- Comprehending written notes about who is where or what is to be done at home
- Controlling behavioral outbursts

### *School- and Work-Related Demands and Expectations*

- Using appropriate phonology, syntax, semantics, and pragmatics to meet verbal and written expression requirements
- Responding appropriately when asked a question
- Understanding the meaning of vocabulary and concepts unique to subject areas
- Interacting socially
- Formulating and asking questions to obtain information
- Following written and spoken instructions
- Organizing thoughts
- Understanding word relationships

### *Friends and Community Demands and Expectations*

- Using age-appropriate vocabulary (including slang expressions)
- Responding within adequate time (processing time is not so delayed as to “turn off” peers)
- Understanding puns, humor, sarcasm
- Participating equally in a conversation rather than monopolizing it
- Controlling anger and frustration
- Using “social space” appropriately (not standing too close or too far away)
- Controlling disinhibited speaking out
- Following the rules of a game or activity correctly
- Generalizing from one social situation to the next
- Formulating questions to obtain necessary information