Brain Injury & School

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Learning Objectives

- Participants will learn how parents and family coped with and planned for recovery issues.
- Participants will learn how attitude, motivation, and family support influenced the Survivor through the recovery process.
- Participants will learn practical ideas on how to interact, plan, and deal with recovery issues of persons with traumatic brain injury.

Traumatic Brain Injury is...

- ★injury to the head from a blunt or penetrating object
- ★injury from rapid movement of the head that causes back and forth movement inside the skull

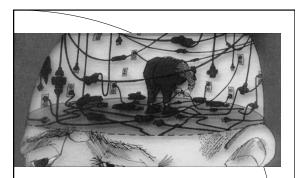
Traumatic Brain Injury Is Not...

- ★A new onset mental disorder
- ★ Just emotional stress
- ★An acquired mental retardation
- ★The effects of prolonged drug/alcohol abuse



Pre-Injury

- July 30th, 1988
 - * 18 year old Senior
- * 2 Sport Varsity Athlete Student Leader
 - * College Prep Curriculum
 - * Above Average IQ



How the brain works...

"The Accident"

- July 31, 1988 12:30 a.m. received a call that Tony had been in an accident and we needed to report to the hospital.
- Bad news

RIDING THE ROLLER COASTER

- This was just the beginning of what was to become a roller coaster ride full of a variety of emotions.
 - Highs and lows
 - · Sadness and elation
 - · Concerns and worries
 - Trying to stay positive

Everyone Has a Role

Three older brothers: Jeff, Larry, and Mike

BROTHER NUMBER ONE—JEFF—the "I can keep it under control" person.

BROTHER NUMBER TWO—LARRY—"I can't keep it under control when it comes to family and will become distraught and emotionally fall apart" person.

BROTHER NUMBER THREE—MIKE—"I have the ability to keep others emotionally and spiritually together" person.

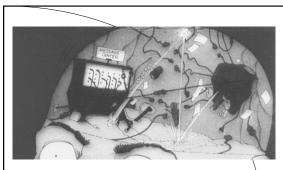
THE SUPPORT SYSTEM

HOLD ON TIGHT. YOU ARE GOING TO NEED LOTS OF SUPPORT. YOU CANNOT WALK THROUGH THIS ALONE.

- Immediate family: Children, grandparents
- Extended family: Aunts, uncles, cousins
- Friends of family
- Friends of the boys
- Educators

THE AWAKENING

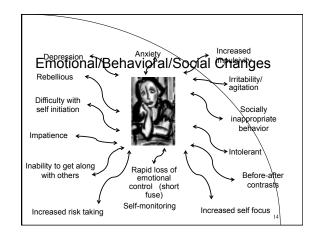
- The family sign, "Flying the Bird"—we knew he was on his way to recovering. How ecstatic was that!
- I woke up. For approximately 14 days, I was walking, talking (a little), but do not remember any of it (semi-comatose).
- On August 22nd, 1988, I woke up with my memory. I cannot remember anything from the afternoon of July 30th until the morning of August 22nd.



How the brain might look after a TBI...

Changes after a Brain Injury

A brain injury affects who we are, the way we think, act and feel. It changes everything about ourselves in a matter of seconds.



COMING HOME

- Planning and Coping with the Recovery Process
- Decisions About School
 - Return the First Semester or Wait and Return to School at the Beginning of the Next School Year
 - Special Education or General Education
 - Indiana State University or Indiana University
 - Trials and Tribulations of University Life

Upon Release

- IQ Test: Full Scale IQ was in the average range.
- Performance IQ (nonverbal IQ) was in the low average range.

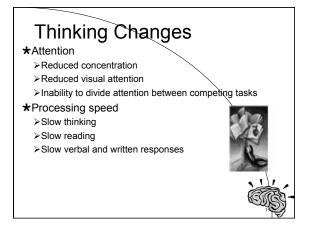
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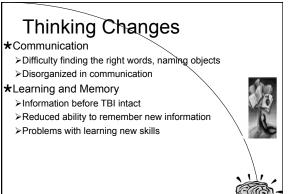
What are the most common problems after a TBI?

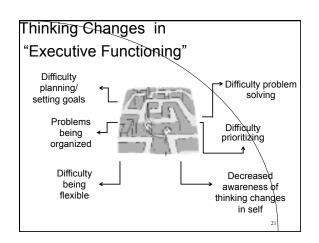


Physical Problems

- *Overall slowing
- *Clumsiness
- ★Decreased vision/hearing/smell
- *Dizziness
- *Headaches
- *Fatigue
- ★Increased sensitivity to noise/brights







Combined, TBI changes result in clients ... * having difficulty remembering or learning new information * being inconsistent in their performance * having poor judgment and decision making abilities * having difficulty generalizing to new situations * lacking awareness of these difficulties

CHALLENGES

- Remember, Remember, Remember
- Struggled to relate to peers
- Controlling Temper
- Moving my left arm: IT HURT!!

CHALLENGES

- Knowing when to let things go...
- Putting a governor on my mouth.
- Dealing with the rejection of friends, peers, and girlfriend.

24

MOVING FORWARD

- Indiana University (GO HOOSIERS!)
 - · Being open with my professors.
 - · Getting a fresh start with new people.
 - Remember, Remember, Remember
 - Being physically active (I ran a LOT!)
 - Pi Kappa Phi
 - Full Course Load

*

PushAmerica

* Kids on the Block Intern

* Leadership Position

MOVING FORWARD

* Traveling across country

This led to being elected to the Executive Board of my Fraternity

26

MOVING FORWARD

- Clemson University Outdoor Laboratory
- · Community of Teachers
- Teaching
- Miami University

Long Term Challenges Post TBI

- **★**Vocational and/or school failure
- ★Family life/social relationships collapse
- ★Increased financial burden on families and social service systems
- *Alcohol and drug abuse
- **★**Chronic depression/anxiety



MOVING FORWARD

- 22 years post injury:
 - very proud of my family
- Career that is fulfilling and provides for my family.
 - still pursuing an education.
 - No one would know about my experience unless I tell them.
 - IQ is in the (high) average range!

Understanding Till

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C. Academic Addition

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Transmatic Brain Injury Checklist

Transmatic Brain Injury Checklist

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NotAtAll	Occasionally	Offen	Very Severe & Frequent Problem	
ž	8	õ	> 2	Confused or agitated when moving from one activity, place, or
				group to another
				Stops midtask (math problem, worksheets, story, or conversation)
				Unable to stop (perseverates on) inappropriate strategies, topics, or behaviors
				Gives up quickly on challenging tasks
				C. Taking in and Retaining Information
	T	$\overline{}$	$\overline{}$	Forgets things that happened even the same day
				Problems learning new concepts, facts, or information
				Cannot remember simple instructions or rules
				Forgets classroom materials, assignments, and deadlines
				Forgets information learned from day to day (does well on quizzes, but fails tests covering several weeks of learning)
				D. Language Comprehension and Expression
				Confused with idioms ("climbing the walls") or slang
				Unable to recall word meaning or altered meaning (homonym or homographs)
				Unable to comprehend or breakdown instructions with request
				Difficulty understanding "Wh" questions
				Difficulty understanding complex or lengthy discussion
				Processes information at a slow pace
	1			Difficulty finding specific words (may describe but not label)
				Stammers or slurs words
				Difficulty fluently expressing ideas (speech disjointed, stops midsentence)
Septe	mber, 200	17		Appendix A Page 5b

Module	III: Ret	arring to	School	
Notacall	Occasionally	Offices	Very Severe & Frequent Problem	
				E. Visual-Perceptual Processing
				Cannot track when reading, skips problems, or neglects a portion of a page of written material
				Orients body or materials in unusual positions when reading or writing
				Gets lost in halls and cannot follow maps or graphs
				Shows left-right confusion
				F. Visual-Motor Skills
				Difficulty copying information from board
				Difficulty with notetaking
				Difficulty with letter formation or spacing
				Slow, inefficient motor output
				Poor motor dexterity (cutting, drawing)
				G. Sequential Processing
				Difficulty with sequential steps of task (getting out materials, turning to page, starting an assignment)
				Confuses the sequence of events or other time-related concepts
				H. Problem-Solving, Reasoning, and Generalization
				Fails to consider alternatives when first attempt fails
				Does not use compensatory strategies (outlining or underlining)
				Problems understanding abstract concepts (color, emotions, math
\vdash			-	and science) Confusion with cause-effect relationships
Septemb	ner, 200	7		Appendix A Page Sc

Not At All	Occasionally	Offices	Very Severe & Frequent Problem	
				Unable to categorize (size, species)
				Problems making inferences or drawing conclusions
				Can state facts, but cannot integrate or synthesize information
				Difficulty applying what they know in different or new situations
				I. Organization and Planning Skills
				Difficulty breaking down complex tasks (term papers, projects)
				Problems organizing materials
1	1	l	1	Problems distinguishing between important and unimportant information
				Difficulty making plans and setting goals
				Difficulty following through with and monitoring plans
				Sets unrealistic goals
				J. Impulse or Self-Control
				Blarts out in class
_				Makes unrelated statements or responses
				Acts without thinking (leaves class, throws things, sets off alarms)
				Displays dangerous behavior (runs into street, plays with fire, drives unsafely)
				Disturbs other pupils
				Makes inappropriate or offensive remarks
				Shows compulsive habits (masturbation, nail biting, tapping)
1 -	1 -	1 -	1 -	Hyperactive, out-of-seat behavior

Mode	le III: Re	turning t	School	
Not At All	Occasionally	Offices	Very Severe & Frequent Problem	
				K. Social Adjustment and Awareness
				Acts immature for age
				Too dependent on adults
				Too bossy or submissive with peers
	1			Peculiar manners and mannerisms (stands too close, interrupts, unusually load, noor hyuiene)
	+-		H	Fails to understand social humor
	+	+	1	Fails to correctly interpret nonverbal social cues
	t	t	H	Difficulty understanding the feelings and perspective of others
	+	+	1	Does not understand strengths, weaknesses and self presentation
	_	_	1	Does not know when help is required or how to get assistance
		1		Denies any problems or changes resulting from injury
				L. Emetional Adjustment
				Easily frustrated by tasks or if demands not immediately met
				Becomes argumentative, aggressive, or destructive with little provocation
				Cries or laughs too easily
				Feels worthless or inferior
-	+	+-	-	Withdrawn, does not get involved with others Becomes angry or defensive when confronted with changes
				resulting from injury
	₽	ᄪ	ĻΞ	Apathetic and disinterested in friends or activities
-	-	-	-	Makes constant inappropriate sexual comments and gestures Unhappy or depressed affect
	1	t	\vdash	Nervous, self-conscious, or anxious behavior
Septe	nber, 20	37		Appendix A Page Se

Not M All	Occusionally	Often	Very Severe & Frequent Problem	
				M. Sensorimotor Skills
				Identified problems with smell, taste, touch, hearing or vision
				Problems discriminating sound or hearing against background noise
				Problems with visual acuity, blurring or tracking
				Problems with tacide sensitivity (e.g., cannot type or play an instrument without watching hands)
				ldentified problems with cosmotor (e.g., swallowing), fine motor or gross motor skills
				Poor sense of body in space (loses balance, negotiating obstacles)
				Motor paralysis or weakness of one or both sides
				Motor rigidity (limited range of motion), sparticity (contractions) and ataxia (crratic movements) circle one
				Impaired desterity (cutting, writing) or hand tremors
				Difficulty with skilled motor activities (dressing, eating)
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Septemb	sher, 200	7		Appendix A Page 5f

Module IV: Planning to Meet the Needs	of Students with TBI	
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IEF COSSIDERAL	IONS FOR STUDENTS WITH THE	
	in addressing IEP requirements for student	
	neet the needs of the individual student. Use	these
suggestions only if they are relevant to the	te student with whom you are working.	
L STAGES OF RECOVERY The need	s of students and families with TBI other ch	anne across
	ne are some of the primary needs of studen	
	may need to be addressed in the student's H	
	titute for the careful examination of individ	nal mends.
Safety (soon after totary) Safety of the student is a primary c		
The student may be in pain related.		
	cerns such as seizures, and appropriate leve	la of
medication may not be determined		
 The student may fatigue quickly an 		
	difficulties are evident. It is important to cre	ate an
environment that does not over or s	inder stimulate the student. tion and concentration skills for academic t	
	tion and concentration skills for academic t time. They may have difficulty scheduling:	
 ramines onen need support at uns halancing competing needs. 	time. They may have difficulty scheduling	meetings and
Middle (student skills are still steadil		
The student may continue to show		
 The student may have an increased 		
 The student may continue to be dis 	omented during this stage. return, however the student may still expe	
	return, nowever me student may still expe- blem solving and abstract reasoning.	nence
 The ability to regulate behavior is of 		
	as the student's needs become more eviden	4
Late (student skills and needs have b		
 The student may continue to experi to information. 	ence a delay in the ability to receive, proce	ss and respond
The student may have difficulty on		
Distractibility is still an issue.	Considerable annual or mornaum.	
 Weak cognitive and behavioral self 	Consolution impacts on social skills	
	uring this time (narticularly for adolescents	1
 Identify the concerns of the family 	at this stage.	
Many deficit areas continue to neo	d attention across all three levels of recov	ID.
September, 2007	Appendix A	Page 6s

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	 develop a cuing system (e.) 			
	notebook)?	,, repetition, written/visual schedu	le, assignment	
	E. IEP Review: Is there a need to • incorporate frequent IEP re	rview as student recovery progresse	s or new needs arise?	
	F. Other areas. Is there a need to			
	 address assistive technolog 	y needs (low and high tech)?		
	 provide transportation? 			
	 consider alternate statewick 	e assessment (in the applicable grac	les)?	
	G. Additional general IEP consider	ations not covered above		
	H. Consider the student's family. U following the student's injury. This m development, particularly the first IEI	say influence their needs and their	saticipation in the IEP	
	additional time or a copy of evaluation developing the IEP. What are other waters members?	in reports after determination of eli-	phility and before	
8	September, 2007	Amendix A	Page 60	

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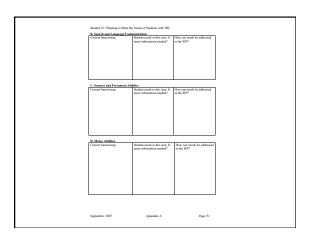
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	edule IV: Planning to Meet the	r Needs of Students with TBI		
£	Psychosocial Skills arrest functioning	Student needs in this area. Is	How can needs be addressed	
	annu ancarang	more information needed?	in the IEP?	
<u> </u>				
E.	Physical/Health/Safety (c.r.	, medical/physical needs, self-c	are abilities)	
C.	arrent functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?	
		more information needed?	in the IEP?	
6.	Academic skills			
C	arrent functioning	Student needs in this area. Is more information needed?	How can needs be addressed in the IEP?	
Se	ptember, 2007	Appendix A	Page 7c	

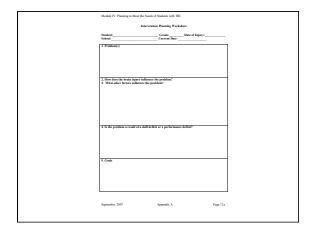
Student:	Teacher:	Grade:	Today's Date:
Presenting Concerns:			
Birth Date:	Date of Injury:		
Consider Students Environment ☐ Post class rules (pictures & words)	(Continued)	Consider Student's Behavioral Needs – (Continued)	Consider Assistive Technology – (Continued)
□ Post dasly schedule (pictures & wonds) □ Change schedule (now difficult in □ Change schedule (now difficult in □ Change schedule (now difficult in □ Eliminate distractions (visual, auditory, efficults) □ Modify length of school day □ Provide place for queet time □ Modify place for queet time □ Provide specificults in statedards □ Use cooler-orded materials	☐ Techer circulate around room ☐ Provide visual prompts (bound deak) ☐ Provide immediate feetbuck (self ☐ Provide immediate feetbuck (self ☐ Provide immediate feetbuck (self ☐ Peint out aimmediate to previous Lamming brook. ☐ Use manipulative materials ☐ Use manipulative model of concepts ☐ Teche to current level of shilly (sue casier material) ☐ Speak load or slow or explexate ☐ Highlight hard-time material ☐ Use peer statoripantare ☐ Use simple reminence.	Learn to reparker signs of stress Give now when least to discontinue behavior Reinforce positive behavior (4.1) Use mild, consistent consequences Library of the learn learning of the learni	Seamed lext with OCR wollware Voice output reminders Electronic organizativeminers Lung display calculation Voice input calculation Voice input calculation Picture/symbol supported software Other Consideration Home-School Relations School-in-grapti meetings for all saff to review progress matrian consistency Display-worked yregoris home Display-worked yregoris home
Consider Curricular Content & Expectations	☐ Use individualized instruction ☐ Pause frequently	Consider Assistive Technology	☐ Parent visits/contact
Doduce beight of assignments	□ Discuss errors and how they were made □ the cooperative learning □ the instructional assistants □ the instructional assistants □ the instructional assistants □ reportion, etc. □ Elicit responses when you know maderic knows the answer stacked knows the answer technology (instructional and assistive) Consider Student's Behavioral Need Need □ Increase student success rate □ Increase student success rate	Consuder Assistive I reamology J. Adaptive page: A ladgive page: G. Consept analysis and search compilates Magnacis work, clears, planses Mallimedia software Magnacis work, clears, planses Mallimedia software Magnacis work, belopatal Maccoolidericals on compilate Ashervations explayment Ashervations explayment Ashervations explayment Commissication cands or boards Voice output communication device Portafiel word processor Enlarged lext tragnifiers Enlarged lext tragnifiers Encarded activotos on superhilding	Home visits Isabelly Avanuences Isabeline Saurences Isabeline Saurences Isabeline Saurences Isabeline Saurences Isabeline Saurences Isabeline Saurences Wisconsin Assistive Technology Checklist Isabeline Saurences Isabe

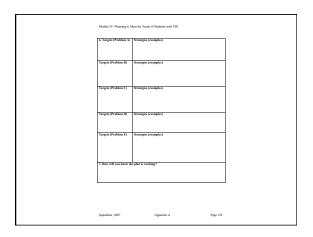
	Accommodations & Modification For a Student with Tr		1
Student:	Teacher:	Grade:	Today's Date:
Presenting Concerns:			
Birth Date:	Date of Injury:		
Consider Students Environment	Consider Method of Instruction	Consider Student's Behavioral	Consider Assistive Technology -
☐ Post class rules (pictures & words)	☐ Repeat directions	Needs - (Continued)	(Continued)
☐ Post daily schedule (pictures & words)	☐ Increase active participation	☐ Learn to organize signs of stress	☐ Voice output reminders
☐ Give preferential seating	☐ Teacher circulate around room	☐ Give non verbal cues to discontinue	☐ Electronic organizers/PDA's/Palm
☐ Change to another class	□ Provide visual prompts (board/desk)	behavior	commuters
☐ Change schedule (most difficult in	☐ Provide immediate feedback (self	☐ Reinforce positive behavior (4:1)	☐ Pagers/electronic reminders
morning)	correcting seat work)	☐ Use mild, consistent consequences	☐ Large display calculators
☐ Eliminate distractions (visual,	☐ Point out similarities to previous	☐ Set goals with student	☐ Talking calculators
auditory, olfactory)	learning/work	☐ Use key students for reinforcement of	☐ Voice input calculators
☐ Modify length of school day	☐ Use manipulative materials	target student	☐ Math software
☐ Provide frequent breaks	☐ Use frequent review of key concepts ☐ Teach to current level of ability (use	☐ Use group/individual counseling	☐ Portable word processor
☐ Provide place for quiet time ☐ Maintain consistent schedule	Li Teach to current level of ability (use easier materials)	☐ Provide opportunity to role pay	☐ Picture supported software
☐ Move class site to avoid physical	□ Speak loud or slow or rephrase	☐ Use proactive behavior management	
barriers (stairs)	☐ Speak total or slow or reparase ☐ Preteach/Reteach	strategies	Other Considerations
□ Provide system for transition	☐ Highlight/underline material		Home/School Relations
□ Position appropriately	Use peer tuter/martner	Consider Assistive Technology	□ Schedule regular meetings for all
Explain disabilities to students	☐ Use small group instruction	☐ Talking spell checker/dictionary	staff to review progress/maintain
☐ Use color-coded materials	☐ Use simple sentences	☐ Talking word processing software ☐ Concept marring software templates	consistency
	□ Use individualized instruction	☐ Concept mapping software/temptates ☐ Word prediction software	□ Schedule parent conferences
Consider Curricular Content &	☐ Pause frequently	☐ Multimedia software	every
xnectations	☐ Discuss errors and how they were	☐ Keyguard for keyboard	☐ Daily/weekly reports home
☐ Reduce length of assignments	made	☐ Macros/shortcuts on computer	☐ Parent visits/contact ☐ Home visits
☐ Change skill/task	☐ Use cooperative learning	☐ Abbreviation/expansion	☐ Home visits
☐ Modify testing mode/setting	☐ Use instructional assistants	☐ Accessibility ortion on computer	W. 170 -
☐ Allow extra time	□ Encourage requests for clarification,	☐ Screen reader software	Disability Awareness Explain disabilities to other students
☐ Teach study skills	repetition, etc. ☐ Elicit responses when you know	☐ Alternate keyboards	☐ Expuin disabilities to other students ☐ Teach neers how to be helpful
☐ Teach sequencing skills	Li Elect responses when you know student knows the answer	☐ Voice recognition software	☐ Teach peers now to be neightal
☐ Teach visual imagery ☐ Teach memory strategies	Demonstrate & encourage use of	□ Communication cards or boards	Additional Resources
☐ I each memory strategies ☐ Write assignments in daily log	technology (instructional and assistive)	□ Voice output communication device	☐ Wisconsin Assistive Technology
	technology (instructional and assistive)	☐ Adaptive paper	Checklist
☐ Develop objective grading system using daily participation as a	Consider Student's Behavioral	☐ Single word scanners	☐ Theranists, nurse, resource teachers.
nercentage of weekly and final grade		☐ Enlarged text/magnifiers	school psychologist, counselor.
☐ Teach semantic marroing	Needs	☐ Recorded text/books on tape/e-	rehab facility, parents, vision
☐ Teach neers how to be helpful	☐ Teach expected behavior ☐ Increase student success rate	text/ipod/MP3 player Scanned text with OCR software	teacher, medical facility

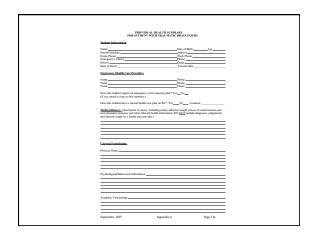
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The state of the s	Victor Victor				
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Aggins of the Control	Anger or a shareholder of the control of the contro	tolks seat, etc?			
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And the other assessment or an admit of the control	We did not consider to whole the consideration of t	dispers or carbeterization supplies?			
Control and an analysis of the Control and analysis of the Control an	Control Testing and American Control C	is the stall area accessible to a student in			
Collect Activation Control Con	was and used indexes of the control				
The Transport of the Tr	VOCATION AND AND AND AND AND AND AND AND AND AN	Can the student reach the sink and the			
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And Andread Comment of the Comment o	statement of the statem				
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whostitation or stalker to measure or statisty? Are above value enough file a statisty of the statistic or	wheelshate or subart to manaever action? As a above which money for a wheelshate wealther? As tables and delot as those 2.7° high and 26° deep?	to the carpeting tow-pee and secured tightly around the edges to sillow a			
Are added wide enough for a wheelchair walker? Are tables and deduct at least 27" bits	An adder wide enough for a wheelchair wide of the a wheelchair wide? An adder wide off the a wheelchair wide of the and off the adders at least 27° high and 30° deep?	wheelchair or walker to maneuver			
wholishair/walker? Are tables and desks at least 27° high	whostchair 'walkint' ' Ann unblus med decks at least 27' high and 30' deep?				
Are tables and direks at least 27" high	Are tables and docks at least 2.7" high and 30" deep?	Are aides wide enough for a			
and 30" deep?	and M* desp*	Are tables and disks at least 77" high			
		and HI' door?			

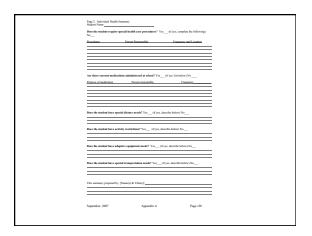
The August Annual August Annual August Annual August Annual Annual August Annual Annua	Area of Accommodation	Accommodation Needed	Person Responsible	Comments
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Manual and American A	each as states in the science lab,			
manusch in der Nicht wieder ung The STATE NAT AND THE STATE STAT				
The August Annual August Annual August Annual August Annual Annual August Annual Annua	materials to allow the student early			
13.5 COLO SERVICE AND C	access?			
THE NAVE OF THE ADM AND THE AD	Other modifications adaptations to			
THE SECTION OF THE PROPERTY OF	consider:			
The A state of the Control of the Co	HALLWAYS & OTHER AREAS			
Control Contro				
As the man and are strained and the stra	Are the drinking fascets and their			
Mills American Americ	controls accounting?			
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Note the market report and indicates the control of	Can the student ones his looker?			
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And the second of the second o	lock?	1		
when a set of the property of the set of the	Would the student benefit from having a			
No. 1 A control of the Control of th	locker at the beginning or end of a row			
Now the content of a failure and a failure a	of lockers to allow more room to			
with the best of the control of an extended to the control of an e				
region to hard. group to hard	Does the student need the shelves and			
of the man of the property of the control of the co	hooks in his locker lowered to an			
Annual of the Annual An	appropriate sever			
And an anticological and a second and a seco	ourance, exit, and classroom-doors?			
seen control and an Sundiel and an	Can door tunsion by adjusted or will			
A CAMADO CONTRACTOR OF THE CON	power-assisted doors be needed?			
Name Content (1997) Name Cont	Are all areas of the school accessible to			
The confidence of the confiden				
We find that one for gen below All the date of the first gen below that many days not below one that many days not below one that many days not below one the days are present the days are present the days are present the first passes are present the days are presen	Do stairs have railings?			
We will be a second of the sec	Other medifications is dantations to			
with mediate many legs, builty or compared to the compared to	consider:			
was one of early and a second or a second	GYM			
The second of th	Can the student access the gyrs, locker			
The Mark Section of Control of Co				
with a season for the contraction of the contractio	Is there enough space in the locker room			
memor PE. Link Will be used The first product of the product of t	Can the student naticionar in the			
Annual Control of the	general P.E. class? Will be need			
Annual of E : I in the control of th	perimone?			
Annual of E : I in the control of th	Does the student require Specially			
And the state of t	Designed P.E.?			
the makes of the southed to the control of the cont	Will the student need medified sports			
As on the back of the contract	equipment?			
who enables to change its up you there without enabling up or the restinating pool accordabl? The restinating pool accordabl? Note to the final pool accordabl? The pool of	Is the student able to use the standard			
the state of the s				
the estimating pool accessible? how the student need a lift, addit solutions or expected lift function quipment? These read functions to the read functions to	of the made at 2000 to change rate gyra			
Note the student recol a left, adult retirence or special Financiae Bell model General and Australiae Bell model General and adultation to	Is the eximmine pool accessible?			
estimace or special floatation quipment? Wher mod floatestendarctations to				
quipment* The medifications interest to	tions the modest need a lift, adult	1		
The modification side extremes to		1		
midd:	equipment!			
	consider			
namber, 2007 Appendix A Page 106	Sentember, 2007	America A		Down 16th

Area of Accommodation	Accommodation Needed	Person Responsible	Comments
PLAYGROUND			
is there an accessible route of travel to the playeround?			
Does the student need assistance to get to the players and?			
Are there accessible ground level play			
activities?			
Is the student able to maneuver on the			
playground safety?			
Will the student need additional			
playground supervision?			
Other modifications/adaptations to consider:			
PARKING			
ix there a parking space/drop-off area			
close to the extraore?			
Is there a noth to the entrance that does			
pet require uning stains?			
Are curb cuts needed?			
If a ramp is needed, is it made of non- dip material?			
Are slopes of tamp no greater than			
1:12?			
Other modifications/adaptations to			
consider:			
ELEVATORS/LIFTS			
Are call buttons at a level student can			
mach?			
Can student use the elevator or lift			
without assistance? Is there an emergency system in place in			
case the elevator multimetions?			
Other modification/adamations to			
consider			
OTHER CONSIDERATIONS			
Does the student need to be dismissed			
early or late to avoid hallway			
congestions?			
Will the student need a place to not during the day? Where?			
Can the student curry and manage his			
onn books and materials?			
Are special emergency procedures			
needed for building evacuation?			
Does the student take medication at			
school? (address storage.			
administration, side effects and			
procedures)			
Does the student require health care			
procedures to be performed during the			
school day? (address procedures, conferent needs, storage and in-service			
training for staff)			
Other modifications/adamations to			
consider:			
Checklist developed by Kathy Text-Wanat, .	FRI Consultant, CESA 16, and 8	y members of the Statewide	TM Trainers Team 1/65
September, 2007	Appendix A		Page 10c









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