

ACCOMMODATIONS

Your child may need special accommodations to help them continue to carry out their daily routine.

Possible accommodations might include (but are not limited to) the following:

- Structure and simplify the classroom environment as much as possible
- Break tasks into parts, and present each part in gradually increasing levels of difficulty
- Allow frequent breaks
- Have a quiet space for breaks
- Simplify homework
- Remember that three (3) ten minute assignments are more effective than one (1) thirty minute assignment
- Give positive reinforcement
- Use visual prompts
- Give concise verbal instruction
- Adjust expectations for students with physical problems (headache, fatigue, medicinal side effects)
- Prepare student for transitions
- Use assistive technology (computers, alarm watches, planners, calculators, or tape recorders)
- If necessary, conduct an assessment to determine eligibility for academic accommodations
- Refer the student for an evaluation



FOR MORE INFORMATION

Delaware Department of Education

Townsend Building
401 Federal Street
Dover, DE 19901-3639
(302) 734-4000
www.doe.k12.de.us

The Concussion Clinic

Division of Rehabilitation Medicine
A.I. duPont Hospital for Children
(302) 651-5600
www.Nemours.org

Parent Information Center of Delaware

(Information pertaining to school issues)
Serving families and professionals statewide
Toll Free: (888) 547-4412
www.picofdel.org

CONTACT US

Brain Injury Association of Delaware

Phone: (800) 411-0505
Fax: (888) 258-3694
E-mail: biadresourcecenter@cavtel.net
Web site: www.biausa.org/Delaware/bia.htm



Brain Injury Association of Delaware

MILD TRAUMATIC BRAIN INJURY

**WHEN IS A BUMP MORE THAN
JUST A BUMP?**

A CHECKLIST FOR PARENTS



TEL: (800) 411-0505

WHAT IS A MILD BRAIN INJURY?

A Mild Brain Injury is a blow or jolt to the head that could result in Traumatic Brain Injury (TBI). TBI can disrupt the function of the brain.

Concussions, also called “closed head injuries”, are a type of TBI.

The injury may be mild but could affect a child’s health, performance in school, or social interaction.

Immediately following the injury, if your child has one or more of the following problems, call your doctor.

- Has a severe headache
- Is bothered by noise or light
- Has problems paying attention
- Is more irritable or has changes in behavior
- Is sleepy
- Has trouble seeing
- Gets upset easily
- Cannot remember the accident or events right before the accident
- Has trouble using legs, arms, or is more clumsy
- Is dizzy, confused, or passes out
- Vomiting
- Has blood or clear fluid coming from nose or ears
- Has seizures

Remember that you are looking for changes in your child’s normal behavior *prior to the head injury*. These changes can happen weeks or even months following a bump to the head, and can occur even if they were not evident immediately following the injury.

Physical Changes

- Frequently tired
- Continuing headaches
- Less active
- Dizziness
- Bothered by light or noise
- Tires more quickly
- Changes in regular sleep pattern (including nightmares and restlessness)

Changes in Behavior or Personality

- Easily upset
- Worried and moody
- Spends more time alone
- Impulsive
- Difficulty following a daily routine at school or at home
- Unable to get along with others (rude, mean, annoying)

Cognitive Changes

- Trouble paying attention
- Difficulty in learning new information
- Disorganized
- Misses instructions
- Makes poor choices
- Cannot solve problems easily
- Doesn’t follow directions well
- Can only do one thing at a time
- Takes longer to understand information
- Gets stuck on one idea

If you suspect that your child has a brain injury, what should you do?

- Continue to watch your child’s behavior even for small changes
- Report what you observe to your doctor
- Be persistent about your concerns

When your child returns to school or day care, it is important to tell the following people about the injury:

- Classroom teacher
- Gym Teacher or Coach
- School Nurse
- Psychologist or Counselor
- Principal
- Bus Driver or Car Pool Driver

**KEEP AN OPEN LINE OF COMMUNICATION WITH YOUR CHILD’S SCHOOL.
INSIST THAT YOU ARE GIVEN REPORTS OF BEHAVIORAL CHANGES.**