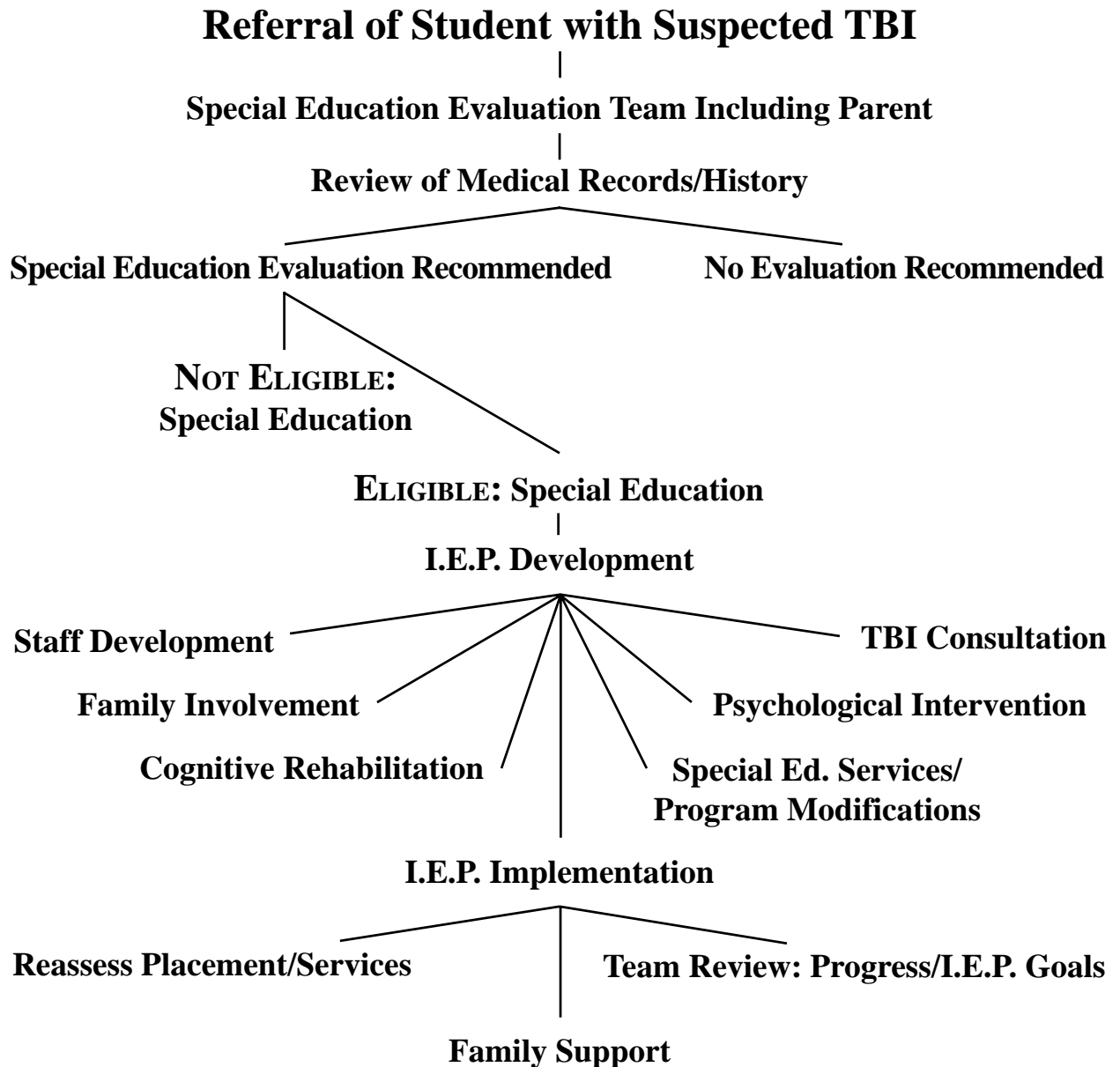


REFERRAL

3A



REINTEGRATION

3B

After review of records and eligibility has been determined, the reintegration process begins. The development of an Individualized Education Program (IEP) is one of the key elements of reintegration. There are several steps that must be covered in order to develop an appropriate IEP and services to meet the needs of the student with TBI.

STAFF DEVELOPMENT

The entire staff working with the student must be made cognizant of brain injury and its consequences.

COGNITIVE REHABILITATION

Traumatic brain injury can affect all areas of daily living; however, each student presents individual differences and individual patterns of behavior. A thorough evaluation will provide information on cognitive performance and the extent of cognitive rehabilitation needed.

SPECIAL EDUCATION SERVICES

Appropriate special education services are highly dependent on individualized programming and planning within the classroom to address the student's specific needs.

PSYCHOLOGICAL INTERVENTION

The school psychologist working with the student needs to have some knowledge of the neurobehavioral consequences of brain injury, such as personality changes, impaired social skills, difficulty recognizing the consequences of one's behavior, aggressive impulses, depression, limited insight and impaired executive functions.

FAMILY INVOLVEMENT

Suddenly a family has a child who has a disability and who may have many problems in learning and behavior. School personnel can coordinate their program with the home by offering suggestions and strategies that have been proven successful in the school environment. The school can offer direction to parents for support and resources.

TBI CONSULTATION

Initially school staff may need consultation in developing appropriate services and strategies for the student with TBI. The consultant can provide resources, direction, and support in developing a collaborative plan for the student.