



Moorpark College ACCESS

Traumatic or Acquired Brain Injuries (TBI or ABI)



Overview

A **Traumatic Brain Injury** is sudden physical damage to the brain which may be caused by things such as a car crash, gunshot wounds to the head, objects falling on the head, falls, assaults, or strokes.

According to the World Health Organization, **Acquired Brain Injury** is damage to the brain, which occurs after birth and is not related to an inherited or a worsening disease. This may be caused by stroke, bleeding in the brain, lack of oxygen to the brain, infections in the brain, toxic exposure, fluid build-up in the brain, and brain tumors.

Possible challenges:

- **Physical Changes** – problems with walking and sitting, slurred speech, chronic pain including headaches, fatigue
- **Cognitive Changes** – problems with comprehension, organization, decision making, and vision, easily distracted, poor memory, confusion, impulsiveness, lack of social filter
- **Emotional Changes** – irritability, mood disorders such as depression, anxiety, and anger management problems, emotional or behavioral outbursts
- **Social Changes** – awkwardness or inappropriate behavior due to difficulty reading social cues, self-isolation, trouble with social and work relationships

Common accommodations may include time extensions on assignments and exams, recording of lectures, instructions presented in more than one way, alternative plans to complete assignments, peer note-takers, course substitutions, priority registration, consultations regarding study skills and strategies, and alternative print formats.

For more information:

Brain Injury Society
<https://bit.ly/1pyRsSc>

Stanford Health Care
<https://shc.is/2MsCPi7>

Suggestions for instructors:

- Keep instructions as brief and uncomplicated as possible.
- Clearly define course requirements, exam dates, and assignment due dates. Provide advance notice of any changes.
- Present lecture information using several different modalities.
- Use more than one way to demonstrate or explain information.
- Have copies of the syllabus ready no less than six weeks prior to the beginning of the semester so alternative format textbooks can be provided in a timely manner.
- When teaching, state objectives, review previous lessons and summarize periodically.
- Allow time for clarification of directions and essential information.
- Provide study guides or review sheets for exams.
- Provide alternative ways for the students to do tasks (e.g., substituting oral for written work).
- Provide assistance with proofreading written work or refer student to writing lab/tutor where available.
- Stress organization and ideas rather than mechanics when grading in-class writing assignments.