

## Compensatory Strategies

- Orientation
  - Uses a map or written schedule to show him/her where to go
  - Describes how to get to a location before going
  - Leaves class early to avoid confusion of hall traffic
  - Uses an alarm watch or timer set for regular intervals
  - Uses assignment books
- Attention/Concentration
  - Uses color cuing or underlining to focus attention
  - Requests that teachers repeat instructions slowly
  - Recognizes and communicates when he/she is presented with too much information at one time
- Visual/Perceptual Process
  - Uses a marker to limit the amount of written information on one page
  - Uses an index card to assist scanning and maintaining his/her place
- Organization
  - Uses a notebook to organize schedules, maps, homework, strategies
  - Uses graphic organizers such as charts, graphs, flow charts, timelines, arrows
  - Highlights and makes notations in long passages
  - Uses task organization checklists with sequenced steps
- Memory
  - Uses notes, lists, schedules
  - Uses a tape recorder
  - Repeats information over and over silently to place it in memory
- Problem Solving
  - Uses a checklist to identify alternatives, weigh consequences, and select course of action
- Self-Monitoring
  - Uses “self-talk” (e.g., Is the task complete? Was I successful? What do I need for this task?)

Source: Traumatic Brain Injury: A Guidebook for Educators (2002). State Department of Education Office for Special Education Services, New York

## **Environmental Modifications**

- **Orientation**
  - Provide consistent room arrangement, materials, and routines
  - Assign a peer to assist student in locating classes, following schedules, etc.
- **Attention/Concentration**
  - Build in rest periods to address fatigue and stamina problems
  - Minimize visual and auditory distractions in the room (use of a study carrel, limit the number of items on a desk)
  - Place the student's desk near the teacher
- **Visual/Perceptual Process**
  - Use large print books, visual guides, books on tape
  - Arrange preferential seating
  - Use adaptive materials such as a lap board to modify the angle of the student's desk
- **Organization**
  - Structure a student's thinking process graphically through timelines, flow charts, and graphs
  - Provide two sets of books—one for home and one for school
  - Set up a notebook for the student to use for all subjects
- **Memory**
  - Display written rules and assignments
  - Provide a written set of questions before reading the material
  - Tape record lessons

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## **Instructional Modifications**

- **Orientation**
  - Provide cues to help with transitions (“ In five minutes we will be going to lunch”)
  - Cue the student to observe peers
- **Attention/Concentration**
  - Provide cues to the student to look or listen for certain information
  - Use short and concise instructions
  - Provide verbal, visual, or physical redirection
  - Present verbal information at a relatively slow pace, with appropriate pauses for processing time and with repetition if necessary
- **Visual/Perceptual Process**
  - Provide longer viewing times and repeated viewing
  - Provide arrows or cue words on a page to orient the student
  - Use color or underlining to focus attention
  - Use verbal cues
- **Organization**
  - Condense lengthy directions into steps
  - Provide a list of key words and concepts for lessons being taught
  - Organize thoughts by teaching from the concrete to the abstract
- **Memory**
  - Summarize information as it is being taught
  - Couple new information with previously learned information
  - Reinforce information presented with pictures or other visual images
  - Emphasize information to be remembered
- **Problem Solving**
  - Teach the student steps involved in problem solving
  - Use events that occur in the class to help him/her practice problem solving
  - Use modeling, rehearsing, and role playing
- **Initiation**
  - Provide cues to the student to begin tasks

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