

# MATERIALS FOR EDUCATORS

## **All About Me!**

*Roberta DePompei, PhD, 1998*

When a child with a brain injury needs help the most, friends may disappear, make taunting remarks or imitate behaviors. This book helps the child understand and cope with these issues. (16 pages)

## **All About Me! My Life As a Teenager**

*Roberta DePompei, PhD, 2000*

This booklet helps teenagers describe themselves and their disability. It can be used by teenagers or with parents and therapists to identify current strengths, needs and strategies, as well as goals to achieve their dreams (16 pages)

## **Brain Injury: Causes and Consequences for Students**

*McKay Moore Sohlberg, 1999*

This book reviews physical, cognitive, emotional, social and behavioral changes, and describes how these affect the student's abilities and needs in the classroom. (28 pages)

## **BrainSTARS**

*Jeanne Dise-Lewis, Margaret Lohr Calvery, Hal Lewis, 2002*

The BrainSTARS manual helps parents and teachers identify and educate students with acquired brain injuries. (320 pages)

## **Building Friendships When Students Have Special Needs**

*Judith Voss MA, 1997*

This manual presents a program for building peer support, decreasing social isolation and developing friendships. It can be used by parents and school staff to address the loss of friends among students with brain injuries. (52 pages)

## **Changes in Self-Awareness Among Students with Brain Injury**

*McKay Moore Sohlberg, 1999*

When the student is unaware of changes in abilities, it is difficult for educators to design accommodations and compensatory systems. This manual explains causes of unawareness and practical suggestions for working with students. (32 pages)

## **Compensatory Systems for Students with Brain Injuries**

*Ann Glang, 1999*

Changes in memory and organizational skills after a brain injury make it difficult for an affected student to function. This manual helps educators select a compensatory system, teach students how to use it and monitor its progress. (44 pages)

The Materials for Educators category has materials about the educational consequences of brain injury, both academic and social, and tools for educators to help students, as well as tools for families and students to better succeed in the school setting.

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## **From Emotions to Advocacy**

*Pam Wright, 2001*

This book teaches how to plan, prepare, organize and get quality special education services. It features includes hundreds of strategies, tips, references, and Internet resources. (382 pages)

## **Going to College: Expanding Opportunities for People with Disabilities**

*Elizabeth Evans Getzel and Paul Wehman, 2005*

With this book, readers will discover their part in helping young people gain access to a meaningful college education—one that promotes independence and responsibility, sharpens social skills, and builds a strong foundation for a successful career. (314 pages)

## **Implementing Ongoing Transition Plans for the IEP**

*Pat McPartland, 2005*

The author outlines a new approach to assessment and instruction of students in a life skills and transition program. (134 pages)

## **Learning and Cognitive Communication Challenges**

*Roberta DePompei, PhD, & Janet Tyler, PhD, 2004*

This manual explains relationship between cognitive processes and classroom behavior. Chapters address: cognitive-communicative challenges, effect of cognitive-communicative challenges on learning and classroom behavior, and an integrative approach to treatment of cognitive-communicative needs. (46 pages)

## **Life Beyond the Classroom: Transition Strategies for Young People with Disabilities**

*Paul Wehman, PhD, 2001*

This textbook has everything students, instructors and rehabilitation professionals need as they enter adulthood. It enables professionals to provide people with disabilities the best transition supports and life-skills training possible (543 pages)

## **Making the IEP Process Work: For Students with Brain Injury**

*Ann Glang, 1999*

This manual provides suggestions for developing effective educational plans for students with brain injuries. (56 pages)

## **My Future, My Plan**

*Dana Sheets and Ed Gold, 2003*

This is a transition resource encouraging student-centered transition planning for youth with disabilities. (300 pages)

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## **Pathways to Successful Transition for Youth with Disabilities**

*Gary Greene, 2003*

The goal of this book is to provide an understanding of the possibilities and potential of transition services and philosophy and practices for the benefit of students with disabilities. (506 pages)

## **The Road Ahead: Transition to Adult Life for People with Disabilities**

*Keith Storey, 2002*

Transition from school to adult life is difficult for youth with disabilities. This book provides strategies and ideas. (223 pages)

## **Signs and Strategies for Educating Students with Brain Injury**

*Gary Wolcott, MEd, Marilyn Lash MSW, and Sue Pearson MA, 2000*

This book provides a listing of the challenges that many students with brain injuries experience, and multiple ways to help students compensate for these changes and difficulties. (101 pages)

## **Strategies for Managing Challenging Behaviors of Students with Brain Injuries**

*Stephen Bruce, MEd, 2004*

This manual approaches using applied behavior analysis in the classroom. A special section contains behavior charts and forms designed for use by educators and therapists. (174 pages)

## **Transition & Beyond, Now What?**

*Pacer Center, 2002*

A guide to help families of young adults move ahead on transition when they don't know how to begin. (72 pages)

## **Transition Portfolios for Students with Disabilities**

*MaryAnn Demchak & Robin Greenfield, 2003*

This book provides state-of-the-art information on transitioning needs of a wide range of students with disabilities, including those with the most complex needs (131 pages)

## **Working with Traumatic Brain Injury in Schools: Transition, Assessment, and Intervention**

*Paul Jantz, Susan Davies, and Erin Bigler, 2014*

A practitioner-oriented guide to school-based services for students who have experienced a TBI. This is also written for parents and guardians of students with TBI due to their role in the transition, assessment, and school-based intervention process. (197 pages)

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## VIDEOS

### **Brain Injury Partners: Advocacy Skills for Parents (CD-ROM)**

*Ann Glang, PhD, 2004*

This program provides practical tips on how to be a better advocate for your child in the school. The skills-based training offers simple strategies for dealing with the common problems parents face in advocating for their child's needs.

### **Building Friendships When Children Have Special Needs**

*Lash & Associates, 1997*

This video, which has a companion manual, presents an innovative program for building peer support, decreasing isolation and developing friendships. It is an approach that parents and school staff can use to address the loss of friends all too common among students with brain injuries. (12 minutes)

### **My Future, My Plan**

*State of the Art Productions, 2003*

This video profiles three students with a range of disabilities who overcome barriers and get support to achieve their goals. A discussion guide also comes along with the video. (30 minutes)

### **Never Give Up**

*Kansas State Board of Education, 2004*

This video follows two students through school and discusses accommodations and techniques used to help them succeed. There are also suggestions for ways to help children with brain injury in school. This video encourages teachers to keep trying techniques to find out what works. (25 minutes)

### **Take Two After Traumatic Brain Injury**

*Lash & Associates, 2001*

This video shows the educational challenges by following three youths as they return to school following a traumatic brain injury, and also has segments where the families discuss issues returning to school presents for the entire family. (16 minutes)

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