

## BOOKS

### **Brain Development in Children and Adolescents: What Happens After Brain Injury?**

*Ron Savage, Ed.D. (2010)*

This booklet helps parents and educators understand how the child's brain develops and why a brain injury has immediate and long-term consequences. It helps them recognize the relationship between the injury and changes in abilities. (36 pages)

### **Children with Traumatic Brain Injury: A Parent's Guide**

*Lisa Schoenbrodt, 2001*

This book provides parents with the support and information they need to help their child recover from a brain injury and to prevent further incidents. The book also discusses the complex process of family readjustment after brain injury. (482 pages)

### **The Child's Brain: Injury and Development**

*Ron Savage, 1999*

This book describes of how the brain works and what happens when it is injured, and explains how the consequences of brain injury show up over time as the child matures. (16 pages)

### **Information on Brain Injury in Children, Adolescents and Young Adults (in Spanish)**

*Lash & Associates, 2001*

These TBI tip cards are collected in Spanish: When a Child is in a Coma, Helping Families Cope, Help Brothers and Sisters, Back to School, Special Education and Substance Abuse. (48 pages)

### **Pediatric Brain Injury: The Special Case of the Very Young Child**

*Carol Wedel Sellers, 1997*

This book is for professionals who need an understanding of the clinical challenges associated with young children. Educators, social workers, family members, advocates and students will also benefit from the information contained in this book. (153 pages)

### **Pediatric Traumatic Brain Injury: Proactive Intervention**

*Jean Blosser, 2003*

This is a resource for rehabilitation programs and schools. It reviews students' cognitive and communication needs, how to assess these deficits, and emphasizes a research-based approach to problems emerging after pediatric brain injury. (266 pages)

**The Pediatric Brain Injury category has materials on brain injury in children and adolescents, and information for parents, educators and professionals on how to meet the needs of these individuals.**

# PEDIATRIC BRAIN INJURY

## **Traumatic Brain Injury in Children and Adolescents**

*Margaret Semrud-Clikeman, 2001*

An alternative to neuropsychological testing, this book presents strategies for accommodating the needs of students with TBI. It is written in a non-technical style for school psychologists, counselors, social workers, special education professionals, and other clinicians working with young people. (221 pages)

## **When Your Teenager is Injured**

*Marilyn Lash, Paul Kahn & Gary Wolcott, 1997*

This book focuses on transition planning. It discusses including the process in the IEP and helps families for adulthood by describing how to look for a job and negotiate accommodations. (56 pages)

## **Wrightslaw: IDEA 2004**

*Peter Wright, Esq., 2005*

This book provides a roadmap to the law and how to get better services for all children with disabilities. Learn what the law says about: IEPs, IEP teams, and transition; evaluations, reevaluations, parental consent, and independent evaluations; research based instruction, early intervention and more. (161 pages)

## **VIDEOS**

### **Accessing Public School Services Following Brain Injury**

*Sharon Grandinette, MS, 2007*

This video reviews the needs of students with brain injury, steps to reintegrate these students into school so they receive appropriate supports and services, and perspectives on assessment, eligibility, and services offered under IDEA and 504 (60 minutes)

### **Schools and Brain Injury**

*Ann Glang, PhD, 2009*

This video reviews myths about BI, factors impacting the service delivery of education, and promising practices, including screening, improving hospital-school linkage, training for TBI educators, advocacy training for parents, and systemic change. (104 minutes)

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