

Traumatic Brain Injury Checklist

Trained, licensed and knowledgeable personnel should carefully review the information obtained from this checklist. The following steps will assist in evaluating and interpreting the results.

1. Using the rating scale shown on the first page, the individual completing the checklist responds to each of the items by checking the column which best reflects the student's status. When scoring the results, the numbers are tallied for each category, and a corresponding score and percentage is calculated (see scoring sheet on page 50). Results from one or more raters can be tabulated, either individually or mathematically averaged.
2. When analyzing the tallied responses for each category, the most points possible (number on the bottom) represents the most severe and frequent occurrences of the behavior. By comparing the student's total points per category to this number and then calculating a percentage, the relative significance of the problem may be determined. A student who receives a score of 40% or more of the possible points may have a significant problem in that particular area depending upon analysis of the behaviors involved. For example, in the first section (Orientation and Attention to Activity) the total possible score is 24. If a student receives 10 or more points in this section, this total section score could be considered significant. Consider the classroom or specific environment the checklist rating reflects as well as the time of day the student was observed, as well as the expectations of the setting and the staff.
3. Computed percentages can be plotted and displayed on the accompanying graph. This data can be visually presented in a number of ways; a) individual percentages for each category by multiple respondents, or b) averaged percentages. It should be noted that the TBI Checklist (and other checklists included in this manual) are not normed or standardized as evaluation instruments.

Note: To reproduce additional copies of this Traumatic Brain Injury Checklist, see Part VI: Black Line Masters.

Traumatic Brain Injury Checklist

Name of Student: _____

Name of Individual Completing Form: _____

Date: _____

Directions: Please rate the student's behavior (in comparison to same-age classmates) by placing an X in the appropriate column below.

(0)	(1)	(2)	(3)	Numbers are for scoring purposes only. Please indicate frequency of each behavior by marking an X in the appropriate column.
Not at all	Occasionally	Often	Very Severe and/or Frequent Problems	
				A. Orientation and Attention to Activity
				Confused with time (day, date), place (classroom, bathroom, schedule changes), and personal information (birth date, address, phone schedule)
				Seems to be "in a fog"
				Stares blankly
				Appears sleepy or to fatigue easily
				Fails to finish things started
				Cannot concentrate or pay attention
				Daydreams or gets lost in thoughts
				Inattentive, easily distracted
				B. Starting, Changing and Maintaining Activities
				Confused or requires prompts about where, how or when to begin assignment
				Doesn't not know how to initiate or maintain conversation
				Confused or agitated when moving from one activity, place, or group to another
				Stops mid-task (math problem, worksheets, story, or conversation)
				Perseverates on certain topics of behaviors
				Gives up quickly on challenging tasks

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(0)	(1)	(2)	(3)	Numbers are for scoring purposes only. Please indicate frequency of each behavior by marking an X in the appropriate column.
Not at all	Occasionally	Often	Very Severe and/or Frequent Problems	
C. Absorbing and Retaining Information				
				Forgets things that happened even the same day
				Problems with learning new concepts, facts, or information
				Cannot remember simple instructions or rules
				Forgets classroom materials, assignments, and deadlines
				Forgets information learned from day to day (does well on quizzes, but fails test covering several weeks of learning)
D. Language Comprehension and Expression				
				Confused with idioms ("climbing the walls") or slang
				Unable to recall word meaning or altered meaning (homonym or homographs)
				Unable to comprehend or breakdown instructions and request
				Difficulty understanding complex or lengthy discussion
				Processes information at a slow pace
				Difficulty finding specific words(may describe but not label)
				Stammers or slurs words
				Difficulty fluently expressing ideas (speech disjointed, stops midsentence)
E. Visual-Perceptual Processing				
				Cannot track when reading, skips problems, or neglects a portion of a page of written material
				Orients body or materials in unusual positions when reading or writing
				Gets lost in halls and cannot follow maps or graphs
				Shows left-right confusion

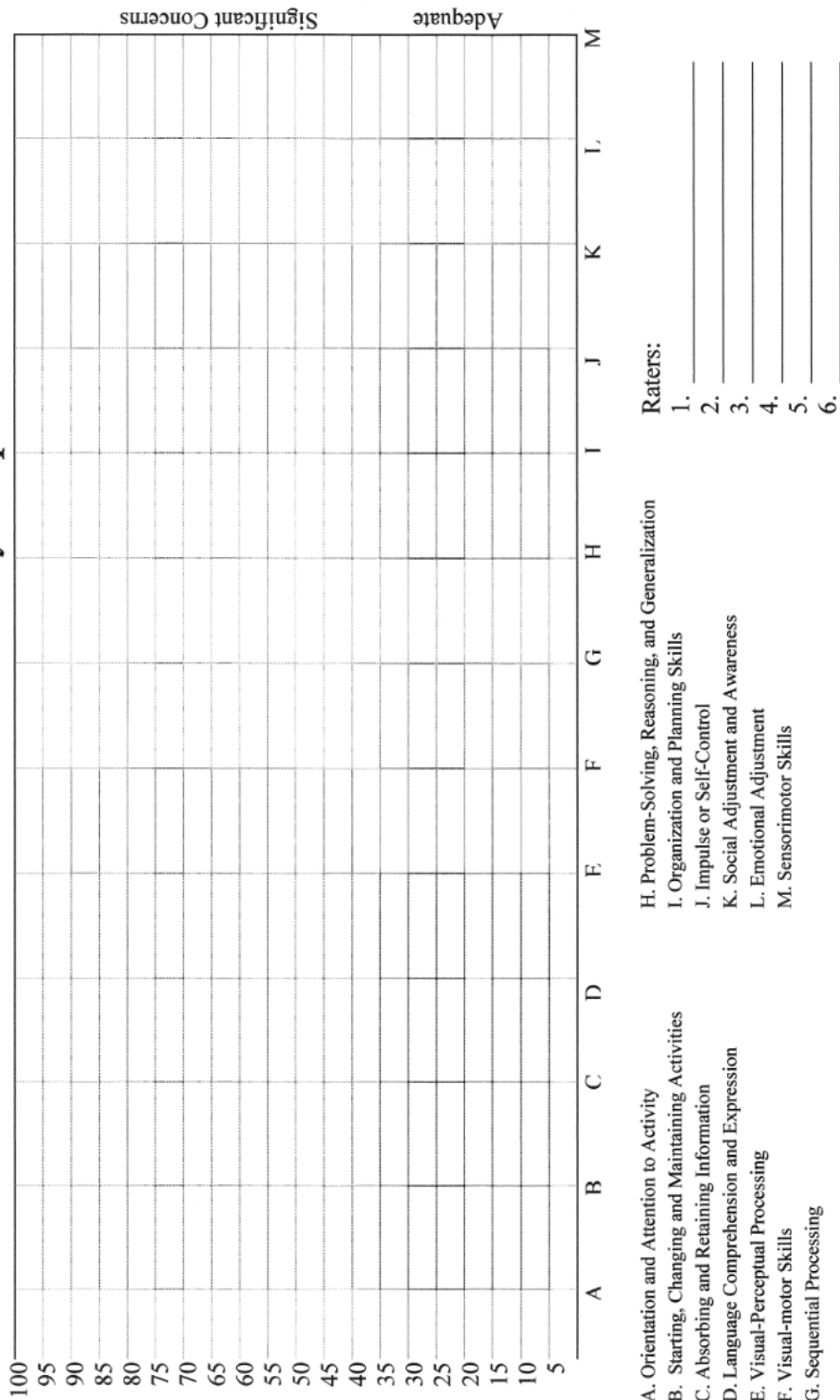
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Not at all	Occasionally	Often	Very Severe and/or Frequent Problems	
F. Visual-motor Skills				
				Difficulty copying information from board
				Difficulty with notetaking
				Difficulty with letter formation or spacing
				Slow, inefficient motor output
				Poor motor dexterity (cutting, drawing)
G. Sequential Processing				
				Difficulty with sequential steps of task (getting out materials, turning to page, starting an assignment)
				Confuses the sequence of events or other time-related concepts
H. Problem-Solving, Reasoning, and Generalization				
				Fails to consider alternatives when first attempts fails
				Does not use compensatory strategies (outlining or underlining)
				Problems understanding abstract concepts (color, emotions, math and science)
				Confusion with cause-effect relationships
				Unable to categorize (size, species)
				Problems making interferences or drawing conclusions
				Can state facts, but cannot integrate or synthesize information
				Difficulty applying what is known to new or different situations
I. Organization and Planning Skills				
				Difficulty breaking down complex tasks (term papers, projects)
				Problems organizing materials
				Problems distinguishing between important and unimportant information
				Difficulty making plans and setting goals
				Difficulty following through and monitoring plans
				Set unrealistic goals

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M. Sensorimotor Skills				
				Problems with smell, taste, touch, hearing or vision
				Problems with visual acuity, blurring or tracking
				Problems with tactile sensitivity (e.g., cannot type or play an instrument without watching hands)
				Problems with oromotor (e.g., swallowing), fine motor or gross motor skills
				Poor sense of body in space (loses balance, negotiating obstacles)
				Motor paralysis or weakness on one or both sides
				Motor rigidity (limited range of motion), spasticity (contractions) and ataxia (erratic movements) circle one
				Difficulty with skilled motor activities (dressing, eating)
Waaland and Bohannon, 1992				

TBI Checklist Summary Graph



- A. Orientation and Attention to Activity
- B. Starting, Changing and Maintaining Activities
- C. Absorbing and Retaining Information
- D. Language Comprehension and Expression
- E. Visual-Perceptual Processing
- F. Visual-motor Skills
- G. Sequential Processing
- H. Problem-Solving, Reasoning, and Generalization
- I. Organization and Planning Skills
- J. Impulse or Self-Control
- K. Social Adjustment and Awareness
- L. Emotional Adjustment
- M. Sensorimotor Skills

Raters:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____