

A TBI Training Glossary

Accommodation/Modification:

Accommodations: Provide access to the course content but does not alter the amount or complexity of the information taught to the child. Accommodations are changes made in the way materials are presented or in the way children demonstrate learning, as well as changes in setting, timing, and scheduling, with the expectation that the child will reach the standard set for all children.

Modifications: Alter the course content that will be taught to the child. Modifications of the curriculum will result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child's same age and grade level peers.

Acquired vs. Traumatic Brain Injury:

Traumatic brain injury is a result of a direct blow to the head. The force is large enough to break through the skull and damage the soft brain, or to cause the brain to move within the skull.

Acquired brain injury is one that has occurred after birth, and is not hereditary, congenital, or degenerative.

Attention:

A network of brain performance controls, including mental energy, processing of incoming information, & regulation of output.

Behavioral Momentum:

The goal of a behavioral momentum intervention is to create a "momentum of compliance". This momentum will keep the student "rolling down the hill", so that he or she is more likely to continue responding, such as following subsequent instructions, even ones that are difficult or disliked.

Cognitive Load:

Level of effort associated with thinking and reasoning (including perception, memory, language, etc.), thus potentially interfering with other thought processes. A user interface strives to minimize the cognitive load associated with operating the interface itself so that all of a person's cognitive resources are available for their task.

Executive Functioning:

The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.

Information Processing Speed:

Information processing involves taking in raw sensory input and making sense of it. The ability to process input quickly allows for better response times and an enhanced ability to adapt to changing environments, such as driving in the city or engaging in a heated debate.

Memory: Short Term Memory:

Brief registration of new information (which may be used, stored, or discarded); includes recoding & entry of modality-specific inputs.

Memory: Working Memory:

Mental suspension of components while using or manipulating them; includes juggling parts of tasks, linking short- and long-term intentions & needs, & freedom from interference.

Memory: Long Term Memory Consolidation:

Storing information in memory; includes use of schema, categories, & strategies for accessible mental filing.

Memory: Long-Term Memory Access

Retrieval of information, experiences, or skills; includes free recall (minimal cueing) & recognition (extensive cueing, such as multiple-choice).

Mental Energy:

Mental functions regulating the initiation & maintenance of cognitive energy flow for learning, work, & behavioral control.

Self-Control and Self Inhibition:

Self control is the ability to control one's emotions and desires, is the capacity of efficient management to the future. Self inhibition is the conscious or unconscious restraint of a behavioral process, a desire, or an impulse.

Social Cognition:

Thinking that facilitates interpersonal interactions; encompassing Social Behaviors and Verbal Pragmatics.

Study Skills:

Study skills are techniques that make learning more efficient and more rewarding. As students progress through school, they typically become more and more responsible for their own learning. Attending class regularly, participating, getting the most out of instruction, and being prepared for class and exams are just some of the areas students must develop in order to succeed. It is also crucial for students to develop successful study habits including: careful listening and effective note-taking, carefully preparing for and taking tests, thinking strategically, taking an active approach to studying, and being able to self-regulate learning and studying.

Task Analysis:

Task analysis is the analysis of how a task is accomplished, including a detailed description of both manual and mental activities, task and element durations, task frequency, task allocation, task complexity, environmental conditions, necessary clothing and equipment, and any other unique factors involved in or required for one or more people to perform a given task. Task analysis emerged from research in applied behavior analysis and still has considerable research in that area.

Universal Design for Learning (UDL):

The design of the instructional materials and activities that makes the learning goal achievable by individuals with a wide difference in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Universally designed curriculum overcomes traditional curricular limitations by incorporating three principles of flexibility into the design: Multiple methods of presentation; Multiple options for participation, and Multiple means of expression.

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